



NOTICE OF MEETING

CABINET MEMBER FOR EDUCATION

TUESDAY, 9 OCTOBER 2018 AT 4.00 PM

THE EXECUTIVE MEETING ROOM - THIRD FLOOR, THE GUILDHALL

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 Suzy Horton (Liberal Democrat)

Group Spokespersons

Councillor Tom Coles, Labour
Councillor Hannah Hockaday, Conservative

(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 **Declaration of Members' Interests**
- 3 **Future school funding arrangements 2019-20** (Pages 3 - 18)

Purpose of report

To provide the Cabinet Member with an update on the latest developments in respect of the future school revenue funding arrangements for 2018-19 onwards.

RECOMMENDED that the Cabinet Member:

(1) Note the Department for Education's proposed changes to school revenue funding arrangements for 2019-20 as set out in this report.

(2) Approve the proposals for implementing the funding formula arrangements locally as set out in this report; in particular:

- **Schools block will remain intact as set out in paragraph 4.3;**
- **Minimum per pupil funding levels will be implemented at the recommended rates as set out in paragraph 4.6;**
- **To keep those unit values which do not already match the NFF rates under review and amend if necessary, following confirmation of the overall funding allocation as set out in paragraph 4.9;**
- **The criteria for allocating growth funding will reviewed in the spring term as set out in paragraph 5.3;**
- **The disapplication requests as set out in section 6.**

4 Recommendations from the SEND Strategic Review relating to managing the spend within the High Needs Block of the Dedicated Schools Grant (Pages 19 - 44)

Purpose

To inform the Cabinet Member for Education of the recommendations arising from the SEND Strategic Review relating to managing the spend within the High Needs Block and the actions that have been taken in response to this in order to manage these pressures.

RECOMMENDED that the Cabinet Member for Education:

- (1) Notes the recommendations that have been made as a result of the SEND Strategic Review (as set out in Appendix I).**
- (2) Endorses the actions that are being implemented in response to these recommendations (as set out in Section 4).**
- (3) Agrees to the proposals to manage the spend within the High Needs Block for 2019-20 (as set out in Section 5).**

Members of the public are permitted to use both audio visual recording devices and social media during this meeting, on the understanding that it neither disrupts the meeting nor 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.

Whilst every effort will be made to webcast this meeting, should technical or other difficulties occur, the meeting will continue without being webcast via the Council's website.

This meeting is webcast (videoed), viewable via the Council's livestream account at <https://livestream.com/accounts/14063785>

Agenda Item 3



Report to: Cabinet Member for Education

Subject: School Funding Arrangements 2019-20

Date of meeting: 9 October 2018

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

Wards affected: All

Key decision: No

Full Council decision: No

1. Purpose of report

- 1.1 The purpose of this report is to provide the Cabinet Member with an update on the latest developments in respect of the future school revenue funding arrangements for 2018-19 onwards

2. Recommendation

- 2.1 It is recommended that the Cabinet Member:
- 2.1.1 Note the Department for Education's proposed changes to school revenue funding arrangements for 2019-20 as set out in this report.
- 2.1.2 Approve the proposals for implementing the funding formula arrangements locally as set out in this report; in particular:
- Schools block will remain intact as set out in paragraph 4.3;
 - Minimum per pupil funding levels will be implemented at the recommended rates as set out in paragraph 4.6;
 - To keep those unit values which do not already match the NFF rates under review and amend if necessary, following confirmation of the overall funding allocation as set out in paragraph 4.9;
 - The criteria for allocating growth funding will reviewed in the spring term as set out in paragraph 5.3;
 - The disapplication requests as set out in section 6.

3. Background

- 3.1 In September 2017, the Department for Education (DfE) published the details of the arrangements regarding the transition to the full National Funding Formula (NFF) which at that time was due to be implemented from 2020-21

- 3.2 The published transition arrangements at that time provided local authorities with some limited flexibility to continue to determine a local formula for funding schools for the financial years 2018-19 and 2019-20.
- 3.3 In December 2017, the Cabinet Member approved, and Schools Forum endorsed, the proposal to smooth the transition to the National Funding Formula for both primary and secondary schools, by spreading the impact of the movement towards NFF over the 2018-19 and 2019-20 financial years. Following the receipt of the authority's 2018-19 funding allocation in late December, further decisions were made to advance all secondary schools to the NFF for 2018-19, as this provided them all with additional funding. The transitional approach was maintained for primary schools to provide protection for those schools which would otherwise suffer larger reductions as a result of immediate adoption of the NFF.
- 3.4 The local authority carried out an initial consultation with schools during May 2018 in preparation for the 2019-20 financial year. This allowed for schools' views to inform any work carried out over the summer period following the release of the DfE guidance. The consultation results, together with initial proposals for the 2019-20 local funding formula, were presented in July 2018. The Cabinet Member approved, and Schools Forum endorsed, three key principles:
- To maintain the transitional approach for primary schools
 - To remove the reception uplift factor from the local formula
 - To maintain the minimum funding guarantee at minus 1.5%
- 3.5 The DfE published its policy document on 24th July 2018, together with the operational guide for 2019-20. This report is intended to provide the Cabinet Member with an overview of the main changes highlighted in the operational guide and of the progress being made towards agreeing the Schools Funding arrangements locally for the financial year 2019-20.

4. Dedicated School Grant (DGS) Funding

- 4.1 The DfE policy document, together with the operational guide for 2019-20, has provided updated information on the direction of travel towards the NFF. The documents deal mostly with mainstream funding and further information in respect of High Needs is expected to be published in September 2018. The DfE has now advised that authorities will continue to determine schools' funding formulae locally in both the 2019-20 and the 2020-21 financial years.
- 4.2 Indicative funding allocations for 2019-20 have been provided, although it must be noted that these are based on the 2017 census data, so are subject to change. Portsmouth's estimated allocations (inclusive of academies' funding) for 2019-20, together with current estimates for 2018-19 are shown in the table below:

	2018/19	2019/20	Change	Change
Schools Block	£112.78m	£114.15m	£1.37m	1.22%
HN Block	£19.50m	£20.47m	£0.97m	4.98%
EY Block	£14.13m	TBC	-	-
CSSB	£0.80m	£0.82m	£0.2m	2.14%

- 4.3 Local authorities may again request that up to 0.5% of the schools block funding be transferred to the high needs block to support pressures. As in 2018-19, it is not proposed to request such a transfer, since an injection of one-off funding will not solve the underlying resourcing issues in a sustainable way.
- 4.4 The DfE has advised that the schools block has been calculated to allow for a 1% per pupil increase, measured against 2017-18 (not 2018-19) baselines. It should be clarified that this is a measure for calculating the schools block as a whole; it is not expected that every school will necessarily receive such an increase, particularly where funding is already provided at NFF rates or where the school is on a downward trajectory towards NFF rates.
- 4.5 The minimum funding guarantee (MFG) may again be set at a level of between minus 1.5% and plus 0.5%. The decision was made at the July meeting to retain the MFG at minus 1.5%
- 4.6 The DfE has again proposed minimum per pupil funding levels (MFLs) for 2019-20, which are shown in the table below. Local authorities are not required to implement these levels, and whilst most authorities set the primary MFL at or above the recommended rate in 2018-19, the majority of authorities did not set a secondary MFL. Portsmouth implemented both the primary and secondary MFLs at the recommended levels and it is proposed that we continue to do so for 2019-20.

Phase	MFL 2018-19	MFL 2019-20	Change
Primary	£3,300	£3,500	£200
Secondary	£4,600	£4,800	£200
All-through	-	£4,042 ¹	-
KS4 only schools	-	£5,100	-

- 4.7 In 2018-19, five primary schools and one secondary school were funded at below the 2019-20 recommended MFLs and may potentially receive additional funding in 2019-20 as a result of implementing these levels.

¹ It should be noted that this value is based on all year groups being present in an all-through school.

- 4.8 Published NFF unit values for 2019-20 are the same as 2018-19 rates, with one exception; the unit value for primary low prior attainment (LPA) has been reduced from £1,050 to £1,022. This is because the measured LPA cohort in primary schools has been increasing over the past six years, due to changes made to the Early Years Foundation Stage Profile in 2013. DfE advise that the increase is due to a change in the assessment rather than the underlying level of need and they are maintaining the total proportion of spend for LPA overall. This information was not available at the time we consulted with schools; however it may be necessary to adjust the unit value downwards to fit the funding envelope once known.
- 4.9 The proposed unit values for the 2019-20 primary funding formula, which were consulted with schools and agreed in principle in July, are shown at appendix 1. It should be noted that some of the unit values which don't already match the NFF rates may need to be adjusted following announcement of the final funding allocation in December 2018.
- 4.10 The secondary unit values are shown at appendix 2; no changes are proposed to these, since they already match the NFF unit values

5. Growth Funding

- 5.1 The DfE is reviewing the way in which it funds growth at local authority level. Growth funding is intended to help authorities to support schools with significant in-year pupil growth, which is not recognised by the usual lagged-funding system. Up until now, growth funding has been allocated to local authorities based on their individual levels of spend in the previous year.
- 5.2 The DfE has advised that growth funding for 2019-20 will be calculated as follows:
- £1,370 for each primary "growth" pupil
 - £2,050 for each secondary "growth" pupil
 - £65,000 for each brand new school that opened in the previous year.

It is not expected that local authorities will have to allocate funding on this basis.

- 5.3 Indicative allocations for 2019-20 have not been published, so at this stage it is difficult to estimate how much funding will be received. At this stage in the year, we would usually consult on the criteria for allocating growth funding for next year; however, given the potential impact on our funding, it is proposed to retain the current growth criteria, which are attached at appendix 3, for the time being and consult on any new proposals in the spring term 2019, once our funding allocation is known.

6. Disapplication requests

- 6.1 Each year, local authorities can submit disapplication requests to the ESFA, where strict adherence to the legislation as set out in the School and Early Years Finance (England) regulations (as amended each year), would generate perverse results for specific schools. The authority submitted two disapplication requests in September 2018 in respect of the operation of the minimum funding guarantee (MFG), as set out in the following paragraphs.
- 6.1.2 **Charter Academy:** Charter has historically enjoyed a high level of MFG protection, which dates back many years and was caused by a sudden and significant drop in pupils. The local formula at that time, in common with most other local formulae, provided "real term protection", which ensured that a school would receive at least 95% of the previous year's funding in cash terms. This funding was subsequently locked in by the MFG, which provides protection on a per pupil basis. As the pupil numbers at Charter have increased, so the MFG protection has grown.

Capital investment for Charter is needed to increase the capacity of the school to meet basic need; however the local authority could not sanction the capital investment if the increase in capacity would also increase the level of MFG support. The local authority has agreed a compromise with Charter, whereby only 600 pupils (current capacity) would continue to receive MFG protection and any new pupils above that level will receive appropriate pupil-led funding for that school, i.e. basic entitlement, deprivation, prior attainment funding etc. Official approval to this agreement has now been sought from the DfE.

- 6.1.3 **Mayfield School:** Mayfield is continuing to open new primary year groups as it moves towards becoming an all-through school. The MFG, in its pure form, uses the average per pupil funding from the previous year as a baseline to calculate any protection due. Whilst the school is growing, the per-pupil average is skewed towards the existing secondary provision, which means that any additional primary age pupils would be artificially protected at the "whole school" rate. We have therefore requested that the MFG is amended to ensure that the school is funded appropriately for the age profile of its pupils.

7. Early Years

- 7.1 The Early Years team is currently engaging with nursery providers to review the rates allocated to each element of the Early years funding formula. There is limited scope to amend the formula, since there are no indications that government funding is likely to increase, however, it may be possible to amend the way in funding is distributed in order to maximise distribution to providers. An update on progress together with any recommendations will be brought to a future meeting.

8. Reason for recommendations

8.1 This purpose of this report is to provide an update on the latest developments in respect of the future school revenue funding arrangements for 2018-19 onwards. The report also seeks endorsement to the proposals for implementing these arrangements locally, in order to ensure that they comply with the requirements of both the DfE's operational guidance and the School and Early Years Finance (England) Regulations.

9. Equality impact assessment (EIA)

9.1 The report does not require an Equality Impact for Assessment as the recommendations do not have any impact upon a particular equalities group

10. Legal Implications

10.1 The Government is reforming the current school funding system from 2018-2019 and the details of that planned reform are set out in the body of this report.

10.2 There are no legal implications arising from the implementation of this report's recommendations

11. Finance Comments

11.1 Financial comments and implications are included in the body of this report.

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

Appendices:

Appendix 1: Proposed primary unit values for 2019-20

Appendix 2: Proposed secondary unit values for 2019-20

Appendix 3: Current growth criteria

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 national funding formula for schools and high needs 2019 to 2020 (published 24/07/18)	https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs
Schools revenue funding 2019 to 2020: Operational guide (published 24/07/18)	https://www.gov.uk/government/publications/pr-e-16-schools-funding-guidance-for-2019-to-2020
School and Early Years Finance (England) Regulations 2018	http://www.legislation.gov.uk/ukxi/2018/10/made

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

.....
 Signed by:

Appendix 1: Proposed primary unit values for 2019-20

Factor	Primary Factor funding rates		
	PCC 2018-19 Rate	NFF 2019-20 Rate	PCC Consultation Proposed 2019/20 Rate
	Primary	Primary	Primary
Reception Uplift	Y	N	N
AWPU (Primary	£2,800	£2,747	£2,782
Free School Meals (FSM)	£151.50	£440	£313
Free School Meals - Ever 6	£388.50	£540	£470
IDACI Band F	£0	£200	£105
IDACI Band E	£140	£240	£190
IDACI Band D	£460	£360	£390
IDACI Band C	£785	£390	£560
IDACI Band B	£1,100	£420	£715
IDACI Band A	£1,415	£575	£950
EAL	£515	£515	£515
Prior Attainment	£1,050	£1,050	£1,050
Lump Sum	£112,500	£110,000	£110,000

Appendix 2: Proposed secondary unit values for 2019-20

Factor	Secondary Factor funding rates		
	PCC 2018-19 Rate £	NFF 2019/20Rate £	Proposed 2019/20 Rate £
AWPU KS 3	3,863	3,863	3,863
AWPU KS4	4,386	4,386	4,386
Free School Meals (FSM)	440	440	440
Free School Meals - Ever 6	785	785	785
IDACI Band F	290	290	290
IDACI Band E	390	390	390
IDACI Band D	515	515	515
IDACI Band C	560	560	560
IDACI Band B	600	600	600
IDACI Band A	810	810	810
EAL	1,385	1,385	1,385
Prior Attainment	1,550	1,550	1,550
Lump Sum	110,000	110,000	110,000

Appendix 3: Current growth criteria

Centrally held funds to support Primary and Secondary Schools in 2018-19

Exceptional Growth Fund

Applies to: Maintained schools and Academies

Increasing Published Admission Number

Funding additional to the budget share will be allocated to schools that experience a planned increase in the Published Admission Number (PAN). The criteria (see below) to determine whether a school is eligible for funding for growth was agreed at schools forum in November 2017.

Criteria

'Growth funding will be allocated to schools who meet the following criteria:

- *Funding will only be allocated when the growth (either permanently or as a bulge class) meets the basic need requirement of the local authority and the school is increasing both its Published Admission Number (PAN) and its planned intake of pupils in the current financial year (1 April to 31 March).*
- *And - The Head of Sufficiency, Participation and Resources formally approves to increase the capacity of a school.*
- *And - The planned growth in pupil numbers is a multiple of a complete half form entry, where a half form entry is equal to 15 pupils.*

What the growth fund covers

The additional pupils joining a school in September will be included in the October census. The census data is used to calculate the funding for the following financial year; which maintained schools receive from April. Therefore the growth fund finances the "gap" from September to March.

Schools who have converted to academy status are funded through the same local formula as maintained schools but receive their funding on an academic year basis, rather than the financial year basis of maintained schools.

Therefore academies will not receive their funding based on the October census until the following September. The growth fund finances the "gap" from September up to August. The additional 5 months funding for academies is reimbursed by the Education and Skills Funding Agency.

Methodology

The allocation from the growth fund to schools who meet the above criteria will be as follows:

The annual payment for approved growth for a full form entry of 30 pupils will be equal to a lump sum of £54,000.

Where a growth payment has been approved for a maintained or academy school the amount paid will be as follows:

Period September to March - maintained schools and academies

£31,500 - Equating to 7/12ths of the annual amount.

Period April to August - academies only

£22,500 - Equating to 5/12ths of the annual amount.

Funding will be pro-rated for part form or multiples of full form entry, for example:

- The total sum above will be multiplied by 0.5 for a part form entry of 15 pupils
- For an increase of one and a half form entry (45 pupils) the total sum will be multiplied by 1.5

A payment will be made for each year that the school is growing until the earliest of the following:

- The school reaches full capacity attributable to the increase in PAN approved by the Head of Sufficiency, Participation and Resources
- The Growth Fund criteria changes due to affordability
- There is a change in the funding formula as directed from the Education and Skills Funding Agency.

No allocation will be made to a school or academy where the school or academy:

- *Has surplus places and then takes additional children up to the PAN*
- *Admits over PAN at their own choice*
- *Admits extra pupils where those pupils have a reasonable alternative school place*
- *Increases the PAN of one year by reducing the PAN of another (e.g. increasing the PAN in year 7 by reducing the PAN in year 10)*
- *Is directed and/or requested to admit additional pupils as a result of errors, appeals, fair access protocol, SEN, LAC etc. as these numbers will be low on an individual school basis.*

Funding will not be allocated from this fund to a school which has received additional funding in the year, through its budget share as a result of an agreed variation in its pupil numbers.

For example - Primary School*

The maintained/academy school has been requested by the Local Authority to increase the PAN from a one and a half form entry (45 pupils) to a two form entry (60 pupils) from September 2018; this was approved by the Head of Sufficiency, Participation and Resources in October 2017.

Whilst the increase was agreed in 2017-18, the payment will be made in financial year 2018-19 as this is the year that the changes will come into effect.

The Increase in PAN is for half a form entry of 15 pupils therefore the payment will be pro-rated by 0.5.

$7/12$ ths of £54,000 lump sum $(£54,000/12*7) = £31,500$

$£31,500 \times 0.5 = \mathbf{£15,750}$ payment to the school.

For an academy school they will receive an additional payment to cover the period April 2019 to August 2019, which would be calculated.

$5/12$ ths of £54,000 lump sum $(£54,000/12*5) = £22,500$

$£22,500 \times 0.5 = \mathbf{£11,250}$ payment to the school.

Payment method

Where a maintained or academy school meets the criteria and the growth is known at the point of setting the budget for the financial year, payment will be made within 30 days of the beginning of the financial year which runs 1 April to 31 March

Where growth is identified during the financial year funding will be paid within 30 days of the receipt of the following notification:

- Maintained and Academy schools - PAN increases
Written approval to change the Published Admissions Number (PAN), by the Head of Sufficiency, Participation and Resources
- Maintained and Academy - Bulge classes:
the receipt by the Children's Finance team of the written confirmation from Head of Sufficiency, Participation and Resources that the Bulge class has materialised.

Applies to: Maintained schools and Academies

Increasing Age Range

Where a school is amending its age range, funding may be allocated from the 'Growth Fund' up to a maximum of £280,000, with the specific approval of schools forum, where the following criteria are met:

- The increased school places are required in order to meet basic need within the area and have been agreed with the Local Authority.
- The increased places relate to pre-16 pupils.
- The new school places are not within the schools current phase.
- A business case has been submitted by the school which sets out the expected set-up costs to be incurred.
- Any funding allocated would be to support the following areas of expenditure:
 - additional leadership team capacity
 - additional secretarial support
 - publicity, promotion and advertising of the new school
 - consultancy
 - curriculum costs
 - recruitment costs
 - other revenue costs related to set-up of the new school

If the above criteria are met, the funding would be allocated from the 'growth fund' in full to the school in a single funding period. The funding allocation would be calculated as £445 multiplied by the total number of additional places anticipated to be created in the school as a result of the change in the schools age range up to the maximum permitted.

Where a school is eligible for an allocation from the growth fund based on both the 'Increasing Published Admission Number' and the 'increased age range' criteria, then the school will only be eligible for an allocation from one of these mechanisms within the financial year.

School Specific Contingency

Applies to: Maintained Primary and Secondary Schools only

Purpose of the fund

The School and Early Years Finance (England) Regulations, permit the creation of a 'schools specific contingency' via the de-delegation of funding through the schools revenue funding formula. The contingency fund supports only Primary and Secondary maintained schools.

The purpose of the fund is to support maintained Primary and Secondary schools that have incurred expenditure, which it would be unreasonable to expect them to meet from the schools' budget share. This may include:

- schools in financial difficulty
- new, amalgamating or closing schools
- the writing-off of deficits of schools which are discontinued, excluding any associated costs or overheads
- other expenditure where the circumstances were unforeseen when initially determining the schools budget share.

Section 4 of the Scheme for Financing Schools continues to apply in respect of schools that are or are likely to be facing a deficit balance.

Criteria for accessing the fund

The fund is only available to maintained Primary and Secondary Schools in Portsmouth

Where as a result of exceptional expenditure or loss of income a school is experiencing financial difficulty, or has incurred other expenditure which it would be unreasonable to expect the school to meet from its budget share, then financial support will be considered for eligible schools where the following criteria are met:

- The costs or loss of income **must** have had a disproportionate effect on the schools budget.
- The costs or loss of income:
 - arose as a consequence of decisions by bodies outside of the control of the school or its governing body;
 - are exceptional in nature;
 - could not have been foreseen by the school or governing body.
 - The governing body has taken steps to mitigate the impact, where possible.
- Additional costs for new, amalgamating or closing schools.

Criteria for new maintained schools:

Funding of costs in respect of the initial set-up of new maintained schools will be considered where a business case has been submitted by the school which sets out the expected costs to be incurred; and the following conditions are met:

- The increased school places are required in order to meet basic need within the area and have been agreed with the Local Authority.
- The increased places relate to pre-16 pupils.
- Any funding allocated would be to support the following areas of expenditure:
 - Initial leadership team capacity
 - Initial secretarial support
 - publicity, promotion and advertising of the new school
 - consultancy
 - curriculum costs
 - recruitment costs
 - other revenue costs related to set-up of the new school

One-off funding will be allocated based on the business case submitted, up to a maximum funding allocation of £445 multiplied by the total number of additional places anticipated to be created in the school.

Criteria for amalgamating schools:

Where two or more schools amalgamate, an amount equivalent to the closing balances of the previously maintained schools will be allocated to the new school.

Criteria for closing schools:

In the case of closing maintained schools, which are not amalgamating or converting to academy status under the Academies Act 2010, the contingency may fund additional costs where the school has insufficient balances and the costs are eligible to be funded from the Dedicated Schools Grant.

Where a maintained school is discontinued, any remaining deficits balances may be charged against the contingency. Where it is necessary to use the contingency for this purpose it will be reported to the Schools Forum at the next scheduled meeting.

Decision Making Process

Where a school believes that their circumstances warrant support from the 'schools contingency fund', then the governing body should submit a request to the Finance Manager for Education and Children's Services.

The submission will be reviewed by the Deputy Director of Children's Services for Education and the Finance Manager for Education and Children's Services. The level of the schools revenue and capital balances will also be considered as part of the review of any submission.

Any application which the Deputy Director of Children's Services for Education and the Finance Manager for Education and Children's Services assess as meeting the above criteria, will be presented to the Schools Forum at the October and February meetings to make the final decision as to whether to provide financial support from the fund.



Decision maker:	Cabinet Member for Education
Subject:	Recommendations from the SEND Strategic Review relating to managing the spend within the High Needs Block of the Dedicated Schools Grant
Date of meeting:	9 th October 2018
Report from:	Alison Jeffery - Director Children, Families and Education
Report by:	Julia Katherine - Head of Inclusion
Wards affected:	All
Key decision:	No
Budget & policy framework decision:	No

1. Purpose of report

- 1.1. To inform the Cabinet Member for Education of the recommendations arising from the SEND Strategic Review relating to managing the spend within the High Needs Block and the actions that have been taken in response to this in order to manage these pressures.

2. Recommendations

- 2.1. It is recommended that the Cabinet Member for Education:
 - 2.1.1 Notes the recommendations that have been made as a result of the SEND Strategic Review (as set out in Appendix I).**
 - 2.1.2 Endorses the actions that are being implemented in response to these recommendations (as set out in Section 4).**
 - 2.1.3 Agrees to the proposals to manage the spend within the High Needs Block for 2019-20 (as set out in Section 5).**

3. Background

- 3.1. The High Needs Block within the Dedicated Schools Grant is made up of the following:
- Special School place plus funding
 - Alternative Provision (commissioned by the local authority) place plus funding,
 - Inclusion Centre (additionally resourced provision commissioned from mainstream schools) place plus funding
 - Element 3 funding for children with EHCPs in mainstream schools
 - Funding for post-16 learners with high needs
 - Medical block (medical tuition) funding
 - Funding for out of city placements (including tier 4 CAMHs placements)
 - Centrally funded services including the Sensory Impairment Team, Portage and Outreach.
- 3.2. This budget has been under increasing pressure over the past few years. Previous reports to Schools Forum have set out the growing pressures on the High Needs Block and the reasons for these (see report to Schools Forum dated 21st November 2017).
- 3.3. The High Needs Block funding that has been allocated from central government up to 2017 has been cash flat. The flexibility between the blocks within the DSG has enabled us to make up the shortfall by taking money from the schools block. This flexibility was significantly reduced for 2018/19 to only 0.5% and again for 2019/20 and is unlikely to be available in future years.
- 3.4. In 2016-17 a projected overspend of £219,139 in the High Needs Block was offset by 2015/16 DSG carry forward. Costs were contained within the budget provision in 2017/18, however, expected increased pressures resulted in an inability to balance the DSG budget for 2018-19, resulting in a projected requirement in the region of £400,000 to be set against the DSG balance brought forward.

4. SEND Strategic Review recommendations

- 4.1. A SEND Strategic Review was jointly commissioned by Portsmouth and Southampton City Councils in June 2017, the review was grant funded from central government with the purpose of reviewing the provision for children and young people aged 0-25 with special educational needs and disabilities and make recommendations that would enable the increasing demand to be met within existing resources.
- 4.2. The review involved research and enquiry of the evidence base to inform practice; benchmarking against statistical neighbours and national databases; information gathering and data analysis; visits to a range of provisions across the city and meetings with stakeholders across education, social care, health and the voluntary sector, parents and children / young people.
- 4.3. The review focused on six priorities that were identified by both councils:
 - High cost out of city placements
 - Availability of post-16 provision
 - Meeting the needs of the growing number of children and young people with autism
 - Meeting the needs of the growing number of children and young people with severe learning difficulties and complex needs which is putting pressure on special school places
 - The use of inclusion centres
 - The identification of SEND and thresholds for requesting an Education, Health and Care (EHC) need assessment
- 4.4. As a key principle and aim of the Portsmouth SEND Strategy inclusion and inclusive practice was also explored due to its importance as part of a graduated response to meeting the needs of children with SEND.
- 4.5. The review was published at the beginning of June 2018 and made 49 recommendations on how to meet the increasing need and future demands in a way that will be financially sustainable.
- 4.6. The final report has been presented to the SEND Board and incorporated into the 9 ambitions of the refreshed SEND 0-25 Joint Commissioning Strategy. The Implementation Plan arising from the review, including all 49 recommendations, can be found in Appendix I.
- 4.7. Key actions arising from the SEND Strategic Review recommendations, for consideration and endorsement by Schools Forum include the following:
 - 4.7.1 **SEND Place Planning Strategy** to be developed and published alongside the Primary and Secondary Place Planning Strategies, using the methodology for predicting need and demand for specialist school placements that was used within the SEND Strategic Review (from recommendations 10.2.3, 11.1 and 10.3.3). This will have implications for both capital and revenue funding.



- 4.7.2 **Review the admissions criteria for special schools and Inclusion Centres** to ensure a continuum of provision to meet the needs of children whose SEN cannot be met from within what is Ordinarily Available within mainstream schools (from recommendations 10.2.5, 10.4.4 and 10.5.2).
- 4.7.3 **All children and young people placed out of the city are reviewed at least annually** to determine whether and how the needs could be met within the city. Where there is a concern from any agency that a child or young person is at risk of not having their needs met within the city, cases are discussed at the earliest opportunity to determine how agencies can work together proactively to ensure needs are met locally wherever possible (from recommendations 10.1.1, 10.1.2 and 10.1.3). This is being taken forward by establishment of a process for proactive discussion of Fragile Cases to avoid care and/or educational placement breakdown.
- 4.7.4 **Inclusive practice to be encouraged and celebrated** (e.g. through development of an Inclusion Quality Mark and endorsement of the Ordinarily Available Provision document). Ways of incentivising inclusion to be explored (from recommendations 10.7.2, 10.7.4, 10.7.7 and 10.7.3). This work is being taken forward by the Inclusion Group which reports to both the SEND Board and the Portsmouth Education Partnership Board.
- 4.7.5 **The current Outreach provision to be reviewed**, with new outreach arrangements in place for September 2019. This could be linked to the development of a peripatetic team and possibly target SEMH and ASC with a focus on supporting secondary schools in particular (from recommendations 10.1.7 and 10.7.8). Currently a total of £186,900 is spent on outreach provision; £154,800 through the Portsmouth Special Educational Needs Support Partnership (PSENSP) and £32,000 through the Harbour School Service Level Agreement to provide outreach to early years pupils (Please also see the proposal in Paragraph 5.4.5).
- 4.7.6 **Additional provision will be required for children with complex needs**, which may include additional capacity at special schools, inclusion centres and/or mainstream schools. Consideration to be given to remodelling SEN nursery provision and to the creation of a primary and secondary inclusion centre for pupils with learning difficulties to reduce pressure on special school places (from recommendations 10.2.4, 10.2.7 and 10.5.7). If approved, this would have implications for capital and revenue funding.
- 4.7.7 **Consideration to be given to how local residential and respite provision** for pupils with severe and complex needs/autism and challenging behaviour can be developed or enhanced to enable pupils to continue to be educated within the city, or return to the city for their post-16 education, wherever possible.

5. Proposals for managing the spend in the High Needs Block in 2019/20

- 5.1 In addition to the recommendations in section 4 that have arisen from the SEND Strategic Review and as a result of the projected overspend on the High Needs Block by the end of 2018/19, a task and finish group was established during the summer term to develop some proposals for managing the spend within the High Needs Block from April 2019.
- 5.2 The purpose of the task and finish group as set out in the terms of reference was to develop proposals for sustainable and affordable high needs funding arrangements which can be put in place from the start of the 2019-20 financial year to ensure that children's special educational needs can be met from within available resources. This will build on the recommendations arising out of the SEND Strategic Review.
- 5.3 The membership of the group included representatives from primary, secondary and special schools, including mainstream schools with an Inclusion Centre, as well as parent/carer representatives and officers from PCC Inclusion Service and Finance. Meetings took place between May and July 2018.
- 5.4. The group considered a range of proposals for reducing the spend within the High Needs Block and as a result of this work have recommended the following:
- 5.4.1 **Introduce banded funding for EHCPs in mainstream schools and Inclusion Centres** - currently the provision specified in EHCPs is costed using standardised rates and the funding provided to schools matches this. Whilst this meets the specificity requirement in the SEN Code of Practice, it can reduce the flexibility of schools to deliver the required support in the most effective way, suited to their context and in line with their professional expertise. A banded funding model would work in the same way as for special schools in that a funding band would be assigned to the EHCP as part of the needs assessment and based on the evidence presented, matched to the banding criteria. Any change in band would only be agreed on the basis of evidence presented as part of the annual review process.
- Table 1 below sets out the costs as at June 2018 along with the potential savings relating to the proposed implementation of banding rates for pupils with an EHCP attending a mainstream school.
- The rates for each band assume that the first £6,000 of the cost of additional support is met by the school and any funding over and above this would fall into one of the four bands according to the pupil's needs. Again the financial modelling is based on information available at a point in time and any resultant savings will reflect the pupils attending the school and their level of need during the relevant funding period.



Band	Criteria	No of pupils impacted	Current annual cost	Average cost per pupil	Proposed funding per pupil per annum	Expected cost	Potential saving
		FTE	£	£	£	£	£
1	funding <£2000 per annum	78.63	68,638	873	750	58,969	(9,669)
2	Funding between £2,000 and £4,000	104.02	309,526	2,976	2,000	208,042	(101,484)
3	Funding between £4,000 and £6,000	116.70	536,655	4,599	3,500	408,438	(128,217)
4	Over £6,000	64.39	460,194	7,147	7,600	450,732	29,173
Total		363.73	1,375,013	3,780		1,126,181	(210,198)

The impact on individual schools has been analysed and the table below summaries the impact for primary and secondary schools.

	Financial change in ECHP funding		
	Primary no.of schools	Secondary no.of schools	Total no.of schools
>£10,000	0	0	0
£5,001 and £10,000	0	0	0
£0 and £5000	3	1	4
No change	1	0	1
£0 and -£5,000	31	6	37
-£5,000 & -£10,000	12	4	16
<-£10,000	0	0	0
Total	47	11	58
Greatest reduction in funding	(£7,988.88)	(£9,675.28)	
Greatest gain	£1,310.97	£110.00	

Whilst the majority of schools will see a reduction in element 3 funding, 64% (37) will see a reduction of £5,000 or less. No school will see a reduction of greater than £10,000, based on the June 2018 data set.

Schools have been informed of the potential impact on their budgets via the Head Teacher briefing on 19th September and individual meetings with those schools most significantly impacted.

Inclusion Centres

Element 3 top-up funding rates are currently based on historic costs as per the funding received by those schools with Inclusion centres prior to April 2013. This meant that each school had different top-up rates ranging from £0 to £8,476. Whilst this maintained stability of funding for individual schools, it has meant that there is no equity between schools who may be supporting pupils with similar levels of need, but could be receiving differing levels of element 3 top-up.

The proposals look to achieve parity across Inclusion Centres by allocating funding related to the child's level of need, whilst reducing the pressures on the High Needs Block.

Table 2 below sets out the impact of the proposed changes to Inclusion Centre Element 3 Top-up to a banded approach based on the level of need.

Table 2 - Impact of proposed banding on Inclusion Centre costs						
Band	Criteria	No of pupils impacted	Current cost	Proposed funding per pupil per annum	Expected cost	Potential saving
		FTE	£	£	£	£
1	Funding <£2000 per annum	16	0	750	12,000	12,000
2	Funding between £2000 and £4000	48	99,208	2,000	96,000	(3,208)
3	Funding between £4000 and £6000	18	101,712	3,500	63,000	(38,712)
4	Over £6000	2	16,953	7,600	15,200	(1,753)
Total		84	217,872		185,000	(31,673)

The implications of the above proposals have been reviewed on a school by school basis and the impact has been shared and discussed individually with those schools who have inclusion centres.

5.4.2 Implement a 1% reduction in special school banded funding rates

- the maximum that current banded funding rates can be reduced is by 1.5% according to the Minimum Funding Guarantee. Implementing this proposal would result in a saving of approximately £54,700, however this will be dependent on the numbers and level of need of the pupil attracting Element 3 top-up funding. Table 3 below sets out the implications for each school.



Table 3			
School	Estimated Element 3 top-up funding 2018-19	Estimated 1% reduction in band rate	Estimated Element 3 Top-up funding 2019-20
	£	£	£
Willows	562,796	(5,628)	557,168
Mary Rose	1,660,361	(16,604)	1,643,757
Cliffdale	910,447	(9,104)	901,343
Redwood	863,082	(8,631)	854,452
Harbour	1,473,149	(14,731)	1,458,418
Total	5,469,835	(54,698)	5,415,138

Financial modelling was undertaken based on the 2018-19 Special School funding schedule (circulated to special schools in March 2018) and includes the changes approved by Cabinet Member and Schools Forum in July 2018 to the Highly Exceptional Band at Mary Rose and the element 3 top-up for the additional places agreed¹ at Mary Rose and Cliffdale.

The 2019-20 special school element 3 top-up budget will be set in January 2019 and will be based on the October 2018 class lists. As element 3 top-up funding follows the child, the actual amount of element 3 funding paid to special schools will vary according to the children attending the school during the relevant funding period and their level of need therefore the actual savings achieved in 2019-20 could vary.

- 5.4.3 **Introduce Transition Plans** without additional funding attached as a way of improving transition arrangements and reducing the significant increase in requests for EHC needs assessment that are made in Years 2 and 6, linked to concerns about the child's needs being met in the receiving school. This more robust transition planning process would ensure that information is shared and support put in place, without the need for an EHCP. This would increase parental confidence in the transition process and would also provide the evidence base for an EHC needs assessment request, as part of a Plan Do Review cycle, should it be needed in the new setting.

If this proposal has the desired effect of reducing requests for EHC Needs assessments by one third, it could reduce the spend from the High Needs Block by between £43,600 and £58,100, based on an average payment of between £3,000 and £4,000.

¹ Agreed by Cabinet Member for Education and endorsed by Schools Forum at the January 2018 meetings.

5.4.4 **Reduce the number of primary Inclusion Centre Places** - longer term there will be a need to increase specialist school places for children with complex needs, however this is currently unaffordable. In addition, there is an uneven distribution of Inclusion Centre places across the age range, resulting in some children who are placed in an Inclusion Centre in the Infant phase needing to transition to a mainstream placement for the Junior phase of their education. It is proposed that the number of Inclusion Centre places in the Infant phase is reduced which will achieve a saving in the short term. In the longer term, it is envisaged that more Inclusion Centre places for children in the junior and secondary phases will be needed so that some children, whose needs cannot be met within what is ordinarily available in mainstream schools, can receive support within an Inclusion Centre throughout their education, as an alternative to placement in a special school.

The potential savings from a reduction in Inclusion centre places will impact on both the costs per place (£6,000) and any associated Element 3 top-up funding. As it has not been agreed which Inclusion Centres will see the reduction in places, the financial modelling of the element 3 top-up has been based on the new average cost as per the proposed introduction of the banded methodology of top-up payments. This also removes the potential double counting of savings. Table 4 below sets out the potential savings.

Table 4	No. of Places	Place funding^[1]	Element 3 top-up funding	Total funding
		£	£	£
Current position 2018-19	84	552,800	217,872	770,672
Proposal (5.4.1) 2019-20	84	552,800	185,000	737,800
Reduction of places 2019-20	78	516,800	171,785 ^[2]	688,585
Potential savings	(6)	(36,000)	(13,150)	(49,215)

It should be noted that the above element 3 top-up savings are based on an average cost, depending on the needs of the pupils currently occupying these places the actual saving could be between £4,500 (6 pupils x £750) or £45,600 (6 pupils x £7,600). These savings may also not materialise as the pupils currently occupying the places may move to another inclusion centre, special school or stay within the mainstream school and receive top-up funding via the mainstream EHCP element 3 top-up. Due to the uncertainty around the impact on the proposed change on the Element 3 top-up, only the saving achievable via the place funding has been included in the summary table 5.

^[1] Including academies.

^[2] Based on an average cost of £2,202.38 per pupil.



- 5.4.5 **Reduce the spending on outreach** when it is recommissioned for September 2019 by approximately 10%, as outlined in Paragraph 4.7.5. This would reduce the spend from a total of £186,900 to £168,200.
- 5.4.6 **Reduce recharges to Education cash limit budgets.** To ensure an equitable approach to the savings across all recipients of high needs funding it is proposed to reduce the DSG recharge to the Education budget by 1.5% or £10,000. This will require savings within the Education department.
- 5.4.7 The spend within the High Needs Block remains highly volatile as it is linked to pupil need and demand. High needs spend will therefore continue to be carefully monitored and consideration will be given to any potential further areas where spending can be reduced. Areas to be considered will include post-16 element 3 top up funding, where we could look to introduce a banded funding model from September 2019 and developing post-16 SEND provision to meet the needs of those currently out of city and enable them to return home for their post-16 education.
- 5.5 In total it is predicted that this would reduce the spend in the High Needs Block by £404,900 during the 2019/20 financial year. This assumes that all the proposed changes are implemented from 1 April 2019. Should the changes be implemented at a later date then the savings will be delayed.

Table 4	
Proposal	Potential saving 2019-20
	£
Introduce Banded funding for EHCP in Mainstream schools	210,200
Introduce banded funding for Inclusion Centres	31,700
Reduce Special School top-up by minus 1%	54,700
Introduce Transition plans	43,600
Reduce the number of Inclusion Centre places by 6	36,000
Reduction in central recharges	10,000
Outreach saving	18,700
Total potential saving	404,900

The above proposals will cover the budgeted shortfall as seen during the 2018-19 financial year, however as per the quarter 1 budget monitoring there are on-going pressures within the High Needs Block of approximately £547,000². Indicative funding for 2019-20 is suggesting that the authority will see an increase in high needs funding of £0.97m, however this is not guaranteed at this stage. The national funding formula for calculating local

² Total high needs £1,415,000 less £868,000 for The Harbour School.

authority funding is now subject to in year adjustments which could decrease the authority's funding. The proposed savings and the additional income will put the authority in a stronger position to manage the on-going pressures over 2019-20 and future years.

6. Equality impact assessment

- 6.1 A preliminary Equalities Impact Assessment has been completed and is attached at appendix 2.

7. Legal implications

- 7.1 The report outlines the appropriate drivers for decision making. The report is compliant with the obligations re duties to children and young persons within the Children and Families Act 2014 (basically that the Act engages the LA to identify children with SEN needs and ensure that their needs are met by the responsible LA through an appropriate EHCP that is delivered).

It is assumed that the Schools Forum has been engaged and given an opportunity to comment if that has not occurred it would be advisable to engage to avoid (albeit remote) challenge.

8. Finance comments

- 8.1. The finance comments are included within the body of the report

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

Appendices:

Appendix 1: SEND Strategic Review Implementation Plan

Appendix 2 - Preliminary Equalities 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
Pressures on the High Needs Block	Schools Forum agenda 21 st November 2017

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

SEND STRATEGIC REVIEW IMPLEMENTATION PLAN June 2018 - August 2019

Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group	Progress	
PLANNING										
1	8.2 10.2.3	High importance should be attached to leaders from the SEND, Information and Finance Teams, Portsmouth CCG, Health Providers and Social Care meeting annually to share and collate data to ensure that the city has an accurate picture of all the children with SEND, how needs, numbers and costs are changing to support continuous improvement and review, planning and future forecasting. This should link with the Needs Assessment and report into the SEND 0-25 Joint Commissioning Group. SEND needs and placement planning to be included in the annual cycle of school placement planning, supported by an annual refresh of the SEND needs assessment and reported to the Joint Commissioning Group.	Identify key parties to contribute to annual analysis and planning meeting Identify date within planning cycle to hold meeting. Link with other activities / meetings already planned - Needs Assessment, school placement planning, Joint Commissioning Board Identify data to be shared and discussed and reason why Produce proforma for presenting the information in a way that allows for annual comparisons	JK / CC	Sep-18	1	No	No	Place planning	Completed
2	11.1	PCC to review the methodology and approach to forecasting to make it more robust and accurate notwithstanding the challenges involved in SEND forecasting. Data teams to be proactively involved, working alongside SEND Teams and LA Leaders, using hard data and soft intelligence to forecast, using the same methodology, to allow for year on year direct comparisons of change and continual improvement in accuracy to inform future planning. This should link with the Needs Assessment and report into the SEND 0-25 Joint Commissioning Group.	Agree forecasting methodology including data sources Review predicted forecast against actual data submitted in SEN2 return and publication of January census data Refresh 5 year forecast using updated hard and soft intelligence and forecasting methodology Include annual report of activity, comparison with forecasts and refreshed forecast in Needs Assessment and report to SEND 0-25 Joint Commissioning Group	JK/CC	Sep-18	1	No	No	Place planning	Completed
3	10.2.1	The Early Years Panel to be the central point for the collation of all data / intelligence on children 0 - school age with complex health, social care, educational need.	Identify data to be collected, linked to data required in Action 1 above Identify source of data to be collected, process and timescale Monitor late notifications and discuss with data sources to improve future timeliness of notification Inform sources of need to notify EYP, process, timescale	LR	Sep-18	1	No	No	SEND Hub	Completed
4	10.2.2	The Early Years Panel to provide quarterly reports on numbers, age, type of need for forecasting purposes, which is shared with the SEND 0-25 Joint Commissioning Group.	Produce reporting proforma to support monitoring of activity and comparison with forecasts Identify timelines for reporting based on dates of SEND 0-25 Joint Commissioning Group Identify process for reporting into annual analysis and planning meeting as per Action 1 above	LR	Sep-18	1	No	No	SEND Hub	Completed
5	10.3.3	Strengthen process for sharing information between Education SEND team and Adult Social care teams on young people (14 years) with EHC plans for forecasting purposes and to begin the plan for individual young people transitioning to college with a real or virtual team, with clearly defined responsibilities taking a lead on this work	Transition planning group to be established to oversee the process of transition of young people with an EHCP from Yr9 through to cessation of the EHCP or transfer of responsibility to adult services Role and remit of group to be agreed but to include sharing of information with adult services and multi-agency confirmation of plans in place for transition to Post 16 provision and beyond.	KS	Jul-18	1	No	No	SEND Hub	
6	8.1	A review of the process of coding, recording and amending primary need to be undertaken by the SEND and Information Teams with the aim of establishing a robust system to inform future planning and provision.	Identify purpose and use of SEND types of need codes by schools, LA, DfE (link to planning and forecasting recommendations and actions above, national reporting) Identify process pathway for coding and reporting from first identification of SEN through to extraction of data from systems for national reporting (Jan School Census and SEN2 Return) and local reporting for planning and forecasting Clarify current issues with coding - initial coding, recording of primary need, inputting on data base, updating coding on EHCP at Annual Review and on database Establish systematic process for the identification, reporting, recording and updating of primary/secondary need from early years providers, schools, colleges/Post 16/Post 19 providers	PC	Aug-18	1	No	No	Place planning	Completed. To be shared at SENCo Network meeting
7	11.2	Guidance and training is developed for all those staff who determine primary need to improve accuracy and consistency. Primary need is reviewed at all annual reviews and any changes updated on the database.	Produce guidance and arrange training for those who initially identify SEN and assign a code to ensure consistency and reliability	PC	Sep-18	1	No	No	Place planning	Completed. To be shared at SENCo
Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group		
ADMISSIONS / PLACEMENT / MONITORING										

8	10.2.6	The process for determining provision is clearly defined and communicated to all professionals involved. Reviewed annually, it is included in the induction of the workforce for SEND so that parents receive coherent information and advice.	Clarify the range of the SEND offer, linked to a notional child's needs. Clarify the process from identification, assessment, planning, intervention to placement, evaluation and review. Identify roles and remit for professionals from all agencies at each stage. Gain the support of all agencies in including training on the process and information on the local offer at induction of all new staff	JK	Dec-18	1	No	No	SEND Hub	
	10.1.6	Over and above the Local Offer and the School SEN Report, clear guidance both written and available in person should be provided to parents to support their decision-making regarding suitable provision for their child. Local provisions to be 'marketed' to highlight to parents the offer and advantages for the child and their family.	Review the local offer to ensure that the range of provisions is explained Co-review with parents written guidance available to ensure it describes the range of provision available and provides parents with guidance that highlights/sells the benefits of local provisions			1				
9	10.2.5 10.4.4 10.5.2	The criteria for Special School placement is clearly defined Criteria for admission to the new special free school for children and young people with autism to be determined and factored into the strategic plans for future provision. Clear entry and exit criteria need to be refreshed for the Language Inclusion Centre and Communication and Interaction Centres and applied consistently within the context of the overall provisions within the city. Consideration to be given to applying the same criteria for the Language Inclusion Centres as the Communication and Interaction Centres as the same approaches and strategies are used in these settings for pupils with similar needs.	1. Agree on the range of provisions to be offered within the city and the children to be catered for. Identify any gaps and actions to meet these children's needs. 2. Within the context of the overall range of provisions a) review the admissions criteria to the Special Schools b) provisionally agree the criteria for new free school c) review the criteria for the resourced provisions 3. This work will also need to consider the offer from outreach, health provision especially therapy provision and CAMHS, residential provision, changes to availability of provision in Hampshire	JK	Dec-18	1 1 1	Yes	No	SEND Hub	
10	10.1.1 10.1.2	Pupils are identified earlier and clear protocols developed to enable decisions to be made quickly to allow pupils access to a school that can meet their needs. Focus on the identification of risk factors for social, educational breakdown and early intervention at first sign of breakdown to support child, family and school to maintain child in city linked to Early Help Processes, MATs and MASH. A process is established for monitoring all children who are at risk of not having their needs met within the city and / or have been excluded from school. Designated SEND Officers are given responsibility for monitoring and tracking pupils to ensure that needs are properly identified and addressed early on, with the outcomes of external support monitored and specialist provision for those most vulnerable to poor outcomes considered as an option at the earliest point rather than as a last resort. Assessments and advice must be commissioned from appropriate services in a timely manner to ensure Panels can draw on high quality information for decision making purposes. Proactive anticipation of need is essential to guard against failed placement.	Use the SENCO network and new SENCO induction programme to ensure that all professionals identify and respond to children presenting with additional needs at the earliest sign (no watch and wait). Ensure that staff understand their responsibility to meet needs and how through OAP Provide clear lines of support and advice for children whose needs cannot be met through OAP / SEN Support. Ensure that intervention is evaluated and outcomes achieved Ensure that concerns are escalated ISP, Specialist ISP, Fragile cases meeting ?	SC	Dec-18	2 2	No	No	SEND Hub	
11	10.5.1	Placements at inclusion centres to be proactively managed with more active movement into and out of the centres to ensure that all provisions are supporting the pupils with the greatest need. All pupils should be reviewed at the end of each key stage to assess on-going suitability of provision. Decisions relating to placement should be made at the specialist inclusion support panels by a range of professionals including the staff in charge of the inclusion centres.	Ensure that EHCPs are outcome focused with the achievement of outcomes evaluated and recorded at annual review. Achievement of outcomes to trigger discussions re placement within the context of the overall range of provisions and the needs of all children The question to be asked is not 'Can you meet need?' but 'Can this child's needs be met within a mainstream environment? If not, why not? Can something else be put in place to meet the child's needs?'	KS/JK	Sep-18	2	No	No	SEND Hub	
	Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group	

12	10.1.3	All children and young people in out of city schools are monitored and reviewed on a regular basis to ensure that placements are appropriate, value for money, delivering the interventions as detailed in each child's EHCP and achieving expected outcomes. The statutory guidance on visiting pupils in residential settings needs to be embedded in PCC practice.	Designated SEND offices to visit all children and young people in out of city placements at least every 6 months and attend annual reviews. At each visit SEND Officers to meet and observe the CYP in class, review progress and ensure that the provision cited within the plan is being delivered. Training to be provided to new SEND Officers to support them in this process. EHCPs outcomes to be SMART with evidence of achievement requested at annual review. Consideration to be given as to why the child's needs could not be met within Portsmouth with a view to bringing the child back at the earliest opportunity	JK	Apr-19	2	No	No	SEND Hub	
13	10.1.5	Consideration to be given to increasing the capacity of the SEND Team to support the above recommendations	Undertake a workload assessment to determine the staffing required to deliver the recommendations of the SEND Strategic Review and statutory duties.	PC	Sept	3	No	Yes	SEND Hub	
OFFER										
INCLUSION IN MAINSTREAM										
14	10.7.1	A definition of inclusion to be co-produced with parents, children and young people and professionals across the city	Inclusion working group to meet with parents to agree on definition of inclusion Definition to be incorporated into inclusion audit All schools to complete inclusion audit	JK	Sep-18	1	No	No	Inclusion Working Group	
15	10.7.2	Inclusive practice to be celebrated and supported with appropriate support and challenge made to settings to ensure a consistent approach and ethos is developed city wide. A kite mark of inclusion to be established based on 'What makes good inclusion' / Inclusion Audit	Inclusion audit to be cross referenced with data on inclusion: - % and number of children in school with an EHCP - % and number of children on SEN Support - SEND spend - attainment of SEND and non-SEND pupils Inclusion success stories to be shared and celebrated through PEP Headteachers and SENCOs of inclusive schools to provide advice and support to other schools via newly commissioned PSENSP	JK	Dec-18	2	No	No	Inclusion Working Group	
16	10.7.4	Ordinarily available provision needs to be reviewed and updated regularly with SENCOs to ensure consistency of approach and expectations	Case studies illustrating SEN being addressed through OAP to be presented at SENCO Forum to raise awareness and understanding, share learning and expertise and develop more consistent approach. Effective provision of OAP to be evaluated for every child where a request for an EHC assessment has been made. Consideration to be given to only including in EHCPs provision that is over and above OAP	SC	Sep-18	2	No	No	Inclusion Working Group	
17	10.7.5	Portsmouth is a "needs led city" and professionals must focus on a functional assessment to meet needs rather than diagnosis. This needs to be embedded in policy and practice across the SEND 0-25 workforce	Training to be provided to education, health and social care staff on a needs led approach to supporting children and young people with SEND	JK	Jul-19	2	No	No	SEND Hub	
18	10.7.6	Schools Therapy Pack to be used as a universal resource to enable all pupils to achieve, augmented by access to consultation with Occupational Therapy, Speech and Language Therapy and Physiotherapy for targeted pupils	All schools to have an INSET day focussed on the Schools Therapy Pack once every 3 years All schools to be reminded that referral to Therapy Services can only be made with evidence of strategies used from Schools Therapy Pack Effective use of Schools Therapy Pack to be evaluated for every child where a request for an EHC assessment has been made	NS	Dec-18	1	No	No	SEND Hub	
19	10.7.7	All schools to be encouraged to develop their own provisions to meet the increasing number of pupils in mainstream with SEND	Identify all schools who currently offer in-house provision, the model, costs, advantages/disadvantages Identify those children who could be supported in-house	JK	Apr-19	2	No	Yes	Inclusion Working Group	
	10.7.3	Ways of incentivising inclusion to be explored. This could include a 'seed' fund for mainstream schools to provide a financial contribution to schools wishing to develop a more inclusive offer	Develop model of in-school provision, highlighting advantages to pupils and school Identify those needs that would benefit from an in-school provision Develop process for establishing an in-house provision Explore potential for 'seed' fund or set up funding for schools interested in establishing an in-house provision Market to schools the advantages of offering in-house provision			3				
	Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group	

20	10.7.8	The current Outreach provision should be reviewed with new outreach arrangements in place for September 2019. A clear, transparent, consistent and quality assured offer of Outreach Support should be readily available for mainstream schools, delivered by primary and secondary specialists, designed to support individual pupils and build capacity in schools. This could be linked to the development of peripatetic team (see 10.1.7) and possibly target SEMH and ASC with a focus on increasing up take from secondary schools in particular	Review current outreach specification, feedback from users (including early years, primary, secondary, Post 16, Special School Providers, health providers), current outcomes and costs. Identify gaps or issues Research models of outreach used in other areas In collaboration with stakeholders, develop proposals for a new outreach model of provision to include: - the role and purpose of outreach - process and management of requests - services/professionals to be included e.g. therapies - role of outreach in relation to OAP and resources available e.g. Schools Therapy Pack; cycle of Assess, Plan, Do and Review; EHCPs - expected outcomes, - governance arrangements Explore development of SEND Hub incorporating those services that support 0-25 year olds with SEND across education, health and care	JK	Aug-19	2	Yes?	Yes?	SEND Hub	
21	10.1.7	Speech and Language Therapy, Occupational Therapy, and a specialist teacher (ASD) to be funded to support the communication, sensory, and functional needs of pupils with SEMH and ASD. It is suggested that this is developed as a peripatetic team, as part of the wider outreach offer. The specialist teacher could be attached to the Secondary Autism Inclusion Centre.	Review current therapy provision: - identify range of commissioners and providers of therapy services - identify models of provision - identify where therapy provision is meeting needs and gaps in provision - identify core offer - identify potential savings that could be made through an enhanced therapy provision - make recommendations for future provision Portsmouth CCG and Portsmouth CC to agree on funding and management of therapy provision Explore potential for therapies to be incorporated into the establishment of a SEND Hub	JeKe	Apr-19	3	No	Yes	SEND Hub	
22	10.6.1	It is recommended that SENCOs, Head Teachers and colleagues in other agencies understand funding mechanisms and the pressures on the High Needs Block and apply the best evidenced based approaches to support children and young people. Supervision (including peer supervision) is also essential to ensure that SENCOs feel confident and competent with local processes relating to the Code of Practice and working with parents. These steps should help to ensure Education, Health and Care assessment requests are made for pupils with severe, long term, complex needs.	PCC to proactively engage with PEP and local leaders to gain support for city wide responsibility for meeting the needs of CYP with SEND. To annually devote a HT briefing to discuss education and HNB funding, spend, activity (EHCPs, SEN Support), attainment. Gain agreement on action plan to manage spend	JK	Apr-19	1	No	No	HN Funding T&F Group	
INCLUSION CENTRES										
23	10.5.3	All Inclusion Centres to offer a graduated provision of withdrawal and integration according to each child's needs. Primary and Secondary Inclusion Centres supporting the same needs must work collaboratively to prepare pupils for effective transitions	Guidance to be developed on the graduated model of provision Schools to include plans for withdrawal / integration at annual review and provide evidence and rationale of levels of withdrawal / integration at annual visits. Levels of integration/withdrawal to be considered annually as part of overall model and rationale of provisions within the city	JK	Aug-19	1	No	No	JCG	
24	10.5.5	Inclusion Centres (and mainstream schools) must be able to access CAMHS LD team	Portsmouth CCG to review CAMHS specification to deliver needs led service rather than location based service	JeKe	Apr-19	1	No	Yes	JCG	
25	10.5.4	All inclusion centres to have a specialist qualified teacher to support pupils' educational needs within both the classroom and the centre and to contribute to the offer of outreach support to local mainstream schools	Clarify minimum qualifications, skills and experience required for inclusion centre staff Schools hosting inclusion centres to be expected to recruit staff with the minimum requirements Inclusion centre staff to be considered within the new model of outreach	JK	Apr-19	2	No	Yes	JCG	
	Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group	

26	10.5.8	Consideration to be given to the level of therapy provision to pupils in inclusion centres to ensure that all the child's needs are addressed and access to a mainstream environment and curriculum is enabled.	Pending changes to the remit / number of inclusion centres, model of provision, outreach and support including therapy provision to be undertaken	JeKe	Apr-19	3	No	Yes	JCG	
27	10.5.6	A network for Inclusion Centres to be developed to encourage the sharing of good practice, support continuing professional development and offer supervision with support from PCC Inclusion Service and the Portsmouth Teaching School Alliance.	PCC Inclusion Service to meet with Inclusion Centre staff to ascertain needs with regard to support, supervision and CPD within context of support systems already available. Explore options for network of support - virtual, twilight sessions etc. Consider type and level of support needed and value of opening up to mainstream and special school staff	SC	Apr-19	2	No	No	JCG	
COMPLEX NEEDS OFFER										
28	10.2.4	Consideration should be given to how best to meet the needs of pre-school children with SEND, options include: - one nursery setting to provide special needs provision across Portsmouth with capacity and expertise to meet all needs - protecting a number of nursery places at Mary Rose Academy for those children with the most profound needs who are clearly going to require ongoing placement there - more pre-school children supported in mainstream settings	Task and Finish Group to be established to consider current and future provision for pre-school children with SEND pending proposals from the SEN Place Planning T&F Group on places required for KS1 pupils with complex needs	JK/CC	Sep-18	3	Yes	Yes	Place planning	
29	10.2.7	Additional provision for children with complex needs will be required, which may include additional capacity at special schools, inclusion centres and/or mainstream schools	Establish SEN place planning Task & Finish Group to consider places required to meet future needs	CC	Sep-18	3	Yes?	Yes	Place planning	Completed
	10.5.7	Consideration to be given to the development of a primary and secondary inclusion centre for pupils with learning difficulties to reduce pressure on special schools places. This may contribute to solutions about meeting need and demand bearing in mind capital funding pressure).				3				
30	10.2.8	The level of therapy provision for children and young people with SEND to be reviewed to ensure needs are met and children are enabled to access the curriculum.	Review of current level of therapy provision to be undertaken within the context of increasing numbers of children and young people with complex needs and potential changes to admissions criteria / remit of Special Schools and Inclusion Centres an planned reduction in out of city placements> Essential role and functions of therapy provision to be identified within the context of OAP and outreach.	JeKe	Apr-19	3	No	Yes	SEND Hub	
AUTISM OFFER										
31	10.1.8	The review supports the establishment of the Free School for children with autism and challenging behaviour Whilst it is not the intention of the review to return children to Portsmouth from out of city there may be scope for working with schools and parents of those pupils coming up to the end of an age phase to explore the potential for transitioning pupils back.	Identify remit and admissions criteria for new free school within the context of other provisions available within the city Identify those children who would now meet the criteria for the new free school and the potential overall management of admissions within the context of overall provision Identify potential pupils in out of city placements who may eligible and meet the age of transition at the time of opening of the free school to start preparing parental expectations and open discussions with current schools	CC	Aug-19	1	Yes?	Yes	Place planning	
	Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group	

32	10.4.1	All mainstream schools to have an identified Autism Champion to support the development of an autism friendly environment, autism friendly practice and individualised support to pupils on the autism spectrum. This staff member may not hold a qualification relating to ASC but will attend regular training sessions, have experience of working with pupils "on the spectrum" and be able to influence policy and practice in the setting.	Development of Autism Champions and autism friendly schools to be taken forward by Autism Strategy Group. Group to consider the development of a training package on the role, remit, knowledge and skills of an autism champion, autism friendly environment, autism friendly practice Invite schools to put forward staff who wish to become an autism champion Establish an autism best practice group to include staff from mainstream schools, autism inclusion centres and special schools	LR	Aug-19	1	No	No	Autism Strategy	
	10.4.3	All special provision to have an ASC specialist (including SEMH provision)	Special schools to identify their autism lead. Role and remit, qualifications and skills to be agreed			1				
	10.4.2	Workforce development in special and mainstream schools to support children and young people with high functioning autism. Development of "Autism champions" programme to ensure high quality provision is in place and that provision is "tribunal proof" (i.e. to prevent PCC being directed to provide out of city placement by SENDIST when PCC feels confident that local provision is/should be an effective and efficient use of	Develop train the trainers programme for autism champions to cascade training to staff in schools			1			SEND Hub	
		POST 16 OFFER								
	10.3.1	PCC should continue to work with local post 16 providers to ensure sufficiency of high quality, inclusive educational provision for students with SEND. This is an opportunity for coproduction with young people and families	Post 16 provision Task & Finish Group to be established to : - Clarify the future need for Post 16 provision - Explore options for provision - Develop proposals for wider consideration	AP	Aug-19	3	Yes	Yes	SEND Hub	
Page 36	10.3.2	Building on the work of the Post-16 Forum, explore specific gaps in provision. For example, provision for pupils with hearing or/and visual impairment. This might also apply for physical disability, autism and support for re-engagement of young people with SEMH, in co-production with parents and young people. Explore opportunities for shared provision with Hampshire or/and Southampton/West Sussex.	As above	AP	Aug-19	2	No	Yes	SEND Hub	
	10.1.9	The review supports the current development of The Harbour School Vanguard Key Stage 4 provision in Cosham. Focussing on a vocational curriculum this provision will be better equipped to meet the needs and interests of the most vulnerable young people with the most challenging behaviour.	Vanguard provision to be included in local offer and considered as part of the range of provision available	CC	Sep-18	1	Yes	Yes	Place planning	
	10.3.5	Social care Adult LD team and other teams in Adult Social Care to develop and roll-out a self-assessment tool for young people to clarify needs, develop clear pathways and access to provision. Closer liaison between all social care teams to support young people.	Map Post 16, Post 19 and adult offer Roll-out self-assessment tool Develop transition / provision pathways for young people from Yr9 through Post16, Post 19 and into adulthood	AP/MS	Dec-18	1	No	No	SEND Hub	
	10.3.4	Work with adult services to scope the costs and viability of developing supported housing and educational packages.	Post 16 / Adult services Task & Finish Group to be established to develop and cost packages of provision	AP / MS	Dec-18	2	Yes	Yes	SEND Hub	
	10.3.6	The Local Authority should work proactively with students, their families and independent out of city specialist providers in transitioning students back to the city for their Post 16 education	Identify Post 16 needs of young people in out of city placements who are currently in Yr10 and map against current provisions. Identify gaps in provision and explore options for addressing these gaps within the context of overall review of provisions within the city Engage with families and young people to explore potential for transitioning current Yr10 pupils back into the city for Post 16 provision in September 2019.	KS		1	No	Yes		
	Ref	Recommendation	Actions	Lead	Timescale Month end	Rec level	Consultation required	Funding required	Link to T&F Group	
		RESIDENTIAL OFFER								

	10.1.10	Develop local residential provision and respite for pupils with severe and complex needs/autism and challenging behaviour. Provide support for those children and young people whose needs have a significant impact on the family and / or for those who need 24hr wrap around provision. Consideration could be given to whether there is scope for this to be developed in partnership with Southampton and Hampshire especially for those children who need to be out of their local area.	Establish Residential Task and Finish Group to take this forward	HG	Jul-18	3	Yes	Yes	Residential T&G Group	
	OUT OF CITY OFFER									
	10.1.4	Contracting framework for out of city placement to be developed. Contracting framework, in partnership with neighbouring authorities, with providers could provide guarantee of placements, set clear expectations of provision, reduce hidden or unforeseen costs, increase accountability in terms of outcomes and lead to a reduction in exclusions. Greater financial stability for out of city providers may be an incentive for collaboration.	Work with Southampton, Hampshire and neighbouring authorities to develop a framework for the placement of CYP in out of city provisions	HG	Oct-18	2	No	No	Residential T&G Group	

This page is intentionally left blank

Equality Impact Assessment

Preliminary assessment form 2018

www.portsmouthccg.nhs.uk

www.portsmouth.gov.uk

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

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

Directorate:

Children's services & education

Service, function:

Education

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

Recommendations from the SEND Strategic Review to Schools Forum relating to managing the spend within the High Needs Block of the Dedicated Schools Grant

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

- Existing
- New / proposed
- Changed

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

To manage the spend within the High Needs Block of the Dedicated Schools Grant (DSG) to ensure that the special educational needs of children and young people can be met within existing resources.

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

The High Needs Block of the Dedicated Schools Grant (DSG) has been under increasing pressure over the past few years due to the increasing numbers of children and young people in the city with special educational needs and disabilities. The High Needs Block funding that has been allocated from central government up to 2017 has been cash flat. The flexibility between the blocks within the DSG has enabled us to make up the shortfall by taking money from the schools block. This flexibility was significantly reduced for 2018/19 and again for 2019/20 and is unlikely to be available in future years.

In 2016-17 a projected overspend of £219,139 in the high needs block was offset by 2015/16 DSG carry forward. Costs were contained within the budget provision in 2017/18, however, expected increased pressures resulted in an inability to balance the DSG budget for 2018-19, resulting in a projected requirement in the region of £400,000 to be set against the DSG balance brought forward.

The proposals for changes to policy and practice have the aim of ensuring that children and young people's needs can be met within the resources available.

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

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

Note:Other excluded groups examples includes,Homeless, rough sleeper and unpaid carers. Many forms of exclusion are linked to financial disadvantage. How will this change affect people on low incomes, in financial crisis or living in areas of greater deprivation?

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

If there are any potential negative impacts on any of the protected characteristics, What have you put in place to mitigate or remove the negative impacts/barriers?

The proposed changes have the aim of ensuring that children and young people's needs can be met within the resources available. The impact has been analyzed across all schools in the city to ensure that no school is unfairly disadvantaged. For mainstream schools, whilst the majority of schools will see a reduction in element 3 funding, 64% (37) will see a

Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups? e.g. A new service has been created for people with a disability to help them gain employment this would mean that this helps promote equality for the protected characteristic of disability only.

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Please add in the text boxes below what feedback / meetings you have attended for each specific protected characteristic

Group	Positive or negative feedback
Age	
Disability	<p>The proposals for change have been developed by a Task and Finish group established during the summer term of 2018. The membership of the group included representatives from primary, secondary and special schools, including mainstream schools with an Inclusion Centre, as well as representatives from PCC Inclusion Service and Finance. Meetings took place between May and July 2018. The group considered a range of proposals for reducing the spend within the high needs block and as a result of this work have recommended the proposals that are being taken forward.</p> <p>Portsmouth Parent Voice have been involved in the development of the proposals on behalf of parent/carers of children and young people with special educational needs and disabilities in the city.</p>
Race	
Sex	
Gender reassignment	
Sexual orientation	
Religion or belief	
Pregnancy and maternity	
Marriage & civil partnership	
Other excluded groups	

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

yes No

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

CCG staff-If you have to complete a full EIA please email: sehccg.equalityanddiveristy@nhs.net if you require help

Q7 - How have you come to this decision? Summarise your findings and conclusion below

The proposals are being made to manage the spend within the High Needs Block of the DSG to ensure that children and young people's needs can be met from within the existing resources.

The proposals have been developed in partnership with parent/carers and schools. Schools have been kept informed of the proposals throughout.

While the impact of these proposals will reduce the overall funding available to some schools to support

those with special educational needs and disabilities, there has been careful consideration of the potential impact of these changes and mitigation includes measures to ensure that no one school is unfairly impacted by the changes. The introduction of a banded funding model for mainstream schools and inclusion centres also has the benefit of ensuring that the highest level of funding is available for those with the highest level of need.

Q8 - Who was involved in the EIA?

Julia Katherine, Head of Inclusion

This EIA has been approved by: Alison Jeffery

Contact number: 9284 1201

Date: 12th September 2018

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

Telephone: 023 9283 4789, Email: equalities@portsmouthcc.gov.uk

CCG staff-Please email a copy of your completed EIA to the Equality lead who will contact you with any comments or queries about your preliminary . Email: sehccg.equalityanddiversity@nhs.net

This page is intentionally left blank