



County Offices
Newland
Lincoln
LN1 1YL

19 April 2016

Lincolnshire Schools' Forum

A meeting of the Lincolnshire Schools' Forum will be held on **Wednesday, 27 April 2016 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 black ink, appearing to be 'Tony McArdle', written over a horizontal line.

Tony McArdle
Chief Executive

Membership of the Lincolnshire Schools' Forum

SCHOOLS' MEMBERS

Nursery (1)

Joanne Noble (Head Teacher, Gainsborough Nursery School)

Special (2)

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

Primary Maintained (7)

Primary Headteachers (4)

Vicky Cook (Head Teacher, Welbourn Church of England Primary School)
Patricia Ruff (Head Teacher, Dunholme St Chads Church of England Primary School)
Ian Wilkinson (Head Teacher, Deeping St James Community Primary School)
Geraldine Willders (Head Teacher, St Mary's Catholic Primary School, Grantham)

Primary Governors (3)

Marilyn Bell (Governor, The Fenland Federation)
Roger Hewins (Governor, Corringham Church of England Primary School)
1 vacancy

Secondary Maintained (1)

1 vacancy

Pupil Referral Unit (1)

Ron Hall (The Lincolnshire Teaching and Learning Centre)

Academies (12)

Secondary Academies (7)

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

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

Roger Hale (Head Teacher, Caistor Grammar School)

Jeremy Newnham (Head Teacher, Caistor Yarborough Academy)

James Storr (Governor, The Deepings School, Deeping St James)

2 vacancies

Primary Academies (3)

Mark Anderson (Head Teacher, Huntingtower Community Primary Academy, Grantham)

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

1 vacancy

Special Academy (1)

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

Alternative Provision Academy (1)

Jerry Tucker (Head Teacher, The Acorn Free School, Lincoln)

NON-SCHOOLS' MEMBERS

Faith Groups (1)

Bridget Starling (Church of England)

Further Education / Post 16 Sector (1)

Matthew Orford (Director, Linkage College)

Staff Trade Unions (1)

Helen Stokes (UNISON)

Early Years Providers (1)

Alison Hill (Area Manager, Paper Moon Day Nurseries, Nottingham)

**LINCOLNSHIRE SCHOOLS' FORUM AGENDA
WEDNESDAY, 27 APRIL 2016**

Item	Title	Pages
1	Apologies for Absence/Replacement Members	
2	Declarations of Members' Interests	
3	Minutes of the meeting held on 13 January 2016	5 - 16
4	Section 251 Budget Statement 2016/17 <i>(To receive a report from Mark Popplewell, Head of Finance, Children's Services, which provides an update to the Schools' Forum regarding the Budget Statement for 2016/17)</i>	17 - 22
5	National Funding Formula for Schools <i>(To receive a report from Mark Popplewell, Head of Finance, Children's Services, which advises the Schools' Forum of the Local Authority's response to the Department of Education)</i>	23 - 38
6	School Collaboration on Resource Efficiency (SCoRE) Programme Update <i>(To receive a report and presentation from Doug Robinson, Environmental Services Team Leader (Sustainability), which provides the Schools' Forum with an update on the SCoRE Programme)</i>	39 - 48
7	Team Around the Child (TAC) in Lincolnshire <i>(To receive a report from Paula Whitehead, Team Manager, Team Around the Child, which updates the Schools' Forum with an update on the Team Around the Child)</i>	49 - 66
8	Early Years in Lincolnshire Analysis of the Local Authority's Current Early Years Priorities and Intentions for 2016/17 <i>(To receive a report from Michelle Andrews, Service Manager, Early Years - Head of Birth to Five Service, which provides the Schools' Forum with the annual report on the Early Years' Service)</i>	67 - 82
9	Annual Report on Special Educational Needs and Disability <i>(To receive a report from Sheridan Dodsworth, Head of Service, Additional Needs and Children with Disabilities, which provides the Schools' Forum with the annual report on Special Educational Needs)</i>	83 - 94

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| 10 | Consultation on Future Provision of Dedicated Speech and Language/Primary Units
<i>To receive a report from the Debbie Barnes, Executive Director of Children's Services, which sets out a consultation which recommends the discontinuance of the three dedicated speech and language referral units across Lincolnshire, and to provide Speech and Language services to children requiring interventions in the school which they are on the roll)</i> | 95 - 118 |
| 11 | Academies Update
<i>(To receive a report from John O'Connor, Children's Services Manager, Education Support, which provides the Schools' Forum with information on the latest number of academies, and pupils in academies)</i> | 119 - 122 |
| 12 | Lincolnshire Schools Forum - Work Programme
<i>(This item provides the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme)</i> | 123 - 126 |

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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



LINCOLNSHIRE SCHOOLS' FORUM 13 JANUARY 2016

PRESENT: MARK ANDERSON (CHAIRMAN)

Joanne Noble (Headteacher, Gainsborough Nursery School), Nigel Sisley JP (Governor, St Francis Community Special School, Lincoln), Vicky Cook (Headteacher, Welbourn Church of England Primary School), Ian Wilkinson (Headteacher, Deeping St James Community Primary School), Geraldine Willders (Head Teacher, St Mary's Catholic Primary School, Grantham) (Vice-Chairman), Marilyn Bell (Governor, The Fenland Federation), Roger Hewins (Governor, Corringham Church of England Primary School), David Bennett (Governor, Horncastle Queen Elizabeth's Grammar School), Professor Ken Durrands CBE (Governor, The King's School, Grantham), Jeremy Newnham (Head Teacher, Caistor Yarborough Academy), James Storr (Governor, The Deepings School), Helen Hilton (Head Teacher, Little Gonerby Church of England Infant School), Lea Mason (Executive Head Teacher, Lincolnshire Wolds Federation, Louth), Helen Stokes (Branch Secretary, UNISON) and Matthew Orford (Director of Education, Linkage).

Councillor David Brailsford (Executive Councillor for Children's Services) attended the meeting as an observer.

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Elizabeth Bowes (Strategic Finance Manager, Schools Finance Team), John O'Connor (Service Manager Education Support), Mark Popplewell (Head of Finance, Children's Services), Heather Sandy (Chief Commissioning Officer for Learning), Tony Warnock (Operations and Financial Advice Manager), Mary Meredith (Children's Services Manager, Inclusion) and Katrina Cope (Senior Democratic Services Officer).

18 APOLOGIES FOR ABSENCE/REPLACEMENT MEMBERS

The Chairman welcomed everyone to the meeting, and invited all members present to introduce themselves to the meeting.

Apologies for absence were received from Roger Hale (Head Teacher, Caistor Grammar School), Jerry Tucker (Head Teacher, The Acorn Free School, Lincoln) and Bridget Starling (Business Manager, Church of England, and Diocesan Education Centre).

It was also noted that an apology had been received from K Rustidge (NUT).

19 DECLARATIONS OF MEMBERS' INTEREST

No declarations of Members Interests were made at this stage of the proceedings.

20 MINUTES OF THE MEETING HELD ON 7 OCTOBER 2015

Whilst reviewing the minutes, particular reference was made to:

- Minute Number 6 – Schools' Forum Membership – The Senior Democratic Services Officer agreed to look into this matter with the possibility of arranging an election prior to the June meeting;
- Minute Number 8 – Schools' Carry Forwards – Some concerns were raised regarding problems still being encountered with the Agresso system. Particular reference was made to problems with P60's and financial year end. The Forum was advised that the matter was being scrutinised by the Executive; and that Serco had establish a dedicated Project Board to resolve issues encountered by Schools across the County. The Forum was reassured that the Executive would be continuing to work with Serco to address all outstanding issues; and would be looking for compensation for the inconvenience caused. It was agreed that as the matter was not the core business of the Forum, members of the Forum were invited to speak to officers concerning Agresso issues at the end of meeting; and
- Minute Number 11 – Revised Schools' Budget 2015/16. It was reported that a detailed report concerning the energy saving initiative School Collaboration on Resource Efficiency (SCoRE) would be presented to the April meeting for the Forum to consider.

RESOLVED

That the minutes of the Lincolnshire Schools' Forum meeting held on 7 October 2015 be agreed, and signed by the Chairman as a correct record.

21 2015/16 SECTION 251 BENCHMARKING INFORMATION

Consideration was given to a report from Lizzie Bowes (Strategic Finance Manager, Schools Finance Team), which advised the Schools' Forum of the latest Section 251 benchmarking data published by the Department for Education (DfE) in September 2015.

In guiding the Forum through the report, the Strategic Finance Manager, Schools Finance Team highlighted the following:-

- That all local authorities were required to publish a statement showing planned expenditure on Children's Services. It was noted that Lincolnshire would be presenting its Section 251 budget statement to the Schools' Forum at its April meeting. It was highlighted that despite DfE guidance relating to the completion of the statement, there was likely to be variation due to interpretation, and it was felt that this might explain some of the apparent variations in planned spending between Local Authorities (LAs). Care was therefore needed when interpreting figures;

- Appendix A to the report provided the Forum with a copy of the benchmarking data from the Local Authority Table of Section 251. The information contained within the Appendix provided information relating to 27 Upper Tier Authorities who were similar in character to Lincolnshire. Full details of key issues that the Forum should be aware of were contained within pages 18/19/20 and 21 (Tables 1 to 8) of the report presented. The Forum was advised that their principal role was to focus on the use of the Dedicated Schools Grant which was shown on the lines up to 1.6.1, or Column 40 of the above mentioned Appendix. The other budget lines related broadly to children's services across the County; and
- It was reported that the Sector 251 benchmarking data would continue to be used by the local authority (LA) each year to inform its future spending plans.

In conclusion, the Forum was advised that Lincolnshire's overall position had not changed significantly since the previous year. It was highlighted that in 2015/16 an additional £390m had been added to LAs budgets that were most in need, this additional funding had been allocated to 69 LAs. Lincolnshire had received an additional £4.5m, but as this was only c.1% of the Dedicated Schools Grant (DSG). It was noted that this would have little impact on the benchmarking and on Lincolnshire's relative position, as the County continued to receive one of the lowest levels of DSG funding in the County. Table 4 in the report, provided the 'per pupil' spending on the Schools Budget the figure of £376 was less than the England average (median). It was highlighted that this adverse situation continued to be compounded by the fact that Lincolnshire also spent £148 per pupil more on school transport than the England average (median) due to the rurality of the County.

It was reported that on the 25 November 2015, the Chancellor had announced the outcome of the Spending Review 2015. The Forum was advised that the Government intended to introduce the first ever national funding formula for schools, high needs and early years, so that funding was transparent and fairly linked to a child's needs. The Government was also planning to launch a detailed consultation in 2016, with its implementation planned for 2017/18.

During discussion, the Forum raised the following issues:-

- One member enquired whether there were any areas that officers felt needed to be highlighted. The Forum noted that the DSG funding envelope had been lower than expected;

The Forum were advised that a Project Board had been established to look into reducing the cost of Home to School Transport for young people with Special Educational Needs by looking into making existing Special Schools more generic to meet the needs of young people with Special Educational Needs. This would then reduce the travelling distances of young people with special educational needs. The Forum noted that there was some capital available to invest in the project, which was intended to have a positive impact on reducing the amount spent on Home to School Transport, and reducing the journeys of young people with Special Educational Needs.

The continued investment in prevention with regard to safeguarding and Looked After Children. It was highlighted that Lincolnshire placed a higher percentage of Looked After Children in foster care, rather than being in residential accommodation, as the costs were lower and the outcomes were better.

The Forum was advised that if the Government decided to fund all schools at a national level, the formula for funding might not be flexible enough to meet Lincolnshire needs. Therefore, members were encouraged to respond to the Government's fairer funding consultation, once it was issued.

RESOLVED

That the report be noted.

22 SCHOOL FUNDING ARRANGEMENTS 2016/17

The Forum gave consideration to a report from Mark Popplewell (Head of Finance, Children's Services), which advised the Schools' Forum of the funding arrangements for 2016/17, and sought support from the Forum for the Local Authority's (LA) proposals to a number of centrally held budgets (details of which were show in Table 3 of the report presented).

It was reported that the Government was not planning to make any changes to the school funding arrangements for mainstream schools for 2016/17. The operation of the Dedicated Schools Grant (DSG) would therefore remain largely unchanged.

It was highlighted that schools block per pupil unit values for 2016/17 would be the same starting position as in 2015/16, subject to non-recoupment of academy adjustments. The Minimum Funding Guarantee (MFG) would continue to apply, and would be set again at 1.5% per pupil for 2016/17. It was noted that the MFG excluded sixth-form funding and academies Education Support Grant funding. That the schools block would continue to be based primarily on the proceeding October census. And, that the Government had announced an additional £92.5m increase nationally in DSG high needs funding for 2016/17, which would mean that Lincolnshire would receive just over £1m.

It was reported that the Chancellor had announced in the autumn spending review that around £600m savings would be made from the Education Support Grant (ESG) including the phasing out of the additional funding academy schools receive through the ESG. The general funding rate for ESG would fall from £87 to £77 per pupil in 2016/17. Also, the rates for alternative provision and special academies would fall to £288.75 and £327.25 per place respectively. The Forum noted that the retained duties rate the LA received for all pupils would remain unchanged at £15 per pupil.

It was highlighted the DfE still intended to converge the academies ESG rates with those used for LA's i.e. £77 per pupil. Officers highlighted that this amount was expected to reduce significantly in future years.

The Forum were advised that funding for the pupil premium in 2016/17 would be protected at the 2015/16 current rates, details of which were contained within the report presented.

With regard to 2016/17 DSG allocations, overall, Lincolnshire's DSG would increase by 1.05% in 2016/17. It was however noted that the LA's main change to the 2016/17 mainstream schools funding formula related to the planned 0.5% reduction in AWPU funding to fund the new behavioural outreach support service and to provide a range of early intervention activities, preventions and support for Schools, families and to the pupils experiencing social, emotional and behavioural difficulties.

The report set out that it was important for the LA to take a prudent approach to the setting of central budgets within the DSG, on page 33 of the report, Table 2 detailed the main changes proposed to DSG central budgets in 2016/17, and it also included the provisions in relation to the setting of central budgets within the DSG.

The Forum was invited to consider Table 3 within the report presented, which detailed budgets requiring the Schools' Forum support. During consideration of Table 3, the following issues were raised:-

- Funding for significant pre-16 growth – The budget proposed for 2016/17 was the same as that set for 2015/16. The figure proposed was £2.000m. The Forum made no comments;
- Places in independent schools for non-SEN pupils (Stamford Endowed Schools) – The Forum were advised that there was sufficient supply of good educational places available in the area;
- Broadband – It was highlighted that the budget allowed the funding of an aggregated broadband provision to all schools (including academies) and that the budget for the year was the same as the previous year. Some concern was expressed that if schools withdrew from provision, it would put pressure on those left. Officers acknowledged the issue. Some members advised that their current broadband provision did not meet their current needs. The Forum were advised if that was the case, there was a route that could be followed and effected members were encouraged to speak to the Head of Finance, Children's Services outside of the meeting. It was also agreed that all schools needed to be aware of the options available to them, and that better communication was required with regard to Broadband. The Forum noted that there was a need to communicate early with schools to understand the collective requirements of schools in the future, so that plans were in place provide a sustainable offer to schools at the end of the contract;
- Admissions – The Forum were advised that the budget proposed was the same as the one set for 2015/16. The figure proposed was £0.449m. The Forum made no comments;
- Servicing of the Schools Forum – Some members enquired whether the figure represented good value for money. The Forum was advised that the amount was used mainly for training for Forum members and funding formula consultations, but this budget typically remained underspent at the end of the year;

- Central expenditure from revenue (CERA) – One member enquired as to the length of the contract. The Forum was advised that the contract ran until August 2032, and at the end of that time the Council had the asset of the seven schools. Some discussion was had as to whether if one of the schools was extended would the PFI costs increase, but officers advised that in the specific case raised, LCC land had been used so there was no extension to the contract; and
- Schools centrally funded termination of employment costs – A question was asked as to whether this provision represented good value for money. Officers felt that the service represented good value for money. The Forum was advised that there had been fewer redundancies, and that there had been less demand on the post. Officers agreed to provide the Forum with a report, or to circulate a report on this matter to a future meeting.

RESOLVED

1. That the report be noted.
2. That the Lincolnshire Schools' Forum supports the Local Authority's proposals for the setting of the central budgets as shown in Table 3 of the report.
3. That a report on the Re-Deployment Officer be circulated to the Forum.

23 INCLUSIVE LINCOLNSHIRE STRATEGY - PUPIL REINTEGRATION CHARGE

Consideration was given to a report from John O'Connor (Children's Services Manager, Education Support), which asked the Schools' Forum to agree to the principle of introducing of a pupil reintegration charge for those schools that could not demonstrate that they had done everything reasonably possible to prevent an exclusion. It was highlighted that where schools could demonstrate they had done every possible there would be no charge to the school for the continued education of the individual.

It was reported that the Inclusive Lincolnshire Strategy had been adopted and endorsed by the Lincolnshire Learning Partnership. A copy of the strategy was detailed at Appendix A to the report presented. The strategy detailed the significant issues within Lincolnshire of the growing number of permanent exclusions from schools.

The Forum was advised that pupils in Lincolnshire were more likely to be excluded than in many other local authority areas and was ranked 135th out of 139 for permanent exclusions from all school types.

It was highlighted that the inclusive strategy was dependent on the commitment of all schools. It was highlighted further that the LA would commission a new Behaviour Outreach Support Service that would operate on two levels for all schools, in addition to running a whole school restorative programme with 20 schools as a pilot.

The Forum was advised that there was already a range of services that were currently provided by the Council and other organisations to support specific pupils and their needs.

Reference was also made to Targeted Support; Escalating Need - Intensive Intervention; the eight actions that make up the 'Inclusive Lincolnshire Contract'; and comments made by the Lincolnshire Learning Partnership with regard to the pupil reintegration charge. The three comments raised were detailed within the report presented.

It was noted that currently the cost was borne by all schools as a top-slice off the DSG. The schools that worked to identify and meet pupils' needs, using good practice recognised through the County, would not incur escalating costs associated with exclusions.

In conclusion, it was highlighted that there was a need to change the way that the Council supported pupils with challenging behaviour and shift away from specialist and intervention to earlier help and support. The Forum noted that the Council wanted to ensure that capacity and skills were aligned at all levels, and that the thresholds between each level were clearly understood and implemented. It was highlighted that the pupil reintegration charge was one of eight measures within the strategy that would help the Council achieve its objectives.

During discussion, the following issues were raised by members of the Forum:-

- The Forum was advised that the issue had been discussed at Head Teacher briefings, and that a lot of work had been done surrounding the ladder of intervention. The ladder of intervention was detailed on page 50 of the report presented. The Forum was advised further that the purpose of the strategy was to introduce consistency across all schools;
- The circumstances leading up to exclusion; and the policies used by schools. Particular reference was made to cases where there were no warnings of escalating behaviours, but that there was a single incident i.e. knife threats and drug related issues. It was highlighted that each school dealt with matters in different ways. The Forum was advised that a lot of work had been input from Head Teachers; and that the Lincolnshire Learning Partnership was the vehicle to strategically support this strategy and they would work with the LA on associated protocols to address the concerns highlighted by the Forum;
- Overall, the Forum agreed to the principle, but felt that there needed to be more clarity with regard to how the strategy was to be implemented. A suggestion was made to implement the strategy in September 2016, but not implement the charge until December 2016, and to ask the Learning Partnership to explore associated protocols;
- The legality of the proposed charge. The Forum was advised that legal advice had been sought and would be taken formally before any changes were implemented; and
- The Forum highlighted that they thought existing school policies would need modifying and that the governing bodies would require further information.

In conclusion, the Forum was advised that the 'Inclusive Lincolnshire' strategy would be underpinned by a set of clear performance indicators which would enable impact and progress to be monitored. Performance information would then be reported to the Lincolnshire Partnership Board and the Schools' Forum.

RESOLVED

That agreement in principle be given to the introduction of a pupil reintegration charge for those schools that cannot demonstrate that they have done everything reasonable to prevent an exclusion, subject to further details relating to the ladder and associated protocols being presented to the Lincolnshire Learning Partnership Board.

24 ALTERNATIVE PROVISION ARRANGEMENTS

The Forum gave consideration to a report from Mark Popplewell, Head of Finance, Children's Services, which outlined the Education Funding Agency high needs funding guidance arrangements for Alternative Provision; and provided information relating to the Alternative Providers in Lincolnshire and their present funding arrangements.

In guiding the Forum through the report the Head of Finance, Children's Services highlighted that the Schools Forum regulations outlined that the arrangements for Alternative Provision (AP) should be discussed at a local level, with engagement not only from the Local Authority, but also from the mainstream schools and academies, pupil referral units and AP in academies and free schools. It was highlighted that the Education Funding Agency had advised that it was in the interests of LA's, it schools and academies and institutions offering AP, to agree a referral process.

It was reported that place funding for AP providers was funded by the Dedicated Schools Grant (DSG) and that any increase in places would have to be met from Lincolnshire's DSG. It was therefore felt that cost transparency was a very important feature of the new high needs funding arrangements, and that the Schools' Forum should be aware of how AP was funded; top up funding rates for AP institutions and where top up funding and place funding came from.

The Forum was advised that a standard top up funding rate was often set for each Pupil Referral Unit, AP academy, or AP free school, which reflected the overall budget needed to deliver the service for pupils and students. The Forum was advised further that the Government had made it clear that where growth had increased that LA DSG's high needs DSG block would not be funded for increases, therefore the LA needed to ensure that this area was monitored and controlled.

Details pertaining to the Lincoln Teaching and Learning Centre (LTLC); Pilgrim School were contained within the report presented. The Forum was advised that the LA was still awaiting information from the Acorn Free School (a copy of the request letter was attached at Appendix A to the report). The report recommended that a robust initial referral Gateway Panel led by the LA was established for placement into

all alternative provision. This arrangement would then provide a control mechanism to safeguard the DSG financial position.

The Chairman advised the Forum that he had received a letter from Jerry Tucker, Head Teacher at the Acorn Free School, which he had passed to the Executive Director of Children's Services to respond to. The Executive Director for Children's Services advised that a meeting had been arranged with the Local Authority and Governors from the Acorn Free School.

It was outlined that for dual-registered pupils accessing Alternative Provision, the Local Authority had no statutory duty to provide transport. The Local Authority plans were to give a terms notice on; and for the school to source and pay for the transport in future.

In conclusion, to ensure that the Lincolnshire's DSG and schools budgets were maximised effectively at a time when the LA faced financial challenges, the LA wanted to ensure processes were in place to make sure this area was closely monitored and the Schools' Forum were asked to agree on how place number growth would be managed in the future.

During discussion reference was made to:-

- The need to ensure that good value for money was reached in order to maximise funding received;
- That school's needed guidance with regard to Alternative Provision as they would remain responsible for students on their roll who they placed and would be inspected in respect of these arrangements. There needed to be checks to ensure that what was being received represented good value for money; and
- The fact that some students were having more than one place i.e. mainstream provision for three days; alternative provision for two days; some go straight to the AP pathway outright; others go to alternative initially, and then the young people come back to mainstream education. This was considered beneficial for some pupils; and
- The Executive Director for Children's Services advised that a single standard transport charge for dual-registered pupils could be applied to schools for pupils accessing Alternative Provision which would not disadvantage schools because of their location. The single standard transport charge approach was supported by the Forum as being fair to all schools.

RESOLVED

1. That the contents of the reported be noted.
2. The support be given for the Education Funding Agency's and Local Authority's desire for transparency and openness of Alternative Provision providers full costs across all institutions allowing Local Authority's schools and academies to make placement decisions on the basis of the cost and quality of what is on offer.

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3. That support be given for the Pilgrim school delivery model particularly the short term assessment provision approved through the referral gateway panel.
4. That agreement be given to a consistent referral panel process for pre-exclusion places in Alternative Provision.

25 SCHEME FOR FINANCING SCHOOLS

Consideration was given to a report from Lizzie Bowes, Strategic Finance Manager, Schools Finance Team, which advised the Schools' Forum of the latest publication by the Department of Education of its revised guidance on Schemes for Financing Schools.

It was reported that from a Lincolnshire perspective, the most important revisions to the scheme from 1 April 2016 were:-

- That maintained schools were required to publish a register of the business interests of their governors, along with any relationships with staff; and
- That clarification of borrowing included the use of finance leases and that was not allowable, with the exception of certain schemes approved by the Secretary of State. It was reported that currently only Salix loans had such approval.

The Forum was advised that the Local Authority would be publishing a revised scheme before April 2016; and details of the link to the website were included within the report presented.

RESOLVED

That the report presented be noted.

26 THE SCHOOL AND EARLY YEARS FINANCE REGULATIONS 2016/17

The Schools Forum gave consideration to a report from the Lizzie Bowes, Strategic Manager, Schools Finance Team, which advised of the response received to the consultation of the School and Early Years Finance Regulations for 2016/17.

It was reported that in December 2015, the Department of Education had published the draft Schools and Early Years Finance (England) Regulations 2015. It was highlighted that the Regulations applied to the 2016/17 financial year and had come into effect on 7 January 2016. The purpose of the regulations was to put in place arrangements for Local Authorities to set school budgets, and allocate funding to early years providers.

Details of the six proposed changes to the Regulations were summarised on pages 74/75 of the report presented. It was also reported that an additional amendment had been made to the Regulations, which had not been subject to the consultation, which was that Local Authorities must include at least the equivalent amount per

hospital education place, as they had included in the budget share for special schools, or pupil referral units in the previous funding period. The Forum was advised that Lincolnshire's funding formula was transparent and clear between hospital schools and other special schools/pupil referral units. It was highlighted that Lincolnshire was already complying with this amendment.

In conclusion, the Forum was advised that the majority of respondents to the consultation had agreed with the changes to the Regulations, as the proposals were broadly welcomed as providing consistency, clarity and flexibility to the current funding system

RESOLVED

That the report presented be noted.

27 ACADEMIES UPDATE

Consideration was given to a report from Mark Popplewell (Head of Finance, Children's Services), which provided the Forum with information pertaining to the latest number of academies and pupils in academies.

It was reported that since the last report there had only been one further conversion to Academy status. This had been the sponsored conversion of North Somercotes Birkbeck, a Specialist Science, Maths and Art College, which was now sponsored by Tollbar Multi Academies Trust, and had reopened as the Somercotes Academy.

The current status of All Lincolnshire Schools was of the 362 schools, 231 (63.8%) were Maintained 40,710 FTE (39.3%), and 131 (36.2%) 62,800 FTE (60.7%) were Academies. It was noted that there was an expectation that there would be acceleration in the number of schools converting, or are required to convert as sponsored academies as the year progressed.

The projected six monthly status of Lincolnshire Schools was of the 362 schools, 227 would be Maintained (62.7%), 40,955 FTE (39.6%); and 135 (37.3%); 62,555 FTE (60.4%) would be academies. It was noted that there were four conversions due to happen before the 1 June 2106, and that a further four schools had engaged in the academy process, but had not received confirmed conversion dates.

RESOLVED

That information on the latest number of academies and pupils in academies be noted.

28 LINCOLNSHIRE SCHOOLS FORUM - FORWARD PLAN

Consideration was given to a report from Katrina Cope, Senior Democratic Services Officer, which provided the Forum with details of its Work Programme up to October 2016.

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The Forum was invited to suggest items for consideration at future meetings.

The following items were put forward:-

- An update on the Training and Learning Centre;
- Speech and Language Provision across the County;
- Trade Union Support – Academies; and
- Redeployment of staff.

The Forum was also advised that hard copies of agendas would no longer be posted out to members, except in extraordinary circumstances. It was agreed that an email would be sent out by the Senior Democratic Officer to this effect.

RESOLVED

That the Work Programme presented be agreed, subject to the inclusion of the items detailed above.

The meeting closed at 3.20 p.m.

Agenda Item 4



REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Lincolnshire Schools' Forum
DATE OF MEETING:	27 April 2016
SUBJECT:	Section 251 Budget Statement 2016/17
REPORT BY:	Mark Popplewell (Head of Finance – Children's Services)
NAME OF CONTACT OFFICER:	Mark Popplewell
CONTACT OFFICER TEL NO:	01522 553326
CONTACT OFFICER EMAIL ADDRESS:	mark.popplewell@lincolnshire.gov.uk
IS THE REPORT EXEMPT?	No
IS REPORT CONFIDENTIAL?	No

SUMMARY

The purpose of this report is to provide the Schools Forum with a copy of the s.251 budget statement for the 2016/17 financial year.

DISCUSSION

Local Authorities (LA) 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 31 March 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 DfE's benchmarking data that will be published later in the year, should assist the Schools Forum's consideration of budget levels and the balance of funding between early years, primary, secondary and special schools.

The information for 2016/17 was submitted to the DfE via its data collection and management system for education (COLLECT) by the 31st March 2016 deadline. As is customary, the DfE will carry out a number of checks on it. 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 LCC's website at:

<http://www.lincolnshire.gov.uk/parents/schools/for-schools/s251-statements>

This means that details are available to 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. The documents will be refreshed should the DfE require any amendments to the LA's statement.

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, the amount being spent on education centrally and the amount being spent on children's social care.

The LA proposed some changes to the centrally held budgets within the Dedicated Schools Grant for 2016/17. They were reported to and discussed by the Schools Forum at its meeting on 13th January 2016. No material changes have been made to the budgets since then.

The LA will present a report on the s.251 benchmarking data later in the year, following publication of LAs' data by the DfE.

RECOMMENDATIONS

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

BACKGROUND PAPERS

The following reports were relied upon in the writing of this report.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY
Report to Schools Forum	Schools Funding arrangements 2016/17	13 th January 2016	County Offices, Newland, Lincoln

APPENDICES

Appendix 1: the LA's s.251 Table 1 data for 2016/17.

LA Table: FUNDING PERIOD (2016-17)

Department for Education Section 251 Financial Data Collection

Report produced on 08/04/2016 16:21:25

Local Authority 925 Lincolnshire

Description	Early Years	Primary	Secondary	SEN/ Special Schools	AP/ PRUs	Post School	Gross	Income	Net
1.0.1 Individual Schools Budget (before Academy recoupment)	28,635,412	202,730,250	185,397,737	18,150,390	2,810,000		437,723,789		437,723,789
1.1.1 Contingencies		384,628	0				384,628	0	384,628
1.1.2 Behaviour support services		0	0				0	0	0
1.1.3 Support to UPEG and bilingual learners		195,463	0				195,463	5,418	190,045
1.1.4 Free school meals eligibility		0	0				0	0	0
1.1.5 Insurance		0	0				0	0	0
1.1.6 Museum and Library services		0	0				0	0	0
1.1.7 Licences/subscriptions		0	0				0	0	0
1.1.8 Staff costs – supply cover excluding cover for facility time		0	0				0	0	0
1.1.9 Staff costs – supply cover for facility time		0	0				0	0	0
1.2.1 Top up funding - maintained schools	50,417	6,900,040	427,662	5,948,475	3,132,070		16,458,664	0	16,458,664
1.2.2 Top-up funding – academies, free schools and colleges	0	1,605,481	3,895,584	5,083,546	0	1,894,641	12,479,252	0	12,479,252
1.2.3 Top-up and other funding – non-maintained and independent providers	127,712	446,993	701,993	7,914,368	0	271,245	9,462,311	0	9,462,311
1.2.4 Additional high needs targeted funding for mainstream schools and academies	0	904,828	523,021				1,427,849	0	1,427,849
1.2.5 SEN support service	2,984,972	609,772	449,633	197,670	11,116	33,348	4,286,511	16,513	4,269,998
1.2.6 Hospital education services				0	30,000		30,000	0	30,000
1.2.7 Other alternative provision services	0	0	0	0	623,809	0	623,809	0	623,809
1.2.8 Support for inclusion	746,362	2,330,162	1,972,512	492,841	26,840	116,997	5,685,714	4,545	5,681,169
1.2.9 Special schools and PRUs in financial difficulty				0	0		0	0	0
1.2.10 PFI/ BSF costs at special schools and AP/PRUs				859,007	0		859,007	0	859,007
1.2.11 Direct payments (SEN and disability)	0	0	0	0	0	0	0	0	0
1.2.12 Carbon reduction commitment allowances (PRUs)					0		0	0	0
1.3.1 Central expenditure on children under 5	200,000						200,000	0	200,000
1.4.1 Contribution to combined budgets	0	0	0	0	0		0	0	0
1.4.2 School admissions	0	289,600	236,946	0	0		526,546	4,981	521,565
1.4.3 Servicing of schools forums	278	15,500	3,056	1,166	0		20,000	0	20,000
1.4.4 Termination of employment costs	1,169	48,868	1,636	3,973	0		55,646	0	55,646
1.4.5 Falling Rolls Fund	0	0	0	0	0		0	0	0
1.4.6 Capital expenditure from revenue (CERA)	96,646	5,719,724	436,916	2,157,093	0		8,410,379	1,666,624	6,743,755
1.4.7 Prudential borrowing costs	0	0	0	0	0		0	0	0
1.4.8 Fees to independent schools without SEN	0	0	437,633	0	0		437,633	0	437,633
1.4.9 Equal pay - back pay	0	0	0	0	0		0	0	0
1.4.10 Pupil growth/Infant class sizes	0	2,000,000	0	0	0		2,000,000	0	2,000,000
1.4.11 SEN transport	0	0	0	0	0	0	0	0	0
1.4.12 Exceptions agreed by Secretary of State	0	0	0	0	0	0	0	0	0
1.4.13 Other Items	8,024	447,381	88,206	33,655	0	0	577,266	0	577,266
1.5.1 Other Specific Grants	0	0	0	0	0	0	0	0	0
1.6.1 TOTAL SCHOOLS BUDGET (before Academy recoupment)	32,850,992	224,628,690	194,572,535	40,842,184	6,633,835	2,316,231	501,844,467	1,698,081	500,146,386
1.7.1 Estimated Dedicated Schools Grant for 2016-17							496,192,269		
1.7.2 Dedicated Schools Grant brought forward from 2015-16							0		
1.7.3 Dedicated Schools Grant carried forward to 2017-18							0		
1.7.4 EFA funding							3,954,115		
1.7.5 Local Authority additional contribution							0		
1.7.6 Total funding supporting the Schools Budget (lines 1.7.1 to 1.7.5)							500,146,384		
1.8.1 Academy: recoupment from the Dedicated Schools Grant (please show any recoupment from the DSG)							-253,723,074		
2.0.1 Therapies and other health related services							9,617	61	9,556

Description	Early Years	Primary	Secondary	SEN/ Special Schools	AP/ PRUs	Post School	Gross	Income	Net
2.0.2 Central support services							3,184,478	2,772,669	411,809
2.0.3 Education welfare service							737,356	32,243	705,113
2.0.4 School improvement							1,281,687	9	1,281,678
2.0.5 Asset management - education							44,196	31,880	12,316
2.0.6 Statutory/ Regulatory duties - education							2,861,029	159,878	2,701,151
2.0.7 Premature retirement cost/ Redundancy costs (new provisions)							0	0	0
2.0.8 Monitoring national curriculum assessment							1,380	9	1,371
2.1.1 Educational psychology service							1,785,584	128	1,785,456
2.1.2 SEN administration, assessment and coordination and monitoring							1,940,942	726	1,940,216
2.1.3 Independent Advice and Support Services (Parent partnership), guidance and information							305,873	7,241	298,632
2.1.4 Home to school transport (pre 16): SEN transport expenditure	0	361,190	767,840	7,329,949	18,535	0	8,477,514	506	8,477,008
2.1.5 Home to school transport (pre 16): mainstream home to school transport expenditure:	0	3,468,495	11,025,388	74,162	454,362	0	15,022,407	499	15,021,908
2.1.6 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 16-18)	0	0	0	0	0	1,028,360	1,028,360	660,258	368,102
2.1.7 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 19-25)	0	0	0	0	0	3,349	3,349	0	3,349
2.1.8 Home to post-16 provision transport: mainstream home to post-16 transport expenditure	0	0	0	0	0	1,050,952	1,050,952	734,162	316,790
2.1.9 Supply of school places							200,192	44,000	156,192
2.2.1 Young people's learning and development			1,191,621	42,203	7,448		1,241,272	740,275	500,997
2.2.2 Adult and Community learning							2,105,128	1,779,494	325,634
2.2.3 Pension costs							4,770,196	44,076	4,726,120
2.2.4 Joint use arrangements							0	0	0
2.2.5 Insurance							95,936	0	95,936
2.3.1 Other Specific Grant							0	0	0
2.4.1 Total Other education and community budget							46,147,448	7,008,114	39,139,334
3.0.1 Funding for individual Sure Start Children's Centres							1,968,742	108,545	1,860,197
3.0.2 Funding for local authority provided or commissioned area wide services delivered through Sure							5,853,297	437,332	5,415,965
3.0.3 Funding on local authority management costs relating to Sure Start Children's Centres							360,000	6,582	353,418
3.0.4 Other early years funding							477,768	26,045	451,723
3.0.5 Total Sure Start Children's Centres and Early Years Funding							8,659,807	578,504	8,081,303
3.1.1 Residential care							6,344,298	2,496	6,341,802
3.1.2 Fostering services							8,737,572	337,716	8,399,856
3.1.3 Adoption services							1,700,823	33,261	1,667,562
3.1.4 Special guardianship support							1,351,508	256	1,351,252
3.1.5 Other children looked after services							930,638	234,261	696,377
3.1.6 Short breaks (respite) for looked after disabled children							1,995,374	292,621	1,702,753
3.1.7 Children placed with family and friends							978,806	128	978,678
3.1.8 Education of looked after children	7,877	55,141	55,141	31,509	7,877		157,545	8	157,537
3.1.9 Leaving care support services							2,001,535	256	2,001,279
3.1.10 Asylum seeker services children							5,590	64	5,526
3.1.11 Total Children Looked After	7,877	55,141	55,141	31,509	7,877		24,203,689	901,067	23,302,622
3.2.1 Other children and families services							110,339	1,308	109,031
3.3.1 Social work (including LA functions in relation to child protection)							17,859,672	591,789	17,267,883
3.3.2 Commissioning and Children's Services Strategy							5,093,962	51,607	5,042,355
3.3.3 Local Safeguarding Childrens Board							378,713	299,773	78,940
3.3.4 Total Safeguarding Children and Young People's Services							23,332,347	943,169	22,389,178
3.4.1 Direct payments							441,630	0	441,630
3.4.2 Short breaks (respite) for disabled children							497,632	0	497,632
3.4.3 Other support for disabled children							672,521	20,829	651,692
3.4.4 Targeted family support							16,655,392	6,163,762	10,491,630
3.4.5 Universal family support							639,399	646	638,753

Description	Early Years	Primary	Secondary	SEN/ Special Schools	AP/ PRUs	Post School	Gross	Income	Net
3.4.6 Total Family Support Services							18,906,574	6,185,237	12,721,337
3.5.1 Universal services for young people							3,231,282	258,369	2,972,913
3.5.2 Targeted services for young people							4,151,994	64,243	4,087,751
3.5.3 Total Services for young people							7,383,276	322,612	7,060,664
3.6.1 Youth justice							4,527,652	3,239,691	1,287,961
4.0.1 Capital Expenditure from Revenue (CERA) (Non-schools budget functions and Children's and young							0	0	0
5.0.1 Total Schools Budget and Other education and community budget (excluding CERA) (lines 1.6.1 and 2.4.1)							547,991,915	8,706,195	539,285,720
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)							87,123,684	12,171,588	74,952,096
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)							635,115,599	20,877,783	614,237,816
7 Capital Expenditure (excluding CERA)	0	12,947,850	1,688,850	4,128,300	0		18,765,000	18,765,000	0
8a.1 Substance misuse services (Drugs, Alcohol and Volatile substances)(included in 3.5.1 and 3.5.2)							136,088	4,829	131,259
8a.2 Teenage pregnancy services (included in 3.5.1 and 3.5.2 above)							0	0	0

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REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Lincolnshire Schools' Forum
DATE OF MEETING:	27 April 2016
SUBJECT:	National Funding Formula for schools
REPORT BY:	Mark Popplewell (Head of Finance – Children's Services)
NAME OF CONTACT OFFICER:	Mark Popplewell
CONTACT OFFICER TEL NO:	01522 553326
CONTACT OFFICER EMAIL ADDRESS:	mark.popplewell@lincolnshire.gov.uk
IS THE REPORT EXEMPT?	No
IS REPORT CONFIDENTIAL?	No

SUMMARY

The purposes of this report are to:

1. provide a summary of the Schools National Funding Formula consultation,
2. provide a summary of the High Needs Funding Reform consultation, and
3. provide Lincolnshire County Council's response to both consultation.

DISCUSSION

Background

The Government announced on the 7th March 2016 a consultation for a national funding formula for schools. The consultation sets out the Government's intentions to deliver a fair and transparent funding system where the amount of funding children attract for their school is based on needs not a pupils location, therefore providing consistency in funding across the country.

This is the first of two planned consultations on schools funding. At this stage the Government is seeking views on:

- the principles that underpin the formula, and
- the pupil characteristics and school factors we include in the formula.

The closing date of the consultation was the **17th April 2016**. The consultation can be found by accessing the following link:

<https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula>

Lincolnshire County Council's response to the consultation is outlined in Appendix 1 (page 4). The response has considered the implications of the changes for all schools in Lincolnshire and the Local Authority. The Local Authority encourages schools to respond to the consultation (via the online portal) considering the implications to the national funding formula from a school level, and the Local Authority are happy for schools to use components of Lincolnshire's response to emphasise particular points, or support Lincolnshire County Council's response.

The key points from the consultation are as follows:

- All schools in the country will have the same formula factors and monetary values for pupil-led factors to create fair funding for all schools irrelevant of their geography.
- To introduce the national funding formula from 2017/18. There will however be a 2 year transition period to phase the national funding formula in i.e. moving from Lincolnshire's local formula to the national formula. Funding will continue to be devolved to Local Authorities in that period and applied through its local formula, but Local Authority funding levels will change to allow transition to the new national funding formula.
- The Minimum Funding Guarantees that provide protection to schools on per pupil funding will operate for 2017/18 and 2018/19, but the rate has not yet been determined.
- The 'hard' national funding formula will take effect from 2019/20, which will mean schools will be funded on the national funding formula.
- School funding is proposing to be allocated through 4 building blocks of:
 - Per pupil costs (i.e. AWPU);
 - Additional Needs (i.e. Deprivation (FSM ever 6 and actual, and IDACI), low prior attainment and EAL);
 - School Site costs (i.e. lump sum, sparsity, rates, premise);
 - Geographical (i.e. an area cost adjustment).
- There will be a re-distribution of funding across Local Authorities through these changes, therefore it is likely that funding changes will be phased in by using a floors and ceiling approach. To speed up the transition period for those schools that would benefit from the new formula, the Government has announced a £500m investment to facilitate this.

The date of the second part of the consultation has not been announced. It is expected that this will provide the detail behind the national funding formula including the monetary values assigned to the formula factors, and the new formula will be modelled for all schools.

The Government also announced a high needs funding reform consultation on proposals to the way high needs funding is distributed to Local Authorities. This is the first of two planned consultations on high needs funding. The first stage covers high level principles, key proposals and options to improve the way that high needs funding is allocated to local authorities, on the basis of a formula consisting of a number of factors.

The Government asked for views on the following:

- the overall design of the formula;
- whether the formula factors are appropriate;
- how the formula should be phased in, to avoid disrupting the education of children and young people with SEN and disabilities, and
- the ways we intend to help authorities address the cost pressures they face.

The closing date of the consultation was the **17th April 2016**. The consultation can be found by accessing the following link:

Lincolnshire County Council's response to the high needs consultation is outlined in Appendix 2 (page 10).

RECOMMENDATIONS

The Schools Forum is asked to:

- a. Note the content of the report.
- b. Consider responding to the consultation.

BACKGROUND PAPERS

The following reports were relied upon in the writing of this report.

PAPER TYPE	TITLE	DATE	ACCESSIBILITY

APPENDICES

Appendix 1: Lincolnshire County Council's response to the consultation of the national funding formula for schools.

Appendix 2: Lincolnshire County Council's response to the consultation of the high needs funding reforms.

Question 1: Do you agree with our proposed principles for the funding system?

- Agree in principle with the redistribution of funding and the removal of historical funding that has disadvantaged many Local Authority schools for a number of years.
- Fairness in the distribution of funding to all schools is important including ensuring the schools current funding envelope is the right resource to meet the needs of all pupils.
- A 'simple' formula – what scale on the simple spectrum is this? Being too simple will undermine the principle of fairness.
- It is only a 6 weeks consultation as opposed to the typical 12 week consultation.
- The first phase of the consultation outlines the principles and direction of travel, however the questions are too narrowly focused and lack detail, and there could be a real danger that LA answers are misrepresented as a result i.e. do you agree schools should have a lump sum, but what about the size of the lump sum, will it be categorised by sector, size of school etc.
- The EFA think the current arrangements are working well, but they are not, namely lump sum / sparsity, notional SEN etc., and they continue to make corrections on the existing formula, therefore are we confident they will get it right first time.
- The EFA need to have greater links with other Government agenda's.
- Can this really be managed by Whitehall? Academies feel a lack of support from the EFA at present, and often come to the LA for advice, which we provide since it is a Lincolnshire school after all; therefore I do not believe the EFA would have the capacity or knowledge / skills to support all schools.
- What do they mean by 'fair'?
- Although termed the national fair funding formula, it is questionable whether the simplicity of the formula will override fairness and schools receiving the right resources to meet the needs of its pupils.
- A redistribution of funding between LA's will likely take place, but are the Government confident that the overall funding given to schools is at the right level.
- This could lead to the closure of small schools; therefore it will be helpful that the EFA / Ofsted identify what they deem as a minimum NoR for a primary and secondary school that the national funding formula will support.

Question 2: Do you agree with our proposals to move to a school-level national funding formula in 2019/20, removing the requirements for LA's to set a local formula?

- Lincolnshire does not understand the rationale for the soft (2017/18) and hard (2019/20) implementation of the formula. Although the Local Authority has no wish to accelerate the move to a Whitehall run system of school funding implementing only the hard formula would ensure a smooth transition and will be transparent for all schools. There is no benefit to this suggested approach since the minimum funding guarantee will provide protection to schools losing funding.
- Implementing the hard formula only would remove local debates and the blame on Local Authorities for making the changes imposed by central Government. The £500m announced by the Chancellor to speed up the transition period should remove the need for Local Authorities to determine locally a minimum funding guarantee.
- A school-level national formula will remove any form of flexibility to support and meet local needs of rurality, small schools, coastal etc., which is a particular concern to local education.
- There is a drive nationally to have a pupil-led formula; however the EFA need to appreciate the fixed infrastructure costs a school incurs. What Number on Roll is a sustainable school size for a primary and secondary school?
- Removal of flexibility from Local Authorities and Schools Forums to direct funding to meet local needs and its pupils is a concern to the future success of all schools in the area.

- The reason for the differences in funding allocations applied by Local Authorities for its schools is down to each Local Authority being given different levels of funding. Local Authorities can therefore only allocate to schools what they receive from central government.
- Through the removal of the schools block that will be delegated entirely to schools with no Local Authorities intervention, the Local Authority will be unable to respond to pressures in areas such as high needs that have inter-relationships with school practices. The EFA appears not to acknowledge this through the consultation. Where would the Local Authority fund such budget pressures when spend levels exceed the budget allocation?

Question 3: Do you agree that the basic amount of funding for each pupil should be different at primary, key stage 3 and 4?

- Yes, having these categories allows the formula to recognise the differences in costs in different stages in education.

Question 4:

- Do you agree that we should include a deprivation factor?
 - Yes. It allows funding to be targeted to pupils in areas of deprivation.
 - The level of funding going through deprivation factors is not detailed, which is very important to understand, and of that sum, the percentage going through the suggested deprivation formula factors.
 - It is not clear why pupil premium is being kept outside of the national funding formula. Two different funding streams that use the same deprivation factor (i.e. FSM ever 6), and Ofsted should look at all deprivation funding as opposed to only pupil premium use.
- Which measures of deprivation do you support?
 - Pupil and area level deprivation.

Question 5: Do you agree we should include a low prior attainment factor?

- Yes, but prior attainment measures need to be objective rather than the use of professional judgement, since it becomes open to interpretation, which can create unfairness in the application of funding by school.
- The EFA has admitted that the notional SEN application is not fit for purpose and will not be calculating a national notional SEN budget, but working with schools on determining SEN spend. This illustrates the point that parts of the current EFA funding formula are not working.

Question 6:

- Do you agree that we should include a factor for English as an additional language?
 - EAL generally distributes low levels of funding compared to other factors and consideration should be made to other school costs that incur similar levels of expenditure for possible inclusion within the formula. If research suggests that it improves outcomes etc. then EAL should be included.
- Do you agree that we should use the EAL3 indicator (pupils registered at any point during the previous 3 years as having English as an additional language)?
 - Rather than the most common EAL used, what evidence has the EFA obtained to evidence this as being the most suitable approach, and what is the cost of supporting EAL pupils from this research. Using historical information without any rationale / evidence is not a suitable approach to embed in a national funding formula for schools future funding.

Question 7: Do you agree that we should include a lump sum factor?

- Yes, a lump sum is required to meet a school's fixed infrastructure costs, therefore the lump sum should meet the actual costs for a school of that size typically.

- The question makes no reference to the size of the lump sum (i.e. no clear evidence why a cap was applied of £0.175m in the current funding formula); and whether the value will change based on the size of the school (i.e. a form of banding structure by size of school).
- The lump sum is a critical component in the formula and the EFA needs to get this right, otherwise its risks destabilising a schools' funding, and possible closure of schools due to them not being financially sustainable. It is hoped that the EFA has researched the fixed and semi-variable costs of operating a school.
- The EFA should be required to identify a minimum size school that the lump sum(s) will provide, and understanding the EFA's rationale for this will be important. Each LA's schools has its own unique characteristics (i.e. rural, small, coastal schools etc.), therefore having local flexibility has allowed LA's to support its local schools. The removal of such flexibility and possibly the application of a simple formula risks financially de-stabilising certain schools.

Question 8: Do you agree that we should include a sparsity factor?

- No. The sparsity factor is not fit for purpose. It does not in any way represent the cost of running a school. It appears to be a measure of giving those schools more funding, due to the capping of the lump sum.
- The EFA should establish the right criteria for identifying a suitable lump sum for each school category to represents the costs of running an efficient establishment.
- The tapering approach being suggested again does not represent the true costs incurred by schools that are isolated in area. It suggests the avoidance of cliff-edge, but the minimum funding guarantee only removes the following years sparsity factor value, therefore any loss of sparsity would be built into the guarantee.

Question 9: Do you agree that we should include a business rates factor?

- Yes, to ensure it meets the actual cost incurred by schools for their rates costs irrelevant of their geography.
- The consultation refers to actual costs, therefore an autumn reconciliation would need to be undertaken to reimburse schools with the actual cost paid following its revaluation. This would require addition funding to be devolved by the EFA to Local Authorities / schools.

Question 10: Do you agree that we should include a split sites factor?

- Yes, the inclusion of the split site factor is correct, but split site schools should not operate inefficiently.
- Using historic funding as the basis of funding means it is not truly a national funding formula. It will also be very difficult to develop a formulaic approach for split site funding, however identifying the key cost drivers with financial parameters will be an important steps towards achieving a consistent and fair approach.

Question 11: Do you agree that we should include a private finance initiative factor?

- Yes, schools should not be financially disadvantaged from a comparable non-PFI school due to the contractual arrangements.
- With the complex nature and treatment of PFI schools, the funding needs to be considered on an individual basis as outlined.

Question 12: Do you agree that we should include an exceptional premises circumstances factor?

- Yes, exceptional premise costs should be considered.
- Why is the EFA stipulating that it must be less than 5% of schools for a Local Authority? With the move to a national formula, it appears unfair that schools in some Local Authorities will receive it (i.e. below 5% of schools) and other Local Authorities school would not. Having such a cap undermines one of the key principles of fairness.

- A formulaic approach would not be able to be achieved; therefore local LA input would be required. The Local Authority would also be able to govern this to ensure appropriate charges (i.e. rents) are being charged.
- All Local Authorities should be given the opportunity to review exceptional premise costs of its schools to provide consistency in its application across the country.

Question 13: Do you agree that we should allocate funding to local authorities in 2017-18 and 2018-19 based on historic spend for these factors?

- Business rates
 - Split sites
 - Private finance initiatives
 - Other exceptional circumstances
- No, a historical approach should not be applied. This approach would disadvantage Local Authorities / schools where significant change / growth take place.
 - All schools exceptional factors should be re-evaluated to ensure exceptional factors are considered for all schools fairly, as opposed to differing approaches Local Authorities have applied.
 - If the EFA does not have a satisfactory solution, Local Authorities should continue to operate its current arrangements and be funded accordingly.

Question 14: Do you agree that we should include a growth factor?

- Using historical funding as the purpose of the next two years funding would disadvantage those Local Authorities with significant growth due to demographic changes, which could risk Local Authorities not achieving its statutory duty.
- Lincolnshire has a policy in place that supports schools with fair funding through a reorganisation. There are instances where providing pupil-led funding is insufficient to meet the actual costs, which results in gap monies being provided. Such agreement can often be made for 7 years.
- The approach needs to recognise the different type of reorganisations and size of PAN changes. Using a simpler approach to funding appears sensible, and it would be suitable to have a recognition of size of PAN change when determining whether additional funding is required to meet the true costs above the pupil-led funding e.g. where a new class is required due to a PAN increase of say 5-10 pupils.
- DSG allocations are based on most recent census; however this creates a lag in the funding to Local Authorities where they are experiencing significant pupil growth. A retrospective adjustment appears sensible to recognise this growth.

Question 15: Do you agree that we should allocate funding for growth to local authorities in 2017-18 and 2018-19 based on historic spend?

- It is not ideal, but as an interim basis it could be managed. Local Authorities should continue to operate its current arrangements and be funded accordingly if a suitable long term solution is not found.
- Local Authorities experiencing growth needs consideration, as well as identifying when new schools are required, which would require pre-start up and diseconomies of scale funding.

Question 16:

- a. Do you agree that we should include an area cost adjustment?
 - Yes, but the consideration of differing area costs needs to be wider than London areas.
 - Schools in areas that are rural and less popular to live find it very difficult to appoint good teaching staff resulting in schools having to pay higher salaries than normal or having expensive supply staff. This needs to be considered in the area cost analysis to avoid these schools being financially disadvantaged by their location.
- b. Which methodology for the area cost adjustment do you support?

- general labour market methodology
- hybrid methodology
- Using the hybrid model appears a sensible approach along with wider consideration of area costs due to the geographical circumstances.
- Clarity is required on whether all formula factors (other than historical allocations) are used when applying the ACA factor, or the percentage that is typically spent on staffing (i.e. 80%)?

Question 17: Do you agree that we should target support for looked-after children and those who have left care via adoption, special guardianship or a care arrangements order through the pupil premium plus, rather than include a looked-after children factor in the national funding formula?

- A LAC factor should operate for all Local Authorities.
- Has the EFA identified what LAC costs should typically be and what those drivers are? This would ensure that LAC are supported in full to narrow the gap in their achievements.
- A relatively small number of Local Authorities have a LAC factor (89 Local Authorities in 2014/15), therefore by putting this funding in the national pot will dilute the LAC funding received for those pupils in them Local Authorities – a cut in LAC funding is an alarming statement.
- Identifying the right level of funding for a LAC pupil in addition to the pupil-led factors is a more suitable option.
- The virtual head teacher remaining in control of the pupil premium is a sensible way forward.

Question 18: Do you agree that we should not include a factor for mobility?

- There will be a cost to pupil movement, but the criteria that is used currently is not fit for purpose, and needs reviewing.
- The EFA needs to determine whether this a material cost for some schools, hence its inclusion within the formula.
- Does the service premium meet this cost? If not, can the cost be incorporated within the pupil premium service allocation?

Question 19: Do you agree that we should remove the post-16 factor from 2017-18?

- No comment.

Question 20: Do you agree with our proposal to require local authorities to distribute all of their schools block allocation to schools from 2017-18?

- Why is it necessary to apply the soft and hard implementation approach – apply the hard formula, and the minimum funding guarantee / capping can be applied to ensure a schools smooth transition onto the national formula.
- Through the removal of the schools block and the intention to delegate funding entirely to schools with no Local Authority intervention, the Local Authority will be unable to respond to pressures in areas such as high needs where demand is not predictable and inter-relationship with schools practices. Where would the Local Authority fund such budget pressures beyond the high needs allocation? Distribution of the entire schools block to schools presumes that the funding provided via the high needs block will be sufficient to meet need.
- Local Authorities should be given the flexibility to manage funding for the area across all the blocks.
- The timescales for Local Authorities to model up the funding changes and consult with schools will be tight in the summer; therefore having an early release of the phase 2 of the consultation is preferable.

Question 21: Do you believe that it would be helpful for local areas to have flexibility to set a local minimum funding guarantee?

- See response to question 20. A hard formula approach should be adopted, however the EFA must feel confident that all the research and due-diligence undertaken for this formula is fair and underpinned by evidence, otherwise delaying the implementation to 2018/19 may be preferable to avoid destabilising schools funding.

Question 22: Do you agree that we should fund local authorities' ongoing responsibilities as set out in the consultation according to a per-pupil formula?

- Yes, this approach seems sensible.
- Setting the right level of funding per pupil including the central DSG allocations (namely admissions) will be important. Substance behind the amounts determined is important to justify the funding to Local Authorities. Sufficient funding should be provided to allow Local Authorities to fulfil its statutory duties and academies to undertake their responsibilities.

Question 23: Do you agree that we should fund local authorities' ongoing historic commitments based on case-specific information to be collected from local authorities?

- Yes, Local Authorities have contracts / agreements in place that require continuing with. Historic commitments have achieved economies of scale for all schools, which has driven down overall school costs and has not disadvantaged schools by their location e.g. broadband contract.

Question 24: Are there other duties funded from the education services grant that could be removed from the system?

- If the Government intends to fulfil its plan for wholesale academy conversions, it is important that Local Authorities and schools have clarity and sufficient funding to fulfil their statutory duties over the coming years. The £600m reduction in education services grant is a concern for Local Authorities and schools.

Question 25: Do you agree with our proposal to allow local authorities to retain some of their maintained schools' DSG centrally – in agreement with the maintained schools in the schools forum – to fund the duties they carry out for maintained schools?

- Removing the de-delegation option in 2019/20 will remove the insurance policy of safeguarding all maintained schools. Without such a protective measure threatens pushing schools into a financial deficit or under-performance e.g. interim heads supporting schools without a head teacher, intervention fund for rapid school improvement changes where the school has insufficient budget to do so etc. Leaving the choice to individual schools will not protect the best interests of all schools.
- It is important Local Authorities and Schools Forums continue to have local flexibility over the deployment of DSG funding.
- Local Authorities should be fairly funded based on their statutory responsibilities.

Question 1: Do you agree with our proposed principles for the funding system?

- Yes, we agree with the proposed principles of a fairer funding system of distributing high needs funding to Local Authorities that uses objective measures, and would be still mindful of the need to balance simplicity without undermining accuracy.
- Having a system that is too simplistic will undermine the objective of fairness, particularly in an area where funding supports pupils with special educational need and disability, and the wider spectrum of support they require.
- The funding system should aim to deliver reasonably accurate funding allocations to allow Local Authorities to meet the needs of those pupils in an effective delivery model allowing for the different spectrum of SEND pupils.
- A likely redistribution of funding will take place amongst Local Authorities to achieve fairness in funding, however just as important is the Education Funding Agency (EFA) ensuring that the total funding envelope for high needs funding is at a sufficient level to fulfil the needs of pupils with special educational need and disability.

Question 2: Do you agree that the majority of high needs funding should be distributed to local authorities rather than directly to schools and other institutions?

- Yes, the Government should continue to distribute funding to Local Authorities to allow them to fulfil their statutory role in meeting the needs of individuals with special educational need and disability now and in the future, whilst achieving economies and effective use of resources at the same time. The delegation of funding to Local Authorities should also include place funding for all providers – the responsibility of allocating funding should be the responsibility of the Local Authority not the EFA.
- Lincolnshire like other Local Authorities commission services to special schools, special unit provision, independent special schools, non-maintained special schools etc., and through this arrangement the Local Authority supports providers through various mechanics, i.e. the timing of payments to support their cash flow; early communication of pupil placement changes or future provision required etc.
- This supports the EFA's view on creating financial stability for those providers and that successful providers should be able to prosper and grow. However, the place and top up system that the EFA has created undermines financial stability (an underlying principle of the EFA) for the likes of special schools since top up funding is removed when placements are not filled, which in specialist provisions is difficult to respond to and change spend accordingly due to the nature of the provision, and being in a position to take in pupils.
- Place funding is locked into a lagged system, and where place numbers require reducing or ending, it can become locked in where the providers does not agree to it, therefore creating an inefficient use of resource of taxpayers monies (an underlying principle of all Government spend). This also creates a cost pressure within the High Needs block, since budget / spend cannot be released with locked in place numbers that remain unutilised. In addition, pupil data can be a further academic year's delay creating a long lagged time to respond to change in pupil numbers, which again locks funding in needlessly.
- This whole approach of place and top up funding needs to be looked at for all providers including it being allocated out by the EFA. This creates an added complexity to the process; therefore Local Authorities should delegate the full place costs. It is not fit for purpose and causes confusion in schools / providers. It does not provide security of funding suggested, as often it is a small part of an institution's overall funding. Furthermore, the £10,000 is an arbitrary figure.
- A banding framework for provider payments should be considered for greater consistency in fees for pupils based around actual costs. If proposed savings are to be secured as the DSG is reduced in real terms, it is completely unacceptable to issue funding allocations that are not underpinned by detailed costs of providing those services.

Question 3: Do you agree that the high needs formula should be based on proxy measures of need, not the assessed needs of children and young people?

- Yes, agree in principle with the use of proxy indicators to ensure a fairer funding allocation is achieved amongst Local Authorities.
- The challenge will be ensuring that these proxy indicators and monetary amounts assigned to those reasonably allocate funding to meet the needs of those pupils in an effective delivery model allowing for the different spectrum of special educational need and disability pupils.

Question 4: Do you agree with the basic factors proposed for a new high needs formula to distribute funding to local authorities?

- Yes, agree in principle with the basic formulaic factors proposed and the correlations with special educational need and disability pupils; however without detail being provided on the proportion / values of funding going through each factor it is difficult to assess against the underlying principles of the reforms and whether those have been achieved in full, namely fair allocations are made to meet pupils needs.
- All funding should be allocated to Local Authorities and the recoupment of place funding from the EFA should end. The process of allocating funding out to providers for pupil placements should be made by Local Authorities in full.
- The proposals identify the inclusion of a 'substantial' child population factor and that high level special educational need and disability pupils is typically greater than 1% - however with the intention of distributing 'substantial' funding possibly through this factor; the variations in percentage of pupils in each Local Authority area with special educational need and disability and the lack of detail provided on how this will operate in practice, this a significant area of risk that could undermine the whole formula. Further information and evidence needs to be provided on having this as substantial funding distributing factor.
- Pupils with special educational need and disability pupils can have very extreme medical needs due to advances in technology that have or continue to keep them alive, which can be of a great cost to Local Authorities high needs blocks, which is not something the Dedicated Schools Grant (DSG) was intended for when it was created. The high needs block should meet the educational requirements of those pupils, but Local Authority / school costs have extended beyond that to support their health needs whilst in the school environment, namely gastronomy feeding, tracheostomy, administration of medication, suction, oxygen, nebuliser, epilepsy monitoring and treatment, changes of position for health and wellbeing and to reduce pain and discomfort, daily physiotherapy exercise programmes etc. Therefore their needs to be a recognition of these cost when determining the overall funding envelope for high needs funding (movement of monies from health to the high needs budget) or whether health provide this wrap around service for schools.
- A concern relates to the pupil data lag time when identifying pupil's basic entitlement in specialist provisions, therefore the funding not being responsive to meet Local Authority funding requirements. Should a retrospective secondary count be used to adjust funding allocations for the prior year funding to meet Local Authorities financial obligations i.e. similar to the early years funding regime?
- How will pupils with special educational need and disability aged over 18 be incorporated within the proxy indicator?
- A cross-border funding adjustment is welcomed since the current arrangements financially disadvantage those Local Authorities whom are net importers of pupils from other Local Authorities (i.e. the baselines have not been updated from 2012/13 data).
 - a. How will those cross-border pupils be dealt with when they are placed mid-year i.e. pro-rata share of the £6,000 can be recovered from the exporting Local Authority?
 - b. The recovery of top up funding by the schools themselves for other Local Authority pupils is an inefficient and costly approach to schools; therefore Local Authorities should be given back this responsible and financial recognition to undertake this role should be incorporated within the Education Support Grant.
 - c. The removal of £6,000 from other Local Authorities for mainstream cross-border pupils meeting the upper threshold of special educational need and disability (EHCPs) suggests that

this high needs funding is being moved back to the high needs block from the schools block (i.e. removal of notional SEN for high needs pupils), therefore funding the full cost of an EHCP within the high needs block? If this is not correct, more funding appears to be removed than necessary from those Local Authorities.

Question 5: We are not proposing to make any changes to the distribution of funding for hospital education, but welcome views as we continue working with representatives of this sector on the way forward.

- This has been area of discussion from the EFA for a number of years, and it appears to be no closer to a solution.
- Continuing with the actual spend levels would be satisfactory for a temporary measure.
- It will be helpful for the EFA to define a hospital school status?

Question 6: Which methodology for the area cost adjustment do you support?

- Accept that an area cost adjustment is required, but the consideration of differing area costs needs to be wider than London areas.
- Schools in areas that are rural and less popular to live find it very difficult to appoint good teaching and support staff resulting in schools having to pay higher salaries than normal or having expensive supply staff. This needs to be considered in the area cost analysis to avoid these schools being financially disadvantaged by their location.
- Using the hybrid model appears a sensible approach along with wider consideration of area costs due to the geographical circumstances.

Question 7: Do you agree that we should include a proportion of 2016-17 spending in the formula allocations of funding for high needs?

- Having a smooth transition from one funding mechanism to another is extremely important, particularly when it supports vulnerable pupils.
- What is the scaling down of the current spend over the 5 year period or is it fixed?
- Local Authorities have adopted different strategies with high needs funding (i.e. delegation to mainstream schools in formula factors to support integration of special educational need and disability pupils) therefore adopting a national schools formula could possibly remove that funding from those schools leaving the Local Authorities with lower baselines as a result to meet this added financial burden. How is this being considered?
- Having a proportion of current spend levels incorporated within the formula for a period of 5 years along with the proposal of having added protection through a minimum funding guarantee appears to be excessive, and will likely result in minimal funding changes across Local Authorities. This is not fulfilling the intended purpose of the funding system being fair in using 'objective measures or factors that drive costs' and a system that supports opportunity, since funding will be locked in through historic funding levels and guarantees.
- Why is 2016-17 spend levels required within the formula since the minimum funding guarantee baseline will be used for the purpose of protection? Therefore, the minimum funding guarantee level for future years can be used to control reductions in funding for Local Authorities losing funding.
- Will Local Authorities be notified in the next consultation what their funding levels would be without current funding levels being incorporated (i.e. after the 5 year period)? Local Authorities must have a strategic understanding and oversight of future funding; therefore the intended funding envelope needs to be known for each Local Authority (i.e. the monetary values of each factor assuming all things being equal).
- For those Local Authorities that have low levels of high needs funding delegated to them currently, the inclusion of current funding within the formula will continue to disadvantage those authorities from having fair levels of funding, and with the intention of including it for a period of 5 years it further compounds the issue.

- Using objective pupil measures would allow some Local Authorities to have an increase in their funding levels that they are entitled to, which would allow them to fulfil their role to the optimum level possible. A ceiling of gains could be introduced (comparable with the schools block reforms), but fundamentally Local Authorities are transitioning to a fair and objective funding model that represents pupils current characteristics. Therefore, it is not clear why the 2016-17 spend level should be incorporated within the formula itself.
- Will there be a ceiling on Local Authorities gaining?
- The Chancellor announced an extra £500m funding for school funding reforms, is any funding being used to accelerate the transition for high needs funding?

Question 8: Do you agree with our proposal to protect local authorities' high needs funding through an overall minimum funding guarantee?

- As detailed in question 7, this is an added form of protection. It would seem more sensible to have a minimum funding guarantee in place without current funding levels built into the formula, but use the current spend baseline on high needs funding as the comparison for calculating protection monies.
- The proposal of including current spend levels in the formula and a minimum funding guarantee protection appears to suggest that there would be a significant distribution in funding across Local Authorities? Does this mean the EFA is backtracking from its original intentions of using a funding system that is fair and uses 'objective measures or factors that drive costs' and a system that supports opportunity? How long through this current proposal would it take Local Authorities to be typically funded through the formula itself?
- This approach of a double protective measure is not consistent with the approach being adopted in the schools block funding reforms. What is the rationale / justification for this?
- The minimum funding guarantee can be used to facilitate change in a planned and coordinated way without destabilising Local Authorities and its pupils.
- The proposals identify the inclusion of a 'substantial' child population factor in the formula, therefore suggesting that spend levels on the whole typically change when pupil numbers flex. The minimum funding guarantee is a pupil guarantee, therefore this should complement this ideal, however with the inclusion of current spend levels in formula it appears to undermine this theory.

Question 9: Given the importance of schools' decisions about what kind of support is most appropriate for their pupils with SEN, working in partnership with parents, we welcome views on what should be covered in any national guidelines on what schools offer for their pupils with SEN and disabilities.

- Covered within the national guidance it would be beneficial for schools to publish the Graduated Approach criteria to enable parents to understand what support is available; what the child is entitled to; the assess, plan do and review period, and ultimately determining the stage when the school and parents would look at making a request for an EHC plan. Such an approach would achieve consistency in practice across all schools.

Question 10: We are proposing that mainstream schools with special units receive per pupil amounts based on a pupil count that includes pupils in the units, plus funding of £6,000 for each of the places in the unit; rather than £10,000 per place. Do you agree with the proposed change to the funding of special units in mainstream schools?

- No. The practicalities of the place and top up funding are floored again through using it for the special unit's arrangement. Special units are small in size both operationally and financially for a school, and often Local Authorities require a small provision of specialist services / units that they can draw upon to keep pupils within mainstream school settings. Local Authorities agree the capacity of the units based on its geographical needs, and such provision needs to be geared up (namely, staffing, resources etc.) to take in pupils throughout the year. This infrastructure is generally fixed in nature and costs cannot be flexed necessarily in line with pupil numbers

present, therefore makes a mockery of the top up arrangements, since it will either lead to ineffective service delivery or financial loss to the school.

- Funding for special units should be through a commissioned arrangement i.e. fixed annual funding agreement that is identified through identifying and costing up the key cost drivers, which provides financial stability to the schools unit.
- No, we do not agree with the proposal of altering the place value to £6,000 since the funding for units should be kept separate from the main schools funding, including that pupil number deductions from the unit not place number deductions should be made from the schools Number on Roll since places may be unfilled at the time of the census. Secondly, the EFA should reconsider the use of the place and top up arrangements particularly for special units, since it complicates funding arrangements for the school (including how empty places are supported by the Local Authority) and such an approach leads to schools either having operational or financial challenges in running the unit.
- The EFA does not allow local flexibility as stated in the document for planning future places. The Local Authority with the best interests of its pupils and the use of the DSG are unable to influence change due to places being locked in the system, and where service improvements can be made in future (that may result in a reduction in places being commissioned), are overruled due to the school not agreeing to the change, therefore creating an additional cost to the public purse.

Question 11: We therefore welcome, in response to this consultation, examples of local authorities that are using centrally retained funding in a strategic way to overcome barriers to integration and inclusion. We would be particularly interested in examples of where this funding has been allocated on an “invest-to-save” basis, achieving reductions in high needs spending over the longer term. We would like to publish any good examples received.

- Lincolnshire welcomes this conclusion, since inclusion and integration of pupils with special educational need and disability at mainstream schools is a major priority for the authority. Such flexibility allows a range of outreach services to operate supporting schools (through advice and support, intervention, guidance, training etc.) to assist in meeting pupil's needs within their local mainstream school on a range of SEND requirements. This approach equips schools to be more inclusive whilst achieving effective value for money for the DSG. Such outreach services include: supporting pupils with sensory and speech & language; physical difficulties; emotional / autism; behaviour. These services are a combination of commissioned services and those delivered by the Local Authority in-house.
- A concern of the National Funding Formula for schools is that Local Authorities will have no powers to influence schools behaviours through delegated funding changes, and a consequence is that Local Authorities could incur significant budget pressures within its high needs block, which it would find difficult or impossible to manage. Lincolnshire schools were among the highest of all Local Authorities in permanent pupil exclusions and with no availability within its high needs block to implement its strategy of a behaviour outreach service, funding was removed in 2016/17 from schools budget to the high needs block following support from Schools Forum. Without giving Local Authorities powers (on moving funding) to influence change and behaviours in schools (when required), it is a major concern for Local Authorities that the EFA needs to reconsider. This will not support the inclusive agenda.

Question 12: We welcome examples of where centrally retained funding is used to support schools that are particularly inclusive and have a high proportion of pupils with particular types of SEN, or a disproportionate number of pupils with high needs.

- It is unclear whether the consultation is suggesting that this high needs funding is being moved back to the high needs block from the schools block (i.e. removal of notional SEN for high needs pupils) therefore funding the full cost of an EHCP within the high needs block. If this is not the case, setting the expectations of what schools are required to offer is important likewise with low level high incidence SEN requirements.
- Lincolnshire has earmarked a high needs budget to target funding to schools where they have a disproportionate number of pupils with high needs (i.e. over £6,000) compared to a typical school

of that size. It is important to support this inclusion, and the Local Authority felt it was important to have a targeted and formulaic approach to providing objective funding built from an exercise of identifying the levels of notional SEN funding within a typical school size.

- The Local Authority has developed a targeted and formulaic approach that will provide extra funding to those schools that for their size have a higher than average number of Band 6 to 8 statements. The targeted approach seeks to provide an additional £6,000 (less 5% of that sector's AWPU) for each higher needs pupils (Band 6 to 8 pupil) above the threshold:
 - 1 Band 6 to 8 statement for schools with between 0 and 100 pupils.
 - 2 Band 6 to 8 statement for schools with between 101 and 200 pupils.
 - 3 Band 6 to 8 statement for schools with between 201 and 400 pupils.
- The National Funding Formula for schools should identify typically how many high needs pupils a school of a certain size should be able to accommodate from its funding. If this is not achievable, the notional SEN funding moved into the schools block for high needs pupils (i.e. over £6,000) should be added back into Local Authorities high needs budgets – this will allow Local Authorities to allocate funding to schools based on the pupils agreed requirements. The EFA recognise that the notional SEN has not worked as intended, and many Local Authorities, including Lincolnshire had stated this at the outset.

Question 13: Do you agree that independent special schools should be given the opportunity to receive place funding directly from the EFA with the balance in the form of top-up funding from local authorities?

- No. Lincolnshire response is the same as the one supplied when the EFA asked the same question for non-maintained special schools, and Lincolnshire does not agree with the application of place and top up funding for independent special schools.
- Local Authorities work collaboratively with independent schools through various mechanics, i.e. the timing of payments to support their cash flow; early communication of pupil placement changes or future provision required etc. to support their operations. This supports the EFA's view on creating financial stability for those providers and that successful providers should be able to prosper and grow. This negates the need to provide place funding using such a lagged approach.
- Lincolnshire directly contracts with independent special schools based on a per pupil value to meet the pupils needs or through an agreed banding framework. Payment terms may be in advance to support provider cash flow arrangements, but this approach ensures that funding follows the child.
- Creating a 'lagged' place funding system creates a risk that the EFA recoup place funding from Local Authorities for institutions that are not being filled by pupils. Lincolnshire and other East Midland authorities have experienced this with post-16 high needs places due to the lagged place funding that was created, and we wish to avoid this taking place again, as it is not an effective use of resources.
- Funding for the entire place cost should be paid by the commissioning Local Authority, therefore removing the EFA from the process.
- Lincolnshire is developing a strategy to contain and reduce out of county high needs placements through working with special schools to build in capacity to meet such complexities of pupils needs. Having funding locked in through such a place funding approach will restrict Local Authorities ability to redirect funding to where it is required, and create an obstacle in achieving our overall objective. The high needs block is only a finite sum of funding.
- The EFA have previously stated that Local Authorities can negotiate reduced top up values when places are not fully utilised, but the institutions are in the power position, therefore the likeness of this taking place is low.

Question 14: We welcome views on the outline and principles of the proposed changes to post-16 place funding (noting that the intended approach for post-16 mainstream institutions which have smaller proportions or numbers of students with high needs, differs from the approach for those with larger proportions or numbers), and on how specialist provision in FE colleges might be identified and designated.

- As referred to throughout the consultation response the place and top up funding does not work, and creates an inefficient use of Government funding. Lagged place funding gets locked in the funding regime, which the EFA recoups place funding from Local Authorities for institutions that are not being filled by pupils. Lincolnshire and other East Midland authorities have experienced this with post-16 high needs places, and we wish to avoid this taking place again, as it is not an effective use of resources.
- Local Authorities are unable to alter these lagged numbers where the provider does not agree to a place reduction, therefore this further compounds the issue, which does need addressing. Local Authorities should be given powers to manage place funding.
- The post-16 funding arrangements are overly complex and require further review. It is very difficult to clearly understand what is being proposed within post-16 funding without further detail being disclosed along with examples of how it would work.

Regulatory and Other Committee

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	27 April 2016
Subject:	SCoRE - Programme Update

Summary:

An update for Schools Forum members on the SCoRE programme to date. Specifically the successes of the investment in improving school boiler rooms and behaviour change programmes.

Recommendation(s):

Schools Forum are asked to consider the exit strategy options and propose their preferred way forward.

Background

- 1.1. The SCoRE programme (Schools Collaboration on Resource Efficiency) provides support for Lincolnshire's schools and academies to reduce energy consumption and bills. In addition to the financial and carbon dioxide savings it provides significant educational benefits.
- 1.2. The programme is funded from an allocation of DSG underspend. Participation has evolved in that schools can access the programme individually now, rather than having to form part of a geographic cluster. Clusters are still the preferred delivery model, but due to recruitment and spatial challenges the final year is more flexible in order to reach as many schools and academies as possible.
- 1.3. There are three strands to the programme:
 - Behavioural and low cost savings
 - Strategic investment in boiler room improvements
 - Supporting additional investment in proven technologies identified in action plans
- 1.4. In addition to reducing energy consumption and empowering children to make positive changes in their schools, SCoRE supports high level county council commitments and is the largest project in the carbon management plan. The

overall carbon emissions reduction target is 22%, SCoRE activity contributes approximately 65% of this target.

2. High-Level Achievements

2.1. 230 schools have taken part fully and 763 children have been trained as Lincolnshire Carbon Ambassadors. Additional investment triggered by SCoRE is valued at £2.2m, which is almost a 7:1 multiplier on the initial investment in project officers.

2.2. Headline figures of the financial savings generated by SCoRE are;

TABLE 1 – SCORE INVESTMENT AND SAVINGS

Project	Investment (£) ^a	Annual savings (£)
Behavioural (200 schools; savings assumed at 2% based on data from programme)	325,000	68,000 ^b
Boiler Room optimisation and insulation	2,245,000	600,000
M1G and Radiant Panels ^c	332,000	32,000
Energy Efficiency investment triggered by SCoRE (Salix; own funds etc.)	1,079,000	222,000
Solar PV (own funds; Capital loans)	1,094,000	53,000 ^d
Totals	5,075,000	907,000

^a figures are estimated spend by programme end;

^b not included in Total Savings to avoid double counting from energy efficiency investment;

^c not yet implemented, business case figures;

^d energy bill savings only, Feed in Tariff income not included

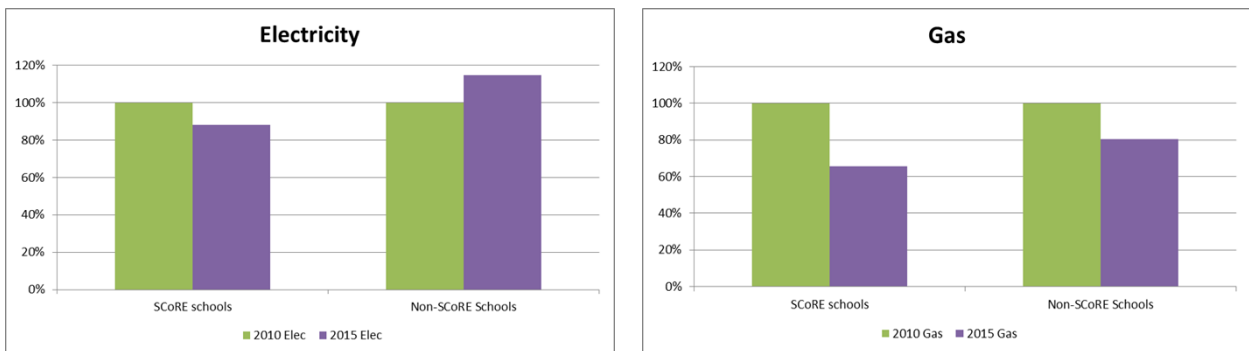
The £2.9m investment from the DSG underspend will have a return on investment of 3.2 years based on the annual savings figures in Table 1.

2.3. There has been an overall reduction in energy consumption from the whole school portfolio during the lifetime of SCoRE. Electricity use has seen a slight increase of 2% and gas consumption has gone down by 23% overall.

TABLE 2 – ENERGY CONSUMPTION DATA

	Elec consumption 10/11 (kWh)	Elec consumption 15/16 (kWh)	Gas consumption 10/11 (kWh)	Gas consumption 15/16 (kWh)
Whole school portfolio	42,457,602	39,698,211	89,104,897	60,129,136
All schools with comparable data	37,798,766	38,725,746	76,242,543	58,863,231
Savings 10/11 – 15/16		-2% (-£92,698)		23% (£434,483)
SCoRE Schools	28,358,759	24,939,606	56,834,088	37,237,388
Savings 10/11 – 15/16		12% (£341,915)		34% (£489,918)
Non- SCoRE Schools	12,742,266	14,599,290	28,087,259	22,552,666
Savings 10/11 – 15/16		-15% (£185,702)		20% (£138,365)

FIGURE 1 – COMPARING SCORE & NON-SCORE SCHOOLS ENERGY USE



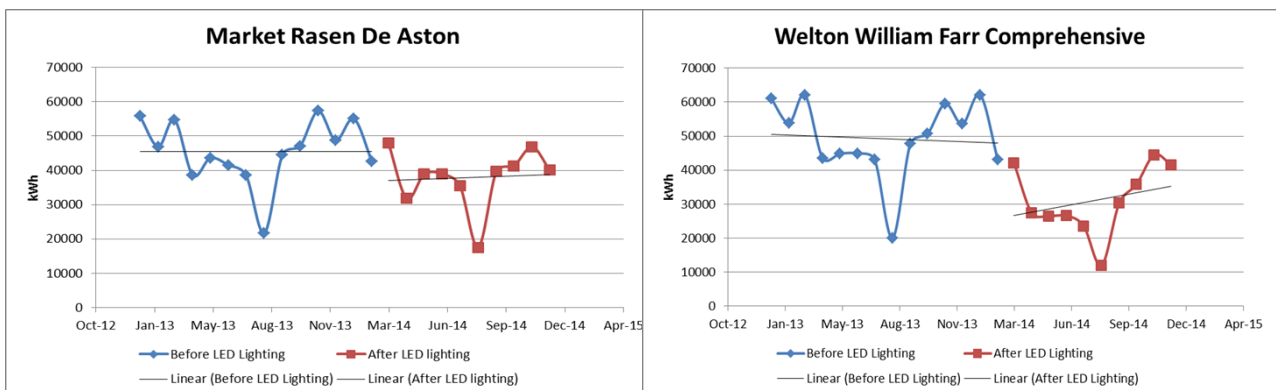
When SCoRE schools and non-SCoRE schools are compared the results in Figure 1 are striking; SCoRE schools have reduced electricity and gas consumption by 12% and 34% respectively. Non-SCoRE schools, however, have seen electricity consumption increase by 15% and gas consumption decrease by 20%. This indicates that schools that have completed the behaviour change element of SCoRE are making more significant reductions in their energy consumption that can be delivered through technology investment alone. Any long term reductions are dependent on the school being able to maintain the momentum and positive behaviour changes in school. This is an area of risk.

- 2.4. The vast majority of gas savings have been achieved through the boiler improvement programme, which comprised boiler load optimisation and insulation jackets on exposed joints and valves in boiler rooms. The savings that have been seen in non-SCoRE schools gas consumption can be confidently attributed to the installation of these measures to all schools, which Schools Forum recommended was completed ahead of the behaviour change element.

It is important to note that the data presented here are actual consumption figures that have not been adjusted to reflect differences in the winter temperatures in the two years. The financial savings are actual savings, although the comparative energy savings might be slightly different when the data is weather corrected.

- 2.5. One area of concern is that although benchmark fossil fuel use (kWh/m²) has fallen by 29% from 1997 to 2012 electricity (kWh/m²) has been rising annually at 3.8% for primaries and 4.7% for secondaries. This data was collected from thousands of schools nationally and has identified a trend within schools that more and more electricity is being consumed through the use of computers, interactive whiteboards, projectors, tablet computers etc. The SCoRE programme looks to have limited the increased electricity consumption across the whole portfolio, so although we haven't seen an absolute reduction we have avoided a circa 20% increase.
- 2.6. LED lighting upgrades have been installed in 34 schools. These are compliant Salix projects and LEA maintained schools have made use of the funds available. We have had successful applications to the national Salix fund to install upgrades in academies.

FIGURE 2 – ELECTRICITY CONSUMPTION BEFORE AND AFTER LED LIGHTING INSTALLATIONS



LED lighting reduces the baseload consumption of lighting demand, but as can be seen from both the examples in Figure 2 it does not protect the school from consumption creep, which happens over time.

- 2.7. Two remaining investment programmes are due to complete during the 2016/17 financial year. An efficiency unit for point-of-use water heaters, similar to that installed in boiler rooms, and far-infrared radiant heater panels for electrically heated schools. The aim is to have both fully installed before the start of the next heating season. It is projected that the investment allocation will be underspent by £355,000 and the allocation for delivering the behaviour change element of SCoRE will underspend by £75,000.
- 2.8. Analysis of SCoRE performance would not have been possible without the prior investment in AMR meters and data provision. This continues to be an

important asset that schools are learning to make use of and is a crucial tool in troubleshooting consumption queries with schools and energy providers.

3. Future options

3.1. Since the start of the scheme there have been significant changes in the context. An increasing number of schools have become academies. Although SCoRE supports all Lincolnshire schools irrespective of status this provides difficulties in accessing consumption data and limits the finance and support available for energy efficiency investment. Recent Budget 2016 announcements accelerate that process. It is suggested that the following options be considered;

- Option A Project closes as planned in September 2016. This would mean no further support for Lincolnshire schools and children to understand and seek to reduce consumption and bills;
- Option B Extend the programme until March 2018 (end of Carbon Management Plan period) utilising underspend. Estimated costs for this 19 month extension would be £120,000. This would be done by extending our current partnership arrangement with Keep Britain Tidy. It is expected that, in addition to continued support to those that have already participated, a further 50 schools would be engaged. The focus of the scheme would be on:
 - behaviour change and quick wins
 - supporting previous participants
 - supporting identification of energy efficiency investment and their financing
 - providing bursar, caretaker training
- Option C Fund and develop SCoRE 2, another invest to save programme which seeks to engage with all schools to continue to make revenue savings. This could include:
 - SCoRE officers on LCC payroll, rather than seconded through Keep Britain Tidy
 - continuing to provide business support apprentice position
 - re-engaging with SCoRE schools to support their positive behaviour change campaigns
 - integrated caretaker training and job description development
 - bursar training to make full use of energy data from AMR meters and TEAM database
 - focusing on heating controls and establishing school specific heating policies

A four-year programme could be delivered for £80,000 per year without the support of an apprentice or £95,000 per year including the apprentice support.

3.2. Whichever option is favoured it is proposed that within the commercial offer for schools an offering for DEC's for academies and energy advice and support would be developed.

Conclusion

It is recommended that the scheme is extended until March 2018 utilising £120,000 underspend from the current allocation. At the same time a proposal would be developed to sit within the council's proposed commercial offer to schools to provide Display Energy Certificates for academies and SCoRE type energy reduction support and advice.

Consultation

a) Policy Proofing Actions Required

n/a

Appendices

These are listed below and attached at the back of the report	
Appendix A	All SCoRE schools and programme details

Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

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Row	DFES #	School Name	Postcode	Behaviour Change		Boiler Room Improvements				Additional Investment £		Solar PV		Energy Spend 2015/16			Energy Consumption kWh 2010/11 (FY)			Energy Consumption kWh 2015/16 (FY)			Savings from BRI			Notes		
				Training day date	# LCAs	BLO installatio	VFI installatio	BLO £/units	VFI £	CapEx Scho	Salix Loan	KWP	£ of system	Heating fu	Electricity £	Gas £	Oil £	Electricity	Gas	Oil	Electricity	Gas	Oil	BLO £	BLO kWh		VFI £	Notes
1		Nursery																										
2	9251012	Boston Nursery School	PE21 0LJ	Infants		14/05/2015	16/10/2014	£ 3,452	£ 236								50,608.99	56,341.13			49,747.64	54,475.18		-£ 76.85	- 1.90	£ 110		
3	9251011	Gainsborough Nursery School	DN21 2RR	Infants	Sep-14	3 Declined	16/10/2014	£ 284	£ 284				23.5	£ 48,000	gas						37,677.49	46,588.69				£ 125		
4	9251001	Grantham Wyndham Park Nursery School	NG31 9BB	Infants	Sep-14	3 Declined	09/10/2014	£ 396	£ 396						gas						28,235.25	68,588.08				£ 164		
5	9251010	Lincoln Kingsdown Nursery School	LN6 0FB	Infants	Sep-14	3 Declined	16/10/2014	£ 319	£ 319						gas						32,901.30	60,299.39				£ 141		
6	9251005	Lincoln St Giles Nursery School	LN2 4LQ	Infants	Sep-14	3	25/06/2015	16/10/2014	£ 5,178	£ 296					gas						93,085.99	61,387.24		£ 99.45	24.30	£ 153		
7		Infant																										
8	9253009	Branston Church of England Infant School	LN4 1PR	Infants			17/11/2014	12/03/2015	£ 3,452	£ 874					gas						33,056.80	52,649.47		£ 8.03	14.90	£ 526		
9	9253310	Grantham Harrowby Church of England Infant School	NG31 9LJ	No response			09/10/2014	06/11/2014	£ 3,452	£ 283					gas						49,668.57	45,024.58		£ 31.18	15.50	£ 139		
10	9253311	Grantham Little Gonerby Church of England Infant School	NG31 9AZ	No response			26/06/2015	04/06/2015	£ 1,726	£ 872					gas						33,493.26	-		-£ 7.98	1.40	£ 459		
11	9252162	Holton-le-Clay Infants' School	DN36 5AQ	Infants	19/02/2015		23/04/2015	£ 3,452	£ 242						oil						26,917.35					£ 489		
12	9252122	Lincoln Bracebridge Infant and Nursery School	LN5 8QG	Infants	19/11/2014		06/11/2014	£ 3,452	£ 655						oil						24,978.97	2,730.55				£ 758		
13	9252137	Lincoln Manor Leas Infant School	LN6 8BE	Infants			Declined	06/11/2014							gas						-	-				£ 588		
14	9253108	Lincoln St Faith's Church of England Infant School	LN1 10S	Infants	Sep-14	3 Declined	22/10/2014	£ 449	£ 449		£ 9,300				gas						33,916.79	161,620.11		£ 517.48	3.70	£ 263	September 2015 - LED lighting installed	
15	9253105	Lincoln St Peter in Eastgate Church of England (Controlled)	LN2 4AW	Infants	Jul-14	3	12/11/2014	22/10/2014	£ 1,726	£ 351					gas						23,130.29	109,856.03		£ 96.95	12.80	£ 210		
16	9252135	Lincoln Woodlands Infant and Nursery School	LN6 0PF	Infants			08/10/2014	06/11/2014	£ 3,452	£ 572					gas						47,516.55	200,085.85				£ 373		
17	9252170	Louth Eastfield Infants' and Nursery School	LN11 8DQ	Infants			06/03/2015	14/05/2015	£ 3,452	£ 853					gas						72,132.60	164,166.30		£ 273.10	8.40	£ 450		
18	9252223	Nettleham Infant School	LN2 2NT	Infants			13/11/2014	13/11/2014	£ 3,452	£ 390					gas						38,085.28	-		£ 322.68	6.00	£ 210		
19	9252190	Skegness Infant Academy	PE25 2QU	Infants			16/02/2015	03/06/2015	£ 8,630	£ 953					gas						27,314.87	240,341.03		£ -	-	£ 492		
20		Primary																										
21	9252142	Alford Primary School	LN13 9BJ		Apr-13	3	13/02/2014	13/03/2014	£ 8,630	£ 1,663	£ 8,000				gas						69,905.47	166,649.15		£ 531.90	3.30	£ 2,035	December 2014 - LED lighting installed.	
22	9253000	Allington with Sedgemoor Church of England Primary School	NG32 2DY		May-14	3	22/10/2014	09/10/2014	£ 3,452	£ 455	£ 9,396				gas						29,567.52	104,757.66		£ 171.35	7.40	£ 243	October 2014 - LED lighting installed.	
23	9253001	Ancaster Church of England Primary School	NG32 3QQ		Sep-13	3	12/05/2014	03/04/2014	£ 3,452	£ 440					oil						36,271.68					£ 476		
24	9253154	Bardney Church of England and Methodist Primary School	LN3 5XU	declined			13/04/2015	12/03/2015	£ 3,452	£ 855	£ 11,225			14.3	£ 21,424	gas					36,798.71	11,982.99	52,845.20	74,863.03			£ 433	February 2016 - LED lighting installed.
25	9252222	Barkston and Syston Church of England Primary School	NG32 2NB		May-14	3	21/10/2014	09/10/2014	£ 3,452	£ 394					oil						34,310.02	24,717.67				£ 389	September 2015 - LED lighting installed.	
26	9253004	Barrowby Church of England Primary School	NG32 1BK	declined			19/05/2015	26/02/2015	£ 6,904	£ 693					gas						41,267.86	173,725.54		£ 257.00	10.00	£ 410		
27	9252002	Bassingham Primary School	LN5 9HQ	declined			27/04/2015	12/03/2015	£ 3,452	£ 669					oil						94,143.88		8,526.55	83,824.82			£ 762	
28	9253005	Boston Church of England Primary School	PE6 9PB	No response			14/05/2015	26/06/2015	£ 3,452	£ 420					gas						40,651.90	233,055.30		£ 513.20	24.90	£ 187		
29	9252003	Billingborough Primary School	NG34 0NX	No response			09/02/2015	24/03/2015	£ 3,452	£ 293					gas						40,432.53		9,358.83	40,670.93			£ 282	
30	9253007	Billinghay Church of England Primary School	LN4 4HU		Sep-15	8	28/01/2015	12/03/2015	£ 3,452	£ 587					oil						45,794.11		13,306.33	39,268.47			£ 645	
31	9253116	Binbrook Church of England Primary School	LN8 6DU		Jan-14	3	19/06/2014	17/07/2014	£ 5,178	£ 709	£ 13,269				oil						39,097.00	198,559.88		£ 129.68	15.60	£ 445	Planned LED lighting install.	
32	9253350	Blyton cum Loughton CE Primary School	DN21 3JX		Jan-13	3	17/12/2013	12/12/2013	£ 5,178	£ 187					oil						51,423.01					£ 422		
33	9252234	Boston Carlton Road Academy	PE21 8QX	No response			26/01/2015	03/02/2015	£ 6,904	£ 992					gas						103,228.80	300,108.24		£ 165.85	8.50	£ 731		
34	9252113	Boston Hawthorn Tree School	PE21 0PT	No response			26/01/2015	02/02/2015	£ 3,452	£ 955				10.0	£ 25,000	gas					48,609.04	158,218.83		£ 189.38	3.10	£ 683		
35	9252237	Boston Park Academy	PE21 9LQ		Jan-13	3	22/01/2014	24/01/2014	£ 3,452	£ 647					gas						54,521.92	94,948.74		£ 822.35	5.30	£ 426		
36	9252010	Boston Pioneers' Academy	PE21 8SS	No response			Declined	05/02/2015	£ 298						gas											£ 218		
37	9253342	Boston Saint Mary's R.C. Primary School	PE21 9PX	No response			10/06/2015	03/02/2015	£ 1,726	£ 309					gas						33,587.04	115,131.99		-£ 536.00	- 19.60	£ 154		
38	9253085	Boston Saint Thomas' Church of England Primary School	PE21 7RZ		May-14	3	17/10/2014	02/10/2014	£ 3,452	£ 837					gas						77,760.65	307,048.65		£ 44.88	13.20	£ 378		
39	9253162	Boston St Nicholas Church of England Primary School	PE21 0EF		Jan-15		27/01/2015	05/02/2015	£ 3,452	£ 1,061					gas						151,984.90		12,070.42	75,311.44			£ 597	
40	9252239	Boston Stanland Academy	PE21 8DF		Mar-15		23/04/2015	05/02/2015	£ 6,904	£ 2,673				9.7	£ 29,100	gas					96,498.16	292,143.85				£ 1,437		
41	9252221	Boston Tower Road Academy	PE21 9PX	No response			01/04/2015	06/02/2015	£ 6,904	£ 1,336					gas						112,561.74	243,983.42		£ 495.45	12.30	£ 650		
42	9252116	Boston West Academy	PE21 7QG		Jan-13	3	27/01/2014	24/01/2014	£ 3,452	£ 592	£ 4,695				gas						39,075.48	95,497.35		£ -	-	£ 519	September 2012 - 1 BO unit installed and LED lighting installed.	
43	9253100	Bourne Abbey Church of England Primary Academy	PE10 9EP		Sep-13	3	02/06/2014	23/05/2014	£ 3,452	£ 847					gas						164,600.00	305,353.76		£ 59.88	8.70	£ 399		
44	9252016	Bourne Elsea Park C of E Primary Academy	PE10 0WP		Dec-15	8	Declined	13/02/2015	£ 1,137						gas											£ 553		
45	9252072	Bourne Westfield Primary Academy	PE10 9QS		Sep-13	3	06/06/2014	23/05/2014	£ 3,452	£ 804					gas						134,550.14	251,539.94		£ 208.38	12.20	£ 563		
46	9252009	Bracebridge Heath St John's Primary Academy	LN4 2LD		Jan-13	3	27/01/2014	09/01/2014	£ 5,178	£ 689					gas						73,617.98	33,021.21	12,315.12	73,541.73	27,745.82		£ 633	
47	9252074	Branston Junior Academy	LN4 1LH		Sep-13	3	09/05/2014	05/06/2014	£ 3,452	£ 301					oil						32,451.98					£ 455		
48	9253163	Brant Broughton Church of England and Methodist Prim	LN5 0RP		Sep-15	8	19/03/2015	12/03/2015	£ 3,452	£ 315					oil						34,519.07		8,406.63	27,545.35			£ 391	
49	9252145	Brocklesby Park Primary School	DN37 8J5		Jul-12	3	04/12/2013	21/11/2013	£ 1,726	£ 117																		

Row	DFES #	School Name	Postcode	Behaviour Change	Boiler Room Improvements	Additional Investment £	Solar PV	Energy Spend 2015/16	Energy Consumption kWh 2010/11 (FY)	Energy Consumption kWh 2015/16 (FY)	Savings from BRI	Notes								
Training day date	# LCAs	BLO installation	VFI installation	BLO £/units	VFI £	CapEx	Salix Loan	KWP	£ of system	Electricity	Gas	Oil	Electricity	Gas	Oil	BLO £	BLO kWh	VFI £	Notes	
112	9253313	Great Gonerby St Sebastian's Church of England Primary	NG31 8LB	May-14	3	23/10/2014	09/10/2014	£ 3,452	£ 500				44,722.98	102,307.75					£ 268	
113	9253314	Great Ponton Church of England School	NG33 5DT	Jan-15		05/02/2015	23/01/2015	£ 1,726	£ 182				17,176.71		4,121.36				£ 162	
114	9252159	Great Steeping Primary School	PE23 5PT	No response		10/06/2015	01/06/2015	£ 1,726	£ 301				19,368.35		5,334.98				£ 297	
115	9252217	Grimoldby Primary School	LN11 8SW	May-14	3	13/10/2014	25/09/2014	£ 3,452	£ 587				64,850.00	271,073.00					£ 257	
116	9253124	Hackthorn Church of England Primary School	LN2 3PF	declined		03/06/2015	26/03/2015	£ 1,726	£ 87				16,638.44		6,860.80				£ 89	
117	9253125	Halton Holgate Church of England Primary School	NG32 5PB	Nov-15	18	03/06/2015	01/06/2015	£ 1,726	£ 72			5,791	39,847.08						£ 76	Planned LED lighting install.
118	9253031	Harlaxton Church of England Primary School	NG32 1HT	Jan-15		20/05/2015	25/02/2015	£ 3,452	£ 668				40,000.30		10,853.03				£ 805	
119	9253033	Heckington St Andrew's Church of England Primary School	NG34 9RX	Nov-15	10	11/02/2015	26/02/2015	£ 5,178	£ 1,151				59,995.64	247,282.33					£ 679	
120	9252075	Heighington Millfield Primary Academy	LN4 1RQ	Sep-13	3	08/05/2014	05/06/2014	£ 5,178	£ 564				35,258.66	145,878.89					£ 373	August 2011 - T5 lighting installed
121	9252025	Helpringham Primary School	NG34 0RD	No response		10/02/2015	04/06/2015	£ 3,452	£ 579				71,116.64		7,330.78				£ 581	
122	9252210	Hemswell Cliff Primary School	DN21 5XS	Jan-14	3	09/06/2014	26/06/2014	£ 3,452	£ 635			10,062	35,341.83		10,262.39				£ 893	LED lighting paid from school capital
123	9252161	Hogsthorpe Primary Academy	PE24 5PT	Apr-13	3	n/a	n/a						81,565.40					n/a		
124	9252092	Holbeach Bank Primary School	PE12 8BX	No response		29/04/2015	30/04/2015	£ 1,726	£ 427				19,766.55						£ 410	
125	9252093	Holbeach Primary School	PE12 7LZ	Sep-15	6	11/05/2015	30/04/2015	£ 6,904	£ 1,360				99,222.08	246,133.87					£ 678	
126	9253089	Holbeach St Mark's Church of England Primary School	PE12 8DZ	No response		Declined	30/04/2015		£ 413				20,421.39		4,855.15				£ 417	
127	9253167	Holbeach William Stukeley Church of England Voluntary	PE12 7HG	Apr-13	3	07/02/2014	13/02/2014	£ 5,178	£ 787				60,478.88	215,669.00					£ 414	
128	9252229	Holton-le-Clay Junior School	DN36 5DR	Jan-15	6	26/02/2015	23/04/2015	£ 5,178	£ 904				59,615.45	140,629.83					£ 441	
129	9253317	Horblyng Brown's Church of England Primary School	NG34 0PL	Sep-13	3	18/06/2014	03/04/2014	£ 3,452	£ 361				82,315.15		11,050.38				£ 354	
130	9252244	Horncastle Community Primary School	LN9 5EH	declined		13/05/2015	23/04/2015	£ 5,178	£ 1,953				86,076.45	439,070.69					£ 1,245	
131	9252209	Huttoft Primary School	LN13 9RE	Apr-13	3	11/03/2014	13/03/2014	£ 1,726	£ 179				65,845.65						£ 196	
132	9252166	Ingham Primary School	LN1 2XT	Apr-13	3	06/03/2014	21/03/2014	£ 3,452	£ 559				58,465.14	119,684.64					£ 645	March 2011 - T5 lighting installed. December 2013 - LED lighting installed.
133	9252004	Ingoldmells Academy	PE25 1PS	No response		20/02/2015	03/06/2015	£ 3,452	£ 748				69,434.99	266,662.08					£ 398	
134	9252035	Ingoldby Academy	NG33 4HA	Sep-13	3	16/06/2014	03/04/2014	£ 1,726	£ 486				30,928.76		9,089.39				£ 612	
135	9252168	Keeby Primary Academy	DN41 8EF	Feb-16	5	26/02/2015	23/04/2015	£ 6,904	£ 398				50,883.57	153,579.74					£ 328	
136	9252182	Kelsey Primary School	LN7 6EJ	Sep-15	4	13/03/2015	17/03/2015	£ 3,452	£ 546				30,447.82		7,802.80				£ 636	
137	9253036	Kirkby-la-Thorpe Church of England Primary School	NG34 9NU	Jul-15	10	09/02/2015	26/02/2015	£ 1,726	£ 488				39,877.67						£ 439	
138	9253359	Kirkby-on-Bain Church of England Primary School	LN10 6YW	Sep-13	3	23/05/2014	19/06/2014	£ 1,726	£ 89				21,571.01		3,860.06				£ 103	
139	9252094	Kirton Primary School	PE20 1HY	No response		13/05/2015	12/02/2015	£ 5,178	£ 1,459				80,268.80	199,964.92					£ 705	
140	9252028	Langtoft Primary School	PE6 9NB	No response		Declined	25/06/2015		£ 390				45,951.06	104,394.40					£ 198	
141	9253361	Lea Frances Olive Anderson Church of England Primary	DN21 5EP	Jan-13	3	15/01/2014	24/01/2014	£ 3,452	£ 262				37,525.90	91,240.80					£ 152	
142	9253319	Leadenham Church of England Primary School	LN5 0QB	Oct-15	3	01/04/2015	26/03/2015	£ 1,726	£ 162				22,291.95		3,445.70				£ 149	
143	9253037	Leasingham St Andrew's Church of England Primary School	NG34 8JS	Jun-15		21/05/2015	24/03/2015	£ 3,452	£ 322				87,012.00	258,022.47					£ 265	
144	9253168	Legbourne East Wold Church of England Primary School	LN11 8LD	Jan-14	3	29/04/2014	18/07/2014	£ 3,452	£ 565				28,859.28	66,879.21					£ 289	
145	9252169	Legsby Primary School	LN8 3QW	Apr-13	3	Declined	27/03/2014		£ 90				18,457.68		2,220.76				£ 79	
146	9252245	Lincoln Birchwood Junior School	LN6 0NL	Jan-14	3	29/01/2015	03/07/2014	£ 3,452	£ 808				100,518.38	77,521.26	14,494.02				£ 1,059	
147	9253505	Lincoln Bishop King Church of England Community Prim	LN5 8EU	No response		05/03/2015	26/03/2015	£ 6,904	£ 776				53,147.59	154,249.02					£ 372	September 2011 - T5 lighting installed
148	9252006	Lincoln Carlton Academy	LN2 4AG	No KS2		n/a	26/03/2015		£ 955										£ 589	
149	9253508	Lincoln Ermine Primary Academy	LN2 2HG	declined		18/03/2015	19/03/2015	£ 6,904	£ 1,928				79,209.34	569,107.00					£ 1,021	
150	9252220	Lincoln Hartsholme Academy	LN6 0DE	Jan-16	7	Declined	17/03/2015		£ 1,951				98,150.00	728,440.23					£ 1,102	
151	9252246	Lincoln Leslie Manser Primary School	LN6 0FB	Jan-14	3	25/04/2014	03/07/2014	£ 3,452	£ 779				81,139.06	374,035.52					£ 594	
152	9252136	Lincoln Manor Leas Junior Academy	LN6 8BE	No response		Declined	06/11/2014		£ 1,220				185,765.83	393,824.71					n/a	
153	9252124	Lincoln Monks Abbey Primary School	LN2 5PF	Jul-12	3	12/12/2013	14/11/2013	£ 10,356	£ 1,249				61,655.32	229,273.06					£ 816	
154	9252227	Lincoln Mount Street Primary School	LN1 3JG	No response		08/05/2015	03/03/2015	£ 5,178	£ 814				63,477.57	288,273.47					£ 402	
155	9253347	Lincoln Our Lady of Lincoln Catholic Primary School	LN2 2HE	Jan-16	6	24/04/2014	17/07/2014	£ 3,452	£ 503				45,981.86	175,807.09					£ 304	
156	9253346	Lincoln Saint Hugh's Catholic Primary Voluntary Academ	LN6 0SH	No response		22/04/2015	17/03/2015	£ 5,178	£ 269				68,003.00	144,223.32					£ 159	
157	9253107	Lincoln St Faith & St Martin Church of England Junior Sch	LN1 1LW	Jul-12	3	15/01/2014	14/11/2013	£ 1,726	£ 222				50,177.08	596,195.08					£ 165	
158	9252027	Lincoln St Giles Academy	LN2 4LQ	Jan-13	3	23/01/2014	28/11/2013	£ 3,452	£ 790				110,998.72	143,908.81					£ 408	
159	9253111	Lincoln St Peter at Goutws Church of England Primary Sch	LN5 7TA	Jul-12	3	16/01/2014	14/11/2013	£ 3,452	£ 879				33,487.74	79,516.58					£ 511	
160	9252219	Lincoln The Lancaster School	LN6 0QQ	Apr-16		06/10/2014	06/11/2014	£ 10,356	£ 992				46,002.79	143,138.00					£ 513	
161	9253507	Lincoln The Meadows Primary School	LN5 98B	Jan-13	3	23/01/2014	09/01/2014	£ 3,452	£ 728				72,995.08	189,568.17					£ 441	
162	9252130	Lincoln The Priory Witham Academy - Primary	LN6 7DT	No response		Declined	19/03/2015						197,354.67	299,059.80	26,785.90				n/a	
163	9252120	Lincoln The Sir Francis Hill Community Primary School	LN6 7UE	declined		02/05/2014	03/07/2014	£ 5,178	£ 441				106,997.29	370,429.64					£ 288	
164	9252224	Lincoln Westgate Academy	LN1 3BQ	Jan-14	3	13/06/2014	22/07/2014	£ 1,726	£ 389				98,285.59	197,296.09					£ 222	
165	9253040	Long Bennington Church of England Primary Academy	NG23 5EH	Dec-15	6	Declined	04/06/2015		£ 453				53,540.00	111,572.40					£ 217	
166	9252095	Long Sutton Primary School	PE12 9EP	No response		Declined	16/04/2015		£ 953				51,263.27	245,301.32					£ 468	
167	9252171	Louth Kidgate Primary Academy	LN11 9BK	No response		03/04/2015	10/03/2015	£ 6,904	£ 967				110,801.31	246,158.23					£ 614	
168	9252206	Louth Lacey Gardens Junior School	LN11 8DH	May-14	3	11/11/2014	25/09/2014	£ 5,178	£ 386				82,273.20	232,020.42					£ 217	
169	9253128	Louth St Michael's Church of England Primary School	LN11 9AR	Jan-14	3	01/05/2014	10/07/2014	£ 3,452	£ 800				85,686.87	189,488.20					£ 463	
170	9252105	Luton St Nicholas Primary School	PE12 9HN	No response		12/05/2015	30/04/2015	£ 1,726	£ 144				32,367.86		2,994.20				£	

Row	DFES #	School Name	Postcode	Behaviour Change		Boiler Room Improvements			Additional Investment £		Solar PV		Energy Spend 2015/16			Energy Consumption kWh 2010/11 (FY)			Energy Consumption kWh 2015/16 (FY)			Savings from BRI			Notes		
				Training day date	# LCAs	BLO installation	VFI installation	BLO £/units	VFI £	CapEx Scho	Salix Loan	KWP	£ of system	Heating fu	Electricity £	Gas £	Oil £	Electricity	Gas	Oil	Electricity	Gas	Oil	BLO £		BLO kWh	VFI £
334	9256909	Stearford & Ruslington St George's Academy	NG34 7PS	declined		09/03/2015	19/06/2015	£ 37,972	£ 8,215						1,499,402.03	1,430,739.15		1,195,274.07	2,442,692.63		£ -		£ 4,775				
335	9255403	Stearford Carré's Grammar School	NG34 7DD	declined	Jan-16	11/02/2015	09/06/2015	£ 10,356	£ 1,710						608,447.36	1,439,426.30		414,681.58	491,950.96		£ 197.08	3.70	£ 1,069				
336	9254005	Stearford Kesteven and Stearford High School Selective Ac	NG34 7FS		Jan-16	Declined	26/02/2015	£ 2,818		£ 23,008					332,846.97	716,888.28		281,480.42	577,284.98				£ 2,049				
337	9254603	Spalding Grammar School	PE11 2XH		Jan-15	05/05/2015	12/06/2015	£ 13,808	£ 2,438						870,307.66	945,365.23	173,297.43	403,301.89	533,013.41		£ 4,682.63	26.30	£ 1,441				
338	9254027	Spalding High School	PE11 2PJ		Apr-13	10/02/2014	07/02/2014	£ 12,082	£ 2,994	£ 18,808					393,326.82	751,601.44		430,961.05	604,740.24		£ 1,199.25	5.80	£ 2,311				
339	9255416	Spalding Sir John Glead School	PE11 2EJ		Jan-15	Declined	16/04/2015	£ 1,668							435,070.60	650,511.79	76,450.19	682,358.48	464,142.27				£ 2,317				
340	9254002	Spilsby The King Edward VI Academy	PE23 5EW	No response		21/04/2015		£ 13,808							188,970.34	521,688.94		216,064.24	400,430.17		£ 1,597.65	13.40	n/a				
341	9254006	St George's Academy - Ruslington site	NG34 9BY	declined		29/04/2015	25/06/2015	£ 5,178	£ 427						17,974.00	117,271.39	46,420.22	355,749.83		£ -		£ 397					
342	9254067	Stamford Welland Academy	PE9 1HE		Apr-13	28/01/2014	27/02/2014	£ 15,534	£ 2,264	£ 15,439	9.7	£ 29,100			282,307.23	573,047.13		93,589.53	140,325.30		£ 1,909.43	3.40	£ 1,568				
343	9254516	Stickney The William Lovell Church of England Academy	PE22 8AA	No response		30/03/2015	12/02/2015	£ 8,630	£ 1,286						228,878.20		36,291.83	255,653.24				£ 1,435					
344	9254011	Tattershall Barnes Wallis Academy	LN4 4PN	No response		28/01/2015	05/03/2015	£ 6,904	£ 2,577						224,330.60	620,651.68		197,861.93	440,715.90				£ 2,149				
345	9255420	Welbourn Sir William Robertson Academy	LN5 0PA		Sep-13	13/05/2014	24/04/2014	£ 8,630	£ 2,085						381,963.20		82,000.00	361,172.39				£ 3,396					
346	9255415	Welton William Farr (Church of England) Comprehensive	LN2 3JB		Apr-13	03/03/2014	16/12/2013	£ 25,890	£ 3,363	£ 135,410	150.0	£ 215,000			691,874.05	1,411,355.43	242,198.53	479,142.81	1,370,711.04		£ 3,071.53	6.10	£ 4,781				
347	Special																										
348	9257012	Boston and Lincoln The Pilgrim School	LN6 0DE	No response		29/01/2015	19/03/2015	£ 1,726	£ 134									19,145.25			£ -		£ 75				
349	9257010	Boston John Fielding Community Special School	PE21 9PX		May-14	16/10/2014	02/10/2014	£ 5,178	£ 595						33,748.55	119,792.64		40,397.46	106,136.24		£ 251.18	20.20	£ 280				
350	9257028	Bourne Willoughby School	PE10 9JE	No response		Not Known	12/02/2015	£ 6,904	£ 1,076		7.0	£ 17,490			86,470.26	311,077.40		68,041.93	163,510.17		£ 1,606.90	29.60	£ 609				
351	9257034	Gainsborough Aegir Community School	DN21 1PB	Jan15?		As part of TVA	05/12/2013		£ 738									169,927.07					£ 428				
352	9257033	Gainsborough Warren Wood Community School	DN21 1PU	Jan15?		05/05/2015	03/03/2015	£ 3,452	£ 110						255,153.70	590,391.47		168,501.51	239,605.25		£ 891.70	14.20	£ 67				
353	9257008	Gosberton House School	PE11 4EW		Sep-15	24/04/2015	16/04/2015	£ 1,726	£ 409						64,468.06			71,549.65					£ 580				
354	9257005	Grantham Sandon School	NG31 9AX	No response		04/03/2015	26/02/2015	£ 3,452	£ 352						100,312.22	75,822.65		106,157.72	61,824.68		£ 66.18	6.00	£ 171				
355	9257002	Grantham The Ambergate Sports College Specialist Educa	NG31 7LP	No response		04/03/2015	26/02/2015	£ 8,630	£ 624						74,043.58	293,708.37		115,993.84	185,356.97		£ 204.58	6.40	£ 432				
356	9257029	Grantham The Phoenix School	NG31 7US	No response		25/02/2015		£ 497							10,630.86	262,147.24		83,767.90	207,377.05				£ 272				
357	9257021	Horncastle St Lawrence School	LN9 5EJ	No response		24/03/2015	25/09/2014	£ 8,630	£ 560						166,089.87	428,979.58		123,430.72	241,830.18		£ 198.75	13.90	£ 318				
358	9257015	Lincoln St Christopher's School	LN6 8AR	No response		07/04/2015	19/03/2015	£ 5,178	£ 1,566						113,890.61	229,150.93		154,398.68	260,080.23		£ 589.93	10.40	£ 805				
359	9257016	Lincoln St Francis Special School	LN1 3TJ		Jan-16	Declined	03/03/2015	£ 5,178	£ 729						237,552.61	811,995.10		271,609.22	651,961.63				£ 646				
360	9257031	Lincoln The Fortuna Primary School	LN6 0FB	Jan15?		PFI									75,780.44	204,908.94		74,592.54	186,096.30								
361	9257032	Lincoln The Sincil Sports College	LN5 8EL	No response		PFI									133,335.30	282,976.46		133,996.52	148,007.96				n/a				
362	9257025	Louth St Bernard's School	LN11 8RS		May-14	30/04/2014	18/07/2014	£ 5,178	£ 1,541						119,862.15	610,920.17		119,262.99	484,171.83		£ 350.65	5.80	£ 917				
363	9257003	South Rauceby The Ash Villa School	NG34 8QA	No response		n/a	n/a							n/a	n/a			n/a	n/a				n/a				
364	9257011	Spalding The Grary School	PE11 1QF	Jul15?		16/04/2015	16/04/2015	£ 1,726	£ 1,023						47,748.01		15,066.58	49,696.00					£ 1,189				
365	9257009	Spalding The Priory School	PE11 2EH	No response		15/04/2015	16/04/2015	£ 5,178	£ 934						82,525.54	285,853.87		93,023.86	237,143.12		£ 141.05	11.40	£ 673				
366	9257024	Spilsby The Eresby School	PE23 5HU	No response		13/04/2015	01/06/2015	£ 3,452	£ 1,282						114,844.35	267,309.23		37,420.00	281,738.66		£ 424.43	7.70	£ 843				
367	9257030	Spilsby The Lady Jane Franklin School	PE23 5EJ	No response		21/04/2015	01/06/2015	£ 5,178	£ 524						10,900.29	263,774.41		122,074.00	190,047.59				£ 333				
								£ 1,622,440	£ 326,854	£ 11,912	£ 1,078,952	586	£ 1,094,625		£ 3,969,821	£ 1,503,228	£ 2% behav chg	£ 109,461	£ 42,457,602	£ 89,104,897	£ 2,373,969	£ 39,698,211	£ 60,129,136	£ -	£ 64,490	£ 985	£ 263,086
																			6%	33%	Energy saved						
																			£ 275,939	£ 724,394	Money saved						
																			£ 38,725,746	£ 58,863,231							
																			-2%	23%	Energy saved						
																			£ 92,698	£ 434,483	Money saved						
																			£ 24,939,606	£ 37,237,388							
																			12%	34%	Energy Saved						
																			£ 341,915	£ 489,918	Money Saved						
																			£ 14,599,290	£ 22,552,666							
																			-15%	20%	Energy Saved						
																			£ 185,702	£ 138,365	Money Saved						

REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Lincolnshire Schools' Forum
DATE OF MEETING:	27 April 2016
SUBJECT:	Team Around the Child (TAC) in Lincolnshire
REPORT BY:	Paula Whitehead, Manager, Team Around the Child, Lincolnshire County Council Children's Services
NAME OF CONTACT OFFICER:	Paula Whitehead
CONTACT OFFICER TEL NO:	07909535868
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IS REPORT CONFIDENTIAL?	No

SUMMARY

The purpose of this report is to provide an update on Team Around the Child (TAC) in Lincolnshire, in the form of an annual report.

BACKGROUND

Schools' Forum, in partnership with Lincolnshire County Council have funded Lincolnshire's Team Around the Child (TAC) Team since April 2014. During this time significant improvements have been made in the support available to Lead Professionals across the County; in particular those working in Schools and Academies. The attached Annual Report highlights the achievements in the development of TAC over the last financial year.

RECOMMENDATIONS

- ❖ Schools' Forum notes the Annual Report attached.

Purpose

The purpose of this report is to provide information regarding Team Around the Child (TAC) in Lincolnshire, in order to highlight achievements and identify areas for development. It will describe the multi-agency work being done by professionals and agencies within Lincolnshire in order to support children, young people and families at the earliest opportunity.

Introduction

What is Team Around the Child (TAC)?

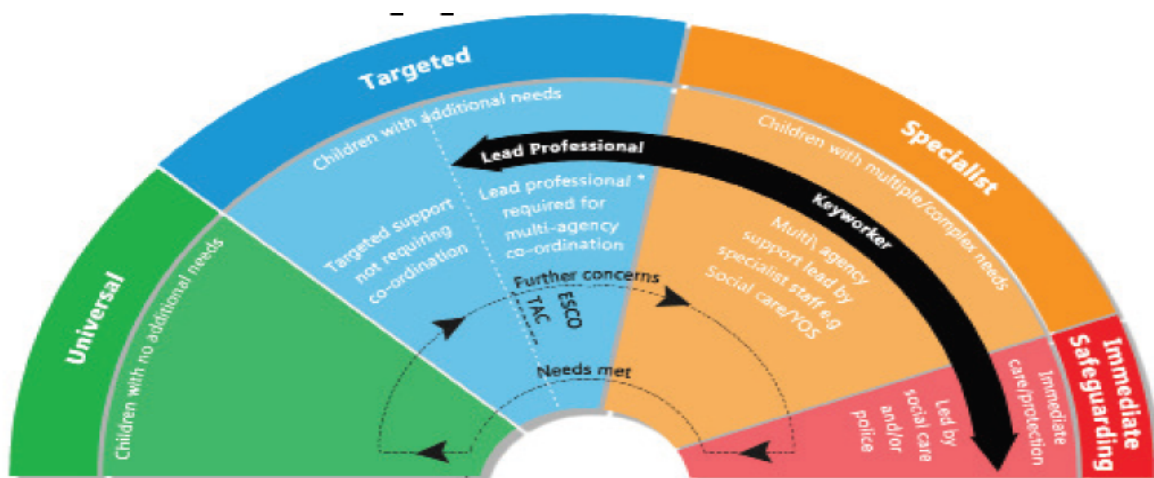
TAC is Lincolnshire's multi-agency methodology for the provision of co-ordinated support to children, young people and families within an **Early Help** arena. It is based around a sound assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country. It aims to help with the early identification of unmet needs of children and young people, and promote a co-ordinated multi-agency response to meet them.

TAC can be used to support children and young people between 0–19 years, including unborn babies, and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability.

There are four main stages in setting up a TAC

- Early identification of needs
- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering an integrated services
- Reviewing and refining the support arrangements

TAC is part of Lincolnshire's safeguarding continuum:



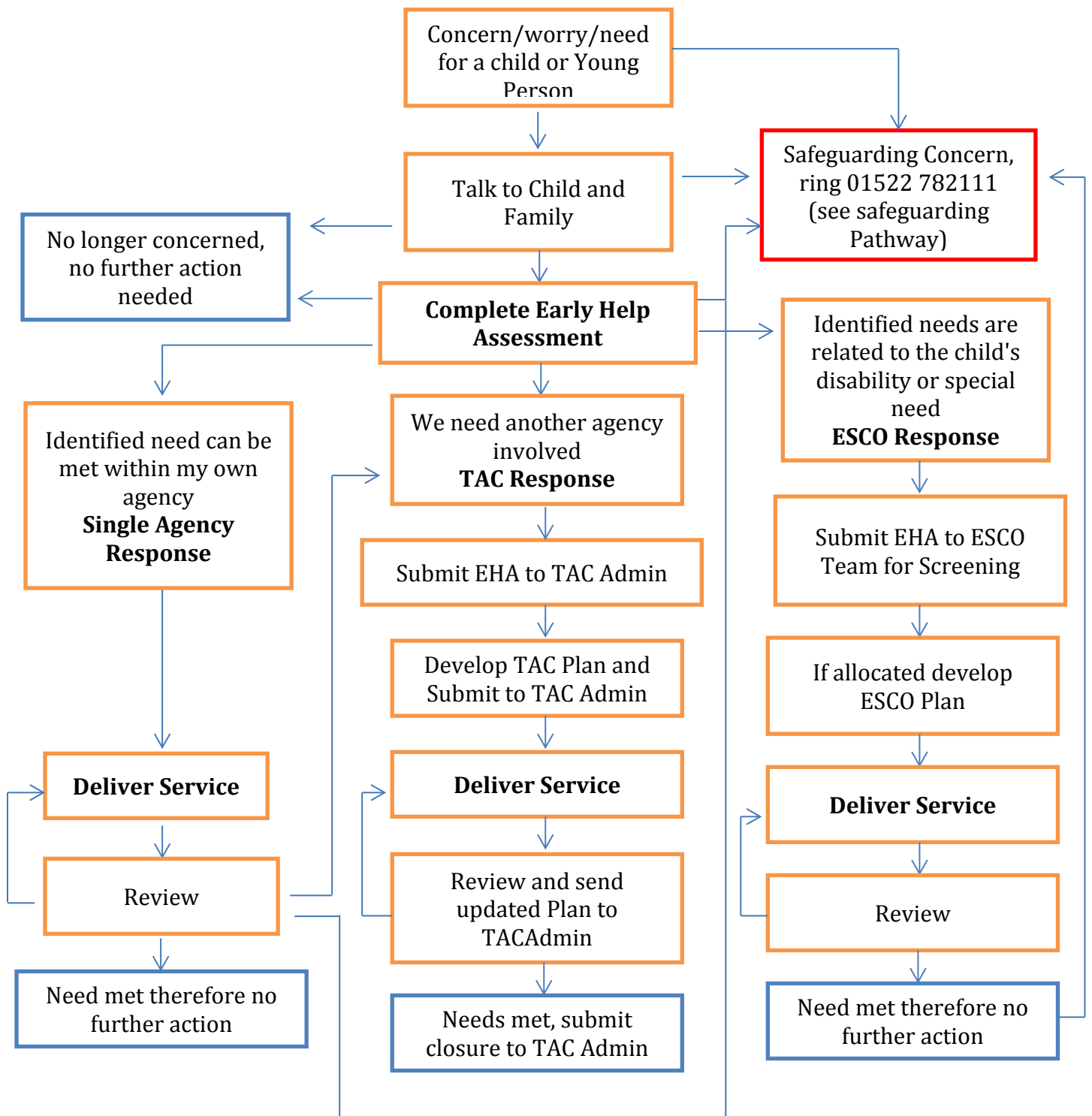
Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future.

Working Together to Safeguard Children (2013) identifies the critical features of effective Early Help as:

- A multi-disciplinary approach that brings a range of professional skills and expertise to bear through a "team around the child" approach
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- Practice that empowers families and helps them to develop the capacity to resolve their own problems
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process

Early Help Pathway

This is taken from the LSCB publication 'Meeting the Needs of Children in Lincolnshire—A Shared Responsibility'



Background

National Context

This report is written in the context of the Government Guidance, Working Together to Safeguard Children, 2013. This Guidance is very clear that safeguarding is everyone's responsibility; and that a child-centered, multi-agency approach to Early Help is most effective in improving children's lives.

"Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years"

[Working Together to Safeguard Children \(2013\)](#)

Local Context

Team Around the Child (TAC) is Lincolnshire's agreed and well-established process for Early Help.

In the last 3 years there have been significant developments within Early Help and TAC.

In 2013, two significant cases in Lincolnshire, prompted the LSCB to undertake a multi-agency audit of a sample of TAC cases. This audit report was completed in June 2013; and it highlighted that there was some good practice with regard to the provision of Early Help Services, but that the use of paperwork was inconsistent. Moreover, the existing templates were not conducive to good recording practice. Another issue of concern was that Lead Professionals in Educational settings are not receiving adequate supervision, nor management oversight of cases.

This report was presented to the Children and Young People's Strategic Partnership in August 2013. In response to this report, LCC Children's Services created a Team Manager and Practice Supervisor post in order to increase capacity to effect changes and improvements to TAC systems and processes. The Team Manager sought feedback regarding TAC from a sample of School Headteachers and Agency Partners. This feedback and performance data was used to identify the following issues:

- Schools, Academies and some other agencies were sometimes unclear about services available for children, young people and families within TAC.
- Schools, Academies, some other agencies were often dissatisfied with the support available to lead professionals.
- TAC processes were complicated, confusing and not widely understood.
- TAC paperwork was used inconsistently, and professionals needed more support regarding assessment and planning.

The Children and Young People's Strategic Partnership also created a multi-agency Early Help Steering Group to drive forward improvements to paperwork and processes. This resulted in a new, simplified Early Help Assessment (EHA), and an improved TAC Handbook being developed and launched in April 2014.

Lincolnshire Schools Forum was consulted regarding the issues raised by schools and academies, who have been consistently the largest sector leading TACs in Lincolnshire. They agreed to work in partnership with Lincolnshire County Council to jointly fund a new Team of Early Help Consultants to support and challenge TAC Lead Professionals. The first four Early Help Consultants came into post during April and May 2014; and four more have been recruited in April 2015.

Finally, TAC Administrators were moved under central management, and given a slightly revised remit regarding monitoring TAC cases.

During the past year the service has continued to develop in line with needs identified, and feedback from Lead Professionals. The amount of workshops and development sessions has increased; and TAC Forums have been established to enable partners to share information and celebrate good practice.

Roles and Responsibilities

The TAC Team is a central team supporting practitioners and agencies across all services working with children, young people and families at an early help level. It is unique to Lincolnshire, and consists of a Team Manager, 8 Early Help Consultants, a Senior TAC Administrator, and 7 TAC Administrators.

TAC Administrators give information regarding the TAC process, and services available in the area. They receive Early Help Assessments, TAC Plans, and TAC Closure summaries and ensure these are recorded on the child's file. They monitor TACs, request the relevant paperwork from Lead Professionals, and provide data, such as the data used within this report.

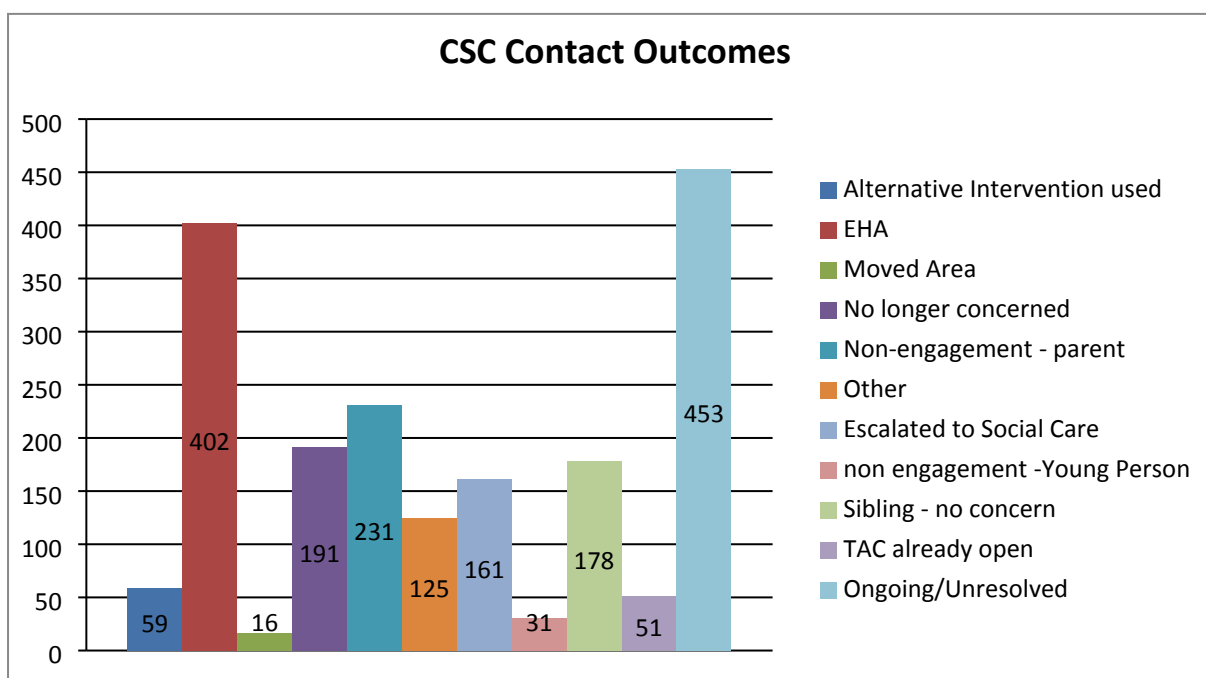
Early Help Consultants offer support, advice and guidance to Lead Professionals from any agency across Lincolnshire. They support with skills and knowledge around assessment, analysis and planning via the Signs of Safety Methodology. This can be via bespoke briefing sessions, multi-agency events and forums, or one to one guidance. They help Lead Professionals map cases and come up with actions to improve the quality and effectiveness of TACs.

In addition, they quality assure a sample of 50 cases per month in order to identify individual and common themes for development or sharing of good practice. For the education sector, they also provide case supervision for individual TAC cases.

This report provides a summary of the work of this Team, and the Lead Professionals they support.

Contacts to Customer Service Centre

The Team monitors all calls to the Lincolnshire County Council Customer Service Centre (CSC), where callers are advised to complete Early Help Assessments. This could be where they have phoned for advice on a case; or where they have made a referral to Children's Social Care, but the case has not met the threshold for Social Care intervention. Callers are contacted and asked what actions they have taken to follow the advice given. The total number of these cases dealt with in 2015/16 was 1898, which is an 11% increase from last year. These cases are then categorized according to the action taken:

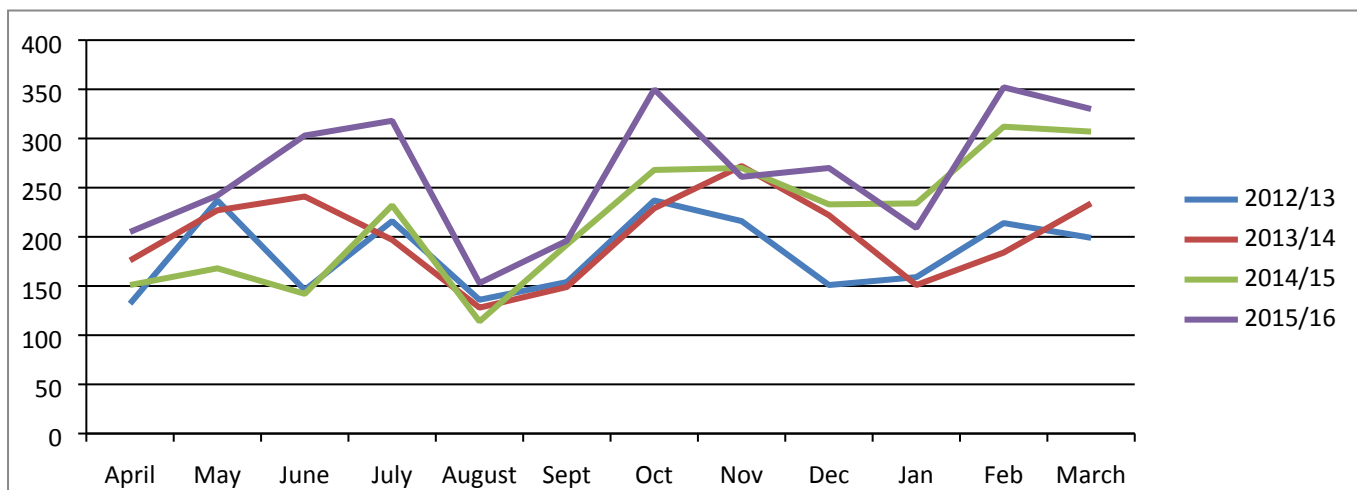


Cases are classed as resolved when an EHA has been submitted, the case has been accepted by Social Care, or the needs have been met in some other way, for example by the referring agency themselves. Cases are classed as unresolved when no action has been taken after a minimum of 2 contacts. In these instances the Safeguarding Lead for the agency concerned is copied into the final email to make them aware of their responsibilities.

During the year 79% of cases were resolved, compared to 78% last year.

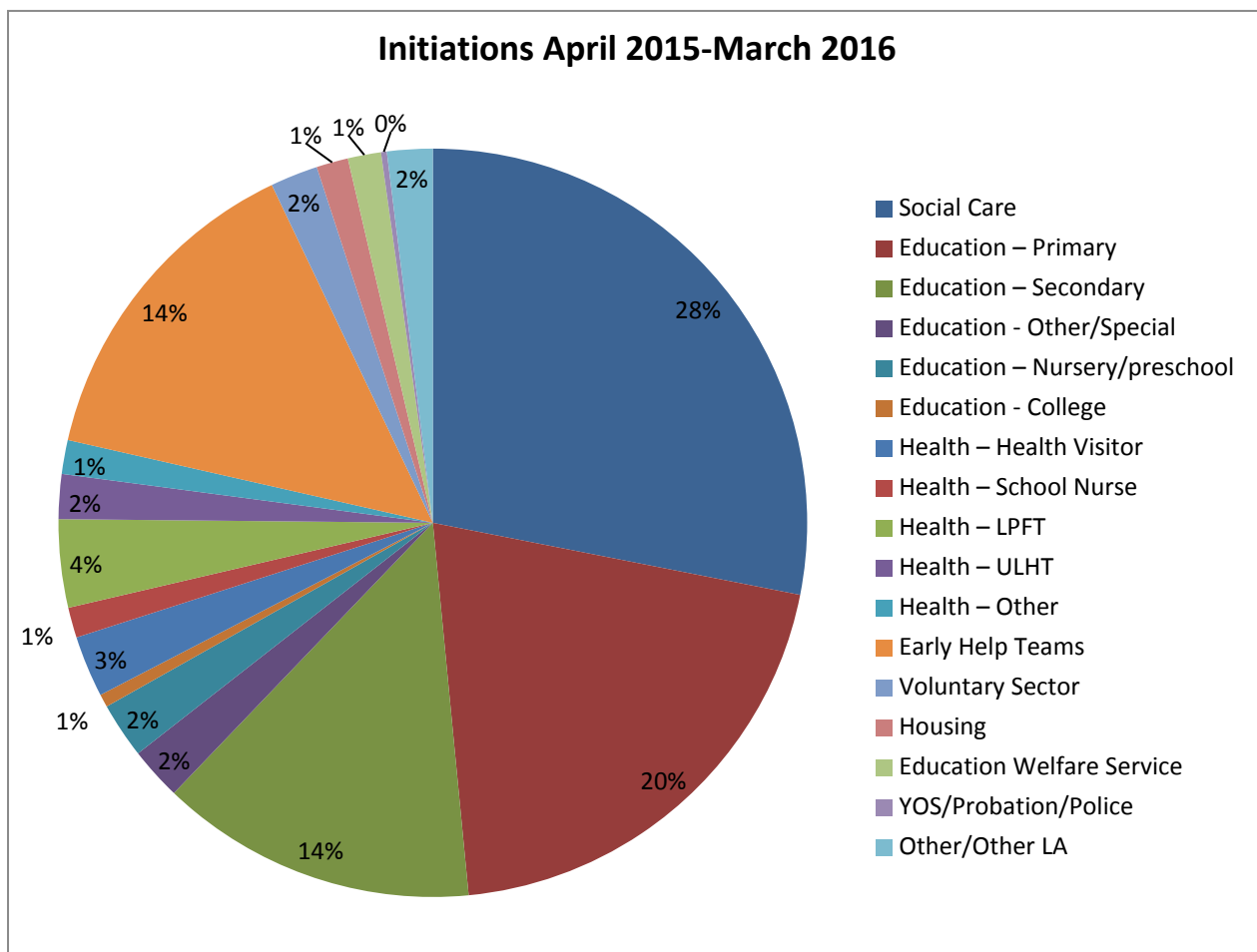
TAC Initiations

TAC initiations are logged and monitored once a Lead Professional has gained consent from the young person or family, completed an Early Help Assessment with them, and sent it to the TAC Administrators. Initiations continue to increase compared to previous years, as illustrated below.



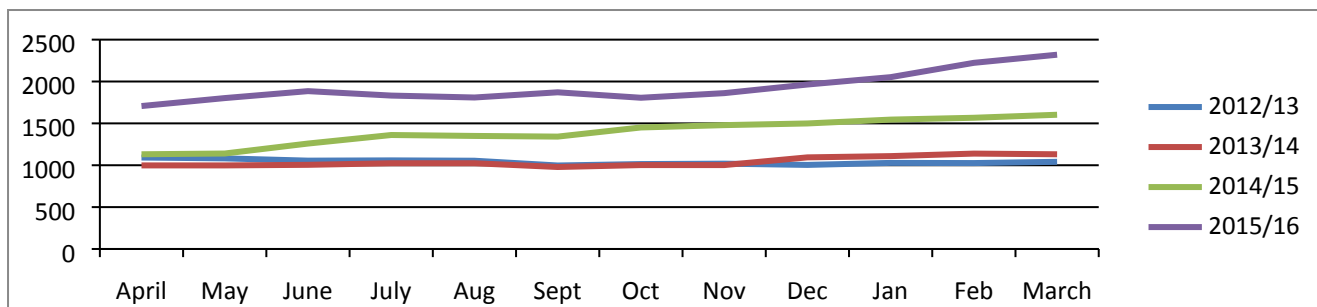
Total initiations for 2015-16 were 3208, compared to 2632 in the previous year. This is an 18% increase in a year. The trajectory for the coming year predicts a further increase. Patterns of initiations throughout the year tend to fluctuate around school holidays, with a dip in August each year.

Transfer from Social Care to TAC is increasing gradually, which means that the Local Authority is now the highest initiating agency of TAC, 43% compared to 36% last year.



Open TACs

The following graph shows the number of open TACs within Lincolnshire since 2012.

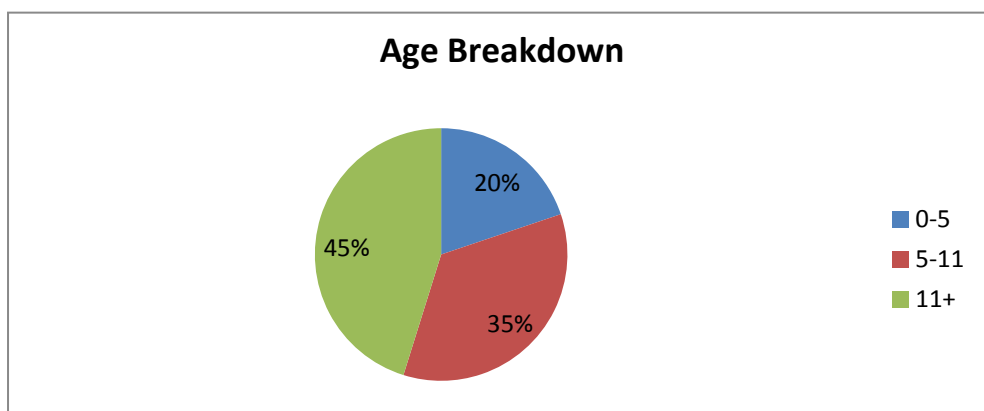


From 2012 to 2014, the numbers of TACs open at any one time remained fairly stable, around 1000 cases. Following the simplification of the process, and the development of the central TAC Team, numbers have steadily increased, despite better data cleansing and validation. The number of open TACs at the end of March 2016 was 2320. When compared to previous years, this represents a 31% increase within a year; and the number of TACs open is more than double the position 2 years ago (1131, March 2014). Numbers continue to rise at a steady rate, meaning more children, young people and families are receiving coordinated, multi-agency early help.

The balance of agencies leading TACs has traditionally remained relatively consistent. However, this year has seen a significant increase for Education, from leading 50% of TACs, to leading 65%. The representation of Health, and other agencies has declined as shown below.

Lead Professional Agency	2015	2016
Education (Primary, Secondary, Nursery, Pre-school)	50%	65%
Health (LPFT, ULHT, LCHS, CCG)	13%	10%
Early Help Teams (LCC)	23%	22%
Others (Housing, YOS/Probation/Voluntary/Other)	14%	3%

The age breakdown of open TACs is shown below:



"Through the practitioner interviews an almost unanimous finding is that the Early Help Assessment is easy to complete, the language used is conducive to working with children and families and the use of Signs of Safety (SOS) methodology has been a huge improvement."

LSCB Early Help Audit Report July 2015

Advice Support and Guidance

During the year, the Early Help Consultants have provided ad hoc support and advice to Lead Professionals on 2454 occasions. When compared to last year, this represents a 3% increase. This is in addition to Case Supervisions for Schools and Academies, and Quality Assurance visits. The periods before, and immediately after school holidays continue to be busy.

Samples of Feedback

In March 2016, Lead Professionals were asked for feedback on the services provided by the TAC Team. 117 responses were received. Of these, only 5 had not used any of the support on offer. The feedback on the advice and guidance given was positive, both with regard to TAC Administration, and Early Help Consultants.

"I asked EHC for support when case working and found the experience very useful in terms of having another opinion and ideas on how to progress the case when it drifted."

"I use the TAC Admin for advice and always find them really helpful and supportive."

"The TAC Admin Team are easy to contact and are helpful"

The main elements of support that have been found most useful are:

"help to move things forward"

"queries answered promptly"

"gathering new information and updates"

"not made to feel that I am asking a 'silly' question"

Case Supervisions

The provision of case supervision is a service provided only to schools and academies within Lincolnshire, or where a school is leading a TAC for a Lincolnshire child. The case supervision sessions are delivered on a one to one basis for the Lead Professional, but can include other staff if this is deemed to be beneficial to the case. The supervisions are recorded and clear direction is given in order to improve outcomes for the child or young person concerned.

The table below shows the numbers of schools and academies taking up this service as of March 2016, with a comparison to last year.

Supervision Uptake	Schools with an open TAC		Schools accessing Supervisions		Percentage
	March 2015	March 2016	March 2015	March 2016	March 2016
Boston/South Holland	48	57	15	20	35%
Lincoln/West Lindsey	55	63	56	41	65%
North/South Kesteven	61	79	20	23	29%
East Lindsey	47	52	24	27	52%
TOTAL	211	251	115	111	44%

The number of schools with open TACs has increased from 211 in March 2015, to 251 in March 2016. The overall take up rate for supervision is 44%, representing a reduction of 4 schools since last year. However, the service has received positive feedback such as:

"Case supervision can be crucial, especially if as Lead Professional you are unsure how to take a particular case forward. The expertise from the Early Help Consultants is very useful and supportive."

"...invaluable in terms of moving things forward and ensuring that interests and needs of child remain central."

When asked to scale the quality of supervision received on a scale of 0 to 10, out of 48 respondents the average scale was 8.75.

"My EHC always offers support via email and during case supervision which enables a good working relationship and support network for myself as Lead Professional."

"Excellent service. All experience positive"

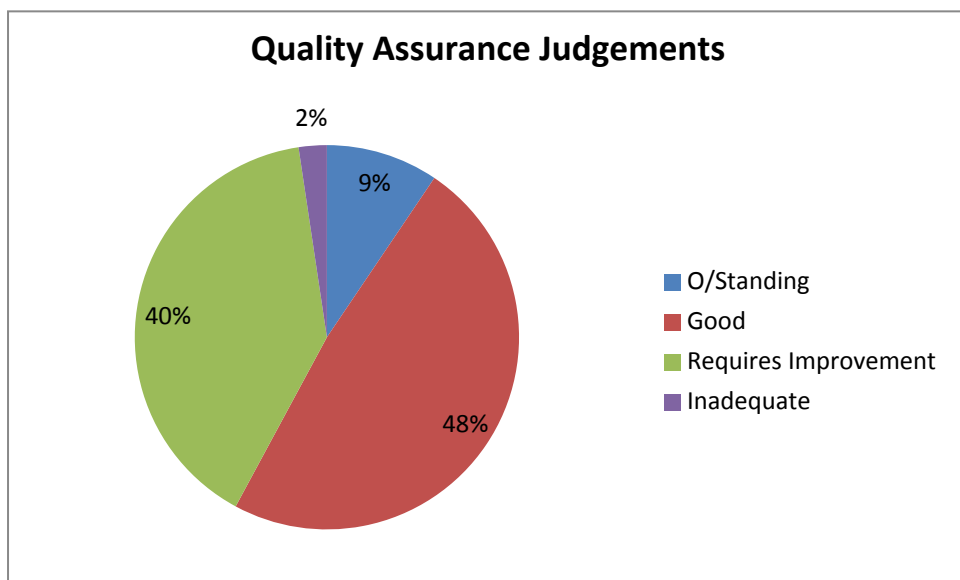
"Case supervision gives me peace of mind."

"Case supervision is really valuable. Please can I have some more!"

Quality Assurance

During the year, 259 cases were quality assured. The QA visit to the Lead Professional looked at the quality of early identification, assessment, planning, review, management oversight and closure (if applicable). The cases were then graded as inadequate, requiring improvement, good or outstanding. All cases had an improvement plan put in place by the Lead Professional, with support if required from the Early Help Consultant. For inadequate cases this was done within 48 hours, and managers or Safeguarding Leads were notified.

The outcomes of the QA visits are shown below:



Compared to last year, outstanding cases have increased from 8% to 10%; and inadequate cases have reduced from 18% to 2%. This is evidence of quality improvement in the journeys of children and young people through TAC.

Key Themes Identified

Voice of the Child – the collection of voice of the child has improved significantly this year. Lead Professionals are increasingly using creative and innovative methods to really listen to children, as shown below. However, children influencing their own TACs is still an area for development.



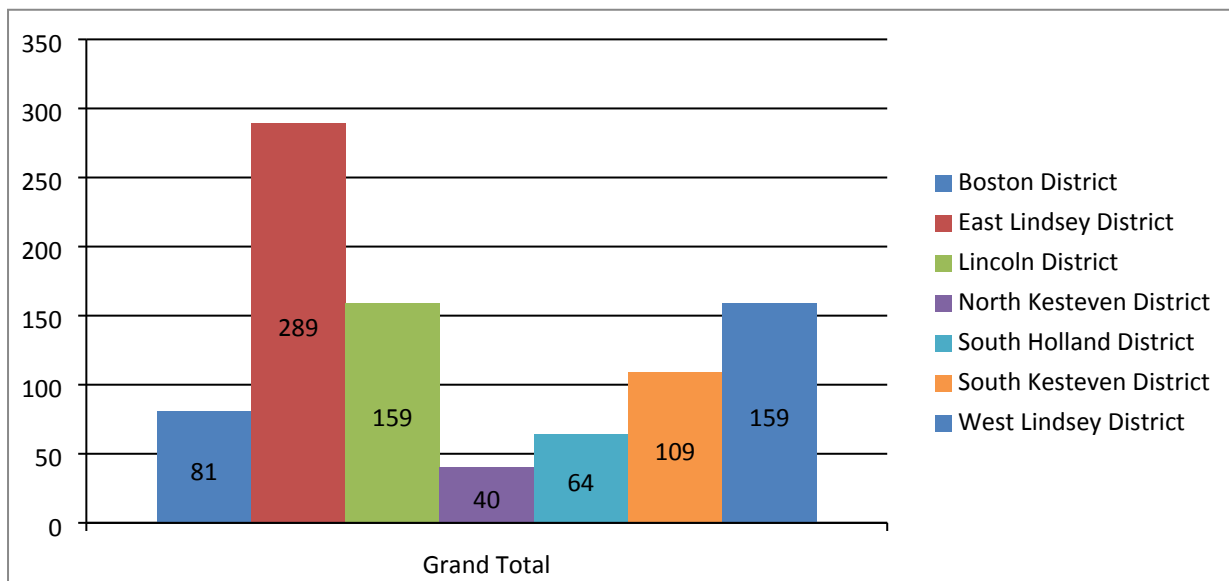
Picture reproduced with thanks to Alison Russell and Gainsborough Parish Church C.E. Primary School

Signs of Safety – where this is used it has added significant value to the TAC in all areas of the process. It is beginning to be used across many agencies, and the TAC Team are supporting further developments.



Interface with Social Care

In 2015-2016 901 cases transferred from Social Care into TAC, representing 18% of cases closing to Social Care in that period.



113 stepped up into Social Care from TAC.

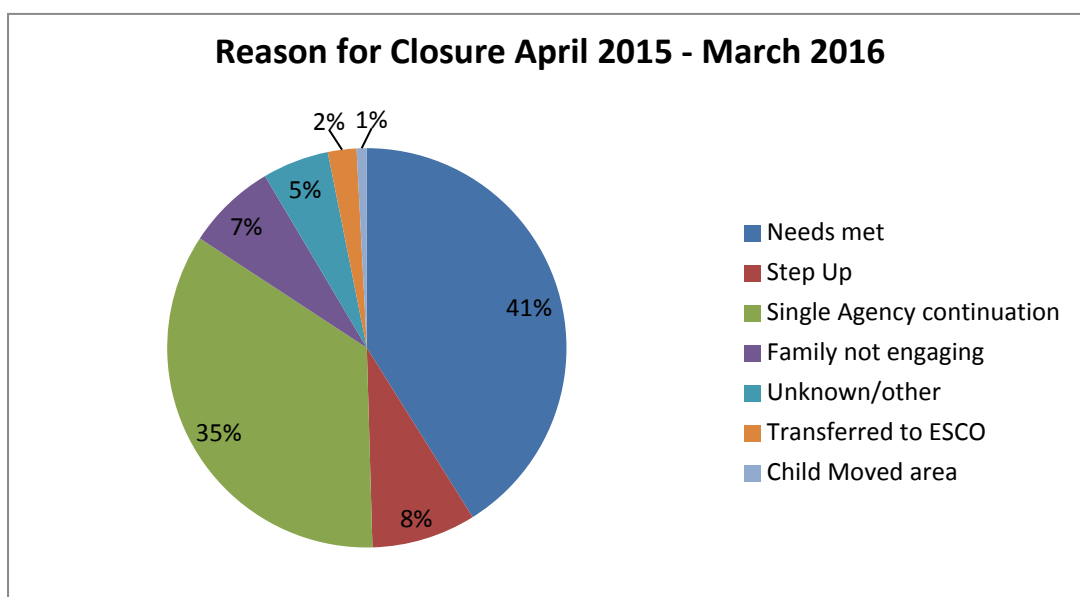
Closures

Closure forms for TACs are submitted to the TAC Admin Team, and these are analysed. Children, young people and families should always participate in the decision to end a TAC, and their voices are recorded.

1338 cases were closed during the year, compared to 1354 last year.

Of these, 76% (compared to 67% last year) had the needs of the child either fully met, or reduced so that a single service only could support. This is good evidence of the effectiveness of TAC.

Only 97 cases closed because the family did not fully engage in the process, this is less than 116 last year.



Comments from children, young people and families about their experiences of TAC

It's genuinely been life changing.

TAC has helped to calm child down and has helped child about worrying about stuff that may never happen. Child and brother and sister have a better relationship

It's given us the opportunity to put routines and structures place to help him communicate and connect with us more.

If I have a problem with my brother or sister I will tell mum, step dad or granddad

I now feel much happier

It's made things better at home. I talk to mummy now. I used to write in a book. I've got a happy and a bad book. I don't need to write in my bad book anymore. (He was smiling!)

My behaviour has got way better. Not being aggressive with mum... Starting to understand about my feelings more which means I'm calmer...

The L.S.C.B. Report in July 2015 also stated:

“Parents have expressed an overall positive experience of Early Help and TAC, saying that the EH assessment is easy to understand and ensures both them and their child/ren get to express their worries and concerns in a simple yet effective way.”

Update on Last Year's Priorities

- ✓ **Further development of the Signs of Safety Methodology within Early Help**
 - Signs of Safety is a framework and approach to assessing and supporting the needs of children, young people and families. Lead Professionals requested further development opportunities, and a desire to move TAC processes further towards full implementation of the Signs of Safety Framework.
 - We have therefore amended the Early Help Assessment, and TAC Planning paperwork to respond to this; and have included more guidance around the Signs of Safety Framework. We have supported Lead Professionals in both individual and group development sessions in order to increase their skills and confidence. This has been well received, and professionals now showcase their work at TAC Forums and other events.
- ✓ **Continued increase in number of cases transferring from Social Care to TAC**
 - Data tells us that numbers of cases transferred to TAC from Social Care continue to increase gradually. This is a continued priority for the coming year.
- ✓ **Increased support for schools, academies, and other agencies/sectors not initiating TACs**
 - Lead Professionals tell us that one of the main barriers to supporting children via TAC is their confidence. They worry about 'missing something' and 'getting the process right'. They tell us that when they are supported in their first TAC, they then see how they can use it to the benefit of others they work with. The Early Help Consultants have worked with agencies, teams, and individual practitioners who have not done TACs previously or recently, to support them and overcome any worries or barriers. This has shown a particular success with schools where there are 40 more schools with open TACs than at the same time last year; an increase of 16%.
- ✓ **Increased support to Pre-Birth TACs**
 - National evidence shows that a significant number of children at risk of poor outcomes can be identified prior to birth, and that pregnancy is a window of opportunity to work with families to increase their readiness for parenthood. Lincolnshire LSCB reviewed its Pre-Birth Protocol, and identified that there was significant scope for improvement in the use of TAC for unborn children who are vulnerable. The Early Help Consultants have undertaken briefing sessions with midwives, and have offered increased support to all TACs opened prior to birth. The number of pre-birth TACs are still relatively low, but have increased significantly as shown below:

✓ Area	✓ 2014/15	✓ 2015/16
✓ Boston/South Holland	✓ 5	✓ 18
✓ East Lindsey	✓ 4	✓ 10
✓ Lincoln/West Lindsey	✓ 11	✓ 22
✓ North and South Kesteven	✓ 3	✓ 12
✓ Total	✓ 23	✓ 62

- ✓ **Quality Assurance of all TACs open for over 12 months**

Whilst there is no optimum time for the length of TAC arrangements, the LSCB audit identified that sometimes cases can 'drift' with little progress being made. We have therefore targeted cases open over 12 months for QA visits. These have resulted in improvement plans being put in place where needed.

- ✓ **Increased quantity and quality of information available in written format and on the TAC website**
The TAC Team is constantly responding to requests for information and guidance, and updating its publications and website accordingly. This year we have responded to requests for more information on Signs of Safety; further simplification of some of the TAC paperwork; and answers to frequently asked questions.
- ✓ **Further collection of feedback from stakeholders in order to inform future priorities**
In March 2016, Lead Professionals were asked for feedback on the services provided by the TAC Team. 117 responses were received. In the main the feedback was positive, but constructive feedback on areas for development was received as follows:
 - More briefings on new TAC planning paperwork would be useful.
 - Sometimes email responses could be quicker.
 - Sometimes Lead Professionals are asked for paperwork when case has been closed
 - The Quality Assurance process can be stressful.
 - It feels difficult for Lead Professionals to be quality assured on the whole TAC journey, rather than just their part in it.







Priorities for the Coming Year

- Increased workshops and learning opportunities, particularly with regard to Signs of Safety Practice, use of Appreciative Inquiry, and outcome-based planning.
- Increased opportunities for partners to offer peer support and share their good practice.
- Increased support to the Voluntary Sector in order to increase their participation in TAC.
- Increased support to 0 to 5 services in order to increase their participation in TAC.
- Development of the Quality Assurance model in line with feedback from Lead Professionals.
- Increased quantity and quality of written and website materials.
- Develop and extend skills and good practice in young people and families leading their own TACs, and using family support networks.

For more information and to access all the TAC Paperwork please visit our website: www.lincolnshire.gov.uk/tac

You are here: Home > Practitioners > Team Around the Child (TAC)

Early Help and Team Around the Child (TAC)

 <p><u>Forms and Documents</u> Completed a TAC before or require meeting templates</p>	 <p><u>Contacts</u> Contact information for all TAC Administrators and Early Help Consultants.</p>
 <p><u>Concerns for a Child</u> Early Help Pathway</p>	 <p><u>Schools and Academies</u> Information on how to access education specific services.</p>
 <p><u>Early Help and TAC</u> Early Help and TAC Information and guidance.</p>	 <p><u>TAC Handbook</u> This is a step by step guide through the TAC process.</p>

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Agenda Item 8



REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Lincolnshire Schools Forum
DATE OF MEETING:	27 April 2016
SUBJECT:	Early Years in Lincolnshire Analysis of the Local Authority's Current Early Years Priorities and Intentions for 2016-17
REPORT BY:	Michelle Andrews Service Manager – Early Years and Childcare Support
NAME OF CONTACT OFFICER:	As above
CONTACT OFFICER TEL NO:	01522 552752
CONTACT OFFICER EMAIL ADDRESS:	Michelle.Andrews@lincolnshire.gov.uk
IS REPORT CONFIDENTIAL?	No

SUMMARY

The purpose of this report is to share with the Schools Forum the Local Authority's statutory duties under the current DfE guidance for early years and provide an analysis of Lincolnshire's position for 2015-16 and priorities for 16-17.

This will enable the Schools Forum to see how Lincolnshire compares to other Local Authorities and that should help inform future discussions about early year's provision.

DISCUSSION

BACKGROUND

During 2015 -16 Lincolnshire reviewed the Early Years Support Service. For many years this service has been known as Birth to Five, however following a process of reshaping the Early

Years Services through staff consultation from January 2016 it will be named as Early Years and Childcare Support. The focus will remain on our statutory duties with regard to all early years and childcare provision and will work to improve outcomes for young children and their families with a particular focus on the most disadvantaged families, in order to reduce inequalities in child development and school readiness.

The Service provides monitoring, challenge and support for inclusive practice and training to all Early Years and Childcare Providers within Lincolnshire which cater for early year's and school age children. This includes support for Schools, Pre-Schools, Nurseries, Children's Centres, Day Care Settings, Registered Childminders and Out of School Clubs. The offer that Early Years and Childcare Support provides ensures that all Early Years and Childcare Providers have access to efficient and effective support in order to deliver the requirements of the Early Years Foundation Stage (EYFS) Framework and to make a measurable, positive impact upon the lives of young children throughout Lincolnshire. As part of the new working arrangements we have aligned our area of work to reflect the locality teams geographical boundaries and introduced new line management arrangements for staff to ensure we have shared priorities with a focus on our most vulnerable children. The sector has been provided with information on the new arrangements and we will continue to provide ongoing communication via the leadership and management briefings and our updated website.

Early Years and Childcare Support provides both targeted and universal support. Accessible to all Lincolnshire Early Years providers, we continue to deliver Leadership and Management briefings three times a year, a range of training opportunities and a wealth of information and resources available through the Early Years and Childcare Support pages of the LCC website. Direct support for settings has been revised and is now provided through a targeted support programme on a county wide basis, further information on key areas of the service are within this report.

EYFS and Ofsted outcomes in early years continue to rise, Lincolnshire has a high percentage of children accessing their free Early Years Entitlements and evidence suggests that there is sufficient high quality childcare available across the county. This report will provide greater details of these areas of work and also confirm our priorities for the coming year in this changing environment.

A focus for the coming year will be to develop a strategy to define Lincolnshire's approach to "school readiness" in order to progress this work the Service Manager for Early Years and Childcare Support will bring together a number of representatives from a range of organisations and areas of expertise to contribute and participate in the development of this strategy over the coming months. To initiate the development of this work we have refocused and reshaped the children centre hub in to the school readiness hub.

EYFS PROFILE OUTCOMES

The EYFS Profile 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. The level of development is referred to as a good level of development (GLD). Children with a 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.

In 2015, 69.1% of children in Lincolnshire achieved a Good Level of Development, 2.8% higher than the national average of 66.3%. Girl's outperformed boys in Lincolnshire; 77% achieving a GLD compared to 62%. The average point score (supporting measure) in Lincolnshire was 35.1 compared to 34.3 nationally. At a national level, the achievement gap between the lowest attaining 20% of children and the mean is 32.1%. At 29.4% the gap in Lincolnshire remains less than the national figure.

Agreement trialling training was provided to schools based on analysis of the Lincolnshire EYFSP outcomes. During this academic year, training has focused on the Prime area of Personal Social and Emotional Development and the Specific area of Literacy ELGs.

2 training events for NQTs, teachers new to the EYFS, new Head teachers and senior leaders were provided to enable a clearer understanding of the profile, quality assurance of judgements and data sets.

An evaluation and planning form is completed and submitted annually to the DfE detailing the systems in place to fulfil the statutory arrangements for Local Authorities. Following a Quality Assurance visit last year, the Standards and Testing Agency (STA) confirmed that Lincolnshire met requirements as outlined within the 'Early Years Foundation Stage 2015 Assessments and reporting arrangements' and the 'Early Years Foundation Stage Handbook'.

The Early Years and Childcare Support Moderators (Improvement Advisers) have taken part in a range of Inter LA moderation activities, including a regional group agreement trialling event in February 2016. This process has helped to ensure that judgements are consistent and accurate nationally.

Early Years and Childcare Support have been commissioned to deliver Leicester City's Moderation Process of the EYFS Profile in 2016 following a request for support. Two LA

Early Years Moderators have shared this activity, delivering training to Leicester schools and School Moderators, information briefings and supporting the coordination of the process. This will result in up to 30 days of traded work for Lincolnshire CC. Although this work will be ongoing through the summer of 2016 the initial feedback is excellent with regard to the quality of Lincolnshire systems, support and knowledge.

The outcomes achieved at the end of the EYFS are underpinned by the ongoing partnership working with schools which includes a responsive suite of training and also bespoke consultancy offered through the Brochure for LCC services. 12 training events for schools were delivered across the county during the Summer 2015 and Autumn 2015 terms and attended by over 170 teachers and teaching assistants. Early Years and Childcare Support staff have also supported 35 schools since April 2015 through paid consultancy work. This has mainly been tailored support dependent on the unique needs of each individual school, with a commitment to working in partnership to improve the outcomes of every child in the county.

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, Early Years and Childcare Support continue to provide bespoke support through the 'Getting to Good' programme for Early Years and Childcare Providers 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. Similar tailored programmes for registered Childminders have also been introduced and data shows that this is having a positive impact on raising standards.

Local data (latest Ofsted Breakdown January 2016 source: Information Team) indicates that currently 95% of Early Years Providers on 'non-domestic premises' were judged as good or outstanding at their last Ofsted inspection. This is an increase of 3% from the same period up to December 2015. 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 model of support from Early Years and Childcare Support has not had a negative impact on the outcomes of providers with a good or outstanding grade.

In March 2016 Ofsted published its Early Years and Childcare Statistics as at December 31st 2015. Data shows that the overall effectiveness of registered Early Years and Childcare Providers at their most recent inspection. Data for Lincolnshire indicates that currently 86% of these providers are Good or Outstanding. This is an increase of 2% from the data published for period ending 31st August 2015. This data is higher than Regional and National outcomes and Lincolnshire is second highest in the region (9 Authorities) for the number of Good and Outstanding Early Years Registered Providers.

Universal support continues to be available to all Early Years and Childcare Providers through termly Leadership and Management Briefings which now include evening and weekend sessions to facilitate attendance. Evaluations show that these events continue to be valued by the Early Years and Childcare Sector that have been willing to pay a small fee to attend to cover room booking costs. Lincolnshire has also hosted a further 'Getting to

Good' seminar in March 2016, delivered by Ofsted, for Early Years Providers with Requires Improvement/Satisfactory and Inadequate outcomes. This seminar was well attended and the Ofsted inspectors who delivered the regional event commented that it is "positive that providers see Ofsted and their Local Authority working together." Ofsted have agreed that the Local Authority can deliver these seminars out to the Childminders who are currently less than good.

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

The outcomes achieved at Ofsted for the Early Years and childcare sector are underpinned by support through the programmes for those providers who are less than good, this is in addition to the quality training courses offered through the Early Years Training Directory by Advisers within the Early Years and Childcare Support Team and relevant commissioned training providers. Training for both the Maintained and Non Maintained sector is developed following analysis of both Ofsted and Early Years Foundation Stage Profile datasets.

During 2015, Children's Centre Teachers continued to contribute to the very strong Ofsted outcomes for the Children's Centres across Lincolnshire. 87% of Lincolnshire Children Centre inspections have resulted in a 'Good' or 'Outstanding' outcome. The most recent 5 inspections under the new, more robust Children's Centre inspection framework have achieved a 'Good' result, demonstrating the continued commitment to working in partnership to raise outcomes for young children and their families with an outstanding outcome in centre leadership.

In the most recent Children Centre inspection in July 2015 the Ofsted report stated that;
"The majority of the activities provided for young children are of a very high quality and ensure that children make good gains in their communication and language skills as well as in their social development. In addition initiatives that focus on improving the skills of children in the most need of support such as 'Prime Time' are taken into local childcare settings by children centre teachers. These strategies not only have a direct impact on children's skills and help to narrow inequalities they also help to drive up the quality of childcare provision as staff have access to expert advice".

THE EARLY YEARS ENTITLEMENTS (EYE) FOR 2, 3 & 4 YEAR OLDS

Early Years and Childcare Support is committed to securing quality early years provision and the best possible outcomes for young children and their parents at the best possible price within the available resources, as well as offering providers a reasonable level of funding to support a sufficient, sustainable and flexible market place.

The Department for Education continues to invest in 2 year old free early education places nationally for around 260,000 children. This equates to approximately 40% of all two year olds in the country.

In Lincolnshire, the Department for Work and Pensions (DWP) latest figures show that approximately 3,076 children are eligible to access free childcare places. In March 2016, 2,301 children were accessing their entitlement which represents 75% take-up.

In December 2015, Local Authorities reported that take-up had increased to 182,168 across the country. The national take-up reported by the DfE in March 2016 was 72% nationally and 68% in East Midlands.

The DWP continues to produce a list of all those eligible families for individual Local Authorities and this will be available 7 times during 2016-17. Children continue to be offered a place based on specific government defined criteria relating directly to an individual family's economic circumstances. Funding continues to be distributed to Local Authorities based on participation. The gap between the number of approved places compared to actual take-up is being supported by a targeted outreach programme of support. Lincolnshire has commissioned this work to the contracted partners delivering Participation & Engagement for the locality Children's Centre's and a joined up approach has been implemented to ensure the most effective methods are used to support families to access their child's entitlement. Early Years and Childcare Support 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.

The number of Early Years Providers delivering funded 2 year old places continues to rise and there are currently 517 providers registered to deliver 2 year old places in Lincolnshire which includes 18 schools and 221 childminders. This represents 86% of all providers delivering free education places to 3 and 4 year olds. The Service 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.

The number of 3 and 4 year olds accessing the free entitlement continues to rise and national figures published in January 2015 indicated that 99% of 3 and 4 year old children access their free entitlement in Lincolnshire. This is above the national figure of 96% and above the regional East Midland figure of 97%. The increase in children accessing the 2 year old entitlement can be seen to be having an impact as children transition into accessing the 3/4 year old offer. Early Years and Childcare Support is working collaboratively with the Virtual School's Head to identify and fund all those Children Looked After (LAC) in early year's settings to ensure this additional funding is being used to support their needs as identified in their Personal Education Plans (PEPs). Take up will be monitored on a quarterly basis.

30 HOURS ENTITLEMENT

The Government has made a commitment to giving families where parents are working, an entitlement to 30 hours of free childcare for their 3 and 4 year olds from September 2017. This will require capacity planning across the Local Authority, especially for areas where Childcare Providers have maximised places. Early Years and Childcare Support are currently reviewing childcare capacity across Lincolnshire to ensure sufficient places are available when the additional offer is implemented in September 2017. Where any sufficiency gaps are identified we will work with the sector to address the needs of local families.

Although the sector has welcomed this there is concern that the current funding rate is not sufficient to provide quality provision and extend this entitlement further. In response to these concerns the Department for Education commissioned a report to present the findings of a research study to explore the costs of delivering the free early education entitlement. This report was published on the 25th November 2015. Following the publication of their findings,

the Government has confirmed that they will be investing additional funding to Early Years to increase the rate paid for the 2, 3 and 4 year old entitlements.

In response to the focus on the funding of Early Years Entitlements at both a national and local level, Lincolnshire has undertaken a review of our approach to funding. This work is now complete and a summary of our findings will be published shortly. This analysis has demonstrated the variance in the overheads and running costs dependent on the governance model they operate within. Due to the counties geographical size and rural nature we rely on having a diverse market place to ensure sufficiency of provision for families and we try to address this by the formula which is currently operating.

The Government has committed to consult on an Early Years National Funding Formula in 2016 and we expect to receive further information about the local rates for 2, 3 and 4 year olds in Lincolnshire in 2016-17. It is expected that the new rates will be implemented from April 2017 and we await this announcement prior to making any changes to the current operating model.

The commitment to increase the rates shows the importance the Government has placed on funding high quality childcare. The Local Authority will continue to support the Early Years and Childcare Sector and ensure the new rates will support the sustainable delivery of the Early Years Entitlements, including the new 30 hour entitlement for 3 and 4 year olds for working families.

EARLY YEARS PUPIL PREMIUM

Early Years Pupil Premium funding was introduced in April 2015, to build on the successful model of the school-age Pupil Premium. It ensures more money is spent on those three and four-year-old that will benefit most from additional investment. The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing funding to Early Years Providers to help them raise the quality of their provision. It complements the Government-funded Early Education Entitlement by providing nurseries, schools, and other providers with up to an additional £302 a year for each eligible child. This equates to an hourly rate of 53p per child per hour.

Restrictions are not imposed on how providers spend the Early Years Pupil Premium, however Early Years Improvement Advisors continue to support the sector with good practice ideas. 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. During 2015-16, Lincolnshire has seen a very high take-up of Early Years Pupil Premium. The estimated number of EYPP eligible 3 and 4 year olds in Lincolnshire was 1,637 according to published data in 2014 by Technical Support Team, Society of County Treasurers.

During 2015/16 the take up during each of the terms is below with the take up for the spring term at 98%.

Period of Funding	Number of children	Percentage Take-up
Summer Term 2015	1,343	82%
Autumn Term 2015	1,143	70%
Spring Term 2016	1,608	98%

CHILDCARE SUFFICIENCY

There continues to be a significant number of newly registered Early Years and Childcare Providers opening up around the county each year. Some of these new registrations represent new childcare businesses and thus new childcare places, whilst others have been as a result of relocation, change of ownership or change of governance, which may or may not have impacted on the number of places they are able to offer.

In addition to this, there has been a significant increase in the number of schools introducing Early Years Provision. Since the introduction of the Small Business Enterprise Act 2015 we have seen an increase in the number of schools offering 2 year old places in addition to the for 3 and 4 year old places that they already offer. The DfE commissioned the Family and Childcare Trust to undertake a project to support schools to develop a flexible free early education offer. A networking event took place in the spring 2016 to review this work in Lincolnshire. Some of the Early Years and Childcare Support consultants attended alongside Lincolnshire schools that have been involved in the project. Feedback from schools was positive and as a result of the programme the FCT has developed a toolkit that can be used by other schools to support them on the journey towards establishing early year's provision.

The development of 2 year old places has been driven by the Governments' agenda to provide funded early education places for the 40% most disadvantaged 2 year olds. The trajectory funding and capital funding made available to the Local Authority has been used to target where 2 year old places are most needed.

A detailed analysis of the market capacity and the expected additional eligible children was undertaken and a breakdown of the needs assessment by district area was created. The targeted activity has included capital build programmes to create new places and small revenue grants to improve the quality of existing 2 year old provision. Many capital projects have been completed however there are still several in development as we move into the 2016-17 financial year to support the market need.

Changes to the Statutory Duty placed on Local Authorities in September 2014 means that all new Early Years Providers are able to deliver the Early Years Entitlement for 2, 3 and 4 year olds upon opening. This supports the Local Authority to meet its Sufficiency Duty, however following a provider's first Ofsted inspection, where a judgement of 'Inadequate' is published the Local Authority is obliged to find alternative provision and withdraw funding, as soon as is practicable. The Local Authority is required to consider the continuity of care for children who are already receiving their funded entitlement, however funding will not be administered for any new children starting at the provision. An improved Ofsted inspection is required in order to offer additional funded places. To mitigate this, a programme of support has been developed to give new providers the best chance of achieving a good or better judgement at their next inspection and thus maintaining a sufficient supply of funded childcare places.

There have been the inevitable closures but overall the number of available places has increased over the last year. There are a number of reasons for this which include; change in personal circumstances for owners i.e. retirement, financial pressures other issues include quality issues leading to inadequate judgements.

The market place will continue to fluctuate and therefore a new capacity audit is currently being analysed to inform future sufficiency planning for the period 2016-2017 and will also inform the Annual Sufficiency Report.

Early Year's and Childcare continues to deliver group briefing sessions for those wanting to register as a Childminder. These are still provided around the county in response to demand. Once Childminders are registered with Ofsted they have access to a variety of tools and resources to support their development journey via the LCC Early Years and Childcare Support web pages; it is not possible with current resource levels to provide individual support on a one to one basis to assist them to achieve a good or better Ofsted judgement at first inspection. If the outcome of the first inspection is less than good then there is a support programme in place similar to the one provided to Early Years Providers.

Those wanting to develop standalone out of school provision are supported remotely in the first instance with telephone advice and support provided; A key driver for this is capacity within the service however legislation around out of school provision has been significantly relaxed since September 2014. Those seeking to establish new early year's provision can request a visit from a Sector Support & Development Consultant.

WORKFORCE AND PROFESSIONAL DEVELOPMENT

Early Years and Childcare Support continues 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 as key in supporting the delivery of outstanding practice.

The Lincolnshire online Early Years Training Directory provides a comprehensive programme of statutory courses that assist 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 users and ensure training is accessible. The Childminder pre-registration briefing sessions that were piloted last year have proved to be successful in preparing those new to the sector to be inspection & delivery ready and therefore further dates will be planned for this year. We have reviewed and revised our commissioning arrangements for the provision of safeguarding training with LSCB for the Early Years and Childcare Sector. This is to ensure consistent messages are delivered and to encourage greater opportunities to build positive working relationships in a locality multi-agency environment.

Regular information sharing at Managers Briefings enables the Early Years and Childcare Support 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 web based audit tool continues to be developed after feedback from the sector, making suggestions where a change to the system will enhance how they will use it to record and monitor training profiles of their staff.

The continuation of Graduate Support Programme Funding (GSP) has enabled practitioners to further their studies, supporting the setting with funding for staff cover in order to ensure that the children within the setting are safe, their learning and development are not

compromised and the setting remains within the required staff ratios. The Graduate Leader Subsidy enables the settings to pay a salary enhancement to the graduates that they employ in order to retain them within the Early Years Workforce (it is recognised within the Private, Voluntary & Independent sector that there are not the salary scales or terms and conditions from which graduates may benefit are not as attractive as the maintained sector therefore supporting equality for the graduates) The Workforce Team within Early Years and Childcare Support have excellent links with local FE / HE Training Providers, working in partnership to promote the graduate pathways open to the sector.

The Lincolnshire Early Years Postgraduate (EYP) Network remains strong, with a maintained membership of over 130 EYP's. Early Years and Childcare Support continues to support the network with the focus on a sector led model that will direct the work of the network going forward. The Early Years Professionals and the Early Years Teachers within Lincolnshire remain committed to the role they play in supporting children and their families and also their colleagues.

During this year's programme members received training from Mary Barlow who supported them in thinking differently about the environment for the under twos and a session with Chris Jones (co-delivered with our own Skills Coaches) looking at how leaders support through a coaching & mentoring approach.

The network of 30 Graduate Early Years Skills Coaches, from both Early Years settings and registered Childminders, are now offering peer to peer support to managers across Lincolnshire on the 'Getting To Good' programme as well as working in partnership with Bishop Grosseteste University, who are using the Skills Coaches to offer mentoring required to those students on the Early Years Teacher Pathway. This project has now been expanded further to include support for newly registered Childminders or Childminders with a judgement of requires improvement taking part in the Getting to Good programme.

During 2015/16 the Graduate Leader Fund has sponsored 30 graduates to undertake the Level 3 Forest School Training with Natural Choice Training Ltd. This training supports the learning and development of children using the outdoor environment and is being embraced by all involved. Using their skills and then encouraging them to think differently regarding the delivery of activities is having a huge effect on those children who are happier expressing themselves within a natural space. This ethos has been proven beneficial to the development of boys and those children who are most vulnerable which is one of Lincolnshire's key priorities for early years however our own evaluation will be carried out with those settings who have been involved and the impact on the development of individual children tracked to inform future commissioning arrangements.

30 more leaders passed the level 5 Diploma in Leadership & Management with Riverside Training, further developing them to address the management of the staff team, an area that is not addressed within the Early Years degree qualifications. The emphasis on the skills of the managers in settings is a key focus during an Ofsted inspection; this course supports those with this responsibility with the knowledge and confidence to improve their performance in this area.

Early Years and Childcare Support continue to provide a programme of training events and also packages of support for schools through the School's Brochure for LCC services. This area of work is described above in the EYFS profile outcomes section of this report.

INCLUSION AND EARLY INTERVENTION

From January 2016, inclusion support for Early Years settings is provided by the Early Years Locality Teams with guidance and support from the School Readiness Hub. Early Years Specialist Teachers now 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. Early Years Providers continue to be supported through the allocation of the Early Years Inclusion Fund which enables them to enhance support for children with severe and complex needs. 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:

- Provide enabling environments by providing Enhanced staff ratios
- Purchase specialist equipment

This funding has supported 425 children from April 2014 – March 2015. This is an increase of 135 families on last year's figures. The funding reduces reliance on requesting Education, Health and Care Plans for our youngest children with additional needs, by providing a mechanism for children to access Early Years Provision with appropriate support. If it is felt that a child may need further support with transition into school that cannot be met through the schools notional SEN budget an Education, Health and Care Plan can be requested and be in place if criteria is met by the time child enters school.

Following the implementation of the revised SEND Code of Practice, in which the statutory timescales for an Education, Health and Care assessment are shorter than the previous statutory assessments, there are now a number of children in Early Years settings that have an Education, Health and Care Plan. The final plan makes reference to Early Years Inclusion Funding in the resource section. There are currently 30 children in pre-school settings with an Education, Health and Care plan in place, 27 of whom will be starting school in September 2016.

Inclusion Funding continues to be accessed by maintained Early Years Provision i.e. nursery schools and nursery classes in schools and registered Childminders. In order to ensure Inclusion funding is being targeted to provide support to Lincolnshire's most vulnerable children who are operating significantly below their appropriate age and stage of development, the current processes and guidance are currently being reviewed and updated and will be shared with all Early Years providers and relevant professionals. All Early Years Providers are invited to attend SENCo network clusters at a small charge, which provide updates on statutory, national and local processes so that the sector's understanding and provision of high quality inclusive early years practice continues to be embedded across Lincolnshire.

The National Autistic Society EarlyBird Programme for parents of pre-school children with autism has continued to be delivered in the summer and autumn term of 2015. The delivery of EarlyBird requires staff to be fully trained and accredited to facilitate this programme and a number of families requiring this type of intervention at the same time in a local area which is often not the case due to the specialist support it provides. In order to identify other more

sustainable approaches in partnership with the Lincolnshire All Age Autism Strategy other options are being considered to ensure that there is training available for parents and practitioners in regard to autism and children in the Early Years. This will incorporate the Department for Education's 'Early Years Autism Competency Framework' and standards.

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 Lead Adviser participates in the weekly allocations meeting, where requests for Education, Health and Care assessments are considered. The Early Years Sector will also be 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.

The Lead Adviser for vulnerable children 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.

PARTNERSHIP WORKING

Early Years and Childcare Support is committed to working in partnership with localities, targeted teams and other agencies across Lincolnshire to raise outcomes for young children. There are numerous examples of successful partnership working across Lincolnshire teams. The managers within the service are working closely with colleagues in the newly formed Early Years Locality Teams to identify and support the most vulnerable children and are actively involved in quality assuring CfBT Early Years Groups in the Children's Centres. This rigorous process has recently been revised to reflect the significant role in improving and sustaining the delivery of high quality group sessions. The Lead Adviser for vulnerable children has continued to develop links and delivered an input on the re-structure of support for the Early Years to team meetings for Community Paediatricians, ESCo, Sensory Education Support Team, Educational Psychology Team, SEND Practice Supervisors and furthered developed working partnerships with the Early Help Consultants, Specialist Nurse Training Team and the Working Together Team. Future meetings are planned with the Targeted Children's Services Team (Speech and Language Therapists, Occupational Therapists and Physiotherapists) and the Fostering and Adoption Team.

During the Summer and Autumn Terms of 2015, the Children's Centre Teachers (CCTs), continued to deliver a targeted project for 2 year olds called Prime Time, working in partnership with Early Years Providers who deliver the Early Years Entitlement for 2 year olds. Working with funded children, and prioritising the most vulnerable children who are known to Children's Services, the project aimed to raise achievement of vulnerable children and to support families to raise outcomes for their children. . During Summer term 2015 and Autumn term 2015, 266 children accessed a Prime Time Programme, 33% of whom were open to Children's Services. This reflects the focus on targeting the more vulnerable children, with an increase in 5% on the previous year's data. All children who participated made progress in some or all Prime Areas of learning i.e. Personal, Social and Emotional Development, Communication and Language and Physical Development. Follow up visits have been successful in ensuring the children's progress continues to be monitored in order to narrow the gap of achievement for the most vulnerable 2 year olds. The Prime Time programme was recognised for the impact it had in promoting the best outcomes for vulnerable children by being named as a finalist at the annual Nursery World Awards and Children and Young People's (CYP) awards. The School Readiness Hub is now working with

Early Years Locality Teams to establish group based intervention models to target support on the most vulnerable children who may or may not be attending an Early Years Provider.

Following the pilot of the integrated 2 year old review in East Lindsey, information sessions were co-delivered with a Health Visitor to the Early Years sector. These events were oversubscribed and attended by approximately 320 Early Years Providers, Health Visitors and CfBT Early Years colleagues. The events aimed to raise awareness of the role of the ASQ-3 used by Health Visitors, reflect on the EYFS progress check at 2-3 and share ideas on how to further develop sharing information to inform the best outcomes for children. Evaluations reflected the increased understanding of the role of the Health Visitor check and the opportunities Early Years Providers had identified to further develop information sharing.

The School Readiness Hub will be leading the Early Years Teams in developing pathways of support for the following vulnerable groups of children: Open to Children's Services; Special Educational Needs and Disabilities; Children Looked After; children at risk of exclusion and children with English as an acquired language.

Tracking systems are being developed to record not only the support and intervention provided through the Children's Centres and Early Years Team for children on a plan, but also the impact this has had on the child's educational progress, with the aim of narrowing the gap of attainment.

Working closely with the Virtual School and the Specialist Teaching Team, a pathway of support has been developed to ensure the educational progress of Children Looked After is closely monitored and informs appropriate intervention. Termly visits will be carried out by Early Years Specialist Teachers which will include 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 and will contribute to a data pathway of progress with communication and language for all Children Looked After from the age of 2 – 7.

A pathway of support is currently being developed to support children in the Early Years who may be at risk of exclusion. Working in partnership with the Re-integration team, an Early Years Intervention Ladder will be developed to provide for Early Years Practitioners and ensure a smooth transition into school for children who are showing significant delay in Managing Feelings and Behaviours. The Spring Term Early Years SENCO network cluster has a focus on supporting these children and their families and will include some joint delivery with the Early Help Consultants to promote the role of the Early Help Assessment in identifying with families what is causing concern, what is working well and what needs to happen next.

In order to narrow the gap of attainment for children who have English as an acquired language, a focus of the School Readiness Hub will be to work with the Early Years Locality Teams to develop strategies and support to Early Years providers, building on the previously successful Boston Equality in Minority Communities Project.

The Service Manager for Early Years continues to be committed to working with Early Years Providers and the Lincolnshire Teaching School Alliances to develop models and explore innovative practice with regard to sector led improvement in Early Years. Early Years and Childcare Support colleagues continue to work in partnership with both KYRA and Elite

Teaching School Alliances', who both have individually been successful in securing grants regarding sector lead improvement projects.

The termly Early Years Leadership and Management Briefings are delivered across the county three times a year, providing further opportunities for partnership working. Over the last year, these briefings have included inputs from Early Help Consultants on the signs of safety and Early Help, updates on the introduction of the Ofsted Common Inspection Framework, the Prevent Strategy, the restructure of Early Years support and raising awareness of accident prevention based on data provided by Public Health.. These briefings continue to be well attended and valued by the sector with on average 300 attendees at the events delivered across the county each term.

EARLY YEARS CONFERENCE

The Early Years and Childcare conference that was held at the Lincolnshire Showground in June 2015 was extremely well attended, a two day event that attracted almost 500 practitioners. With the title 'Be healthy, Be cool, Be ready for school' this gave a focus to the health, well-being and transition to school.

Neil Farmer focused on getting it right for boys and workshops were delivered by Shonnette Bason (Permission to be Happy), Ann Butler (Stickykids – Move it and Groove it, encouraging physical activity), Debbie Garvey (Exploring Food through the EYFS), Jean Barlow (Making Friends and Learning New Things), Ben Kingston-Hughes (School Readiness) Mary Barlow (Discovering Transition) Kate Sparling (Promoting Team Games and Cognitive Development). Closed by Andy Cope – The Art of Being Brilliant ensured that all delegates went away feeling positive about what they would return to the setting and trial as a result of their learning. For 2016 we are looking to provide more localised workshops and events to engage providers in to getting to know and work with their Early Help Locality Teams rather than a single county wide event.

BUDGETS

The DSB budget for Early Years is across two key areas identified via the following budget codes of MCHAD 35101 and MCHAD35105.

Summary of Early Years and Childcare Support (previously named MCHAD 35101)

This includes staffing and associated costs to enable Early Years and Childcare Support to deliver a range of support services across the Early Years PVI and maintained sector as described within this paper. It includes areas such as direct support, training, information and advice to Early Years Providers and Childminders in relation to meeting the needs of vulnerable children who are looked after and those with an identified inclusion need. Also provided within this area is targeted support to Childminders and Early Years Providers, in response to an Ofsted inspection with an outcome of less than good or a new Ofsted registration giving additional support on the facilities, equipment and policies without this support there is significant risk that the number of children in Lincolnshire accessing good and outstanding EY would decline and outcomes for children would not continue on its current upward trajectory.

Summary of EYE 2, 3 and 4 Year Olds: (previously named MCHAD35105)

The second area is directed to the delivery of the EYE for 2, 3, and 4 years olds across the county including the payments to all Early Years Providers and Childminders registered to deliver the Early Years Entitlement for 2, 3 and 4 years olds including all the required support systems, administration, distribution marketing, data collection, monitoring and auditing.

AREAS OF FOCUS FOR 2016-17

- Continue to provide targeted support to Early Years Providers and Childminders in order to sustain and increase the number of settings within Lincolnshire with a good or outstanding Ofsted outcome to ensure that all children in Lincolnshire experience a high quality education.
- Continue to monitor take up and increase as required the number of children accessing the 2, 3 and 4 year old free entitlement.
- Continue to develop collaborative strategies with the Virtual School to improve outcomes for all Children Looked After (CLA) in Lincolnshire, ensuring CLA access their 2 year old entitlement at the earliest opportunity.
- Review the support provided throughout the early years to reflect the statutory requirements of Local Authorities with respect SEND.
- Support the delivery of Lincolnshire's Early Help Strategy.
- Continue to implement a targeted model of support for providers across Lincolnshire, including Childminders and focus on those providers who have been judged as Inadequate or Requires Improvement by Ofsted.
- To determine opportunities for sustainable traded services and investigate options to provide training through this type of delivery model.
- Continue to work in partnership with the Early Years Providers and Teaching school alliances to support sector led improvement.
- Respond to any changes to guidance, policy and legislation in relation to the statutory duties that are placed on the LA following the consultation expected in 2016 on the delivery of 30 hours and the Early Years funding review.

RECOMMENDATIONS

Early Years and Childcare Support 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 with Service users.

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.

The Schools Forum is asked to:

- a. Note the contents of the report.
- b. Consider and comment upon the contents of the report.

BACKGROUND PAPERS			
PAPER TYPE	TITLE	DATE	ACCESSIBILITY
Department for Education	Early Education and Childcare Statutory Guidance for Local Authorities	September 2014	https://www.gov.uk/government/publications/early-education-and-childcare--2
Department for Education	2-year-old early education entitlement: Local Authority guide	May 2015	https://www.gov.uk/guidance/2-year-old-early-education-entitlement-local-authority-guide
Department for Education	Childcare Policy Bill Statement	December 2015	https://www.gov.uk/.../Childcare_Bill_Policy_Statement_12.03.2015.pdf
Department for Education	30 hours early implementers	February 2016	https://www.gov.uk/government/news/thousands-of-parents-benefit-from-30-hours-free-childcare-early
Department for Education	Review of childcare costs	November 2015	https://www.gov.uk/government/publications/review-of-childcare-costs
Department for Education	Early Years Pupil Premium	March 2015	https://www.gov.uk/early-years-pupil-premium-guide-for-local-authorities
Office for Standards in Education, Children's Services and Skills (Ofsted)	Early years and Childcare inspections and outcomes September 2014 to December 2014	March 2015	https://www.gov.uk/government/statistics/early-years-and-childcare-inspections-and-outcomes-september-2014-to-december-2014
Department for Education	Implementation study: integrated review at age 2 to 2 and a half years – integrating the Early Years Foundation Stage progress check and the Healthy Child Programme Health and Development Review.	November 2014	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/376698/DFE-RR350_Integrated_review_at_age_two_implementation_study.pdf

REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Lincolnshire Schools' Forum
DATE OF MEETING:	27 April 2016
SUBJECT:	Annual Report on Special Educational Needs and Disability
REPORT BY:	Sheridan Dodsworth – Children's Service Manager, Special Educational Needs and Disability (SEND)
NAME OF CONTACT OFFICER:	Sheridan Dodsworth
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IS THE REPORT CONFIDENTIAL?	No

SUMMARY

The purpose of this report is to provide the Schools Forum with an annual update on Special Educational Needs 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 2015/16
- A brief update on the SEND Strategy Review

Background and context

Part 3 of the Children and Families Act 2014 aligns and 'streamlines' 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 SEND 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.

In July 2015 1.3 million (15.4%) pupils in England had special educational needs.

- Moderate learning difficulty was the most common type of need; 23.8% of pupils with a primary need recorded had this type of need.
- Autistic spectrum disorder was the most common need for those pupils with a Statement of SEN or an Education, Health and Care (EHC) Plan.
- SEN is more prevalent in boys across all age groups in state-funded schools. 16% of boys require SEN support compared to 9.2% of girls.
- Pupils with SEN are twice as likely to be eligible for free school meals as those

without SEN (28.2% compared to 12.8%).

- The percentage of pupils placed in Special Schools increased by 2.8% from 2010 - 2015.
- In 2013/14, 20.5% of pupils with SEN achieved 5+ GCSEs at A*- C or equivalent including English and mathematics compared to 65.3% with no SEN.
- 84.8% of 16/17 year olds with SEN and/or Disabilities (SEND) were in education and training in June 2015, compared to 89.7% without SEND.
- 49% of pupils with SEN in schools progressed to Higher Education compared to 59% of those without SEN. 34% of those with Learning Difficulty or Disability (LDD) in colleges progressed to Higher Education compared to 40% of those without LDD (2013/14 destinations).
- Pupils with SEND are more likely to be absent from school and be excluded.

Pupils with identified special educational needs supported through notional SEN funding

Schools and Academies for the 2015/16 financial year had, through most of their formula factors, a notional SEN funding allocation from which they were expected to contribute the first £6,000 towards a pupil who requires SEN/Additional Needs support. The higher level needs (top up funding) and targeted support provision remained outside of this notional SEN funding.

In the October 2015 School Census, 16,235 (15.63%) pupils in Lincolnshire maintained or academy schools had identified SEN, in-line with the England figure of 15.4%.

Of those children and young people who have identified SEN, supported by mainstream schools (SEN Support) without a Statement or EHC Plan, the breakdown by district was:

District Area	Number	% of all SEN Support	% of Total Pupil Headcount in District
Boston	1,686	13%	17.8%
East Lindsey	2,413	18%	13.7%
Lincoln	1,952	15%	14.1%
North Kesteven	1,852	12.5%	11%
South Holland	1,657	12.5%	13.4%
South Kesteven	2,172	16.5%	10.5%
West Lindsey	1,512	11.5%	12.5%
Countywide Teaching and Learning Centre (TLC)	115	0.9%	83.3%
Countywide Pilgrim School	10	0.1%	7.2%
Grand Total	13,369	100%	

School Census October 2015

In the October 2015 school census there were 1610 children and young people identified

with SEN that had not previously been identified in any school census in the preceding two years. However, overall the number of children and young people with identified SEN has dropped in the last five years. In October 2010 the total number of young people receiving SEN support in Lincolnshire was 17,450. The decrease follows the national trend; in 2010 21.1% of the school population in England had SEN. This number fell to 17.9% in January 2014 with a steeper drop in January 2015 to 15.4%. This may be due to more accurate identification of those with SEN following implementation of the SEND system reforms.

In England in 2015 the numbers of young people with SEN supported without a Statement or EHC Plan fell for the fifth year in a row from 18.3% in 2010 to 12.6% in 2015. In Lincolnshire the number is 12.9%.

Pupils with Statements of SEN or EHC Plans

The numbers of children and young people with a Statement or an EHC Plan attending Lincolnshire maintained or academy schools in October 2015 is illustrated below.

District Area	Statement of SEN	EHC Plan	% of all Higher Needs Support	% of Total Pupil Headcount in District
Boston	107	16	4.3%	1.3%
East Lindsey	465	131	20.8%	3.4%
Lincoln	579	106	24%	4.9%
North Kesteven	187	26	7.4%	1.3%
South Holland	390	35	14.8%	3.4%
South Kesteven	429	40	16.47%	2.3%
West Lindsey	286	61	12%	2.9%
TLC	6	0	0.2%	4.3%
Pilgrim School	1	0	0.03%	0.7%
Grand Total	2,450	415	100%	

School Census October 2015

In addition to those identified through the School Census there are a number of young people with Statements, EHC Plans or LDA in independent specialist provision outside of Lincolnshire, independent schools/provision in Lincolnshire or in Further Education. In January 2016 the county had a total of 3,397 young people with a Statement or EHC Plan and a further 105 learners who still had an LDA.

The tables above tell us that:

- Boston has the highest percentage of children and young people with identified SEN in proportion to the numbers of school children in the district
- Despite being the 4th highest district in terms of the overall numbers of pupils in the county receiving SEN Support, Boston is the district with the lowest percentage of all Statements or EHC Plans

- Whilst the Teaching and Learning Centre makes up a tiny percentage of all pupils with SEN those pupils with SEN, attending this countywide provision represent a significantly high proportion of the overall pupil number on roll, which highlights the high rate of exclusion or risk of exclusion amongst SEN pupils
- Lincoln has the highest percentage of children and young people with a Statement or EHC Plan in proportion to the number of school children in the district
- South Kesteven has the lowest number of children and young people with SEN Support in proportion to the number of school children in the district and has a relatively lower proportion of children with Statements or EHC Plans than a number of the other districts

High Needs Funding Analysis (not including short-term medical provision)

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 over the last five years (1st April 2011 to 31st March 2016) for learners with high level needs who attend mainstream schools and academies.

Year	April Figure*	March Figure**
2015/16	£8,164,267.00	£10,130,761.74
2014/15	£9,846,406.65	£11,840,432.13
2013/14	£9,966,642.90	£11,292,527.00
2012/13	£9,274,169.84	£10,960,505.06
2011/12	£8,565,547.73	£10,094,748.72

Source: SEND data management/financial system.

***April Figure** – initial higher level needs funding allocated to schools during the budget share process at the start of the financial year.

****March (following year)** – final expenditure for all higher needs funding for the financial year.

Whilst initially the figures suggest that 2015/16 has seen a reduction in high needs funding it is important to note that an additional £2.4m was devolved to schools during this year to ensure that they have the notional funds to meet their responsibility for SEN support. If that figure was included in the high needs funding analysis then the figure for 2015/16 would be **£12,630,761.74**.

The provision of targeted support for schools with unusually high numbers of high needs pupils was previously agreed by the Schools Forum. In 2015/16 the additional targeted funding given to schools totalled **£1,355,685**. The budget identified to support schools with unusually high levels of high needs pupils was £892,739 therefore there is an overspend of £462,946.

It is also important to note that Special Schools have received an additional **£117,964.15** over the last financial year to support them in maintaining placements that would otherwise have broken down.

NB. All costs contained in this report are as accurate as is possible given the on-going

challenges the council is experiencing with the Agresso system used for all finance activity.

The current picture in Lincolnshire

In the first year following the implementation of the SEND reforms the service received 524 requests for EHC Needs Assessment. In 2013/14 the service received 476 requests for statutory assessment. This is a 10% increase.

Whilst approximately 26% of requests result in a 'no to assessment' decision there is no material difference from 2013/14, when the 'no' figure was very similar. This still requires the first 6 weeks of the process to be completed to reach that decision at the Allocations meeting.

The requests for EHC Needs Assessments continue to come primarily from the primary school sector (around 80%). This is almost exactly the same figure as it was in 2013/14 when the requests were for Statutory Assessment for SEN Statements.

In 2014/15 the service received around 40 requests for EHC Needs Assessments for those in the 17-25 year age group. Previously it was not possible to request Statutory Assessment for young people in this age range. Most of these are young people in their early 20s where their FE colleges have recently been refused further Post 19 High Needs funding for them.

Approximately 70% of the requests for EHC Needs Assessment are for boys. The main requesters of EHC Needs Assessments are schools, parents and early years' settings.

Using the 4 categories of special educational need as set out in the Code of Practice 2015 the following demonstrates the type of need the requests relate to:

- Communication and Interaction – 38%
- Cognition and Learning – 26%
- Social, emotional and mental health – 23%
- Sensory and/or physical needs – 13%

Autism and ADHD/ADD still account for a high proportion of the specified need of the children referred.

The increase in numbers of requests for statutory assessment and overall increase in the numbers of young people with a Statement of SEN/EHC Plan is in-line with the national picture.

The EHC Needs Assessment process is 20 weeks rather than the 26 weeks that were allowed to undertake statutory assessment for Statements. The timescale for transfers from Statement to EHC Plan was extended from 14 weeks to 18 weeks during 2015 (for those begun after the 1st September 2015) and relevant legislation enacted to enable the change. There has been an acknowledgement by the Department for Education of the significant challenges the new process brings and the extra human resource required when undertaking person-centred planning rather than a paper driven process.

In the first year following implementation of the SEND Reforms the service struggled to meet timescales for a variety of reasons. The processes and key decision-making points have been reviewed to refine the procedures. To date, this academic year, 89% of EHC Plans

reaching completion have been within the 20 weeks.

Source of EHC Needs Assessment requests and demographic breakdown

Source	Percentage
Schools	45%
Parents/Carers/Family	25.9%
Early Years	20.8%
FE Settings	5%
Local Authority	1.3%
Other	2%

Locality	Percentage
North Kesteven/South Kesteven	35%
Lincoln and West Lindsey	30%
East Lindsey	17.7%
Boston and South Holland	17.3%

The Local Authority *ceased to maintain* 32 Statements/EHC Plans in the financial year 2015/16. This is a small increase on the previous year when 31 Statements were ceased. However, the previous year had seen a significant increase given that the average in the 3 years prior to that had been 17 per year; a low figure for an authority of this size. The Local Authority can only cease to maintain a statement if schools and others involved, through the annual review process, are of the view that the statement needs to cease. There is far greater challenge to schools about the need to maintain Statements/EHC Plans which probably accounts for the increase in *cease to maintain* numbers.

How does Lincolnshire compare?

- In England the proportion of children and young people with a Statement or EHC Plan remained consistent at 2.8% between 2007 and 2015. In Lincolnshire the figure is 3.3%, above the England average. However, in the first published data following the implementation of the SEND reforms there was a trend emerging across England of an increase in numbers of EHC Plans compared to Statements of SEN. This is likely to be, in part at least, a result of the extended age range of learners who may be eligible for an EHC Plan (0-25 years).
- The requests for EHC Needs Assessments in Lincolnshire continue to come primarily from the primary school sector (around 80%). The national picture in 2015 showed 61% of combined Statements and EHC Plans being in the 0-10 year old age group with a peak around the age of 9 and 10.

In Lincolnshire at the 31st December 2015 the breakdown, by age group, of those with EHC Plans (either newly issued or through transfer from Statement) was:

Age Group	Number	% of all EHC Plans
0-4 years	79	7.3%
5-15 years	602	55.7%
16-18 years	355	32.9%
19-25 years	44	4.1%
Total	1080	100%

The England data published in May 2015 showed:

Age Group	% of EHC Plans (4,205)
Under 5 years	16.1%
0-5 years	44.8%
11-15 years	31.6%
16-19 years	7.3%
20-25 years	0.2%

- Lincolnshire now has more children and young people with a Statement or EHC Plan placed in Special School provision than mainstream school. In 2007 37.9% of all children and young people in England, with a Statement, were in Special Schools; in 2015 this number was 43%. In Lincolnshire 49% of children and young people with a Statement or EHC Plan are educated in Special Schools with around 45% in maintained or academy mainstream schools.
- Lincolnshire has seen an increase from 3% in 2013 to 4.5% in 2015 of young people placed in Independent Non-Maintained Specialist Services. This increase reflects the national trend, albeit Lincolnshire is below the national average. In 2013 the national picture showed 5.6% of pupils with a Statement or EHC Plan in 'other' specialist provision; in 2015 this figure was 6.1%.

National comparative data will be released in July 2016.

Transition from Statements to EHC Plans

By the 1st April 2018 all local authorities must have transferred all children and young people with Statements of SEN to the new SEN and disability system who meet the criteria for an EHC Plan.

The statutory guidance places an expectation on local authorities to undertake this transfer process through the routine annual review cycle and specifically where there are key transition points in a young person's life. Lincolnshire commissioned its Special Schools to undertake the transfers for their students over a two year period. The draft EHC Plans are submitted to the local authority for consideration, any required amendments are returned to the schools and the Plans are finally signed off by the authority.

Each local authority is required to publish its Transition Plan. Initially Lincolnshire planned to undertake the transfer process over two years. Like other authorities who also shared the same ambition this had to be reviewed given the enormity of the task, the new EHC Needs Assessment requests coming in and the existing Statement reviews. The transfer process

will now be undertaken over the full three years.

The 'must do' group for 2014/15 were those learners transferring from school (including school sixth forms) to a post-16 institution or onto an apprenticeship. Local Authority Caseworkers completed the transfers for mainstream learners whilst the Special Schools completed transfer for their leavers. Despite not concluding these transfers by the deadline of the 31st May 2015 all transfers were completed for September with all but 4 learners moving on to further educational/training provision. The 4 remaining cases had particular complexities which needed to be resolved.

For the current academic year all school leavers have been allocated a SEND Caseworker who will either undertake the transfer to an EHC Plan or will work with the Special Schools who remain commissioned to complete their students' transfers. All leavers' transfers had to be completed by the 31st March 2016. Performance this academic year has remained consistently high in achieving the timescales for transfers.

Whilst the SEND service has received a significant number of requests for EHC Needs Assessments for Early Years children (0-5) these have been spread across the year. In the future if an EHC Plan is required in readiness for transition to primary school any request will need to be received by mid-April of the academic year prior to September entry into primary school in order to allow for the 20 week process to be completed. The SEND service has worked with the Early Years colleagues to ensure that early years' settings are aware of this, particularly where primary schools are going to require additional funding at the point of entry. Early Years colleagues, who provide inclusion funding to support early years settings with children with SEND, have a prioritisation process so that those children that will require an EHC Plan to aid transition to primary school are referred to the SEND service in good time to allow the EHC Needs Assessment to be completed.

Over the current academic year there is a statutory requirement for the local authority to transfer the following groups of children and young people from Statements to EHC Plans:

- Children moving from a relevant early years setting to school
- Children moving from infant to junior school
- Children moving from primary to secondary school
- Children in Year 9
- Children or young people moving from school (including school sixth forms) to a Post -16 institution or an apprenticeship (by 31st March 2016)
- Those moving from mainstream school to special school or vice versa
- Those leaving Youth Custody, on release
- Young people who receive support as a result of an LDA who intend to be in education beyond 31st August 2016

The Lincolnshire Special Schools will be completing transfers for the remainder of their students this academic year.

One young person will have their Statement transferred specifically under Chapter 10 of the

SEND Code of Practice 2015 which relates to young people entering or exiting custody

Out of County Placements

Out of County placements are made only when Lincolnshire Schools have stated that they cannot meet the special educational needs of a particular learner. There is a continuing pressure on meeting the needs of those learners with Autistic Spectrum Disorders and specifically those with challenging behaviours. Out of county placements go through a rigorous commissioning process.

Young people with Autistic Spectrum Disorders and Behavioural, Emotional and Social Difficulties make up 71% of all Out of County placements. It is frequently their challenging behaviour that has led them to be placed in provision outside of Lincolnshire.

Out of County Special School placements had decreased over a number of years but between 2013 and 2015 the number had risen, by approximately 23 places, to 100 at the 31st March 2015. The cost of placements was £6.9m in 2014/15 which was a significant over-spend on the agreed £5m budget. The Schools Forum agreed to another £2m being added to the Out of County budget. The SEND Service has made strenuous efforts to reduce the number of Out of County placements and, at the 31st March 2016 the number of children and young people in Independent Non-maintained Special Schools was 95. However, whilst the numbers have dropped the cost has increased to **£7,813,689** in 2015/16.

Independent School placements in Lincolnshire

In addition to Out of County placements there are currently 59 children and young people placed in independent schools in Lincolnshire. The nature of these placements is complex but falls 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.

The cost in 2015/16 of these placements was **£1,260,756**. The budget for these placements was set at £704,620 and is therefore over-spent by £556,136. A significant element of the increased expenditure is as a result of the number of placements at one specific school which has been used increasingly for young people who can no longer be managed by Lincolnshire Schools or who have been permanently excluded. Although costly these placements are significantly less expensive than an Out of County placement.

Impact of SEND Reforms

The SEND reforms have had a significant impact on the activity around special educational needs. There is undoubtedly increased expectation from parents who are exercising their rights and preferences. The SEND Service is clear that every decision is based on assessed need and the efficient use of public funds but this is increasingly being challenged and

balanced against parental preference. Some significant successes at Tribunal provide confidence that decisions made in the service are sound; nevertheless Tribunals are costly and currently there is an increase in the number of parents lodging appeals to the First Tier Tribunal.

SEN Strategy Review

As reported to the Schools Forum in April 2015 a comprehensive review of special educational needs provision in Lincolnshire is underway. The Special Schools' Project Board, chaired by the Director of Children's Services, is leading this work. It builds on the data from the first phase of the review of the implementation of Lincolnshire's 2011 SEN Strategy which suggested:

- **The profile of identified needs and the pattern of placements is different in Lincolnshire compared to the rest of the country and to statistical neighbours.** This suggests that the identification of certain types of need is not consistent across the county and that some underlying needs are not being identified early (e.g. SLCN).
- **There are gaps within the continuum of current LCC SEN provision.** Mainstream schools –particularly secondary schools –may lack the capacity and provision to meet the needs of some pupils, particularly those with challenging behavioural needs. Most specialist provision is located in special schools –there are comparatively few enhanced resource provisions. Current specialist provision is “blocked up” and is not able to respond to the changing profile of need across the county (e.g. pupils with high-functioning ASD).
- **These gaps within the continuum of LCC SEN provision appear to be driving the increase in pupils placed out-of-county.** There is no evidence that this trend is being driven by a lack of in-county residential SEN provision.

It was agreed that refining and refreshing the SEND strategy must not be a paper-based exercise. Instead, the focus of a new strategic approach to SEND in Lincolnshire is predicated on building long-term strategic planning capacity and process. This is being undertaken in four stages:

- **Analysis**—of long-term trends, in parallel with the ongoing focus on getting the structures and processes right
- **Commissioning**—using analysis to develop a flexible continuum of provision informed by long-term planning
- **Engaging stakeholders**—developing mechanisms for engaging key stakeholders (educators and families particularly) and investing in regular, open dialogue, and in building their skills, capacity and knowledge of the SEND system to enable them to play a key role in co-producing and leading the implementation of Lincolnshire's SEND strategy
- **Monitoring outcomes** —ensuring that we are able to answer two key questions:
 - Are our approaches working?
 - Do we have the right provision to meet the current and future needs of children in our county?

There is a commitment by Special School Headteachers and health services to consider

options to meet the needs of all young people in Lincolnshire with complex SEN. This can't be achieved in isolation from the mainstream schools and work is now well underway to understand how those schools can better support the needs of Lincolnshire children and young people with SEN. If there is to be a realistic chance of preventing young people from going to Out of County placements the sector as a whole needs to respond.

Through the Project Board a number of significant developments have taken place with the Board agreed on a number of key principles to ensure that Lincolnshire Schools can meet the needs of all Lincolnshire children and young people. A single SEN Strategy is being finalised and will be presented to the Children and Young People's Scrutiny Committee later this year.

RECOMMENDATIONS

The Schools Forum is asked to note the contents of the report and direct any questions to the Children's Service Manager (SEND).

Regulatory and Other Committee

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	27 April 2016
Subject:	Consultation on Future Provision of Dedicated Speech and Language/Primary Units

Summary:

This report sets out a consultation which recommends the discontinuance of the three dedicated speech and language referral units across Lincolnshire and to provide Speech and Language services to children requiring interventions in the school which they are on roll. It is considered that this provision to be in the best interests of Lincolnshire's children. It reinforces the priorities in the Children and Young People's Plan and supports the Council's aim of ensuring that as many children as possible can reach their full potential through an integrated service model.

Recommendation(s):

The Lincolnshire Schools' Forum is invited to consider and provide feedback on the consultation document.

1. Background

Lincolnshire Community Health Service (LCHS) currently supports over 3150 children with a speech and/or language impairment from birth to leaving school age. Children who do not make progress through targeted speech and language therapy (SLT) provision are provided with additional therapeutic services through an 'enhanced model'. If they fail to make progress they may be referred for more intensive support and warrant specialist provision to progress their listening, language and literacy skills within a specialist speech and language unit.

For children at primary age, Lincolnshire County Council (LCC) commissions three schools to provide educational and therapeutic support to children with complex speech and language difficulties. At present there are approximately 21 children in the three units receiving intensive SLT and educational support services.

The three mainstream primary school sites who provide these dedicated units are Monkshouse Primary (Spalding), Mablethorpe Primary (Mablethorpe) and Fosse Way (Lincoln).

The aim is to target provision early and begin to close the gap with their speech and language against their peers. This early years work aims to withdraw the support at the point where the child is able to be fully integrated back into mainstream. This process of reintegration back into mainstream brings additional problems as detailed in the consultation document.

All three sites have and are being funded to provide Specialist Teachers and Teaching Assistant(s) from devolved budgets. The schools are required to provide adequate space for specialist teaching and learning.

Consultation

The consultation document, attached at Appendix A, proposes an alternative model recommending pupils with complex or severe speech and/or language needs remain within their local primary school and continue to be educated in this setting, whilst receiving short term intensive therapeutic services to support them in fulfilling their potential.

The proposed model addresses a number of parental concerns including the removal of their child from the local school roll, the ability to place back at the same school and the significant travelling requirements placed upon young children.

With effective partnership working, LCHS, the four Clinical Commissioning Groups (CCGs) and the Local Authority (LA) will work together to enhance the current SLT outreach support service into mainstream primary schools which supports children with complex speech and/or language needs to enable them to flourish in a mainstream school setting. This will be reinforced by strengthening the resources within LCHS for specialist speech and language support to meet the required demands across the county. At the same time the Specialist Teaching service will also be strengthened to provide outreach teaching support services into local primary schools to support the children.

New referrals would be supported using the new model so there would be no further placements made into the units. The current funding arrangements would cease. However, subject to the views of parents of children currently in the units, transition arrangements will be developed and the three provider schools may continue to be funded in the interim on a commissioned basis. This would be dependent on the views of the pupils and their families currently attending the units. If pupils and their parents wish to remain at one of the three schools highlighted, this will continue to be supported or alternatively, the LA will help parents apply for an alternative school place nearer to their home.

Where necessary focused SLT and school admission support would be required to reintegrate current pupil placements back into their local community primary schools.

Under the proposed model the specialist teachers in each of the units would need to be consulted with on a potential transfer to or TUPE into the Local Authorities Specialist Teaching service. As these staff are direct employees of the provider

schools it will be necessary for these schools to obtain advice from their own HR providers to progress any required consultation with affected staff.

In future, local mainstream primary schools would be responsible for providing support to pupils through their notional special needs funding as some of these pupils unless the child's needs were such that they required an Education, Health and Care (EHC) plan. Where the needs of the child are unable to be met by the school, they can follow the pathway for assessment for an EHC plan, which if approved, would provide appropriate additional resources and funding to the school to support the child's needs. Schools would be required to work with LCHS where intensive support is required and obtain advice and guidance on specialist teaching strategies from the Specialist Teaching service.

This model aims to provide support for children with complex speech and/or language needs within their own local community school and for those pupils with more complex educational support needs to follow the appropriate pathway for an EHC plan.

2. Conclusion

The consultation started on 9 March 2016 and will end on 22 April 2016.

The Committee is invited to provide any comments to Cllr Mrs P A Bradwell, Executive Councillor for Adult Care and Health Services, Children's Services to enable her to make a decision.

The report to the Executive Councillor will be considered by the Children and Young People Scrutiny Committee at its meeting on 27 May 2016.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Consultation on future provision of dedicated speech and language/primary units
Appendix B	Q&As future provision of dedicated speech and language/primary units

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Andrew Hancy, who can be contacted on 01522 554031 or Andrew.hancy@lincolnshire.gov.uk



**Consultation on future
provision of dedicated
speech and language/primary
units**

9th March 2016

Contact details

This consultation proposal is published by Lincolnshire County Council (LCC), County Offices, Newland, Lincoln LN1 1YQ regarding the closure of three dedicated speech and language units which are provided through Fosse Way Primary, Lincoln, Monkshouse Primary, Spalding and Mablethorpe Primary, Mablethorpe. Fosse Way Primary and Mablethorpe Primary are Academy Schools and Monkshouse Primary is maintained by the Local Authority (LA)

Implementation

The proposal is to discontinue the Speech and Language Unit services from all three primary schools with effect from 1st September 2016 and to provide Speech and Language services to children requiring interventions in the school which they are on roll.

Objectives and reason for closure

The proposal detailed in this document is to discontinue the provision of three dedicated speech and language units across Lincolnshire and to provide Speech and Language services to children requiring interventions in the school which they are on roll. This is not related to any other school organisation proposal. Local Authorities (LA) are under a statutory duty to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential whilst at the same time meeting the aim of enabling children to take up a school place within their local community. This proposal recommends the discontinuance of the three dedicated speech and language referral units and to provide Speech and Language services to children requiring interventions in the school which they are on roll. It is considered that this provision to be in the best interests of Lincolnshire's children. It reinforces the priorities in the Children and Young People's Plan and supports the Council's aim of ensuring that as many children as possible can reach their full potential through an integrated service model.

Lincolnshire Community Health Service (LCHS) currently supports over 3150 children with a speech and/or language impairment from birth to leaving school age. Children who do not make progress through targeted speech and language therapy (SLT) provision are provided with additional therapeutic services through an 'enhanced model'. If they fail to make progress they may be referred for more intensive support and warrant specialist provision to progress their listening, language and literacy skills within a specialist speech and language unit.

For children at primary age, Lincolnshire County Council (LCC) commissions three schools to provide educational and therapeutic support to children with complex speech and language difficulties. At present there are approximately 21 children in the three units receiving intensive SLT and educational support services.

The three mainstream primary school sites who provide these dedicated units are Monkshouse Primary (Spalding), Mablethorpe Primary (Mablethorpe) and Fosse Way (Lincoln).

The purpose of the service is to target SLT provision early and begin to close the gap between the speech and language of the child against their peers. This early years work aims to withdraw the support at the point where they are able to be fully integrated back into a mainstream local community school. However, as the child is on the roll of the school where the dedicated provision is provided, transfer to a nearer or more local school is not always possible when they need to return as the nearer or more local school may not have any places available.

All three sites have and are currently being funded to provide Specialist Teachers and Teaching/Support Assistant(s) from devolved budgets. The schools are required to provide adequate space for specialist teaching and learning for the following pupil numbers:

Monkshouse, Spalding	Commissioned for 12 places (currently have 8 pupils on roll)
Mablethorpe	Commissioned for 10 places (current have 7 pupils on roll)
Fosse Way Lincoln	Commissioned for 12 places (currently have 6 pupils on roll)

Many parents prefer to keep their child in their nearer/more local school than being transported to a dedicated unit due to the travel time which may result.

Referral Process from Lincolnshire Health and Community Services (LCHS)

The current process for referral into a unit is as follows:

- Any child may present with speech and/or language difficulties at any time. At this point an LCHS Speech and Language Therapist may be engaged to provide therapeutic strategies to support parents/carers and educationalists in being able to support and develop the child's communication difficulties
- Where a child fails to make progress a Speech and Language Therapist may identify a need for a child to receive additional SLT support within a school setting. This is initially provided through outreach (enhanced provision) with 20 additional therapy sessions being provided
- In some cases a child does not make progress to the required level with this enhanced provision and at this point a specialist therapist will then work with the main therapist to assess the child and determine their needs
- The specialist therapist subsequently makes a recommendation to parents/carers and the current local mainstream primary school that the child may benefit from attending one of the specialist units
- The specialist therapist will liaise with the local mainstream primary school and the specialist unit primary school and a discussion will take place with the later about taking the child. There is currently no oversight of this pupil allocation process by Children's Services
- The child will be removed from the pupil roll of the local mainstream primary school and placed onto the roll of the specialist unit primary school. The funding for the pupil moves to the school with the specialist unit
- Each unit has a dedicated full time teacher focussing on speech and language, with additional funding provided for teaching/learning support. The teachers spend

approximately up to half of their teaching time within the units supporting the children and for the remainder of the time the children will attend mainstream classes for core curriculum subjects

- Once the child has progressed sufficiently to be able to return to local mainstream school, the specialist therapist will work with parents and carers to find a school placement for the child. This may not result in a return to their original school, which is the usual parental preference, but may be another local school
- Most children in the units are Reception/Year 1 and 2 but in some cases the child may remain in the unit until Year 6 when they move into secondary provision
- The duration of time the child spends attending the specialist unit varies depending upon individual needs and can range from a period of six months to a number of years.
- There are no dedicated units within secondary provision. This is provided by outreach through the LA's ECLIPS service

Current cost of provision

Whilst consideration is being given to providing this service in the most cost effective way this is not the sole driver for this proposed change. Both the LA and LCHS are committed to ensuring we provide the best support to meet the needs of children within their local community.

At present the LA funds the units to the sum of approximately £360,022 p.a. (2014/15). In addition Children's Services incurs costs for transport in the region of £125,755 p.a. The current costs for Speech and Language therapy services are about £68,674 p.a. resulting in a total cost of this service of around £554,451 p.a.

Where a child has an Education Health and Care Plan (EHCP) under the 2013/14 School Funding Formula schools providing enhanced provision will also receive £10,000 per pupil and schools are expected to make adequate provision for children with identified special education needs. None of the children based in the units have an agreed EHCP.

Drivers for Change

It is important to continually review our services to ensure they meet the needs of children. Whilst some authorities provide educational and therapeutic services to children through dedicated units some prefer to support children within their local community based schools and target the support provision in line with a child's individual needs. Many parents prefer to keep their child in their nearer/more local school than transported to a dedicated unit due to the travel time which may result.

Development of a local based approach

Not all children with identified complex speech and/or language difficulties are placed within the units. In fact some parents and carers object to this and support is then provided into the local community primary school. Many of our primary schools are successful in supporting children with these complex needs without having to refer to a specialist unit. The review of this SLT provision has taken into account the need to meet children's needs as much as possible within a mainstream setting. In addition the recommendations promoting inclusion

for children within their local community and their local school, the proposal ensures more localised provision reducing unnecessary travel.

It is essential that we build on the requirement for improved partnership working within school localities to ensure that children's needs are met. Our recommendation is to strengthen the current SLT outreach support model that is provided by LCHS into mainstream primary schools to provide children with intensive support, where required.

Increased accessibility and choice

At present a child with an identified need for intensive SLT would be referred to a specialist unit. If accepted, they are removed from the roll of the local mainstream primary school and placed on the roll of the intake school (i.e. the primary school with the unit provision). Some parents/carers are reluctant for this to happen as they wish for their child to remain on roll at their current mainstream primary school due to locality or siblings attending the school. Also once the child is taken off roll there is no guarantee they can return to the original school if a place is no longer available, and they do not have preferential status for a place as they do not have an EHCP.

As there are only three units across the county this also impacts on both travel time for pupils and transport costs. Increased local support provision (education and therapy) within mainstream primary settings would provide a solution to address such concerns.

Adoption of a commissioned approach

The feedback from the providers of this service (both LCHS and schools) was they are not robustly held to account in respect of performance or outcomes for these children. LCHS track progression of pupil's speech and/or language against a range of outputs, but these are not declared to the LA and progression is not overseen through clear Service Level Agreements.

It is essential that the LA has oversight of commissioned outcomes from the services it funds and clear accountability frameworks and reporting on outcomes for education and health progress are demonstrated and evidenced.

Review findings on current provision

The review of the current model of provision has evidenced a number of issues, including:

- Transport issues due to the distance for the child to travel (as we only have three units across Lincolnshire)
- Parental resistance to wanting to move their child from their local primary to a specialist unit which may be a significant distance from home
- There are no guarantees that a child can or will return to their local mainstream primary school (or the school from which they were originally on roll) and may have to be placed within another school
- The children do not have EHCPs so they do not get priority when being reintegrated back into a mainstream setting
- Some children are found to have more complex needs other than Speech and Language and this may lead to involvement of Educational Psychology for assessment to possibly move into a special school via an EHCP

Proposed Future Model

The proposed alternative model recommends pupils with complex or severe speech and/or language needs remaining within their local primary school and continuing to be educated in this setting, whilst receiving short term intensive therapeutic services to support them in fulfilling their potential.

This model addresses a number of parental concerns as stated above including the removal of their child from the local school roll, the ability to place back at the same school and the significant travelling requirements placed upon young children.

With effective partnership working; LCHS, the four Clinical Commissioning Groups (CCGs) and the LA will work together to enhance the current SLT outreach support service into mainstream primary schools which supports children with complex speech and/or language needs to enable them to flourish in a mainstream school setting. This will be reinforced by strengthening the resources within LCHS for specialist speech and language support to meet the required demands across the county. At the same time the Specialist Teaching service will also be strengthened to provide outreach teaching support services into local primary schools to support the children.

New referrals would be supported using the new model so there would be no further placements made into the units. The current funding arrangements would cease. However subject to the views of parents of children currently in the units, transition arrangements will be developed and the three provider schools may continue to be funded in the interim on a commissioned basis. This would be dependent on the views of the pupils and their families currently attending the units. If pupils and their parents wish to remain at one of the three schools highlighted, this will continue to be supported or alternatively, the LA will help parents apply for an alternative school place nearer to their home.

Where necessary; focused SLT and school admission support would be required to reintegrate current pupil placements back into their local community primary schools.

Under this option the specialist teachers in each of the units would need to be consulted with on a potential transfer to or TUPE into the Local Authorities Specialist Teaching service. As these staff are direct employees of the provider schools it will be necessary for these schools to obtain advice from their own HR providers to progress any required consultation with affected staff.

In future, local mainstream primary schools would be responsible for providing support to pupils through their notional special needs funding as some of these pupils unless the child's needs were such that they required an EHC plan. Where the needs of the child are unable to be met by the school, they can follow the pathway for assessment for an EHCP, which if approved, would provide appropriate additional resources and funding to the school to support the child's needs. Schools would be required to work with LCHS where intensive support is required and obtain advice and guidance on specialist teaching strategies from the Specialist Teaching service.

This model aims to provide support for children with complex speech and/or language needs within their own local community school and for those pupils with more complex educational support needs to follow the appropriate pathway for an EHC plan.

Advantages	Disadvantages
<p>Keeps children within their local community school and educated with friends and/or family. This also supports transition to secondary provision</p> <p>'Enhanced Plus' model of intervention complements and enhances the current 'Enhanced' provision which is already provided into primary settings</p> <p>Removes the requirement for significant travel time across county for some children</p> <p>Reduces transportation costs</p> <p>Removes parental concerns that when their child is ready to be reintegrated back into their local primary school that they will have a place on roll</p> <p>Schools would not struggle to recruit to specialist teachers roles</p> <p>Supports the EHCP pathway more clearly for those children with complex needs</p> <p>Encourages local primary schools to develop support to meet needs of children with complex SLT needs with LCHS, so increasing their knowledge and skills in employing strategies for the future</p> <p>Improved accountability for commissioned LCHS services in targeting achievement against agreed outcomes and progression</p>	<p>Removes intensive support provision where half of a child's school time is based in the unit receiving specialist teaching and SLT support</p> <p>Increased travel for professionals including Speech and Language Therapists and Specialist Teachers</p> <p>Change of role for specialist teachers working for Local Authority</p> <p>Possible loss of knowledge and skills if current teaching staff leave or are retained in school setting</p> <p>Local primary schools are required to fund supporting resources from allocated special needs funding block for those children with complex speech and language problems</p>

Business Case for Recommendation

Visits to each of the units took place in the summer of 2015 and discussions on the current operational model were held with the units Specialist Teachers, allocated Speech and Language Therapists and in some cases support staff to gain their views on the benefits and drawbacks of the current model of provision. Head Teachers also had the opportunity to input into these discussions.

The recommendation to discontinue the units and to provide intensive speech and language therapy services back into local primary schools is based on the following business reasons:

- The Education Act 1996 states " In exercising or performing all their respective powers and duties under the Education Acts, the Secretary of State and local education authorities shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure". This recommendation supports this statutory responsibility.
- In addition within the Education and Inspections Act 2006 it states "A local education authority in England shall exercise their functions under this section with a view to (a) securing diversity in the provision of schools, and (b) increasing opportunities for parental choice. This recommendation secures diversity within its provision of education across Lincolnshire and increases parental choice in enabling a child to remain placed within their local community school.
- In the summer of 2014, ISOS Partnership undertook a review of SEN provision in Lincolnshire including the enhanced provision of Speech and Language. The recommendations from this report were for the LA to undertake a full review of the service provision as there were fundamental concerns around the current commissioning arrangements. This report was shared with all schools with specialist provider units (Speech and Language and Hearing Impairment) at the time.
- It was stated at all three units by the Specialist Teachers that only up to half of their time is allocated to providing education provision to children in the unit. The remaining time of the students is spent within mainstream classes with peers, being supported by support staff/teaching assistants. The Specialist Teachers remaining time is spent either performing roles such as the school SENCO or teaching mainstream classes. This provides evidence that elements of the LA's funding is being used for other school activities that what the funding was intended for. The revised future model ensures the funding is fully utilised for its intended purposes in providing specialist teachers and speech and language therapy services to support children with complex speech and language needs.
- As there are only three dedicated units in the county this results in significant travel time for some children who are being transported long distances. The revised proposal removes this concern.
- The current model results in transportation costs of approximately £125,755 p.a. By placing children in their local community primary school this would significantly reduce transport costs by approximately 70% resulting in a saving of £88,000 p.a. to the Local Authority.
- By implementing the revised model, the three provider schools would not be adversely affected financially. The pupils in the units are above the schools normal pupil roll and the funding provided from the LA is in addition to their base funding. Therefore closing the units would be cost neutral.
- Feedback was received from the Specialist Teachers and the allocated Speech and Language Therapists that whilst funding is provided to the three primary schools (circa £360,022 p.a.) there is currently no framework for accountability back to the LA on progression of the children. By commissioning this intensive enhanced speech and language service through LCHS, the LA will have the ability to oversee the progress and

outcomes for children with SLT complex needs, holding LCHS to account for the therapeutic interventions provided, thereby strengthening the Local Authorities position as a commissioning authority.

- The alternative model removes uncertainty within the process around those children who require additional support. Where a child is not making speech and/or language progress both parents/carers, schools and LCHS would be required to follow the defined EHCP pathway to request an appropriate package of support and funding to be provided to meet the child's needs. Going forward it is proposed that any child with complex SLT needs would be required to have an EHCP in place before being able to access the 'Enhanced Plus' service so ensuring the support provision is appropriate to need.
- Whilst the requirement to make savings is not the sole driver for the proposed change, by placing children within their local community primary school and strengthening the provision of speech and language support from LCHS and specialist teaching services through the LA schools budget would result in a saving of approximately £237K p.a.

Proposed timetable for consultation and implementation

The proposed consultation timetable is outlined below. These timescales have been determined by seeking a reasonable balance between allowing adequate time for schools and affected staff to consider the proposals and the need to move toward the implementation of the changes in a timely manner.

Date	Action
09 March 2016	Start consultation with mainstream primary schools
19 March to 16 April 2016	Undertake planned engagement sessions with parents and carers to seek their views on revised proposal
15th April 2016	Consultation proposal to be presented to Children and Young People Scrutiny Committee
22 April 2016	Consultation with mainstream primary schools closes
April/May	Consider all feedback and responses to consultation and engagement events
27 April 2016	LCHS to provide final business model for Enhance Plus SLT services
27 May 2016	Final paper providing recommendation on future model provided to Children and Young People Scrutiny Committee

Date	Action
10 June 2016	Decision by Executive Councillor
w/c 13 June 2016	Communication of approved model to mainstream primary , provider schools and parents/carers
June 2016	Commence transition arrangements to admit children into requested local based community primary schools. Assess impact on those children remaining on roll at a primary schools with a unit proposed to close
04 July 2016	Confirm to parents/carers allocated school places for children
June/July 2016	Unit provider schools undertake consultation with affected staff on staffing impacts. Support from LCC for those posts recommended to be transferred/TUPE into LCC
01 September 2016	Go live date for the new operational model

It is recognised that whilst the proposed go live date is 1 September 2016 that transition during Autumn Term 1 and 2 will possibly be required for pupils, schools and staff, including the finalisation of any required consultation process by the provider schools affected.

Consultation Feedback

Any person or organisation may provide feedback or make comments on these proposals by sending them marked '**Private and Confidential**' to Sheridan Dodsworth, Children's Services Manager, Special Educational Needs and Disabilities (SEND), 9/11 The Avenue, Lincoln, LN1 1PA or by emailing BS_SEND@lincolnshire.gov.uk to be received by the deadline of 22nd April 2016.

Under current legislation the LA is the decision maker for the proposal and is co-ordinating the process before making the final decision. The LA as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process. Points raised can be considered unpersuasive must not be ignored altogether.

At the close of the consultation period on 22nd April 2016 responses will be collated and analysed and a further report will be presented to the Children and Young people Scrutiny Committee for comment, before going to the Executive Councillor for a final decision on the discontinuance of the units. This decision is likely to be taken in June 2016 but must be no later than 2 months after the end of the consultation period. The stated consultation period is the final opportunity for the people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.

School Feedback Form

Consultation on future provision of dedicated speech and language/primary units

Please note that if you do not provide your name and address your views will not be counted as legitimate responses to this consultation. Names and contact details will remain confidential.

Name:

email (optional):

Postal Address:

Head Teacher Teacher/School Staff School Governor

Other (please specify):

Which school do you represent?

Having read and considered the proposal please indicate your view below by ticking one of the boxes:

I am in favour of the proposal I am against the proposal

I am neither for nor against the proposal

Why have you decided this in your view? Please tell us below:

Is there anything else you would like us to consider?

Please return the completed form by 5pm on Friday 22nd April 2016.

Email to BS_SEND@lincolnshire.gov.uk or by post marked **Private and Confidential** to Sheridan Dodsworth, Children's Services Manager, Special Educational Needs and Disabilities (SEND), 9/11 The Avenue, Lincoln, LN1 1PA

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SCHOOLS CONSULTATION
QUESTIONS AND ANSWERS SHEET

Consultation on future provision of dedicated speech and language/primary units

What is the service that you are reviewing?

Dedicated speech and language therapy units based in three primary schools.

Lincolnshire Community Health Service (LCHS) currently supports over 3150 children with a speech and/or language impairment from birth to leaving school age. Where children do not make progress through additional targeted speech and language therapy (SLT) provision, i.e. the 'enhanced' service, they may be referred for more intensive support and warrant specialist provision to progress their listening, language and literacy skills within a mainstream school setting.

For children at primary school age, Lincolnshire County Council (LCC) commissions three schools to provide educational and therapeutic support to children with complex speech and language difficulties. At present there are approximately 21 children in the three units receiving intensive SLT and educational support services.

The purpose of the service is to target SLT provision early and begin to close the gap between the speech and language of the child against their peers. This early years work aims to withdraw the support at the point where they are able to be fully integrated back into a mainstream local school, however this also brings additional problems in them being able to be allocated a suitable place at an alternative school when they need to return.

It is this model of SLT support which is provided to these pupils that is being reviewed to ensure it remains appropriate and continues to meet their individual needs.

Who provides the dedicated speech and language service?

The specialist Speech and Language Therapy service is delivered in three schools across the county.

The three primary schools providing this specialist SLT service are Fosse Way Primary (Lincoln), Monkshouse Primary (Spalding) and Mablethorpe Primary (Mablethorpe). The schools are funded by the Local Authority (LA) to provide the specialist teaching and support staff in association with costs in operating the units.

The speech and language therapy service delivered in these schools is provided through Lincolnshire Community Health Service (LCHS).

Why is this dedicated SLT service being reviewed?

It is important to continually review our services to ensure they meet the needs of children. Whilst some authorities provide educational and therapeutic services to children through dedicated units some prefer to support children within their local community based schools and target the support provision in line with a child's individual needs.

The review of this SLT provision has taken into account the desire to retain as many children as possible within a local based mainstream primary setting so promoting inclusion for children within their local community.

Over the last few years the LA and LCHS have worked closely together to improve services to children with complex speech and/or language difficulties within their local community schools to the point that the number of children requiring intensive support within specialist units is now decreasing. We are of the view that it is better for a child to remain in their local school setting and for targeted services to be provided to assist the school in supporting a child's individual needs.

What happens for secondary pupils who have speech and language difficulties?

The LA does not provide similar units for children who are of secondary age. Those children with continuing needs for speech and language therapies are supported through an outreach model into secondary school settings through a service called ECLIPS. This model has proven to work extremely well in keeping children within their local community based school, working with the school to implement strategies to support their needs.

What are the benefits of the current SLT unit service in these Primary Schools?

The main benefit of the current provision is that children are placed within and receive intensive speech and language support within a dedicated unit, staffed by professionals and supported by LCHS Speech and Language Therapists.

Other advantages include:

- Each unit has a dedicated primary needs led teacher focussing on Speech and Language, with additional funding provided for teaching support staff
- At least half of a pupil's time is spent receiving intensive support within the unit. For the rest of the time they benefit from being within mainstream classes with their peer group and being supported by support assistants
- The current outreach provision for SLT into mainstream schools is limited to 20 sessions which may not always achieve the required outcomes and progression for children with more complex needs. This model provides an additional service to supplement this through short term targeted and intensive intervention
- There is a perceived lack of knowledge by both parents/carers and professionals about what levels of support are available under the current local offer in respect of speech and language support provision through LCHS. These units exist to ensure there is a further pathway to a higher level of support.

What are the concerns about the dedicated SLT unit service?

Following a comprehensive review of the service it has been identified there are a number of concerns that exist in providing support through such a model. These include:

- Significant transportation issues due to the distance for some children to travel as there are only three units across the county, impacting on both travel time for pupils and transport costs
- Some parents do not feel comfortable with their child moving to another school which is some distance away from their local primary provision, in particular where their child has to travel long distances.
- Some of the children have more complex needs in addition to speech and language and this may lead to a requirement for assessment for an EHCP and a potential subsequent move into a special school, so delaying the necessary support provision required to meet their needs
- At present a child with an identified need for intensive SLT would be referred to a specialist unit and when accepted they are removed from the roll of their current local primary school and placed on the roll of the school with the unit. Many parents and carers have fed back that they are reluctant for this to happen as they wish for their child to remain on roll at their current school due to locality, siblings attending the school and in building and maintaining local friendships with peers
- Once the child has progressed sufficiently to be able to return to mainstream, the specialist therapist works with parents and carers to find a suitable school placement. Again this may not result in a return to their original school, or an alternative local primary school, which is the usual parental preference
- Some schools report it has proved difficult to recruit replacement specialist teachers externally so the role has had to be offered to an existing teacher from within the school
- The children spend the remaining half of their time attending mainstream classes, supported by support assistants, which raises the question as to why they cannot be supported wholly within a normal mainstream classroom setting and provided with the appropriate level of therapy support
- Some parents and carers have fed back that they are not clear what the local offer for SLT is within mainstream primary settings so they cannot challenge why this support is not provided to keep children in their local school

How much does the service currently cost?

Whilst consideration is being given to providing this service in the most cost effective way this is not the sole driver for this proposed change. Both the LA and LCHS are committed to ensuring we provide the best support to meet the needs of children within their local community.

At present the LA funds the units to the sum of approximately £360,022 p.a. In addition the LA incurs costs for transport in the region of £125,755 p.a. The costs for speech and language therapy services are about £68,674 p.a. resulting in a total cost of this service of £554,451 p.a.

What would the benefits be if we moved to a model where support is provided within local based mainstream schools settings?

With effective partnership working; LCHS, the four Clinical Commissioning Groups (CCGs) and the LA will work together to enhance the current SLT outreach service into mainstream primary schools which supports children with more complex needs to flourish within a mainstream school setting. This will be reinforced by strengthening the resources within LCHS for specialist speech and language support to meet demands across the county.

It is essential that we build on the requirement for improved partnership working within school localities to ensure children's needs are met. Our recommendation would be to strengthen the current SLT outreach support model provided by LCHS into mainstream primary schools to provide children with intensive support, where required.

Our proposed alternative model results in pupils with more complex speech and/or language needs remaining within their local community primary school and continuing to be educated in this setting, receiving short term intensive therapeutic services to support them in fulfilling their potential. This addresses a number of parental concerns as stated including the removal of their child from the local primary school roll, ability to place their child back on roll at the same school and to remove the significant travelling requirements placed upon young children.

This model provides support for children with complex speech and/or language needs within their own local community school so promoting inclusion and for those pupils with more severe speech and/or language problems with additional complex educational support needs to follow the appropriate pathway for an EHC plan.

How would the transition of a child back into a local primary school be dealt with?

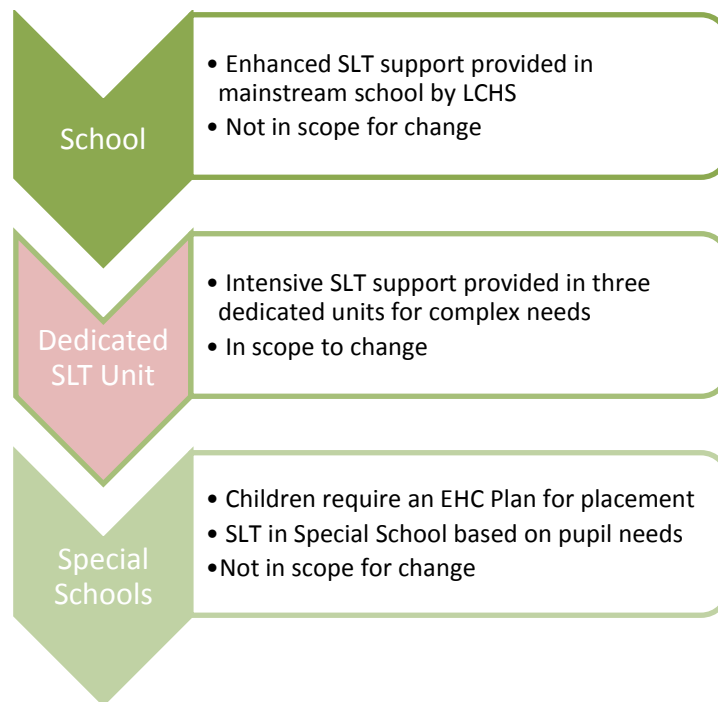
New referrals would be supported using the new model so there would be no further placements made into the units. Where necessary; focused SLT and school admission support would be provided to reintegrate current pupil placements back into their preferred local community primary school.

At the same time the Specialist Teaching service will be strengthened to provide outreach teaching support services into local primary schools to enable them to appropriately support the children.

What is the difference between the current model and the proposed new model?

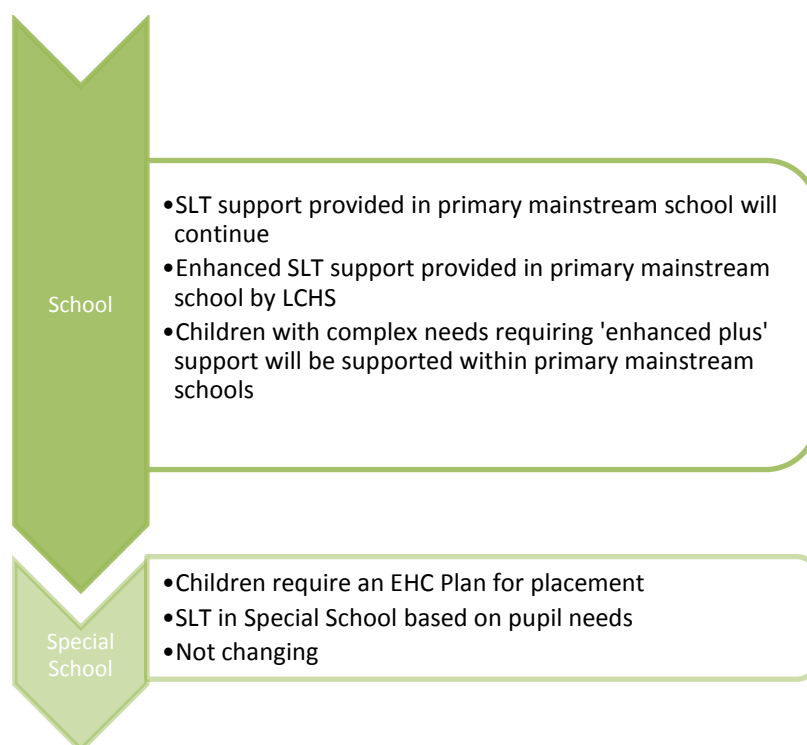
At present LCHS offer support to children with identified speech and/or language difficulties in mainstream schools ('Enhanced' support). If this support is not sufficient to meet the needs of a child with more complex needs then a placement into one of the three dedicated units would be considered. As the diagram below shows:

Current Model



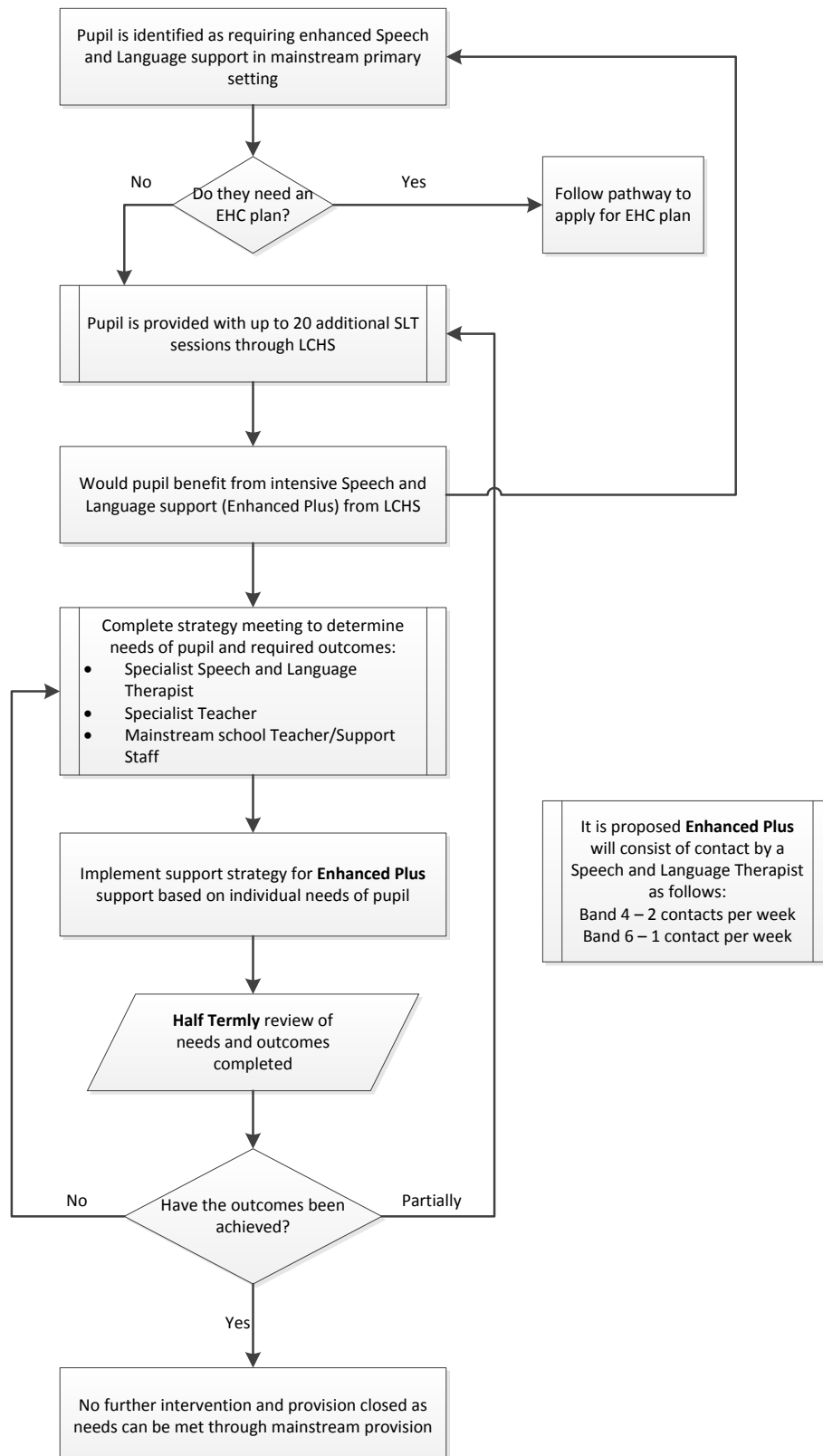
The proposed new model of support would look to offer more specialist support (i.e. Enhanced Plus) into mainstream primary schools to support the child so enabling them to remain educated in their local community. This would mean additional support would be offered to children who do not wish to leave their current school. The model below shows the potential change:

Proposed Model



What will the process be for obtaining enhanced plus speech and language support?

The following provides an initial draft process flow for the provision of the enhanced plus speech and language service from LCHS into mainstream primary schools and supported by the Specialist Teaching service. This is still in the process of development and finalisation and feedback as part of the consultation process is welcomed.



What if a parent/carer decides they want their child to stay in the unit they are currently in?

As part of our engagement with parents and carers we are engaging with them to gather and understand their views on the proposed model to support their child. If they were to decide they would prefer for their child to remain on the roll of the school who currently provides the unit, they can choose to do so.

However, depending on the outcome of the review and the alternative model agreed we cannot guarantee the future viability of the units as they currently operate should the number of children in the units reduce significantly. If this happens the child will still stay in the school but will benefit from the 'Enhanced Plus' model for speech and language service as detailed above.

If a parent/carer wants their child to move back to a local primary school what will happen and when?

Depending on the feedback received during consultation and from our engagement sessions with parents and carers, and the subsequent model agreed by the LA for the future provision of the service, LCHS Speech and Language and the LA will work with parents and carers to determine their preferred primary school placement. We will then together work to secure a placement and to develop an appropriate transition plan to commence the provision of the 'Enhanced Plus' speech and language support programme when the child moves school.

As a school what does this mean to the funding I am provided with to run this service?

All three provider schools of the units are provided with funding in line with the number of pupils they have on roll. As this is a funded service by the LA it is reviewable and numbers and funding can be reduced in line with the numbers of children on roll. These units are funded above the schools normal base budget for pupils on roll and therefore the closure of the units will be cost neutral. We have been clear that during the period of the review schools will not be financially disadvantaged and we will work together to ensure that the funding provided to the school reflects any required implementation plan including transition arrangements.

As a Specialist Teacher working in the unit what does this mean to me?

The LA passports the funding for this service to the school and it is the school who employs the Specialist Teacher. The contract of employment is therefore with the school or the LA if a community school. If the new model is approved, there will be further consultation with all affected staff.

I am a Learning Support Assistant, what are the implications on my job?

As with the Specialist Teachers, Support Assistant are employed by the school. If the new model is approved, there will be further consultation with all affected staff.

If I provide feedback to this consultation will my comments be considered?

The purpose of consultation and engagement is to share, collect and reflect on any comments made on the suggested proposal. We accept this can be a very difficult time for individuals who are impacted by any potential changes and will ensure they are supported in any process of change.

All comments will be collated and reflected in the final recommendation made on the future service provision.

Please ensure your feedback is submitted to us by the closing date of 5.00 pm on Friday 22nd April 2016.

Who will make the final decision on the future model?

The outcome of the consultation with affected schools and staff and feedback received from engagement with parents/carers will be provided in a final report which will contain the recommended model for approval. This recommendation will be submitted to the Children and Young People Scrutiny Committee in May with a final decision being made by the Executive Councillor for Children's Services in early June 2016.

REGULATORY AND OTHER COMMITTEE REPORT

NAME OF COMMITTEE:	Lincolnshire Schools' Forum
DATE OF MEETING:	27 April 2016
SUBJECT:	Academies Update
REPORT BY:	John O'Connor (Children's Services Manager: Education Support)
NAME OF CONTACT OFFICER:	Adrian Clarke
CONTACT OFFICER TEL NO:	01522 553216
CONTACT OFFICER EMAIL ADDRESS:	adrian.clarke@lincolnshire.gov.uk
IS REPORT CONFIDENTIAL?	No

SUMMARY

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

DISCUSSION

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 April 2016. The pupil figures are based on the January 2016 census data (i.e. the latest published).

Since the effective date of the last report (1st December 2015), there has been four additional schools that have converted to academy status. Boston John Fielding Community Special School, Spalding The Garth School and Spalding The Priory School all converted to academy status on 1st March 2016 as part of the Community Inclusive Trust. Spilsby Primary School converted as part of the Infinity Academy Trust (formerly ISIS) on 1st April

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2016. As a result, the number of special schools that are academies rose by 14.3% to twelve and the number of primary academies rose by 0.4% to 73. The number of pupils educated in special academies rose by 232 (12.7%) and the number of primary pupils educated in academies rose by 188 (0.3%).

Current Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		311	
Maintained	5	100.0%	311	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	280		55,114	
Maintained	207	73.9%	35,504	64.4%
Academy	73	26.1%	19,610	35.6%
Secondary				
All	55		46,138	
Maintained	5	9.1%	3,847	8.3%
Academy	50	90.9%	42,291	91.7%
Special				
All	21		1,827	
Maintained	9	42.9%	860	47.1%
Academy	12	57.1%	966	52.9%
PRU				
All	1		252	
Maintained	1	100.0%	252	100.0%
Academy	0	0.0%	0	0.0%
Total				
All	362		103,641	
Maintained	227	62.7%	40,774	39.3%
Academy	135	37.3%	62,867	60.7%

Below is a list of the academy trusts that currently have the largest number of academies in Lincolnshire. There is likely to be some changes in this list in the near future as a number of Lincolnshire academies are currently expected to be changing trust.

David Ross Education Trust	8
CfBT Education Trust	7
Community Inclusive Trust	6
Greenwood Academies Trust	6
St Gilbert of Sempringham Academies Trust	5
The Priory Federation of Academies Trust	5

By 1st October 2016 if conversions and sponsored conversions proceed according to their target dates, the position will be:

Projected Six Month Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		311	
Maintained	5	100.0%	311	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		55,114	
Maintained	207	73.7%	35,504	64.4%
Academy	74	26.3%	19,610	35.6%
Secondary				
All	55		46,138	
Maintained	5	9.1%	46,138	100.0%
Academy	50	90.9%	0	0.0%
Special				
All	21		1,827	
Maintained	8	38.1%	1,764	96.6%
Academy	13	61.9%	63	3.4%
PRU				
All	1		252	
Maintained	1	100.0%	252	100.0%
Academy	0	0.0%	0	0.0%
Total				
All	363		103,641	
Maintained	226	62.3%	83,969	81.0%
Academy	137	37.7%	19,673	19.0%

There is currently only two additional academies targeted to convert prior to 1st October. However, there are a number of schools that are at the beginning of the process to become academies but are not yet on official lists.

There will be one additional primary academy which will be the new North Hykeham Manor Farm Primary Academy which will open as part of Witham St Hughs Academy Limited. This will bring the number of primary schools to 281; 74 of which will be academies.

There is currently one confirmed additional special academy. This is Spilsby Lady Jane Franklin School with is targeted to convert on 1st May 2016 as part of the Community Inclusive Trust.

During the 2016 budget, the Chancellor of the Exchequer announced the "*Education Excellence Everywhere*" white paper which states "*by the end of 2020, all remaining maintained schools will be academies or in the process of conversion.*" Lincolnshire has 226

schools that are still maintained and that will be required to become academies under these proposals; 64 of these schools are primary schools with fewer than 100 pupils.

RECOMMENDATIONS

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

APPENDICES - these are listed below and attached at the back of the report.
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None

Agenda Item 12

Lincolnshire Schools' Forum Work Programme

Chairman: Mark Anderson

Vice-Chairman: Geraldine Willders

27 April 2016

Item	Contributor	Purpose
Section 251 Budget Statement 2016/17	Mark Popplewell	To update the Schools' Forum with regard to the Budget Statement for 2016/17
DfE Consultation: Fairer Schools Funding in 2017/18	Mark Popplewell	To advise the Schools' Forum of the LA's response to the DfE
School Collaboration on Resource Efficiency (SCoRE) Update	Doug Robinson	To provide the Schools' Forum with an update on the SCoRE Programme
Team Around the Child	Paula Whitehead	To update the Schools' Forum with an update on the Team Around the Child
Annual report on Early Years – Analysis of the Local Authority's current Early Years Providers and Intentions 2016/17	Michelle Andrews	To receive an annual report on the Early Years' Service
Annual Report on Special Educational Needs	Sheridan Dodsworth	To receive an annual report on Special educational Needs
Consultation on Future Provision of Dedicated Speech and Language/Primary Units	Debbie Barnes	To receive a report which sets out a consultation which recommends the discontinuance of the three dedicated speech and language referral units across Lincolnshire, and to provide Speech and Language services to children requiring interventions in the school which they are on the roll

Academies Update	Adrian Clarke	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained schools and Academies and the number of 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

29 June 2016

Item	Contributor	Purpose
Election of Chairman/Vice Chairman	Katrina Cope	
Schools Block Funding Formulae 2016/17: Analysis of Local Authorities' School Block Funding Formulae	Mark Popplewell	To provide the Schools Forum with the DFE's analysis of local authorities' (LA) school funding formulae for 2016/17
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
Redundancies/Redeployment	Mark Popplewell	To receive an update
Free School Funding	Mark Popplewell	To explain the financial impact upon the DSG
DfE Consultation: Fairer Schools Funding in 2017/18	Mark Popplewell	To provide an update on the government's plans

Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme
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5 October 2016

Item	Contributor	Purpose
School Carry Forwards 2015/16	Mark Popplewell	To provide the Schools' Forum with information regarding Lincolnshire's maintained schools' carry forwards at 31 March 2016
School Financial Value Standard	Mark Popplewell	To provide the Schools' Forum with an update on the Schools Financial Value Standard
De-Delegation of Maintained Primary Schools Budgets 2017/18 and 2018/19	Mark Popplewell	To seek approval from the maintained primary school representatives approval to the Local authority's proposals
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
DfE Consultation: Fairer Schools Funding in 2017/18	Mark Popplewell	To provide an update on the government's plans
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

Items from the January meeting not allocated to meetings

- An update on the Teaching and Learning Centre
- Trade Union Support – Academies

Items for inclusion for the April 2017 meeting (Date to be agreed)

Alternative Provision	Mark Popplewell	To provide an update on how the new arrangements from 01/09/16 are working
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