



County Offices
Newland
Lincoln
LN1 1YL

16 January 2019

Lincolnshire Schools' Forum

A meeting of the Lincolnshire Schools' Forum will be held on **Thursday, 24 January 2019 at 1.00 pm in Committee Room One, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely

A handwritten signature in cursive script that reads 'Debbie Barnes'.

Debbie Barnes OBE
Head of Paid Service

Membership of the Lincolnshire Schools' Forum

SCHOOLS' MEMBERS

Nursery (1)

Joanne Noble (Head Teacher, Gainsborough Nursery School)

Special (2)

Steve Barnes (The Pilgrim School, Lincoln)

Nigel Sisley JP (Governor, St Francis Community Special School, Lincoln)

Primary Maintained (7)

Primary Head Teachers (4)

Gavin Booth (Head Teacher, Boston St Thomas' C E Primary School) **CHAIRMAN**

Martin Kyle (Head Teacher, St Faith & St Martin C E Junior School, Lincoln)

Ian Randall (Head Teacher, Reepham C E Primary School)

1 vacancy

Primary Governors (3)

Marilyn Bell (Governor, The Fenland Federation)

Anthony Stevens (Governor, The Holt Primary School, Skellingthorpe)

1 vacancy

Secondary Maintained (1)

Michele Anderson (Head Teacher, Spalding High School)

Academies (11)

Secondary Academies (7)

David Bennett (Governor, Queen Elizabeth's Grammar School, Horncastle)
Professor Ken Durrands CBE (Governor, The King's School, Grantham)
Caroline Saxelby (Head Teacher, Walton Girls' High School and Sixth Form, Grantham)
David Scott (Head Teacher, Kesteven & Grantham Girls' School, Grantham)
James Storr (Governor, The Deepings School, Deeping St James)
Ian Widdows (Head Teacher, Giles Academy, Old Leake)
Mark Woods (Chief Executive Officer, Stamford Welland Academy)

Primary Academies (4)

Helen Hilton (Head Teacher, Little Gonerby Church of England Infant School)
3 vacancies

Special Academy (1)

Lea Mason (Executive Head Teacher, Lincolnshire Wolds Federation, Louth)
VICE-CHAIRMAN

Alternative Provision Academy (1)

Josh Greaves (Chief Operating Officer, Wellspring Academy Trust)

NON-SCHOOLS' MEMBERS

Faith Groups (1)

Lynsey Norris

Providers of 16 to 19 Education (1)

Martin Shelton (Linkage Community Trust)

Staff Trade Unions (1)

Helen Stokes (UNISON)

Early Years Providers (1)

Julia Merivale (Trinity Day Nursery, Gainsborough)

**LINCOLNSHIRE SCHOOLS' FORUM AGENDA
THURSDAY, 24 JANUARY 2019**

Item	Title	Pages
1	Apologies for Absence/Replacement Members	
2	Declarations of Members' Interest	
3	Minutes of the Lincolnshire Schools' Forum meeting held on 11 October 2018	5 - 16
4	Chairman's Announcements	Verbal Report
5	School Funding Arrangements 2019/20 <i>(To receive a report from Elizabeth Bowes, Strategic Finance Manager, School Finance Team, which advises the Schools' Forum of the school funding arrangements for 2019/20)</i>	17 - 46
6	Early Years National Funding Formula <i>(To receive a joint report from Michelle Andrews, Children's Services Manager, Early Years and Childcare Support and Mark Popplewell, Head of Finance, Children's Services, this provides the Schools' Forum with a summary of the Early Years National Funding Formula for 2019/20, and seeks agreement relating to the allocation and distribution of the centrally retained budgets)</i>	47 - 62
7	Building Communities of Specialist Provision: Update <i>(To receive a report from Eileen McMorrow, Senior Project Officer, Special Educational Needs and Disabilities, which provides the Schools' Forum with an update on the progress of the Building Communities of Specialist Provision Strategy)</i>	63 - 110
8	Academies and Trust Update <i>(To receive a report from John O'Connor, Children's Services Manager, Education Support, which provides the Schools' Forum with information on the latest number of academies, and pupils in academies)</i>	111 - 114
9	Lincolnshire Schools' Forum - Work Programme <i>(This item provides the Schools' Forum with an opportunity to discuss potential items for future meetings for inclusion in the Work Programme)</i>	115 - 118

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Please note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

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LINCOLNSHIRE SCHOOLS' FORUM 11 OCTOBER 2018

PRESENT: GAVIN BOOTH (CHAIRMAN)

Joanne Noble (Headteacher, Gainsborough Nursery School), Nigel Sisley JP (Governor, St Francis Community Special School, Lincoln), Martin Kyle (Head Teacher, St Faith and St Martin's Junior School), Ian Randall (Head Teacher, Reepham Church of England Primary School), Marilyn Bell (Governor, The Fenland Federation), Anthony Stevens (Governor, The Holt Primary School, Skellingthorpe), Michele Anderson (Head Teacher, Spalding High School), David Scott (Head Teacher, Kesteven and Grantham Girls' School), Josh Greaves (Chief Operating Officer, Wellspring Academy Trust), Lea Mason (Executive Head Teacher, Lincolnshire Wolds Federation, Louth), Bridget Starling (Business Manager, Church of England, Diocesan Education Centre), Julia Merivale (Manager, Trinity Day Nursery) and Richard Linnell (President of Lincolnshire NUT).

Officers in attendance:-

Elizabeth Bowes (Strategic Finance Manager, Schools Finance Team), Katrina Cope (Senior Democratic Services Officer), Mary Meredith (Head of Children's Service Manager, Inclusion), Geraldine O'Neill (Lead Consultant - Early Years Entitlement), Mark Popplewell (Head of Finance (Children's Services)), Heather Sandy (Chief Officer for Education) and Tony Warnock (Operations and Financial Advice Manager).

67 APOLOGIES FOR ABSENCE/REPLACEMENT MEMBERS

Apologies from absence were received from Professor Ken Durrands CBE (Governor, The King's School, Grantham), Helen Hilton (Headteacher, Little Gonerby Church of England Infant School), Caroline Saxelby (Headteacher, Walton Girl's High School and Sixth Form, Grantham), Martin Shelton (Linkage Community Trust), Helen Stokes ((UNISON), Ian Widdows (Headteacher, Giles Academy, Old Leake), and Mark Woods (Chief Executive Officer, Stamford Welland Academy).

68 DECLARATIONS OF MEMBERS' INTEREST

There were no declarations of members' interest made at this stage of proceedings.

69 MINUTES OF THE LINCOLNSHIRE SCHOOLS' FORUM MEETING HELD ON 26 JUNE 2018

RESOLVED

That the minutes of the Lincolnshire Schools' Forum meeting held on 26 June 2018 be agreed and signed by the Chairman as a correct record.

70 CHAIRMAN'S ANNOUNCEMENTS

The Chairman advised the Forum that Mark Anderson, Primary Academy Headteacher representative had resigned from the Forum due to work commitments. On behalf of the Forum the Chairman extended his thanks to Mark for his contributions as a member of the Forum and for being an advocate for the Lincolnshire Learning Partnership.

The Chairman highlighted that as a result of Mark leaving the Forum, there was now a Lincolnshire Schools' Forum vacancy on the Lincolnshire Learning Partnership Board. The Chairman invited nominations from the Forum for a Lincolnshire Schools' Forum representative on the Lincolnshire Learning Partnership Board.

The Forum agreed to the following Lincolnshire School's Forum representative on the Lincolnshire Learning Partnership Board.

RESOLVED

That Martin Kyle (Headteacher, St Faith & St Martin C E Junior School, Lincoln) be nominated as the Lincolnshire Schools Forum representative on the Lincolnshire Learning Partnership Board.

71 EARLY YEARS FUNDING FORMULA - UPDATE

The Forum gave consideration to a report from Geraldine O'Neill, Lead Consultant – Early Years Entitlement, which provided an update on the proposed 2019/20 funding formula following provider consultation regarding the deprivation supplement; and the implementation of the new inclusion funding process.

The Lead Consultant - Early Years Entitlement guided the Forum through the report, making reference to the background behind the early years funding formula; and that Local Authorities (LAs) were required to have a local universal rate across all types of providers, a mandatory deprivation supplement factor, and had to establish a special education needs inclusion fund.

It was highlighted that the LA had reviewed the governments prescribed supplements and had concluded that it would continue to only use the mandatory deprivation supplement. The report advised that the LA had completed a consultation with providers and schools during the spring term of 2018. It was noted that from the consultation responses, it had become evident that the deprivation supplement was not being adequately monitored by providers, which had the potential of not having the intended impact on outcomes for the most disadvantaged children in Lincolnshire. The report highlighted that the LA would be developing additional reporting tools to develop a best practice framework to support providers to target this funding. The report highlighted on page 36 the three proposals offered to childcare providers for their feedback. The LA considered the feedback from providers, and it was concluded that for 2019/20, the LA would continue to use the same deprivation factor

and deprivation monetary values that were currently in place for 2018/19. Details of the deprivation scores and associated funding were shown on page 37 of the report.

The Forum was advised that the SEN inclusion fund process had been reviewed in 2017, and following the implementation of a pilot, the new process had now been fully rolled out in 2018/19. It was highlighted that the revised approach enabled providers to receive additional funding in a way that was meaningful to them, and provide them with flexibility to work with families to provide an offer above and beyond that which can be met as part of the graduated approach. Once the new process had a full financial year of implementation, the LA would have a better understanding of future budget requirements and further findings. It was highlighted that the outcome of the implementation would be reported to the Schools' Forum at its 24 January 2019 meeting.

The Forum was advised that the government had requested in the statutory guidance that LAs should pay providers on a monthly basis, by September 2018 at the latest. The Forum noted that Lincolnshire had successfully implemented the system for September 2018. The Forum noted that implementation had happened following consultation with the sector, and that extensive training and support had been given to all providers. It was highlighted that the provision of an Early Years Provider Hub ensured accurate up to date claims to be made, ensuring monthly payments to be made.

In conclusion, the Forum was advised that the LA would be reporting back to the Schools' Forum at its 24 January 2019 meeting, to provide an update on the central governments publications and funding levels; the local universal rate for providers in 2019/20; and to also agree the LAs proposals to centrally retained funding.

The Early Years Provider representative extended thanks to Geraldine and her team for all their hard work in implementing the monthly claims process.

RESOLVED

That the Early Years Funding Formula update be noted.

72 NATIONAL FUNDING FORMULA FOR SCHOOLS - UPDATE FOR 2019/20

Consideration was given to a report from Mark Popplewell, Head of Finance, Children's Services, which provided the Schools' Forum with a summary of the updates from the Department for Education (DfE) relating to the national funding formula for schools, central school service and high needs for 2019/20.

In guiding the Forum through the report, the Head of Finance, Children's Services made reference to the background behind the national funding formula for schools, details of which were shown on pages 17/18 of the report presented.

The Forum was advised of the main school funding announcements made by the DfE on 25 July 2018. The key points were shown on pages 18/19 of the report.

Particular reference was made to:

- That LAs would continue to determine local formulas to 2020/21. It was highlighted that the original 'soft' transition period was previously due to end in 2019/20;
- The three key aspects of the schools national funding formula:
 - The government would provide for at least a 1% per pupil increase for each notional school allocation in 2019/20 through the national funding formula compared to their 2017/18 baseline. The DfE had introduced a new funding floor factor to enable LAs to mirror the increase of 1% per pupil against 2017/18 baselines;
 - The minimum per pupil funding levels had increased to £3,500 for all primary schools and £4,800 for all secondary schools that had pupil in years 10 and 11;
 - The gains cap had increased so that schools could attract gains of up to 6.09% against their 2017/18 baselines. The DfE had used compounded figures so that underfunded LAs could gain a further 3% on top of the 3% gained in 2018/19.
- Reduction of the primary low attainment factor monetary value to £1,022 (from £1,050);
- That's schools would continue to receive funding based primarily on the preceding October census data;
- That LAs had the flexibility to set the Minimum Funding Guarantee (MFG) between minus 1.5% and plus 0.5% per pupil;
- That the growth funding would be allocated to LAs using a new formulaic method based on lagged growth data, as opposed to LAs setting an agreed budget annually to meet local needs;
- That the LA would continue to be responsible for setting the mainstream school funding formula for all Lincolnshire schools including academies in 2019/20. It was noted that it was crucial that the overall funding delegated to schools was affordable based on the allocation made through the Schools block of the Dedicated Schools Grant (DSG) to the LA from central government. It was noted further that there were a number of uncertainties as a result of the use of lagged data in determining the LA Schools block allocation;
- It was highlighted that schools funding levels from 2020/21 would be subject to the decision taken at the next spending review, which would impact the speed schools gained and the downward trajectory of funding for losing schools;
- That the (DSG) would continue to comprise of four blocks: Schools, Central School Services, High Needs and Early Years Block. It was noted that the DSG remained a ring-fenced grant that could only be used in accordance with the School's and Early Years Finance (England) Regulations. It was highlighted that LAs were able to transfer up to 0.5% of their Schools block funding to an alternative block with the agreement of their respective Schools Forum following consultation with all schools and academies. Details relating to the Lincolnshire's School block rates for 2019/20 were shown on page 20 of the report;

- The Forum was advised that the Central School Services block funding covered two distinct elements which were ongoing responsibilities and historic commitments. It was noted that allocations provided by the government for ongoing responsibilities identified Lincolnshire as continuing to have a marginal increase in funding for 2019/20 by 1.3%. It was noted further that the government's expectations relating to historical contracts and other commitments would reduce over time as they reached their end points. It was highlighted that the LA position for broadband provision was outlined in Item 7, which was later in the agenda. The Forum was advised that all schools would continue to receive the core broadband services up to 31 October 2022;
- The Forum was advised that the basic structure of the High Needs national funding formula in 2019/20 was not changing. Figure 5 on page 22 detailed the structure of the High Needs funding formula for LAs. The report highlighted that for 2018/19, Lincolnshire was in receipt of £38 per pupil (or £5.201m) of protection funding; and that Lincolnshire's indicative protection was planned to be £41 per pupil (£5.776m) in 2019/20 and an overall High Needs block increase in funding of £1.232m compared to the current year budget;
- The Forum was advised that the DfE were reviewing hospital education spending and data to develop a new formulaic hospital education factor in the high needs national funding formula, which was designed to better respond to meet the number of patients needing education; and
- The report highlighted that for the Early Year block, Lincolnshire was funded at the 'minimum funding rate' of £4.30 per hour. It was noted that the Early Years block covered the 15 hours 3 & 4 year olds entitlement; the additional hours for working families up to 30 hours; disability access fund; early year's premium and disadvantaged 2 year old funding. It was highlighted that the DfE had confirmed its intention to continue with the 'supplementary funding' until at least 2019/20 for nursery schools, whilst research was undertaken on the cost structure.

RESOLVED

That the National Funding Formula for Schools update for 2019/20 be noted.

73 TEACHERS' PAY GRANT - UPDATE SEPTEMBER 2018

The Forum gave consideration to a report from Mark Popplewell, Head of Finance, Children's Services, which provided the Schools Forum with an update to the government's announcements on the 'teachers' pay grant' covering 2018/19 and 2019/20 financial years.

In guiding the Forum through the report Elizabeth Bowes, Strategic Finance Manager, School Finance Team advised that the Education Secretary had confirmed on the 24 July 2018 the investment of £508m (£187m in 2018/19 and £321m in 2019/20) to fund the pay deal; and that on 14 September 2018 the DfE confirmed the position of the funding to support schools in meeting the cost of the teachers' pay award through the 'teachers' pay grant' covering 2018/19 and 2019/20 financial years.

Details of the 'teachers' pay grant' were shown on page 26 of the report.

It was noted that the Education and Skills Funding Agency (ESFA) would be providing further detailed guidance and information. The report highlighted what the ESFA had already confirmed; and that the LA recommended that all schools should undertake prudent financial planning by incorporating potential pay cost increases in future financial years.

It was highlighted that the LA had been following up with the DfE on a number of issues relating to the announcement, particularly on the point of a schools financial planning for future pay awards.

It was highlighted that the LA process would involve a consultation with the Trade Unions in October 2018, on the final pay policy with the intention of publishing the policy in early November 2018 for Community Schools.

In conclusion, it was highlighted that it was unlikely that the pay award would be implemented until December 2018 pay, backdated to 1 September 2018.

During discussion, the Forum raised the following points:-

- Some of the Forum expressed their disappointment with the DfE; as the process had been unhelpful and unclear to schools as to what was being funded;
- One member enquired as to whether national insurance and pension contributions were included. Officers advised that the detail had not been received, but it was expected that these had been incorporated. A further question was asked whether the amount would cover the costs for schools. Officers advised that it was a contribution towards the costs, since the DfE expected schools to finance the first percent as schools had budgeted for a 1% pay rise. The Forum was advised that frustrations had been expressed at a recent Secondary Headteachers briefing; and that there was a will for the County to do a collective response. The Forum was advised further that the Council was content with facilitating the collective response;
- A question was asked as to why primary school teachers would receive less funding. Officers advised that this was as a result of the pupil to teacher ratio. Primary schools had more children per teacher than that of secondary schools; and
- One member highlighted that teachers were worthy of a pay rise; but some frustration was expressed on the impact on children and schools as a result of the pay rise. It was highlighted that some teachers on the main pay scale would not get a real term pay rise.

RESOLVED

That the Teachers' Pay Grant Update report be noted.

74 SCHOOLS BROADBAND SERVICES

The Forum gave consideration to a report from Mark Popplewell, Head of Finance, Children's Services, which provided the Schools Forum with an overview of the schools broadband services for all Lincolnshire schools (including academies) from November 2019 to October 2022.

In guiding the Forum through the report the Head of Finance, Children's Services provided some background information to the broadband arrangements. Details of which were shown on pages 29, 30 and 31 of the report presented.

The Forum was reminded that the Schools Forum agreed annually to retain a central budget to fund schools consolidated broadband offer each January. And, that in 2018/19 the Forum had agreed the schools broadband budget of £1.350m being held in the Central Schools Services Block under 'historic commitments', following the implementation of the national funding formula.

The Forum was advised that 320 Lincolnshire schools received the consolidated broadband offer through the contract with the remaining Lincolnshire schools contracting with an IT provider directly. Details of the broadband service benefits through the contract were shown at the bottom of page 30 and the top of page 31.

It was highlighted that the government's school funding reforms were putting restrictions on LAs in retaining central budgets relating to school costs with the move towards the 'hard' national funding formula. Disappointment was expressed to the approach being adopted by the DfE, as the cost impact on schools of purchasing access to the PSN individually could be considerable, particularly for small and rural schools.

The Forum was advised that the consolidated broadband offer contract would come to an end on 31 October 2022. The Forum was advised that the DfE had confirmed that they would continue to allocate historic commitments in 2019/20 at the same level as 2018/19. The report sought Schools' Forum approval to retain the Central Schools Services Block historic commitment broadband budget in 2019/20, to continue to meet the revenue costs of the central schools broadband services arrangement.

It was highlighted that from government guidance, it was unlikely that historic commitment funding would end in 2020/21 however; funding levels were expected to fall to continue to support the core broadband contract to October 2022. The LA had recommended earmarking £1.350m to cover any potential shortfalls in revenue funding.

The Forum was advised that the direction for travel for schools (post contract) was to have a direct billing relationship with an IT provider, such as EMPSN (rather than it being contracted centrally by the Council), and to meet the costs from their delegated budgets. Reassurance was given that the LA and EMPSN would be working with schools to develop a timeline of events to ensure a smooth transition took place. It was highlighted that this would be a new cost for schools to meet from November

2022; and that preparation for this was very important. It was highlighted that the LA was working with EMPSN to share information with schools to aid their financial planning.

Clarification was given that EMPSN was a broker; and that EMPSN offered good value for money.

A query was raised regarding nursery school funding for 2022. It was highlighted that it was hoped that the nursery schools funding review would ensure appropriate levels of funding was received to continue delivering effective provision.

RESOLVED

1. That support be given to the Local Authority decision to continue securing access to the Public Sector network through a continuation of the existing arrangements delivered to 31 October 2022.
2. That agreement be given to retaining the Central Schools Block (CSSB) historic commitment broadband budget in 2019/20, to continue meeting the revenue costs of the central schools broadband services arrangement.
3. That support be given to the Local Authority proposals to meeting the costs of the central schools broadband services arrangements to 31 October 2022 including earmarking £1.350m from the DSG underspend.

75 REVISED SCHOOLS BUDGETS 2018/19

The Forum gave consideration to a report from Elizabeth Bowes, Strategic Finance Manager, Schools Finance Team, which provided the revised Schools Budget for 2018/19 and sought support for the proposed use of the underspending from 2017/18.

The Forum was advised that a revised Schools Budget was necessary each year to reflect the under or overspending arising on the (DSG) in the previous financial year and adjustment to the DSG once the Early Years figures had been confirmed. The Forum was advised that under (DfE) regulations, the LA had to consult with the Schools Forum over its plans to utilise underspendings, or address overspendings.

The report highlighted that the cumulative underspend carried forward at 31 March 2018 was £12.806m (the underspend reported took into account of the agreed c.£3m one-off delegation to all schools in 2018/19). Details of the net underspendings of £4.151m on budgets in 2017/18 held centrally within the (DSG) were shown in Appendix A to the report.

Appendix B detailed the commitments that were anticipated which totalled £7.462m. The report highlighted that there was likely to be other commitments that could arise during the year within the school arena that the LA would be required to respond to. It was highlighted that the DSG continued to be at the lowest level of underspend for several years.

It was reported that the DfE were continuing to review the four blocks (Schools, Central School Services, High Needs and Early Years block) that make up the DSG. The areas of financial risk relating to the centrally managed budgets included:

Schools block – It was highlighted further that there remained uncertainty for 2019/20 and future years to fulfil the current School reorganisation policy based on the new formulaic approach. It was also noted that the time lag of factors did not take account of current year rises in costs; therefore, such costs would have to be managed within existing funding levels.

Central Schools Services block – It was reported that from 2020/21, the government intended to reduce the historical commitments funding allocations where LAs expenditure had not reduced to support its drive towards the move to a 'hard' national funding formula. It was noted that funding levels for historic commitments from 2020/21 remained unclear.

Early Years block – The Forum was advised that the DfE had confirmed the intention to continue with the 'supplementary funding' until at least 2019/20. It was noted that a government report was planned for later in the year, and that future funding levels remained unclear.

High Need block - The Forum was advised that the DfE had confirmed that planned changes for Hospital Education would not result in LAs seeing a reduction in the hospital education factor amounts in 2019/20; and that from 2020/21 the position remained unclear.

It was highlighted further that there continued to be a growing demand for more specialist support for young people, which was having a material financial impact on the High Needs block. It was highlighted that the SEND strategy had also identified a need to increase special school capacity over the next five years to respond to the increase in demand.

It was highlighted in 2019/20, Lincolnshire would continue to be in receipt of protection funding, the indicative protection was planned to be £41 per pupil (£5.776m) in 2019/20. It was felt that this area remained a financial risk particularly at a time of increasing demands.

The report highlighted that there was an increasing number of LAs now incurring a deficit on their overall DSG account, largely because of overspends on their High Needs block.

The Forum was advised that the LA proposed that the remaining sum was not committed but held in reserves due to the much tighter financial environment, and the financial uncertainties created from the DfE funding changes, the LA needed to be in a position to manage and act prudently and avoid overspending of the DSG.

During discussion, the Forum raised the following points:-

- Whether the £5.3m could be reduced. Officers advised that this was the lowest level the LA had been at; and any lower would create a financial risk going forward; and
- One Forum member enquired what the position would be going forward. Officers advised that at the moment the 2020/21 settlement figure was not known and would form part of the next spending review; and that the LA had various local challenges for example the increase in Higher Needs costs, as the number of children with complex needs was increasing. It was noted that the LA had been putting in strategies to utilise funding more effectively through adopting early intervention strategies (such as Healthy Minds, Behaviour Outreach Support Service), and the development of the SEND strategy, which in time will reduce the number of out of County placements, and the amount of travelling for young people by having local inclusive schools; and
- It was also highlighted that lobbying was taking place to ensure Lincolnshire received fairer funding in the next spending review for all areas of Council funding.

RESOLVED

1. That the Revised Schools Budget for 2018/19 be noted.
2. That the Local Authority proposals for use of the uncommitted sum, as outlined in section five of the report be supported.

76 ALTERNATIVE PROVISION ARRANGEMENTS

Consideration was given to a report from Mary Meredith, Children's Services Manager, Inclusion, which provided the Schools' Forum with an overview of Lincolnshire's current and future alternative provision arrangements.

The Forum were reminded that in September 2016, the (LA) had introduced the Ladder of Intervention, and additional resources for Headteachers seeking to avoid permanent exclusion. It was noted that during 2016/17, the only Alternative Provision available to schools was that provided by Springwell Alternative Academy. It was noted further that in October 2017 this offer was broadened (which was agreed by the Schools' Forum). The Forum was advised that the authority had commissioned Cambridge Meridian Academies Trust (CMAT) to provide 45 work-related places for Y9-11 pupils. The report highlighted that the School CMAT Pathway had been well received by schools and this had been evidenced by a stakeholder evaluation undertaken in June 2018.

It was highlighted that Springwell had worked well with the LA to deliver the Ladder of Intervention and that this had been instrumental in driving down the rate of permanent exclusion of pupils from Lincolnshire schools. Figures shown on page 53 of the report confirmed that most KS 1-3 pupils who accessed intervention placements within Springwell had successfully been integrated back into mainstream schools, following a 16 week placement in the centre.

The Forum noted that the ambitious goal of zero exclusion in Lincolnshire remained work in progress, and that the schools who had engaged in the Ladder had proved that it did provide Headteachers with a viable alternative to permanent exclusion.

Details relating to the current year's arrangements for AP were shown on pages 54 and 55 of the report.

RESOLVED

That the Alternative Provision Arrangements be noted.

77 ACADEMIES AND TRUST UPDATE

The Head of Finance, Children's Services presented the Academies and Trust update report, which provided information on the latest number of academies, pupils in academies and academy trusts.

It was highlighted that since the effective date of the last report (1 June 2018), there had been five further academy conversions of primary schools and a new school had opened. The report highlighted that the total number of primary academies was now 95 (33.8%) educating 24,562 (42.9%) full time equivalent pupils.

Information relating to the projected six month status of all Lincolnshire State schools was detailed on page 59 of the report presented. The report highlighted that the total number of academies could rise to 166 (45.9%) and 69,125 (66%) pupils for primary and secondary schools respectively. It was noted that five further schools were currently in process to become convertor or sponsored academies.

RESOLVED

That the Academies and Trust update be noted.

78 LINCOLNSHIRE SCHOOLS' FORUM - WORK PROGRAMME

The Forum gave consideration to its work programme.

RESOLVED

That the work programme presented be noted.

The meeting closed at 2.37 pm

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Open Report on behalf of Heather Sandy, Interim Director of Education

Report to:	Lincolnshire Schools' Forum
Date:	24 January 2019
Subject:	School Funding Arrangements 2019/20

Summary:

The purpose of this report is to brief the Schools Forum on the school funding arrangements for 2019/20

Recommendation(s):

The Schools Forum is asked to agree the Local Authority's (LA) proposals relating to a number of centrally held budgets.

Background

On the 14 September 2017, the government announced the implementation of the national funding formula (NFF) for schools and high needs in 2018/19. A transition period was planned through a 'soft' approach, whereby Local Authorities (LAs) would continue to be responsible for calculating schools funding allocations. LAs were encouraged to move towards the NFF so that school's allocations were on a sensible trajectory towards the move to a 'hard' national formula.

Mainstream schools and academies were consulted during November 2017 on the LA's proposal to replicate the NFF in 2018/19. The implementation of the NFF increased Lincolnshire mainstream school funding levels by c.3.7% in 2018/19 compared to 2017/18 baseline funding, although Lincolnshire schools remained in the lowest quartile for school funding levels nationally from central government.

Mainstream schools and academies were supportive of the LA replicating the NFF in 2018/19. The LA funding formula proposals were considered at the Schools Forum and Children and Young Peoples Scrutiny committee meeting, before the Executive Councillor on the 10 January 2018 gave approval to replicate the schools NFF for 2018/19.

Lincolnshire mainstream schools are receiving the same funding formula factors and monetary values as per the NFF in 2018/19 along with the government's agreed floors and ceiling approach to enable incremental steps for schools to move towards the hard formula for a sustainable re-distribution of funding across the country.

School funding announcements

The schools revenue funding 2019/20 operational guidance published by the DfE on 21 December 2018 can be found at:

The information confirms that:

- Significant progress has been made across the system in moving towards the NFF in its first year of operation.
- LAs will continue to determine local formulas to 2020/21 – originally the 'soft' transition period was to end in 2019/20.
- Three key aspects of the schools NFF are being updated in 2019/20. These key areas will influence the LAs Schools block allocation, which is the overall funding used to set a LAs funding formula for mainstream schools:
 1. Within the Schools block, the government will provide for at least a 1% per pupil increase for each notional school allocation in 2019/20 through the NFF compared to their 2017/18 baseline.
 2. The minimum per pupil funding levels have increased to £3,500 for all primary schools and £4,800 for all secondary schools that have pupils in years 10 and 11. A new minimum level of £5,100 has been set for KS4 only schools.
 3. The gains cap has increased so that schools can attract gains of up to 6.09% against their 2017/18 baselines. The DfE have used compounded figures so that underfunded LAs can gain a further 3% on top of the 3% they gained in 2018/19.
- LAs will receive growth funding via a formulaic method based on lagged growth data, as opposed to LAs setting an agreed budget annually to meet need. The formula is intended to be a proxy for overall growth costs at a LA level, and the DfE acknowledge that LA spend will not necessarily match the sum allocated. LAs will still determine how they wish to allocate growth funding to schools.
- The DfE has reduced through the NFF the Primary low prior attainment factor value to £1,022 (from £1,050). All results are now being assessed under the new framework and there is no longer a need to use a weighting – this monetary adjustment is to keep the overall funding on a comparable basis.
- A new funding floor factor has been introduced to enable LAs to mirror the increase of 1% per pupil against 2017/18 baselines.
- Schools will continue to receive funding based primarily on the preceding October census data.
- LAs will continue to have flexibility to set the Minimum Funding Guarantee (MFG) between minus 1.5% and plus 0.5% per pupil.
- LAs must allocate at least 80% of the delegated Schools block funding through pupil-led factors.
- The funding LAs receive for the premises factors of rates and split-site will continue to be calculated using the LAs prior year spend.
- A national funding formula for the High Needs block was implemented in 2018/19. A funding floor has been established which will ensure all LAs will attract at least a 1% gain per head of population, subject to changes in estimated population, against their 2017/18 baselines.
- For those gaining LAs within the High Needs block, the gains cap will increase to 6.09% compared to their 2017/18 baselines.
- Funding for the Central School Services block will continue to be based on the national funding formula approach implemented in 2018/19.
- Early Years funding continues to be allocated through the national funding formula implemented in 2017/18.
- The Early Years block will again be updated after the start of the financial year. For 2019/20, the block uses data from the January 2018 census, but this will be updated in 2019/20 for the January 2019 census (5/12th) and for the January 2020

census (7/12th). The Early Years block funding will continue to be based on participation.

2019/20 Dedicated Schools Grant allocations

The Dedicated Schools Grant (DSG) remains a ring-fenced grant that can only be used in accordance with the School's and Early Years Finance (England) Regulations.

The DSG will continue to comprise of four blocks – Schools block, Central School Services block (CSSB), High Needs block and Early Years block, each of these blocks continue to be determined by a separate national funding formula.

The Schools block continues to be ring-fenced. LA's are able to transfer up to 0.5% of their Schools block to an alternative block with the agreement of their Schools Forum following consultation with all schools and academies.

The DSG allocations announced by the DfE on 17 December 2018 are set out below:

Table 1: Lincolnshire's 2019/20 DSG allocations:

Block	Lincolnshire (£m)
Schools Block	428.021 ¹
Central School Services Block	5.815 ²
Early Years block	40.781 ³
High Needs block	85.462 ⁴
Total	560.080

Overall Assessment

Lincolnshire's overall funding levels across the four blocks have increased in 2019/20, particularly in the Schools block where the schools national funding ceiling protection is unwinding. The initial DSG allocation for 2019/20 compared to 2018/19 has seen an increase of c.3.94% (£538.857m in 2018/19⁵); however this increase also takes into account the growth in pupil numbers of c.1.2%.

Schools block

LA Schools block allocations will be calculated by aggregating schools' notional allocations under the NFF. Schools block allocations will be expressed as separate per pupil primary and secondary rates for each LA. Lincolnshire will receive £3,913.59 per primary pupil and £5,068.63 per secondary pupil based on the October 2018 census.

	Lincolnshire's Unit of Funding	England National Average	Difference	Rank
Primary	£3,914	£4,155	-£241	48
Secondary	£5,069	£5,403	-£335	56

Lincolnshire's schools funding levels are increasing through the national funding formula, which is improving Lincolnshire's position nationally when making comparisons.

¹ This includes Growth and Premises funding of £8.508m.

² This includes £3.035m for the LAs ongoing responsibilities for school central services and £2.780m funding for historic commitments.

³ This includes indicative allocations of £24.980m for 3 & 4 year old funding (up to 15 hours); £9.199m for additional 15 hours entitlement for eligible working parents of 3 & 4 year olds; £5.412m for disadvantaged 2 year old funding; £0.518m for early years pupil premium funding; £0.132m of disability access funding and £0.542m supplementary funding for maintained nursery schools.

⁴ This includes the actual High Needs allocation through national funding formula £76.555m; basic entitlement £7.596m; import/ export adjustment of -£0.222m, and the additional £1.533m for Lincolnshire's share of the extra £125m of high needs funding announced by the Secretary of State for Education.

⁵ The 2018/19 indicative DSG allocation.

Lincolnshire primary schools overall are 48th lowest out of 150 LAs overall, and Lincolnshire secondary schools are 56th lowest out of 150 LAs overall.

The schools block will also include funding for premises factors (e.g. rates and split-site) based on historic spend. LAs will receive growth funding via a formulaic method based on the actual growth in pupil numbers they experienced in the previous year. The allocation will not take into account any known growth in pupil numbers expected in 2019/20. For each LA the growth factor will allocate:

- £1,370 for each primary 'growth' pupil
- £2,050 for each secondary 'growth' pupil and
- £65,000 for each new school that opened in the previous year (that is, any school not appearing on the October 2017 census but appearing on the October 2018 census).

Lincolnshire's growth allocation from new formulaic arrangements is £3.538m (£2.651m in 2018/19) or an increase of 33%, therefore it is a positive outcome from this DfE review. This allocation is updated annually to take account of the latest datasets, therefore the LA will review this annually to ensure the funding allocated by government enables Lincolnshire's school reorganisation policies to be fulfilled.

The funding that LAs receive for growth is to cover two elements of funding:

- Explicit growth – funding that LAs allocate through their growth fund.
- Implicit growth – LAs adjust the pupil count used to allocate funding in the Authority Proforma Tool when determining school budgets. This will reflect significant increase in pupil numbers, including new schools who have opened in the previous seven years, and are still adding additional year groups.

Lincolnshire has a schools reorganisation policy to allocate funding to both the primary and secondary sector, copies of these policies are included in Appendix A.

In the primary sector, the policy allocates funding through the explicit growth route to ensure sufficient funding is allocated to those schools involved in LA planned reorganisations for existing schools. The LA is able to use the implicit growth approach for newly opened primary schools and secondary schools as per the schools reorganisation policy⁶. The policies are important in order to ensure the LA can fulfil its strategic and statutory responsibilities to provide sufficient school places for pupils in Lincolnshire.

Central school services block (CSSB)

The LA is allocated funding via the CSSB for central services provided to schools to reflect the ongoing LA role in education.

Funding will continue to cover two distinct elements which are treated separately within the formula:

- Ongoing responsibilities: distributes funding to LAs using a simple formula which distributes 90% of funding according to a per-pupil factor and 10% of funding according to a deprivation factor. The funding supports: admissions service; servicing the Schools Forum; nationally agreed schools copyright licences, and Education Service Grant retained duties for all schools.

⁶ The new primary implicit growth schools involve: Manor Farm Academy; Beacon Primary Academy; Castle Wood Academy; Lincoln Carlton Academy; Boston Pioneers Free School Academy and Poplar Farm. The secondary implicit growth schools involve: Branston Community Academy; Lincoln Castle Academy; Sir Robert Pattison Academy; Haven High Academy; Walton Girls' High School & Sixth Form, and Bourne Academy.

Lincolnshire's 2019/20 allocation is £3.035m for ongoing responsibilities, which is an increase of 5.44%.

- Historic commitments: the government will fund historic commitments at the same level as in 2018/19 to LAs. Lincolnshire's 2019/20 budget is £2.780m, which funds the aggregated broadband provision for all schools (including academies) in Lincolnshire, and the funding gap for 7 PFI schools.

From 2020/21 the DfE expect to start to reduce the historic commitments element of the CSSB where LAs expenditure has not reduced.

High Needs block

The basic structure of the High Needs national funding formula in 2019/20 is not changing. For 2019/20, three changes have taken place:

- The funding floor: the funding floor will increase so that all LAs will attract at least a 1% gain per head of population, subject to changes in estimated population, against their 2017/18 baselines.
- Gains under the formula: the gains cap will increase to 6.09% as detailed in the schools funding announcement section above.
- Additional one-off funding: the Secretary of State for Education announced on the 17 December 2018 that an additional £125m of high needs funding would be made available nationally in 2019/20. This is to recognise the growing demands facing special educational needs and disabilities.

The formula is made up of:

- Basic Entitlement: to provide a per pupil amount of £4,000 for all pupils in special schools taken from the school census data collection in the October prior to the year for which allocations are made.
- Historic funding: to allocate 50% of the remaining funding on the basis of historic spending. This provides every LA with an amount based on its existing high needs costs, and particularly those costs that may not be reflected by indicators of need used in the other formula factors.
- Proxy factors: to allocate the other 50% on the basis of proxy factors, such as population, low prior attainment, deprivation factors etc.

The government's direction of travel is to move to a basis for distributing funding to LAs for children and young people with high needs, taking into account an up-to-date assessment of the level of need in each area as opposed to funding on the basis of historic spending.

In 2019/20, Lincolnshire is in receipt of £41 per pupil (or £5.776m) of protection funding when comparing the new national funding formula allocation to Lincolnshire's current High Needs block spending.

The DfE continue to be in the process of developing a method of allocating funding for hospital education, by combining LA spending data with NHS data to develop a new, formulaic hospital education factor, which will better respond to the number of patients requiring education. It is unlikely that there will be changes made in 2019/20.

Early years block

The government implemented the early years national funding formula in 2017/18, of which Lincolnshire continue to be funded on the 'minimum funding rate' of £4.30 per hour. LAs are required to have a universal rate for all providers of early years entitlement, and the funding formula also requires a mandatory deprivation supplement.

The Early Years block covers the 15 hours 3 & 4 year old free entitlement; the additional hours for working families up to 30 hours; disability access fund, early years pupil premium, and disadvantaged 2 year old funding.

The DfE has confirmed the intention to continue with the 'supplementary funding' until at least 2019/20 for nursery schools, whilst research is undertaken on the cost structure. A government report is planned for later in the year, and it is hoped that the LA and nursery schools will be engaged at each stage of the process.

The Schools Forum paper on the Early Years National Funding Formula sets out the funding proposals for 2019/20.

Pupil Premium announcement

The funding for pupil premium for 2019/20 will be protected at the 2018/19 rates which are:

1. £1,320 per primary pupil who is currently eligible for free school meals (FSM) or has been eligible for FSM in the past 6 years except where the pupil is allocated the LAC or post-LAC premium.
2. £935 per secondary pupil who is currently eligible for free school meals (FSM) or has been eligible for FSM in the past 6 years except where the pupil is allocated the LAC or post-LAC premium.
3. £2,300 for Looked-after Children. Eligibility criteria includes those pupils who are in the care of, or provided with accommodation by, an English LA defined in Children Act 1989, or; have left care under a special guardianship order, a residency order, a child arrangement order, or because of adoption.
4. £300 per pupil for service premium.
5. £0.53 per hour early years pupil premium for each eligible three and four year old up to the full 570 hours of free education entitlement.

Pupil premium allocations for the financial year 2019/20 will be published in June 2019 following the receipt of pupil number data from the January 2019 census.

Further details are available at:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>

Universal Infant Free School Meals

The grant for universal infant free school meals (UIFSM) continues at a meal rate of £2.30 for the 2019/20 academic year.

Free School Meals Supplementary Grant

This grant will provide schools with extra funding to help them meet the higher costs of providing extra meals before the lagged funding system catches up.

Teachers Pay Grant

On the 14 September 2018, the DfE confirmed the teachers' pay grant to support schools in meeting the cost of the September 2018 teachers' pay award. The rates for 2019/20 are:

School Sector	Teachers' Pay Grant Per Pupil Allocation
Primary and nursery	£28.29
Secondary	£45.56
Special and alternative provision schools	£113.46

The grant covers the cost of the September 2018 teachers' pay award for 2019/20. Following direction from the DfE, schools will however need to plan for the 2019/20 pay award, which will be based on the government's response to the STRB's recommendations next year. Schools should not assume that any future awards above 1% will be supported by a similar grant in future years. The LA recommends that all schools undertake prudent financial planning by incorporating potential pay cost increases in future financial years.

DSG School Budgets 2019/20

Work is underway in calculating the budget allocations for individual schools through the LA proforma tool, which requires submitting to the DfE by the 21 January 2019 for approval.

The LA's objective is to continue to provide stability in funding for schools whilst maintaining the affordability of the current levels of the DSG. The LA remains committed to replicating the national funding formula in 2019/20 with the protection arrangements (floors and ceiling) in place, as detailed below:

1. Adoption of the government's minimum funding level in 2019/20 of £3,500 for primary schools and £4,800 for secondary schools within the funding formula.
2. Adoption of a 0% MFG per pupil in 2019/20.
3. Adoption of the government's funding floor factor for all schools to see a minimum gain of 1.0% per pupil against their 2017/18 baseline.
4. Adoption of the governments percentage cap in pupil-led funding of the maximum of either 6.09% gain on their 2017/18 baseline or 36% of their remaining gains in 2019/20.

At the time of writing this report, work is underway in calculating and checking the budget allocations to individual schools and overall affordability within the DSG.

DSG Central Budgets 2019/20

As stated in previous years, it is important that the LA takes a prudent approach to the setting of central budgets within the DSG. This is necessary because:

1. Since the 2013/14 school funding reforms, the LA has been able to retain far fewer budgets centrally, and so there will inevitably be lower levels of underspendings in future years and therefore less capacity to respond to any significant emerging issues.
2. LA's limitations in movement of funding between blocks to respond to arising cost pressures.
3. There are a number of budgets that are difficult to estimate and control (e.g. SEN related budgets, including out of county placements, top up funding for Education Health Care plans for mainstream pupils, special school pupil placements, and meeting the education needs for pupils through alternative provision placements).
4. There continues to be a growing trend in the demands for more specialist support for young people, which is having a material financial impact on those centrally held budgets of the High Needs block. It is expected that it will be a much tighter financial environment going forward for high needs services.
5. Under current DfE's regulations, for an overspend on the DSG to be written off in the following year, approval from the Schools Forum would be required. The LA would be unable to fund the DSG overspend from its non-DSG budgets which have and will continue to be subject to significant cuts in future years, in stark contrast to the protection given by the government to the DSG.

DSG Deficits

From 2019/20, the DfE intend to tighten up the rules under which LAs have to explain their plans to bring the DSG back into balance should it be in deficit. This change is due to the increasing number of LAs who are now incurring a deficit on their overall DSG, largely due to overspend on the High Needs block. Lincolnshire is not currently in this position, however the DSG in particular the High Needs block needs to be carefully and prudently managed to ensure a deficit is not incurred, especially in light of the uncertainty regarding High Needs block protection funding post 2019/20 and the growth in demand and complexities of young people.

Budget Setting Review

The LA has conducted its annual review of the DSG central budgets. The significant planned changes relate to the area of high needs spending.

- The LA continues to encounter growth in the costs of top up funding for Education Health Care plans in the mainstream sector due to increases in pupils in meeting the threshold, and targeted funding for schools with a high incidence of high needs pupils. Officers are continuing to refine the budget and forecast process to ensure a more accurate position can be obtained of potential costs in 2019/20 and beyond.
- The LA continues to encounter growth in the number of places for special schools due to the complexity of children's needs. The LA ensures that place numbers reflect the current pupil numbers in special schools, however the number of places required has increased from 1,783 to 1,846 (3.5% increase) from 2018/19 to 2019/20. The special schools pupil band moderation is subject to annual review which is presently being compiled, however the recent trends has shown an increasing complexity of pupil needs within special schools.
- Home Tuition – new agreements have been made for widening the remit of the County's home Tuition Service. Referrals from SEND, Inclusion & Attendance, and Admissions are anticipated to increase by 31.25% in 2019/20, which will place a significant pressure on the Home Tuition budget in terms of both teaching staff levels and office-based staffing levels.

The demand-led nature of the high needs budgets require the LA to set prudent budgets to ensure it is able to respond to the financial challenges from the changing schools landscape and requirements of pupils. The LA remains confident that the cost pressures can be managed within the existing funding level.

The DfE regulations contain a number of provisions in relation to the setting of central budgets within the DSG:

1. The High Needs block and central licences negotiated by the Secretary of State can be retained by the LA before allocating the DSG to school budgets. Schools Forum approval is not required.
2. Funding for significant pre-16 growth to meet basic need can be retained centrally with the agreement of the Schools Forum.
3. Budgets for admissions and servicing of the Schools Forum can be retained, and for 2019/20 a financial limit no longer applies. The Schools Forum is required to confirm the amount for each budget line.

In light of these regulations, Tables 2 to 4 below set out the budgets requiring Schools Forum approval.

Table 2: Budgets requiring Schools Forum decisions – Schools Block:

Budget	Key points	Proposed budget 2018/19 £
	<i>Under DfE regulations, the following budgets can be set at any monetary value.</i>	
Funding for significant growth pre-16	<ul style="list-style-type: none"> • The budget is essential so that the LA can fulfil its strategic and statutory responsibilities to provide sufficient school places for pupils in Lincolnshire. • Schools will not receive funding through this budget in instances where schools simply have the opportunity to offer more places above their PAN. It must be commissioned and supported by the LA. • This budget is to fund both explicit and implicit growth (as detailed above). Implicit growth funding is allocated through the LAs Authority Proforma Tool. • Lincolnshire has a Schools Reorganisational Policy to allocate funding to both the primary and secondary sector. • Funding will be allocated in accordance with these policies. This is when, as part of its strategic planning of places, the LA needs to ask a school to take in additional pupils above its planned admission number (PAN) temporarily or permanently. • It will continue to be the case that funding could be allocated to maintained schools or academies. • DSG funding for increases to pupil numbers is lagged for LA's until the following financial year, therefore earmarked funding is required to meet this obligation. • At the time of writing this report, work is underway in calculating and checking growth allocations to individual schools. The LA has therefore set the budget as per the funding received within the DSG to allow for explicit and implicit growth, lagged funding and to allow for the management of any pressures within this budget. 	£3.538m

Table 3: Budgets requiring Schools Forum decisions – CSSB ongoing commitments:

Budget	Key points	Proposed budget 2018/19 £
	<i>Under DfE regulations, the following budgets can be set at any monetary value.</i>	
Admissions	<ul style="list-style-type: none"> The LA has a statutory duty to operate the admissions arrangements in county schools. Without this budget, the LA would be unable to fulfil its statutory duties. 	£0.527m
LA Retained Duties for all schools	<ul style="list-style-type: none"> This relates to the statutory responsibilities LA's hold for all schools. The retained duties rate includes: <ul style="list-style-type: none"> Statutory & Regulatory Duties: revenue budget preparation, preparation of income & expenditure relating to education; authorisation and monitoring of expenditure not met by the schools budget shares; formulation and review of LA schools funding formula; director of children's services duties relating to schools, planning for the education services as a whole, to name the key duties. Education Welfare: functions in relation to the exclusion of pupils from schools, and school attendance. Asset Management: management of the LA's capital programme; review of an asset management plan, including private finance transactions, and, general landlord duties for all buildings owned by the LA, including those leased to academies. The government transferred £117m for ESG retained duties into the DSG Schools block in 2017/18. Lincolnshire's share was £1.530m, which is now included within the CSSB. 	£1.530m
Servicing of the Schools Forum	<ul style="list-style-type: none"> Historically, the cost has been very modest. Without this budget, the Schools Forum would find it difficult to operate effectively. It is proposed that the same budget for 2018/19 is set for 2019/20. 	£0.020m

Table 4: Budgets requiring Schools Forum decisions – CSSB historic commitments:

Budget	Key points	Proposed budget 2018/19 £
	<i>Under DfE regulations, the following budgets can only be set at historic costs, they are not permitted to increase.</i>	
Schools Broadband	<ul style="list-style-type: none"> The budget continues to fund an aggregated broadband provision to all schools (including 	£1.350m

	<p>academies).</p> <ul style="list-style-type: none"> • The LA through its decision making process triggered the full three year extension, which means all schools will continue to receive the consolidated core schools broadband contract to 31 October 2022. • Schools Forum approved the LAs proposals for schools broadband on the 11 October 2018. • As part of the CSSB historic commitments the budget cannot increase above that set in previous years. 	
Private Finance Initiative (PFI) Schemes	<ul style="list-style-type: none"> • This funds the PFI contractual commitments for the seven schools built under PFI a decade ago. • Without this budget, the LA would be unable to finance the on-going costs of these historic, contractual commitments. • The contract is in place until 31st August 2032. 	£1.180m

The budgets proposed above are prudent and have been determined following a detailed review.

Some minor refinements to the overall budgets may be necessary in light of officers' on-going work. In accordance with established practice, the LA will report to Schools Forum in June 2019 the final budgets for 2019/20, as set out in Section 251 budget statement which has to be published by 30 April 2019. Any material changes from the figures reported here will be communicated to the Schools Forum at that time.

Members of the relevant sections of the Schools Forum agreed the de-delegation of a number of budgets at its meeting on 26 June 2018. Those decisions will be reflected in the LA APT that will be submitted to the DfE on the 21 January 2019.

Education Services Grant - General Duties

The general duties relate to the statutory responsibilities LA's hold for maintained schools only. The LA continues to make the decision not to retain funding in the Schools block for statutory duties relating to maintained schools only. The LA will continue to review this on an annual basis.

The general duties rate functions include:

1. Statutory and Regulatory Duties: monitoring compliance with requirements in relation to the scheme for financing schools; consistent financial reporting; investigations of employees or potential employees; HR corporate duties; compliance with duties under health and safety; investigations and resolution of complaints relating to maintained schools.
2. Asset Management: general landlord duties for all maintained schools to ensure the buildings have appropriate facilities; reasonable weather resistance; safe escape routes; adequate water supplies and drainage; playing fields to the appropriate standard; general health & safety duty as an employer for employees etc.
3. Monitoring national curriculum assessments.

The financial outlook for the Council and Children's Services

The Executive are currently consulting on a single year financial plan for revenue and capital budgets to take the Council to the end of the four year funding deal from the government. The Council continues to face significant reductions in government funding, growing cost pressures from demand led services such as adult and children's social care, waste disposal and the Council's responsibility to pay staff and some contractors the National Living Wage. Uncertainty around government funding beyond the four year funding deal (which runs from 2016/17 to 2019/20) means that the Council has not considered it practicable to develop sustainable long term financial plans into the next decade. Work on this has started and will continue next year as information starts to emerge about the future funding framework.

The Council's total income is £441.707m in 2019/20 with planned expenditure including cost pressures and savings of £460.064m. This creates a budget shortfall of £18.357m, which is to be met from the use of one-off reserves. At the time of writing this report, work continues in terms of finalising the Council's proposed budget for 2019/20.

The situation for the Council continues to have a significant bearing on Children's Services budget of £112.752m. The challenge of contributing towards the Council's savings target is much more difficult for Children's Services in Lincolnshire, given the volatile and demand-led budget of home to school / college transport budget (c.£25m), and increased cost pressures in children's social care through a growth in children meeting the social care threshold and an increase in the complexity of children requiring specialist support.

In summary, the Council faces very significant financial challenges beyond 2019/20 and this is likely to have an impact upon Children's Services budgets in future years.

Next Steps

Officers will continue to review the government's publications that implicate 2019/20 funding including amendments to the DfE's School and Early Years Finance Regulations, to ensure full compliance is achieved in 2019/20.

The APT for mainstream school budgets is due to be sent to the DfE by 21 January 2019.

Under the DfE regulations, the LA is required to publish schools budgets (excluding sixth form funding) by 28 February 2019.

The DfE will continue to work with stakeholders and experts to consider technical improvements to the following factors:

- Growth: the DfE will continue to explore options for developing the approach to growth funding in the future including the potential use of projections and in-year adjustments.
- Mobility: the DfE intend to work on developing an accurate and robust indicator of mobility to replace the use of historic spending patterns for this factor in 2020/21.
- Premises including PFI: the DfE will explore how funding for these factors could be allocated according to a formula in the future.
- Low prior attainment: the DfE will investigate further long-term changes to improve the targeting of funding to need, including the possibility of tiering the secondary low prior attainment factor.
- Sparsity: the DfE will review how the distance measure used in sparsity funding could be refined in the future.

Officers will contribute to any consultations regarding the above changes.

Consultation

a) Have Risks and Impact Analysis been carried out??

No

b) Risks and Impact Analysis

N/A

Appendices

These are listed below and attached at the back of the report	
Appendix A	School Reorganisational Policy (Primary) and (Secondary)

Background Papers

Document title	Where the document can be viewed
Schools Broadband Services	http://lincolnshire.moderngov.co.uk/documents/g5163/Public%20reports%20pack%2011th-Oct-2018%2013.00%20Lincolnshire%20Schools%20Forum.pdf?T=10
De-Delegation of Maintained Primary School Budget 2019/20 and 2020/21	http://lincolnshire.moderngov.co.uk/documents/s22852/8.0%20De-delegation%20of%20Maintained%20Primary%20School%20Budgets.pdf
Schools Funding Arrangements 2018/19	http://lincolnshire.moderngov.co.uk/documents/s20941/Schools%20Funding%20Arrangements%20201819.pdf
National Funding Formula for Schools (December 2017)	http://lincolnshire.moderngov.co.uk/documents/g5194/Public%20reports%20pack%2011th-Dec-2017%2014.00%20Lincolnshire%20Schools%20Forum.pdf?T=10

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**Lincolnshire County Council
Policy on funding arrangements for primary school reorganisations**

Purpose

This policy has been developed to provide a formalised approach to the funding of primary school reorganisations to support the Local Authority's (LA) statutory duty to provide sufficient school places for the children of Lincolnshire. It seeks to address situations when, as part of its strategic planning of school places, the LA asks a school / academy to take in additional pupils above the planned admission number (PAN) temporarily, or expand permanently.

Objective

The primary objective of the policy is to ensure that schools subject to a reorganisation receive funding to meet all reasonable additional costs.

Principles

The following principles underpin the policy:

- Fairness - the funding provided aims to meet all reasonable additional costs. A school should not be financially disadvantaged by agreeing to an expansion, nor should they financially benefit from the funding support from the LA
- Equity - all schools should be treated in a similar way.
- Transparency - all schools should be able to see and understand the policy and the allocations made to schools by the LA.
- Simplicity - the policy and underlying formula should be easily understood.
- Efficiency - resources should be used in a way that secures good value for money.

Scope

This policy is designed to deal with primary school reorganisations that are required by the LA in order to fulfil its strategic and statutory responsibilities. The policy aims to provide an appropriate level of funding during this transition period to those schools that the LA wishes to expand permanently (increase in the PAN) or temporarily (e.g. for perhaps for one year only, by taking additional pupils above their PAN as a 'bulge' year).

The policy does not apply in instances where schools simply have the opportunity to offer more places above their PAN. It must be commissioned and supported by the LA.

The policy applies to both LA primary maintained schools and primary academy schools, and the funding treatment is the same.

This policy does not cover merged schools, split site factors or newly created schools.

Types of School Re-Organisations

- Permanent PAN expansions (phased)
A school is asked by the LA to have a permanent PAN change to ensure a sufficiency of school places exists. The phased PAN will impact only on the year Reception intake through a 7 year reorganisation.
- Permanent PAN expansions (through all the schools year groups)
A school is asked by the LA to have a permanent PAN change to ensure a sufficiency of school places exists. The pressure on school places may exist across multiple or all year groups, therefore the PAN change may affect several of the schools year groups, the timing of which will be agreed.

- Temporary PAN expansions (over-offer on existing PAN for one year group)

A school is asked by the LA to have a temporary PAN change for only 1 year (an over-offer – PAN stays as it is) to ensure a sufficiency of school places exist for a particular bulge year. This temporary PAN change will likely only affect the current year Reception, although it may be necessary on occasion to increase another year group to cope with mid-year admission pressures.

Proposed approach to funding

The Education & Skills Funding Agency (ESFA) Schools Revenue Funding 2018/19 Operational Guidance has been reviewed to influence the direction of travel for primary school reorganisation funding.

The primary school reorganisation policy has adopted a formulaic approach providing a consistent and transparent basis for the allocation of funding, which will allow schools to undertake effectively financial planning during this transition period. It will be for the schools local decision-making in determining use of this funding. The secondary school reorganisation policy has developed a similar formulaic approach to funding schools.

The LA functions of Finance, School Improvement and Provision Planning have been working together to develop an approach for funding primary school reorganisation schools. The review has concluded that the national funding formula that is being implemented in 2018/19 would provide sufficient funding where 23 pupils are in a class of Reception and Key Stage 1 age considering the least funded school. Based on the planned funding for 2018/19, the least funded primary school receives c.£2,900 per pupil compared to highest funded school of c.£4,600 per pupil, with the average being £3,243 per pupil across the primary sector. Pupil-led factors include: age weighted pupil unit, deprivation factors (free school meals (current and Ever6), and income deprivation affecting children index); English as an additional language, and prior attainment. The level of pupil-led funding is determined by the number of pupils present on the schools October census, and their level of need using the national funding formula factor values.

The LA considered thoroughly the typical 'model' direct costs of opening an additional class for classes of Reception and Key Stage 1 age, and determined that 23 funded pupils in Lincolnshire's least funded primary schools (c.£2,900) would trigger funding of c.£66,700. The section below identifies the key cost drivers and modelled costs (using 2018/19 prices including pay awards) of opening an additional class. These key cost drivers amount to £64,431, with the remaining available funding meeting school specific costs, such as additional running costs; leadership triggers if applicable; other central staff time, and other school specific costs. It was important that the LA is able to demonstrate that this methodology provides sufficient funding even to the least funded per pupil funded primary schools in Lincolnshire. Schools that trigger higher levels of pupil-led funding will utilise this funding to provide greater support and intervention, and resources to its pupils above the model costs identified.

Typical 'model' direct costs of opening an additional class for classes of Reception and Key Stage 1 age:

- Teacher – main scale 3	£33,643
- PPA time: 10%	£3,364
- Teaching Assistant 32.5 hours	£19,567
- Midday Supervisor 5h50 G2 SCP4	£2,776
- Administration time 4h at G4 SCP10	£2,232
- Cleaning staff 2h per classroom	£952
- Teaching Resources per class	£200
- Sickness Insurance	£1,697
Total	£64,431

For Key Stage 2 classes a class size of 21 pupils has been determined as generating sufficient funding due to less teaching assistant support in this age range.

In Lincolnshire's least funded primary schools (c.£2,900) it would trigger £60,900, compared to costs of £59,707¹ with the remaining available funding meeting other school-related costs.

¹ The costs account for 25 hours of teaching assistant support (£14,943) and re-calculated sickness insurance costs (£1,588).

Those primary schools with higher pupil-led funding determined through the funding formula will utilise this funding to provide greater support and intervention, and resources to its pupils.

Permanent PAN Expansions

The ESFA request that LAs should consider varying pupil numbers where there is a more permanent and significant change in pupil numbers for LA planned reorganisations to enable the change in funding to be reflected in the formula. To avoid schools and academies having retrospective funding changes due to actual pupil numbers being less than the actual pupils above the original PAN (subject to the pupil number key stage threshold – 23 pupils for year Reception and Key Stage 1, and 21 pupils for Key Stage 2), the LA will fund this through the LA Growth Fund held in the Schools Block of the Dedicated Schools Grant.

Where the LA requests a school to reorganise by increasing the PAN permanently, it will fund through the LA Growth Fund the number of additional pupils it receives above the original PAN in that specific year group (to the maximum of the revised PAN for the period September to March). The school will receive funding based on its national funding formula pupil-led funding proportioned for the remainder of that given financial year multiplied by the increase in pupil numbers received above its PAN². This funding will be allocated in the December. The pupil-led funding will form part of the schools delegated budget share for the subsequent financial year following the additional pupil's included in the autumn pupil census.

A school reorganisation may create the opportunity to take in pupils in older year groups, therefore generating further pupil-led funding for the school. Where the year 6 pupil cohort is greater than the original PAN, the schools will have a higher level of delegated pupil funding, therefore the differential in pupils leaving the school compared those entering the school in year reception will be lower. The LA Growth Fund allocation is to support a school due to lagged funding, however in this case the impact will be smaller, therefore the net pupil change will be reflected in the autumn term adjustment. Infant schools will also be treated in this way.

Where the school has had to open up an additional class as a result of the PAN change and the LA through its annual review of primary school reorganisations support the decision, (i.e. the school is operating with an efficient classroom structure), the LA will assess whether the additional reorganisation year group class meets the threshold of 23 pupils for year Reception. Where this threshold is not achieved, additional pupil-led funding (ghost funding) will be allocated in-year to the school up to this point to ensure that sufficient funding is received to support the additional costs of opening a class. The additional pupil-led funding will be allocated in two instalments for the September to March period, and the April to August to represent the academic year of the class structure³.

Key Stage 1 classes impacted by the reorganisation will be assessed overall against the threshold of 23 pupils (or 21 pupils for Key Stage 2 reorganisation classes) to ensure the thresholds have been met. Where the pupil threshold has not been met for the reorganisation year group(s), it will identify a shortfall in funding, therefore additional pupil-led funding (ghost funding) will be allocated to the school up to this point to ensure that sufficient funding is received to support the additional costs of opening an additional class. The additional pupil-led funding will be allocated in two instalments for the September to March period, and the April to August to represent the academic year of the class structure.

Primary schools involved in LA planned reorganisations will be required to complete the classroom structure template in Appendix 1 by the 31 October each year to enable accurate payments to be made.

For a phased PAN increase impacting only year Reception intakes, the LA policy will apply for 7 years. Thereafter, the school will be funded solely by the latest autumn pupil census, and would need to ensure the schools' classroom structure is financially sustainable through its delegated funding triggered through the funding formula.

² The autumn pupil census is used for schools funding to fund the following year financial periods: Maintained schools – April to March funding, and Academy schools – September to August funding. Academies will receive April to August funding due to their lagged funding, which is recouped by the LA from the ESFA.

³ The additional pupil-led (ghost) funding for September to March will be allocated in December, and the April to August in June.

Where a school has been asked by the LA to have a permanent PAN change (across a certain Key Stage or all year groups) to ensure a sufficiency of school places exists, the same approach will be applied for those year groups of the reorganisation. The LA will review the position annually, but the LA expects the time limit for funding to be no more than 3 years.

The criteria outlined provide a transparent and consistent basis for the allocation of funding, which will allow schools to undertake effective financial planning in this transition period. It will be for the schools local decision-making in determining use of this funding.

Academies will be required to go through the 'significant change' expansion process with the ESFA to permanently increase their capacity.

Temporary PAN Expansions

The ESFA allows LAs to support school reorganisations through the LA Growth Fund (i.e. to support schools required to provide extra places in order to meet basic need with the authority). The ESFA is advising LAs to use the LA Growth Fund for temporary PAN (bulge) expansions, for example a school is asked by the LA to have a temporary PAN change for only 1 year (an over-offer).

When a school is asked to operate with a bulge year, the opening of an additional class should not have a negative impact on the remainder of the schools' finances⁴. For the bulge year class (it could be one-year group or more), the pupil numbers taken above the PAN (to the maximum of the revised PAN for the period September to March) would be funded in the first year that an additional class is required. This allocation will be made in the autumn term that the pupil number increase takes place.

The LA will then assess whether the threshold for the reorganisation year group(s) involved have been met (i.e. 23 pupils for year Reception and Key Stage 1 (or 21 pupils for Key Stage 2)). Where the pupil number threshold has not been met for the additional reorganisation year group class involved, additional pupil-led funding (ghost funding) will be allocated in-year to the school up to this point to ensure that sufficient funding is received to support the additional costs of opening a class. This allocation will be made in the autumn for the period September to March relating to the first year of the reorganisation, and the summer term for future financial year allocations whilst the bulge year remains at the school⁵. The school will be required to manage the change back to the structure prior to the bulge year taking place to ensure the school remains financially sustainable.

A bulge year may result in a favourable class structure change for the remainder of the school. In these circumstances pupil number classes may be lower than was previously the case, and therefore have the capacity to admit pupils in the older year groups. When this takes place, the schools latest October census will be compared to the October census when the bulge year took place to identify any pupil growth in those older year groups, which will be removed from the pupil ghost funded places.

A school meeting this threshold in the reorganisation year group(s) will not receive additional funding beyond the September to March funding (year 1 of reorganisation) since the school will be triggering sufficient pupil-led funding through its delegated budget share.

Transition

The funding approach has been discussed with a number of head teachers in the sector involved with reorganisations, and are satisfied that the methodology of funding reorganisation schools.

The LA will work with current primary schools involved in LA led reorganisations to transition onto the new policy in a manageable and sustained way. The objective is to fund all existing primary school reorganisations in 2018/19 through the new policy, subject to any temporary transition arrangements.

⁴ The bulge year will be considered in isolation initially, but where realistic classroom structure efficiencies can be achieved by the school these should be explored to ensure effective use of resources. This will be discussed with the school in sufficient time before the next academic year, and the LA will be clear of its funding intentions with the school at that point.

⁵ The classroom structure will be considered on an academic year basis, however the schools October census will determine the number of pupils the school is funded on through its delegated budget share.

Please Note

Schools and academies should be mindful of the long term requirements of planning for a permanent or temporary increase in pupil numbers. There is no guarantee that a permanent or temporary increase will be sustained over a period of 7 years or that a phased intake will be required year on year, therefore schools will be able to manage this risk through fixed term appointments or through staff turnover. Schools are asked to consider staff appointments with their HR Advisor.

The LA will review annually the following academic year(s) projected pupil numbers in November / December, and provide a formal position statement on the schools direction of travel, and the LA's funding intentions to ensure classroom structures are organised appropriately. The LA is required to ensure the DSG funding is being deployed effectively. As such the LA would expect the organisation of classes to reflect this rather than financial support being provided by the LA to fund empty places unnecessarily, which could artificially set schools up with a structure that is not sustainable.

No allocation will be made to a school or academy where the school or academy:

- has surplus places and takes additional children up to the PAN;
- admits over PAN at their own choice;
- admits extra pupils where those pupils have a reasonable alternative school place; and
- is directed and / or requested to admit additional pupils as a result of errors, appeals, fair access protocol, SEN, LAC etc. as these numbers will be extremely low on an individual school basis.

Classroom Fixture & Fitting costs

In certain instances, the LA will support the school by providing temporary classrooms, or converting or extending accommodation for an additional permanent classroom(s). Additional equipment is likely to be required for each new classroom being created. When this criteria is met and the classroom is being utilised, the LA will provide an additional £9,525 to create a suitable teaching & learning environment. This sum will fund the items included in Appendix 3 for a typical classroom environment. The LA believes this approach to the funding of equipment is reasonably generous. It recognises that schools have to equip classrooms in advance of their use and understands the need to make funds available to schools. However, it also acknowledges that IT equipment typically has a useful life of approximately 4 years and those costs can be spread over that period through leasing arrangements. Such costs would ordinarily be funded by the age weighted pupil unit funding attracted by new pupils.

The fixture & fittings funding for those schools meeting this policy requirement will be allocated in the summer term. The school can choose to spend this funding to equip the new room as they wish.

One-off items of expenditure

The LA will consider exceptional one-off funding requests to allow the school to continue working effectively and to avoid operational difficulties created by the change in the PAN, e.g. the integration of alarms or servers where additional accommodation has been built for the extra children, or specialist classroom equipment. Such exceptional requests will have to be demonstrated.

Revenue based costs are considered in this policy; however anticipated capital costs to the school from a reorganisation perspective should be discussed with the assigned LCC Project Manager to clarify precisely what reasonable capital items will and won't be funded as part of the capital build project.

Impact of this policy upon other local schools

The LA recognises that whilst needing to facilitate change to fulfil its strategic responsibilities for the provision of school places, this policy should not cause undue turbulence in other schools. The LA will be mindful of this in reaching decisions with schools and will set limits above which no extra funding will be provided. Over time, there may be an impact upon other local schools, but the LA would expect any reduction in pupils to be moderate and gradual, and a matter that can be dealt with through good financial planning and by taking advantage of natural wastage, etc, to avoid redundancy costs. No compensation will therefore be paid to those schools. Likewise, no additional funding will be provided for future potential redundancy situations for schools that are expanding, should pupil numbers fall in future years.

Funding source

The funding delivered through application of this policy will continue to be made available from the Schools block of the DSG.

The DfE regulations contain a number of provisions in relation to the setting of central budgets within the DSG. Funding for significant pre-16 growth to meet basic need is retained centrally with the agreement of the Schools Forum.

Schools National Funding Formula

The government has implemented the national funding formula in 2018/19, and it is expected that the government will keep the formula under review. The future funding levels allocated to Lincolnshire primary schools will need to be considered when reviewing the pupil threshold levels for year Reception and Key Stage 1 age (23 pupils), and Key Stage 2 classes (21 pupils) for primary school reorganisations.

The government has reviewed the Growth Fund arrangements for 2019/20 moving from a historical funding basis to a more formulaic method based on lagged growth data. The formula is intended to be a proxy for overall growth costs at an LA level, and the DfE acknowledge that LA spending on growth will not necessarily match the sum allocated. The policy will need to be reviewed annually to ensure the growth funding continues to be sufficient to financially fulfil the agreed School Reorganisation policy moving forward.

This policy will be reviewed by Children's Services Financial Strategy Team and service teams on at least an annual basis.

Policy date

This policy was approved by Children's Services Directorate Management Team on 22 May 2018.

Template for schools completing classroom structures

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils per Class
Class 1								0
Class 2								0
Class 3								0
Class 4								0
Class 5								0
Class 6								0
Class 7								0
Class 8								0
Class 9								0
Class 10								0
Class 11								0
Class 12								0
Class 13								0
Class 14								0
								0
Total Pupils Per Year Group	0	0	0	0	0	0	0	0

Original Structure 30 PAN

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils per Class
Class 1	30							30
Class 2		30						30
Class 3			30					30
Class 4				30				30
Class 5					30			30
Class 6						30		30
Class 7							30	30
Class 8								0
Class 9								0
Class 10								0
Class 11								0
Class 12								0
Class 13								0
Class 14								0
								0
Total Pupils Per Year Group	30	30	30	30	30	30	30	210

Reorganisation Agreement 30 PAN with additional 30 over PAN

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total Pupils per Class
Class 1	30							60
Class 2	30							30
Class 3		30						30
Class 4			30					30
Class 5				30				30
Class 6					30			30
Class 7						30		30
Class 8							30	30
Class 9								0
Class 10								0
Class 11								0
Class 12								0
Class 13								0
Class 14								0
								0
Total Pupils Per Year Group	60	30	30	30	30	30	30	240

School Re-Organisation: Equipment costs for suitable teaching & learning environment

Fixture & Fitting costs	Monetary Value
Whiteboard	£70
Interactive whiteboard	£3,500
Teacher laptop	£800
2 computers for pupils	£1,400
18 desks 36 chairs; some used for the teacher's laptop and computers	£1,350
Teacher desk and chair	£325
30 children's trays and 2 cabinets	£180
Additional cabinet and trays for scissors	£90
2 large bookcases	£360
2 small bookcases	£260
1 paper cupboard	£290
2 cupboards for storage	£600
Filing cabinet	£75
Art rack	£225
<i>Along with other class materials etc.</i>	
Total	£9,525

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**Lincolnshire County Council
Policy on funding arrangements for secondary school reorganisations**

Purpose

This policy has been developed to provide a formalised approach to the funding of secondary school reorganisations to support the Local Authority's (LA) statutory duty to provide sufficient school places for the children of Lincolnshire. It seeks to address situations when, as part of its strategic planning of school places, the LA asks a school / academy to take in additional pupils above the planned admission number (PAN) temporarily, or expand permanently.

Objective

The primary objective of the policy is to ensure that schools subject to a reorganisation receive funding to meet all reasonable additional costs.

Principles

The following principles underpin the policy:

- Fairness - the funding provided aims to meet all reasonable additional costs. A school should not be financially disadvantaged by agreeing to an expansion, nor should they financially benefit from the funding support from the LA
- Equity - all schools should be treated in a similar way.
- Transparency - all schools should be able to see and understand the policy and the allocations made to schools by the LA.
- Simplicity - the policy and underlying formula should be easily understood.
- Efficiency - resources should be used in a way that secures good value for money.

Scope

This policy is designed to deal with secondary school reorganisations that are required by the LA in order to fulfil its strategic and statutory responsibilities. The policy aims to provide an appropriate level of funding during this transition period to those schools that the LA wishes to expand permanently (increase in the PAN) or temporarily (e.g. for perhaps for one year only, by taking additional pupils above their PAN as a 'bulge' year).

The policy does not apply in instances where schools simply have the opportunity to offer more places above their PAN. It must be commissioned and supported by the LA.

The policy applies to both LA maintained schools and academy schools.

This policy does not cover merged schools, split site factors or newly created schools.

Types of School Re-Organisations

- Permanent PAN expansions (phased)
A school is asked by the LA to have a permanent PAN change to ensure a sufficiency of school places exists. The phased PAN will impact only on the Year 7 intake through a 5 year reorganisation.
- Permanent PAN expansions (through all the schools year groups)
A school is asked by the LA to have a permanent PAN change to ensure a sufficiency of school places exists. The pressure on school places may exist across multiple or all year groups, therefore the PAN change may affect several of the schools year groups, the timing of which will be agreed.
- Temporary PAN expansions (over-offer on existing PAN for one year group)
A school is asked by the LA to have a temporary PAN change for only 1 year (an over-offer – PAN stays as it is) to ensure a sufficiency of school places exist for a particular bulge year. This temporary PAN

change will likely only affect the current year Year 7 intake, although it may be necessary on occasion to increase another year group to cope with mid-year admission pressures.

Proposed approach to funding

Education & Skills Funding Agency (ESFA) Schools Revenue Funding 2018/19 Operational Guidance has been reviewed to influence the direction of travel for secondary school reorganisations funding.

Permanent PAN Expansions

The ESFA request that LAs should consider varying pupil numbers where there is a more permanent and significant change in pupil numbers for LA planned reorganisations to enable the change in funding to be reflected in the formula. In 2018/19, the LA is not required to submit a disapplication request for an increase in numbers, where it is a change to the admission limit (PAN).

Academies will be required to go through the 'significant change' expansion process with the ESFA to permanently increase their capacity and amend their funding agreement as appropriate.

The autumn pupil census is used for schools funding to fund the following year financial periods (see bullet points below). Where the criteria is met for a planned reorganisation (such as a phased PAN change), the LA will increase the pupil numbers by the existing PAN to the new PAN for the Year 7 intake or an agreed place level to align to the reorganisation, (for example, a PAN change from 150 to 175 will trigger pro-rata'd pupil-led funding of 25 pupils for the period September to March – thereafter the new autumn pupil census numbers will be the starting position for its April funding). Within the General Annual Grant, Academy schools will receive funding for the estimated pupil numbers for the period September to August. This process will ensure funding is received by the school when the reorganisation takes place.

- Maintained schools – April to March funding, and
- Academy schools – September to August funding.

For a phased PAN increase impacting only Year 7 intakes, the LA will be required to undertake pupil estimates for a of up to 5 year period (length of the reorganisation) for each Year 7 entry until the school PAN is operational in each year group. Thereafter, the school will be funded solely by the latest autumn pupil census.

Where a school has been asked by the LA to have a permanent PAN change (possibly across all year groups) to ensure a sufficiency of school places exists, the same approach will be applied as above, however the requirement to vary a schools pupil numbers is likely to be less frequent.

The approval to vary the schools pupil numbers will ensure schools receive additional funding through their original budget share. The change in pupil numbers will attract Age Unit Pupil Unit (AWPU) funding (Key Stage 3 funding for Year 7 pupils) and other pupil-led funding factors, such as Deprivation (Free School Meals ((current and Ever6) and IDACI); English as an Additional Language and Prior Attainment. The funding being triggered for the other pupil-led factors will be based on the current pupil characteristics in the school. A reorganisation school in receipt of per pupil minimum funding guarantee on its existing funding will receiving funding for the additional pupils based on the direct funding formula allocations only.

Funding allocations are calculated based on Lincolnshire's schools funding formula. The introduction of the government's national funding formula in 2018/19 to provide a fairer funding settlement to schools will increase the level of funding being devolved to Lincolnshire secondary schools overall through the LA funding formula. The government plan to transition to the national funding formula through a soft approach in 2018/19 and 2019/20 whereby LAs will continue to be responsible for calculating schools funding allocations. The LA has agreed to replicate the national funding formula in 2018/19 following consultation with schools and Schools Forum.

Example: Academy School A – a phased PAN increase impacting only Year 7 from 150 to 175

Key Stage 3 AWPU:	£3,862.65
Other Pupil-led factors:	£1,293.18

Total annual Pupil-led Funding **£5,155.83**

Annual funding through the variation in pupil numbers (25 in this example) will trigger additional funding within the schools budget of **£128,895.75**. Each schools' pupil-led funding will be based its own pupil characteristics.

The funding approach and anticipated funding levels for secondary school reorganisations has been discussed with a number of head teachers in the sector, and are satisfied that the level of funding being triggered through the variation in pupil numbers will be sufficient to meet the additional costs of the reorganisation.

Regulations allow retrospective adjustments in the following financial year so that schools are appropriately funded if actual numbers are different from the estimates. This is a matter for local decision. The LA recognises the additional costs in a school increasing its PAN and its desire to provide financial stability to schools, therefore the LA decision is not to undertake a retrospective adjustment to take account of actuals. This will be kept under review by the LA to ensure fairness in funding is achieved and affordability of the Schools block of the Dedicated Schools Grant (DSG). The Growth Fund that supports the cost of reorganisations (explicit and implicit growth) is funded by the government on a historical basis (not formulaic) in 2018/19 and 2019/20. This fund had been previously supporting primary reorganisations; however pupil growth will start to impact secondary schools from September 2018 requiring planned reorganisations. The lagged funding arrangements of the Schools Block and historical Growth Fund budget will need to be considered to ensure affordability.

The criteria outlined provide a transparent and consistent basis for the allocation of funding, which will allow schools to undertake effective financial planning in this transition period. It will be for the schools local decision-making in determining use of this funding.

Temporary PAN Expansions

The ESFA allows LAs to support school reorganisations through the Growth Fund (i.e. to support schools required to provide extra places in order to meet basic need within the authority), which is held within the Schools block of the DSG. The ESFA is advising LAs to use the Growth Fund for temporary PAN (bulge) expansions, for example a school is asked by the LA to have a temporary PAN change for only 1 year (an over-offer).

The same treatment will be applied as the permanent expansions; namely, agreeing the temporary PAN level; the level of pupil-led funding received and not undertaking a retrospective adjustment, however the funding will be allocated mid-year in this instance by the LA from the Growth Fund rather than it being included within the original budget share.

Please Note

Schools and academies should be mindful of the long term requirements of planning for a permanent or temporary increase in pupil numbers. There is no guarantee that a permanent or temporary increase will be sustained over a period of 5 years or that a phased intake will be required year on year. The LA will review the position annually with the school, and expect schools and academies to organise appropriately to ensure that best use is made of all available resources with classes of a suitable number, and what is considered to be reasonable e.g. a 1FE expansion may in two years' time only require an additional 0.5FE intake for the following three years if there is no longer a need for all of those places to remain available. As such the LA would expect the organisation of classes and the curriculum to reflect this rather than financial support being provided by the LA to fund empty places unnecessarily, which could artificially set schools up with a structure that is not sustainable.

No allocation will be made to a school or academy where the school or academy:

- has surplus places and takes additional children up to the PAN;
- admits over PAN at their own choice;
- admits extra pupils where those pupils have a reasonable alternative school place; and
- is directed and / or requested to admit additional pupils as a result of errors, appeals, fair access protocol, SEN, LAC etc. as these numbers will be extremely low on an individual school basis.

Classroom Fixture & Fitting costs

In certain instances, the LA will support the school by providing temporary classrooms, or converting or extending accommodation for an additional permanent classroom(s). Additional equipment is likely to be required for each new classroom being created. When this criteria is met and the classroom is being utilised, the LA will provide an additional £9,525 to create a suitable teaching & learning environment. This sum will fund the items included in Appendix 1 for a typical classroom environment. The LA believes this approach to the funding of equipment is reasonably generous. It recognises that schools have to equip classrooms in advance of their use and understands the need to make funds available to schools. However, it also acknowledges that IT equipment typically has a useful life of approximately 4 years and those costs can be spread over that period through leasing arrangements. Such costs would ordinarily be funded by the AWPU attracted by new pupils.

The fixture & fittings funding for those schools meeting this policy requirement will be allocated in the summer term. The school can choose to spend this funding to equip the new room as they wish.

One-off items of expenditure

The LA will consider exceptional one-off funding requests to allow the school to continue working effectively and to avoid operational difficulties created by the change in the PAN, e.g. the integration of alarms or servers where additional accommodation has been built for the extra children, or specialist classroom equipment. Such exceptional requests will have to be demonstrated.

Revenue based costs are considered in this policy; however anticipated capital costs to the school from a reorganisation perspective should be discussed with the assigned LCC Project Manager to clarify precisely what reasonable capital items will and won't be funded as part of the capital build project.

Impact of this policy upon other local schools

The LA recognises that whilst needing to facilitate change to fulfil its strategic responsibilities for the provision of school places, this policy should not cause undue turbulence in other schools. The LA will be mindful of this in reaching decisions with schools and will set limits above which no extra funding will be provided. Over time, there may be an impact upon other local schools, but the LA would expect any reduction in pupils to be moderate and gradual, and a matter that can be dealt with through good financial planning and by taking advantage of natural wastage, etc, to avoid redundancy costs. No compensation will therefore be paid to those schools. Likewise, no additional funding will be provided for future potential redundancy situations for schools that are expanding, should pupil numbers fall in future years.

Funding source

The funding delivered through application of this policy will continue to be made available from the Schools block of the DSG.

The DfE regulations contain a number of provisions in relation to the setting of central budgets within the DSG. Funding for significant pre-16 growth to meet basic need is retained centrally with the agreement of the Schools Forum.

Schools National Funding Formula

The government is implementing the national funding formula in 2018/19, and it is expected that the government will keep the formula under review. The government has reviewed the Growth Fund arrangements for 2019/20 moving from a historical funding basis to a more formulaic method based on lagged growth data. The formula is intended to be a proxy for overall growth costs at an LA level, and the DfE acknowledge that LA spending on growth will not necessarily match the sum allocated. The policy will need to be reviewed annually to ensure the growth funding continues to be sufficient to financially fulfil the agreed School Reorganisation policy moving forward.

This policy will be reviewed by Children's Services Financial Strategy Team and service teams on at least an annual basis.

Policy date

This policy was approved by Children’s Services Directorate Management Team on (__/__/____).

This policy will be reviewed by Children’s Services Financial Strategy Team on at least an annual basis.

Date:

School Re-Organisation: Equipment costs for suitable teaching & learning environment

Fixture & Fitting costs	Monetary Value
Whiteboard	£70
Interactive whiteboard	£3,500
Teacher laptop	£800
2 computers for pupils	£1,400
18 desks 36 chairs; some used for the teacher's laptop and computers	£1,350
Teacher desk and chair	£325
30 children's trays and 2 cabinets	£180
Additional cabinet and trays for scissors	£90
2 large bookcases	£360
2 small bookcases	£260
1 paper cupboard	£290
2 cupboards for storage	£600
Filing cabinet	£75
Art rack	£225
<i>Along with other class materials etc.</i>	
Total	£9,525

Open Report on behalf of Heather Sandy, Interim Director for Education

Report to:	Lincolnshire Schools' Forum
Date:	24 January 2019
Subject:	Early Years National Funding Formula

Summary:

The purpose of this report is to:

1. Provide a summary of the Early Years National Funding Formula for 2019/20
2. Detail the funding distribution for early years providers in Lincolnshire in 2019/20
3. Seek agreement for the Local Authority's proposals relating to the allocation and distribution of the centrally retained budgets

Recommendation(s):

Schools Forum is asked to:

- a. Note the content of the report
- b. Agree the local authority's proposals for centrally retained funding

Background

Since its introduction in April 2017, the government's Early Years National Funding Formula (EYNFF) has set the hourly funding rates that each Local Authority is paid to deliver the universal and additional entitlements for 3 and 4 year olds. For some Local Authorities, these rates will be different in 2019/20 compared to 2018/19 as a result of the transitional protections that accompanied the formula's introduction.

The government provides Local Authorities with six relevant funding streams which together form the Early Years block of the Dedicated Schools Grant (DSG).

These are:

- the early years universal entitlement for 3 and 4 year olds;
- the early years additional entitlement for 3 and 4 year old children of eligible working parents;
- supplementary funding for Maintained Nursery Schools;
- the Early Years Pupil Premium (EYPP);
- the Disability Access Fund (DAF), and
- the early years entitlement for disadvantaged 2 year olds.

The additional entitlement (30 hours) for working parents of 3 and 4 year olds has now been rolled out nationally. The intention is for the 30 hours extended entitlement to have a real impact on the lives of families, supporting parents who wish to work, or to work more hours, to be able to do so.

National Funding to Local Authorities for Early Years Core Funding

The formulaic approach to funding Local Authorities 3 and 4 year old entitlement uses early year's factors of 'base rate' funding and 'additional needs' factors before applying an area cost adjustment. Lincolnshire's hourly rate previously through the formulaic approach provided an hourly rate of £4.16 per pupil. Prior to the implementation of the formula in 2017/18, the government announced a 'minimum funding rate' of at least £4.30 per hour to Local Authorities. Lincolnshire's rate was therefore increased to £4.30 per pupil per hour (or a 3.4% increase).

Lincolnshire is funded at the minimum funding rate of £4.30 per pupil per hour and this continues to be applied in 2019/20. Lincolnshire is one of 46 out of 150 Local Authorities funded on the minimum funding rate and the hourly rate has remained cash flat. The national average hourly rate across Local Authorities is £4.86 per pupil through the formulaic rate.

When the funding formula was implemented the government consultation referred to 'front loading' the increase in the national average funding rate to give providers extra resources to help meet national living wage rises¹ and other cost, therefore it is likely that providers and schools will be required to meet future cost increases.

Lincolnshire's hourly funding rate of £4.30 per pupil will provide indicative funding of £34.178m for 3 and 4 year old entitlement. This is made up of the universal 15 hours early years entitlement funding of £24.980m, and the additional 15 hours for 3 and 4 year old children of eligible working families of £9.198m.

The early years funding of £34.178m for Lincolnshire is indicative, since final funding allocations for 2019/20 will continue to be based on 5/12th of January 2019 pupil numbers (to cover the April 2019 to August 2019 period) and 7/12th of the January 2020 pupils numbers (to cover the September 2019 to March 2020 period). Indicative allocations are presently based on the January 2018 census information.

Overview: Early Year's National Funding Formula (EYNFF) to Providers and Schools

The EYNFF continues to require Local Authorities to have a local universal rate across all types of providers, which was a significant shift away from the previous arrangements where cost differences between different types of providers were recognised. The government requires Local Authorities to set the universal base rate for all type of providers by 2019/20.

¹ Lincolnshire's local universal rate to providers and schools has built in the national living wage rate of £9 per hour for nursery assistants in preparation for the rate increasing over the coming years.

The decision by the government to have a universal rate would have had a significant impact on the financial sustainability of maintained nursery schools (MNS). The government responded to this by providing 'supplementary funding' to MNS to allow them to meet the costs over and above other providers in relation to their statutory governance arrangements. The government will continue to provide supplementary funding for MNS in 2019/20 to enable Local Authorities to protect MNS from their 2016/17 funding rates. The government has stated that it will consult openly regarding the future of MNS, however no further information has been released to date.

Other key requirements to the EYNFF for funding providers and schools:

- a single local universal base rate for delivering early years entitlement for both the universal 15 hours and the additional 15 hours for working parents;
- to pass-through at least 95% of 3 and 4 year old funding directly to providers;
- must have a mandatory deprivation supplement in the local 3 and 4 year old funding formula, and any other supplements used must fall within one of the allowable categories;
- must ensure that no more than 10% of the total value of planned funding for 3 and 4 olds goes through supplements funding;
- must have a Special Educational Needs Inclusion Fund for 3 and 4 year olds;
- to pass on Early Years Pupil Premium (EYPP) in full to providers for eligible 3 and 4 year olds, and
- to pass on Disability Access Fund (DAF) funding in full to providers for eligible 3 and 4 year olds.

The DfE will monitor compliance with the above through Section 251 (s.251) returns.

The following DSG Early Years block funding streams are not included in the 95% pass-through calculation:

- funding for the entitlement for disadvantaged 2 year olds;
- payments to MNS from the MNS supplementary funding allocation;
- the Disability Access Fund (DAF), and
- the Early Years Pupil Premium (EYPP).

Lincolnshire's Early Years Funding Formula

When determining the local universal rate per hour, it was important that it is underpinned with detail and that justification can be provided on how the rate is determined.

The Local Authority adopted the following approach:

- Develop a typical cost model approach, based on agreed staffing ratios and setting characteristics.
- The typical cost model considers all activities it takes to provide early years entitlement and costs these.

The theoretical funding model approach was recommended as best practice to Local Authorities by the government when the early year's single funding formula was first established in 2011/12.

For background information, the theoretical model that determined the local universal rate was based on the following:

- A Private, Voluntary & Independent (PVI) sector delivery model. The early year's entitlement is delivered substantially by the PVI sector, therefore the Local Authority has modelled the prescribed local universal rate per hour on a PVI model.
- The staffing ratio is based on a 1 to 8 ratio. The model includes a graduate leader and three nursery assistants for 24 children delivering 15 hours. The graduate leader does not deliver the free entitlement, but supports the operations by being a supernumerary to underpin the delivery of quality provision.
- The government's direction of travel is to increase the national living wage up to £9 per hour by 2020/21. The government has 'front loaded' this funding into Local Authority funding levels, therefore the Local Authority has built this £9 per hour rate within the formula for nursery assistants in preparation for the rate increasing over the coming years. This should provide extra flexibility for providers until the rate reaches that level.
- The graduate leader starting salary assigned to the teacher main scale 1 pay scale.
- An increase in costs has been included in the 2019/20 funding formula as a result of the qualified staff pay increase using the teacher's main salary pay scale.
- Staffing costs include both employer national insurance and employer pension contributions for providers. Employer pension contribution costs have been based on the full basic salary cost of the staff member using a 5% contribution. This is in excess of the current and future percentage threshold level prescribed presently by the government.
- An increase in costs has been included in the 2019/20 funding formula as a result of the qualified staff pay increase using the Local Authority Teaching salary scale.
- The roles of staff have been analysed to assess how many hours are required to support the delivery of the free entitlement, e.g. in terms of set up time, SENCO support, administration, etc. This has then been costed up at the appropriate rates of pay.
- The model supports inclusive practices for children working within the graduated approach to meeting the needs of children with identified delays in the prime areas of learning.
- Non-staffing costs have been analysed in detail to ensure that these are funded adequately, e.g. play equipment, administration services, subsidised training rate, etc. Non-staffing costs include rental costs sourced from a Local Authority partner specialising in this area, which are based on a 52 week agreement.

The key components of Lincolnshire's early years funding formula builds quality within the model, and considers current and potential cost pressure, e.g. pension auto-enrolment and the national living wage.

The 2019/20 hourly rate has been determined at the following level:

Local universal base hourly rate per pupil £3.87

The hourly rate has increased by £0.03 per hour per pupil in 2019/20. This has been funded by the reduction in the funding previously earmarked for the fluctuation contingency fund and pupil funding adjustments. The government funds Local Authorities through a January snapshot, which is a different methodology to funding providers on a participation-led basis through monthly payments. From reviewing historic participation-led data, it has been identified that the level of contingency funding to meet any additional demand above the January average can be reduced to 0.6% (from 1.1%) of the overall funding.

To substantiate the increase in funding to Lincolnshire's costed local universal base hourly rate, the increase recognises the updated to the teacher's main salary pay scale following the School Teachers' Review Body recommended pay award from September 2018, which the graduate leader is modelled on.

The local universal base rate will fund the direct delivery of early year's entitlement. The same hourly rate will be applied for the additional hours for working families up to 30 hours. Funding to the sector will continue to be based on participation. The term participation refers to both the number of children accessing the free entitlement along with the number of hours being taken up (i.e. up to the agreed entitlement level) across the agreed funding period. Funding for 2019/20 will be based on the summer 2019, autumn 2019 and spring 2020 census data.

Monthly Claims Process

The government remains clear that smaller providers, such as childminders, need to be supported to enable them to offer the extended entitlement. The government wants to prevent cash flow problems and is encouraging more providers to deliver 30 hours to increase the market and ensure a more flexible offer. The government therefore included within the statutory guidance, their expectation that Local Authorities should pay providers on a monthly basis, by September 2018 at the latest.

Lincolnshire successfully implemented a monthly claim and payment system in September 2018 following consultation with the sector. The Early Years Provider Hub is an online system being utilised by all early years providers to ensure accurate and up to date claims and payments are being made on a monthly basis.

Initial feedback from providers has been overwhelmingly positive. Providers now have a live system available to update child attendance, which assists with more accurate and timely data sharing on a monthly basis. The Local Authority is mindful of the concerns of smaller providers, particularly childminders, about their cash flow when making decisions about payment methods. The Local Authority will keep under review how payments to providers are made to ensure that it continues to meet the needs of all providers.

Supplements

Through the implementation of the EYNFF in 2017/18, the Local Authority reviewed the government's prescribed supplements. By ensuring the key cost drivers were built into the universal base rate, the Local Authority concluded that it would continue to only use the mandatory deprivation supplement. For all supplements, Local Authorities have the freedom to choose the appropriate metric for allocating funding, but should be transparent about the metric chosen.

The Local Authority committed to undertake a consultation with providers and schools during 2018/19 for consideration in 2019/20 on the mandatory early years deprivation supplement. The Local Authority completed this consultation with providers and schools during the spring and summer terms in 2018. Full details of this consultation were presented to the Schools Forum in October 2018.

Deprivation supplement

In 2019/20, the Local Authority will continue to use the same deprivation factor and deprivation monetary values that are currently in place in 2018/19. The provider survey undertaken identified 81% of respondents supported the continued use of the government's Income Deprivation Affecting Children Index (IDACI) measure. The Local Authority will continue to provide advice on its use and monitor its effectiveness in settings. This approach will drive a similar value of c.£1m per annum through the early year's funding.

The IDACI deprivation measure determines the probability of a child coming from a deprived area, using the child's postcode. For example, a child with an IDACI score of 0.2 has a 20% chance of coming from a deprived area; a child with an IDACI score of 0.8 has an 80% chance of coming from a deprived area. The IDACI pupil information has been taken from the October 2018 census. A monetary sum per pupil is assigned to the deprivation bands 1 to 6. Only pupils with an IDACI score of 0.2 or above will trigger deprivation funding, therefore targeting funding at those children deemed to be more deprived.

The following table shows the deprivation scores and associated funding:

Table 1

Deprivation Band	IDACI Score lower limit	IDACI score upper limit	Funding Per Pupil
1	0.2	0.25	£150
2	0.25	0.3	£300
3	0.3	0.4	£450
4	0.4	0.5	£600
5	0.5	0.6	£750
6	0.6	1.0	£900

The October 2018 data collection information and IDACI 2015 datasets have been used to determine the 2019/20 annual deprivation funding allocation. 2019/20 allocations have been shared with all early years providers in the autumn term

2018 to provide more time to consider how this funding will be spent during 2019/20 to ensure the most impact.

Providers will be expected to complete a monitoring form giving details of how funding has been utilised which will support the assessment of the impact the deprivation supplement has had in 2019/20. This will also help to inform future decisions with regards to the allocation of deprivation funding.

In July 2018, the Secretary of State for Education explained that 28% of children finish their reception year still without the early communication and reading skills they need to thrive. The ambition is to cut that number in half over the next ten years. Tackling this must be a shared priority, as explained further here:

<https://www.gov.uk/government/speeches/education-secretary-sets-vision-for-boosting-social-mobility>. The Local Authority has advised providers to consider this when determining the use of the deprivation supplements funding it receives.

SEN Inclusion Fund

Local Authorities are required to have SEN inclusion funds for all 3 and 4 year olds with special educational needs (SEN) who are taking up the free entitlements, regardless of the number of hours taken. This funding is intended to support the Local Authority to work with providers to address the needs of individual children with SEN.

In Lincolnshire, the SEN Inclusion Fund has been reviewed in line with the national guidance and is available through an application process.

The universal base rate is provided to meet the needs of children, including those with mild additional needs which are able to be met within the graduated approach and provision that is routinely available.

The revised inclusion funding model provides a top up payment based upon a percentage increase of the universal base rate, for every hour the child attends the setting for their early years entitlement (up to a maximum of 30 hours based on a child's eligibility). A two-tier approach which comprises 50% top up for emerging 1 needs and 100% top up for emerging 2 needs has been offered within a pilot.

The key findings and outcomes of the pilot were reported to Children's Services Directorate Management Team in November 2018 and agreement to fully implement this approach was agreed.

The rates for 2019/20 are as follows:

- Emerging 1 needs - £1.94
- Emerging 2 needs - £3.87

Part of the review was to consider Lincolnshire's approach for early years children who do not meet the criteria for inclusion funding as they fall outside the age range determined by the DfE. A decision was made that Lincolnshire would not provide inclusion funding in 2019/20 for this group (namely 2 year old accessing entitlement) due to the higher rate of funding and smaller class groups that

supports these children. Children within this group and their needs should be met within the Ofsted ratios, if this is not the case these children will need to be assessed on a case by case basis through the Education Health Care Needs Assessment process. Children with more complex needs and those in receipt of an Education Health Care plan will continue to be eligible to receive funding via the High Needs block of the DSG.

The new process for administering Inclusion Funding has been fully embraced and welcomed by the sector. Funding and data has shown that increasing numbers of children eligible for 30 hours are taking this up with the support of Inclusion Funding and the payments of this has been brought in line with the early years entitlement monthly payment process within the Provider Hub which will enable providers to monitor spend more closely.

There are currently 224 children accessing Inclusion Fund (as at January 2019). It is therefore essential to maintain the funding levels in 2019/20 to take into account any further increase in take-up of the 30 hours.

The planned funding requirement using the current protocol is £0.600m per annum, which represents £0.075 per pupil per hour.

Fluctuation Contingency Fund

Local Authorities are able to hold back funding to act as a contingency fund, for passing onto providers later in the year. Early years funding to Local Authorities is funded based on 5/12th of January 2019 pupil numbers (to cover the April 2019 to August 2019 period) and 7/12th of the January 2020 pupils numbers (to cover the September 2019 to March 2020 period), which is a different methodology to funding providers on a participation-led approach on a monthly basis. The government approach to funding Local Authorities identifies the January count as the average across the year, however local participation may not replicate this. The Local Authority is required to fund all participation-led funding therefore a fluctuation contingency fund is required to meet any additional demand above the January average.

From reviewing historic participation-led data, it has been identified that the level of contingency funding to meet any additional demand above the January average can be reduced to 0.6% (from 1.1%) of the overall funding. This still remains a financial risk, and with the infancy of the extended entitlement for 3 and 4 year olds of eligible working families, it is prudent to continue retaining a fluctuation contingency fund.

An annual budget of £0.203m is required, which equates to £0.026 per pupil per hour.

Local Authority Centrally Retained Funding

The government requires Schools Forums to agree 2019/20 central spend for early years by the 28 February 2019. The Local Authority has conducted its annual review of DSG budgets.

The Department for Education (DfE) places a number of statutory duties upon Local Authorities in relation to the provision of support for Early Years Education and Childcare provision. In order for the Local Authority to fulfil these duties, the Early Years and Childcare Support team provides a range of support services across the sector. This support was redesigned to meet the reducing levels of resources available to Local Authorities and was implemented in 2016. The support available includes direct face to face support; the delivery and commissioning of training; information advice and guidance, and special educational needs and disabilities (SEND) support to early years providers across the sector e.g. PVI, childminders, schools and academies.

The role of Early Years and Childcare Support is to enable good and outstanding settings to continue to improve requesting advice and support on a need basis through a process of self-referral. While the greatest focus is to work with those providers that have an Ofsted grading of less than good to improve outcomes for young children and their families with a particular emphasis on the most disadvantaged families. This targeted approach reduces inequalities in child development and makes children ready for school.

In light of the regulations, the following budgets require Schools Forum approval:

Early Years Entitlement (EYE) Team £298,276

The EYE team and data staff supports the effective delivery of the Early Years Entitlement funding. The team manages the systems, processes and administration of the EYE payments for 2, 3 and 4 year olds including the 30 hours entitlement, EYPP, MNS supplements, DAF and Inclusion Funding. This ensures all childcare providers in Lincolnshire receive timely and accurate payments for the delivery of early year's entitlement. The team also provides advice and support and guidance to all settings to deliver the offer effectively. The team works closely with other teams including performance and finance to ensure providers receive the support they need. The development of the Early Years hub has been a significant piece of work for the team this year and will continue to require resources directly to ensure providers submit accurate and timely information to determine the payment allocations. In addition, the local authority has moved to a monthly payments system from September 2018. To implement this, additional planning and preparation has been required and will continue to be a priority in the coming year when further analysis of this new system will be crucial. For this reason the resources level for this area of work has increased to enable us to deliver the expectations and requirements set out by national policy.

Securing Sufficient, Sustainable Provision £412,716

The government places a duty on Local Authorities to secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children). To ensure there is sufficient, accessible, and affordable provision available to support families, the local authority continues to monitor the market place and support providers to offer additional places where demand is identified.

The number of early year's providers delivering funded education places continues to rise and there are currently 609 PVI providers and 82 schools registered to deliver EYE places in Lincolnshire. This is a 3.9% increase in childcare provision compared with 2018/19.

Following publication of the local authority's annual sufficiency report, where any sufficiency gaps are identified, the team of development consultants work with the sector to address the needs of local families. The team encourages providers to take a sustainable business approach to planning and signpost providers to resources to support them with future sustainability. This team supports the delivery of capital funding investments and lease and rent agreements across Lincolnshire. Due to the increased levels of funding being directed through the sector following 30 hour implementation business support, advice and financial planning will become a key part of the work and so to support this there will be additional resources focusing on this going forward.

SEND Local Offer

£64,874

The government required all Local Authorities to establish an SEN inclusion fund following the introduction of the revised funding formula to provide top up grants to providers to support the county's most vulnerable children. As part of Lincolnshire's SEND Local Offer, early years inclusion funding supports the government's strategy by enabling early intervention and removing barriers to learning faced by children with SEND. The system and process for the allocation of inclusion funding has been fully reviewed and a new system implemented, in conjunction with a review of the funding allocations for children attending early years with a significant and profound SEND as assessed through the Education Health Care plan assessment process. The continued co-ordination and oversight of this is within a dedicated post with management oversight.

EYFS Quality Improvement, Support, Advice

£462,960

Changes to the statutory duty placed on Local Authorities in September 2014 means that all new early years providers are able to deliver the early years entitlement upon opening. This supports the Local Authority to meet its sufficiency duty, however the Local Authority is responsible overall for the outcomes of the Ofsted inspection. A programme of support is in place to give new providers the best chance of achieving a good or better judgement at their next inspection and thus maintaining a sufficient supply of good quality funded childcare places.

For providers with a "less than good" Ofsted outcome there are bespoke targeted quality support programmes made available in line with the Early Education and Childcare Statutory guidance for Local Authorities (September 2018).

In addition to this the statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 28 June in that term. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. In summer term 2019, the local authority has the responsibility to undertake EYFS profile external moderation visits and this will be coordinated and managed by the early years quality improvement team.

Lincolnshire's online Early Years Training Directory provides a comprehensive programme of subsidised courses that assist the sector to fulfil EYFS and Ofsted requirements, and to provide and maintain high quality provision. The training includes a range of face to face events and e-learning modules to support the learning styles of users and ensures training is accessible. This team supports the online booking system and direct support to providers as part of the 'Getting to Good and Targeted Improvement Programme'.

Summary of central spend

The proposed funding to be centrally retained for all those services detailed above, that directly support the early years sector in the delivery of early years entitlement is £1.526m. This represents 4.47% of the overall early years funding of £34.178m. This is below the threshold of 5% and a further reduction of 0.04% compared with 2018/19. Lincolnshire therefore meets the pass-through threshold of ensuring that at least 95% of early years funding is passed onto providers in the form of the local universal base rate; mandatory deprivation funding; inclusion funding, and fluctuation contingency fund.

Lincolnshire's Early Years Funding Distribution for 3 and 4 year olds

Table 2

Activities	Overall Funding	Hourly Rate
3 and 4 year old funding for 15 hours early years entitlement	£24.980m	£4.30
3 and 4 year old funding for additional hours for eligible working families	£9.198m	£4.30
Total Funding	£34.178m	£4.30

Activities	Spending Plan	Hourly Rate Converted
Local Universal Basic Rate	£30.760m	£3.870
Deprivation Funding	£1.089m	£0.137
Inclusion Fund	£0.600m	£0.075
Fluctuation Contingency Fund	£0.203m	£0.026
Total Spending Plan for passing onto providers	£32.652m	£4.108
Centrally Retained Funding for Direct Early Years Services	£1.526m	£0.192
Total Spending on Early Years Activities	£34.178m	£4.300

Key government criteria's met:

- Pass-through funding of 95.53% to providers in 2019/20.

- The Deprivation supplement represents 3.19% of the overall budget allocation and is below the 10% limit.
- The value of all supplements and provider delegations (outside the local universal base rate), as a percentage of the local universal base rate funding delegation is 6.15%.

Disability Access Funding (DAF)

The Local Authority must comply with the provisions of the Equality Act 2010 in finding suitable provision for eligible disabled children.

The Disability Access Fund (DAF) was introduced in April 2017 to support disabled children's access to the 3 and 4 year old entitlements. Providers receive £615 per eligible child per year. The funds can be used to support providers in making reasonable adjustments to their settings and / or helping with building capacity, be that for the child in question or for the benefit of children as a whole attending the setting.

Children do not have to take up their full early education entitlement in order to receive the DAF. Children will be eligible where they take up any period of free entitlement and receive Disability Living Allowance.

Early years providers are responsible for identifying eligible children and are encouraged to notify the Local Authority using the online Early Years Provider Hub to ensure they receive funding at the earliest opportunity.

Early Years Pupil Premium (EYPP)

The Early Years Pupil Premium (EYPP) gives providers additional funding to support disadvantaged 3 and 4 year olds. The EYPP remains distinct from the EYNFF.

Local Authorities will continue to fund all providers with eligible children at the national rate of £0.53 per pupil per hour for 38 weeks up to a maximum of 570 hours (or £302.10 per year). In the small number of cases where a child is also eligible for the additional 15 hours entitlement for working parents, EYPP is paid on the universal 15 hours only, up to a total of 570 hours in the year.

2 Year Old Funding

Lincolnshire's funding for the most disadvantaged 2 year olds in 2019/20 remains at the same 2018/19 hourly rate of £5.20 per child. This remains below the national average of £5.47.

Lincolnshire's indicative allocation for 2019/20 is £5.412m.

There is no 'pass-through requirement' for 2 year olds as s.251 data demonstrates that the vast majority of such funding is already being passed through to providers. There are no compulsory supplements for 2 year olds, and Local Authorities are encouraged to fund providers on the basis of a flat hourly rate for all providers. In

addition, Local Authorities are not required to establish a SEN Inclusion Fund for 2 year olds.

Fluctuation Contingency Fund

The Local Authority has retained funding for a fluctuation contingency fund before determining the funding rate to providers to avoid overspends occurring on this budget. It is important that the overall funding arrangements are affordable within the Early Years block following the government's more distinct funding blocks within the DSG following the introduction of the government national funding formulas in areas of mainstream schools, early years and high needs funding.

The 2 year old entitlement does not replicate the same participation trends across the terms as the 3 and 4 year old entitlement, therefore the January census count that determines the level of funding to Local Authorities is not always representative of the allocations made to providers for 2 year old participation. In fact, Lincolnshire's analysis continues to identify an increase in take up in the summer and autumn terms, but a lower take up in the spring term. It is therefore necessary to hold back funding to act as a fluctuation contingency fund, for passing onto providers later in the year, otherwise the overall 2 year old funding will overspend.

An annual budget of £0.313m is required, which equates to £0.300 per pupil per hour. This represents 5.78% of the overall budget.

The Local Authority continues to make representations to the government to ensure funding received by the Local Authority is representative of the funded participation levels – this would allow the hourly rate to be retained at a higher level. This will be reviewed annually considering available data to ensure the budget provision is set accurately. The DfE is reviewing the 2 year old entitlement patterns of take-up across Local Authorities and is considering termly census returns to administer funding more accurately in the future.

Local Authority Centrally Retained Funding

Following the Local Authority's annual review of early year's budgets, officers identified the proportion of time spent and cost of supporting 2 year old funding. The cost is £0.052m, which represents £0.05 per pupil per hour, which represents 1% of the total budget.

2 Year Old Funded Rate

The 2019/20 hourly rate has been determined at the following level:

Local universal base hourly rate per pupil £4.85

Lincolnshire's Early Years Funding Distribution

Table 3

Activities	Overall Funding	Hourly Rate
2 year old funding for 15 hours early years entitlement	£5.412m	£5.20

Activities	Spending Plan	Hourly Rate Converted
Local Universal Base Rate	£5.047m	£4.850
Fluctuation Contingency Fund	£0.313m	£0.300
Total Spending Plan for passing onto providers	£5.360m	£5.150
Centrally Retained Funding for Direct Early Years Services	£0.052m	£0.050
Total Spending on Early Years Activities	£5.412m	£5.200

Consultation

a) Have Risks and Impact Analysis been carried out??

No

b) Risks and Impact Analysis

N/A

Background Papers

Document title	Where the document can be viewed
Early Years Funding Formula – Update (October 2018)	http://lincolnshire.moderngov.co.uk/documents/s24116/8.0%20Early%20Years%20Funding%20Formula.pdf
Annual Report for Early Years (April 2018)	http://lincolnshire.moderngov.co.uk/documents/s22113/7.0%20Annual%20Report%20on%20Early%20Years.pdf
Early Years National Funding Formula (January 2018)	http://lincolnshire.moderngov.co.uk/documents/s20945/Early%20Years%20National%20Funding%20Formula.pdf
Early Years National Funding Formula Operational Guidance 2019-20	https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance

Early Education and Childcare Statutory Guidance 2018	https://www.gov.uk/government/publications/early-education-and-childcare--2
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Open Report on behalf of Heather Sandy, Interim Director of Education

Report to:	Lincolnshire Schools' Forum
Date:	24 January 2019
Subject:	Building Communities of Specialist Provision: Update

Summary:

The purpose of this report is to update forum members on the progress of the Building Communities of Specialist Provision Strategy. The report will briefly outline the vision for Special Educational Needs and Disabilities education provision to be implemented over the next 5 years, including details of the prescribed alterations for each of the special schools. The report will also provide a summary of progress made by the associated work streams which will support the implementation of the strategy.

The full, approved strategy can be viewed in Appendix A, to support this report.

Recommendation:

The Schools' Forum is asked to note the content of the report.

Background

The proposed Building Communities of Specialist Provision Strategy was presented to Children and Young People's Scrutiny Committee and Executive Council in December 2017 for approval to engage in public consultation. After extensive discussion, approval was granted to engage in public consultation on both the strategy and the proposed individual school changes cited within.

Consultation on both the strategy and the proposed school changes within was held from January 2018 to March 2018 and provided fair and ample opportunity for interested parties to make representations.

Once the informal consultation period had been completed the outcome, which indicated strong support for the strategy, was shared with the associated academies to inform the required decision making processes as outlined in DfE Guidance "Making significant changes to an existing academy" March 2016. In response to the outcome of their individual school consultations, all academies submitted business cases to change designation (and expand and amalgamate,

where appropriate) and these were approved by the Regional Schools Commissioner in July 2018.

In July 2018, the Executive Councillor was asked to consider the outcome of the informal consultation period and grant approval to engage in statutory consultation for the 3 LA maintained schools, in accordance with DfE Guidance "Making prescribed alterations to maintained schools" April 2016.

Approval was granted to commence the statutory representation period throughout September 2018 for the LA maintained special schools. No representations were raised and therefore, approval for the final strategy was sought from the Executive.

In November 2018, the Executive was asked to consider the outcome of all consultation opportunities and make their final decision regarding the strategy, with formal approval obtained on 6 November 2018.

School Changes

The strategy requires all special schools to make significant changes to the type of need catered for and expansion where this has been identified and these are outlined in detail below.

Academy Alterations

The following changes to Academies have been considered and approved by the Head Teacher's Board and the Regional Schools Commissioner in July 2018:

St Lawrence School, Horncastle	
Significant Change	Change to need catered for: from MLD/SLD to All Needs. Increase in capacity from 80 to 150.
Implementation Date	Sept 2021
St Bernard's School, Louth	
Significant Change	Change to need catered for: from SLD/PMLD to All Needs. Increase in capacity from 88 to 100.
Implementation Date	Sept 2022
The Eresby School, Spilsby	
Significant Change	Change to need catered for: from SLD/PMLD to All Needs. Increase in capacity from 64 to 84.
Implementation Date	Sept 2020
The Sandon School and Ambergate Sports College, Grantham	
Significant Change	Amalgamation to one school across 2 sites. Change to need catered for: to All Needs across one school from a SLD/PMLD school and an MLD/SLD school.

	Increase in capacity from 152 to 229.
Implementation Date	Sept 2021
The Priory School and The Garth School, Spalding	
Significant Change	Amalgamation to one school across 2 sites. Change to need catered for: to All Needs across one school from a SLD/PMLD school and an MLD/SLD school. Increase in capacity from 128 to 177.
Implementation Date	Sept 2022
The John Fielding School, Boston	
Significant Change	Change to need catered for: from SLD/PMLD to All Needs. Relocation Increase in capacity from 56 to 140.
Implementation Date	Sept 2021
Gosberton House Academy, Gosberton	
Significant Change	Change to need catered for: from ASD/SLCN to All Needs.
Implementation Date	Sept 2023

Warren Wood and The Aegir School (Mayflower Specialist Academy Trust) already meet All Needs across both schools so no business case has been submitted as there are no significant changes required to either school.

Maintained School Alterations

The following school alterations have been approved by the Executive, following the formal representation period:

St Francis School, Lincoln	
Prescribed Alterations	Change to need catered for: from PD/PMLD to All Needs. Increase in number of places from 128 to 173.
Implementation Date	Sept 2021

St Christopher's School, Lincoln	
Prescribed Alterations	Change to need catered for: from MLD/SLD/ASD to All Needs.
Implementation Date	Sept 2023

Willoughby School, Bourne	
Prescribed Alterations	Change to need catered for: from SLD/PMLD to All Needs. Increase in number of places from 80 to 148.
Implementation Date	Sept 2020

The Strategy

In March 2017, the Department for Education announced the High Needs Strategic Review, instructing all LA's to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of pupils with SEND. The review required LA's to work in close collaboration with special schools and parent and carer groups to co-produce a strategic plan which delivers sustainable, good quality provision to meet current and future needs.

Locally, Education Leaders recognised significant challenges within the existing provision and all agreed that the status quo could not remain. Increased demand on a limited number of school places, excessively long journeys for a significant number of pupils, the potentially detrimental impact of some Out of County placements on families and the need for significant improvements to some Special school buildings have all led to sector leaders identifying the need for change.

A shared response was required to these significant challenges and collaboration of School Leaders and the Parent/Carer Forum was identified as the foundation for developing an effective solution. With a commitment to developing a sustainable, inclusive and localised special education system, Special School Leaders, Lincolnshire Parent Carer Forum (LPCF) and the LA co-produced the Building Communities of Specialist Provision Strategy and have formed a collaboration to oversee the strategy's implementation, known as the Lincolnshire SEND Alliance (LSA).

The strategy will make significant changes to the existing special education provision, creating an integrated and sustainable school system where pupils can attend their nearest special school, confident that their education and health needs can be fully met.

In order to achieve this ambition, the strategy will provide a locality-based, sector-wide approach to special education which would enable all special schools to meet the wide range of needs of pupils in their local community. As existing special schools are designed to meet specific designations of need, each school would be required to change its designation to enable them to meet All Needs. In addition, the strategy will increase the special school estate by over 500 places to address the growing demand, through significant capital investment to support expansion, where there is an identified need. The allocated capital investment would be utilised to improve premises and facilities, enabling each school to offer places to pupils from within their local communities with All Needs. The strategy also proposes establishing special school satellite provision within mainstream schools where pupils on the special school roll could be individually supported to access the mainstream curriculum and social opportunities.

In addition to the alterations to the existing special schools, the council has submitted an application to the DfE for a new free school, to be situated in Lincoln City, to meet the increasing demand for special school places in this

area. This increased capacity would also help to address the significant overcrowding at Lincoln St Christopher's School and allow the proposed building work to be completed on this site with minimum impact of current pupils. The LA's application for a new free special school was submitted on 15 October 2018 and the outcome will be announced in Spring 2019. Subject to further opportunities to bid for an additional free school and subject to the criteria for free school being met; the strategy proposes to apply for a new special free school in North Kesteven to ensure that all localities across the county have access to sufficient special school places.

Funding Allocations

Amount	Source
£25.1m	Maintenance Grant
£3.2m	Basic Need Grant
£0.84m	Internal Capital
£2.852m	DfE SEND Capital
£2.525m	Condition Improvement Fund (CIF)
£16.12m *	Future Basic Need Grant (* indicative)
£50.637m	

A Capital funding allocation of £34.517m has been earmarked to the project. The future basic need allocation is indicative at this stage, as allocations are only provided for the next 3 years. The amount determined is based on the LA capital return for 2021/22 and 2022/23 and final funding allocations will be subject to confirmation from central government.

The Council is firmly committed to implementing this strategy to improve the lives of pupils with SEND and their families whilst recognising there is a financial risk due to future basic need being indicative. The risk is understood, and the funding requirements have been identified through the LA capital return submission and are substantiated through the strategy to increase the special school estate by over 500 places.

Community Inclusive Trust have already contributed over £2.5m through a successful CIF bid, and all other Academy Trusts have committed to ensuring all future CIF bids are consistent with the vision outlined in the strategy. There are currently 3 CIF bids being developed in line with the wider strategy for submission in the next round of applications.

The Government treasury announced increased investment for SEND, including further SEND capital opportunities, in December 2018. This includes the approval of all "strong" free school bids in the current wave, to which Lincolnshire has submitted their application. The council will monitor all additional funding opportunities closely and ensure it is in the strongest position possible to access additional funding contributions when the opportunity arises.

Additional funding to support the implementation of the SEND vision has been identified from the Dedicated Schools Grant. These one-off brought forward monies will be utilised to develop the revenue elements of the strategy including

implementation of the workforce development framework, and supporting schools with planned growth in places.

Work Stream Progress

The implementation of the strategy is supported by five work streams addressing the key areas of development required. Membership of each work stream consists of sector experts working collaboratively to ensure that the strategy can be effectively implemented and sustained.

Design Work Stream

The purpose of the design work stream is to develop a robust and seamless education system for pupils with SEND, which ensures the right education is available in the right place at the right time, as close to home as possible.

Group membership consists of sector expertise from mainstream and special schools, early years, further education and local authority SEND Team.

2 workshops have been facilitated which have focused on reviewing the existing SEND system and identifying areas for development. It was agreed that the initial stages of the SEND process work effectively and do not require further enhancement. The group is currently focusing on addressing areas of challenge particularly related to transition stages or where there was conflict in the system and how schools (both mainstream and special) can ensure pupils in their localities are receiving the right education in the right setting.

The next work stream meeting, planned for February 2019, will focus on the design of the special school satellites and how these will provide special school pupils with improved access to mainstream opportunities.

Property, Resources and Finance Work Stream

The purpose of this work stream is to establish a consistent and equitable schedule of accommodation for the special school capital programme. Membership includes Special School Leaders, LCC Corporate Property and Finance Officers.

The work stream has so far established a full schedule of accommodation for each school which determines the extent of capital remodelling and redevelopment to be provided. The group is currently developing room data sheets for each type of room in the schools and will also be considering the external requirements for the schedules at the next meeting in February 2019.

Health Work Stream

The purpose of the health work stream is to establish a robust, collaborative health offer which can be accessed by all special school pupils. At present, there is an inequality in special school access to health and therapy provision and this needs to be addressed to ensure equity across the county, as the pupil profile changes.

This work stream is chaired by the Chief Commissioning Officer, Children's Health, LCC and membership consists of Special School Leaders, Service Manager – SEND and the Children's Integrated Health Team who all bring expertise and cross-agency collaboration.

The Children's Integrated Health Team has researched models of Health Offers being provided to special schools across the country to ascertain possible models which could be adopted for Lincolnshire. There are a variety of established models, some of which are centred around integrated nursing teams with Therapists and Paediatricians working in locality hubs that interact with schools. These models have been used to agree a set of key principles; the team now will explore their feasibility with providers with the aim of presenting a final model for approval.

Workforce Development Work Stream

A collaborative and coordinated approach to workforce development is essential if the special school sector is to provide All Needs education to pupils with SEND in their local communities. The move to All Needs education in Lincolnshire will undoubtedly present challenges for teaching and non-teaching staff as special schools accept pupils with a wider range of needs and greater complexities. LCC have committed revenue funding from the Dedicated Schools Grant to implement the strategy, including a workforce development framework which will include a graduated approach to SEND training and a learning forum offering opportunities to share best practice.

Whilst recognising the level of experience and specialism which already exists in Lincolnshire special schools, this work stream utilises sector-expertise through both the special schools and Lincolnshire Teaching School's Together (LTT) to enhance the provision for pupils with SEND. Plans are in place for the workforce development framework to be led by a partner from within the LTT and this will be developed as the strategy is implemented. In addition, Special School Leaders from both specialist schools in the county, St Francis Special School (Physical Disability/Profound and Multiple Learning Disabilities) and Gosberton House Academy (ASD Specialist) have committed to supporting workforce development across the sector in their specific areas of expertise. Group membership also includes a number of sector experts from mainstream schools, early years and further education to ensure the needs of the whole sector are being addressed.

Social, Emotional and Mental Health Work Stream

The purpose of this work stream is to develop a system of support and provision for pupils with specific SEMH needs that is high quality, evidence-based, collaborative and tailored to meet the complex needs of pupils in a clear and coherent way. The provision must be flexible and coherent across transitions ensuring that children and young people with SEMH and their families have confidence as they move between the various phases and stages of education and, eventually, into adulthood. Chaired by the LA SEND Head of Service, membership of the group draws on sector expertise from specialist SEMH schools, LA Officers Children's Services and independent education and support providers.

The group has established an agreed action plan and is currently focusing on mapping and data analysis so there is a clear understanding of the existing cohort of pupils and support provision available, with a view to a gaps analysis being conducted to drive the strategic direction.

The SEMH work stream will be collaborating closely with the work force development work stream as a key area of development identified is the confidence of teaching and non-teaching staff to meet the needs of pupils with SEMH.

Conclusion

Approval of this exciting and aspirational strategy, and the £50m capital investment programme which accompanies it, has been well received locally and nationally. Positive reinforcement has been received through the Local Area SEND Inspection along with approval from the DfE. The work undertaken by Lincolnshire Parent Carer Forum, collaborating on the strategy, has been highlighted as a "Wow" moment by their national forum and was presented to Nadhim Zahawi, Undersecretary of State for Children and Families who subsequently praised Lincolnshire's vision.

Implementation of this strategy will take place over the next five years with the final school changes being made in September 2023. The SEND Project Office will seek to provide regular updates to the Schools Forum as implementation progresses.

a) Have Risks and Impact Analysis been carried out??

NA

b) Risks and Impact Analysis

Appendices

These are listed below and attached at the back of the report

Appendix A	Building Communities of Specialist Provision Together in Lincolnshire – A Strategy for Children and Young People with SEND
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Background Papers

None.

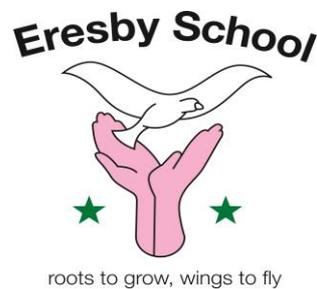
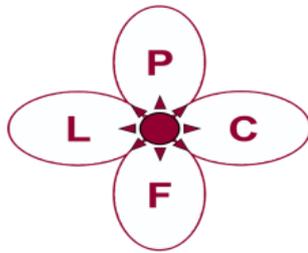
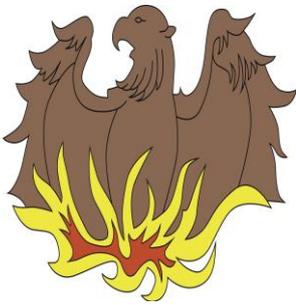
This report was written by Eileen McMorrow, who can be contacted on 01522 552632 or Eileen.mcmorrow@lincolnshire.gov.uk.

BUILDING COMMUNITIES OF SPECIALIST PROVISION TOGETHER IN LINCOLNSHIRE

A Strategy for Children and Young People with
Special Educational Needs and Disabilities



Working in Collaboration with



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Forward by Executive Councillor

The Building Communities of Specialist Provision Strategy – delivering accessible inclusive education in your locality with minimal travel, enhanced provision and with increased number of places.

I am delighted to share our ambitions to improve the availability of local services for children and young people with special educational needs and those with a disability.

I believe that all children have the right to access education as near to their local community as possible and am fully committed to working with our schools and with parents to help realise this ambition. All Lincolnshire schools strive to offer the right level of support to children and young people, but when mainstream schools can no longer meet the complex needs of some of our children, we all want them to be able to access high quality education which helps them to achieve their potential, as near to their local community and family as possible. This strategy, supported through significant investment, will help us to achieve this.

This strategy outlines our vision for special educational needs and disabilities (SEND) provision for Lincolnshire, not only focusing on education but also placing the health and care needs of pupils at the heart of the strategy. We recognise that this will require some significant changes to existing provision, but be assured that we have worked in collaboration with all Special School Leaders and the Lincolnshire Parent Carer Forum to ensure that the changes will benefit families in Lincolnshire.

We recognise the potential impact of significant change and are fully committed to ensuring the needs of children and young people with SEND and their families are at the heart of these proposals. Whilst much of the strategy focuses on the role of special schools, it is also important to consider the role of mainstream schools in enhancing the educational opportunities of pupils with SEND in their settings and for those who may benefit from access to a more challenging curriculum but require the support of a specialist setting. All our schools in Lincolnshire are committed to doing their best to support pupils who have enhanced learning needs.

I am pleased to confirm that the Council have committed significant investment which will enable the changes required to implement the proposed model can be made. It is important that families have confidence that our special schools will be equipped to meet the wide ranging and complex needs of some of our children. They are Lincolnshire children and they deserve the right education, in the right place with the right facilities and the right staff to help them to realise their potential.

Cllr Mrs Patricia Bradwell OBE
Executive Councillor for Children's Services



Strategic Vision of Special Educational Needs and Disabilities Provision

Strategic Context

This strategy sets out the collaboratively produced vision and principles for children and young people with Special Educational Needs and / or Disabilities (SEND) educated in Lincolnshire special schools.

It has been produced in accordance with Lincolnshire's core value of:

Putting Children First
Working Together with Families to Enhance Children's Present and Future Lives.
(Lincolnshire County Council Children and Young Peoples Strategy 2017-2020)

It sits firmly within Lincolnshire County Council's (LCC) Children and Young Peoples Strategy 2017-2020, Learn and Achieve Outcome:

To improve the outcomes of our most vulnerable children by remodelling the Special Schools provision to better meet the needs of pupils with SEND.
(LCC Commissioning Strategy 2017-2020, Children's Services Learn and Achieve: Outcome 3, Objective 7)

And also within the priorities of the Joint Health and Wellbeing Strategy for Lincolnshire:

Ensure appropriate support services are in place for pupils with a special educational need and/or a disability.
(LCC Joint Health and Wellbeing Strategy 2018, pg9)

Strategic Vision

This strategy will enable Lincolnshire pupils with SEND to access an integrated All Needs education system which provides excellent education, health and care interventions in their local community.

It will:

"Establish an integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close to home as possible."

Once implemented, this new special schools system will provide the foundations for:

"Provision without boundaries: where children feel they belong, are respected, hopeful and optimistic about their future."

Our aim is to create an integrated education, health and care provision which will:

- a. Provide a localised education system in which parents can have confidence that their child's education, health and care needs can be met.

- b. Ensure a sufficient supply of special school places for pupils with SEND.
- c. Ensure local special schools can meet the needs of all pupils in their local community by removing the current barriers to access, where schools can only meet the needs of pupils with specific designations of need or disability.
- d. Reduce the travel time for pupils with SEND by enabling them to attend a special school as close to home as possible.
- e. Develop a flexible education system with greater collaboration between mainstream and special schools, so pupils can access the mainstream curriculum and other opportunities.
- f. Establish a locality-based provision, where school leaders have shared responsibility for all pupils with SEND in their locality, and stakeholders work together to ensure children and young people's needs are prioritised and met.
- g. Provide opportunities for pupils with SEND to transition to a mainstream setting, where this is identified as an achievable in the pupil's EHC Plan, through supported interventions and Satellite provision.
- h. Address the difficult situation faced by many families, where pupils are educated in Out of County (OOC) / Independent Non-Maintained Special Schools (INMS) as local special schools cannot meet their needs or do not have capacity.
- i. Clarify and enhance the existing health offer to special schools, ensuring the health and therapeutic needs of pupils are met in the right place at the right time for families and children and young people with SEND.
- j. Provide opportunities for mainstream and special school staff to enhance their knowledge of SEND, ensuring pupils are educated and supported by people who are the best that they can be. Provide opportunities for teaching and non-teaching staff to share best practice and engaged in continued professional development for the benefit of all pupils.

The Lincolnshire SEND Alliance (LSA) consists of education leaders from Lincolnshire special schools, Lincolnshire Parent Carer Forum (LPCF) and Local Authority (LA) Officers. Together they have produced this strategy, which will ensure pupils with SEND will be part of an education system which supports them to achieve their full potential as close to home as possible.

"Enhancing the education, care and support of children and young people with additional needs is at the heart of this project. Enabling all pupils to attend their nearest Special School will maintain high quality educational provision and provide opportunities for the creation of a localised special needs community."
 (James Husbands, Head Teacher at Willoughby Special School, Bourne)

Working together, we will:

- Ensure that pupils and families are at the heart of all SEND provision.
- Enhance our special schools so they can meet All Needs, enabling pupils to be educated in a school as close to home as possible.
- Enhance Lincolnshire special schools so they can provide equity of provision to all pupils regardless of where they live, with fair access to resources and support.
- Through investment, ensure sufficiency of places in special school settings for all pupils who require this provision, as identified in their Education Health Care Plan (EHCP), to attend a special school as close as possible to home.
- Create local All Needs special schools which will be able to meet the needs of pupils, who have previously been unable to be educated within the county, specifically pupils displaying difficult to manage behaviour related to their need or diagnosis.
- Work collaboratively with health and social care partners to meet the health and care needs of all pupils with SEND in local All Needs schools.
- Establish greater collaboration between special and mainstream schools to improve the educational experience of pupils with SEND in mainstream and support pupil transition within a fluid and flexible education system.

Context

National Context

Since 2010, there has been a gradual increase in the number of pupils attending state-funded special schools. In 2010, 38.2% of pupils with statements were educated in special schools: by 2018 this had increased to 44.2% of pupils with statements or EHC plans. The percentage of pupils with statements or EHC Plans attending Independent and Non-Maintained Special Schools has also increased between 2010 and 2016, from 6.2% to 7.7%. (Special educational needs: an analysis and summary of data sources DfE Jan 2018)

Nationally, the numbers of pupils who are identified as having SEND are continuing to increase and needs are becoming more complex. Across all schools, the number of pupils with SEND has risen for the second consecutive year, from 14.4% in January 2017 to 14.6% in January 2018. Autistic Spectrum Disorder (ASD) remains the most common primary type of need for pupils with a statement or EHC Plan. 28.2% of pupils with a statement or EHC Plan had this primary type of need in January 2018. This has increased from 26.9% in January 2017. (DfE, Jan 2018)

Pupils are being identified as having increasingly complex physical, health, social, emotional and educational needs which require a coordinated approach of support and care, involving a wider range of expertise and services. Access to specialist support and the location of these services are likely to be under pressure as needs and demands increase. It is therefore timely and essential to review the existing provision for pupils with SEND, to better meet current needs and create a sustainable long-term system.

In 2016, NHS England produced "Reducing Distant SEND Placements Report" which considered the sustainability of Out of County or long distance placements for children and young people with SEND. It identified the need for a more strategic approach to developing system-wide change, which must be affected through collaboration and a common moral purpose. This report supported the need to review existing special schools provision due to increasing demand on provision.

"The key to success however lies in the strategic leadership of the school system as solutions are more likely to emerge through a coherent approach when all partners are working to a common vision."

(Chilvers, P. Reducing Distant SEND Placements: Increasing Regional Sufficiency, 2016)

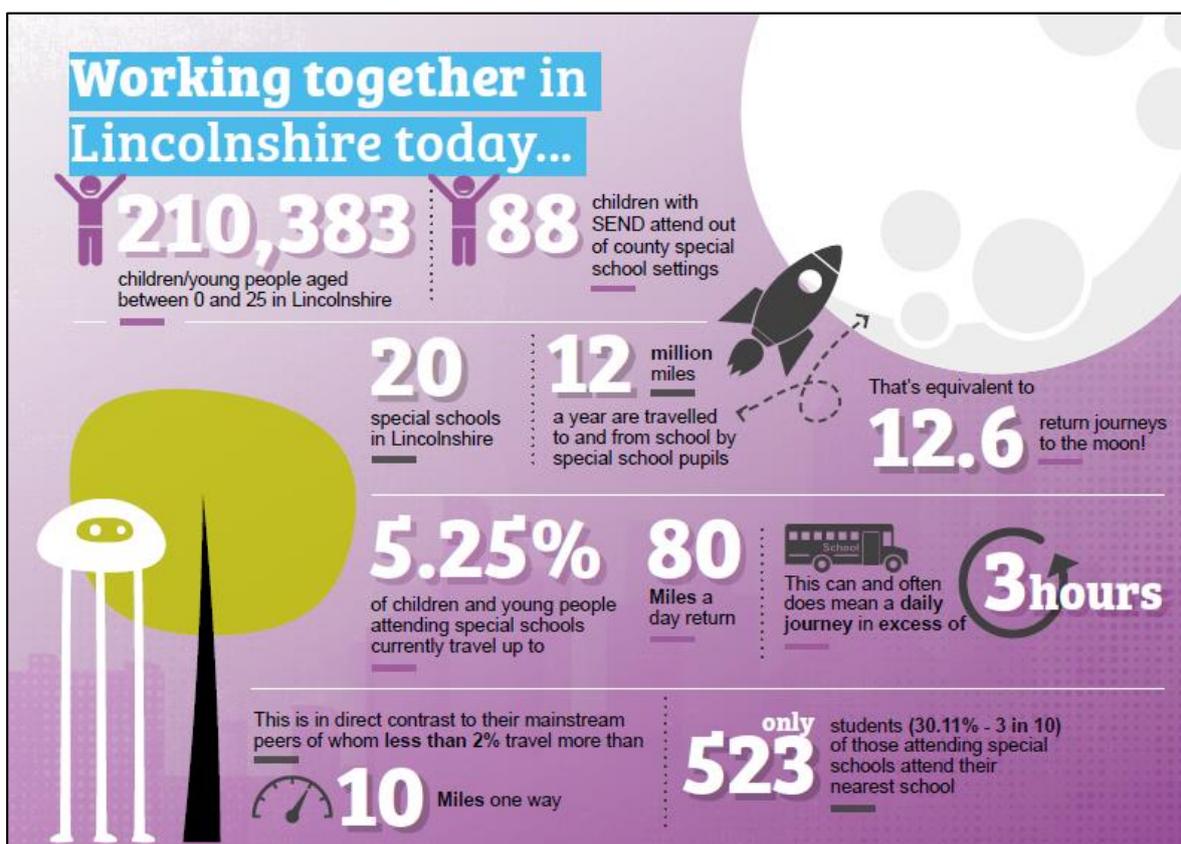
In March 2017, the Department for Education announced the High Needs Strategic Review, which required local authorities, alongside schools, to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of all young people.

"Supporting local authorities to create sufficient good school places for all pupils, including those with special educational needs and disabilities (SEND), is a high priority for the Government. Local authorities have important specific responsibilities for children and young people with SEND."

(DfE Section 31 Grant determination for a high needs strategic planning fund in 2016-17: DCLG ref 31/2916)

The emphasis of this strategy is close collaboration between the Local Authority, schools and providers in producing a strategic plan which delivers sustainable, good quality provision to meet current and future needs, and reflects what parents and pupils want. The Local Authority will work with maintained schools, academies, free schools and others to agree how SEND education should be met across their area, including considering the best ways of supporting mainstream schools to meet these needs.

Local Context



Lincolnshire has 20 Special Schools for pupils with SEND, primarily academies with seven Local Authority maintained schools. There are four Social, Emotional and Mental Health (SEMH) special schools; one primary and three secondary and two Local Authority maintained hospital schools. All special schools involved in the strategy are delivering Good or Outstanding education as judged by Ofsted.

In Lincolnshire in January 2018, there were:

- 4,560 children and young people (0-25) with a Statement or EHC Plan. This is a 16% increase from January 2017 and a 38% increase overall since the implementation of the SEND reforms in September 2014 when there were 3,300 Statements of SEN.
- 1,751 young people were placed in a maintained or academy special school. This is a 3.4% increase from January 2017.

- 86 young people were in Non-maintained Independent special schools. Of these, 50 were in residential settings with 17 young people in a 52 week placement.
- 42 children and young people with EHC Plans were in Independent mainstream schools. (Source: School Census Jan 2018)

Research commissioned by Lincolnshire County Council (LCC) conducted by the ISOS Partnership (2015/16), identified the need to "reshape" SEND provision to meet the needs of the increasing population of pupils requiring a special school place. It also highlighted the need for more collaborative working between special and mainstream schools and lends its support for an "All Needs" approach to SEND. (ISOS Partnership, 2015)

Further research by ISOS examined parental views of SEND services, in particular the experience of parents of pupils educated in Out of County/Independent Non-maintained schools. Responses were varied but parents generally viewed Out of County placement as a last resort and as a result of continuous system failings for their child or young person.

This combination of this research along with national policy development from the Department for Education (DfE) has identified the need to review existing provision and develop a new strategy to reshape the special schools system for Lincolnshire.

Since the introduction of the SEND Code of Practice in 2014, and following national trends, Lincolnshire has seen a significant increase in the number of pupils identified with SEND and complexity of need, and therefore an increase in the number of pupils seeking a place at a special school. This increase in demand for places has led to significant capacity pressures along with challenges where schools retain a specialist designation meaning long journey times for a significant number of pupils. Special School Leaders have identified that the existing provision is experiencing considerable pressures and questions around suitability and sustainability have been raised. These pressures, which will be presented within the strategy, are making the current system unsustainable and the status quo cannot remain.

Parent/Carer Perspective

The Lincolnshire SEND Alliance recognises the challenges faced by pupils with SEND and their families in accessing the right education, health and care provision and believes this strategy places them firmly at the heart of our vision for special education.

In accordance with the SEND Code of Practice 2015, the Lincolnshire Parent Carer Forum has been working closely with the LA and Special Schools Leaders to ensure that any strategic planning and future provision meets the needs of local children and young people and their families.

"At a strategic level, partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes..... To do this, local authorities and CCGs should engage with local Healthwatch organisations, patient representative groups, Parent Carer Forums, groups representing young people with SEN and disabilities and other local voluntary organisations and community groups."

(SEND Code of Practice, 2015, Section 3:18, page 42)

The DfE High Needs Strategic Review also emphasises the importance of parent/carers involvement in the planning of future SEND provision and encourages all local authorities to include Parent Carer Forums in its strategic planning activities.

Parents and Carers have been represented in the production of this strategy by the Lincolnshire Parent Carer Forum, who highlighted the inequalities and challenges faced by families in the current system. Representing the views of over 2000 members, LPCF ensured that:

"Parents and their children were at the heart of the strategy and that we (LPCF) could ensure our expertise in listening to and representing parents' views could be utilised to inform the development of the strategies proposed."

(LPCF, Parent Carer's Feedback, page 2)

In addition to LPCF's involvement in the production of the strategy, an extensive consultation process also provided parents and carers with the opportunity to contribute to the development of the strategic vision for SEND in Lincolnshire. Their contributions have been considered in detail and provided a valuable insight into the lives of families with SEND.

Parents have also raised concerns, via the ISOS Partnership research, about the impact of Out of County placements and how this negatively affects their family life.

"We lost our child at the age of 11; we lost a massive part of his teenage years. We would have preferred him to go to a school in-county; had there been a school with the right provision.....it has been very sad for us as a family."

(ISOS Partnership. SEND Review: Gathering feedback from parents and carers, 2015)

Out of County placement can cause considerable strain on pupils and their families as getting to and from school every day involves travelling a significant distance from their home and community. Some pupils may have to live away from home, in order to access a school place which provides for their specific needs. Pupils with SEND can experience exclusion from all parts of society and school is a place where they should experience friendship, belonging and community. Attending a school which is a significant distance from home often limits the number of social opportunities pupils can access, as their friends are geographically dispersed too.

Arranging social opportunities for pupils with SEND is often impossible for parents as the special schools they attend do not have an established community around it. Access to extended day opportunities are also limited due to transport arrangements and parents report that their children miss out on opportunities which would support their social development. This can have a detrimental effect on how pupils enter the world of work or further education, and how prepared they are for adulthood.

CASE STUDY 1

Eve's Story

Eve attended play school and mainstream primary in her local community. From the penultimate year at primary school I drove her 40 miles to a special school for children with complex physical disabilities on a joint placement for one day a week. This worked very well for a year in identifying whether she would be best placed in special school or would attend the mainstream secondary school the next year. The down side was the transport. I drove her the 40 miles (taking 90 minutes due to traffic etc.) due to her not being confident with taxis etc. and found that even with me driving her directly there, she was very tired by the journey (as was I!).

After another year in joint placement, whilst attending mainstream secondary school, it became clear that Eve was getting lazy and looked at her day at special school as a holiday rather than pushing herself. We subsequently went into mainstream school full time.

This worked brilliantly and she gained lots of friends in her local community (sadly she wasn't able to go to the same mainstream school as her twin – due to accessibility issues) but made lots of connections in the community attending youth club, guides etc.

Eve is now on a supported internship and has a placement at the Local Nursing Home as Activities Coordinator.

This, I strongly believe, is due to the strong links we have made whilst being schooled in our local community where everyone knows her and values her contribution to society.

In my ideal world:

- There would be NO Criteria. The child has needs and they should be met by whomever, however and whenever, but the child's needs should always be met.
- We would not have to fight for services. Service providers would have enough funding to cover these services or explore alternative options.
- Parents would attend one meeting held at school with all professionals involved in my child's case. I would only have to repeat information once and service providers would be able to provide answers to my questions.
- My child would have been able to go to the same mainstream school as her sister because the environment is not a problem.
- Systems such as statementing, EHC, PIP etc. would be simple and easy to understand. There would be no red tape or bureaucracy.
- I am always treated as an equal, listened to, respected and acknowledged as an expert on my child. This would not stop at 18 when they become an adult. We would receive support in dealing with the young person's transition to adulthood.
- There would be plenty of provision in my community for my child with a disability to play sport alongside her non-disabled sibling and friends, without my intervention.

- Service providers would be able to prioritise teaching a young person independent living skills rather than have to concentrate on GCSE's, setting my child up to fail.

My daughter may have a disability but she does not see herself as having a disability and is mainly disabled by the environment and other people. I would love for other people to see her as she sees herself.

CASE STUDY 2

Trevor's Story

Trevor travelled to School A, 28 miles from home, from age 10 until he left at 16. It was difficult to find the right provision for him and we decided on School A because at the time it 'just felt right' and had a good record, etc. We felt that our local special school (School B) was not right educationally although as time went on, and reviewing our situation in particular due to the travel, we did try to get Trevor into School B but there were no places. Nor at the time did we feel the other locality school (School C & School D) were right.

The travel was OK at first; from home to School A via another village only just off route. However, after a couple of years the route was changed so Trevor went via a town 12 miles in the opposite direction collecting students before going onto School A. He was collected from home at 7.15 am each morning and this put a big strain on us having to get him out of bed to make sure he was ready in time when he would still be exhausted from school and the travel the previous day. This also impacted on his ability to learn when at school as he would be so tired. It also impacted on his behaviour which, at times, was intolerable and certainly affected his brother and all of us as a family. In addition, the taxi company was and still is changed constantly, sometimes during the school year. I cannot see how this benefits anyone. Trevor would just get used to one driver and escort and then it would change. I did write a letter of complaint to the transport department at Lincoln but they told me that any travel less than 3/4 hour was acceptable (I am sure though that the journey was more than this on many days). As I mentioned, we did try to move him to School B later but there were no places so we decided just to 'stick it out.'

Trevor does have 'autistic tendencies' and got and still gets very tired, therefore trying to get him out of bed and rushing him to get ready most days was stressful for him and the rest of the family. I had a responsible, 'full on' job and would arrive at work most days feeling exhausted before I even started!

I think that the whole situation put a huge strain on all of us. His brother has been, over the years, a very tolerant brother and it is difficult to quantify exactly how this situation affected him as it was and still is just second nature to us all. In general, for him, the fact he has a brother like Trevor has caused him not only to miss out on things but a 'sadness' that his older brother is different compared to his friend's brothers.

In my Ideal World:

Trevor would be an independent, fit 19 year old sportsman who could drive, probably have a girlfriend and be at college. I know some people with disabled children say they wouldn't swap them but I cannot understand that because Trevor would love to be all the above things.

However, in this world Trevor would have received more help and guidance regarding choice of school. He went to School A but struggled because of his limited ability and, although we questioned this often, it was difficult to move him

once he was established in the school. Unfortunately, we were never happy that he was at the right school but it was difficult to understand alternatives.

Transport of course was an issue; length of journey but also the change of taxi providers on continual basis. Trevor would just build relationship with one escort and driver and then it would change. We would have been more than happy to contribute financially to ensure consistency.

Current Provision and Challenges

Pupils with SEND

In the academic year 2016/17 the SEND Service received 695 requests for assessments. This was a 15% increase on 2016 and an overall increase of 46% from 2013/14, the year before the implementation of the SEND reforms. There were 478 new EHC Plans issued with a further 20 still being assessed at the start of 2018.

There are increasing numbers of Education, Health and Care Requests, Assessments and Plans being allocated: as of Jan 2018, 4,560 children and young people (0-25) are subject to an EHC Plan (or Statement). This is a 16% increase from January 2017 and a 38% increase overall since the implementation of the SEND reforms in September 2014 when there were 3,300 Statements of SEN. At 2.8% of the pupil population this is in line with the regional average but Lincolnshire actual numbers are significantly higher than the neighbouring Local Authorities.

Increasing numbers of parents are requesting special school placements for their children, reporting that mainstream schools cannot meet their specific needs. Of the 4,560 pupils with an EHCP or Statement in Lincolnshire, 38.3% pupils attend special schools, 2.8% attend either Out of County Specialist Provision or Independent Non-Maintained special schools with 41% attending mainstream, above the national average of 43.8% in special schools. This move towards increased number of pupils requesting and being educated in special schools has been challenged by the DfE High Needs Strategic Review who are encouraging local authorities to consider how best to meet the needs of pupils with SEND in mainstream schools.

(All data from Lincolnshire School Census, January 2017 and 2018)

Designation

Of the 4560 Lincolnshire pupils with SEND who have EHCP/Statements 1,751 pupils are educated in Lincolnshire special schools.

These pupils are, at present, most likely to be educated in a school which has clearly defined designations i.e. Moderate and Severe Learning Difficulties combined or Physical Disabilities and Profound and Multiple Learning Difficulties combined.

Table 1: Lincolnshire Special Schools Designation

Designation	Schools
Physical Disability(PD)/ Profound and Multiple Learning Difficulty (PMLD)	St Francis School, Lincoln
Severe Learning Difficulty (SLD)/ Profound and Multiple Learning Difficulty (PMLD)	St Bernard's School, Louth The Sandon School, Grantham The John Fielding School, Boston The Garth School, Spalding The Willoughby School, Bourne

Moderate Learning Difficulty (MLD)/ Severe Learning Difficulty (SLD)	St Christopher's School, Lincoln St Lawrence School, Horncastle The Eresby School, Spilsby Ambergate Sports College, Grantham The Priory School, Spalding
Autism Spectrum Disorder (ASD) Specialist	Gosberton House, Gosberton
All Needs	Warren Wood, Gainsborough The Aegir School, Gainsborough

Some schools above have begun the progression into providing for a wider range of needs than their designation indicates due to sufficiency demands, whereas others have remained committed to their specialism, as can be seen from the table below.

Table 2: Actual distribution of pupil need across Special Schools

School	ASD	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
Ambergate, Grantham												
Sandon, Grantham												
Gosberton House, Gosberton												
Priory, Spalding												
John Fielding, Boston												
Garth, Spalding												
St Christopher's, Lincoln												
St Francis, Lincoln												
St Lawrence, Horncastle												
Eresby, Spilsby												
St Bernard's, Louth												
Warren Wood, Gainsborough												
Aegir, Gainsborough												
Willoughby, Bourne												

(Shaded areas in the table above indicate schools which have pupils with the indicated type of primary need in attendance. For definitions, please see All Needs Definition pg. 27)

This demonstrates that Lincolnshire special schools are already meeting a wider range of need than their designation indicates, enabling children to access education in their local community, thereby reducing unacceptable travel time to school. This must be an entitlement for all our children rather than this practice happening in some areas of our county.

Capacity and Commissioned Places

Through this strategy, Lincolnshire SEND Alliance are committed to enabling pupils to attend a special school as close as possible to home and this means ensuring there is adequate capacity in each school and locality to meet demand. At present there are significant challenges regarding capacity with 50% of special schools providing places to pupils beyond what is ideal for their premises size.

The table below highlights the increase in commissioned Special School places year on year. The LA finds itself in the difficult position of regularly requesting special schools to find school places beyond capacity but this does not address long-term need nor is it sustainable. This strategy will address the continuous need for more places by expanding the special school estate in line with projected pupil numbers, of between 6% and 7% over the next 4 years, with an additional 3-4% sustainability flex. Significant investment is required to expand the special schools estate to ensure there is sufficient capacity to meet the growing need and changing profile of their population.

Table 3: LCC Commissioned Special Schools places from 2015/16 – 2018/19

School	15/16	16/17	17/18	18/19
Sandon, Grantham	77	74	75	72
Ambergate, Grantham	122	125	142	144
Gosberton House, Gosberton	90	90	90	95
Priory, Spalding	130	128	129	133
Garth, Spalding	45	50	55	59
John Fielding, Boston	44	49	52	58
St Christopher's, Lincoln	260	282	261	242
St Francis, Lincoln	133	151	146	140
St Lawrence, Horncastle	141	154	157	155
Eresby, Spilsby	57	58	69	79
St Bernard's, Louth	62	62	63	68
Willoughby, Bourne	71	69	79	80
Warren Wood, Gainsborough	60	57	85	93
Aegir, Gainsborough	127	121	117	111
Total	1419	1470	1520	1529

To ensure sustainability and adequate capacity in any future special schools system, consideration must be given to significant growth planning and sufficiency forecasting for this cohort.

SEND Placement Planning

Initial projections of the number of places required in special schools to meet future demand indicate an increase of over 6% by 2023, based upon an adaption of the current formulae used to predict mainstream school places. This predicted increase is supported by the average rise in commissioned places since 2015 of approximately 2%. Demand on special school places is increasing year on year and there is a clear need to expand the sector to adequately meet need and ensure sufficiency for future pupils. Based on placement planning projections, this strategy will implement a 10% capacity increase across the special school sector to meet growing demand. However, it is not sustainable to simply keep building more capacity without adopting a long-term strategy to meet the needs of this growing cohort in their own communities.

School Premises

In addition to the capacity pressures highlighted, some special schools are challenged with premises which are not suitable to meet the needs of their pupils. Buildings are narrow with some spaces having little or no wheelchair access. Storage for medical aids is limited with corridors being used to store standing frames and walkers.

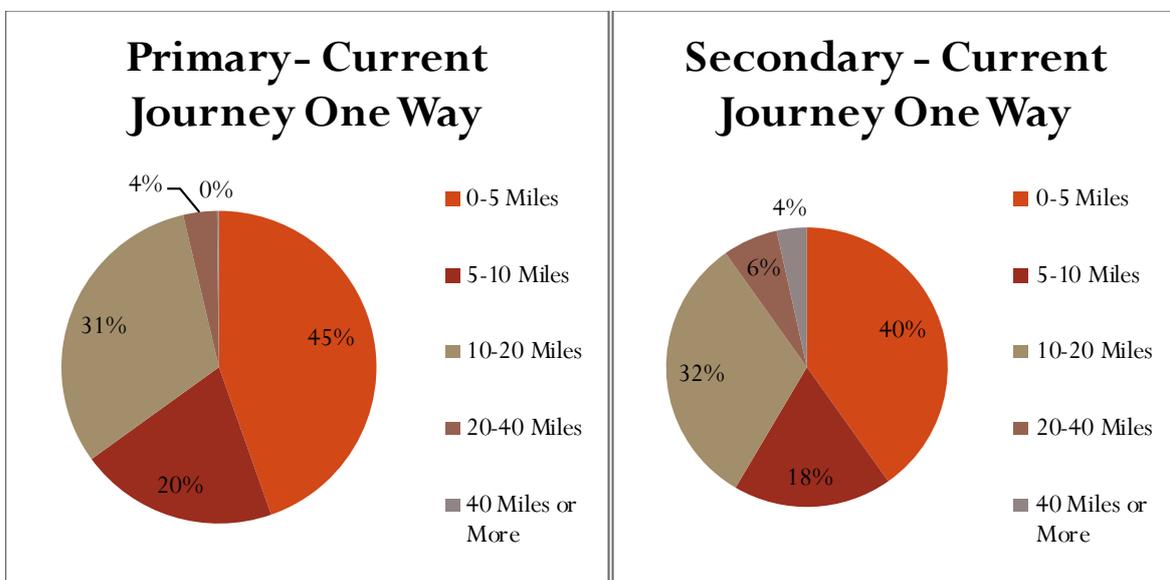
Hygiene suites are small and impractical, with scope for redevelopment limited due to site restrictions. Some special schools are, at present, unable to meet the needs of pupils with more hard to manage behaviours as they do not have adequate quiet and calming spaces. This is impacting on the need for OOC placements for this cohort of pupils as special schools cannot meet their needs.

Additionally, the majority of pupils with complex physical and medical needs are attending St Francis School in Lincoln as this has the specialist resources and health offer to meet their needs. As a consequence, pupils with the most complex needs are travelling significant distances to attend this school, rather than one close to home.

There is a significant challenge for many of the county's special schools to be able to meet the needs of pupils in their local community due to building design and space challenges. Whilst some schools were originally built to meet the needs of our most physically and medically complex pupils, other were designed for pupils with more moderate learning difficulties and therefore a programme of capital investment is required to enable schools to meet All Needs. A strategic capital investment program is essential to ensure special schools can meet the needs of pupils in their local communities, thereby reducing travel time and its impact on pupils and families.

Travel and Transport

The tables below indicate the journeys that are being undertaken by special schools pupils as of July 2017.



- 84 (5.25%) currently travel between 20 and 40 miles to school (i.e. up to 80 miles a day return).
- 493 (31.4%) currently travel between 10 and 20 miles to school (i.e. up to 40 miles a day return).
- 296 (18.9%) currently travel between 5 and 10 miles to school.

This is in direct contrast to their mainstream counterparts of whom less than 2% travel more than 10 miles one way.

The consequence of special school designation and capacity is that almost 70% pupils do not attend their nearest Special Schools, with some pupils travelling past other special schools to be educated where their specific needs can be met. The impact of considerable travel distance on pupils and families cannot be underestimated, with reduced school performance, increased levels of stress and fatigue and poor engagement possible where pupils are subject to excessive travel times. It is a basic matter of equity to seek to strive for as short and stress-free a journey to and from school as possible. It is not uncommon for pupils to have a three hour daily round trip to and from school. In the autumn, winter and early spring, such a journey, added to the school day means that pupils are often travelling in the dark at both the beginning and the end of their day.

Out of County/Independent Non-Maintained Special School Placements

Out of County placements are made only when Lincolnshire schools have stated that they cannot meet the special educational needs of a particular learner or when all schools are full. There is a continuing pressure on meeting the needs of those learners whose behaviour has proved too difficult to manage for Lincolnshire schools. All Out of County placements are subject to a rigorous commissioning process.

Young people with Autistic Spectrum Disorders and Social, Emotional and Mental Health (SEMH) needs account around 70% of Out of County placements. In almost all cases, the Out of County placement has been required due to other schools being unable to effectively manage behaviours related to their specific needs and disabilities.

The number of Out of County placements has reduced over the last three years though the costs have risen significantly. In the financial year 2016/17 the LA spent £7.997m on independent non-maintained specialist provision, an increase of £0.348m from the 2015/16 spend level of £7.649m.

Whilst for some pupils with SEND Out of County placements provide them with access to the right education for their individual needs, for many pupils and families Out of County placements are seen as the last resort and may not be the best way of achieving positive outcomes for pupils with SEND. Parents report a detrimental impact on the family unit and a belief that being educated away from home can reduce the pupil's ability to form close social networks in their local community, leaving them with without a sense of belonging in their community.

Out of County: Specialist Provision for Pupils with Hearing Impairment

In the production of this strategy, much consideration was given by LSA to specialist provision for pupils with a hearing impairment. The LSA agreed that, as most pupils with a hearing impairment receive a suitable education in Lincolnshire's mainstream or special schools, there would be no reason to change current arrangements.

For a small number of pupils who require specialist provision which Lincolnshire special schools are unable to replicate e.g. an environment in which communication is through British Sign Language specialist provision in Independent Non-Maintained special schools may still be required. Access to these settings will continue to be available through existing SEND arrangements.

Summary of Reasons for Change

- There is a clear need for a specialist school system which is sustainable and can meet current and future needs of pupils and their families, recognising that needs are becoming more complex and special schools places are at a premium.
- There are areas of insufficiency of special school places, resulting in pupils attending schools some distance away from home.
- Some special schools operate within clearly identified designations, meaning pupils may have to travel further to attend a school which can meet their need.
- Special school buildings are designed to meet the needs of pupils within their designation. Therefore, even where there is capacity and a willingness to meet pupil need, the building and resources available may restrict admission.
- Almost 70% of pupils with SEND are not attending their nearest school. For some of these pupils, this is not a significant issue. However, for over 36% of pupils their school return journey is between 40 and 80 miles per day. These calculations do not include diversions to collect other pupils so actual return journey times can be over 3 hours.
- The effects on pupil wellbeing, performance and health of attending a school that is close to home are often underestimated. However, it is clear that a longer day, caused by an arduous or long journey at each end of the school day, can have a negative impact on children and young people with SEND.
- Reduced travel time will result in increased social opportunities or family time for pupils with SEND. Opportunities for accessing local clubs or spending more time with family and friends will be greater.
- Out of County and Independent Non-Maintained specialist provision is not always the most appropriate setting for pupils with SEND. Families may be negatively impacted by placing their child in residential provision and many would rather their child was educated close to home.
- Pupils educated Out of County or in schools far away from home may be missing out on the social opportunities and experiences enjoyed by their mainstream peers and face greater challenges when returning to their local communities.
- Mainstream settings can offer many pupils with SEND the opportunity for real inclusion but require access to enhanced support from Special Schools to be able to continue meeting need throughout a child's education.
- Pupils with SEND and their families are facing too many challenges just to access the right education in the right place at the right time.

Capital Investment Programme

The DfE allocated £283,911 to Lincolnshire to conduct a High Needs review and develop its strategic plan for SEND provision. The proposed plan has been published on the Lincolnshire Family Services Directory and will be updated annually in March. The publication of the proposed plan has secured a DfE allocation of £2,842,528 for capital investment to increase SEND sufficiency over the next 3 years.

Implementing the capital programme of works to ensure all special schools have the facilities and premises to meet all needs including a new school at Boston, with appropriate inflation increase in line with a 5 year delivery plan, is projected to cost £50m.

The capital investment identified will be used to increase the capacity and suitability of the premises to meet the needs of all pupils. Many of the special schools are neither big enough nor do they have appropriate space and facilities to meet the growing complexity of their pupils. The capital funding will be utilised to expand some schools to accommodate the growing demand for special school places whilst others will see significant improvement to their current premises. For example, where a special school does not have the facilities to meet the needs of pupils with physical disabilities, this will be included in their building program, including track hoists, improved hygiene suites, medical facilities and ensuring access to a suitable hydrotherapy pool. Special School Leaders have also identified the importance of access to quiet/low arousal spaces and more sensory spaces which will be accommodated. These are just some of the areas that will be improved to ensure that all schools will be able to meet the individual needs of pupils in their local communities.

The LA firmly believes that the allocated budget, which includes already secured funds and projected Basic Need, along with future Condition Improvement Fund applications, will ensure the strategy can be fully implemented.

Additional funding to support the implementation of the SEND vision has been identified from the Dedicated Schools Grant and this will be utilised to develop the revenue elements of the strategy including implementation of a workforce development framework and to support the increased number of school places.

Stakeholder Commitment

Special Schools Leaders in Lincolnshire are united in their commitment to this strategic vision and believe in their joint responsibility for the education of pupils with SEND in their local communities. All Academy Trust have confirmed their commitment by submitting business plans to ensure they can meet all SEND needs and these have been approved by the Regional Schools Commissioner. The LA maintained special schools within the collaboration have also committed to implementing this vision for SEND provision and have undertaken formal consultation to approve the changes required. Each school has committed to an All Needs model of provision which will break down the barriers of segregation based on type of disability, where pupils can be educated within their local communities.

This strategy has received formal endorsement from the Lincolnshire Learning Partnership, who has expressed their support for the positive impact its implementation will have on Lincolnshire pupils with SEND.

At the heart of this strategy is the aspiration to enhance the lives of pupils with SEND and their families by improving their educational opportunities and environment. However, all stakeholders recognise that pupils with SEND can often be vulnerable and find change very difficult; we are committed to ensuring the needs of individual pupils are a priority and the schools changes in the model for SEND will be managed with sensitivity and consideration.

The Lincolnshire SEND Alliance can confidently reassure parents and all concerned parties that, at no point in the implementation of this strategy, will any pupil be expected to or forced to change school against their wishes. All opportunities to move to a school closer to home will be on a voluntary basis and transition will only occur as part of an agreed and fully supported process, at a time of least disruption for pupils and families.

Proposed Model

The strategy will seek to create communities of specialist education for pupils with SEND, based in 4 localities across Lincolnshire, as identified in the table below.

<p>North West</p> <p><u>Lincoln City and West Lindsay</u></p> <p>St Francis Special School St Christopher's School Warren Wood Specialist Academy The Aegir Specialist Academy Lincoln New Free School</p>	<p>North East</p> <p><u>East Lindsay</u></p> <p>St Lawrence School St Bernard's School The Eresby School</p>
<p>South West</p> <p><u>North Kesteven and South Kesteven</u></p> <p>The Sandon School Ambergate Sports College The Willoughby School Sleaford New Free School</p>	<p>South East</p> <p><u>Boston and South Holland</u></p> <p>The Priory School The Garth School The John Fielding School Gosberton House Academy</p>

This locality based model will provide the foundations for Special School Leaders to recognise and act upon their collective responsibility for pupils with SEND, ensuring all have access to a special school place as close as possible to home, when required.

This new model will support access to a special school education as close to home as possible by investing in premises and workforce development to ensure these schools can meet All Needs. As a result, pupils will no longer be required to travel considerable distances to a school that can meet all their needs, nor will pupils need to be educated away from home, unless specific need dictates.

Each locality will develop a multi-disciplinary Allocations Panel responsible for ensuring every pupil assessed as needing a special school place will be allocated one as close as possible to home.

Each locality (and the special schools within) will work collaboratively with their SEND partners to ensure that all interventions received in school not only benefit the pupils educationally but also ensure that their healthcare needs are effectively met.

Each locality (and the special schools within) will implement the workforce development plan outlined in this strategy to ensure all school staff have the appropriate knowledge and skills to meet the needs of pupils with SEND. These learning opportunities will enable pupils with SEND to remain in mainstream school if this is the right place for them to be educated. There will also be greater

opportunities for transition from special to mainstream, where identified as appropriate and beneficial for the pupil.

Every locality special school will be designated as an All Needs school and the accompanying investment outlined within this strategy will ensure schools have the appropriate premises, resources and skilled personnel to meet the needs of pupils with the following designation of disability or need.

All Needs Definition	Abbreviation
Specific Learning Difficulty	SLD
Visual Impairment	VI
Hearing Impairment	HI
Multi-Sensory Impairment	MSI
Speech, Language and Communication Needs	SLCN
Autistic Spectrum Disorder	ASD
Physical Disability	PD
Moderate Learning Difficulty	MLD
Severe Learning Difficulty	SLD
Profound and Multiple Learning Difficulty	PMLD
Social, Emotional and Mental Health Needs (as a secondary need only)	SEMH

<https://get-information-schools.service.gov.uk>

Existing segregation based on age will remain where primary and secondary schools are separate and distinct, though the majority of special schools will be providing All Through education for pupils of statutory school age (4-16 years). Where a special school provides education for pupils in Early Years and Post-16, this will remain and there are no plans to changes to school age ranges for the strategy. All Through provision negates the needs for unsettling transitions for vulnerable pupils who find change difficult.

Once implemented, the model will support over 500 additional special school places, to address the ever-increasing demand for places.

Further details of the planned changes to each school, including individual school building plans, can be found in Appendix 1: Planned School Changes Summary. Below is a summary of the model and changes to each school, by locality.

North West Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
St Christopher's School, Lincoln	MLD/SLD/ASD	3-19	Designation change to All Needs Age Range - No Change
St Francis Special Schools, Lincoln	PMLD/PD	3-19	Designation change to All Needs Age Range - No Change
New Free School, Lincoln			New All Needs 4-19 Built to address increased demand and over-crowding at St Christopher's
Warren Wood,	All Needs	2-11	No change to age range or

Gainsborough			designation
The Aegir School, Gainsborough	All Needs	11-19	No change to age range or designation
North East Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
St Lawrence School, Horncastle	MLD/SLD	5-16	Designation change to All Needs Age Range - No Change
St Bernard's School, Louth	SLD/PMLD	2-19	Designation change to All Needs Age Range - No Change
The Eresby School, Spilsby	MLD/SLD	2-19	Designation change to All Needs Age Range - No Change

South West Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
The Sandon School, Grantham	SLD/PMLD	3-19	Merge schools into one, based across two sites. To meet All Needs across the two sites Designation change to All Needs Age Range – 3-19 across both sites
Ambergate Sports College, Grantham	MLD	5-16	
The Willoughby School, Bourne	SLD/ PMLD	2-19	Designation change to All Needs Age Range - No Change
Sleaford New Free School			New 4-19 All Needs

South East Locality			
School	Current Designation	Current Age Range	Proposed Changes
The Garth School, Spalding	SLD/PMLD	2-19	Merge schools into one, based across two sites. To meet All Needs across the two sites Designation change to All Needs Age Range – 2-19 across both sites
The Priory School, Spalding	MLD/SLD	11-16	
Gosberton House Academy, Gosberton	ASD/SCLN	2-11	Designation change to All Needs Age Range - No Change
The John Fielding School, Boston	SLD/PMLD	2-19	Designation change to All Needs Age Range - No Change Significant expansion and relocation proposed (48-140 pupils)

It is imperative that they newly proposed system can address the identified challenges to create an integrated and collaborative All Needs school system to deliver effective education and healthcare to pupils with SEND across Lincolnshire.

Sleaford

In addition to the proposed alterations to the existing special schools, the strategy proposes to submit bids to the DfE for a new free school. The priority and first bid

will be situated in Lincoln City, to meet the increasing demand for special school places in this area. This increased capacity would also help to address the significant over-crowding at Lincoln St Christopher's School and allow the proposed building work to be completed on this site with minimum impact of current pupils. The LA's application for a new free special school will be submitted by 15th October 2018 and the outcome announced in early 2019. Subject to further opportunities to bid for an additional Free School and subject to the criteria for free School being met, we will also develop a new special school in North Kesteven to ensure that all localities across the county have access to sufficient special school places.

Key Features

- Special schools that can meet all special educational needs and disabilities, enabling pupils to be educated in their local communities.
- Two new special schools to meet the demand for places. These will be free schools, and will be part of the collaborative special schools system. The priority school will be in Lincoln as this is where demand and need is greatest, followed by a special school in North Kesteven, subject to successful DfE bids.
- Four localities within the county which provide school places for SEND which are local and more easily accessible to pupils in terms of distance and travel time.
- Equal access to resources, expertise and support across the county for pupils with SEND in mainstream and special schools, which supports pupils to access or remain on roll at whichever school best meets their need (special or mainstream).
- Special school satellite provision, within each locality, on mainstream school sites (primary and secondary) which are managed by local special schools and offer mainstream academic and social opportunities for pupils with SEND on the special school roll.
- A professional development and learning network accessible to all schools which can provide shared experience, advice, knowledge, training and support on a full range of special educational needs and disabilities.
- Space and facilities to support the educational and therapeutic needs of pupils with complex physical, medical, emotional, social and educational needs in All Needs schools across Lincolnshire.
- An integrated approach with Health providers, to deliver health and therapeutic interventions to pupils with SEND in special schools.

Enhanced Joint Working

In addition to the proposed school changes highlighted, the Lincolnshire SEND Alliance has identified the need for even greater collaboration between special and mainstream schools to support pupils. Local narrative reflects national trends with more pupils with SEND seeking placement in special schools when mainstream schools can no longer meet their needs. If the demand on special school places is to be sustainable, the sector will need to work closely to ensure all pupils with SEND can access the right education, in the right place as close to home as possible. Provision must be designed to meet the individual needs of all pupils with SEND and where mainstream is identified as the most suitable setting, schools must feel confident, capable and supported to meet All Needs.

Specialist School Satellites

This strategy proposes to develop special school satellites, in order to promote collaboration and flow across the sector. Based within mainstream schools, these satellites would enable pupils on roll of the local special school to access a mainstream school environment, curriculum and social opportunities. The satellite would be part of the special school's overarching curriculum offer and provision and teaching and learning staff would be employed by the special school and work exclusively at the satellite.

The satellite would consist of provision for Key Stage 1 and 2 within primary partners and Key Stage 3 and 4 within secondary partners. Special schools would develop close links with their local mainstream provision to identify a suitable partner school and manage the subsequent relationship.

All students allocated a place in the satellite would have an EHC Plan in place or be about to transition into the special school with an impending plan. All pupils would remain on the special school roll and would regularly access the special school for shared events. Pupils would have a highly integrated and personalised timetable with opportunities for supported inclusion in mainstream lessons and social activities within the mainstream school, therefore providing flexible opportunities for social inclusion. This may include but is not exclusive to the school dining area, play spaces, assemblies, tutor programmes, community activities. The ultimate aim would be to broaden pupil's educational experience and enable them to access wider curriculum opportunities. The provision aims to develop each young person's functional literacy and numeracy skills, their personal and social independence skills, communication and organisational skills and their emotional development as adolescents. The Satellites could also support pupils who are considering a return to mainstream school by introducing elements of this setting, through a gradual and considered approach.

This approach would support workforce development, with special school staff sharing skills and knowledge with their mainstream colleague, enhancing the mainstream skill set.

The proposed model would be implemented as an initial pilot and its impact evaluated over an agreed period of time. All special schools are committed to developing satellite provision and would work with the LA to identify and create a

primary and secondary satellite class in each locality as part of the pilot. Developing base classes within the mainstream school would be essential to this provision, to ensure its sustainability and avoid changes of personnel affecting its usage. The initial pilot would accommodate one class of a maximum of 8 pupils in each satellite.

The offer of a place at the satellite provision for any student who meets the above criteria can be considered following a discussion at the student's Education and Health Care Plan meeting. This discussion would involve parents, the student and all involved professionals. Placement recommendations will then be considered by the special school Headteacher and the Local Authority and would have to be approved by all parties.

Workforce Development

A collaborative and coordinated approach to workforce development is essential if the special school sector is to provide All Needs education to pupils with SEND in their local communities. The move to All Needs education in Lincolnshire will undoubtedly present challenges for teaching and non-teaching staff as special schools accept pupils with a wider range of needs and greater complexities. LCC have committed revenue funding from the Dedicated Schools Grant to implement the strategy, including a workforce development framework which will include access to specialist training and a learning forum offering opportunities to share best practice.

Whilst recognising the level of experience and specialism which already exists in Lincolnshire special schools, the strategy will utilise sector-expertise through both the special schools and Lincolnshire Teaching School's Together (LTT) to enhance the provision for pupils with SEND. Plans are in place for the workforce development framework to be led by a partner from within the LTT and this will be developed as the strategy is implemented. In addition, Special School Leaders from both specialist schools in the county, St Francis Special School (Physical Disability/Profound and Multiple Learning Disabilities) and Gosberton House Academy (ASD Specialist) have committed to supporting workforce development across the sector in their specific areas of expertise.

The strategy also includes a drive to enhance the experience of pupils with SEND in mainstream school by improving collaborative working across the sector. A newly designed workforce development framework will be open to all staff from both mainstream and special schools, providing an opportunity to assess competency around SEND and access resources, training and further learning opportunities.

The LA believes this approach would support workforce development in mainstream schools, providing teaching and non-teaching staff with a greater knowledge and understanding of SEND. Up-skilled staff would ultimately enhance the experience of pupils with SEND in mainstream schools, enabling them to remain in their local school and be educated alongside their mainstream peers. In order to enhance collaborative working across the sector, Special School Leaders are keen to establish a support network which would enable staff to share valuable skills and knowledge to their mainstream colleagues, enhancing the mainstream skill set.

The workforce development framework will utilise the identified funding allocation to implement a plan of professional development, led by an identified Teaching School, which will offer a range of opportunities including:

- Locality based provision where staff from neighbouring schools can share knowledge and experience.
- A competency framework which enables schools to identify learning needs for all staff around SEND.
- Access to a range of suggested training options including factsheets, e-learning and training events.
- Access to a learning network, where best practice can be shared.
- In-reach support from special schools to their mainstream colleagues.
- Access to medical and therapeutic support training from specialist staff.

Cross-Cutting Considerations

Social, Emotional and Mental Health and Hospital School Provision

As part of the special schools review, significant challenges have been identified within the provision of Social, Emotional and Mental Health (SEMH) education. Questions have been raised around the suitability of the pathways to the SEMH settings which vary according to the pupil's point of identification/diagnosis. There are challenges regarding existing capacity and sufficiency, particularly in primary stage of education and if the existing model can meet the increasingly complex needs of pupils with SEMH.

Within the governance of the LSA, a work stream has been established, dedicated to developing a shared vision for SEMH provision which is consistent with the principals of this strategy. This work stream is committed to developing a future strategy for SEMH provision will ensure provision which is:

- High quality – where pupils with SEMH receive the best possible education and support.
- Evidence based – support and provision has a strong supporting rationale and makes a positive impact on outcomes.
- Collaborative across education, health and social care – to address the complex needs of pupils in a clear and coherent way.
- Tailored to the individual needs of children and young people – to enable them to make positive choices and to feel that they belong in their school and community.
- Flexible and coherent across transitions – that provide pupils with SEMH and their families with the confidence they need as they move between the various phases and stages of education and into adulthood.

The vision for SEMH provision is currently being developed and will be aligned with this strategy once approved.

Health Offer to Special Schools

Delivering a robust and effective health offer to pupils with SEND in a locality-based, All Needs school system can only be achieved through collaboration with our partners in the health and social care. This model proposed within the strategy would have a significant effect on the pupil populations of each school, moving away from specific types of need to a greater range of needs in each school. The capital investment will address the resources required to meet the need of a wider range of pupils but special schools are likely to require changes to existing health provision arrangements to ensure the needs of their pupils are met.

The LSA recognise that there will be an impact on health commissioning arrangements across the localities and will be working closely with all Health partners throughout the duration of the strategy to ensure a fully integrated system of education, health and care is developed.

"Integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close as possible to where they live."

What will have changed by 2024?

The Building Communities of Specialist Provision Strategy seeks to make significant changes to the existing special school provision, creating an integrated system where pupils attend their nearest school, confident their educational, health and care needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught and supported by staff that are skilled in the learning profiles of all pupils with SEND. Where pupils can develop friendship bonds with their classmates which extend beyond the school boundaries, as they are educated in their local communities and where they can learn in a flexible, integrated system which supports transition.

The LSA will have successfully implemented this aspirational vision for SEND when:

Pupils with SEND:

- Can attend special school close to home which has the buildings, resources, capacity and staff skilled to meet All Needs.
- Have access to the same academic and social opportunities as their mainstream peers, in a setting which best suits their needs and preference.
- Feel they belong in their local communities and their contribution is recognised and valued.

Families of children and young people with SEND will:

- Feel assured that their local special school has the space, facilities and skilled staff to enable their child to fulfil their potential and not feel they need to consider specialist Out of County provision.
- Benefit from the development of specialist communities in their localities, where services and interventions are focused around the special school and access is easier and equitable.
- Experience enhanced family time as children travel shorter distances to school, leaving them less tired and stressed from the daily journey.

Special schools will:

- Have significantly improved premises and facilities to meet the individual needs of all pupils in their locality.
- Work in collaboration with all schools in their localities (special and mainstream) to ensure all pupils with SEND receive an integrated, high quality education which is aspirational and meets All Needs.
- Provide support to their locality mainstream colleagues, through workforce development and Satellite provision so all staff are confident they can meet the needs of pupils with SEND.

Mainstream Schools will:

- Be working in collaboration with all schools in their localities (special and mainstream) to ensure all pupils with SEND receive an integrated, high quality education which is aspirational and meets All Needs.
- Feel confident in meeting the individual needs of pupils with SEND, as they have a staff team which is skilled and supported.
- Offer, or be working towards offering special school Satellite provision in their school.

The Local Authority will:

- Have completed all building works so Lincolnshire special schools have the premises, resources and capacity to meet the needs of pupils in their localities.
- Have implemented an education system which is easier for parent/carers to access and has placed the needs of pupils with SEND and their families at the heart of all provision.
- Have fully implemented the Building Communities of Specialist Provision Strategy ensuring pupils with SEND can access:

"An integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close to home as possible."

Appendix 1 - Planned School Changes Summary

Area	Location	School	Academy/ Maintained	School Type and NOR	Current School Premises Capacity - based on class of 8 pupils	Current Designation	Proposed New Designation	Proposed New Capacity - based on classes of 8-10 depending on type of need	"Significant Change"/ "Prescribed Change"	Summary of building plans proposed	Proposed Implementation Date (pending approval of the strategy)
North West	Gainsborough	Warren Wood	Mayflower Academy	Primary	96	All Needs	No Change	No Change	N/A	No works proposed as already a new build All Needs primary special school.	Designated All Needs. No change to be implemented
		The Aegir School	Mayflower Academy	Secondary	104	All Needs	No Change	No Change	N/A	Works being considered around PD/PMLD provision.	Designated All Needs. No change to be implemented
	Lincoln	St Christopher's School	LA Maintained	All Through	200	MLD/SLD	All Through All Needs	155	Change to the type of need catered for	Demolition of a large highly unsuitable block of accommodation and replace with a new build. Improved car parking and mini bus drop off facilities.	Sept' 2023
		St Francis's Special School	LA Maintained	All Through	128	PMLD/PD	All Through All Needs	173	Expansion and change to the type of need catered for	New block of accommodation to be added to create additional capacity. Works to external play areas, access and parking improvements.	Sept' 2021
		New Free School	Academy	n/a	n/a	n/a	All Through All Needs	155	Free School Application	New school built to BB104 guidance on land owned by LCC	Sept' 2021
North East	Horncastle	St Lawrence School	The Wold's Federation	All Through	80	MLD/SLD	All Through All Needs	150	Expansion and change to the type of need catered for	Demolition of the former boarding block and replace with new teaching accommodation adding capacity. Minor remodelling to some areas of the existing school required.	Sept' 2021
	Louth	St Bernard's School	The Wold's Federation	All Through	88	SLD/PMLD	All Through All Needs	100	Expansion and change to the type of need catered for	Demolition of the former boarding block and replace with new teaching accommodation adding some capacity and replacing severely undersized accommodation. Works also required to access and parking arrangements.	Sept' 2022
	Spilsby	The Eresby School	David Ross Education Trust	All Through	64	MLD/SLD	All Through All Needs	84	Expansion and change to the type of need catered for	New block of accommodation required to create additional capacity. Minor remodelling to minimal areas of the existing school also required.	Sept' 2020

South West	Grantham	The Sandon School	Community Inclusive Trust	All Through	64	SLD/PMLD	All Through All Needs	229	Change to the type of need catered for, expansion, and amalgamation	New build required to create more suitable PD/PMLD accommodation, hydrotherapy pool and changing facilities. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure Sandon can meet all needs will be addressed with this funding.	Sept' 2021
		Ambergate Sports College	Community Inclusive Trust	All Through	88	MLD/SLD				A new block of accommodation is required to create additional capacity along with internal remodelling to parts of the existing build. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure Ambergate can meet all needs will be addressed with this funding.	
	Boume	Willoughby School	LA Maintained	All Through	80	SLD/PMLD	All Through All Needs	148	Expansion and change to the type of need catered for	A new block of accommodation is required to create additional capacity along with internal remodelling to parts of the existing build.	Sept' 2020
	Sleaford	New Free School	Academy	n/a	n/a	n/a	All Through All Needs	TBC	Free School Application	New school built to BB104 guidance	TBC
South East	Boston	The John Fielding School	Community Inclusive Trust	All Through	56	SLD/PMLD	All Through All Needs	140	Expansion and new build and change to the type of need	New build school to BB104 guidance on a new site. The current school sits on a tight site which is unable to cope with any expansion and the current school buildings are also highly unsuitable and in very poor condition.	Sept' 2021
	Spalding	The Garth School	Community Inclusive Trust	All Through	40	SLD/PMLD	All Through All Needs	177	Change to the type of need catered for, expansion, and amalgamation	New build and remodelling to create more suitable accommodation and additional places. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure The Garth School can meet all needs, will be addressed with this funding.	Sept' 2022
		The Priory School	Community Inclusive Trust	Secondary	88	MLD/SLD				Extensive remodelling / demolition and rebuild of the Teal House block to create additional capacity. Some internal remodelling to provide disability access to existing spaces within the main school.	
	Gosberton	Gosberton House	The Lincolnshire Education Trust	Primary	64	Autism	Primary All Needs	No Change	Change to the type of need catered for	New build of PD/PMLD accommodation, potential demolition and rebuild of the existing unusable hydrotherapy pool.	Sept' 2023

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**Open Report on behalf of John O'Connor, Children's Services Manager,
Education Support**

Report to:	Lincolnshire Schools' Forum
Date:	24 January 2019
Subject:	Academies and Trust Update

Summary:

The purpose of this report is to provide information on the latest number of academies and pupils in academies, and academy trusts.

Recommendation(s):

The Schools' Forum is asked to note the contents of this report.

Background

The Schools Forum has asked for an update to be provided to each meeting on the number of academy conversions.

This is the position as at the 1st January 2019. The pupil figures are based on the October 2018 census data (i.e. the latest published). The national academy trust data is the latest available from "Get Information About Schools".

Since the effective date of the last report (1st September 2018), there have been four further academy conversions of primary schools. Louth Eastfield Infants' and Nursery Academy and Louth Lacey Gardens Junior Academy joined Wellspring Academy Trust, and Frithville Primary School and New York Primary School joined Horncastle Education Trust. The total number of primary academies has increased to 99 (35.2%) educating 25,350 (44.3%) full time equivalent pupils.

Current Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		280	
Maintained	5	100.0%	280	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		57,164	
Maintained	182	64.8%	31,815	55.7%
Academy	99	35.2%	25,350	44.3%

Secondary				
All	54		46,258	
Maintained	3	5.6%	2,825	6.1%
Academy	51	94.4%	43,433	93.9%
Special				
All	21		1,817	
Maintained	7	33.3%	620	34.1%
Academy	14	66.7%	1,197	65.9%
PRU				
All	1		41	
Maintained	0	0.0%	0	0.0%
Academy	1	100.0%	41	100.0%
Total				
All	362		105,559	
Maintained	197	54.4%	35,539	33.7%
Academy	165	45.6%	70,020	66.3%

By 1st July 2019, if conversions and sponsored conversions proceed according to their current target dates the position will be:

Projected Six Month Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		280	
Maintained	5	100.0%	280	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		57,164	
Maintained	180	64.1%	31,200	54.6%
Academy	101	35.9%	25,965	45.4%
Secondary				
All	54		46,258	
Maintained	3	5.6%	2,825	6.1%
Academy	51	94.4%	43,433	93.9%
Special				
All	21		1,817	
Maintained	5	23.8%	251	13.8%
Academy	16	76.2%	1,566	86.2%
PRU				
All	1		41	
Maintained	0	0.0%	0	0.0%
Academy	1	100.0%	41	100.0%

Total				
All	362		105,559	
Maintained	193	53.3%	34,555	32.7%
Academy	169	46.7%	71,004	67.3%

There are four more intended conversions to academy status prior to the 1st June. Wyberton Primary School and Boston Saint Thomas' Church of England Primary School are planning on joining Infinity Academies Trust on 1st April 2019 and Lincoln St Francis Special School and Lincoln St Christopher's School intend to join Community Inclusive Trust on 1st July. This will bring the number of Primary Academies to 101 (35.9%) and the number of full time equivalent pupils educated in Primary Academies to 25,965 (45.4%)

The total number of all academies will rise to 169 (46.7%) and 71,004 (67.3%) pupils will attend those academies.

Four further schools are currently in process to become converter or sponsored academies.

Below is a list of the academy trusts that currently have the greatest number of academies in Lincolnshire.

	Total
1 Lincoln Anglican Academy Trust	11
2 Community Inclusive Trust	10
3 The Priory Federation of Academies	10
4 The Boston Witham Academies Federation	8
5 The David Ross Education Trust	8
6 Greenwood Academies Trust	6
7 CFBT Schools Trust	5
8 St Gilbert Of Sempringham Catholic Academy Trust	5
9 Horncastle Education Trust	4
10 The Lincolnshire Educational Trust Limited	4

Horncastle Education Trust has entered the table of the top ten most active trusts in Lincolnshire by virtue of Frithville Primary School, New York Primary School and Horncastle Banovallum School all joining Horncastle Queen Elizabeth's Grammar School in the newly formed multi-academy trust.

There are thirty-six active multi-academy trusts operating within Lincolnshire and a total of 120 Lincolnshire academies that are members of multi-academy trusts. This represents 72.7% of all Lincolnshire Academies. Forty-five (27.3%) (down from forty-seven) of Lincolnshire academies are not members of multi-academy trusts. Nine multi-academy trusts have just one Lincolnshire academy as a member; three of these are single Lincolnshire academy multi-academy trusts. The other six also have academies that are not within Lincolnshire. Eleven multi-academy trusts have two academies; nine of these trusts are currently based entirely within Lincolnshire.

The largest academy trusts nationally that operate within Lincolnshire are Academies Enterprise Trust (Fifty-seven Academies, two in Lincolnshire), Both Greenwood Academies Trust and The David Ross Education Trust have 34 academies (six and eight within Lincolnshire respectively) and The Enquire Learning Trust (twenty-nine Academies, one in Lincolnshire). There are sixty academy trusts in Lincolnshire that have less than four schools.

Conclusion Consultation

a) Have Risks and Impact Analysis been carried out??

No

b) Risks and Impact Analysis

Not relevant

Background Papers

This report was written by Adrian Clarke, who can be contacted on 01522 553216 or adrian.clarke@lincolnshire.gov.uk.

Agenda Item 9

Lincolnshire Schools' Forum Work Programme

24 January 2019

School Funding Arrangements 2019/20	Elizabeth Bowes	To provide an update on school funding arrangements for 2019/20
Early Years National Funding Formula	Michelle Andrews	To provide a summary on the early years national funding formula for 2019/20, and seek agreement relating to the allocation and distribution of the centrally retained budgets
Building Communities of Specialist Provision: Update	Eileen McMorrow	To provide the Schools' Forum with an update on the SEND Strategy
Academies and Trust Update	Mark Popplewell	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them
Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme

18 April 2019

Annual report on Special Educational Needs	Sheridan Dodsworth	To receive an annual report on Special Educational Needs
Annual report on Early Years	Michelle Andrews	To receive an annual report on Early Years' Service
Academies and Trust Update	John O'Connor	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them

Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme
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20 June 2019

Election of Chairman		
Election of Vice-Chairman		
Section 251 Budget Statement 2019/20	Mark Popplewell	To provide an update to the Schools' Forum regarding the Budget Statement for 2019/20
Academies and Trust Update	John O'Connor	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them
Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme

10 October 2019

National funding formula for schools – update 2020/21	Mark Popplewell	To provide the Schools' Forum with an update on the mainstream school funding
Revised Schools Budgets 2019/20	Mark Popplewell	To provide information on the revised Schools Budget for 2019/20 and to seek support for the proposed use of the DSG underspend
Alternative Provision Arrangements	Mary Meredith	To provide an update on how alternative provision arrangements are working

Academies Update	John O'Connor	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them
Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme
Future Meeting Dates	Katrina Cope	For the Schools' Forum to agree their future meeting dates

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