

## Schools Funding Forum 20<sup>th</sup> September 2018

## ITEM 12

**Subject Heading:**

**Pupil Behaviour and Inclusion**

**Report Author:**

**David Allen – Strategic Finance Manager**

**Eligibility to vote:**

**All members**

### SUMMARY

This item sets out the funding that is allocated from the High Needs Block to support pupils with challenging behaviour. Alternative Provisions are available for pupils that have become disengaged from their mainstream education, as well as supporting those pupils that have been permanently excluded. Support for primary schools is available through the Waves of Intervention thresholds. Some changes in the contributions from schools towards the costs of support for individual pupils are recommended.

### RECOMMENDATIONS

It is recommended that some changes are made to the current funding arrangements to reduce the demand on the High Needs Block. These changes are to ensure the monitoring of pupils who are currently being home educated, to increase school contributions to placements in alternative provision and withdraw funding for pupils taken off roll.

Agreement is requested as follows:

- (i) To deduct the AWPU + 10% from schools that remove pupils from their roll following decisions to home educate as set out at 3.1 below;
- (ii) To amend the calculation of the contribution of schools who place pupils in alternative provision as set out at 3.2 below;
- (iii) To deduct the AWPU + 10% from schools that remove pupils from their roll following permanent placement at The Bridge medical needs provision as set out at 3.3 below;

- (iv) To note the charge to schools of £6,000 per term for pupils placed temporarily at The Bridge medical needs provision above its funded place number as set out at 3.3 below;
- (v) To support the managed moves process, following successful placements, the LA retains the difference between the value of the AWPUP deducted from the exiting school from the start of the 8 week trial period and the funding allocated to the admitting school from the end of the 8 week trial period as set out at 3.4 below.

## REPORT DETAIL

### 1. Provision

Havering has a range of strategies in place to support pupils with challenging behaviour and to place pupils in alternative provision who have disengaged from their education and/or are at risk of permanent exclusion. Funding of this support is through the DSG High Needs Block. These are summarised as follows:

#### Olive Alternative Provision (AP) Academy

For KS3 and KS4 pupils who have been permanently excluded from school.

Olive also offers a 6 week intervention programme to reduce the risk of exclusion. The AP Academy is funded for 64 places.

Pupils supported in academic year 2017/18: 55.

#### The Bridge – Medical Provision

The Bridge provision is for secondary aged pupils with medical needs. This provision meets the LA's Statutory Duty to provide access to education when a pupil is absent from school for more than 15 days on medical grounds. The Bridge also provides an outreach service. The Bridge is funded for 20 FTE pupils.

Pupils supported in academic year 2017/18: 39.

#### Hospital Education

Queens Hospital has 30-bed children's ward called Tropical Lagoon and a 14-bed day assessment and treatment unit called Tropical Bay. The LA ensures continuity of education for pupils who are in hospital for long periods or for regular treatment.

Pupils supported in academic year 2017/18: 28 out patients, 12 in patients.

#### Elective Home Education

Currently there are 197 pupils who are home educated. There is a small budget of £20,000 to visit homes to ensure that education is being provided. The Admissions and Inclusions Team has identified several children who should be encouraged back into mainstream school and a proposal on how to increase the resource in support of this is at section 3.1 below.

Pupils supported in academic year 2017/18: 197

### Social Inclusion Funding Support for Mainstream Pupils

Where agreed through the Admissions and Inclusions Assessment Gateway, Alternative Provisions (AP) can be used as appropriate to meet the needs of individual pupils. Placements can be made from a range of registered and approved alternative providers. Schools meet the costs of the placement from their own budgets and are able to reclaim the costs less the Aged Weighted Pupil Unit (AWPU) for the relevant period from the Social Inclusion Fund.

Pupils supported in academic year 2017/18: 123

A proposal to amend the calculation of the deduction is at section 3.2 below.

### Year 11 AP Census Pupil Placements

The AP census is a programme that is in place to support some young people moving into the Borough that are unable to attend or access mainstream education. Placement in a school is sometimes not an appropriate provision. The Local Authority holds a small budget to place pupils in appropriate, approved alternative provisions.

Pupils supported in academic year 2017/18: 33

### Transition Programme - Pupils on Route to Education Health Care Plan (EHCP)

Full time placements are available for primary and secondary pupils who are unable to remain in their mainstream school setting due to Special Educational Needs and Disabilities (SEND) and high risk of permanent exclusion. The programme is designed to support pupils through the SEND Statutory Assessment Process.

Pupils supported in academic year 2017/18: 11 and an additional 99 pupils supported using other AP options who had EHCPs or were on school support and were at high risk of exclusion.

### Out of Borough Placement for Primary Excluded Pupils

In the event of a primary permanent exclusion where the pupil requires access to a PRU place, a contingency budget is required to be made available so an out of borough place can be commissioned across border to support the pupil.

Pupils supported in academic year 2017/18: 1

### Admissions & Inclusions Team

The team works to support all schools to ensure that vulnerable pupils, those with mental health problems and those who are high risk of permanent exclusion are able to engage in education.

Support is provided to head teachers, schools, parents and other internal and external agencies working with pupils who are at risk of permanent exclusion. The team offers statutory guidance and encourages good practice through partnership working with registered and approved alternative providers to reduce the incidences of disengagement and exclusion.

Where pupils are permanently excluded, the team facilitates and arranges provision from the sixth day of a permanent exclusion in line with statutory duties. The team supports schools and families by providing advice relating to legal processes around permanent exclusions.

The team facilitates and chairs the In Year Fair Access Panel (IYFAP) for secondary schools to support Schools / Academies with their vulnerable pupils to avoid exclusion and ensure appropriate placement is identified either in mainstream or Alternative Provisions.

The team facilitates and chairs the Primary Inclusions Network Meetings (PIN) for primary head teachers to support collaborative working to ensure primary schools are given access to resources to support highly complex vulnerable pupils within their school.

The team monitors the quality of all registered and approved alternative provision available for schools to commission. This enables schools to secure the best outcomes for children and young people attending Havering schools.

#### Pupil Attendance, Behaviour and Traveler Support

The Attendance, Behaviour and Traveller Support Team provides for a central bank of knowledge and support to be available to primary and secondary school across Havering. The team works to support a range of school staff, including members of SLT, SENCOs, teachers and support staff. The team works closely with parents/carers, undertaking home visits and comprehensive pastoral support plans where appropriate with the aim of reducing barriers to good attendance/classroom engagement and reminding parents of their legal responsibilities where necessary. There are strong links with statutory and voluntary agencies that have responsibility and accountability for children and young people at most risk of exclusion and/or disengagement from school.

#### Behaviour and Transition support for Managed Moves and year 6-7 Transitions

In the last academic year 213 individual children in schools were actively supported who were displaying challenging behaviour or undertaking a school transition move through the IYFAP process. Requests for individual student support come through a referral form or IYFAP gateway, via the Waves of Intervention thresholds.

A Pastoral Support Plan is devised, including the students' parents and other key professionals involved. SMART targets will be set that are meaningful and individualised, some in-class support and progress closely reviewed. Some students will be worked with individually in the classroom and some will offered a programme of group-work to promote and enhance learning behaviour in the classroom. School professionals can also be supported through our comprehensive professional development training programme.

#### In-Reach Service

The local authority currently has a statutory duty to provide alternative full time education for all pupils who are permanently excluded and have reached the need for a Wave 4 intervention. The Primary Inclusions Gateway acts as a conduit and decision making forum in relation to primary aged pupils who are at risk of permanent exclusion or who have been permanently excluded from their mainstream school. Pupils with challenging behaviour are offered in-class support and intensive transition support into another mainstream school/specialist provision is proposed. The IN-Reach Primary Intervention Service is a new initiative shaped within an active working partnership with Education and Havering's Early Help Service. Under the supervision of the Early Help Service, In-Reach also provides two School Support Family Practitioners that are allocated to the whole family, undertake an Outcome Star Assessment to improve family relationships and provide a safeguarding lead. The development of the RJ Mitchell classroom is a flexible and agile placement for children aged between five and eleven years and their families who are being identified as at risk of possible exclusion from their full time education placement; students also have access to CAMHs and SALT assessments. A school based counselling service

is also offered for pupils where appropriate, for quality assurance this service is supervised by our own in-house clinical team. 1-1 and group-work is offered.

## **2. Funding Implications for Schools and the DSG High Needs Block**

The total cost to the High Needs block of all alternative provision, behaviour support and inclusion in 2018-19 is £24.3m which is 12.6% of the total High Needs budget. Other than contributions by schools towards the cost of placements in alternative provision, all of the above provision is funded from the DSG High Needs block with no charge to individual schools. Schools' funding is, however, adjusted for the following:

- 2.1 Pupils who have been permanently excluded from school.  
There are DFE regulations in place which determine the calculation of the deduction of AWPU and Pupil Premium from excluding schools for the relevant period.
- 2.2 Managed moves between schools.  
These are agreements through the In Year Fair Access Panel (IYFAP) for pupils to be moved between Havering schools. This is on an 8 week trial basis after which, in the case of a successful move, the value of the AWPU for the remainder of the academic year is recouped from the exiting school and passed to the admitting school. The calculation of the funding follows that for permanent exclusions.

Pupils supported in academic year 2017/18: 152

A proposal to amend the calculation of the deduction is at section 3.4 below.

## **3. Proposals**

### **3.1 Home Education**

Schools that remove pupils from their roll who have elected to be educated at home currently retain the funding that was allocated for that pupil. It is proposed to deduct the AWPU + 10% for the date the pupil was removed from the school register to the end of the financial year. This funding will be used in support of re-engagement back into an education establishment.

### **3.2 Alternative Provision**

The current financial arrangements for alternative provision are that:

- An appropriate placement is agreed through the Assessment Gateway with the support of the LA
- The referring school is invoiced by the provider for the cost of the placement
- The school is reimbursed from the central Social Inclusion Fund for the cost of the placement less the value of the AWPU for the relevant period

There is no proposal to change the above process but, prompted by the reduction in the value of the AWPU and the pressure on the Social Inclusion Fund it is proposed to make the following changes:

- (i) The value of the AWPU to be deducted from a school's claim for reimbursement to be changed to AWPU + 10%. The 10% broadly represents the funding the school receives through deprivation factors in addition to the AWPU.

- (ii) The calculation of the reimbursement to schools from the costs of AP to be based on 40 rather than 52 weeks

Example for an AP placement of one term (12 weeks):

Pre NFF contribution from school at KS3 AWPU  
 $\text{£}4,542 / 52 \text{ weeks} \times 12 \text{ weeks} = \text{£}1,048$

Post NFF contribution from school at KS3 AWPU + 10%  
 $\text{£}4,108 + 10\% / 40 \text{ weeks} \times 12 \text{ weeks} = \text{£}1,355$

### 3.3 Medical Needs Provision

Although some placements of pupils at The Bridge medical needs provision are temporary and therefore dually registered, for some the placement is permanent. It As with Home Education it is proposed to deduct the AWPU + 10% for the date the pupil was removed from the school register to the end of the financial year. This funding will be used in support of the vulnerable pupils.

Once The Bridge is full at 20 FTE, there is capacity to offer placements to secondary schools at £6,000 per term.

### 3.4 Managed Moves for secondary pupils

To support schools with this process the Inclusion Team identifies a suitable school for the managed move, supports the transition and manages the transfer of the AWPU from the exiting school to the receiving school following a successful managed move. The Local Authority proposes to charge schools for the administration of this process by:

- (i) Introducing a charge of £30 to each referring school for administering the process
- (ii) For successful managed moves, retention of the AWPU for the duration of the trial period. There will be a robust process implemented to assist all schools.