



**SCHOOLS FUNDING FORUM
AGENDA**

8.30 - 11.00 am	18 June 2015	Room 233, CEME Centre, Rainham
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Members: 26 Quorum: 10

MEMBERSHIP:

Representative Groups

Head Teachers (12):

Nigel Emes, Chair (Primary)
Margy Bushell (Primary)
Kirsten Cooper (Primary)
David Denchfield (Primary)
Malcolm Drakes (Primary)
Julian Dutnall (Secondary Academy)
Bill Edgar (Secondary)
Chris Hobson (Primary)
Simon London (Secondary)
Keith Williams (Secondary Academy)
Tim Woodford (Junior Academy)
Geoff Wroe (Special School)

Governors (7):

Wayne Chretien (Special School)
Sheila Clarke (Primary)
Bernard Gilley (Primary)
Daren Jackson (Primary)
John McKernan (Academy)

**Non-School
Representatives (4):**

Katrina Karwacinski (Early Years/PVI Sector)
Maria Thompson (Post 16)
Trevor Sim (Vulnerable Children)

Trade Unions (3):

John Giles (Unison)
Keith Passingham (NASUWT)
Ray Waxler (NUT)

Please contact David Allen David.allen@havering.gov.uk Tel: 01708 433851 to give apologies for absence or to raise queries on the agenda.

If you are unable to attend please contact your named substitute or ask David Allen to do so on your behalf.

APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS OR OBSERVERS

Apologies have been received from Keith Williams, Sheila Clarke and Wayne Chretien

TO AGREE THE NOTES OF THE MEETING HELD ON 23 APRIL 2015

(Pages 1 - 4)

The notes are attached at Appendix A.

MATTERS ARISING

MEMBERSHIP

- (i) To note the resignation of Tracey Walker as governor representative of primary schools.
- (ii) To note the appointment of the following governor representatives;
Primary: Sheila Clarke, Bernard Gilley and Daren Jackson
Special: Wayne Chretien
- (iii) To note the vacancies for governor representatives of secondary maintained schools and academies and of the pupil referral service.
- (iv) To consider representation from the 7th primary cluster group.

REPORT ON EXPENDITURE FROM THE PUPIL GROWTH FUND 2014-15 (Pages 5 - 6)

Appendix B refers

REPORT ON EXPENDITURE FROM THE FALLING ROLLS FUND 2014-15 (Pages 7 - 8)

Appendix C refers

REPORT ON EXPENDITURE FROM THE SCHOOL PARTNERSHIP AND SCHOOLS CAUSING CONCERN FUNDS 2014-15 (Pages 9 - 22)

Appendix D refers

ALLOCATION OF THE DSG BALANCE CARRIED FORWARD FROM 2014-15 (Pages 23 - 24)

To consider the options for allocation of the balance from the 2014-15 centrally held DSG. Appendix E refers.

HIGH NEEDS FUNDING 2015-16 (Pages 25 - 30)

To note the allocation of funding from the High Needs Block in 2015-16. Appendix F refers.

PUPIL GROWTH FUNDING - PUPILS WITH ADDITIONAL NEEDS (Pages 31 - 32)

To consider a revision to the criteria for financial support to schools with increased pupil numbers in-year reflecting additional needs. Appendix G refers.

CONSULTATION ON ADDITIONAL RESOURCED PROVISION (Pages 33 - 48)

To note progress on the consultation with schools. Appendices H, H1, H2 refers.

TRADE UNION FACILITY TIME

To note the current position on academies' buy in to the pooled arrangements for trade union facility time and to reconvene the Trade Union Facility Time Working Group. To be reported at the meeting.

NEXT MEETINGS

To agree meeting dates for the academic year 2015-16.
All meetings to be held at CEME at 8.30am.

ANY OTHER BUSINESS

**MINUTES OF A MEETING OF THE
SCHOOLS FUNDING FORUM
CEME, Rainham
23 April 2015 (8.35 – 10.50am)**

Present:

Head Teachers	Nigel Emes (Chair) (Primary) Bernadette Matthews on behalf of Chris Hobson (Primary) Margy Bushell (Primary) Bill Edgar (Secondary) Julian Dutnall (Academy) Keith Williams (Academy) Tim Woodford (Academy) David Denchfield (Primary) Emma Allen on behalf of Geoff Wroe (Special Schools)
Governors	Tracey Walker (Primary) John McKernan (Academy)
Trade Union Representatives	Ray Waxler (NUT) Keith Passingham (NASUWT) John Giles (UNISON)
Officers in Attendance	Mary Pattinson (LBH) David Allen (LBH) Martin Shipp (LBH) in part

91. APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS OR OBSERVERS

Apologies were received from:

Kirsten Cooper (Primary)

Simon London (Secondary Academy)

Chris Hobson (Primary) – represented by Bernadette Matthews

Maria Thompson (Post 16)

Katrina Karwacinski (Early Years PVI Sector)

Emma Allen was substituting for Geoff Wroe

92. TO AGREE THE NOTES OF THE MEETING HELD ON 12 MARCH 2015

The minutes of the meeting of the Forum held on 12 March 2015 were agreed as a correct record and signed by the Chairman.

93. MATTERS ARISING

Mary Pattinson reported that an ESP meeting was scheduled to take place tomorrow; therefore she would provide an update at the next meeting on the SEN strategy.

94. MEMBERSHIP

- (i) David Allen explained the structure and election process of School and Academy Representation; Appendices B and B1 detailed the balance of membership between the various groups represented and there was a discussion on the options for revision based on January 2015 pupil numbers. It was noted that for Academies there was flexibility in the category of representation; it could for example be a School Business Manager.

It was noted that Special Academies and Alternative Provision Academies would each need their own representative.

In view of the rapid changes in pupil numbers it was agreed to reconsider this issue on the basis of October 2015 pupil numbers. If, at that stage it was agreed to increase academy membership, given the strategic nature of the meeting, the issue of representation would be raised at the Secondary Head Teachers Group meeting. When the time came David Allen would follow the required process and write to “the proprietors of academies” regarding vacancies.

- (ii) The resignation of Daniel Gricks, Academy Governor representative was noted.
- (iii) For the primary governor vacancies, expressions of Interest had been received and it was expected that the new members would be in place by the next meeting.
- (iv) It was noted that Joe Webster had resigned as governor of a secondary school and Christine Drew as governor of the pupil referral service. Neither was eligible to serve on the Funding Forum which created additional vacancies. David Allen would follow this up.

95. SECTION 251 BUDGET STATEMENT 2015-16

The Forum received and discussed the Section 251 Budget Statement – Appendix C. This was the statutory statement of planned LA expenditure for Children’s Services including schools and would be published on the Havering website shortly.

The LA Table showed budgets for the following:

- 1.0.1 Individual Schools Budget – the funding allocated to schools and early years providers through the funding formula. Reference was made to an additional table giving a further breakdown of the funding to providers of early education for 2, 3 and 4 year olds based on hourly rates. For special schools the funding represented the number of places x £10,000 and for AP £8,000 per place rising to £10,000 in September 2015.
- 1.1.1 - 1.1.9 These lines showed the budgets de-delegated from maintained schools for services such as behaviour support, maternity insurance and trade union facility time.
- 1.2.1 – 1.2.12 High Needs Block expenditure for areas such as top up provision for places commissioned for children with special needs at LBH special schools, out of borough schools, independent and non maintained provision and F.E. colleges. Top up provision for AP placements in the pupil referral service was also within this block
- 1.3.1 The budget for the Early Years QA Team and a contingency for additional places during the year
- 1.4.1 – 1.4.12 Other (mainly Schools Block) expenditure held centrally e.g. for School Admissions, pupil growth etc.

The total amount of DSG was £195 million of which £76.8m was recouped by the EFA for allocation to academies.

The rest of the report detailed central (non DSG) expenditure for Education and Children's Social Care. The Education expenditure included those budgets that were funded through the Education Services Grant which in 2015-16 had been reduced from £113 to £87 per pupil.

The following questions/issues were raised:

- Staff costs; supply cover for facility time i.e. covering Union duties
- Special Schools and Alternative Provision: an allocation for each place plus allocations per pupil based on the matrix of special need. The PRS received an allocation per place plus a top up per pupil
- High needs – this is the most challenging area – will revisit at a later meeting with a more details analysis
- Termination of employment costs - It would be checked if this budget was still required
- Capital Expenditure from Revenue – this was a DSG contribution for the energy saving contracts in four secondary schools that expired in 2017. At that point the £87k would available for allocation elsewhere in the DSG
- Exceptions agreed by Secretary of State – this covers National Copywrite Licences
- Cost of buying in services – members asked about the details of these costs. The 251 Budget Statement historically does not include this type of detail, both Mary Pattinson and David Allen are happy to discuss details individually with members as the data can sometimes be very complex.

96. 2015-16 FUNDING FORMULAE COMPARATIVE DATA

The Schools Block Funding Formulae - which is an analysis of local authorities' schools was discussed. David Allen talked members through this report and explained where Havering sits in relation to other LAs. This comparative data would be used to inform future reviews of the funding formula. It was noted that the funding ration between primary and secondary sectors was 1:1.36 whereas the national average was 1:1.28. Some further work would be carried out to model the impact of bringing the Havering average closer to the national position.

97. CAPITALISATION OF TWO-YEAR-OLD FUNDING

Martin Shipp discussed the report on the criteria for the allocation of early years capital funding for the expansion of nursery provision on school sites. A copy of the "Invitation for Expressions of Interest" to be circulated to schools was included in the report for completion and return by the end of the summer term. Schools would be notified of the outcome in the autumn term (probably November) and a report produced for the Funding Forum. The timescale for the completion of the works would be dependent on the specific requirements of each of the successful applications.

98. NEXT MEETINGS

18 June 2015
Meeting to be held at CEME at 8.30am.

99. ANY OTHER BUSINESS

There was no other business.

Chairman

Schools Funding Forum 18th June 2015

USE OF PUPIL GROWTH FUND IN 2014-15

	£
New permanent expansions - 2 schools, 0.5 form of entry each	45,194
Cohorts moving through from previous year permanent expansions - Funding of 345 additional places (11.5 forms of entry)	616,275
Funding of 12 bulge classes for 360 pupils in September 2014	539,554
Commitment to schools for unfilled bulge classes from previous year	954,496
Allocations to meet infant class size regulations	110,863
Previous year growth in secondary schools and academies (25 places)	96,725
	<u>2,363,107</u>
Budget	2,700,000
Underspend	-336,894
2013-14 expenditure (for comparative purposes)	1,306,681

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Agenda Item 6

APPENDIX C

Schools Funding Forum 18th June 2015

USE OF FALLING ROLLS FUND IN 2014-15

£

Gaynes 394,566

Royal liberty 54,050

448,616

Budget 500,000

Underspend -51,384

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REPORT ON USE OF 2014-15 DSG SCHOOLS PARTNERSHIP AND SCHOOLS CAUSING CONCERN BUDGET

School A Supporting School	School B Supported School	Purpose/focus	Monitoring/reporting arrangements if relevant	LA officer	Start/end date	Type of partnership/support	Focus/outcomes/evaluation	Cost £	
Page 9	Crowlands	Clockhouse	Coaching partnership with specified teachers in four year groups (Y1, 2, 4, 5) to improve the quality of teaching with the result that teaching moves to consistently good	PRMs/ internal external monitoring of quality of teaching	GS	May 2014 – July 2015	15,000 Crowlands £5,000 Clockhouse	<ul style="list-style-type: none"> • Clear impact for all 4 teachers that have paired up with staff at Crowlands: <ul style="list-style-type: none"> - Y1 teacher (from RI to Good) - Y2 teacher (from RI to Good) - Y4 teacher (from RI to RI with good features) - Y5 teacher (from Good to Good with outstanding features) • HTs have shared management processes and improvement strategies (eg data; management info for PRMs; improving teaching) • Looking to focus on new staff now to include Good to Outstanding 	20,000
	Brookside infants	Newtons	EY leader coaching and coaching with EY teachers to improve the quality of teaching with the result that teaching moves to consistently	PRMs/ internal external monitoring of quality of teaching	PP	July 14- July 15	£15,000 Brookside Infants £5,000 Newtons	<ul style="list-style-type: none"> • shared good practice . Newtons adopted the use of cutlery trays on dining room tables and cutlery for children to use independently during snack time. • EY leads produce a tracking sheet that show small steps of progress. Newtons Assessment Leader developed this further in school. • shared resources for planning ideas. • challenged each other on the use of adults and their effective interaction with the 	20,000

		good					<p>children to further develop their Speaking and Listening and Writing skills.</p> <ul style="list-style-type: none"> • members of staff visiting each setting. Joint learning walks • worked remotely on looking at each area of learning and how Speaking and Listening activity linked to them and that Writing was evident in continuous provision, including the outdoor area. Now have Writing as a key area in both Reception classrooms. <p>Impacts:</p> <ul style="list-style-type: none"> - Every child in Reception is now part of the Speech Link programme and all take part in Dough Disco - A part-time Nursery Nurse (0.4) uses 75% of her time modelling speaking and listening and Writing in different areas. - The EY Lead now has 0.2 of her week observing all FS staff and giving effective feedback - SIP gave external validation to Newtons by carrying out a Learning Walk and observations which showed improvement in all areas of Ofsted concerns - HMI recognitions: The partnership with Brookside Infant School has already begun to influence the learning environment and practices in the Early Years and Foundation Stage. - Newton's SIP recognition of newly refurbished FS setting, new resources which have enhanced the children's learning and adults who are making a difference to this. - Additional time for FS Lead to observe practice in the setting and offer advice and challenge has improved the quality of Teaching and learning. - Routines established in school with children 	
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							<p>now signing themselves in in the morning. Writing has now become part of the daily routine.</p> <ul style="list-style-type: none"> - Parents report that children are making progress (evidence-comments made on forms filled in with parents during parents' evenings and WOW certificates) - Lesson observations/ scrutiny of pupils' work show improvement in confidence in Writing. - The Helicopter Story Telling project, which we put in place for both our Nursery and Reception children, developed the children's confidence in speaking in front of an audience. This was particularly evident for our Reception children. 	
Hacton Page 11	Harold wood	Coaching partnership with specified teachers to improve the quality of teaching with the result that teaching moves to consistently good	PRMs/ internal external monitoring of quality of teaching	MT	Nov 2014- July 15	£15,000 Hacton £5,000 Harold Wood	<ul style="list-style-type: none"> • Hacton head teacher has made several visits to Harold wood and helped the SLT evaluate areas to develop in T and L. • He has modelled his approach to monitoring and evaluation. • SLT has visited Hacton to record and take back example of high impact strategies for improving provision in relation to development areas from OFSTED/HMI report. • Teachers at HW have undertaken book scrutinisees and moderation visits with staff at Hacton and this has resulted in an improvement in the Quality of Teaching and Learning. • HW recent awarded 2 for T and L/ leadership in Mid Ofsted review. 	20,000

St Edwards	Parklands Junior	To support to move to Good	LA PRMs	MT	June 14- June 15	£ 15,000 St Edwards £ 5,000 Parklands Juniors	<ul style="list-style-type: none"> Support to teaching staff to share good practice and CPD for staff 	20,000
St Ursula's Catholic Junior	Squirrels Heath J	Coaching partnership with specified teachers in two year groups to improve the quality of teaching with the result that teaching moves to consistently good Enhanced mentor for acting HT	PRMs	IG	April 14- July 15	£15,000 St Ursula's J £5,000 SHJ	<ul style="list-style-type: none"> 1:1 coaching with a teacher in Year 5. Member of St Ursula's staff met with senior staff at SHJ to identify actions Team teaching, observations, marking and planning support all supplied; Analysis of StU books and expected standards during visit from SHJ Learning walk at StU with SHJ staff focus on identification of best practice and classroom organisation to improve learning outcomes for children. SHJ observed teaching at StU and then held feedback debrief to identify key features of outstanding teaching. StU teacher observed SHJ teacher over terms gave feedback and held coaching conversations after observations. <p>Impact: practice of SHJ teacher radically improved particularly in aspects of transition within the lesson, pupils behaviour for learning; differentiation for more able. Feedback given to acting head teacher throughout the process to keep informed of developments.</p> <p>Monitoring partnership between schools set up. Teachers from SHJ initially visited StU – for learning walk followed by literacy and numeracy moderations. This has developed further with shared problem solving in maths across both schools and year 6 writing moderations</p>	20,000

							<p>Moderation of new NC– ensuring teachers’ knowledge is secure and ability to assess using new year group expectations; sharing best practice; marking skills; challenge and support for more able pupils within the new NC improved.</p> <p>Shared role of middle leaders taking accountability / job responsibilities focus for SHJ was G&T; PSLD (Performance skills level descriptors) shared with middle leader focus; job descriptions and day to day responsibilities and accountability empowering of SHJ middle leader to take responsibility and act to improve experiences for both pupils and staff.</p> <p>Support for Squirrels Heath Acting HT through coaching, learning walks at SHJ and St.U, sharing of School Development Plans and discussion through to SEF; support preparing key documentation; coaching in HR matters; on Asset Management documentation; emotional wellbeing support. Acting HT able to lead school after difficult inspection, through appointment of new HT, challenging Governor meetings, day-to-day running of school.</p>	
Benhurst	Wykeham	To support grade 3 school/ HT sickness/leadership fragility	QA/ PRMs	SS	Nov 14- Feb 15	<p>SCC funded 7,200 to Benhurst</p> <p>Wykeham also subsequently supported £20,000 through SCC funding to support secondment of deputy head from St Patrick’s and interim head teacher following non return of head and</p>	<ul style="list-style-type: none"> • Head’s responsibilities discharged during absence October- January. • Coached three teachers. One became good two moved on. • DHT supported as SENCO- SENCO duties covered. • Liaison with HMI successful outcome. • Provided informal initial support to the school after appointment of interim head. • Developed on-going school to school cooperation in subject areas and curriculum, moderation and middle leadership. • Interim head and deputy have secured all 	7,200

						subsequent resignation.	aspects of the school. Deputy now substantive and headship interviews in May	
Broadford	Brady Also some partnership working with Towers Infs and Engayne teaching School	Consistency of teaching Coaching for HT Embedding consistent school practices Early Years development	Through monitoring boards/SMG HT has completed own detailed evaluation of the partnership	GS	Dec 2014 to July 2015	£8,330 – transferred to Brady	<ul style="list-style-type: none"> • Reduction in number of surplus TAs (value for money) • Ofsted and HMI recognition of ‘capacity to improve is clear’ and ‘taking effective action’ respectively • Grammar lessons established in Brady literacy lessons. Data showing improvements in this area • Parents/children /teachers report that the school is improving rapidly • Lesson observations/ scrutiny of pupils’ work show that standards are improving and all requires improvement teaching is moving to good. • Shared leadership meetings has modelled L&M for Brady SLT • Benefited from seeing outstanding provision and systems at Broadford 	8,330
St Ursulas	La Salette Catholic Junior	G to O p To move to outstanding at next inspection To provide capacity within the wider system in having – including strengthening of the teaching schools Alliance.	Through conditions of the project letter/ SIP Externally commissioned Ofsted inspector	JP	Oct 14- July 15	LA/ schools partnership funded 1,500 each	<ul style="list-style-type: none"> • HTs visit schools with recent Ofsted rating of outstanding in Diocese of Brentwood or other local Dioceses and outside of the LA to identify outstanding features in own school and partner school and support identification of “good” practice that could become outstanding. • Reflective practice and accurate self-evaluation of current practice in schools informing school development priorities • HTs accurate knowledge of own schools identify areas requiring further development to consolidate “outstanding” rating • Teachers in partner schools shared best practice confidently supporting colleagues • Both schools are developing features of 	4,500

							outstanding with a view to securing this at next inspection. The focus areas were literacy. Marking and feedback and enhancing curriculum.	
Nelmes	Elm Park	Ofsted recommendation- link with an outstanding school Informal and ad hoc support as required.	Through PRMs	SS	Dec 14- July 15	1,500 each G to O	<ul style="list-style-type: none"> The head has provided informal coaching to the head at Elm Park. Sharing of work on pupil data and middle leader visits. Middle leaders now fulfilling their full remit. Elm Park signed off all actions on POAP and are in developing stage. HMI required the partnership so has contributed to this. Elm park outcomes 2015 look set to support a good at next Ofsted. 	3,000
Consultancy support								728
EXPENDITURE								123,758
2014-15 BUDGET								196,000
UNDERSPEND								72,242

OTHER SCHOOL PARTNERSHIPS

FUNDED FROM 2013-14 SCHOOLS PARTNERSHIP BUDGET

Hylands Primary	Towers Infant	Coaching partnership with specified teachers in KS 1 to improve the quality of teaching with the result that	PRM	PP	July14- July 15	£15,000 Towers I £5,000 Hylands	Schools shared: <ul style="list-style-type: none"> moderation of writing Phase Leader visits – EYFS and KS1 JL visited Hylands to look at books in KS1 KS1 staff visited /observed lessons for pace / challenge / questioning how marking is used to challenge/move 	20,000
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		teaching moves to consistently good					<p>children's learning forward. Both schools have subsequently updated marking policies.</p> <ul style="list-style-type: none"> • Phase Leaders supported through discussions and observations. • Hylands -significant improvement and upward trend in KS1 results / significant increase inL3s • HMI (September 2014) identified that Hylands' 'partnership for positive impact. • Writer of the Week established in-class and whole school at Hylands based on Towers Infants- school now has children more engaged and challenged in writing. Children aspire to develop their writing style and move to the next level. • PP during learning walk (September 2013) and VY (March 2015) notes improvement in books. 	
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FUNDED FROM BY THE NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP (NCTL)

Whitefields Special school	Ravensbourne	To support grade 3 school Focused on assessment /tracking and using Assessment in teaching	PRM Integral to post Ofsted Action Plan, including internal and external monitoring arrangements MI monitoring	IG	Nov 2014- April 15	SCC funded partnership Teaching school bid submitted partially supported cost 13,300	<ul style="list-style-type: none"> • A Curriculum Framework will have been developed for Ravensbourne. • A format for pupil progress files established. • Teachers received training/support about Curriculum Framework and progress guidelines for new curriculum • A Post 16 Curriculum Framework being developed for Ravensbourne. • Teachers will see new curriculum and processes delivered at Whitefields. • Staff have an informed knowledge of how Whitefields EY systems feed into whole school assessment. 	13,300
Hall Mead	Brittons	- Support maths	- Hall Mead (Teaching	IG	Jan - Jul	£10,000 funding from the National College	<p>Intended outcomes:</p> <ul style="list-style-type: none"> • Move out of Ofsted Grade 4 by 	10,000

		leadership and progress in maths - Improve outcomes in science - Support SLT	Alliance) to monitor through sharing milestones with HMI lead on school and using interim monitoring reports to assess impact of programmes. - Monitored by LA Monitoring Board		2015	for Teaching and Leadership's (NCTL) 'School to School Support Fund' (StSS), through Teaching Schools.	autumn 2015. <ul style="list-style-type: none"> Move 2 Science teachers from Requires Improvement to Good by May 2015. Improve quality of leadership in Maths to raise outcome <p>To be evaluated following 2015 GCSE outcomes.</p>		
Page 17	Hall Mead	Sanders	- Leadership to develop rigorous monitoring to increase the quality of teaching. - Develop student response to marking and acting on formative feedback - Focus on improving progress of more able students .	- Evaluation by Hall Mead (Teaching Alliance) - Monitored by LA Monitoring Board	IG	Jan - Jul 2015	£5,000 funding from the National College for Teaching and Leadership's (NCTL) 'School to School Support Fund' (StSS), through Teaching Schools.	Intended outcomes: <ul style="list-style-type: none"> Identify named teachers currently at Requires Improvement and secure Good teaching over time by summer 2015. Improve pupil outcomes and exceed floor targets for pupil progress for GCSE results summer 2015. Raise progress for HA students to at least national average levels for 2015 results. <p>To be evaluated following 2015 GCSE outcomes.</p>	5,000
	Hall Mead	Marshalls	- L&M: adding	- Evaluation by	IG	Jan -	£5,000 funding from	Intended outcomes:	5,000

	Park	capacity and developing strategic thinking (SEF and action planning; - Raising achievement in maths and science.	Hall Mead (Teaching Alliance) - Monitored by LA Monitoring Board		Jul 2015	the National College for Teaching and Leadership's (NCTL) 'School to School Support Fund' (StSS), through Teaching Schools.	<ul style="list-style-type: none"> • Move school as rapidly as possible towards securing a Good Ofsted judgement. • Improve pupil outcomes and exceed floor targets for pupil progress for GCSE results summer 2015. • Identify named teachers currently at Requires Improvement and secure Good teaching over time by summer 2015. <p>To be evaluated following 2015 GCSE outcomes.</p>		
Page 18	Hall Mead	Albany	- Improve quality of teaching and implement raising achievement programme, with particular emphasis on in-school variation. - Targeted intervention for science and maths.	- Evaluation by Hall Mead (Teaching Alliance) - Monitored by LA Monitoring Board	IG	Jan - Jul 2015	£5,000 funding from the National College for Teaching and Leadership's (NCTL) 'School to School Support Fund' (StSS), through Teaching Schools.	<p>Intended outcomes:</p> <ul style="list-style-type: none"> • Raise progress in Maths above floor target for 2015 results. • Improve Science results to at least expected levels of progress for 2015 results. <p>To be evaluated following 2015 GCSE outcomes.</p>	5,000

SUPPORTED FROM EARLY YEARS FUNDING

Ardleigh Green Infants School	Squirrels heath Infants	G to O project	Through conditions of the project letter	SW	Nov 14- July 15	LA/ Teaching school initiated- early years funded 1,000 each	<p>Outcomes- Squirrels Heath Infant School</p> <ul style="list-style-type: none"> •Improved teaching and learning displayed through more effective planning meeting the needs of all groups of learners. Higher levels of expectation and more challenge for higher achieving learners. •Improved writing progress and attainment. •Increased confidence and competence in middle 	2,000
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							<p>leaders</p> <ul style="list-style-type: none"> •Coaching methods used effectively to improve practice •Evaluation of Teaching and Learning and Marking and Feedback Policies <p>Outcomes – Ardleigh Green Infant School</p> <ul style="list-style-type: none"> •Coaching used as a tool for school improvement •Opportunity to share good practice and enhance teaching within own school •Developed teacher expertise through the coaching of others •Developed middle leaders •Increased capacity of SLT to support another school •To reflect on current practice and to evaluate impact of collaboration. 	
Towers Infants Page 19	Ardleigh Green Juniors	G to O project	Through conditions of the project letter	SW	Nov 14- July 15	LA/ Teaching school initiated- early years 1,000 each	<p>Areas for consideration during the collaboration</p> <ul style="list-style-type: none"> •How the new Ofsted framework will impact on your monitoring? •How you can link the new framework to the teaching standards and be secure about your judgements? •How you can be more efficient in scrutinising pupils' learning? 	2,000

OTHER SCHOOL PARTNERSHIPS

Uplands, Crowlands, Scotts	Uplands, Crowlands, Scotts	G to O Project (see above)	Through conditions of the project letter	JP	Oct 14- July 15	LA/ schools partnership funded	<ul style="list-style-type: none"> • HTs and middle leaders visited out of borough schools recently awarded an outstanding Ofsted and had discussions and learning walks with the HTs • HTs and middle leaders systematically shared the identified outstanding practice drawing on a range of expertise across the schools 	
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- In addition, identified practice not yet outstanding with collective suggestions and strategies for improvement.
- worked remotely on making changes related to improvements identified from activities above
- Our LA strategic Leads gave external validation through QA visits
- developed stronger relationships between staff through the introduction of joint professional development
- Teachers report that joint professional development has led to increased reflective and collaborative practice
- LA QA evidences Scotts outstanding all judgements. Upminster J QA expected April 2015
- Crowlands review Feb 2015 evidences behaviour and EY close to the boundary of outstanding with rapidly closing performance gaps and a strength in marking and feedback in English and maths
- HTs confident to show case their schools and engaged in a variety of partnerships to support local schools
- Middle leaders can articulate impact of leadership in terms of improvements in teaching, curriculum and pupils' outcomes (ref: interviews Feb 2015 Crowlands and interviews planned 26/03 Scotts and 20/05 Upminster J)
- Improvements in EY provision, timetabling and organisation of resources in readiness for a
- bulge class in Scotts

Benhurst lead partner with NAHT/Eddison Aspire project	Benhurst Primary Dame Tipping Elm Park Primary Squirrels Heath Infant Squirrels Heath Junior Towers Infant Wykeham Primary <i>Also includes x 2 out borough schools</i>	Develop a strong partnership of schools where teaching and learning can be developed to move rapidly to good or beyond	Through half termly reviews by Eddisson external consultants /PRMS / peer challenge	SS	May 2015- July 2017 (possibly 18)	75% funding year 1 £10,000 per school 50% funding year 2 £ 5,000 per school (reviewable summer 2016) (year 3 TBC) Funded from HSIS	<ul style="list-style-type: none"> Launched May 2015. LA links allocated and training programme scheduled. 	
Sanders Harold Court Primary Branfil Primary Upminster Junior Camden collaboration	Developing higher order maths (looking at mastery in maths) key stage 2-3 Developing lead practitioners	Monitored through external evaluation by Cambridge University and London Borough of Camden	KR	Nov 2014- July 15	Informal research based developing good practice- supports schools in increasing proportions of pupils at higher levels- Schools partnership funded	<ul style="list-style-type: none"> Teachers have taken part in training sessions and networks to share good practice This will continue until the end of the current school year and possibly beyond. Impact will continue to be measured during the next school year. 	4,000	
Brookside Infants	Brookside Drapers Junior Academy	Secondment of head teacher to transition the school from category	LA SIP visits/ internal monitoring		July 14- July 15 initially	Salary paid for by Drapers Academy brokered by LA	<ul style="list-style-type: none"> The head is providing strong strategic and operational leadership on a daily basis and using well established systems from the infants' school to improve quality of teaching, use of data and assessment, the learning environment, parental engagement and behaviour. 	

							<ul style="list-style-type: none"> • Visits by the SIP confirm excellent progress in many areas. The school is working towards good in its first inspection as an academy 	
Hornbeam Trust	Dycorts	To remove school from Special measures and transition to a sponsored Academy	By Special School Advisor/monitoring board	AM	March 2014-Sept 2015 (becomes academy)	Leadership support from Hornbeam Trust	<ul style="list-style-type: none"> • Executive head teacher performing strategic and operational duties of head • POAP accepted by HMI • Staffing issues being resolved through close working with HR • Academy order being progressed rapidly • Curriculum and teaching arrangements reviewed and reorganised • Sharing of systems and expertise from Hornbeam in all areas including assessment (training completed) • Health and safety and safeguarding reviewed and addressed 	

SCHOOLS CAUSING CONCERN

Wykeham Primary	to support additional leadership costs	20,000
Dycorts	to support additional leadership costs	18,000
Interim Executive Board expenses		<u>1,965</u>
		39,965
2014-15 BUDGET		40,000
UNDERSPEND		35

APPENDIX E

Schools Funding Forum 18th June 2015

DSG CARRY FORWARD FROM 2014-15

The carry forward balance from centrally retained DSG from 2014-15 into 2015-16 is £1.665m.

This is broken down as follows:

	£000
Early Years Block	345
High Needs Block	248
Schools Block	1,072
Total	1,665

1. The Early Years Block underspend includes 2 year old funding and DSG earmarked as a contingency for 3 and 4 year olds in PVI settings.

This underspend is after capitalising £950,000 for additional nursery provision in 2014-15.

2. The High Needs underspend was from funding held to meet the costs of previous year claims from other LA for excluded pupils and recoupment.

3. The Schools Block includes £157k of underspends in the amounts de-delegated from maintained primary and secondary schools for central services. These include the following:

£109k	supporting schools in financial difficulty
£5k	trade union facility time
£7k	maternity insurance
<u>£121k</u>	

It is requested that these amounts are rolled forward to add to the budgets already de-delegated in 2015-16.

Other Schools Block underspends were as follows:

	£000
Pupil Growth	337
Pensions	120
Support to schools in financial difficulty	150
Infant free meals	100
Falling Rolls	51
Early Retirement Fund	28
PPP	30
Other (collection of minor underspends)	99

Proposals for allocation of this one-off carry forward as set out below.

	£000
Roll forward of underspends from de-delegated budgets	121
Retention of budget for recoupment claims from other LAs	200
Vulnerable 2 Year Olds (agreed at last meeting)	200
SEND Reforms (repeat request from last year)	125
Additional Resourced Provision Pilot	200
Vulnerable Pupil Pilot	100
Business Rates Adjustments	100
One Year Increase to Falling Rolls Fund	54
Central Initiatives (further detail to be discussed at the meeting)	100
Distribution to schools	465
Total	1,665

Schools Funding Forum 18th June 2015

BUDGETARY PROVISION FOR HIGH NEEDS 2015-16

The tables below provide a breakdown of the High Needs Block expenditure from the DfE allocation as at 31st March 2015 plus additional funding following a growth bid by the LA.

For establishments that are not LA Maintained, the SEN place led funding (Element 1 and 2) is recouped by the DfE from the DSG allocation and the EFA funds the institutions direct.

Total High Needs DSG Allocation	£19,161,138
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EFA Recoupment from DSG Allocation	£724,000
Pre-16	
• Academies _ Special Units and Resourced Provision (18 places x £10,000)	£180,000
• OoB Special School - 1 pupil, summer term only	£3,333
• NMSS - 17 places x £10,000	£170,000
Post-16	
• Mainstream Academy - Element 2 support costs (£6,000 x 4 places)	£24,000
• LBH Special School - Element 1 & 2 place costs(27 summer places reducing to 25)	£256,667
• NMSS - Element 1 & 2 place costs(£10,000 x 7 summer rising to 10 places)	£90,000

Total High Needs DSG Allocation after recoupment	£18,437,138
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1. PRE-16

a) Mainstream Schools (LA Maintained Schools and Academies)

Element 3 top up	544 children (162,074.25 hours)	£2,181,146
Formula Headroom (Notional £6,000)		£128,062
SEN Contingency for in-year statements		£658,920

Contingency provision is for:

- Primary September Intake
- Primary to Secondary September Transfers
- Payments to OoB Schools
- New and Additional Statemented Support

b) High Needs Units or Resourced Provision in LA Maintained Schools

Element 1 & 2 place costs (£10,000 per place)	77 places	£770,000
Additional element 1 & 2 place costs for Sep15-Mar-16	14 places	£81,667
Element 3 Top Up	77 places	£549,277

c) Special Schools

Element 1 & 2 place costs (£10,000 per place)	271 places	£2,710,000
Element 3 Top Up		£3,025,913

d) Non-Maintained Special Schools

Element 3 Top Up	17 places	see section (f)
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e) Independent Schools

Element 1 & 2 & Element 3 Top Up	17 places	see section (f)
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f) SEN Pre 16 Top Up for NMSS & independent Schools (sections d and e above) £1,286,947

2. POST-16**a) Mainstream Schools (LA Maintained Schools and Academies)**

Element 3 Top Up		see section (g)
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b) Special Schools (Havering and OoB Schools (Other LAs))

Havering Schools - element 3 Top Up	18 places	£199,546
OoB Schools - element 3 Top Up	6 places	see section (g)

c) Non-Maintained Special Schools

Element 3 Top Up	7 places	see section (g)
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d) Independent Schools

Element 1 & 2 & 3	19 places	see section (g)
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e) Further Education Colleges

Element 2 & 3	228 places	see section (g)
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f) Post 16 Independent Specialist Providers

Havering Budget for element 3	26 places	see section (g)
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g) SEN Post 16 budget provision (sections (a) to (f) above) £1,433,000

3. ALTERNATIVE PROVISION

a) Pupil Referral Service

Element 1 & 2 place costs (£8,000 rising to £10,000 in August)	134 places	£1,228,334
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Element 3 top up		£1,391,696
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b) Alternative Provision Central Support		£104,490
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c) Hospital Education		£77,240
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d) Home Education Central Support		£23,200
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e) Inclusion Service Central Support		£107,010
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f) Social Inclusion Support		£229,350
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g) PRU Transport		£73,880
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4. OTHER HIGH NEEDS EXPENDITURE

a) SEN Contingency		£500,000
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Provision for:

- Additional Places and Top-up for commissioned places
-

b) Other Central Expenditure

Havering Budget for Central SEN support		£1,677,460
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Provision for:

- CAD Team 0-5 years
- CAD Team 5-19 years
- Bridge Nursery
- Individual Support Special Education Needs and Support
- Attendance & Behaviour Support Service

HIGH NEEDS FUNDING - EXPLANATION OF FINANCIAL RESPONSIBILITY

PRE-16

Mainstream Schools (LA Maintained Schools and Academies)

Element	Description	Funding Responsibility	
		Maintained Schools	Academies
Element 1	AWPU	LBH	EFA
Element 2	First £6,000 of additional need is delegated within the funding formula	LBH	EFA
Element 3	Top Up is payable above £6,000 by the commissioning LA	Having Commissioners	LBH
		OoB Commissioners	OoB LA
		OoB LAC Commissioners	LBH (LBH recoups from OoB LA)

High Needs Units or Resourced Provision in LA Maintained Schools

Element	Description	Funding Responsibility	
		Maintained Schools	Academies
Element 1	£10,000 per place	LBH	EFA
Element 2		LBH	EFA
Element 3	Top Up based on support costs above 12 hours	Having Commissioners	LBH
		OoB Commissioners	OoB LA
		OoB LAC Commissioners	LBH (LBH recoups from OoB LA)

Special Schools

Element	Description	Funding Responsibility	
		Maintained Schools	Academies
Element 1	£10,000 per place	LBH	
Element 2		LBH	
Element 3	Top Up based assessed need according to the Matrix level of support	Having Commissioners	LBH
		OoB Commissioners	OoB LA
		OoB LAC Commissioners	LBH (LBH recoups from OoB LA)

Non-Maintained Special Schools

Element	Description	Funding Responsibility	
		Maintained Schools	Academies
Element 1	£10,000 per place		EFA
Element 2			EFA
Element 3	Top Up is payable above £10,000 by the commissioning LA	LBH	

Independent Schools

Element	Description	Funding Responsibility
Element 1	Commissioner pays all costs associated to pupil	LBH
Element 2		LBH
Element 3		LBH

POST-16

Mainstream Schools (LA Maintained Schools and Academies)

Element		Description	Funding Responsibility	
			Maintained Schools	Academies
Element 1		Programme Costs	LBH	EFA
Element 2		£6,000 of support costs	LBH	EFA
Element 3	Havering Commissioners	Top Up is payable above Element 2 £6,000 of support costs by the commissioning LA	LBH	LBH
	OoB Commissioners		OoB LA	OoB LA
	OoB LAC Commissioners		OoB LA	LBH (LBH recoups from OoB LA)

Special Schools (Havering and OoB Schools (Other LAs))

Element		Description	Funding Responsibility	
			Havering Schools	OoB Schools
Element 1		Programme Costs	LBH	EFA
Element 2		£6,000 of support costs	LBH	EFA
Element 3	Havering Commissioners	Top Up based on support costs according to the Matrix level of support	LBH	LBH
	OoB Commissioners		OoB LA	OoB LA
	OoB LAC Commissioners		LBH (LBH recoups from OoB LA)	OoB LA

Non-Maintained Special Schools

Element	Description	Funding Responsibility
Element 1	£10,000 per place	EFA
Element 2		EFA
Element 3	Top Up is payable above £10,000 by the commissioning LA	LBH
		OoB LA
		OoB LA

Independent Schools

Element	Description	Funding Responsibility
Element 1	Commissioner pays all costs associated to pupil	LBH
Element 2		LBH
Element 3		LBH

Further Education Colleges

Element	Description	Funding Responsibility	
		Current/Known Starters Students	New Students not on Return
Element 1	Programme Costs	EFA	EFA
Element 2	£6,000 of support costs	EFA	LBH
Element 3	Top Up is payable above Element 2 £6,000 of support costs by the commissioning LA	LBH	LBH

Post 16 Independent Specialist Providers

Element	Description	Funding Responsibility
		Independent Schools
Element 1	Programme Costs	EFA
Element 2	£6,000 of support costs	EFA
Element 3	Top Up is payable above Element 2 £6,000 of support costs by the commissioning LA	LBH

ALTERNATIVE PROVISION

Pupil Referral Service

Element	Description	Funding Responsibility
		Maintained Schools
Element 1	£8,000/£10,000 per place	LBH
Element 2		LBH
Element 3	Top Up is payable above £8,000/£10,000 by the commissioning LA	LBH
		OoB LA
		LBH (LBH recoups from OoB LA)

APPENDIX G

Schools Funding Forum 18th June 2015

PUPIL GROWTH FUNDING - PUPILS WITH ADDITIONAL NEEDS

1. Proposal

To consider a revision to the criteria for financial support to schools with in-year increases in pupil numbers reflecting the additional needs of new intakes.

2. Background

Schools taking bulge classes or permanent expansions receive a proportion of the AWPU for the remaining period of the financial year to cover staff costs. For primary schools this is currently £45,194 for the period September to March (£77,475 in a full year) which funds a teacher, a teaching assistant and some additional running costs.

Some schools are finding that there is a high proportion of children with additional needs in the new intake who, in the following financial year receive pupil premium funding. However, for the initial period, no additional funds are received.

3. Options

- A. To add an additional needs supplement to the funding for all permanent expansions and bulge classes. Options for this are attached.
- B. To add an additional needs supplement to the funding for all bulge classes only.
- C. To add an additional needs supplement for bulge classes only for the period April to August when, uncommonly, a bulge class is taken for a whole year rather than from September.
- D. Do not have an additional needs supplement.

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Schools Funding Forum 18th June 2015

ADDITIONALLY RESOURCED PROVISION IN HAVERING

:

AN UPDATE AND PROPOSAL

FOR

APPROVAL BY SCHOOLS FORUM

EXECUTIVE SUMMARY

In April 2015, the LA tabled a report at a meeting of the Schools Forum, outlining its strategy to deal with the increasing shortages of places for Children and Young People in Havering, particularly those with An Autistic Spectrum Disorder or with Social, Emotional and Behavioural Difficulties. This report has been prepared as an update to the Schools Forum on the action the LA has taken so far, including a proposal on the next steps. It seeks approval for a planned and systematic increase in the number of Additionally Resourced Provision (ARP) for both types of needs, having identified these as priorities.

ACTION TAKEN

Following consultation at the Schools Forum in April, the LA has started a programme of visits and consultations with ARP, mainstream, special school and LA staff so that it may agree the next steps on how to increase provision for Children and Young People with Autistic Spectrum Disorder, in addition to those with Social, Emotional and Behavioural difficulties in the borough. It has identified these two types of needs as priorities for action, recognising that failure to address the existing shortages will place unacceptable pressure on schools and other providers in making provision for Children and Young People with special educational needs.

The LA is consulting on a systematic review of its existing ARP and has also started discussions with its special schools on how capacity for these two groups of Children and Young People can be increased, including parental confidence in the system. It wrote to all its schools in May to start the consultation process on the setting up of new ARPs, providing the rationale and seeking responses on the next steps. It also sought expressions of interest for hosting or supporting the development of new ARPs. In the meantime, the LA has continued to monitor the levels of demand so that it may predict the provision that it will require in the future in order to meet the needs of Children and Young People with Autism Spectrum Disorder and Social, Emotional and Behavioural difficulties. All the indications are that the increases being witnessed by schools continue unabated. These increases are consistent across the borough for both groups, placing pressure on schools to provide for both types of needs within their resources. This is not sustainable so that there will be need for increased provision within the borough in order to avoid making further, costly placements in the independent and non-maintained sector. These placements are not economic nor are they sustainable. It is estimated that, on average, they are likely to cost between £10-25k more than similar placements in an ARP, hence the need to increase capacity in this area.

CURRENT SHORTFALLS IN ADDITIONALLY RESOURCED PROVISION

The LA currently makes additionally resourced provision for Children and Young People with Autism Spectrum Disorder at the RJ Mitchell School in Hornchurch (South East) for primary aged pupils and at Hall Mead in Upminster (North East) for those at the secondary stage of their education. Hilldene Primary is its only resource for Children and Young People with Social, Emotional and Behavioural difficulties in Noaks Hill (North West). However, over the past few years, there have been large increases in the numbers of pupils identified with Autism Spectrum Disorder. These have been accompanied with similar increases in the number of pupils presenting with Social, Emotional and Behavioural difficulties in schools, in addition to those subject to disciplinary exclusions.

The LA is therefore experiencing shortfalls in both types of provision and is intending to deal with these as matters of priority. It is intending to create additional places for each type of need as follows

September 2015-July 2016

- An additional 20 places for Children and Young People with Autism Spectrum Disorder through the creation of 1 ARP (Primary) and 1 ARP (Secondary), with 10 places in each, preferably based in the North West/West.
- An additional 20 places for Children and Young People with Social, Emotional and Behavioural difficulties through the creation of 1 ARP (Primary), with 10 places in the South East/East, and 1 ARP (Secondary), possibly in the South East/East to link in with its primary equivalent or alternatively in the North West to link in with Hilldene.

It estimates a need of a further additional 40 places in 2016-17, with a further 20 places in 2017-18 though this will need to be kept under review, taking account of both the known growths in population and other developments.

PROPOSED STRATEGY

The LA is proposing a two pronged approach in order to support schools to provide for pupils with Autism Spectrum Disorder and Social, Emotional and Behavioural difficulties.

1. To increase capacity in a range of mainstream schools so that they may develop into “autism friendly” or “behaviour confident” schools through additional funding, training and support, and
2. To increase the number of places for both types of need through the creation of new ARPs and a partnership approach with special schools whereby capacity may be created through exchange/interchange of pupils with other providers.

The rationale for both of these approaches lies in their evidence base. ARPs are well established and serve in many areas of the country to increase Local Authorities’ capacity to provide for Children and Young People with Special Educational Needs (SEN). The development of “more friendly and confident” schools is more recent and is proving to be a way in which schools can be helped to develop and consolidate on an area of interest/experience so that they may develop more skills and expertise in dealing with pupils with a particular type of need. When grouped together within a “friendly school” project within a LA, this can help increase both capacity and confidence in the area.

Autism Friendly/Behaviour Confident Schools

The LA recognises the inclusive practice of its schools which has led to the successful inclusion of pupils with a range of SEN and disabilities. It also recognises that many schools already provide for pupils with Autism Spectrum Disorder and/or Social, Emotional and Behavioural Difficulties (SEBD), mostly within their own resources. It now wishes to support these schools further through a stepped approach, leading to a special recognition of their work so that they may be identified as schools with best practice in these areas. It believes that such schools should be supported with some additional funding and training so that they may serve as “autism-friendly or behaviour-confident schools”. Each school will receive specialist training, including at least one visit per week (initially) from a specialist, commissioned and funded by the LA so that they may develop an Autism Spectrum Disorder or SEBD specialism or both. In return, schools will be expected to nominate and allocate key staff for this purpose whilst also investing matched funding to help them support their own pupils.

The LA proposes to support 6-8 schools to work towards the status of “Autism- friendly or Behaviour-confident School” in the first instance, over a period of 3 years. The cost to the LA will be the equivalent of 1 ARP place per school, i.e. around £10k p.a. and around £60-80k p.a. in total.

The aim is to increase capacity in these mainstream schools so that they may become even more skilled and confident in supporting pupils with Autism Spectrum Disorder or Social, Emotional and Behavioural difficulties. The LA envisages the following continuum.

Mainstream Schools → Mainstream “Friendly Schools” → Mainstream ARPs → Special Schools

New ARPs

The LA proposes to establish a number of new ARPs over the next 3 years in order to deal with its expanding population and the pressures from increased incidences of Autism Spectrum Disorder and Social, Emotional and Behavioural difficulties. It proposes to set up 4 new ARPs per year, with 12 commissioned places in each, at a cost of around £120k each, i.e. a total of £480k p.a. These will be for Children and Young People with Autism Spectrum Disorder (ASD) or Social, Emotional and Behavioural difficulties (SEBD) and will be for the ages of 3-19. They will be either hosted and operated by a mainstream school, or be set up as a satellite unit operated by a special school or through any other formally agreed partnership agreement. All will be governed by the terms and conditions defined in LA Service Level Agreement that will apply across the borough.

FUNDING REQUIREMENTS

The LA seeks approval to fund 40 places in 4 new ARPs to be set up, at a cost of £400k p.a., within this financial year, 2015-March 31, 2016. It is also seeking approval to support 6-8 schools to work towards “autism- friendly or behaviour-confident schools” at a cost of £60-80k p.a.

The LA is therefore proposing to commit a total of up to £480k p.a. to secure the implementation of its above strategy. However, this would be cost-neutral given that approximately £180k has been identified as a saving arising from the re-configuration of existing ARPs which would be re-allocated to support the new portfolio of support provision; £200k has been set aside for ASD developments in the current financial year; and a further £100k has also been identified for new SEBD provision. From an LA perspective we can see no alternative as it is clear that without this investment, it will not be able to avoid making similar, if not much greater expenditure, on out-borough placements. Given

the urgency to deal with the imminent shortage of places for pupils with Autism Spectrum Disorder and Social, Emotional and Behavioural difficulties as early as September 2016, it is seeking to expedite its consultation so that new provision can be planned for next term, with the “friendly schools initiative” likely to start sooner, given the expected level of interest.

SUMMARY AND CONCLUSION

It is recommended that the LA is given approval to implement its strategy to increasing capacity and building confidence in the borough through established, evidence based approaches. The funding requested is essentially an investment and a means to avoid expenditure being made on out-borough placements due to lack of local provision.

Dr Ahmad Ramjhun

Senior Consultant

London Borough of Havering

10 June 2015.

List of Additionally Resourced Provision

For

Children and Young People with Special Needs in Havering.

Havering has a total of 8 Additionally Resourced Provision (ARPs) for Children and Young People (CYP) with Special Educational Needs (SEN), 5 in Primary and 3 in the Secondary sector. These are distributed across the borough and are currently funded to provide 95 places for CYP with SEN, the majority of whom have, either a Statement of SEN or an Education, Health and Care Plan (EHCP). Admissions are normally through the Local Authority's SEN Panel.

The following lists each of these, including their geographical location, and the services they offer. A map showing the distribution of all ARPs and special schools in Havering is in the Appendix. Since there is usually only one, with a maximum of 2 for each type of SEN, this means that there are a number of CYP who have to travel across the borough in order to access these. The LA is therefore considering how new ARPs can be strategically located across the borough to ensure that CYPs can remain and access their education in their local community.

Primary ARPs

Crownfield Junior for CYP with Visual Impairment- (Romford- Central)

White Hart Lane, Collier Row Essex RM7 8JB- 01708 747070

This ARP is centrally located in Romford and functions as a "friendly school" for Children and Young People with a visual impairment (VI). It is commissioned to provide 2 places, and this is currently used to fund the services of a Mobility Officer and a Reprographics Centre. Although it does not admit pupils as such, it serves a borough wide resource, working closely with the LA's Advisory Teacher, to support Children and Young People with Visual Impairment in their local schools.

Hacton Primary for CYP with Hearing Impairment Hornchurch-(South East)

Chepstow Avenue, Hornchurch, RM12 6AU- 01708 443991

Hacton Primary is the LA's ARP for Children and Young People with a Hearing Impairment. It provides a total of 20 places and serves the whole borough. Children and Young People transfer to Sanders Draper at the secondary stage of their education so that Hacton and the Sanders School between them, meet the needs of a significant proportion of pupils with HI, covering the whole 0-16 age range.

Hilldene Primary for CYP with Social, Emotional and Behavioural Difficulties (Noaks Hill-North West)

Grange Road, Romford, Essex, RM3 7DU- 1708 342453

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Hilldene houses the LA's Learning Support Group (LSG) for Children and Young People with social, emotional and behavioural difficulties (SEBD). It makes provision for up to 12 pupils (Y2 to Y6), drawn from across the borough.

Mead Primary Harold Hill-(North West)

Amersham Road, Romford, RM1 9JD- 01708 434616

Mead serves as the LA's resource for up to 20 Children and Young People with a Speech and Language Difficulty (SAL).

The RJ Mitchell-(Hornchurch-(South East)

Tangmere Crescent, Hornchurch, RM12 5PP- 01708 551684

The RJ Mitchell serves as a borough wide resource for primary aged pupils with an Autistic Spectrum Disorder (ASD). It currently provides for 7 pupils. It is on the same site as the Bridge Nursery which provides another 7 places for ASD.

SECONDARY ARPs***Hall Mead- Upminster- (North East)***

Marlborough Gardens, Upminster, Essex. RM14 1SF- 01708 225684

Hall Mead is the LA's secondary ARP for Children and Young People with Autism/ASD. It provides up to 10 places and is located in Upminster, on the North East of the Borough. It is reasonably near to the RJ Mitchell Primary ARP for ASD so that this side of the Borough is well served in respect of provision for pupils with ASD.

Redden Court- Harold Wood-(North)

Cotswold Road, Harold Wood, RM3 0TS- 01708 342293

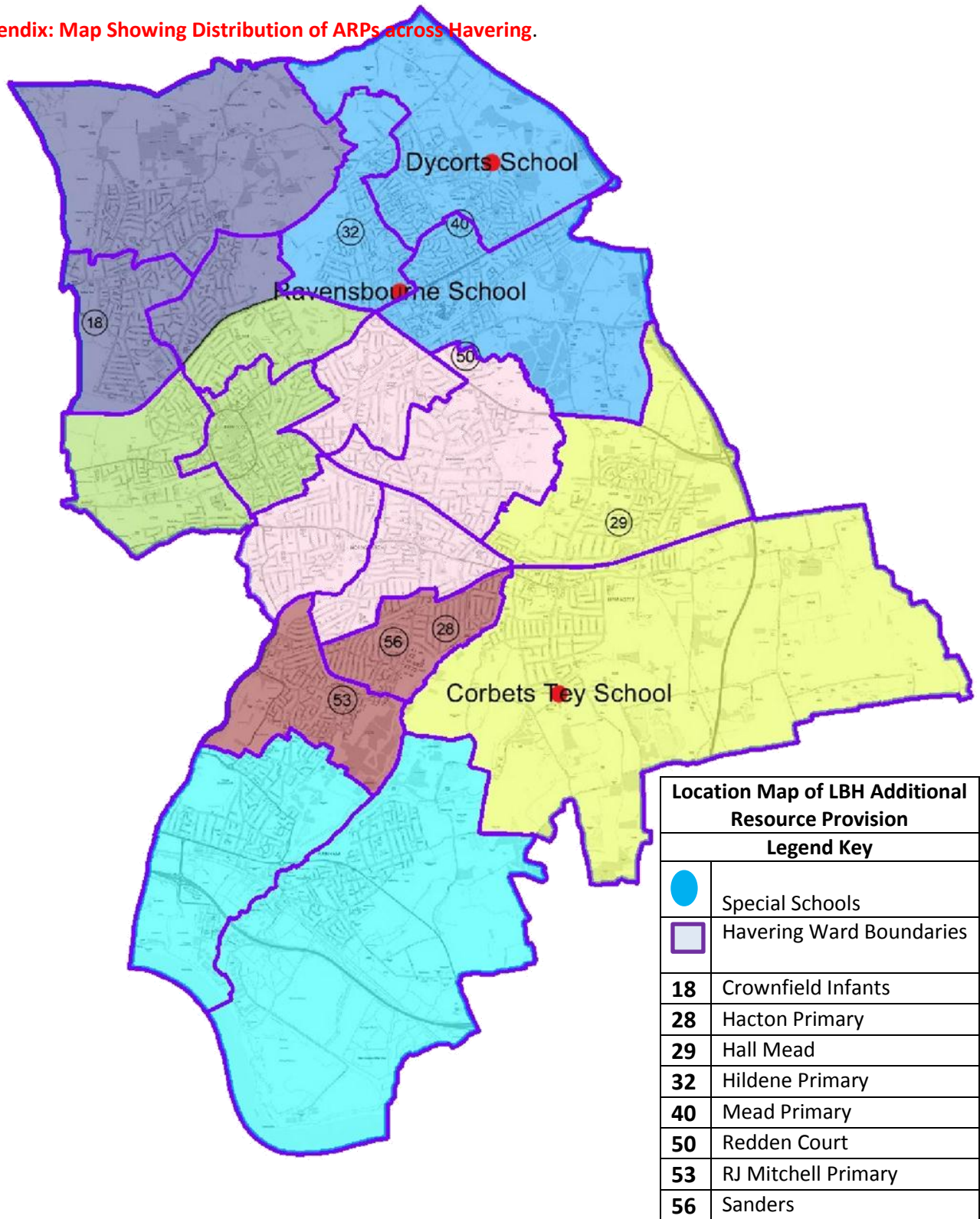
Redden Court is commissioned to provide for 8 Children and Young People with Speech and Language Difficulties.

The Sanders School and Specialist Science College- Hornchurch-(South East)

Suttons Lane, Havering, North Romford, RM12 6RT- 01708 443068

This secondary ARP is for 12 Children and Young People with a Hearing Impairment (HI). Located in the South East, near Hornchurch, its intake is mainly from Hacton Primary, its primary equivalent for Hearing Impairment.

Appendix: Map Showing Distribution of ARPs across Havering.



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HAVERING COUNCIL

**ADDITIONALLY RESOURCED PROVISION
FOR CHILDREN WITH ASD/COMPLEX NEEDS**

DRAFT SERVICE LEVEL AGREEMENT

This draft Service Level Agreement (SLA) has been drawn up between the Havering Borough Council (LBH) and X Service/School/Academy in order to formalise the arrangements between the two parties in respect of a proposed Additionally resourced Provision (ARP), to be set up and funded by the LBH at X School. This ARP, also known as a “Base” is specifically for the purpose of making provision for primary/secondary aged pupils and/or College Students with autism and complex needs.

SCOPE OF AGREEMENT

This SLA relates solely and exclusively to the operation and function of the ARP.

PURPOSE/AIM

The purpose of the ARP is to make additional, resourced provision for up to 12 pupils/students with autism and complex needs in a mainstream school setting. It forms part of the LBH’s Strategy to make a continuum of provision available for pupils with these needs, ranging from additional support in mainstream schools, ARPs for autism and complex needs at other mainstream schools through to special schools and Colleges for Autism (ASD), Communication and Complex Needs (CN).

In addition to this document the LA has established a framework protocol and operational guidelines. Each ARP will be expected to use the framework and produce a clear, specific document that describes the provision and expected outcomes against which it will be monitored and evaluated. The document will be made available to parents, governors and the LA.

Models of Service Delivery

The ARP can be set up either:

1. as a mainstream school ARP wholly managed by the school itself undertaking all the necessary functions, or
2. as a satellite provision made by a special school in a mainstream school and/or site, managed by the special school itself, or
3. as a service specially provided to meet the needs of pupils/students with autism and/or complex needs, or
4. as a combination of any of the above; e.g. mainstream and special school federation, service and mainstream/special school partnership

The ARP may be managed wholly by a mainstream school or other body as set out above in 2-4, hereafter, to be referred to as “Other Body”, with additional funding. It may, for example,

be hosted by a mainstream school but staffed and managed by a special school, hereafter referred to as a satellite/off site unit. In the latter case, it would then be classed as an off-site unit of that special school, that school and its Governing Body becoming responsible for all operational, staffing and management functions. It will also be registered with the DfE as such.

If wholly managed by a mainstream school, these functions will be undertaken by the Governing Body of that mainstream school. Similar management and reporting arrangements will apply, if the ARP is provided through a service model.

In all cases, the Headteacher/Service Manager and Governing Body will be responsible in all respects for the effective running of the ARP. They will publish an annual report, following self evaluation and any other agreed monitoring and evaluation arrangements, to the Local Authority. They will also report to parents.

As one of the above options, it is agreed that X school or Other Body will meet the needs of these pupils through their inclusive practice, making full use of the additional resources delegated to them for this purpose.

REGISTRATION

It is expected that the X ARP or Other Body will be registered with the Department for Education (DfE) in due course as providing a resource for pupils with Autism (ASD) and/or Communication and Complex Needs (CN).

DESCRIPTION AND AGREED OPERATIONAL PROCEDURES

The ARP or Other Body will be a specialist resource, established in a mainstream setting, designed to meet the needs of up to 12 pupils with ASD/CN. It will help address the gap in provision for pupils with ASD/CN whose needs can only be served through a flexible approach, tailored and adapted to the needs of each individual pupil. It will be for pupils who may require to spend significant proportions of their time in the ARP.

Numbers

The Agreed Place Number (APN) for ARPs is 12. This APN does not usually count against the school's admissions numbers as all ARPs in Havering will be separately and additionally funded, although their individual modes and styles of operation may be different. Therefore, the APN does not affect the school's usual admissions numbers as set by its Governing Body. Admissions to the ARP follow a different procedure from that operating for the rest of the school.

FUNDING

ARPs in LBH will be normally funded in accordance within a Place Led Funding approach that complies with the Government's SEN Funding Reforms which came into effect in April 2013. The LA will commission between 10-12 places at £10k each per annum.

The funding will enable each provider to operate a Staffing Model. This is to ensure that each ARP is able to operate a workable and balanced approach to its staffing when it is first set up, allowing sufficient funds for this purpose.

The funding is additional to other SEN funding allocated to the school or Other Body, delegated within the LBH's arrangements for pupils with predictable and exceptional/high needs. This is specifically for the purpose of supporting pupils placed at the ARP as this is

their primary source of funding. The ARP is allocated “block funding” within a place led approach, so that it can exercise reasonable flexibility to meet the needs of these pupils, with an average unit value of £10k per place per year.

It is expected that most ARPs will have an average of 12 pupils. In such cases, this will generate a total funding of £120k. This is aimed at providing for the employment of 1 QTA, 1 Lead and up to 2 Basic Grade TAs, enabling the ARP to provide a staffing ratio of 1:3 within a very small setting even when working to full capacity. This will enable continuous and effective joint working with mainstream school staff, particularly with the Leadership and SENCO team, in addition to any inclusion support pupils may need during mainstream lessons. It is expected that £110k will cover the staffing costs with the remainder being used for general running and maintenance costs.

However, given that numbers may build over time, the LA will fund newly set up ARPs as follows:

Year 1 April - September:	A one off payment of £20k as set up costs, commissioned as 2 places.
Year 1 September:	Increase from 2 to 4 Commissioned Places on any 1 st admission, with further admissions leading to 1 additional commissioned place each. This means Base funding of £20k for 1 st admission only, increasing by £10k for any further admission, at £10k per new child, until a maximum number of admissions is reached.
Year 2 and subsequent years	£10k per pupil on top of Base Funding for any additional Pupil.

(please note that the above are 2014 figures which may be adjusted in line with inflation)

The above funding schedule will enable the school or Other Body to appoint the minimum number of “core” staff in Year One. The Set Up Costs will be used to appoint part of a teacher or TA to prepare for the running of the ARP, ensuring that it functions smoothly within part of the whole school, and will include liaison, training and any support functions directly related to its planned opening. On admission of a first child, there will be a further one off allocation of £20k, and this will be used to increase the hours worked by the staff team. Every new admission thereafter, will attract additional funding of £10k per child, so that by the time, 4 pupils are on roll, the ARP will have a full time teacher and some TA support. This arrangement will apply where there is uncertainty over expected numbers, enabling both the LA and the school or Other Body, to manage any risks that arise whilst also ensuring effective use of limited resources. In such cases, it will be reasonable for the LA to expect and for the school to use its existing staff/resources in a way that facilitates the development of the ARP until firmer staffing appointments can be made; e.g. part time, fixed appointments; commissioning SENCO or use of central LA services in lieu.

The LA may make exceptions to this funding arrangement and exercise a discretion to “block fund” an agreed allocation to ensure a teacher is available from Day One, if it is satisfied that, admissions will build up quickly following the opening of the ARP. Any such discretion will be subject to formal discussion between the LA and the ARP provider/school, with the amount of funding agreed to be specified and quantified.

REFERRAL PROCEDURES

All referrals will be through the LA as the admissions authority. These will include relevant reports, based on recent assessments, from:

- an Educational Psychologist, Speech and Language Therapists (SALT) and where appropriate an Occupational Therapist (OT)
- the Child Development Team if and where appropriate.
- current school where appropriate

Most CYPs considered for admission will have an Education, Health and Care Plan or equivalent. However, there may be some cases without such a Plan who may be admitted on an assessment basis. Any referral will give an indication of parents' views whilst making sure that the referral itself is carefully explained, making it clear that this will not necessarily lead to admission. There will be need to avoid creating expectations and/or pre-empting the LA's decision making and/or indeed the consultation process with the ARP.

ENTRY/ADMISSIONS PROCESSES

Admissions will be formally agreed through the LBH's SEN Statutory Services Panel and will be of pupils with autism and complex needs. These pupils will usually have Statements of SEN or Education, Health and Care Plans (EHCP), which identify autism and communication/complex needs as their primary need. They may also have other learning and/or social communication needs, which are additional needs most often experienced by these pupils. Therefore, all pupils will be those recognised as having Exceptional/High Needs. They will be on the autism continuum and their special educational needs would have been identified through rigorous and thorough assessments by a multi-disciplinary and multi-agency team which includes psychologists, educational and medical practitioners. As ASD is a continuum and is a high incidence need in Havering, it is likely that the ARP will only have sufficient places for children with moderate to severe needs. They may be transferring from mainstream schools, other additionally resourced provision or special schools or units. Their placements at the ARP will be subject to Annual Reviews. These pupils are likely to experience:

*significant, lifelong and complex learning or communication difficulties, identified through a range of assessments and measures in respect of their personal, social, emotional, educational and cognitive development. These assessments could include their level of development and functioning in relation to the National Curriculum and/or psychometric assessments which can be either norm or criterion referenced, preferably both. As the term Complex Needs implies, they will have a combination of SEN, i.e. more than one type of SEN, which must also include identification of needs associated with ASD.

*Moderate to Severe ASD, characterised by their triad of impairments and their inability to cope with the requirements of a mainstream environment. These pupils may also present with behaviours that are repetitive, obsessive and/or challenging, putting them at significant disadvantage in their learning, personal and social functioning.

Pupils without EHC Plans and/or Statements will be considered for admission by the LA through the SEN Statutory Services panel where there is urgency in making such provision, provided that they have autism and complex needs and that their placement is likely to be compatible with the education of other pupils in the provision and with the efficient use of resources.

ARRANGEMENTS FOR THE REVIEW OF PUPILS

Pupils' progress in meeting their learning objectives will be the subject of ongoing continuous assessment carried out by ARP staff. There will also be formal reviews of progress for children with Statements of SEN, with an annual report produced through the Annual Review process. Annual Reviews of Statements or EHCPs will be attended by ARP staff, parents and the relevant professionals in line with the requirements of the SEN Code of Practice

RE-INTEGRATION/EXIT PROCESS

Pupils will be considered to have met the exit criteria if:

1. They have made sufficient progress not to require further support from the ARP and have been assessed as being able to have their needs met from mainstream provision, thereby releasing places for pupils with more complex needs. They may remain in the ARP host school or return to a mainstream school. The LA will follow the SEN Code of Practice procedures in respect of a move to other provision, seeking parental views as necessary.
2. Their development and progress are such that they are considered to require more specialist provision in a special school for ASD/CN. These pupils would be those who had not responded to the provision made in the ARP and who, in spite of such purposeful intervention over time, continue to cause concern, particularly in respect of their behaviour, as needing a different kind of setting. They would have been assessed as being unable to benefit from the ARP provision including clear identification that their education is incompatible with the education of others in the ARP and/or that this is no longer an effective use of resources.

Applications for a change of placement from the ARP will be made to the LA's SEN Panel, following careful reviews through the Annual Review process.

SAFEGUARDING

All ARP staff have up to date training in safeguarding. They will also be aware of, and adhere to, the safeguarding policy of the school, academy or LA. This includes robust risk assessments of pupils who access the ARP and the school's premises or activities. Any untoward activity or incident will be immediately reported and acted upon.

PARENT/CARER LIAISON

This will be led by ARP staff who should also meet with parents/carers at least termly. Where appropriate and/or necessary, other professionals may also be involved.

ARP STEERING COMMITTEE

The ARP will have a Steering Group comprising the Headteacher/Manager, the Teacher in Charge, the EP, other specialists such as the SALT, and a LA officer. It will be chaired by the Headteacher. This group will meet termly to discuss any operational matters or issues in respect of the ARP. It will also help prepare the annual report for the Governing Body and the LA.

MODELS OF PROVISION/INCLUSION

The ARP will make provision for pupils whose needs fall in between those requiring a special school and those able to have their needs met in a mainstream school. They will be pupils

who require provision that is additional to and different from that available in a mainstream school/setting.

Such provision can be made in a range of ways, as follows:

1. Locational inclusion - which means that pupils spend the majority of their time, learning and being supported in a small, supportive and sheltered setting, with opportunities for wider participation in the mainstream environment being carefully planned and implemented. Greater and fuller inclusion is likely to remain a long term aim, undertaken in very small steps
2. Social Inclusion - which it is hoped, will be available to all pupils so that they may maintain social participation with their mainstream peers where appropriate.
3. Functional Inclusion - which may only be achievable by few, if any of these pupils, though remaining a long term aim.

Where the ARP is wholly managed by a mainstream school, there will be regular and close working and training links with the LA's specialist schools for ASD/CN. Where this is a satellite specialist provision managed by a special school or service, links will be similarly maintained with the host mainstream school which will then be able to work with its own staff so that it can offer appropriate opportunities for some inclusion as described above.

ROLES AND RESPONSIBILITIES

The LA will provide the additional funding and support required to ensure that the ARP is appropriately resourced and runs smoothly. It will also assist with the operational functions, specifically through its representation on the Steering Group. In addition, it will make and/or facilitate arrangements for the monitoring and review of the ARP.

In return, the ARP will ensure that the needs of its pupils are met, that staff are supported and that parents and other agencies are appropriately involved.

Whilst the LA will be responsible as the Admissions Authority for all admissions and funding matters, the Headteacher/Manager with responsibility for the ARP, will undertake the day to day management of the ARP, including all the associated functions, in respect of governance and quality assurance.

SERVICE SPECIFICATION

The School or Other Body will provide the appropriate levels of staffing and support to pupils, taking account of the Staffing Funding Model. This will enable them to meet the identified needs of pupils placed at the ARP, as detailed in their Statements of SEN or EHCPs or in other professional reports as agreed by the LBH. There will be one teacher in charge of the ARP, directly reporting to the School/ServiceHead and where required, the Steering Group and Governing Body.

This teacher will either have relevant training, qualifications and experience/expertise in ASD/CN or will be supported through specific training to enable them to meet the needs of pupils with such needs. They will be a senior member of staff working full time on ARP duties, liaising with key staff such as the SENCO, the school's senior management and relevant professionals.

The ARP will also have Learning Support Staff who will also be trained and experienced in ASD/CN and will continue to attend learning and development opportunities as required.

The School will provide a suitable room, sufficiently spacious, to provide for the needs of up to 12 pupils. The ARP will also be making suitable use of the school's wider facilities and resources.

The school or other Body will provide an operational procedures document, based on the LA guidelines, detailing how the allocated funding will be used. This will detail its aims and objectives, its staffing, its facilities and resources, its admissions and exit criteria and its methods of working with parents and other partners.

MONITORING AND REVIEW OF PROVISION AND LEARNING OUTCOMES

The ARP will be monitored internally by the Headteacher/Manager, with management responsibility for the ARP, and his/her senior management, resulting in its self evaluation which can then be discussed at the Steering Group and the Governing Body. The ARP will be expected to provide an annual summary of progress against agreed expected outcomes to the LA's Stakeholder Group of Headteachers and LA Officers.

The ARP will be subject to the normal monitoring process in the host school or by the special school or service. In addition there will be an agreed external evaluation carried out by either:

- a peer evaluation undertaken by Headteachers/Managers of other ARPs, or
- a formal external review carried out by a multi-disciplinary team, on a rotating basis, e.g. Educational Psychologists (EPs), School Improvement Officers (SIOs) and SEN Officers.

SERVICE REVIEW/MILESTONES

The ARP will provide a Service Level Statement, Operational Protocols and Prospectus for Parents and other agencies within one term of its opening. These will be public documents which detail the range of its work, its referral criteria, performance indicators and the provision it makes for pupils with ASD/CN.

A Self Evaluation review will be conducted within one year, leading to a Service Development Plan that will then be subject to external reviews annually. The ARP will produce for inspection by OFSTED or for discussion with its School Improvement Partner (SIP), any material that may be required from time to time for the purpose of quality assurance.

The following will be available by the dates shown:

1. Service Level Statement and Parent Prospectus- within one term of opening
2. ARP Self Evaluation and Service Development Plan within one year
3. Service Review with SIO(as appropriate)
4. External Review/ Evaluation: On a rolling programme
5. LA's Stakeholder Group Report: Annually

DURATION OF THIS AGREEMENT

This agreement is binding on the LA and X School or Other Body for a period of 3 years, with effect from the date on which it is signed by the parties shown below. It may be renewed for further periods of 3 years subsequently, depending on continuing agreement of all parties. Either party may also ask for a review at any time, giving at least one term's notice, but not until this agreement has been in force for a period of at least two years. Any proposal to cease this agreement will not take effect until both parties have had reasonable notice to make alternative arrangements, which for the terms of this agreement, will mean no less than 18 months.

AGREED BY:

HEADTEACHER/S/MANAGER:

HAVERING BOROUGH COUNCIL

CHAIR/S OF GOVERNORS:

DATE: