



**SCHOOLS FUNDING FORUM
AGENDA**

8.30 - 11.00 am	24 September 2015	CEME Room 233
------------------------	--------------------------	--------------------------

Members: 26 Quorum: 10

MEMBERSHIP:

Representative Groups

Head Teachers (12):

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

Governors (7):

Wayne Chretien
Sheila Clarke
Bernard Gilley
Daren Jackson
John McKernan
Derek Smith MBE
Gary Pocock

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

Katrina Karwacinski, Early Years/PVI Sector
Maria Thompson, Post 16 - Non School Representative

Trade Unions (3):

John Giles, Unison
Keith Passingham, National Association of
Schoolmasters Union of Women Teachers (NASUWT)
Ray Waxler, NUT - Trade Union

For information about the meeting please contact:
David Allen david.allen@havering.gov.uk 01708 433851

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

1. Apologies for absence and announcement of substitute members or observers

2. Election of Chair and Vice Chair

To elect a Chair and Vice Chair until the first meeting of the autumn term 2016.

3. To agree the notes of the meeting held on 18th June 2015

The notes are attached at Appendix A.

4. Matters Arising

5. Membership

(i) To note the follow appointments:

Derek Smith (Sanders School) governor representative of maintained secondary schools;
Emma Allen (Corbets Tey School) head teacher representative of maintained special schools;
Gary Pocock (Hornbeam Academy Trust) academy representative of the special academy;

(ii) To note the vacancies for governor representatives of secondary academies and of the pupil referral service.

6. Schools Forum Operational and Good Practice Guide (Pages 7 - 44)

To receive the Schools Forum Operational and Good Practice Guide issued by the DfE in March 2015. Appendices B, B.1, B.2 and B.3 refer. Members are asked to consider the self-assessment toolkit.

7. Section 251 Outturn 2014-15 (Pages 45 - 54)

To receive the section 251 outturn statement of Children's Services expenditure for 2014-15. Appendix C refers.

The Chief Finance Officer is required to sign off the deployment of DSG. The CFO statement is attached at Appendix C.1 with explanatory notes at Appendix C.2 for information.

8. Allocation of the DSG balance carried forward from 2014-15 (Pages 55 - 60)

To re-consider proposals at the last meeting for use of the balance from the 2014-15 centrally held DSG.

(i) SEND Reforms
Appendix D refers

(ii) Support for Vulnerable Children
Appendix E refers

(iii) Falling Rolls Fund
Appendix F refers

9. School Partnership Fund (Pages 61 - 62)

To consider agreed rates for the release of school staff in partnership arrangements. Appendix G refers.

10. Schools Revenue Funding 2016-17 (Pages 63 - 64)

In July 2015 the DFE issued guidance on 2016-17 which can be found in the following link:

<https://www.gov.uk/government/publications/schools-funding-arrangements-2016-to-2017>

The guidance includes the following:

(i) Ministerial statement (Appendix H)

(ii) School revenue funding 2016-2017 – operational guide (to be tabled)

(iii) School revenue funding 2016-2017 – criteria for allocating the growth fund, falling rolls fund and targeted high needs funding

(iv) Schools block units of funding 2016 to 2017 – technical note

(v) Efficiency guidelines

These documents will be summarised at the meeting.

11. Central Expenditure (Pages 65 - 68)

To consider the continuation into financial year 2016-17 of the centrally held budgets funded from the DSG. Appendix I refers.

12. De-delegation (Pages 69 - 80)

To consider the de-delegation of funding in 2016-17 to support the central provision of a range of services permitted by the Schools Financing Regulations. Appendix J, J.1 and J.2 refer.

13. Formula Funding 2016-17 (Pages 81 - 82)

The rates used for the 2015-16 financial year are attached at Appendix K. It is not currently proposed to vary these rates for 2016-17 but this is subject to DfE announcements on school funding arrangements and demands which may require a transfer of funding to the High Needs Block.

In 2015-16 the Minimum Funding Guarantee (MFG) was 1.5% and a gains cap was applied to limit increases to 0.91%. The 1.5% MFG is retained for 2016-17 and the gains cap will depend on affordability.

14. Exceptions (Pages 83 - 86)

To consider exceptions to the MFG and any premises related exceptions. DfE proforma attached at Appendix L.

15. Academy Conversions

To note that Dycorts School became a sponsored academy on 1st September 2015. The LA has four months in which to close the school's accounts and transfer any surplus to the Trust.

16. Next Meetings

To note meeting dates arranged as follows:

Thursday 22nd October 2015
Thursday 10th December 2015
Thursday 21st January 2016
Thursday 17th March 2016
Thursday 28th April 2016
Thursday 23rd June 2016

17. Any Other Business

This page is intentionally left blank

**MINUTES OF A MEETING OF THE
SCHOOLS FUNDING FORUM
CEME, Rainham
18 June 2015 (8.35 – 11.15am)**

Present:

Head Teachers

Nigel Emes (Chair) (Primary)
Margy Bushell (Primary)
Kirsten Cooper (Primary)
David Denchfield (Primary)
Malcolm Drakes (Primary)
Chris Hobson (Primary)
Bill Edgar (Secondary)
Simon London (Secondary Academy)
Julian Dutnall (Secondary Academy)

Governors

Edd Shipton substituting for Wayne Chretien

**None School
Representatives**

Maria Thompson (Post 16)

**Trade Union
Representatives**

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

Officers in Attendance

Mary Pattinson (LBH)
David Allen (LBH)
Nick Carter (LBH) in part
Denny Grant (LBH) in part

Observers

Georgina Delmonte (Head Teacher, Hilldene Primary School)

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

Apologies were received from:

Keith Williams (Academy)
Tim Woodford (Academy)
John McKernan (Academy)
Wayne Chretien (Edd Shipton substituting)
Daren Jackson (Governor)
Katrina Karwacinski (Early Years PVI Sector)
Emma Allen (as substitute for Geoff Wroe)
Sheila Clarke (Governor)

101. TO AGREE THE MINUTES OF THE MEETING HELD ON 23 APRIL 2015

The minutes of the meeting of the Forum held on 23 April 2015 were agreed as a correct record and signed by the Chairman.

102. MATTERS ARISING

Item 95 refers - Section 251 Budget Statement 2015-16

Termination of employment costs – this was an historic arrangement which appears as underspent in the last financial year. DA advised that it was unlikely that a budget would be required in future years.

Item 96 refers - 2015-16 Funding Formula Comparative Data

It was noted that work to address the funding ratio between the primary and secondary sectors of 1:1.36 (compared to the national average of 1:1.28) was on hold as awaiting the outcome of the new funding regulations. An update will be provided to the Forum at the September meeting.

All other matters arising were agenda items.

103. 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. The forum agreed unanimously to re-visit this at the November meeting.
- (v) To note that Malcolm Drakes had replaced Angela Winch as representative from primary cluster F. Malcolm was welcomed to his first meeting.

104. REPORT ON EXPENDITURE FROM THE PUPIL GROWTH FUND 2014-15

The Forum received and noted the report on the use of pupil growth fund in 2014-15 (Appendix B). The Forum was asked to note the following:

- (i) the underspend of £337k formed part of the overall DSG underspend carried forward to 2015-16 use of which was to be discussed in an item later in the agenda
- (ii) in future years the commitment for unfilled bulge classes from previous years would reduce as classes were filled.

105. REPORT ON EXPENDITURE FROM THE FALLING ROLLS FUND 2014-15

The Forum received and noted the report on the use of falling rolls fund in 2014-15 for the two schools graded as good or outstanding only (Appendix C).

106. REPORT ON EXPENDITURE FROM THE SCHOOL PARTNERSHIP AND SCHOOLS CAUSING CONCERN FUNDS 2014-15

The Forum received and discussed the report on the use of 2014-15 Schools Partnership and Schools Causing Concern DSG budget (Appendix D). The summary of school partnerships included those funded from the Schools Partnership budget, those funded from other sources (e.g. the Aspire project which was funded from HSIS budgets) and those funded from the National College for Teaching and Leadership following bids from Havering's two teaching schools, Hall Mead and Engayne. Simon London (Head Teacher of Hall Mead) queried why the support provided through his school following direct bids to NCTL were included as these were independent from the LA. The monitoring of schools and the projected outcomes was discussed and the Forum agreed that these issues should be "more joined up". The Forum noted that the funding allocated to schools in partnerships was now on the basis of costed support rather than the previous "flat fee" allocation of £20,000 between the two schools.

107. ALLOCATION OF THE DSG BALANCE CARRIED FORWARD FROM 2014-15

The Forum was asked to consider the options for allocation of the balance of £1.665 million from the 2014-15 centrally held DSG (Appendix E). The Forum agreed to the proposal for allocation of a one-off carry forward for the following items:

Roll forward or underspends from de-delegated budgets	£121k
Support to schools in financial difficulty	£109k
Trade Union Facility Time	£5k
Maternity Insurance	£7k
Retention of budget for recoupment claims from other LAs	£200k
Vulnerable 2 Year Olds Project (agreed at last meeting)	£200k
Additional Resourced Provision Pilot	£300k
Business Rates Adjustment	£100k

One Year Increase to Falling Rolls Fund	£54k
Distribution to schools	£465k

Further information is required before considering the following:

SEND Reforms (roll forward of budget agreed last year)	£125k
Central initiatives to support Vulnerable Children	£100k

It was agreed to hold back until 2016-17 the £465k distribution to schools as this complied with DFE guidance and would also provide a contingency to help fund floors and ceiling from an expected national funding formula.

108. HIGH NEEDS FUNDING 2015-16

The Forum received and noted the report on the allocation of funding from the High Needs Block in 2015-16 (Appendix F). The total funding was £18.4 million after academy recoupment which funded special schools, top fund funding to mainstream schools and academies above 12 hours of support, special units and additional resourced provision, placements in non maintained and independent provision, all post 16 SEN provision in schools, colleges and independent specialist provision, the pupil referral service and other alternative provision and central expenditure within the Children's Adults and Disability Team. DA pointed out that the funding was one of the lowest in London and the budget was under considerable pressure from increasing costs.

109. PUPIL GROWTH FUNDING - PUPILS WITH ADDITIONAL NEEDS

The Forum was asked to consider a revision to the criteria for financial support to schools with in-year increases in pupil numbers to reflect additional needs (Appendix G). A further report was tabled for consideration which contained various options for allocating the funding through existing formula factors, the Forum was advised that EAL numbers were not included due to additional support already being available when large numbers of EAL students were admitted into schools at the same time. The Forum agreed to proposal 5 which would provide a budget of £95,000 (funded from the pupil growth fund) based on the rates used for Pupil Premium.

110. CONSULTATION ON ADDITIONAL RESOURCED PROVISION

The Forum was asked to note the progress on the consultation with schools (Appendices H, H1, and H2). Denny Grant (DG) introduced himself and explained his background before coming to LBH 6 months ago. DG presented his report and explained the shortfall in Havering of ASD and SEBD provision and that the LA was looking for schools to agree to additional resourced provision so that pupils could be placed locally rather

than expensive out of borough provision. Part of the strategy was for “ASD friendly schools” and “behaviour confident schools” to enable further local provision to be available in LBH schools. The Forum asked for clarification on the set-up costs which was explained and £300k had been requested from the DSG underspend to allocate to the schools until the additional places commissioned became funded through the High Needs Block as with existing ARPs. This funding included both ASD provision and SEBD. The Chair thanked DG for his presentation and recommend that DG meet with school clusters as this would capture several schools in one session, thereby disseminating information more speedily. The Forum agreed unanimously to endorse and approve the proposal.

111. TRADE UNION FACILITY TIME

The Forum was asked to note the current position on academies’ buying into the pooled arrangements for trade union facility time and to reconvene the Trade Union Facility Time Working Group. Keith Williams and Simon London will represent secondary schools, Nigel Emes and Chris Hobson will represent primary schools.

112. FUTURE MEETINGS

Meeting to be held at CEME at 8.30am on:
24 September, 22 October and 10 December 2015
21 January, 17 March, 28 April and 23 June 2016

113. ANY OTHER BUSINESS

There was no other business.

Chairman

This page is intentionally left blank



Education
Funding
Agency

Schools forum

Operational and good practice guide

March 2015

Contents

Introduction	4
Section 1 – schools forum regulations: constitution and procedural issues	5
Regulations	5
Schools forum powers	5
Membership	7
Term of office	7
Schools members	8
Election and nomination of schools members	9
Election and nomination of academies members	11
Non-schools members	11
Other membership issues	12
The role of executive elected members	13
Recording the composition of schools forums	13
Observers	14
Participation of local authority officers at meetings	14
Procedures	14
Public access	16
Working groups	16
Urgent business	16
Resources of the schools forum	17
Section 2 – effective schools forums	18
Introduction	18
Induction of new members	19
Training	19
Agenda setting	19
Preparation for a schools forum meeting	20
Chairing the schools forum	21
Clerking the schools forum	21
Good practice for schools forum meetings	22
Meeting notes and recording of decisions	23

Communication

23

News updates

24

Introduction

1. This guide is designed to provide local authority officers and school forum elected members with advice and information on good practice in relation to the operation of schools forums.
2. It is organised in two sections:
 - Section 1 provides information on the constitutional and organisational requirements for schools forums; and
 - Section 2 covers a number of key aspects of the operation of schools forums at local level, drawing on good practice from a number of schools forums.
3. The guide draws on the experience and knowledge of schools forum members, local authority members and officers and the Department and its partners. Other than where it is describing requirements set out in the Schools Forum Regulations 2012 it is not designed to be prescriptive – what is good practice in one schools forum may not be appropriate in another, given the diverse circumstances of local areas. However, it is hoped the guide will stimulate some debate within schools forums and contribute to their ongoing development.
4. The Department hopes that schools forums and local authorities find this guide useful. It has been the subject of consultation with a wide variety of external partners. In particular, members of the Department’s Schools and Academies Funding Group, made up of representatives from central and local government, teaching associations, unions representing support staff as well as organisations representing academies and governors, have provided valuable input and advice on the content of the guide. The Department is grateful for their assistance.
5. The Department’s website contains details of all the announcements, documents and other information relating to school funding and schools forums. This website also has a range of useful links to other sites that may be of relevance to schools forum members.
6. A short [guide to the schools forum for schools and academies](#), which may be helpful to stakeholders and the wider school family, is available on GOV.UK.
7. If you have any queries about the operation of schools forums please contact [schools forum team](#) at the Education Funding Agency

The postal address is:

Education Funding Agency
Sanctuary Buildings
Great Smith Street
Westminster
London
SW1P 3BT

Section 1 – schools forum regulations: constitution and procedural issues

Regulations

8. [National regulations](#)¹ govern the composition, constitution and procedures of schools forums. Local authorities can provide schools forum members with a copy of these regulations or alternatively they can be accessed at:
9. A short [guide to the schools forum for schools and academies](#) is also available to provide a wider understanding of the work of schools forums.

Schools forum powers

10. Schools forums generally have a consultative role. However, there are situations in which they have decision-making powers. The respective roles of schools forums, local authorities and the DfE are summarised in [schools forum powers and responsibilities](#). The overarching areas on which schools forums make decisions on local authority proposals are:

- De-delegation from mainstream schools budgets (separate approval will be required by the primary and secondary phase members of schools forum), for prescribed services to be provided centrally.
- To create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need), including pre-opening and diseconomy of scale costs, and agree the criteria for maintained schools and academies to access this fund.
- To create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund.
- Continued funding at existing levels for prescribed historic commitments where the effect of delegating this funding would be destabilising.
- Funding for the local authority in order to meet prescribed statutory duties placed upon it. Approval is required to confirm the amounts for each duty and no new commitments or increases in expenditure from 2013/14 are permitted unless agreed by the Secretary of State.
- Funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place, the early years pupil premium and/or free school meals.

¹ Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended)

- Authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure that is to be carried forward from a previous funding period.
- In each of these cases, the local authority can appeal to the Secretary of State if the schools forum rejects its proposal.

11. Local Authorities should be aware that the provisions of the [Local Government Act 2000](#) restrict the delegation of local authority decisions to Cabinet, a member of Cabinet, a Committee of Cabinet or an officer of the Council, which would not include schools forums. As a result the local authority cannot delegate its decision making powers to schools forum, e.g. decisions on the funding formula.

12. Regulations state that the local authority must consult the schools forum annually in connection with various schools budget functions, namely:

- amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives
- arrangements for the education of pupils with special educational needs in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

There is no specific definition of these consultation requirements over and above the wording in the regulations. It is a matter for the local authority to decide on the appropriate level of detail it needs to generate a sufficiently informed response from schools forum.

13. Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the Schools Budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.

14. The schools forum has the responsibility of informing the governing bodies of all schools maintained by the local authority of the results of any consultations carried out by the local authority relating to the issues in paragraphs 12 and 13 above.

15. Local authorities will need to discuss with the schools forum any proposals that they intend to put to the Secretary of State to:

- vary the MFG,
- use exceptional factors
- vary pupil numbers
- allow additional categories of, or spending on, central budgets

- amend the sparsity factor
- vary the lump sum for amalgamating schools
- vary the protection for special schools and special academies

Proposals will then need to be approved by the Secretary of State.

Membership

16. The Schools Forums Regulations provide a framework for the appointment of members, but allow a considerable degree of discretion in order to accommodate local priorities and practice. A quick guide to the [structure of the schools forums](#) is available.

17. There is no maximum or minimum size of a schools forum. Authorities will wish to take various issues into account in deciding the actual size, including the need to have full representation for various types of school, and the local authority's policy on representation of non-schools members. However, care should be taken to keep the schools forum to a reasonable size to ensure that it does not become too unwieldy.

18. Types of member: schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'. Schools and academies members together must number at least two-thirds of the total membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category, so the structure of Forum should be regularly reviewed, e.g. annually. Academies members must represent mainstream academies and, if there are any in the LA area, special academies and alternative provision academies. There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers. Academy members must be separately elected and designated from maintained school representatives.

19. Schools forum members will need the skills and competencies to manage Forum business (as detailed in [school forum powers and responsibilities](#)) and to take a strategic view across the whole education estate whilst acting as representative of the group that has elected them. Furthermore, they should be easily contactable and pro-active in raising the profile of issues and communicate decisions, and the reasons behind them, effectively.

Term of office

20. The term of office for each schools member and academies member should be stipulated by the local authority at the time of appointment. Such stipulation should follow published rules and be applied in a consistent manner between members. They need not have identical terms – there may be a case for varied terms so that there is continuity of experience rather than there being a complete change in the membership at a single

point. The term of office should not be of a length that would hinder the requirement for the structure of the schools forum to mirror the type of provision in light of the pace of academy conversions. Examples of how this may work include:

- Holding vacancies until the schools forum structure is reviewed providing that this does not mean holding vacancies for an unreasonable length of time
- Increasing the size of the schools forum temporarily to appoint additional academy members, then delete schools member posts at the end of a term of office or when a vacancy arises
- Consider continuity of service – where an academy conversion affects the school of a current schools member, would academies consider appointing that person as an academies member?

21. The length of term of office for non-schools members is at the discretion of the local authority. Schools and academies must be informed, within a month of the appointment of any non-schools member, of the name of the member and the name of the body that that member represents.

22. As well as the term of office coming to an end, a member ceases to be a member of the Schools Forum if he or she resigns from the schools forum or no longer occupies the office by which he or she became eligible for election, selection or appointment to the schools forum. For example, a secondary schools member must stand down if their school converts to an academy. A schools member representing community primary school governors who is no longer a governor of a community primary school in the relevant local authority must cease to hold office on the schools forum even if they remain a governor of a school represented by another group or sub-group. Other situations in which membership of the schools forum ends are if a member gives notice in writing to the local authority and, in the case of a non-schools member, the member is replaced by the local authority, for example at the request of the body which the member represents.

Schools members

23. Schools members represent specified phases or types of maintained schools within the local authority. As a minimum, schools forums must contain representatives of two groups of schools: primary and secondary schools, unless there are no primary or secondary schools maintained by the LA. Middle schools and all through schools are treated according to their deemed status.

24. Where a local authority maintains one or more special schools the schools forum must have at least one schools member from that sector. The same applies to nursery schools and pupil referral units (PRUs).

25. The local authority then has discretion to divide the groups referred to in paragraph 16 and 17 into one or more of the following sub-groups:

- headteachers or headteachers' representatives in each group;
- governors in each group;
- headteachers or headteachers representatives and governors in each group;
- representatives of a particular school category, e.g. voluntary aided.

26. Headteachers can be represented by other senior members of staff within their school. Governors can include interim executive members of an interim executive board. The sub-groups do not have to be of equal size – for example, there may be more representatives of headteachers of primary schools than governors of such schools, or vice versa. The membership structure of the schools forum should ensure there is sufficient representation of each type of schools member in each group to ensure that debate within the schools forum is balanced and representative. As a minimum, there must be at least one representative of headteachers and one representative of governors among the schools members.

27. Whatever the membership structure of schools members on a schools forum, the important issue is that it should reflect most effectively the profile of education provision across the local authority to ensure that there is not an in-built bias towards any one phase or group.

Election and nomination of schools members

28. The relevant group or sub-group is probably best placed to determine how their schools members should be elected.

29. It is good practice for those who draw up the scheme to ensure that a vacancy amongst a represented group would be filled by a nominee elected according to a process that has been determined by all those represented in that group, e.g. community primary school headteachers, or secondary school governors, ensuring that everyone represented has had the opportunity to stand for election and/or vote in such an election. The process must be restricted to the group in question – a headteachers phase group could only vote as a whole for headteacher members if the voting excluded academies, as academies members form a separate group.

30. It is not appropriate for a single person to be elected to represent more than one group or sub-group concurrently, i.e. if they were a governor at a primary and secondary school. They can stand for election from either group but can be appointed to represent only one of those groups.

31. The purpose of ensuring that each group or sub-group is responsible for their election process is to guarantee that there is a transparent and representative process by which members of schools forums are nominated to represent their constituents.

32. Appropriate support to each group or sub-group to manage their election processes should be offered by the clerk of a schools forum, or the committee/democratic services of a local authority. This may just include the provision of

advice but may also consist of providing administrative support in actually running the elections themselves.

33. As a minimum, we would recommend that the clerk of a schools forum make a record of the process by which the relevant schools within each group and sub-group elect their nominees to the schools forum and be able to advise the Chair of the schools forum and local authority on action that needs to be taken, where necessary, to seek new nominees.

34. In determining the process by which elections should be operated it is perfectly legitimate for a local authority to devise, in consultation with their schools forum, a model scheme for the relevant schools within a group or sub-group to consider and be invited to adopt. However, such a model scheme cannot be imposed on that body of schools: adaptations and/or alternative schemes may be adopted. A single scheme need not be adopted universally.

35. Care should be taken to ensure that every eligible member of a group or sub-group has an opportunity to be involved in the determination of their group's election process, is given the opportunity to stand for election if they choose to do so, and is involved in the election of their representative(s).

36. It would not be compliant with the regulations for the steering committee or Chair of a 'parent' group simply to make a nomination to represent their group or sub-group on a schools forum. Schools members must be elected, subject to paragraph 39 below.

37. The local authority may set a date by which the election should take place and must appoint the schools member if the election has not taken place by that date. The person appointed should be a member of the relevant group.

38. We would recommend that any scheme takes into account a number of factors:

- the process for collecting names of those wishing to stand for election;
- the timescale for notifying all constituents of the election and those standing;
- the arrangements for dispatching and receiving ballots;
- the arrangements for counting and publicising the results;
- any arrangements for unusual circumstances such as only one candidate standing in an election; and
- whether existing members can stand for re-election.

39. In the event of a tie between two or more candidates, then the local authority must appoint the schools member instead. The local authority may decide to appoint someone else rather than one of the candidates and might wish to take into account the experience or expertise of the individuals, and the balance between the different types of school represented on the schools forum.

Election and nomination of academies members

40. Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. The same factors should be taken into account as for the election of schools members, set out in paragraphs 28 to 39. For the avoidance of doubt, Free Schools, University Technical Colleges and Studio Schools are classed as academies for this purpose. There is no distinction between sponsored, non-recoupment and converter academies.

41. There are three sub-groups for academy members: mainstream academies, special academies and alternative provision academies and it is for the proprietors of academies within each of these sub-groups to elect their representatives. It is not appropriate, therefore, for headteacher phase groups to determine representation unless the academy proprietors have agreed and even then the voting would need to exclude maintained school representatives. There is no requirement for academies members to be split into primary and secondary sub-groups. However, local authorities may wish to encourage academies to consider the pupil proportions across all academies when electing their representatives.

42. Where there is only one academy in a sub-group in the local authority's area, then their proprietor body must select the person who will represent them.

43. It is possible that a single person be appointed as an academies member to more than one schools forum, for example if an academy chain is located across multiple local authorities, providing they are elected on each occasion in accordance with the agreed election process for each separate schools forum.

44. As with schools members, the local authority may set a date by which the election should take place and must appoint an academies member if the election does not take place by that date, or if an election results in a tie between two or more candidates.

Non-schools members

45. Non-schools members may number no more than a third of a schools forum's total membership (excluding observers – see paragraph 58). A representative of providers of 16-19 education must be elected from those providers. This includes those in the FE sector (FE and sixth form colleges) and other post-school institutions that specialise in special education needs (SPNs), where 20% or more of their students reside in the local authority's area. As with academies the providers are probably best placed to determine the election process.

46. The local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector. Early years PVI settings need to be represented because funding for the free entitlement for three and

four year olds and eligible two year olds comes from the Dedicated Schools Grant, and all settings are funded through the Early Years Single Funding Formula (EYSFF).

47. Before appointing additional non-schools members to the schools forum, the local authority must consider whether the Church of England and Roman Catholic dioceses situated in the local authority's area; and, where there are schools or academies in the area with a different religious character, the appropriate faith group, should be represented on the schools forum. If diocesan authorities nominate members for appointment as non-schools members they may wish to consider what type of representative would be most appropriate – schools-based such as a headteacher or governor, or someone linked more generally with the diocese, e.g. a member of the education board.

48. It is also good practice for local authorities to ensure that the needs and interests of all the pupils in the local authority are adequately represented by the members of a schools forum. The interests of pupils in maintained schools can be represented by schools members. Some pupils in a local authority, however, are not in maintained schools but instead are educated in hospitals, independent special schools and non-maintained special schools. Certain types of non-schools members can play an important role in representing the interests of these groups of pupils. They can also play a role in representing the interests and views of the services that support those groups of vulnerable and at-risk pupils who nevertheless are on the roll of maintained schools, such as looked after children and children with special educational needs.

49. The purpose of non-schools members is also to bring greater breadth of discussion to schools forum meetings and ensure that stakeholders and partners other than schools are represented. Organisations which typically provide non-schools members are trades unions, professional associations and representatives of youth groups. Parent groups could also be considered. However, as there are clearly limited numbers of non-schools members able to be on a schools forum, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.

Other membership issues

50. There are three restrictions placed on who can be a non-schools member of a schools forum. The local authority cannot appoint:

- an elected member of the local authority who is appointed to the executive of that local authority (a lead member/portfolio holder) 'executive members',
- the Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children (or manage those who do) ('relevant officer' (a) and (b)),
- other officers with a specific role in management of and/or who advise on funding for schools ('relevant officer' part (c)).

51. Schools forums have the power to approve a limited range of proposals from their local authority: the restrictions ensure that there is no conflict of interest between the proposing body (the local authority) and the approving body (the schools forum).

52. However, non-executive elected members and those officers who are employed in their capacity as headteachers or teachers and those who directly manage a service which provides education to individual children and/or advice to schools on, for example, learning and behavioural matters are eligible to be members of schools forums.

53. In the case of non-executive elected members, they may be a schools member (by virtue of them being a school governor), an academies member or a non-schools member. As a non-schools member they may be well placed to fulfil the broader overview and scrutiny role they have within the local authority in general.

54. However, the inclusion of non-executive elected members and certain officers is not a requirement. Many schools forums do not have such members on them and it is for each local authority and schools forum to consider how best to ensure the right balance of school and non-school representation on the schools forum, taking into account their local circumstances and preferences.

The role of executive elected members

55. A schools forum needs to ensure that there are systems in place for executive members of the Council to be aware of its views on specific issues and, in particular, any decisions it takes in relation to the Schools Budget and individual budget shares.

56. Executive members with responsibility for education/children's services or resources of the local authority are able to participate in schools forum meetings. By doing so such elected members are able to contribute to the discussion and receive first-hand the views of the schools forum: it is clearly good practice for this to be the case and the regulations provide the right for executive members to attend and speak at schools forum meetings. However, there is no requirement for this to happen so at the very least there should be clear channels of communication between the schools forum and executive members. Communication may also be assisted if schools forum members attended relevant Cabinet meetings as members of the public, e.g. when the funding formula is decided.

Recording the composition of schools forums

57. Each local authority must make a written record of the composition of its schools forum detailing the numbers of schools members and by which group or sub-group they were elected, the number of academies members and the number of non-schools members, their terms of office, how they were chosen and whom they represent. This record should also indicate the term of office for schools and academies members. It

would be helpful if this were published on the schools forum website so schools and wider stakeholders can easily find who their representatives are.

Observers

58. The Regulations provide that the Secretary of State can appoint an observer to attend and speak at schools forum meetings, e.g. a representative from the Education Funding Agency (EFA). This allows a conduit for national policy to be discussed at a local level and provide access for schools forum to an additional support mechanism, e.g. where there are highly complex issues to resolve.

Participation of local authority officers at meetings

59. Only specific officers can speak at meetings of the schools forum. These officers are:

- Director of Children's Services or their representative
- Chief Financial Officer or their representative
- Any person invited by the schools forum to provide financial or technical advice
- Any person presenting a paper to the schools forum but their ability to speak is limited to the paper that they are presenting.

60. In the majority of cases schools forums are supported by a specific officer. In the course of their work, however, schools forums will be required to consider a whole range of issues and they may consider it appropriate that other officers attend for specific items of business. Where this is the case, the local authority should meet the schools forum's requests as far as possible.

Procedures

61. Many procedural matters are not prescribed in the regulations and are at the discretion either of the local authority or the schools forum itself. However, there are requirements in the regulations relating to:

- **Quorum:** A meeting is only quorate if 40% of the total membership is present (this excludes any observers, and it is 40% of the current membership excluding vacancies). If a meeting is inquorate it can proceed but it cannot legally take decisions (e.g. election of a Chair, or a decision relating to funding conferred by the funding regulations). An inquorate meeting can respond to local authority consultation, and give views to the local authority. It would normally be good practice for the local authority to take account of such 'unofficial' views, but it is not legally obliged to do so. In practice, the arrangements for meetings should be made to reduce the chance of a problem with the quorum. The quorum stipulation is in the regulations to help ensure the legitimacy of decisions;

- **Election of a Chair:** Under the Regulations, if the position of Chair falls vacant the schools forum must decide how long the term of office of the next Chair will be. This can be for any period, but the schools forum should consider carefully whether a period exceeding two years is sensible. A long period will also cause problems if the member elected as Chair has a term of office as a member which comes to an end before their term of office as Chair ends. The schools forum must elect a Chair from amongst its own members, so it is not possible to elect an independent Chair. In addition any elected member of the local authority or officer of the local authority who is a member of a schools forum may not hold the office of Chair. Schools forums can also appoint to a position of vice Chair to provide cover if the Chair is absent or the post vacant;
- **Voting procedures:** The Regulations provide that a schools forum may determine its own voting procedures save that voting on:
 - the funding formula is limited to schools members, academies members and PVI representatives
 - de-delegation will be limited to the specific primary and secondary phase of maintained schools members.
- **The powers which schools forums** have to take decisions on a range of funding matters increase the importance of clear procedures, e.g. decisions are made on a simple majority or the threshold to be met if higher. These procedures should take account of any use of working groups by the schools forum – for example a decision might be taken by voting to accept and adopt a report by a working group (see paragraph 65). As part of any voting procedure there should be clarity in the procedures for recording the outcome of a vote, and any resolutions a schools forum makes in relation to any vote taken;
- **Substitutes:** The local authority must make arrangements to enable substitutes to attend and vote (where appropriate) at schools forum meetings. This applies to schools members, academies members and non-schools members. The arrangements must be decided in consultation with schools forum members.
- **Defects and vacancies:** The Regulations provide that proceedings of the schools forum are not invalidated by defects in the election or appointment of any member, or the appointment of the Chair. Nor does the existence of any vacancy on the schools forum invalidate proceedings (see paragraph 61 on quorum).
- **Timing:** schools forums must meet at least four times a year

62. Where the regulations make no provision on a procedural matter, local discretion should be exercised. It is for the local authority to decide how far it wishes to establish rules for the schools forum to follow, in the form of standing orders. While it is entitled to do so, it is of course good practice to allow the schools forum to set its own rules so far as possible.

Public access

63. Schools forums are more than just consultative bodies. They also have an important role to play in approving certain proposals from their local authority and are therefore involved in the decision making process surrounding the use of public money at local level. As a result schools forums are required to be open to the public. Furthermore papers, agendas and minutes must be publicly available well in advance of each meeting. It is good practice that notification that the schools forum is a public meeting is included on the website and papers are published at least a week in advance. Local authorities should ensure that the websites are accessible and easy to find.

64. Some schools forums already operate very much along the lines of a local authority committee. This is perfectly legitimate and will provide a consistent framework for the running of meetings that are open to the public, and the publishing of papers and agendas well in advance of the meeting and minutes published promptly as required under Regulation 8(13) of the Schools Forum Regulations 2012.

Working groups

65. It is open to a schools forum to set up working groups of members to discuss specific issues, and to produce draft advice and decisions for the schools forum itself to consider. The groups can also include wider representation - for example, an early years reference group can represent all the different types of provider to consider the detail of the early years single funding formula. The reference group would then be able to give its considered view on the local authority's proposals to the schools forum. The schools forum should not delegate actual decisions or the finalisation of advice to a working group, as this may have the effect of excluding legitimate points of view.

Urgent business

66. It is good practice for the local authority to agree with its schools forum an urgency procedure to be followed when there is a genuine business need for a decision or formal view to be expressed by the schools forum, before the next scheduled meeting. The local authority may of course call an unscheduled meeting; but it may also wish to put in place alternative arrangements such as clearance by email correspondence or some other means. Such instances should be avoided so far as possible but are legitimate provided all members of the schools forum have an opportunity to participate, the logistics provide a reasonable opportunity for consideration and the local authority policy on data security is not compromised.

67. It is not legal for the Chair to take a decision on behalf of the schools forum, no matter how urgent the matter in question; but a schools forum may wish to put in place a procedure for the Chair to give the local authority a view on an urgent issue.

Resources of the schools forum

68. The costs of a schools forum fall in the centrally retained budget portion of the Schools Block of local authorities.

69. It is legitimate to charge the running costs of schools forums to this budget including any agreed and reasonable expenses for members attending meetings, the costs of producing and distributing papers and costs room hire and refreshments and for clerking of meetings. Beyond these costs some schools forums have a budget of their own to use for activities such as commissioning research or other reports. The [2014 School and Early Years Finance Regulations](#) provide that the level of resource devoted to running schools forums in 2015-16 is limited to 2014-15 levels unless the Secretary of State agrees an increase.

Section 2 – effective schools forums

Introduction

70. As the previous section outlined, local authorities have responsibility for establishing schools forums. They also have an ongoing responsibility to provide them with appropriate support, information and guidance in carrying out their functions and responsibilities.

71. The following outlines some aspects of what local authorities and schools forums should consider in ensuring that their schools forums are as effective as possible. The pace of academy conversions in particular means that this significant sector must be properly represented and feel that it is able to play a meaningful part in the discussions of the schools forum.

72. Central to the effectiveness or otherwise of a schools forum will be the relationship between it and its local authority. The local authority will have a significant influence on this: the support it provides; the resources it devotes and the weight it gives to the views of schools forums all contribute to the nature of the relationship. There are therefore a number of characteristics of this relationship that are particularly important:

- Partnership: Having a shared understanding of the priorities, issues and concerns of schools, academies and the local authority.
- Effective Support: The business of the schools forum is supported by the local authority in an efficient and professional manner.
- Openness: It is important that a schools forum feels it is receiving open, honest and objective advice from its local authority.
- Responsiveness: Local authorities should as far as possible be responsive to requests from their schools forums and their members. Schools forums themselves should also be aware of the resource implications of their requests.
- Strategic view: Members of schools forum should consider the needs of the whole of the educational community, rather than using their position on a schools forum to advance their own sectional or specific interests.
- Challenge and Scrutiny: schools forums may be asked to agree to proposals from their local authority that will have an effect on all schools and academies in the local area. The extent to which schools forums can scrutinise and challenge such proposals is an important aspect of their effectiveness.

73. The characteristics identified above are just some of the aspects that will contribute to an effective schools forum. The following provides more detail on some of the specific issues that local authorities and schools forums may wish to consider in thinking about their own arrangements.

Induction of new members

74. When new members join the schools forum appropriate induction materials should be provided. These might include material relating to the operation of the schools forum together with background information about the local and national school funding arrangements. Typically they might comprise:

- the constitution of the schools forum
- a list of members including contact details and their terms of office
- any locally agreed terms of reference explaining the relationship between the schools forum and the local authority
- copies of minutes of previous meetings
- the programme of schools forum meetings for the year
- the local schools forum web address

75. This Operational and Good Practice Guide, suitably supplemented by local material, should also be provided to new members on their appointment.

76. Where there is sufficient turnover of schools forum members in any particular year the local authority may wish to organise a one-off induction event to brief new members. Such an event would usefully include an outline of the role of the schools forum and the national funding arrangements for schools and local authorities. It might also include an explanation of the local funding formula and any proposals for review. The opportunity could also be taken to explain the main reporting requirements for school and local authority expenditure.

Training

77. Ideally schools forum members should be able to use some of the budget set aside for schools forum running costs for accessing relevant training activities. Some training will be provided by officers of the local authority but members may wish to attend national or regional events, the costs of which, where necessary, can be supported from the schools forum budget. Local and national bodies have a key role to play in developing the competencies of forum members.

78. Training will need to be provided in response to any changes in the role of the schools forum and national developments in respect of school funding.

Agenda setting

79. The process by which the agenda for a meeting or cycle of meetings is set is in many respects one of the key determinants of the effectiveness or otherwise of a schools forum.

80. The frequency and timing of meetings of the schools forum should be agreed in advance of each financial or academic year. In drawing up this cycle of meetings, in

consultation with the schools forum, the local authority should provide a clear overview of the key consultative and decision-making points in the school funding cycle. These will be drawn from a combination of national and local information and should inform the basic agenda items that each meeting needs to cover. For instance meetings will need to be scheduled at appropriate points to enable the schools forum to consider the outcomes of local consultations and national announcements.

81. Although the business of schools forums must be open and transparent, it is recognised that from time to time items of a confidential nature will need to be discussed. It is recommended that authorities apply the same principles that they apply to Council/Cabinet meetings when judging an item to be confidential and adopt similar practices for dealing with those reports in the meeting, e.g. placing them together at the end of the agenda.

Preparation for a schools forum meeting

82. It is vital that the schools forum is transparent, open and has clear communication lines to all of the members that are represented. This ensures the wider school family are aware of the business discussed, the impact on their setting and the reasons for the decisions.

83. The vast majority of a schools forum's business will be transacted on the basis of prepared papers. It is therefore important that these are concise, informative and produced in a timely and consistent manner. Recommendations should be clearly set out at the beginning of each report. It is also helpful if the front of the report confirms whether the report is for information or decision and who is eligible to vote where relevant.

84. It is good practice for the schools forum and local authority to agree a standard for papers. It is usual for papers to be dispatched at least one week prior to the meeting at which they will be discussed to allow members to consider them and if necessary canvass views from the group they are representing. Papers should be published on the local authority's website at this time to enable representations to be made to schools forum members.

85. Consistency in the presentation of papers also contributes to the effectiveness of meetings: it helps set the tone of meetings, facilitate the engagement of all members and signal the importance the local authority attaches to the work of the schools forum. Ideally such a standard should be agreed between the schools forum and local authority. The publishing of papers as a single pdf file is helpful as it saves time and avoids accessing multiple documents both in advance of, and during, the meeting. An Executive Summary of the reports can provide schools forum members and members of the public with an overview of the agenda and the decisions required.

86. The publishing of papers on a publicly available website well in advance of the meeting ensures that all interested parties are able to access papers. Some schools forums ensure that each represented group meets in the days immediately prior to the

schools forum meeting to ensure the agenda is discussed and schools forum members are properly briefed by the group they represent. Although on occasions it is inevitable that schools forums will receive late, or tabled reports it does create some difficulty for members as they will not have been able to seek the views of those they represent.

87. Schools forums can consider adopting a flexible arrangement for time immediately prior to the meeting. For example it could be used for training of new members, or as a drop-in session for members to ask items of clarification, or for members to meet without officers to discuss the agenda.

Chairing the schools forum

88. The Chair of a schools forum plays a key role in setting the tone, pace and overall dynamic of the schools forum. They should provide an environment within which all members are able to contribute fully to discussions and guide the schools forum to making well informed decisions.

89. The relationship between the Chair and the local authority is therefore vital. The Chair should be very clear on the substance of the agenda items, understand the issues involved and the decisions and/or actions that need to be taken in respect of School Forum business. It is good practice for there to be a pre-meeting between the senior officer of the local authority supporting the schools forum and the Chair of the schools forum to ensure that all the issues are clearly understood.

90. Equally, the Chair has the responsibility of representing the views of the schools forum back to the local authority: for instance, they should, where appropriate, take the initiative to make suggestions for improvements to the way the business is conducted, and, in exceptional cases and with support of the members of the schools forum take the view that they do not have sufficient information on which to base a decision and ask that an item is deferred until further information is available. However, in doing so, the Chair and schools forum should be fully aware of the consequences of deferral.

91. The independence of the schools forum is paramount. Enhancing the role of Chair to a paid position, rather than the reimbursement of reasonable expenses, could blur the lines of independence. Similarly, if the Chair undertakes significant work for the LA in another capacity, e.g. as an external consultant, they could be viewed as equivalent to an officer of the local authority.

92. Local authorities could consider if sharing contact details of the schools forum Chair with neighbouring authorities would be helpful for peer support and improving networking opportunities.

Clerking the schools forum

93. Clerking of a schools forum should be seen as more than just writing a note of the meeting. A good clerk provides an invaluable link between the members of the schools

forum, the Chair and the local authority. It is a role often undertaken by an employee of the local authority though we would recommend consideration is given to the use of an independent clerk.

94. Clerks should manage the logistics of the meeting in terms of ensuring dispatch of papers and producing a note from the meeting. In considering the style of meeting notes consideration should be given to making them intelligible enough for non-attendees to get a sense of the discussion as well as clearly indicating the conclusion and action agreed in relation to each agenda item. Verbatim reports of a schools forum's discussion, however, are unlikely to be very useful. Schools forums may consider whether a simple action log should be maintained by the clerk to ensure all action points agreed are followed up.

95. Beyond this a good clerk can:

- provide the route by which schools forum members can access further information and co-ordinate communication to schools forum members outside of the formal meeting cycle;
- respond to any queries about the business of the schools forum from headteachers, governors and others who are not on the schools forum themselves;
- be responsible for ensuring contact details of all members are up to date;
- maintain the list of members on the schools forum and advise on membership issues in general;
- assist with the co-ordination of nomination/election processes run by the constituent groups;
- keep the schools forum website up to date: e.g. by posting latest minutes and papers etc;
- monitor, on a regular basis, the schools forum and general Schools Funding section of the Department for Education (DfE) website or the gov.uk website; and arrange for the distribution of any relevant DfE information to schools forum members;
- if appropriate, provide technical advice in relation to the schools forum regulations and in relation to the operation of a schools forum's local constitution; and
- organise, operate and record any voting activity of the schools forum in line with the provisions of its local constitution.

96. Not all of these tasks may be able to be undertaken by the schools forum clerk. However, each one is important and there should be arrangements in place to ensure they are discharged adequately.

Good practice for schools forum meetings

97. Schools forums should ensure there is a clear debate of all agenda items. Whilst sub-group meetings are valuable in working through detailed issues, schools forums

should consider that the level of debate held at the schools forum meeting and recorded in the minutes will be the official reflection of the level of challenge and discussion on each issue.

98. The use of nameplates for schools forum members also showing which group they are representing can be helpful to members of the public and presenters of papers. In addition the use of coloured cards or coloured nameplates can be helpful when specific members of a schools forum are eligible to vote on specific items, e.g. de-delegation or changes to the funding formula.

99. Consultations with the schools forum are a key responsibility of a local authority, ranging from the funding formula to the letting of contracts. Each consultation will be different and depend on the subject being consulted on, but local authorities should consider the following factors as good practice for effective consultation:

- Plan and consult early
- Allow reasonable timescales for response (as Forum members may need to consult the groups they represent)
- An open and honest approach
- Fully inclusive
- Allow for ongoing dialogue
- Provide feedback
- Clear communications.

Meeting notes and recording of decisions

100. A vital part of the effective operation of a schools forum is to ensure that an accurate record of the meeting is taken. This must include the clear recording of votes where there are contrary views. Recommendations to, and decisions of, schools forums must be clearly set out.

101. Notes or minutes of each schools forum meeting should be produced and put on the website as soon after the meeting as possible to enable members and others to see the outcome of any discussions and decisions/votes. It is good practice to formally agree the accuracy of the note/minutes at a subsequent meeting but the publication of the draft minutes should not be delayed as a result.

102. In order to provide clarity about representation at each meeting, it is good practice for the minutes to record the group and/or subgroup that each member represents against their name.

Communication

103. Communication to the wider educational community of the discussions and debates of, and decisions made by, the schools forum is fundamental to their effective operation. The more schools and other stakeholders know about the proceedings of the

schools forum, the more their work will be an important and central part of the context of local educational funding. This is particularly important given the decision making role that the schools forum has. Local authorities should consider the operational differences between the types of stakeholders and plan their communications accordingly. For example ensuring effective communications across the PVI sector may be more difficult than with schools, who are more likely to have existing channels of communication e.g. headteacher meetings.

104. Each schools forum should therefore be clear what its channels of communication are. It is fundamental that each member of schools forum represents the views of the group or sub-group that they represent and that all those with an interest in funding work together to ensure that their views are taken into account. Therefore communications directly between members and those they represent is essential; professional associations and phase groups could be suitable channels. This will ensure that schools forum members have an ongoing dialogue with the constituents of their group or sub-group and are therefore well able to represent their views at schools forum meetings. However, the schools forum should also consider additional communication processes. These could include:

- drawing schools' attention to the fact that all its agenda, minutes and papers are publicly available on the local authority's website (this should include the publication of formula consultation documents);
- an annual report on the proceedings of the schools forum;
- attendance by the Chair, or other schools forum member, at other relevant consultative or management groups such as any capital working group; or senior management meetings of the Children's Services Department; or
- a brief email to all schools, early years providers and other stakeholders after each schools forum meeting informing them of the discussions and decisions with a link to the full papers and minutes for further information
- a schools forum newsletter can be a less formal and more interesting way of communicating forum business and raising the profile of the schools forum and its members.

News updates

105. Most, but not all, members of the schools forum will already be in receipt of regular information on school funding matters from the local authority and DfE. Other schools forum members should be copied into such information flows so that they can be kept abreast of developments between meetings.

106. Many local authorities have already established dedicated schools forum websites on which they post key information for schools forum members and other interested parties.



Education
Funding
Agency

© Crown copyright 2015

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: EFA-00134-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk

This page is intentionally left blank



Schools forum powers and responsibilities 2015 to 2016

A summary of the powers and responsibilities of schools forums.

Function	Local authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted [voting restrictions apply - see schools forum structure document] and informs the governing bodies of all consultations	Checks for compliance with regulations
Contracts (where the LA is entering a contract to be funded from the schools budget)	Proposes at least one month prior to invitation to tender, the terms of any proposed contract	Gives a view and informs the governing bodies of all consultations	None
Financial issues relating to: <ul style="list-style-type: none"> arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools and 	Consults annually	Gives a view and informs the governing bodies of all consultations	None

Function	Local authority	Schools forum	DfE role
<p>the arrangements for paying top-up funding;</p> <ul style="list-style-type: none"> • arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding; • arrangements for early years provision; • administration arrangements for the allocation of central government grants 			
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval
<p>De-delegation for mainstream schools for:</p> <ul style="list-style-type: none"> • contingencies • administration of free school meals • insurance • licences/subscriptions • staff costs – supply cover • support for minority ethnic • pupils/underachieving groups • behaviour support services • library and museum services 	Proposes	Primary and secondary school member representatives will decide for their phase. Middle schools are treated according to their deemed status	Will adjudicate where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
Central spend on and the criteria for allocating funding from: <ul style="list-style-type: none"> growth fund (to meet requirements for basic need including pre-opening and diseconomy of scale costs) falling rolls fund for surplus places in good or outstanding schools where a population bulge is expected in 2-3 years 	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Central spend on: <ul style="list-style-type: none"> equal pay back-pay places in independent schools for non-SEN pupils early years expenditure 	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Central spend on: <ul style="list-style-type: none"> admissions servicing of schools forum 	Proposes up to the value committed in 2014-15	Decides for each line	Adjudicates where schools forum does not agree LA proposal
Central spend on: <ul style="list-style-type: none"> capital expenditure funded from revenue contribution to combined budgets schools budget centrally funded termination of employment costs 	Proposes up to the value committed in 2014-15 and where expenditure has already been committed.	Decides for each line	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> schools budget funded prudential borrowing costs special education needs transport costs 			
Central spend on: <ul style="list-style-type: none"> licences negotiated centrally by the Secretary of State children and young people with high needs 	Decides	None, but good practice to inform forum	None
Carry forward a deficit on central expenditure to the next year to be funded from the schools budget	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Scheme of financial management changes	Proposes and consults the governing body and Head of every school	Approves (schools members only)	Adjudicates where schools forum does not agree LA proposal
Membership: length of office of members	Decides	None (but good practice would suggest that they gave a view)	None
Voting procedures	None	Determine voting procedures	None
Chair of schools forum	Facilitates	Elects (<i>may not be an elected member of the Council or officer</i>)	None



Schools forums structure

A summary of the structure of schools forums.

Category	Schools members	Academies members	Non-school members
Represented groups	<p>Where the LA maintains the following types of school, they must be represented on the schools forum:</p> <ul style="list-style-type: none"> • Primary Schools • Secondary Schools • Special Schools • Nursery Schools • PRUs 	<p>At least one academies member must be a representative of mainstream academies, which includes free schools, UTCs and Studio Schools. In addition, there must be one member for each of the following groups (if such exist in the LA area):</p> <ul style="list-style-type: none"> • Special academies, including free schools • Alternative provision academies, including free schools 	<p>16-19 providers</p> <p>Early years Private, Voluntary and Independent (PVI) providers</p> <p>Before considering other groups, the LA must consider diocesan representation</p>

Category	Schools members	Academies members	Non-school members
Type of member	<p>Within each of the five groups above there could be the following types of member:</p> <ul style="list-style-type: none"> • Headteachers (or their representative) • Governors • Headteachers and Governors • In overall terms there must be at least one headteacher (or their representative) and one governor 	Any	Any
Schools forum structure	<p>Schools members and academies members must comprise at least 2/3rds of the schools forum membership</p> <p>Primary schools, secondary schools and academies must be broadly proportionately represented on schools forum, based on the total number of pupils registered at them</p>	<p>Schools members and academies members must comprise at least 2/3rds of the schools forum membership</p> <p>Primary schools, secondary schools and academies must be broadly proportionately represented on schools forum, based on the total number of pupils registered at them</p>	
Voting	Only primary representatives can	No voting on de-delegation or the	No voting on de-delegation or the

Category	Schools members	Academies members	Non-school members
	<p>vote on primary school de-delegation</p> <p>Only secondary representatives can vote on secondary school de-delegation</p> <p>All schools members can vote on the scheme for financing schools</p> <p>All schools members can vote on any other schools forum business, including the consultation on the funding formula</p>	<p>scheme for financing schools</p> <p>All academies members can vote on any other schools forum business, including the consultation on the funding formula</p>	<p>scheme for financing schools</p> <p>Only PVI representatives can vote on the consultation on the funding formula.</p> <p>All non-school members can vote on any other schools forum business</p>
Elected by	The relevant sub-group of the relevant type of school e.g. primary school governor representatives are elected by the governors of primary schools, secondary school headteachers are elected by the headteachers of secondary schools.	The relevant proprietors of academies elect for their group, e.g. mainstream academies, special academies and alternative provision academies	Election only applies to the representative for the 16-19 providers, who is elected by all eligible 16-19 providers
LA appointment of members	Only if no election takes place by the agreed date or in the event of a tie	Only if no election takes place by the agreed date or in the event of a tie	Can appoint a 16-19 representative only if no election takes place by the agreed date or in the event of a tie For all other non-schools members

Category	Schools members	Academies members	Non-school members
			the LA appoints, but it is good practice to seek nominations from the relevant bodies

Other attendees who are permitted to contribute to a schools forum meeting:

- An observer appointed by the Secretary of State
- The Chief Financial Officer
- The Director of Children’s Services
- Officers providing financial & technical advice to schools forum
- The Executive Member for Children’s Services
- Presenters (restricted to the paper they are presenting)
- The Executive Member with responsibility for resources



Schools forum self-assessment toolkit

This toolkit provides local authority officers and elected members with a framework for assessing the strengths and weaknesses of their schools forum. The toolkit is designed as a set of questions which can be considered by individuals or the forum as a whole.

Question	Yes / No	Notes
1. Are meeting dates set in well advance and details (including time and venue) published in an accessible manner to enable interested parties to plan their attendance?		
2. Are meetings timed to coincide with key dates? (e.g. reporting of funding formula)		
3. Are meetings held in an accessible venue to enable observers to attend easily?		
4. Is there a dedicated website link for schools forum, is it current and regularly updated?		
5. Are the agenda and papers publicly available on the authority's website at least 6 working days in advance of the meeting?		
6. Are the papers published as a single document, so that users can download easily?		
7. If papers are tabled at the meeting, are they published on the website promptly after the meeting?		
8. Are draft minutes published a reasonable time (e.g. within 2-3 weeks) after the meeting, rather than waiting until the following meeting?		
9. Are the minutes clear and unambiguous, with sufficient detail to		

Question	Yes / No	Notes
illustrate the discussions, without reporting verbatim every point made?		
<p>10. Is the constitution clear and appropriate? Including eg</p> <ul style="list-style-type: none"> - a clear process for ensuring proportional representation - the process for electing members and their tenure - the timescale for review is clearly set out - the process for dealing with repetitive non attenders 		
<p>11. Is there an induction pack or training programme available for new members?</p>		
<p>12. Is the election process clear and transparent? i.e. representatives are elected only by the group they are representing, whether phase-specific for maintained schools, or by the proprietors of academies for academy members.</p>		
<p>13. Do the papers contain clear recommendations and indicate in a consistent manner whether the item is for information, consultation or decision?</p>		
<p>14. Is it clear to observers who attendees at the forum are representing? (eg by use of name plates, indicating sector)</p>		
<p>15. Does the chair manage the meeting well, ensuring that all are able to contribute to the agenda items, that no bias towards any sector is evident and that no single person or organisation is able to dominate the discussion?</p>		
<p>16. Is there inclusive participation in discussions for all phases and types of members?</p>		
<p>17. Do members actively canvass views and objectively represent their whole peer group at the forum and provide feed back after meetings?</p>		

Question	Yes / No	Notes
18. Where votes are required, is it clear who is eligible to vote for different items?		
19. Where votes are required, are the arrangements for recording the votes clear and unambiguous?		
20. Is there a system in place for a decision if votes are tied?		
21. Is the operational & good practice guide used to regularly review the forum's adherence to good practice?		

© Crown copyright March 2015

This page is intentionally left blank

London Borough of Havering

Page 45

SECTION 251 OUTTURN STATEMENT 2014/15

Table A : LA Level Information

DEPARTMENT FOR EDUCATION DATA COLLECTION
Year 2014-15
TABLE A LA Level Information

LA	Havering	LA No.	311
----	----------	--------	-----

Description	Early Years	Primary	Secondary	SEN/Special	AP/PRU	Post School	Gross	Income	Net	Net (Budget 14-15 Totals)	Net (Outturn 13-14 Totals)
1 SCHOOLS EXPENDITURE											
1.0.1 Individual Schools Budget(ISB) (after Academy recoupment)	11,326,079	71,210,371	15,604,380	2,847,403	1,080,854		102,069,087		102,069,087	173,684,518	104,925,074
DE-DELEGATED ITEMS											
1.1.1 Contingencies		71,373	0				71,373	0	71,373	181,577	11,683
1.1.2 Behaviour support services		206,524	0				206,524	0	206,524	207,671	194,155
1.1.3 Support to UPEG and bilingual learners		256,033	0				256,033	0	256,033	256,474	230,277
1.1.4 Free school meals eligibility		20,715	14,234				34,949	13,880	21,069	20,601	30,497
1.1.5 Insurance		516,974	42,029				559,003	0	559,003	566,787	585,610
1.1.6 Museum and Library services		0	0				0	0	0	0	0
1.1.7 Licences/subscriptions		8,995	706				9,701	0	9,701	42,423	14,117
1.1.8 Staff costs- supply cover excluding cover for facility time		248,387	40,729				289,116	0	289,116	297,842	455,199
1.1.9 Staff costs- supply cover for facility time		92,023	52,029				144,052	28,314	115,738	121,115	
HIGH NEEDS EXPENDITURE											
1.2.1 Top up funding - maintained schools	0	1,936,969	382,409	3,441,811	1,557,957		7,319,146	0	7,319,146	7,703,941	7,249,596
1.2.2 Top up funding - academies, free Schools and colleges	0	445,262	834,867	0	0	760,811	2,040,940	0	2,040,940	1,656,208	1,987,111
1.2.3 Top up and other funding – non-maintained and independent providers	0	0	0	1,352,403	0	965,231	2,317,634	0	2,317,634	2,610,445	2,323,086
1.2.4 Additional high needs targeted funding for mainstream schools and	0	0	0				0	0	0	0	0
1.2.5 SEN support services	466,815	621,604	447,479	16,381	6,751	11,980	1,571,010	0	1,571,010	1,645,750	1,497,420
1.2.6 Hospital education services				0	76,193		76,193	0	76,193	78,950	131,457
1.2.7 Other alternative provision services	0	5,559	153,823	14,195	222,574	0	396,151	211,912	184,239	463,360	312,612
1.2.8 Support for inclusion	0	0	100,269	0	0		100,269	0	100,269	70,810	76,672
1.2.9 Special schools and PRUs in financial difficulty				0	0		0	0	0	0	0
1.2.10 PFI and BSF costs at special schools and AP/PRUs				0	0		0	0	0	0	0
1.2.11 Direct payments (SEN and disability)	0	0	0	0	0	0	0	0	0	0	0
1.2.12 Carbon reduction commitment allowances (PRUs)					0		0	0	0	0	0
EARLY YEARS EXPENDITURE											
1.3.1 Central expenditure on children under 5	606,384						606,384	0	606,384	631,025	1,299,718
CENTRAL PROVISION WITHIN SCHOOLS SPEND											
1.4.1 Contribution to combined expenditure	0	150,385	1,498	18,000	0		169,883	0	169,883	236,000	235,776
1.4.2 School admissions	0	319,421	179,490	3,101	82		502,094	0	502,094	511,014	473,570
1.4.3 Servicing of schools forums	0	30,433	9,801	1,547	516		42,297	0	42,297	43,230	42,449
1.4.4 Termination of employment costs	385	9,963	7,176	118	51		17,693	0	17,693	39,420	6,445
1.4.5 Falling rolls funds	0	0	448,616	0	0		448,616	0	448,616	500,000	
1.4.6 Capital expenditure from revenue (CERA)	0	0	227,036	0	0		227,036	170,065	56,971	87,490	124,588
1.4.7 Prudential borrowing costs	0	0	0	0	0		0	0	0	0	0
1.4.8 Fees to independent schools without SEN	0	0	0	0	0		0	0	0	0	0
1.4.9 Equal pay - back pay	0	0	0	0	0		0	0	0	0	0
1.4.10 Pupil growth/Infant class sizes	0	2,175,728	187,066	0			2,362,794	0	2,362,794	2,400,000	1,817,831
1.4.11 SEN transport	0	0	0	0	0		0	0	0	0	0
1.4.12 Exceptions agreed by Secretary of State	0	55,703	40,123	659	285	4,127	100,897	0	100,897	101,197	0
1.4.13 Other items	0	0	0	0	0		0	0	0	0	0
1.5.1 Other Specific Grants	0	0	0	0	0		0	0	0	0	0

1.6.1 TOTAL SCHOOLS EXPENDITURE (after academy recoupment)	12,399,663	78,382,422	18,773,760	7,695,618	2,945,263	1,742,149	121,938,875	424,171	121,514,704	194,157,848	124,024,943
MEMORANDUM											
1.7.1 Dedicated Schools Grant brought forward from 2013-14							1,688,296				
1.7.2 Dedicated Schools Grant for 2014-15							121,230,831				
1.7.3 EFA funding							259,629				
1.7.4 Local Authority additional contribution							0				
1.7.5 Total funding supporting the Schools Expenditure (lines 1.7.1 to 1.7.4)							123,178,756				
1.8.1 Dedicated Schools Grant carried forward to 2015-16							1,664,052				
2 OTHER EDUCATION AND COMMUNITY EXPENDITURE											
2.0.1 Therapies and other health related services							0	0	0	0	0
2.0.2 Central support services							1,441,209	1,261,109	180,100	141,290	191,964
2.0.3 Education welfare service							592,559	121,807	470,752	435,871	508,060
2.0.4 School improvement							972,076	373,215	598,861	489,874	501,628
2.0.5 Asset management - education							97,135	0	97,135	152,290	139,898
2.0.6 Statutory/Regulatory duties - education							1,895,860	953,790	942,070	1,296,164	1,413,507
2.0.7 Premature retirement cost/Redundancy costs (new provisions)							0	0	0	0	0
2.0.8 Monitoring national curriculum assessment							61,000	0	61,000	61,000	61,000
2.1.1 Educational psychology service							877,921	32,043	845,878	775,108	875,002
2.1.2 SEN administration, assessment and coordination and monitoring							714,018	0	714,018	421,670	463,630
2.1.3 Parent partnership, guidance and information							70,000	0	70,000	91,564	0
2.1.4 Home to school transport (pre 16): SEN transport expenditure	0	0	0	1,847,458	0	0	1,847,458	0	1,847,458		1,782,422
2.1.5 Home to school transport (pre 16): mainstream home to school transport	0	147,987	0	0	0	0	147,987	0	147,987		163,167
2.1.6 Home to post-16 provision: SEN/LLDD transport expenditure (aged 16-18)						76,728	76,728	0	76,728		72,525
2.1.7 Home to post-16 provision: SEN/LLDD transport expenditure (aged 19-25)						90,803	90,803	0	90,803		67,055
2.1.8 Home to post-16 provision transport: mainstream home to post-16 transport						0	0	0	0		0
2.1.9 Supply of school places							266,784	0	266,784	224,890	168,660
2.2.1 Young people's learning and development			48,057	20,596	0		68,653	0	68,653	98,810	140,452
2.2.2 Adult and Community learning							1,984,490	1,845,430	139,060	69,486	139,642
2.2.3 Provision costs							478,893	0	478,893	610,223	715,990
2.2.4 Joint use arrangements							0	0	0	0	0
2.2.5 Insurance							0	0	0	0	0
2.3.1 Other Specific Grant							0	0	0	0	0
2.4.1 Total Other education and community expenditure							11,683,574	4,587,394	7,096,180	4,868,240	7,404,602
3 Capital Expenditure (excluding CERA)	10,063,647	751,800	751,800	0	0		11,567,247	0	11,567,247	33,716,151	12,006,256

**Table A1 : Expenditure on
Children and Young People's
Services**

DEPARTMENT FOR EDUCATION DATA COLLECTION
Year 2014-15
Table A1 - CHILDREN AND YOUNG PEOPLE'S SERVICES

LA Name Havering LA No. 311

Contact Angela Heritage Email angela.heritage@havering.gov.uk

Tel No 01708433940

	OWN PROVISION	PRIVATE	OTHER PUBLIC	VOLUNTARY	TOTAL EXPENDITURE	INCOME	NET Current Expenditure	Govt. Grants Inside AEF	Govt. Grants Outside AEF	LEA NET Revenue Expenditure
	(a)	(b)	(c)	(d)	(k)	(l)	(m)	(n)	(o)	(q)
SURE START CHILDREN'S CENTRES AND EARLY YEARS										
1 Spend on individual Sure Start Children's Centres	1,470,612	158,962	342	0	1,629,916	32,529	1,597,387	0	0	1,597,387
2 Spend for local authority provided or commissioned area wide	0	0	0	161,425	161,425	0	161,425	0	0	161,425
3 Spend on local authority management costs relating to Sure Start	66,118	39,017	0	0	105,135	0	105,135	0	0	105,135
4 Other early years expenditure	518,656	160,718	0	0	679,374	2,120	677,254	0	0	677,254
5 Total Sure Start Children's Centres and Early Years Expenditure	2,055,386	358,697	342	161,425	2,575,850	34,649	2,541,201	0	0	2,541,201
CHILDREN LOOKED AFTER										
6 Residential care	0	3,030,013	0	0	3,030,013	282,733	2,747,280	0	0	2,747,280
7 Fostering services	2,535,561	3,504,101	368	0	6,040,030	0	6,040,030	0	0	6,040,030
8 Adoption services	125,514	729,283	0	0	854,797	162,795	692,002	0	0	692,002
9 Special guardianship support	221,169	937,437	0	0	1,158,606	0	1,158,606	0	0	1,158,606
10 Other children looked after services	78,376	1,082,358	0	0	1,160,734	0	1,160,734	0	0	1,160,734
11 Short breaks (respite) for looked after disabled children	1,260	247,556	0	0	248,816	10,852	237,964	0	0	237,964
12 Children placed with family and friends	25,811	364,988	0	0	390,799	0	390,799	0	0	390,799
13 Education of looked after children	13,475	10,000	0	0	23,475	0	23,475	0	0	23,475
14 Leaving care support services	352,871	1,096,262	0	0	1,449,133	23,987	1,425,146	0	0	1,425,146
15 Asylum seeker services - children	40,163	655,614	0	0	695,777	0	695,777	368,850	0	326,927
16 Total Children Looked After	3,394,200	11,657,612	368	0	15,052,180	480,367	14,571,813	368,850	0	14,202,963
OTHER CHILDREN AND FAMILIES SERVICES										
17 Other children and families services	4,300	0	0	0	4,300	0	4,300	0	0	4,300
SAFEGUARDING CHILDREN AND YOUNG PEOPLE'S SERVICES										
18 Social work (including LA functions in relation to child protection)	4,979,392	3,468,747	131,111	0	8,579,250	0	8,579,250	34,615	0	8,544,635
19 Commissioning and Children's Services Strategy	1,530,946	1,306,961	0	0	2,837,907	0	2,837,907	0	0	2,837,907
20 Local Safeguarding Children Board	243,902	64,545	0	0	308,447	56,417	252,030	0	0	252,030
21 Total Safeguarding Children and Young People's Services	6,754,240	4,840,253	131,111	0	11,725,604	56,417	11,669,187	34,615	0	11,634,572
FAMILY SUPPORT SERVICES										
22 Direct payments	14,720	533,831	0	0	548,551	0	548,551	0	0	548,551
23 Short breaks (respite) for disabled children	18,819	6,209	0	418,408	443,436	0	443,436	0	0	443,436
24 Other support for disabled children	0	0	0	0	0	0	0	0	0	0
25 Targeted family support	1,122,202	688,372	165,572	72,611	2,048,757	13,692	2,035,065	0	0	2,035,065
26 Universal family support	144,356	32,338	34	0	176,728	1,956	174,772	0	0	174,772
27 Total Family Support Services	1,300,097	1,260,750	165,606	491,019	3,217,472	15,648	3,201,824	0	0	3,201,824
SERVICES FOR YOUNG PEOPLE										
28 Universal services for young people	1,198,773	277,729	0	0	1,476,502	265,865	1,210,637	0	0	1,210,637
29 Targeted services for young people	430,110	75,197	68	0	505,375	19,754	485,621	0	0	485,621
30 Total Services for Young People	1,628,883	352,926	68	0	1,981,877	285,619	1,696,258	0	0	1,696,258
YOUTH JUSTICE										
31 Youth Justice					1,129,258	309,037	820,221			
32 Capital Expenditure from Revenue (CERA) (Children's and young people's services)					0	0	0			
33 Children and Young People's Services Expenditure(excluding Youth Justice)					35,686,541	1,181,737	34,504,804			
34 Children and Young People's Services Expenditure(including Youth Justice)					35,686,541	1,181,737	34,504,804			
MEMORANDUM ITEMS										
SERVICES FOR YOUNG PEOPLE										
35 Substance misuse services(Drugs, alcohol and volatile)					0					
36 Teenage pregnancy services(included in 28 and 29 above)					0					



LA Name: Havering

LA Number: 311

Local authority assurances

Outturn 2014-15 DSG deployment

CFOs to confirm that:

		Yes/No
DSG (A)	The DSG received by this authority for 2014-15 was fully deployed in support of the schools budget in accordance with the conditions of grant and the School Finance (England) Regulations 2013.	
DSG (B)	The audited Note to the Accounts concerning the DSG gives a correct statement of how the DSG was deployed.	
DSG (C)	A copy of the audited Note to the Accounts, completed in line with CIPFA's Code of Practice on Local Authority Accounting in the United Kingdom, has been included with this statement.	
DSG (D)	Any adverse statements published in the authority's audited 2014-15 Statement of Accounts, relating specifically to schools budget, regarding regularity or propriety, has been brought to the attention of the EFA.	

NMSS DSG statement

CFOs to confirm that:

		Agree/ Disagree
NMSS (A)	Based on this authority's work in reviewing Individual Placement Agreements for high needs pupils/students within Non-Maintained Special Schools, nothing has come to their attention that causes them to believe that the learners reviewed were not correctly defined as high needs students (i.e. those whose additional support costs more than £6000 for the academic year).	

Fraud cases reported in schools for 2014-15

CFOs to confirm:

		Number	Value (£)
FEO (A)	The number and value of fraud ¹ cases reported in schools maintained by the local authority in 2014-15.		
FEO (B)	The number and value of cases reported in line FEO (A) above that have been investigated and where appropriate action has been taken.		

CERTIFICATE OF THE CHIEF FINANCE OFFICER*

I confirm/certify that the above are accurately stated and funding has been spent for the purposes intended and in line with any notified condition(s) of grant. I also confirm that there are no adverse comments in either the Statement of Accounts or in any reports issued by the authority's Chief Internal Auditor relating to regularity, propriety and/or fraud with regard to this expenditure.

Signed

Chief Finance Officer

Name: Andrew Blake-Herbert

Date

¹ We define fraud as an intentional false representation, including failure to declare information or abuse of position that is carried out to make gain, cause loss or expose another to the risk of loss. We include cases where management authorised action has been taken, including, but not limited to, disciplinary action, civil action or criminal prosecution

EXPLANATORY NOTES ON HOW TO COMPLETE THE CHIEF FINANCE OFFICER'S (CFO) STATEMENT FOR THE DEDICATED SCHOOLS GRANT (DSG):

OUTTURN 2014-15

1. This explanatory note has been prepared by the Education Funding Agency to assist local authorities in the completion of the DSG CFO statement for the actual deployment of the 2014-15 DSG.
2. Before signing the CFO Statement, Chief Finance Officers should satisfy themselves that the DSG was fully deployed in support of the Schools Budget.
3. The Statement is formally linked with the Note to the Local Authority's accounts concerning the DSG, and the CFO is asked to confirm that the audited Note correctly states the deployment of the DSG. In the (unlikely) event that this is not the case, the CFO should submit a corrected version of the Note with an explanation of how the discrepancy arose, and make an appropriate manuscript change to the Statement.
4. The CFO will also need to ensure that there are no adverse comments that relate to the DSG in the 2014-15 audited accounts or any supporting external audit correspondence. If adverse comments were made and if there is any other supporting audit correspondence, then copies should be sent to the Department.
5. In signing the statement, the CFO should take into account the Annual Governance Statement, robustness of pupil data and arrangements to ensure value for money as referred to in the DSG operational guidance available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284955/DSG_Operational_Guide_2014-15_-_Feb_2014.pdf

6. A copy of the Local Authority's Note to the Accounts concerning the DSG should be submitted to the Department along with the signed CFO statement. This Note to the Accounts is required by regulation 7(2) of the Accounts and Audit Regulations 2003, as amended by the Accounts and Audit (Amendment) (England) Regulations 2006.
7. The Department requires information relating to:
 - **any contribution by the LA from its own resources, other than school balances:** information about school balances **should not** be included in the LA's Note to the Account concerning the DSG.

The Department does not require information about

- **expenditure funded from other sources, such as the EFA grants.**

8. Where the carry forward figure from 2013-14 shown in the Note to Accounts differs from that previously agreed with the Department, an explanatory note must be provided.

9. If the Chief Finance Officer is unable to sign the Statement, then an explanation should be sent to the Department along with the unsigned statement and a copy of the 2014-15 audited accounts.

10. The Department will follow up with the Authority **all** discrepancies highlighted in its scrutiny of the Statement and Note to the Accounts.

11. A copy of CIPFA's guidance note on the completion of the Authority's Note to the Accounts is attached to this explanatory note. Further advice should be obtained from CIPFA.

Additional criteria to the DSG assurance system

12. On receipt of the 2014-15 Outturn data we will be approaching specific LAs to request information on how they are proposing to address the issue if an:

A: LA has over-spent its Dedicated Schools Grant by 2% or more (ie it is 2% or more in deficit)

B: LA has under-spent its Dedicated Schools Grant by 5% or more (ie it is 5% or more in surplus)

C: LA has 2.5% of its schools that have been in deficit of 2.5% or more for the last 4 years and their individual deficit must have been at least £10,000 each year. We will only ask LAs for more information where at least three schools in the LA meet the criteria

D: LA has 5% of schools that have had a surplus of 15% or more for the last 5 years and their individual surplus must have been at least £10,000 each year. We will only ask LAs for more information where at least three schools in the LA meet the criteria

August 2015
Education Funding Agency



APPENDIX D

Schools Funding Forum 24th September 2015

SEND Reforms

At the meeting of the Schools Funding Forum held on 18th June 2015 a request was made by the LA for £125,000 from the 2014-15 DSG underspend to support the SEND Reforms.

The Forum asked for further information and costings before reaching a decision.

The Children and Families Act 2014 outlines a programme of transferring statements of special educational needs to EHC Plans by 2018. In Havering we had over 1,000 (and now 600) for conversion; along with other post-16 responsibilities. All of these functions must be undertaken in or with full support of schools and other education settings.

If the timelines are not met, Havering is in danger of legal challenge through LGO or Tribunal, which is costly in time and ultimately resources for the central LA and community of Havering schools. Additionally, all efforts must be made to meet the needs of pupils locally and reduce reliance on high-cost out of borough day and residential placements. The sooner we can remove the present backlog and begin to work in a more preventative way, the more efficient and cost-effective our systems and processes will be.

The request for £125,000 will contribute towards the costs two Assistant Educational Psychologists and two case officers for one year.

Assistant Educational Psychologist	– salary + on costs £34,838 x 2 = £69,676
Case officers	– salary + on costs £35,164 x 2 = <u>£70,328</u>
TOTAL	£140,004

This page is intentionally left blank

Support for Vulnerable Children in Educational Settings

At the meeting of the Schools Funding Forum held on 18th June 2015 a request was made by the LA for £100,000 from the 2014-15 DSG underspend to fund central initiatives in support of vulnerable children.

The Forum asked for further information and costings before reaching a decision.

The original request has now been reviewed and the funding reduced to £70,000. The remaining £30,000 of the £100k originally earmarked will be added to the £465k already being carried forward to 2016-17.

The proposal for allocation of the £70,000 is as follows:

- (i) Currently there are some online local authority information systems for families and carers in the format of a directory of services and activities and further information about the local offer for children with special educational needs. It is now proposed to create an information portal for professionals working with vulnerable families in schools and other educational provision so they are able to access services easily and commission organisations to support vulnerable children and young people. The “professionals portal” will be hosted within Learning and Achievement and will need to be developed and administered.

Cost £46,000

- (ii) In the Spring Term 2015 a forum for the pastoral deputies in the secondary sector was initiated; although it is largely managed by the schools, there is a small amount of strategic and administrative support from the Education Inclusions team.

Cost £2,000

- (iii) Overall management of all Learning and Achievement projects in support of vulnerable children.

Cost £22,000

Total £70,000

Background to vulnerable children projects

In October, 2014 the London Borough of Havering's Learning and Achievement service initiated a project to identify the contributory issues around the increasing difficulties of including vulnerable children and young people in educational settings.

The early findings identified some potential solutions which were highlighted in the demand management strategy and have been included in its pilot projects.

In addition to the proposed "professionals portal" outlined above, other pilot projects are as follows:

Early Years intervention and targeted funding

Resources are targeted at the early years' groups of vulnerable children who are not eligible for statutory two year old early education and childcare and who will present in the educational system at a later date high levels of "unmet" need alongside family problems. The Schools Funding Forum has agreed to allocate £200k from the DSG to support the inclusion of these vulnerable 2 year old children, together with the project management costs. The project aims to reduce the number of children with social communication and speech and language difficulties and other issues and to create centres of excellence for early years' settings and schools to enable them to manage these SEND needs.

Early help offer for clusters of educational settings

The appointment of a "cluster navigator" to work with a cluster of early years settings and schools to improve the co-ordination and access to early help/ early intervention support especially from local community, voluntary and faith groups. The "cluster navigator" will be the main conduit and signpost to local services and map the local services. The proposed outcomes for this project will be a diminishing call on statutory services and increased resilience in educational settings to support the needs of vulnerable children and young people. This post will be funded by the LA at a cost of £45,000.

FALLING ROLLS SUPPORT FUND 2015-16 – REVISION TO AGREED EXTENSION**Background**

At the meeting of the Schools Funding Forum of 18th June 2015 it was agreed to extend the criteria for the allocation of funding for Good and Outstanding schools with temporary falling rolls.

The extension was to recognise that as schools with low numbers in previous years begin to fill in Year R (Primary) or Year 7 (Secondary) the need for financial support moves to Years 1 or 8 as the smaller cohort moves through the school.

The criteria was agreed as follows:

Formula for distributing funding:	Eligible Year Group	
	85% of the appropriate AWPU x per vacant place below 85% of the PAN	R
85% of the appropriate AWPU x per vacant place below 50% of the PAN	1	8

This extension required an additional £54,000 for 2015-16 financial year which the Funding Forum agreed could be met from the DSG underspend carried forward from 2014-15.

Proposed Revision

Clarification has since been sought from the DfE and advice received that the original budget to support falling rolls cannot be increased from year to year.

To ensure the funding does not exceed the budget of £500,000 the extension to the criteria needs to be reduced as follows:

Formula for distributing funding:	Eligible Year Group	
	85% of the appropriate AWPU x per vacant place below 85% of the PAN	R
85% of the appropriate AWPU x per vacant place below 41% of the PAN	1	8

Recommendation

It is recommended that

- (i) the proposal to amend the calculation of 2015-16 funding be agreed
- (ii) the £54k originally earmarked for this extension be added to the £465k uncommitted DSG to be carried forward to 2016-17
- (iii) a further report be received in the autumn term proposing the calculation of support to schools with falling rolls funding arrangements for 2016-17

This page is intentionally left blank

APPENDIX G

Schools Funding Forum 24th September 2015

SCHOOL PARTNERSHIP FUND – RATES FOR RELEASE OF STAFF

1. Proposal

To consider fixed rates for the provision and receipt of support through the school partnerships arrangements.

2. Background

A budget of £196,000 is held centrally, funded from the DSG, to support the costs of partnerships between schools. The school partnerships are set up to strengthen areas of weakness in schools using expertise from other schools that are Good or Outstanding and have particular strengths in subject areas or other aspects of educational provision that can benefit schools that are Requires Improvement or below, or at risk of becoming so.

Schools requiring support are identified by the LA and Good or Outstanding schools approached to provide that support. The schools are asked to work together to develop a costed plan of support over a fixed period of time including expected outcomes. It would therefore be helpful to agree in advance the funding that will be allocated for each area of support and indeed whether funding should be allocated for particular activities at all, for example non-teaching leadership or support staff time.

3. Recommendation

To agree the rates below to support the release of staff in schools in providing and receiving support where cover arrangements are required.

Support provided/received	Funding per day
Release of teaching staff for coaching, lesson observation, moderation, sharing of good practice etc.	£200
Release time for head teacher, deputy or senior leader for leadership development activity at other school	£400
Release for SENCO support	£200
Whole staff meetings (twilight sessions)	£0
Release of support staff	£100

This page is intentionally left blank

Schools Funding Forum 24th September 2015

Ministerial Statement to Parliament on School funding for 2016 to 2017

Written statement to Parliament

From:

[Department for Education](#) and [Sam Gyimah MP](#)

Delivered on:

16 July 2015

First published:

16 July 2015

Part of:

[School and college funding and accountability](#)

Written ministerial statement by Sam Gyimah on school funding rates for 2016 to 2017.

World-class schools are a vital part of the government's long-term economic plan, and are one of the key drivers of the productive economy of the future.

We are therefore committed to making school funding fairer, to maintaining the amount of money that follows children into schools and to confirming the extra £390 million fairer funding uplift from 2015 to 2016 in budgets for 2016 to 2017 and beyond. This will help every child, everywhere, to have the best possible chance to reach their potential.

Today, we are taking the first steps towards meeting these commitments by publishing the per-pupil funding rates for each local authority's schools budget for 2016 to 2017. This protects the per-pupil funding in each authority from 2015 to 2016, meeting the commitment to protect the national schools budget and to baselining the £390 million extra funding.

We are also publishing the Education Funding Agency's operational guide, to allow local authorities to start the process of consulting with their schools on how the funding should be distributed in their area.

The forthcoming spending review will set out the government's plans for the delivery and funding of public services for this Parliament. It will set out further detail on key delivery priorities for schools and local authorities and confirm funding levels for other grants and programmes. In light of the spending review and any consequent changes to the School Finance Regulations (which would of course be consulted on), the operational guide may have to be updated and local authorities may have to review the planning and modelling they have undertaken.

Final funding allocations to each authority will be made in December, in line with the latest data on their pupil numbers.

Baselining the 2015 to 2016 minimum funding levels in 2016 to 2017 is an important step towards making funding fairer. However it remains the case that a school in one part of the country can receive over 50% more funding than an identical school in another part of the country.

I am therefore committed to making schools and early education funding fairer and will put forward proposals in due course.

We recognise the links between funding for early education, schools and pupils with high-cost special educational needs. These are complex issues to consider, and we will consult extensively with the sector and the public on them.

APPENDIX I

Schools Funding Forum 24th September 2015

Havering Proposals for Centrally Retained Services

Services	Budget 2015-16	Budget 2016-17
----------	-------------------	-------------------

Schools forum approval is not required (although they should be consulted)

<ul style="list-style-type: none"> • High needs block provision • Central licences negotiated by the Secretary of State 	£19m £168,160	tbc £185,000
---	------------------	-----------------

Schools forum approval is required on a line-by-line basis.

<ul style="list-style-type: none"> • Early years block provision • Funding to enable all schools to meet the infant class size requirement • Back-pay for equal pay claims • Remission of boarding fees at maintained schools and academies • Places in independent schools for non-SEN pupils 	£506,424 £25,000 £0 £0 £0	£506,424 £25,000 £0 £0 £0
---	---------------------------------------	---------------------------------------

Schools forum approval is required on a line-by-line basis. The budget cannot exceed the value agreed in the previous funding period.

<ul style="list-style-type: none"> • Admissions • Servicing of schools forum 	£499,734 £43,250	£499,734 £43,250
--	---------------------	---------------------

Schools forum approval is required on a line-by-line basis. The budget cannot exceed the value agreed in the previous funding period and no new commitments can be entered into.

<ul style="list-style-type: none"> • Capital expenditure funded from revenue (i.e. no new projects can be charged to the central schools budget) • Contribution to combined budgets • Existing termination of employment costs (i.e. no new redundancy costs can be charged to the central schools budget) • Prudential borrowing costs 	£87,490 £236,000 £39,421 £0	£87,490 £236,000 £39,421 £0
---	--------------------------------------	--------------------------------------

• SEN transport costs	£0	£0
-----------------------	----	----

Schools forum approval is required on a line-by-line basis, including approval of the criteria for allocating funds to schools.

• Funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy (see paragraphs 67-77)	£2,700,000	£2,700,000
• Funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years (see paragraphs 78-83)	£500,000	£500,000

Extract from Operational Guidance 2016-17

Centrally retained services

64. Funding for some services can be centrally retained before allocating the formula, with the agreement of the schools forum. A number of these services are subject to a limitation of no new commitments or increases in expenditure from 2015 to 2016 and schools forum approval is required each year to confirm the amounts on each line. The table below sets out which services can be retained centrally, and what approval is required.

Approval required	Services covered
Schools forum approval is not required (although they should be consulted)	<ul style="list-style-type: none"> • High needs block provision • Central licences negotiated by the Secretary of State
Schools forum approval is required on a line-by-line basis.	<ul style="list-style-type: none"> • Early years block provision • Funding to enable all schools to meet the infant class size requirement • Back-pay for equal pay claims • Remission of boarding fees at maintained schools and academies • Places in independent schools for non-SEN pupils
Schools forum approval is required on a line-by-line basis. The budget cannot exceed the value agreed in the previous funding period.	<ul style="list-style-type: none"> • Admissions • Servicing of schools forum
Schools forum approval is required on a line-by-line basis. The budget cannot exceed the value agreed in the previous funding period and no new commitments can be entered into.	<ul style="list-style-type: none"> • Capital expenditure funded from revenue (i.e. no new projects can be charged to the central schools budget) • Contribution to combined budgets • Existing termination of employment costs (i.e. no new redundancy costs can be charged to the central schools budget) • Prudential borrowing costs • SEN transport costs
Schools forum approval is required on a line-by-line basis, including approval of the criteria for allocating funds to schools.	<ul style="list-style-type: none"> • Funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy (see paragraphs 67-77) • Funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years (see paragraphs 78-83)

Table 5: Centrally retained services

65. When using funding held centrally within DSG, other than funding that has been delegated by maintained schools, the authority must treat maintained schools and academies on an equivalent basis.

66. A number of local authorities have requested a disapplication to use central early years funding to support capital expenditure from revenue account (CERA) in order to create new early years provision for disadvantaged two year olds. Each new request is considered individually, but such requests have generally been approved. We would strongly encourage any new provision to be available from 8am until 6pm five days a week, with the flexibility for parents to use their funded 15 hours (or 30 hours, where appropriate) across the whole 8am-6pm day, in, for example, three blocks of five hours across the week, or five blocks of three hours, or 2½ full days.

APPENDIX J

Schools Funding Forum 24th September 2015

Havering Proposals for De-delegated Services in 2016-17

Other than the centrally held budgets, all other funding that falls within the Schools Block is delegated to schools and academies through the funding formula. For some activities, the Schools Funding Forum decides on behalf of all maintained primary and secondary schools to de-delegate budgets to continue to have them retained centrally on behalf of schools. No de-delegation is permitted for academies, special schools or PRUs who can make individual decisions on whether or not they wish to buy into the services. The areas subject to de-delegation and the decisions made for 2015-16 are as follows:

Services	De-delegated in 2015-16	
	Primary schools	Secondary schools
Support for schools in financial difficulty	Yes	Yes
Behaviour Support Service	Yes	No
Support to underperforming ethnic minority groups and bilingual learners	Yes	No
Free school meals eligibility	Yes	Yes
Insurance	Yes	Yes
Licences/subscriptions	Yes	Yes
Staff costs - maternity cover & T.U. facility time	Yes	Yes

The Funding Forum is asked to make the same decisions on de-delegation for 2016-17 and to what extent it wishes to consult with head teacher colleagues.

1. Support for Schools in Financial Difficulty

By agreeing to de-delegate a budget, the Schools Funding Forum is able to offer support to schools who find themselves in financial difficulty through unforeseen circumstances, falling rolls etc. This has benefited many schools in the past allowing them to recover their financial position.

Factor: AWPU

	Rate £	Budget £
Primary	13.54	242,650
Secondary	13.54	35,218
Total		277,868

2. Attendance and Behaviour Service

Service provision from a de-delegated budget is set out as attached at **Appendix J.1**

The budget to be de-delegated for this service would be as follows:

	Factor	Rate £	Budget £
Primary	AWPU	2.74	49,104
	FSM	23.63	60,840
	IDACI 4	10.96	20,555
	IDACI 5	389.52	25,385
	IDACI 6	623.70	8,158
	Attainment	9.11	42,232
Total			206,274

The total de-delegated budget in 2016-17 remains unchanged due to no new Primary Academy converters this year.

3. EAL Service

Service provision from a de-delegated budget is set out as attached at **Appendix J.2**

The budget delegated for this service is as follows:

Factor: EAL3

	Rate £	Budget £
Primary	230.37	457,836
Secondary	727.46	171,449

De-delegation

	Rate £	Budget £	Schools retain £
Primary	108.99	194,119	263,717
Secondary			171,449

4. Free School Meal Eligibility Service

This service checks the eligibility of children for free school meals and pupil premium grant by accessing a central government hub. Without this service schools would need to make their own arrangements to determine eligibility.

It is proposed to increase the rate from £7.36 to £8.21 to assist with the extension of the eligibility checking from nursery aged pupils upwards and the increase in volume of applications due to the growth in applications in the borough.

Factor: FSM

	Rate £	Budget £
Primary	8.21	21,138
Secondary	8.21	2,944

5. School Insurance

Insurance for maintained schools is currently held centrally following the decision to de-delegate the budget for 2015-16. This will be discussed at the next meeting in October.

6. Licences/Subscriptions

The majority of licences are now part of the national arrangements, it is proposed to discontinue this de-delegated provision for 2016/17.

7. Maternity Insurance

The LA administers an insurance scheme that meets the costs of teachers who are on maternity leave. The benefit of de-delegating the budget is that schools do not have to pay premiums or make claims.

If the funding is delegated, schools would need to make individual choices to buy into the scheme which, if some schools decided not to, may make it unviable to run.

The de-delegated budget for 2016-17 is proposed to remain unchanged from 2015-16 per pupil rate.

The budget de-delegated for this service would be as follows:

Factor: AWPU

	Rate £	Budget £
Primary	15.54	278,492
Secondary	15.54	43,139

8. Trade Union Facility Time

During 2014-15 a working group of the Schools Funding Forum considered issues raised in a DfE advice and guidance document and made comparisons of costs with other LAs. Decisions were made to reduce the amount of facility time and therefore the costs to schools and academies.

The pooled arrangements continue to benefit schools through the provision of support from locally based and accredited trade union officials.

The costs have reduced from £5.70 per pupil to £4.00 per pupil.

The total budget required has reduced from £200,000 to £146,051. The amount requested for de-delegation and the sum to be charged to academies, special schools and the PRS are as follows:

De-delegation

	Rate £	Budget £
Primary	4.00	71,684
Secondary	4.00	10,404

Invoiced

	Rate £	Budget £
Academies etc	4.00	61,424

Extract from Operational Guidance 2016-17**De-delegated Services**

57. Funding for de-delegated services must be allocated through the formula but can be de-delegated for maintained mainstream primary and secondary schools with schools forum approval. De-delegation is not an option for academies, special schools, nurseries or PRUs. Where de-delegation has been agreed for maintained primary and secondary schools, our presumption is that the local authority will offer the service on a buy-back basis to those schools and academies in their area which are not covered by the de-delegation. In the case of special schools and PRUs, the funding to buy such services will be included in any top-up payments.

58. Any decisions made to de-delegate in 2015 to 2016 related to that year only, so new decisions will be required for any service to be de-delegated in 2016 to 2017. Schools forum members for primary maintained schools and secondary maintained schools must decide separately for each phase whether the service should be provided centrally and the decision will apply to all maintained mainstream schools in that phase. Funding for these services will then be removed from the formula before school budgets are issued. There may be different decisions for each phase. The services which may be de-delegated are:

- contingencies (including schools in financial difficulties and deficits of closing schools)
- behaviour support services
- support to underperforming ethnic groups and bilingual learners
- free school meals eligibility
- insurance
- museum and library services
- licences/subscriptions
- staff costs supply cover (e.g. long-term sickness, maternity, trade union and public duties)

59. For each service de-delegated, authorities will need to make a clear statement of how the funding is being taken out of the formula (for example – primary insurance £20 per pupil, secondary behaviour support services £30 per FSM pupil). There should be a clear statement of how contingencies and other resources will be allocated. Academies will continue to receive a share of funding for these services in their delegated budget.

60. Where de-delegation is agreed, middle schools will potentially be subject to two different decisions and the unit value for de-delegation may be different for primary and secondary age pupils. For example, if the primary sector agreed to de-delegate a service but the secondary sector did not, middle schools in the authority would have their formula allocation reduced only for their primary pupils at the agreed primary school rate.

61. Where a school converts to academy status before or on 1 April 2016, no de-delegation can take place. Where a school converts on or after 2 April 2016, up to and including 1 September 2016, the authority can retain any de-delegated funding until 1 September 2016. Where a school converts to academy status on or after 2 September 2016, up to and including 31 March 2017, the authority can retain any de-delegated funding for the remainder of the 2016 to 2017 financial year. This will help services to plan their future operations. After the dates specified, the academy will receive the full formula allocation and this will be recouped from the local authority.

62. Where there has been agreement that a school is entitled to receive an allocation from a de-delegated contingency fund, that agreement should be honoured if the school converts to an academy at any point in the year. Where a school converts to an academy in the period 2 April to 1 September 2016, authorities will have an opportunity to present an evidence based case to the EFA to request a recoupment adjustment for the period 2 September 2016 to 31 March 2017.

63. Any unspent de-delegated funding remaining at the year-end should be reported to Schools Forum. Funding may be carried forward to the following funding period as with any other centrally retained budget, and can be used specifically for de-delegated services if the authority wishes.

Havering Attendance, Behaviour and Traveller Support Service

The Attendance, Behaviour and Traveller Support Team are a needs-led flexible service in Havering. At the heart of our work is a strategy for inclusion which is based on an integrated learning approach to service delivery and ensuring that schools are offered a suite of alternatives to help prevent exclusions. In challenging these diverse and complex difficulties we currently work across schools with key staff. This includes school SMT, SENCOs, teachers, support staff, parents/carers and other professionals in statutory and voluntary agencies who have responsibility and accountability for children and young people at most risk of exclusion and/or disengagement from school.

Our Core Offer to LA Maintained Schools

Support for pupils with challenging classroom behaviour

Support for up to six individual children per academic year (this may vary depending on the current need in the school and the last academic year we supported 146 individual children in schools and students who are undertaking a school transition move through the IYFAP process). Requests for individual student support come via a referral form and through an information sharing meeting with staff within the school to put together a pastoral plan. Key observations will be noted, plus triggers identified, leading to targeted and practical plans to address that child's needs.

A planning meeting may be called, including the students' parents and other key professionals involved. SMART targets will be set with meaningful and individualised rewards offered, some in-class support and progress closely reviewed. Some students will be worked with individually in the classroom and some will offered a programme of group-work to promote and enhance learning behaviours in the classroom.

In order to work as preventatively as possible, senior staff will consider offering a supportive team coaching model or a staff reflective group within school and school clusters. Current schools that we work with in this way find that this improves outcomes for a focus child and also benefits many children in any given classroom.

As a service we also offer a package of transitional in-school support with a dedicated TAM's worker assigned through IYFAP for entry and exit to schools or Manor Green College key stage 1-4 PRU. School professionals can also be supported through our comprehensive professional development training programme (listed below). Schools are entitled to 1 ½ days training per year as part of the core offer.

Core offer for Education Welfare Officer Support:

We offer experienced named officer/s who will work flexibly with schools and visit regularly to monitor attendance, advise and work with schools and families to improve attendance.

This includes early intervention when patterns of poor attendance arise and multi-agency working to support the family and improve outcomes.

Early intervention includes training for school staff on first day calling, late gate, presentations at new intake meetings, staff meetings and school assemblies

Preparation of cases that meet the threshold for legal action including:

- Support for children on child protection plans and children missing from education (CME).
- Issuing of child performance, chaperone and employment licenses.
- Advice and guidance when a parent wants to educate their child at home.
- Provision of advice and guidance on child protection issues.
- Issuing and full administration of Fixed Penalty Notices including holiday fines
- Regular support from a linked Attendance and Behaviour Support Officer (including absence cover when linked officer is unavailable due to ill health, etc.)
- Advice and guidance on promoting early intervention for pupils with poor attendance.
- Guidance on strategies for managing pupil absence.
- Detailed casework with pupils with low attendance that will reach the threshold for legal intervention, if required.
- Outreach work with pupils and families, including home visits and attendance at multi-agency meetings and case conferences for pupils causing serious concern.
- Meetings at school with staff and parents.
- Cross border liaison in relation to out-borough pupils.
- Pre- Ofsted 'health check'

Dedicated duty telephone service

To cover any kind of query related to attendance, behaviour, traveller support or exclusion we offer a dedicated Mon-Fri 9am-5pm duty telephone system for EVERY school in Havering, where a member of our team will be here to answer any questions and provide you with a quick and timely follow-up.

Dedicated Traveller Education Support

We have a wealth of experience of dealing with traveller families. With the dedicated support of our specialist Traveller Education Support Officer and our knowledge of the traveller community we aim to improve the attendance, educational outcomes and school engagement of all pupils from a traveller background. We maintain close and regular contact with parents. We visit families living on privately owned sites, fairgrounds and circuses as well as those in private and council accommodation, by building trust and confidence. This has led to an increase in school attendance, and a wider participation in the life and activities in Havering schools.

Our commitment:

- Support positive relationship building between Traveller families and schools
- Liaise with other agencies within the Borough to improve the quality of services available to traveller families.
- Provide intensive support packages and initial integration support for pupils who demonstrate great need.
- Share information with other agencies, schools, out of borough authorities by developing systems and protocols where necessary, and develop and maintain effective joint working relationships.
- School presentations, parent meetings and trainings according to need.

Training/CPD offer to all schools and Academies

The core training offer is flexible in terms of venue, full-day/half day and twilight options. **LA maintained schools** are entitled to **one whole day** and **one half day** training inclusive, selected from the list below. We offer a wide training menu to schools depending on the needs of the school in consultation and partnership with the Head teacher. We will deliver training packages that will improve the implementation of policy into practice and enhance the confidence of school staff. These packages are approved and recommended by the DfE, NICE and OFSTED. We can train whole school staff teams or smaller targeted groups of staff; teachers, NQT's, TAs and SMSAs.

Trainings available to you are:

- Positive Classroom Behaviour Management for teachers, including NQT's and support staff support via CPD programme to assist teaching staff in developing understanding of the motivations behind children's challenging behaviour. Key stage 1-4
- Positive Lunchtimes! – a specific half day training for SMSAs in-line with the new OFSTED framework Key stage 1-2
- Accredited 1 and 2 day Team Teach Training: de-escalation and positive handling Key stage 1-4 (with staff groups of more than 24 staff at any one time there may be a minimal extra cost for extra tutors for this course only in line with accreditation specifications)
- Restorative Approaches –a whole school approach to behaviour management. We are able to offer whole school or part school training across key stages 1-4. (Please note this training requires more than 1.5 days commitment).
- Problem solving and circle time. Programmes/workshops that promote better social skills and related to the PSHE curriculum using the 'Dina Dinosaur' programme, building capacity and developing a school culture. Key stage 1-2
- Engaging Traveller Families Workshop Key stage 1-4
- Teacher and staff reflective problem solving sessions Key stage 1-4
- Training for Governors and schools on the attendance legal framework Key stage 1-4

Our training packages are well researched and received, providing enormous value when compared to the price charged by private providers for similar training programmes. In the last academic year we have trained over 1250 Havering staff!

We aim to support schools to manage the most challenging pupils with the human resources that they currently have, hence ensuring good value for money and crucially increase staff confidence.

For further discussion, please contact: Penelope Denny (Lead Professional for Attendance, Behaviour and Traveller Support) email: Penelope.denny@haverling.gov.uk or call 01708 433 828

This page is intentionally left blank

Ethnic Minority Achievement Service - Proposal to maintain the existing level of EMA support**Core provision****1. Training and consultancy advice for schools:**

- Provision of ethnic minority achievement health-check audits using RAISEonline data and directed questions, related to the latest Ofsted framework, to support schools in identifying and addressing achievement gaps and strengthening their provision
- Unlimited access to a range of central CPD with a focus on EAL, provision for minority ethnic learners and Social, Moral, Spiritual and Cultural development/British Values
- Termly networking meetings for EAL co-ordinators and EAL TAs
- Strategic support for HTs and SLTs
- Operational support for Inclusions Managers, Class Teachers and TAs
- Prompt contingency support for schools, e.g. school visits to discuss admissions and induction arrangements for newly-arrived learners
- Support with the assessment and tracking of learners whose starting points are different from other learners
- Direct access to telephone and email support
- Tailor-made school-based CPD twilight sessions on request
- Free access to a comprehensive range of resources on Fronter MLE site and recommendations/advice on commercially available publications (e.g. dual language books and dictionaries)
- Advice and training in the use of key publications, e.g. those produced by the team and archived National Strategies materials
- Training in high-quality EAL interventions, including Talking Partners and Talking Maths (small fee applies for initial training but ongoing support is available at no additional charge)

2. Strategic work with LA-based services on behalf of all LA schools, and Academies buying back services, through liaison with:

- the Admissions team to facilitate the admission and induction of vulnerable learners;
- the Family Learning team to provide information on services available to schools such as ESOL classes;
- other education teams (e.g. Learning Support) to facilitate transitions for vulnerable pupils; and
- the LMS team to ensure assessment of EAL learners reflects best practice.

For all maintained schools in Havering, access to the services of the team is available at no additional charge and school requests are always met within agreed time schedules.

3. Rationale for maintaining a central team with EAL and EMA expertise in Havering

- The demographic of Havering is continuing to change rapidly. In a period of 5 years the percentage of children with EAL in primary schools has risen from 9% (Jan 2010) to 20% (Jan 2015) and a number of schools have seen their EAL population increase significantly (with one school receiving 43 new EAL learners over the year).
- Children with EAL and from certain minority ethnic backgrounds are potentially vulnerable groups who may underachieve if their ongoing needs are not recognised or

addressed. In addition to providing advice on the needs of newly-arrived pupils, the EMA team can help schools address the needs of more advanced learners of EAL in order to help address any barriers to their academic potential.

- The new Ofsted framework places an increased focus on preparing pupils for life in modern Britain through an understanding and appreciation of the range of different cultures within the school and further afield. The EMA team is able to provide central training to help teachers consider cultural inclusivity and British Values within their everyday teaching.
- Unlike many other Local Authorities, we have no dedicated EAL teacher-expertise in schools as the relatively small amount of devolved EAL funding has been used to fund TA support where schools fulfil certain criteria. It is recognised that there is growing expertise at both EAL Co-ordinator and TA level, but there is also an ongoing need for such work to be supported and developed through high quality CPD and mentoring. The central EMA team can help schools manage this operational support whilst also providing the strategic support that would otherwise be missing.
- The need for EAL support is unpredictable so we need to continue to ensure a mechanism that can provide a prompt response to changing demand, without the requirement for individual maintained schools having to buy into a pre-determined service level agreement.
- The use of de-delegated budget brings economies of scale to all schools and allows them to pool resources to maintain an established, quality service.
- The capacity to meet learners' needs is increasing in a number of our schools; however, there are still schools that have very little experience of meeting the needs of learners of EAL. The co-ordinated admissions policy is impacting on such schools that are now starting to receive early-stage EAL learners for the first time. Without a central service, such schools would need to buy in support from external providers.
- Over 120 different first languages are spoken by pupils in Havering schools and we still have "isolated" speakers of particular languages. This makes it hard for schools to target resources accordingly but the EMA team have the knowledge and experience to signpost schools to organisations and publications to address the needs of such learners.
- The central team has a crucial role to play in managing school-to-school support networks and ensuring the sharing of best practice. Our established networks of EMA co-ordinators and EAL TAs could be at risk if these functions were not managed centrally.

4. Rationale for de-delegation of EAL funding to maintain a small contingency fund

The retention of a small contingency fund will continue to allow schools to apply for funding in the case where funds transferred through the EAL3 formula, based on previous census data, may be low but where learners arrive mid-phase and no additional funding would otherwise be available until the next budget period.

In addition, some children transfer from infant to junior schools with ongoing EAL needs. The EMA team recognise the need for some targeted EAL funding in junior schools where EAL numbers may previously have been low but where cohorts of pupils are transferring from infant schools with a low Average Point Score at end of KS1 assessment.

If schools were to continue to agree to the retention of a small contingency fund, this would maintain this additional level of response to genuine need which would not be possible if all funds were transferred up front according to the EAL3 formula.

Schools Funding Forum 24th September 2015

School funding factors

The factors for distribution of funding to schools are prescribed by the DfE although the values attached to these factors are determined locally by LAs in consultation with the Schools Funding Forum. The current rates are above the national Minimum Funding Levels set by the DfE.

Section	Group	Factor	Unit Value 15-16		
Basic Entitlement	1) Age Weighted Pupil Unit (AWPU)	AWPU (Primary)	£3,074		
		AWPU (KS3)	£4,542		
		AWPU (KS4)	£4,740		
Additional Educational Needs	2) Deprivation	Free School Meals (P)	£1,252		
		Free School Meals (S)	£2,261		
		IDACI (P1)	£0		
		IDACI (P2)	£30		
		IDACI (P3)	£135		
		IDACI (P4)	£600		
		IDACI (P5)	£615		
		IDACI (P6)	£630		
		IDACI (S1)	£0		
		IDACI (S2)	£30		
		IDACI (S3)	£135		
		IDACI (S4)	£600		
		IDACI (S5)	£615		
		IDACI (S6)	£630		
			3) Looked After Children	LAC	£1,000
			4) Low cost, high incidence SEN	Low Attainment (P)	£489
Low Attainment (S)	£803				
5) English as an Additional Language	EAL (P)		£233		
	EAL (S)		£735		
6) Mobility	Mobility (P)	£241			
	Mobility (S)	£535			
School Factors	7) Lump Sum	Lump Sum (P)	£150,000		
		Lump Sum (S)	£175,000		
	8) London Fringe	n/a			
	9) Split Sites	n/a			
	10) Rates	Rateable value	At cost		

This page is intentionally left blank



Education
Funding
Agency

School and Early Years Finance (England) Regulations

Local Authority Application to Disapply Regulations Form

1. Please complete this form to formally apply to the Secretary of State for Education to disapply the School and Early Years Finance (England) Regulations. Please complete all relevant fields and send the completed form to ReformTeam.FUNDING@education.gsi.gov.uk
2. You may wish to include brief supporting attachments with your request such as forum minutes (if links not available) or spreadsheet calculations. Please do not include narrative in your email as this will not be considered in your request. Attachments should only be included as supplementary evidence and referenced in the 'detail of the request' box.
3. In the 'details of the request' box, you should include, where appropriate:
 - What is the impact on the schools concerned?
 - Do the schools benefit from the proposal?
 - Will maintained schools and academies be affected in the same way?

Local authority	
Local authority number	
Funding year request relates to	<SELECT>
Request category	<SELECT>
Number of schools affected	
Have the schools affected by this request been consulted?	<SELECT>
What are the views of the schools affected by this request?	

Does schools forum agree with this request?	<SELECT>
If yes, please provide link to the minutes showing schools forum agreement	
Details of request (2500 characters max)	
Name of requestor	
Job title	
Email address	
Date	

For Official Use Only

Decision Outcome	
Request Number	
Details of Decision (including any conditions)	
Name	
Date	
Type of Notification	
<i>If this notification type is listed as 'intention to approve' the Department will notify you when the regulations are laid.</i>	

This page is intentionally left blank