

Title of meeting: Schools Forum

Date of meeting: 25th September 2013

Subject: Funding of Outreach Services

Report from: Julian Wooster, Director of Children's & Adults' Services

Report by: Richard Webb, Finance Manager for Children's Services

Wards affected: All Wards

Key decision: No

Full Council decision: No

1. Purpose of report

The purpose of this report is to inform Schools Forum of the different options of providing special schools with funding for Outreach services and to seek their preference regarding the funding arrangements for 2014-15.

2. Recommendations

- 2.1. Schools Forum Members consider and advise their preference to one of the following options for 2014-15:
- i. Option (a) - Continue to allocate funding for Outreach services to the individual special schools from the high needs budget.
 - ii. Option (b) - Delegate the funding to schools and academies and implement a traded Outreach service.
 - iii. Option (c) - Allocate funding for the period April 2014 - August 2014 to the Special Schools and then implement fully traded arrangements from September 2014.

3. Background

- 3.1. The Portsmouth Special Educational Needs Partnership (PSENSP) is a partnership arrangement between the special schools in Portsmouth to deliver 'Outreach' services to Portsmouth schools and academies.
- 3.2. The aim of the service is to ensure consistent, high quality, outreach support that:
- Improves outcomes for children and young people with SEN and disabilities to enable them to remain in mainstream education, where appropriate;
 - Helps to maximise the educational opportunities for all children and young people;
 - Helps to build the capacity and confidence to meet the needs of all children and young people;
 - Works in partnership with families to build confidence that their children's needs are being met;
 - Works in collaboration with other service providers to ensure that the Services are complementary, simple to use, joined-up and effective.

Appendix 1 provides further detail on the menu of services provided through the outreach arrangements.

- 3.3. The proposals within this report have been discussed by the funding reform working group and the sub-group comprising the special Head Teachers.

4. Funding Options

- 4.1. The funding estimated to be required by each of the special schools in 2014-15 to continue to deliver the Outreach Services is shown in the table below.

	£
Cliffdale	71,250
Mary Rose	68,400
Harbour	57,000
Redwood Park	25,650
Willows Nursery	10,000
Total	232,300

- 4.2. Currently under the financial regulations, the main options available to fund the provision of Outreach Services are:
- (a) Allocate the funding directly to the special schools from the high needs budget; or
 - (b) Delegate the funding to the maintained schools and implement a traded services arrangement between the special schools and the mainstream schools and academies.

A combination of both options could be implemented for the first year, to allow for a phased introduction of the delegation and traded services arrangements.

- 4.3. There are currently a number of specific budgets, such as behaviour support or EMAS that can be de-delegated back to central control with Schools Forum approval. However, under the current financial regulations, the funding for Outreach Services is not currently permitted to be de-delegated from maintained schools.
- 4.4. The DfE operational guidance for 2014-15 states that where aspects of high needs provision are not arranged in the form of places, local authorities may fund this provision from their high needs budget as a separate arrangement.
- 4.5. Currently the allocated outreach funding amounts to £290,000 (0.18% of DSG) and is split between Mary Rose, Cliffdale and Redwood Park, although services are delivered by all five special schools; including Willows Nursery. The Harbour School is currently supporting the Outreach activity from within its Behaviour Support budget. In 2014-15 it is proposed that this funding is reclassified as Outreach.
- 4.6. Between the academic years September 2011 to August 2013 Portsmouth Special Education Needs Support Partnership has sign posted 103 pupils and over 85 staff, to the Outreach Service. The majority of outreach support provided is to primary schools (85%), with secondary schools (13%) and special schools (2%). Should option (b) be chosen the split of the funding would be primary: £197,500, secondary £30,200 and special £4,600.
- 4.7. The Outreach services provided by the individual schools, support pupils and teachers across the different school phases. The funding each special school receives is used to support the employment of staff members to deliver the service. It is therefore recommended that a joint decision is reached by all school phases to enable the continued viability of the service.

4.8. In the section below, the advantages and disadvantages of each of the funding options are reviewed.

Funding Options for 2014-15

(a) Allocate the funding directly to the Special Schools from the high needs budget

Under this proposal, the funding for the Outreach Services would be allocated to Special Schools from the high needs budget.

The advantages of this option are:

- The schools would have certainty over the funding available for the financial year, enabling them to plan their resource requirements for the service.
- The services would be available to all maintained schools and academies as and when they need them.
- The potential disincentive for schools not use the services on financial grounds would be removed.
- There is no requirement to have service level agreements between the mainstream and special schools.
- Schools do not need to consider whether to sign up and pay for these services

The disadvantages of this option are:

- The outreach funding is capped at the above levels, limiting the scope of the Special Schools to develop the service beyond the current resources.
- Funding is provided to the Special Schools at the level in paragraph 4.1 and will not change in relation to the level of activity.

A service level agreement would be in place between the Local Authority and the maintained Special Schools under this option. However, where a Special School becomes an academy a contract would replace the service level agreement.

(b) Delegate the funding to the maintained schools and implement a traded services arrangement between the Special Schools and the mainstream schools and academies

Under this proposal, the funding for the Outreach Services would be delegated to all schools and academies within Portsmouth, through the funding formula. If the maintained schools and academies choose to use the Outreach Services, then they would need to enter into a service level agreement or traded services agreement respectively with the Special Schools.

The advantages of this option are:

- Schools and academies have the power to decide whether to sign up and pay for Outreach Services.
- The Outreach funding is not capped, allowing the Special Schools to develop the scope of the service.

The disadvantages of this option are:

- The Special Schools would require time to implement a traded services model, to enable them to have certainty as to the level of sign up for services and consequently the level of funding available, in order to be able to plan their resource requirements.
- If there is insufficient buy back from the maintained schools and academies, the Outreach Services may no longer be viable.
- Schools and academies will have to consider whether they want to sign up for Outreach Services and whether they want to use their allocated funding for these services. There is a risk that Outreach Services are not purchased by schools and that pupils will not receive the services that they require.
- There will be an increase in the level of administration required to manage a traded services function; particularly around individual or bespoke agreements.

(c) Delayed implementation - options (a) and (b)

Under this proposal, for the period April 2014 – August 2014, funding would be allocated directly to the Special Schools from the high needs budget. From September 2014 funding for the Outreach Services would be delegated to all schools and academies within Portsmouth, through the funding formula. If the maintained schools and academies choose to use the Outreach Services, then they would need to enter into a traded services agreement with the Special Schools, which would run on an academic year basis.

This model allows the Special Schools time to plan and implement the necessary arrangements to operate in a traded services environment. For details of the advantages and disadvantages, please refer to options (a) and (b).

5. Reasons for recommendations

The options available for funding Outreach services are set out in section 4, together with the advantages and disadvantages of each option. It is a decision for Schools Forum, as to whether to continue with the current arrangements of allocating funding directly to the Special Schools from the high needs budget; although it is recommended the current arrangement (option (a)) is continued.

6. Equality impact assessment (EIA)

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

7. Head of Legal Services' comments

Legal comments have been included within the body of this report

8. Head of Finance's comments

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

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Signed by:

Appendices:

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
Outreach Finance Records	Education Finance & School Sites
PSENSP Activity Data	Mary Rose School
2014-15 Revenue Funding Arrangements: Operational Information for Local Authorities, June 2013	DfE Website

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

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Signed by:

Appendix 1

Menu of Outreach Services

a) Individual pupil services

1. Curriculum access / differentiation.
 - Developing ideas for differentiated resources and appropriate strategies to adapt the next steps in learning for particular pupil needs.
 - Advice on adaptations to teaching environments to ensure access to full curriculum.
2. Support with assessment and planning
 - Building upon assessment already in place in order to identify next steps in learning for particular pupil needs - aimed specifically at class/subject teachers.
3. Challenging behaviour / behaviour management
 - Support with developing appropriate strategies regarding challenging behaviour both in and out of school for individual pupils. Support with identifying the communication behind the displayed behaviour.
4. Induction / transition
 - Support for individuals through key educational transitions e.g. class changes, key stages, secondary transfer, change of setting. Identification of potential barriers to learning and action planning.
5. Communication
 - Support for staff working with individual pupils with communication difficulties, identifying strategies to adopt for individual needs. Support with implementing advice from Senior Leadership Teams, use of Picture Exchange Communication (PECS), visual timetables.
6. Intervention advice
 - Developing evidence based strategies for identified individual pupils, target setting and setting up monitoring processes to assess impact of interventions. E.g. Wave 3 Interventions.
7. Speech, Language and Communication / Autistic Spectrum Conditions (ASC)
 - Support for staff working with individuals with ASC on an individual tailored basis. Developing strategies for coping with change, visual resources and structured working practices.
8. Developing social and emotional skills
 - Supporting the assessment and teaching of social and emotional skills to individual pupils in order for them to be successful within the school and wider community.
9. Developing functional skills
 - Support for staff with early identification of individuals requiring additional support with functional skills in literacy, numeracy and ICT. Advice on developing strategies for interventions.
10. Sex and Relationships Education (SRE)
 - Highly tailored support for individuals including advice with curriculum planning, differentiation and strategies for delivering SRE to pupils with specific learning disabilities, especially where issues have arisen.
11. Adaptive Technology and/or ICT support
 - Supporting staff with the best use of ICT in the classroom for individual pupils. Assessments of ICT requirements, advice on suitable software/hardware. Raising staff awareness of current technology options available.
12. Access to resources or specialist equipment
 - Loans and/or demonstrations of resources and equipment for individual pupils where available. Support with applications to the Council for additional funding for specialist equipment.
13. ICT support / alternative forms of recording
 - Supporting staff with the best use of ICT in the classroom for individual pupils.
 - Developing appropriate strategies for individual pupil to record their work in different ways.

14. Positive people handling risk assessments / training
 - Individual advice, in consultation with Occupational Therapy and Physio services, where individual concerns have arisen, to ensure safe moving and handling of any pupils requiring help with transfers.

b) CPD services General SEN

15. Work with leaders on SEN issues / development
 - Tailored support for leadership teams following consultation and identification of areas for development. E.g. following an Inspection.
16. Review of SEN provision in your school
 - Support for leadership teams with school self review, assessing current provision for SEN, identifying areas for development. Support with writing, implementing and evaluating the impact of an action plan.
17. Differentiation / curriculum access
 - Training for groups of staff on developing ideas for differentiated resources and appropriate strategies to adapt the next steps in learning for pupil needs. Raising awareness of barriers to learning presented by a range of SEN.
18. Use of adaptive technology
 - Training for groups of staff on how to best use ICT in the classroom for pupils with SEN. Raising staff awareness of options available through demonstrations of a range of software and hardware suitable for pupils with SEN.
19. Alternative forms of recording
 - Training for groups of staff on how to develop best practice and appropriate strategies for pupil's with a range of SEN to record their work in different ways.
20. Assessment
 - Training for groups of staff on how to develop their use of assessment to assess pupil progress, especially where such small steps in learning are evident. Dealing with regression. Developing self-assessment skills in children with SEN.
21. Planning
 - Training for groups of staff on how to use assessment data to inform planning for pupils working at P Levels. Developing use of differentiation within planning. Advice on appropriate target setting and expectations for pupils with SEN.
22. P Level support / moderation
 - Staff training / support with use of P levels, baselining and assessing pupil attainment. Demonstrations of exemplar materials for moderation. Modelling of assessment systems for pupils with SEN.
23. General CPD linked to SEN
 - Wide ranging, tailored support for staff to support particular school needs, planned in conjunction with leadership teams. Building staff capacity and confidence in meeting the needs of a child with SEN.
24. Supporting Transition
 - Training for staff in how to support pupils with SEN through key educational transitions e.g. class changes, key stages, secondary transfer, change of setting. Identification of systems to be put into place to aid smooth transitions.

c) CPD Services SPECIALIST Special Educational Needs (SEN)

25. Leadership and specialist SEN provision
 - Focussed support for leadership teams on identified individuals or specific groups of pupils with Learning Difficulties and Disabilities to support the development of whole school strategies and have a positive impact on attainment.
26. Supporting children and young people with specific learning disabilities
 - Awareness raising for groups of staff on Specific Learning Difficulties e.g. Dyslexia, Dyspraxia, Dyscalculia, Pragmatic Language Disorder. This could be delivered jointly with Specialist Teaching Advisers or Therapy Teams. Support for schools with pupils with specific conditions e.g. Down Syndrome.
27. Joint delivery of specialist training (e.g. therapies)
 - Joint training for staff with Occupational Therapy Physio/ Speech and Language Therapy / Specialist Teaching advisers on a range of topics regarding SEN including total communication, curriculum access, development of school and classroom environments. E.g. specialist seating.
28. Autistic Spectrum Conditions
 - Autism awareness training for groups of staff on general TEACCH strategies for pupils on the ASC spectrum including developing strategies for coping with change, visual resources and structured working practices.
29. Augmentative and alternative communication
 - Training for staff on the different methods that can be used to help pupils with SEN communicate with others either as an alternative to speech or to supplement it.
30. Communication
 - Training for staff on the development of their own communication skills when working with pupils with SEN including use of visual prompts and minimal and appropriate language.
31. Makaton
 - Training for groups of staff or individuals on supporting spoken language for children with SEN. This could be through either Foundation (2 Days) or Enhancement (3 Days) workshops for professionals.
32. Safer people handling (Full Course)
 - Training required by any staff involved in the lifting, handling or transfer assistance of pupils with SEN. This is a one day course which is delivered by RoSPA trained trainer.
33. Safer people handling (Refresher)
 - Required to be renewed every 12 months by any staff involved in the lifting, handling or transfer assistance of pupils with SEN. This is a 1/2 day course delivered by a ROSPA trained trainer.

d) CPD Services SOCIAL/EMOTIONAL/BEHAVIOUR

34. Leading development in social and emotional learning
 - Supporting staff with a lead role for Social and Emotional learning aspects in schools e.g. National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA).
35. Assessing and teaching social and emotional skills
 - Training for staff on making the best use of APP for Social and Emotional Aspects for Learning (Developed by The Harbour School).
36. Teaching CYP to resolve conflict peacefully
 - Training for staff on how to use the collaborative problem solving approach to teach children the skills they need to resolve conflict for themselves in the future.
37. Supporting CYP to change their behaviour
 - Training for staff in on how to provide mentoring support to CYP including use of approaches from motivational interviewing and solution focussed approaches.
38. Team Teach / Physical intervention

- Accredited training for staff in positive handling strategies through a whole setting holistic approach, focussing on de-escalation skills, actively committed to reducing restraint and risk and using physical intervention as a last resort.
39. Restorative approaches
 - Training for staff regarding the evidence based approach of mediation for individuals and groups.
 40. Stress busting
 - Training for staff to enable them to understand and manage stressful situations either for themselves or for CYP.
 41. Loss and bereavement
 - Child and Adolescent Mental Health Services training for staff to support children and young people YP experiencing loss and bereavement including the opportunity to become a school loss companion.
 42. Attachment difficulties
 - Training for staff to better understand the theory and practice behind attachment theory. Practical strategies and interventions for children and young people experiencing difficulties.
 43. Emotional First Aid
 - A course of training for staff (6 1/2 day sessions) to support learners with additional emotional needs. This can be delivered tailored to Primary or Secondary age groups.
 44. Social and Emotional Aspects of Learning / Silver Set
 - Support for staff to review and develop Social and Emotional Aspects of Learning work. E.g. Joint delivery and development of Silver Set (Small group intervention).
 45. De-escalation
 - Training for staff on how to develop techniques and approaches to de-escalate potentially dangerous and violent situations.

e) CPD OTHER

46. Parent / carer workshops
 - Tailored to school needs, workshops delivered directly to groups of parents and carers on a range of issues related to SEN. E.g. Total communication, PPP, Stepping Stones, Makaton, Supporting children's learning at home.
47. Disability awareness training for CYP
 - General awareness raising, delivered through assemblies, focus days etc. Specific work with groups of pupils on developing tolerance, acceptance and general citizenship skills.
48. Opportunities for staff to gain SEN classroom experience
 - Visits to Special Schools to carry out observations, gain hands on experience, view resources and specialist equipment. Opportunities to discuss issues with experienced SEN staff.
49. Lunchtime supervisor training
 - Training for groups of lunchtime supervisors on managing behaviour positively, effective communication and developing play skills.
50. Midas Training
 - Training on driving accessible minibuses to transport pupils with additional mobility needs. This is a one day course which must be updated every three years and includes a driving assessment.