



County Offices  
Newland  
Lincoln  
LN1 1YL

12 June 2019

**Lincolnshire Schools' Forum**

A meeting of the Lincolnshire Schools' Forum will be held on **Thursday, 20 June 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 dark ink, appearing to read 'DBarnes'.

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 (6)**

**Primary Maintained Head Teachers (3)**

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

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

Catherine Stratton (Head Teacher, Saxilby C E Primary School)

**Primary Maintained Governors (3)**

Marilyn Bell (Governor, The Fenland Federation)

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

Allison Sunley (Governor, Great Steeping Primary School)

### **Secondary Maintained Head Teacher (1)**

Michele Anderson (Head Teacher, Spalding High School)

### **Secondary Academies (7)**

#### **Secondary Academies Head Teachers (4)**

Caroline Saxelby (Head Teacher, Walton Girls' High School and Sixth Form, Grantham)

David Scott (Head Teacher, Kesteven & Grantham Girls' School, Grantham)

Ian Widdows (Head Teacher, Giles Academy, Old Leake)

Mark Woods (Chief Executive Officer, Stamford Welland Academy)

#### **Secondary Academies Governors (3)**

Rachel Barrett FCCA (Governor, North Kesteven Academy, North Hykeham)

David Bennett (Governor, Queen Elizabeth's Grammar School, Horncastle)

Professor Ken Durrands CBE (Governor, The King's School, Grantham)

### **Primary Academies (5)**

#### **Primary Academies Head Teachers (3)**

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

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

Simon Morley (Head Teacher, Boston West Academy)

#### **Primary Academies Governors (2)**

2 vacancies

### **Special Academies (2)**

#### **Special Academies Head Teacher (1)**

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

#### **Special Academies Governor (1)**

1 vacancy

### **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, 20 JUNE 2019**

<b>Item</b>	<b>Title</b>	<b>Pages</b>
<b>1</b>	<b>Election of Chairman</b>	
<b>2</b>	<b>Election of Vice-Chairman</b>	
<b>3</b>	<b>Apologies for Absence/Replacement Members</b>	
<b>4</b>	<b>Declarations of Members' Interest</b>	
<b>5</b>	<b>Minutes of the Lincolnshire Schools' Forum meeting held on 24 January 2019</b>	5 - 12
<b>6</b>	<b>Chairman's Announcements</b>	
<b>7</b>	<b>Section 251 Budget Statement 2019/20</b> <i>(To receive a report from Elizabeth Bowes, Strategic Finance Manager, Schools Finance Team, which provides the Schools' Forum with a copy of the Section 251 budget statement for the 2019/20 financial year)</i>	13 - 20
<b>8</b>	<b>Annual Report on Special Educational Needs and Disabilities</b> <i>(To receive a report from Sheridan Dodsworth, Children's Services Manager, SEND, which provides the Schools' Forum with an annual update on Special Educational Needs and Disabilities (SEND) as required by the Schools' Forum Regulations)</i>	21 - 40
<b>9</b>	<b>Annual Report for Early Years</b> <i>(To receive a report from Michelle Andrews, Children's Service Manager, Early Years, which enables the Schools' Forum to consider the Early Years annual report)</i>	41 - 58
<b>10</b>	<b>Academies and Trust Update</b> <i>(To receive a report from John O'Connor, Children's Service Manager, Education Support, which provides the Schools' Forum with information on the latest number of academies, and pupils in academies)</i>	59 - 62
<b>11</b>	<b>Lincolnshire Schools' Forum - Work Programme</b> <i>(This item provides the Schools' Forum with an opportunity to discuss potential items for future meetings for inclusion in the Work Programme)</i>	63 - 68

## 12 Future Meeting Dates

*(For the Schools' Forum to agree the following meeting dates and times:-*

*Thurs 16 January 2020 at 1.00pm;  
Thurs 23 April 2020; at 1.00pm  
Thurs 18 June 2020 at 1.00pm; and  
Thurs 8 October 2020 at 1.00pm.*

*All meetings will be held at County Offices)*

### Democratic Services Officer Contact Details

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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.

All papers for council meetings are available on:  
[www.lincolnshire.gov.uk/committeerecords](http://www.lincolnshire.gov.uk/committeerecords)



## LINCOLNSHIRE SCHOOLS' FORUM 24 JANUARY 2019

### **PRESENT: GAVIN BOOTH (CHAIRMAN)**

Joanne Noble (Headteacher, Gainsborough Nursery School), Steve Barnes (Head Teacher, The Pilgrim School, Lincoln), Marilyn Bell (Governor, The Fenland Federation), Anthony Stevens (Governor, The Holt Primary School, Skellingthorpe), Michele Anderson (Head Teacher, Spalding High School), Professor Ken Durrands CBE (Governor, The King's School, Grantham), Caroline Saxelby (Head Teacher, Walton Girls' High School and Sixth Form), David Scott (Head Teacher, Kesteven and Grantham Girls' School), Mark Woods (Chief Executive Officer, Stamford Welland Academy), Helen Hilton (Head Teacher, Little Gonerby Church of England Infant School), Lea Mason (Executive Head Teacher, Lincolnshire Wolds Federation, Louth), Josh Greaves (Chief Operating Officer, Wellspring Academy Trust), Lynsey Norris and Julia Merivale (Manager, Trinity Day Nursery).

Also in attendance: Ken Rustidge (Staff Trade Unions).

Officers in attendance:-

Michelle Andrews (Service Manager Early Years and Childcare Support), Elizabeth Bowes (Strategic Finance Manager, Schools Finance Team), Katrina Cope (Senior Democratic Services Officer), Eileen McMorrow (Senior Project Officer Specialist Schools Project), Mark Popplewell (Head of Finance (Children's Services)), Heather Sandy (Interim Director of Education) and Tony Warnock (Operations and Financial Advice Manager).

### 79 APOLOGIES FOR ABSENCE/REPLACEMENT MEMBERS

Apologies for absence were received from Martin J Kyle (Head Teacher, St Faith & St Martin C E Junior School, Lincoln), Ian Randall (Head Teacher, Reepham C E Primary School), Martin Shelton (Linkage Community Trust), Helen Stokes (Staff Trade Unions) and Ian Widdows (Head Teacher, Giles Academy, Old Leake).

### 80 DECLARATIONS OF MEMBERS' INTEREST

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

### 81 MINUTES OF THE LINCOLNSHIRE SCHOOLS' FORUM MEETING HELD ON 11 OCTOBER 2018

### RESOLVED

That the minutes of the Lincolnshire Schools' Forum meeting held on 11 October 2018 be agreed and signed by the Chairman as a correct record.

**82      CHAIRMAN'S ANNOUNCEMENTS**

The Chairman welcomed to the meeting Lynsey Norris (Faith Group representative).

The Chairman advised that James Todd (Primary Parent Governor Representative) had stood down from his position on the Forum. The Chairman extended thanks on behalf of the Forum to James for his contributions as a parent governor representative.

The Forum was advised that there were six vacancies at present; and that arrangements for a future election would be considered.

**83      SCHOOL FUNDING ARRANGEMENTS 2019/20**

Consideration was given to a report from Elizabeth Bowes, Strategic Finance Manager, Schools Finance Team, which advised the Forum of the school funding arrangements for 2019/20.

Details pertaining to the background behind the implementation of the national funding formula were shown on page 17 of the report.

It was highlighted that the schools revenue funding 2019/20 operational guidance published by the DfE on the 21 December 2018 was available on:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/767607/Operationalguide2019to2020](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/767607/Operationalguide2019to2020).

Key information contained within the operational guide was detailed on pages 18/19 of the report for the Forum to consider.

It was highlighted that the 2019/20 Dedicated School Grant allocations (DSG) remained a ring-fenced grant which could only be used in accordance with the School's and Early Years Finance (England) Regulations. The Forum was advised that the DSG would continue to be comprised of four blocks: Schools Block; Central School Services Block; Early Years Block; and High Needs Block. (Full details relating to the four blocks were shown on pages 19 to 22 of the report presented). Table 1 on page 19 provided details of Lincolnshire's 2019/20 DSG allocations. It was highlighted that Lincolnshire's schools funding levels were increasing through the national funding formula, which was improving Lincolnshire's position nationally when making comparisons. It was highlighted further that Lincolnshire's primary schools funding overall was 48<sup>th</sup> lowest out of 150 Local Authorities (LAs) overall, and that Lincolnshire's secondary schools was 56<sup>th</sup> lowest out of 150 LAs overall. It was noted that the overall Schools Block funding was distributed to all schools through the agreed approach of replicating the national funding formula (subject to affordability).

The Forum was advised of the new formulaic approach to the LA's growth allocation and that this would cover both explicit and implicit growth. Detailed at Appendix A to the report was a copy of the primary and secondary schools reorganisation policies

which allocate funding to schools for planned reorganisation to support the Local Authority's statutory responsibility to provide sufficient school places.

It was reported that within the High Needs block of the DSG, Lincolnshire would be in receipt of £5.776m of protection funding for 2019/20, when comparing the new national funding formula allocation to Lincolnshire's current High Needs block funding level.

It was reported further that pupil premium funding for 2019/20 would be protected at the 2018/19 rates; and that pupil premium allocations for the financial year 2019/20 would be published in June 2019, which would be based on pupil number data from the January 2019 census.

The Committee was advised that the grant for universal infant free school meals continued at a meal rate of £2.30 for the 2019/20 academic year.

The report provided details of the DfE teachers' pay grant to support schools in meeting the cost of the September 2018 pay award. It was reported that the grant supported the cost of the September 2018 teachers' pay award for 2019/20. Details of the rates for 2019/20 were shown at the bottom of page 22 of the report. The Committee was advised that the LA recommended that all schools undertook prudent financial planning by incorporating potential pay cost increases into future financial years.

It was noted that work was underway in calculating the budget allocations for individual schools through the LA pro-forma tool. The report highlighted that the LAs objective was to continue to provide stability in funding for schools whilst maintaining the affordability of the current levels of the DSG. It was noted that the LA remained committed to replicating the national funding formula in 2019/20 with the protection arrangements in place as detailed below:-

- Adoption of the minimum funding level in 2019/20 of £3,500 for primary schools and £4,800 for secondary schools within the funding formula;
- Adoption of 0% MFG per pupil in 2019/20;
- 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; and
- Adoption of the governments percentage cap in pupil-led funding of the maximum of either 6.09% on their 2017/18 baseline or 36% of their remaining gains in 2019/20.

The Committee was advised that as stated in previous years, it was important that the LA took a prudent approach to the setting of central budgets within the DSG. Reasons why a prudent approach was necessary were shown on pages 23/24 of the report.

The Committee was advised further that the LA had conducted its annual review of the DSG central budgets; and that the significant planned changes related to the area of high needs spending. It was highlighted that due to the demand-led nature of the high needs budgets and the growing trend in the demands for more specialist

**LINCOLNSHIRE SCHOOLS' FORUM  
24 JANUARY 2019**

services it required the LA to set prudent budgets to ensure that it was able to respond to the financial challenges from the changing schools landscape and requirements of pupils. It was noted that the LA remained confident that the cost pressures could be managed within the existing funding level, however, the sustainability of the budget going forward would be subject to the future funding settlement for high needs funding from central government.

The report highlighted that DfE regulations contained a number of provisions in relation to the setting of central budgets within the DSG; and as a result of these regulations, tables 2 to 4 detailed within the report set out the budgets requiring Schools' Forum approval for 2019/20. These were:-

- Funding for significant pre-16 growth £3.538m;
- Admissions £0.527m;
- LA Retained Duties for all schools £1.530m;
- Servicing of the Schools' Forum £0.020m;
- Schools Broadband £1.350m; and
- Private Finance Initiative £1.180m.

It was also reported that the former Education Services Grant – General Duties related to the statutory responsibilities LA's hold for maintained schools only, the LA had decided not to retain funding when providing these services, but the LA would continue to review this on an annual basis.

In conclusion, the Committee was advised that the Executive were currently consulting on a single year financial plan for the Council's revenue and capital budgets to take the Council to the end of the four year funding deal from the government. It was highlighted that there was uncertainty around government funding beyond the four year funding deal after 2019/20. It was noted that the Council's total income was £441.707m in 2019/20 and that there was planned expenditure including cost pressures and savings of £460.064m. This created a shortfall of £18.357m, which would be met from the use of one-off reserves.

During discussion, the following points were raised:-

- The cost of home tuition. Officers unfortunately did not have this figure to hand, but agreed to respond to the requestor outside of the meeting;
- A question was asked regarding the level of reserves. Officers confirmed that there were General Reserves and Volatility Reserves to support the Council however, they could only be used once and would not bridge the anticipated gap in the Council's budget over the next few years; and
- Private Finance Initiative (PFI) – The Forum was advised that this supported the funding commitments for seven schools; and that without this budget, the LA would be unable to finance the on-going costs of the historic contractual commitments. It was highlighted that the PFI arrangements ensured that no school was disadvantaged.

The Chairman on behalf of the Committee extended thanks to officers for the report.



RESOLVED

That the Local Authority's proposals relating to a number of centrally held budgets as detailed on pages 25 to 27 of the report and summarised above be agreed by the Lincolnshire Schools' Forum.

84      EARLY YEARS NATIONAL FUNDING FORMULA

The Forum gave consideration to a report from Michelle Andrews, Children's Services Manager, Early Years and Childcare Support, which provided the Schools' Forum with a summary of the Early Years National Funding Formula for 2019/20; and sought agreement relating to the allocation and distribution of the centrally retained budgets.

In guiding the Forum through the report, reference was made to: the background relating to the introduction of the government's Early Years Funding Formula; the National Funding to Local Authorities for Early Years Core Funding; Early Years National Funding Formula requirements to Providers and Schools; and Lincolnshire's Early Years Funding Formula including the local universal base rate per pupil. It was noted that the hourly rate had increased by £0.03 per hour per pupil for 2019/20. It was noted further that the local universal base rate would fund the direct delivery of early year's entitlement.

Reference was also made to the monthly claim process; which Lincolnshire had successfully implemented in September 2018, following consultation with the sector. The Forum was advised that initial feedback from providers had been overwhelmingly positive, as providers now had a live system available to update child attendance, which had assisted with more accurate and timely data sharing on a monthly basis.

The report also provided the Forum with information relating to supplements and the deprivation supplement. It was noted that for 2019/20, the Local Authority would continue to use the same deprivation factor and deprivation monetary values that were currently in place in 2018/19. It was highlighted that the provider survey undertaken had identified 81% of respondents supported the continued use of the government's Income Deprivation Affecting Children Index (IDACI) measure. Table one provided the Forum with information relating to deprivation scores and associated funding.

Page 53 of the report provided details of the SEN Inclusion Fund, a fund that all Local Authorities were required to have for 3 and 4 year olds with special educational needs who were taking up the free entitlements. The Forum was advised that in Lincolnshire the SEN Inclusion Fund had been reviewed in line with the national guidance and was available through an application process.

It was reported that there were currently 224 children accessing the Inclusion Fund. It was therefore essential to maintain funding levels in 2019/20 to take into account any further increase in take-up of the 30 hours.

## **LINCOLNSHIRE SCHOOLS' FORUM**

### **24 JANUARY 2019**

Pages 54 to 57 provided the Forum with details pertaining to Local Authority Centrally Retained Funding, which in accordance with regulations required Schools' Forum approval. These were:-

- Early Years Entitlement Team £298,276;
- Securing Sufficient, Sustainable Provision £412,716;
- SEND Local Offer £64,874
- EYFS Quality Improvement, Support, Advice £462,960; and
- Workforce & Training Requirements for the Sector £287,360.

Table 2 on page 57 provided the Forum with details relating to Lincolnshire's Early Years Funding Distribution for 3 and 4 year olds; and Table 3 provided information relating to Early Years Funding Distribution.

The report also made reference to: Disability Access Funding; Early Years Pupil Premium, and 2 Year Old Funding (Fluctuation Contingency Fund; Local Authority Centrally Retained Funding and 2 Year Old Hourly Funded Rate).

During consideration of the report, the Forum raised the following points:

- That the consultation regarding the Income Deprivation Affecting Children Index (IDACI) demonstrated that monies were being successfully targeted;
- The monthly payment arrangements introduced for providers had made a vast difference to cash flow. Thanks were extended to Officers for all their help; and
- Whether the supplement to maintained nursery schools would continue. Officers confirmed that representations had been made to central government, but as yet no information had been received.

#### **RESOLVED**

1. That the Early Years Funding Formula Report presented be noted.
2. That the Local Authority's proposal for centrally retained funding as detailed in the report and summarised above be agreed.

#### **85      BUILDING COMMUNITIES OF SPECIALIST PROVISION: UPDATE**

The Forum gave consideration to a report from Eileen McMorrow, Senior Project Officer, Special Educational Needs and Disabilities, which provided the Forum with an update on the progress of the Building Communities of Specialist Provision Strategy.

The report presented briefly outlined the vision for Special Educational Needs and Disabilities Education provision to be implemented over the next 5 years, including details of the prescribed alterations to each of the special schools. Attached at Appendix A was a copy of the full approved 'Building Communities of Specialist Provision Together in Lincolnshire Strategy' for the Forum to consider.

The Forum was advised that approval of the exciting and aspirational strategy had been well received both locally and nationally. It was noted that positive reinforcement had been received through the Local Area SEND inspection, along with approval from the DfE. It was highlighted that the strategy would make significant changes to the existing special education provision, creating an integrated and sustainable school system where pupils would be able to attend their nearest special school, confident that their education and health needs could be fully accommodated.

It was highlighted that the strategy would be implemented over the next five years with the final school changes being made in September 2023; and that the Schools' Forum would be provided with regular updates as implementation progressed.

The Forum extended their thanks for the update provided and looked forward to further updates going forward.

**RESOLVED**

That the Building Communities of Specialist Provision: Update be noted.

**86      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 September 2018), there had been four further academy conversions of primary schools. The report highlighted that the total number of primary academies was now 99 (35.2%) educating 25,350 (44.3%) full time equivalent pupils.

Information relating to the projected six month status of all Lincolnshire State school detailed on page 112 of the report presented. The report highlighted that the total number of academies could rise to 169 (46.7%) and 71,004 (67.3%) pupils. It was noted that four schools were currently in the process to become converter or sponsored academies.

**RESOLVED**

That the Academies and Trust update be noted.

**87      LINCOLNSHIRE SCHOOLS' FORUM - WORK PROGRAMME**

The Forum gave consideration to its work programme.

It was agreed that the next meeting date of 18 April 2019 should be rescheduled to 4 April 2019.

**RESOLVED**

1. That the work programme be received.
2. That the 18 April 2019 meeting date be rescheduled to 4 April 2019.

The meeting closed at 1.53 p.m.

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

Report to:	<b>Lincolnshire Schools' Forum</b>
Date:	<b>20 June 2019</b>
Subject:	<b>Section 251 Budget Statement 2019/20</b>

**Summary:**

The purpose of this report is to provide Schools Forum with a copy of the Section 251 (s.251) budget statement for the 2019/20 financial year.

**Recommendation(s):**

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

**Background**

Local Authorities (LAs) are required under s.251 of the Apprenticeship, Skills, Children and Learning Act 2009 to prepare and submit an education and children's social care budget statement for the relevant period to the Secretary of State for Education by 30 April each year. The s.251 return is intended to provide a clear picture of the LA's planned spending on its schools budget, de-delegated items, high needs budget, early years budget, central provision within the schools budget and children's and young people's services.

The LA's s.251 budget statement and the Department for Education's (DfE's) benchmarking data that is published later in the year should assist the Schools Forum's consideration of budget levels across the activity headings.

The information for 2019/20 was submitted to the DfE via its data collection and management system for education (COLLECT). As is customary, the DfE will carry out a number of checks on it, and should any amendments be required, it will be updated at a later stage. However, to ensure compliance with the statutory requirements, the LA has published the Early Years report, the LA Table report and the Schools Table report in the 'Downloads' section of Lincolnshire County Council's website at:

<https://www.lincolnshire.gov.uk/local-democracy/finances-and-budget/schools-financial-information/s251-statements>

This allows all maintained schools and academies; private, voluntary and independent providers (that are funded to provide free early years provision to two, three and four year olds) oversight of how budgets have been set for the financial year.

The overall Dedicated Schools Grant (DSG) funding is considered when the LA completes its annual detailed budget setting exercise. For 2019/20 the DSG continues to consist of

four blocks – Schools Block, Central Schools Services Block (CSSB), High Needs Block and Early Years Block, each of these blocks have been determined by a separate national funding formula. The Schools Block continues to be ring-fenced and LA's are only able to transfer 0.5% of their Schools Block funding to an alternative block with the agreement of their Schools Forum following consultation with all schools and academies. Movements of budget from the CSSB to the Schools Block, or from the High Needs Block to any other block are not subject to any limit, and can be made in consultation with Schools Forum.

The only block transfer the LA has made for 2019/20 relates to a £0.250m movement from a school' broadband saving in the CSSB historic commitments to the Schools Block to enable the government's national funding formula for schools to be replicated subject to the government's agreed floors and ceiling approach.

Attached to this report is a copy of Table 1 – LA level information. This provides an overall picture of the funding being allocated direct to schools and high needs delegations; the amount being spent on education centrally and children's social care.

The total DSG for 2019/20 is £560.080m. The Schools Block is £428.021m, of this 99.5% is devolved to schools through the agreed national funding formula with the remainder of funding supporting LA planned growth to provide sufficient school places for the children of Lincolnshire. The CSSB is for central services provided to schools to reflect the ongoing LA role in education. The Early Years Block is allocated to the sector based on a participation-led approach to funding providers. Overall, 96.24% of the Early Years Block is planned to be distributed to the sector with the remainder held for early years central support services. Of the High Needs Block, 70.21% is earmarked to devolve out to Lincolnshire schools and colleges for pupils requiring additional support, with the remainder of funding for supporting school support services (including outreach arrangements) and externally commissioned placements for Lincolnshire pupils.

The changes that the DfE implemented in 2018/19 create limitations in terms of movement of funding between blocks to respond to arising cost pressures. There are a number of budgets that are difficult to estimate and control due to the demand-led nature of the services supported through the DSG High Needs Block in particular, (e.g. top up funding for Education Health Care (EHC) plans for mainstream pupils, special school pupil placements, out of county placements, and meeting the education needs for pupils through alternative provision placements). This therefore creates a potential future financial risk to the affordability of the High Need Block in light of these changes, added with the uncertainty in future funding levels which will be determined by the next spending review starting 2020.

In 2019/20, Lincolnshire received c.£5.776m of protection funding following the implementation of the new High Needs national funding formula to provide stability against the prior year's funding level. The government also responded to national concerns over the increasing costs to support growth and increased complexity of young people requiring additional support. Lincolnshire received a one-off allocation of £1.533m to its High Needs Block in 2019/20.

The final year of the four year funding settlement is 2019/20. Funding levels from 2020/21 are subject to the government's next spending review. Officers from the Education Skills Funding Agency (ESFA) have indicated an announcement on schools funding for 2020/21 will now be known until the Autumn of 2019 at the earliest.

## 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	The LA's s.251 Table 1 data for 2019/20.

## Background Papers

Document title	Where the document can be viewed
Schools Funding arrangements 2019/20	<a href="http://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&amp;MId=5316&amp;Ver=4">http://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&amp;MId=5316&amp;Ver=4</a>

This report was written by Lizzie Bowes, who can be contacted on 01522 554905 or [elizabeth.bowes@lincolnshire.gov.uk](mailto:elizabeth.bowes@lincolnshire.gov.uk).

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**LA Table: FUNDING PERIOD (2019-20)**

## Department for Education Section 251 Financial Data Collection

Report produced on 04/06/2019 14:49:32

Local Authority 925 Lincolnshire

[illegible]

1.3.1 Central expenditure on early years entitlement	2093250.00						2093250.00	0.00	2093250.00
1.4.1 Contribution to combined budgets	11471.00	1032907.00	267741.00	37381.00	0.00		1349500.00	0.00	1349500.00
1.4.2 School admissions	0.00	362574.00	296652.00	0.00	0.00		659226.00	4616.00	654610.00
1.4.3 Servicing of schools forums	280.00	15602.00	2914.00	1204.00	0.00		20000.00	0.00	20000.00
1.4.4 Termination of employment costs	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
1.4.5 Falling Rolls Fund	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
1.4.6 Capital expenditure from revenue (CERA)	0.00	6180.00	0.00	0.00	2861028.00		2867208.00	1687208.00	1180000.00
1.4.7 Prudential borrowing costs	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
1.4.8 Fees to independent schools without SEN	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
1.4.9 Equal pay - back pay	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
1.4.10 Pupil growth	0.00	2319314.00	0.00	0.00	0.00		2319314.00	0.00	2319314.00
1.4.11 SEN transport	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.4.12 Exceptions agreed by Secretary of State	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.4.13 Infant class sizes		0.00					0.00	0.00	0.00
1.4.14 Other Items	8077.00	450097.00	84065.00	34734.00	0.00	0.00	576973.00		576973.00
1.5.1 Education welfare service							664201.00	69206.00	594995.00
1.5.2 Asset management							734712.00	0.00	734712.00
1.5.3 Statutory/ Regulatory duties							454559.00	0.00	454559.00
1.6.1 Central support services							0.00	0.00	0.00
1.6.2 Education welfare service							0.00	0.00	0.00
1.6.3 Asset Management							0.00	0.00	0.00
1.6.4 Statutory/ Regulatory duties							0.00	0.00	0.00
1.6.5 Premature retirement cost/ Redundancy costs (new provisions)							0.00	0.00	0.00
1.6.6 Monitoring national curriculum assessment							0.00	0.00	0.00
1.7.1 Other Specific Grants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.8.1 TOTAL SCHOOLS BUDGET (before Academy recoupment)	43490650.00	242598122.00	215463811.00	43991839.00	13105471.00	3927237.00	564430602.00	2103680.00	562326922.00
1.9.1 Estimated Dedicated Schools Grant for 2019-20 (after deductions for post school high needs place funding, but including school and academy post-16 high needs place funding)							560080329.00		
1.9.2 Dedicated Schools Grant brought forward from 2018-19 (please show a deficit as a negative)							19070204.00		
1.9.3 Dedicated Schools Grant carry forward to 2020-21 (please show a deficit as a positive)							(19070204.00)		
1.9.4 ESFA Sixth Form Grant for maintained school 6th forms (excluding post-16 high needs place funding)							2246593.00		
1.9.5 Local Authority additional contribution							0.00		
1.9.6 Total funding supporting the Schools Budget (lines 1.9.1 to 1.9.5)							562326922.00		
1.10.1 Academy: recoupment from the Dedicated Schools Grant, excluding the recoupment of high needs place funding shown in line 1.0.2 above (please show any recoupment from the DSG as a negative in the cell)							(287319802.00)		

1.10.2 Academy: recoupment from the Dedicated Schools Grant of high needs place funding shown under line 1.0.2 above (please show any recoupment from the DSG as a negative in the cell)							(13884000.00)		
2.0.1 Central support services							3053043.00	2448079.00	604964.00
2.0.2 Education welfare service							0.00	0.00	0.00
2.0.3 School improvement							1093169.00	3020.00	1090149.00
2.0.4 Asset management - education							0.00	0.00	0.00
2.0.5 Statutory/ Regulatory duties - education							34274.00	0.00	34274.00
2.0.6 Premature retirement cost/ Redundancy costs (new provisions)							0.00	0.00	0.00
2.0.7 Monitoring national curriculum assessment							177595.00	66.00	177529.00
2.1.1 Educational psychology service							1747944.00	393000.00	1354944.00
2.1.2 SEN administration, assessment and coordination and monitoring							2631178.00	26726.00	2604452.00
2.1.3 Independent Advice and Support Services (Parent partnership), guidance and information							336785.00	771.00	336014.00
2.1.4 Home to school transport (pre 16): SEN transport expenditure	0.00	437508.00	930065.00	8865349.00	23041.00		10255963.00	5064.00	10250899.00
2.1.5 Home to school transport (pre 16): mainstream home to school transport expenditure	0.00	3812136.00	12111483.00	81499.00	490366.00		16495484.00	3797.00	16491687.00
2.1.6 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 16-18)			0.00	0.00	0.00	944941.00	944941.00	510933.00	434008.00
2.1.7 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 19-25)			0.00	0.00	0.00	8714.00	8714.00	0.00	8714.00
2.1.8 Home to post-16 provision transport: mainstream home to post-16 transport expenditure			0.00	0.00	0.00	914507.00	914507.00	568123.00	346384.00
2.1.9 Supply of school places							222521.00	47080.00	175441.00
2.2.1 Other spend not funded from the Schools Budget							0.00	0.00	0.00
2.3.1 Young people's learning and development			569042.00	20154.00	3556.00		592752.00	5861.00	586891.00
2.3.2 Adult and Community learning							2173040.00	1958009.00	215031.00
2.3.3 Pension costs							4962120.00	32126.00	4929994.00
2.3.4 Joint use arrangements							0.00	0.00	0.00
2.3.5 Insurance							0.00	0.00	0.00
2.4.1 Other Specific Grant							1251600.00	1251600.00	0.00
2.5.1 Total Other education and community budget							46895630.00	7254255.00	39641375.00
3.0.1 Funding for individual Sure Start Children's Centres							1277531.00	60995.00	1216536.00
3.0.2 Funding for local authority provided or commissioned area wide services delivered through Sure Start Children's Centres							5123734.00	2208.00	5121526.00
3.0.3 Funding on local authority management costs relating to Sure Start Children's Centres							300000.00	0.00	300000.00
3.0.4 Other spend on children under 5							184205.00	21000.00	163205.00
3.0.5 Total Sure Start children's centres and other spend on children under 5							6885470.00	84203.00	6801267.00
3.1.1 Residential care							10498671.00	7286.00	10491385.00
3.1.2a Fostering services (excluding fees and allowances for LA foster carers)							3982007.00	326658.00	3655349.00

3.1.2b Fostering services (fees and allowances for LA foster carers)							5508048.00	5100.00	5502948.00
3.1.3 Adoption services							1928405.00	36927.00	1891478.00
3.1.4 Special guardianship support							1949096.00	246.00	1948850.00
3.1.5 Other children looked after services							1076008.00	224072.00	851936.00
3.1.6 Short breaks (respite) for looked after disabled children							139434.00	61.00	139373.00
3.1.7 Children placed with family and friends							1745709.00	2123.00	1743586.00
3.1.8 Education of looked after children	9540.00	66783.00	66783.00	38161.00	9540.00		190807.00	70036.00	120771.00
3.1.9 Leaving care support services							4284062.00	213735.00	4070327.00
3.1.10 Asylum seeker services children							6519.00	61.00	6458.00
3.1.11 Total Children Looked After	9540.00	66783.00	66783.00	38161.00	9540.00		31308766.00	886305.00	30422461.00
3.2.1 Other children and families services							1576849.00	1234.00	1575615.00
3.3.1 Social work (including LA functions in relation to child protection)							22415977.00	653621.00	21762356.00
3.3.2 Commissioning and Children's Services Strategy							7501257.00	230176.00	7271081.00
3.3.3 Local Safeguarding Childrens Board							542760.00	433777.00	108983.00
3.3.4 Total Safeguarding Children and Young People's Services							30459994.00	1317574.00	29142420.00
3.4.1 Direct payments							520636.00	0.00	520636.00
3.4.2 Short breaks (respite) for disabled children							2524717.00	501357.00	2023360.00
3.4.3 Other support for disabled children							1202520.00	71500.00	1131020.00
3.4.4 Targeted family support							16770680.00	8538281.00	8232399.00
3.4.5 Universal family support							642589.00	4536.00	638053.00
3.4.6 Total Family Support Services							21661142.00	9115674.00	12545468.00
3.5.1 Universal services for young people							693593.00	6284.00	687309.00
3.5.2 Targeted services for young people							7091927.00	36870.00	7055057.00
3.5.3 Total Services for young people							7785520.00	43154.00	7742366.00
3.6.1 Youth justice							5434664.00	4142587.00	1292077.00
4.0.1 Capital Expenditure from Revenue (CERA) (Non-schools budget functions and Children's and young people services)							0.00	0.00	0.00
5.0.1 Total Schools Budget and Other education and community budget (excluding CERA) (lines 1.8.1 and 2.5.1)							611326232.00	9357935.00	601968297.00
5.0.2 Total Children and Young People's Services and Youth Justice Budget (excluding CERA)(lines 3.0.5 + 3.1.11 + 3.2.1 + 3.3.4 + 3.4.6 + 3.5.3 + 3.6.1)							105112405.00	15590731.00	89521674.00
6 Total Schools Budget, Other education and community budget, Children and Young People's Services and Youth Justice Budget (excluding CERA) (lines 5.0.1 + 5.0.2)							716438637.00	24948666.00	691489971.00
7 Capital Expenditure (excluding CERA)	0.00	12950610.00	1689210.00	4129180.00	0.00		18769000.00	0.00	18769000.00
8a.1 Substance misuse services (Drugs, Alcohol and Volatile substances) (included in 3.5.1 and 3.5.2 above)							118395.00	734.00	117661.00
8a.2 Teenage pregnancy services (included in 3.5.1 and 3.5.2 above)							0.00	0.00	0.00

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

Report to:	<b>Schools' Forum</b>
Date:	<b>20 June 2019</b>
Subject:	<b>Annual Report on Special Educational Needs and Disabilities</b>

**Summary:**

The purpose of this report is to provide the Schools' Forum with an annual update on Special Educational Needs and Disabilities (SEND) as required by the Schools' Forum Regulations. The report covers:

An update on activity within the county.

An overview of the high needs costs throughout 2018/19.

An update on Mediation, Tribunals and the SEND National Trial for Single Route of Redress.

An update on the Building Communities of Specialist Provision strategy.

A summary of the Local Area Ofsted/CQC Inspection.

**Recommendation(s):**

The Schools' Forum is invited to note and comment on the contents of the report and direct any questions to the officers in attendance.

**Background**

Part 3 of the Children and Families Act 2014 aligned and streamlined the system of SEN assessment, support and provision for children and young people 0-25, bringing together the provisions of a variety of Acts covering education, health and care as well as introducing new provisions, statutory implementation of associated duties, regulations and a new SEND Code of Practice.

The reforms set out in the Act include:

- i. Extending the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions about provision;

- ii. Replacing Statements and Learning Difficulties Assessments (LDA) with a birth-to-25 Education, Health and Care (EHC) Plan;
- iii. Offering families the option of personal budgets when an EHC plan is implemented;
- iv. Improving co-operation between all the services and requiring particularly local authorities (LA) and health authorities (HA) to work together;
- v. Requiring LAs to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support; and
- vi. Publication of a new SEN Code of Practice and regulations covering the work of early years providers, schools and post-16 education providers, LAs and HAs.

There is a sharper focus on the measurable outcomes for Children and Young People. It is expected that the majority of children with SEND will have their needs met and outcomes achieved through mainstream education provision and will not need EHC Plans. These are explicit themes running throughout the SEND Code of Practice 2015.

Parents and young people must be involved directly in discussions and decisions about the support available to them individually and more strategically, particularly through the 'co-production' and delivery of the SEND assessment, the EHC planning process and the Local Offer.

Each stage of the EHC Needs Assessment process is subject to appeal to the Special Educational Needs and Disability Tribunal and in some cases the Local Government Ombudsman.

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

### **The National Context:**

In January 2019 there were 354,000 children and young people (0-25) in England with an EHC Plan; an increase of 32,400 (11%) from January 2018. This is driven by increases across all age groups, with the largest percentage increases in the 0-5 (13%) and 20-25 (32%) age groups. The total number of children and young people with statutory plans has increased each year since 2010.

There were 48,900 new EHC Plans made during the 2018 calendar year. This is an increase of 16% compared to 2017. The number of new EHC Plans has increased every year since the implementation of the reforms in 2014. The overall increase since September 2014 is 35%.

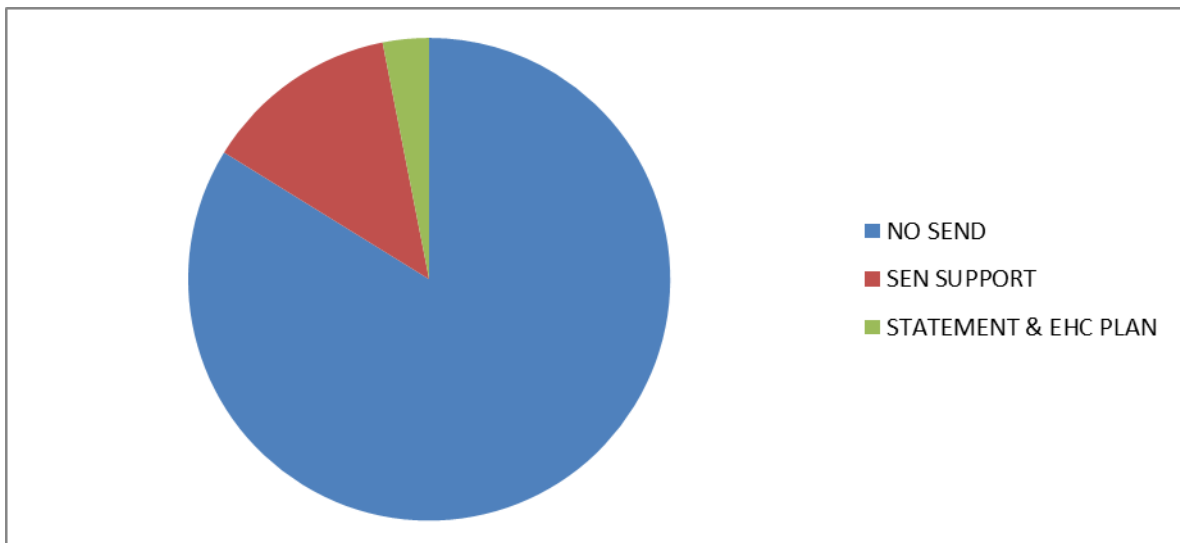
School Census data shows that in 2018 14.6% of the school population had a special educational need. This is a further increase from 14.4% in 2017. Of this cohort, 2.9% have EHC Plans (an increase in 2018 from 2.8% for the previous ten years); 11.7% of school age pupils receive assistance through SEN Support which is also an increase from 2016 and 2017 when it was 11.6%.

*Please note: School Census information excludes pupils in Early Years settings, Post 16 provision (other than school Sixth Forms) and Independent Schools.*

### The context in Lincolnshire

In January 2019 there were 106,488 pupils on roll in Lincolnshire maintained and academy schools; of these 16.16% were in receipt of some form of provision for their SEN requirements. This is an increase since 2018 when the number was 15.9% and is higher than the England figure of 14.6%. Unlike the rise in England, the number of children receiving SEN Support has dropped from 13% to 12.9% in Lincolnshire. Increasingly more pupils have EHC Plans; a rise from 2.9% in 2018 to 3.26% in 2019.

Breakdown of Support accessed by % of Total School Census Population:



Type of Support	% of Total Census Population
No SEND	83.84% (All England - 85.4%)
SEN Support	12.9% (All England - 11.7%)
EHC Plan (all Statements now transferred)	3.26% (All England - 2.9%)

Source: January 2019 Schools Census

In Lincolnshire, in January 2019, the overall position for all activity 0-25 years was:

- 4,654 children and young people (0-25) with an EHC Plan. This is a 2% increase from January 2018 and is considerably less than the overall England increase (11%). Nevertheless, Lincolnshire now maintains 41% more statutory plans than it did at the start of the SEND reforms.
- 541 EHC Plans were ceased during 2018; 446 of these were because the pupils left school/college at the end of compulsory schooling or after and 68 left the area. It is difficult to compare data to other areas as the number of plans 'ceased' needs to be considered as a proportion of all plans and this isn't published data; however, Lincolnshire is considerably higher than other East Midlands authorities with the next highest number of ceased plans being in Northamptonshire (255 ending their education and 55 leaving the area). Overall across the East Midlands 1,342 plans were ended in 2018; of these 541 were in Lincolnshire.
- 707 new EHC Plans issued in the calendar year 2018. This was a 47% increase in the number of new plans issued in 2017 and is significantly higher than the overall England increase of 16%. Across the East Midlands Region increases ranged from 3% in Rutland to 38% in Derbyshire; 66% in Derby and 87% in Leicestershire. Lincolnshire's highest increases were in the 0-5 and 5-10 age groups.
- 1,028 requests for EHC Needs Assessments were made. This was a 16% increase on 2017. There were a total of 4,966 requests across the East Midlands; Lincolnshire received the highest number followed by Leicestershire (951) and Northamptonshire (855).
- 10.5% of EHC Needs Assessment requests were refused\* because there was insufficient evidence to indicate that the educational setting had used all the available resources to support the child through SEN Support. The England average is 24.7% and the East Midlands average is 22%.
- 8.7% of assessments did not result in the child or young person being issued with a statutory plan. England average is 5.2% and the East Midlands average is 10.3%.
- Lincolnshire completed 91.9% of all assessments in the 20 week timescale in 2018. This is a reduction from 2017 when 98.3% were completed within the prescribed 20 weeks. The England average is now 60.1% (a drop from 64.9% in 2017) and the East Midlands average is 75.2% (a drop from 82.2% in 2017). The reduction in compliance with the timescales is attributed purely to the increasing volume work associated with EHC Plans.

\*The threshold for assessment is very low (child may have SEN) and the authority lost a number of appeals against 'refusal to assess'.



The most common placements for pupils (as at January 2019) with EHC Plans:

- 1,794\*\* young people were placed in a maintained, non-maintained or academy Special School. This is a 2.3% increase from January 2018. This represents 38.5% of all those with EHC Plans (England 34.7%; East Midlands is 38.6%). Lincolnshire has a higher percentage of pupils in special schools than the overall England figure and 0.1% fewer than the East Midlands region.

\*\*This figure needs to be regarded with caution as it is not representative of the number of young people that required places at Special School in 2018 and for whom other arrangements have been made because of capacity issues in the Special Schools. See below.

- 1,579 young people were in mainstream maintained, academy or free schools including enhanced resource provision or mainstream SEN units (1,552 in 2018). This equates to 34% of those with an EHC Plan (England 38.2%; East Midlands 35.3%). Lincolnshire has fewer young people with an EHC Plan having their needs met in mainstream schools.
- 86 young people were placed in Independent Special Schools (the same number as January 2018). Of these, 47 were in residential settings with 15 young people in a 52 week placement. This is a decrease in the number of young people placed in residential settings (50 in 2018) and in the number who are in 52 week placements (17 in 2018). 1.8% of those with an EHC Plan are placed in Independent Special Schools (England 3.9%; East Midlands 3.9%). Lincolnshire has a low number of placements compared to other areas; these are the most costly placements and often mean that young people attend schools a long way from their home. The Lincolnshire Special School Alliance has established an ethos of trying to meet the needs of young people as close to home as possible.
- 44 (1%) of children and young people with EHC Plans were in Independent Mainstream Schools (an increase of 2 from 2018). This is slightly above the England figure (0.9%) and 0.4% above East Midlands average (0.6%). In the East Midlands region, Nottinghamshire (1.2%) and Rutland (2%) have a higher percentage of young people in independent mainstream schools than Lincolnshire.
- 58 were in private and voluntary sector early years settings. This is a significant, 60% increase from 35 in 2018 and represents 1.2% of all those with an EHC Plan (England 0.5%; East Midlands 0.5%). Lincolnshire is 0.7% above the England figure and the regional average.
- 750 young people were in general Further Education, Sixth Form college or other FE settings; an increase of 14% from 2018. This represents 16.1% of all young people with EHC Plans and is higher than both England (14.7%) and the East Midlands (13.2%)

- 101 young people were in Specialist Post 16 settings; this is a significant, 55% decrease from 2018 when there were 225 young people in specialist Post 16 education. This accounts for 2.2% of all those with EHC Plans and is higher than the England figure of 1.4% and the East Midlands 2.1%. In the region, Nottinghamshire has the highest percentage at 6.8% followed by Leicester with 3.1%.
- 58 young people were undertaking Traineeships, Supported Internships or Apprenticeships which is a significant, 93% increase from January 2018 when there were 30. This cohort make up 1.3% of all those with EHC Plans. The England figure is 0.9% and the East Midlands is 0.7%. Lincolnshire is higher than both the England and East Midlands figure and see this as a positive step in preparing young people with additional needs for adulthood and meaningful employment.
- 55 young people were Electively Home Educated and 50 young people of compulsory school age were awaiting placement. A large percentage of the pupils awaiting placement were those requiring special school places (see note above). The authority was providing interim educational arrangements for these young people. Typically this is Home Tuition delivered in neutral venues and often combined with virtual teaching and/or sessions with an Independent Learning Provider. The two figures combined represent 2.3% of all those with statutory plans and is below both the England number (2.6%) and the East Midlands region which has an average of 4%. Derbyshire has the highest percentage at 7.8% followed by Nottinghamshire at 7.5%
- The remaining pupils were placed in Alternative provision, Hospital School, other independent providers.
- No young person with an EHC Plan was without educational provision including any that had been permanently excluded. The England figure was 1.7% and the East Midlands was 0.9%; Lincolnshire performs extremely well in ensuring that young people with an EHC Plan are not without education or training.

### **EHC Plans by Age Group**

<b>Age</b>	<b>Number</b>	<b>+/- % since 2018</b>	<b>% of all EHC Plans</b>
0-5 years	188	+9%	4%
5-10 years	1548	+7%	33.3%
11-15 years	1649	+4%	35.4%
16-19 years	1127 ***	-7.8%	24.2%
20-25 years	142 ****	-1.4%	3.1%

\*\*\*This decrease follows a 24% increase between 2017 and 2018.

\*\*\*\*This decrease follows a 103% increase between 2017 and 2018

Nationally, children 11 to 15 years old account for the largest percentage of children and young people with an EHC Plan (36%). In Lincolnshire the percentage of 11-15 year olds with an EHC Plan is slightly below the all England figure at 35.4% but is still the group that accounts for the highest number of statutory plans in the county. The increase for those aged 11 to 15 was less in 2018 and Lincolnshire has a lower percentage of pupils with an EHC Plan in the 11-15 age group than most of the East Midlands region; only Leicester and Leicestershire have a lower percentage (34.4% and 35.1%). Derbyshire has almost 45% of statutory plans for pupils in this age group whilst Rutland has 43%.

In the 16-19 year old age group, Lincolnshire has a relatively high percentage of EHC Plans. Only Leicester and Nottinghamshire have a higher number (25.2% and 29.5%).

Only Northamptonshire has a lower percentage of 20-25 year olds with an EHC Plan than Lincolnshire (2.2%). The SEND Service believes that the lower number in this age group is as a result of the success of the work that has been done in the county in terms of preparation for adulthood. This is as a result of the positive collaboration between Post 16 settings, the Further Education Colleges and the Local Authority to enable young people with additional needs to move on to the next phase of their adult lives having achieved the outcomes identified in their EHC Plans.

It is important to note that the biggest increase in Lincolnshire, in 2018, was for those aged 0-5 years, followed closely by those in the 5-10 age group. When comparing Lincolnshire to the East Midlands Region only Rutland and Leicester have a higher percentage of EHC Plans in the 0-5 year group (6.9% and 4.2% respectively). Only Derby has a higher percentage of EHC Plans for children in the 5-10 age group (35.1%).

### **SEND by Gender**

SEND remains more prevalent in boys than girls. In the last published data (January 2018), 14.7% of boys in England were on SEN support compared to 8.2% of girls. In January 2019, in Lincolnshire, 16.09% of boys were on SEN Support compared to 9.64% of girls. In England, in January 2018, 4.2% of boys had a statement or EHC plan compared to 1.6% girls. In Lincolnshire, in January 2019, this figure is 4.69% for boys and 1.79% for girls. (Source: School Census January 2019). SEN Support numbers have dropped slightly whilst EHC Plans have increased for both boys and girls.

## Primary Need of Pupils with SEND

There are 12 categories of Primary Need in the School Census. The following tables focus on the top five and group together the remaining eight categories as 'other SEN' given the relatively low incidence in each category. It is worth acknowledging that the data that follows is purely based on *primary* need; many pupils will have co-occurrence of needs.

### Statutory school age pupils receiving SEN Support:

SEND Type	SEND Type Description	Percentage	England
MLD	Moderate Learning Difficulty	30.97%	24%
SPLD	Specific Learning Difficulty	18.32%	15%
Other	Other SEN	15.57%	15%
SEMH	Social, emotional and mental health	15.32%	17.5%
SLCN	Speech, Language and Communication Needs	13.05%	22.8%
ASD	Autistic Spectrum Disorder	6.76%	5.7%
	<b>Sum:</b>	<b>100.00%</b>	<b>100%</b>

### Statutory school age pupils with an EHC Plan:

SEND Type	SEND Type Description	Percentage Lincolnshire January 2019	England January 2018
Other	Other SEN	26.55%	28.9%
ASD	Autistic Spectrum Disorder	24.27%	28.2%
SEMH	Social, emotional and mental health	18.82%	12.8%
MLD	Moderate Learning Difficulty	14.21%	12%
SLCN	Speech, Language and Communication Needs	11.93%	14.6%
SPLD	Specific Learning Difficulty	4.21%	3.5%
	<b>Sum:</b>	<b>100.00%</b>	<b>100%</b>

Source: January 2019 Schools Census

Lincolnshire is consistent with the national trend of MLD as the most commonly identified primary need overall (27.6% of all SEND pupils in the county; England is 21.6%). However, Lincolnshire is higher in overall percentage of pupils with MLD at SEN Support; 30.97% compared to 24% of all pupils with SEN Support for MLD nationally. In England the percentage of pupils with MLD decreased from 22.7% in January 2017 to 21.6% January 2018. In Lincolnshire MLD has increased from 29.7% to 30.97%.

After the combined 'other SEN', ASD is the most commonly identified primary need in England for those with an EHC Plan (28.2% - an increase from 2017 when it accounted for 26.9%). In Lincolnshire ASD is now also the most commonly identified primary need for pupils with an EHC Plan (24.27%). This is a rise from January 2018, when it was 22.4%, but is lower than the England average.

### **Percentage of school population with SEN Support or an EHC Plan by District**

<b>District</b>	<b>SEN Support</b>	<b>+/- from 2018</b>	<b>EHC Plan</b>	<b>+/- from 2018</b>
Boston	18.17%	+0.27%	2.74%	+0.44%
East Lindsey	14.54%	+0.54%	3.86%	+0.36%
Lincoln	15.8%	+1.2%	3.89%	+0.49%
North Kesteven	10.76%	+0.46%	2.9%	+0.1%
South Holland	13.03%	-0.77%	3.3%	+0.4%
South Kesteven	11.05%	-0.35%	2.88%	+0.38%
West Lindsey	13.12%	+0.42%	3.78%	+0.38%

- Lincoln now has the highest percentage of school age pupils with an EHC Plan and has had the greatest increase in the last year. The increase is followed closely by Boston. Previously East Lindsey had the highest percentage of school age population with EHC Plans.
- Boston has the lowest percentage of school age pupils with an EHC Plan despite the growth in number. Previously South Kesteven had the lowest percentage of pupils with EHC Plans.
- Boston remains the district with the highest percentage of school age children and young people at SEN Support whilst Lincoln has seen the greatest increase in the percentage of pupils requiring SEN Support.
- North Kesteven and South Kesteven continue to have the lowest percentage of school age pupils with SEN Support. South Kesteven and South Holland have both experienced a drop in the percentage of the school population with SEN Support.

### **Annual Reviews**

All EHC Plans require an annual review. In the effort to transfer all Statements to EHC Plans by 31<sup>st</sup> March 2018 and to comply with statutory timescales, Annual Review processes have suffered. The authority employed 4 temporary Keyworkers

to focus on processing all of the Annual Review paperwork. The number of Annual Reviews out of timescale reduced; however, at the start of the academic year 2018/19 there were still around 400 to process. Over the course of the academic year the new Annual Reviews have come in and the backlog is growing. The service is currently reviewing the capacity required to ensure that all elements of the SEND process are legally compliant. No additional funding has been allocated to LAs from central government to respond to the growing demands on the LA functions of SEN administration, assessment, co-ordination and monitoring.

It is a credit to Lincolnshire schools that they continue to undertake the Annual Reviews and alert the Local Authority to any significant changes in a child's needs. Caseworkers prioritise Annual Reviews that require prompt attention.

### **High Needs Funding Analysis**

All EHC Plans have been issued in accordance with the evidence provided by schools and other contributing agencies.

The table below highlights the total funding allocated in 2015/16, 2016/17, 2017/18 and 2018/19 for learners with high level needs who attend mainstream schools and academies.

Financial Year	Top Up Funding	Targeted	Recoupment	Total
2018/19	£10,879,853	£3,098,854	£608,723	£14,587,430
2017/18	£9,836,695	£2,157,214	£542,519	£12,536,428
2016/17	£9,035,094	£1,721,191	£311,437	£11,067,722
2015/16	£7,897,454	£1,394,787	£375,880	£9,668,121

*Source: SEND data management/financial system.*

The funding in the table above supports the additional funding above the notional SEN funding of £6,000 held within schools delegated budgets for low level high incidence SEN support and the first £6,000 of SEN support for those higher needs learners.

In light of the additional funding devolved to schools through the introduction of the national funding formula, schools will now have more notional SEN in their budgets. The national funding formula implementation did not address notional SEN through its implementation – the LA sought clarity (since it replicated the national funding formula) from the Education & Skills Funding Agency however no information was forthcoming. Lincolnshire has continued to operate the existing targeted funding arrangements, however it is being reviewed to ensure fair levels of funding are allocated to mainstream schools. The Department for Education (DfE) has launched a 'call for evidence' on SEN funding in mainstream schools,

which is intended to shape schools SEN funding going forward. The Local Authority will be responding to ensure Lincolnshire schools are funded fairly. Schools are also encouraged to contribute to this exercise. The closing date is the 31 July 2019.

[DfE - Call for Evidence \(survey\)](#)

## **Special Schools**

Following a comprehensive review of Special Schools' pupil banding, which is defined by the pupils' needs, the LA worked with Special School Leaders to review the Special Schools' funding formula, and changes took effect from 2018/19.

Overall, Special Schools' funding rose by £2.347m from 2017/18 to £28.124m as a result of the special schools funding formula agreed changes and place number review (an increase of 23 pupils from 2017/18). These changes included a review of pupil banding descriptions and values, and a pupil moderation of all pupils in special schools. Special School funding for 2019/20 has increased by £0.632m to £28.756m as a result of place number increases (63) and updated pupil banding profiles across the schools.

This increase in funding will ensure that the appropriate level of resources continue to be allocated to allow the schools to deploy the resources to best meet the needs of their pupils in the changing demographics of Lincolnshire Special Schools. The funding to meet this additional cost has been budgeted for within the High Needs Block of the Dedicated Schools Grant (DSG).

Commissioned arrangements exist with Special Schools for delivering specialist outreach support, portage and residential placements (£2.195m for 2019/20). This remains the same as 2018/19.

Lincolnshire has two hospital schools and the Local Authority commissioned 13 and 70 places respectively in 2018/19. The 70 place hospital school has 3 bases across the county supporting medical placements (particularly those pupils with severe anxiety levels that are unable to attend mainstream provision) that are referred through the LA gateway. The school also supports pupils through Home Tuition as well as having a pilot Autism Unit. For 2018/19, the budget shares and the funding formula have remained the same, other than a 0.5% settlement increase on 2017/18. For 2019/20, the budget shares have been updated to reflect a 1% settlement from the 2017/18 baseline funding.

## **Independent Non-Maintained Specialist Provision (Out of County)**

The number of Out of County placements has reduced over the last four years. At one point there were 98 pupils in Out of County provision; in January 2019 there were 86. The information for 2017/18 showed costs of £8.307m against a budget of £8.000m, with the 2018/19 position highlighting expenditure of £7.852m against a budget of £8.722m.

### **Independent School placements in Lincolnshire**

In addition to Out of County placements there were, in January 2019, 44 children and young people placed in independent schools in Lincolnshire. The nature of these placements are complex but fall into 3 broad categories: parental preference where the cost of the provision is such that it is the best value for money for the authority; parental preference where parents pay general fees and the county funds the higher needs costs or where maintained or academy schools have said they are unable to meet need.

For 2017/18, the expenditure was £1.224m against a budget of £1.800m, however for 2018/19 the costs increased to £2.104m against a reduced budget of £1.285m – the increase in the reported expenditure is a combination of re-categorisation of costs between independent and Out of County, and increased complexity of pupils. Overall, the net financial position on specialist placements made is broadly in line with the budget.

### **High Needs Block funding**

In 2019/20, the government is committed to providing LAs a minimum 1% gain per head of population from their baseline in 2017/18. This follows the funding changes to the High Needs Block that were introduced by the government in 2018/19. 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. Additional one-off monies for High Needs were announced by the Secretary of State in December 2018 in recognition to the financial challenges that LAs are experiencing across the country. This equated to funding of £1.533m in Lincolnshire. An increasing number of LAs are now incurring a deficit on their overall DSG account, largely because of overspends on their High Needs Blocks. The department has tightened up the rules under which LAs have to explain to the DfE their plans for bringing the DSG account back into balance. Lincolnshire is currently not in this position, however the position needs to be carefully and prudently managed particularly in light of the uncertainty of High Needs Block protection funding post 2019/20 and the growth in demands and complexities of young people.



## **Mediation, Tribunals and the SEND National Trial (Single Route of Redress)**

Families have a right to appeal decisions made by the Local Authority; this can be in relation to refusal to assess; refusal to issue an EHC Plan; content of the EHC Plan or the identified educational setting, which is usually linked to a disagreement about meeting need. Although families do not need to attend mediation, many choose to do this first and Lincolnshire is successful in resolving a number of issues through mediation; this includes, on occasion, overturning decisions not to assess or issue an EHC Plan if new evidence is presented. In Lincolnshire in 2018 only 20% of families that chose to go to mediation went on to lodge an appeal to the First Tier Tribunal. This is a significant drop from 2017 when 56% of families lodged an appeal to Tribunal after mediation. The England figure is 26.4% and in the East Midlands the average is 27.4% with Nottinghamshire being the lowest at 16% and Derby being the highest at 51%.

The numbers of Mediations (and hence the costs) in Lincolnshire have come down. In the first year after the implementation of the reforms Lincolnshire had 66 mediation referrals. This soared to 107 in 2015/16 which was also the year in which the authority saw the highest number of Appeals to Tribunal (51). Mediation and Tribunals were frequently in relation to the decision not to assess. In the academic year 2017/18 mediations were down to 55 referrals (50 went ahead) and Tribunals had dropped to 31. So far in 2018/19 there have been 40 referrals for mediation (33 have gone ahead); of these only 8 have been in relation to 'refusal to assess' but 28 have been in respect of the decision not to issue an EHC Plan.

There is increasing challenge to the authority on decisions not to issue a statutory plan. In order to defend the decision in Tribunal it is essential that schools and other partners' information can stand the test in the court arena. To date, this academic year, Lincolnshire families have lodged 34 Appeals; 5 against refusal to assess; 10 against decision not to issue a plan and 19 in respect of the content of the plan. The number of Tribunals is rising from the number in 2017/18.

As reported in last year's Annual Report, a 2-year National Trial began on 3 April 2018 and extends the powers of the SEND Tribunal. The trial gives parents and young people new rights to request recommendations about the health and social care needs and provision specified in EHC plans, in addition to the educational aspects, when making a SEND appeal. This applies for all SEND appeals apart from those that are only about carrying out an EHC needs assessment.

The trial gives the Tribunal new powers to make non-binding recommendations on the health and social care aspects of EHC plans. It gives parents and young people the opportunity to raise all their concerns about an EHC plan in one place.

The policy aims of the national trial are to:

- Create a more holistic, person-centred view of the child or young person's needs at the Tribunal
- Bring appeal rights in line with the wider remit of EHC plans
- Encourage joint working between education, health and social care commissioners
- Bring about positive benefits to children, young people and parents

At the end of January 2019 there had been 522 cases registered in England with a further 30 still to be registered. This far exceeded the anticipated number of around 130 per year. 15 had been withdrawn by parents and 2 had been refused registration. Of those that had been registered:

- 289 were requesting recommendations for both Health and Social Care
- 105 were for health only
- 110 for Social Care only

The decisions and non-binding recommendations made by the Tribunal centre on a few key elements. For Social Care these have been:

- That the Local Authority should assess the Social Care needs
- That the Local Authority *specifies* the Social Care needs and provision
- Support to attend clubs
- Direct Payments to support social activities

For health, the decisions and non-binding recommendations have centred on:

- Specification on Child and Adolescent Mental Health provision
- Specification of Cognitive Behavioural Therapy
- Nursing care support
- Tracheostomy training
- Removal of Occupational Therapy, Physiotherapy or Speech and Language Therapy

To date, Lincolnshire has had 7 appeals lodged under the Single Route of Redress trial. Of these, three were conceded by the Local Authority after additional evidence was provided; two were withdrawn by parents; one progressed to hearing, and the Tribunal found in parents' favour, and the seventh will be heard in June 2019. The cases that have been lodged under the National Trial have been a mix of those with a Social Care appeal (both Adult Services and Children's Services) and those with an added health appeal.

Lincolnshire generally has a low appeal rate compared to both the East Midlands and the England figure. In Lincolnshire in 2017 (most recent published data) Lincolnshire had 1.1% of appeals to Tribunal, based on all appealable decisions. The England average is 1.5% whilst the East Midlands average is 2.7% with Derby at 3.5%; Nottingham City at 3.7% and Rutland at 4.1%.

SEND Caseworkers, Practice Supervisors and Team Managers have invested heavily in resolving issues with families at an earlier stage. These are often complex and emotive issues which rarely have a quick fix and form an essential part of the case work that the locality teams provide.

The way in which the SEND service is working has been greatly assisted by the partnership with the Lincolnshire Parent Carer Forum (LPCF). The LPCF has supported the authority in understanding parental concerns about why they often feel that their child *must* have an EHC Plan. This remains a complex issue but there is frequently concern expressed by parents that they don't believe their child will receive the appropriate support without a legally binding document. This is an area of concern that requires further investigation and a piece of work is underway to develop a more robust *Graduated Approach Strategy* (SEN Support) to assist schools, partners and families in understanding the level of assistance that is available without an EHC Plan.

### **Building Communities of Specialist Provision**

Since the last Annual Report to the Schools' Forum, the *Building Communities of Specialist Provision Strategy* was approved by Executive Council on 6th November 2018 and will be implemented over the next 5 years, enabling Lincolnshire pupils with SEND to access an integrated and collaborative all needs education system which provides excellent education, health care and support interventions (full strategy available on the council's website and referenced below).

Once fully implemented, the strategy 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 as possible to where they live."*

The strategic vision of this integrated school system will provide the foundations for:

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

The DfE provided the authority with a grant of £283,911 to carry out a strategic review of specialist provision. In addition, the authority will receive £3,928,817 by 2021 for capital investment to increase specialist provision. The funding from the DfE does not support the significant changes to provision that are required; therefore the Council has committed further funding to support the capital investment required to implement the strategic vision. This comprises:

Amount	Source
£25.1m	Maintenance Grant
£3.2m	Basic Need Grant
£1.085m	Internal Capital
£2.525m	Condition Improvement Fund (CIF)
£3.929m	DfE SEND Capital
£14.798m *	Future Basic Need Grant (* indicative)
<b>£50.637m</b>	

The capital programme is extensive with the majority of Special Schools having buildings re-modelled and new facilities added. In addition, the strategy proposes satellite hubs on mainstream school sites to promote collaboration and flow between the two types of provision. The capital programme will be implemented over a 3–5 year timeframe and once fully established, increases the special school estate by over 500 places. This increase is a combination of additional school places due to expansion and improvements to existing premises to appropriately provide space for the current numbers on roll.

The capital programme commenced in January 2019 and, at present, 5 schools are in pre-construction stage: The Eresby School, Willoughby School, The John Fielding School, St Lawrence School and St Bernard's School. Planning applications for Eresby, Willoughby and John Fielding are to be submitted throughout summer 2019. Engagement is due to commence with St Francis in the coming weeks.

In October 2018, LCC submitted an application for a special free school, proposed for the Lincoln area. Unfortunately, this application was unsuccessful. This decision impacts significantly on the city's capacity pressures and a range of other options are currently being considered.

Since the strategy's approval at the end of 2018, there has been considerable progress made across the work streams supporting this strategy.

- The Property work stream has completed the task set to ensure that a full strategic property brief can be developed with equity and fairness provided across all schools.

- The Health work stream has developed a proposed Health Offer, in collaboration with providers and the Clinical Commissioning Groups, which is due for consideration by the Project Board.
- The Design work stream has scrutinised the existing SEND system and has proposed a model to ensure all localities have shared responsibilities for all children and young people with SEND, particularly those who may be hard to place and would have to attend Out of County provision. This model is also due for presentation to the Project Board along with plans for the satellite provision.
- A residential workshop is being facilitated by The Staff College in July 2019 to co-produce the strategic vision for SEMH education.
- A tiered approach to training and awareness of SEND for all schools has been developed and proposals to test this model are due to be considered by the Project Board.

### **Local Area SEND Inspection by Ofsted and the Care Quality Commission**

Between the 1<sup>st</sup> and 5<sup>th</sup> October 2018 Lincolnshire Local Area was inspected by Ofsted and the Care Quality Commission (CQC) to judge the effectiveness of the area in the implementation of the duties and responsibilities set out in the Children and Families Act 2014 in respect of children and young people (0-25 years) with SEND.

The inspection focused on three questions:

- The effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities
- The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities.

The inspectors from both Ofsted and CQC conducted Focus Groups with a wide range of professionals including Local Authority Officers, Lincolnshire Parent Carer Forum (LPCF), health service staff and other key partners as well as undertaking visits to Health Teams, Early Years settings, Primary, Secondary and Special Schools and a Further Education College.

In reaching their judgement the inspectorates also tested the accuracy and rigour of the local area's self-evaluation and the extent to which it understands the strengths and weaknesses and has appropriate and realistic development plans.

Inspectors met with the LPCF and parents and carers across the county to understand how well the local area engages with them and their children and young people to inform decisions about the strategic commissioning of services and to ensure that these primary users are clear about the identification and assessment processes and the criteria used to make decisions. In all of the educational settings they visited, the inspectors met with children and young people to hear their experiences. They also conducted a week-long online survey for parents and carers to feedback their experiences of the support their children receive through the wide range of services and organisations in the county.

The inspection was thorough and challenging but enabled all partners to showcase the good practice in Lincolnshire. Since the inspection framework was introduced in 2016 more than 60 local areas have been inspected and over 50% have received a Written Statement of Action because the implementation of the SEND Reforms has been too slow and children and young people with additional needs are not receiving the support they are entitled to. This was not the case in Lincolnshire; inspectors confirmed the much strengths the area has in identifying and supporting children and young people with SEND and families were generally positive about their experiences. Young people, in particular, were optimistic about the support they receive from the three main service areas (education, health and social care) and confident about achieving their aspirations.

The final report can be found on the Ofsted website and is referenced below. It highlights the main strengths that inspectors recognised throughout the inspection. It also includes areas for development that were identified by the inspectorates. There were no surprises; the areas for development were those that the Local Authority and the Clinical Commissioning Groups had identified in the Self-Evaluation. The Action Plan is being managed through the SEND Steering Group and reported to the Children's Services Quality Assurance Board, The Women and Children's Board and the Children and Young People's Scrutiny Committee.

And finally.....

Lincolnshire is very proud to now have a well-established young people's group representing 0-25 year olds with SEND. The Lincolnshire Young Voices have already taken centre stage during the Ofsted/CQC inspection and have participated in regional and national events. The council will be employing two part-time young people with SEND to lead the 'voice of young people' work which will inform both the development and delivery of services across the county. They are a force to be reckoned with!

## Conclusion

The report illustrates the increasing number of young people aged 0 – 25 who require a higher level of support with their additional needs. It also evidences the increasing cost pressures on the authority in supporting the growing complexity of need of young people in the county.

Lincolnshire is broadly in line with the experiences of local areas across the country. There are, however, some differences in the make-up of the SEND cohort in the county, particularly in relation to the significant rise in the number of very young children with EHC Plans. Lincolnshire also identifies more young people with SEND; this is something that is being reviewed through the work being undertaken to develop a more robust *Graduated Approach Strategy*.

Resolving problems has been a focus of the SEND Service and the impact of that work is seen in the reduction in the number of cases going to mediation. Importantly, when cases do go to mediation, issues are being resolved; only 1 in 5 cases have gone on to Appeal.

There continues to be a demand for specialist placements to support young people but the commitment by the Special School Alliance, to meet needs in the county, is having an impact in terms of the number of placements in Out of County provision which has remained static despite the overall growth in numbers of young people with complex needs. The proposed strategy for Special Schools in Lincolnshire aims to address the capacity issues faced by the county and specifically seeks to address the inequalities faced by young people with additional needs who currently travel far greater distances than their peers who do not have SEND. The strategy is progressing well.

The extended powers of the SEND Tribunal are now well established and it is positive to note that Lincolnshire has only had two cases go to hearing. The general concerns that parents and carers have about Social Care or health provision are also being addressed through day to day activity and positive partnerships.

The Local Area was delighted with the outcome of the SEND Area Inspection in October 2018. It recognised the many strengths in the county and the commitment by all partners to identify and meet the needs of this vulnerable group of young people. Generally young people's outcomes are good in Lincolnshire and they are optimistic about their future. Those areas that required development are already making good progress.

The last year has been challenging, interesting and rewarding in equal measure and the Lincolnshire Young Voices will undoubtedly ensure that it continues in this vein.

## **Consultation**

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

No

### **b) Risks and Impact Analysis**

Not Applicable.

## **Background Papers**

Document title	Where the document can be viewed
Building Communities of Specialist Provision	<a href="http://www.lincolnshire.gov.uk/sendcommunities">www.lincolnshire.gov.uk/sendcommunities</a>
Ofsted/CQC SEND Local Area Inspection Report	<a href="https://files.api.ofsted.gov.uk/v1/file/50041170">https://files.api.ofsted.gov.uk/v1/file/50041170</a>

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

Report to:	<b>Lincolnshire Schools' Forum</b>
Date:	<b>20 June 2019</b>
Subject:	<b>Annual Report for Early Years</b>

**Summary:**

The purpose of this report is to:

1. Provide information on the delivery and performance of Early Years and Childcare Support during 2018/19.
2. Outline the priorities of Early Years and Childcare Support for 2019/20.

**Recommendation(s):**

Schools Forum is asked to:

1. Consider the content of the report, and
2. Agree the priorities for Early Years and Childcare for 2019/20.

**Background**

Early Years and Childcare Support (EYCC) provides information, support, challenge, and training opportunities to all early years and childcare providers within Lincolnshire. This includes Academies, Schools, Private, Voluntary and Independent providers, Registered Childminders and Out of School Clubs. For the benefit of this report, these will be referred to as "providers".

Early Years and Childcare Support offers providers access to effective support in order to deliver the requirements of the Early Years Foundation Stage (EYFS) framework and ensure there is sufficient provision available for families in Lincolnshire. This support enables providers to effectively meet the needs of children and has a particular emphasis on the most disadvantaged and vulnerable families, in order to reduce inequalities in child development and promote the school readiness agenda.

Early Years and Childcare Support has responsibility for six key areas within Children's Services. These are:

1. Funding and delivery of the Early Years Entitlements for 2, 3 & 4 Year Olds
2. Provision of sufficient and sustainable early years and childcare provision for children aged 0-14 years (18 years for those with SEND)
3. Delivery of quality provision and educational outcomes for children (within the EYFS framework)
4. Professional development and workforce training in the early years and childcare sector
5. Inclusion funding and SEN advice and support
6. Partnership working in relation to school readiness including health and the quality and delivery of Children's Centres

### **1) The Early Years Entitlements (EYE) for 2, 3 & 4 Year Olds**

Evidence shows that attending high quality early education has a lasting impact on social and behavioural outcomes of young children. The entitlements make childcare more accessible and affordable for parents and enables parents to access training, work or increase their working hours if they wish to do so.

All three and four year olds are entitled to 15 hours a week of free early learning. Take-up is currently at 95% nationally and at 97% in Lincolnshire. The greatest change within the sector during 2018/19 was the introduction of a monthly payments system to support providers to effectively manage their budgets to support sustainability within the market.

### **2 Year Old Early Education Entitlement**

The Department for Education (DfE) continues to invest in 2 year old free early education places nationally for around 260,000 children.

Changes have been introduced to the eligibility criteria for families accessing Universal Credit which has impacted on the number of families eligible.

In Lincolnshire, we have seen a decrease in the number of children potentially eligible based on the lists produced by the DWP. The list produced in January 2019, in anticipation of take-up in the 2019 summer term showed 2,467 families potentially eligible.

- In spring term 2019, Lincolnshire's take-up is at 80% with 2,093 children accessing a funded place.
- Take-up nationally is at 72% based on the Statistical First Release published by the DfE in 2018.

The number of Early Years Providers delivering funded 2 year old places continues to rise and there are currently 590 providers registered to deliver 2 year old places in Lincolnshire which represents 85% of all providers delivering free education

places to 3 and 4 year olds. EYCC is continuing to build this offer to ensure high quality provision is available for all eligible children in Lincolnshire. The DfE has commended the Local Authority's progress with the initiative.

A joined up approach to outreach has been developed between EYCC, the locality teams and partners to ensure the most effective methods are used to support families to access their child's entitlement. EYCC also continues to work in partnership with the Virtual School to ensure all Children Looked After (CLA) are supported to access their 2 year old entitlement places from the time they turn 2 years of age, and this support continues until children reach statutory school age. Collaborative working arrangements are in place with the Virtual School's to ensure specific support is in place and children's educational needs are identified and tracked within their Personal Education Plans (PEPs).

### **Early Years Pupil Premium**

Early Years Pupil Premium is additional funding for providers to improve the education they offer for disadvantaged 3 and 4 year olds. Providers receive up to an additional £302 per year for each eligible child. This equates to an hourly rate of 53p per child. Restrictions are not imposed on how providers spend the Early Years Pupil Premium; however Early Years Improvement Advisors continue to support the sector promoting areas of good practice. Ofsted are responsible for holding providers to account for how they have used the EYPP to support their disadvantaged children through the regular inspection process.

In spring term 2019, 1,146 children in Private, Voluntary and Independent (PVI) settings and an additional 545 children in schools qualified for EYPP. This represents 103% take-up compared with the government's original prediction of eligible children. The DfE has committed to review the delivery mechanism for EYPP to ensure appropriate levels of funding are allocated to Local Authorities.

### **Disability Access Funding**

3 & 4 year olds are eligible for DAF if they met the following criteria:

- The child is in receipt of child Disability Living Allowance and;
- The child receives free early education.

The settings of three and four year olds eligible for the DAF are entitled to receive a one-off payment of £615 per year. The DAF is not based on an hourly rate and is an additional entitlement. Children do not have to take up their full early year's education they are entitled to in order to receive the DAF. Children in receipt of the DAF will be eligible where they take-up any period of free entitlement. If a child eligible for the DAF is splitting their free entitlement across two or more providers, parents have been asked to nominate the setting they wish to receive this additional funding.

In 2018/19, a total of 157 children have qualified and been funded for DAF in Lincolnshire. The local authority continues to encourage childcare providers to

seek parent's permission to check eligibility for this additional funding to maximise take-up.

### **30 Hours Entitlement**

Since the introduction of the extended entitlement to 30 hours free provision, Lincolnshire has seen a growing number of children accessing places.

Following the publication of a DfE survey in March 2019, the following results were published:

- National take-up: 92%
- East Midlands Regional Take-up: 93%
- Lincolnshire take-up: 96%

Currently, 95% of childcare providers in Lincolnshire are offering the extended 30 hours entitlement. There are 695 providers registered to deliver funded places in Lincolnshire and this demonstrates a diverse market place which enables parents to access their extended entitlement.

To support the sustainable implementation of the 30 hours, these additional hours are being funded at the revised universal hourly base rate. There is still an unknown impact of how the introduction of 30 hours may affect the market place. Many parents may return to work or increase their working hours based on this new offer and therefore the capacity requirements could change, therefore the market place is being closely monitored.

### **Monthly Payments**

Lincolnshire successfully implemented a monthly payments system from September 2018 following consultation with the sector, providing extensive training and support to providers. All providers in Lincolnshire submit claims on a monthly basis (by a specified date) and have been paid on a timely basis within the parameters of the payment schedule. Feedback from the sector regarding the new payments system has been overwhelmingly positive and this is supporting providers to manage their budgets more effectively.

An online data collection system is being utilised to ensure accurate and up to date claims and payments are delivered on a monthly basis.

## **2) Sufficient and Sustainable Early Years and Childcare Provision**

In 2017, the local authority undertook a sufficiency audit to assess the availability, accessibility, flexibility and affordability of childcare in Lincolnshire. The outcome of this audit demonstrated that Lincolnshire was in a strong position to meet the needs of families and there was capacity within the market place to meet the changing requirements of families childcare needs in relation to the implementation of 30 hours childcare.

It was recognised that this did not, however, account for parental choice and we may have had capacity in provision that parents did not wish to access. This is always an unknown variable within a sufficiency audit and it was therefore identified that a parental survey would be completed in 2018 as a continuation to this audit. The survey was designed to assess the sufficiency, quality and flexibility of early years and childcare provision being offered in Lincolnshire and gain parents' view-points to further understand how providers have responded to the needs of families in Lincolnshire.

In addition, the local authority wanted to gain an understanding of how the market-place was responding to demands for 30 hours childcare for working families. The County Council worked with Hemsall's Consultancy (a specialist early years and research company) to undertake a questionnaire survey of parents and carers living in Lincolnshire.

The survey was available on-line between 4<sup>th</sup> June and 31<sup>st</sup> July 2018, widely promoted by Lincolnshire via social media, childcare providers, websites and posters throughout the county. Lincolnshire had a very successful response rate to the survey, with 1,033 questionnaires being completed by parents across the county.

The questionnaire survey asked parents and carers to share their experiences of using childcare, including where they felt there needed to be more childcare available to them.

Key themes were identified within the survey. These include:

- Parents using childcare are happy with quality (93% reported being satisfied with the quality of childcare used).
- The vast majority of parents and carers using childcare (95%) were satisfied with the childcare arrangements they had in place.
- For some parents and carers there is a need for more childcare, particularly for school-aged children.
- A need for childcare at different times of the day or during school holidays
- One of the main barriers to using more childcare is cost.

Following feedback from the parental survey and to ensure we respond to the feedback provided, the Early Years & Childcare Support team has developed some key proposals to take forward - these have been identified within a childcare delivery plan for 2019-20.

### **3) Quality Provision / Educational Outcomes**

#### **EYFS Profile Outcomes**

The Early Years Foundation Stage Profile (EYFSP) summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning and the three learning characteristics.

A completed EYFS Profile consists of the attainment of each child assessed in relation to the 17 Early Learning Goals (ELG) descriptors together with a short narrative describing the child's three learning characteristics. For each ELG, practitioners must judge whether a child is meeting the development expected at the end of the Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

In addition, the EYFS profile provides an accurate national data set relating to levels of children's development at the end of the EYFS. The DfE uses this to monitor changes in levels of children's development and the readiness for the next phase in their education both nationally and locally. Children with a Good Level of Development (GLD) are those achieving at least the expected level in all the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics. All areas of learning within the EYFS are important and to reflect this, the GLD measure is supported by a measure of the average of the cohort's total point score across all the ELGs. This ensures that the attainment of all children across all ELGs is captured.

### **Local Authority responsibilities for the moderation of the EYFS Profile**

As set out in the Foundation Stage Profile Handbook 2019 p. 48-49 and pages 42-43 the LA has a responsibility to provide quality assurance of data as set out below.

LAs should implement an effective process to scrutinise the validity and accuracy of the EYFS profile data prior to submission to DfE. The dataset should be checked by the moderation manager and LA data professionals at a level of detail that enables anomalies to be identified and highlighted to settings for review and amendment (where necessary).

At least 25% of providers within an LA receive a moderation visit each year. LA s must ensure that all providers are visited at least once every 4 years as part of a cycle of moderation visits. In addition to planned visits to all settings on a 4 year cycle, moderation visits or support may be triggered by:

- Newly Qualified teachers and practitioners new to the EYFS
- Requests from head teachers
- New senior leadership team
- Ofsted concern
- Settings with an EYFS cohort for the first time
- Concerns raised by the School improvement partner or LA personnel
- Data anomalies
- Unusual patterns of attainment
- Non-attendance training events
- Concern relating to the 2017/18 assessment cycle including maladministration

- All practitioners responsible for the completion of the EYFS profile who are not receiving a moderation visit should take part in training.

EYCC coordinate and manage this process through a nominated Early Years Improvement Advisor who takes the lead role, as nominated moderation manager. An evaluation and planning form is completed and submitted annually to the DfE detailing the systems in place for early years moderation, to fulfil the statutory arrangements for Local Authorities.

To support this work the Early Years Improvement Advisers have taken part in a range of Inter LA activities, including a regional group agreement trialling event in spring 2019. This process has helped to ensure that judgements are consistent and accurate nationally. The Lincolnshire EYFSP moderators in 2019 include Local Authority officers and also 14 school based moderators.

### **2018 EYFS Profile data:**

- Lincolnshire achieved a Good Level of Development measure of 69.1%, 2.4% lower than the national average of 71.5%. This is broken down at district level as follows

2018 GLD – district level	
Lincoln	66.1
West Lindsey	69.5
East Lindsey	65.8
North Kesteven	76.3
South Kesteven	73.3
Boston	62.2
South Holland	65.5

- Girls outperformed boys in Lincolnshire; 76% achieving a GLD compared to 62% the gap widened from 12% in 2017 to 14% in 2018.
- The average point score (supporting measure) in Lincolnshire was 34.4 broadly in line with National.

Data for disadvantaged cohorts was analysed in order to offer targeted support to the Early Years Workforce.

- For the Lowest attaining 20% of children, the national gap is 31.8%. At 32.2% the gap in Lincolnshire remains slightly wider than the national figure, but narrower than the East Midlands average of 33.1%.
- For children eligible for Pupil premium the gap between them and their non-eligible peers is 20% in Lincolnshire, compared to 18% nationally. The gap remained the same in Lincolnshire for these children in 2018.
- For children with English as an Additional Language (EAL) the gap between them and their English as a first language peers is 14% in Lincolnshire compared to 7% nationally. The gap widened for these children in Lincolnshire in 2018 by 1%.

As a result of the widening gap between Lincolnshire and National outcomes EYCC took the following action:

- Detailed data analysis of the outcomes has been shared with Early Years providers through the Spring Leadership and Management Briefings at National, Lincolnshire and District level, so that all providers understand where there are gaps in children's learning. This will support practitioners to have a greater understanding of these areas of learning and to promote a need to focus on these within the planning and delivery of children's learning.
- EYCC has met with Teaching School representatives to share data outcomes with a view to working with them collaboratively to focus on developing a sector led approach to improving outcomes and narrowing the gap.
- EYCC identified trends and key priorities from the EYFS Profile data to share with the Early Years Locality Leads and the commissioned provider for Children's Centres (Early Years Alliance) at a countywide level to focus delivery models, with a priority around communication and language.
- EYCC Improvement Advisers have used data analysis on gaps in outcomes to inform their training course offer within the EYCC training directory, which is offered flexibly to meet the needs across the sector. Courses have been reviewed to ensure that they focus on the need to narrow the gap in outcomes for all children.
- EYCC has established links with EMTET (Ethnic Minority Traveller Education Team) to share data analysis on outcomes for children with English as an additional language and to identify a pathway of support for identified children as they transition into school.
- Agreement trialling training was provided to schools based on analysis of the Lincolnshire EYFSP outcomes in Autumn 2018 and Spring 2019 focussing on the Literacy and Numeracy Early Learning Goals. This year, these events will also focus on these goals, with standards discussions focussing on cohort analysis including those children who are Looked After and eligible for Pupil Premium.
- Training events for NQTs, teachers new to the EYFS, and separate events for Head teachers and senior leaders were provided to enable a clearer understanding of the Early Years profile, quality assurance of judgements and data sets.
- An Early Years Improvement Advisor has attended termly Head teacher briefings to share the data analysis focussing on the gaps in outcomes and to provide information on the moderation process.
- EYCC have been booked to deliver a CPD session for Head teachers on Closing the Word Gap and Increasing Vocabulary at the Summer Head teacher Briefings.
- Since January 2016 the work of the Early Years Specialist teachers under the Early Help teams has been to focus support on improving educational outcomes for Lincolnshire's most vulnerable children, through partnership working with Early Help workers and social care through children centres,



EY settings and in the child's home, working with providers to support children on a plan and children with an SEN.

- EYCC is working with LTT to develop bespoke targeted programmes to support schools and academies over the next year aimed at improving literacy outcomes in the reception year.
- In response to the widening gap in outcomes, EYCC has in 2018-19 implemented a programme of focussed support directed at schools and academies where outcomes were more than 20% adrift from the National measure for Good Level of Development in 2018. This was designed to better support them to prepare their staff to work with the reception children to best meet their needs to maximise opportunities for learning throughout the year.
- The package provided 3 face to face visits to school, one in each term Autumn, Spring and Summer.

### **To include:**

#### **Initial Visit:**

- Focused on observation and evidence collection by the teacher, to inform on-entry judgements and validate accuracy of age and stage of development.
- Reflection of the children's chronological ages, consider if they are 'at', 'below' or 'above' their age related expectation.
- Effective utilisation of the EYFSP handbook and the profile principles to ensure the teacher has a full understanding of the requirements.
- Identify children who are eligible for Pupil Premium, review how this funding will be used to make the biggest impact on outcomes for these children.

#### **Second visit:**

- Review progress of cohort on tracker and children within sample. Where are the children now? What has the impact of practice and provision been on outcomes for individuals and the cohort?
- Joint observation to review provision and opportunities for children to consolidate their skills and demonstrate their learning. What impact have recent developments had?

#### **Final visit:**

- Final visit takes place and follows the standard moderation visit guidance.
- More detailed feedback will be shared with the teacher and Headteacher on the impact of the support.

### **Quality of Providers Judged by Ofsted**

There are targeted quality support programmes made available to Lincolnshire early years and childcare providers with a 'less than good' Ofsted outcome, in line with the Early Education and Childcare Statutory guidance for Local Authorities (September 2014).

Building on the previous successful intervention model, EYCC continue to provide bespoke support through the 'Getting to Good' programme for early years and childcare providers (including Early Years Registered Childminders) with a 'Requires Improvement' Ofsted outcome. The Targeted Improvement Programme that was introduced in September 2014 continues to provide intensive support and monitoring for early years and childcare providers with an 'Inadequate' Ofsted outcome. Providers can also self-refer into Early Years and Childcare for support if they have identified they are at risk of getting a less than Good outcome at their next inspection.

In April 2019 Ofsted published its EYCC Statistics on overall effectiveness as at December 31<sup>st</sup> 2018:

- 97% of Early Years and Childcare Providers in Lincolnshire achieved a Good or Outstanding Judgement, 2% higher than national.

Broken down into specific types of provision Childminders have increased to 96% Good and Outstanding and Childcare on Non Domestic Premises have increased to 97% Good and Outstanding. These all reflect an increase since the last quarter report from Ofsted.

These outcomes are higher than Regional and National averages. This confirms that Lincolnshire's Private, Voluntary and Independent (PVI) early years providers are continuing to build on their good practice and that the revised targeted model of support from EYCC has enabled our resources to be utilised effectively to support the sector.

Lincolnshire's maintained Nursery Schools have continued to achieve very strong Ofsted outcomes with three of the schools graded as 'outstanding' and the remaining two schools graded as 'good'.

Building on the high quality of the Early Years Sector in Lincolnshire and the outcomes for children at the end of the EYFSP that are slightly below National, EYCC has in 2018-19 sponsored 60 early years practitioners to undertake the Level 3 ELKLAN Training, with a view to up skilling practitioners to be able to close the word gap for their disadvantaged children in line with Ambition 1 of the Improving Social Mobility through Education Report 2017 - Unlocking Talent Fulfilling Potential.

#### **4) Workforce And Professional Development**

EYCC continue to support the development of the early years & childcare workforce across Lincolnshire, to ensure that Managers/Leaders are able to drive forward continual improvement and ultimately improve outcomes for children in readiness for school. Growing and retaining a highly skilled workforce has been recognised within the recently released Early Years Workforce Strategy as key in supporting the delivery of outstanding practice.

The Lincolnshire online Early Years Training Directory provides a comprehensive programme of statutory and quality enhancement courses that support the sector to meet the EYFS/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 all users and ensure training is accessible for those in the more remote areas of the County.

The Childminder pre-registration briefing sessions continue to be successful in preparing those new to the sector to be inspection & delivery ready, and encouraging them to attend leadership and management meetings prepares them with new legislation from the onset.

Safeguarding training continues to be delivered by the LSCB. This has proved to be a very effective way of getting the statutory training delivered in a consistent way that is accessible for all learners, with a multi-agency approach. There is a complete suite of e-learning modules that are available to every early years practitioner, it ensures everyone is aware of their responsibilities and can speak / act with confidence as and when the need arises.

Regular information sharing at the manager briefings enables the Workforce Development Team to keep the sector abreast of imminent changes to legislation and promote tools that have been created to support managers with developing their staff teams in order to meet the requirements placed upon them within the Statutory Framework for the Early Years Foundation Stage.

The team continue to build links with local & national FE / HE Training Providers, working in partnership to promote the graduate pathways that are open to the sector, Hosting events locally to support training providers (with access to government grants) to meet the workforce face to face. This has supported the continued growth of the workforce throughout the year. The relationship with regional partners has been beneficial in sharing information and supporting each other to review and meet the requirements of the workforce strategy.

45 additional practitioners have been sponsored to undertake the Level 3 Forest School Training with Natural Choice Training Ltd, bringing the total of qualified practitioners to 200+ in Lincolnshire. Practitioners have expressed the benefits of improving their practice and this is also evident within Ofsted outcomes. They have embraced the ethos and as a result can evidence the outcomes on children's learning and development, particularly successful with the boys and those with speech and language difficulties, both were included in Lincolnshire's key priorities for early years. 20 supporting practitioners have been sponsored to undertake the level 2 forest school training in order to strengthen the forest school sessions that are taking place. Ofsted have made comment in a number of reports recently on the benefits of the forest school sessions that they have observed during inspections.

Please see the following examples from Ofsted reports:

Day Nursery in South Kesteven:

*"The highly stimulating outdoor environments and activities, including numerous courtyards, an orchard and forest school sessions, enable children to take risks, enjoy nature and explore a wide range of inspiring activities. One child, when asked about the orchard, says emphatically, 'It's great there'."*

Pre School in West Lindsey:

*"Children play in a highly stimulating learning environment, including the outdoor play areas. Here, children learn to take and manage risks. They negotiate different surfaces and climb trees in the forest area. They watch popcorn pop on a campfire and understand the rules and boundaries when the fire is lit, in order to keep themselves safe"*

The Professional Development Fund, a grant from the Department for Education, has recently been awarded to Lincolnshire, part of a £20m commitment nationally to improve children's early language, literacy and numeracy through high quality, evidence-based professional development support for early years practitioners. A 2 year project that will see the development of 4 networks of practitioners, bringing schools and PVI settings together as CPD partnerships, paying staff backfill costs for practitioners to attend CPD free of charge.

During this year EYCC sponsored 60 practitioners to complete the Elklan speech & language specific level 3 training course. This required a commitment from each practitioner to attend 3 full days training and build a portfolio of evidence. It is expected that this training will impact on the Communication, Language and Literacy word gap as practitioners will be more confident and equipped with the strategies that will support children's communication.

The emphasis on the skills of the managers in settings remains a key focus during an Ofsted inspection; EYCC continue to commission a range of leadership training that will support the skills, knowledge and confidence to improve the performance of staff in this area. Courses in subjects such as supervisions, delegation of teams, coaching and mentoring have all proved beneficial.

## **5) Inclusion and Early Intervention**

Inclusion support is now embedded with the Early Years Locality Teams with guidance and support from the School Readiness Hub within EYCC to ensure consistency and quality assurance. Early Years Specialist Teachers continue to provide bespoke support to ensure that providers which are funded to deliver Early Years Entitlement places are aware of their duties within the revised SEND Code of Practice and are proactive in early identification and meeting the needs of all children. The funding is co-ordinated and processed through the central team.

The Early Years Inclusion Fund continues to enable early years providers to enhance support for children with SEND. As part of Lincolnshire's SEND Local Offer, Early Years Inclusion Funding supports government strategy by enabling early intervention and removing barriers to learning faced by children with special educational needs. Inclusion funding is used by Early Years Providers to:

- Improve outcomes for children with lower levels of SEND
- Purchase specialist equipment

The process for Inclusion Funding enables children with lower and emerging SEND to access universal early years provision. 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 to monitor spend more closely. In the spring term 2019 there were 317 children accessing the Inclusion Fund to enable providers to support their needs.

All early years providers are invited to attend SENCo network clusters, this provides updates on statutory, national and local processes; so that the understanding of the requirements is reviewed and there is provision of high quality inclusive early years practice embedded across Lincolnshire. The networks offer CPD opportunities linked to the four main areas of SEND, outlined in the code of Practice, these are supported by presentations from a range of agencies including: Lincolnshire Parent Carer Forum, The Working Together Team (Social Communication Outreach), Portage and The Sensory Education Support Team. Key messages on working in partnership with parents, implementing the graduated approach within the SEND Code of Practice and transition support planning have also been delivered.

Community Paediatricians have a duty to inform the Local Authority when they feel a child may have special educational needs. On receipt of these notifications, Early Years Specialist Teachers provide support to the early years provider to ensure the child's needs are being met through the graduated approach. This has now extended into home visits for children who are not in early years settings. The Early Years Specialist Teacher is able to explore educational options with the parents/carers and signpost to support and provision available through the local Children's Centre and eligibility for 2 year old funding.

Early Years and Childcare Support continue to have an integral role in Lincolnshire's implementation of the SEND Code of Practice: 0-25 years. An Early Years representative participates in the weekly Hub meeting, where draft Education, Health and Care Plans are considered. The early years sector is also represented on the newly formed SEND steering group which provide strategic oversight, leadership and accountability for developing the Lincolnshire SEND self-evaluation and implementing the SEND action plan, following participation in the recent peer review, early years provision was recognised as a strength in early identification, meeting the needs and improving outcomes for children with Special Educational Needs and Disabilities.

Lincolnshire is one of 23 Local Authorities selected to deliver the Early Years Level 3 SENCo Award. This is an accredited course for Early Years Practitioners in the identification and support of young children with SEND in a wide range of Private Voluntary and independent (PVI) settings across England. A Lincolnshire Early Years and Childcare Improvement Adviser has been trained by NASEN and School Improvement Liverpool to deliver this training in Lincolnshire.

The Lead Adviser for Improvement and Inclusion continues to work closely with the SEND team to update and ensure Early Years processes are reviewed and reflect the views of parents and the Early Years sector as part of Lincolnshire's Local Offer. The local authority has also had active involvement with the Council for Disabled Children's Action Learning. This has enabled the local authority to share good practice with other Local Authorities and confirm that the early years inclusion processes used in Lincolnshire are embedded in line with statutory duties.

## **6) Partnership Working**

EYCC is committed to working in partnership with locality teams, SEND, Health visitors, schools and our other partners/agencies across Lincolnshire to raise educational outcomes for young children with a focus on narrowing the attainment gap. There is close working with colleagues in the Early Years Locality Teams to provide effective support and challenge to ensure that the most vulnerable children are supported to access good quality early years and educational provision, with the aim of narrowing the gap in attainment. In addition to this the team are working with a range of professionals to improve pathways of intervention which will include Health Visitors on the pathway for the integrated two year old review, and the tracking systems for our most vulnerable children.

Continuing to work with the Virtual School and the Specialist Teaching Team, to ensure the educational progress of Children Looked After is closely monitored and informs appropriate intervention. Termly visits are carried out by Early Years Specialist Teachers which will include the completion of the WellComm Speech and Language Assessment. This mirrors the support provided to schools by the Specialist Teaching Team for Children Looked After in Key Stage 1. We will be working in partnership with the re-integration team, to provide support for children at risk of exclusion and to ensure a smooth transition into school for children who are showing significant delay in managing feelings and behaviours.

The development of the Maternity Hubs in partnership with Better Birth Lincolnshire in some Children's Centres (currently 6 centres) has strengthened the link with midwifery and other partners. Families are able to access a range of services to support their health and well-being, including services such as Quit 51 and Addaction. Further development in the Maternity Hubs is to focus on the postnatal support for the emotional and physical wellbeing of postnatal women. More support for dads will also be a new focus to ensure we are listening to their needs and ensuring they are fully involved in the pregnancy and delivery of their babies. Parent Champions will support new families to parenthood and those who have recently moved to the area by welcoming them into the Maternity Hubs and the Children's Centre services.

The FaB project is a partnership between ULHT and Lincolnshire Children's Services to deliver a more effective support package to families who have had a baby on the neonatal unit at either Boston or Lincoln hospitals. By building a more effective network of early help with children's centres, health visiting and the ESCO service before and after the family leave the hospital so that families will feel more

supported within their local community. Families from across Lincolnshire are supported on the ward by the designated FaB Link Worker and linked to a Vulnerable Children's Lead and children's centre in their home area.

The project:

- Aims to reduce the isolation of families with a premature baby on discharge into the community
- Ensures that the optimum package of support is in place for families and link with local children's centres
- Raises the profile of children's centres with families and health professionals
- Engages with potentially vulnerable children and their families as early as possible.

Strengthening partnership to deliver services to EAL families has resulted in a successful bid from the Impact Migration fund to deliver a programme alongside Health professionals in the Boston area to ensure families have the support to ask the questions about their health and well-being.

EYCC is working in partnership with Public Health to deliver training to Local Authority Colleagues, and Education settings about the introduction of compulsory relationships education from September 2020. Relationships and Sex Education (RSE) is designed to foster respect for others and for difference, and educate pupils about healthy relationships as set out within the EYFS guidance.

In order to narrow the gap of attainment for children who have English as an Acquired Language (EAL), work continues with the Early Years Locality Teams to embed strategies providing opportunities to share good practice across the sector. EYCC participate in regional groups in relation to a number of areas of interest including moderation, school readiness and improvement outcomes for our most vulnerable children.

## **Early Years Budgets**

The DSG early years block funding supports 2, 3 and 4 year old provision. The total budget for 3&4 year olds is £34.178m during 2019/20 which includes additional funding for 30 hours.

Total spending plan for 3 & 4 year old entitlement is £32.652m, which is 95.53% pass-through to providers in 2019/20. This passed-through to providers in the form of the local universal rate; mandatory deprivation funding; inclusion fund and 0.5% contingency fund. Centrally retained funding for Direct Early Years Services is £1.526m during 2019/20, which represents 4.47% of the budget allocation.

Lincolnshire's indicative allocation for 2 year olds in 2019/20 is £5.412m. The Local Authority retains a small percentage of this funding for the cost of supporting 2 year old funding. The cost is £0.052m, which represents 1% of the total budget.

The centrally retained budget is utilised to provide a range of support services to the early years and childcare sector, as described within this report. This support was redesigned in 2016 to meet the reducing levels of resources available to Local Authorities. The service delivered 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 all sectors, including PVI, childminders, academies and schools.

## **Conclusion**

EYCC endeavours to maximise outcomes for Lincolnshire's youngest children through the delivery of varied early intervention strategies. To ensure that sufficient, inclusive, quality provision is being delivered across the county and has strong relationships across the sector.

The Service is well placed to support the early years sector in order to continue to improve children's outcomes, support inclusive practice, school readiness and improve and maintain safeguarding practices within the county's Early Help strategy. It is requested that school forum support the 2019/20 priorities and core business proposals set out within this report.

## **Early Years and Childcare Support - Key Priorities 2019/20:**

- Continue to explore with partners a shared multi-professional understanding of "school readiness" to inform the development of a strategy that supports a shared responsibility and understanding so that outcomes for children are improved.
- Review the impact of deprivation supplements within the early years DSB expenditure using an appropriate monitoring system with the childcare sector in 2019/20.
- Deliver actions identified within the Childcare Delivery Plan to support sufficiency priorities identified within Lincolnshire's annual sufficiency report 'A Parental Perspective of Childcare in Lincolnshire.
- Participate in a Local Government Association (LGA) Early Years Peer Review during the Autumn term 2019.
- Further embed joint working with health visiting teams to monitor the roll out of the Lincolnshire joined up approach to the Integrated 2 year old review.
- Work in partnership with the early year's sector to deliver the Professional Development Fund.
- Launch the Joint Strategic Needs Assessment for Early Years.
- Provide information to the Lincolnshire Early Years Sector on Ofsted's new Education Inspection Framework 2019.
- Develop an effective audit function for the Early Years Entitlements to ensure all funded and government supported childcare offers are being delivered appropriately to families in Lincolnshire.



The Schools Forum is asked to:

- A. Note the contents of the report.
- B. Consider and comment upon the contents of the report.

## 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 National Funding Formula	<a href="https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance">https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance</a>
Early Years Single Funding Formula 2019/20	<a href="http://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&amp;MId=5316&amp;Ver=4">http://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&amp;MId=5316&amp;Ver=4</a>
Statistics: early years foundation stage profile	<a href="https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile">https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile</a>
Early years national funding formula: allocations and guidance	<a href="https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance">https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance</a>
Statutory Framework for the Early Years Foundation Stage	<a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a>
Early Education and Childcare Statutory Guidance for Local Authorities	<a href="https://www.gov.uk/government/publications/early-education-and-childcare--2">https://www.gov.uk/government/publications/early-education-and-childcare--2</a>
Lincolnshire's Early Years Entitlements Agreement & Guidance	<a href="https://www.lincolnshire.gov.uk/childcare-and-family-support/early-years-and-childcare-support/early-years-entitlements/registration-and-delivering-funded-places/129305.article">https://www.lincolnshire.gov.uk/childcare-and-family-support/early-years-and-childcare-support/early-years-entitlements/registration-and-delivering-funded-places/129305.article</a>
Early Years Entitlements: Operational Guidance	<a href="https://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide">https://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide</a>
Experimental statistics on the use of 30 hours free childcare from January to March 2019	<a href="https://www.gov.uk/government/statistics/30-hours-free-childcare-spring-term-2019">https://www.gov.uk/government/statistics/30-hours-free-childcare-spring-term-2019</a>
Statistics from Ofsted for early years and childcare	<a href="https://www.gov.uk/government/collections/early-years-and-childcare-statistics">https://www.gov.uk/government/collections/early-years-and-childcare-statistics</a>

Relationships and Sex Education September 2020	<a href="https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs">https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs</a>
Improving social mobility through education – Unlocking Talent Fulfilling Potential	<a href="https://www.gov.uk/government/publications/improving-social-mobility-through-education">https://www.gov.uk/government/publications/improving-social-mobility-through-education</a>
Early Years Level 3 SENCo Qualification	<a href="https://www.sendgateway.org.uk/resources/ey-senco-l3-qualification-specification.html">https://www.sendgateway.org.uk/resources/ey-senco-l3-qualification-specification.html</a>

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

Report to:	<b>Lincolnshire Schools' Forum</b>
Date:	<b>20 June 2019</b>
Subject:	<b>Academies and Trust Update</b>

**Summary:**

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

**Recommendation:**

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

**Background**

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

This is the position as at the 1st May 2019. The pupil figures are based on the January 2019 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 (1<sup>st</sup> January 2019), there has been two further academy conversions of primary schools. Both Wyberton Primary School and Boston Saint Thomas' Church of England Primary School have converted to academy status and have joined Infinity Academies Trust. This means that 35.9% (101) of primary schools are now academies and 45.4% (26,115) of primary pupils are educated in academies.

**Current Status of All Lincolnshire State Schools**

Schools			FTE	
Nursery				
All	5		351	
Maintained	5	100.0%	351	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		57,460	
Maintained	180	64.1%	31,346	54.6%
Academy	101	35.9%	26,115	45.4%

<b>Secondary</b>				
All	54		46,108	
Maintained	3	5.6%	2,819	6.1%
Academy	51	94.4%	43,289	93.9%
<b>Special</b>				
All	21		1,961	
Maintained	7	33.3%	742	37.8%
Academy	14	66.7%	1,220	62.2%
<b>PRU</b>				
All	2		194	
Maintained	0	0.0%	0	0.0%
Academy	2	100.0%	194	100.0%
<b>Total</b>				
All	363		106,074	
Maintained	195	53.7%	35,257	33.2%
Academy	168	46.3%	70,817	66.8%

By 1<sup>st</sup> November 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		351	
Maintained	5	100.0%	351	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		57,460	
Maintained	176	62.6%	30,361	52.8%
Academy	105	37.4%	27,100	47.2%
Secondary				
All	54		46,108	
Maintained	2	3.7%	2,193	4.8%
Academy	52	96.3%	43,915	95.2%
Special				
All	21		1,961	
Maintained	7	33.3%	742	37.8%
Academy	14	66.7%	1,220	62.2%
PRU				
All	4		194	
Maintained	0	0.0%	0	0.0%

Academy	4	100.0%	194	100.0%
<b>Total</b>				
All	365		106,074	
Maintained	190	51.9%	33,646	31.7%
Academy	176	48.1%	72,428	68.3%

Four more primary schools are intended to be academies prior to the 1<sup>st</sup> November. Thurlby Community Primary School will be sponsored by Keystone Academy Trust, Cherry Willingham Primary School will join The Priory Federation of Academies, Skegness Seathorne Primary School will become part of Greenwood Academies Trust and Boston Saint Nicholas Church of England Primary School will be sponsored by Infinity Academies Trust. Primary academies will then number 105 (37.4%) and will educate 27,100 (47.2%) pupils.

It is intended that Long Sutton the Peele Community College will be sponsored by The Lincolnshire Educational Trust Limited. This will mean that 96.3% of Lincolnshire Secondary Schools educating 95.2% of Lincolnshire's secondary pupils will be academies.

Wellspring Academy Trust intends to have opened Grantham Springwell Alternative Academy and Mablethorpe Springwell Alternative Academy as alternative provision free schools and they will also reopen Lincoln Springwell Alternative Academy as an alternative provision free school.

The total number of all academies will rise to 176 (48.1%) and 72,428 (68.3%) pupils will attend those academies.

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

1	Community Inclusive Trust	11
	Lincoln Anglican Academy Trust	11
3	The Priory Federation of Academies	10
4	St Therese of Lisieux CMAT	8
	The Boston Witham Academies Federation	8
	The David Ross Education Trust	8
7	Greenwood Academies Trust	6
8	CFBT Schools Trust	5
9	Horncastle Education Trust	4
	Infinity Academies Trust	4
	The Lincolnshire Educational Trust Limited	4
	Wellspring Academy Trust	4

The conversions of Wyberton Primary School and Boston Saint Thomas' Church of England Primary School means that Infinity Academies Trust now has four schools as members. Furthermore, now that the remaining former Lincolnshire St Gilbert Of Sempringham Catholic Academy Trust schools have joined St Therese of Lisieux CMAT, St Therese of Lisieux CMAT is now the joint fourth most active trust in Lincolnshire.

There are thirty-six active multi-academy trusts operating within Lincolnshire and a total of 125 Lincolnshire academies that are members of multi-academy trusts. This represents 74.4% of all Lincolnshire Academies. Forty-three (25.6%) of Lincolnshire academies are not members of multi-academy trusts. Ten multi-academy trusts have just one

Lincolnshire academy as a member; four of these are single Lincolnshire academy multi-academy trusts. The other six also have academies that are not within Lincolnshire. Ten multi-academy trusts have two academies; eight 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 fifty-eight academy trusts in Lincolnshire that have less than four schools.

## **Conclusion**

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

## **Consultation**

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

No

### **b) Risks and Impact Analysis**

Not relevant

This report was written by Adrian Clarke, who can be contacted on 01522 553216 or [adrian.clarke@lincolnshire.gov.uk](mailto:adrian.clarke@lincolnshire.gov.uk).

# Agenda Item 11

## Lincolnshire Schools' Forum Work Programme

### 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
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
Future Meeting Dates	Katrina Cope	For the Schools' Forum to agree their future meeting dates

### 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
De-delegation of Maintained Primary Schools Budgets	Mark Popplewell	To seek approval from the maintained primary school representatives approval to the Local authority's proposals

Revised Schools Budgets 2019/20	Elizabeth Bowes	To provide information on the revised Schools Budget for 2019/20 and to seek support for the proposed use of the DSG underspend
Scheme for Financing Schools	Elizabeth Bowes	To provide an update to the DfE changes to the Scheme relating to the financial relationship between Local Authorities and maintained schools
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

**January 2020 (Date to be confirmed)**

School Funding Arrangements 2020/21	Elizabeth Bowes	To provide an update on school funding arrangements for 2020/21
Early Years National Funding Formula	Michelle Andrews	To provide a summary on the early years national funding formula for 2019/20, and to 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	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

**April 2020 (Date to be confirmed)**

Annual report of 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

**June 2020 (Date to be confirmed)**

Election of Chairman		
Election of Vice-Chairman		

Section 251 Budget Statement 2020/2021	Elizabeth Bowes	To provide an update to the Schools' Forum regarding the Budget statement for 2020/21
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
Future Meeting Dates	Katrina Cope	For the Schools' Forum to agree their future meeting dates

**October 2020 Date to be confirmed**

National Funding Formula for schools- update 2021/22	Mark Popplewell	To provide the Schools' Forum with an update on the mainstream school funding
De-delegation of Maintained Primary Schools Budgets	Mark Popplewell	To seek approval from the maintained primary school representatives approval to the Local authority's proposals
Revised Schools Budgets 2020/21	Elizabeth Bowes	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
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