

SCHOOLS FUNDING FORUM AGENDA

8.30 - 11.00 am	14 December 2017	CEME Room 234
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Members: 23 Quorum: 40% of the total membership excluding vacancies

MEMBERSHIP:

Representative Groups

Head Teachers (13):

Emma Allen, Special Maintained
Margy Bushell, Primary Maintained
Kirsten Cooper, Primary Maintained
David Denchfield, Primary Academy
Malcolm Drakes, Primary Maintained
Bill Edgar, Secondary Maintained
Nigel Emes, Primary Maintained (Chair)
Simon London, Secondary Academy
Gary Pocock, Special Academy
Keith Williams, Secondary Academy
Vacancy, Secondary Academy

Governors (5):

Bernard Gilley, Governor
John McKernan, Academy Governor
Vacancy, Academy Governor
Vacancy, Academy Governor
Vacancy, Governor

**Non-School
Representatives (3):**

Maria Thompson, Post 16
Joanna Wilkinson, Early Years/PVI Sector
Vacancy, Diocesan Board

Trade Unions (2):

John Delaney, NUT / Keith Passingham, NASUWT
John Giles, UNISON

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.

AGENDA ITEMS

1. **APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS OR OBSERVERS**
2. **TO AGREE THE MINUTES OF THE MEETING HELD ON 9TH NOVEMBER 2017**
(Pages 1 - 6)
3. **MATTERS ARISING**
4. **EARLY YEARS FUNDING 2018-19** (Pages 7 - 10)
5. **HIGH NEEDS STRATEGY 2017-22** (Pages 11 - 69)
6. **SCHOOLS AND HIGH NEEDS FUNDING 2018-19** (Pages 70 - 95)
7. **DE-DELEGATION OF CENTRAL INSURANCE 2018-19** (Page 96)
8. **NEXT MEETINGS**

Future meetings have been arranged as follows:

11th January 2018
22nd February 2018
22nd March 2018
10th May 2018
7th June 2018
5th July 2018

9. **ANY OTHER BUSINESS**

**MINUTES OF A MEETING OF THE
SCHOOLS FUNDING FORUM
CEME**

9 November 2017 (8.30 – 10.35 am)

Present:

Representative Groups

Head Teachers: Emma Allen, Special Maintained
Margy Bushell, Primary Maintained
Kirsten Cooper, Primary Maintained
Bill Edgar, Secondary Maintained
Nigel Emes, Primary Maintained
Simon London, Secondary Academy
Jan Taylor, Primary Maintained
Keith Williams, Secondary Academy

Governors: Bernard Gilley, Primary Maintained

**Non-School
Representatives:**

Trade Unions:

Officers present:

David Allen, Strategic Finance Manager
Anthony Clements, Principal Democratic Services Officer
Trevor Cook, Acting Assistant Director for Education

Observer:

Chris Vaughan, Champion School

29 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS OR OBSERVERS

Apologies were received from David Denchfield, Malcolm Drakes, Gary Pocock and Joanna Wilkinson. Chris Vaughan, The Champion School Business Manager was in attendance as an observer.

30 TO AGREE THE NOTES OF THE MEETING HELD ON 14 SEPTEMBER 2017

The minutes of the meeting of the Forum held on 14 September 2017 were agreed as a correct record and signed by the Chairman.

31 **MATTERS ARISING**

It was noted that information was still awaited on the Council's insurance contract which was due to be changing in July 2018.

32 **SCHOOL AND HIGH NEEDS FUNDING**

The Strategic Finance Manager explained that information on the national funding formula had now been received from the Department for Education (DfE). The final budget would need to be signed off by the Council and the Forum in January 2018 once final census data was received from the DfE in December 2017. A consultation paper would be sent to schools as soon as possible and schools would have until 11 December to respond.

Decisions on the national funding formula had been delayed due to the General Election but it had been announced that £1.3 bn of additional funding had been made available for high needs and for schools. The minimum per pupil funding level had also been announced with the gains cap being raised to 3% for the next two years.

There would be two transitional years with funding provided to schools directly by central government from 2020/21. A new funding block for central services had also been announced.

Early Years Block

The national funding formula (NFF) for early years was already in place for 2017-18 with an hourly rate to providers of £4.39. The Early Years Provider Reference Group would be consulted on changes for 2018-19 and responses reported back to the Forum to approve recommendations relating to this block at its next meeting.

Schools Block

Havering had been allocated a provisional total of £166m for this block under the national formula plus £5.4m for pupil growth, falling rolls, business rates and pupil mobility. The pupil growth amount had been increased by £160k above the £2.7m for 2017-18. The total provisional Havering allocation for 2018/19 would be £171m. This calculation of schools block funding was based on October 2016 census data and an additional £1.7m was anticipated due to the rise in the number of primary pupils in October 2017.

The operation of NFF was explained which showed a shift of funding out of AWPUs and lump sums to additional needs factors.

A new factor – Ever6 Free School Meals had been introduced, reducing the existing Free School Meals factor. The factor for Looked After Children had been removed from the national formula although more money for Looked After Children was anticipated in Pupil Premium Funding. Both prior

attainment and EAL funding had more than doubled against current Havering rates.

It was clarified that the disapplication of the minimum funding guarantee (MFG) had to be applied for if LAs wished to have an MFG above 0% and that the 2017 attainment data was not known at this stage to use in the school funding calculations.

High Needs Block

This block had been significantly underfunded for several years and Havering was now seeing a more complex level of need that required support. There would be a 0.5% rise in the high needs allocation for all LAs although increases were capped at a 3% rise. In London, 26 of the 31 boroughs had overspent their 2016/17 high needs allocation. There would be a one-off opportunity in 2018/19 to transfer 0.5% of funding from the schools block to the high needs block.

It was noted that Havering's High Needs Strategy was currently being refreshed which identified additional funding pressures. The new formula for the distribution of funding from central to local government was explained including an allocation of £4,000 plus the Area Cost Adjustment for 303 high needs pupils in Havering special schools and proxy factors such as population growth and low attainment. The new formula was expected to provide additional high needs funding of £1,012,000.

Central Services Block

The national formula indicated a reduction in this block for Havering of £26k to provide LA functions such as School Admissions and the National Copyright Licence.

Options for Consultation

The minimum funding guarantee (MFG) varied between schools which in some cases was due to defunct grants that were embedded in per pupil funding. The LA had sought to disapply the MFG since 2013 but it had been refused by the DfE. Levels of deprivation and other additional needs factors were reasons for differences in schools' per pupil funding.

For the current financial year, 2017-18, the funding formula had ensured that 56 schools gained in their per pupil funding and 23 had decreases.

For 2018-19, a range of options were presented (A to I) with various permutations of national funding formula rates and current LBH formula rates and for some factors rates that were neither NFF nor LBH.

Under option A (the NFF) all schools would gain at least by 0.5% per pupil with 42 schools capped at a 3% increase, 17 receiving the MFG of 0.5% and 19 with increases between 0.5% and 3% per pupil.

The Strategic Finance Manager confirmed that the Local Authority's recommendation was to move to the NFF in 2018-19 as this gave the best result for schools. It was noted that the overall formula worked better for schools in areas of high deprivation.

Option A would reduce the primary: secondary funding ratio for Havering from the current 1:1.34 to 1:1.31 which was closer to the national average of 1:1.29. Some of the options did not address this.

The Forum agreed unanimously that the LAC factor should no longer be included in the main formula as it was not in the NFF (so option B would no longer be considered).

It was noted in the funding models that any funding reductions related to falls in the numbers of pupils at a given school not the operation of the funding formula. The falling rolls fund continued to be allocated by the DfE but this was only available to schools rated good or outstanding.

It was suggested that option F which essentially left the existing formula unchanged could be suggested to schools as a possible alternative option. Figures for per pupil funding would be added to the consultation document. It was agreed that options A, E and F should be presented to schools and that the Strategic Finance Manager would arrange a meeting with all head teachers in order to discuss the proposals.

The Forum was clear in that it was the principle that should be decided upon rather than the impact on individual schools and that Option A (the NFF) achieved the highest level of funding for the greatest number of schools.

High Needs Transfer Proposal

The Strategic Finance Manager explained that an overspend of the High Needs block was expected in 2017-18 and the revised high needs formula would not be sufficient to meet an increasing level of need in 2018-19. There was a need to reduce numbers of out of borough placements by increasing local provision to give better choices for parents. The new Havering Special School would assist with this but this would not now open until September 2019.

The funding pressures were attached, to be funded from the additional £1m expected from the revised High Needs formula and the transfer of £800k. These included: an additional £50k of early needs funding; a review of the special schools matrix funding due to the increasing complexity of needs in special schools; additional alternative provision at the Olive AP Academy for pupils at risk of permanent exclusion; an increase in the hourly rate for EHCP top up funding for schools, the funding of local post 19 provision; and an increase in Additionally Resourced Provision in mainstream schools.

It was proposed that 0.5% of the schools block should be transferred to the high needs block. This would not affect the proposed allocations to schools that had been discussed at the meeting as it would be funded from a contingency held to support transition to the NFF.

Officers added that the high needs review had recently been completed and it was clear that the numbers of SEND children were not spread equally across schools. It was intended to introduce more incentives to increase the number of mainstream children in SEN schools. The transfer of £800k between the schools and high needs blocks was agreed unanimously. It was further agreed that a business plan of the impact of the transfer over the next 2-3 years would be brought to the Forum.

Issues of capital funding for additionally resourced provision would need to be considered as would the confidence of parents in using local provision. Successful bids for the new Special School were due to be announced between mid-February and Easter 2018.

Consultation

It was felt that the document was too lengthy and complex for consultation and without detailed explanation and the Forum requested that a shorter summary document should be produced. The Strategic Finance Manager would organise meetings with head teachers to present the consultation proposals.

The Forum:

- (1) Noted the issues arising from the national funding formula for schools and high needs
- (2) Approved the consultation paper for circulation to all schools with the additional recommendations that the paper be made shorter and that a meeting with all Head Teachers be arranged.
- (3) Approved the transfer of £800k from the Schools Block to the High Needs Block in 2018-19
- (4) Approved the submission of a request to the ESFA to apply a minimum funding guarantee of greater than zero.

33 **NEXT MEETINGS**

Future meetings arranged as follows:

14 December 2017

11 January 2018 (this date was agreed by the Forum in order to meet the DfE deadline on the submission of the agreed funding formula for 2018-19).

22 February 2018

22 March 2018

10 May 2018

7 June 2018

5 July 2018

34 **ANY OTHER BUSINESS**

There was no other business raised.

Schools Funding Forum 14th December 2017

ITEM 4 REVISED

Subject Heading:

Early Years Funding 2018-19

Report Author:

**David Allen – Strategic Finance
Manager**

Eligibility to vote:

**All school and academy members and
the PVI representative**

SUMMARY

This item is to consider the LA proposals for the funding of providers of early years education in financial year 2018-19 following notification by the DfE of indicative funding allocations and consultation with providers.

RECOMMENDATIONS

That the Schools Funding Forum agrees the proposals as follows:

- i) to increase the basic hourly rate to providers to £4.53 (from £4.39) for 3 and 4 year olds
- ii) to have Deprivation as the only supplement to the basic rate
- iii) to bring the hourly IDACI rates in line with those used for the schools national funding formula (subject to approval of the NFF)
- iv) to increase the basic hourly rate to providers to £5.35 (from £5.28) for 2 year olds
- v) to retain contingencies of £803k and £85k for 3 & 4 and 2 year olds respectively to fund in-year provision
- vi) to retain £730k (5%) for LA statutory and quality assurance functions
- vii) to increase the Inclusion Fund to £200k (from £100k) to be funded 50/50 from the DSG early years and high needs blocks

REPORT DETAIL

Background

2017-18 was the first year of the operation of a national funding formula for early years. The following changes were implemented in Havering:

- implementation of the same formula across all providers
- an increase in the basic hourly rate to £4.39 (from £3.56)
- deprivation to be the only supplement using the same IDACI rates as the schools funding formula
- the hourly rate for 2 year olds held at £5.28
- contingencies retained for in year provision
- retention of £730k for LA statutory and quality assurance functions
- establishment of an inclusion fund of £100k funded 50/50 from the schools and high needs blocks

Early years providers have been consulted on LA proposals for funding arrangements in 2018-19.

Estimated funding through the DSG Early Years Block

The funding rates for local authorities were announced by the DfE on 17th November 2017. Havering's rate is £5.28 for 3 and 4 year olds and £5.66 for 2 year olds.

Unlike the DSG Schools Block which is calculated on the basis of the preceding October census, the Early Years Block is calculated on the January census prior to the start of the financial year and updated on the following January census to allow for growth between the two counts.

LAs must therefore budget for a contingency for funding provision that is not picked up in either census.

On the basis of current participation and anticipated growth, the LA has estimated that it will fund the following hours of provision in financial year 2018-19:

3 and 4 year olds

15 hours entitlement	2,288,965
Additional 15 hours	474,534

Applying the published hourly rate of £5.28 the estimated funding will be:

15 hours entitlement	£12,085,734
Additional 15 hours	<u>£2,505,540</u>
Total	£14,591,274

2 year olds

15 hours entitlement	275,463
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Applying the published hourly rate of £5.66 the estimated funding will be:

15 hours entitlement £1,559,688

Proposals

From the estimated funding above, decisions need to be made on funding to be held centrally, supplements to be used and the basic hourly rate that will be applied to the funding of provision in 2018-19.

- i) In 2018-19, the required pass through rate of grant to providers is 95% with 5% retained by LAs for statutory duties on quality assurance, sufficiency planning, business support, data collection and analysis, finance etc.

Proposal: To retain £730k (5%) centrally.

- ii) Because the DSG Early Years Block is allocated on the basis of a January census, estimates need to be made on the hours of provision to be funded that is not captured in the census. This is estimated as follows:

3 and 4 year olds

15 hours entitlement	107,250	£533,033
Additional 15 hours	54,270	<u>£269,722</u>
		£802,754

2 year olds

15 hours entitlement	16,095	£84,982
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Proposal: To retain £802,754 contingency for 3 & 4 year olds and £84,982 for 2 year olds provision

- iii) In 2017-18 an Inclusion Fund of £100,000 was established to allocate to providers in support of children with special educational needs and disabilities. This is funded 50/50 from the Early Years and High Needs Blocks.

Proposal: To double the amount held in the Inclusion Fund, increasing the commitment from the Early Years Block from £50k to £100k.

- iv) Deprivation to be the only supplement factor with funding allocated using the same IDACI rates as the schools.

Schools are being consulted separately on the implementation of a national funding formula. If approved, school IDACI rates will change as follows:

IDACI band	2017-18	2018-19
A (0.50-1.0)	£645	£622.17
B (0.40-0.50)	£630	£454.46
C (0.35-0.40)	£275	£422.00
D (0.30-0.35)	£275	£389.53
E (0.25-0.30)	£125	£259.69
F (0.20-0.25)	£0	£216.41
G (0.00-0.20)	£0	£0

It is estimated that £438,836 (3.2% of the pass-through rate) will be allocated to providers through this factor based on predicted deprivation.

Proposal: To apply IDACI hourly rates based on school IDACI rates as above (subject to approval of the national funding formula for Havering schools)

- v) Having deducted contingencies, inclusion fund contributions and estimated sums to be allocated through a deprivation supplement, the balance of funding is allocated to providers through a basic hourly rate. Because of the increase in the hourly rate used to allocate funding to the LA, this can increase to £4.53 (from £4.39) for 3 and 4 year olds and to £5.35 (from £5.28) for 2 year olds.

Proposal: To apply basic hourly rates of £4.53 for 3 and 4 year olds and £5.35 for 2 year olds for 2018-19.

Consultation

These proposals were presented to the Early Years Provider Reference Group at the meeting held on 28th November who were largely in favour and supportive of directing most of the funding through the basic hourly rate. There was concern expressed about access to the inclusion fund although this should not affect the proposal to increase the amount held.

A presentation of the proposals was also made at the Early Years Managers meeting on 1st December. The proposals have been sent to all providers and a summary of responses will be tabled at the meeting.

It should be noted that at the time of the consultation the sums required for contingencies were understated and the figures below were included in the consultation rather than the updated amounts in (ii) above.

<u>3 and 4 year olds</u>		
15 hours entitlement	107,250	£533,033
Additional 15 hours	19,500	<u>£96,915</u>
		£629,948

<u>2 year olds</u>		
15 hours entitlement	9,750	£51,480

Schools Funding Forum 14th December 2017 ITEM 5

Subject Heading:	Strategic Review and Planning of Special Education Provision
Report Author:	Emma Ferrey – SEND Review Project Manager
Eligibility to vote:	All members

SUMMARY

This item is to consult on the final draft of the High Needs Strategy 2017-2022 and to note the findings of the High Needs Review.

The Review covers the analysis of our data and projections, findings from consultations with key stakeholders and an evaluation of our resources and how effective our provision is.

The Strategy sets out our response to these findings: what we will keep doing, what we will start doing and how we will fund developments.

RECOMMENDATIONS

The Schools Funding Forum is requested to note the Review and provide feedback on the Strategy.

REPORT DETAIL

Background

The government have consulted on proposals to change how funding is given to local authorities and schools to support children with high needs. As part of that, we wanted to make sure that we were clear about how effective our current provision and services are and what we could do to maximise available funds in order to improve support across the borough.

High Needs Review 2017

We have been reviewing how children and young people with high needs, and their parents, are supported across the borough. We have looked at provision in early years, schools, alternative provision and post-16 provision, as well as health services and social care services.

We have consulted with a wide range of stakeholders including:

- Young people with high needs
- Parents and carers of children with high needs
- Early years providers
- Schools, including special schools
- Post-16 providers
- Clinical commissioning group staff
- Staff from children's and adults' services in the local authority

The Review incorporates the feedback we have received from stakeholders, as well as analysis from local and national data. It identifies what we are doing well and where our gaps are.

The Review was undertaken to evaluate how well Havering is delivering support and provision for children and young people with high needs across all partners providing children's services.

The main findings were:

- We need to use our resources wisely, ensuring needs can be met across the spectrum with appropriate levels of support
- We need to support providers, working with all ages of children, to develop the most inclusive services possible
- We should be working with providers, schools and colleges to improve attainment amongst children with Special Educational Needs and Disabilities (SEND) whether they have an EHCP or not
- We need to improve information for children, young people and parents so options, services and pathways are clearer
- We need to develop more provision for children and young people with Autistic Spectrum Disorder (ASD) and Social, Emotional and Mental Health Needs (SEMH); from early years, through school and into adulthood
- We need to improve how we gather data (including how schools record data) so that we can meet needs appropriately as they develop and change

High Needs Strategy 2017-2022

Havering's High Needs Strategy was written following the findings of the High Needs Review 2017. The High Needs Strategy 2017-2022 sets out what we are going to do to build on our successes and meet needs.

The strategy sets out our ambitious plans to make Havering provision the provision of choice for children, young people and families. It provides a flexible framework for the next five years which will enable us, and our partners, to respond to current and future need.

Proposed changes

The strategy sets out proposed changes which will take effect from April 2018. The key changes are:

1. To ensure that children, young people and their families have the right support at the right time; through:
 - a. Development of a new SEMH/ ASD Free school
 - b. Delivering an ongoing programme to create more Additionally Resourced Provisions (ARPs), specialist provision in mainstream settings
 - c. Re-designating special schools, as appropriate; reducing the number of pupils with moderate learning difficulties who attend special schools and enabling special schools to support the growing numbers of children with more complex needs
 - d. Reviewing the impact of alternative provision and how it is provided
 - e. Improving our offer of pathways to adulthood for young people so that they can move towards a productive and enjoyable adult life
 - f. Ensuring social care support provides appropriate care in a timely way for families
 - g. Reviewing the provision of health therapies across the borough to provide sufficient services to meet needs.

2. To increase funding for providers and schools to ease the financial pressure of supporting children with high needs, thereby improving support through:
 - a. Development of a small capital grants programme to allow providers and schools to make their buildings more inclusive
 - b. Increasing the support to providers from the Special Educational Needs Inclusion Fund for early years
 - c. Increasing the hourly rate for top up payments to schools for pupils with EHC plans & increasing the amount allocated for those schools with disproportionately high numbers of pupils with high needs
 - d. Increasing the provision to support placements in alternative provision
 - e. Increasing the funding to special schools via a revised funding matrix

3. To improve training for staff working with children and young people with high needs:
 - a. To improve the confidence of staff around working with children with high needs
 - b. To support staff retention through gaining appropriate qualifications
 - c. To enable peer-to-peer learning
 - d. To improve quality assurance across schools and providers and ensure consistency of support for children and young people

4. To continue to make improvements in how services are delivered via the Children and Adults with Disabilities Service (CAD) and the Education and Inclusion Service (EIS). This includes making improvements to how we gather and use data to plan future services and provision.

Next Steps

- Consult on the final draft of the Strategy – deadline for comments Tuesday 19th December
- Sign off by ED in January
- Strategy and Review published and available on the Local Offer from February 2018.

The current versions of the Review and Strategy are attached. Deadline for feedback on the Strategy is Tuesday 19th December.

HAVERING HIGH NEEDS STRATEGY 2017 - 2022

In Havering we want all children and young people to thrive and develop the skills, characteristics and knowledge which prepares them for adult life.

Our vision is for children and young people with special educational needs and disabilities (SEND), and other additional needs, to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and local community, throughout childhood and into adulthood.

This strategy builds on the outcomes of Havering's High Needs Review 2017.



Executive Summary

What does the strategy aim to do?

The strategy sets out our ambitious plans to make Havering provision the provision of choice for children, young people and families. It provides a flexible framework for the next five years which will enable us, and our partners, to respond to current and future need.

What is the strategy about?

From the outcomes of the High Needs Review, the strategy sets out:

- How effectively provision meets the needs of children and young people in the area
- How effectively provision prepares them for adult life
- The range of needs which would generally be met by mainstream providers, including early years settings, schools, and post-16 institutions
 - the way in which these institutions access the specialist training and workforce development they need
- The range of needs which would generally be met by specialist providers
- The range of needs which would generally be met by highly specialised providers
- How best to address any gaps in provision identified by the review
- How best to allocate resources to deliver this provision

What were our key findings?

Havering's High Needs Strategy was written following the findings of the High Needs Review 2017. The Review was undertaken to evaluate how well Havering is delivering support and provision for children and young people with high needs across all partners providing children's services.

The Review sets out our findings using data and outcomes from our consultations as well as benchmarking information.

The main findings were:

- We need to use our resources wisely, ensuring needs can be met across the spectrum with appropriate levels of support
- We need to support providers, working with all ages of children, to develop the most inclusive services possible
- We should be working with providers, schools and colleges to improve attainment amongst children with Special Educational Needs and Disabilities (SEND) whether they have an EHCP or not
- We need to improve information for children, young people and parents so options, services and pathways are clearer
- We need to develop more provision for children and young people with Autistic Spectrum Disorder (ASD) and Social, Emotional and Mental Health Needs (SEMH); from early years, through school and into adulthood
- We need to improve how we gather data (including how schools record data) so that we can meet needs appropriately as they develop and change

How will this strategy make a difference?

The strategy sets out proposed changes which will take effect from April 2018. The key changes are:

1. To ensure that children, young people and their families have the right support at the right time; through:
 - a. Development of a new SEMH/ ASD Free school
 - b. Delivering an ongoing programme to create more Additionally Resourced Provisions (ARPs), specialist provision in mainstream settings
 - c. Re-designating special schools, as appropriate; reducing the number of pupils with moderate learning difficulties who attend special schools and enabling special schools to support the growing numbers of children with more complex needs
 - d. Reviewing the impact of alternative provision and how it is provided
 - e. Improving our offer of pathways to adulthood for young people so that they can move towards a productive and enjoyable adult life
 - f. Ensuring social care support provides appropriate care in a timely way for families
 - g. Reviewing the provision of health therapies across the borough to provide sufficient services to meet needs.
2. To increase funding for providers and schools to ease the financial pressure of supporting children with high needs, thereby improving support through:
 - a. Development of a small capital grants programme to allow providers and schools to make their buildings more inclusive
 - b. Increasing the hourly funding rate from the Special Educational Needs Inclusion Fund for early years
 - c. Increasing the hourly rate for top up payments to schools for pupils with EHC plans & increasing the amount allocated for 'headroom'
 - d. Increasing the allocation to the Social Inclusion Fund to support placements in alternative provision
 - e. Increasing the funding to special schools via a revised funding matrix
3. To improve training for staff working with children and young people with high needs:
 - a. To improve the confidence of all staff in working with children with high needs
 - b. To support staff retention through gaining appropriate qualifications
 - c. To enable peer-to-peer learning
 - d. To improve quality assurance across schools and providers and ensure consistency of support for children and young people
4. To continue to make improvements in how services are delivered via the Children and Adults with Disabilities Service (CAD) and the Education and Inclusion Service (EIS). This includes making improvements to how we gather and use data to plan future services and provision.

DRAFT

1. Introduction

Havering's priority is to develop sufficient local, affordable provision which is the first choice for children, young people and parents and which provides the right support at the right time.

This strategy sets out how we will achieve this: by investing in our existing services and provision as well as developing new provision. These developments will be based on the outcomes of the High Needs Review 2017, which incorporates the views of a wide range of stakeholders, including young people, parents, early years' providers, schools and post-16 providers, as well as local authority staff.

We want to be clear about:

- How effectively provision meets needs in the area
- How effectively provision prepares children and young people for adult life
- The range of needs which would generally be met by mainstream providers, including early years settings, schools, and post-16 institutions
 - the way in which these institutions access the specialist training and workforce development they need
- The range of needs which would generally be met by specialist providers
- The range of needs which would generally be met by highly specialised providers
- How best to address any gaps in provision identified by the review
- How best to allocate resources to deliver this provision

We know that we do not have enough school/ college places to meet current demand and that we need to improve the quality of some of our offer. We will work to deliver what parents, young people and professionals tell us they want and need for children and young people. Parents want their children to stay in local provision, be part of their local community and develop their own friendships and support networks. In order to do this we need to look at investing our funds in order to improve the effectiveness and range of local provision.

We want to build on what is working well in the borough and make improvements and changes where they are needed. Driven by the views of parents and professionals in Havering, the strategy sets out how we will make improvements in the quality and range of educational provision, in terms of:

- Developing new provision
- Improving existing provision
- Improving support and training for staff across all settings

In addition to increasing numbers, we are also seeing more children presenting with more complex needs. This means we will need to change how we meet demand within Havering – across special schools, Additionally Resourced Provisions (ARPs) and mainstream schools; as well as with social care, leisure services and health provision.

To achieve this, we want to continue to work closely with children, young people, parents and our partners, ensuring that the wellbeing of children and young people are at the heart of everything we do.



2. What we will keep doing and what we will start doing

Developing new provision (capital-funded projects)

The Department for Education (DfE) has allocated an annual capital budget to all local authorities over the next three years (from April 2018 through to 2020). The budget is to develop new provision for children and young people with high needs; where this is attached to existing provision it must be rated Good or Outstanding. The funding can also be used to improve existing provision. A condition of the funding is that local authorities should have an up to date strategy which accurately reflects local needs.

Havering has been awarded £2.4m over the next three years (£800,000 per year).

❖ SEMH/ ASD School

We have been selected by the DfE to commission a new free school which will meet the needs of children and young people in the borough. Through our data analysis, we recognised that children with social, emotional and mental health difficulties (SEMH), alongside those with autistic spectrum disorders (ASD) were increasing in numbers and we have insufficient specialist support for them.

The new school will cater for children and young people aged 3-16 years who have complex or severe ASD or social, emotional and mental health difficulties. A small social care provision will be developed to complement the new school.

We are in the process of working with the DfE to invite tenders for the delivery of the school. The timeline for the new school will be released once the tender process is completed.

The development of this new school, in terms of capital funding, will be paid for by central government. The revenue funding (the costs of running the school) will come from the High Needs Budget.

❖ ARPs (Additionally Resourced Provision)

In Havering, there are ARPs in six schools, supporting pupils with autistic spectrum disorder (ASD) and communication needs, complex needs and hearing impairment. We know, from feedback from schools and from parents, as well as from our own data, there are not enough of these. These six schools are keen to support other schools to develop ARPs across the borough in both primary and secondary phases.

We also know that we need more ARPs that focus on supporting children who have ASD and SEMH, particularly in early years and primary schools.

As part of the high needs capital programme, we plan to deliver a series of new ARPs, aiming for two per year over the next 5 years. Some of these will be funded through the new High Needs Capital budget, and some via our own capital expansion programme. The revenue funding for the new ARPs will come from the High Needs Budget.

Improvements/ increased places (revenue- and capital-funded projects)

As part of the review, and in addition to the funding from the DfE, we also looked at how we could maximise our existing high needs budget. We are committed to taking an 'invest to save' approach in order to ensure that our local provision is fit for purpose, meets needs and is the first choice for children and parents.

In order to improve support in schools and other settings, and following our consultations, we are implementing a number of changes. These developments will be monitored to assess their impact on outcomes for children and ensure value for money. We expect that there will be further changes as numbers of out of borough placements reduce and funding is subsequently re-invested in local provision. Any further changes will be consulted on.

All providers:

Schools suggested that we look at providing funding for calm down/ sensory rooms or something similar which would improve how they support and manage pupils with additional needs. This is just one example of adaptations to the school environment which would make schools more inclusive.

We will launch a small capital grant programme for schools and providers (early years and post-16), who support children and young people aged 0-25 years with SEND or high needs. Grants will be available of up to £5,000. Details of the scheme will be published by April 2018.

Early Years:

We will review practices and processes across early years, both within the local authority and providers, in addition to increasing the early years' Inclusion Fund. This Fund supports specialist provision for children in early years' settings.

Half of this increase will come from the High Needs Budget, with the other half coming from early years' funding.

The focus for developments will be:

- Provision of further guidance to early years' providers on making an application for an Education, Health and Care Plan (EHCP) assessment for 0-5 year olds
- Review delivery of early intervention programmes to ensure good outcomes for children
- Ensure assessments take place in an appropriate setting to ensure accuracy
- Support better transitions into school. (There will be training for school staff to improve person centred practice – see workforce training section below)
- Review the approach to quality assurance across settings
- An increase in the hourly funding rate from the Special Educational Needs (SEN) Inclusion Fund
- Support for providers to bid into the Inclusion Fund for accredited training and status
- Development of a training programme in consultation with providers and including support for delivering whole-setting training regularly throughout the year

Mainstream schools:

Mainstream schools, including those with ARPs, will benefit from a number of new measures:

- We will increase the hourly rate for top up payments to schools for pupils with EHC plans to £14. Consequently this will reduce the number of hours that schools are expected to cover within the first £6,000 from 12 to 11.
- Provide additional financial support for schools which have a disproportionately high numbers of pupils with SEND (known as Headroom)
- Ensure robust reviews of EHCPs are carried out to ensure support is still appropriate, thereby potentially freeing up funding for others.

In addition the Children and Adults' with Disabilities Service (CAD) and Education Inclusion Service (EIS) Services will review their practices and processes to ensure maximum support for schools, pupils and parents. This will focus on:

- Regularly reviewing all aspects of information, advice and guidance available to schools, providers, parents and carers as well as children and young people
- Providing appropriate and timely support for children and young people with high needs and their families
- Improving joined up working across departments and with other partners, including further developing co-production with parents
- Work with commissioners to develop the offer of personal budgets
- Continue to work with the school organisation team and across CAD to improve data collection and produce accurate projections.

Alternative Provision (AP):

We want to ensure that all schools are confident in managing behaviour, are responding appropriately to challenges and that pupils who require an EHCP are issued a plan in a timely manner.

Where an exclusion is issued, this should be once all other recourses are exhausted. To support this we will:

- **Seek to reduce the number of exclusions** - work with schools, both with and without ARPs, to update the Exclusions Concordat and monitor implementation. The current Concordat is attached as Appendix 2.
 - Schools told us that they recognise that the criteria for permanently excluding pupils is unclear. Both schools and the council want that to change so that there is clarity and consistency in managing, and dealing with, different levels of behaviour. To do this we are considering:
 - How funding is accounted for and allocated to schools
 - Introducing a greater level of rigour and challenge via the IYFAP (In Year Fair Access Panel) process
 - We are also developing and improving training to schools, via local authority staff and via school-to-school peer support
 - Review the need for any further intervention facilities in relation to primary pupils

- **Develop a clear behaviour support approach** from the local authority, developed in partnership with expertise from Olive AP Academy
- **Develop, and disseminate, a clear admissions policy** for Olive AP Academy, with senior leadership, and in consultation with schools
- **Review the impact of provision at Olive Academy**
- **Develop our network of quality assured AP providers** to support pupils at risk of exclusion from school and commission more places, as required
- **Increase the allocation to the Social Inclusion Fund** to support placements with alternative providers

Special schools:

The demand for places in our special schools is increasing, along with an increase in the complexity of need.

We expect that our special schools will:

- Review their designation so that it accurately reflects their intake. We will support schools (including the new free school) to do this in a way that ensures their specialisms complement each other and can meet the range of local need
- Support us to review the funding matrix so that funding levels are appropriate for the complexity of need
- Start to reduce the number of pupils accepted into their schools with moderate learning disabilities (these pupils will be supported in mainstream schools and ARPs)

Children and young people with medical needs

At any one time, there are less than five children and young people aged 0-25 years who have significant medical needs, but no educational support needs. These children require funding from the high needs block, usually for medical equipment, but sometimes for support, in order for them to access learning.

We have revised our approach so that these children are now treated as though they do have an EHCP. That is, their school should use the first £6,000 to support the pupil, and the local authority will then provide any additional top-up required. We will be ring-fencing a small amount of money for this purpose every year from the High Needs Budget.

Post-16 providers and preparing for adulthood (PfA):

In Havering, we are committed to following the government's recommended model of pathways to adulthood, which aims to support young people, from age 14, into a fulfilling and positive adulthood across the four pathways:

1. Training, employment and positive activities
2. Good health
3. Independent living
4. Community, family and friendships

We are developing a dedicated team supporting young people into a positive adulthood, led by the Preparing for Adulthood Manager.

To achieve this we plan to:

- **Improve our offer for pathways to adulthood** (training, employment and positive activities; good health; independent living; community, family and friendships. This will include revenue funding (running costs) for the new post-19 provision being developed at Corbets Tey @ The Avelon (CT@TA) as well as continuing to work with other providers to support the development of their offer
 - **Develop a wider offer for young people to experience, and progress into, the world of work.** We want to reduce the number of young people with SEND who are not in employment, education or training (NEET). We will work towards improving our offer so that young people who would like to engage in some form of work (voluntary, paid, part-time or full-time) are supported to do so
 - **Develop a positive offer for those young people who may never be able to work** or who are not yet ready for work.
- **Plan, prepare and commission appropriate services** for young people moving into their adult lives, working with health, housing and adults' services, including commissioning. This will particularly focus on young people with complex and multiple needs.
 - Complex Needs Panels will be designated for PfA at key points throughout the year
- **Start planning for the future from age 14 (Year 9)**
 - **Develop effective tools for early assessment**, planning and sustained intervention
 - **Develop a SEND Moving On event** to provide an interactive opportunity for young people and their parents to find out more about what is available in Havering (this will be based on the Moving On event for mainstream young people which takes place annually in October)
 - **Implement early budget forecasting** across Children's and Adults' services in relation to PfA
- **Improve the local offer to include clear information on what is available for all four pathways to adulthood. Communicate better with young people, and their parents**, about what is possible for their future and how each young person may get there.
 - Provide clear communication about available options for young people at age 20/21 years+, including support and services which are not education-based

Social care support, including short breaks and support in the home:

Social care support can be a lifeline for children and parents. To ensure this is reviewed as part of a package of support we will:

- Put in the right level of support to help keep families together
- Work with providers to improve the offer and range of short breaks and support in the home
- Ensure that providers are supporting young people to move into an independent adulthood as possible, through a range of measures including reducing reliance on services where possible
- Expand the shared lives offer to help meet the demand for young people remaining in the community, with support in the short, or longer, term

Health:

We recognise that there is a perception of insufficient therapeutic provision across the borough and this is often cited as a reason for sending children and young people to out of borough placements, which can increase the costs to Havering and the Clinical Commissioning Group (CCG).

The CCG are currently undertaking a joint review on therapies. Depending on the outcome of that review, it is hoped that we will be able to jointly commission new therapists to work across education provisions. We will work with our local health teams more closely to ensure they can provide timely and coordinated responses to requests for health input.

The CCG is looking at developing pathways and processes for young people aged 18-25 years who have healthcare needs, and this will align and develop alongside our progress on the Preparing for Adulthood agenda.

Health-related life skills are also important and we want to look at how we incorporate these into provision wherever possible, whilst maximising existing resources. These skills include healthy eating, relationships and sex education, physical activity and emotional health and wellbeing.

A number of measures have already been put in place to improve mental health and wellbeing amongst children and young people and these will continue to be embedded and reviewed to measure their impact.

Working with neighbouring authorities:

We have worked with our neighbouring boroughs to identify opportunities for joint working which could increase effectiveness and efficiencies. This has led to us working across all three boroughs to commission an integrated equipment service for our special schools. More details on this will be published soon via the Local Offer.

We also explored with our neighbours where we might enhance out of borough provision, where there are significant numbers of Havering children in attendance. At the moment, there are no key areas to be developed, but we will keep this under review.

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Workforce development

For schools, early years and post-16 providers and local authority staff

Having a confident, resilient and flexible workforce has been identified as a priority across all stakeholders. We know that in order to meet our ambitious aims we will need to invest in our workforce across early years, schools, post-16 providers and local authority staff, as well as working with our colleagues in health and with other providers. We will look at increasing the training budget, maximising learning and knowledge across the workforce, to improve outcomes for children and young people.

We will develop:

- Improved behaviour support mechanisms and training
- Increased SEND support services:
 - for special school staff supporting pupils with more complex needs
 - for mainstream and ARPs staff to confidently support pupils with additional needs
- Training for Children and Adults with Disabilities Team which can be disseminated to early years' providers, schools and post-16 providers
- Preparing for adulthood training for schools and post-16 providers
- Support for those without an EHCP through:
 - TA training }
 - In-school training }
- Mechanisms for sharing good practice peer to peer - across early years settings and across schools
- Methods to promote understanding, and knowledge of, the Code of Practice
- Mechanisms for schools to work closely with their local early years settings to support school readiness

Multi-agency decision-making

EHC & Complex Needs Panel

We will continue to implement our new system for operating the EHC and complex needs panel, which incorporates:

- Budget-holders and/ or commissioners are members of the panel
- Panel members are encouraged to be creative with solutions to meet the needs, in borough, of the majority of our children and young people
- Decision-making will be consistent and transparent

EHC Hub

Developments are underway to transform our Education, Health and Care process, providing a more collaborative, transparent service for everyone including parents and children with SEND. This development will move EHC processes on to the "EHC Hub".

The EHC Hub is a web-based, digital, single contact point for everyone involved in the 20-week EHC process. The Hub will transform how requests are managed, monitored and shared, as well as giving a voice to young people and their families. It allows everyone involved in the EHCP to make their contribution, see the contributions of others and all work towards a positive outcome.

This new process will make us more efficient by enabling simple ways to check progress and to identify quickly any potential delays. The EHC Hub offers secure information sharing and workflows.

The significant change is that families can view and use the Hub to make it easier for them to make their contributions to the process. We will be working with Open Objects, the company who have developed the Hub to ensure its fit with the way we work in Havering and will be rolling it out early in 2018.

The Hub will also allow us to make sure that we are getting it right for children and young people through closer and easier monitoring of outcomes. We will work to ensure that our annual review process becomes more robust as a further measure of success against outcomes.



3. How we plan to do it

To enable us to deliver this strategy and make a difference to children and young people with high needs in Havering we need to have a confident, dynamic and flexible workforce who can respond and adapt to changing needs and are clear on our common aims. We want staff to be resilient in their approach to working with families as well as to schools and other partners.

Creating a work environment which encourages creativity is one of our key priorities to enable significant change in our effectiveness in supporting outcomes for children with high needs.

We also want to support our families to be resilient and to be ambitious and realistic about the future for themselves and their child. We know that in order to do this we need to improve and increase our offer locally and ensure that the right support is provided at the right time.

Local Authority support

There is a commitment within the local authority to retain the support and functions of 0-5 and 5-19 teams which are funded through the High Needs Budget, as they are integral to the delivery of this strategy. However, this will be kept under review. Currently, feedback is that these teams are making a difference in supporting schools and providers to appropriately manage and support children and young people with additional needs.

Partnership working:

We want to continue building on our work to engage with parents through Positive Parents; and with children and young people through Advocacy for All and the Pupil Voice Network.

We will continue to have regular engagement with heads, schools and other providers.

Early years' providers suggested that we develop a campaign around supporting parents to improve their child's communication skills. We will look at how we could do this, in partnership with providers.

Details of our plan to achieve the ambitious aims set out in this strategy can be found in our action plan in Appendix 1.

Data:

We want to improve our data collection in order to make more accurate projections of future need.

To do this we need to focus on two elements of our data gathering. Firstly, we will work with schools to ensure there is a consistent approach to the school census which gives us high level data on pupils in Havering schools (including those pupils

who are not Havering resident). Secondly, we will focus on how we record data across the authority as this provides us with a broader picture of all children with high needs and includes those who are Havering resident but who do not attend a Havering school. We want to be able to identify not only the primary need but also the level of need of children and young people. This level of data will help improve our projections and planning for services, including school places. We will continue to develop the specification for a new database which can address these issues.



4. How we will keep this strategy under review

This strategy aims to provide a flexible approach to developing and delivering support as needs and demands change.

The SEND Executive Board is made up of representatives of parents, school staff, the CCG, health providers and officers from children's and adults' services, including education and social care. The Board will be responsible for the overall delivery of the strategy. This Board will be monitor and review the aims as set out in the action plan.

Regular updates on the progress of the delivery of the strategy will also be submitted to the Overview and Scrutiny Committee and the Health and Well-Being Board.

We will monitor our offer to ensure that it continues:

- to meet changing needs
- to be attractive to children, young people and their parents
- to be affordable within future funding allocations.



Glossary

Acronym	Meaning
AP	Alternative provision
ARPs	Additionally resourced provision
ASD	Autistic Spectrum Disorder
CAD	Children and Adults with Disabilities Services
CT@TA	Corbets Tey @ The Avelon (16-25 provision)
CCG	Clinical Commissioning Group
DfE	Department for Education
EHC	Education, health and care
EHCP	Education, Health and Care Plan
EIS	Education Inclusion Service
HI	Hearing impairment
ISP	Independent specialist provider
IYFAP	In-year fair access panel
LA	Local authority
LO	Local offer
MLD	Moderate learning difficulties
OOB	Out of borough
PD	Physical difficulties
PfA	Preparing for adulthood
PMLD	Profound and multiple learning difficulties
POET	Personal Outcomes Evaluation Tool
SEMH	Social, emotional and mental health (difficulties)
SEN	Special educational needs
SEND	Special educational needs and disabilities
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
VI	Visual impairment



Havering
LONDON BOROUGH

High Needs Review

2017



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1. Our Vision

In Havering we want all children and young people to thrive and develop the skills, characteristics and knowledge which prepares them for adult life.

Our vision is for children and young people with special educational needs and disabilities (SEND), and other additional needs, to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and local community, throughout childhood and into adulthood.

This vision and shared understanding with our partners and stakeholders will be a key part of our published local offer of SEND (special educational needs and disabilities) provision and services.

We launched our Strategy for Children and Young People with Special Educational Needs and Disabilities in December 2015, following the introduction of the Children and Families Act 2014. The strategy recognised that Havering is experiencing increasing demand on its SEND services due to rising numbers of children and young people in the borough with SEND, as well as a rise in the complexity of needs amongst those with SEND. Five key priorities were set out:

1. The establishment of a new ARP (Additionally Resourced Provision) for pupils with Autism Spectrum Disorder (ASD) to support mainstream schools
2. The creation of capacity in special schools for growth in predicted pupil numbers over the next 5-10 years for those with ASD, through transfers of pupils with moderate learning difficulties (MLD) to ARPs in mainstream schools
3. A reduction in the number of pupils with ASD placed in out of borough provision, including planned returns of some pupils considered able to benefit from more local provision through placements in Havering special schools, once their capacity has been increased
4. The setting up of specialist facilities for pupils with behavioural, emotional and social difficulties (BESD) to support mainstream schools
5. A planned reduction and, where possible, a return of pupils from out of borough BESD placements to Havering's BESD resources.

The 2015 strategy has been a helpful vision and guide for the past two years. However, in Havering we have changing and growing demands on our resources.

We want to ensure that our strategy is a 'live' document which can adapt and flex to meet those changing needs. As such, we wanted to review our strategy to:

- involve key stakeholders such as early years' providers, schools, academies and colleges, as well as children, young people and parents and carers

- create an attractive offer for children, young people and parents
- include young people with SEND up to age 25
- prepare children and young people for their adult lives
- provide a flexible strategic approach which will meet changing requirements and demands
- ensure we can respond quickly and confidently to government initiatives which provide additional support or opportunities for children and young people with SEND
- be clear how we will balance available funding with increasing demand
- reflect that getting our provision right has to involve significant input across education, health and social care.

We envisage the result of this review will be:

- A strategic plan for high needs provision that makes sure there is an attractive offer for parents and young people which will meet the needs of future cohorts, at a cost that is sustainable. Including, for example:
 - measures to support mainstream schools in meeting the SEN of a wider range of pupils, for example through workforce training or clear routes to access specialist expertise;
 - changes to the focus of existing specialist places, to cater for different or more complex needs;
 - the creation or expansion of specialist provision attached to mainstream schools (special units or resourced provision);
 - identification of the need to create or expand special schools, and
 - strategic engagement with specialist providers in the non-maintained and independent sector, to make sure that the places they are offering reflect the changing needs of children and young people.

The High Needs Review sets out how we went about reviewing our provision and what our findings were.

It is based on what children, young people, parents and carers have told us; what early years, schools and post-16 institutions tell us is working well and where improvements are needed; and is also based on what our data and future projections demonstrate.

The new strategy will set out a clear vision for where we want SEND provision and services to be for children and young people aged 0-25 years and beyond, into adulthood.

2. National and local policy context

2.1 National policies

There are a number of national policies and guidance documents which have given context to the scope of the review.

- Rochford Report 2016
- Children and Families Act 2014
- Care Act 2014
- Think Autism 2014
- Children Act 1989/2004
- Working Together to Safeguard Children, March 2015 (reviewed 2017)
- Children with Special Educational and Complex Needs 2014
- Supporting Pupils with Medical Conditions at School 2015
- Department of Health: Research on funding for young people with special educational needs, research report, July 2015

2.2 How the High Needs Strategy aligns with Havering's Corporate Plan and Havering's Children's Vision.

Havering's corporate plan 2017-18 has four overarching aims:

Communities

We want to help our residents to make positive lifestyle choices and ensure a good start for every child to reach their full potential. We will support families and communities to look after themselves and each other, with a particular emphasis on our most vulnerable residents.

Places

We will work to achieve a clean, safe environment for all. This will be secured through working with residents to improve our award-winning parks and continuing to invest in our housing stock, ensuring decent, safe and high standard properties. Our residents will have access to vibrant culture and leisure facilities, as well as thriving town centres.

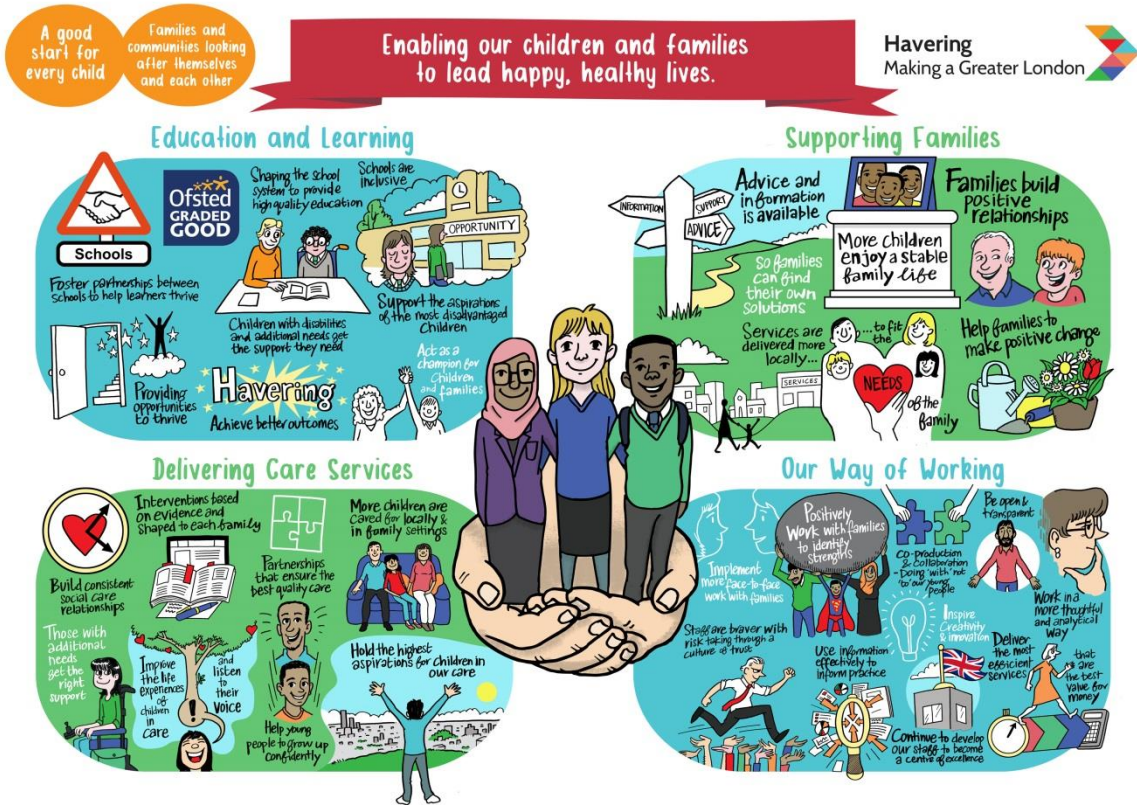
Opportunities

We will provide first-class business opportunities by supporting the commercial development of companies within the borough, as well as being a hub for start-ups and expanding businesses. We will ensure sustainable economic growth that generates local wealth and opportunities, as well as securing investment in high-quality skills and careers.

Connections

We want to capitalise on our location with fast and accessible transport links both to central London and within the borough. Likewise, we will continue to make Havering a digitally-enabled borough that is connected to residents and businesses. Enhancing our connections will strengthen the borough's offer as a Greater London hub for business.

Havering's Children's Vision 2017:



The table on the next page shows the link between these plans.

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Havering Corporate Plan Key priorities	Children’s Vision	High Needs Strategy priorities
Communities – a good start for every child to reach their full potential.	Act as a champion for Havering’s children and families to constantly strive for improvement. Ensure our schools are inclusive and support our most vulnerable children.	Investing in workforce training to ensure staff across all schools feel confident in supporting pupils with additional needs to achieve. Supporting parents to help their child reach their potential.
Places – ensuring decent, safe and high standard homes and access to vibrant culture and leisure facilities, as well as thriving town centres.	Services are delivered more locally to fit the needs of the family.	Delivering the right specialist support at the right time across all early years’ settings, schools and post-16 provision.
Opportunities - ensure sustainable economic growth that generates local wealth and opportunities, as well as securing investment in high-quality skills and careers.	Support the aspirations of the most disadvantaged children. Provide opportunities to thrive.	Developing clear pathways to adulthood so that parents and young people know what is possible and planning starts early across education, health and social care.
Connections – creating a digitally-enabled borough that is connected to residents and businesses.	Support Havering’s children and families to lead happy, healthy lives and to reach their full potential.	Maximising resources and opportunities within the borough to improve the lives and prospects of children and young people with additional needs.

2.3 Principles that underpin our work with children and young people with special educational needs and disabilities

Our four principles, guiding this review and the development of our strategy, are:

Partnership – we will work in partnership with children, young people and their parents and carers, involving them in decision-making and supporting them to develop their independence and autonomy through to adulthood. We will also work in partnership with schools, health, social care and other partners to build clear pathways for multi-agency support.

Participation – ensure that children and young people with high needs can participate in family, school and community life, making effective use of available

resources and have the same opportunities as their peers, who do not have additional needs.

Personalisation – we will develop services so that they can flex as much as possible to meet the individual needs of children, young people and their families.

Preparing for adulthood – we want to encourage children, young people, parents and professionals to be realistic and aspirational for their lives. We want these conversations to start early and for children and young people to be encouraged every step of the way to build their confidence, resilience and independence.

2.4 Scope of the review

This review is not just looking at provision for children and young people who have an EHCP, it is also for those who require SEN support (previously school action or school action plus) or for those who have other additional needs, such as those with high medical needs or those excluded from school and/or accessing alternative provision.

The High Needs Review has incorporated children and young people who are known to both the Children and Adults with Disabilities Team (CAD) and the Education Inclusion Support Service (EIS). Not all children known to these services have an EHCP but many of them require funding from the High Needs budget in order to access education.

The Children and Adults with Disabilities Service

The CAD Service was established in Sept 2015 as a response to the implementation of the Children and Families Act. It brought together the Special Educational Needs teams and the children with disabilities social care team. The CAD Service is responsible for carrying out statutory educational needs assessments and for planning the process and provision of ongoing support, in an integrated way, to keep children and young people safe through their life stages.

The Service is made up of four small teams:

- **Assessment and Placement Team**

The Assessment and Placement team receive requests for Education, Health and Care assessments and make decisions on eligibility for EHC plans. They coordinate assessments and oversee the development of EHCPs. The team works with both parents and educational settings to identify appropriate educational provision. They respond to issues which destabilise school placements - advising and problem-solving to ensure that children and young people are able to achieve the outcomes as set out in their EHC Plans. Annual reviews are also carried out by the team.

- **0-5 Support Team**

The 0-5 Support team works in collaboration with colleagues in education, health, social care and the voluntary sector as well as with early years' settings, schools and parent/carers to provide appropriate support packages and early intervention. The team coordinates access to specialist support, teaching, assessment and family support for children with SEND and their families. They also work with children who require specialist early intervention.

Staff within the team include Area Special Educational Needs and Disabilities Coordinators (SENCOs), Keyworkers, Specialist teachers, an Educational Psychologist and a Social Worker.

- **5-19 Support Team**

The 5-19 Team offers support to children and young people with a range of difficulties, as well as to their schools, settings and families. There are a range of disciplines within the team; covering Educational Psychologists, Social Workers, Family Support Workers, Specialist Advisory Teachers, Specialist Assistants and a Mobility and Habilitation Officer. All team members work flexibly and will visit children and families wherever they are; at home, out of borough, in school, nursery or clinic. Despite being a 5 – 19 support team, the specialist teachers involved in sensory impairment work from point of diagnosis, often birth, onwards.

- **Preparation for Adulthood (PfA)**

The Preparing for Adulthood Team was established in May 2016 and consists of a PfA Manager and PfA Social Workers (some from children's services and some from adult's services). This multi-agency team aims to support young people with EHCPs, and their parents, through the transition period from age 14 up to 25. The team assess young people to establish what support they may be eligible for from children's and adults' services. They will then ensure that this is provided in a timely way to maximise the young person's independence and their ability to achieve their life aspirations.

Our vision for the future of the CAD service is to continue to develop an integrated way of working, keeping children and their families at the centre of what we do. We will develop systems to improve the EHC assessment and planning process and the delivery of high quality support, responsive training and effective advice to educational settings. We will work on joining social care, education and health interventions more closely. We will develop the current Short Breaks offer to meet the needs of our children with high and complex needs and we will ensure robust planning for our most vulnerable children who are at risk of being, or are, in the Care system

- In **early years**, we will continue to focus on earlier introduction of EHCPs; to increase the number of under 5's receiving an EHCP in order to better prepare them for school. We will look at ways to cost in support in PVI settings & match the support children receive in schools. We will work to further improve transitions into school
- In **5-19**, we will continue to support children and young people in their current settings, providing interventions aimed at maximising their abilities through use of effective strategies and, where appropriate, technology and equipment. The team will be active in problem-solving and supporting inclusion. We will work with new provision such as ARPs and the Special Free School to ensure positive skill-sharing and effective comprehensive support is delivered
- In **Assessment & Planning**, we will be leading the implementation of the EHC Hub ensuring that its benefits are realised and that more efficient and transparent assessments and EHC planning processes are in place. We will be working with schools and health providers to ensure the review processes are robust and support in place is effective and achieving the outcomes set. We will be seeking to ensure high quality EHC plans are in place with clear outcomes that have been created with parents and young people. We will be

seeking to achieve that at least 90% of EHC plans are completed within the 20 week requirement

- In **Preparing for Adulthood**, we will be developing further the transition process within CAD by establishing dedicated transition workers. We will take a lead in giving advice and information to children, parents and schools. It will be our responsibility to develop support plans and carry out assessments to smooth the transition to post-18 services, determining eligibility for Adult Social care support. We will encourage aspiration and help young people gain skills to maximise independent living, and where appropriate, employment, in their local communities.

The Education, Inclusion & Support Service

The EIS service aims to support pupils to overcome barriers to educational success and to help prepare them for successful transition to adulthood. In order to achieve these aims, as well as working with the pupils themselves, the service works closely with a range of stakeholders: families, schools and support services such as CAD, admissions, social care/early help, police, health, voluntary sector as well as a range of alternative education providers.

There are four teams within the service:

- **Attendance, Behaviour and Traveller Support**
This team cover the statutory functions for school attendance, children missing from education, child licencing and elective home education. They also provide services supporting behaviour and traveller support which are non-statutory but relate to the local authority statutory duty of providing alternative education for excluded pupils.
- **Alternative Provision (AP)**
The work of this team supports the placement of pupils into alternative education settings where pupils are at risk of school exclusion or simply require a different educational approach to mainstream school. This involves quality assuring all providers, administering the Social Inclusion Fund and tracking/monitoring of pupils attending AP settings. The AP team has been fully traded since 2015.
- **Vulnerable Children's Team**
The Vulnerable Children's Team supports statutory functions relating to the Fair Access process and permanent exclusions from school. Officers provide help, advice and support to parents/carers and all schools in Havering in relation to pupils at risk of exclusion and/or not engaging in education. They coordinate the monthly IYFAP and Pre IYFAP (In Year Fair Access Panel) meetings which draw on multi-agency input. These officers also liaise closely with the Olive AP Academy.
- **Havering Virtual School**
The School carries out the statutory responsibilities around supporting, and promoting, better educational outcomes for looked after children. This includes help, advice and training for schools (mostly via designated teachers), through quality assuring individual PEPs (personal education plans), tracking the progress of individual pupils, allocating additional funds to schools and through arranging aspirational and celebration events for looked after pupils.

The vision for the future of the EIS service:

- Developing a more holistic approach to supporting schools in their dealings with challenging families including discussions with colleagues from health and early help services
- Building on the new partnership with Olive Academies Trust, clarify:
 - referral protocols (to and from Olive Academy)
 - intervention support; and
 - expected outcomes
- Developing provision for pupils with medical needs
- Maintaining our strong AP offer via a range of other alternative providers available to support intervention
- Continuing to offer and develop outreach packages and some AP support for our primary schools
- Building on, and disseminating, best practice
- Developing nurture groups and a new assessment facility in due course



3. Data – understanding levels and types of need

We gather data from a range of sources – from the school census (data which all schools, academies and free schools provide for central government); from records kept centrally by the Children and Adults with Disabilities Team (CAD) and other officers in the local authority; from nurseries and other early years' providers; and from colleges and post-16 providers.

This data is important as it shows us how many children we have in the borough, what age they are, whether they have any additional needs and, if so, what those needs are. Having accurate, up-to-date data means that we can plan services appropriately by projecting future demand.

How we gather data

The basis of our data, and subsequently our projections, is gathered from school census data which is recorded and submitted to the DfE (Department for Education) every year in January by each school or Academy. Accurate data means we can better project needs of children and young people as they come up through school which leads to better planning of provision for all ages and stages.

As we have been reviewing this data in order to make reasonable projections and assumptions, it became clear that there are very different interpretations of pupils' needs across schools. Therefore, we are developing, in consultation with SENCOs from all schools, a new protocol to clarify how data should be recorded on SIMS and on school census data. This protocol will cover how to moderate levels of need as well as standard measures of progress to ensure consistency. Once the protocol is finalised it will be appended to the High Needs Strategy.

We recognise that not all of these changes can be implemented overnight but we are confident that we can support schools appropriately to move towards more accurate data returns. This new way of recording data will provide consistency across the borough in how needs are reported and will allow for much more accurate planning and forecasting. We are developing a specification for a new database which will help us with more accurate recording of data and better planning for future provision.

In addition to developing consistency in recording data, we have also looked at how we use current data to predict future levels of need. We have produced a new methodology which works on averages over one to three years. This method reflects more accurately what staff see is happening in their day-to-day work with children and young people. All of this will enable us to improve our developments within children's services. It will also be used for planning for young people as they move into adulthood and adult services as part of preparing for adulthood.

We record a range of needs, by primary need. This is the main need that a child has, where they have more than one.

We record:

- Cognition and learning needs, which includes: specific learning difficulties, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties

- Communication and interaction needs, which includes: Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs
- Social, Emotional and Mental Health needs (SEMH) – this used to be recorded as BESD (Behaviour, Emotional and Social Difficulties)
- Sensory and Physical Needs, which includes: visual impairment, hearing impairment, multi-sensory impairment, and physical disabilities.

Our data collection, and therefore the data used in this review, is not as robust as we would like and we are putting in place a number of measures to ensure we record data more accurately. We want to be able to predict needs and levels of need; e.g. at the moment we may be able to predict numbers of children with ASD but not the complexity of their ASD. Two of the measures we will prioritise are: working with schools to improve accuracy around school census reporting and the development of a new database across children’s services.

3.1 What our data tells us

Range of SEND

In Havering there are currently over 1,300 children and young people (aged 0-25) who have an Education, Health and Care Plan (EHCP) or a statement of need (2.4% of our population of school-age children and young people). There are a further 2,583 children and young people who have additional needs and receive SEN support but who do not meet the threshold for an EHCP.

Current data (2016/17):

(data taken from school census, CAD data and SEN2 data from gov.uk)

Primary need	Early Years (0 – 4 years)*	School-age (reception – Year 11)	Post-16 (16-25 years)	Total (0-25 years)
Cognition and learning needs	37	335	110	482
Communication and interaction needs	118	382	90	590
Social, Emotional and Mental Health needs	4	88	19	111
Sensory and Physical Needs	68	114	23	205
TOTAL	227	919	242	1388

* Early years’ professionals also work with children in reception but these pupils have been counted in the school-age children figures.

The highest two categories are cognition & learning needs and communication & interaction needs. Within cognition and learning needs, around 80% have either moderate or severe learning needs. Within the communication and interaction category, it is almost evenly split, 50:50, between ASD and speech, language and communication needs.

The number of children and young people recorded as having sensory and physical needs may not be wholly accurate as many children with this diagnosis would not

necessarily have additional learning needs and therefore may not be recorded here as they do not meet the threshold for an EHCP. The strategy includes how we plan to meet the needs of those children who have additional needs but do not have an EHCP.

Recent Trends

In Havering, we are seeing increasing numbers of children and young people with special educational needs and disabilities; in particular, those with communication and interaction needs. This encompasses those children with autistic spectrum disorder as well as those with speech, language and communication needs. Within this category, numbers have risen by over 35%; from 350 children in 2014 to 472 in 2017 (these figures do not include 0-4 years as the historical data was not available). This is an increase of 122 children in just three years.

Primary need	2013/14	2014/15	2015/16	2016/17
Cognition and learning needs	331	361	331	335
Communication and interaction needs	265	346	362	382
Social, Emotional and Mental Health needs	107	59	70	88
Sensory and Physical Needs	82	97	104	114
TOTAL	785	863	867	919

(Data taken from school census information on www.gov.uk)

(It is not an accurate picture as is only based on children (aged 4-16) in Havering schools; i.e. children who live in Havering but go to out of borough schools are not counted)

Special schools tell us that in addition to the growing numbers of children with communication and interaction needs, the complexity of these disabilities is also increasing. This has significant implications on the support required in special schools and schools with ARPs and subsequently impacts on the budget to meet the higher levels of need.



3.2 Benchmarking

National data

Comparisons to our statistical neighbours can be useful in identifying how Havering compares in relation to need and how demand is met. Statistical neighbours are based on similar socio-economic characteristics. Our closest statistical neighbours are Bexley, Medway and Essex.

Indicator	Havering	Bexley	Medway	Essex
2-18 year old population	51,785	53,812	59,725	287,702
No. per 1000 with statement/ EHCP	20.4	25.5	28.1	25.3
Placement of pupils with statement/ EHCP (per 1,000 of 2-18 population) at:				
Mainstream	13.1	11.1	8.5	15.1
ARPs	0.2	1.7	1.8	0.7
Special schools	5.9	9.5	12.8	7.7
Non-maintained/ independent	1.0	2.1	2.6	1.1
Hospital schools/ Alternative provision	0.1	0.0	0.0	0.1
Post-16	0.1	0.8	1.7	0.1
Other	0.1	0.3	0.8	0.4
High Needs Budget per head				
Place funding	£82	£109	£165	£118
Top up funding (maintained provision)	£209	£252	£471	£165
Top up funding (non-maintained provision)	£51	£128	£0	£70
SEN support & inclusion services	£33	£48	£202	£55
Alternative provision	£3	£0	£46	£0
Hospital education	£2	£5	£0	£0

(Data from www.gov.uk)

We have slightly fewer children with EHCPs, per 1,000, than our statistical neighbours. However, we receive significantly less budget per child on almost all counts. This emphasises the need for us to find creative solutions to managing our budget and to ensuring the best provision for all of our children and young people.

Local data

As part of the review we wanted to look at demand for EHCPs, and our response to that demand.

Requests for statutory assessment:

	Jan 2015 – Jun 2015		Jan 2016 – Jun 2016		Jan 2017 – Jun 2017	
	Total requests	Total agreed	Total requests	Total agreed	Total requests	Total agreed
0-5 years	48	37	50	31	60	48
Primary	48	38	70	38	70	47
Secondary	9	4	18	10	19	10
Post-16	3	2	4	3	10	8
Total	108	81	142	159	159	113

(Data from gov.uk and CAD Service)

The figures show that as understanding of EHCPs became more widespread, the number of requests, particularly in early years and primary, has increased. The number of plans agreed has also shown an increase, although a much smaller one. It also demonstrates that the drive to undertake statutory assessments in early years has been successful thereby supporting children, and families, to get the right support as early as possible.

Issuing of EHC Plans:

Indicator	2012	2013	2014	2015	2016
New EHC Plans issued within 20 weeks, excluding exceptions	Data not available	Data not available	Data not available	68.57	79.67
New EHC Plans issued within 20 weeks, including exceptions	Data not available	Data not available	Data not available	64.29	79.67
SEN Appeals*	2.68	1.86	0.79	1.03	1.28

* these figures are for academic years 2011/12, 2012/13, 2013/14, 2014/15 & 2016/17

(Data from www.gov.uk)

These figures represent the timeliness of CAD Service support in delivering EHC Plans. There have been steady improvements in the number of plans issued within the statutory time frame. The figures also indicate that we are working better with families to develop plans, thus reducing the number of appeals, although there is still more work to do.

3.3 How do we meet needs now and in the future?

Special schools

291 children attend one of Havering's three special schools/ academies. These schools support pupils with PMLD, complex needs, SLD and MLD.

ARPs

There are three primary ARPs and three secondary ARPs in Havering.

Of the three primary ARPs, two specialise in supporting pupils with ASD and those with communication needs and complex needs, and the other supports pupils with hearing impairment. In total, there are 48 places in ARP provision for primary age pupils.

Two of the three secondary ARPs are for pupils with ASD, communication needs or complex needs, the third is for pupils with hearing impairment. In total there are 34 places available within secondary ARPs.

	Additionally Resourced Provision	Specialism
Primary		
1.	Clockhouse	Autistic spectrum disorder & communication/complex needs
2.	Hacton	Hearing impairment
3.	RJ Mitchell	Autistic spectrum disorder
Secondary		
1.	Hall Mead	Autistic spectrum disorder & communication/complex needs
2.	Redden Court	Autistic spectrum disorder & communication/complex needs
3.	Sanders	Hearing impairment

Out of Borough

There are also 44 children who have to go out of borough, pre-16, because their level of need cannot currently be met within Havering's offer. Of these, less than five are at residential provision. An additional 19 young people aged 16-25 go out of borough for further education.

Alternative Provision

All local authorities have a statutory duty to provide alternative education for pupils who have been permanently excluded from school, or who cannot attend school due to long term medical illness. Until 1st September 2016, the provision for such pupils within the London Borough of Havering was via the Manor Green College, Havering Pupil Referral Service (PRS). The College was composed of four elements:

- Primary provision (James Oglethorpe campus)
- Green Vale Medical Needs Provision (based at the previous Birnam Wood site in Hornchurch)
- Birnam Wood key stage 3 site
- Manor Campus key stage 4 site (based at Albert Road, Romford).

An Ofsted judgement, in February 2015, placed all elements of the former Havering Pupil Referral Service (PRS) in special measures. This led to the appointment of Olive Academies Trust as the named sponsor for a new Alternative Provision (AP) Academy to replace the Havering PRS. The new Olive AP Academy Havering came into being on 1st September 2016 and provides a facility for up to 64 secondary aged pupils who have been permanently excluded, or who are at risk of exclusion and

require intervention. Medical Needs tuition is commissioned from LIFE Education Trust and referrals are now being channelled via YFAP.

With regards to primary provision, there is no longer a primary PRU. Instead there has been a focus on training, support and early intervention. An outreach team supports schools, working with pupils and families. Elm Park Primary School provides specialist intervention and training support. A new off-site facility has also been developed for September 2017 at the RJ Mitchell Primary School site. The LA will continue to provide outreach support and training for primary schools and referral for support will continue to be channelled through the Primary YFAP process.

Our data shows that the number of excluded pupils is increasing which is in line with national data.

2015/16	Permanent exclusions			Fixed term exclusions		
	Havering	Outer London	England	Havering	Outer London	England
Primary	x	0.01%	0.02%	0.68%	0.81%	1.21%
Secondary	0.16%	0.15%	0.17%	6.05%	6.38%	8.46%
Special	0.00%	0.07%	0.08%	1.07%	13.35%	12.53%
Overall	0.07%	0.07%	0.08%	2.93%	3.17%	4.29%

X = statistically negligible i.e. 1 or 2 pupils

Percentage of pupils receiving one or more fixed term exclusions 2015/16 (as a percentage of the school population)

2015/16	Havering	Outer London	England
Primary	0.37%	0.41%	0.56%
Secondary	4.12%	4.02%	4.26%
Special	X	4.35%	5.05%
Overall	1.94%	1.9%	2.11%

Havering Exclusions 3 year trend (as a percentage of the overall school population)

		2013/14	2014/15	2015/16
Permanent Exclusions	Primary	0.00%	0.00%	x
	Secondary	0.15%	0.23%	0.26%
	Special	0.00%	0.00%	0.00%
Fixed term exclusions	Primary	5.74%	5.6%	6.05%
	Secondary	0.54%	0.81%	0.68%

We are performing broadly in line with other outer London boroughs and generally better than across England in terms of permanent and fixed term exclusions. We are not complacent about these statistics and are aiming to work with schools to further reduce exclusions.

Currently there are 64 places commissioned at Olive AP Academy. The current pupil roll at the Academy is a mix of children, some with EHCPs, some not yet diagnosed but who are likely to meet the threshold for an EHCP and some who do not have, and do not need an EHCP. Some of these excluded pupils, generally those with EHCPs, would be better supported if they could remain in their school, with additional appropriate support.

Post-16

We currently have three options for young people continuing education in Havering:

- Havering College, Quarles Campus which caters for students with a range of additional needs and offers supported internships. Students are aged 16 years+
- Ravensbourne Sixth Form for pupils at Ravensbourne School who wish to continue their education at the school. This is for students aged 16 – 19 years
- Corbets Tey @ The Avelon for pupils from any school, who have finished Key Stage 4. From September 2018, the provision will also deliver courses for 19 – 25 year olds, focussed on year-long preparing for adulthood pathways.

Currently around 90% of our young people with additional needs are in full time education, training or employment (with training), both in borough and out of borough.

Future projections:

Children and young people aged 4-18 years

Primary need	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Cognition and learning needs	466	474	485	500	519	534
Communication and interaction needs	482	493	504	520	540	556
Social, Emotional and Mental Health needs	120	122	125	129	134	138
Sensory and Physical Needs	140	143	146	151	156	161
TOTAL	1,208	1,232	1,260	1,300	1,349	1,389

Projections are calculated based on historical school census data and CAD data.

From our projections we can see that the number of children and young people with communication and interaction needs will continue to rise, although not as sharply as we have seen in the past three years. However, we are expecting a 10% increase in the next three years, and in the following three years a further 8%.

Our projections also show a significant rise in numbers of children and young people with cognition and learning difficulties (16% in three years and a further 9% in the following three years), the increase is particularly amongst those with moderate learning difficulties.

The numbers of children and young people with social, emotional and mental health difficulties (SEMH) look likely to go up by around 10% every three years. This category used to be recorded as behavioural, emotional and social difficulties (BESD).

Similarly, children with sensory or physical needs are also expected to increase in number at around the same rate as those with SEMH. This is mostly those with physical disabilities.

Overall our numbers of children and young people with special educational needs and disabilities is expected to rise by around 200, or around 22% by 2022/23. This emphasises the need for us to develop more, local provision over the next 5-6 years in order to meet demand.



4. What our consultations have told us

In order to review this strategy and how our high needs funding is allocated, we consulted with:

- Parents and carers, via the Parents Forum (run by Positive Parents) and through a questionnaire on SurveyMonkey and the Personal Outcome Evaluation Tool (POET – for those parents who have been through the EHCP process).
- Children and young people, via Advocacy for All consultations on:
 - short breaks
 - personal outcomes evaluation tool (POET – which asks about young people's experiences of getting an EHCP)
 - preparing for adulthood
- Early years providers via a focus group and a request to all providers to email any comments
- Schools and academies, including special schools via a focus group and a request to all schools to email any comments
- Post-16 providers and colleges via a focus group and a request to all providers to email any comments
- Local authority staff (from children's and adults' services) via two drop-in sessions, a request to email any comments and, for those involved in EHCPs, POET
- Health colleagues at the CCG, via face-to-face meetings

Themes from the consultations:

- A better offer and range of services (including more therapeutic interventions) would reduce the numbers of children and young people going out of borough for their provision
- Staff training is key – to ensure all staff are up to date on interventions, support and information (or where to go for information)

What's working well?

Parents

Following a meeting with the parents' forum, we sent an online survey to parents in the summer of 2017, about high needs support. We received 81 responses. 73% of parents were generally happy with how well their child is supported in school and with the process of EHCPs. From the POET survey (31 responses received), we learned that 70% of parents are happy with the quality of support for their child.

Between 60% and 75% of parents felt that their child's school supported their child's learning, progress, emotional wellbeing, sensory issues and behaviour, either fairly well or very well. More than 60% of parents thought their child's school performed well on communicating about their child's progress and are approachable in dealing with problems. 70% of parents thought schools did fairly well or very well at carrying out timely reviews and supporting parents to be involved.

Most parents thought they themselves were well prepared to talk to their child about adult life and support them in that transition; 62% reported they were very well or fairly well-equipped to have those discussions.

From the POET surveys (parents who have been through the EHCP process), 76% of parents reported that their views had been fully included in the EHCP and 68% said that their child's views had also been included in the plan. 70% of parents felt that the quality of support was good or very good.

Schools

Schools felt that there are some good areas of peer-to-peer support and some strong examples of good practice in supporting pupils with SEND.

Local authority staff

Children's and adults' services staff thought that identification of need works well, as does whole-borough provision for speech, language and communication needs. They also felt that supporting primary pupils without having a PRU building was a much better way to support children to remain in mainstream education.

From the POET survey, most practitioners (on average 84%) told us that EHCPs help them to put the child at the centre of planning, to work in partnership with parents and colleagues from other services and to understand the needs of the child in the context of home, family and school.

What needs to improve?

Children and young people:

Young people told us that they want more help in preparing for adulthood such as with getting a job, learning work skills, using money sensibly and having relationships. They would like more support from a range of trusted adults (such as social workers, careers advisors and staff at mainstream clubs and job centres) on finding a job, making new friends, living with their family and learning more.

Young people would also like more opportunity to access mainstream activities and clubs which they thought could be achieved by providing more befrienders to take them to clubs and by delivering [disability awareness] training to staff who work in mainstream provision.

Finally, young people would also like the Local Offer to be a hub of information for them on issues such as managing money and other 'useful stuff'.

Parents:

Parent satisfaction dropped to just over 50% in terms of well they felt the school coordinated health provision and social care services.

Parents reported that they felt less confident about how well their child's school was preparing them for adulthood, in terms of offering work experience, learning to look after themselves (such as, personal hygiene and cooking) and becoming more independent. However, parents felt that they themselves were well prepared to talk to their child about adult life.

We asked parents what they thought of the local authority's support for themselves and their child. Only a third of parents responded that they thought the local authority did fairly well or very well in terms of this support. We also asked about how well they thought we coordinated social care and health provision, the response to fairly well or very well was only 20% and 28% respectively.

From the POET survey, only around half of parents thought the amount of support was good or very good and that the degree of choice and control over support was good or very good.

Early years

Feedback came from local authority early years' staff and from early years' providers.

- Modelling practices in settings would be helpful
- More support for early years' clusters is needed along with further development of peer support/ training, including whole-setting training
- Develop more support and training for parents in settings in early years but continuing throughout – parents need a transition too
- We need to renew our focus on early year key working and clarify the role of Key Workers
- The EHCP process needs to be started as early as possible – particularly for those children who will definitely need a plan i.e. those with complex needs
- We need to provide better support and help for providers around completing forms and plans
- Transition to primary school: person-centred transfer for all children on register should be more consistently applied across borough to help schools prepare for needs of child
- We need to look at ways of ensuring a more equitable distribution of children with additional needs across all providers
- Provide more clarity about the funding arrangements across provisions and re-assess funding levels, including where children are accessing 30 hours per week
- Work with health staff to improve health support within settings and improve communications such as feeding back after the 2 year old health check
- More support is needed to develop speech and language interventions
- Early help is key and can make a significant impact on support costs further down the line. The budget for early help within early years' settings should be re-evaluated.

Schools:

Schools would like to see more consistency regarding managing behaviour/ exclusions and recording data. A particular concern was around developing a fairer funding system which recognises those schools (and those with ARPs) which are under pressure due to the size of their SEND population.

Although peer to peer support and challenge is happening, it would be helpful if that was more widespread and consistent and was supported by the local authority.

Schools would also like to see the local authority drive a culture change around inclusion across all schools and nurseries.

Special schools:

Special schools agreed that the matrix for funding should be reviewed (as it is no longer fit for purpose) and look at ways to ensure the matrix was consistently applied. Special schools also offered to help in drafting guidance on the categories of need in the school census, again to ensure consistency across the borough.

From our data analysis, it looked increasingly likely that the number of places at some of our special schools would have to increase. However, there are significant numbers of pupils (such as those with MLD) whose needs could be catered for in an appropriate ARP, rather than in a special school. It was agreed that special schools should receive appropriate training and support to develop their provision to meet the needs of those pupils with more complex levels of need. To some extent, our special schools are already supporting pupils with more complex needs, so any developments would be focussed on disseminating best practice across schools and ensuring that appropriately qualified staff are recruited and retained.

Over time, reducing the number of pupils with moderate learning difficulties who attend special schools will create the places we need, without requiring expansion. However, we will continue to be monitor this year on year to pick up any significant changes in projections.

Post-16

Post-16 providers told us that there needs to be a clear map within Havering and surrounding boroughs about the available pathways into adulthood. These pathways need to be explicit about the access criteria.

Providers said that the opportunities available across all four pathways need further development so that there is a real choice with flexible options for young people.

They also felt that there is currently insufficient health support for young people over 16 years old, particularly mental health support from CAMHS and adults' mental health services but also for speech and language therapy.

Children's and Adults' services staff

Staff would like to see all schools and professionals signing up to make Havering a non-excluding borough, they would like to see greater auditing and monitoring of provision to ensure interventions and support are effective. They would like to see services being better coordinated, with shared care management systems between relevant services and better information, particularly on the Local Offer.

Across the services, staff said they would like to see more person-centred opportunities for children and young people and more training for professionals to deliver person-centred reviews. They felt that there was insufficient information on preparing for adulthood and that services should work more closely together to join up provision (such as social care, alternative provision, Prospects etc.).

Health

Our local health teams want to work with us more closely to provide timely and coordinated responses to requests for health input.

Agreed protocols for joint funding between education, health and social care should be developed, particularly for children with the most complex needs. This will ensure that costs are apportioned consistently between partners.

The CCG will also be looking at developing pathways and processes for young people aged 18-25 years who have healthcare needs, and this will align and develop alongside the local authority's progress on the Preparing for Adulthood agenda. This will support a smoother transition into adulthood for young people with high needs. Any processes developed should start preparations early and provide supported progression into adult life, beyond education so that there is no 'cliff edge' for young people moving from children's services to adults' services.

Ideas for development

Parents endorsed the view that mainstream schools should support the majority of pupils with moderate learning difficulties, that more ARP provision should be developed across the borough and that we should increase provision in our special schools, where necessary. Parents also supported the suggestions that we should develop a new free special school for pupils with ASD and SEMH. We asked parents whether they thought that more training should be available to staff to improve their confidence in supporting pupils with SEND; 96% of parents approved this idea.

Local authority staff were generally in agreement with the ideas for development. They were clear that high quality workforce training would be vital to making any of these changes a success. Some staff expressed concerns about the proposed intake of the new free school – that those with SEMH may find it difficult to mix with those with ASD and vice versa.

As with schools, staff were keen to see more opportunity for schools to share learning and best practice with one another.



5. How effective is our provision and what are the gaps?

As part of the review of our high needs funding we wanted to know:

- How effectively current provision meets need
- How effectively current provision prepares young people for adult life

In order to evaluate our provision, we looked at the numbers of children and young people choosing to attend an out of borough provision as well as data on progress and attainment. We also took into account feedback from all of our stakeholders: parents, young people, schools, early years' providers, post-16 providers and both local authority and health staff (see section 3).

	Progress/ Attainment Indicator 2016¹	SEN without statement/ EHCP	SEN with statement/ EHCP	No SEN/ statement/ EHCP
Havering	KS2 attainment (RWM) Reading, Writing, Maths	20%	15%	75%
	KS2 attainment (GPS) Grammar, Punctuation, Spelling	36%	22%	80%
London	KS2 attainment (RWM) Reading, Writing, Maths	24%	9%	68%
	KS2 attainment (GPS) Grammar, Punctuation, Spelling	44%	20%	87%
England	KS2 attainment (RWM) Reading, Writing, Maths	16%	7%	62%
	KS2 attainment (GPS) Grammar, Punctuation, Spelling	32%	15%	83%

Our primary age children with a statement or EHCP perform better than their counterparts across London (inner and outer London) and in England as a whole. For those pupils without a statement or EHCP but who require SEN Support, we perform less well than London as a whole but better than across England.

These statistics also show that we need to do more to close the gap between those pupils without any identified SEN needs and those who require SEN Support or who have an EHCP/statement.

¹ Data provided from gov.uk, SEN2 data

Progress/ Attainment Indicator²	2012	2013	2014	2015	2016	London 2015	England 2015
5 A*-C GCSE (incl. English & Maths) SEN Support, without statement/ EHCP	91.7%	83.1%	79.3%	77.6%	<i>Data not available</i>	82.8%	78.8%
5 A*-C GCSE (incl. E&M) with statement/ EHCP	53.4%	34.3%	43.3%	48.0%	<i>Data not available</i>	37.2%	36.1%
<i>For comparison: 5 A*-C GCSE (incl. E&M) with no SEN/ statement/ EHCP</i>	67.7%	68.6%	65.5%	61.6%	<i>Data not available</i>	68.6%	64.6%
Percentage of KS4 SEN Cohort in Education, Employment, Training at 17	86%	90%	90%	90%	<i>Data not available</i>	89%	88%
Percentage 19 year olds qualified to L2, incl. English & Maths, without statement/ EHCP	28.3%	38.7%	34.1%	27.8%	31.7%	44.9%	37.00%
Percentage 19 year olds qualified to L2, incl. English & Maths, with statement/ EHCP	8.8%	5.3%	13.1%	17.6%	14.3%	17.7%	15.3%
Percentage 19 year olds qualified to L3, without statement/ EHCP	25.9%	36.9%	28.4%	27.8%	21.7%	43.8%	31.2%
Percentage 19 year olds qualified to L3, with statement/ EHCP	13.2%	16.0%	16.7%	16.2%	15.7%	19.0%	13.7%

These statistics for pupils in secondary school and further education, show mixed results in comparison to London as a whole as well as England. Havering pupils with an EHCP or statement perform better at Key Stage 4 than their counterparts elsewhere; however those with SEN support needs but who do not have an EHCP/ statement are slightly behind those regionally and nationally. We are slightly ahead in supporting young people to remain in education, employment and training at 17 years old.

We need to make improvements to the numbers of 19 year olds, both with SEN support and with EHCPs, who achieve Level 2 and Level 3 qualifications. (Although we are slightly ahead of the number of 19 year olds with an EHCP/ statement who qualify to Level 3 than across England.)

² Data provided from gov.uk, SEN2 data

Our data also shows we need to do significantly more to close the gap between how well pupils with SEND progress compared to their peers without additional needs. This will be vital in ensuring pupils with SEND can progress onto a meaningful adult life. We also need to ensure that all our 16 and 17 year olds with SEND stay on in education, employment or training until they are at least 18. Developing a clear map of provision and identifying any gaps will be a useful starting point for this.

Health

Clinical Commissioning Groups (CCGs) have a responsibility to work in collaboration with the Local Authority to provide a service that meets the needs of the local population.

The CCG commission NELFT (North East London Foundation Trust) to provide a wide range of health interventions to support children and young people aged 0-25 years and their families. These services include school nursing, paediatrics, health visiting, therapies (speech and language, occupational and physiotherapy) and mental health services (CAMHS).

Effective commissioning for such a small group of children and young people as those with complex needs can prove to be challenging. Often there are very few providers in a defined local area that are able to meet such needs.

5.1 Our conclusions

What we are doing well:

Early years

- There are some areas of very good practice in supporting young children with complex needs, across early years' settings
- Most early years' settings are managing to support young children effectively, despite the pressures on staffing and funding
- Early years practitioners are committed to ongoing development of their skills and knowledge to support the needs of children with SEND
- Children with complex needs and their families receive co-ordinated help and support at an early stage through Early Support Key Workers.

Schools, ARPs and special schools

- There are some areas of excellent practice in supporting pupils with SEND, across all our provision – mainstream, ARPs and special
- Schools, on the whole, are managing to support pupils effectively, despite the pressures on budgets

Children without EHCPs

- Children without EHCPs have been receiving support paid for through the High Needs block
- Olive Academy was established in September 2016 and now provides appropriate support to pupils who have been excluded (some pupils at Olive Academy have EHCPs)

- Having a virtual school for primary pupils who are at risk of, or who have been, excluded from school ensure pupils can continue to access mainstream education and therefore prevents further marginalisation.

Post-16

- The new Preparing for Adulthood Team has been established and social workers from both children's and adults' services have now been recruited
- A revised protocol and operations policy are in place for the team
- Data has been cleansed and tracking of pupils coming into, and out of, transition are being monitored
- The new provision, CT@TA is proving popular with 26 students on roll
- Planning is underway for development of the post-19 provision at CT@TA
- Havering College are already offering a range of supported internships
- Some mapping of provision & levels of need for post-16, including curriculum map has already been completed.

Workforce development

- Some early years' and school staff are embedding new approaches to supporting pupils, such as 5P (a behaviour management programme)
- CAD staff are already delivering training to improve the confidence and knowledge of early years' and school staff in supporting children with additional needs.

Health

- The mental health transformation programme is underway. It is focussed on:
 - earlier access through the development of a wellbeing hub
 - delivering an out of hours service
 - taking a holistic approach to mental health services for young people
- A CAMHS school link worker has been recruited to support the social, emotional and mental health of children and young people in Havering
- A mental health social worker in children's services has been appointed to provide signposting and support for relevant children
- Development of digital engagement for children and young people with mental health concerns as part of the prevention and intervention pathways
- In 2018 a '0 to Thrive' approach in early years will be implemented, which focusses on early intervention and positive parenting.
- The ELSA (Emotional Literacy Support Assistants) programme will be rolled-out. This programme delivers additional training to teaching assistants from educational psychologists. ELSAs will support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them
- Development of a pilot for 2018 to jointly commission (between the CCG and the LA) mental health provision

Areas for improvement and development:

Early years

- Early years ASD support in particular needs to improve. Additional resources are required to better support early identification and intervention for under-5s with a diagnosis of ASD
- Look at increasing the funding in order to provide more support at the early stages, particularly around support and training for early years providers, delivery of evidence-based interventions and increased payments for children with additional needs
- Support all providers to deliver an inclusive setting and aim to have a more equitable distribution of children with additional needs across the borough; whilst recognising parents are free to choose the provision they want for their child.

Schools, ARPs and special schools

- Mainstream schools do not have sufficient funding in their delegated budget for SEND and there is an uneven distribution of pupils with SEND across the borough
- There are insufficient ARPs. A primary school ARP specifically for pupils with ASD is a priority. The other priorities for ARPs will be consulted on and agreed as needs arise
- Special schools need to be able to focus on pupils with more complex levels of need and, where necessary, should seek re-designation with the local authority's support
- We need to work more closely with schools to address the disparity in how challenging behaviour is dealt with so that exclusions (permanent or fixed-term) are consistent
- We need to ensure schools have the right support and training with an aim of significantly reducing the number exclusions amongst pupils with SEND
- We need to better understand the barriers to attainment and then target interventions to ensure that each child and young person is able to reach their full potential.

Children without EHCPs

- In Havering, we usually have around three pupils at any one time who have significant health issues which prevent them from going to school
- We currently commission LIFE Trust to deliver this provision on our behalf at The Bridge. Pupils are referred through the IYFAP (In Year Fair Access Panel), and The Bridge are expected to take any pupils referred unless there is a clear reason not to
- It is likely that this year, we will be tendering to formally procure a provider of education for pupils with medical needs

Post-16

- For post-16, better mapping of provision is necessary - it is not clear what is available and where.

- A wider offer needs to be developed, particularly at lower academic levels, with more opportunities for work-based learning leading to employment, ideally paid employment.

Workforce development

- There are some barriers to workforce development mainly around releasing staff to attend training
- In early years, they were keen to have whole-setting training, rather than just individuals, to help embed practice
- Across all staff, it was felt that the key areas for development were developing practical skill sets and improving confidence in supporting children with SEND.

Health

- Mental health is a gap in our provision, particularly early support and preventative support
- Health provision, particularly therapies (physiotherapy, occupational therapy and speech and language therapy) is perceived to be a gap and is often the cause of parents choosing out of borough provision for their child. Following the joint review of therapies, the local authority and the CCG should consider joint commissioning some additional therapeutic provision
- Review data to ensure it is robust, which will improve service planning
- Focussing on development of services to support transitions into adulthood, in partnership with the local authority's Preparing for Adulthood developments
- Supporting the local authority to look at improving local services so that young people do not have to go out of borough to receive the provision they need.

Other

- A greater focus is required on invest to save across both children's and adults' services as well as health. Decision-makers need to look at the bigger picture.
 - We need to look at the reasons for cases going to tribunal and evaluate how we could improve our local offer
 - Out of borough costs are high – there are some cases where consideration for creative use of funds could have met the child's need locally and avoided an OOB placement; some where we haven't (yet) got the right provision in borough.
- Reducing the number of children and young people who go out of borough for their education, will also have a significant impact on reducing travelling time for children, as well as reducing costs. The transport budget has not been included in the review as it does not come from the high needs budget.

6. Finance

The majority of the funding to support Havering's strategy for high needs provision is allocated through the Government's annual allocation of the Dedicated Schools Grant (DSG) High Needs Block. Provision is also supported from schools' delegated budgets to meet the first £6,000 of the costs of high needs provision. In the early years' sector there is a small budget to support children with high needs which is matched by an equal sum from the High Needs Block.

The high needs budget funds a range of provision including:

- Special schools
- Additional Resourced Provision (ARPs) in mainstream schools
- "Top up" element 3 funding for placements of pupils with EHC plans in mainstream schools and academies
- Placements in non-maintained special schools, independent special schools and out of borough special schools
- Post-16 provision up to the age of 25 in local provision and colleges, as well as out of borough colleges and in non-maintained and independent provision
- Alternative provision for pupils with challenging behaviour
- A range of support from central services for 0-5 year olds and 5-19 years olds

Funding Formula

The annual allocations of high needs funding to the LA are based on a methodology that relates to expenditure on high needs from 2012-13 and has not been adjusted by the DFE to meet changing levels of need. As part of the national funding formula, the DFE will distribute high needs funding to local authorities according to a formula. 50% of this formula will again be based on historical spend, 25% on population and the remaining 25% on a range of deprivation factors. Based on the application of this formula to 2015-16 data, Havering would receive an increase in funding of 8.2%. However, there is a cap of 3% which will limit the additional funding we receive.

It was announced in September 2017 that this new formula will provide an additional £1m to Havering's high needs budget.

Budget pressures

Havering's allocation of high needs funding is under pressure each year from increases in the number of pupils requiring support and the increased complexity of need. A significant pressure also comes from the number of high cost placements in out of borough provision. We recognise that some areas within the high needs budget are under-resourced, across both mainstream and special schools.

In addition, there are a number of competing pressures on high needs funding. These include:

- An increasing number of pupils and students requiring EHC Plans within a growing pupil population;
- An increase in the complexity of need of children requiring placement in Havering schools;
- The revenue costs of funding a new special school for SEMH and ASD children;

- The revenue costs of more additionally resourced provisions in mainstream schools;
- Funding that recognises the pressures on schools with high numbers of pupils with EHC plans;
- The need for additional support within children's early years;
- An increase in post 16 provision up to the age of 25;
- Pupils with medical needs but no EHC Plan; and
- Additional training for school staff for children with SEND

Some of the pressures in the above list may not arise in the current or next financial year but it is clear from discussions with several schools that the requirement to fund the first £6,000 of support is placing a strain on budgets particularly when there are large numbers of high needs pupils in a school. One of the causes of this is that the hourly rate currently used to fund top up funding in support of EHC plans is £12.67 which also means that the first £6,000 is equivalent to 12 hours.

We have modelled the financial effect of increasing the hourly rate to £14.00. This would reduce the requirement on schools to fund the first 12 hours to 11 hours with the additional cost of 1 hour per EHC plan at £14 per hour falling to the central high needs budget. Based on current EHC plans this would cost £570k in a full year. In 2018-19 this could be met from the anticipated increase in high needs funding but ignores other pressures.

Further work will continue on meeting the costs of other pressures.

Invest to save

In Havering, we are committed to developing all of our provision to be the provision of choice for parents and children. As part of this we recognise the benefit of taking an 'invest to save' approach. This means looking at where we can spend money now in order to save money in the longer term. This may be through increasing funding to local provision or to individuals, or developing new provision, in order to support more children and young people to stay in borough.

We are improving how we work in order to deliver on this commitment and this is enshrined in our Children's Vision (see page 6). We are encouraging staff to be creative and develop innovative approaches and solutions in their work. We want staff to feel empowered to take risks through developing a culture of trust.

One successful example of the invest to save approach is Corbets Tey @ The Avelon (CT@TA), where we have funded development of new 16-19 provision. The provision opened in September 2016, with nine students; there are now 26 students on roll. A significant number of their students would have had to go out of borough to independent provision if CT@TA had not been set up. This is supporting these students to remain at home with their families and in their community.

We want to develop more of this kind of provision, to reduce the number of pupils going out of borough to expensive independent and non-maintained (I/NM) placements. We estimate that once we have developed the free school, we will be able to save in the region of £40,000 per pupil. This is based on data of those currently attending I/NM placements whose primary needs is ASD or SEMH. This

currently costs Havering over £1.6m per year. The average cost per place for pupils going out of borough is over £67,000 per year.

Not all of those who currently receive their education out of borough will want to come back to in-borough provision. However, these calculations provide an indication of the kinds of savings we can expect in the future as, year on year, the number of pupils placed out of borough reduces.



Next Steps

This review will inform a revised version of the High Needs Strategy 2015-2020. The new strategy will encompass all children and young people aged 0-25 years who have high needs, i.e. not just those with SEND.

This new strategy will form the basis of an action plan which will provide staff with a framework for implementing changes, schedule delivery of the changes and allow stakeholders to support the developments as well as ensure accountability of the council alongside our partners.



Glossary

Acronym	Meaning
AP	Alternative provision
ARPs	Additionally resourced provision
ASD	Autistic Spectrum Disorder
CAD	Children and Adults with Disabilities Services
CT@TA	Corbets Tey @ The Avelon (16-25 provision)
CCG	Clinical Commissioning Group
DfE	Department for Education
EHC	Education, health and care
EHCP	Education, Health and Care Plan
EIS	Education Inclusion Service
HI	Hearing impairment
ISP	Independent specialist provider
IYFAP	In-year fair access panel
LA	Local authority
LO	Local offer
MLD	Moderate learning difficulties
OOB	Out of borough
PD	Physical difficulties
PfA	Preparing for adulthood
PMLD	Profound and multiple learning difficulties
POET	Personal Outcomes Evaluation Tool
SEMH	Social, emotional and mental health (difficulties)
SEN	Special educational needs
SEND	Special educational needs and disabilities
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
VI	Visual impairment

Agenda Item 6



Havering
LONDON BOROUGH

Schools Funding Forum 14th December 2017 ITEM 6

Subject Heading:

**Schools and High Needs Funding
Formula 2018-19**

Report Author:

**David Allen – Strategic Finance
Manager**

Eligibility to vote:

All school members

SUMMARY

This report is to consider responses to the local authority's consultation with schools on schools and high needs funding and to approve the funding formula for financial year 2018-19.

RECOMMENDATIONS

That the Schools Funding Forum:

- (i) considers responses to the consultation with schools
- (ii) agrees the proposal to implement the national funding formula for schools in financial year 2018-19

REPORT DETAIL

At the meeting held on 9th November 2017, the Schools Funding Forum considered, from a range of funding options presented, that implementation of the national funding formula factors, funding rates, a minimum funding guarantee of +0.5% and a cap of 3% per pupil would provide the highest level of funding to the greatest number of schools.

The consultation paper also covered the changes to the formula that would be used by the DfE to distribute high needs funding to local authorities. Although this

would allocate an additional £1m to Havering, this was insufficient to meet the pressures in 2018-19. An additional £800k would therefore be transferred from the Schools Block funded from a DSG contingency that had been intended to support the transition to a national funding formula.

A draft consultation paper was agreed for circulation with the addition of a shorter summary and with fewer funding options than had been presented to the Funding Forum.

The consultation paper (Appendix A) was sent to all head teachers on 27th November and to Chairs and Vice Chairs of governing bodies on 1st December.

A presentation was made at the Lead Member's Consultative Meeting with Governors on 14th November and to head teachers on 30th November and 4th December.

Responses were requested by a deadline of 11th December and will be summarised and tabled at the meeting.

Final data will not be received from the DfE until mid-December and LAs must then apply the agreed funding rates to this data for final submission to the DfE by 19th January subject to political approval from the Council.

Consultation on Schools and High Needs Funding 2018-19

Summary

Attached is a detailed consultation paper that explains the changes arising from the Government's implementation of a national funding formula for schools and high needs from 2018-19.

The main points are as follows:

Schools

From 2020-21 schools will receive their funding direct from the Government based on the national funding formula (NFF).

2018-19 and 2019-20 are transitional years in which the funding continues to be allocated to LAs. LAs may decide the extent to which they implement the NFF in distributing funding to their schools.

The funding to be allocated to LAs includes a 0.5% increase per pupil for all schools. It also places a 3% cap on per pupil increases for schools that would otherwise receive a higher increase. LAs do not have to apply either the 0.5% increase or the cap in allocating funding to its schools. Nor do they need to apply the new funding rates to the national funding factors in the two transitional years.

A comparison of Havering's current funding formula (used in 2017-18) and the NFF is at Appendix A. It increases substantially the funding allocated through additional needs factors (deprivation, EAL and prior attainment) but reduces the amounts allocated through pupil numbers and the lump sum.

The LA has estimated the funding it is to receive through the DSG Schools Block and has analysed the data from the October 2017 census which it will use to allocate final funding to schools in 2018-19.

A number of options have been modelled and discussed with the Schools Funding Forum based on applying various values for the funding. Three options are attached at Appendix B to show how the funding of school's would differ depending on whether the NFF is used or if, with some slight changes, Havering's current formula were to continue.

The LA's proposal is to apply the NFF in full (Option A) which will:

- Provide every school with a minimum of 0.5% increase per pupil
- Cap increases at 3% per pupil

- Reduce the funding ratio of primary: secondary funding from the current 1:1.134 to 1:1.31, closer to the national average of 1:1.29
- Meets the DFE requirement for 2019-20 (one year early) a minimum £3,500 per pupil to primary schools and £4,800 to secondary
- 39 primary schools will receive a 3% increase in funding per pupil; 11 will receive an increase between 0.5% and 3% and 11 will receive a 0.5% increase
- 3 secondary schools will receive a 3% increase in funding per pupil; 6 will receive an increase between 0.5% and 3% and 9 will receive a 0.5% increase

High Needs

A national funding formula (NFF) is to be implemented from 2018-19 to distribute high needs funding from central to local government. It is estimated that this will allocate an additional £1m to Havering but this is insufficient to meet a growing level of need in both the number of pupils and students with SEND requiring support and an increasing complexity of need.

The DFE is permitting a one-off transfer of up to 0.5% of the Schools Block in 2018-19 to the High Needs Block in recognition of these pressures. The LA, supported by the Schools Funding Forum is intending to transfer to the High Needs Block, £800k of funding that has been held centrally to support transition to the national funding formula. This will allow the LA to invest in more local provision and increase the funding allocated to schools that have pupils on roll with EHC plans. This and the additional funding to be received from the revised formula will be used to:

- fund an increase in the number of schools with additionally resourced provision;
- increase the hourly rate that schools receive for pupils with EHC plans above the £6,000 the school must fund;
- increase the funding to schools that have a disproportionately high numbers of pupils with EHC plans;
- increase the funding to support early years providers with children with SEND
- fund increasing complexity of need in special schools
- fund support to pupils with significant medical needs but no EHC plan
- fund local provision for post 19 students to reduce the costs of out of borough placements; and
- increase the number of places for alternative provision for secondary age pupils

Consultation on Schools and High Needs Funding 2018-19

Introduction

This consultation document sets out the proposals of Havering Local Authority for the funding of schools for the financial year 2018-19 following the Government's implementation of a national funding formula for schools and high needs.

Process

The consultation period will run until 11th December 2017.

A summary of responses to the consultation will be reported to the meeting of the Schools Funding Forum on 14 December and final decisions taken by the Local Authority in January before schools are issued with their funding.

Responding to the Consultation

Although the consultation paper is sent to all head teachers and Chairs of Governors, we would prefer to receive a single response from each school.

Any responses should be sent to:

School Finance Team
Children's Services
London Borough of Havering
Mercury House
Mercury Gardens
Romford
RM1 3DW

E-mail: education.finance@haverling.gov.uk

All responses should be returned by 11th December 2017.

Further Information

If you require any further information about any item included in the consultation paper please contact:

David Allen
Strategic Finance Manager
☎ 01708 433851
Email: david.allen@haverling.gov.uk

A National Funding Formula for Schools and High Needs

The Government launched its first stage consultation on a national funding formula for schools in March 2016 and the second stage in December 2016. In the first stage they set out seven objectives for a new formula. These were to introduce a formula that will:

- *Support opportunity.* Fundamentally, the funding system should support schools and local authorities to extend opportunity to all pupils to achieve their potential;
- *Be fair.* It should allocate funding to schools and local authorities on the basis of objective measures of the needs and characteristics of their pupils;
- *Be efficient.* It should support efficiency within schools and local authorities, and across the system as a whole;
- *Get funding straight to schools.* It should maximise the resources available for teaching and learning and enable head teachers and local authorities to achieve value for money;
- *Be transparent.* It should be easily understood and justified;
- *Be simple.* It should rationalise funding streams as far as possible; and
- *Be predictable.* It should ensure schools and local authorities can manage and plan for year on year changes.

Following on from the second stage consultation, and after the general election result in May, the government announced in July 2017 a number of changes to the proposals it had made for the new national funding formula including an additional £1.3 billion for schools and high needs in the two year period 2018-20.

Government Policy Documents, Impact Summaries and Technical Notes

The Government has released a number of documents, summary tables and technical notes on the operation of the national funding formula which for further reading can be found using the following links:

Executive Summary

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648533/national_funding_formula_for_schools_and_high_needs-Exec_summary.pdf

Policy Document

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648532/national_funding_formula_for_schools_and_high_needs-Policy_document.pdf

Allocation Tables and Technical Notes

<https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs>

Summary of the Changes

- 2018-19 and 2019-20 will be transitional years in which local authorities will receive an allocation of funding based on the national formula applied to schools' data. The local authority will continue to allocate funding to schools according to its local formula before funding is allocated direct to schools by the ESFA (Education, Skills and Funding Agency) from 2020-21 onwards.
- The Dedicated Schools Grant will be allocated to LAs in four "blocks":

Early Years
 Schools
 High Needs
 Central School Services

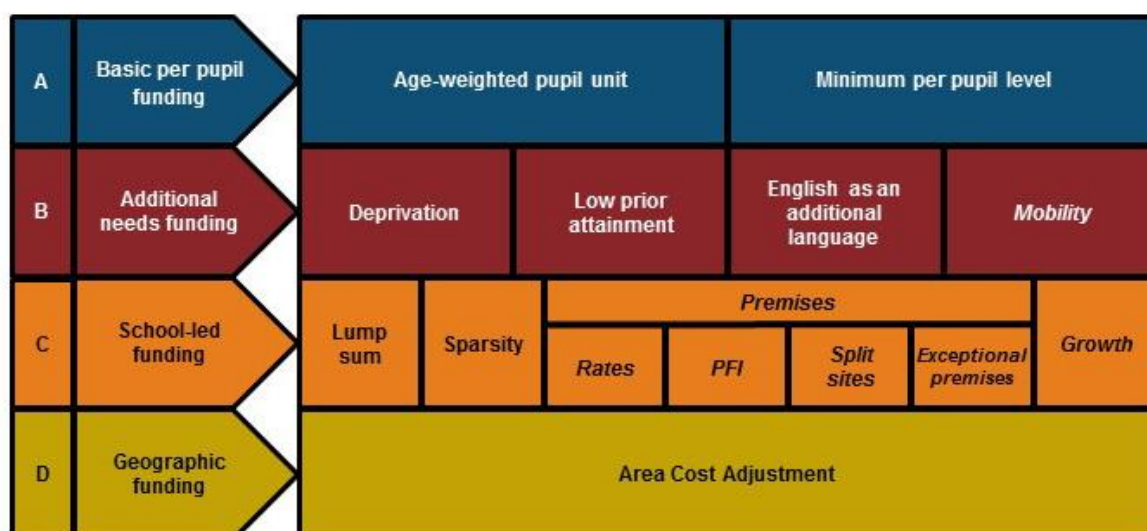
The Schools Block will be ring fenced; it can be used only for the purposes of funding schools.

- There will be a minimum per-pupil funding level of £4,800 for secondary schools and £3,500 for primary schools in 2019-20 with transitional levels of £4,600 and £3,300 in 2018-19. Per pupil funding already exceeds these amounts in all Havering schools.
- Allocations to local authorities will be on the basis of an increase of at least 0.5% per pupil in 2018-19, and at least 1% per pupil by 2019-20, compared to the per pupil baseline of their schools.

1. Schools Block

1.1 Schools NFF Building Blocks

The national funding formula will have a range of factors (per pupil, free school meals etc.) which will attract the same rates across the country adjusted for area costs to recognise the higher salary costs in London.



The headings in the diagram above that are written in italics will be added on to schools' funding formula allocations as appropriate from separate budgets held by the LA e.g. business rates. PFI, Split Sites and Exceptional Circumstances do not apply to schools in Havering.

The majority of the funding factors are those already used in Havering's current formula but the rates applied to them are different. Further information on the formula factors is provided below and a comparison of new and current funding rates.

1.2 Formula changes

The new funding rates (including ACA) and a comparison to the current, local formula rates are shown at Appendix A.

This demonstrates a shift away from basic per pupil funding and lump sums to better target additional needs in schools as defined by the data used in the factors.

Further information on each factor is provided below.

AWPU (Age-weighted pupil units) and Lump Sums

Lump sums and AWPU rates are significantly reduced against the current year particularly at primary and KS3. However, all schools will gain more through the additional needs factors depending on the level of deprivation and prior attainment data. The difference between losses through AWPU and lump sums and gains through additional needs factors will be moderated through either a minimum funding guarantee or a gains cap.

Free School Meals

Previously, LAs had the choice of using either a straight free school meals factor based on eligibility as at the October census or FSM Ever6 based on pupils on roll in January over the past six years, the same as the Pupil Premium Grant. Havering has used the former so the amount allocated through that factor in 2018-19 will be much less but with more funding allocated through the Ever6 data. Most Havering schools will benefit from this change in methodology in terms of the overall funding they receive through a Free Schools Meals factor.

LAC factor

The LAC (Looked After Children) factor has been removed. In Havering's formula, £1,000 has previously been allocated for each looked after child on roll.

The pupil premium for children adopted from local authority care or who have left care under a special guardianship or care order is to be increased from £1,900 to £2,300.

IDACI (Income Deprivation Affecting Children index)

The rates applied to IDACI factors (other than the most deprived levels A and B - where there are relatively fewer pupils in Havering) are increasing and the introduction of a funding rate for a lower level deprivation indicator, Level F will benefit most schools as deprivation funding has not been allocated previously for these pupils.

Prior attainment

Funding rates for prior attainment will more than double against Havering's current rates. The Government has considered research that shows that a pupil's prior attainment is the strongest predictor of their likely later attainment and is therefore targeting increased funding to schools through this factor.

For primary schools funding will be allocated through this factor for pupils who did not reach the expected level of development at foundation stage.

For secondary schools funding will be allocated for pupils who did not achieve the expected level at key stage 2 in one or more of reading or writing or mathematics.

EAL factor

EAL funding is also more than doubled and will be allocated based on the number of pupils recorded on the October census as having entered state education in England during the last three years, and having been exposed to a mother tongue other than English.

1.3 Havering's funding allocation for 2018-19

In determining Schools Block funding to LAs for 2018-19 the DFE has provided indicative figures by aggregating the total funding that would be allocated to schools if the NFF were applied to October 2016 data and divided it by the number of pupils in each mainstream sector. This has produced a unit of funding for primary and secondary of £4,004.60 and £5,474.26 respectively.

For final allocations in 2018-19 these units of funding will be applied to the number of pupils from the October 2017 census to calculate the amount the LA will receive. To this will be added funding for business rates, pupil mobility, pupil growth and falling rolls based on historic spend.

From that overall Schools Block total the LA must allocate funding through a local formula which in the two transitional years may or may not be similar to the NFF.

Verified data based on the October 2017 census data will not be received by LAs from the DFE until mid-December so Havering's financial modelling is based on raw, unverified data extracted locally from the October 2017 census. The figures in the modelling options should not therefore be considered as the final funding that schools will receive in 2018-19.

1.4 Funding formula options 2018-19

Attached at Appendix B are three options for the formula to be used in Havering in 2018-19. The LA is proposing to adopt the NFF in full (Option A) but is consulting with schools before final decisions are made. Local Authorities may continue to use a minimum funding guarantee (MFG) of between -1.5% and + 0.5% and all three options propose a minimum + 0.5% per pupil increase for all schools.

The 3 options are as follows:

Option A – Full implementation of the NFF funding rates (plus ACA) as shown in Appendix A.

MFG 0.5%, Gains cap 3%, Primary:Secondary ratio 1:1.31

Option B – Current funding rates (the 2017-18 rates in Appendix A) except for IDACI which are the NFF rates and with no funding allocated through FSM Ever6.

MFG 0.5%, Gains cap 3%, Primary:Secondary ratio 1:1.36

Option C – Current funding rates (the 2017-18 rates in Appendix A) except for a lower FSM rate and using the FSM Ever6 factor but at a rate that is higher than the NFF rate. .

MFG 0.5%, Gains cap 3%, Primary:Secondary ratio 1:1.34

The figures shown include business rates which are added onto the sums allocated through the formula and any funding due through pupil mobility. Pupil mobility funding is allocated on the basis of the number of pupils who entered a school during the last three academic years, but did not start in September (or January for reception pupils). Funding is only allocated above a 10% threshold, based on the proportion above the threshold (for example, a school with 12% mobility, will attract pupil mobility funding for 2% of pupils).

LAs must also take into account the requirement to fund estimated pupil numbers in new schools that have opened in the last seven years and have not yet reached their full number of year groups. Havering has two such schools so will be required to fund pupils numbers that are in addition to the October 2017 census for which no funding will be received. The Schools Block will therefore need to be spread a little more thinly but this has been contained within the overall Schools Block and has not affected the ability to fully apply the NFF funding rates.

1.5 Other schools block funding

Other than the funding to be distributed to schools through the formula, funding has been included within Havering's Schools Block allocation to support pupil growth (£2.7m) good and outstanding schools with falling rolls (£0.4m), a continuation of the budget to support school partnerships (£0.2m) and historical commitments (£0.08m).

1.6 De- delegation

As in previous years, deducted from the budgets of LA maintained schools will be funding for centrally retained services as follows:

EAL Service
Attendance & Behaviour
Maternity Insurance
General Insurance
Trade Union Facility Time
FSM eligibility checking service
Contingency for schools in financial difficulty

In 2018-19 there is an additional amount that will be deducted relating to the cost of the LA's central services. This relates to the loss of Education Services Grant (ESG) to the LA. LAs provide a range of functions for LA maintained schools that it does not provide for academies that have previously been funded from ESG. These include: budgeting and accounting, closure of accounts, audit, HR and pensions administration, asset management and monitoring of the national curriculum assessment. The DFE finance regulations now permit the LA to pass these costs on to LA maintained schools so there is consistency between all schools and academies in meeting the costs of these functions. This will amount to an additional charge of £19.89 per pupil to every maintained school.

2. High Needs Block

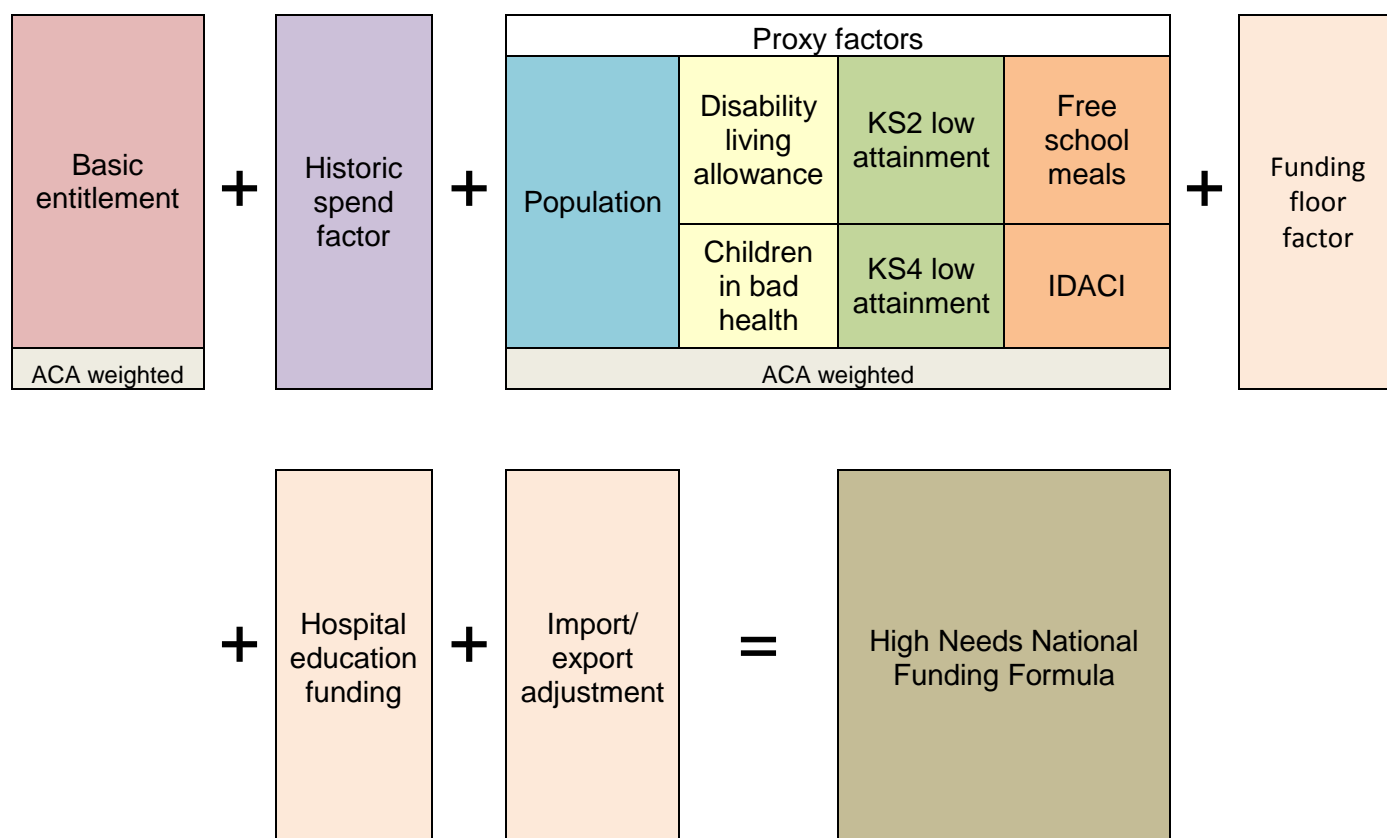
2.1 High Needs NFF

The DFE's current methodology for allocating High Needs funding to local authorities is based on spending patterns of over 10 years ago with no meaningful increases in spite of a growing need for provision and an increase in the level of complexity of need.

Following consultation, a national funding formula is to be implemented from 2018-19. All LAs will receive at least a 0.5% increase in their High Needs allocations with higher increases capped at 3%. Without the cap, Havering would have received 8.2%.

Havering's indicative allocation calculated from all of the funding factors above is £24,443,581 (before the transfer out of funding to academies, colleges etc.) but this is reduced to £23,389,265 by the 3% gains cap. It is, however an additional £1,012,000 on the High Needs block funding in 2017-18.

The revised formula to LAs is as follows:



Basic entitlement

This is set at £4,000 + ACA (the area cost adjustment) for pupils in special schools and special academies. For Havering the indicative allocation is based on 313 pupils recorded on the October 2016 census. This will be updated for the October 2017 census for the final allocation in 2018-19.

Historic spend factor

This factor allocates 50% of the overall funding available for distribution nationally. This to provide every local authority with an amount based on existing high needs to minimise any disruption to existing provision. Havering will receive £10.6m through this factor.

Proxy factors

The remainder of the High Needs Block (£2.7 billion nationally) is to be distributed through the proxy factors as follows:

Population

50% of the allocation through proxy factors is to be on the basis of 2-18 population projections for 2018 from the Office for National Statistics. Havering will receive £6.8m through this factor which will increase each year as the pupil population increases.

Deprivation

The Free School Meal factor and IDACI (Income deprivation affecting children index) will each allocate 10% of the total funding. Havering's indicative allocation is £1.2m and £1.3m respectively.

Low attainment

Funding based on KS2 and KS4 attainment accounts for 7.5% each of the total funding. Havering's indicative allocation is £731k and £846k respectively.

The funding for KS2 low attainment is based on the number of children not achieving level 3 or above in KS2 tests and not attaining a scaled score in 2016.

The funding for KS4 low attainment is based on the number of children not achieving 5+ A* to G GCSEs in 2012-16.

Health and disability

A total of 15% of the available funding will be allocated based on data from the 2011 population census of children in bad health and the number of children aged 0-16 for which parents receive a Disabled Living Allowance as at November 2016. Havering's indicative allocations through these factors are £903k and £882k respectively.

Funding Floor

The funding floor factor protection is calculated on a per head of population basis, ensuring that every local authority receives at least a 0.5% increase per head. Havering receives the 0.5% increase plus an additional 2.5% to meet the level of the 3% cap.

Import/export adjustment

Because the funding allocated through the factors above relate to the resident pupil population, local authorities face higher costs if they attract more pupils with high needs from outside the local authority area into schools and college places that they fund (imports). Conversely, authorities that export pupils to other local authorities face lower costs. Havering's indicative funding assumes a net export of 45 pupils which at £6,000 per pupil equates to a reduction of £270,000.

Hospital education factor

This factor adds funding to those authorities with planned spending on hospital education. Havering's allocation of £78k relates to the provision at Queens Hospital.

3% gains cap

The national formula, as well as ensuring that all authorities gain by 0.5% per head of pupil population, applies a gains cap to those that would have otherwise gained by more than 3%.

2.2 High Needs Pressures

In 2016-17, 26 out of 31 London boroughs overspent their High Needs allocation and there is a growing gap between the cost of provision and the funding allocated.

Havering did not overspend in 2016-17 although £1.4m was transferred from other funding blocks to mitigate the forecast overspend. Without that transfer, Havering would have also overspent.

Havering is finalising a review of its High Needs Strategy including the allocation of resources and it is clear that even with the additional funding from the revised formula allocation there will be insufficient to meet the projected costs in 2018-19 and future years. A breakdown of funding pressures in 2018-19 is attached at Appendix C.

In 2018-19 there is a one off opportunity to transfer 0.5% of an LA's Schools Block funding to the High Needs Block which requires the approval of LAs' Schools Forums based on evidence produced by the LA. Havering LA considers that this transfer of £800k (below the 0.5% limit) is necessary to meet the increasing costs of high needs provision in the borough and has received the support of the Schools Funding Forum.

This transfer will, however, have no impact on the funding that schools will receive through the formula for 2018-19 as the £800,000 will be replaced in the Schools Block by an unallocated amount from previous years' DSG underspends that the Schools Funding Forum has agreed may be retained to support the transition to the NFF.

The LA considers that this is an appropriate use of this transition contingency as it enables the LA to make some important changes to the funding of local provision specifically in support of schools that have a more inclusive ethos and attract a disproportionately high number of pupils with special educational needs. The LA is in the process of refreshing its High Needs Strategy which recognises the value of local, good quality provision and the additional £800k along with an anticipated increase in the 2018-19 funding to Havering through the revised formula distribution will support the implementation of these strategic objectives.

3. Central School Services Block

This new funding block is to fund provision that was previously allocated as part of the Schools Block and a central Education Service Grant to local authorities.

From 2018-19 funding for ongoing allocations will be made on the basis of national formula as shown below. As a result Havering's allocation will be reduced by £26,790 based on DFE indicative figures. Because of the increase in pupil numbers in Havering, the actual reduction is likely to be less in the final allocation of funding through this block.

Allocations for historic commitments will remain unchanged in 2018-19 and the DFE will be monitoring expenditure with the expectation that funding will reduce each year.

Havering's indicative allocation is as follows:

	Current allocation £
ESG for retained duties of the LA	589,000
School Admissions	499,734
National copyright licences	164,521
Schools Forum Servicing	43,250
Total	1,296,505

National Funding rates	£	Data	Actual allocation £
Per pupil rate	31.95	36,112	1,153,948
Deprivation rate	13.29	8,712	115,788
Total			1,269,736

Reduction	26,769
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Historic Commitments	£	£
School Partnership Fund	200,000	200,000
Energy conservation	87,490	87,490
Total	287,490	287,490

Allocation	1,583,995	1,557,226
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Consultation on Schools and High Needs Funding 2018-19

Appendix A

Comparison of current LBH funding rates with the new NFF rate

	2017-18 LBH rates	2018-19 national rates	ACA @ 1.08204	Lower	%	Higher	%
AWPU (Primary)	3,079.06	2,747.00	2,972.36	-106.70	-3%		
AWPU (KS3)	4,547.03	3,863.00	4,179.92	-367.11	-8%		
AWPU (KS4)	4,745.43	4,386.00	4,745.83	0.40	0%		
Ever6 FSM (Primary)	0.00	540.00	584.30			584.30	100%
Ever6 FSM (Secondary)	0.00	785.00	849.40			849.40	100%
FSM (Primary)	1,252.32	440.00	476.10	-776.22	-62%		
FSM (Secondary)	2,260.66	440.00	476.10	-1,784.56	-79%		
IDACI F (Primary)	0.00	200.00	216.41			216.41	100%
IDACI E (Primary)	125.00	240.00	259.69			134.69	108%
IDACI D (Primary)	275.00	360.00	389.53			114.53	42%
IDACI C (Primary)	275.00	390.00	422.00			147.00	53%
IDACI B (Primary)	630.00	420.00	454.46	-175.54	-28%		
IDACI A (Primary)	645.00	575.00	622.17	-22.83	-4%		
IDACI F (Secondary)	0.00	290.00	313.79			313.79	100%
IDACI E (Secondary)	125.00	390.00	422.00			297.00	238%
IDACI D (Secondary)	275.00	515.00	557.25			281.66	102%
IDACI C (Secondary)	275.00	560.00	605.94			282.66	103%
IDACI B (Secondary)	630.00	600.00	649.22			18.54	3%
IDACI A (Secondary)	645.00	810.00	876.45			230.53	36%
LAC	1,000.00	0.00	0.00	-1,000.00	-100%		
Low Attainment (Primary)	489.22	1,050.00	1,136.14			646.92	132%
Low Attainment (Secondary)	802.89	1,550.00	1,677.16			874.27	109%
EAL (Primary)	232.67	515.00	557.25			324.58	140%
EAL (Secondary)	734.73	1,385.00	1,498.63			763.90	104%
Lump Sum (Primary)	150,000.00	110,000.00	119,024.40	-30,975.60	-21%		
Lump Sum (Secondary)	175,000.00	110,000.00	119,024.40	-55,975.60	-32%		

Consultation on Schools and High Needs Funding 2018-19

Appendix B.1

Schools Funding Options for 2018-19

Key
Within Cap and MFG threshold
MFG
CAP

	Status	Pupil Number change	Baseline - 2017/18	Option A NFF (no LAC), Gains cap at NFF level of 3% & MFG of 0.5%	Option B 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for IDACI	Option C 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for FSM abnd Ever6
		358		169,393,220	169,380,239	169,392,005
Primary Phase - Infant 1	Maintained	-1	1,069,347	1,070,529	1,070,489	1,070,489
Primary Phase - Infant 2	Maintained	16	1,112,497	1,201,489	1,198,641	1,198,641
Primary Phase - Infant 3	Academy	0	881,060	903,802	884,695	902,872
Primary Phase - Infant 4	Maintained	-8	876,241	870,086	870,344	870,344
Primary Phase - Infant 5	Maintained	-14	1,491,315	1,480,691	1,465,547	1,462,476
Primary Phase - Infant 6	Academy	1	1,069,481	1,077,824	1,077,551	1,078,250
Primary Phase - Infant 7	Maintained	-13	1,105,833	1,085,537	1,083,238	1,071,924
Primary Phase - Infant 8	Maintained	-8	1,086,263	1,085,663	1,085,682	1,085,682
Primary Phase - Infant 9	Maintained	-1	813,244	812,798	812,818	815,640
Primary Phase - Infant 10	Maintained	2	1,064,672	1,076,200	1,075,814	1,075,813
Primary Phase - Infant 11	Academy	0	1,027,623	1,032,140	1,031,986	1,032,361
Primary Phase - Infant 12	Maintained	26	799,328	900,458	910,644	906,061
Primary Phase - Junior 1	Maintained	-3	1,346,812	1,372,681	1,372,014	1,372,014
Primary Phase - Junior 2	Maintained	-8	1,361,066	1,368,589	1,368,398	1,368,398
Primary Phase - Junior 3	Academy	0	1,125,674	1,155,738	1,130,530	1,154,808
Primary Phase - Junior 1	Academy	-22	1,174,733	1,132,572	1,133,816	1,133,816
Primary Phase - Junior 5	Maintained	9	1,763,658	1,844,654	1,838,950	1,843,111
Primary Phase - Junior 6	Academy	16	1,122,386	1,196,310	1,199,457	1,207,070
Primary Phase - Junior 7	Maintained	12	1,241,824	1,317,146	1,315,021	1,315,021
Primary Phase - Junior 8	Maintained	-8	1,375,731	1,384,857	1,384,629	1,384,629
Primary Phase - Junior 9	Maintained	-3	1,032,485	1,048,340	1,043,801	1,047,799
Primary Phase - Junior 10	Maintained	48	1,144,470	1,341,087	1,330,334	1,335,001
Primary Phase - Junior 11	Academy	0	1,291,479	1,307,094	1,325,570	1,325,571

	Status	Pupil Number change	Baseline - 2017/18	Option A NFF (no LAC), Gains cap at NFF level of 3% & MFG of 0.5%	Option B 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for IDACI	Option C 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for FSM abnd Ever6
Primary Phase - Junior 12	Maintained	-7	961,486	961,244	961,253	961,254
Primary Phase - Primary 1	Academy	6	1,529,758	1,593,063	1,591,667	1,586,233
Primary Phase - Primary 2	Maintained	4	864,412	900,932	899,375	892,856
Primary Phase - Primary 3	Maintained	2	1,977,579	1,999,744	2,016,715	2,009,315
Primary Phase - Primary 4	Maintained	29	2,184,916	2,317,844	2,315,796	2,315,796
Primary Phase - Primary 5	Maintained	5	2,466,402	2,554,205	2,541,911	2,553,017
Primary Phase - Primary 6	Academy	56	298,734	537,964	520,239	498,667
Primary Phase - Primary 7	Maintained	-11	2,435,918	2,462,587	2,462,226	2,462,226
Primary Phase - Primary 8	Maintained	-5	496,108	479,273	480,659	484,396
Primary Phase - Primary 9	Academy	69	534,823	818,552	797,415	797,415
Primary Phase - Primary 10	Maintained	13	1,521,226	1,610,474	1,603,296	1,608,405
Primary Phase - Primary 11	Maintained	1	2,244,905	2,310,777	2,282,755	2,284,766
Primary Phase - Primary 12	Maintained	9	1,680,231	1,757,077	1,747,881	1,750,419
Primary Phase - Primary 13	Maintained	45	1,465,867	1,650,024	1,633,391	1,639,323
Primary Phase - Primary 14	Maintained	15	1,626,318	1,727,296	1,687,855	1,712,909
Primary Phase - Primary 15	Maintained	28	1,994,095	2,140,702	2,109,848	2,137,644
Primary Phase - Primary 16	Academy	-48	2,004,342	1,882,169	1,884,225	1,884,225
Primary Phase - Primary 17	Maintained	-2	2,645,279	2,710,711	2,651,290	2,709,885
Primary Phase - Primary 18	Maintained	15	1,819,125	1,923,105	1,920,591	1,921,135
Primary Phase - Primary 19	Maintained	-1	861,553	880,058	879,282	879,282
Primary Phase - Primary 20	Maintained	18	2,563,067	2,710,736	2,647,942	2,708,825
Primary Phase - Primary 21	Maintained	3	1,670,247	1,707,733	1,703,249	1,714,913
Primary Phase - Primary 22	Maintained	11	1,634,167	1,724,475	1,689,376	1,722,584
Primary Phase - Primary 23	Academy	20	1,176,312	1,287,893	1,272,925	1,283,437
Primary Phase - Primary 24	Maintained	16	2,195,063	2,313,959	2,292,914	2,309,176
Primary Phase - Primary 25	Academy	9	2,020,724	2,113,733	2,112,210	2,112,210
Primary Phase - Primary 26	Maintained	-14	1,831,575	1,826,080	1,817,789	1,826,182
Primary Phase - Primary 27	Maintained	29	1,157,932	1,261,768	1,264,136	1,265,160
Primary Phase - Primary 28	Maintained	-2	871,056	875,444	884,813	880,934
Primary Phase - Primary 29	Maintained	-8	2,256,055	2,291,584	2,291,066	2,291,066
Primary Phase - Primary 30	Maintained	-2	1,517,101	1,517,493	1,517,485	1,525,621
Primary Phase - Primary 31	Maintained	-2	1,545,191	1,580,822	1,567,219	1,554,919
Primary Phase - Primary 32	Maintained	-2	1,473,004	1,506,225	1,495,409	1,491,091
Primary Phase - Primary 33	Maintained	33	1,030,449	1,173,254	1,168,382	1,168,381
Primary Phase - Primary 34	Maintained	50	1,017,931	1,223,248	1,218,512	1,218,512
Primary Phase - Primary 35	Maintained	-4	1,290,700	1,308,896	1,294,477	1,301,613
Primary Phase - Primary 36	Maintained	38	1,638,214	1,832,210	1,811,670	1,816,132
Primary Phase - Primary 37	Maintained	38	1,145,412	1,308,753	1,310,946	1,308,612

	Status	Pupil Number change	Baseline - 2017/18	Option A NFF (no LAC), Gains cap at NFF level of 3% & MFG of 0.5%	Option B 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for IDACI	Option C 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for FSM abnd Ever6
Secondary Phase - Secondary 1	Academy	-12	4,292,988	4,253,260	4,349,676	4,303,703
Secondary Phase - Secondary 2	Academy	-53	4,386,798	4,213,600	4,209,671	4,206,271
Secondary Phase - Secondary 3	Academy	7	4,701,008	4,757,499	4,816,338	4,783,593
Secondary Phase - Secondary 4	Academy	48	5,769,032	6,109,965	6,106,563	6,106,563
Secondary Phase - Secondary 5	Academy	24	4,986,780	5,131,831	5,144,566	5,166,387
Secondary Phase - Secondary 6	Maintained	-56	2,681,340	2,447,997	2,462,778	2,462,778
Secondary Phase - Secondary 7	Academy	16	4,877,704	4,981,544	5,004,521	4,998,941
Secondary Phase - Secondary 8	Academy	-7	5,121,316	5,206,626	5,231,312	5,182,442
Secondary Phase - Secondary 9	Maintained	8	4,539,704	4,603,178	4,683,609	4,659,819
Secondary Phase - Secondary 10	Academy	28	4,206,777	4,380,412	4,378,021	4,378,021
Secondary Phase - Secondary 11	Academy	-3	3,161,302	3,161,524	3,206,694	3,180,627
Secondary Phase - Secondary 12	Maintained	28	3,355,588	3,521,925	3,565,663	3,537,866
Secondary Phase - Secondary 13	Academy	-130	5,023,110	4,469,988	4,476,343	4,476,343
Secondary Phase - Secondary 14	Academy	-32	4,466,171	4,419,008	4,420,956	4,383,611
Secondary Phase - Secondary 15	Academy	-42	4,822,366	4,722,030	4,723,231	4,714,843
Secondary Phase - Secondary 16	Academy	12	3,771,071	3,848,340	3,915,203	3,887,161
Secondary Phase - Secondary 17	Academy	21	5,772,987	6,038,013	6,049,745	6,039,519
Secondary Phase - Secondary 18	Academy	6	3,228,775	3,278,082	3,277,190	3,277,190

Consultation on Schools and High Needs Funding 2018-19

Appendix B.2

Schools Funding Options for 2018-19 - number of schools in each % increase banding

School Type and Phase	Status	Pupil Number change	Baseline - 2017/18	Key		
				Option A	Option B 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for IDACI	Option C 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for FSM abnd Ever6
		358		169,393,220	169,380,239	169,392,005
Primary Phase - Infant 1	Maintained	-1	1,069,347	1,070,529	1,070,489	1,070,489
Primary Phase - Infant 6	Academy	1	1,069,481	1,077,824	1,077,551	1,078,250
Primary Phase - Infant 9	Maintained	-1	813,244	812,798	812,818	815,640
Primary Phase - Infant 10	Maintained	2	1,064,672	1,076,200	1,075,814	1,075,813
Primary Phase - Infant 11	Academy	0	1,027,623	1,032,140	1,031,986	1,032,361
Primary Phase - Primary 4	Maintained	29	2,184,916	2,317,844	2,315,796	2,315,796
Primary Phase - Primary 6	Academy	56	298,734	537,964	520,239	498,667
Primary Phase - Primary 8	Maintained	-5	496,108	479,273	480,659	484,396
Primary Phase - Primary 9	Academy	69	534,823	818,552	797,415	797,415
Primary Phase - Primary 27	Maintained	29	1,157,932	1,261,768	1,264,136	1,265,160
Primary Phase - Primary 30	Maintained	-2	1,517,101	1,517,493	1,517,485	1,525,621
Secondary Phase - Secondary 1	Academy	-12	4,292,988	4,253,260	4,349,676	4,303,703
Secondary Phase - Secondary 3	Academy	7	4,701,008	4,757,499	4,816,338	4,783,593
Secondary Phase - Secondary 4	Academy	48	5,769,032	6,109,965	6,106,563	6,106,563
Secondary Phase - Secondary 5	Academy	24	4,986,780	5,131,831	5,144,566	5,166,387
Secondary Phase - Secondary 7	Academy	16	4,877,704	4,981,544	5,004,521	4,998,941
Secondary Phase - Secondary 10	Academy	28	4,206,777	4,380,412	4,378,021	4,378,021
Secondary Phase - Secondary 11	Academy	-3	3,161,302	3,161,524	3,206,694	3,180,627
Secondary Phase - Secondary 12	Maintained	28	3,355,588	3,521,925	3,565,663	3,537,866
Secondary Phase - Secondary 16	Academy	12	3,771,071	3,848,340	3,915,203	3,887,161
Primary Phase - Infant 12	Maintained	26	799,328	900,458	910,644	906,061
Primary Phase - Junior 6	Academy	16	1,122,386	1,196,310	1,199,457	1,207,070
Primary Phase - Junior 11	Academy	0	1,291,479	1,307,094	1,325,570	1,325,571
Primary Phase - Primary 3	Maintained	2	1,977,579	1,999,744	2,016,715	2,009,315
Primary Phase - Primary 13	Maintained	45	1,465,867	1,650,024	1,633,391	1,639,323
Primary Phase - Primary 15	Maintained	28	1,994,095	2,140,702	2,109,848	2,137,644

School Type and Phase	Status	Pupil Number change	Baseline - 2017/18	Option A NFF (no LAC), Gains cap at NFF level of 3% & MFG of 0.5%	Option B 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for IDACI	Option C 2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for FSM abnd Ever6
			358	169,393,220	169,380,239	169,392,005
Primary Phase - Primary 21	Maintained	3	1,670,247	1,707,733	1,703,249	1,714,913
Primary Phase - Primary 28	Maintained	-2	871,056	875,444	884,813	880,934
Primary Phase - Primary 34	Maintained	50	1,017,931	1,223,248	1,218,512	1,218,512
Primary Phase - Primary 35	Maintained	-4	1,290,700	1,308,896	1,294,477	1,301,613
Primary Phase - Primary 37	Maintained	38	1,145,412	1,308,753	1,310,946	1,308,612
Secondary Phase - Secondary 6	Maintained	-56	2,681,340	2,447,997	2,462,778	2,462,778
Secondary Phase - Secondary 8	Academy	-7	5,121,316	5,206,626	5,231,312	5,182,442
Secondary Phase - Secondary 9	Maintained	8	4,539,704	4,603,178	4,683,609	4,659,819
Secondary Phase - Secondary 14	Academy	-32	4,466,171	4,419,008	4,420,956	4,383,611
Secondary Phase - Secondary 17	Academy	21	5,772,987	6,038,013	6,049,745	6,039,519
Secondary Phase - Secondary 18	Academy	6	3,228,775	3,278,082	3,277,190	3,277,190
Primary Phase - Infant 2	Maintained	16	1,112,497	1,201,489	1,198,641	1,198,641
Primary Phase - Infant 3	Academy	0	881,060	903,802	884,695	902,872
Primary Phase - Infant 4	Maintained	-8	876,241	870,086	870,344	870,344
Primary Phase - Infant 5	Maintained	-14	1,491,315	1,480,691	1,465,547	1,462,476
Primary Phase - Infant 7	Maintained	-13	1,105,833	1,085,537	1,083,238	1,071,924
Primary Phase - Infant 8	Maintained	-8	1,086,263	1,085,663	1,085,682	1,085,682
Primary Phase - Junior 1	Maintained	-3	1,346,812	1,372,681	1,372,014	1,372,014
Primary Phase - Junior 2	Maintained	-8	1,361,066	1,368,589	1,368,398	1,368,398
Primary Phase - Junior 3	Academy	0	1,125,674	1,155,738	1,130,530	1,154,808
Primary Phase - Junior 1	Academy	-22	1,174,733	1,132,572	1,133,816	1,133,816
Primary Phase - Junior 5	Maintained	9	1,763,658	1,844,654	1,838,950	1,843,111
Primary Phase - Junior 7	Maintained	12	1,241,824	1,317,146	1,315,021	1,315,021
Primary Phase - Junior 8	Maintained	-8	1,375,731	1,384,857	1,384,629	1,384,629
Primary Phase - Junior 9	Maintained	-3	1,032,485	1,048,340	1,043,801	1,047,799
Primary Phase - Junior 10	Maintained	48	1,144,470	1,341,087	1,330,334	1,335,001
Primary Phase - Junior 12	Maintained	-7	961,486	961,244	961,253	961,254
Primary Phase - Primary 1	Academy	6	1,529,758	1,593,063	1,591,667	1,586,233
Primary Phase - Primary 2	Maintained	4	864,412	900,932	899,375	892,856
Primary Phase - Primary 5	Maintained	5	2,466,402	2,554,205	2,541,911	2,553,017
Primary Phase - Primary 7	Maintained	-11	2,435,918	2,462,587	2,462,226	2,462,226
Primary Phase - Primary 10	Maintained	13	1,521,226	1,610,474	1,603,296	1,608,405
Primary Phase - Primary 11	Maintained	1	2,244,905	2,310,777	2,282,755	2,284,766
Primary Phase - Primary 12	Maintained	9	1,680,231	1,757,077	1,747,881	1,750,419
Primary Phase - Primary 14	Maintained	15	1,626,318	1,727,296	1,687,855	1,712,909
Primary Phase - Primary 16	Academy	-48	2,004,342	1,882,169	1,884,225	1,884,225
Primary Phase - Primary 17	Maintained	-2	2,645,279	2,710,711	2,651,290	2,709,885

School Type and Phase	Status	Pupil Number change	Baseline - 2017/18	Option A	Option B	Option C
				NFF (no LAC), Gains cap at NFF level of 3% & MFG of 0.5%	2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for IDACI	2017-18 formula continued with gains cap at NFF level of 3% & MFG of 0.5% and revised rates for FSM abnd Ever6
		358		169,393,220	169,380,239	169,392,005
Primary Phase - Primary 18	Maintained	15	1,819,125	1,923,105	1,920,591	1,921,135
Primary Phase - Primary 19	Maintained	-1	861,553	880,058	879,282	879,282
Primary Phase - Primary 20	Maintained	18	2,563,067	2,710,736	2,647,942	2,708,825
Primary Phase - Primary 22	Maintained	11	1,634,167	1,724,475	1,689,376	1,722,584
Primary Phase - Primary 23	Academy	20	1,176,312	1,287,893	1,272,925	1,283,437
Primary Phase - Primary 24	Maintained	16	2,195,063	2,313,959	2,292,914	2,309,176
Primary Phase - Primary 25	Academy	9	2,020,724	2,113,733	2,112,210	2,112,210
Primary Phase - Primary 26	Maintained	-14	1,831,575	1,826,080	1,817,789	1,826,182
Primary Phase - Primary 29	Maintained	-8	2,256,055	2,291,584	2,291,066	2,291,066
Primary Phase - Primary 31	Maintained	-2	1,545,191	1,580,822	1,567,219	1,554,919
Primary Phase - Primary 32	Maintained	-2	1,473,004	1,506,225	1,495,409	1,491,091
Primary Phase - Primary 33	Maintained	33	1,030,449	1,173,254	1,168,382	1,168,381
Primary Phase - Primary 36	Maintained	38	1,638,214	1,832,210	1,811,670	1,816,132
Secondary Phase - Secondary 2	Academy	-53	4,386,798	4,213,600	4,209,671	4,206,271
Secondary Phase - Secondary 13	Academy	-130	5,023,110	4,469,988	4,476,343	4,476,343
Secondary Phase - Secondary 15	Academy	-42	4,822,366	4,722,030	4,723,231	4,714,843

Consultation on Schools and High Needs Funding 2018-19

	Appendix	C
	FY	FY
	2018-19	2019-20
High Needs Cost Pressures		
1 New special free school for ASD/SEMH		
60 places		
£10,000 place funding from ESFA		
LA funds top up		
Expected opening September 2019 but with reduced place number		
Part year - Top up at £25k per pupil x 60 pupils x 7/12	0	875,000
2 Increased number of ARPs		
12 places per ARP		
2 per year - opening September		
Part year - £10k per place plus £6k top up x 12 places x 2 ARPs x 7/12	224,000	
Full year - £10k per place plus £6k top up x 12 places x 2 ARPs x 12/12		384,000
Part year - £10k per place plus £6k top up x 12 places x 2 ARPs x 7/12		224,000
3 Increase in hourly rate for top up payments to schools		
Current hourly rate is £12.67. Increase to £14.		
Top up funding will therefore be for more than 11 hours rather than 12		
Estimated cost	570,000	570,000
Pupils taking in disproportionately high number of children with SEND		
4 SEND		
Current funding is £176k		
Allocate an additional £100k	100,000	100,000
5 Early Years additional funding		
Currently £50k from Early Yrs + £50k from High Needs		
Doubled from April 2018	50,000	50,000
6 Support for pupils with medical needs		
Pupils with no EHCP but requiring high levels of support	50,000	50,000
7 Special School Matrix Funding		
The increasing complexity of need is likely to place pupils on the higher matrix funding levels		
Assume 9 pupils per school on higher levels		
9 pupils x 3 schools x £20k	540,000	540,000

8 Post 19 provision		
Additional costs of students moving to post 19		
Assume funding for 10 students for Routes4Life		
10 students x £20k per place x 7/12	116,667	
10 students x £20k per place x 12/12		200,000
9 Additional Alternative Provision (KS3 &4)		
Increase in provision for pupils at risk of permanent exclusion		
10 places at £18k per place	180,000	180,000
Total	<u>1,830,667</u>	<u>3,173,000</u>
Funding sources	FY	FY
	2018-19	2019-20
1 Additional funding through High Needs settlement		
Based on indicative settlement	1,020,000	2,040,000
2 Proposed transfer from Schools Block to High Needs	800,000	0
3 Reduction in external placement costs (estimate)	150,000	500,000
Total	<u>1,970,000</u>	<u>2,540,000</u>
Contingency for growth (2018-19)	139,333	
Further savings to be identified (2019-20)		-633,000

Consultation on Schools and High Needs Funding 2018-19 - Response

School name:

Section 1 sets out the operational arrangements for the Schools Block including options for distributing funding to schools. Havering is proposing to implement the national funding formula from 2018-19 (option A).

Please advise if you agree to this or not and/or if you wish to raise any other issues regarding the Schools Block.

Section 2 sets out the operational arrangements for the High Needs Block including the use of a contingency to meet shortfalls in the funding available.

Please advise if you agree to this or not and/or if you wish to raise any other issues regarding the High Needs Block.

Section 3 sets out the operation of the Central Schools Services Block.
Please advise if you have any issues

Signed:

Name:

Designation:

Please return by 11th December to:

School Finance Team
Children's Services
London Borough of Havering
Mercury House
Romford
RM1 3DW

E-mail: education.finance@haverling.gov.uk

Agenda Item 7



Havering
LONDON BOROUGH

Schools Funding Forum 14th December 2017 ITEM 7

Subject Heading:

**De-delegation of general insurance
2018-19**

Report Author:

**David Allen – Strategic Finance
Manager**

Eligibility to vote:

All LA maintained school members

SUMMARY

This report is for LA maintained school representatives to consider the de-delegation of funding for general insurance in financial year 2018-19.

RECOMMENDATIONS

That the Schools Funding Forum agrees to the de-delegation of funding for general insurance for financial year 2018-19.

REPORT DETAIL

At the meeting held on 14th September 2017, the Schools Funding Forum agreed to the de-delegation of funding to retain a range of LA central services from those permitted by DfE school funding regulations.

At the time of that meeting there was uncertainty about general insurance as the council insurance contract was in the process of being re-tendered with a new contract taking effect from 1st July 2018.

Although the contract has not yet been awarded, schools can be assured that schools insurance cover has been included in the contract specification on the same terms as in the current contract and that charges will not be more than £22.50 per pupil (a reduction from £28.50 in 2017-18)..

It is therefore recommended that de-delegation continues for 2018-19.