



Consultation for LA Maintained Schools De-delegation and Education Functions 2025-26

Release : *Version 1 -11th November 2024*

Contents

Contents 2

Introduction..... 4

Process 4

Responding to the Consultation..... 4

1. Background to De-delegation and Education Functions..... 5

2. De-delegation and Education Functions Service 2024-25..... 6

3. De-delegation and Education Functions Service 2025-26 Consultation 6

4. Proposed De-delegated Services 2025-26 7

 4.1 Insurance 7

 4.2 Free school meals eligibility checking 7

 4.3 Maternity leave insurance..... 8

 4.4 English as an Additional Language (EAL) Service 9

 4.5 Behaviour support service - Social Emotional and Mental Health (SEMH) Team..... 9

 4.6 Trade Union Facility Time..... 10

 4.7 Statutory and regulatory duties 11

 4.8 Core school improvement activities 14

5 Conclusion..... 15

Appendix A - English as an Additional Language service 16

 Rationale for maintaining a central team with EAL expertise in Havering 16

 1. Demographics are changing rapidly..... 16

 2. The service is well-used by schools..... 16

 3. Fluctuating school needs could put the service at risk 17

 4. A discrete EAL service allows flexibility..... 17

 EAL team capacity 17

 The offer for LA-maintained primaries: 17

 Impact of the EAL team:..... 18

Appendix B - Behaviour Support Service – SEMH Team..... 19

 Rationale for maintaining a central SSFP service in Havering..... 19

 The offer for LA-maintained primaries: 19

 Impact of the SSFPs: 20

 Job profile for the post of Senior School Family Practitioner..... 22

 Job profile for the post of School Family Practitioner..... 26

Appendix C - Trade Union facility time 30

 Introduction 30

 Trade union facility time and membership fees 30

 Service provision..... 31

General Advice and Support..... 31

Consultation, Compliance and Policies..... 31

<i>Employee Relations</i>	31
<i>Restructuring and Reorganisation</i>	32
<i>TUPE and Academy Conversion</i>	32
Appendix D - Core school improvement activities - Havering Education Quality Assurance Process 2024-2025.....	33
Quality Assurance Cycle	33
Timeline.....	33
KIT Visits.....	33
Full QA (Ofsted Readiness) Visit.....	34
Risk Register and Schools Monitoring Group	34
Schools ‘Requiring Additional Intervention & Support’:.....	35
Progress Review Meetings (PRMs).....	35
Appendix 1 – LA Children’s Services School Vulnerability Triggers.....	37



Introduction

This consultation proposes options for the de-delegation for central services for maintained schools for the financial year 2025-26.

LA maintained primary schools are to consider for financial year 2025-26, whether to continue with the de-delegation of funding for the following services:

- Insurance
- Free school meals eligibility checking
- Maternity leave insurance
- EAL service
- Behaviour support service
- Statutory and regulatory duties
- Core school improvement activities

Schools are asked to consider the options outlined in the documents and respond to the Local Authority (LA) for further consideration by the Schools Funding Forum.

At this stage, all figures used in the calculations are from the October 2023 Census, with the rates that will apply for 2025-26 de-delegation services. The final calculation will be based on the October 2024 Census data, with the rates proposed to be unchanged.

The DfE do not release the October 2024 Census data until late December 2024. Therefore, LAs consult using the previous year's dataset (October 2023 Census) to agree the principles for the forthcoming financial year.

Process

A summary of responses to the consultation will be reported to the meeting of the Schools Funding Forum on 28th November 2024, and will form part of the final decisions taken by the Local Authority in January, before schools are issued with their funding for the 2025-26 financial year.

Responding to the Consultation

This consultation is sent to the Head Teachers of all LA maintained schools only. Please bring this to the attention of Chairs of Governors, Chairs of Resources, Board Members and Trustees as appropriate.

You can contribute your views to the consultation in the online link provided in the body of the email.:

If you require clarification on any point please email:

Education Finance at: education.finance@havering.gov.uk

Closing date of consultation: 12.00pm Friday 22nd November 2024

Schools Funding 2024-25

1. Background to De-delegation and Education Functions

Funding for de-delegated services must be allocated to schools through the formula but can be passed back, or 'de-delegated', for maintained mainstream primary and secondary schools with Schools Forum approval.

De-delegation for centrally provided services is not an option for academies, special schools, nursery schools and PRUs. De-delegation for education functions can be applied to special schools.

Where de-delegation has been agreed for maintained primary and secondary schools the local authority can offer the service on a buy-back basis to those schools and academies in their area which are not covered by the de-delegation.

Any decisions made to de-delegate in 2025-26 relate to that year only, so new decisions will be required for any service to be de-delegated in 2026-27.

Schools forum members decide separately for each phase whether the service should be provided centrally and the decision will apply to all maintained mainstream schools in that phase. Funding for these services will then be subtracted from the formula allocation before school budgets are issued.

The services which can be de-delegated are:

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

For each service de-delegated, local authorities will need to make a clear statement of how the funding is being taken out of the formula (for example, primary insurance £20 per pupil, FSM eligibility £9.50 per FSM pupil). There should be a clear statement of how contingencies and other resources will be allocated.

Where there has been agreement that a school is entitled to receive an allocation from a de-delegated contingency fund, that agreement should be honoured if the school converts to an academy at any point in the year. Where a school converts to an academy in the period 2nd April to 1st September 2025, local authorities will have an opportunity to present an evidence based case to the EFA to request a recoupment adjustment for the period 2nd September 2025 to 31st March 2026.

Any unspent de-delegated funding remaining at the year-end should be reported to Schools Forum. Funding may be carried forward to the following funding year as with any other centrally retained budget, and local authorities can choose to use it specifically for de-delegated services.

2. De-delegation and Education Functions Service 2024-25

The following table demonstrates the services that was requested and agreed for financial year 2024-25.

Service	De-delegation requested 2024-25	Outcome
Contingencies (including schools in financial difficulties and deficits of closing schools)	No	N/A
Behaviour support services	Yes	Agreed
Support to underperforming ethnic groups and bilingual learners (EAL)	Yes	Agreed
Free school meals eligibility	Yes	Agreed
Insurance	Yes	Agreed
Museum and library services	No	N/A
Licences/subscriptions	No	N/A
Staff costs supply cover (maternity leave insurance)	Yes	Agreed
Staff costs supply cover (trade union facility time)	Yes	Agreed
Statutory and regulatory duties	Yes	Agreed
Core school improvement activities	Yes	Agreed

3. De-delegation and Education Functions Service 2025-26 Consultation

As agreed at the Schools Funding Forum meeting held on 17th October 2024, this consultation was proposed to be issued to all maintained schools to help with the decision making for the de-delegated services for 2025-26.

The summary of responses to the consultation will be reported to the meeting of the Schools Funding Forum on 28th November 2024, and will form part of the final decisions taken by the Local Authority in January.

4. Proposed De-delegated Services 2025-26

Consideration to the continuation of the financial year 2024-25 de-delegated services is proposed, and the list of services and functions are as provided below and in the applicable Appendices.

4.1 Insurance

Insurance for maintained schools is arranged as part of the Borough's main insurance contract and funded through de-delegation.

2025-26	Primary
Formula factor	AWPU
Amount	£21.00
Total	£363,000

2024-25	£21.00
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The LA is proposing that the sum per pupil de-delegated remains unchanged.

It should be noted that the cost of participating in the Risk Protection Arrangement (RPA), managed by the Department for Education, has been set at £25.00 per pupil for 2025-26.

4.2 Free school meals eligibility checking

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

The proposed funding through de-delegation from LA maintained primary schools is as follows:

2025-26	Primary
Formula factor	FSM eligible pupils
Amount	£9.50
Total	£30,352

2024-25 rate	£9.50
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The LA is proposing that the sum per FSM pupil de-delegated remains unchanged. An increase in the total de-delegated, resulting from an increased number of FSM eligible

pupils, should be sufficient to cover the cost of the pay award for staff delivering this service.

4.3 Maternity leave insurance

The LA administers an insurance scheme that meets the costs of teachers and support staff who are on maternity leave. The benefit of de-delegating the budget, rather than operating a traded service, is that schools do not have to pay premiums or make claims.

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

With increases in demand and to the salary costs for teachers and support staff for the forthcoming financial year, it is proposed to increase the sum per pupil de-delegated for maternity leave by 9.6% in 2025-26. This is to meet the expected average increase in staff salaries, as staff salaries determine the level of maternity leave payments.

The proposed funding through de-delegation from LA maintained primary schools is as follows:

2025-26	Primary
Formula factor	AWPU
Amount	£40.49
Total	£707,198

2024-25	£36.96
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The table below outlines the budget and expenditure from 2023-24 to 2025-26, should the de-delegation be agreed at the levels requested, and the impact on each of the corresponding years. For 2024-25, although the expected spend is in excess of the budget available, there are other de-delegated budgets which are anticipated to underspend to offset this increased demand. For 2025-26, it is anticipated that a similar situation will arise and the anticipated £10k shortfall may not pose a material impact on the agreed overall de-delegated budgets.

	2023-24	2024-25	2025-26*
Budget	£602,693	£645,543	£707,198
Spend	£528,751	£680,000	£717,400
Outturn	£73,942	-£34,457	-£10,202
Rate	£34.87	£36.96	£40.49
Applicable pupils	17284	17466	17466

4.4 English as an Additional Language (EAL) Service

An explanation of the service offered through de-delegation is attached at [Appendix A](#).

Funding requested through de-delegation from LA maintained primary schools is as follows:

2025-26	Primary
Formula factor	EAL 3
Amount	£38.00
Total	£114,538

2024-25	£38.00
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The range in sums de-delegated from each school is shown below. The majority of schools would benefit financially from de-delegation compared to the cost of buying a similar level of service.

	De-delegated from individual schools £
Lowest	517
Median	2,644
Highest	6,070

4.5 Behaviour support service - Social Emotional and Mental Health (SEMH) Team

The LA is seeking de-delegation for SEMH services which now form part of SEND Education Support Service (formerly CAD 5 to 19).

De-delegated funding will be used to provide an enhanced resource of School Support Family Practitioners (SSFPs), meaning that this will be provided to maintained schools without an additional charge.

The primary purpose of this service is to work closely with families of vulnerable children with SEMH needs, to prevent permanent exclusion and suspension, maintain placement and positive working relationships between home and school. The service will also provide early intervention work with children and parents. SSFPs work in a similar way to family practitioners within Early Help, but with a strong focus on educational outcomes alongside family support.

Details of the service provided and job profiles for the posts of senior school support family practitioners are attached at [Appendix B](#).

The proposal is that for 2025-26 the sums de-delegated remain unaltered.

Funding required through de-delegation from LA maintained primary schools is as follows:

Formula factor	AWPU	FSM Ever 6	IDACI E	IDACI D	IDACI C	IDACI B	IDACI A	Low attainment	
Amount	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	
Total	£87,330	£6,452	£31,590	£29,975	£6,618	£4,365	£1,189	£27,965	£195,483

2024-25 rates	£5.00	£2.00	£14.08	£22.08	£12.05	£7.71	£10.07	£5.00	
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4.6 Trade Union Facility Time

De-delegation benefits schools through the provision of support from locally based and accredited trade union officials. Further details on what is provided are contained in [Appendix C](#).

The following unions and the staff they support are as follows:

Union	Staff Supported
National Education Union (NEU)	Teaching & Support
National Association of Schoolmasters Union of Women Teachers (NASUWT)	Teaching
Community	Teaching
National Association of Head Teachers (NAHT)	Teaching
Association of School and College Leaders (ASCL)	Teaching
UNISON	Support
GMB	Support

Last year the Forum agreed an increase in the sum per pupil de-delegated from £2.63 to £2.80 to help meet the rise in salary costs of the local trade union representatives delivering the service.

If the price remained unchanged the figures for 2025-26 would be as follows.

2025-26	Primary
Formula factor	AWPU
Amount	£2.80
Total	£48,905

2024-25	£2.80
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Shown below are the figures if the sum per pupil was increased by 5.5% in line with the proposed rise in teachers' pay. This would bring the per pupil amount to £2.96. The figures would be as follows.

2025-26	Primary
Formula factor	AWPU
Amount	£2.96
Total	£51,700

Education functions – applicable to LA maintained primary and special schools only

4.7 Statutory and regulatory duties

The Schools Funding Forum has previously received reports on the withdrawal of the Education Services Grant (ESG) which was allocated to local authorities by the Government for the provision of statutory services in relation to schools. Academies also received ESG. That has also ceased.

The reports advised that from an original allocation of £2.3m, £589k had been transferred to the DSG leaving no funding source to meet the remaining costs. After reducing its operational costs by £590k this left a shortfall of £1.2m.

In reducing the funding to local authorities, the DfE introduced a provision within the School Funding Regulations for local authorities to agree a contribution from LA maintained schools towards the cost of statutory services and specific tasks that are carried out for them but not for academies. This principle reflects the charge that most Multi Academy Trusts place on their partner academies for central services.

The contribution from LA maintained schools budgets' was introduced for the 2018-19 financial year and was set at £19.89 per pupil for primary schools and £44.00 per place for special schools. The primary school rate was reduced to £17.90 for 2019-20. For the last three years the rate has been increased in line with the rise in NFF factor values and currently stands at £19.31 for mainstream schools and £45.00 for each special school place.

For 2025-26 the LA is again proposing that the rate for LA maintained primary schools is increased in line with the rise in NFF factor values, excluding any increases due to any grants rolling into the NFF rates.

The cost of providing the services supported by this funding is comprised largely of staff salaries that are expected to rise by at least 5% this year.

The new rate would produce a minimum total contribution of £341,000, as outlined in the table below that demonstrates the 2024-25 contribution.

2024-25	Primary	Special
Formula factor	AWPU	Place
Amount	£19.31	£45.00
Total	£334,000	£7,000

A list of the different LA responsibilities for maintained schools that is funded from this contribution is as per the table below.

Category	Central Services functions for LA Maintained Schools (previously ESG - now part of Education Functions)
Service Strategy & Regulation	Budgeting and accounting functions relating to maintained schools (Sch 2, 73)
	Functions relating to the financing of maintained schools (Sch 2, 58)
	Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 57)
	Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 58)
	Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 59)
	Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 60)
	Functions related to local government pensions and administration of teachers’ pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 62)
	HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition/organisation of staff (Sch 2, 63); determination of conditions of service for non-teaching staff (Sch 2, 64); appointment or dismissal of employee functions (Sch 2, 65)
	Consultation costs relating to staffing (Sch 2, 66)
	Provision of information to or at the request of the Crown relating to schools (Sch 2, 68)
	Establish and maintaining computer systems, including data storage (Sch 2, 71)
Appointment of governors and payment of governor expenses (Sch 2, 72)	
Asset management	General landlord duties for all maintained schools (Sch 2, 76a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:
	• appropriate facilities for pupils and staff (including medical and accommodation)
	• the ability to sustain appropriate loads
	• reasonable weather resistance
	• safe escape routes
	• appropriate acoustic levels
	• lighting, heating and ventilation which meets the required standards
• adequate water supplies and drainage	

	<ul style="list-style-type: none">• playing fields of the appropriate standards
	General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc Act 1974)
	Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)
Monitoring national curriculum assessment	Monitoring of National Curriculum assessments (Sch 2, 74)

4.8 Core school improvement activities

In January 2022 the DfE announced that the School Improvement, Monitoring and Brokerage Grant paid to local authorities would be reduced by 50% for financial year 2022-23 and then removed completely from 2023-24.

At the same time, local authorities were given the power to fund all improvement activity, including core activity, via de-delegation with the agreement of Schools Forums or the Secretary of State.

At the February 2022 meeting of the Schools Funding Forum, the members representing LA maintained schools agreed the de-delegation of £5.11 per pupil for core school improvement activities for the financial year 2022-23. This generated a sum equivalent to the 50% of the grant that was withdrawn.

During the summer term 2022, the LA worked with a group of school and academy leaders to refresh its Quality Assurance (QA) Framework. A key objective of the LA is that all children will attend a school this is judged to be “effective” Good or Outstanding by Ofsted. To support the maintenance of high standards, all LA maintained schools will be included in the QA cycle. Schools which are stand-alone academies, or schools that are part of an academy trust are welcome to participate in all aspects of the cycle in the same way as maintained schools, however they are not required to participate in the way that LA schools are.

Following on from this, the core school improvement activities to be funded from de-delegation were determined. For 2023-24, the LA proposed that the sum de-delegated should remain at £5.11 per pupil ensuring schools would be asked to contribute only 50% of the grant withdrawn. At the meeting of the Forum held on 1st December 2022 the LA maintained primary school representatives agreed to de-delegation.

For 2024-25, the LA sought the de-delegation of £5.11 per pupil which generates 50% of the DfE grant withdrawn. School Forum representatives for maintained schools agreed for the de-delegation to remain unchanged.

For 2025-26, despite increased costs, we may be able to reduce the spend by £30,000, by delivering more of the intervention work internally, rather than via external resource.

For 2025-26 the LA is proposing the de-delegation for School Improvement activities to be reduced from £5.11 per pupil to £3.38 per pupil.

Details of the service provided are shown in [Appendix D](#).

2025-26	Primary	Special
Formula factor	AWPU	Place
Amount	£3.38	£10.14
Total	£58,406	£1,587
2024-25	£5.11	£15.33

5 Conclusion

We hope that this paper and the accompanying appendices explain the de-delegated services and education functions options that form the basis of this consultation, and the rationale behind these options.

As explained above, the rate for each of the services will remain as per the consultation proposals once the final dataset is made available in December. However, the budgets for each of the de-delegated/education functions are indicative and final calculations will be made once the validated data from the October 2024 census has been received from the DfE.

Appendix A - English as an Additional Language service

To retain a central EAL Team to maintain the high levels of support and response to Havering's maintained primary schools, the LA is proposing that the sum per EAL pupil de-delegated remains unchanged. It is proposed that, as per the previous 5 years, £38 per EAL pupil be de-delegated in the financial year 2025-26. This would provide funding of £114,538 towards the costs of the team which would otherwise be put at risk should an insufficient number of schools decide not to buy into the service.

The percentage of EAL learners in Havering primary schools is continuing to increase at an accelerated rate. In January 2024, the Havering primary school population stood at 30.4% EAL compared to 22.8% nationally, representing a rate of increase from January 2023 that is nearly double the national average.

Through the national funding formula, primary schools receive £639.28 per EAL3 pupil so would retain 94% of their funding to provide support to their EAL pupils.

Rationale for maintaining a central team with EAL expertise in Havering

1. Demographics are changing rapidly

Havering's demographic is continuing to change rapidly with migration to the borough directly from a wide range of countries and from across the UK.

From 1st June to 1st September 2024, 105 Havering primary school applications were received from children transferring from abroad, of whom 41 were recorded as having no English. Children continue to arrive from areas of conflict, some of whom have benefitted from the Homes for Ukraine in-school teaching project, managed by the EAL team.

2. The service is well-used by schools

From April 2023 to March 2024:

- 33 LA-maintained primaries accessed the service for consultancy support and/or CPD. This figure does not include the additional ongoing support that was given to schools in response to telephone queries and emails.
- Delegates from 26 LA-maintained primary schools attended EAL networks and/or CPD with over 100 course bookings.
- The HES EAL resources pages are well used by Havering schools with key documents that can only be accessed via log in. Over the past year, staff from at least 22 LA-maintained primaries have accessed the resources, many on a regular basis.
- The centrally-funded Homes for Ukraine in-school teaching project for 2023-2025 is managed by the EAL team. Without de-delegated EAL funding, this precise targeting of need could not exist. This has benefited pupils in 24 different schools across the primary and secondary phase.
- With regard to academy buy-back, 22 academies accessed the service and there were 43 bookings for EAL networks and/or courses from academy subscribers.

3. Fluctuating school needs could put the service at risk

Unlike other service areas which generate a more consistent level of need, EAL needs fluctuate across schools due to changing populations and the experience and expertise of individual staff. School demographics can change rapidly which, in addition to changes in staffing, can lead to needs arising where there may have been none previously. This makes it more difficult for the EAL team to project a guaranteed income to fund salaries.

Without collective buy-in from schools, EAL support could cease to exist within Havering and schools would have to source support from elsewhere. In addition, the average sum of £2,937 de-delegated from a school allows for a more comprehensive EAL offer than would otherwise be available through an external provider or if the service were to become fully traded.

4. A discrete EAL service allows flexibility

The benefit of maintaining the current model, as opposed to incorporating EAL into the Hsis packages, is the flexibility of the support. Schools can request visits as and when required without having to allocate package time; they can request a number of short visits or online calls throughout the year which can be arranged in response to the admission of new children as opposed to full consultancy days which need to be timetabled in advance. These flexible visits can cover a wide range of areas from pupil-focused observations to in-house EAL CPD and/or teacher surgeries. In addition, the model for EAL networks, as explained above, allows for networking between teaching assistants as well as teachers, helping maximise the real expertise that exists amongst our EAL TAs.

EAL team capacity

The EAL Advisers are available to provide termly EAL visits to schools as requested by individual EAL Co-ordinators/SLT. Schools are reminded by email at least three times a year of upcoming courses and the availability of support.

The capacity of the team continues to be enhanced by a specialist secondary EAL consultant who is increasingly working with secondary subscribers. If needs dictate, her role could be increased to work with a greater number of schools including primary schools.

Across the three Advisers, all requests for support have been met and, to date, there has been no instance of a request not being met.

The offer for LA-maintained primaries:

- Termly consultancy visits on request (more available as required, depending on the needs of individual schools – may be virtual or face-to-face)
- Consultancy visits may consist of: development of the role of the EAL co-ordinator; pupil-focused advice/observations; in-house EAL CPD; teacher surgeries/trouble-shooting; EAL reviews
- Twice-termly networks for EAL co-ordinators and EAL TAs (one virtual and one face-to-face per term)
- Unlimited access to centrally-held EAL CPD (may be virtual or face-to-face)

- Telephone and email support
- Access to the subscriber-only content on the HES EAL resources pages: <https://www.hes.org.uk/Page/147>

Impact of the EAL team:

The targeted work of the EAL team with EAL co-ordinators, class teachers and TAs helps schools tailor their provision to ensure EAL learners make rapid progress. As a result, pupils that start with limited English across all phases make accelerated progress in order to reach age-related expectations or close the gap towards this.

Havering is attracting considerable migration from other London boroughs, including families with limited proficiency in English, in addition to increasing numbers of displaced families arriving from areas of conflict with very little English. Central EAL funding will ensure that schools receive EAL support in order to meet the needs of these vulnerable children as and when required, including the management of the central Homes for Ukraine budget which has allowed for precise targeting of need via specially-commissioned in-class teaching support.

Appendix B - Behaviour Support Service – SEMH Team

The LA is seeking de-delegation for SEMH services which now form part of SEND Education Support Service (formerly CAD 5 to 19).

De-delegated funding will be used to provide an enhanced resource of School Support Family Practitioners (SSFPs), meaning that this will be provided to maintained schools without an additional charge.

The primary purpose of this service is to work closely with families of vulnerable children with SEMH needs, to prevent permanent exclusion and suspension, maintain placement and positive working relationships between home and school. The service will also provide early intervention work with children and parents. SSFPs work in a similar way to family practitioners within Early Help, but with a strong focus on educational outcomes alongside family support.

Rationale for maintaining a central SSFP service in Havering

The allocation of practitioner time is determined by reference to the schools' Vulnerability Table, which is produced by statistical analysis of the volume of SEN, LAC, mobility and EAL in each school.

SSFPs provide tailored support and interventions based on the identified needs of the family. In partnership with families and other agencies, specifically Education provisions, they carry out a comprehensive assessment, address identified needs and ensure sustainable long-term change is achieved.

They also have a thorough understanding of local need and available resources enabling them to engage partner agencies effectively to ensure that families achieve optimum outcomes.

The offer for LA-maintained primaries:

The service has been re-structured to include 1 x Senior SSFP and 3 x SSFPs, providing sufficient capacity to support c200 families per 12-month period. The job profiles for these posts are shown below.

Referrals will be allocated based on a minimum of at least 1 individual case per year per school (core offer = approximately 60 families) and remaining referrals will be allocated (approx. 60) according to the vulnerability data and needs of the situation – with priority given to the more vulnerable schools. The most vulnerable schools will also have the opportunity to access small group interventions for children who would benefit from early intervention for their SEMH needs, delivered by the Senior SSFP and an SEMH Advisor.

All schools, regardless of their vulnerability data, will also have access to parenting groups also delivered by the Senior SSFP and an SEMH Advisor.

This will allow for a further 100 families to be supported, representing an overall 90% increase on the current offer.

Schools complete a SEND Gateway Referral Form (SGRF) selecting the SSFP box and submit to cad5to19@haverling.gov.uk and these are triaged fortnightly on a Friday.

The SSFP role supports the family in working alongside the child's current education setting where challenging behaviour is a concern, giving the opportunity to work on shared goals with the aim of improving educational outcomes for Havering children and the quality of life and experiences for Havering families.

This early intervention provision is for children and young people aged between five and eleven years' old who have identified SEMH needs, and are not currently known to Early Help or Social Care.

SSFPs provide tailored support and interventions based on the identified needs of the family. For those families accessing individual intense support from the service, the SSFP will contact the family and within five days of case allocation, and undertake an initial home visit. The SSFP will complete an assessment with the family and gain input from the child's school. This will highlight any other areas of support needed and the wishes and feelings of the child / children will be gained. From the identified needs, an action plan will be devised for the family.

Once the assessment has been completed, TAF (Team Around the family) meetings will be facilitated at regular intervals, which will be dependent on the needs of the family and the level of support implemented. On average, this meeting will be scheduled every 4-6 weeks and provides an opportunity where the parent/s and a team of multi-agency professionals working with the family will review and update the SMART action plan. The average time an SSFP supports an individual child, family and school is four months, with the option to extend in exceptional circumstances.

The SSFP will work directly with the parents and child offering support and interventions which will be tailored to the individual family needs. Various evidence based parenting programmes are currently being run by qualified facilitators which parents can access through a referral with the main focus being around managing SEMH needs in the home, as well as maintaining their mainstream school place and enjoying a positive school experience.

The Children and Parent groups are managed and organised by the Senior SSFP, in liaison with each school on an individual basis. Parent support groups are delivered in Clusters on a half-termly basis, one cluster per half term.

Impact of the SSFPs:

The SSFPs receive very positive feedback from the schools that they support, and have successfully engaged children and families to ensure that behaviour improves, and the risk of suspension and/or permanent exclusion reduces.

102 families were supported in 2021 across 2 full time and 1 supervisory SSFP positions - 98% of these children are still within their original placements, 2% are now receiving their education outside of Havering in out-of-borough placements. It is not possible at this time to provide more up-to-date data, as the new way of working began this financial year (2024-25), with the parent and children groups starting this academic year (September 2024). Anecdotal feedback from schools and parents involved so far has been very positive with excellent uptake from parents and engagement from children. We anticipate expanding the number of parent groups after Christmas (January 2025) to support more families, due to the feedback received so far.

Below are a couple of direct quotes from parents.

Parent A - "Carla was amazing and always there when we need her, without her we wouldn't get to where we are now. Thanks a lot for her help and support."

Parent A is the parent of a young person with social communication needs, the SSFP was able to help the parents with seeking support from the appropriate health care professionals and organise next steps. The young man in question was previously receiving regular fixed term exclusions, SSFP was able to support the school in communicating with the parents and linking behaviour strategies to the home environment.

Parent B - "Carla was amazing from the start, I didn't really know about Early Help I thought it was for bad parents. But Carla explained everything they do, Carla was very helpful and really listened to me, she went above and beyond what I expected. Carla really helped me with my relationship with the school and got the necessary outside agencies involved. And she always found out answers for me if she didn't at the time. Carla really listened to XXXX as well, and at times XXXX enjoyed talking to Carla even asking when he will she be coming to his school. I feel without Carla, my situation with XXXXX and the school would never have improved. We have all come a long way since the beginning and it wouldn't have been able to do it without her."

Parent B is the mother of a child with complex needs who had experienced multiple suspensions and was on the brink of permanent exclusion, following SSFP support his mother has built a positive relationship with the school/developed an understanding of her son's behaviour and how to manage it. Her son is no longer at risk of permanent exclusion.

Job profile for the post of Senior School Family Practitioner

(Competency profile and items common to all job profiles have been omitted)

London Borough of Havering

Job Profile

Job Title: Senior School Support Family Practitioner (SSFP)	Directorate: Children's Services - Education
Service/Section: Special Education Needs and/or Disabilities (SEND) Service	Post Number(s): NEW Job Evaluation Number: 3203
Grade: Grade	Date last updated October 2022 Date of last Evaluation: October 2022

Main Purpose of the Job/Key Objectives:

The primary purpose of this post is to supervise the work of and line manage three SSFPs key working a caseload of families and individuals within the CAD Social, Emotional and Mental Health (SEMH) Team, as well as hold a caseload themselves. They will be working with education provisions and as part of a multi-disciplinary team in delivering interventions that aim to tackle issues identified. The team will be testing out new ways of intensive work with families to ensure positive and sustainable changes are made and that appropriate interventions are offered at the right time.

The key objectives are to undertake all of the following as well as oversee the work of three SSFPs who:

- Provide tailored support and interventions based on the identified needs of the family. This could also include intensive work with those in care, on the cusp of care or stepping down from statutory services.

- In partnership with families and other agencies-specifically education provisions, carry out a comprehensive assessment address identified needs and ensure sustainable long term change is achieved.
- Have a good understanding on local need, available resources and to effectively engage partner agencies to ensure families achieve optimum outcomes.
- Keep abreast with any changes to policies that may affect families, for example welfare reform, Troubled Families agenda etc

The Senior SSFP will oversee all aspects of the line management of their direct reports, work with the SEMH Team Manager to coordinate their programmes and ensure the quality and consistency of their work.

Job Context:

1. The post holder reports to the SEMH Team Manager.
2. The post holder has supervisory responsibility for approximately three SSFPs but without full line management responsibility in terms of payroll and HR.
3. The post holder may be required to work weekends and evenings as required.
4. The post holder has no Financial/Resources responsibility but will support the SEMH Team Manager in accounting for spend on the SSFP and Senior SSFP.

Experience

- Extensive experience of working with parents.
- Experience of working across organisational boundaries.
- Experience of working with children and Families including complex assessments and statutory work.
- Experience of working in a multi-disciplinary interagency basis and ability to negotiate on behalf of customers
- Experience of working in ways which empower and encourage participation of families.
- Experience of working with children with emotional and behavioural difficulties.
- Experience of managing adults or evidence of the qualities and experience to do so effectively.
- At least 2 years experience working in an educational environment

Qualifications

- Level 2 Maths and English

Key Accountabilities and Result Areas:

Key Result Area	Expected End Result
Manage a caseload with an emphasis on encouraging participation, effective and meaningful involvement from families with an aim to improving outcomes for families	Cases effectively managed with agreed outcomes for families achieved.
Plans, delivers and reviews individual and family Support Plans to assist families with proposed actions set to ensure desired changes are achieved	Plans continually reviewed and updated, needs of families are met.
Coordinate planning of services, taking account of the needs of families and issues they face when caring for their child/ren.	All relevant professionals engaged at appropriate stages for each family.
Identify families who meet the troubled family criteria and inform the appropriate TF lead to ensure payment by results are applied for	All appropriate cases will be recorded on the TF database. PBR claims will evidence successful outcomes achieved by the direct work completed by the Tier 3 team.
Keeps up-to-date with good practice, current legislation and Directorate policy, practice and initiatives, and plays a lead role in disseminating these within the team	Accurately interprets legislation policies and procedures. Knowledge is up to date and shared with the team.
Provides direct support to individuals as well as groups in order to raise awareness of difficulties faced by families.	Direct support and intervention provided.
Provides comprehensive family assessments and analysis based on information gathered to agreed timescales.	All necessary information is gathered and included in assessments and made accessible to all appropriate agencies.
Puts in place suitable intervention, prevention and enforcement measures that seek to reduce negative behaviour	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.

effecting the ability to achieve positive family change.	
To empower families to develop new skills and experience that will equip them to become independent. For example, training/employment opportunities.	Families will be more independent and no longer require intensive intervention, leading to improved family outcomes.
To share individual specialism with team members and offer appropriate support and advice to all staff within the CAD service and education provisions	Experience and knowledge is actively shared with the team and the benefits of multi-agency team are maximised within the CAD service and education provisions. Staff will feel supported and good professional relationships will be developed.
Maintains and encourages high professional standards within the team and directorate.	Professional standards are maintained.
Assists in the development of robust record keeping systems to disseminate information within the service.	Records are kept up to date and accurate on all recording systems.
Share with other service providers, the experiences of families and to contribute to developing means of improving this experience.	Knowledge and experience of direct work with families is shared with service providers as necessary.
Negotiate and coordinate support for families through the development of effective outreach services, including one-to-one support and group work.	Outreach services and support are in place for families and groups as agreed.
Develop and maintain good working relationships with statutory, voluntary agencies.	Relationships with all partner agencies are positive.
Keeps professional knowledge and skills up to date.	Relevant training workshops and courses attended
To represent and speak on behalf of the CAD Service and education provisions at various multi-agency meetings.	Is an excellent advocate of the service.

Job profile for the post of School Family Practitioner

(Competency profile and items common to all job profiles have been omitted)
London Borough of Havering
Job Profile

<p>Job Title: School Support Family Practitioner (SSFP)</p>	<p>Directorate: Children’s Services - Education</p>
<p>Service/Section: Special Education Needs and/or Disabilities (SEND) Service</p>	<p>Post Number(s): 10003222 10007778 NEW NEW Job Evaluation Number: 3447</p>
<p>Grade: Grade</p>	<p>Date last updated: July 2023 Date of last Evaluation: July 2023</p>

Main Purpose of the Job/Key Objectives:

The primary purpose of this post is to key work a caseload of families and individuals within the SEND SEMH Team and education provisions and to work as part of multi-disciplinary team in delivering interventions that aim to tackle issues identified. The team will be testing out new ways of intensive work with families to ensure positive and sustainable changes are made and that appropriate interventions are offered at the right time.

The key objectives are to:

- To undertake a key role in the Special Education Needs and/or Disabilities (SEND) Service. The SEND Team is responsible for providing direct support to children, young people, adults and their families and carers. They will also work very closely with early years settings, schools, colleges and other settings.
- Facilitate planning meetings (TAF meetings) and implement support plans for pupils presenting with social and emotional difficulties in mainstream schools and, at times, in specialist settings and alternative provision and their families.
- Provide direct support within schools, family homes and community buildings for children at risk of exclusion and/or demonstrating social and emotional difficulties who are vulnerable to poor outcomes.
- Regular meetings with parents, siblings and involved professionals to undertake interventions, update on progress and share concerns. Attend meetings as required by other agencies including schools, social care and other CAD professionals.

- To manage own time and any other resources associated with these duties with due regard for efficiency, economy and effectiveness.
- Attend meetings outside core hours as and when necessary to meet the needs of the families.
- Supporting the needs of the family with wider contextual issues such as housing, benefits, health, parental mental health, EHCP applications, domestic abuse, MARAC attendance, CAMHS / paediatric appointments and paperwork. Making appropriate referrals to other agencies for specialist input and support.
- Assessing risk before, during and after home visits and taking appropriate action.
- Managing difficult relationships between parents and professionals to ensure the child has a successful school experience.
- Provide tailored support and interventions based on the identified needs of the family. This could also include intensive work with those in care, on the cusp of care or stepping down from statutory services.
- In partnership with families and other agencies-specifically Education provisions, carry out a comprehensive assessment address identified needs and ensure sustainable long term change is achieved.
- Have a good understanding on local need, available resources and to effectively engage partner agencies to ensure families achieve optimum outcomes.
- Keep abreast with any changes to policies that may effect families, for example welfare reform, Troubled Families agenda etc

Job Context:

5. The post holder reports to the Senior SSFP.
6. The post holder has no line management responsibility.
7. The post holder may be required to work weekends and evenings as required.
8. The post holder has no Financial/Resources responsibility.

Experience

- Extensive experience of working with parents.
- Experience of working across organisational boundaries.
- Experience of working with children and Families including complex assessments and statutory work.
- Experience of working in a multi-disciplinary interagency basis and ability to negotiate on behalf of customers

- Experience of working in ways which empower and encourage participation of families.
- Experience of working with children with SEMH needs.

Qualifications

- Diploma level of education or equivalent.

Key Accountabilities and Result Areas:

Key Result Area	Expected End Result
Manage a caseload with an emphasis on encouraging participation, effective and meaningful involvement from families with an aim to improving outcomes for families	Cases effectively managed with agreed outcomes for families achieved.
Plans, delivers and reviews individual and family Support Plans to assist families with proposed actions set to ensure desired changes are achieved	Plans continually reviewed and updated, needs of families are met.
Coordinate planning of services, taking account of the needs of families and issues they face when caring for their child/ren.	All relevant professionals engaged at appropriate stages for each family.
Identify families who meet the troubled family criteria and inform the appropriate TF lead to ensure payment by results are applied for	All appropriate cases will be recorded on the TF database. PBR claims will evidence successful outcomes achieved by the direct work completed by the Tier 3 team.
Keeps up-to-date with good practice, current legislation and Directorate policy, practice and initiatives, and plays a lead role in disseminating these within the team	Accurately interprets legislation policies and procedures. Knowledge is up to date and shared with the team.
Provides direct support to individuals as well as groups in order to raise awareness of difficulties faced by families.	Direct support and intervention provided.
Provides comprehensive family assessments and analysis based on information gathered to agreed timescales.	All necessary information is gathered and included in assessments and made accessible to all appropriate agencies.
Puts in place suitable intervention, prevention and enforcement measures that seek to reduce negative behaviour effecting the ability to achieve positive family change.	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.
To empower families to develop new skills and experience that will equip them to become independent. For example, training/employment opportunities.	Families will be more independent and no longer require intensive intervention, leading to improved family outcomes.

To share individual specialism with team members and offer appropriate support and advice to all staff within the CAD service and education provisions	Experience and knowledge is actively shared with the team and the benefits of multi-agency team are maximised within the CAD service and education provisions. Staff will feel supported and good professional relationships will be developed.
Maintains and encourages high professional standards within the team and directorate.	Professional standards are maintained.
Assists in the development of robust record keeping systems to disseminate information within the service.	Records are kept up to date and accurate on all recording systems.
Share with other service providers, the experiences of families and to contribute to developing means of improving this experience.	Knowledge and experience of direct work with families is shared with service providers as necessary.
Negotiate and coordinate support for families through the development of effective outreach services, including one-to-one support and group work.	Outreach services and support are in place for families and groups as agreed.
Develop and maintain good working relationships with statutory, voluntary agencies.	Relationships with all partner agencies are positive.
Keeps professional knowledge and skills up to date.	Relevant training workshops and courses attended
To represent and speak on behalf of the CAD Service and education provisions at various multi-agency meetings.	Is an excellent advocate of the service.

Appendix C - Trade Union facility time

Introduction

There is a legal obligation on schools as employers to ensure they have in place arrangements to negotiate and consult with accredited Trade Union representatives and to afford their employees Trade Union representation, in compliance with legislation. Such arrangements include paid time off ('facilities time') for accredited trade union representatives to undertake these duties.

This service provides confidence to participating schools that they are fulfilling their legal obligations and ensuring their staff have access to employee representation from local Union representatives from across the County.

The support from Union representatives, available through de-delegation, also ensures that sensitive issues do not spiral out of control into situations involving formal procedures which can be extremely costly in both senior leadership time and money.

The scheme helps avoid the risk of operational disruption and the cost of schools having to release their own staff for specific training to fulfil this role and other functions linked to Trade Union facilities time.

By not having access to this local experienced resource there is an increased risk of lengthy and stressful processes that could impact on the running of schools and the health of all staff involved.

There are also increased risks around the following:

- Schools not fulfilling their legal duty.
- Schools not having access to a local Union rep resulting in delays in case management and resolution.
- Application of HR Policies impacted due to lack of availability of Union support.
- Lack of local mediation/discussion with regional reps who know the area.
- Escalation of grievances and cases (including sickness absence management) which might otherwise be avoided.
- Schools having to provide training for staff to the standard of local branch secretaries in order to fulfil legal duties.
- Schools unable to find staff who want to take on the Trade Union representative role.

Trade union facility time and membership fees

There is also often confusion around individual member subscriptions to Unions and the facilities payments received from schools. There is a specific distinction between the two and what they cover:

- 1) **Individual membership fees** not only pay towards the overall running costs of unions, but members also receive a number of fringe benefits, from support and guidance, legal services, training, financial assistance, compensation, non-employment law and insurance.
- 2) **De-delegated Trade Union Facilities Time** from schools funds the release of local representatives within Havering. Unions work collaboratively with schools and the LA to enable a smooth and seamless service.

Service provision

School leaders and governors are likely to only see a glimpse of the activity and support provided by Unions and what actually takes place in terms of casework.

A great deal of time is spent by local reps dealing with employees' concerns and grievances 'behind the scenes' in a way which prevents things ever escalating into confrontation and formal procedures.

Local Union reps help members work through conflict and change to the benefit of the members themselves and of school leaders.

The pooled arrangements allow facility time for branch secretaries to provide support to their members in a range of areas including:

General Advice and Support

1. Access for members to advice and support on employment issues from local representatives who understand Havering school issues because they work within them.
2. Prompt response to all requests for contact or support from Trade Union/professional association representatives.
3. Joint working between Trade Union representatives, LA Officers, members and school leaders, supporting staff whilst working collaboratively with management for best outcomes - to reduce escalation; maintaining open channels of communication to create resolution in challenging and difficult circumstances.
4. Schools and their staff are kept abreast of issues on the national Trade Union agenda and pertaining to collective agreements. All Unions work at a national level, campaigning and lobbying the government to reform key issues within education to support children and their learning with the best possible outcomes for everyone.

Consultation, Compliance and Policies

5. Availability of a pool of specialist Trade Union representatives able to consult meaningfully with the Local Authority on proposed changes to HR policies on behalf of all maintained schools. This saves individual schools having to consult with the Trade Unions independently.
6. Assurance that model employment policies issued by Havering LA have been through formal negotiation and consultation with Havering Division/Branch Trade Union officials

Employee Relations

7. Employees' concerns and grievances are addressed informally wherever possible, in a way which prevents sensitive issues escalating into confrontation involving contracted formal procedures. This can be extremely costly in both senior leadership time and money as well as emotionally for all involved.
8. Matters are often addressed without recourse to regional officials.
9. Where the involvement of regional or national officials is required, named contact details are provided promptly by local reps.
10. Genuine support for the well-being of staff, through positive and productive working relationships.

Restructuring and Reorganisation

11. Specific support for staff restructurings and budget saving options.
12. Discussion about alternative individual employment options, including settlement agreements.

TUPE and Academy Conversion

13. Meaningful consultation over academy conversion.

Branch secretaries, whose facility time is funded through de-delegation are senior and experienced Trade Union representatives with a good level of knowledge and expertise on employment matters.

Appendix D - Core school improvement activities - Havering Education Quality Assurance Process 2024-2025

Quality Assurance Cycle

A key objective of the Local Authority (LA) is that all children will attend a school that is judged to be “effective” by Ofsted.

To support the maintenance of high standards, all LA maintained schools will be included in the LA Quality Assurance (QA) cycle. Schools in Federations have individual URNs and will therefore be deemed to be separate schools for purposes of the QA cycle.

Schools which are stand-alone academies, or schools that are part of an academy trust are welcome to participate in all aspects of the cycle in the same way as maintained schools, however they are not required to participate in the way that LA schools are.

However, as a minimum, schools that are an academy will be strongly encouraged to participate in Keeping in Touch (KIT) visits. The KIT visits may focus, by negotiation on individual member schools within the cycle window, and an overview of the trust schools within Havering and trust quality assurance processes generally. The KIT will ensure that the LA has the necessary information to ensure that elected members are kept fully engaged in the local education system. We also encourage the sharing of good practice between all providers in our education community regardless of governance arrangements.

The LA proposes the following cycle of QA for “effective” schools:

Timeline

- Year 1 – Post Ofsted Inspection leaders attending to ‘Areas for Improvement’
- Year 2 - KIT visit or Peer Review Programme, if eligible
- Year 3 - Full QA (Ofsted Readiness) visit
- Year 4 - KIT visit
- Year 5 - Ofsted Inspection (possible KIT)

A school will join a point of the LA QA cycle according to when it was last inspected by Ofsted. This will be done by term as near as possible.

KIT Visits

A school judged to be “effective” will have a Keeping in Touch (KIT) visit 12 months after inspection.

A KIT visit of up to half a day, will include a discussion about:

- o the strengths of the school and evidence to support
- o area of improvement/focus, improvement planning, impact of actions taken and evidence to support this
- o pupil outcomes
- o concerns the school or the LA may have
- o brokerage of support

If a KIT visit suggests that one or more areas of the school's practice appears vulnerable, the school is strongly encouraged to engage with a specialist advisor to undertake a more in depth analysis of that area of practice in order to address any area of vulnerability.

If prior to September 2024 a school was graded Requires Improvement following a Graded Inspection or the evidence gathered during an Ungraded Inspection suggested that the grade may be lower than Good if a Graded Inspection was to be carried out, or post September 2024 a school is judged not to be "effective", then the school will be subject to 'Requiring Additional Intervention & Support' by the LA in the case of maintained schools. In academies, the LA will offer additional support and encourage engagement with the plans for improvement, or if necessary engage with the DfE Regional Director.

Where serious concern is identified the DfE will continue to intervene, including by issuing an academy order. From September 2024 the policy of government intervention for two or more consecutive judgements of "requires improvement" will be one of providing support.

In year 2 of the cycle, following inspection, schools not subject to 'Requiring Additional Intervention & Support' are encouraged to be involved in school-to-school improvement programmes, e.g. facilitated peer review, peer support and HSIS school improvement packages. Where an LA officer is a participant in the facilitated peer review, in some circumstances where the focus is suitable, this may replace the KIT visit.

It is envisaged that these programmes will support leaders to address the areas for improvement noted in the inspection report and others that are identified as well as identifying excellent practice that can be shared with other schools in order to support the agenda of self-improving schools.

In year 4, the school would again receive a KIT visit. A further KIT may be agreed in year 5 or later, where the inspection timetable becomes considerably overdue.

Full QA (Ofsted Readiness) Visit

In year 3, the QA Ofsted Readiness visit will be a more in-depth school evaluation involving a team of relevant specialist advisors, and will include:

- A review of key information provided in advance of the visit e.g. School Self-Evaluation, School Development Plan, Safeguarding S175 audit (there is a requirement for the audit to have been externally validated either by the LA or an external provider within the previous 12 months.)
- A short pre-visit meeting for leaders to share their evaluation of improvements made in the areas for improvement identified during the last inspection, the Quality of Education, and to confirm visit arrangements and areas of focus. This meeting may be held virtually or in-person.
- The in-school visit will include discussions with the school's senior curriculum leader and leaders in subjects and other areas of focus, with an emphasis on their leadership and its impact. This will be led by the LA QA Link Officer supported by one or more LA Officers according to focus. The Leadership of Reading in school will always be an included area. There will also be discussions with pupils.
- Visits to lessons, looking at pupils' work and where possible discussion with teachers are also likely to be included.
- There will always be a focus on SEND.

Risk Register and Schools Monitoring Group

The LA regularly maintains a risk register analysis of all educational establishments within the borough, in order to pre-empt difficulties and offer support, fulfil our statutory duties ([Schools Causing Concern, January 2024](#)) and engage with local elected members, Ofsted, safeguarding complaints, and the DfE Regional Directors.

The Schools' Monitoring Group (SMG) meets each half-term to monitor progress in schools at risk of not sustaining an "effective" school judgement in their next inspection (Schools 'Requiring Additional Intervention & Support'), take decisions regarding the utilisation of Local Authority Powers of Intervention, engagement with the DfE Regional Directors, deploy School-to-School Support resources and broker HES support.)

All teams within LA Children's Services relating to schools contribute triggers which could be areas of concern, or suggest vulnerabilities in relation to their areas of work. These triggers are published in [Appendix 1](#). Triggers are not exclusive and other situations may arise from time to time. All service areas are represented at the SMG meeting, so that relevant information can be shared to identify any emerging vulnerabilities so that activity can be coordinated.

Schools 'Requiring Additional Intervention & Support':

There are five trigger points for a school to be deemed to be 'Requiring Additional Intervention & Support':

1. Prior to September 2024 Ofsted grading less than "Good" /suggestion less than "Good" following an Ungraded Inspection.
2. LA year 3 Ofsted readiness QA suggests the school may not be judged to be "effective" at its next inspection.
3. Information gained during an LA KIT visit suggests significant risk.
4. LA identification following an SMG periodic risk register analysis e.g. attendance, behaviour, complaints, pupil outcomes suggests significant risk.
5. Self-identification by a school to generate additional support through strategic link officer.

Progress Review Meetings (PRMs)

For maintained schools (and academies by agreement), where a school is considered vulnerable and 'Requiring Additional Intervention & Support', the school relevant LA officers will discuss the situation fully with the Headteacher/Executive Headteacher/Principal and the Chair of Governors.

Where a school is judged to be 'Requiring Additional Intervention & Support':

- Progress Review Meetings (PRMs) will be implemented if trigger 1 or 2 occurs and if required depending on outcomes of findings for trigger 3 or 4.
- Points 3, 4 and 5 will lead to a full school or area review and if deemed that the school is a vulnerable school, will be subject to regular PRMs.
- PRMs are meetings chaired by a senior LA Officer and are attended by the Headteacher, the Chair or Vice Chair of Governors and others by invitation of the LA Officer.
- PRMs will include an element of first-hand evidence validation undertaken with school leaders.

Their purpose is for the LA to:

- oversee the implementation of action plans to secure rapid and sustained

improvements, so are likely to be 'front-loaded' with more frequent meetings at the outset.

- monitor progress of actions taken to ensure they have maximum impact.
- commission additional resources when needed to support rapid improvement.
- monitor the impact of brokered support, including partnership support.
- where possible, gather direct evidence of progress for LA monitoring and reporting to Schools' Funding Forum' and for Ofsted.

For maintained schools, PRMs and further in-school support such as a full school review, or review of an area of the school's practice, would be funded from the de-delegated 'School Improvement Monitoring and Brokering Grant', and spend will be reported to Schools' Funding Forum. However, this is subject to Schools' Funding Forum approval.

PRMs are not mandatory for academies but can be offered if requested, but would be chargeable to cover direct costs of LA officer resource, as would any in-school support, such as a full school review or review of an area of the school's practice.

Appendix 1 – LA Children’s Services School Vulnerability Triggers

Admissions, attendance and behaviour

- High number of deletions from school registers – parents transferring schools
- High number of Permanent Exclusions being issued
- High levels of attendance absence
- High levels of referrals from schools requesting pupils directed ‘off site’
- High levels of suspensions / exclusions of pupils with undiagnosed SEND needs – where schools have not dealt with the basics
- A high number, significant increase in parents wishing to Electively Home Education as pupils unhappy with school
- A significantly high number of bullying incidents, reports and reasons pupils are not in a specific school

Asset Management

If schools chose **not to**

- Carry out their statutory tests and inspections on their school buildings i.e. building compliance
- Keep their school buildings safe and in good working order by tackling poor building condition and or health and safety issues.
- Use their devolved formula capital budget appropriately

Finance

- **Deficit Balances:** Schools with a deficit balance of more than £10,000 at the end of the previous financial year which they have not budgeted to recover within this financial year and there is no agreed recovery plan.
- **Deficit budget:** Schools setting a budget with an in year deficit ***in excess of £100,000 or 50% of their total balances at the end of the previous financial year***, with projections indicating this deficit will *increase over the next three years*.
- **High Surplus:** Schools carrying a budget surplus in excess of ***8% of their total income at the end of the previous financial year*** where the school has excess surplus balances and no agreed plan to use these.
- **Audit Outcomes:** Schools that received a ***‘limited assurance’ or ‘no assurance’ rating*** in their most recent internal audit or financial health check, highlighting significant weaknesses in financial controls, governance, and risk management practices.
- **Leadership and Financial Oversight:** Schools with a combination of an ***inexperienced or interim School Business Manager (SBM) and a newly appointed or interim Head Teacher***, indicating potential financial vulnerabilities due to a lack of experienced oversight in budget management.
- **Non-Compliance with Financial Reporting:**

- (i) **Failure to submit** the school budget, three-year financial plan, or the Schools Financial Value Standard (SFVS) by the required deadlines.
- (ii) **Non-submission of monthly financial reconciliations for three consecutive months**, without a valid justification, despite repeated reminders from the local authority.
- (iii) **Failure to submit year end returns and backing documents by required deadlines or significant errors**
- (iv) **Poor quality forecasting and budgeting** – a pattern of significant unforecast variances to budget

Governor Services

- High governor turnover
- Governor vacancies and lack of engagement by GB to fill vacancies
- Chair – new or lack of engagement
- Parental complaints
- Relationship between governors and SLT
- Meetings being re-arranged or not planned effectively
- Indications of lack of governor effectiveness
 - Gaps in skills / experience across the GB (evidenced by skills audit)
 - Evidence of lack of challenge (evidenced by meeting observation, feedback from clerks and minutes)
 - Lack of strategic working and/or over involvement in operational issues
 - Lack of clarity of roles and responsibilities by GB collectively or by individual governors and/or HT
- Non-compliance with GB Code of Conduct

Havering School Improvement Services (Hsis)

Leadership:

- Inexperienced Head Teacher –in first year of headship.
- New Head Teacher, not new to Headship
- Interim Head Teacher arrangements in place
- Lack of capacity of leadership team, including vacancies
- Substantial concerns raised following a S175 audit

Quality of Education:

- Leadership of overall Curriculum
- Leadership of a significant curriculum area or a number of areas
- Inappropriate use of alternative provisions
- Outcomes for pupils
 - Academic achievement
 - Other – PD/Well-being, support for mental health/Gatsby principles, benchmarking/Destinations/NEET/wider curriculum

Other:

- Concern re pupil behaviour/conduct
- Concern re low attendance/high persistent absence
- School recently amalgamated/become part of a federation
- Complaints, including from Ofsted
- Staffing: Absences/vacancies/turnover/ recurrent HR issues

- Lack of engagement with staff development opportunities
- Website –intelligence gathering pre a school visit e.g. PP, SEND, Reading... not compliant or out of date

Health & Safety

Management Audit Scores:

- Overall score <=50%
- Specific sections scores:
- Risk assessment <80%
- Maintenance <80%
- Inspection <80%

Human Resources

HR monitors Employee Relations casework and how schools perform in their duty under relevant school employment policies and procedures.

- Effective use of employment policies and procedures across the whole school that demonstrates best practice in the management and motivation of all school staff. Unlikely to have any active casework.
- Any active casework completed in line with policies/procedures with effective use of HR support/guidance provided.
- Employee Relations casework complex, requiring regular HR support/guidance, likely to lead to potential collective disputes (up to and including dismissal), and where the school is not effectively following HR advice and guidance.
- Significant Employee Relations casework (high number of cases or complex casework) requiring significant leadership input and requiring regular HR support/guidance and where the school is not effectively following HR advice and guidance. One or more of these cases is likely to lead to collective disputes, dismissal(s), settlement agreement(s) or possible Employment Tribunal claim(s).

SEND

- A high number or significant increase in parental complaints (either formal or informal) to the SEND Service
- A high number, significant increase in, or inappropriate or illegal use of reduced timetables, alternative provision, suspensions/exclusions
- A high number or significant increase in placement breakdowns or requests for change of placements for pupils with SEND
- Failure to comply with statutory requirements relating to SEND processes (e.g., consultation responses, annual reviews)
- Evidence of poor, exclusionary, or potentially illegal/discriminatory practice in regards to pupils with SEND
- Resistance or a lack of openness to external services and to support from external teams to develop SEND processes, practice, and promote inclusion