

Communications With Schools		London Borough of Havering Children's Services	
Subject: De-delegation of services 2014-15			
Action	URGENT		Function
	DISTRIBUTE TO STAFF		
	DISTRIBUTE TO GOVS		
	DISTRIBUTE TO PARENTS		
	REPLY BY:	14/10/13	
		Information	
		Guidance	
		Consultation	
		Data Collection	
		Bidding opportunity	
		Courses	
		Other	
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I am writing on behalf of the Schools Funding Forum to seek your views on the continued de-delegation of the budgets for the Attendance and Behaviour Support and for EAL Services, via the EMA team, for 2014-15.

2014-15 is the second year of the Government's School Funding Reforms with a limited number of factors through which to distribute resources to schools and clearly defined areas for which funding can be held centrally such as a pupil growth contingency, and the cost of the school admissions service. The Schools Funding Forum has agreed the budgets that can be held centrally.

There are some services for which budgets are initially included in the funding delegated through the funding formula and decisions made by the Funding Forum on behalf of maintained primary and secondary schools to de-delegate to allow the budgets to be held centrally. No de-delegation is allowed for special schools or academies.

At its meeting on 12th September, The Funding Forum agreed to de-delegation of budgets for the following:

- Free school meal eligibility
- Insurance
- Licences/subscriptions
- Maternity cover and trade union facility time
- Support for schools in financial difficulty



The decision on delegation of the Behaviour and Attendance Support and of EAL Services was deferred pending wider consultation with head teacher colleagues. I am therefore seeking your views to feed back to the Forum at their next meeting on 24th October.

For the current financial year, following a similar consultation with schools, the decision was that the budgets for both services were de-delegated for primary schools and neither was for secondary schools.

1. Attendance and Behaviour Support Services

The delivery of attendance and behaviour support services changed from April 2013, combining teams, functions and the budgets to create a single service. Further information on the service is provided at Appendix A.

The budget available for de-delegation after deductions for academies is:

Primary £206,084
Secondary £52,463

If delegated, these budgets would be distributed as follows:

Formula Factor	Estimated value per unit £	
	Primary	Secondary
25% Basic Entitlement (per pupil)	2.74	3.19
35% FSM (free school meals)	23.63	34.77
25% IDACI (income deprivation affecting children index)	8.11 - 1,023.12 dependent on banding	6.05 - 363.61 dependent on banding
15% Prior Attainment	9.11	23.58

2. EAL Service (Support for Minority Ethnic Pupils)

Further information on the service is provided at Appendix B.

The total budget available for EAL after deductions for academies is:

Primary £339,799
Secondary £41,777

However, it is requested that only part of this budget is de-delegated to fund the central team and a small contingency resource to target to schools in the case of rapid demographic change.

The total amount requested is as follows:

Primary £150,000



This means that even if de-delegation is agreed, primary schools will retain the majority of the funding to support underperforming ethnic groups and bilingual earners from their own budget as well as being able to access the central team and a small centrally-held contingency fund.

It is assumed that as with last year, secondary schools will not agree to de-delegation and will buy in services from their delegated budgets.

If delegated, this budget would be distributed as follows:

	Estimated value per unit £	
	Primary	Secondary
EAL Formula Factor	155.13	734.81*
<i>*The higher rate for secondary is due to only 200 pupils being eligible for funding in comparison to 1,495 for primary.</i>		

Please let me know your views on the de-delegation of budgets for each of these services by **14th October** so that responses can be collated for consideration by the Schools Funding Forum at their meeting on 24th October.

Please email responses to: andrea.stephenson@havering.gov.uk
or write to me c/o Andrea Stephenson at Schools Finance, 9th Floor, Mercury House.

A return email that simply states Attendance & Behaviour - Yes, EAL - Yes (or "No" to either) will suffice with the Yeses taken as your agreement to de-delegation. Further explanation of your decision would, of course, be welcome.

If you would like to discuss this my contact details are above.



David Allen
Finance Manager



APPENDIX A

Havering Attendance, Behaviour and Traveller Support Service

The new and recently aligned Attendance, Behaviour and Traveller Support Team (we plan to change the name to Havering Pupil Development Service) is a needs-led flexible service in Havering. This new service is part of the newly aligned AP Service with direct line management responsibilities to the Executive Head teacher for Alternative Provision and LAC Education.

The overall aim of the Pupil Development Service (PDS) is to promote social inclusion in the broadest sense. We aim to improve the attainment of all children and young people by helping schools to build capacity for better outcomes for children who have attendance, behavioural, emotional and social communication difficulties, which can often cause a barrier to their education. We aim to promote systems and skills for early identification and assessment to ensure the most effective response to individual needs and whole school approaches. We will also con-currently promote a coherent, accessible and appropriate multi-agency response to those children most at risk, working in conjunction with Oglethorpe Campus, Key Stage 1 and 2 PRU.

At the heart of our work is a strategy for inclusion which is based on an integrated approach to service delivery, ensuring that schools are offered a suite of alternatives to help prevent exclusions. In challenging these diverse and complex difficulties we currently work across schools with key staff. This includes SENCO's, teachers, support staff, parents/carers and other professionals in statutory and voluntary agencies who have responsibility and accountability for children and young people at most risk of exclusion.

The Core Offer to LA Maintained Schools

Support for pupils with challenging classroom behaviour

Support for six individual children per academic year (this may vary depending on the current need in the school). Requests come via a referral form and an information sharing meeting with staff within the school. Key observations will be noted, plus triggers identified, leading to specialised and practical plans to address that child's needs.

A Pastoral Support Plan meeting may be called, including parents and other key professionals involved. SMART targets will be set with meaningful and individualised rewards offered, some in-class support and progress closely reviewed. Some children will be offered a programme of group-work to promote and enhance learning behaviours in the classroom such as the 12 week evidenced-based 'Dina Dinosaur' emotional regulation programme.

In order to work as preventatively as possible, our senior practitioners will consider offering a supportive team coaching model or a staff reflective group within school and school clusters. We find that this improves outcomes for a focus child and also benefits many children in any given classroom. School professionals can also be supported through our comprehensive professional development training programme (listed below).

As part of Havering's Alternative Provision and LAC Education Service, we are able to offer a package of transitional support for entry and exit to Oglethorpe PRU.

Core offer for Education Welfare Officer Support:

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

- Issuing of Fixed Penalty Notices.



- Support for children on child protection plans and children missing from education (CME).
- Issuing of child performance, chaperone and employment licenses.
- Advice and guidance when a parent wants to educate their child at home.
- Provision of advice and guidance on child protection issues.
- Regular support from a linked Attendance and Behaviour Support Officer (including absence cover when linked officer is unavailable due to ill health, etc.)

- Advice and guidance on promoting early intervention for pupils with poor attendance.
- Guidance on strategies for managing pupil absence.
- Detailed casework with pupils with low attendance that will reach the threshold for legal intervention, if required.
- Outreach work with pupils and families, including home visits and attendance at multi-agency meetings and case conferences for pupils causing serious concern.
- Meetings at school with staff and parents.
- Cross border liaison in relation to out-borough pupils.
- Pre- Ofsted 'health check'

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

CPD offer to all schools and Academies

- The core training offer is flexible in terms of venue, full-day/half day and twilight options. **LA maintained schools** are entitled to **one whole day** and **two half day** training inclusive within the SLA.
- We offer a wide training menu to schools depending on the needs of the school in consultation and partnership with the Headteacher. We will deliver training packages that will improve the implementation of policy into practice and enhance the confidence of teaching staff. These packages are approved and recommended by the DfE, NICE and OFSTED
- We can train whole school staff teams or smaller targeted groups of staff; teachers, NQT's, TAs and SMSAs.
- Positive Classroom Behaviour Management for teachers, including NQT's and support staff support via CPD programme to assist teaching staff in developing understanding of the motivations behind children's challenging behaviour. Key stage 1-4
- Positive Lunchtimes – a specific training for SMSAs in-line with the new OFSTED framework Key stage 1-2
- Accredited 1 and 2 day Team Teach Training: de-escalation and positive handling Key stage 1-4 (with staff groups of more than 24 staff there may be an extra cost)
- Problem solving and circle time. Programmes/workshops that promote better social skills and related to the PSHE curriculum using the 'Dina Dinosaur' programme, building capacity and developing a school culture. Key stage 1-2
- Engaging Traveller Families Key stage 1-4
- Teacher and staff reflective problem solving sessions Key stage 1-4
- Training for Governors and schools on the attendance legal framework Key stage 1-4
- 1 day Training in new guidance in 'behaviour and safety' exclusions and managed moves for SLT and governors in preparation for Ofsted Key stage 1-4



Our training packages are well researched and received, providing enormous value when compared to the price charged by private providers for similar training programmes. We aim to support schools to manage the most challenging pupils with the human resources that they currently have, hence ensuring good value for money and crucially increase staff confidence.

All schools under the current SLA are entitled to one full day and two half days training. For other schools wishing to access this service and benefit from the training offer, we are currently working on a traded buy-back service which we are sending to Head teachers in the near future. Whilst we are currently offering this in the Primary phase, we are currently working on a Secondary offer which will be sent out as part of the traded offer across all Key Stages. For further discussion please contact: Penelope Denny (Lead Professional for Attendance, Behaviour and Traveller Support) email: Penelope.denny@havering.gov.uk or call 01708 433 828



APPENDIX B

Ethnic Minority Achievement Service

Core provision.

1. Training and consultancy advice for schools:

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

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

- the Pupil Services team to facilitate the admission of vulnerable learners
- Childrens' Centres to develop provision available for schools such as ESOL classes and parenting courses
- other education teams (e.g. Learning Support) to facilitate transitions for vulnerable pupils
- the LMS team to adapt the SIMS system to incorporate EAL assessment

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

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

- The demographic of Havering is changing rapidly. In a period of just over 4 years, the percentage of learners in Havering schools from minority ethnic backgrounds has risen from 17% (Oct 08) to 27% (Jan 13) whilst the percentage of those with EAL has risen from 6% (Oct 08) to nearly 13% (Jan 13). One school's EAL population has risen from 27% to 51% over this period whilst other schools have seen their EAL population increase by 20 or more pupils over the past year.



- Children with EAL and from certain minority ethnic backgrounds are potentially vulnerable groups who may underachieve if their ongoing needs are not recognised or addressed. The current Ofsted framework places an increased focus on narrowing attainment gaps and highlights the need to provide effectively for learners whose starting points are different from other learners.
- Unlike many other Local Authorities, we have no dedicated EAL teacher-expertise in schools as the relatively small amount of devolved EAL funding has been used to fund TA support where schools fulfil certain criteria. It is recognised that there is growing expertise at both EAL Co-ordinator and TA level, but there is also an ongoing need for such work to be supported and developed through high quality CPD and mentoring. The central EMA team can help schools manage this operational support whilst also providing the strategic support that would otherwise be missing.
- The need for EAL support is unpredictable so we need to ensure a mechanism that can provide a prompt response to changing demand, without the requirement for individual maintained schools having to buy into a pre-determined service level agreement.
- The use of de-delegated budget will bring economies of scale to all schools and allow them to pool resources to maintain an established, quality service.
- The capacity to meet learners' needs is increasing in a number of our schools; however, there are still schools that have very little experience of meeting the needs of learners of EAL. The new co-ordinated admissions policy is impacting on such schools that are now starting to receive early-stage EAL learners for the first time. Without a central service, such schools would need to buy in support from external providers.
- Over 110 different first languages are spoken by pupils in Havering schools and we still have "isolated" speakers of particular languages. This makes it hard for schools to target resources accordingly but the EMA team have the knowledge and experience to signpost schools to organisations and publications to address the needs of such learners.
- The central team has a crucial role to play in managing school-to-school support networks and ensuring the sharing of best practice. Our established networks of EMA co-ordinators and EAL TAs could be at risk if these functions were not managed centrally.

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

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

In addition, although the limitation of funding for 3 years from the point a child enters the compulsory school system is responsive to genuine need for early intervention, some children transfer from infant to junior schools with ongoing EAL needs. The EMA team recognise the need for some targeted EAL funding in junior schools where EAL numbers may previously have been low but where cohorts of pupils are transferring from infant schools with a low Average Point Score at end of KS1 assessment.

If schools were to agree to the retention of a small contingency fund, this would maintain an additional level of response to genuine need whilst allowing control over their own funds through a simpler and more transparent system.

