



NOTICE OF MEETING

CABINET MEMBER FOR EDUCATION

MONDAY, 10 JULY 2017 AT 4.00 PM

CONFERENCE ROOM A - CIVIC OFFICES

Telephone enquiries to Lisa Gallacher 02392 834056

Email: lisa.gallacher@portsmouthcc.gov.uk

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

CABINET MEMBER FOR EDUCATION

Councillor Hannah Hockaday (Conservative)

Group Spokespersons

Councillor Suzy Horton, Liberal Democrat

(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

Deputations by members of the public may be made on any item where a decision is going to be taken. The request should be made in writing to the contact officer (above) by 12 noon of the working day before the meeting, and must include the purpose of the deputation (for example, for or against the recommendations). Email requests are accepted.

AGENDA

- 1 Apologies for absence**
- 2 Declarations of interest**
- 3 Targeted Short Breaks (Pages 7 - 66)**

Purpose of report

The purpose of the report is to share the findings of the Targeted Short Breaks consultation which ran between 9th January and 20th March 2017, and make a recommendation in light of the feedback and the findings of the corresponding Equalities Impact Assessment.

RECOMMENDED

- (1) It is recommended that the Cabinet Member for Education approves the decision not to pursue savings through making cuts to the Targeted Short Breaks budget at this stage on the basis that:
- i. The consultation feedback and the Equalities Impact Assessment did not conclusively identify a way in which savings could be realised without it having a detrimental impact on the children and young people and their parents/carers who access these services
 - ii. The process did reveal the need to undertake a broader review of the targeted short break offer and the range of services commissioned in the future as part of the re-tendering process. This will be completed so that contacts can be in place by 1st April 2018, if possible delivering savings at the same time.

4 Home to School/College Transport (Pages 67 - 132)

Purpose of report

The purpose of the report is to consider responses to the home to school/college transport consultation and identify areas for change to the Home to School Transport Policy and Post 16 Learners Statement in order to further address the continuing overspend of this budget. The proposed changes relate only to discretionary support and do not affect the council's delivery of its statutory responsibilities for home to school/college transport.

RECOMMENDED

It is recommended that the Cabinet Member for Education agree the following changes to the Home to School Transport Policy and Post 16 Learners Statement:

- (i) That the age range is lowered for eligible post 16 students (those with significant and exceptional needs) from 16-25 years to 16-19 years, in line with other Local Authorities, as from 1st September 2018. For those in Year 14 who meet the exceptional circumstances criteria and who start their college course in September 2017, the council will continue to provide transport assistance until July 2019.
- (ii) That the council ceases to provide transport for new placements of nursery age students who attend specialist nursery schools as from 1st September 2018. All those children who currently receive

transport assistance and who continue to meet the criteria will continue to be able to make an application for each year that they attend specialist nursery provision. Applications are made on an annual basis.

- (iii) That the cost of privilege places on a minibus or taxi is increased from £495 per annum to £750 per annum as from 1st September 2018.
- (iv) That a two tier financial contribution of £495 per annum for low income families of post-16 students and £600 per annum for families of post-16 students who do not meet the criteria for low income, is introduced as from 1st September 2018.
- (v) That the points threshold for automatic entitlement to home to school/college transport is raised from 60 points to 70 points as from 1st September 2018. For those who are currently in receipt of this entitlement, this will continue until the end of their Key Stage or end of post-16 education, if they continue to meet criteria.

5 Maintained School Balances as at 31 March 2017 (Pages 133 - 150)

Purpose of report

To inform the Cabinet Member of the level of maintained schools' revenue and capital balances as at 31st March 2017.

RECOMMENDED that the Cabinet Member notes the level of maintained schools' revenue balances and capital balances as at 31st March 2017 as shown in Appendices 2 & 3 and the monitoring action taken by the council.

6 2016-17 Dedicated Schools Grant Outturn Report for 2016-17 and Revised Budget 2017-18 (Pages 151 - 160)

Purpose of report

To inform the Cabinet Member of the year-end outturn position as at the end of March 2017 for the Dedicated Schools Grant (DSG) and to propose revisions to the DSG budget for 2017-18.

RECOMMENDED that the Cabinet Member:

- a. Note the year-end outturn budget position for the Dedicated Schools Grant as at the end of March 2017 and the variance explanations contained within this report.
- b. Approve the revised DSG budget for 2017-18 as set out in Appendix

1.

7 Education Budget Monitoring Outturn report for 2016-17 (Pages 161 - 166)

Purpose of report

To inform the Cabinet Member of the revenue expenditure position within the Education portfolio cash limit, together with the capital programme for the financial year 2016-17. This report sets out the budget position and contributing factors to the final portfolio underspend at the end of the financial year.

RECOMMENDED that the Cabinet Member:

- (1) Note the Education Portfolio outturn position for 2016/17 of £211,000 under the approved cash limit provision and the capital programme position at the end of the financial year.**
- (2) Note the potential cash limit pressure for the 2017/18 financial year; and that this will continue to be monitored and reported regularly during the year.**

8 SEND capital funding to support special school places (Pages 167 - 174)

Purpose of report

The purpose of this report is to provide an update on the progress and costs of the works required to adapt the accommodation at both Redwood Park Academy and Cliffdale Primary Academy to support the remodelling of the Special Schools and to support children with more complex needs.

RECOMMENDED that:

- a) the project at Cliffdale Primary Academy be completed in full. This recommendation would enable Cliffdale Academy to be fully equipped with sufficient and appropriate provision for primary aged pupils with more complex needs. The completion of the Cliffdale project will also enable modern modular accommodation to move to Redwood Park Academy, providing a medium-term temporary solution addressing the majority of the phase 1 requirements at Redwood Park Academy.**
- b) £896,000 of capital funding is re-allocated from Redwood Park Academy to Cliffdale Primary in order to provide the necessary funding (of £3.096m) to complete the Cliffdale project and relocate the modular buildings.**
- c) power be delegated to the Deputy Director of Children, Families and Education - Education, to approve the entering into contract for capital works set out in this**

report.

9 The Harbour School (Pages 175 - 180)

Purpose of report

- (1) To update the Cabinet Member for Education on the progress that has been made to address the financial and structural issues at The Harbour School (THS); whilst ensuring the educational offer to pupils is maintained and enhanced.
- (2) A similar report will be presented to Schools Forum on 12th July 2017 prior to a further report in the Autumn which will recommend that financial support is provided from the Dedicated Schools Grant to THS in order to pave the way for a transfer of THS to a Multi Academy Trust during 2018.

RECOMMENDED that the Cabinet Member notes the significant progress that has been made to address the financial and structural issues at The Harbour School and endorses the next steps that are now being taken as set out in section 4 of the report.

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 3



Portsmouth
CITY COUNCIL

Decision maker: Cabinet Member for Education

Subject: Targeted Short Breaks

Date: 10th July 2017

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 the report is to share the findings of the Targeted Short Breaks consultation which ran between 9th January and 20th March 2017, and make a recommendation in light of the feedback and the findings of the corresponding Equalities Impact Assessment.

2. Recommendations

- 2.1 It is recommended that the Cabinet Member for Education approves the decision not to pursue savings through making cuts to the Targeted Short Breaks budget at this stage on the basis that:
- i. The consultation feedback and the Equalities Impact Assessment did not conclusively identify a way in which savings could be realised without it having a detrimental impact on the children and young people and their parents/carers who access these services
 - ii. The process did reveal the need to undertake a broader review of the targeted short break offer and the range of services commissioned in the future as part of the re-tendering process. This will be completed so that contracts can be in place by 1st April 2018, and if possible delivering savings at the same time.

3. Background

- 3.1 In order to identify potential areas of future savings in the Education budget, it was determined that a consultation should be carried out to look at how Level 1 Targeted Short Breaks services might be delivered at a reduced cost.

- 3.2 The consultation ran between Monday 9th January and Monday 20th March 2017 and gathered views from parents, carers, young people and service providers on how the council might save 10% from the overall Targeted Short Breaks budget (£44,000), by reducing the spend on the Level 1 targeted short break offer.
- 3.3 It was emphasised in the survey that **Targeted** Short Breaks should not be confused with **Specialist** Short Breaks which are accessed through a Social Care assessment.
- 3.3 It also explained the difference between the two levels of Targeted Short Breaks. Level 1 Short Breaks can be accessed directly by parents and carers for all children with special educational needs and disabilities. Level 2 Short Breaks are for children who require a higher level of support. The focus of the consultation was on reducing the spend on Level 1 Targeted Short Breaks only.
- 3.4 Prior to the launch of the consultation, the Parents Co-production Group and the Empowering Children and Families Group were engaged in preliminary conversations around the consultation. The groups were asked: who the council should consult with; ways in which the council might consult; how the council would promote the consultation; and the options on how to make the saving. The views and opinions of each group contributed to the design of the consultation.
- 3.5 The Level 1 Targeted Short Breaks provision under consultation was as follows:

Type of Targeted Short Break	Costs
Enable Ability – Teenage Project	£20,000
Enable Ability – additional childcare worker support for the Inclusive Holiday Playscheme	£57,534
Enable Ability - Youth Holiday Programme	£25,000
Portsmouth Autism Support Network – Teenage Group	£20,000
Portsmouth Autism Support Network – Gym Club	
Portsmouth Autism Support Network – Autinet	

- 3.6 Due to the delay in the timing of the consultation, service providers were provided with a 6 month extension to their contracts until 30th September 2017 to ensure services continue until a decision has been made and adequate notice of termination of contract can be given.

- 3.7 Currently 128 children are accessing Level 1 Targeted Short Breaks in the city. Some young people attend more than one setting but numbers are broken down per setting as follows:
- Portsmouth Teenage Project - 25 individuals
 - Inclusive Holiday Play Scheme - 66 individuals
 - Portsmouth Autism Support Network - 18 individuals
 - Youth Holiday Programme - 21 individuals
- 3.8 Appendix 1 gives a further breakdown of the provision, including the short break offer, ages of attendees and numbers eligible.

4. Outcome of the consultation

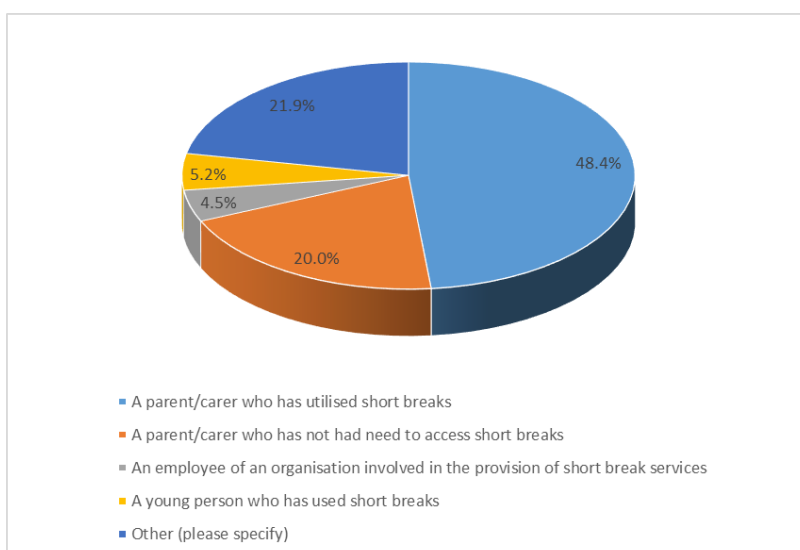
- 4.1 The council (through Education's Inclusion Service) ensured that all interested parties were invited to comment (i.e. parents currently accessing the service, interested parties/suppliers), as well as being available on the PCC website. There was also some promotion via the citizens' panel.
- 4.2 In total 157 individuals participated in the consultation. All were completed via the electronic link provided. Of those completing the survey, 75 were parents who have used Level 1 Targeted Short Breaks for their child/young person. The confidence level of this sample is 90%.

Question 1: postcode

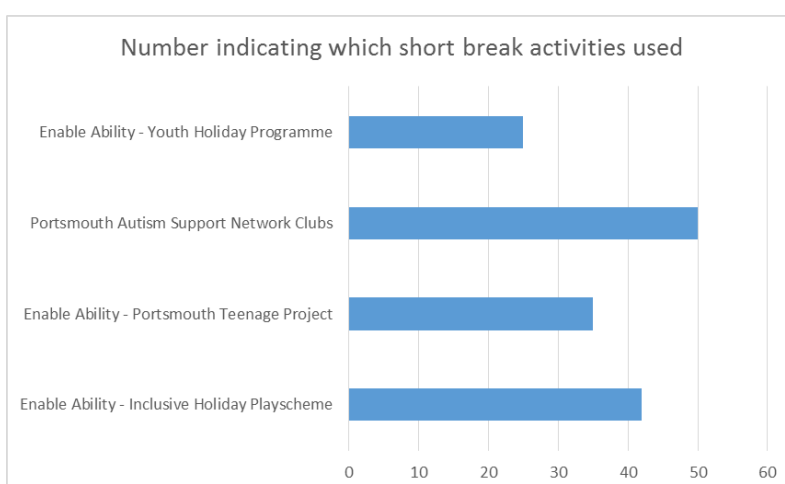
- 4.3 The council has an overarching MOSAIC profile of the city as a whole and broadly speaking those who responded are similar to the overarching profile. However, some of the more affluent groups that are less significant in the overall Portsmouth population were over-represented in the group of responders for consultation. They included Domestic Success, Suburban Stability, Urban Cohesion and Prestige Positions. It is important to note that some of the comments made by these groups, in terms of financial contribution, may be less popular amongst other families that are struggling more. It should also be noted that these individuals accounted for 20.61% of all responses.

Question 2 - Please indicate the capacity you are responding in

- 4.4 The majority (48.4%) of those responding were parents or carers who have used Targeted Short Breaks provision. 'Other' accounted for 21.9% of responses. These included teachers, citizens' panel members, grandparents and other professionals working in the SEN sector (other than from a provider). Seven individuals responded from organisations involved in the provision of Targeted Short Break services.



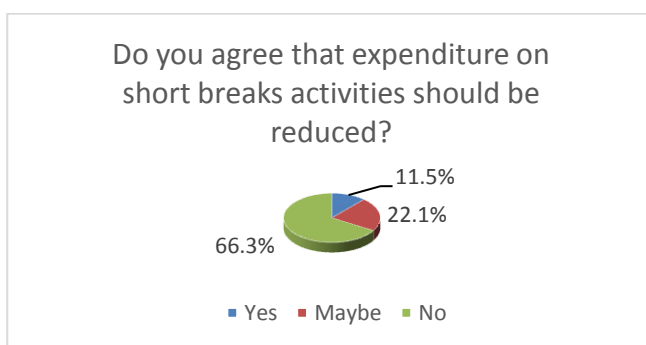
Question 3: which of the following short break activities have you / your child used?



4.5 Of those who have used the service, the consultation asked respondents to indicate which services they had used. Of those responding the Autism Support Network Clubs and the Inclusive Holiday Playscheme were the two most widely utilised. Some respondents indicated that they used multiple activities, 31 (32%) of the 97 who responded to this question indicated that they had used more than one of the services.

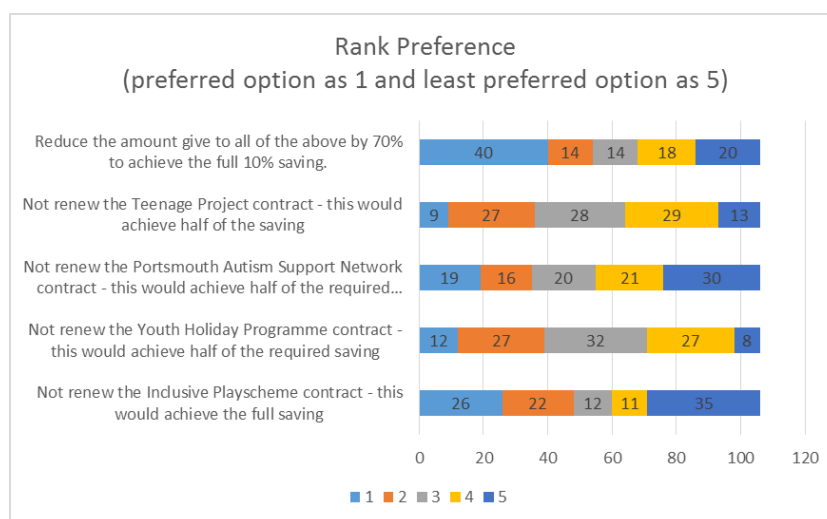
Question 4: do you agree that expenditure should be reduced in order to contribute to the savings required?

Question 5: if you do not agree, do you have alternative proposals to suggest?



- 4.6 The majority of those who responded (66.3%) did not agree that Targeted Short Breaks activities should be reduced to contribute to the savings required.
- 4.7 47 individuals suggested an alternative. For example:
- *Reduce expenditure within the council e.g. wages or benefits such as company cars*
 - *Cut budgets from elsewhere such as stop changing road systems that work perfectly well. Or cut schemes like park and ride.*
 - *Find funding from another source*
- 4.8 Others indicated that more fundraising or contributions to attendance would contribute to maintaining the services. For example:
- *Council to identify self-funders over thresholds of financial support who can self-fund / contribute towards the cost of care and short breaks.*
 - *Paid membership of charity, increase of charge to attendees of events.*
 - *To liaise more with local community/sports/entertainment facilities e.g. The Pyramids, Cinemas etc. to hold special sessions for those on the Autism spectrum and other disabilities for a Autism/disability family only session much like Tesco's have introduced an hour for shopping on the weekends 9am-10am for families to access during a quiet time. This could be something the local centres could do so that families can enjoy time together in a less stressful environment. Families would be prepared to pay for this but it would be a designated time for them to enjoy without prejudice or anxieties.*
 - *That the provider raise the cost by a small amount.*

Questions 6 and 7: proposal of 5 possible options and responses



4.9 The consultation asked participants to indicate which of the following options they preferred, by asking them to rank each of them; with 1 being their most preferred option and 5 their least. The options given were:

- Reduce the amount given to all of the providers by 70% to achieve the full 10% saving.
- Not renew the Teenage Project contract - this would achieve half of the saving.
- Not renew the Portsmouth Autism Support Network contract - this would achieve half of the saving.
- Not renew the Youth Holiday Programme contract - this would achieve half of the required saving.
- Not renew the Inclusive Playscheme contract - this would achieve the full saving.

4.10 The responses were as follows:

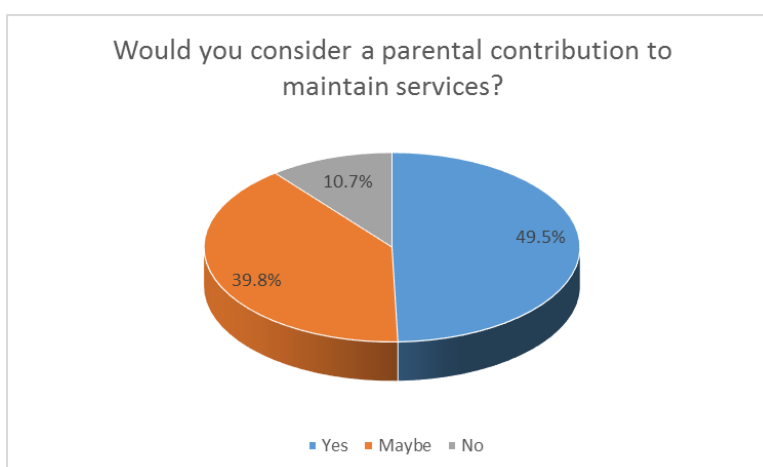
- The most frequently chosen option to be ranked '1' was to reduce the amount given to all of the options in order to achieve the full saving. It was noted by some respondents that this would in fact deliver more than the required saving and there was a worry that more would be lost than was required. It would therefore be prudent to communicate such a change clearly and give details on where any additional savings could be made, e.g. could other services for this group be commissioned or could they be used in another way.
- The second most preferred option was not to renew the additional childcare worker support for the Inclusive Holiday Playscheme, although a significant proportion also chose it as their most preferred option.
- The third most preferred option was not to renew the Youth Holiday Programme.

- The fourth most preferred option was not to renew the Teenage Project.
- The fifth most preferred option, with combined scores of 4 and 5, was not to renew the Portsmouth Autism Support Network. The level of responses gathered when asked what the impact would be if the service is cut (Q. 10) repeatedly emphasised how much the service prevents isolation for young people and helps children and young people develop friendships within a safe environment.

4.11 It is also important to note that there may have been confusion around the Inclusive Playscheme as several comments seem to refer to a playscheme for children that cannot access mainstream settings. It is likely that in this case respondents were referring to the Specialist Holiday Playscheme.

- *Play scheme offers family's an often needed break and a chance to spend time with siblings doing things they would not be able to do. Playscheme also offers children routine and structure in their holidays and this so important to some children. It also enables parents to continue working knowing that their child/children are cared for by people who can manage their complex and often challenging needs that could not be met at alternative childcare placements"*
- *I do not agree that any of the programmes should simply just be cut it is unfair on all that utilise these services I have a special needs child age 7 that uses the inclusive playscheme she cannot just go to any playscheme for children without these difficulties due to the nature of her disabilities.*

Question 8 & 9: would you consider a parental contribution? How much is considered acceptable?



4.12 It is known from conversations in pre-consultation meetings that some parents would be happy to contribute to the maintenance of services. Just

under 50% said they would consider a parental contribution, with many more (39.8%) indicating that they might. From comments this would seemingly be dependent on means testing or levels of contribution required. Only 10.7% dismissed the idea of a parental contribution entirely.

- 4.13 When asked what a reasonable contribution looked like, there were many different responses and they can all be seen in the verbatim section of the report (refer to [Appendix 2](#)). However, means testing and affordability of provision remained paramount. It was also important that any cost incurred should not be more than the standard provision for such services as holiday clubs that could be accessed by those without a disability. Below is a small sample of comments given:

- *Not sure as parents contribute anyway. As far as holiday provision goes, I had understood there was a drive to ensure parents of special needs children did not pay more than those without disabilities.*
- *An affordable amount so that a family on benefit could still utilise services.*
- *£10 per session.*
- *We already pay for teenage project and paid for play scheme. A small increase would be acceptable but anything too high would stop us attending.*

- 4.14 An exercise was carried out prior to the consultation to investigate if parents increased their level of contribution would it help towards the saving. The result demonstrated that increasing contributions would not be significant enough to meet the level of saving required.

Question 10: how might the proposed changes impact on you and your child?

Question 11: do you have any alternative suggestions about accessing short break activities or how they could be managed?

Question 12: do you have any further comments regarding this consultation?

- 4.15 A large number of comments for questions 10, 11 and 12 were given and can be found in [Appendix 2](#), Verbatim 4, 5 and 6.

5. Feedback from organisations providing short breaks

- 5.1 When asked if funding should be reduced for Level 1 Targeted Short Breaks provision, opinion was divided. Only 7 responded; but only 5 responded to the question regarding a reduction in funding and of those one agreed and two answered 'maybe'. The two who did not agree gave the following comments:

- Council to identify self-funders over thresholds of financial support who can self-fund / contribute towards the cost of care and short breaks.
- I understand that if PCC determine that a cut has to be made to short breaks services then this will have to be implemented. I think it would have been helpful to have made representation to the councillors regarding the benefits to the recipients and the potential for alternatives to be considered instead - though I appreciate that the survey would have needed to have been completed much earlier to have been in a position to do so.

5.2 When asked about the ranking of options, the following comments were noted:

- I know least about the works that the youth holiday programme does and the autism support network.
- I don't particularly think either option is the right one. Maybe a better/fairer option would be to take 55% from inclusive and 20% from the other projects saving an estimated £45,350. At Enable Ability I think we would rather take the cut from the inclusive play scheme
- I don't really think that any of these alternatives is ideal (especially as a cut of 70% to all projects amounts to almost double the required saving needed & a 70% cut to the Inclusive Play scheme would nearly meet the full requirement (a 100% cut would be £13,000 more than is needed). If there has to be a cut I think that, for the projects run by Enable Ability, there is considerably more capacity for a cut to the Inclusive Play scheme but that it may be more equitable to balance a more sizeable cut to this project with a significantly smaller cut to the other 3 projects. As the Youth Holiday Scheme and the Teenage Project are both so successful and provide regular support to such a vulnerable group of young people I think that the cutting of either one or both of these services would be devastating to its participants.
- Inclusive was designed to be short term, it seems unwise to continue a service that needs to be scaled down, rather than scaling down services that present opportunities for expansion.
- All providers agreed that a parental contribution would be welcome with suggestions ranging from a flat £100 fee to introducing an increase in 30% of the current contribution.

5.3 Direct feedback from the Inclusive Holiday Playscheme mainstream providers was gathered.

- Feedback 1
"We really valued support from Enable Ability working with us to care for children with special educational needs and disabilities. We have not used them for some while though, as the requirement has not been there. We would still be able to take children without them as we did previously, but, we would need to access some

funding if available for 1:1 support. We do currently charge fees at the normal rate, but, get staffing free of charge"

- Feedback 2

"We still have staff from Enable Ability to enable us to take SEND children and offer them the support required in all holiday playschemes.

We often have 1 or 2 or 3 staff from Enable per day depending on the amount of children with Sen we have booked in.

This means that SEND children can participate in our playschemes along with their siblings or with children who are very able but can still have the extra support they require when needed. Our Able body children have learnt to accept SEND due to attending our setting.

We have 2 children who have downs syndrome who attend most playschemes due to parents working. One who has attended since age 4 and is now aged 11!! Both these children would be unable to attend without the required support. Due to their needs. At times they may just need time away from the others or help with simple tasks like toileting or even supervision due to a choking hazard while eating etc.

Another child we have attend is blind/little use of their left side of their body she needs to be supervised and helped most of the time to join in the activities or just to go to the toilet. She also attends with a sibling.

We have several children attend who have Autism /Asperger who don't require 1:1 support but do need a high level of reassurance/supervision when we are on and off site.

Recently our SEN children have increased and 2 or 3 extra staff offered means we can take 5 or 6 Sen children per day knowing this is not impacting the other children attending our setting or the high quality service we offer.

My staff have gained a huge amount in confidence by having the support from Enable and are happy to help when required. We work as one big team and this works well.

If the funding was withdrawn we would have to look closely at how this would impact our setting during holidays and feel we would be unable to offer holiday spaces to certain children due to their needs and the impact this would have on the other children attending.

Where would this leave working parents or parents who just need a break? At times we have had parents in tears at the end of the tether in holidays and will book last minute because they just need a break. We can often take these last minute bookings as we have the extra staff from Enable Ability".

- Feedback 3

"The impact on our setting would be large as we would not be able to accommodate a lot of the children with additional needs who we currently accept as there would be no additional staff there to support them when required. We would not be able to take new children with mild needs very easily as we would not have any spare staff available to support them in case they either do not settle or if it turns out their needs are more intense than first thought (or described to us by the parents).

Therefore, we would need to insist on parents being available during a new child's first day in case it wasn't working, and we will need to inform our current cohort if they can no longer attend (those children we currently support who we would have to withdraw the service from if the Enable Ability staff were no longer available).

We will be very disappointed if the service is withdrawn as it has a very positive effect on all participating including the mainstream children. We had a large number of additional needs children during Easter (off the top of my head around 10-15) with 4 staff allocated to us per day so we're very efficient with the service: most of the children do not need 1:1 support all day but to have the spare staff there to help either at pinch points or when the children do need support is invaluable to us".

5.4 Finally when asked for any additional comments, the following two statements were submitted:

- *I think that the final decision needs to be carefully considered - not only based on parental feedback but value for money, outcomes, alternatives (or the lack of them) that may be available, etc. As the provider for 3 of the 4 projects Enable Ability would really appreciate the opportunity to discuss the outcome of the survey with a view to exploring the most equitable and realistic way forward before the final decision is taken if at all possible.*
- *Combine services for reduced cost - Teenage Project & Youth Holiday Programme.*

6. Considerations

- 6.1 Overall, there seems to be a sentiment that it is 'fairer' to make a cut in every service rather than remove any one service. Given the usage and preference of certain provisions, it may be a case of considering staggered or proportional reduction across all services rather than a blanket 10%. However, it must also be considered that the budget for each service provider varies and therefore an equal saving from each may not be viable for providers to sustain services. To achieve the £44,000 saving, an equal reduction of 36% saving from each would be required and would equate to the following.

Type of Short Break	Contract Amount	36% Saving
Youth Holiday Programme	£25,000	£9,000
PALS Teenage Project	£20,000	£7,200
Portsmouth Autism Support Network	£20,000	£7,200
Inclusive Holiday Programme	£57,534	£20,712
	Total Saving	£44,112

- 6.2 Alternatively a staggered or proportional reduction as suggested above would need to be agreed based on what is deemed to be viable for providers to deliver the services or what they could deliver at a reduced rate.

- 6.3 An example given by Enable Ability who deliver 3 of the 4 services suggested.

" Maybe a better/fairer option would be to take 55% from inclusive and 20% from the other projects saving an estimated £45,350. At Enable Ability I think we would rather take the cut from the inclusive playscheme."

- 6.4 was also commented that *"Inclusive was designed to be short term, seems unwise to continue a service that needs to be scaled down, rather than scaling down services that present opportunities for expansion"*

- 6.5 It is important to note that all of the four services were due to be re-tendered from April 2017. However, due to the timing of the consultation it was agreed that the contracts should be extended for a further 6 months with an opportunity to extend for an additional 6 months and commence a procurement process so that the re-tendered services can commence in April 2018.

7. Reasons for the recommendations

- 7.1 It is recommended that the council does not make any changes to the Targeted Short Breaks offer at this stage.
- 7.2 The consultation feedback and the Equalities Impact Assessment did not conclusively identify a way in which savings could be realised without it having a detrimental impact on the children and young people and their parents/carers who access these services.
- 7.3 However, the process did reveal the need to undertake a broader review of the targeted short break offer and the range of services commissioned in the future as part of the re-tendering process. This will be completed so that contacts can be in place by 1st April 2018, and if possible delivering savings at the same time.

8. Equality Impact Assessment

- 8.1 An Equality Impact Assessment has been completed and is provided at [Appendix 3](#).

9. Legal services' comments

- 9.1 Under section 2 of the Chronically Sick and Disabled Persons Act 1970 the Council has a statutory duty and power to make arrangements to provide certain welfare services to disabled children who are ordinarily resident in the Council's area where the Council is satisfied that it is necessary to make those arrangements in order to meet the needs of the child in question. Those arrangements include, among others as listed in that section, *"(f) facilitating the taking of holidays by the child, whether at holiday homes or otherwise and whether provided under arrangements made by the authority or otherwise"*
- 9.2 Further, under paragraph 6 of Schedule 2 to the Children Act 1989 the Council has a statutory duty to provide services designed-
 - (a) to minimise the effect on disabled children within their area of their disabilities;
 - (b) to give such children the opportunity to lead lives which are as normal as possible; and
 - (c) to assist individuals who provide care for such children to continue to do so, or to do so more effectively, by giving them breaks from caring.
- 9.3 The Council's duty to provide, specifically, the services for breaks from caring referred to in 9.2 (c) above must be performed in accordance with

regulations made by the Secretary of State, currently the *Breaks for Carers of Disabled Children Regulations 2011* ("the 2011 Regulations").

- 9.4 The 2011 Regulations prescribe the manner in which the Council must make provision for short breaks for carers of disabled children in the Council's area. The Council must have regard to (a) the needs of those carers who would be able to provide care more effectively if they had breaks from caring and (b) the needs of those carers who would be unable to continue to provide care unless a break were offered to them.
- 9.5 The 2011 Regulations require the Council, so far as is reasonably practicable, to provide a range of services which is sufficient to meet the needs of carers and in particular the Council must provide, as appropriate, a range of -
- (a) day-time care in the homes of disabled children or elsewhere,
 - (b) overnight care in the homes of disabled children or elsewhere,
 - (c) educational or leisure activities for disabled children outside their homes, and
 - (d) services available to assist carers in the evening, at weekends and during the school holidays.
- 9.6 The 2011 Regulations further require that the Council, in consultation with carers in its area, prepares, publishes and keeps under review a "short breaks services statement" setting out what services are available, the categories of carer who may be eligible to gain access to them and how they are designed to meet the needs of carers in the area.
- 9.7 In considering the recommendation in this report, therefore, the decision maker must be satisfied that, if implemented, the Council's statutory duties as outlined above will be, or continue to be, properly fulfilled.
- 9.8 Further, when considering the recommendation in this report, the decision maker must ensure that stakeholders likely to be affected by the proposals have been:
- adequately consulted, at a time when the proposals are still at their formative stage;
 - provided with sufficient information to enable them properly to understand the proposals being consulted upon, and
 - given adequate time to consider and respond.

The responses must be given genuine and conscientious consideration before a final decision is made.

- 9.9 Finally, as part of its decision making process, the Council must have "due regard" to its equalities duties. Under Section 149 Equality Act 2010, the Council in exercise of its functions in relation to disabled children and their carers, must have "due regard" to the need to eliminate unlawful

discrimination, advance equality of opportunity between persons who share a relevant protected characteristic and those who do not, and foster good relations between persons who share a relevant protected characteristic and persons who do not share it .The relevant protected characteristics are age, gender reassignment, disability, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The decision maker is required to give serious and substantive consideration to the adverse impact (if any) the proposals would have on the protected groups and, if there would be such adverse impact, to what mitigating factors can be put in place. This exercise must be carried out with rigour and an open mind.

10. Finance comments

The proposals contained within the report seek to maintain existing arrangements and, as such, have no immediate budgetary impact. Any financial implications arising from a re-tendering process will need to be considered at that time.

.....
Signed by:

Appendices:

Appendix 1: Breakdown of Targeted Short Breaks provision

Appendix 2: Consultation feedback

Appendix 3: Equality Impact Assessment

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:

Extracted from Equalities Impact Assessment

Data taken from quarterly monitoring for the period April to September 2016

Enable Ability - Portsmouth Teenage Project

Offer a varied programme of inclusive group activities in leisure, sport and recreation to young people with Special Educational Needs and Disabilities aged 14-19. Activities include a fortnightly youth club, bowling, cinema, meals out, arts and crafts, and day trips with a focus is on improving life skills.

- 25 young people known to Portsmouth City Council
- 11 Over 18. 3 attend more than 1 Targeted Short Break
- 14 Under 18. 9 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 4

Enable Ability - Inclusive Holiday Playscheme

Work in partnership with childcare services across the city to provide additional trained staff members to support children with diagnosed moderate levels of Special Educational Needs and Disabilities within the playscheme.

- 48 children known to Portsmouth City Council
- 41 attend mainstream school. 4 attend more than 1 Targeted Short Break
- 7 attend special school (1 from Mary Rose, 4 from Redwood, 2 from Cliffdale). 3 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 8

Portsmouth Autism Support Network

Portsmouth Autism Support Network - provide a range of clubs for children and young people with Autism/Asperger's aged 3 - 18. Clubs include Autinet, Gym Club and Teenage Group.

Autinet

- 16 young people known to Portsmouth City Council
- 2 Over 18. 1 attends more than 1 Targeted Short Break
- 14 Under 18. 5 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 2

Gym Club

- 16 children known to Portsmouth City Council
- 16 Under 18. 2 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 4

Teenage Group

- 17 young people known to Portsmouth City Council
- 8 Over 18. 0 attend more than 1 Targeted Short Break
- 9 Under 18. 0 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 0

Enable Ability - Youth Holiday Programme

Youth Holiday Programme - Holiday provision for 14 - 21 year olds with mild to moderate disabilities. The programme runs during holidays and provides a range of activities with the aim of providing as many life skills as possible.

- 21 young people known to Portsmouth City Council
- 5 Over 18. 3 attend more than 1 Targeted Short Break
- 16 Under 18. 9 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 8

Short Breaks Consultation 2017

Background

Currently approximately 128 children are accessing level one short breaks in the city.

Some young people attend more than one setting but numbers are broken per setting and are as follows:

- Portsmouth Teenage Project - 25 individuals
- Inclusive Holiday Play Scheme - 66 individuals
- Portsmouth Autism Support Network - 18 individuals
- Youth Holiday Programme - 21 individuals

In line with the reduction of budget for the service, it has become necessary to look at how ongoing services could be delivered.

In order to understand how these options may affect the current service users a consultation was launched. Although mainly targeted at families using these services, the consultation was open to all Portsmouth residents should they wish to participate.

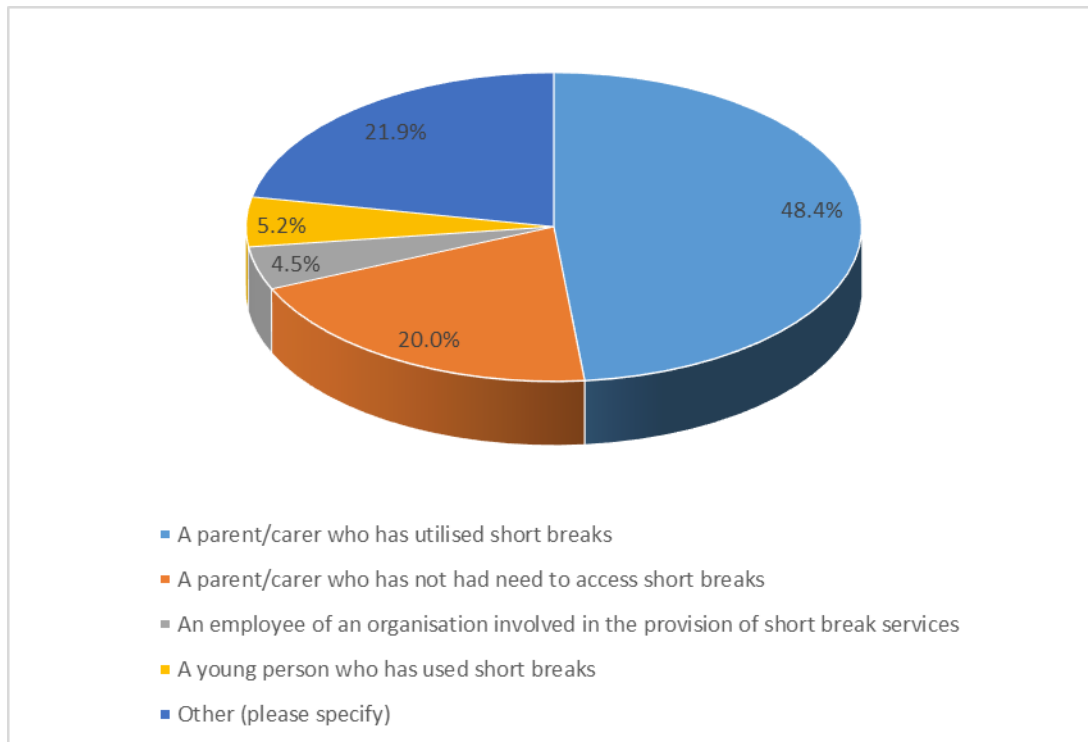
NOTE - this consultation was ascertaining feedback regarding level one breaks ONLY.

Prior to the consultation launching, the co-production group engaged into preliminary conversations around the topic. A consultation questionnaire was developed and the consultation ran from Monday 9th January - Monday 20th March 2017. The education team ensured that all interested parties were invited to comment (i.e. parents currently accessing the service, interested parties/suppliers), as well as being available on the PCC website. There was also some promotion via the citizens' panel.

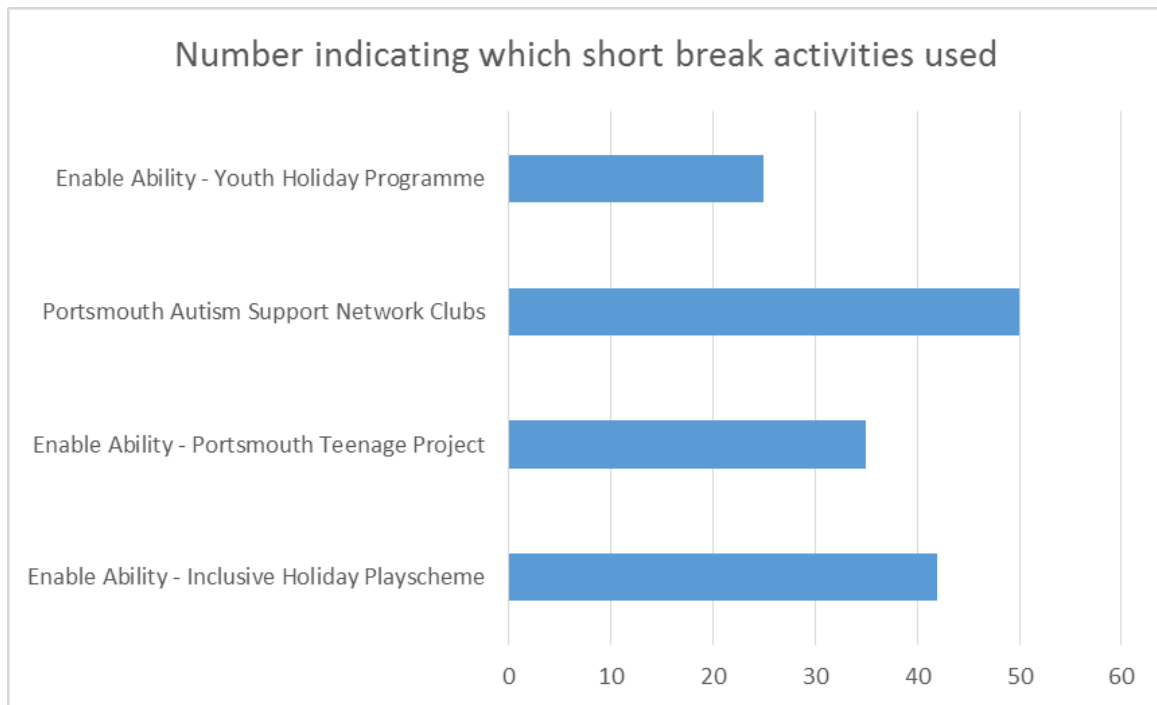
In total 157 individuals participated. All were completed via the electronic link provided. Of those completing the survey, 75 were parents who have used level one short breaks for their child/young person

The confidence level of this sample is 90%. This is the probability that the sample accurately reflects the attitudes of the entire universe.

Results

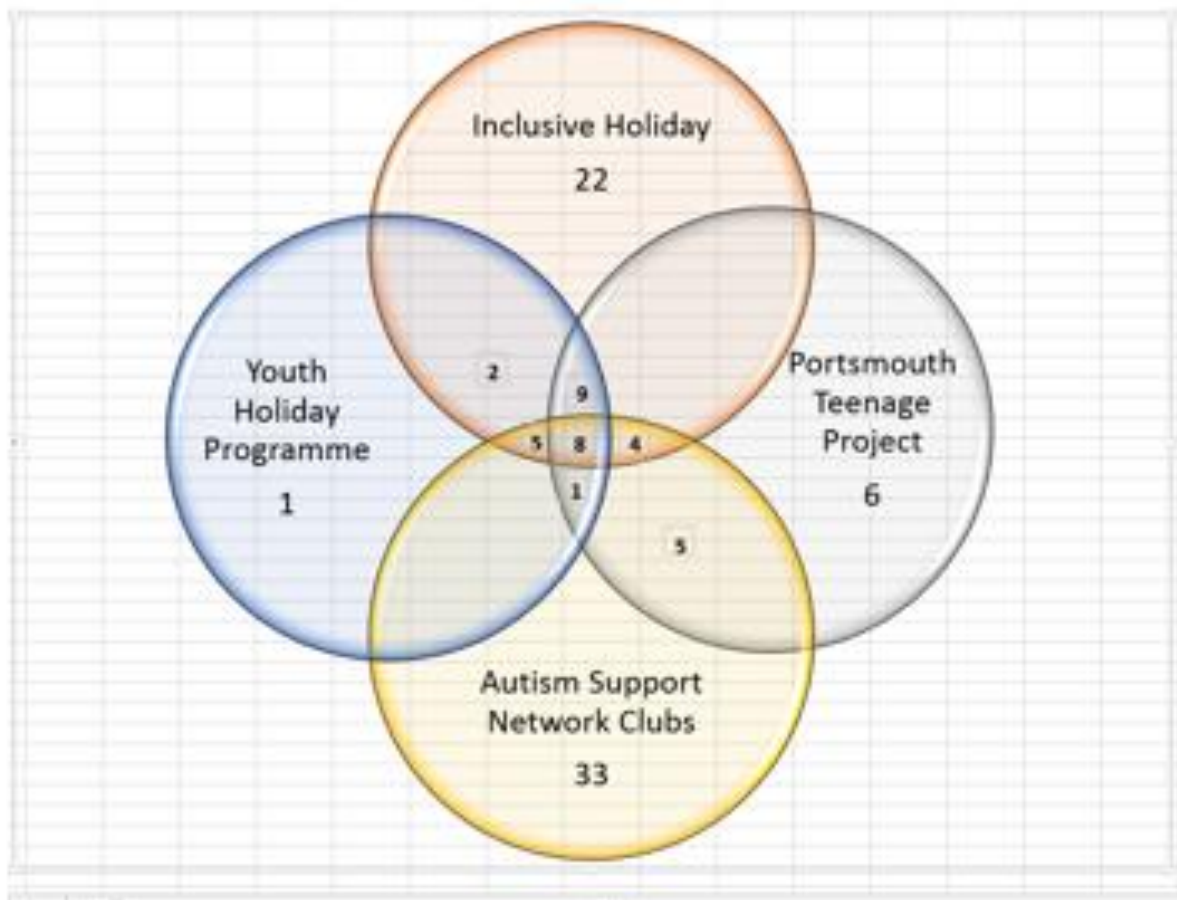


The majority (48.4%) of those responding are parents or carers who have used the short break provision. 'Other' accounted for 21.9% of responses. These included teachers, citizens' panel members, grandparents and other professionals working in the SEN sector (other than from a provider). Seven individuals responded from organisations involved in the provision of short break services.



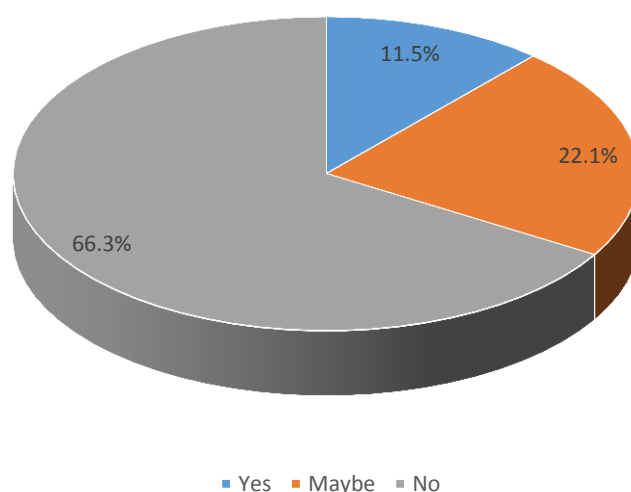
Of those who have used the service, we asked respondents to indicate which services they had used. Of those responding the Autism Support Network Clubs and the Inclusive Holiday Playscheme were the two most widely utilised.

Some respondents indicated that they used multiple activities and the cross-over can be seen in the Venn diagram below.



Thirty-one (32%) of the 97 who responded to this question indicated that they had used more than one of the services.

Do you agree that expenditure on short breaks activities should be reduced in order to contribute to the savings required?



Unsurprisingly, the majority of those who responded - 66.3% - did not agree that short breaks activities should be reduced to contribute to the savings required. However, of those who responded, alternative cost saving suggestions were very limited.

Forty-seven individuals offered an alternative but for the most part they were unviable and demonstrated a lack of understanding in the way council funding works across the organisation, in so much as the general feeling was that cutbacks should be employed elsewhere or further increases in council tax should be considered to plug any savings/cost gaps in this particular budget.

"Reduce expenditure within the council, e.g. Wages or benefits such as company cars."

"Cut budgets from elsewhere such as stop changing road systems that work perfectly well. Or cut schemes like park and ride."

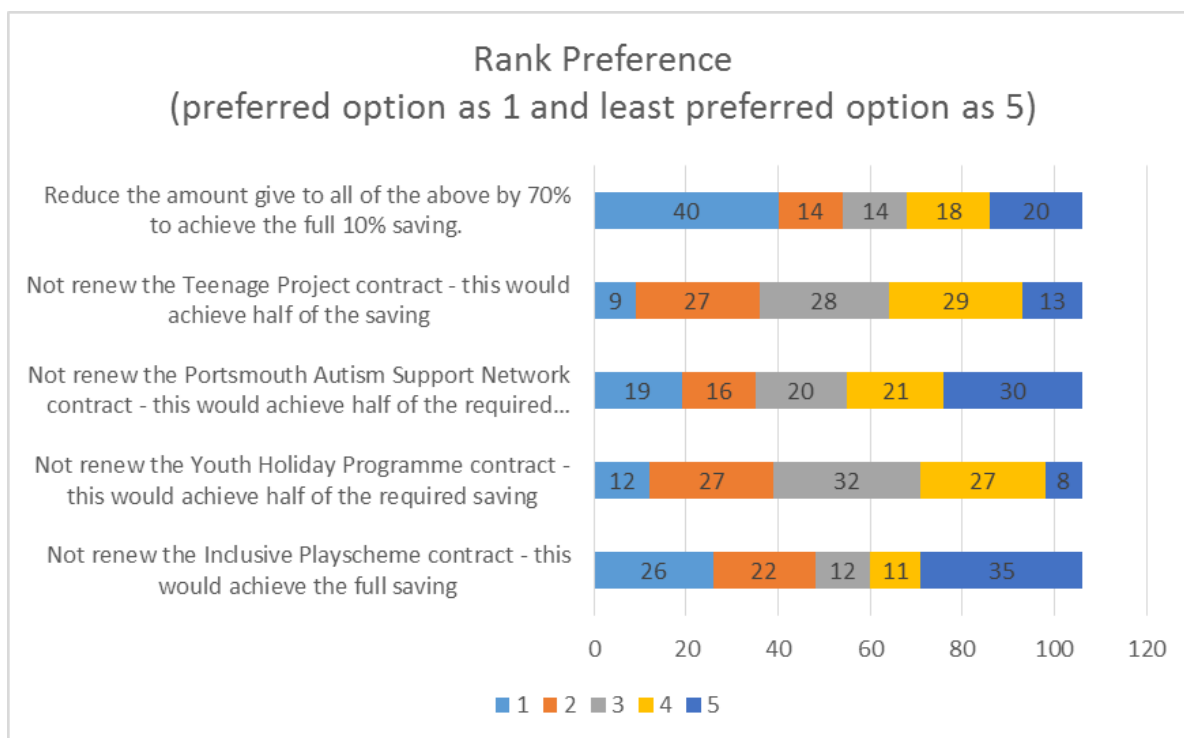
"Find funding from another source."

Others indicated that more fundraising or contributions to attendance would contribute to maintaining the services.

"Fund raisers."

"Council to identify self-funders over thresholds of financial support who can self-fund / contribute towards the cost of care and short breaks."

"Paid membership of charity, increase of charge to attendees of events."



Although those who responded do not wish to see a reduction in budget for this area, it is evident that few ideas provided would realistically enable services to be maintained in their current format.

We also know from some of the pre-consultation engagement work we carried out that parents did appreciate the complexity the local authority was facing when deciding on a way forward and they themselves could not clearly articulate a solution.

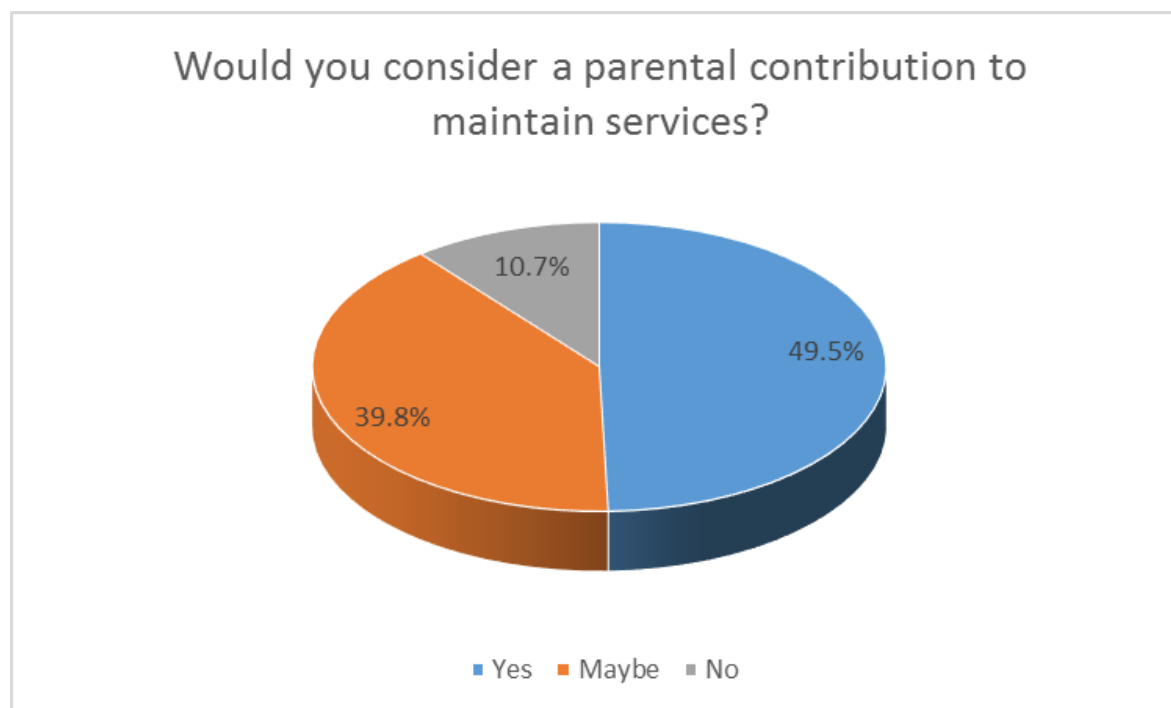
We asked participants to indicate which of the following options they preferred, by asking them to rank each of them - with being their preferred option and 5 their least.

- Reduce the amount given to all of the providers by 70% to achieve the full 10% saving.
- Not renew the Teenage Project contract - this would achieve half of the saving.
- Not renew the Portsmouth Autism Support Network contract - this would achieve half of the saving.
- Not renew the Youth Holiday Programme contract - this would achieve half of the required saving.
- Not renew the Inclusive Playscheme contract - this would achieve the full saving.

The most frequently chosen option to be ranked '1' was to reduce the amount given to all of the options in order to achieve the full savings. It was noted by some respondents that this would in fact deliver more than the required saving and there was a worry that more would be lost than was required. It would therefore be prudent to communicate such a change clearly and give details on where any additional savings would be made, i.e. would other services for this group be commissioned or would they be used in another way.

The least popular option was not to renew the Inclusive Playscheme contract, although a significant proportion also chose it as their most preferred option. Looking at combined scores of 4 and 5, the highest scoring option was 'Not to renew the Portsmouth Autism Support Network.

Overall, there seems to be a sentiment that it is more 'fair' to shave some off every service rather than remove any one service. Given the usage and preference of certain provisions, it may be a case of considering staggered or proportional reduction across all services rather than a blanket 10%.



Again we know from conversations in pre-consultation meetings that some parents would be happy to contribute to the maintenance of services. Just under 50% said they would consider a parental contribution, with many more (39.8%) indicating that they might, from comments this would seemingly be dependent on means testing or levels of contribution required. Only 10.7% dismissed the idea of a parental contribution entirely.

When asked what a reasonable contribution looked like, there were many different responses and there can all be seen in the verbatim section of the report. However, means testing and affordability of provision remained paramount. It was also important that any cost incurred should not be more than the standard provision for such services as holiday clubs that could be accessed by those without a disability.

Below are a small number of examples of comments given:

"Not sure as parents contribute anyway. As far as holiday provision goes, I had understood there was a drive to ensure parents of special needs children did not pay more than those without disabilities."

"An affordable amount so that a family on benefit could still utilise services."

"10 pounds per session."

"We already pay for teenage project and paid for play scheme. A small increase would be acceptable but anything too high would stop us attending"

Grant based funding

When asked about grant based funding, it seems that there is split opinion amongst respondents. Some indicated they preferred a grant based process or to keep long term contracts but were maybe open to a mix of both. Twenty-eight individuals said 'Yes' to the introduction of a grant based system, 38 wanted to keep long-term contracts and 43 thought a mix of both would be the better option.

Without doubt the most important thing for respondents is that they are kept up to date and well informed regarding any changes. Those who like the idea of a grant based system like the idea of its flexibility and this is perhaps a consideration and should be promoted as a benefit if a grant system is adopted.

Full comments relating to the grant based funding proposal can be found in the verbatim section of the report.

Feedback from Organisations Providing Short Break Provision

Interestingly when asked if funding should be reduced to short breaks provision, opinion was divided.

Only 7 did respond, but only 5 responded to the question regarding a reduction in funding and of those 5, 1 agreed and 2 answered 'maybe'.

The 2 who did not agree gave the following comments:

- Council to identify self-funders over thresholds of financial support who can self-fund / contribute towards the cost of care and short breaks.
- I understand that if PCC determine that a cut has to be made to short breaks services then this will have to be implemented. I think it would have been helpful to have made representation to the councillors regarding the benefits to the recipients and the potential for alternatives to be considered instead - though I appreciate that the survey would have needed to have been completed much earlier to have been in a position to do so.

The most popular option of the ranking questions was 'Not to renew the inclusive play scheme contract' - one must remember that very small numbers are at play here and any consideration should be looked at in terms of parental/user priority as well as provider priority.

Reasons for ranking given included:

- I know least about the works that the youth holiday programme does and the autism support network.
- I don't particularly think either option is the right one. Maybe a better/fairer option would be to take 55% from inclusive and 20% from the other projects saving an estimated £45,350. At Enable Ability I think we would rather take the cut from the inclusive play scheme
- I don't really think that any of these alternatives is ideal (especially as a cut of 70% to all projects amounts to almost double the required saving needed & a 70% cut to the Inclusive Play scheme would nearly meet the full requirement (a 100% cut would be £13,000 more than is needed). If there has to be a cut I think that, for the projects run by Enable Ability, there is considerably more capacity for a cut to the Inclusive Play scheme but that it may be more equitable to balance a more sizeable cut to this project with a significantly smaller cut to the other 3 projects. As the Youth Holiday Scheme and the Teenage Project are both so

successful and provide regular support to such a vulnerable group of young people I think that the cutting of either one or both of these services would be devastating to its participants.

- Inclusive was designed to be short term, it seems unwise to continue a service that needs to be scaled down, rather than scaling down services that present opportunities for expansion.

All providers agreed that a parental contribution would be welcome with suggestions ranging from a flat £100 fee to introducing an increase in 30% of the current contribution.

Finally when asked for any additional comments, the following two statements were submitted:

- I think that the final decision needs to be carefully considered - not only based on parental feedback but value for money, outcomes, alternatives (or the lack of them) that may be available, etc. As the provider for 3 of the 4 projects Enable Ability would really appreciate the opportunity to discuss the outcome of the survey with a view to exploring the most equitable and realistic way forward before the final decision is taken if at all possible.
- Combine services for reduced cost - Teenage Project & Youth Holiday Programme.

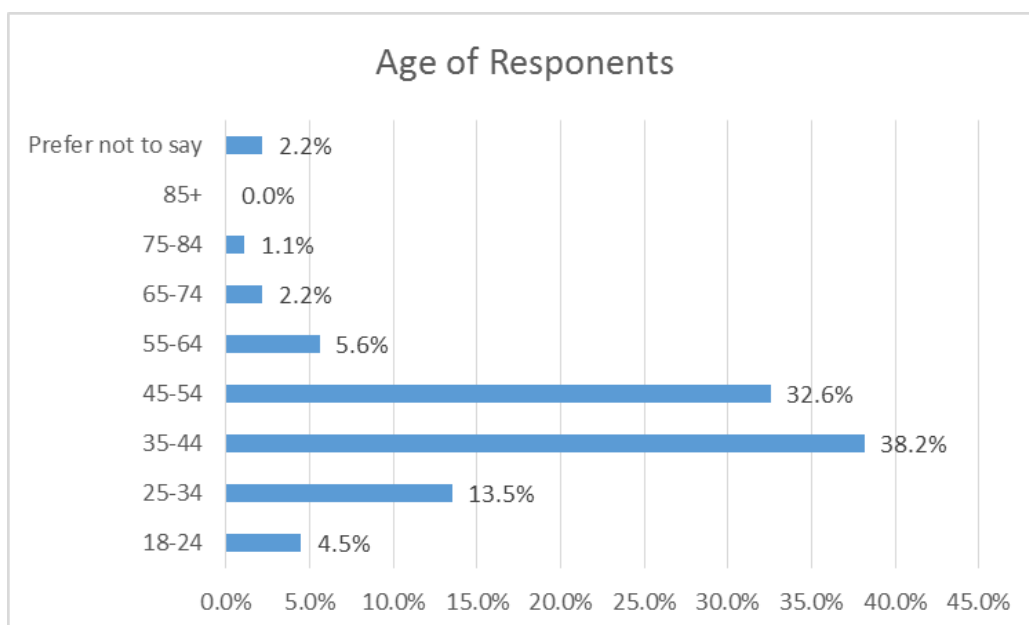
MOSAIC Split of Respondents

We have an overarching MOSAIC profile of the city as a whole and broadly speaking those who responded are similar to the overarching profile.

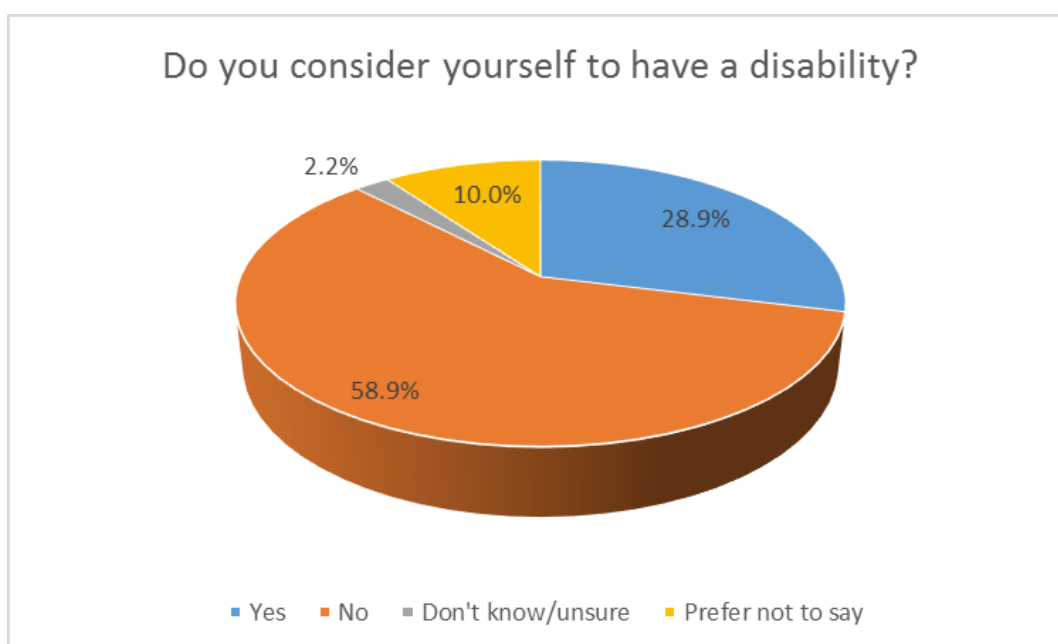
However, some of the more affluent groups that are less significant in the overall Portsmouth population are over-represented in the group of responders for consultation. They include Domestic Success, Suburban Stability, Urban Cohesion and Prestige Positions. All groups that have higher incomes and more affluent lifestyles generally. This may be because these groups are more likely to comment on such types of consultation. It is important to note that some of the comments made by these groups in terms of financial contribution may be less popular amongst other families that are struggling more. It should also be noted, these individuals account for 20.61% of all responses.

Demographic Information

Respondents were split as follows: 17.78% Male, 78.89% Female and 3.3% opted not disclose their gender.



The age range of those who responded is as would be expected in such a consultation with the majority of individuals indicating that they fall into either the 34-44 year or 45-54 year age brackets.



When asked about ethnicity, 92.22% indicated they were white English, Welsh, Scottish, Norther Irish or British. Again this in line with other consultations and is broadly representative of the city.

Others identified their ethnicity as Irish, Asian/Asian British: Indian, Black/African/Caribbean/ Black British: African. Three opted not to say, while a fourth chose 'other' but expressed a view that this information is unnecessary.

Verbatim Responses

Verbatim 1 - If you do not agree with the proposed budget reductions, do you have any alternative proposals that you would wish to suggest?

1. cutbacks elsewhere
2. Stop giving benefits to everyone who strolls into our country, and to those who can't be bothered to work
3. Support for these parents and their kids is already so limited, don't take away precious support or they will cost more when things break down. Increase the Tax for people who earn the most.
4. The money should be saved elsewhere in the council but not reducing services for some of the most vulnerable children in the city. Services are already quite limited.
5. Portsmouth City Council spends a lot of money buying properties in other areas. This small saving could have come from that budget.
6. Without a list of expenditure by the Council complete with budgets listed it would be impossible to say.
7. To liaise more with local community/sports/entertainment facilities e.g. The Pyramids, Cinemas etc. to hold special sessions for those on the Autism spectrum and other disabilities for a Autism/disability family only session much like Tesco's have introduced an hour for shopping on the weekends 9am-10am for families to access during a quiet time. This could be something the local centres could do so that families can enjoy time together in a less stressful environment. Families would be prepared to pay for this but it would be a designated time for them to enjoy without prejudice or anxieties.
8. No
9. It's a massive help who families who. Have daily struggles
10. Reduce expenditure within the council, e.g. Wages or benefits such as company cars.
11. There isn't a great deal for children with Autism can do. We enjoy Gym ,on a regular basis as a family and really enjoy it
12. Remove the layers of middle management.
13. Better procurement, control of unnecessary waste, without the need to cut - what is often the only safe environment for those with Mental Health issues to freely be themselves without fear of judgement.
14. Seek cost savings elsewhere, through process improvement.
15. Find funding from somewhere else
16. Cut budgets from elsewhere such as stop changing road systems that work perfectly well. Or cut schemes like park and ride
17. Small increase to tax
18. I suggest that senior management could take a pay cut rather than have the very limited activities for disabled children to be reduced further
19. As someone who has friends whose children use Autinet and other PASN services, I think it is essential PCC continues to support this function. Without the work of PASN, there is no support network for children with autism in the city due to previous funding being slashed.
20. The people that use the service cannot access social interaction and group events in the "normal way" so need this to feel like other people do that can go out without the services.
21. None, Carer break are vital to ensure the wellbeing of carers who reduce the budgetary spend

22. These are some of the most vulnerable families in the City. Parental stress for this population is high. Taking away opportunities for short periods of respite will increase parental mental health difficulties, decreasing resilience, and this will have knock on effect with other services, which will increase costs to services over all. I would not want to see any further reduction in a budget associated with children with SEND.
23. Ring fence funds created by the investment in shopping centres elsewhere in the county, and the money generated by selling the Spinnaker Tower to Middle Eastern oil-rich states.
24. The cut backs are short term as the cuts will cause expense in the future due to the young adults not gaining skills
25. How about the £30,000 proposed facelift for commercial rd.?
26. I think that you should invest in parental education which would in turn mean that they would better support children and their education which would in turn reduce unemployment and the high levels of exclusion and truancy and the negative behaviour associated with it.
27. My family is in the fortunate position of being able to contribute more than the current daily rate required, however this is a vital service to our family and we would really struggle without it. I think you are looking for savings in entirely the wrong place by targeting vulnerable families who are already facing challenges and for whom other childcare options are severely limited.
28. Not at present
29. Council to identify self-funders over thresholds of financial support who can self-fund / contribute towards the cost of care and short breaks.
30. That the provider raise the cost by a small amount.
31. I understand that if PCC determine that a cut has to be made to short breaks services then this will have to be implemented. I think it would have been helpful to have made representation to the councillors regarding the benefits to the recipients and the potential for alternatives to be considered instead - though I appreciate that the survey would have needed to have been completed much earlier to have been in a position to do so.
32. Make cuts fairly through all projects
33. Find funding from another source
34. Increase council tax for citizens who voted to leave the EU.
35. No - stop taking services away from the vulnerable
36. Because it is a lifeline for family's allowing children to benefit from activities that wouldn't be accessible elsewhere and allowing siblings to get time to do normal stuff
37. Cut other services that does not involve disabled young people.
38. Focus on the benefit abuse from people from abroad and here, do more checks and actually catch them and stop them. If you take it away maybe reduce council tax for family's who are given larger properties due to Sen Needs so they can save to take that short break.
Why target Sen Children who have a tougher life then a drug addict alcoholic who choose that life, who you house pay for their needs. It's wrong!!!!
39. Fundraising instead of cuts
40. Paid membership of charity, increase of charge to attendees of events
41. Fund raisers
42. Parents of Sen kids need a break - and unable to send kids to normal mainstream groups
43. This is a life line for parents in the holidays and is important for the children too
44. We did not take up short breaks after application as the very short hours allowance given is already way behind other authorities.

45. Services to vulnerable disabled children should be protected. The Council should use their reserves, or utilise funding from projects that are not essential
46. Parents of children on tier 1 save the council lots of money as they are badly paid carers and these are the only "respite" they get.
47. Everyone with family members with a disability should be entitled to a short break

Verbatim 2 - Reasons given for ranking question (more detail in how they correspond with the choices are in the main body of the report)

1. I really like the Teenage Project and would miss it if it wasn't there
2. All services offer valuable activities for young people with SEND but PASN activities are not for all with SEND only those with autism. The Teenage project offers young people the opportunity to take part in activities that others of their age enjoy, with their peers, without their parents and supported by the staff which promotes their independence and provides parents with a break.
3. cutting the funding across the board is superficially fairer, but 30% of current funding might not be enough for the services to be meaningful
4. my child's needs
5. priorities
6. None of the above are ideal so found this very difficult to put in order of preference. Obviously a lot depends on the age of your child and how it affects you personally
7. Play scheme offers family's an often needed break and a chance to spend time with siblings doing things they would not be able to do. Playscheme also offers children routine and structure in their holidays and this so important to some children. It also enables parents to continue working knowing that their child/children are cared for by people who can manage their complex and often challenging needs that could not be met at alternative childcare placements. I feel that all 5 are equally as important and would not want cuts from any of the 5 you have identified.
8. Cutting all options by 70% means more people suffer.
9. To be fair
10. To be fair instead of wiping out a whole service
11. None of these services should be cut but that wasn't the question
12. I did not rank these in order. I would not say any one service is less important than the other. I only ranked these as it would not let you move on without completing
13. I have ranked this as it doesn't give me the option to disagree with any of this statement so ignore my ranking as these are badly worded question and answers and no options given to say none of the above.
14. Inclusive playscheme is not well utilised at all of the settings and I believe it to be not cost-effective against benefits to families. I believe SOME settings should go and SOME should stay. Your last option to reduce all by 70% to achieve the full 10% savings does not add up. It makes the Council look untrustworthy as they must know this. Youth Holiday programme is new and has been well attended and vibrant. This is a very good alternative to the Exclusive playscheme, particularly for older children.
15. All the above are vital support for young adults and children within the local area so a saving on each is the fairest.
16. Seems most fair which are most utilised? Can't it be looked at that way?
17. No

18. This is my preferred choice
19. As a parent of an autistic child there is not a lot of support out there for us. You can feel very isolated the fairest option if cuts must be made if to reduce all by 70% but I don't really think any should be cut.
20. I assumed these breaks were funded by charities.
21. I would not want to close any of the services - they are the only support many families have. There is no other support available in the city for families with autistic children -CAMHS offer no direct support. Parents are directed to PASN and for some families, this is a lifeline to allow their children to take part in activities and for parents to meet.
22. Very little clubs and respite for parents of autistic children exists. However I would prefer that all clubs receive a percentage of the funding they already get as each will be able to make up the gap far easier and ultimately increases the chances of all clubs/provision remaining available
23. As autism service is the only service many asd children can regularly attend. The only social activity for most children who attend. The play scheme is very necessary for parents of disabled children. Fairer to reduce funding for all services and not lose one service.
24. Don't take any of the funding. Stop giving drug addicts and alcoholics Medicine. These children cannot help their disabilities
25. Everything is needed so impact to all is equitable.
26. Because this is fair to all
27. Young children do not have enough activities
28. Children with Mental Health issues, diagnosis deserve the best opportunities from the outset to integrate into the wider, often non-understanding world, and to have a normal childhood.
29. The inclusive playscheme is taking a large amount of the budget that could support other activities.
30. Because it is run during half term when there are other events and things to do.
31. Want to save service my child uses.
32. My son attends autinet and is the only outside school and home activity he attends it is already expensive. If funding is cut we would not be able to attend.
33. Because my family depend on Portsmouth Autism Network to provide a short break for my teenage son who attends the teenage group. He has not managed to settle happily in any of the other activities.
34. Because it would not let me put 5 for each one
35. All of these services are critical for the city, and Portsmouth City Council are already failing to meet even a basic duty of care for the most vulnerable in the city, so honestly I think it is a disgrace that this is even being discussed. We hear about the economic impact of a huge number of events and activities in the city - find the funding here to meet these cuts, or give away fewer incentives to businesses and events.
36. I think the council SHOULD NOT reduce any money going to these services as they are valued. They need to look at reducing cost/services elsewhere like supplying bus passes to people that can't or don't use them.
37. I have tried to consider the effect on the individuals and families of each area of support not being available.
38. I feel it's level of importance
39. The fairest if a cut is made is to all equally
40. Benefits of this kind abuse the concept of positive discrimination giving the recipients luxuries.

41. Option 5 skims an equal amount from each choice. It seems fairer.
42. This survey is unfair. You have given parents the option to come up with an alternative way to save money but have made it compulsory to rank these pre-selected options. This is very underhand. Do not use my response to question 6.
43. Please disregard the answers above, which simply are designed to create false support for these proposed savings. All the above are essential services which must be defended for the good of the finances of the country. As we will save billions of pounds by leaving the EU, there should be no need to make these savings. Cutting these services will have the effect of pushing more families to the brink, putting more strain on the health and social care budgets.
44. Prioritised the current needs of my own child
45. Where my daughter has gained the most in skills and growth
46. In truth, I cannot support the complete cancellation of any one of these provisions. We currently only access the Teenage Project but have used both the Youth Holiday Programme and the Inclusive Playscheme in the past. I don't feel I can recommend the closure of any programme which I know, from personal experience, hugely benefits children with learning difficulties and their families. It allows our children social interaction with their peers, which all young people require as part of their growing up experience, which we, as individual parents, cannot arrange ourselves.
47. He least of the evils. I think it's disgusting that families of kids with disabilities are being hit by these cuts. We struggle so hard with day to day living and these schemes make life just that little bit more manageable.
48. I find this whole process poorly designed. You are forcing people to make decisions that they do not want. For question 6 I think that I really have NO preferred option. There are other ways to save this money and doing it this way is unacceptable as it affects those most in need. Those most likely to cost money later in life. I have chosen the Playscheme contract as important as early intervention can completely turn children around and is worth the investment. Pay now and save later.
49. In reality our children need all of these services and I don't believe it is fair to take any one service away. I have left the PASN in as a last resort to cut as the service they provide has been vital to my sanity over the last few years. I would be more willing to pay towards it if necessary.
50. I do not agree that any of the programmes should simply just be cut it is unfair on all that utilise these services I have a special needs child age 7 that uses the inclusive playscheme she cannot just go to any playscheme for children without these difficulties due to the nature of her disabilities to have this cut would have a major effect on her in the holidays and us as her parents/carers. I feel if money needs to be saved then at least reducing the funding for all the schemes rather than cutting them will at least give people an opportunity to use them still they are a lifeline for many
51. PASN works with less severely autistic children - it offers nothing that is suitable for my son who has a much greater level of need. These children deserve extra support but are more able to access other provision. Of the other choices, I really don't know what provision each provides, so my answers are a bit pot luck with the proviso of the EA holiday club which is a vital resource for our family.
52. I have chosen this way because of my Son's needs, the Teenage Project has been very good for him, it has given him independence and somewhere to meet other teenagers, and he really enjoys it there.

53. I know least about the works that the youth holiday programme does and the autism support network.
54. They are all very worthy and worthwhile for the children involved - they have the chance to make friends and be able to do different activities. No one club deserves any less than the other
55. All these services are vital and I don't agree to any losing funding
56. Inclusive play scheme didn't work well. Teenage project is easy to access, works well mostly and can be tailored to meet the young people's needs and interests
57. I do like teenage Project group and teenage project staff are good with young people at teenage project
58. I don't particularly think either option is the right one. Maybe a better/fairer option would be to take 55% from inclusive and 20% from the other projects saving an estimated £45,350. At Enable Ability I think we would rather take the cut from the inclusive playscheme.
59. All the schemes are equal and it would not be fair to remove funding from 1 individual scheme
60. I would prefer to see the cost reduced equally across all projects - much fairer.
61. I don't really think that any of these alternatives is ideal (especially as a cut of 70% to all projects amounts to almost double the required saving needed & a 70% cut to the Inclusive Playscheme would nearly meet the full requirement (a 100% cut would be £13,000 more than is needed). If there has to be a cut I think that, for the projects run by Enable Ability, there is considerably more capacity for a cut to the Inclusive Playscheme but that it may be more equitable to balance a more sizeable cut to this project with a significantly smaller cut to the other 3 projects. As the Youth Holiday Scheme and the Teenage Project are both so successful and provide regular support to such a vulnerable group of young people I think that the cutting of either one or both of these services would be devastating to its participants.
62. Inclusive was designed to be short term, it seems unwise to continue a service that needs to be scaled down, rather than scaling down services that present opportunities for expansion.
63. As result of budget costs difficult decisions have to be made. Reducing funding to all the charities and having each one figure out how to save on costs seems like the fairest option
64. Why get rid of a whole project when all can continue with a smaller budget?
65. None of these should be reduced
66. Do not use others at the moment other than PASN
67. I have chosen this way because I attend teenage project and I do not want it stop because it is only fair for me to still have a social life and I think the same for all the other clubs as well and it is also not fair that the government are having major cut backs.
68. I access and rely on the services
69. All provisions have valid reasons for their existence. My order of preference is my opinion on which are more relevant and take into account that parents have a break from their children when they attend school day during term time.
70. I feel you can't really reduce much more anyway as the services are limited because of the previous cuts!!!
71. I found it hard to pick. All valuable services & so important to give our children the chance to socialise, be a child without parents watching. For parents to have a well-deserved break from caring duties & for us playscheme enables us to work during school holiday.
72. I haven't heard of the Youth Holiday Programme unless that means Beachside nor PALS. I've never used PASN. I use PPV & Enable Ability Playscheme. We also use Family Link as it's been impossible to get a space at Beachside.

73. I am guessing that the YHP and Teenage Project might provide support to the same group of young people? The option to reduce the amount given to all would be fairer but I didn't choose this because 70% is such a big percentage.
74. The playscheme is the only respite some of our families get. Without it many home placements would breakdown and the cost to social care would be higher.
75. Being a parent of a Sen child is hard enough, I was unaware of this service and when I go away I have to take family members for support which costs more money therefore we don't go away, we are moved in to a house to meet medical needs and end up paying more rent, council tax, then the government put min wage up which then takes our NHS exception card will adds new bills. That short break could mean more to families of Sen Children then you realise.
76. I feel that services are very important
77. I consider holidays as something that does not represent short break classification (they are long breaks), and is something that is a luxury, the others provide immediate support for parents and young people
78. Couldn't cope if we lost playscheme
79. My teenagers need a break out of the house!
80. As above
81. Personally would t make a cut to the lack of service already provided to disabled children
82. I am not choosing any as they are all vital services. I see that you have designed this survey so that number 6 is a required field, therefore giving an incorrect result
83. As some parents cannot afford it
84. How can you possibly rank? It's like ranking which child is of less importance. My only thought is that the inclusive playscheme the children could be supported in mainstream ones.

Verbatim 3 - How much would you consider is acceptable for a parental contribution?

1. Difficult to answer as all the activities are different
2. Sliding scale depending on means
3. thirty pounds for the year
4. £20
5. Difficult to say without knowing how much each session costs to run.
6. Not sure
7. £3
8. An affordable amount so that a family on benefit could still utilise services.
9. 10 pounds per session
10. 10 pounds a time
11. £100
12. Equal costs to childcare that non-disabled children access.
13. Charging parents (who are already facing financial difficulties) to have access to less services is unacceptable.
14. Not sure as parents contribute anyway. As far as holiday provision goes, I had understood there was a drive to ensure parents of special needs children did not pay more than those without disabilities,
15. Concessionary price would be fair with carer going Free
16. Depends on service

17. £1 per child
18. 50%
19. We already pay something but would pay £6/7.
20. I already pay 3 per week to the charity
21. £5 per activity
22. Well the group's we go.to (gym, flip out etc.) already pay about £5ish.....So in the future the short breaks I would be willing to pay £25-£30 a weekend.
23. Depends on the severity of need and parent(s) ability to pay.
24. £5/month
25. ?
26. Depends what it's for.... £5 a day for play schemes perhaps??
27. £3 each group each time
28. Based on the activities undertaken, £5 per activity
29. Annual membership to an organisation.
30. We already pay £3 per week for audient so would not be able to attend. I do not know about other schemes.
31. We already contribute each session but a small increase would be manageable.
32. Parents already contribute to the cost of PASN activities
33. £3 per session
34. I have no idea but would I think be variable dependent on the ability to pay and the level of benefit.
35. Unsure but around average charges for same time in child care services
36. £100/year/child
37. 90%
38. Don't know. Don't know the figures in enough detail.
39. We already pay £17 for playscheme days. Many parents cannot afford this.
40. A few pounds a week
41. £10-£15 per month. We do pay for any external activities e.g. theatre trips, meals out etc. which our children enjoy.
42. I think it should be means tested.
43. It is completely dependent on what the trip is and should be based on income. Equally if parents don't work because they do not want to, that should be taken into account and not negatively impact on those who do work and contribute to the city in which we live.
44. I think it would depend on the service.
45. I'm not sure what would be reasonable and affordable for everyone
46. For us, we could pay standard childcare rates. However that is only because my husband has a well-paid job. This would not be the case for many families though as having disabled child makes holding down a job incredibly difficult.
47. It depends on the service you are using. Obviously the Inclusive playscheme is more labour intensive than the teenage club for example.
48. We pay £5.00 for Teenage Project on a Friday night fortnightly, would be prepared to pay £8.00
49. I think it depends on a case by case basis as some families are living in very poor conditions and paying more would prevent their son/daughter from accessing the services. I think this should be financially assessed.
50. 50%? Difficult to say without knowing the costs
51. We already pay for teenage project and paid for play scheme. A small increase would be acceptable but anything too high would stop us attending

52. N/A
53. The equivalent of what it would normally cost for a child to take part in a similar activity/scheme
54. For playscheme, £20/day
55. 10% to match the required saving
56. Parents already do make a contribution to some of these projects. For the Inclusive Playscheme they have to pay the same fee as all other parents for their children to attend (ranging from £20 to £27.50 per day) and it would be unrealistic to request more; there may be capacity for an increase in fees to the other projects.
57. Increase current contribution by 30%
58. £60 per year
59. ?
60. £5 £10
61. depends on the parent
62. 100
63. Means tested
64. Unsure as there is already payment required for PASN activities but I think it's subsidized.
65. Depending on what my parents or I can afford.
66. 50%. Parents without children with disabilities have to fund their own breaks, therefore, it's only fair that some contribution is made.
67. Depends on service offer. Already pay £18 for play scheme
68. 10%
69. This depends entirely on how much or how long the short break involves. As I'm familiar with the Enableability Inclusive Playscheme and how much is charged for that I would consider an increase of £1-£2 per session satisfactory.
70. It should be means tested. Some parents can afford to pay more than others or need the service more than others.
71. £2
72. £5 for 2 hours, plus membership to a scheme - similar to cubs/brownies/swimming clubs
73. Not really sure to be honest
74. £5-10
75. Depends on type of activity and length of activity i.e. you would expect to pay more for a 4/5 hour club than a 2 hour one.
76. A third of the total cost.
77. A donation
78. DEPENDS ON THE PARENT AND THEIR FINANCIAL SITUATION!!!!!!
79. 150.00 to 200.00 per family per year

Verbatim 4 - How might the proposed change impact on you and your child?

1. I really like going out to different places with my friends and being independent and I would miss it if I couldn't
2. My child would miss the opportunity to go out without me and do the things young people like to do and I would miss the break I get at those times knowing she is safe and having a good time.
3. not at all
4. if the service is reduced this will affect my family

5. not so much choice for the children
6. Will not affect as my child is now too old to access these activities but they have been a god send in the past
7. Taking away the playscheme we use would make life hell
8. This could impact on family's being able to support their children in their home effectively and have a break from their children's challenging needs. It will increase the risk of family breakdowns and put further stress on parents/siblings and family units.
9. If inclusive playscheme funding was removed, it's possible our family may not be able to afford to utilise.
10. Lose a facility that helps with keeping routines, helps with socialisation. Gives families a break to recharge and be better carers allows families time to spend with siblings who often miss out on one to one or often any time with their mum or dad care giver.
11. I don't use the service but I have friends who do and would massively impact on their ability to function well as a family without this support.
12. N/A personally although I feel if there is less services like these in the city and limited availability it will increase the number of families in crisis resulting in more money inevitably being spent to support these children and families.
13. We receive no help at all as my child doesn't seem to meet the criteria for anything. Autinet is our lifeline and part of our weekly routine. You will isolate parents and children leading to a less inclusive community. Short breaks are supposed to help parents in their bring duties, why would you chose to take something cost affective that will lead to more crisis cases and more expensive in the long term.
14. It is impossible for my children to attend universal community-based settings and therefore without some of these provisions they would spend no time with their friends/increasing independence skills etc. As parents of disabled children we need a break more than most!
15. Without accessing the schemes that we use our child and family would suffer immensely as it would mean that our child would miss out on activities that he should be able access to have fun and stay healthy and have quality family time together
16. Won't be able to attend gym, one of the only clubs he goes to
17. It's the only activities I attend
18. My child would lose out being able to do normal activities for a child her age. This group if a lifeline for us
19. No impact
20. This is the only social activity my son will attend and it will limit his exposure to social communication and learning. I benefit from the support of other parents who have a full understanding of the barriers my son and I face as a result I am not aware of this support existing outside this provision
21. My child will not be able to attend any social groups as Pasn groups are the only ones he can attend
22. Half terms are already very difficult. My son is 4. I was hoping there would be something available for when he turns 5. Days are so.hard already, everything is a challenge and never easy. I will put respite to another struggle that we will fight to access
23. Unless you have a child with SEN you'll never appreciate the need for respite. The need for support is always necessary to maintain balance.
24. My son enjoys the PASN gym sessions which we already subsidise
25. My little boy has ASD and sensory processing difficulties. I struggle to take him anywhere without causing distress there actives are great for all of us

26. I feel it's very important that kids with learning and or physical problems can access a wide range of activities & have the opportunity to take part in events other kids would take for granted.
27. Less chance to socialise with like children, also for parents to socialise with those in a similar situation.
28. PASN might have to cancel Autinet
29. They would lose contact with friends that are like them and look forward to seeing.
30. Activities my child uses maybe cancelled or reduced.
31. My son would become completely isolated if autinet closed. He doesn't have any other social interaction
32. My teenage son has Autism and is unable to go out on his own. He has not got any friends except the ones he has made at teenage club. He has tried the other enabability teenage club but found it too busy and loud. It would be devastating for him to lose this club as it is the only time he feels he has friends.
33. The impact will be devastating. Pasn provides my son with the opportunity to participate in activities in a safe and non-judgemental environment
34. My child has friends who have ASD and they need support and safe spaces to enjoy
35. My child already struggles in everyday life and this service is one she can access without her worrying and myself also. It also help with social isolation and feeling dejected by society.
36. It won't affect me directly
37. N/a
38. Make them feel more equal to the recipients and families of continued disability benefits.
39. Not at all
40. See previous response.
41. Loss of short breaks will put additional stress on already-stressed families. The impact on siblings cannot be over-estimated. The lack elsewhere of appropriate provision mean the children with fewest opportunities will lose what little they have.
42. Not at all as never had access to them
43. My daughter has friends for the first time and she is 17. She is happier and confident. Behaviour has improved. She has something she looks forward too. She does something that isn't with family and she has learnt to make choices
44. We currently only access the Teenage Project but have accessed both the inclusive & special needs play schemes in the past when our son was younger. The closure of the Teenage Project would seriously impact our son. This is where he meets up with his friends. Here he develops his social contacts and experiences activities in a social setting with his peers. This is something which his contemporaries without learning difficulties are able to do for themselves but would be denied to him if it weren't for the Teenage Project. It would mean that he would become socially isolated. He already spends a considerable amount of time on his own or with us. It is the teenage project which gives him a social life.
45. We use these services during summer break and it is vital. Children with disorders such as ASD struggle when taken out of their school routine and these schemes help both the children and the parents to cope outside of the school routine!
46. I am a forces wife and have no supportive family locally. I have stopped working full time and suffered from a nervous breakdown and then severe depression with no break for me or my sons. The light of a holiday break at the end of the tunnel would keep me going and ensure that I have the balance I need to make me a better mum and give my children the best support possible.

47. My son is 7 and had been diagnosed with autism and had a rare genetic disorder. He is becoming more and more isolated with regards to his socialising and interaction and PASN are a lifeline for us. I don't know how he will cope without it.
48. My child uses the inclusive playscheme 2 days a week in the holidays if this were to be stopped she has nowhere else she can go she can't just go to any playscheme that's for children without special needs due to the nature of her disabilities she has to have someone with her at all times for safety. Cutting the playscheme would mean she couldn't interact with other children during the holidays like my other daughter can as she doesn't have any special needs. My daughter needs routine to feel safe and in control of her emotions. It would also mean myself partner and other children can't get the respite we so desperately need during the holidays when her routine is out of sync and her emotions come out as anger towards everyone. The playscheme makes her feel in control and means she has some sort of routine in the holidays that make it just that little bit easier for her to handle
49. The EA playscheme offers our son the opportunity to engage in activities that he cannot access elsewhere, as well as developing his communication skills and self-confidence. It offers our other children the chance to do activities that they cannot do with their brother and simply offers us as parents a bit of a rest. The provision is already very limited. Further cuts would be devastating and would significantly impact my plan to return to work (I teach so am fortunate enough to mainly work in term time although days in school during the holiday are also necessary at times) following my current period of maternity leave.
50. My son is now 18 and accesses the Teenage Club, but we have used all of the services you have mentioned in this questionnaire over the last 12 years.
51. Very much, it's the only independence my son has and he really enjoys going to the Teenage Project and holiday scheme.
52. My daughter is enjoying belonging to an inclusive club where she isn't treated like an outsider
53. My son uses Teen project and Autinet every week and without either of these he would lose his confidence, social skills and friends
54. There is already a serious lack of provision for teenagers with special need especially those who cannot access mainstream activities. My son is already socially isolated and would become more so. This would have a negative knock on effect on family life
55. N/A
56. If we were to lose a big proportion of the funding we receive from the short breaks budget it could mean we were not able to run the project at all
57. I would be very concerned for the young people's social life if services were reduced
58. Massive - there is very little in the city at the moment for these young people, without these projects being provided, families and young people would suffer.
59. Not Applicable.
60. Reduced respite & opportunities for young people to develop.
61. Activities provided by the Portsmouth Autistic Society will be affected
62. My child has benefited greatly from the projects they attend I would worry where they would go without it.
63. Don't get any breaks
64. All my sons' social activities are with PASN and pals. Flip out autinet and he does enableability pals activities and sometimes sports club. He doesn't attend any mainstream clubs so it would affect his friendships made at autinet and flip out if this was cut.
65. I may not have a social life which would mean that my parents would have to take out and they can't afford some of the bigger outings that I go on.

66. We would be stuck at home for six weeks with no break and nowhere to go isolating and alienating us
67. n/a.
68. Every child deserves the right to access social activities, some form of independence (i.e. Parents not present) as a parent it allows me to continue to work which is extremely important, as well as valuable time to do activities I. Ant do when my child is with me or just recharge when things are tough.,
69. My children would miss out on activities
70. We currently use our highest rate DLA on pads & extra sessions at Enable Ability that is used up on top of what the government pays for. These suggested cuts to families with a young disabled person will lead to parents no longer able to cope putting even more stress on the NHS.
71. Looking after a child with complex disabilities is a huge drain on emotional and physical well-being and the withdrawal of services could impact on myself as the main carer and the rest of my family. And the opportunity for my daughter to interact with her peers and other adults or will play, care and communicate with her plus challenge her is a great one to improve her overall development.
72. If less service is available this will increase the strain on families. This could result in families being unable to cope and breaking down.
73. Now we are aware of this service I would use it but would hate to get myself and family's hopes up.
74. Increased stress all round
75. As a trustee, the impact is on service users (parents and young people). We create a network of parents to provide support and information that may diminish if funds are reduced. For young people we have many stories of friendships made between youngsters with Autism/ASD that are tangible and a very positive outcome. We are also developing services within Autinet to provide training in coding and IT skills that are useful in the wider world of work
76. If they were reduced it would have a big impact on our family as we need the breaks so we can recharge so we can take on the ongoing care roll of 24/7
77. I would not have break and therefore could end up at near nervous breakdown as levels of stress are high in kids and me!!
78. Lost of skills and the need for parents to have a short break catch up on sleep if they didn't have this then a lot of parents would be poorly
79. N/a the hour a week is simply not worth the effort
80. Disabled children and young people will lose the only amount of support they get. This may not mean much to you, but for a family this could be the difference between coping, and not coping. It is likely costs relating to the more specialist services will increase as families go into meltdown/breakdown.
81. They wouldn't be able to go as I am on benefits and registered disabled myself
82. Less children/young people accessing the breaks. Impact on most vulnerable.
83. Would take away her whole social life!!!
84. I have never been aware that my child may be eligible for this
85. We Won't be able to have a family break

Verbatim 5 - Do you have any comments you would like to make about a grant based funding approach?

1. keep us all up to date with changes
2. all been mentioned
3. N/A
4. Short term contract will not give providers enough time to evidence the impact and outcomes for children and young people and their families.
5. Grant based funding causes uncertainty for everyone and probably a great deal of work for the organisations which run the provisions. Also extra expense of re-starting schemes/retraining/recruiting staff.
6. Well run scheme WILL save money. Do not do a half-hearted job
7. It depends on the quality of the volunteers making the application and the understanding of the people processing it.
8. No
9. I don't understand. It is not clear what it means for my child to be able to access any social activities
10. Providing long term security for charities by awarding long term contracts would allow them to enjoy economies of scale and spend with a multi-year plan in mind. This would result in a more efficient process and less resource would be spent chasing after funding from various sources.
11. I think it could be more successful as services are more accountable
12. A grant based system gives you more flexibility and would encourage more efficiency amongst those being awarded the grants
13. Avoid any one-size fits all approach, but look towards a range of small scale projects to ensure choice.
14. Keep the long term contracts if they are effective. You cannot make blanket decisions.
15. Applying for grants and setting up short term projects is an expensive and time consuming process that does not offer stability or continuity - which is especially important to children with special needs and their families. When your child can't tell you anything about their day, establishing complete trust between the care provider and the clients is essential, and cannot be done if all contracts are short term and subject to frequent change.
16. I don't know what it is.
17. No
18. Having long term contracts allows a service to plan long term and be ultimately more cost effective. It is not good for staff or service users to know they will be regularly fighting for grants and funding and the service might come to an end within a set period of time
19. N/A
20. We as projects could spend a lot of time each year applying for the grant and monitoring afterwards but it may be a fairer way to give out the money
21. I think that grant-based funding certainly has its merits - especially as tenders can be quite onerous for relatively small contracts. However, I think that it would be helpful to have grants for 2 or ideally 3 year terms to provide consistency for both providers and service users if these are to replace contracts.
22. Make all families aware of the grant so they can decide if they'd like to use the service.
23. Need more info on how it will work
24. I am concerned grant based funding would not give continuity and mean we wouldn't know from year to year what would be available

25. Any money accessible for children in need should be applied for.
26. At present, annual funding for PASN means that we struggle to develop some longer term programmes and clubs. By having 3 year terms we could really invest and plan for the future, developing services in the long term and allowing children the security of knowing that their club will be available more than a few months
27. Seems like a fairer system.

Verbatim 6 - If you have any alternative suggestions about accessing short break activities or how they could be managed please comment.

1. savings for families
2. As most children accessing these activities receive some sort of disability payment then the only way forward that I can see is to introduce some sort of parent contribution to cost.
3. N/A
4. Reduce number of funded sessions available per child.
5. Some local authorities are much better at managing their short breaks offer. Hampshire and Brighton have a card allowing parents to access short breaks. I would like to see the evidence that the Local Authority has done such research.
6. Maybe in time apart from decreasing the Inclusive play schemes perhaps Portsmouth Teenage Project could be somehow amalgamated with PALS, although I believe there is a need for the different age groups.
7. Talk to the places and find a compromised in price??? These children need this service.
8. There's no clear definition but equal division of hours on a category of severity / need.
9. Limit the amount of times you can use the short breaks
10. No
11. Cut something else that doesn't involve depriving disabled children.
12. Make sure that families have an even spread and if you have to cut then cut ones where families use several funded groups. Overall I do not think you should cut any of the groups as they are incredibly important for the young people's wellbeing and self-esteem.
13. It is galling that the council is proposing cuts from charities providing essential services that it is the role of local and national government to provide. This is a critical period and Portsmouth City Council should be cut the budgets and salaries of senior staff and councillors, use more common sense in tender processes and streamline its operation far more than it has so far to find this money.
14. I don't know at this time
15. I do feel although rest bite is needed for these families. A holiday is a luxury and benefits should contribute towards this
16. N/a
17. Make them bid for them in a lottery.
18. Access to short breaks is vital to families of children with disabilities. Cuts to this budget are short-sighted and unethical.
19. Family link is a very effective way to provide much-needed relief.
20. Stop attacking disabled children!!
21. They should be advertised so that the breaks on offer are used and there should be continued feedback to ensure that the money spent is well spent.
22. Is it possible to have parent volunteers support more? I would be willing.
23. I would suggest that you first look at funding for all mainstream provision as well as lobbying the government to change its policy of austerity and cuts!

24. Maybe liaise with Hampshire to make better use of funding and resources.
25. Don't make it free for anybody but low fees and charges for all services for everybody
26. Teenage Project do fun activities
27. I think that the final decision needs to be carefully considered - not only based on parental feedback but value for money, outcomes, alternatives (or the lack of them) that may be available, etc. As the provider for 3 of the 4 projects Enable Ability would really appreciate the opportunity to discuss the outcome of the survey with a view to exploring the most equitable and realistic way forward before the final decision is taken if at all possible.
28. Combine services for reduced cost - Teenage Project & Youth Holiday Programme.
29. Parents/carers could take more advantage of local services in the city. There's the Limitless club, Enableability sports programme, PASN flip out and gym sessions, etc.
30. Unsure how they are managed but I would suggest a Council owned lodging that is booked out to families that meet the criteria, additional costs are funded by the parents, such as those £9.50 Sun holidays.
31. Schools are in a good position to work with social care to identify the children that would benefit most from short breaks. We would be happy to work together to ensure that those that should have priority are identified and supported.
32. actually tell Sen family's
33. Provide a voucher scheme for parents to use at certain services. This would encourage active participation as parents would have to spend the voucher at certain activities, and would provide a way of monitoring uptake and the levels of interest in different services.
34. Doesn't seem to be a set out guild to follow to get short breaks and are very inconsistent on how and when given and to who
35. Advertise them properly so parents can access them
36. High needs children get everything. Mainstream children loose out time and time again. Inclusive schools may work for the council but not for families

Verbatim 7 - Do you have any further comments regarding this consultation?

1. none
2. Please don't cut these much needed schemes, disabled people really shouldn't be affected
3. I understand that cuts need to be made, but don't take it from the already vulnerable and struggling groups.
4. I am disappointed that this consultation will end after PCC will agree the cuts at their council meeting. I am worried that this small saving will have a huge impact on our family and other parents I know. We feel targeted and it seems that we are the one being penalised for having a child with special needs.
5. It's a shame it was rushed through at the end. Opinions were indeed sought at ECAF although it felt very rushed and we had very little time to consider our responses. The final version was put out to the public without further pre-consultation and contained inexcusable mistakes.
6. The welfare of families that care for disabled children and young adults is fraught enough I worry that if you take these schemes that the family unit will break down and the long term consequences of that are immense both financially and socially
7. Stop paying over the odds to people providing these breaks
8. Shocking you are trying to make savings by reducing front line services.

9. Sure if you had a child with special needs you would know how hard life can be. From getting child ready to. School to a simple trip to the park. It is enormously hard for the parents as well as child. There are so many other ways to save money, druggies, alcoholics, turning off street lights, stopping bonuses for people who don't need them. This service is for Children who don't ask for their disabilities.
10. It is known PCC is sitting on £500k of money for charities. Use this or make savings (similar to other industries) through reducing benefits.
11. No
12. More information for parents in plain simple language would help
13. Please do not cut the funding for Portsmouth autism teenage club as we rely on it as a family.
14. It is disgraceful that funding to Disabled children's services again.
15. These cuts must not happen and the council is failing its residents if it does this in the face of council tax increases and other challenges.
16. As a parent of special needs children, I feel sad that the cutbacks are hitting the most vulnerable.
17. As stated previously this survey should have given the option to move past question 6.
18. The way this consultation is set up means any participant is forced to agree to tick boxes may not agree to, creating a false consensus. e.g. While I make use of the play scheme at the moment I would not want teenage provision to be cut as I will use this in the future.
19. I understand there is cuts but as said earlier. These groups have helped the children grow and gain skills that they would never experience. If they don't gain them there will be more problems and expense for the adult social care or learning disabilities funding
20. The cuts need to come from elsewhere!
21. I'm appalled that the EA play scheme is being considered for cuts. We receive no other support with our son who is vulnerable and has severe additional needs. I will be writing to my MP and council members to raise my strong opposition to such a proposal.
22. It would be a shame to see cuts to any of these services, I cannot let my son go out on his own he is vulnerable and these services are a way for him to be independent and feel confident when he is out with TP.
23. I think the work that many of the projects do is invaluable and feedback from children, young people, adults and the families should be listened to before making any decisions. Services which provide and achieve some of the best outcomes should not be least affected.
24. It really sad that as usual those who have the least ability to fight for themselves, i.e. disabled children and young people, are targeted to save money. There are plenty of wasted resources within local government but it's always the most vulnerable and their families who pay the price
25. N/A
26. Whilst I think that it is very important that a consultation fully takes place I think that it might have been helpful to have two slightly different questionnaires - one for those that currently receive a service (and hence either have a vested interest or can respond on the basis of their experience) and a slightly different one for the majority of families who currently do not access any of these services (i.e. asking them how they would prioritise the projects if they were to choose to send their child / young person to them). I'm also concerned that the percentages are not really accurate - a 70% cut to Inclusive Play scheme would amount to just over £40,000 whilst a 70% cut to all 4 projects must be somewhere between £85,000 & £90,000.
27. Please don't cut any projects there will be so many people lost without them,

28. On my daughter health education care plan she is supposed to have a buddy system still waiting she will not go to teenage project or any groups so I don't get a break
29. I think cuts should be made in other areas. It's always the special needs/disabled and there family's that suffer!
30. Short breaks were cut last year & there are already gaps in the service, which is having a negative effect on children & their families. Aiming high recognised the need to provide short breaks & the benefit to the child, family & cost of long term services. Now this has finished & cuts are needed these services are the first to cut. Children with disabilities should be provided with the support they need to access short breaks & give care givers a break from exceptional parenting to reduce long term cost implications of family breakdown & expensive level 3 services picking up the pieces when it goes wrong.
31. It's such a shame these cuts have to be made at all for some families this is such a lifeline they have already been impacted by so many other cuts to services and feel alone
32. I do question whether or not this is just an outward exercise to appear to take parents' views seriously.
33. Only that I would wish to reiterate how important these services are to families. In my opinion reducing them is a false economy as it could increase the number of families going into crisis and requiring higher levels of social care support.
34. no
35. Short breaks is a must for family's who have disabled/ special needs kids without the short breaks 99% of family's would not be able to continue the care roll and more children would end up in the care system due to family breakdowns and ill health of the carer, most parents are frightened to tell people that they are finding things hard and fighting the system adds to the already stressful day to day life
36. Why are they cutting funding for children with disabilities when these are so important to the children as well as families too!!
37. Sadly once again cuts made are at the detrimental effect of disabled people
38. No



Equality Impact Assessment

Full assessment form v5 / 2013

www.portsmouth.gov.uk

Directorate:

Director of Children services & education

Function e.g. HR,
IS, carers:

Education and Strategic Commissioning

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

Short Breaks for Disabled Children

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

☒ New / proposed

☐ Changed

☐ Existing

Lead officer

Fiona Donaldson

People involved with completing the EIA:

Dr Julia Katherine
Fiona Donaldson
Kelly Dubock

Introductory information (Optional)

Step 1 - Make sure you have clear aims and objectives

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

The Breaks for Carers Regulations 2011 states that a local authority must provide so far as is as reasonably practicable, a range of services which is sufficient to assist carers to continue to provide care or to do so more effectively.

In particular, the local authority must provide, as appropriate, a range of -

- (a) day-time care in the homes of disabled children or elsewhere,
- (b) overnight care in the homes of disabled children or elsewhere,
- (c) educational or leisure activities for disabled children outside their homes, and
- (d) services available to assist carers in the evenings, at weekends and during the school holidays.

Portsmouth City Council provide a range of short breaks as above which fall within the Targeted Short Break Offer and the Specialist Short Break Offer.

This is an equality impact assessment on the options for the proposed 10% saving to the Targeted Short Breaks budget and to introduce a Grants Based System to manage the remaining funding.

The proposed saving of 10% will see the reduction of £44,608 from the current (2016-2017) £444,608 budget.

Councillor Young requested a Pre-Consultation event took place with parent representative groups to gather their views on what options could be proposed to make the saving.

We attended the Parents Co-Production Group on the 8th November and the Empowering Children and Families Group on the 9th November. They were provided with background to the consultation and data on each of the areas that may be affected by the savings. 4 questions were then posed to each group on:

1. Who we should consult with?
2. How we might consult with parents and young people?
3. What options should we include in the consultation?
4. How will we reach them?

The comments we received will support the format of the consultation and the full range of comments can be found in Appendix 1.

The savings proposal will affect Targeted Level 1 Short Breaks which are described in the next question.

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

The proposed saving will affect parents and carers of disabled children and young people and the children and young people themselves who access a range of leisure activities. The proposals will also affect the service Providers, Enable Ability and Portsmouth Autism Support Network.

The proposed saving will only affect the Level 1 Targeted Short Breaks offer as described in the Short Breaks Statement and not the Level 2 Targeted Short Breaks offer or Specialist Social Care Offer.

The Level 1 offer currently includes

- Portsmouth Teenage Project
- Inclusive Holiday Playscheme -
- Portsmouth Autism Support Network - activities and leisure groups
- Youth Holiday Programme

These are all activities that were previously provided as part of the Aiming High Programme which ended in 2011 and many families have been accessing these since before 2011.

The Level 2 offer currently includes:

- Specialist Holiday Playscheme
- Sitting Service/Community Based Support Service
- Personal Budget for every parent and carer whose child either attends a special school or has a full time education health and care plan in a mainstream school. This will be made available through the recent introduction of a Prepaid Card.

Services such as daytime care, overnight care and services to assist carers in the evenings, at weekends and during the school holidays will still be available through the Specialist Social Care Offer and the Targeted Level 2 offer. We are ensuring that those families with a high level of need still have access to short breaks. Parents and Carers will be able to pay for Targeted Short Breaks out of their prepaid card.

The following numbers of children and young people will be affected by the proposed savings:

Data taken from quarterly monitoring for the period April to September 2016

Enable Ability - Portsmouth Teenage Project

Offer a varied programme of inclusive group activities in leisure, sport and recreation to young people with Special Educational Needs and Disabilities aged 14-19. Activities include a fortnightly youth club, bowling, cinema, meals out, arts and crafts, and day trips with a focus is on improving life skills.

- 25 young people known to Portsmouth City Council
- 11 Over 18. 3 attend more than 1 Targeted Short Break
- 14 Under 18. 9 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 4

Enable Ability - Inclusive Holiday Playscheme

Work in partnership with childcare services across the city to provide additional trained staff members to support children with diagnosed moderate levels of Special Educational Needs and Disabilities within the playscheme.

- 48 children known to Portsmouth City Council
- 41 attend mainstream school. 4 attend more than 1 Targeted Short Break
- 7 attend special school (1 from Mary Rose, 4 from Redwood, 2 from Cliffdale). 3 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 8

Portsmouth Autism Support Network

Portsmouth Autism Support Network - provide a range of clubs for children and young people with Autism/Asperger's aged 3 - 18. Clubs include Autinet, Gym Club and Teenage Group.

Autinet

- 16 young people known to Portsmouth City Council
- 2 Over 18. 1 attends more than 1 Targeted Short Break
- 14 Under 18. 5 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 2

Gym Club

- 16 children known to Portsmouth City Council
- 16 Under 18. 2 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 4

Teenage Group

- 17 young people known to Portsmouth City Council
- 8 Over 18. 0 attend more than 1 Targeted Short Break
- 9 Under 18. 0 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 0

Enable Ability - Youth Holiday Programme

Youth Holiday Programme - Holiday provision for 14 - 21 year olds with mild to moderate disabilities. The programme runs during holidays and provides a range of activities with the aim of providing as many life skills as possible.

- 21 young people known to Portsmouth City Council
- 5 Over 18. 3 attend more than 1 Targeted Short Break
- 16 Under 18. 9 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 8

Prior to the consultation launching, the Co-production group and the Empowering Children and Families Group were engaged in preliminary conversations around the topic. All feedback was taken on board and comments and suggestions were incorporated into the structure of the consultation. The background and reasons for the savings was clearly presented and stressed that the higher level of Short Breaks were being protected.

It was reported back in the consultation that the reduction of services would have a negative impact on parents/carers, children, young people and providers. The majority of those who responded (66.3%) did not agree that Short Breaks activities should be reduced to contribute to the savings required,

however, of those who responded, alternative cost saving suggestions were very limited.

Forty-seven individuals offered an alternative but for the most part they were unviable and demonstrated a lack of understanding in the way council funding works across the organisation, in so much as the general feeling was that cutbacks should be employed elsewhere or further increases in council tax should be considered to plug any savings/cost gaps in this particular budget.

Many comments highlighted that the savings would affect carers ability to support their children in their home effectively and have a break from their childrens challenging needs. It will increase the risk of family breakdowns and put further stress on parents/siblings and family units. It has also highlighted the isolation that would be experienced by children and young people, by not meeting their friends at the clubs etc.

Feedback from providers, in particular the playschemes reported that the loss of workers would impact on the ability to offer holiday spaces to certain children due to their needs and the impact this would have on other children attending.

What outcomes do you want to achieve?

Identify areas of the Targeted Short Breaks Budget where a saving can be made.

What barriers are there to achieving these outcomes?

Parents, Carers and Young People - individual feedback and deputations. Parent Carer Forum Groups such as Co-production Group and Empowering Children and Families. Short Break Providers.

Step 2 - Collecting your information

What existing information / data do you have? (Local or national data) If you don't have any data contact the Equalities and diversity team for some ideas

See above for Short Breaks data.

With regard to a potential cumulative impact, data compared between those accessing both Short Breaks and Home to School/College Transport data found that 1 young person may be affected.

Using your existing data, what does it tell you?

Step 3 - Now you need to consult!

Who have you consulted with?

If you haven't consulted yet please list who you are going to consult with

The consultation ran from 10 January 2017 to 20 March 2017. In total the consultation lasted 59 days, of which 54 days were during term-time. This exceeds the statutory requirement of 28 days consultation during term-time set out by the Department for Education.

As part of the consultation, the following groups were consulted:

- * Parents/ carers of disabled children and young people
- * Service Providers
- * Portsmouth Parents' Co-production group
- * Empowering Children's and Families Group
- * The consultation details were available online and therefore public in general were also able to have their say.

Please give examples of how you have or are going to consult with specific groups or communities e.g. meetings, surveys

We have consulted on the proposed amendments using a variety of channels in order to capture the views of a wide range of stakeholders.

We have informally consulted some stakeholders through attendance at a range of meetings. Parent carers were consulted through the local Parents' Co-production Group and the Empowering Children and Families Group (eCAF), and young people were consulted through the Dynamite group.

We also consulted via an on-line survey between 10th January 2017 and 20th March 2017. The survey sought the views about the proposed savings to Targeted Short Breaks.

Information about the proposed changes and on-line survey were also available on Portsmouth City Council's website.

Prior to the launch of the consultation, the Parents Co-production Group and the Empowering Children and Families Group were engaged in preliminary conversations around the consultation. The groups were asked: who the council should consult with; ways in which the council might consult; how the

council would promote the consultation; and the options on how to make the saving. The views and opinions of each group contributed to the design of the consultation.

Step 4 - What's the impact?

Is there an impact on some groups in the community? (think about race, gender, disability, age, transgender, religion or belief, sexual orientation, pregnancy and maternity and other socially excluded communities or groups)

Generic information that covers all equality strands (Optional)

In total 157 individuals participated in the consultation. All were completed via the electronic link provided. Of those completing the survey, 75 were parents who have used Level 1 Targeted Short Breaks for their child/young person. The confidence level of this sample is 90%.

The majority (48.4%) of those responding were parents or carers who have used Targeted Short Breaks provision. 'Other' accounted for 21.9% of responses. These included teachers, citizens' panel members, grandparents and other professionals working in the SEN sector (other than from a provider). Seven individuals responded from organisations involved in the provision of Targeted Short Break services.

The council has an overarching MOSAIC profile of the city as a whole and broadly speaking those who responded are similar to the overarching profile. However, some of the more affluent groups that are less significant in the overall Portsmouth population were over-represented in the group of responders for consultation. They included Domestic Success, Suburban Stability, Urban Cohesion and Prestige Positions. This may be because these groups are more likely to comment on such types of consultation. It is important to note that some of the comments made by these groups, in terms of financial contribution, may be less popular amongst other families that are struggling more. It should also be noted that these individuals accounted for 20.61% of all responses.

Ethnicity or race

No adverse impact were identified through the consultation

Gender including transgender

No adverse impact were identified through the consultation

Age

No adverse impact were identified through the consultation

Disability

The Council's duty to provide, specifically, the services for breaks from caring referred to in 9.2 (c) above must be performed in accordance with regulations made by the Secretary of State, currently the Breaks for Carers of Disabled Children Regulations 2011 ("the 2011 Regulations").

The 2011 Regulations prescribe the manner in which the Council must make provision for short breaks for carers of disabled children in the Council's area. The Council must have regard to (a) the needs of those carers who would be able to provide care more effectively if they had breaks from caring and (b) the needs of those carers who would be unable to continue to provide care unless a break were offered to them.

The 2011 Regulations require the Council, so far as is reasonably practicable, to provide a range of services which is sufficient to meet the needs of carers and in particular the Council must provide, as appropriate, a range of -

- (a) day-time care in the homes of disabled children or elsewhere,
- (b) overnight care in the homes of disabled children or elsewhere,
- (c) educational or leisure activities for disabled children outside their homes, and
- (d) services available to assist carers in the evening, at weekends and during the school holidays.

In Portsmouth, short breaks are classified under the Targeted and Specialist Offer with funding for each sitting separately in the Education budget and the Social Care budget. The aim of Targeted Short Breaks is to provide breaks that are available on a non-assessed basis.

The current Short Breaks Statement describes what parents and carers are eligible for and the range of short breaks commissioned by Portsmouth City Council. The targeted offer consists of two levels, Level 1 and Level 2, with 2 being the higher level of short break.

Level 1 Short Breaks are for all disabled children and young people and can be accessed direct by the parent.

Level 2 Short Breaks are for all disabled children who meet the eligibility criteria. Since the revision of the criteria, the Education Health and Care Plan assessment is now the process by which those children and families with higher levels of needs are identified. The criteria used to allocate short breaks are that the child must either attend:

- a special school for children and young people with special educational needs and disabilities.
- a mainstream school and/or college/post 16 provision and have an Education, Health and Care Plan that specifies full time support or a statement specifying more than 25 hours support

The Targeted Level 2 Short Breaks Offer consists of the Specialist Holiday Playscheme which is available across all holiday periods and the Prepaid Card which parents and carers can spend on short breaks of their choice, including the Specialist Holiday Playscheme. Portsmouth City Council also have in place a Community Based Support Service Framework Agreement that parents and carers can access with their card.

The Targeted Level 2 Short Break Offer is not being affected by the proposed savings.

The consultation proposed 5 options, these were:

- Reduce the amount given to all of the providers by 70% to achieve the full 10% saving.
- Not renew the Teenage Project contract - this would achieve half of the saving.
- Not renew the Portsmouth Autism Support Network contract - this would achieve half of the saving.
- Not renew the Youth Holiday Programme contract - this would achieve half of the required saving.
- Not renew the Inclusive Playscheme contract - this would achieve the full saving.

A number of respondents did not like the fact that they had to make a choice between the options, It was felt that the questions were "designed to create false support for the proposed savings".

The most frequently chosen option to be ranked '1' was to reduce the amount given to all of the options in order to achieve the full saving. It was noted by some respondents that this would in fact deliver more than the required saving and there was a worry that more would be lost than was required. It would therefore be prudent to communicate such a change clearly and give details on where any additional savings could be made, e.g. could other services for this group be commissioned or could they be used in another way.

There were 85 comments on 'How might the proposed change impact on you or your child' and the majority stressed the negative impact this would have on them and their children. The full list of comments can be found in Appendix 2, Verbatim 4.

The second most preferred option was not to renew the additional childcare worker support for the Inclusive Holiday Playscheme, although a significant proportion also chose it as their most preferred option.

The scheme has been accessed by:

- 48 children known to Portsmouth City Council
- 41 attend mainstream school. 4 attend more than 1 Targeted Short Break
- 7 attend special school (1 from Mary Rose, 4 from Redwood, 2 from Cliffdale). 3 attend more than 1 Targeted Short Break
- Number currently accessing Targeted 2 - Sitting Service/Prepaid Card = 8

NEGATIVE IMPACT ON PARENTS AND CARERS

Although there were several comments regarding the Inclusive Playscheme and it would seem likely that some respondents were referring to the Specialist Holiday Playscheme. Particular comments refer to complex needs and payment of £17 per day both of which relate to the Targeted Level 2 Specialist Playscheme (the Inclusive Playscheme costs up to £27 per day) - see Appendix 2 Consultation feedback for all comments.

NEGATIVE IMPACT ON HOLIDAY PLAYScheme PROVIDERS - knock on affect on families.
Feedback from the playscheme providers was received as follows:

Feedback 1

"We really valued support from Enable Ability working with us to care for children with special educational needs and disabilities. We have not used them for some while though, as the requirement has not been there. We would still be able to take children without them as we did previously, but, we would need to access some funding if available for 1:1 support. We do currently charge fees at the normal rate, but, get staffing free of charge"

Feedback 2

"We still have staff from Enable Ability to enable us to take SEN children and offer them the support required in all holiday playschemes.

We often have 1 or 2 or 3 staff from Enable per day, depending on the amount of children with Sen we

have booked in.

This means that SEN/disabled children can participate in our playschemes along with their siblings or with children who are very able but can still have the extra support they require when needed. Our Able body children have learnt to accept SEN/ Disabilities due to attending our setting.

We have 2 children who have downs syndrome who attend most playschemes due to parents working. One who has attended since age 4 and is now aged 11!!

Both these children would be unable to attend without the required support. Due to their needs. At times they may just need time away from the others or help with simple tasks like toileting or even supervision due to a choking hazard while eating ect.

Another child we have attend is blind/little use of their left side of their body she needs to be supervised and helped most of the time to join in the activities or just to go to the toilet. She also attends with a sibling.

We have several children attend who have Autism /Asperger who don't require 1:1 support but do need a high level of reassurance/supervision when we are on and off site.

Recently our SEN children have increased and 2 or 3 extra staff offered means we can take 5 or 6 Sen children per day knowing this is not impacting the other children attending our setting or the high quality service we offer.

My staff have gained a huge amount in confidence by having the support from Enable and are happy to help when required. We work as one big team and this works well.

If the funding was withdrawn we would have to look closely at how this would impact our setting during holidays and feel we would be unable to offer holiday spaces to certain children due to their needs and the impact this would have on the other children attending.

Where would this leave working parents or parents who just need a break?

At times we have had parents in tears at end the end of the tether in holidays and will book last minute because they just need a break. We can often take these last minute bookings as we have the extra staff from Enable Ability".

Feedback 3

"The impact on our setting would be large as we would not be able to accommodate a lot of the children with additional needs who we currently accept as there would be no additional staff there to support them when required. We would not be able to take new children with mild needs very easily as we would not have any spare staff available to support them in case they either do not settle or if it turns out their needs are more intense than first thought (or described to us by the parents).

Therefore, we would need to insist on parents being available during a new child's first day in case it wasn't working, and we will need to inform our current cohort if they can no longer attend (those children we currently support who we would have to withdraw the service from if the Enable Ability staff were no longer available).

We will be very disappointed if the service is withdrawn as it has a very positive effect on all participating including the mainstream children. We had a large number of additional needs children during Easter (off the top of my head around 10-15) with 4 staff allocated to us per day so we're very efficient with the service: most of the children do not need 1:1 support all day but to have the spare staff there to help either at pinch points or when the children do need support is invaluable to us".

Religion or belief

No adverse impact were identified through the consultation

Sexual orientation

No adverse impact were identified through the consultation

Pregnancy and maternity

No adverse impact were identified through the consultation

Other socially excluded groups or communities e.g. carers, areas of deprivation, low literacy skills

No adverse impact were identified through the consultation

Have you referred to the Joint Needs Assessment (www.jsna.portsmouth.gov.uk) to identify any associated health and well-being needs?

☐ Yes ☒ No

What are the health impacts, positive and / or negative? For example, is there a positive impact on enabling healthier lifestyles or promoting positive mental health? Could it prevent spread of infection or disease? Will it reduce any inequalities in health and well-being experienced by some localities, groups, ages etc? On the other hand, could it restrict opportunities for health and well-being?

The Targeted Short Break Level 2 offer has been protected for those parents and carers whose children require a higher level of support to access short break activities. The eligibility criteria is that the child must attend either:

- a special school for children and young people with special educational needs and disabilities.
- a mainstream school and/or college/post 16 provision and have an Education, Health and Care Plan that specifies full time support or a statement specifying more than 25 hours support

The offer consists of a Prepaid Card and the Specialist Holiday Playscheme.

There may be an impact on parents and carers who do not meet this eligibility criteria.

Health inequalities are strongly associated with deprivation and income inequalities in the city. Have you referred to Portsmouth's Tackling Poverty Needs Assessment and strategy (available on the JSNA website above), which identifies those groups or geographical areas that are vulnerable to poverty? Does this have a disproportionately negative impact, on any of these groups and if so how? Are there any positive impacts?, if so what are they?

Not Applicable

Step 5 - What are the differences?

Are any groups affected in a different way to others as a result of your policy, service, function, project or strategy?

The proposed recommendations are not envisaged to discriminate against any of the protected groups under the Equality Act 2010, and the proposed changes do not affect those parents and carers who meet the eligibility criteria for Targeted Short Breaks.

Does your policy, service, function, project or strategy either directly or indirectly discriminate?

☐ Yes ☒ No

If you are either directly or indirectly discriminating, how are you going to change this or mitigate the negative impact?

No applicable

Step 6 - Make a recommendation based on steps 2 - 5

If you are in a position to make a recommendation to change or introduce the policy, service, project or strategy clearly show how it was decided on

The consultation feedback and the Equalities Impact Assessment did not conclusively identify a way in which savings could be realised without it having a detrimental impact on the children and young people and their parents/carers who access these services.

What changes or benefits have been highlighted as a result of your consultation?

However, the process did reveal the need to undertake a broader review of the targeted short break offer and the range of services commissioned in the future as part of the retendering process scheduled to take place next year.

If you are not in a position to go ahead what actions are you going to take?

(Please complete the fields below)

Action

Timescale

Responsible officer

How are you going to review the policy, service, project or strategy, how often and who will be responsible?

The Targeted Short Break offer will continue to be reviewed annually by the service as part of the requirement of the Short Break Statement and the Short Breaks Regulations.

We will take on board any ongoing feedback from parents and carers and include as part of the review.

The next review will take place April 2018

Step 7 - Now just publish your results

This EIA has been approved by: Dr Julia Katherine, Head of Inclusion Service

Contact number: 023 9284 1057

Date: 18.04.2017

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 full EIA.

Telephone: 023 9283 4789

Email: equalities@portsmouthcc.gov.uk

Agenda Item 4



Portsmouth
CITY COUNCIL

Decision maker: Cabinet Member for Education

Subject: Home to school/college transport

Date: 10th July 2017

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 the report is to consider responses to the home to school/college transport consultation and identify areas for change to the Home to School Transport Policy and Post 16 Learners Statement in order to further address the continuing overspend of this budget. The proposed changes relate only to discretionary support and do not affect the council's delivery of its statutory responsibilities for home to school/college transport.

2. Recommendations

- 2.1 It is recommended that the Cabinet Member for Education agree the following changes to the Home to School Transport Policy and Post 16 Learners Statement:
- (i) That the age range is lowered for eligible post 16 students (those with significant and exceptional needs) from 16-25 years to 16-19 years, in line with other Local Authorities, as from 1st September 2018. For those in Year 14 who meet the exceptional circumstances criteria and who start their college course in September 2017, the council will continue to provide transport assistance until July 2019.
 - (ii) That the council ceases to provide transport for new placements of nursery age students who attend specialist nursery schools as from 1st September 2018. All those children who currently receive transport assistance and who continue to meet the criteria will continue to be able to make an application for each year that they attend specialist nursery provision. Applications are made on an annual basis.

- (iii) That the cost of privilege places on a minibus or taxi is increased from £495 per annum to £750 per annum as from 1st September 2018.
- (iv) That a two tier financial contribution of £495 per annum for low income families of post-16 students and £600 per annum for families of post-16 students who do not meet the criteria for low income, is introduced as from 1st September 2018.
- (v) That the points threshold for automatic entitlement to home to school/college transport is raised from 60 points to 70 points as from 1st September 2018. For those who are currently in receipt of this entitlement, this will continue until the end of their Key Stage or end of post-16 education, if they continue to meet criteria.

3. Background

- 3.1 Local Authorities have a statutory duty to provide transport to students as detailed in the Department for Education [Home to School Travel and Transport Guidance](#) and [Post 16 Transport to Education and Training](#). In addition, Portsmouth City Council has an agreed [Transport Policy](#) and Post 16 Learners Statement in respect of local transport arrangements for assisted travel to school or college.
- 3.2 In 2014 Portsmouth City Council undertook a consultation with stakeholders on all non-statutory travel assistance. The purpose of the consultation was to ensure effective use of funding and make savings to the transport budget, which was previously overspent by £365,000. The revised policy was published in May 2014 and resulted in a £200,000 saving between the financial years 2013/14 and 2015/16.
- 3.3 In February 2017 a further consultation was undertaken to help reduce expenditure further. The following possible options were proposed:
 - 1. Withdrawal of transport to students over the age of 19 years old
 - 2. Removal of transport to specialist nursery provision
 - 3. Increase the cost of privilege places from £495 to £750
 - 4. Introduce a change to the financial contributions made by post-16 students (3 options)
 - 5. Increase the points threshold from 60 to 70 for automatic entitlement to transport.
- 3.4 A recent focus report by the Local Government Ombudsman [LGO] entitled "*Learning Lessons from Complaints*" dated March 2017 outlines an increase in complaints about school transport issues. Most of these relate to failures in process including failure to consult or inform parents of proposed changes to policy; lack of clear information to enable parents to make properly informed decisions; inadequate or poorly communicated

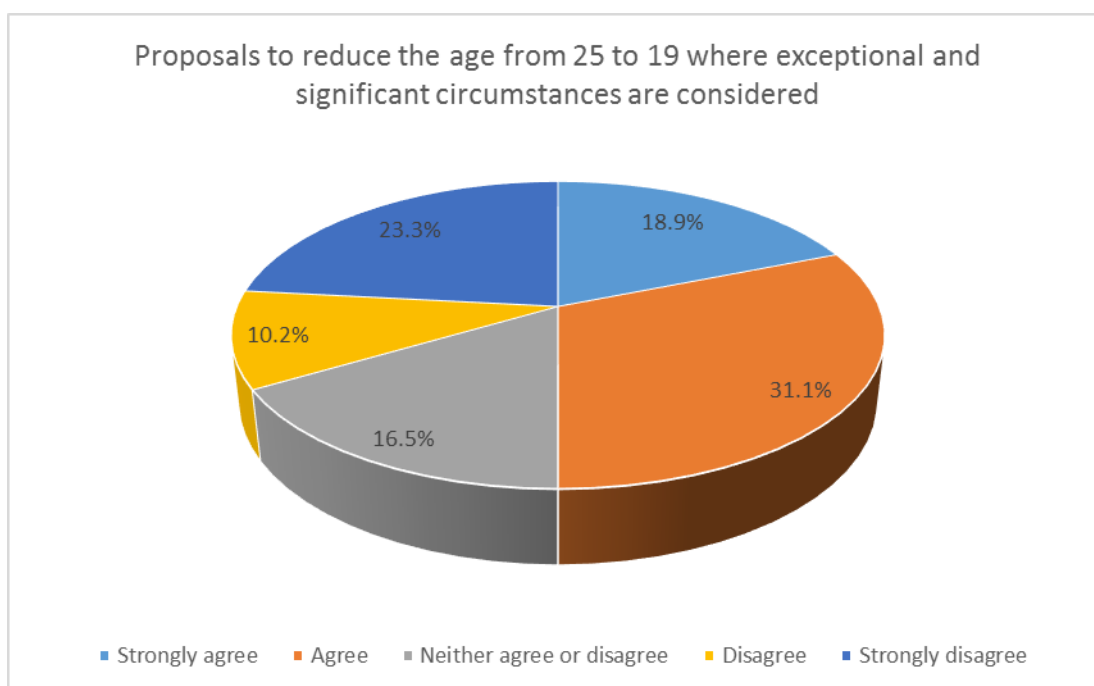
decision making for children with special educational needs; failing to consider health and safety problems associated with their educational needs and disability when considering eligibility for transport. The recommendations of the LGO will be considered in any changes to the Home to School Transport Policy and Post 16 Learners Statement.

- 3.5 Parents/carers schools and other stakeholders were made aware of the consultation which ran from 10th January 2017 to 20th March 2017. A total of 210 individuals participated in the consultation. 61.4% of those who responded do not currently access home to school or home to college transport. A full analysis of the consultation is attached at [Appendix 1](#) and a summary is given below in Section 4 of the report.

4. Outcome of the consultation

Option 1: To lower the age range for eligible post 16 students (those with significant and exceptional needs) from 16-25 years to 16-19 years, in line with other Local Authorities

- 4.1 50% of those who responded to the consultation strongly agreed or agreed to the reduction to the to the age limit from 25 years to 19 years. 33.5% disagreed or strongly disagreed with the change.



- 4.2 When respondents were presented with a list of 6 options, this was one of the most prominent with 69 respondents indicating that this was their first or second preference.
- 4.3 In this instance few comments provided any adequate alternative to the proposal and mainly centred on how cuts should be made to other

services before affecting home to school/college transport or how small money making activities could be undertaken to raise the required funds.

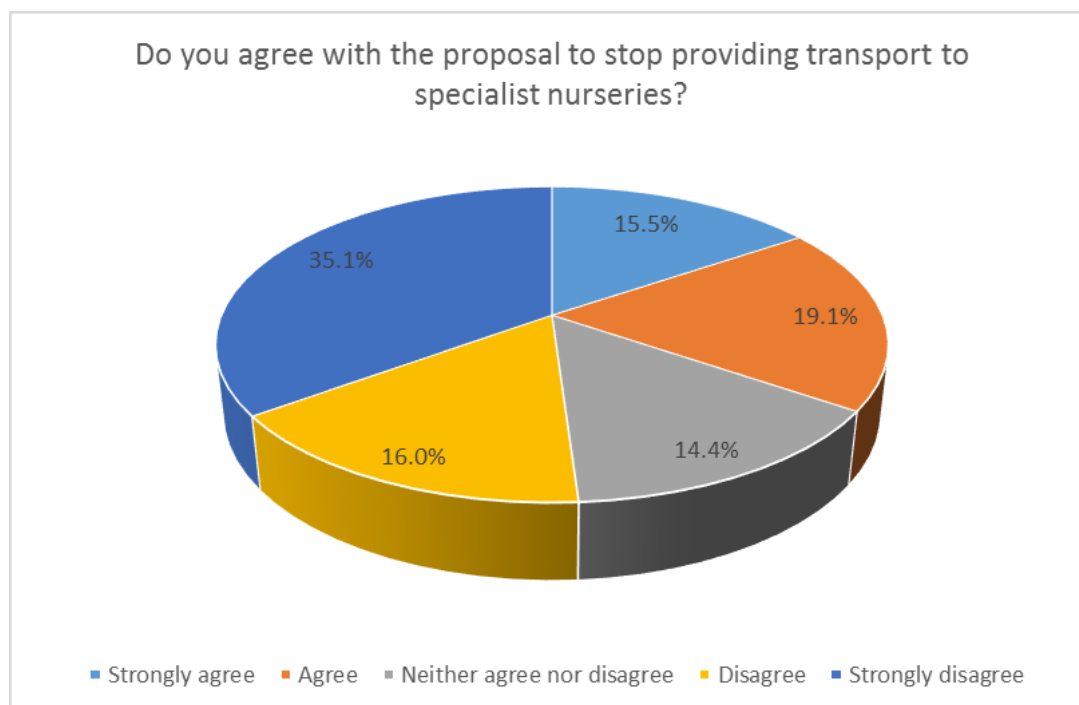
- 4.4 Changes to the Post-16 Learners Statement so that students over the age of 19 years can no longer apply for transport to college could save approximately £75,000 per annum.

Option 1 considerations

- 4.5 It is recommended that any changes to the arrangements for post-16 learners are implemented from September 2018 as some students will have already chosen their college course for September 2017.
- 4.6 Consideration should be given to allow some students two years to finish a course that they start in September 2017. This would mean some students age 19-25 would continue to receive transport for the next 2 years (until July 2019).

Option 2: to cease transport for nursery age children who attend specialist nursery schools

- 4.7 51.1% of respondents disagreed or strongly disagreed with this option, but there were few alternative suggestions to influence decision making.



- 4.8 When respondents were presented with a list of 6 options, this was the least popular option with only 23 respondents indicating that this was their first or second preference. Respondents commented:

- 15 respondents suggested that parents should make a financial contribution to the cost of transport
- 1 respondent suggested that a specialist nursery in the south of the City should be opened
- 1 respondent suggested providing more SEN trained staff in nursery schools
- 1 respondent suggested offering a one way service.

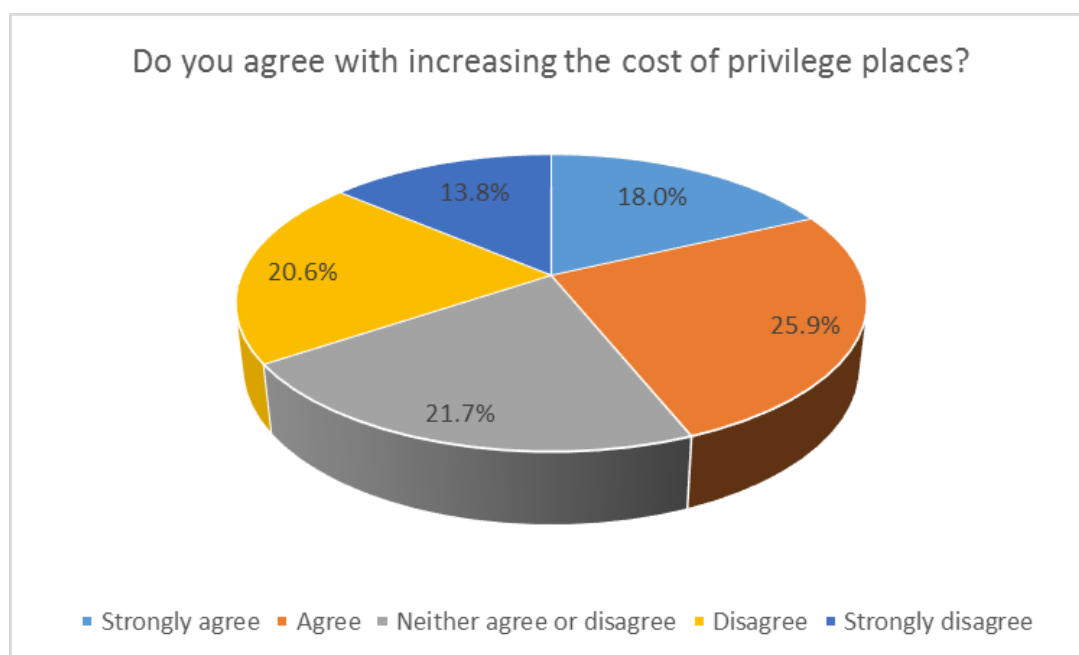
4.9 Based on 2016/17 figures ceasing transport for nursery age children could save approximately £100,000 per annum, by 2019-20.

Option 2 considerations

- 4.10 It is suggested that this change is introduced for new placements so that parents are aware that there will not be transport assistance provided when they make a decision about whether to take up the offer of a specialist nursery place.
- 4.11 It is suggested that children who are already attending specialist nursery provision should continue to be allowed to make applications for transport under the exceptional circumstances criteria until they reach statutory school age.

Option 3: to increase the cost of a privilege place on a minibus or taxi from £495 per annum to £750 per annum

- 4.12 Portsmouth City Council currently offer parents/carers the opportunity to purchase empty seats on mini buses and taxis which are already contracted to run to schools, special schools and colleges.. This option is not means tested. Parents/carers are made fully aware that students will need to give up a purchased seat if it is required for a student with a statutory entitlement. Currently 32 students purchase a privilege place.
- 4.13 Overall, more respondents agreed/strongly agreed (43.9%) than disagreed/strongly disagreed (34.4%) with the increase in cost of a privilege place.



4.14 Of those who disagreed, there seemed to be a general feeling that the saving was too small to warrant the increase.

4.15 An increase in the cost of a privilege place from £495 to £750 would generate approximately £8,160 on top of current income.

Option 4: introduce a change to the financial contribution made by post-16 students (3 options 4a-4c)

Option 4a: to increase the financial contribution made by post-16 students from £495 per annum for families who do not meet the criteria for low income

4.16 Currently, Portsmouth City Council provides 62 post 16 students with travel to college. 24 students make a financial contribution, generating an income of £11,880 per annum.

4.17 An increase in the cost of parent contributions from £495 per annum to £600 per annum would generate approximately £2,520 on top of the current income.

4.18 When respondents were presented with a list of 6 options, this was one of the most prominent options with 60 respondents indicating this as their first or second preference.

Option 4b: to introduce a flat rate charge of £600 per annum for all families of post-16 students regardless of income

4.19 If every student were asked to make a contribution of £600 per annum, Portsmouth City Council could raise an additional £25,320 per annum based on current numbers.

- 4.20 When respondents were presented with a list of 6 options, this was one of the least popular options with 30 respondents indicating this as their first or second preference.

Option 4c: to introduce a two tier financial contribution of £495 per annum for low income families of post-16 students and £600 per annum for families of post-16 students who do not meet the criteria for low income

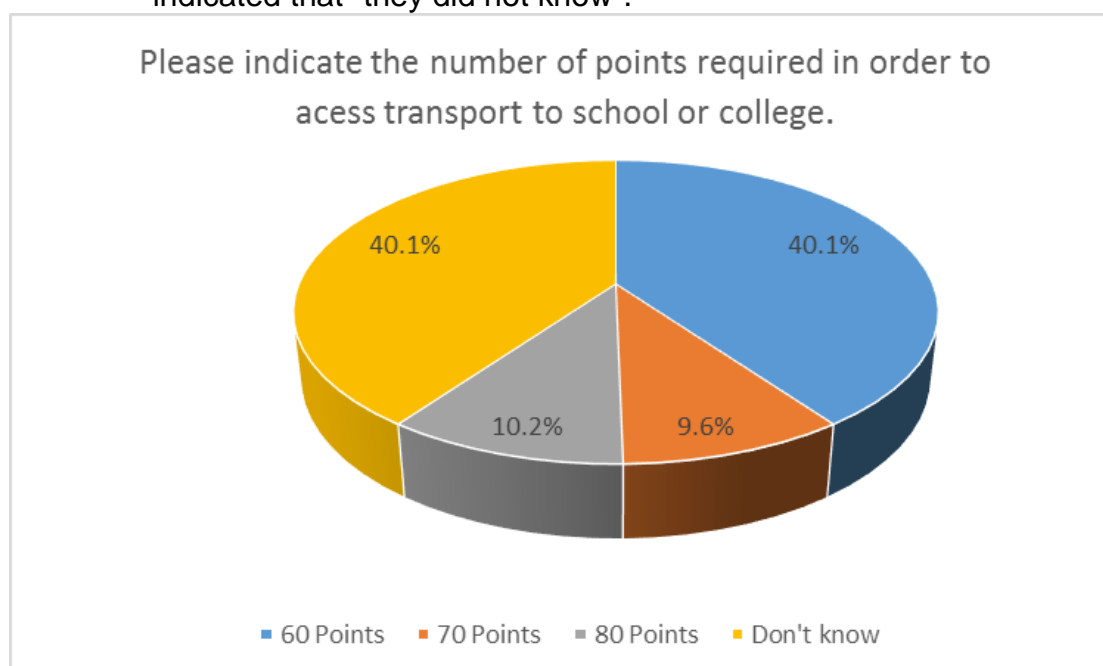
- 4.21 Currently an income of £11,880 is generated from financial contributions by post 16 students. If Portsmouth City Council introduce Option 4c, an additional £21,330 per annum could be generated.
- 4.22 When respondents were presented with a list of 6 options, this was one of the most prominent choices with 63 respondents indicating that this was their first or second preference.

Considerations for Options 3 and 4a-c

- 4.23 Implementing one of the options above could result in PCC pricing themselves out of the market and ending up with empty seats on home to school transport which would have been filled with a contribution to cost in past years.

Option 5: to raise the points threshold for automatic entitlement to home to school / college transport from 60 points to 70 or 80 points

- 4.24 The results relating to a change in the points required to access transport was inconclusive, although 40.1% indicated that the current 60 point threshold should remain, however, the same number of respondents indicated that "they did not know".



- 4.25 Currently, 101 students are assessed as having 60 points or more and therefore meet the threshold for automatic transport to school or college.
- 4.26 If the points threshold for automatic entitlement was increased to 70 points the number of students with automatic entitlement would reduce to 20 students.
- 4.27 If the points threshold for automatic entitlement was increased to 80 points the number of students with automatic entitlement would reduce to 5 students.

Considerations for Option 5

- 4.28 To ensure a smooth transition and taking account of the report from the Local Government Ombudsman '*Learning Lessons from Complaints*' March 2017 guidance it is recommended that this change should be introduced from 1st September 2018, and also that existing students who are in receipt of this entitlement should have it continued until the end of their Key Stage or end of post-16 education.

Additional information

- 4.30 Further pressures or areas which will impact on transport budgets include:
- training costs for passenger assistants
 - 1% cost of living increase for passenger assistants
 - requirement to tender contracts - this is likely to increase costs as there have been no increases for 5 years.

Reasons for Recommendations

- 4.31 The recommendations to reduce the discretionary costs to the council are set out in section 2.1 of the report and reflect the considerations and additional information provided above.
- 4.32 The proposed new Home to School Transport Policy and Post 16 Learners Statement are attached at Appendix 2.

5. Equality impact assessment

- 5.1 An equality impact assessment is attached at Appendix 3.

6. Legal Services' comments

- 6.1 The Council has a duty to make such travel arrangements as they consider necessary to secure suitable home to school transport arrangements are made for eligible children in accordance with s.508B.

This relates to children of compulsory school age (5 - 16) and ensures transport is free. Section 508C of the Act gives the Council discretionary powers to make school travel arrangements for other children not covered by section 508B. Such transport does not have to be provided free of charge. Under s.509A the LA has a discretionary power to provide pre-school children with assistance with school transport. In deciding to do so the LA must be satisfied that without such assistance a child would be prevented from attending the specialist setting.

- 6.2 In making those arrangements, regard must be had to the statutory guidance issued by the DfE. The current guidance is in the 2014 "Home to school travel and transport guidance." The guidance recognises that it is for the individual LA to decide how they apply their discretion and that LAs will need to balance the demands for a range of discretionary travel against their budget priorities. All arrangements made must be published by the LA.
- 6.3 There are further provisions for young persons (aged 16 - 18) and those continuing learners who started their programme of learning before their 19th birthday. These persons are defined as "persons of sixth form age". Under s.509AA LAs must prepare and publish an annual transport policy statement specifying the arrangements for the provision of transport or otherwise that the authority considers necessary for facilitating the attendance of persons of sixth form age receiving education or training at schools, FE institutions and higher education institutions maintained or assisted by the LA. This statement must include the arrangements the LA consider necessary for the provision of financial assistance in respect of the reasonable travelling expenses of persons of sixth form age receiving education or training. The LA must publish the statement on or before 31st May in the year in which the academic year begins.
- 6.4 In considering what arrangements it is necessary to make for persons of 6th form age, Local Authorities must have regard to: the needs of those for whom it would not be reasonably practicable to attend education/training if no arrangements were made; the need to secure reasonable choice; distances, journey times, cost of transport; and the Local Authorities duty to enough suitable education/training for persons of 6th form age, having particular regard to a person's age, ability, aptitudes and any learning difficulties they may have.
- 6.5 Section 509AB (further provision about transport policy statements for persons of sixth form age) requires the policy statement prepared under section 509AA to state to what extent transport arrangements include arrangements for facilitating the attendance at these establishments of disabled persons and persons with learning difficulties.
- 6.6 In preparing the post-16 policy statement, the LA must have regard to the statutory guidance from the DfE of 2014 "Post-16 transport to education and training."

- 6.7 When considering the recommendations in this report, the decision maker must ensure stakeholders likely to be affected by the proposals have been adequately consulted, at a time when the proposals are still at their formative stage and have been provided with sufficient information to enable them to properly understand the proposals being consulted upon and given adequate time to consider and respond. The responses must be given genuine and conscientious consideration before a final decision is made.
- 6.8 As part of its decision making process, the Council must have “due regard” to its equalities duties. Under Section 149 Equality Act 2010, the Council in exercise of its school and further education transport functions, must have “due regard” to the need to eliminate unlawful discrimination, advance equality of opportunity between persons who share a relevant protected characteristic and those who do not, and foster good relations between persons who share a relevant protected characteristic and persons who do not share it .The relevant protected characteristics are age, gender reassignment, disability, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The decision maker is required to give serious and substantive consideration to the adverse impact (if any) the proposals would have on the protected groups and, if there would be such adverse impact, to what mitigating factors can be put in place. This exercise must be carried out with rigour and an open mind.

7. Finance comments

- 7.1 The expenditure on supporting Home to School/College transport has exceeded the available budget provision in each of the past five years. In 2016-17 actual expenditure exceed the budget provision by £207,000,
- 7.3 The report contains a number of proposals which seek to reduce discretionary areas of expenditure in relation to the Home to School and College transport arrangements; or increase opportunities to generate additional income contributions.
- 7.4 In quantifying the potential savings included within the report, the service have based their estimates on the average costs of transporting pupils across the city. Additionally, some information is based on the pupils transported in 2015-16, as this is the latest complete information available. The ability to deliver the estimated savings will be dependent on the options available to the service to alter the existing modes of transport and routes, where eligible pupils continue to be transported.
- 7.5 Whilst budgetary provision is made for general inflationary increases, the report notes there are particular cost pressures being faced in this service area and the proposals will assist in trying to mitigate these pressures and bring expenditure closer to available budget provision.

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

Appendices:

Appendix 1: Analysis of consultation feedback

Appendix 2: Home to School Transport Policy and Post 16 Learners Statement

Appendix 3: Equality Impact Assessment (EIA)

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
Learning Lessons from Complaints, Local Government Ombudsman March 2017	http://www.lgo.org.uk/information-centre/reports/focus-reports
DfE Home to School Travel and Transport Guidance	https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance
Post-16 Transport for Education and Training	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277016/Post-16_Transport_Guidance.pdf

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

.....
Signed by:

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Appendix 1

Home to School/College Transport Consultation 2017: results and analysis

Background

Currently 595 children are accessing transport or receive a bus pass.

In the last year the budget for this provision - home to school/college transport was overspent by £X. In order to bring the levels of overspend back in line with budgeted costs, it has become necessary to make changes to the provision and delivery of these services.

A number of possible options to help reduce expenditure were proposed as follows:

- Withdrawal of the provision of transport to students over the age of 19 years old.
- The removal of transport to specialist nursery provision.
- Increase the cost of privilege places from £495 to £750.
- The introduction of contributions to home to school transport for those in post-16 education. (3 different options)

In order to understand how these options may affect the current service users a consultation was launched. Although mainly targeted at families using these services, the consultation was open to all Portsmouth residents should they wish to participate.

Prior to the consultation launching, the co-production group engaged into preliminary conversations around the topic. A detailed consultation questionnaire was developed and the consultation ran from Monday 9th January - Monday 20th March 2017. The education team ensured that all interested parties were invited to comment (i.e. parents currently accessing the service, interested parties/suppliers), as well as being available on the PCC website. There was also some promotion via the citizens' panel.

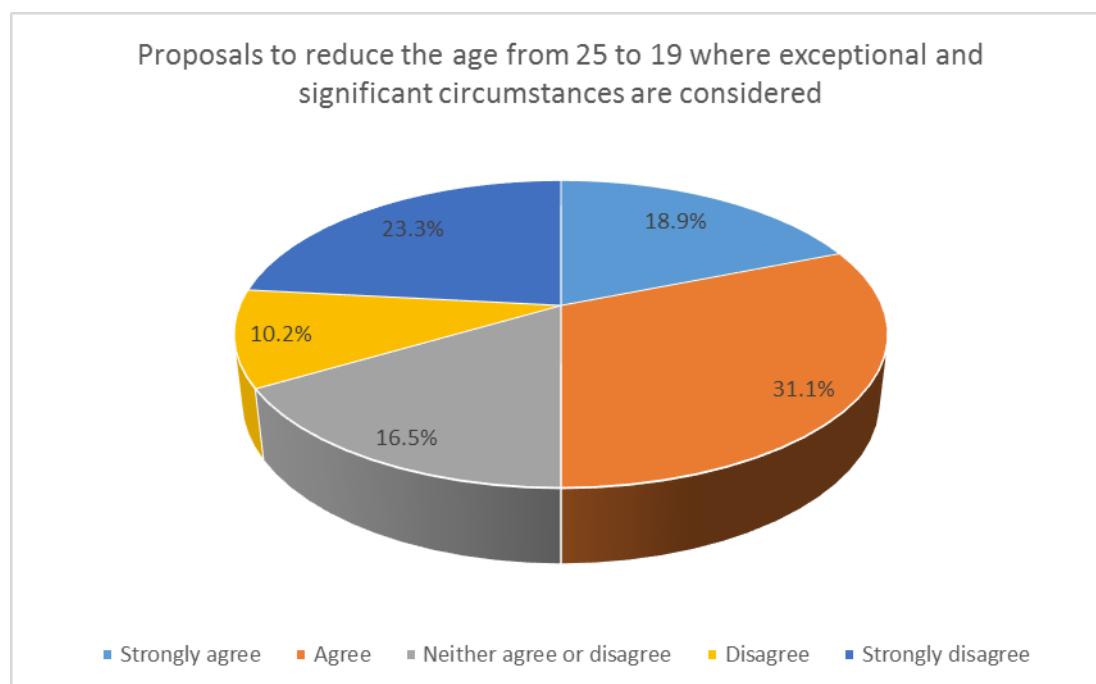
In total 210 individuals participated. The majority were completed via the electronic link, while 6 paper copies were submitted by the deadline.

The confidence level of this sample is 90% based on a response rate of 210. This is the probability that the sample accurately reflects the attitudes of the entire universe.

Key Findings

- Fifty percent of those who responded agreed or strongly agreed with the proposal to reduce the age from 25 to 19 where exceptional and significant circumstances are considered to access home to school/college transport.
- Fifty-one percent of those who responded disagreed or strongly disagreed with the proposal to stop nursery transport.
- More respondents agreed (44%) than disagreed (34%) with the proposal to increase the cost of privilege places to £750.
- Fifty-seven percent of respondents indicated that their preference would be the introduction of a two tier system - where those currently on low income would contribute £495 and those that did not meet the criteria would pay £600, over the other two options suggested.
- Responses to the change in points remains inconclusive, in that 40% of respondents indicated that they did not know.
- Comments made generally show the lack of understanding people have about council budgets and the allocation of funding.
- For the most part the consultation supports the adoption of all proposals but the cessation of nursery transport. However, although the removal of nursery transport is not fully supported - alternative proposals have not been forthcoming. Therefore without viable alternatives, adoption of this proposal is possible with proper supporting and transparent communication. Consideration should also be considered for how it might be introduced, i.e. staggered introduction to lessen the impact.

Results



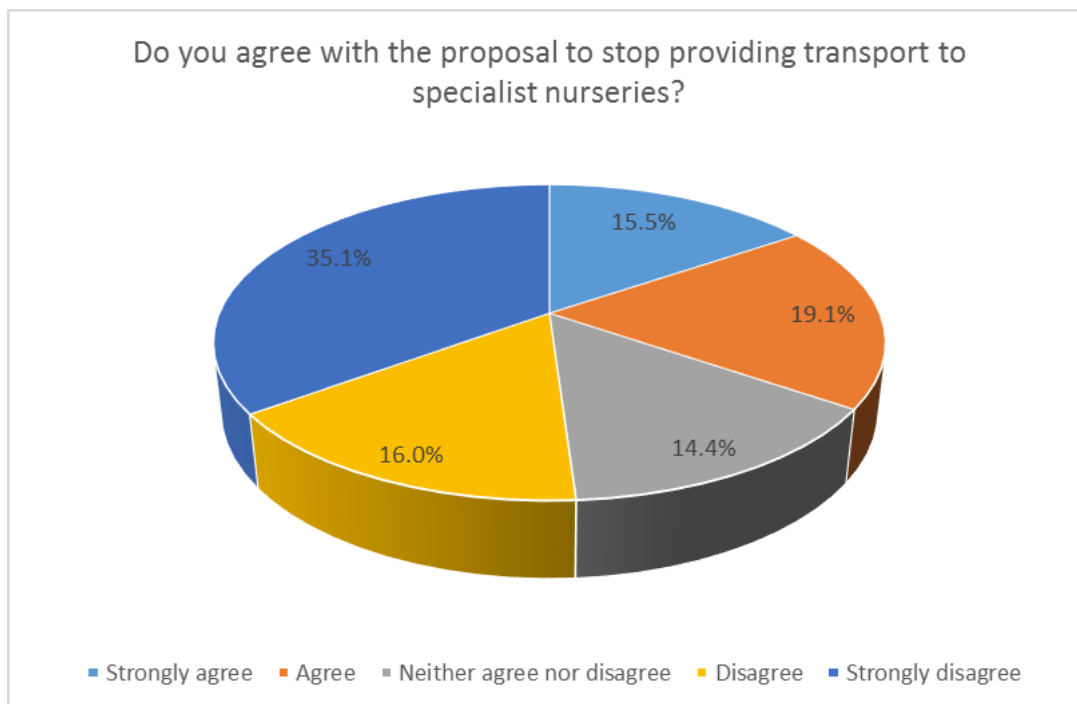
Of those that responded, 50% indicated that they agreed or strongly agreed in the age reduction for when exceptional and significant circumstance are considered for home to school/college transport.

Those that disagreed or strongly disagreed accounted for 33.5% of the overall number of individuals responding to the consultation.

Of those that disagreed/strongly disagreed, 73% of these individuals provided additional comments.

Full verbatim comments are available at the end of the report from page 11.

In this instance few comments provided any adequate alternative to the proposal and mainly centred on how cuts should be made to other services before affecting Home to school/college transport or how small money making activities could be undertaken to raise the required funds - such as crowd sourcing or renting conference facilities in council buildings.



Fewer individuals agreed/strongly agreed with the proposal to stop providing transport to specialist nurseries - 51.1% disagree or strongly disagreed with these proposals.

Of those who disagreed, 74% provided additional commentary and further information about possible alternatives. For the most part the comments provided failed to provide tangible or viable alternatives. However, there were a number of comments that suggested charging those who could afford it, may help support the service in some way:

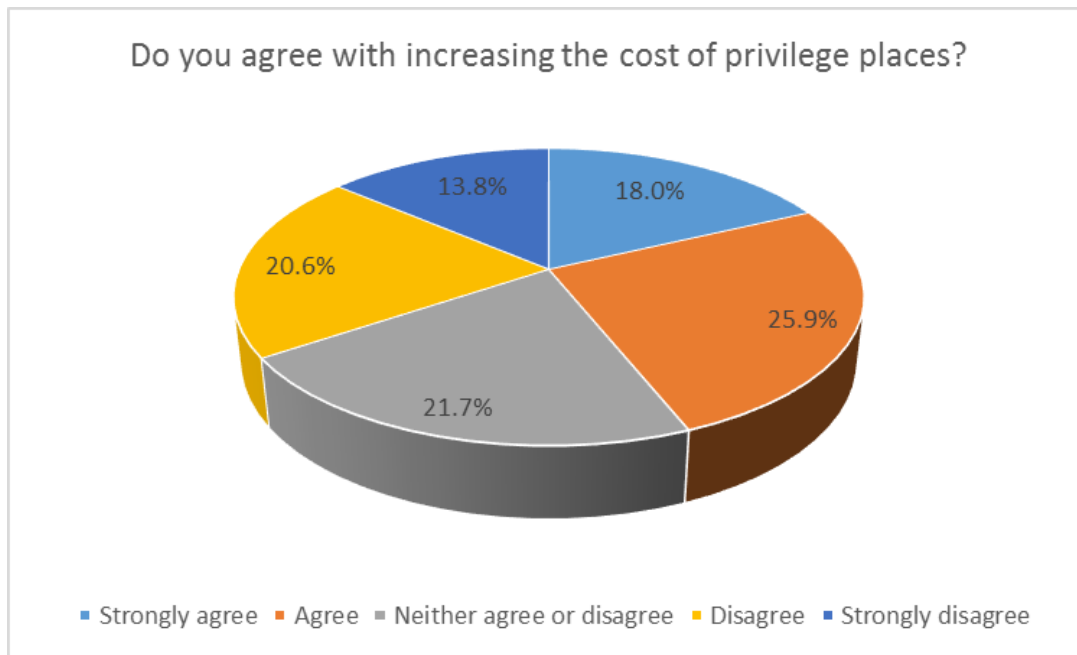
"Offer the transport at a nominal cost for those living closest to the nursery."

"Make parents contribute to cost of transporting their child. If parents have several children at different schools they couldn't transport them."

"Again a contribution from families could be charged if they are in a financial position to do so. Also the specialist nursery may be quite a long distance from their home so it needs to be taken into consideration."

"Ensuring that the children who receive transport have means testing and no other alternative method of transport."

"Parents/Carers could contribute towards some of the cost?"

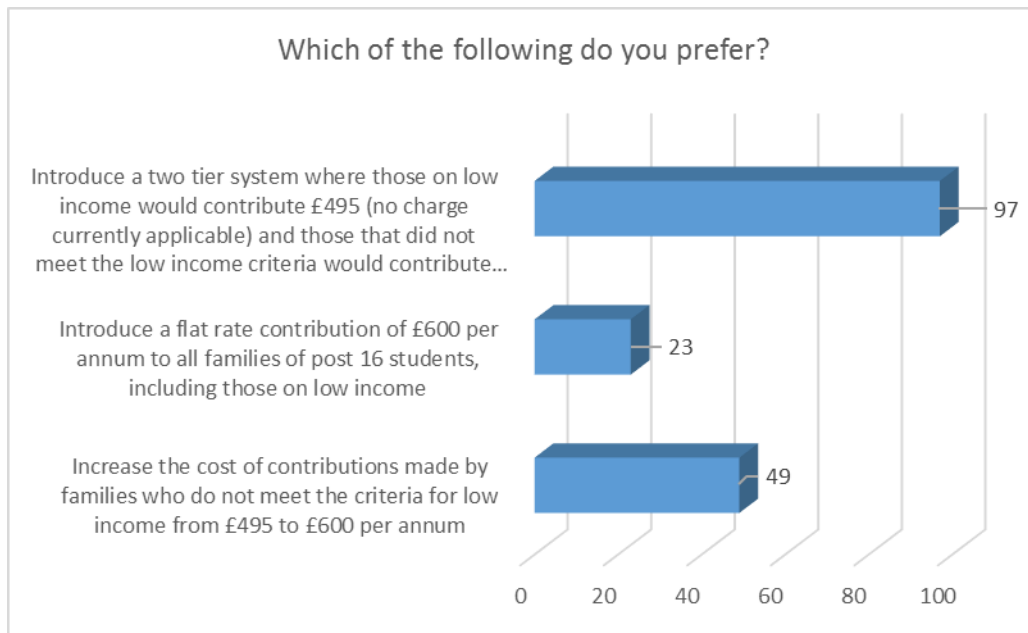


Overall, more respondents agreed/strongly agreed (43.9%) than disagreed/strongly disagreed (34.4%) with the increase in the cost of privilege places.

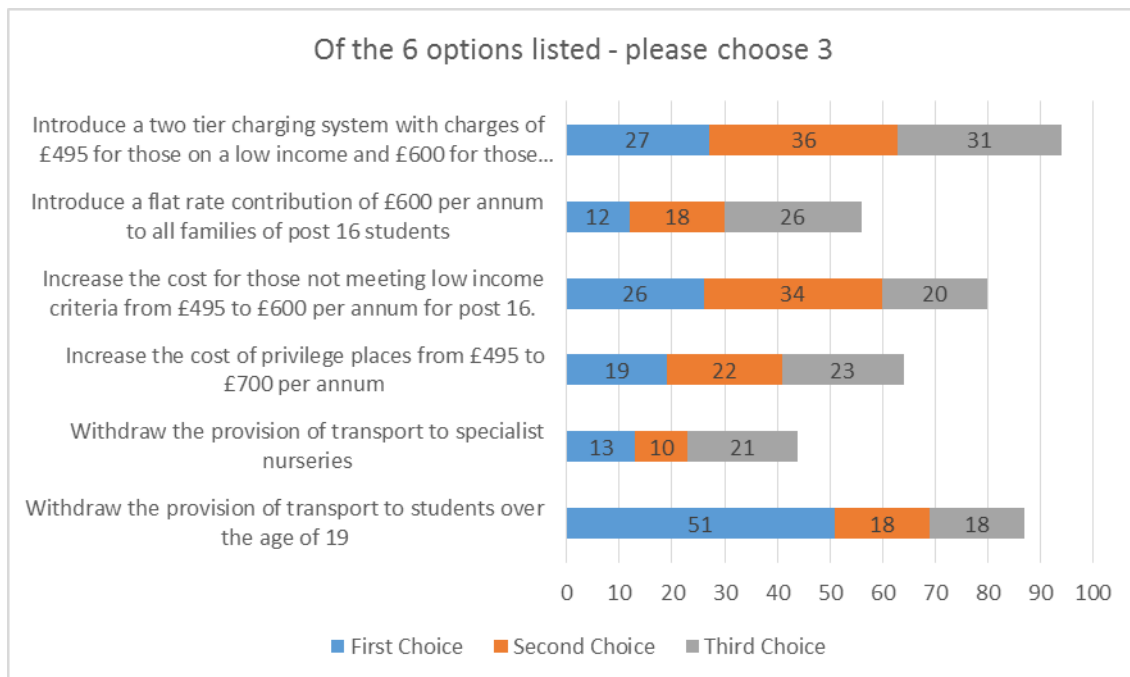
Of those that disagreed, there seemed to be a general feeling that a saving of £4000 did not warrant an increase to £750. Others commented that a raise of no more than £600 would be more acceptable.

Another interesting suggestion was the buddying up of children to share taxi/transport in order to help parents save money together:

"I feel that this is massively over priced as is almost the cost of an adult all-day bus ticket and more than a short taxi journey for 4 people!! Perhaps parents of children near to each other or at the same school could be persuaded to share a personal budget to pay for a taxi to transport their young people as this would appear much cheaper than your proposal."



When asked about the provision of post-16 transport, the most popular option of the three presented in the consultation, was the introduction of a two tier scheme, to allow those on lower incomes to be more supported, while allowing PCC to charge families with greater financial stability more to access transport.



The question above, was designed to demonstrate the difficult nature of the decisions currently needing to be taken within the Education team relating to home to school/college transport.

From comments made, respondents did acknowledge the difficult situation and although many would prefer not to change the system, they were able to indicate the ones they felt were more palatable than others.

The chart above can be read in a number of ways. But ideally one should look at the volume of responses for each of the three choices, as well as the combined total for all three choices.

When looking at combined totals the following choices are the most prominent:

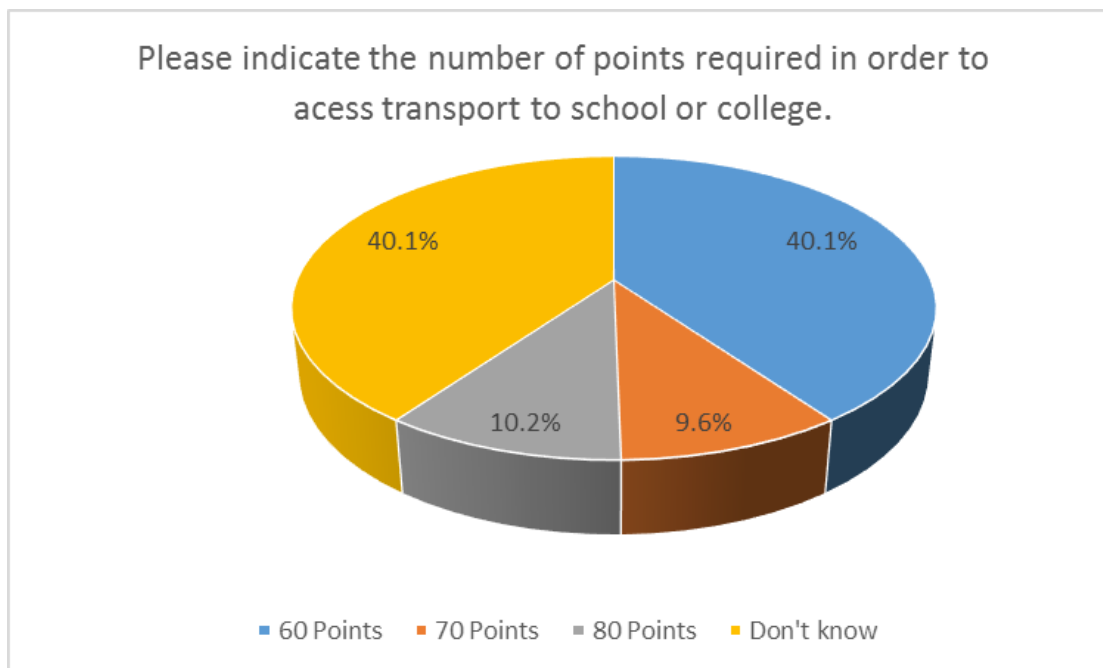
1. Introduce a two tier charging system with charged of £495 for those on low income and £600 for everyone else for those accessing post-16 transport.
2. Withdraw the provision of transport to students over the age of 19
3. Increase the cost for those not meeting low income criteria from £495 to £600 per annum post 16.

When looking at each choice as a volume the following choices are the most significant:

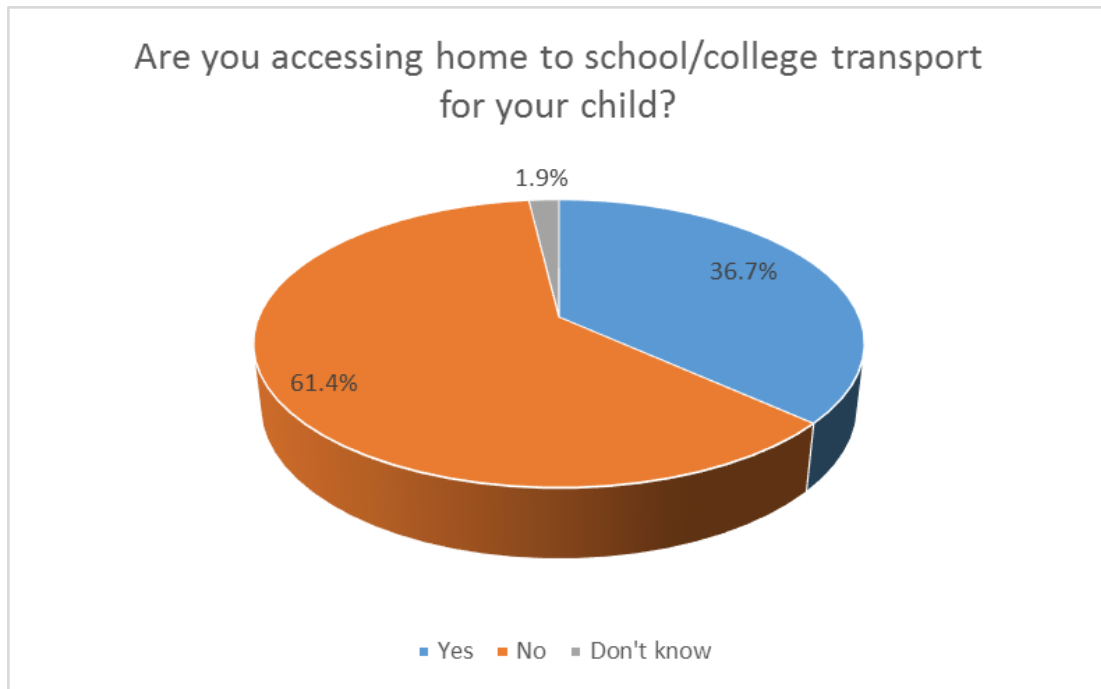
1. First choice with 51 - Withdraw the provision of transport to students over the age of 19.
2. Second choice with 36 - Introduce a two tier charging system with charges of £495 for those on low income and £600 for everyone else for post-16 education.
3. Third choice with 31 - Introduce a two tier charging system with charges of £495 for those on low income and £600 for everyone else for post-16 education.

As the introduction of a two tier system was the most significant second and third choice, does suggest that overall people are more open to this than other proposals.

When asked how much a reasonable contribution would be, many respondents did acknowledge that a contribution was a reasonable response to the problems being addressed. The amount was debatable and ranged from means testing through to a standard rate. All comments made were free text and can be found in the verbatim section at the end of the report.



The results relating to any change in points required to access transport is inconclusive, although 40.1% indicated that the current 60 point threshold should remain, however the same number also indicated that they didn't know - 40.1%. This could suggest that more information and explanation is needed to reach a considered decision on this subject.

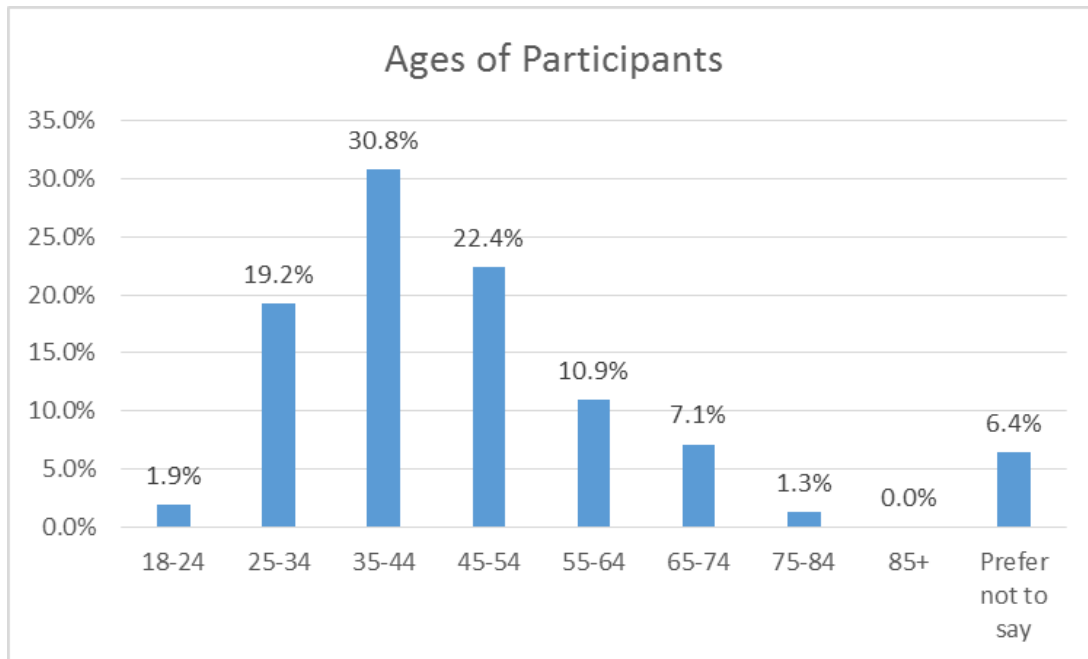


Interestingly, the majority of those responding did not currently access home to school/college transport with only 36.7% indicating that they did.

It should be noted that when looking at responses just from those currently accessing home to school/college transport, respondents from this group, as would be expected, predominantly (although not entirely) disagree with any changes to current provision.

Demographic Breakdown

Of the 210 respondents, 77.56% identified themselves as female, 19.87% as male and 2.56% preferred not to say. This follows usual patterns of consultation participation - women are more likely to complete such a questionnaire. Typically 60%-65% of respondents tend to be female - so response is perhaps more female biased than would be seen in other consultations.



Given that the consultation is in relation to school age children, the overall age spread corresponds with expected levels.

Of those who responded 20.13% indicated that they had a disability, with 11.04% preferring not to say, 2.60% indicating they did not know and 66.23% indicating that they did not have a disability. Again the numbers responding are within expected parameters.

Eighty-seven percent indicated that they were White British - this is representative of the city as a whole.

Verbatim Responses

Verbatim 1 - those who disagreed with the proposal to change the age from 25 to 19 for the consideration of exceptional and significant circumstances for students. Comments invited to provide suggestions to meet the £75K funding shortfall this would create if this change was not implemented.

1. I think every case is different no matter what age. Some older ones might need it more than 19years and under.
2. You cannot penalise those with special needs who have to rely on others for so much help. Reallocate budgets. Stop digging up commercial road and give that money to those who have enough hardship already!
3. Stop giving benefits to everyone who strolls into our country, and to those who can't be bothered to work
4. There's so many ways to fund this, crowdfunding, or actually, not digging up the roads 3 times that could be done in one job, our road has been dug up in the same places 3 times that must cost a fair bob.
5. A person with exceptional and significant circumstances will not make an instant recovery by 19 and will need support to 25. Parent may have to give up a job in order to transport, putting strain on benefits. If parents are working they should be supported. Alcoholics and drug addicts get loads of financial support drain benefits, don't work. Surely the money should go to people how are medically ill or disadvantaged. Not a person with a life style choice.
6. Not force parents to Tribunal and waste money on hiring barristers to defend its unlawful actions.
7. What would happen to the up to 25's how they would attend their courses. We cannot cut their travel
8. Currently my child accesses College Transport to Portsmouth College. We as parents make a contribution to this termly. Some families do not have a car due to financial restrictions and this would make it impossible to go to college, Taxis are expensive as are Buses and often it's not possible to access public transport due to the persons disability. In our case Autism - this restricts the family on a daily basis. The bus is a constant with the same driver/escort which helps us to reassure our son and to enable him to have some independence from us.
9. Parents who own suitable vehicles should transport their own children
10. Perhaps reduce the age by 1-2yrs. Not 6.
11. Rearranging local meetings to be allowed to rent out conference rooms for free within the civic offices, find a way to turn off the lights in the civic offices overnight, transfer funding from other areas that is wasted from budgets that are not always used in services people do not know they are entitled too.
12. Congestion charge. Parking tickets. Invest locally. Combine services.
13. manage the service better
14. Ask those who do not meet the low budget criteria to pay for the service
15. Reduce pay awards \ benefits such as company cars as per other industries.
16. Introduce charging for over 21s
17. Offer 1 statutory redundancy for those who are on band 18+.
18. Reduce CEO salary. Reduce funding for addict services. Reduce funding for community events such as the festivals.

19. We cannot abandon these young people; the Adult Day Care is shrinking at an alarming rate as it is so cutting funding further in unthinkable. Raise further funds (Rates); as a society we must be prepared to support the most vulnerable members of that society.
20. Ask the Government for more money now that Brexit is on the horizon!
21. By holding SEN parents meetings at civic offices instead of using other facilities at a cost.
22. I'm not certain, but there are always ways that councils can make savings; but I don't think this is an area in which to do it.
23. I don't know
24. You need to save it from other sources, not disadvantage our most vulnerable people in the city
25. As a parent whose child uses this facility if you added just £1 to the 124,000 council tax bills from Portsmouth and surrounding areas this would easily cover the cost and who really is going to complain about a disabled young person needing transport for further education.
26. Same way as you are meeting it now. This cut is appalling
27. Firstly transport should be given to students up to the age of 25. If other arrangements can be made for instance if some costs can be covered by students above the age of 21, that should be looked at. It is extremely difficult for some families with these children and cancelling transport altogether may pose a greater tragedy than asking them to contribute towards it.
28. Ask families to pay a contribution.
29. From council tax
30. Stop giving all the people coming into our country money!
31. Stop free nursery / playschool placements for 2 year olds
32. Why is the education of children being compromised what will you be doing with this saving?
33. I think everyone should pay something towards transport costs, most children/students with additional needs get DLA/PIP which is for the extra expense of having a disability, I think there should be a set amount for people on a low income and the cost should increase for people who pay at the moment otherwise some post 19 students will be forced to leave College.
34. Cuts to senior management salaries. Cuts to drug and alcohol addiction therapies
35. Unsure as to full details of the rest of your budget so unable to comment.
36. Take a look at those that don't need the transport i.e. though living nearby. Parents that drive. You be surprised at the figures
37. But paying less to higher management levels
38. The question I would ask is how many of these students cannot attend college if this service is taken away. What then happens - do they stay at home and both they & their carers need other services instead?
39. By providing bigger vehicle to free up multiple use of taxis and minibuses and extend routes to accommodate.
40. Close your anti-social behaviour units and do and they hand anti-social behaviour which is now law back solely for neighbourhood policing to deal with it will save you a fortune!
41. Ask the government
42. Cut down on electricity usage in all council offices. Cut down all paper wastage. Reduce management tiers. Families with young people with disabilities need help and understanding!
43. Take away from funding given to alcoholics and drug addicts. This is a self-indulgent. Why should other more needs suffer

44. Is there an option of running more transport in house or offering a more accessible supported bus service across the city?
45. From other departments!!!!
46. More funding charity events
47. Negotiate better deals with transport contractors or bring the service in-house (PCC) to reduce the cost.
48. Look in other directions for cuts.
49. By cutting budgets for things that the council provide due to lifestyle choices such as alcohol abuse/drug abuse and smoking
50. CUT SOME OF THE JOBS WITHIN THE COUNCIL WHERE THERE ARE TOO MANY PEOPLE DOING THE SAME JOB
51. Not sure

Verbatim 2 - Currently Portsmouth City Council consider exceptional and significant circumstances for nursery age pupils. It is proposed that going forward transport to specialist nurseries will no longer be provided and parents will have the option of attending their local pre-school setting or transporting their child to a specialist nursery themselves. Those who disagreed with this proposal were invited to provide alternatives to help make savings should the proposal not be carried out. The following comments were received.

1. Offer the transport at a nominal cost for those living closest to the nursery.
2. Make parents contribute to cost of transporting their child. If parents have several children at different schools they couldn't transport them.
3. Support in opening another specialist provision nursery in the south of the city to enable parents to walk to their closest instead of travelling across the city
4. Have any of you decision makers any idea what it is like to live with a disabled child 24/7? This is so wrong on every level!
5. Stop giving benefits to everyone who strolls into our country, and to those who can't be bothered to work
6. This is the first part of a child's educational career and if a child is deemed to need the help of a specialist nursery that despising on its own is great this service should carry on
7. I think parents should expect to provide transport to nursery and school at this young age. It would be something you would have to do and expect to do. Very small children with disabilities are easier to manage, control and keep safe, than a larger 19-25 year old.
8. unsure of the alternative but these are some of the city's most vulnerable children who are only able to attend due to transport if this was removed there would be a decline in the child's attendance which would impact on the child's development. I feel the money should either be saved through reducing spend in other areas of PCC or reduction in staff not cutting services for vulnerable children
9. As previous answer
10. Again a contribution from families could be charged if they are in a financial position to do so. Also the specialist nursery may be quite a long distance from their home so it needs to be taken into consideration
11. Ensuring that the children who receive transport have means testing and no other alternative method of transport.
12. Parents who own suitable vehicles should transport their own children
13. I wouldn't do anything but would increase council tax

14. I've no idea it isn't my job to save money for the council but it is to teach these SEN nursery children that would not attend without the transport
15. It would depend on the individual circumstances of each child and the family circumstances.
16. I do not know but specialist nursery provision is vital and if transport was not available some would miss out
17. This is a small amount that could be saved through pay or benefits reduction.
18. Charge a small, affordable fee for using transport to help towards costs. Or Make use of school minibuses, depending on how expensive the proper licencing required for this would be.
19. Review your excessive pay bands and look after the vulnerable.
20. Ask parents to. Make a contribution towards the fares.
21. Provide the transport but make it a chargeable item.
22. Bus pass for named carer?
23. Lower wages of MPs
24. Provide more SEN trained nursery staff at local pre-schools.
25. Ask for small contributions from families. Use minibus instead of taxis
26. Ask for contributions from parents to help fund transport. Use minibuses and not individual taxis
27. Some of the most vulnerable families in the City still should have transport. Savings could be made by looking at criteria for all age groups.
28. Parents/Carers could contribute towards some of the cost?
29. This should be done by family. Depending on how severe the needs are and the distance from the nearest specialist nursery.
30. Parental contribution towards cost. Sharing of taxis and other forms of transport.
31. We are not here to help you make savings. If you don't provide transport for the children who require very specialist provision including some with significant medical and health needs they will end up staying at home and not getting the support they need. You will reduce inclusion because they are realistically unlikely to be able to have their needs met locally and many families are unable to transport their child because they have other siblings to take to school and/.or do not have their own transport. The children cannot access public transport if they have severe autism and challenging behaviour or significant medical needs
32. Funding needs to continue to allow these children to develop to their full potential in a setting that is able to best meet their needs.
33. I really don't understand why you can't add such costs onto our council tax bills the same way you do with police and fire service plus there's just over 75,000 council tax bills in Portsmouth alone so surely adding a pound or two really wouldn't make that much difference, and actually this is appalling that once again the most vulnerable in our society are being punished.
34. No alternative should be necessary, but maybe you could stop wasting money on stupid art projects
35. You would be cutting access to valuable specialist care for these children and their parents. Many travel accords Portsmouth to get to places like Willows and can't get their children there without help.
36. As Willows is adjacent to Cliffdale could transport be shared...some buses going into Cliffdale have spare seats.
37. Stop handing out money to people turning up in our country!
38. For many of these children the placement is vital to their growth and additional needs. Early intervention helps these children grow and makes their chances of joining mainstream

school more likely. Also they provide vital respite for parents. Without transport many parents would have no choice but to remove their children from the nursery. It may save money but the service these nurseries provide is priceless to the families.

39. This is beyond disgusting, children with specialist needs will never be able to access the help that will make all the difference in their development in a mainstream school. This cut would be totally unreasonable. Children with specialist needs should be able to access free transport to and from school no questions asked. It is important these children get the best possible chance. Denying our futures the chance to their full potentials wouldn't benefit whatsoever, not now, not ever
40. Bus passes for parents who have no transport to allow their children to attend special needs nurseries
41. I don't have an alternative but I find it preposterous that you think a child with additional needs should be made to attend a nursery unable to care for and provide for them in order to save money
42. My son cannot attend a "normal" nursery setting, will you provide more support for children with special needs?
43. I currently have a little boy at the willows and have been turned down for transport as I didn't get enough points I think this is silly every child and parent should be given the opportunity of attending these specialist nurseries as for transport I think it should be given to parents who genuinely need it I currently am on maternity leave but when I do go back I'm going to have to cut my hours back drastically to be able to pick both children up as they both finish at the same time good job we are a 2 parent family also you do realise that if you stop transport majority of the children who attend will not be able to attend which will surely run a risk of the nursery closing down and it benefits so many special needs nursery age children in the city my little boy and other parents who take their children on public transport or their own transport will be penalised which is so silly
44. Most parents don't have the possibility of helping as there are poor
45. Strongly disagree with this proposal for statemented and disabled children, getting the best early years education setting is crucial to access appropriate support, teaching strategies, etc. Instead of withdrawing the service, consider parental donations or similar part funding to make savings without impacting parents and vulnerable children so severely.
46. Although this would save money on transport, if children with significant special needs were expected to be accommodated in mainstream nurseries this would surely mean more expenditure to the education budget. Savings in one area would mean more expense in others. In SEN nurseries staff are trained in a range of skills e.g. Trachy changing, peg feeding, catheterisation, oxygen, epipen. All nurseries would need to be trained in all of these skills to accommodate the range of children in SEN nurseries. Money spent on early intervention saves money further down the line. I do agree that families who can transport their children should do but transporting children on buses for a three hour session is difficult and impacts on a child's attendance. If a child is in receipt of DLA or a Motability car then I don't agree they should also have free transport.
47. I do believe more checks should be made as some people drive and say they don't. So people live close and could cycle.
48. As previously stated
49. Means test those families who need transport for valid reasons. Early intervention is key in helping children with additional needs. Taking away transport could mean those that are unable to get their children to nursery will be disadvantaged in their whole future.

50. What would happen to the SEN children whose parents cannot transport their children to other nurseries?
51. Attendance is important for children with SEN for the child's education and wellbeing. Some parents are unable to take their child to nursery for financial reasons, lack of transport many of the families have siblings also with SEN and it is impossible to get the other children to school. Children's attendance is important to monitor as some of the children are at risk of harm and it is a consistent, safe place for the children to come while also providing respite for parents. Some parents could contribute to the cost of the transport. You say that children can go to the local nursery but some of the needs of these children are complexed and other nurseries have not got the experienced staff to deal with some of the children's needs, and often nurseries are saying they cannot accept children with SEN. This makes the parents and children feel very isolated.
52. Send more pupils on one bus to make less traffic
53. Lots of the families that access this would not be able to get their child with disabilities to nursery & the long term impact that this could have on the child would be far more expensive on resources/services in the future. Also not all local nurseries could accommodate the children & then there's the 1:1 cost implication. Training cost, building adjustments etc. Could the empty seats be offered at a weekly cost to other families with children who have a pupil place? This may recoup some funds or could the service be shared between willows & Cliffdale to ensure all seats used to reduce number of vehicles.
54. Ask parents to contribute to costs
55. What about the Mum's who can't then get their children nursery school as they don't drive or have access to a car? It's so difficult to get a place in a specialist nursery that they must need to be there. You'd be making the already difficult task so much more difficult for these parents.
56. Well going to local schools nurseries isn't an option if they are not equipped so either equip them better to take special children to reduce the need to transport elsewhere or again rather than lots of little vehicles and routes condense to larger vehicle i.e. Coach and Increase route size to cover bigger area than multiple little routes and cars .
57. Make a cut anywhere but do not put any more pressure on parents of disabled children with complex care needs...they are at breaking point already taking a preschool child with a trachey or on a ventilator is not easy those parents need your help I would review the policy as to who you provide this for.
58. Perhaps offer a one way service instead so it would at least shoulder some of the burden for parents and local authorities as placing some of these children in a normal nursery setting would result in needing more staff as many need one to one care.
59. Apply for grants outside of PCC.
60. This is terrible. Why should Sen children suffer, and the parents really need the break nursery gives, without the stress of getting them there.
61. As above. Money should never be diverted away from special needs!
62. I disagree with this. As a carer of a child with autism I know first-hand that my child's nursery struggled with her needs
63. Parents with no means of transport should have the option of contributing to costs. Personal circumstances and children's significant needs should be taken into account.
64. Would local pre-school settings be able to provide for the exceptional and significant circumstances?
65. Make the parents that have a car take their children

66. If the children being transported are exceptions and have significant circumstances then the numbers of these must be low, in which case the potential savings must be minimal. If they have been assessed as being in exceptional circumstances then they need this service. Perhaps the assessment system needs tightening up if numbers are too high?
67. These children need this specialist support!
68. Spend money wisely
69. Still provide the service but charge parents accordingly. This would still enable children to access much needed specialist provision and help parents who have children at other settings.
70. Charge for the service
71. As previous question
72. For people who are claiming this support and are students, could travel not be claimed through the Care to Learn programme? I suspect this is a small cohort of students, but at least some of the expenditure could be offset by "Care to learn". Do the specialist nurseries not offer financial support? I am assuming they draw government funding somehow that would help subsidize the transport expenditure?
73. Ask for a small donation from each family/carer

Verbatim 3 - Currently the Local Authority sell spare seats on minibus/taxi transport known as privilege places for £495 per annum. It is proposed to increase this to £750. This is the same as paying £3.94 per school day for a return trip. This would help reduce the overspend by over £4,000. For those who disagreed with the proposal made the following comments.

1. Perhaps have a pass similar to buses which can be purchased by parents on a termly/annual basis. Similar cost as a bus pass?
2. Do you understand the extra expenses incurred in caring for children with special needs? Have you ever had to scrape by on a low income?
3. This is an outrageous amount of money at £495. With a child/ adult with a severe disability one parent would usually have to give up their job in order to be a full time carer. Carers allowance is £60 a week, you are expecting and already stretched budget to be stretched again, and no one understand the challenges and difficulties of the families struggling with financing this tough situation. Err x2 month carers allowance, £495, 12 1/2 weeks £750.00. These families are being squeezed to death. Life's hard as it is. This is terrible.
4. Not sure how.
5. If there are families who can fund these places themselves that is a good way to save the money although not for families without a decent income.
6. £4,000 is too small a saving to justify the financial pain to some families.
7. I feel that this is massively over priced as is almost the cost of an adult all-day bus ticket and more than a short taxi journey for 4 people!! Perhaps parent of children near to each other or at the same school could be persuaded to share a personal budget to pay for a taxi to transport their young people as this would appear much cheaper than your proposal.
8. Increase the amount to no more than £600. Not as much savings, but also not a nearly £250 increase to people paying for it.
9. Each family is unique and it would depend on their financial situation. If a family could afford this option they would probably choose a privilege place to encourage independence and social skills
10. Don't understand the background to this question

11. The increase is too high and not inflation linked.
12. Not sure but the increase is too great.
13. None, a vital service on which parents have already taken into account when placing children
14. It's a small amount to save but a 50% increase to the small number of people using this service 16 people put pressure on the taxi firms to reduce cost instead if they want to keep the contract
15. If the previous savings are made this wouldn't be required. You don't want to out price parents using the service
16. This is a relatively small amount to the council but a large amount to individual families, most of whom will be financially disadvantaged if they have children with SEND
17. £3.94 a little too much to expect everyone to afford in my opinion.
18. I already pay for one child for a privileged place as one of my other children with send is not in her "catchment" school as the criteria currently penalises for other send children even with an ECHp for attending the best school for them.
19. means test all pupils receiving the service
20. Again a small amount to subsidise a valued Service.
21. To charge a smaller fee for every seat
22. But not at the risk of a vital user.
23. I don't understand who these spare seats are sold to so cannot answer this question
24. Negotiate a better deal with minibus providers or use council services instead. Most parents who use this service are on benefits!!
25. I have disagreed as currently this sum has to be paid in large amounts. Again this is a disadvantage to the poorest families
26. This is a huge increase for families who currently pay for a place. Perhaps the cost could be increased more gradually or means tested somehow.
27. With the levels of deprivation in Portsmouth you're trying to save money from one pot and then you'll increase the spending in another e.g. social care
28. Do not put up the price so much, increase it a little, slowly to allow parents to budget effectively for this rise.
29. Yes in theory if they could make instalments of a reasonable amount
30. Even though I agree to an increase in price, this rise is a lot of money. I only hope that families will be able to afford this. Otherwise the council could lose a source of income if parents look for alternatives outside the council's provisions.
31. Stop handing out money to those turning up in our country!
32. Every child on the school transport service should be treated the same and given all the same opportunities. Expecting parents not receiving benefits and trying to get on in life without financial help to pay out for a service other children already receive for free is outrageous. Why do you think so many people just don't work? It's really not worth it for some people and it's not surprising!
33. I don't but some families do not have the money to pay this. So therefore their child should be disclosed??
34. Where do you expect parents to find this money?
35. I currently transport our son to Willows nursery it is 4.20 for a day ticket for myself my son is free but there is no way we would get to and from the nursery on 3.94 we was considering paying the 500 pound but no way would we pay 750 that's extortionate money especially for parents on low income

36. There is always the way of resolving this by calling people and parents contributing a small amount.
37. A fifty per cent increase could negatively affect the family budget of a household with vulnerable children. The savings to the council seem insufficient to warrant the financial hardship that some families could face. Instead of increasing the cost unilaterally, increase the offer of privilege seating to more children by changing your parameters. Instead consider how many spare seats are routinely vacant on your mini buses, higher income families could contribute to the cost of transport across the board but in a framework of progressive steps. For example the current point system does not take into account different income levels, children who meet say a criteria of being statemented with walking difficulties other than physical or motor skills I.e. Autism and in receipt of certain benefits, or of an agreed family income could contribute to transport at incremented levels.
38. A drop in the ocean but parents should be able to pay monthly. That amount in one go would be too much for most families.
39. It is only £4.10 for an all-day ticket however transport is a lot less stressful.
40. See previous answers
41. Too big a percentage increase. Need to be more realistic and again a parent's contribution for privilege should be means tested.
42. A child year bus pass is £430 & can be used on all Hampshire routes. So why do they need to have a place on a mini bus? When this is better financial since to pay
43. A lot of parents just don't have money unless of course the government would like to pay!!!
44. I agree in principle but a 50% increase in one go seems rather harsh.
My children paid around £2.30pd for a return ticket on their school bus to their secondary school 4miles away - could the charges for the 'privileged seats' be per mile and a little more expensive than the usual school or public bus as you're paying for a secure, nearly door-to-door, service
45. For some families not all spends on family income.
46. Find other areas within the council to cut
47. As long as you are not making the parents worse off - that it quite a price hike
48. Not all families can afford this and is means tested to access funding already which will increase number of home schooling in affect costing more so shouldn't be put solely onto the parents.
49. Most families like ourselves are on tax credits or benefits, obtaining this amount on top of other cuts is unrealistic. This is also nowhere near the rate of inflation, it's over 50%??? It seems like reducing the spend by 4000 is a drop in the ocean for the council however creates a huge financial burden for parents who simply cannot afford the proposed amounts.
50. I don't understand who gets a privilege place?
51. With the proviso that easy payment plans are implemented.
52. This would depend upon the children already occupying the taxi or minibus and the effect this would have on them. I would think this could be an option but considered on an individual basis.
53. Think it's too much for people to pay, we already spend extra bring up special needs kids
54. THATS A LOT OF MONEY FOR A PEARENT TO HAVE TO FIND
55. Would it be worthwhile for anyone to take up a privilege place if it was increased as proposed? Need analysis as it may be counterproductive solution.
56. This is a very large increase which I am sure some parents would struggle to meet. It is also, I believe, a higher cost than a child's return bus ticket on a local route.

Verbatim 4 - Comments regarding proposals around the introduction of contributions to home to school transport for those in post-16 education.

1. If students get high rate dla a contributions should be made as that money if for transporting costs but rarely is it spent for travel
2. I think specialist nursery education is vital for a lot of special need children. It makes so much difference to how they settle into full time school.
3. It all depends if your making people pay for it in one go. I know I couldn't afford it, most carers are one wage and struggling.
4. None take this money from somewhere else.
5. Vital for younger children to be funded adequately for nursery education.
6. I feel less people will take up college places more NEETS. Something must be done about this. Unsure of what to suggest
7. You give no details above about the savings which would be made in each case so in my opinion our preferred options will be skewed.
8. I think that the criteria should be more about the young person's ability to access other means of transport than home to school transport, weather they are able to do so safely and any disabilities they or their parents have which might make this more difficult. I know several families who have a car provided by Motability/ mobility element of dla but access home to school transport because they are on a low income however my daughter who have no road safety sense and no sense of danger is deemed able to travel on public transport because I work.
9. Please don't penalise those on low incomes - it is difficult enough to be a parent of a disabled child - especially if you are a single parent family. 80% of families with a disabled child divorce. This is a fact and often due to the immense stress they face with looking after a disabled child
10. Introduce a 2 tier system with a much wider differential between standard and low income - £105 differential is a bit insulting to low income families
11. I like the two their system but think the charge of £495 for low income families might be too high and I would suggest a cap of £3 per day.
12. Parents who own suitable vehicles should transport their own children.
13. No
14. Cuts for send children should not be made in any retrospective way, we are the only local council that are supposed to be proud for looking after our children and supporting their needs to 25 years old, it has been a service that has been put in place in recent years and the council should not be looking to cut services to those they previously promised to children that may become sceptic of any future promises from our government, our future youth will not be one that trusts any future government if this continues!!!!
15. There should always be a place for students so that they can get to the most suitable school. A letter explaining the situation could go out to all parents first to give people the chance to voluntarily contribute to the service.
16. Define low income for parents with SEN children...it is not the same as other benefits.
17. My only concern is that some of the fees would be too much for some families to afford per annum unless the monies could be paid quarterly.
18. Offer families above the threshold, fuel allowance or lower council tax band to support those who contribute.
19. It's important that families can afford the transport

20. I think that when people pay for a service, they are less likely to take it seriously and pay more attention to using it. They will cancel it when they don't need it as it is a financial consideration - they will pay more attention to it and treat it with more respect. Unfortunately, it seem that people need to pay for something in order to value it better.
21. I think that if transport is made either unavailable or unaffordable then pupils/students might struggle to arrive at school on time if there are other siblings attending different schools given Portsmouth traffic issues and the distances involved.
22. Those on low incomes receive more benefits than those of us on moderate wages, and we end up worse off because we pay all of our bills in full. Any fee should be consistent across the board.
23. I don't understand why you are proposing to increase the costs for college pupils to £600, yet for school pupils to £750?
24. I like the 2 tier idea but I think £495 is a little high for those on low income. £350 would be better.
25. The young people all get DLA/PIP and this money could be used to fund their transport
26. Your approach is short sighted, hardnosed and morally suspect
27. Just would like to reiterate how utterly appalling this survey is, these poor families who probably have more to deal with than the average family once again have the worry this support will be taken from them
28. Stop charging altogether, this should be a free service. I am disgusted that you would even consider an increase.
29. A two tier system seems the fairest option.
30. No comment
31. I do not believe that children attending a specialised school who require transportation to and from school should not have to pay if under the age of 18 years of age.
32. Stop using private companies, provide schools with the means to transport their own pupils to and from school for free!
33. I don't but I find it shocking families are being penalised for having a child with an additional need that will stay with them throughout their life
34. Disgusting.
35. I feel you need to cut back on other things not education and children's transport this will surely have a bad effect on their education if this happens as parents won't send their kids to school
36. What's the contribution of the government as parents contributing with taxes
37. The two tier system seems reasonable if the alternative is no transport! The paradigm of tiered costing could be applied to nursery and under 16 education but I would urge the council to consider a multi-tier funding strategy depending on similar point's framework currently in place. For example having 4 or 5 income thresholds and not losing sight of the fact that the council is providing a valued service for many families with vulnerable children.
38. My son is severely disabled he receives enhanced PIP care and enhanced PIP mobility. He attends College and is transported at the cost of £495 per year. He meets the criteria for the transport but I work part time so am required to pay. Please do not take his transport away as it will mean I will have to give my job up as his College start and finish times would make it impossible for me to work, also he doesn't live on a direct bus route so would need to get on a bus from Paulsgrove to Fareham bus station then another bus to his college which he wouldn't be able to cope with which could mean ultimately he might have to leave College as the stress would be too much. I would be willing to pay more if he could carry on with the transport, I don't receive any outside help with my son, I don't have respite or us any other

- council services or receive direct payments, if my son had to leave College and I had to give up work then it might become necessary to get outside help as my work is my time off from my caring duties and gives me the break from caring that I need.
39. All transports offered to children with additional needs should be means tested. It should be offered free to children with considerable educational needs to families on low incomes. There should be very fair specific criteria which could be points rated.
 40. If they are paying towards transport provided why can't they buy a business pass?
 41. Home to school transport should not be made available to pupils whose parents are provided with a car due to their child's disability.
 42. If an YP is able to use public transport safely and reliably but entitled to free transport, could a free bus pass be issued instead?
 43. Why hit those with a disability?
 44. I think any child with disabilities should be catered for
 45. I pay for a privilege place at present I think it's disgusting that I am in effect paying for the fact I have a disabled child that lives outside walking distance to be able to attend the only school in the city that can meet her needs
 46. I'm hoping that these payments would be spread out on a monthly basis?
 47. If too much is cut and taken away from transport making access difficult as some of us have multiple children in multiple schools this will increase home schooling numbers which in effect is more expensive or will result in a lot of special needs children remaining in unequipped mainstream schools resulting in poor results, more health issues i.e. Mental health and basically neglected of their needs as so many are already.
 48. I think before cutting anything where it will effect families of children with complex care disabilities you should reconsider these families are at breaking point already and pushing this sector of people further will end with these children going into residential care because their families cannot cope either be more specific in your criteria or implement a cut elsewhere. Allotments are not a necessity care and transport for disabled children is!
 49. Lesser of two evils but still unfair
 50. I think it's sad that the opportunity to acquire qualifications for disabled young people over 19 could be affected by the loss of such transport schemes.
 51. PCC should apply for grants so no financial impact hits teenagers who must finish their education after age 16.
 52. This is terrible. By law children must stay at school till 19. Again as child has Sen, parents are being, in my eyes, fined. If he didn't have Sen I would send him to local school which he could walk to hence no cost involved. He can't even use his bus pass as it would take 5 hours by bus.
 53. Children and young people with significant needs should be able to access the school/college that best meets their needs and this should not be prejudiced by income or other family circumstances no matter what their age. It would be less discriminatory for transport to be means led altogether.
 54. Recycling is a good idea on any equipment
 55. YES , I THINK THIS SERVICE SHOULD BE FREE , IM SURE THIS MONEY CAN BE FOUND FROM ANOTHER SOURCE
 56. Can PCC negotiate with the bus companies to allow those eligible to use their bus passes before 9:30am and the cost can be shared with colleges. Currently there is duplication-PCC pays for a bus pass that starts at 9:30am, yet most college courses start at 9:00am so colleges have to buy yet another bus pass. In effect, those who are students receive 2 bus

passes. We should be able to have just one, and the cost can be split by PCC and the local colleges. Would be a win-win for all parties.

57. I did not feel able to comment on the first two questions as there would always be individual cases that a blanket policy might not be suitable for. There will be some families who desperately need the transport and are unable to fund this themselves.

Verbatim 5 - How much is a reasonable contribution to make towards transport costs? And why?

1. Depends on how much dla or pip is awarded
2. Up to £800 per annum for those that do not meet low income as this is still much cheaper than private taxi's and allows children to be at schools that suit their needs.
3. £800
4. £4.20 a day - the same as a First Portsmouth Day ticket.
5. I believe for post 16 a cost of a bus fare would be appropriate as this is in line with peers of their age wouldn't have to pay should they wish to travel to a local college within the city
6. £2.50 per day. As if there has to be a charge, make it fair as out children don't choose to be disabled nor choose to have to go to specialist schools
7. £2 per day, you're looking at young vulnerable people, who do not always have the capacity to work or earn money from a decent wage...
8. We pay £360.00 for a bus pass for my daughter this is more than enough. We actually get a £60 refund if good attendance is achieved. So £300 is more than enough.
9. Do not know
10. Post 16 - perhaps a little less than public bus cost.
11. I think some parents should pay something towards transport. The better off can afford it. I think parents should be approached. I am sure some parents would be willing.
12. It depends on the families' income if the child is in receipt of DLA etc. some of this could be used to fund transport. £2.00 per day = £10 per week should be affordable for most families to contribute.
13. Depends on individual financial circumstances. These need to be taken into account.
14. £300 to £500 this is because I feel colleges are going to lose students because families cannot afford this outlay
15. It should be no more expensive than a child attending their nearest mainstream school by bus.
16. I think the maximum any family should be asked to pay is 50%. Some families would be unable to get their young person with SEND to school without this support and I feel that the LA should be as equally responsible for ensuring that this happens as the parents/guardians are.
17. No more than £600 a year
18. £4.00 per day
19. £800, transport running costs and staff and door to door
20. Cost on a par with local bus fares / cab costs. Transport shouldn't be free to families that can afford to pay
21. £3 per day payable monthly/quarterly this giving extra money to families at holiday times.
22. In many cases parents are in receipt of huge medical negligence pay-outs, have good incomes. I suggest consideration for parents using their "Motability" type vehicles to transport the children or pay a contribution.
23. £5 a week during term time is not too onerous if charging is the last resort

24. £200
25. £10 per week equates to £480 per year this seems fair it's the cost of a coffee these days
26. This depends on the age of the student and the families' financial situation, I do not believe there is a one price fits all. You need to take into consideration how much a child return bus fare is for those under 16 to see if you come in line and the same for those over 16
27. I don't think the local authority should provide transport to anyone apart from people with physical/ mental issues. All others pay full cost.
28. Unsure
29. It isn't Portsmouth had one of the largest population of low income families and an increased number of Sen Children than other areas in the country. This should be looked at higher rather than county to get setting the same rules.
30. It depends on personal circumstances. A comparable figure might be the equivalent of the bus fare as paid by the rest of the population.
31. Means tested, £2 per day possibly?
32. 50-70 per cent
33. It completely depends of each family even family on a low income may decide that they would like to make a contribution.
34. £2 a day, for every family, only pay for the days transport is used.
35. £350
36. Full Price everybody should have to get their children to school the same with no exemptions.
37. £600 sounds excessive but costs have to be met for transport and Transport Assistants. For example if one child is being transported per vehicle these outlays are not being met.
38. £1040 this only equates to £4.00 a day over the year.
39. Depends on the income of the family
40. 4 pounds a day as that is the cost of an average taxi journey. I think it would be better if you could do pay as you go though as it seems ridiculous that you should pay for every day when you may not need every day as you have managed to make alternative arrangements.
41. £2.50 a day
42. Significantly less than a taxi price
43. For families who are eligible for high levels of DLA and have Motability vehicles it should be expected that they pay full costs for transport to school whatever their age. The poorest families or those most vulnerable must be considered differently.
44. Charges should be based on income, including DLA. Also families who are in receipt of Motability and receive a car. The same rules should be in place across the board from nursery through to post 16 - these are the most vulnerable families and children. The child's needs are no less pre or post school age.
45. It should be the same as a normal return bus fare for typical buses around Portsmouth
46. £600. Students who have disabilities are usually in receipt of DLA/PIP and this should be used for transport to college. The majority of parents who have children with disabilities also receive DLA and again this should be used for helping the children with these types of problems but the majority of parent's do not believe it should be used for this purpose.
47. This is an impossible question to answer as we do not know how many children use this facility and where they live and attend school. For instance the bracket for transport is 3 miles from home to school so you could charge the same way that a company would charge for mileage.

48. Nothing. This service should be free. The council has plenty of money to waste on unnecessary services so there is no need to charge for this when you can save from elsewhere.
49. £600 yearly seems reasonable.
50. Those on low income can manage to pay at least £5 per week. Those who have a higher income should be able to provide for over 16's.
51. £5.00 per day as not only are pupils getting transport the majority have an escort looking after them as well
52. A contribution that covers up to 75% of the total cost.
53. £10 a week which is cheaper than public transport for adults and children
54. No comment
55. I personally think that a cost of even £2 per day paid by every family needing transport provided for their child would help benefit.
56. We don't choose to have disabled children. And unfortunately cannot help having to choose a school that would meet their needs
57. £20 a week
58. Even those on low income could manage to pay £5 per week towards transport costs.
59. £0 it is not acceptable to take away the only means some children have into getting the special education needed. Education and specialist extras speech & language etc. etc. are crucial to development and will make all the difference for the future
60. There is not one because families who earn more money don't necessarily have more to spend
61. None unless you want my child to grow up without a decent education in a setting that HE NEEDS and is ENTITLED TO.
62. Well I don't think this should be increased at all like I said you should cut back elsewhere
63. Two pounds a week
64. It needs to be calculated by income. Why: because a number of parents will not send their children to school if they cannot afford it. This will leave school aged children socially withdrawn, isolated and not educated.
65. I believe school transport for statemented and disabled children should be free. I don't think families should have to pay. In forcing families to pay nearly £20 per week for their child to be able attend school is fundamentally penalising that child for a condition over which they have no control and penalising parents who already incur additional costs in ensuring their disabled child is able to access therapy, by reducing their family budget. If costs to the parent and cuts to funding are inevitable the council should consider a £1 per trip donation across the board for all service users.
66. £600, I think this is reasonable as the cost of petrol and wages for drivers and escorts has risen so I would expect the cost of transport to increase too, but I think it should be payable in longer instalments.
67. Means test
68. £2
69. Depends on the circumstances and income of the families concerned.
70. £500
71. At least half of the total cost.
72. The difference between a bus fare and the actual transport cost for a pupil.
73. Depends on distance from home to school/college and how much public transport or taxi would cost. Maybe ask the parent to pay the equivalent cost to the catchment

school/college which they would have to pay if their child did not have SEN and the LA pays the rest above that

74. ?
75. £400. It produces more income so will create more spaces on buses
76. Nothing
77. I would be happy to pay £10 per week, while my daughter is entitled to a free school lunch as I don't expect my daughter to be fed by the school for free but it's a government initiative. However, I would not be happy to pay for both, especially my daughter needs to be at the school she attends because of her disabilities
78. £10 per week
79. I can only choose one the others should not be considered to any child or family with a child with complex care needs family income should not come into it we already know that these families pay out way more than DLA or benefits can ever cover!
80. SEN children should use part of the dla to fund getting their child to school
81. A difficult question when circumstances are so different for everyone. £10 per week is unmanageable for some but not for others. But would be my suggestion but would be term based I assume? £2 per day
82. Grant money should be applied for.
83. I am angered that if this is taken away from my child he/she will no longer be able to access the setting in which he attends as firstly I cannot drive and even if I did I couldn't get there in time to pick my eldest from school. My son cannot attend another nursery as they do not provide the correct care which my son requires at this special setting for his SEN needs. Also we are above the threshold just for any financial support but absolutely cannot afford to pay the amount you propose in transport costs. The people on low incomes seem to get more financial support and therefore can actually probably afford the higher rate of your proposing than I can. I'm really upset and angered by this and taking away this will mean my son cannot go to nursery to help him with his needs.
84. I think it depends on the family, it should be means tested and needs tested.
85. £600 on high income
86. £0.... Or be able to provide for pupils with profound SEND at the child's local school so the family can walk.
87. Should be able to pay weekly
88. £15 per week
89. IT SHOULD BE FREE
90. £2.57 (based on a weekly bus pass ticket within Portsmouth)
91. It depends on how much a family can afford to pay.
92. Same as public transport would cost daily, the whole point of being giving dla/ care allowance is to help the child/children so why not ask for a contribution from this money

Verbatim 6 - Final general thoughts and comments regarding the funding and provision of home to school/college transport.

1. It's a good service to provide residents and significantly benefits the children in turn.
2. I think that parents should either have a mobility car or have free transport but not both. Parents that I know of, only use their mobility car for their leisure or work and only use it to take their child to the doctors - that cannot be right.

3. In the past some children have had transport where parents could have used public transport.
4. My son goes to Highbury college (2nd he) he has special needs and I have to pay £4.50 per day for his return bus ticket because he doesn't feel comfortable using the transport that would be provided. In his first year we qualified for a bus pass, this year we didn't as my partner earned a higher wage! I can apply for a disabled bus pass from the council although I am aware that that cannot be used on buses until 9.30 which is pointless as he needs to be at college at this time . I think it's wrong that we didn't qualify this year as he is entitled to an education and therefore I think he and many others should be eligible for a bus pass to get him there without spending hundreds of pounds per year to get him there
5. I think it is totally wrong to think of cutting this budget at all. I'm sure there is much money wasted unnecessarily within the city that could be diverted to support this service. It is so important to those who rely on it. Please, please reconsider.
6. We should be looking after our most needy people in society strikes me that we are punishing them for this instead. I'm disgusted that our most disabled people are not being allowed to be supported. Funding budgets, money, this is about a quality of life, a safe option. If a person needs it should be provided that's why the workers' pay tax national insurance etc.
7. You must provide transport for all students with an EHCP
8. I do appreciate this is a very difficult area but transport being cut could have a massive knock on effect for colleges
9. As someone who does not access this service at the moment it would have been much better to be informed more fully of the current system of funding criteria.
10. It is important not to penalise families with disabled children they need all the support they can get and the welfare of the whole family needs to be taken into consideration as well as the child's own special needs
11. Walk to school
12. Transport should only be provided in exceptional circumstances: severe disability / remote location where other transport is not available. Families not on low income should provide / pay for their own transport
13. My replies have been based on the assumption that children with severe special needs will have transport to a special school as this is more economic than providing the necessary support in all schools.
14. Not sure , see my previous comment in section 10
15. All school children/students should live within walking distance of a school, if their parents choose otherwise they should pay for it, Children with special needs should attend schools with appropriate transport in place.
16. Its necessary for the community who have problems
17. Parents should be responsible for getting children to school. Students over 16 and certainly those above 25 or 19 who are physically fit should be able to get themselves to college. After all Portsmouth is not exactly an enormous city!!so distance shouldn't be an issue
18. People who genuinely need these services should have the chance to use it. I would hope these services 'stay within reach' of the people who need it most.
19. I think it is currently restrictive to those who truly need it and the points system is not effective.
20. These pupils and their families are living with constant struggle, education is the only option for some these children and their families at a 'normal' life, respite and support. Taking away

transport will limit the opportunities and the rights these children have to be taught and to learn

21. Some students may benefit from (and enjoy) being escorted to school / college by bus, on foot or by bike. This will be more 'inclusive' and reduce the dependency on taxis.
22. Generally I think below the age of 11 is parents responsibility to get their child to school, this would be the same as any other family. If a child is unable to get themselves to school due to disability after the age of 11 then help should be given.
23. If possible transport 2 plus children at a time
24. These places are a vital lifeline to the children and families involved. Make it easier for families needing support not harder.
25. This has to be looked at sensibly. Are the parents working? Perhaps if so, even on a low income, they could meet some contribution towards the transport. Even a contribution of as little as £150-£200 per annum for each child/teenager would help.
26. If the parents have a Motability car to full fill the needs of the child then this should be used first. School transport should only be available to parents who don't drive and live out of a 3 mile distance.
27. Many families rely on the transport service because of time constraints i.e.; work commitments, their other children's school drops, etc. In these cases the service is essential.
28. Why are we taking children to school when their parents/carers take them and pick them up from the stops in cars!
29. Parents need to be observed as it does not require both non-working parents to collect a child. The other parent could collect another of their children.
30. Please review excessive wage bands, i.e. band 18 upwards, reduce cost of catering for excessive board meetings, reviewing the impact of these insensitive draconian decision making processes. A few things to consider; increased volume of traffic, complaints of local residents near Schools, underperforming schools with inadequate resources to cater for SEN children and young adults with SEN.
31. Without provision of home to school/college transport many children with special educational needs would be unable to attend the best educational setting for them. To withdraw funding would make it an impossibility for even more of those children to reach their full potential.
32. I know that buses travel about empty sometimes due to no shows of students but also schools not communicating effectively. There should be a three strike and sanction system in process for example for persistent offenders.
33. Many parents need this help getting children to school if they live a distance away. Especially if they have other children and a low income.
34. I feel that the council is targeting the wrong services, there are multiple areas that further cuts could be made to without cutting back Special Needs services. With the changes to Council Tax you are making, you must be recouping some of the money for the cuts you are making. Don't understand why you feel the need to take from vulnerable families and families on a low income.
35. Currently suits purpose and supports difficult circumstances. Risk of lower attendance rates, safeguarding concerns if non-school attending
36. Not many schools in Portsmouth have sufficient parking along busy roads. The safety and environmental impact of an increase in the number of families using their own transport to get children to school, nursery, college needs to be considered. At all ages a families circumstances must be a deciding factor.

37. This service is essential for all of our children no matter what their age. The service should be provided to all families who need it, based upon all of the factors mentioned above and more as well as the nature of the child's special educational need.
38. Families should bring their children to school whilst they are under 11yrs as that would be the same for a mainstream child. Transport should only be offered for 'senior' school pupils who would normally be expected to be able to get themselves to school.
39. This should be on a person by person assessment. Every disabled young person and their family is different, with different needs. It should be a holistic approach.
40. I think overall this is a false economy
41. As the council do not have a statutory duty to provide transport to nursery aged children it should be withdrawn, as this will go a long way to make the savings required. If parent's really feel their child would benefit from attending a specialist nursery they should be able to get them there themselves. This is the same for Post-19 students. You would nearly make all of your savings by cutting both of these services.
42. Already stated throughout survey how appalling this is
43. Transport should be free. Education for our children is compulsory and therefore it is the responsibility of the council to ensure every child attends
44. I feel it is important that transport be overseen by the council even if students have to pay for it. The council does not just provide a vehicle to get the children to and from school but also deals with the safeguarding of these children. This ensures the privilege of continuing with education and doing so in a safe environment. As the council is dealing with vulnerable students, it has an obligation to protect them regardless of costs.
45. I think it is disgusting this is even being in question. I think the council should look to ease their shortfall elsewhere!
46. Schools/Academies and Nurseries should consider providing the transport themselves as most have minibuses parked up.
47. It is an essential service for many families so I think it should be retained but the families need to pay more.
48. Some children who attend Willows have complex needs as well as Social needs and their parents won't be able to get them to Willows and their needs won't be met in a mainstream nursery...what will happen to these vulnerable children!
49. It's help parents who don't have cars to take their children to school
50. I need my son to have home to nursery transport as it is too far for me to get him there myself and especially with another younger child as well and with my older son having a special need as well it becomes a bit of a challenge for me to do this.
51. We need this funding, as having multiple children, that cannot attend the same school, yet have the same school times, means it's impossible to be in two/three places at once
52. People could car share/be assessed in nursery/school etc. not just on paper which gives wrong impressions.
53. I think it is disgusting that children and families are being targeted in this manner. Yet the council see fit to spend thousands on a facelift for commercial road.
54. NO CUTS SHOULD BE MADE FOR TRANSPORT. WHY DON'T YOU MAKE CUTS CLOSER TO HOME!
55. I think any child with an additional need should be allowed the funding if their family needs it
56. Disgusting I'm penalised because I work and receive no benefits and have no other children yet my son still NEEDS to go to this nursery.

57. It's not the children's fault they have disabilities and by cutting there transport it's going to be them that suffer also if I was to put out autistic soon into a mainstream nursery /school surely it would cost the council more in finding him adequate staff to help him for his particular needs
58. We don't have much funding or provision of home to schools
59. The priority for the council is to identify those who need help with transport the most. Those children who will not be able to afford to go to school without it should be identified and supported, those with a family income to support them getting to school should not be entitled to funding.
60. Bitterly disappointed that yet more cuts are imminent, once again the most vulnerable children will be negatively affected.
61. Look at sharing transport between schools close to each other.
62. I think students with special educational needs and disabilities who cannot attend their local school because it doesn't meet their needs should receive transport as this is not the choice of the parent as I'm sure a parent would prefer their child wasn't disabled and could attend a local school with their non-disabled peers. Life is very difficult when you have a disability without adding more stress and worry about getting to school/college onto. I would have had to home school my son without transport as he is severely Autistic so getting on packed buses with lots of noise would have been a terrible ordeal for him and could have compromised his safety. I think the charge should be raised rather than the criteria changed then people can have the choice to pay and use the service rather than the service be withdrawn from them and they are left with no choice.
63. The withdrawal of transport could make it impossible for some pupils to be able to attend the most suitable provision for their needs. This would be immoral.
64. Early intervention is key and a family in dire straits could be badly affected if they are not helped when their child is in the first few years of their life.
65. Can colleges and/or schools run transport themselves?
66. Minibuses/taxi should always be full whenever possible reducing the need for additional vehicles and escorts.
67. A child/YP has to attend an education setting whether they have SEN or not. It is the parents' responsibility to get their child to that school etc. which in some circumstances involves a cost. If parents of children with SEN are asked to pay the equivalent cost of getting to their catchment school then they are being treated as all other parents. However, I do think that the LA should pay above that because it isn't right for a parent to be penalised financially for having a child with SEN. Parents on low income need to be exempt from this payment
68. It is very important for nursery children in SEN settings
69. It should be there for all children with disabilities
70. Anyone in receipt of high rate mobility and having a car under the scheme should not have access to transport. The object of the car is to transport the child and school should be the number one priority
71. I'm pleased it's not means tested. As a parent of a disabled child - we have to pay for so many additional extras as it is.
72. I don't think it should become a further hardship of families just to send a child to school especially those on low income or like us who are in middle neither rich enough or poor for help as those children should receive access to schooling like any other child. I know if it comes to it and I can't afford transport I would home school.

73. I understand the cuts but changing the criteria for those most in need is essential medically not based on income
74. There has been such a massive change in our little girl since she has been in a specialist nursery. She attended mainstream nursery first and simply couldn't cope and was very much left to her own devices. The transport provision has made it possible for us to be able to continue sending her to the willows which is more important than you could understand. The staff on board are amazing.
75. My daughter goes to Mary Rose Academy and in practical terms I just can't imagine how that many children, a large amount with physical difficulties and mobility aids, could be safely delivered to school by their parents.
76. It would be a travesty to limit disabled young people's ability to transportation.
77. I'm not happy with any of this survey and the way it's presented forces people to make the difficult choices based on their own circumstances at the present moment. I also don't know the full facts, there is no breakdown of the costs involved.
78. This service is essential for many of the families of pupils at my school. Most of them have other children to transport to other schools. It is not physically possible to be in two places at once. It could impact negatively on the education and wellbeing of more children across the city.
79. Don't penalise families for having a child with special needs.
80. I fully understand that cuts have to be made somewhere, but our children and young adults are very vulnerable, the home to school /college transport provides a safe and secure service which I feel they truly deserve and need.
81. Understand a lot is spent, but feel it's a very important part of the child's daily routine and feel people would rather pay towards keeping it
82. That all parents/carers should provide the same if a charge is to be introduced, for many working families this would impact more than a 'low income' benefit family
83. THIS SHOULD BE FREE
84. We should encourage families to have reasonable expectation when planning their education whatever their aspirations.
85. I think it's a great service, I'm currently entitled to use service but don't as I drive my children, but this isn't the option for every parent

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**HOME TO SCHOOL TRANSPORT ASSISTANCE POLICY
AND
PORTSMOUTH CITY COUNCIL'S TRANSPORT
STATEMENT FOR POST 16 LEARNERS WITH SPECIAL
EDUCATIONAL NEEDS AND DISABILITIES**

Updated April 2017

Introduction

1. The legal responsibility for ensuring a child's attendance at school rests with the child's parent/carer. Generally, parents/carers are expected to make their own arrangements for ensuring that their child gets to and from school. The Local Authority is under a statutory duty to provide transport as set out in Education Act 1996 which outlines the categories of children and young persons of compulsory school age (5-16) who are eligible for free school transport. The Council's policy is to provide free school transport (referred to in the Act as "travel assistance") to those categories of eligible children in accordance with its legal obligations. Otherwise it will be at the Local Authority's discretion, where there are exceptional circumstances.
2. This revised document (revised in April 2017) incorporates the changes that Portsmouth City Council has made to its home to school transport provision following a consultation with stakeholders that was completed in March 2017. This policy is effective from 31st May 2017 and applies to any application received thereafter. The policy will be subject to regular review.
3. The Home to School Transport Policy and Portsmouth City Council's Transport Statement for Post 16 Learners with Special Educational Needs and Disabilities outlines the criteria for which transport assistance might be provided for:
 - a. children of statutory school age, including those with special educational needs and disabilities, attending mainstream schools and special schools or a resourced provision;
 - b. young people with special educational needs and disabilities in a further education setting.
4. Transport assistance will be provided where the Statutory Criteria (SC) are met and on non-statutory grounds where the Exceptional Circumstances Criteria (ECC) are met.
5. The layout of the document is aimed at helping parents and carers to find their way through if they believe they are entitled to free home to school transport. It is divided into five parts:
 - a. Statutory Transport Criteria (Part One).
 - b. Portsmouth City Council's Transport Statement for Post 16 Learners in Further Education and continued learners with learning difficulties and disabilities (Part Two)
 - c. Non statutory assistance under the Exceptional Circumstances Criteria (Part Three)
 - d. Important information (Part Four)
 - e. Appendices (Part Five)

Part One: Statutory criteria for transport assistance for children of statutory school age

a) Criteria for Travel Assistance to mainstream schools

SCHOOL AGED CHILDREN - Reception - YEAR 11 HOME TO SCHOOL TRANSPORT ASSISTANCE		
Section	Who Can We Help?	What Are The Criteria?
1	Children living further than the statutory walking distance from their designated catchment school or a nearer school.	<p>Children in Reception Year to aged 8 years old, who live over 2 miles (but less than 6 miles) from their designated catchment school measured by the shortest walking route between the home and the school, qualifying special school, or a nearer school.</p> <p>Children aged 8 years old to Year 11 who live over 3 miles (but less than 6 miles) from their designated catchment school. This is measured by the shortest walking route between the home and the school, qualifying special school or a nearer school. Generally, journey times must not exceed 45 minutes.</p> <p>Where parents express a preference for the designated catchment school, special school or a nearer school, and the school is unable to offer a place, travel assistance will be offered to the next nearest school or special school with a place available, providing the distance criteria outlined above is met.</p>
2	Children with an Education Health and Care Plan or Statement of Special Educational Needs.	<p>Children attending their designated catchment school, or a nearer school, or qualifying special school who are unable to walk to school (accompanied or unaccompanied) by reason of their special education needs, disability or mobility problem. Generally, journey times must not exceed 45 minutes.</p>
3	Children of disabled parents	<p>A single parent (or where both parents have a disability, each parent) must provide evidence from a medical professional stating the impact of their condition on their ability to accompany their primary aged child(ren) or secondary aged child(ren) with special educational needs to school. The child(ren) must attend their designated catchment school, qualifying special school or a nearer school. Generally, journey times must not exceed 45 minutes.</p>

FAMILIES ON LOW INCOME WITH PRIMARY AGED CHILDREN - AGE 8 TO AGE 10 YEARS		
Section	Who Can We Help?	What Are The Criteria?
4	Parents or carers with financial responsibility for a child or children and who meet the criteria for low income.	Children aged 8 years to age 10 years, attending their designated catchment school or nearer school, who live over 2 miles) from the school measured by the shortest walking route AND who are entitled to free school meals or whose parents are entitled to the MAXIMUM level of working tax credit.
FAMILIES ON LOW INCOME WITH SECONDARY AGED CHILDREN - YEAR 7-YEAR 11		
Section	Who Can We Help?	What Are The Criteria?
5	Parents/carers with financial responsibility for a child or children and who meet the criteria for low income.	Children in Year 7 to Year 11 who live over 2 miles (but less than 6 miles) from their home address to one of the three nearest schools, measured by the shortest walking route AND who are entitled to free school meals or whose parents are entitled to the MAXIMUM level of working tax credit.*
6	Parents/carers with financial responsibility for a child or children and who meet the criteria for low income and attend the nearest suitable school preferred on grounds of religion or belief	Children in Year 7 to Year 11 who live over 2 miles (but not more than 15 miles) from their home address to the nearest suitable school preferred on grounds of religion or belief and who are entitled to free school meals or whose parents are entitled to the MAXIMUM level of working tax credit.**

- For some students living in the PO6 post code area, one the three nearest schools may be situated within another Local Authority area. If a parent/carer choses to send their child/children to a school outside of Portsmouth, we will consider transport to that neighbouring Local Authority school, if it is one of the three nearest to the student's home address. However, If a parent/carer wishes to send their child/children to a school within the Portsmouth boundary, only the three nearest schools within the Portsmouth boundary will be considered as being one of the three nearest schools.

****** For some students living in the PO6 post code area, the nearest faith school may be situated within another Local Authority area. If a parent/carer chooses to send their child/children to a faith school outside of Portsmouth, we will consider transport to that neighbouring faith school, if it is the nearest faith school to the home address. For students living outside of the PO6 post code area, we will only consider transport to St Edmunds Catholic School the designated faith school for Portsmouth residents.

6. Children who do not meet the statutory criteria for home to school transport assistance, outlined on Pages 3 and 4 of this Policy, may be eligible for assistance with transport to school if they meet the criteria for exceptional circumstances. (see Part three).

Looked After Children

7. When a looked after child with an Education Health and Care Plan or Statement of Special Educational Needs is moved out of the PO1 to PO6 post code area, by Portsmouth City Council Children's Social Care, the cost of any home to school transport will only be met by Education, where it is shown that the school place was jointly commissioned by both services.
8. Looked after children with an Education Health and Care Plan or a Statement of Special Educational Needs who are moved out of the Portsmouth area (PO1-PO6) by Portsmouth City Council Children's Social Care but who continue to attend a Portsmouth school, will have their travel assistance costs met by the Education Service for the first two weeks only, thereafter any transport costs will be met by Children's Social Care. Looked after children with an Education Health and Care Plan or a Statement of Special Educational Needs, who are moved back in to the Portsmouth area (PO1-PO6) by Portsmouth City Council Children Social Care, but who continue to attend a school in another local authority area will have their travel assistance met by Children's Social Care.

Concessionary Travel (Privilege Place Scheme)

9. A spare place on a contract vehicle may be offered to a child who is not entitled to transport assistance, taking account of the pupil's special needs, and any impact on any other pupil's currently travelling. It will be withdrawn if it becomes clear that it is needed by an entitled child or if re-tendering or re-planning changes the route or reduces the number of concessionary seats. A flat rate charge will be made (set annually by the Local Authority).



Equality Impact Assessment

Full assessment form v5 / 2013

www.portsmouth.gov.uk

Directorate:

Director of Children Services & Education

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

Inclusion Service

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

Amendments to the policy for the provision of home to school/college transport.

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

☐ New / proposed

☒ Changed

☐ Existing

Lead officer

Dr Julia Katherine

People involved with completing the EIA:

Dr Julia Katherine
Julie Sabiston
Jane James
Kelly Du Brock
Michael Hemming-Pugh

Introductory information (Optional)

A Local Authority's statutory duty relating to the arrangement of suitable and free travel for children of compulsory school age is currently limited to the provisions in Schedule 35(b) of the Education Act 1996. The Education Act 1996 requires that such transport is provided to 'eligible children' in the following circumstances:

- Children in Year R to 8 years old who live at least 2 miles from the school and attend their catchment school;
 - Children aged over 8 years old to Year 11 who live at least 3 miles from the school, and attend their catchment school;
 - Children aged 8 years old to Year 6 who live at least 2 miles from the school, attend their catchment school and meet means testing criteria;
 - Children in Year 7 to Year 11 who live at least 2 miles and under 6 miles from the school and attend one of their three nearest schools and who meet means testing criteria;
 - Children with a Statement of Special Educational Needs/EHCP in Year R to 8 years old who live at least 2 miles from the school and attend their nearest qualifying special school;
 - Children with a Statement of SEN aged over 8 years old to Year 11 who live over 3 miles from the school and attend their nearest qualifying special school;
 - Children with a Statement of SEN who attend their nearest qualifying special school or designated school which is within walking distance, but who are unable to walk to that establishment accompanied or otherwise by reason of their SEN and/or disability.
 - Children who live under the statutory walking distance but whose route to school is considered unsafe.
- Currently, there is no legal requirement to provide school transport for nursery aged children or post 16 children

Councils can provide discretionary transport assistance, over and above the statutory requirements set out above and in Portsmouth we offer free transport assistance to children and young people who meet the exceptional circumstances criteria. There is no policy on what constitutes an exceptional circumstance and applications are assessed using the student eligibility grid and considered by the Inclusion Transport Appeal Panel on a case by case basis depending on the need of the child and their parent/carer.

Since May 2014, local authorities have to adhere to the statutory guidance on Post 16 Transport. It states that in assessing what transport arrangements or financial assistance may be required, the LA must have regard to:

- The needs of those who could not access education or training provision if no arrangements were made" - local authorities need to satisfy themselves that they have made the transport arrangements or arrangements for financial assistance necessary to facilitate young people's participation in education or training. Local authorities should also consider the needs of those who are vulnerable to becoming NEET or who are already NEET.
- The need to ensure that young people have reasonable opportunities to choose between different establishments at which education and training is provided" - Young people should have a reasonable opportunity to choose between the courses available to them at 16 and be supported to access their choices, to include courses outside their home local authority boundaries.
- The journey time to access different establishments needs to be taken into account - young people should be able to reach their establishment of education or training without incurring such stress, strain or difficulty that they would be prevented from benefiting from the education provided (i.e. young people should not have to make several changes of public service bus to get to their establishment of education).
- The cost of transport to the establishments in question - local authorities are expected to target any support on those young people and their families who need it most, particularly those with a low income. Local Authorities may ask learners and their parents for a contribution to transport costs.

- Specific consideration of learners with learning difficulties and /or disabilities - local authorities also have a duty under the Education and Skills Act 2008 to encourage enable and assist the participation of young people with learning difficulties and/or disabilities up to the age of 25 in education and training.

Step 1 - Make sure you have clear aims and objectives

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

The legal responsibility for ensuring a child attends school rests with the child's parent/carer. It is estimated that 98% of transport is arranged by parent or carers in Portsmouth. However, 619 children and young people in the City receive transport assistance from the council; 437 students receive statutory transport assistance, and 182 students receive discretionary transport assistance.

In 2014, Portsmouth City Council undertook a consultation about changes to the home to school transport policy which sought to reduce the significant overspend on the allocated budget. Whilst these amendments reduced the number of discretionary awards by 65%, the overall spend continued to exceed the allocated budget; overspending by £160,756 in FY2015-16. Consequently, it is necessary to consider further amendments to the eligibility criteria for discretionary awards in order to ensure that the service is both sustainable and provides support to the most vulnerable children and young people.

In particular the following areas were identified:

- Withdrawal of transport to students over the age of 19 years old
- Removal of transport to specialist nursery provision
- Increase the cost of privilege places from £495 to £750
- Introduce a change to the financial contributions made by post 16 students
- Increase the points threshold from 60 to 70 on the exceptional circumstances criteria student eligibility grid, which entitles students to automatic entitlement to transport.

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

Students who currently receive statutory home to school transport will continue to do so, if they meet the eligible children criteria set out in the Education Act 1996. However, the proposed changes will negatively affect those children and young people who fall into the following categories:

1. The cessation of funding for students aged 19-25 years in Years 15-20 from September 2017, will impact on students over the age of 19 years who are just starting college courses. This may mean that SEND students in this age range may not be able to continue with their college education and the opportunities it offers. In some cases this could lead to social isolation and have a detrimental impact on their emotional well being. It may also result in additional costs for Adult Social Care as these young people may need to access alternative provision or activities if they are unable to attend college.
2. The cessation of funding for nursery age students from September 2017 will impact on students who attend specialist nursery provision. This change could mean that nursery aged students with special educational needs may not be able to attend a specialist nursery.
3. The increased cost of privilege places will impact on any family that elects to purchase an available place on home to school/college transport. These changes could result in parents having to make alternative arrangements to get their child to and from school/college. It could also result in a reduction

in the take up of such places which would affect the revenue generated from selling such places thereby increase the unit costs of transporting students who meet either the statutory or discretionary criteria.

4. The introduction of a two tier financial contribution model will impact as follows. Those families who meet the criteria for low income will have to start making an annual contribution of £495 from September 2017. Those families who do not meet the criteria for low income will have to pay an increased contribution of £600. These changes may cause additional financial hardship to families who are already on a low income, and may impact on parents ability to gain/sustain employment if their young person is not able to attend college. Having a lower income may impact on the parent/carer's health and well being, and undermine their ability to care for the young person.

5. Increase the points threshold from 60 to 70 for automatic entitlement to transport:
This proposed change will affect all students who are not entitled to statutory home to school/college transport. The raising of the threshold will result in a reduction in the number of children who automatically qualify for entitlement to transport under the points system. Where children and young people are no longer assessed as being entitled to transport, parents will be expected to make alternative arrangements to get them to and from school. The extent of the impact will vary according to the individual circumstances of each child and family.

What outcomes do you want to achieve?

- *Ensure the children and young people who are most in need receive assistance;
- *Ensure a reasonable, realistic and sustainable approach;
- *Achieve better control of the budget by applying a fair and consistent application and assessment process;

What barriers are there to achieving these outcomes?

- *If there is an increase in the number of children requiring transport assistance caused by an increase in the number of eligible children. Potential challenges from parents / carers.

Step 2 - Collecting your information

What existing information / data do you have? (Local or national data) If you don't have any data contact the Equalities and diversity team for some ideas

- * Numbers of children currently benefiting from statutory and discretionary/exceptional home to school transport assistance with the breakdown into different types of schools;
- * Financial figures indicating overspend on the transport assistance;
- * Data concerning the distances children and young people travel who are in receipt of assisted travel to school/college.
- * Numbers of children and young people benefiting from each of the statutory and discretionary criteria & the associated cost.

In addition a recent focus report by the Local Government Ombudsman (LGO) entitled 'Learning Lessons from Complaints' dated March 2017, outlines an increase in complaints about school transport issues. Most of these relate to failures in process including failure to consult or inform parents of proposed changes to policy; lack of clear information to enable parents to make properly informed

decisions; inadequate or poorly communicated decision making for children with special educational needs; failing to consider health and safety problems associated with their educational needs and disability when considering eligibility for transport. These recommendations will be considered in any changes to the Home to School Transport Policy and Post 16 Learners Statement.

Using your existing data, what does it tell you?

The current Home to School/College Transport policy and Post 16 Learners Statement, and existing levels of parental financial contributions towards discretionary transport are comparable to other local authorities. It is also compatible with the findings set out in the recent LGO focus report: Learning lessons from complaints published in March 2017.

Currently 619 children and young people receive home to school and home to college travel assistance. 437 students benefit from such support under the statutory eligibility criteria, whilst 182 students receive discretionary as they meet the criteria for significant and exceptional circumstances.

Out of the 182 children and young people who receive non-statutory transport assistance, 27 attend a specialist nursery placement, 28 attend a mainstream school, 67 attend a special school or specialist unit attached to a mainstream school and 60 are post 16 students and attend a college or a specialist unit attached to a special school.

There are 19 students who currently receive transport to college who are over the age of 19 years.

The figures below show the numbers of children and young people receiving discretionary transport assistance under the current criteria:

- A very small number (under 3) receive such support due to being excluded from a school and allocated a different school through the Fair Access Panel
- 10 children receive such support as they have not reached the end of the Key Stage after the consultation in 2014
- A very small number (under 3) receive such support as they were awarded transport by a Members panel before the consultation in 2014
- 4 students receive such support as currently there is no space in the designated catchment school and the next nearest school with a space available is over the statutory walking distance
- 32 students have purchased a privilege place on a minibus or taxi.

Step 3 - Now you need to consult!

Who have you consulted with?

The consultation ran from 10 January 2017 to 20 March 2017. In total the consultation lasted 59 days, of which 54 days were during term-time. This exceeds the statutory requirement of 28 days consultation during term-time set out by the Department for Education.

If you haven't consulted yet please list who you are going to consult with

As part of the consultation, the following groups were consulted:

- * Parents/ carers of children who currently receive transport assistance prior to the consultation start date;
- * Pre-school settings; primary, secondary and special school Headteachers/Chairs of Governors;
- * Post-16 colleges in the local area;
- * Portsmouth Parents' Co-production group
- * The consultation details were available on-line and therefore public in general were also able to have their say.

Please give examples of how you have or are going to consult with specific groups or communities e.g. meetings, surveys

We have consulted on the proposed amendments using a variety of channels in order to capture the views of a wide range of stakeholders.

We have informally consulted some stakeholders through attendance at a range of meetings. Parent carers were consulted through the local Parents' Co-production Group and the Empowering Children and Families Group (eCAF), and young people were consulted through the Dynamite group.

We also consulted via an on-line survey between 10th January 2017 and 20th March 2017. The survey sought the views about the proposed changes including:

- Withdrawal of transport to students over the age of 19 years old
- Removal of transport to specialist nursery provision
- Increase the cost of privilege places from £495 to £750
- Introduce a change to the financial contributions made by post 16 students
- Increase the points threshold from 60 to 70 for automatic entitlement to transport.

Letters were sent to families of post-16 students who were likely to be affected by the proposed changes, and special schools were asked to notify all families via text message.

Information about the proposed changes and on-line survey were also available on Portsmouth City Council's website.

Step 4 - What's the impact?

Is there an impact on some groups in the community? (think about race, gender, disability, age, transgender, religion or belief, sexual orientation, pregnancy and maternity and other socially excluded communities or groups)

Generic information that covers all equality strands (Optional)

The Equality Act 2010 requires the council to properly consider the aims of the Equality Duty under S.149 of the Equality Act 2010 and particularly the need to:

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- avoid any unlawful discrimination against persons protected under the Act because of their age,

gender, disability, race, religion or belief, sexual orientation, transgender, pregnancy of maternity and marriage and civil partnership.

- advance equality of opportunity between persons who share any of the above 'protected characteristics' and those who do not share it. This includes:

- the need to remove or minimise disadvantages suffered by people due to their 'protected characteristics';
- the need to meet the needs of people with 'protected characteristics', and
- the need to encourage people with 'protected characteristics' to participate in public life (this means being able to carry out usual activities such as shopping or, in this case, school attendance) or in other activities where their participation is low.

Background to consultation:

In the last financial year the allocated budget for Home to School/College Transport overspent by £165k. In order to bring the levels of spend back in line with the allocated budgeted, it has become necessary to make changes to the provision and delivery of these services.

A number of possible options to help reduce expenditure were proposed as follows:

- Withdrawal of the provision of transport to students over the age of 19 years old.
- The removal of transport to specialist nursery provision.
- Increase the cost of privilege places from £495 to £750.
- The introduction of contributions to home to school transport for those in post-16 education.
- Increase the points threshold from 60 to 70 for automatic entitlement to transport.

In order to understand how these options may affect the current service users a consultation was launched. Although mainly targeted at families using these services, the consultation was open to all Portsmouth residents should they wish to participate.

Prior to the consultation launching, the Co-production Group engaged into preliminary conversations around the topic. A detailed consultation questionnaire was developed and the consultation ran from 10th January to 20th March 2017. The education team ensured that all interested parties were invited to comment (i.e. parents currently accessing the service, interested parties/suppliers), as well as being available on the Portsmouth City Council website. There was also some promotion via the citizens' panel.

In total 210 individuals participated in the survey. The majority were completed via the electronic link, while 6 paper copies were submitted by the deadline. The confidence level of this sample is 90% based on a response rate of 210. This is the probability that the sample accurately reflects the attitudes of the wider population.

Key Findings:

- Fifty percent of those who responded agreed or strongly agreed with the proposal to reduce the age from 25 to 19 where exceptional and significant circumstances are considered to access home to school/college transport.
- Fifty-one percent of those who responded disagreed or strongly disagreed with the proposal to stop nursery transport.
- More respondents agreed (44%) than disagreed (34%) with the proposal to increase the cost of privilege places to £750.
- Fifty-seven percent of respondents indicated that their preference would be the introduction of a two tier system - where those currently on low income would contribute £495 and those that did not meet the criteria would pay £600, over the other two options suggested.

- Responses to the change in points remains inconclusive, in that 40% of respondents indicated that they did not know.
- Comments made generally show the lack of understanding people have about council budgets and the allocation of funding.
- For the most part the consultation supports the adoption of all proposals but the cessation of nursery transport. However, although the removal of nursery transport is not fully supported - alternative proposals have not been forthcoming. Therefore without viable alternatives, adoption of this proposal is possible with proper supporting and transparent communication. Consideration should also be considered for how it might be introduced, i.e. staggered introduction to lessen the impact.

It is worth noting that of the 210 individuals who responded, 61.4% have indicated that they are not currently accessing home to school/college transport. Therefore it is difficult to be confident that the above findings are a true reflection of the views held by those directly accessing Home to School/ College Transport.

Ethnicity or race

Monitoring information about ethnicity of children and young people receiving transport assistance is not collected. No equality issues relating to ethnicity or race have been identified through the consultation process.

Survey findings: Of the 210 responses, 87% of respondents indicated that they were of White British origin. Although this breakdown is representative of the city as a whole, it does not identify any significant equality issues concerning the proposed changes.

Gender including transgender

Monitoring information about gender of children and young people receiving transport assistance is not collected.

Survey findings: Of the 210 responses, 77.56% of respondents identified themselves as female, 19.87% as male and 2.56% preferred not to say. Although this breakdown reflects the typical patterns of participation in consultation events, it does not identify any significant equality issues concerning the proposed changes.

Age

The proposed changes relate to certain aspects of discretionary entitlement and do not affect the council's delivery of statutory responsibilities for home to school/college transport. However the degree to which the changes impact on certain age groups will be addressed below:

1. Withdrawal of transport to students over the age of 19 years old:

This proposed change will affect students in Years 15-20; aged between 19-25 years, and just starting college courses. Based on the current cohort the proposed changes will impact on approximately 19 young people. The withdrawal of transport could mean that these students with special educational needs and/disabilities may not be able to continue with their college education and the wider opportunities it affords. This could impact on their social integration, a loss of contact with their peers and an increased sense of isolation which could have a detrimental impact on their emotional and psychological well being. It could also result in an increased demand for social care services such as access to day centres and other such activities, resulting in additional costs for Adult Social Care.

2. Removal of transport to specialist nursery provision:

This proposed change will specifically impact on nursery aged students with special educational needs

and/or disabilities whose parents want them to attend a specialist nursery setting. Based on the current cohort the proposed change will impact on approximately 27 nursery aged students. Although it is proposed that students already in receipt of transport assistance will continue to be assessed each year under the exceptional circumstances criteria until they leave the nursery setting, parents of new students will have to take responsibility for getting their children to and from specialist nursery settings from September 2017. Although there is no statutory requirement to provide such transport and parents would ordinarily be expected to transport the child, these changes might impact on some parents' ability to get their children to and from specialist nursery settings. In some cases it may prevent the child from accessing specialist provision altogether. For example it might be difficult for the parent to transport the child to a specialist setting if they have other children who need to be taken to a school in a different area. That said, it may not always be necessary for a nursery aged child to access a specialist nursery setting and they might be able to access mainstream settings in the area where they live with additional support.

3. Increase the cost of privilege places from £495 to £750:

This change applies to all students whose parents want to purchase a vacant seat on school transport. Based on the current data the proposed change will impact on approximately 32 students. However, it is difficult to determine how many students would be affected by this change, or their respective ages, as we have no way of predicting future demand.

4. Introduce a change to the financial contributions made by post-16 students:

This change is likely to have the greatest impact on post-16 students and their families. However, the extent of the impact will vary according to whether, or not, they meet the low income criteria.

For post-16 students from families who meet the low income criteria, the proposed change will result in parents having to make a financial contribution for the first time. Based on current data, this is likely to affect approximately 38 students. Although the contribution of £495 per annum; approximately £2.60 per day, seems reasonable, it could present a significant challenge to some families on a low income. As such the change could negatively influence the decisions that students and families make about their continuing engagement in education and learning, and lead to an increase in the number of post 16 students not in education, employment or training.

For post-16 students from families who do not meet the low income criteria, the proposed change will result in an increase of £105 per annum to £600. Based on current data, this will impact on approximately 24 students. If considered over the course of an academic year, the proposed change equates to a daily increase of approximately £0.55 which seems more affordable. That said, the change could still influence the decisions that students and families make about their future engagement in education and learning, and lead to an increase in the number of post 16 students not in education, employment or training, albeit, may be to a lesser extent than those families facing a financial contribution for the first time.

5. Increase the points threshold from 60 to 70 for automatic entitlement to transport:

This proposed change will affect all students who are not entitled to statutory home to school/college transport. For children of statutory school age, parents would be expected to make alternative arrangements to get their child to and from school. However, for young people over the statutory school age, changes to the threshold for automatic entitlement to home to school/college transport. might negatively influence parental decisions about their child's future education and learning career, and could lead to an increase in post 16 students who are not in education, employment or training.

Disability

The proposed changes relate to certain aspects of discretionary entitlement, and do not affect the council's delivery of statutory responsibilities for home to school/college transport.

statutory entitlement for home to school/college transport. However the nature and degree to which they are affected will vary, as set out below:

1. Withdrawal of transport to students over the age of 19 years old:

This proposed change will affect students with special educational needs and/or disabilities aged between 19-25 years and who are in Years 15-20, and just starting a college course. Based on the current cohort, the proposed change will impact on approximately 19 young people. The withdrawal of transport could mean that these students with special educational needs and/or disabilities may not be able to continue with their college education, and the wider opportunities and benefits it affords. This could impact on their social integration, a loss of contact with their peers and an increased sense of isolation, which could have a detrimental impact on their emotional and psychological well being. It could also result in an increased demand for social care services such as access to day centres and other such activities, resulting in additional costs for Adult Social Care.

2. Removal of transport to specialist nursery provision:

This proposed change will specifically impact on nursery aged students with special educational needs and/or disabilities whose parents want them to attend a specialist nursery setting. Based on the current cohort the proposed change will impact on approximately 27 nursery aged students. Although it is proposed that students already in receipt of transport assistance will continue to be assessed each year under the exceptional circumstances criteria until they leave the nursery setting, parents of new students will have to take responsibility for getting their children to and from specialist nursery settings from September 2017.

Although there is no statutory requirement to provide such transport and parents would ordinarily be expected to transport the child, these changes might impact on some parents' ability to get their children to and from specialist nursery settings. In some cases it may prevent the child from accessing specialist provision altogether. For example it might be difficult for the parent to transport the child to a specialist setting if they have other children who need to be taken to schools in a different area. That said, it may not always be necessary for a nursery aged child to access a specialist nursery setting, and they might be able to access mainstream settings in the area where they live with additional support.

3. Increase the cost of privilege places from £495 to £750:

This change applies to all students whose parents want to purchase a vacant seat on school transport. Based on the current data the proposed change will impact on approximately 32 students. However, it is difficult to determine how many students would be affected by this change, or their respective ages, as we have no way of predicting future demand.

4. Introduce a change to the financial contributions made by post-16 students:

This proposed change will affect those post-16 students who have special educational needs and/or disabilities. However, the extent to which they will be affected will be dependent on whether or not their family meets the low income criteria.

For post-16 students from families who meet the low income criteria, the proposed change will result in parents having to make a financial contribution for the first time. Based on current data, this is likely to affect approximately 38 students. Although the contribution of £495 per annum; approximately £2.60 per day, seems reasonable, it could present a significant challenge to some families on a low income. As such the proposed change could negatively influence the decisions that students and families make in the future about their continuing engagement in education and learning, and lead to an increase in the number of post 16 students not in education, employment or training.

For post-16 students from families who do not meet the low income criteria, the proposed change will result in an increase of £105 per annum to £600. Based on current data, this will impact on approximately 24 students. If considered over the course of an academic year, the proposed change equates to a daily increase of approximately £0.55 which seems more affordable. That said, the change could still influence the decisions that students and families make about their future

engagement in education and learning, and lead to an increase in the number of post 16 students not in education, employment or training, albeit, possibly to a lesser extent than those families facing a financial contribution for the first time.

5. Increase the points threshold from 60 to 70 for automatic entitlement to transport:

This proposed change will affect all SEND students who are not entitled to statutory home to school/college transport. The raising the of the threshold for automatic entitlement will mean that some children and young people will no longer be guaranteed transport assistance. For SEND children of statutory school age, parents will have to make alternative arrangements to get their child to and from school. The extent of the impact will largely be dependent on the nature and extent of the young person's needs, and any other commitments that parents may have, such as childcare, school runs and employment.

However, the impact on young people over the statutory school age could be more damaging. In addition to the challenges highlighted above, the changes could negatively influence parental choices and decisions about their child's future engagement in education and learning, and could potentially lead to an increase in the number of post-16 students who are not in education, employment or training.

Religion or belief

Monitoring information about religion or belief of children and young people receiving transport assistance is not collected. No equality issues relating to religion or belief have been identified through the consultation process.

Sexual orientation

Monitoring information about sexual orientation of children and young people receiving transport assistance is not collected. No equality issues relating to sexual orientation have been identified through the consultation process..

Pregnancy and maternity

Monitoring information about pregnancy and maternity of pupils receiving transport assistance is not collected. No equality issues relating to pregnancy and maternity have been identified through the consultation process.

Other socially excluded groups or communities e.g. carers, areas of deprivation, low literacy skills

Carers: Any of the proposed changes could have an impact on those parents who have additional caring responsibilities for other adults in the wider family.

Health Impact

Have you referred to the Joint Needs Assessment (www.jsna.portsmouth.gov.uk) to identify any associated health and well-being needs?

☒ Yes ☐ No

What are the health impacts, positive and / or negative? For example, is there a positive impact on enabling healthier lifestyles or promoting positive mental health? Could it prevent spread of infection or disease? Will it reduce any inequalities in health and well-being experienced by some localities, groups, ages etc? On the other hand, could it restrict opportunities for health and well-being?

1. Withdrawal of transport to students over the age of 19 years old:

This change could have a potentially positive or negative impact on the young person's health. As already highlighted above, this proposed change could result in some post-19 students no longer being entitled to home to college. This could result in some young people withdrawing from college, and becoming socially isolated, which in turn could have a detrimental impact on their emotional and physical well-being, and mental health. On the other hand, it could also be seen as an opportunity for some young people to use alternative forms of transport that promote their physical health and well-being such as walking and cycling. It might also provide opportunities for the young person to become more independent where it is appropriate to do so.

2. Removal of transport to specialist nursery provision:

Although this proposed change is unlikely to have either a positive or negative impact on the health of child or parent, it does present an opportunity to promote a more inclusive approach to nursery education, and encourage parents to consider using local mainstream settings with the provision of additional support.

3. Increase the cost of privilege places from £495 to £750:

This proposed change is unlikely to have a significant impact on the health of child or parent since it only affects those families who elect to purchase a vacant place on home to school/college transport. That said, it could provide an opportunity for some young people to use alternative forms of transport that promote their physical health and well-being such as walking and cycling. It might also provide opportunities for the young person to become more independent where it is appropriate to do so.

4. Introduce a change to the financial contributions made by post-16 students:

This proposed change could have both a positive or negative impact on the health of some post 16 students and their families. However, the nature and extent of the impact is likely to be dependent on whether or not the family meets the low income criteria. It is possible that the introduction, or increase, in financial contributions for post 16 students could lead to an increase in parental anxiety and stress levels which in turn could have an adverse impact on their mental health, especially where the family already has a limited income. In some cases, it could lead to parents making decisions about the young person's future education and learning needs based on financial considerations, rather than what would be in the young person's best interest; which in turn could have a negative impact on the young person's future life chances. That said, such changes could also promote positive health outcomes for some young people by encouraging them to use alternative forms of transport that promote their physical health and well-being, such as walking and cycling. It might also provide opportunities for the young person to become more independent where it is appropriate to do so.

5. Increase the points threshold from 60 to 70 for automatic entitlement to transport:

This raising of the threshold for automatic entitlement to home to school/college transport could have both a positive and negative impact on the health of children and young people and their parents who do not meet the revised threshold. As highlighted above, those families who are no longer entitled may experience increased financial hardship if they have to make a financial contribution, which could lead to increased levels of anxiety and stress and have an adverse impact on their health and mental well-being. It could also influence parental decisions about their child's future education and learning where financial considerations are prioritised over the best interests of the young person; which could have an adverse impact on the young person's mental health, well-being and self-esteem. That said, such changes could also promote positive health outcomes for some young people by encouraging them to use alternative forms of transport that promote their physical health and well-being, such as walking and cycling. It might also provide opportunities for some young people to become more independent where it is appropriate to do so.

Health inequalities are strongly associated with deprivation and income inequalities in the city. Have you referred to Portsmouth's Tackling Poverty Needs Assessment and strategy (available on the JSNA website above), which identifies those groups or geographical areas that are vulnerable to poverty? Does this have a disproportionately negative impact, on any of these groups and if so how? Are there any positive impacts?, if so what are they?

The proposed changes aim to create a more affordable and sustainable model for delivering Home to School/College Transport for eligible children.

Although the proposed changes will affect the entitlement to discretionary transport for certain groups of children and young people, these changes are not considered to have a disproportionately negative impact on any specific group identified in the Tackling Poverty Needs Assessment. Furthermore we have given careful consideration as to how we could mitigate the impact of any proposed changes by introducing a phased implementation wherever possible.

It is also worth restating that these proposed changes do not affect the statutory entitlement for home to school/college transport of any eligible child.

Step 5 - What are the differences?

Are any groups affected in a different way to others as a result of your policy, service, function, project or strategy?

The proposed recommendations are not envisaged to discriminate against any of the protected groups under the Equality Act 2010, and the proposed changes do not affect those students who have statutory entitlement for home to school/college transport.

However, the proposed changes will affect those children and young people who are receipt of transport under the exceptional circumstances criteria. The extent of this impact will vary according to the individual family circumstances and the specific nature of the change as set out above.

Does your policy, service, function, project or strategy either directly or indirectly discriminate?

☐ Yes

☒ No

If you are either directly or indirectly discriminating, how are you going to change this or mitigate the negative impact?

Not applicable.

Step 6 - Make a recommendation based on steps 2 - 5

If you are in a position to make a recommendation to change or introduce the policy, service, project or strategy clearly show how it was decided on

In light of the feedback received during the public consultation exercise and the findings of the Equalities Impact Assessment, the following amendments to the Home to School/College Transport policy have been recommended:

1. That the age range is lowered for eligible post 16 students (those with significant and exceptional needs) from 16 -25 years to 16-19 years, in line with other local authorities from 1st September 2018. For those students in Year 14 who start their college course in September 2017, we will continue to provide transport assistance to July 2019. This recommendation was modified as a result of the consultation process and Equalities Impact Assessment. The effective date has been deferred a year in order to allow families sufficient time to adjust to the changes.
2. That the council ceases to provide transport for new placements of nursery age students who attend specialist nursery schools from 1st September 2017. All those children who currently receive transport assistance and who continue to meet the criteria will continue to be able to make an application for each year that they attend specialist nursery provision. Applications are made on an annual basis. This recommendation has not been changed as a result of the consultation process or Equalities Impact Assessment.
3. That the cost of privilege places on a minibus or taxi is increased from £495 per annum to £750 per annum from 1st September 2017. This recommendation has not been changed as a result of the consultation process or Equalities Impact Assessment.
4. That a two tier financial contribution of £495.00 per annum for low income families and £600.00 per annum for families who do not meet the criteria for low income is introduced from 1st September 2018. This recommendation has been modified as a result of the consultation process and Equalities Impact Assessment. The effective date has been deferred a year in order to allow families sufficient time to plan for the proposed changes in September 2018.
5. That the points threshold for automatic entitlement to home to school/college transport is raised from 60 points to 70 points from 1st September 2018. This recommendation has been modified as a result of the consultation process and Equalities Impact Assessment. The effective date has been deferred a year in order to allow families sufficient time to plan for the proposed changes in September 2018.

What changes or benefits have been highlighted as a result of your consultation?

The feedback obtained through the consultation exercise and the Equalities Impact Assessment have shaped the proposed changes to the Home to School/College Transport policy and Post 16 Learners' Statement that are being recommended to the Cabinet Member for Education.

These changes are primarily concerned with a deferring in the implementation timetable in relation to recommendations 1, 4, and 5. See above.

If you are not in a position to go ahead what actions are you going to take?

(Please complete the fields below)

Action

Timescale

Responsible officer

How are you going to review the policy, service, project or strategy, how often and who will be responsible?

The Home-School/College Transport policy and Post 16 Learners Statement will be reviewed annually.

The next review will take place in April 2018.

Step 7 - Now just publish your results

This EIA has been approved by:

Dr Julia Katherine, Head of Inclusion Service

Contact number:

023 9284 1057

Date:

18.04.2017

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 full EIA.

Telephone: 023 9283 4789

Email: equalities@portsmouthcc.gov.uk

Agenda Item 5



Title of meeting: Cabinet Member for Education

Date of meeting: 10 July 2017

Subject: Maintained School Balances as at 31st March 2017

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

- 1.1. The purpose of this report is to inform the Cabinet Member of the level of maintained schools' revenue and capital balances as at 31st March 2017.

2. Recommendations

- 2.1. It is recommended that the Cabinet Member notes the level of maintained schools' revenue balances and capital balances as at 31st March 2017 as shown in Appendices 2 & 3 and the monitoring action taken by the council.

3. Background

- 3.1. Each year schools are given delegated budgets which are calculated using a locally agreed fair funding formula. These budgets are supplemented by specific government grants (e.g. Pupil Premium) and through the income generated by the school. Delegated budgets are intended to be spent during the year on the existing cohort of pupils, although it is prudent for a school to retain a small surplus to provide for future uncertainties.
- 3.2. Schools do spend the vast majority of funds directly on the education of their pupils. However, there are a number of genuine reasons why schools may accumulate a balance at the year-end, for example, to provide for planned building works or to provide consistency in staffing levels during funding fluctuations relating to predicted changes in numbers on roll.

- 3.3. In some cases, factors outside of the control of the school can cause increases in balances; for example, large capital building schemes may slip from one year into the next.
- 3.4. Whilst devolved formula capital allocations are ring fenced for capital purposes only, schools may use revenue balances to support capital schemes. In 2016/17, schools allocated some £0.6m (£1.6m 2015/16) of revenue funding to capital purposes.
- 3.5. Schools were surveyed during the spring term to ascertain future commitments against estimated closing balances in order to provide data in accordance with Consistent Financial Reporting (CFR) requirements. This data has since been updated to reflect actual, rather than estimated, closing balances.
- 3.6. In 2014 Schools Forum agreed to continue without a "balance control mechanism" (i.e. a "clawback" system) and to implement proposals to strengthen the monitoring arrangements. An extract from the current Scheme for Financing Schools is shown at Appendix 1 and highlights the 'controls on surplus balances' together with the items that can be deemed to be committed within the year-end balances.

4. Revenue Balances

- 4.1. The following table illustrates the level of school revenue balances over the last three years:

Sector	Balance as at 01/04/15	% of 2014/15 budget allocation	Balance as at 01/04/16	% of 2015/16 budget allocation	Balance as at 01/04/17	% of 2016/17 budget allocation
Nursery & Primary schools	5,458,781	11.77	5,767,384	12.02	5,082,528	11.46
Secondary schools	2,060,385	9.84	1,420,558	7.60	1,590,543	8.27
Special schools	(134,901)	(2.12)	(666,203)	(9.21)	(598,094)	(14.10)
Total	7,384,265	10.02	6,521,740	8.83	6,074,977	8.96

- 4.2. Since presenting the balances report last year, the following schools have converted to Academy status and any surplus balances will have transferred to the new Academy Trusts:
 - Court Lane Infant
 - Court Lane Junior
 - Redwood Park School
 - Westover Primary

In order to provide a consistent comparison between 2015/16 and 2016/17, the balances for these schools have been excluded from the restated 2015/16 figures in the table below.

Sector	Balance as at 01/04/16	% of 2015/16 budget allocation	Balance as at 01/04/17	% of 2016/17 budget allocation
Nursery & Primary schools	5,501,748	12.49	5,082,528	11.46
Secondary schools	1,420,558	7.60	1,590,543	8.27
Special schools	(539,925)	-10.34	(598,094)	-14.10
Total	6,382,382	9.39	6,074,977	8.96

- 4.3. It is important to note that the total schools' balances of £6.1m as at 1 April 2017 include £0.454m (£0.581m 2015/16) of community related balances e.g. Community Improvement Partnerships, community lettings, breakfast and after school clubs etc. leaving £5.6m (£5.9m 2015/16) of "curriculum" balances relating to core activity. Of this, a further £1.2m (£2.0m 2015/16) has been committed to specific projects or initiatives, leaving a balance of £4.4m, or 6.5% of the 2016/17 budget allocation, as genuinely uncommitted, which exceeds the CIPFA guideline of between 2-3% of budget for uncommitted balances.
- 4.4. Three schools had year-end deficit balances at the end of 2016-17. Mayfield School has an agreed recovery plan in place to recover their deficit which expired on 31 March 2017 and the school is being supported by the authority to develop a new recovery plan. The Authority has continued to support the Harbour School; and whilst the deficit has increased from 2015-16 the final balance is lower than expected at the beginning of the financial year due to action taken by the school and the local authority. A deficit recovery plan is currently being developed with support from the Delta Education Trust. Brambles Nursery closed on 31 March 2017 and the authority is in the process of determining the final balance.

5. Review of Specific School Balances

- 5.1 The school revenue balances as at 31st March 2017 are shown by school at Appendix 2. As in 2015-16 the authority has seen an increased number of schools with reducing or low balances. Additionally there are some schools that are deemed to have excessive balances. The following sections set out the explanations for the level of balances and any action being taken.

Reducing or low balances

- 5.2 During 2016-17 Schools Forum requested that the Council contact the Chair of governors for schools with reducing or low balances as at the 31 March 2016. Of the 6 schools that were contacted four schools have seen an increase in their level of balances at the end of the 2016-17 financial year; indicating that the plans put in place by the school and governing body are having an effect. One school has seen a continued decrease (Willows) and one school (Wimborne Junior) did not respond and whilst they saw an increase in their balances at the end of 2016-17, they have been contacted again as part of the 2016-17 review.
- 5.3 As part of the year-end monitoring process of school balances, a review was undertaken to identify those schools that have shown a continued or significant reduction (defined as 25% or more) in their level of balances.
- 5.4 From this review, the following 9 schools were contacted, to seek assurance from their Chair of Governors that they were aware of the schools current financial position and that plans were in place or being developed to actively manage the schools finances within their available funding:
- Meredith Infant
 - Milton Park Primary
 - Penhale Infant
 - Southsea Infant
 - St Swithun's Catholic Primary
 - Wimborne Infant
 - Wimborne Junior
 - King Richard Secondary
 - Willows Nursery.
- 5.5 The authority has received responses from all the above schools. Two schools were already in discussion with the authority regarding their financial situation and further meetings are planned over the summer term.
- 5.6 Of those schools who have responded, one has requested a meeting with the authority, which has been held and the guidance that the school was seeking has been provided. The remaining seven schools have provided assurance that they are either developing plans or already have plans in place to address the financial position.
- 5.7 In summary, the schools and governing bodies contacted have indicated that they are aware of the financial situation and are taking action to address the financial pressures facing the schools.

Excessive balances

- 5.8 The Scheme for Financing Schools categorises Primary & Special Schools who have uncommitted balances in excess of 8% of budget share as having excessive balances. For Secondary Schools, the threshold is 5% of budget share.
- 5.9 Of the thirteen Primary and Special schools with uncommitted balances over 8%, two have balances below 10%, nine have balances between 10% and 20% and two have uncommitted balances over 20%.
- 5.10 For Secondary Schools, only two of the four maintained schools had uncommitted balances in excess of 5% of budget share. One of which; Springfield Secondary, converted to academy status on 1 April 2017.
- 5.11 The table below highlights the four schools whose total balances exceed 20% of their budget share allocation. All of these four schools had uncommitted balances which were also deemed to be excessive (i.e. above the 8% and 5% thresholds).

School	Balance as at 01/04/17 £	% of 2016/17 budget allocation
Primary		
Langstone Infant	262,217	27.38
Portsdown Primary	538,398	26.98
St Georges Beneficial CE Primary	371,624	25.82
St John's Catholic Primary	299,008	28.42
TOTAL	1,471,247	

- 5.12 Of the five schools that had high balances last year and which were reported in detail, four continue to hold high balances (Langstone Infant, Portsdown, St Georges Beneficial CE Primary and St John's Catholic Primary) and are analysed in detail below. The remaining school (Manor Infant School) has seen their balance decrease below the 20% threshold.
- 5.13 Explanations for the four schools this year with significant balances are set out below.

Langstone Infant

- 5.14 Langstone Infant's year-end balances have decreased from £387,564 to £262,217 as at the end of March 2017. Of this balance, the school have indicated that £21,319 (£153,084, 2015/16) is committed. As reported last year, the school saw a reduction in pupil numbers between 2015-16 and 2016-17 and the 2017-18 pupil numbers remain at a low level. On the completion of a local housing project the school are expecting that pupil numbers will increase in the future. They have therefore structured their balances to maintain the staffing establishment and meet future planned in-year deficits until the predicted pupil numbers increase.

- 5.15 The school have developed a five year plan which looks to bring their balances down to below 8% of the annual budget and are in discussion with the University of Chichester Trust about their planned use of surpluses following their conversion to academy status planned for October 2017.
- 5.16 The school has indicated on their year-end return that the balance will be used as follows:
- £21,319 for prior year commitments for which purchase orders have been raised
- 5.17 The school balances have decreased over the course of the financial year and the remaining uncommitted balance totals £240,898 (£355,400 in 2015-16) which equates to 25.16% (32.7% in 2015-16) of the budget share.

Portsmouth Primary

- 5.18 Portsmouth Primary's year-end balances have increased from £404,444 at the end of March 2016 to £538,398 at the end of March 2017.
- 5.19 Of the year-end balance, a deficit balance of £150 (£6,064 in 2015/16) relates to community balances. The school also received a payment of £18,039 relating to a late adjustment in funding following an increase in nursery pupils attending the school.
- 5.20 The school are indicating that a further £157,815 (7.91%) is committed.
- 5.21 The school has indicated on their year-end return that the committed balance will be mainly used as follows:
- £1,182 to provide consistency in staffing levels for anticipated fluctuations in the number on roll.
 - £5,450 for prior year commitments for which a purchase order had been raised.
 - £52,000 on items committed at year end 2015-16, including electricity to the outdoor classroom, contribution to roof repairs, rails for the main entrance and upgrading ICT, these were agreed by Governors in March and November 2016 and are now expected to be completed by March 2018.
 - £15,000 on structural maintenance and refurbishment such as Hall floor repairs and reception refurbishment.
 - £3,000 nursery staff uniforms
 - £4,185 supporting pupils in receipt of pupil premium, including a school trips.
 - £77,000 Revenue contribution to capital expenditure for further playground improvements, Year R classroom refurbishment, classroom sink area replacements, nursery windows and air conditioning and improvements to the outdoor nursery area.

5.23 The remaining £380,583 equates to 19.07% of the schools budget share. The school has indicated they are holding the uncommitted monies for a number of purposes including:

- Staff training
- Additional Key Stage 1 and Key Stage 2 subject leads
- Cover for two members of staff due to go on maternity leave
- Replacement classroom furniture, carpeting and teaching resources.
- Contingency to manage the impact of any change in funding due to the introduction of the national Funding Formula

St Georges Beneficial CE Primary

5.24 St George's year-end balances have increased from £343,800 at the end of March 2016 to £371,624 at the end of March 2017. Of the year-end balance £8,536 relates to community balances, whilst the school are indicating that a further £120,134 (32.3%) is committed.

5.25 The school has indicated on their year-end return that the committed balance will be mainly used as follows:

- £100,000 contribution to Capital. This includes further saving towards an additional classroom (£70,000) work is expected to start during 2017 plus £30,000 towards the furnishing of the additional classroom. This is in addition to the commitment at the end of 2015-16 which resulted in a £50,000 contribution to Capital.
- New curved seating in the Atrium (£15,000) and refurbishment of the conference room (£5,000)
- £15,000 towards the completion of the lodge grounds.

5.26 The remaining uncommitted balance of £251,490 (£256,646 2015/16) equates to 17.47% (18.49% in 2015-16) of the schools budget share. The school has indicated they are holding the uncommitted monies for the following purposes:

- Contingency against an increase in the cost of the proposed additional classroom
- A potential reduction in funding due to the proposed introduction of the national funding formula
- Purchase of a new mini bus.

St John's Catholic Primary

5.27 St John's year-end balances have increased from £257,917 at the end of March 2017 to £299,008 at the end of March 2017. The school have indicated that only £3,403 (0.32%) of their balance is committed. The school has indicated on their year-end return that the committed balance will be mainly used as follows:

- £2,403 to provide consistency in staffing levels for anticipated fluctuations in the number on roll.
- £1,000, Tree Lopping

5.28 With regards to the remaining uncommitted balance of £295,605, this equates to 28.10% of the school's budget share. The Governing body of the school has considered their expenditure plans for 2017-18, which are set against an expected shortfall in funding in 4-5 years' time and the likely conversion to academy status later this year. Plans include:

- Programme of work to maintain the fabric of the school
- Potential expansion of the nursery and increasing the service on offer
- Exploring the option to provide new workrooms to enable support outside the classroom for pupils with English as a second language (EAL) and pupils with Educational Health and Care plans (EHCP).

5.29 During the review of the schools with excessive balances we sought to obtain assurance, where possible, that last year's commitments were fulfilled; particularly in relation to planned capital works, e.g. as at St George's. It was found in that some planned works have been delayed at Portsdown but the commitments still remain.

5.30 With regards to the 2016-17 balances, our review identified that schools had clear plans for the future and are retaining balances as would be expected for proposed building works, to provide consistency in staffing levels during funding fluctuations relating to predicted changes in number on roll and the uncertainty caused by the proposed national funding formula. We will undertake a review next year to monitor progress as part of our on-going monitoring arrangements for maintained schools.

6. Capital Balances

6.1 Devolved capital allocations are ring fenced and schools are expected to spend them on priority capital needs of school buildings. These allocations will therefore be held as capital balances until they are used and may be supplemented by funding from other sources.

6.2 An analysis of schools' current capital balances is given at Appendix 3 together with proposed spending plans as returned in the school survey. Where spending plans exceed balances there will need to be additional funding proposals.

6.3 The table below illustrates the level of school capital balances for the last three years:

Sector	Balance as at 01/04/15	Balance as at 01/04/16	Balance as at 01/04/17
Nursery & Primary schools	1,730,655	1,034,247	1,005,712
Secondary schools	737,052	1,533,335	1,046,055
Special schools	112,762	22,667	(28,552)
Total	2,580,469	2,590,249	2,023,214

Note: the above totals are the aggregate of surplus and deficit balances.

- 6.4 As with the revenue balances, in order to provide a consistent year-on-year comparison, the closing balances in respect those schools who converted to Academy status have been excluded from the restated 2015/16 figures in the table below.

Sector	Balance as at 01/04/16 Restated	Balance as at 01/04/17
Nursery & Primary schools	1,018,488	1,005,712
Secondary schools	1,533,335	1,046,055
Special schools	29,467	(28,552)
Total	2,581,290	2,023,214

- 6.5 In order to bring forward proposed capital schemes, schools were permitted to seek to spend against future Devolved Formula Capital (DFC) funding with the agreement of the Local Authority. DFC allocations were reduced significantly in 2011/12, meaning that it is no longer appropriate for schools to “anticipate” future capital funding.

7. Reasons for recommendations

As this report is for information only and the Cabinet Member is asked to note the contents of the report.

8. Equality impact assessment (EIA)

This report does not require an Equality Impact Assessment as the proposals contained within this report are for information only and do not have any impact upon a particular equalities group.

9. Legal comments

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

10. Finance comments

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

Signed by:

Alison Jeffery - Director of Children, Families and Education

Appendices:

Appendix 1: extracts from the current Scheme for Financing Schools

Appendix 2: schools' revenue balances at 31st March 2017

Appendix 3: schools' capital balances and commitments at 31st March 2017

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
School Balances Files and Spreadsheets	Education Finance
Scheme For Financing Schools	PCC website

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

.....
Signed by:

APPENDIX 1**Extracts from the current Scheme For Financing Schools****4.2 Controls on surplus balances**

As schools are moving towards greater autonomy and should not be constrained from making early efficiencies and to support medium term budgeting in a tighter financial climate, the balance control (clawback) mechanism for excessive balances continues to be withdrawn.

Schools will be deemed to have excessive balances, when Primary and Special Schools have uncommitted balances in excess of 8% and Secondary Schools 5% of their budget shares.

The control framework for monitoring school balances and their intended use requires that:

- a. Schools will continue to be asked to provide a breakdown of their year-end balances between committed and uncommitted, as well as an analysis of the intended use of any committed balances. The Education and Children's Finance team will continue to co-ordinate the process.
- b. A School Balances report will be presented to both the Cabinet member for Children's and Education and Schools Forum, following the completion of the year-end closedown process. This report will provide an analysis of the balances by school and schools with significant balances may be highlighted specifically within the report.
- c. Those schools identified as potentially breaching the balance thresholds, will be asked to provide further evidence of the planned use of their balances. The information will be reported back to Elected Members, the Schools Forum and the Education Department.
- d. The Education Department will consider this information as part of its school performance and improvement service provision, school challenge and specific reviews.

In determining whether school balances are committed, schools are only permitted to assign as committed, items listed in Annex 6.

School Forum may revisit the balance control (clawback) mechanism and the above control framework from time to time and where they believe significant and excessive balances have accumulated.

Annex 6 –PERMITTED SPECIFIC PURPOSES FOR THE USE OF SURPLUS FUNDS

- Valid orders placed through the financial system, but for which the goods have not been received.
- Funds held on behalf of other schools by fund holder schools (e.g. cluster funding).
- Balances held for specific community projects e.g. nursery provision, children's' centres, extended services.
- Contribution towards capital works with the school (where alternative capital resources have been exhausted). A clear statement of intent signed by the Chair of Governors (subject to clawback if not delivered in stated timescales - maximum 3 years).
- Providing consistency in staffing levels where numbers on roll are predicted to fluctuate within the next year (note that a reasonable commitment would be £3,000 per pupil and forecast variations in pupil numbers should be given).
- Unexpected funds received by the school near the year-end which will be utilised for a specific purpose in the following financial year.

APPENDIX 2
SCHOOLS REVENUE BALANCES AS AT 31 MARCH 2017

DFE No.	Balance as @ 31/03/2016	% of 2015-16 Budget Share Allocation	School Name	2016/17 Budget Share	Analysis of Balance		Balance as @ 31/03/2017	% of 2016/17 Budget Share Allocation	Uncommitted as a % of Budget Share Allocation	Committed as % of Budget Share Allocation
					Uncommitted	Committed				
	£	%		£	£	£	£	%	%	%
PRIMARY & NURSERY SCHOOLS										
5000	-92,247	-23.81%	The Brambles Nursery	387,500	10,292	-37,919	-27,627	-7.13%	2.66%	-9.79%
2005	52,108	1.93%	Arundel Court Primary	2,707,857	100,188	48,996	149,184	5.51%	3.70%	1.81%
2653	171,518	13.73%	College Park Infant	1,260,909	173,579	-	173,579	13.77%	13.77%	-
2008	370,941	15.16%	Copnor Primary	2,275,320	278,187	130,224	408,411	17.95%	12.23%	5.72%
3420	130,050	11.34%	Corpus Christi Catholic Primary	1,175,918	74,128	60,000	134,128	11.41%	6.30%	5.10%
2689	270,028	14.41%	Cottage Grove Primary	1,866,181	130,801	54,931	185,732	9.95%	7.01%	2.94%
2677	186,936	14.92%	Court Lane Infant	<i>now an Academy</i>						
2644	27,322	1.80%	Court Lane Junior	<i>now an Academy</i>						
2716	128,480	9.96%	Craneswater Junior	1,356,886	19,659	89,338	108,997	8.03%	1.45%	6.58%
2665	138,137	18.22%	Cumberland Infant	757,872	104,070	36,919	140,989	18.60%	13.73%	4.87%
2648	110,838	12.07%	Devonshire Infant	898,958	5,746	99,261	105,006	11.68%	0.64%	11.04%
2714	257,969	19.00%	Fernhurst Junior	1,354,456	73,972	177,580	251,552	18.57%	5.46%	13.11%
2637	110,157	14.56%	Goldsmith Infant	735,214	29,449	60,000	89,449	12.17%	4.01%	8.16%
2674	-762	-0.06%	Highbury Primary	1,370,553	43,640	6,000	49,640	3.62%	3.18%	0.44%
2694	387,564	35.67%	Langstone Infant	957,599	240,898	21,319	262,217	27.38%	25.16%	2.23%
2700	173,321	14.59%	Langstone Junior	1,288,103	154,990	90,294	245,284	19.04%	12.03%	7.01%
2719	315,620	30.73%	Manor Infant	1,014,018	135,404	-555	134,849	13.30%	13.35%	-0.05%
2673	155,941	16.71%	Medina Primary	921,433	75,742	40,000	115,742	12.56%	8.22%	4.34%
2654	113,970	15.72%	Meon Infant	720,408	83,704	-	83,704	11.62%	11.62%	-
2715	47,430	4.04%	Meon Junior	1,208,584	49,141	-	49,141	4.07%	4.07%	-
2645	95,475	9.06%	Meredith Infant	1,074,663	36,246	20,000	56,246	5.23%	3.37%	1.86%
2006	270,384	13.49%	Milton Park Primary	1,724,799	62,628	32,610	95,238	5.52%	3.63%	1.89%
2709	64,501	11.50%	Moorings Way Infant	556,558	58,739		58,739	10.55%	10.55%	
2658	10,694	0.46%	Northern Parade Federated School	2,547,170	108,827		108,827	4.27%	4.27%	-
2697	186,146	16.57%	Penhale Infant	1,193,327	88,840	-0	88,840	7.44%	7.44%	0.00%
2765	404,444	22.17%	Portsdown Primary	1,995,272	380,583	157,815	538,398	26.98%	19.07%	7.91%
2679	92,918	9.63%	Solent Infant	982,809	46,211	18,436	64,647	6.58%	4.70%	1.88%



DFE No.	Balance as @ 31/03/2016	% of 2015-16 Budget Share Allocation	School Name	2016/17 Budget Share	Analysis of Balance		Balance as @ 31/03/2017	% of 2016/17 Budget Share Allocation	Uncommitted as a % of Budget Share Allocation	Committed as % of Budget Share Allocation
					Uncommitted	Committed				
2666	97,835	8.31%	Solent Junior	1, 210,069	51,749	39,500	91,249	7.54%	4.28%	3.26%
2680	80,457	9.22%	Southsea Infant	802,532	16,418	36,000	52,418	6.53%	2.05%	4.49%
3214	343,800	24.77%	St Georges Beneficial C of E Primary	1,439,329	251,490	120,134	371,624	25.82%	17.47%	8.35%
3422	257,917	24.23%	St John's Catholic Primary	1,051,958	295,605	3,403	299,008	28.42%	28.10%	0.32%
3212	165,059	10.61%	St Judes C of E Primary	1,599,986	143,647	28,976	172,623	10.79%	8.98%	1.81%
5207	213,007	13.38%	St Pauls Catholic Primary	1,657,311	79,856	72,500	152,356	9.19%	4.82%	4.37%
3423	114,168	9.76%	St Swithuns Catholic Primary	1,141,591	20,015	58,302	78,317	6.86%	1.75%	5.11%
2698	176,890	17.01%	Stamshaw Infant	1,077,448	8,937	102,085	111,022	10.30%	0.83%	9.47%
2670	51,378	4.51%	Westover Primary	<i>now an Academy</i>						
2699	77,990	10.02%	Wimborne Infant	788,350	35,009	16,500	51,509	6.53%	4.44%	2.09%
2705	9,001	0.72%	Wimborne Junior	1,263,579	647	30,840	31,488	2.49%	0.05%	2.44%
	5,767,385	12.02%	Total Primary & Nursery	44,364,520	3,469,039	1,613,488	5,082,528	11.46%	7.82%%	3.64%

SECONDARY SCHOOLS										
4302	189,128	5.03%	King Richard Secondary	3,724,565	27,670	155,184	182,854	4.91%	0.74%	4.17%
4303	-100,195	-1.82%	Mayfield Secondary	5,818,321	21,876	-105,680	-83,804	-1.44%	0.38%	-1.82%
4301	910,710	18.02%	Springfield Secondary	5,195,118	715,564	25,732	741,296	14.27%	13.77%	0.50%
5413	420,915	9.65%	St Edmunds Catholic Secondary	4,493,201	569,228	180,970	750,198	16.70%	12.67%	4.03%
	1,420,558	7.60%	Total Secondary	19,231,206	1,334,337	256,205	1,590,543	8.27%	6.94%	1.33%

SPECIAL SCHOOLS										
7472	-584,813	-13.57%	Harbour	3,352,415	0	-605,443	-605,443	-18.06%	0%	-18.06%
7046	-126,278	-6.27%	Redwood Park Secondary	<i>now an Academy</i>						
7750	44,889	4.93%	Willows Nursery	890,069	-2,959	10,308	7,350	0.83%	-0.33%	1.16%
	(666,203)	-9.21%	Total Special	4,242,484	-2,959	-595,135	-598,094	-14.10%	0.07%	-14.03%

Summary										
	5,767,385	12.02%	Total Primary	44,364,520	3,469,039	1,613,488	5,082,528	11.46%	7.82%	3.64%
	1,420,558	7.60%	Total Secondary	19,231,206	1,334,337	256,205	1,590,543	8.27%	6.94%	1.33%
	(666,203)	-9.21%	Total Special	4,242,484	-2,959	-595,135	-598,094	-14.10%	-0.07%	-14.03%
	6,521,740	8.83%		67,838,209	4,800,417	1,274,558	6,074,977	8.96%	7.08%	1.89%

The figures in the table above may not sum exactly due to rounding

APPENDIX 3
SCHOOLS CAPITAL BALANCES AS AT 31 MARCH 2017

Balance as @ 31/03/2016		Balance as @ 31/03/2017	Spending Plan	Description of Plan	Projected Balance
PRIMARY & NURSERY SCHOOLS					
5,999	Arundel Court Primary	7,710	0		7,710
17,262	The Brambles Nursery	21,849	0		21,849
169,426	College Park Infant	171,946	0		171,946
5,098	Copnor Primary	3,256	0		3,256
233	Corpus Christi RC Primary	233	0		233
21,750	Cottage Grove Primary	20,000	20,000	Window replacement	0
14,987	Court Lane Infant	0	0		0
(3,022)	Court Lane Junior	0	0		0
8,877	Craneswater Junior	(9,101)	8,877		(17,978)
39,117	Cumberland Infant	45,052	0		45,052
812	Devonshire Infant	1,090	1,090	ICT Projects	0
2,985	Fernhurst Junior	(1,509)	0		(1,509)

18,837	Goldsmith Infant		3,465 data outlets ,recable, move main cabinet 2,500 class room chairs	15,851
		21,816	5,965	
146	Highbury Primary			
		923	0	923
18,001	Langstone Infant		28,350 toilet refurbishment x 2 blocks 6,478 nursery glazing replacement door & window	801
		35,629	34,828	
10,908	Langstone Junior			
		4,120	0	4,120
7,499	Manor Infant			
		7,324	0	7,324
16,031	Medina Primary		10,000 outdoor classroom 5,650 CCTV 6,273 Contribution to emergency lighting	97
		22,020	21,923	
7,036	Meon Infant			
		1,011	0	1,011
425	Meon Junior			
		6	0	6
(3,829)	Meredith Infant			
		(109)	0	(109)
44,935	Milton Park Primary			
		49,580	0	49,580
3,003	Moorings Way Infant			
		8,398	0	8,398
2,768	Northern Parade Federation		14,786 light & sound for new music/drama building	0
		14,786	14,786	
17,649	Penhale Infant		4,000 School Modernisation	
		7,502	4,000	3,502

21,248	Portsdown Primary	29,448	0	29,448
40,420	Solent Infant	17,870	0	17,870
17,094	Solent Junior	(5,130)	0	(5,130)
10,866	Southsea Infant	12,521	4,000 replacement laptops 4,000	8,521
85,410	St Georges Beneficial Primary	117,250	15,000 completion of lodge ground 15,000	102,250
328,404	St Johns RC Primary	287,832	200,000 additional space adults working with children 30,000 IT computers Ipads, projectors, cloud backups, office 365 40,000 redecoration of classrooms new carpets 270,000	17,832
38,146	St Jude's CE Primary	52,339	0	52,339
37,651	St Paul's RC Primary	32,724	20,000 future building 20,000	12,724
0	St Swithun's RC Primary	0	0	0
21,029	Stamshaw Infant	27,931	0	27,931
3,794	Westover Primary	0	0	0
(598)	Wimborne Infant	(609)	0	(609)
3,850	Wimborne Junior	0	0	0
1,034,247	Total Primary	1,005,712	420,469	585,243

SECONDARY SCHOOLS

1,402	King Richard	4,548	0	4,548
1,970	Mayfield	3,236	0	3,236
53,488	Springfield	(9,419)	0	(9,419)
1,476,475	St Edmunds RC	200,000 720,904 120,000 6,886 1,047,690	atrium project new technology block project science labs project resurfacing works 1,047,790	(100)
1,533,335	Total Secondary	1,046,055	1,047,790	(1,735)

SPECIAL SCHOOLS

(6,800)	Redwood Park	0	0	0
2,568	The Harbour School	(56,274)	0	(56,274)
26,899	Willows Nursery	27,722	new door system and locking system 27,722	0
22,667	Total Special	(28,552)	27,722	(56,274)

SUMMARY

1,034,247	Primary Schools	1,005,712	420,469	585,243
1,533,335	Secondary Schools	1,046,055	1,047,790	(1,735)
22,667	Specials Schools	(28,552)	27,722	(56,274)
2,590,249		2,023,214	1,495,981	527,233

The figures in the table above may not sum exactly due to rounding

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Title of meeting:	Cabinet Member for Education
Date of meeting:	10 th July 2017
Subject:	2016-17 Dedicated Schools Grant Outturn Report and Revised Budget 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 purpose of this report is to inform the Cabinet Member of the year-end outturn position as at the end of March 2017 for the Dedicated Schools Grant (DSG) and to propose revisions to the DSG budget for 2017-18.

2. Recommendations

It is recommended that the Cabinet Member:

- a. Note the year-end outturn budget position for the Dedicated Schools Grant as at the end of March 2017 and the variance explanations contained within this report.
- b. Approve the revised DSG budget for 2017-18 as set out in Appendix 1.

3. Background

- 3.1. 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.
- 3.2. The original DSG budget for the financial year 2016-17, was approved by the Cabinet Member for Education and endorsed by Schools Forum in January 2016, with subsequent changes approved throughout the financial year. This report provides the Cabinet Member for Education with the year-end outturn position as at 31st March 2017.

4. Dedicated Schools Grant

4.1. The table below sets out the DSG final outturn position as at the 31st March 2017.

DEDICATED SCHOOLS GRANT	Original Estimate 2016/17 £000's	Revised Estimate 2016/17 £'000's	Outturn £'000's	over/ (under) spend £'000's
DSG : Devolved				
Primary ISB	46,665	43,810	43,810	0
Secondary ISB	19,141	19,141	19,141	0
Special school place funding	2,837	2,666	2,684	18
Resource unit place funding	635	635	635	0
Alternative provision place funding	1,530	1,297	1,297	0
Total Devolved DSG	70,808	67,549	67,567	18
DSG : Retained				
De-Delegated Budgets, Growth Fund and centrally retained	1,285	1,339	1,047	(292)
Early Years	10,979	11,269	11,049	(220)
High Needs	10,446	10,616	10,817	201
Contribution to capital programme	0	0	2,000	2,000
Total expenditure	93,518	90,773	92,480	1,707
DSG and other Specific Grants	(93,210)	(90,424)	(90,644)	(220)
DSG Brought Forward	(308)	(5,048)	(5,048)	0
DSG Carried Forward	0	4,699	3,212	(1,487)
Total Income DSG	(93,518)	(90,773)	(92,480)	(1,707)
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.

4.2. The variances shown in the table above are explained in more detail in the following sections.

De-Delegated budgets, growth fund and centrally retained

4.3. The underspend in this area of the budget is mainly due to the schools specific contingency which was underspent as expected by £132,500; Schools Forum has agreed previously to carry the underspend forward into 2017-18 for use for the same purpose.

4.4. There was also an underspend in the growth fund of £72,700, together with adjustments in recoupment relating to schools converting to academy status.

Impact of Academy conversions on the Primary, Secondary and Special Individual Schools Budgets (ISB) & De-Delegated Budgets

- 4.5. During 2016-17 two mainstream schools converted to academy status along with Redwood Park special school. The table below shows the adjustments made to the budgets during the year, to reflect these conversions, for the Primary and Secondary Individual School Budgets (ISB) as well as the De-Delegated Budgets.

	Original Budget as at April 2016 £000's	Impact of Academy Conversions £000's	Revised Budget (as shown above) £000's
Primary ISB	46,665	(2,855)	43,810
Secondary ISB	19,141	0	19,141
De-Delegated and Growth	897	(20)	877

- 4.6. The Special ISB budget has also been adjusted to reflect recoupment of place funding by the Department for Education (DfE) relating to the conversion of Redwood Park School to academy status.

Special School place funding

- 4.7. The overspend of £18,000 in this area of the budget is due to the additional place funding paid to Mary Rose special academy during the year. The academy had an additional 8 pupils placed with them throughout the year, in excess of the agreed commissioned places, which exceeded the anticipated budget requirement by 3 pupils. The overspend has been partially offset by an underspend in the budgeted additional places required at Cliffdale special academy, where the authority placed 11 children at the school while the expected requirement was 12 places.

Early Years

- 4.8. The overall early years block underspent by £220,000 in 2016-17. The main reason for the variance was a decrease in the numbers of 2 year olds accessing early education in the city.
- 4.9. The numbers reduced from 740 Full Time Equivalents (FTE) in the autumn term 2016 to 683 in the spring term 2017. The numbers had also dropped when compared to the same term last year 735 and 683 respectively. This underspend had not been previously forecast within the budget monitoring reports as the relevant census data used to generate payments to early education providers was not finalised until after the end of quarter 3.
- 4.10. Any reduction in child numbers accessing education at the time of the January census will result in a reduced Early Years funding allocation from the DfE.

High Needs

- 4.11. The High Needs budgets are the most volatile area of the DSG budget, due to a significant proportion of the funding being linked to pupil needs and movements. At the end of 2016-17, the overall High Needs budget was over spent by £201,000, the reasons for which are explained in the paragraphs below.

Pupils with SEND in mainstream schools

- 4.12. As previously reported, the number of requests for Education, Health and Care Plan (EHCP) assessments from mainstream schools during 2016-17 has doubled (from 130 to 260) when compared 2015-16. Most requests were agreed, indicating that there is sufficient evidence to justify an assessment.
- 4.13. The increase in finalised EHC Plans has led to an increase in the Element 3 funding being paid to mainstream schools to support children with high needs where the cost of additional support exceeds the £6,000 which is expected to be met by the school. The numbers of pupils with an EHCP in mainstream schools has increased during 2016-17 by 57 from 246 to 303 with the majority of the increase in July and August 2016.
- 4.14. For 2016-17 the level of funding being provided to mainstream schools exceeded the budget by £234,000 and is in line with our reported forecast in the quarter 3 monitoring report.

Out of City Placements

- 4.15. The overspend in this area of the budget is due to the average cost of placements being higher than in previous years, (£47,800 in 2016-17 compared to £43,328 in 2015-16), due to both an increase in the complexity of need and growing cost pressures from providers. The final overspend amounted to £204,000 which is £126,000 less than previously reported due to two changes in high cost placements towards the end of the year, and the actual costs of the children placed by the Child and Adolescent Mental Health Service (CAMHS) being less than estimated.
- 4.16. The numbers of children being placed out of the city remains relatively low and consistent with 2015-16 at 37. The overspend also includes the cost for seven children placed by the Child and Adolescent Mental Health Service (CAMHS) being supported from this budget, the costs of these placements was £90,000 in 2016-17.

Post 16 Funding

- 4.17. It was reported in the third quarter budget monitoring report that, in September 2014 the Children and Families Act introduced further responsibilities on the Council for children in post 16 education. The act extended the age range from post 16 to include children in education from 19 to 25 without providing specific funding. The effect of this policy change has led to an increase in the numbers of children remaining in further education beyond 18. As at the end of the financial year the authority was supporting 21 young people in the 19 to 25 age bracket. The final overspend of £233,000 at the end of the financial year, which was slightly higher than the £167,000 forecast overspend previously reported due to the late confirmation of the academic year intake at some colleges and post 16 providers.

Financial support for special schools in financial difficulty

- 4.18. In October 2016 financial support for Redwood Park Special School was approved by the Cabinet Member for Education and endorsed by Schools Forum. The additional allocation to the school was agreed at £500,000, however the Authority has worked closely with the Interim Executive Board to minimise the financial support required by the school. The final amount of financial support required to be allocated to school amounted to £483,400.

Element 3 top up funding

- 4.19. In setting the budget for 2016-17, funding was set-aside to meet the Element 3 top-up funding costs of the expected additional pupils at Mary Rose & Clifdale Special Schools from September 2016, as well as the potential "band creep" arising from the new intake of pupils in September. Due to the numbers of Children placed at the schools by other local authorities (24), for which the commissioning authority pays any top up, the actual level of funding required to meet these expected pressures, was less than had been budgeted for; leading to an under spend at the end of the financial year, which was slightly higher than our forecast estimate reported in quarter 3.
- 4.20. In addition, there was an underspend in respect of the Alternative Provision and Resourced Units; as a result of lower than previously anticipated numbers of pupils being placed by the City Council in these settings.
- 4.21. The underspends arising in this area of the budget have been used to partially offset the other areas of overspend within the High Needs block detailed above, resulting an overall nett overspend of £201,000.

Contribution to Capital Programme

- 4.22. Following agreement by both Cabinet Member and Schools Forum, it was reported during 2016-17 that the Council had received approval from the Secretary of State for Education to transfer £2m to capital programme. The funding will be used to remodel the Special Schools within Portsmouth to enable them to support pupils with more complex needs. The £2m contribution has now been transferred to the capital programme.

Dedicated School Grant and Carry Forward

- 4.23. The variance of £220,000 in the DSG grant allocation relates to an adjustment for the 2015-16 financial year for children accessing early education. The funding is based on the spring 2016 census which is finalised in the following July.
- 4.24. The funding received directly by the Council in respect of the Dedicated Schools Grant continued to reduce during the financial year, as a consequence of schools converting to Academy status and their funding being allocated directly to them from the Education Funding Agency. The final amount allocated to Portsmouth City Council amounted to £90,424,000 compared to an initial budget estimate of £93,210,000.
- 4.25. The carry forward decreased in 2016-17 from £5,048m to £3,212m. This is due to the £2m contribution to the capital programme together with the sum of all the variances in the overall DSG.

5. Revised Budget 2017-18

- 5.1. Appendix 1 shows the budget for 2017-18 which was approved in February 2017. Since agreeing the budget there has been a small number of changes which have required the proposed revisions below.

Academy Conversions

- 5.2. There have been 4 academy conversions since the beginning of the financial year, as listed below. The necessary budget adjustments have been reflected in the table in appendix 1.

- Springfield Secondary School 1 April 2017
- Solent Infant School 1 April 2017
- Solent Junior School 1 April 2017
- Arundel Court Primary 1 May 2017

Schools Specific Contingency and the carry forward

- 5.3. The underspend in the schools specific contingency of £132,500 in 2016-17 has been transferred from the brought forward balance to the contingency budget. This allocation was approved by the Cabinet Member for Education and endorsed by Schools Forum in January 2017.

Early Years Pupil Premium Grant

- 5.4. The Early Years Pupil Premium Grant has been reduced by £4,000 to reflect the revised allocation from the Department for Education (DfE).

6. Reasons for recommendations

It is recommended that the Cabinet Member note the contents of the report in respect of the financial outturn for 2016-17 and approve the amendments to the budget for 2017-18,) for the reasons set out in section 5.

7. Equality impact assessment (EIA)

An equality impact assessment is not required as the recommendations do not have a negative impact on any of the protected characteristics as described in the Equality Act 2010. There is no change to policy or service and through the budget review process equality impact assessments would be undertaken on an individual basis as required.

8. Legal implications

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

9. Finance comments

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

Signed by: Alison Jeffery, Director of Children, Families and Education

Appendices:

Appendix 1 - Dedicated Schools Grant Revised Budget 2017-18

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
School & Early Years Finance (England) Regulations	www.legislation.gov.uk
DSG Budget Estimates and Monitoring Records	Education Finance

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

.....
Signed by:



Appendix 1 - Dedicated Schools Grant Revised Budget 2017-18

	Revised Approved 2017-18 Budget February 2017 (including Academies)	Proposed Budget Changes	Revised 2017-18 Budget July 2017 (including Academies)	Revised 2017-18 Budget July 2017 (excluding Academies)
	£000	£000	£000	£000
Individual School Budgets (ISB)				
Primary	62,597	-	62,597	38,909
Secondary	44,643	-	44,643	14,168
Special school place funding	5,328	-	5,328	1,558
Resourced unit place funding	921	-	921	596
Alternative Provision place funding	1,190	-	1,190	1,070
	114,679	0	114,679	56,301
De-delegated and central budgets				
Growth Fund	275	-	275	275
De-delegated budgets	321	132	453	413
Licences	120	-	120	120
Schools Forum	15	-	15	15
Admissions	252	-	252	252
ESG Retained duties	374	-	374	374
Academy conversion adjustments	-	-	-	180
	1,357	132	1,489	1,629
Early Years				
3 & 4 Year old provision ¹	10,299	(4)	10,295	10,295
2 Year old provision	2,206	-	2,206	2,206
Disability access fund	68	-	68	68
Inclusion fund	108	-	108	108
Central expenditure on under 5	623	-	623	623
	13,304	(4)	13,300	13,300
High Needs				
Element 3 Top-up funding	8,145	-	8,145	8,145
Out of city placements	2,000	-	2,000	2,000
SEN support services	675	-	675	675
Medical Education	660	-	660	660
Outreach services	187	-	187	187
Fair Access Protocol	60	-	60	60
Post 16 - Places	290	-	290	0
	12,017	0	12,017	11,727
Total Expenditure	141,357	128	141,485	82,957
DSG Income	(141,357)	(128)	(141,485)	(82,957)
Total Income	(141,357)	(128)	(141,485)	(82,957)

¹ Includes pupil premium for 3 and 4 year olds

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Decision maker:	Cabinet Member for Education
Subject:	Education Budget Monitoring Outturn Report for 2016/17
Date of decision:	10th July 2017
Report from:	Chris Ward, Director of Finance and s.151 Officer
Report by:	Richard Webb, Finance Manager
Wards affected:	All
Key decision:	No
Budget & policy framework decision:	No

1. Purpose of report

- 1.1. The purpose of this report is to inform the Cabinet Member of the revenue expenditure position within the Education portfolio cash limit, together with the capital programme for the financial year 2016-17. This report sets out the budget position and contributing factors to the final portfolio underspend at the end of the financial year.

2. Summary

- 2.1. The final revenue position for the portfolio at the end of 2016-17 was an underspend of £211,000, which was slightly higher than the anticipated £172,000 underspend reported at the end of quarter 3. Pressures on school transport were more than offset by staffing savings from vacant posts and additional income. The capital programme budget was updated in February 2017, with a minor year end overspend of £19,000 currently being reported; funding will be identified for this during 2017/18 and it is expected that there will be no additional call on corporate resources.

3 Recommendations

3.1 It is recommended that the Cabinet Member:

- **Note the Education Portfolio outturn position for 2016/17 of £211,000 under the approved cash limit provision and the capital programme position at the end of the financial year.**

- **Note the potential cash limit pressure for the 2017/18 financial year; and that this will continue to be monitored and reported regularly during the year.**

4 Position against Cash Limited Budget at the end of 2016/17

- 4.1** The Education budget at the year-end was £3.847m, a decrease of £1.759m on the budget originally approved. This decrease was the result of necessary cash limit adjustments to reflect the contribution to capital programme of £2m, that was funded from the Dedicated Schools Grant (DSG) following approval from the Secretary of State for Education; together with adjustments for redundancy costs, increased budget provision for the Director of Children's Services PA, inflation allocations, and portfolio transfers relating to Early Years.
- 4.2** Against this budget, spending for the year amounted to £3.636m producing an underspend of £0.211m as identified below.

	Original Budget	Final Budget	Actual	Variation
EDUCATION				
Deputy Director of Children's Services - Education	288,520	(1,669,580)	(1,651,976)	17,605
Head of School Improvement & Early Support	678,860	748,950	506,002	(242,948)
Head of Inclusion	3,623,490	3,988,020	4,225,930	237,910
Head of Sufficiency, Participation & Resources	1,014,950	779,580	555,591	(223,989)
TOTAL Education	5,605,820	3,846,970	3,635,548	(211,423)

- 4.3 Deputy Director of Children's Services** budget incorporated the senior management posts. The overspend of £18,000 was a consequence of agency usage and additional staffing costs. The in-year budget reduction and corresponding income are a result of the £2m contribution from the DSG towards the capital programme which was pass-ported through, as explained above.
- 4.4 The School Improvement and Early Support Service** underspent by £243,000. Difficulties in recruitment, turnover of staff and the holding of some vacant posts, resulted in an underspend on staffing of £287,000. This underspend was partially offset by costs of £117,000, for the new arrangements for the external delivery of school improvement activities. In addition, increased income generation from traded services activities resulted in a further underspend of £72,000.
- 4.5** The final outturn for the **Inclusion Service** was an overspend of £238,000, which can mostly be attributed to the costs of home to school and college transport. This area of the budget was once again in excess of the financial provision by £207,000, slightly higher than previously anticipated. Despite a reduction in numbers of children receiving support the costs did not reduce proportionately.
- 4.6** Additional staffing requirements across the inclusion service amounted to £49,000 and a shortfall in income in relation to attendance fines (as a consequence of the high profile case on the Isle of Wight) added £43,000. These were offset by a reduction in the short breaks support requirements of £72,000.

- 4.7 Sufficiency, Participation and Resources** underspent by £224,000. The underspend of £198,000 arose as a result of staffing turnover and vacancies in the progression and administration teams, as well as the delayed appointment of the Head of Service. The remainder of the underspend can be attributed to an increase in traded services income within the careers service and Ethnic Minority Achievement Service.
- 4.8** Under the approved financial arrangements, overspends and underspends are carried forward by the portfolio into a reserve, as portfolio's are expected to manage their financial resources across financial years in order to encourage medium term operational and financial planning. Therefore the underspend of £211,000 will be carried forward for use in 2017-18.

5 Position against Capital Budget at the end of 2016/17

- 5.1** The actual spending on approved capital schemes as at the end of financial year 2016/17 is shown in Appendix 1, alongside the overall forecast position for scheme costs.
- 5.2** The Council approved its capital programme on the 14th February 2017 for the period 2016-17 to 2021-22 and this incorporated updated estimates for ongoing projects. Since that approval amendments to the programme have been made in respect of additional school funded projects and specific grant funded early years schemes related to the sufficiency of places. These have been incorporated in the programme shown in the appendix.
- 5.3** Variations in forecast spend arising during the year have been reported and scheme amendments have been approved, culminating in the currently approved programme. Unsurprisingly there is little change between the programme approved in February and the anticipated scheme costs as at the end of the year. The £19,000 forecast variation shown relates to additional spend associated with urgent specific SEN requirements, with funding and capital programme amendment to be established in 2017/18.

6 Equality impact assessment

- 6.1** An equality impact assessment is not required as the recommendations do not have a negative impact on any of the protected characteristics as described in the Equality Act 2010. There is no change to policy or service and through the budget review process equality impact assessments would be undertaken on an individual basis as required. .

7 Legal comments

- 7.1** There are no legal implications arising directly from the recommendations in this report.

8 Finance comments

- 8.1** The Home to School Transport budget has been overspent for a number of years. Despite the implementation of new policies and arrangements designed to reduce the numbers requiring transport, the fixed nature of some of the costs, and individual high cost pupils suggest continued pressure in this budget area.
- 8.2** As a result it is forecast that in 2017/18 the Education service will face continued financial pressure in respect of Home to School Transport, however work is being undertaken by the service to consider and implement proposals to alleviate some of these pressures in the future.
- 8.3** The service is continuing to actively manage its expenditure requirements and income levels, but as some significant areas of the budget are demand led, fluctuations in these requirements could also impact on the levels of expenditure in 2017/18.
- 8.4** The service carried forward £211,400 into the portfolio reserve at the end of 2016/17. Since then approvals to spend from this reserve have amounted to £148,400. It is proposed that the remaining £63,000 is earmarked to fund any potential pressures during 2017/18.
- 8.5** The progress being made to deliver savings, as well as the forecast financial position of the Portfolio will continue to be monitored and reported regularly to the Cabinet Member during the year.

.....
Chris Ward, Director of Finance and s.151 Officer

Appendix 1 - Capital Programme as at 31 March 2017

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

The information upon which this report has been based has been drawn from a variety of sources; however much of the information used is held in budget files prepared by the Children and Education Finance Team. Please contact Richard Webb, Finance Manager, if required.

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by the Cabinet Member for Education on

.....
Signed by: Cabinet Member for Education



Appendix 1

EDUCATION CAPITAL PROGRAMME

Number	Scheme	Original Scheme Budget Full Year 16-17	Budget Adjustments	Current Approved Budget	Actual spend to Mar 17	Forecast Spend	Forecast Variance
		£	£	£	£	£	£
1	Primary Capital Programme	16,004,000	0	16,004,000	15,755,300	16,004,000	0
2	Victory School	10,214,300	0	10,214,300	10,197,900	10,214,300	0
3	Sufficiency Programme Phase One 2013- 2015	6,555,800	0	6,555,800	6,241,500	6,555,800	0
4	Sufficiency Programme Phase Two 2015- 2017	9,940,000	676,700	10,616,700	3,555,900	10,616,700	0
5	Secondary School Feasibility Study	150,000	0	150,000	93,900	150,000	0
6	Temporary Accommodation	333,100	0	333,100	328,000	331,500	-1,600
7	Vanguard Centre	2,500,000	0	2,500,000	683,400	2,500,000	0
8	King Richard School Rebuild 900-1000 places	1,685,500	0	1,685,500	1,354,200	1,685,500	0
9	Portsmouth College Sufficiency Post 16	244,000	0	244,000	245,300	246,700	2,700
10	Schools Devolved Formula Capital 2010-17	9,261,800	0	9,261,800	9,261,800	9,261,800	0
11	Universal Infant Free School Meal Works	873,100	0	873,100	868,100	873,100	0
12	Universal Infant Free School Meal Provision	628,700	0	628,700	593,100	628,700	0
13	Salix	71,000	0	71,000	71,000	71,000	0
14	St Edmunds SI Provision	488,200	0	488,200	507,300	507,300	19,100
15	Access SEN Pupils	283,200	0	283,200	249,000	283,200	0
16	ALN Lift Repairs	42,200	0	42,200	41,100	41,100	-1,100
17	Mayfield East Field	800	0	800	800	800	0
18	Schools Conditions Projects - Modernisation 2015-16	1,486,200	21,000	1,507,200	1,280,300	1,507,200	0
19	School Condition Projects 2014-2016	2,845,000	0	2,845,000	2,689,200	2,845,000	0
20	Portsdown Primary Emergency Lighting	39,600	0	39,600	39,600	39,600	0
21	School Conditions Project 2016/17	1,026,400	-21,000	1,005,400	776,300	1,005,400	0
22	Secondary School Places Expansion Phase (1)	1,500,000	50,000	1,550,000	590,000	1,550,000	0
23	Special Education Needs - Building Alterations	3,191,600	0	3,191,600	183,100	3,191,600	0
24	Schools Devolved Formula Capital 2016-17	2,682,200	0	2,682,200	1,367,000	2,682,200	0
25	Sufficiency of Secondary School Places	4,470,000	0	4,470,000	0	4,470,000	0
26	Future secondary School Places	1,000,000	0	1,000,000	0	1,000,000	0
27	School Condition 2017/18	1,100,000	115,500	1,215,500	4,900	1,215,500	0
TOTALS		78,616,700	842,200	79,458,900	56,978,000	79,478,000	19,100

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Agenda Item 8



Decision maker	Cabinet Member for Education
Subject:	SEND capital funding for special school places
Date of meeting:	10 th July 2017
Report from:	Alison Jeffery Director of Children, Families and Education
Report by:	Caroline Corcoran Head of Sufficiency, Participation and Resources Education Service
Wards affected:	All Wards
Key decision (over £250k):	No

1. Purpose of report

- 1.1 The purpose of this report is to provide an update on the progress and costs of the works required to adapt the accommodation at both Redwood Park Academy and Cliffdale Primary Academy to support the remodelling of the Special Schools and to support children with more complex needs.

2. Recommendations

2.1 It is recommended that:

- a) the project at Cliffdale Primary Academy be completed in full. This recommendation would enable Cliffdale Academy to be fully equipped with sufficient and appropriate provision for primary aged pupils with more complex needs. The completion of the Cliffdale project will also enable modern modular accommodation to move to Redwood Park Academy, providing a medium-term temporary solution addressing the majority of the phase 1 requirements at Redwood Park Academy.
- b) £896,000 of capital funding is re-allocated from Redwood Park Academy to Cliffdale Primary in order to provide the necessary funding (of £3.096m) to complete the Cliffdale project and relocate the modular buildings.
- c) power be delegated to the Deputy Director of Children, Families and Education - Education, to approve the entering into contract for capital works set out in this report.

3. Background

- 3.1 On 9th February 2016, Full Council allocated £1.2m towards the works required to adapt the accommodation at Redwood Park Academy and Cliffdale Primary Academy.
- 3.2 In addition to this, on 24th February 2016, Schools Forum endorsed a proposal to allocate £2m from the Dedicated Schools Grant carry-forward. This funding was allocated for the purpose of supporting the remodelling of the Special Schools to provide for children with more complex needs within the City, and ultimately reduce out of city placements. This proposal was subsequently approved by the Secretary of State for Education in June 2016.
- 3.3 Therefore, the total funding available to develop provision across the two sites was £3.2m.
- 3.4 A report to the Schools Forum in October 2016 noted that detailed feasibility studies had been undertaken at both schools to determine the scope and scale of works required to remodel the accommodation. The feasibility work had confirmed that the overall cost to fully remodel both schools would be in excess of £5m. Detailed designs were being prepared so that both schemes could be completed using a phased approach as and when further funding became available.
- 3.5 In Autumn 2016, detailed designs were costed for Cliffdale, confirming that a total budget of £3.2m would be sufficient to complete the works. The works at Redwood Park have not progressed to detailed design and there is not a formal cost estimate at this stage. However, an initial assessment of an undefined scope of works, based on the area multiplied by the average square meterage rate indicates that the costs would be in the region of £4.5m. More detailed work will be required in due course to establish a formal cost estimate.
- 3.6 The Council has been working with Redwood Park Academy and Cliffdale Primary Academy (both part of Solent Academies Trust) to ensure that the two schools can take more complex cohorts of pupils. As full funding was not in place at the outset, it was agreed that a phased approach to any building works would be needed to ensure that both schools were kept operational with a clear strategy in place for when future funding opportunities become available.
- 3.7 Following discussions with the Solent Academies Trust, the projects have been designed in a way that enables a phased approach to be taken to maximise the accommodation that is currently available whilst providing a sustainable operational delivery model for both schools whilst awaiting the opportunity to apply for future capital funding to deliver all, or phases of the future project.
- 3.8 At the same time, the Council has been working with mainstream schools to develop more inclusive mainstream education (as part of the agreed Inclusion Strategy) for pupils with less complex needs.

- 3.9 Pupils would usually progress from Cliffdale Academy at primary phase to Redwood Park Academy at secondary phase. Providing for the complex needs of the changing cohort requires a significant remodelling of the teaching accommodation at both schools. The remodelling works will also address both suitability and condition issues due to the age of the buildings.
- 3.10 No further budget source has been identified at this time. To date £150,000 of the overall budget has been spent on initial feasibility and improvement works. This leaves a remaining total available budget of £3.05m.
- 3.11 The developments at Cliffdale and Redwood Park were initiated with the intention of reducing spending on out of city placements. There has not been a reduction in costs so far, and there has been a continued increase in the number of children with complex needs. The Council will continue to closely monitor this trend of increased numbers being referred for special school places, in particular for children with severe learning difficulties and complex needs, as this is putting pressure on our currently commissioned provision.
- 3.12 Further steps have been taken to address the pressures on provision including:
- The successful bid for funding to build a special free school, in partnership with Hampshire County Council. This school will provide 40 additional places for children with Autism/Social Communication Needs and other associated difficulties.
 - The commissioning of a strategic review of SEND provision in partnership with Southampton City Council to look at meeting the increasing need for specialist placements within the resources that are available. This review will be completed by March 2018 and will explore ways in which provision could be commissioned differently to better meet identified needs.
 - The establishment of an Inclusion Group, which reports both to the Portsmouth Education Partnership and SEND Board to look at the support that mainstream schools need to effectively meet the needs of the increasing numbers of children who are remaining in mainstream provision with additional needs.

4. Cliffdale Primary Academy

- 4.1 As the needs in the City have changed and mainstream schools have become more inclusive, Cliffdale Academy has taken on more complex needs including autistic spectrum conditions. The accommodation has not changed to support this. Pupils with complex needs require an increased level of multi-sensory work and support spaces to allow groups of varying sized to take part in different therapy activities.
- 4.2 The original intention for Cliffdale was a two-phased delivery option, with the first phase estimated at Cliffdale Academy in the region of £2m and the second phase (when funding became available at a later date) estimated at £1.1m.
- 4.3 Once the feasibility works were costed, an initial assessment of an undefined scope of works indicated that the costs would be in the region of £4.5m to complete the 4 phases at Redwood Park, with phase 1 requiring an extension of 5 additional classrooms to accommodate the required pupil numbers. Based on this assessment, Phase 1 would not have been affordable within the budget and the available funding would not enable any substantial and required works to be completed.
- 4.4 In considering alternative options, it was noted that the £3.2m available was sufficient to complete phase 1 and phase 2 at Cliffdale Academy, together with the costs incurred to date. By completing both phases at Cliffdale Academy, 4 temporary classrooms could be moved from Cliffdale Academy to Redwood Academy, with a fifth temporary classroom becoming available for Redwood Academy at a later date (upon completion of a Priority School Building Project that will replace accommodation at Arundel Court Primary School).
- 4.5 This alternative option would benefit both schools. All works would be completed at Cliffdale Academy in one project, thus limiting building disruption at this site whilst the movement of the modular buildings would provide the appropriate number of teaching areas required at Redwood Academy to meet the current demand. This option was also affordable within the overall budget available.
- 4.6 Therefore, it is proposed that £896,000 is transferred from the allocation for Redwood Park to the allocation for Cliffdale, making a total of £3.096m funding to complete the Cliffdale project. This will ensure that the school will be fully equipped and complete with sufficient and appropriate provision for primary aged pupils with complex needs, and will provide a complete and current facility on the Cliffdale site.

5. Redwood Park Academy

- 5.1 An outcome from the Cliffdale project is the relocation of four modern modular classrooms from Cliffdale to the Redwood Park School site, thus addressing the immediate and urgent requirement for appropriate teaching spaces at the school. In addition, one further temporary classroom would be made available to Redwood Park upon the completion of the Arundel Court Primary School rebuild (currently estimated at Easter 2019). The additional accommodation would address the majority of the phase 1 requirements at Redwood Park providing a suitable medium-term temporary solution
- 5.2 The Redwood Park project could then be fully funded when budgets are available to permanently integrate the 5 classrooms plus specialist spaces required.
- 5.3 Fully funding the project at Cliffdale will provide a complete and current facility on the Cliffdale site, and modular accommodation at Redwood Park to meet that school's urgent and immediate need for additional classrooms.
- 5.4 The City Council successfully bid for a new Special Free School which will cater for children with social communication needs and /or Autism and associated challenging behaviour and/or sensory needs. The new school would provide 40 places (8 at key stage 2, 24 places at key stages 3 and 4 and 8 places at post 16) and will be located as a standalone provision within the grounds of Redwood Park Academy.
- 5.5 The phasing of the Cliffdale works first, with the Redwood Park Academy works at a later date, means that any works on the new free school will be designed and implemented without compromising a future Redwood Park project. This will ensure that both provisions can operate successfully on adjacent sites maximising joint opportunities where possible.
- 5.6 This approach could also provide an opportunity to review the Redwood Park design and, where appropriate modify/mitigate the design proposals, if the original plans are affected by the new Special Free School (due to open in 2020).

6. Equality Impact Assessment (EIA)

- 6.1 Undertaking capital works at both Cliffdale Primary Academy and Redwood Park Academy will improve access to schools for all equality groups, particularly with regard to those pupils who have learning difficulties and / or a disability. There will be no negative impact on any of the equality groups.
- 6.2 Each individual capital project includes an equalities impact assessment.

7. Legal implications

- 7.1 Section 13A of the Education Act 1996 requires a local authority to exercise its education functions with a view to promoting high standards, ensuring fair access to educational opportunity and promoting the fulfilment of learning potential. Section 14 of the Education Act 1996 imposes a duty on local authorities to secure sufficient primary and secondary schools in their area, sufficient being in relation to number, character and equipment to provide for all pupils the opportunity of appropriate education and requiring them to have regard to the need to secure that special educational provision is made for pupils with special educational needs.
- 7.2 In addition section 315 of the Education Act 1996 requires local authorities to keep the arrangements for SEN provision made by them under review and section 27 of the Children and Families Act 2014 requires local authorities to keep their educational and training provision for children and young people with SEN or disabilities under review.
- 7.3 The planned works to adapt the accommodation at both Academies in support of the remodelling of SEN provision will assist in meeting the duties outlined above.
- 7.4 Under Part 2, Section 3, of the City Council's constitution the Cabinet Member for Education has the authority to approve the recommendations set out in this report.

8. Finance comments

- 8.1 Within the capital programme that was approved on 14th February 2017, £3,191,560 has been set-aside for the SEN capital works at both Cliffdale Primary Academy and Redwood Park Academy. To date expenditure in the region of £150,000 has been incurred on initial feasibility and improvement works.
- 8.2 The recommendations contained within this report seek to re-allocate £896,000 of capital funding from Redwood Park Academy to Cliffdale Primary in order to provide the necessary funding (of £3.096m) to complete the Cliffdale project and relocate the modular buildings; leaving £96,000 to meet the costs incurred to date at Redwood Park. To complete the remaining proposed works at Redwood Park Academy, it is estimated that a further £4.5m of capital funding would be required.

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Signed by:
Alison Jeffery
Director of Children's Services

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
Asset Management Plan files	Housing Property Services
Condition Survey Reports	Housing Property Services – Concerto database

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

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Signed by:

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Agenda Item 9

Decision maker	Cabinet Member for Education
Subject:	The Harbour School
Date of decision:	10 th July 2017
Report from:	Alison Jeffery, Director of Children, Families and Education Julia Katherine, Head of Inclusion, Education Service
Report by:	
Wards affected:	All
Key decision (over £250k):	No

1. Purpose of report

- 1.1 The purpose of this report is to update the Cabinet Member for Education on the progress that has been made to address the financial and structural issues at The Harbour School (THS); whilst ensuring the educational offer to pupils is maintained and enhanced.
- 1.2 A similar report will be presented to Schools Forum on 12th July 2017 prior to a further report in the Autumn which will recommend that financial support is provided from the Dedicated Schools Grant to THS in order to pave the way for a transfer of THS to a Multi Academy Trust during 2018.

2. Recommendation

- 2.1 **It is recommended that the Cabinet Member notes the significant progress that has been made to address the financial and structural issues at The Harbour School and endorses the next steps that are now being taken as set out in section 4 of the report.**

3. Background

- 3.1 The Harbour School opened in September 2007 and provides specialist provision and outreach services for children and young people with social, emotional and mental health (SEMH) needs and those with medical needs. The school currently operates across four sites in the city: Cosham, Tipner, Fratton and Stamshaw. The school was last inspected by Ofsted on 3rd June 2015 and was rated as Good.
- 3.2 The school is commissioned by the Council to deliver the following:

- 95 Special Educational Needs (SEN) places for pupils with an Education Health and Care Plan (EHCP) with a primary need of SEMH across Years 5 to 11
 - 105 Alternative Provision (AP) places, including 6th day provision, for pupils who have been permanently excluded from mainstream schools
 - The equivalent of 38 FTE places for pupils who are not able to attend school due to medical issues.
- 3.3 A financial notice of concern was issued to the Governing Board of The Harbour School on 30th November 2015. This notice was issued because the school had made insufficient progress to safeguard the financial position of the school and to address the growing deficit which was projected to increase to £730,000 by the end of the financial year. The financial notice required the governing body to take the following actions in relation to the management of funds delegated to it:
1. Prepare a redeveloped three year deficit recovery plan.
 2. Ensure that an appropriately trained / qualified person chairs the finance committee of the governing body
 3. Hold monthly financial monitoring meetings at the school attended by the headteacher, the school's finance officer and Local Authority officers.
- 3.4 By the end of the compliance period the governing body had complied with actions 2) and 3) but had still not developed a deficit recovery plan. The period for the governing body to comply with action 1) was extended by an additional 3 months to 31st May 2016. The governing body failed to comply with the required action by the end of the extended compliance period and on 1st June 2016 the Local Authority issued a Warning Notice under Section 60 of the Education and Inspections Act 2006.
- 3.5 The governing body was also notified of the Local Authority's intention to apply to the Secretary of State for consent to constitute an Interim Executive Board (IEB) and to consult with the governing body in that regard if the warning notice was not complied with. The warning notice was not complied with and subsequently a successful IEB application was made to the Secretary of State and an IEB was put in place on 15th July 2016. At the same time the Headteacher left to take up a new role outside of Portsmouth.
- 3.6 During July, the Council commissioned Delta Education Trust (DET) to conduct a review of the following:
- The Harbour School's preliminary 3 year budget deficit recovery plan and the actions that are being taken / proposed to deliver the required savings, in particular:
 - To review and assess the current proposals put forward to reduce the schools administrative, leadership, ICT and premises teams and other savings in terms of deliverability and the potential effect on the management and operation of the school

- To consider and present alternative options for delivering the savings required from the non-teaching and teaching budgets, together with potential timescales, risks and mitigations
- To review and consider alternative delivery models for the services provided by the school
- The Harbour School's provision and curriculum offer taking into account local need and demand; the current funding model; the current volatility in funding and future changes to funding
- The future viability of The Harbour School's traded services offer to schools
- The specification for the design of the refurbished Vanguard Centre - alongside the review of the curriculum offer in order to determine whether the proposed design is fit for purpose for what is required in terms of a future curriculum offer that will offer young people improved pathways to further education and employment.

3.7 In addition to the above, DET was asked to:

- Consider interim executive leadership support from September 2016 for up to two terms
- Identify the potential barriers to Academy conversion and actions that could be taken to mitigate those barriers.

3.8 Following the review, the IEB commissioned DET to provide interim executive leadership support for 3 days a week from September 2016 (subsequently reduced to 1 day a week from April 2017). At the same time, the then Director of Outreach (Ian Hunkin) was appointed as the Acting Head of School to provide leadership, reporting to the Executive Headteacher (job share between Jo Perry and John White of DET).

4. Summary of progress and next steps

4.1 The progress that has been since the summer of 2016 has been significant and can be summarised in terms of:

- Financial management
- Staffing restructure
- Curriculum changes and site rationalisation
- Preparing for a transfer to a Multi Academy Trust

Financial Management

4.2 The financial health of The Harbour School has improved considerably since the IEB was established and the school is now expecting to operate with a small in year surplus by 2018/19. This has been as a result of:

- Detailed monitoring of the budget by the IEB supported by additional financial expertise from DET (interim support from DET's Chief Finance Officer)

- Staffing restructure (refer to paragraphs 4.4 to 4.5) resulting in a reduction of 16 posts
 - Agreement by Schools Forum to increase the 'top up' rate for Alternative Provision placements from £6,000 to £8,000 full time equivalent
 - Operating as a smaller school but based on a higher occupancy
 - Ensuring that all pupils that should have an Education, Health and Care Plan have been assessed as per the statutory process
- 4.3 As a result of these actions, the deficit of THS by the end of financial year stood at £654,368, considerably lower than the figure of circa £1m that was being forecast last year. The deficit is expected to increase slightly during 2017/18, due largely to the one-off costs from the staffing restructure, and also because the full effect of the savings arising from the restructure not being realised until September 2017.

Staffing restructure

- 4.4 A phased staffing restructure of THS has now largely been completed, resulting in a reduction of 16 staff, the majority of which (11 in total) were in non-teaching posts (senior leadership, administration, ICT and premises). As a result of the restructuring there are now clear lines of responsibility and accountability.
- 4.5 Ian Hunkin was appointed as the Head of School on a permanent basis from April 2017.

Curriculum changes and site rationalisation

- 4.6 A number of significant curriculum changes have been introduced to THS in order to provide an improved offer and pathways for children and young people attending the school. This has included:
- A more vocational offer at the Fratton site for Key Stage 4 alongside nurture / readiness to learn and more academic pathways
 - Development of the medical continuum, based at Cosham
 - Establishment of more intensive provision for learners with the most complex SEMH needs, 'The Bridge', in addition to that already established at the Stamshaw site
 - More early intervention to support pupils returning to mainstream and flexible pathways to enable vulnerable Key Stage 4 pupils to remain in school whilst accessing part time vocational programmes at THS.
- 4.7 The five sites have been reduced to four since May 2017, following the transfer of provision at Milton to the Cosham site. Capital improvements at the Cosham site have been funded by the Council to support this.
- 4.8 Plans are in hand to relocate the provision at Fratton to the new bespoke provision at the Vanguard Centre in Cosham, a centre which will be specifically designed to enable the delivery of a more vocationally based

curriculum which will better meet the needs of Key Stage 4 pupils. The Vanguard Centre is due to open in September 2018 at a cost of over £2m.

Preparation of a transfer of The Harbour School to a Multi Academy Trust

- 4.9 As part of its remit, the IEB was tasked with overseeing the transfer of THS to an Academy sponsor. Following careful consideration of the options and due diligence, agreement has recently been reached by the IEB to select Delta Education Trust (DET) as the preferred sponsor. It is likely that DET will confirm their support for this at a Trustees meeting on 7th July 2017. Confirmation from DET will be subject to a commitment from the Council that financial support will be provided to address the deficit position of the school. This will be subject to a decision by the Cabinet Member and endorsement by Schools Forum in the Autumn 2017.
- 4.10 The transfer to Delta Education Trust is likely to be completed by September 2018.

5. Equality impact assessment

- 5.1 An equality impact assessment is not required as the recommendations do not have a negative impact on any of the protected characteristics as described in the Equality Act 2010.

6. Legal implications

- 6.1 There are no legal implications arising from the recommendations within this report. The report is for information only.

7. Head of Finance comments

- 7.1 As highlighted within the report action has been taken by the Interim Executive Board, with the support of the Delta Education Trust to improve the financial health of the school. As a result of these actions over the past 12 months, the school balances at the end of the year amounted to a deficit of £654,368, which is significantly less than had been forecast by the school at the beginning of the year.
- 7.2 The school are currently in the process of completing a staffing restructure, with the intention that the school will be financially sustainable in the longer term. During the transition period it is expected that the deficit may increase slightly from the level at the 31 March 2017. The Delta Education Trust and the Interim Executive Board are supporting the school with the development of budget plans; which will be reviewed by the Local Authority.
- 7.3 A further update will be provided to the Cabinet Member and Schools Forum in the Autumn. As the school completes its transition to a financially stable position, it is expected that financial support will be required from the

Dedicated Schools Grant, in order to allow the school to move forward and continue to provide the SEN support required in the city.

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Signed by: Alison Jeffery, Director of Children, Families and Education

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

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Signed by: