



County Offices
Newland
Lincoln
LN1 1YL

9 January 2020

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 17 January 2020 at 10.00 am 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 that reads 'DBarnes'.

Debbie Barnes OBE
Chief Executive

Membership of the Children and Young People Scrutiny Committee
(11 Members of the Council and 4 Added Members)

Councillors R J Kendrick (Chairman), A P Maughan (Vice-Chairman), M D Boles, Mrs W Bowkett, M T Fido, R L Foulkes, C Matthews, S R Parkin, M A Whittington, L Wootten and R Wootten

Added Members

Church Representatives: Reverend P A Johnson and Mr S C Rudman

Parent Governor Representatives: Mrs P J Barnett and Miss A E I Sayer

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 17 JANUARY 2020**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interest	
3	Minutes of the meeting of Children and Young People Scrutiny Committee held on 22 November 2019	5 - 10
4	Announcements by the Chairman, Executive Councillor for Adult Care, Health and Children's Services and Chief Officers	Verbal Report
5	Council Budget 2020/21 <i>(To receive a report from Mark Popplewell, Head of Finance, Children's Services, which invites the Scrutiny Committee to consider the 2020/21 budget implications for the Council's Children's Services activities)</i>	11 - 22
6	Schools Funding Update 2020/21 - Mainstream Schools <i>(To receive a report from Mark Popplewell, Head of Finance, Children's Services, which invites the Scrutiny Committee to consider the schools funding update 2020/21 - mainstream schools which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services on 21 January 2020)</i>	23 - 56
7	Proposal to expand capacity at The Lincoln St Christopher's School from 200 to 333 (Final Decision) <i>(To receive a report from Matthew Clayton, Admissions and Education Provision Manager, which invites the Scrutiny Committee to consider a proposal to expand the capacity at The Lincoln St Christopher's School from 200 to 333 (Final Decision) which is due to be considered by the Executive on 4 February 2020)</i>	57 - 88
8	Boston John Fielding Special School Capital Appraisal <i>(To receive a report from Kevin Kendall, Assistant Director – Corporate Property, which invites the Scrutiny Committee to consider the Capital Appraisal for Boston John Fielding Special School, which is due to be considered by the Executive Councillor for Resources and Communications between 20 January 2020 and 7 February 2020)</i>	To Follow

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|-----------|---|-----------|
| 9 | School Admissions Policies and Co-ordinated Schemes for 2021 Intake
<i>(To receive a report from Emily Nicholls, Commissioning Officer, which invites the Scrutiny Committee to consider the school admissions policies and co-ordinated schemes for 2021 intake, which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services between 10 February 2020 and 21 February 2020)</i> | 89 - 162 |
| 10 | Children Missing Out on Education Annual Report 2018/19
<i>(To receive a report from Jill Chandar-Nair, Inclusion and Attendance Manager, which invites the Scrutiny Committee to comment on the Children Missing Out on Education Annual Report 2018/19)</i> | 163 - 188 |
| 11 | Children and Young People Scrutiny Committee Work Programme
<i>(To receive a report from Tracy Johnson, Senior Scrutiny Officer, which provides the Committee with an opportunity to consider and comment on its work programme for the coming months)</i> | 189 - 194 |

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

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

Contact details set out above.

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**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
22 NOVEMBER 2019**

PRESENT: COUNCILLOR R J KENDRICK (CHAIRMAN)

Councillors A P Maughan (Vice-Chairman), M D Boles, Mrs W Bowkett, M T Fido, R L Foulkes, C Matthews, S R Parkin, M A Whittington, L Wootten and R Wootten.

Added Members

Church Representative: Reverend P A Johnson.

Councillor: D Brailsford (Executive Councillor for Children's Services) attended the meeting as an invited guest.

Officers in attendance:-

Jill Chandar-Nair (Inclusion and Attendance Manager), Katrina Cope (Senior Democratic Services Officer), Roz Cordy (Interim Assistant Director of Safeguarding), Tracy Johnson (Senior Scrutiny Officer), Heather Sandy (Interim Director of Education) and Sara Apps (General Manager, Learning Disabilities, Adult Care).

36 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Mr S C Rudman (Church Representative) and Mrs P J Barnett (Parent Governor Representative).

An apology for absence was also received from Councillor Mrs P A Bradwell (Executive Councillor Adult Care, Health and Children's Services).

37 DECLARATIONS OF MEMBERS' INTEREST

Councillor M A Whittington wished it to be noted that he had an adopted son who was in receipt of services from Barnardo's.

**38 MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE HELD ON 18 OCTOBER 2019**

RESOLVED

That the minutes of the Children and Young People Scrutiny Committee meeting held on 18 October 2019 be agreed and signed by the Chairman as a correct record.

39 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR FOR ADULT CARE, HEALTH AND CHILDREN'S SERVICES AND CHIEF OFFICERS

The Executive Support Councillor for Children's Services advised that he had recently attended the Big Conversation Event; which had been very successful and enlightening. The Committee was advised that one of the issues raised by the young people had been the language used when speaking to the young people, as Looked After Children. The Interim Director of Children's Services had accepted the challenge and it was hoped that the changes would be put in place by April 2020.

The Executive Support Councillor for Children's Services advised further that at the recent Corporate Parenting Panel meeting, representatives from Barnardo's and health had extended their support for the proposed changes.

The Committee noted that officers from the Participation Team were raising the profile and attendance of the V4C, by developing a programme of activities; and exploring the use of alternatives venues. It was noted further that there had been increased participation within the East Lindsey Quadrant.

The Senior Scrutiny Officer agreed to arrange the circulation of forthcoming V4C meeting dates to members of the Committee.

40 PROGRESS REPORT ON TRANSITIONS SCRUTINY REVIEW RECOMMENDATIONS

Consideration was given to a joint report from Justin Hackney, Assistant Director for Specialist Adult Services and Sheridan Dodsworth, Head of Special Educational Needs and Disabilities (SEND), which provided the Committee with an update on the progress made on the recommendations from the Transitions Scrutiny Review Final Report – April 2019.

Heather Sandy, Interim Director of Education introduced the report and advised that the Transitions Scrutiny Panel Review had supported implementing the work identified as part of the SEND Steering Group Action Plan and the areas of development identified through the Ofsted/CQC Inspection of Special Educational Needs and Disabilities. The Panel identified the need to undertake improvements in the following areas of transition:-

- Information and Advice through the Local Offer – Page 17 of the report highlighted themes from the review;
- Improve Health Outcomes – Page 17 of the report highlighted themes from the review; and
- Review Pathway Plans for Care Leavers – Page 18 of the report highlighted themes from the review.

It was reported that in response to the Transitions Scrutiny Review, an Action Plan had been formally adopted to summarise the Executive response and monitor

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progress against the three recommendations. Appendix A to the report provided a copy of the Action Plan for the Committee to consider.

The Committee was advised of the following progress made against each of the three recommendations:-

- Recommendation 1 – Information and Advice Local Offer – The Committee was advised that a range of options had been undertaken to actively promote the Local Offer, which had included ensuring that the Local Offer was designed to meet the needs of all service users. It was highlighted that this had involved the refresh of existing SEND information and layout to ensure that it was streamlined and accessible. It was highlighted further that a new navigation system had been put in place to improve the service user experience. Also, both the 'Local Offer' booklet and the 'Moving On' brochure had been reviewed and refreshed, with both of them now being available online and in a printed version. The Committee noted that promotional events had been held to promote the Local Offer further. It was reported that it was hoped that the working group would have completed all tasks relating to the said recommendation by 31 March 2020;
- Recommendation 2 – Improved Health Outcomes – The Committee was advised that the Dedicated Clinical Officer for SEND, (who was employed by the Clinical Commissioning Group (CCG)) had appointed an Associate Dedicated Clinical Officer who had responsibility for reviewing clinical report writing in order to improve the quality of reports, and provide clarity on health needs and health outcomes. It was noted that an audit of the health elements of Education, Health and Care (EHC) plans had been completed, which had provided useful evidence of where and how improvements could be made. It was noted further that the use of the electronic Hub for all EHC needs assessments and annual reviews was continuing to progress; and that it was likely to be implemented in September 2020, following an initial pilot. It was reported that all tasks relating to this recommendation would be completed by September 2020; and
- Recommendation 3 – Pathway Plan Review – The Committee was advised that a task and finish group had been established to review the related planning processes and paperwork. It was highlighted that Pathway Assessment tools and planning documents had been redesigned and tested with young people to make sure they fully met the needs of Care Leavers. It was highlighted further that the revised documentation was due to go live on 12 December 2019, which ensured that this recommendation has been achieved.

During discussion, the Committee raised the following points:-

- Electronic Hub for all Education and Health Care needs assessments – The Committee was advised that the use of the Hub would provide a clear report/assessment format for all contributors to the needs assessment and review;
- The use of the term 'Local Offer', which was the Department of Education's language to describe the services available for children and young people with

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special educational needs or disabilities (SEND) and their families, and the need to make the term more parent friendly;

- The need to ensure that the 'Local Offer' was easy to find on the Council's website. The Committee was advised that the website was currently being re-designed to provide a smoother more user friendly experience. Officers agreed to highlight the matter to the Web Team;
- A request was made for members of the Corporate Parenting Panel to see a copy of the updated Pathway Plans; and
- Congratulations were extended to Officers for the progress made on the Executive Response Action Plan and some reassurance was gained from the fact that the outcomes from the Scrutiny Review had mirrored those highlighted in the Ofsted/CQC inspection.

In conclusion, the Committee highlighted the need to be outcome focussed rather than system focussed; the need for the 'Local Offer' to be housed on the website where it could be easily navigated; and to ensure that hard copies of the said document were still made available when requested. The Committee also requested a further progress report in six months' time; and that a representative from the Clinical Commissioning Group should be invited to attend, to provide an update on recommendation two relating to improved health outcomes.

RESOLVED

1. That the progress made on the Transitions Scrutiny Review recommendations be reviewed.
2. That a further progress report be received by the Committee in six months' time; and that a representative from the Clinical Commissioning Group be invited to attend the said meeting to provide an update relating to recommendation two, improved health outcomes.

41 CHILD IN EMPLOYMENT AND ENTERTAINMENT PROSECUTION POLICY

Consideration was given to a report from Jill Chandar-Nair, Inclusion and Attendance Manager, which provided the Committee with an update on the work being carried out by the Inclusion and Attendance Team; and the strategies used to enforce the relevant laws around children working and performing.

Attached at Appendix A to the report was a draft copy of the 'Children in Employment and Entertainment Prosecution Policy – May 2019' for the Committee to consider.

The report highlighted that in 2018/19, the Local Authority had issued 293 permits for children, 346 performance licences, 143 Body of Persons Approvals (involving 6913 children); and 483 Chaperone licences. A table on page 28 of the report provided comparison information from the last four years for the Committee to consider.

The Committee noted that the Inclusion and Attendance Team provided guidance to officers of the County Council, employers, organisations involved in the entertainment

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i.e. theatres, young people and parents on the enforcement practices of the County Council relating to child employment and children in entertainment legislation. The Committee noted further that schools were also trained on the policy.

It was highlighted that prosecution was only a means to an end; the desired outcome was for being compliant with all legal requirements. It was highlighted further that when there was failure to comply with legal requirements, it was because of a lack of awareness, a failure to interpret the legislation; or, as the result of a mistake. It was noted that in some cases there was deliberate attempt to exploit, or consciously break the law. It was noted further that in these cases, the decision to prosecute rested with the authority.

It was reported that the power to licence the employment of children rested with the Executive Director of Children's Services. It was noted further that it was the Executive Director who could authorise other officers within the Inclusion and Attendance Team and also Trading Standards should joint prosecution take place, to enforce all legislation and by-laws relating to the licencing of child employment.

The Committee was invited to comment on the draft policy before the policy was submitted to the Executive Director of Children's Services for a decision.

During discussion, the Committee raised the following comments:-

- Confirmation was given that the Inclusion and Attendance Team was proactive in going out and speaking to businesses and organisations to make them aware of the law, but also relied on intelligence coming into the team of potential offences. Concern was raised that there was a risk that some incidences might be missed as there were not enough officers to look into everything. However, it was noted that training was provided to schools to raise awareness so that schools could monitor children's attendance and identify early on any potential concerns that children might be working;
- It was highlighted that the document was not clear on when the Council would prosecute and whether there were certain situations when the Council would not prosecute. Officers confirmed there was discretion for the Executive Director of Children's Services to decide when to prosecute, and that prosecution would take place when a child was being exploited or was missing from school;
- The fact that the 1933 legislation did not reflect current circumstances. Concern was raised that the legislation around children in employment and entertainment was outdated as it did not cover self-employment or internet usage. It was highlighted that a number of young people used selling websites and/or were social influencers where they would potentially be receiving free gifts to advertise online. In addition, there was a need to protect young people from adult material on the internet. It was also agreed that the legislation was outdated by only allowing young people to work for two hours on a Sunday. Officers advised that they were continually lobbying Government with regard to this matter;
- Areas of work that were prohibited employment for all children. Reassurance was given that if children were exposed to adult materials or, in situations that

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were deemed to be unsuitable for children, the Council had other legislation available for it to use that protected children from exposure; and that joint safeguarding working arrangements were in place to deal with such matters; and

- Chaperone licence – Confirmation was given that there was an on-line system; and that applicants were encouraged to complete one, well in advance.

The Committee extended thanks to the Inclusion and Attendance Manager for the informative report.

RESOLVED

That the Child in Employment and Entertainment Prosecution Policy presented be received; and that a summary of the comments raised above be passed on to the Executive Director of Children's Services.

42 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

Consideration was given to a report which enabled the Committee to comment on the content of its work programme, to ensure that its scrutiny activity was focussed where it could be of greatest benefit.

Details of the Committee's planned items were shown on pages 42 and 43 of the report.

The Senior Scrutiny Officer advised the Committee that there was one amendment to the work programme. The Committee noted that a report on "Schools Funding Changes 2020/21" was going to be added to the agenda for the next meeting of the Children and Young People Scrutiny Committee on 17 January 2020. The Committee noted that this report was for pre-decision scrutiny prior to an Executive Councillor decision on 21 January 2020.

Also, detailed at Appendix A was a list of all upcoming Forward Plan decisions relating to the Committee.

RESOLVED

That the Children and Young People Scrutiny Committee Work Programme presented be agreed, subject to the amendment as detailed above.

The meeting closed at 11.13 am.

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

Report to:	Children and Young People Scrutiny Committee
Date:	17 January 2020
Subject:	Council Budget 2020/21

Summary:

This report outlines the Council's budget proposals for the next financial year 2020/21.

The Provisional Local Government Finance Settlement for 2020/21 has not been issued at the time of writing this report, but it is expected that the settlement will be in line with the funding announced in the Local Government Finance Settlement 2020/21 Technical Consultation released on 9 October 2019. The budget proposals for 2020/21 are therefore estimated at this stage.

The Executive will consider budget proposals at its meeting on 7 January 2020, following which they will be open to consultation.

This report specifically looks at the 2020/21 budget implications for the Council's Children's Services activities.

Members of this Committee have the opportunity to scrutinise them and make comment, prior to the Executive meeting on 4 February 2020 when it will make its final budget proposals for 2020/21.

Actions Required:

The Children and Young People Scrutiny Committee is asked to consider this report and members of the Committee are invited to make comments on the budget proposals. These will be considered by the Executive at its meeting on 4 February 2020.

1. Background

1.1 The Executive is currently consulting on a single year financial plan for revenue and capital budgets following the government delaying the full spending review until 2020. The Council continues to face the effects of the period of funding reductions, added with the growing cost pressures from demand-led services such as adult and children's social care and inflationary pressures on contracted services.

1.2 Funding for 2020/21 is estimated, and is based on the Local Government Finance Settlement 2020/21 Technical Consultation which was released on 9 October 2019. The Council's funding beyond 2020/21 is based on the Local Authority's reasonable assumptions about the future. A Medium Term Financial Plan (MTFP), maintained by the Executive Director – Resources, sets out expectations for what the Council's budget will look like over the next three years and is included in the budget proposals being considered by the Executive on 7 January 2020.

1.3 A Government Spending Review is due to take place in 2020 to determine the amounts to be allocated to each Government spending department. It is not yet known what period of time the Spending Review outcomes will cover. The impact of the Government's Fair Funding Review and Business Rates Retention reforms are expected to be known in the Autumn of 2020 and the MTFP will then be updated.

1.4 The Council's 2020/21 budget process started earlier than usual due to the uncertainty around government funding and the forecast financial position over the medium term. The 2020/21 budgets have been reviewed in detail based on the latest available information to arrive at the proposals set out in this report. In developing its financial plan the Council has considered all areas of current spending, levels of income and Council Tax plus use of one-off funding (including use of reserves) to set a balanced budget.

1.5 All areas of service expenditure have been reviewed to identify cost pressures which must be funded to respond to the changing service requirements and savings which can be made through efficiencies with no or minimal impact on the level of service provided to service users.

1.6 On an annual basis the Council has the opportunity to review the level of Council Tax. Central government sets thresholds above which a Local Authority would be required to hold a referendum for Council Tax increases. In the Technical Consultation on the Local Government Finance Settlement it was proposed that the referendum threshold for general Council Tax would be 2% for 2020/21. This means that, together with the 2% Council Tax increase for Adult Social Care allowable in 2020/21, a Council may increase Council Tax in 2020/21 by up to 4% before requiring a referendum. The referendum threshold for 2020/21 will be confirmed in the Provisional Local Government Finance Settlement.

1.7 At its meeting on 7 January 2020 the Executive will consider proposals for the Council's revenue and capital budgets to be put forward as a basis for consultation including the proposed level of Council Tax increase for 2020/21.

1.8 Children's Services activities are presented by Assistant Director reporting responsibilities:

- Children's Commissioning and Health
- Children's Early Help Services
- Children's Safeguarding
- Education and SEND services

Children's Commissioning and Health

1.9 Services and associated proposed 2020/21 budgets include:

- Home to School / College Transport (£26.794m)
- 0-19 Health Services (£8.541m)
- Commissioned support for Children's Services (£8.500m) – contracts include: Youth Housing, Healthy Minds, Online Counselling services, Early Years contract

1.10 Table A below sets out the revenue 2020/21 financial year budget proposals for Children's Commissioning and Health services:

Table A

Change of Previous Years	£'000
Original Budget 2019/20	42,620
<u>Changes for 2020/21</u>	
Pay Inflation	207
Cost pressures	1,243
Savings	-234
Proposed Budget 2020/21	43,835
Percentage Change	2.85%

1.11 Children's Commissioning and Health service activities are proposing to make savings of £0.234m in 2020/21. Within this area, there are also proposed cost pressures of £1.243m in 2020/21.

1.12 The budget proposals for these services have allowed for pay inflation of 2% for 2020/21.

1.13 The proposed savings reductions of £0.234m relate to more effective clinic utilisation leading to a reduction in home visiting within the 0-19 Health Services (£0.182m), and a reduction in the costs of commissioned support (£0.052m) from software licences and to support market engagement. These savings have no impact to the services and the budgets are aligned to meet service requirements for 2020/21.

1.14 The proposed cost pressures of £1.243m relate to the delivery of Home to School / College Transport in 2020/21. The government's desire to deliver living wage rises to £9.00 per hour will have a material financial impact on the service, since a large proportion of the individuals delivering transport services are paid on the National Living Wage. An assumption has been made on the living wage hourly rate rise in April 2020 from the current rate of £8.21 to £8.62 using the recommended Low Pay Commissioners recommendation (£0.620m). Further cost pressures have been built in for inflationary costs (using Consumer Price Index

measure) due to economic conditions in providing transport services (£0.331m), and an increase in the expected number of eligible pupils, predominantly in the secondary sector (£0.292m).

1.15 The Home to School / College Transport is a challenging and volatile budget with unfavourable economic conditions, changing legislation, the impact of school reorganisations, and growth in special school numbers due to increasing complexity of pupils requiring specialist support, added with the challenges of Lincolnshire being a rural county. The budget therefore remains a financial risk to the Council, although the service is taking every step to achieve efficiencies to manage such pressures where possible.

Children's Early Help Services

1.16 Services and associated proposed 2020/21 budgets include:

- Early Help Services including children centres – Boston, South Holland, North & South Kesteven (£5.549m)
- Family Assessment and Support Teams (FAST) – Boston, South Holland, North & South Kesteven (£7.600m)
- Targeted Support for Young People (£1.190m)
- Youth Offending (£2.436m)
- Quality & Standards (£2.425m)
- Other Services including Early Years and Virtual School (£0.345m)

1.17 Table B below sets out the revenue 2020/21 financial year budget proposals for Children's Early Help services:

Table B

Change of Previous Years	£'000
Original Budget 2019/20	19,374
<u>Changes for 2020/21</u>	
Pay Inflation	313
Cost pressures	0
Savings	-142
Proposed Budget 2020/21	19,545
Percentage Change	0.88%

1.18 Children's Early Help Services are proposing to make savings of £0.142m in 2020/21. No cost pressures are being proposed.

1.19 The budget proposals for these services have allowed for pay inflation of 2% for 2020/21.

1.20 The proposed savings reductions of £0.142m can be made through efficiencies with no or minimal impact on the level of service provided to service users. Savings to reduce budgets to meet service requirements are covered

across the service areas, including rationalisation of work activities within the Youth Offending Service and efficiencies through joint delivery of provision within the area of Targeted Support for Young People.

Children's Safeguarding

1.21 Services and associated proposed 2020/21 budgets include:

- Early Help Services including children centres – Lincoln, East & West Lindsey (£3.036m)
- Family Assessment and Support Teams (FAST) – Lincoln, East & West Lindsey (£6.867m)
- Adoption and Fostering Services (£13.835m)
- Residential Homes and Placements (£12.324m)
- Leaving Care Services and Supported Accommodation (£3.561m)

1.22 Table C below sets out the revenue 2020/21 financial year budget proposals for Children's Safeguarding services:

Table C

Change of Previous Years	£'000
Original Budget 2019/20	39,273
<u>Changes for 2020/21</u>	
Pay Inflation	399
Cost pressures	539
Savings	-587
Proposed Budget 2020/21	39,623
Percentage Change	0.89%

1.23 Children's Safeguarding are proposing to make savings of £0.587m in 2020/21. Within this area, there are also proposed cost pressures of £0.539m in 2020/21.

1.24 The budget proposals for these services have allowed for pay inflation of 2% for 2020/21.

1.25 The proposed savings reductions of £0.587m relate to mainly to the delivery of supported accommodation (£0.438m) for those young people of 16 and 17 years at risk of homelessness (due in part to case law referred to the Southwark judgement, and the complex needs of this age group where parents are refusing to continue to provide care for them), and all looked after children and care leavers up to the age of 21 years. Transformational work has resulted in a new accommodation pathway for young people who require support or who are experiencing homelessness (and where family and wider network is not a suitable option) by providing suitable and more cost effective accommodation. This includes in-house provision as a pathway into other accommodation, which is delivering value for money and improved individual outcomes.

1.26 Other savings including utilisation of grant income and budget reductions to meet service requirements across the service areas, which have no or limited impact on service users.

1.27 The proposed cost pressures of £0.539m relate to Special Guardianship Orders and looked after children placements. A number of cost pressures exist within children's social care where the Local Authority has a statutory duty to protect children and take action when thresholds are met. Financial shortfalls have been identified for Special Guardianships Orders and supporting looked after children.

1.28 Special Guardianship Orders (SGOs) continue to be seen by the Courts as an important option for permanency for children who need to be removed from their birth parents which is endorsed by officers. The Local Authority is however required to fund SGOs (subject to means testing) until the child reaches the age of 18 years. The expected increases are based on average numbers of SGO's being granted per month, which has identified a proposed budget pressure of £0.266m in 2020/21.

1.29 The looked after children cost pressure (£0.273m) relates to the anticipated increase in costs across the composition of placement types supporting this vulnerable group. This cost pressure does not however build in costs for increasing complexity and growth in looked after children. The national increase in looked after children numbers is largely caused by the increasing complex nature of family life as a result of substance use, mental health and domestic abuse. Lincolnshire's Early Help Strategy is intended to control the numbers requiring higher cost specialist placement types, however where demand increases for the support of looked after children, in terms of number of children and an increase in complexity, this cost of providing specialist services remains a financial risk to the Council.

1.30 Looked after children services continue to provide value for money as evidenced in the CIPFA benchmarking report due to the high percentage (86%) of looked after children managed through internal foster carers. The foster carer community is highly valued in Lincolnshire, however the Local Authority is finding it more difficult to grow the number of internal foster carers for many reasons, for example aging foster carer community, increased complexity of pupils, and increased competition in the market.

1.31 In addition to the 637 looked after children, Children's Services has 3,260 open social care cases; 400 child protection cases, and 2,405 early help cases at any given point.

Education and SEND services

1.32 Services and associated proposed 2020/21 budgets include:

- Special Educational Needs and Disability (SEND) (£7.586m)
- Education Support Services – Inclusion & Attendance, Property support (£0.900m)
- School Improvement (£1.197m)

- Statutory Regulatory Duties (£2.370m)

1.33 Table D below sets out the revenue 2020/21 financial year budget proposals for Education and SEND services:

Table D

Change of Previous Years	£'000
Original Budget 2019/20	11,614
<u>Changes for 2020/21</u>	
Pay Inflation	179
Cost pressures	529
Savings	-269
Proposed Budget 2020/21	12,053
Percentage Change	3.78%

1.34 Education and SEND services are proposing to make savings of £0.269m in 2020/21. Within this area, there are also proposed cost pressures of £0.529m in 2020/21.

1.35 The budget proposals for these services have allowed for pay inflation of 2% for 2020/21.

1.36 The proposed savings reductions of £0.269m can be made through efficiencies with no or minimal impact on the level of service provided to service users. Savings to reduce budgets to meet service requirements are covered across the service areas, including utilisation of grant funding and additional income generation.

1.37 The proposed cost pressures of £0.529m relates to additional staffing capacity required to meet the statutory responsibilities for Local Authorities identified in the SEND Code of Practice to co-ordinate the assessment of children and young people (0-25 years) that may have SEN and may require a statutory Education, Health and Care (EHC) plan. Temporary government reform funding ended in 2018/19, which supported the staffing capacity in locality teams to accommodate the rise in the number of young people with SEN and those requiring statutory plans. The staffing capacity is also important for the service to govern the High Needs block spending of the Dedicated Schools Grant by ensuring spending is aligned to pupils needs.

Capital Programme

1.38 A 10 year Capital programme has been compiled in line with principles set out in the Council's Capital Strategy, including the principle of affordability.

1.39 The gross programme is set at £170.077m for 2020/21 with grants and contributions of £67.839m giving a net programme of £102.238m to be funded by the County Council. For future years the gross capital programme is £364.159m.

1.40 Schemes comprise: a number of major highways schemes; highways asset protection; provision of school places (mainstream and SEND); school mobile replacements; replacement of two Household Waste Recycling Centres; the rolling programme of renewal and replacement of fire fleet vehicles, for example.

1.41 For Lincolnshire schools, Children's Services manage and maintain a comprehensive annual capital programme of individual school condition and maintenance projects which is overseen by the Children's Services Capital Programme Board. The service has requested that all capital funding made available by the Department for Education (DfE) for schools is passed on to Children's Services to enable it to manage critical priority issues.

1.42 An allocation for Provision of Schools Place Basic Need Grant is £12.351m in 2020/21. This will allow the Council to plan strategically to fulfil its statutory duty to provide sufficient school places for the children of Lincolnshire.

1.43 An estimated grant award for the Schools Condition Allocation is £4.150m for 2020/21. This will be updated based on the number of Local Authority maintained schools on or by 1 April 2020.

1.44 An estimated allocation for Devolved Formula Capital is £1.100m for 2020/21. This is expected to continue at the current funding level per Local Authority maintained school, namely a lump sum of £4,000 and per pupil funding of £11.25 for nursery / primary and £16.88 for secondary. This will be updated based on the number of Local Authority maintained schools on or by 1 April 2020.

1.45 The award of the Special Provision Fund allocations of £0.771m will be made in 2020/21. Overall funding received for the period 2018/19 to 2020/21 is £3.929m through the Special Provision Fund. This funding along with earmarked funding from Basic Need and Maintenance Grant is supporting the implementation of The Building Communities of Specialist Provision Strategy. The original £50.637m investment delivered over the next four years will bring significant benefits to Lincolnshire pupils and communities in physical infrastructure, whilst also delivering greater value for money.

1.46 Children's Services capital funding commitments is £0.425m for 2020/21. The first funding commitment includes the creation of two new smaller children's homes to meet more highly complex looked after children within Lincolnshire to reduce the need to make placement of children in external specialist provision. The overall funding commitment for this project is £1.125m.

1.47 The second funding commitment is £0.050m for 2020/21 to support placements requiring more appropriate transport provision to enable placements to take place, whether that is for looked after children with disabilities, or larger sibling groups. This is seen as an invest to save.

Schools Budget

1.48 The Schools Budget is funded via the Dedicated Schools Grant (DSG). In 2020/21, the DSG will continue to comprise of four blocks: Schools, Central School Services, High Needs, and Early Years block. Each of the four blocks of the DSG is determined by a separate national funding formula.

1.49 Lincolnshire's indicative DSG allocation for 2020/21 is £595.282m, and will be used to support all schools in Lincolnshire including Local Authority schools and academies. Over half of Lincolnshire pupils attend academy schools; therefore the DSG figure for the Schools block will be revised down for the academy schools budget share allocations. The DSG is a ring-fenced grant and the actual split between academies and Local Authority schools has no financial risk to the Council from the DSG schools delegated budget perspective.

1.50 The government implemented a new national funding formula in 2018/19 to ensure a fairer settlement for each mainstream school. The Council agreed to replicate the funding formula factors and monetary values along with the government's agreed floors and ceiling approach to enable incremental steps to move to the 'hard' formula.

1.51 The government announced an investment of over £14bn in primary and secondary education between 2020/21 and 2022/23. The announcement of additional funding for mainstream schools and national funding formula changes required the Local Authorities to engage in an open and transparent consultation on their 2020/21 funding formula. The Local Authority has undertaken a consultation with its local schools and academies, and has received schools support to continue replicating the national funding formula in 2020/21. This will be subject to Executive Councillor approval on 21 January 2020 following Schools Forum and Children and Young People Scrutiny Committee consultation. The illustrative 2020/21 funding for Lincolnshire primary schools in comparison to 2019/20 funding levels show overall school gains of 6.8% or £0.054m. Illustrative funding for Lincolnshire secondary schools show overall gains of 4.2% or £0.157m.

1.52 The government is moving to a basis for distributing funding to Local Authorities for children and young people with high needs, taking into account an up-to-date assessment of the level of need in each area as opposed to funding on the basis of historic spending. Local Authorities will be protected under the formula by seeing a minimum increase of 8% per head in 2020/21 compared to their 2019/20 High Need block following the government's £700m investment nationally. The High Needs block allocation is £93.077m for 2020/21.

1.53 There are a number of budgets within the High Needs block that are large, demand-led, and can be difficult to estimate (e.g. SEND related budgets, including out of county placements, top up funding for EHC plans for mainstream schools, special school placements, and meeting the education needs for pupils through alternative provision arrangements). There continues to be a growing trend nationally, and this is seen in Lincolnshire, with more young people requiring specialist support which is having a material financial impact on the High Needs block. This remains a financial risk, particularly at a time of increasing demands. It

is expected that it will be a much tighter financial environment going forward for high needs services.

1.54 An increasing number of Local Authorities are now incurring a deficit on their overall DSG account, largely because of overspends on the High Needs block. The government has tightened up the rules under which Local Authorities have to explain to the DfE their plans for bringing the DSG account back into balance. Lincolnshire is currently not in this position; however the position needs to be carefully and prudently managed particularly in light of the growth in demands and complexities of young people.

Further Consultation

1.55 A consultation meeting with local business representatives, trade unions and other partners will take place on 23 January 2020.

1.56 The proposals will be publicised on the Council website together with the opportunity for the public to comment.

1.57 All consultation comments and responses will be available to be considered when the Executive makes its final budget proposals on 4 February 2020.

2. Conclusion

2.1 These budget proposals reflect the level of government funding available to the Council based on the assumed increase Council Tax in 2020/21 by 1.50% and an Adult Social Care "precept" assumed to increase by 2.00% in 2020/21 giving a total Council Tax increase of 3.50%.

2.2 A thorough review of the Council's services was carried out during the budget process which has identified unavoidable cost pressures and some savings with minimal impact on the level of service provided, and the capital programme has been reviewed. The budget proposals therefore aim to reflect the Council's priorities whilst operating within the resources available to it.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

An Equality Impact Assessment will be completed for the proposed increase in Council Tax. This will be reported to the Executive at its meeting on 4 February 2020.

Further Risk and Impact Assessments will need to be undertaken on a service by service basis.

4. Background Papers

Document title	Where the document can be viewed
Medium Term Financial Strategy and Council Budget 2020/21 (Executive on 7 January 2020)	Democratic Services https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CategoryId=121&Mid=5514&Ver=4

This report was written by Mark Popplewell, Head of Finance – Children's Services who can be contacted on 01522 553326 or mark.popplewell@lincolnshire.gov.uk.

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Policy and Scrutiny

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

Report to:	Children and Young People Scrutiny Committee
Date:	17 January 2020
Subject:	Schools Funding Update 2020/21 - Mainstream Schools

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the schools funding update 2020/21 - mainstream schools which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services on 21 January 2020. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to

- (1) consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive Councillor as set out in the report.
- (2) agree any additional comments to be passed to the Executive Councillor in relation to this item.

1. Background

The Executive Councillor for Adult Care, Health and Children's Services is due to consider a report on the schools funding update 2020/21 - mainstream schools. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive Councillor. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

See report to the Executive Councillor attached at Appendix 1.

b) Risks and Impact Analysis

See report to the Executive Councillor attached at Appendix 1.

4. Appendices

These are listed below and attached at the back of the report.	
Appendix 1	Report to the Executive Councillor on schools funding update 2020/21 - mainstream schools

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 Mark Popplewell, who can be contacted on 01522 553326 or mark.popplewell@lincolnshire.gov.uk.

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

Report to:	Councillor Mrs P A Bradwell OBE, Executive Councillor: Adult Care, Health and Children's Services
Date:	21 January 2020
Subject:	Schools Funding Update 2020/21 - Mainstream Schools
Decision Reference:	I019234
Key decision?	Yes

Summary:

The purpose of this report is to seek approval from the Executive Councillor for the Local Authority's funding formula proposals for 2020/21 in light of the government's funding announcements on the mainstream schools national funding formula proposals.

The outcomes of the Local Authority's consultation with mainstream schools (see Appendix A) have been considered, and the Local Authority is now in a position to present its latest proposals for schools funding in 2020/21, for Executive Councillor approval.

Recommendation(s):

That the Executive Councillor approves the Local Authority's funding formula proposals for 2020/21 set out in Appendix A.

Alternatives Considered:

The government first introduced the national funding formula in 2018/19 for mainstream schools. Local Authorities were strongly encouraged to move to the national funding formula arrangements so that schools' allocations were on a sensible trajectory towards the full formula. The Local Authority consulted with schools and academies in November 2017 to replicate the government's national funding formula due to the increase in funding Lincolnshire schools overall would be in receipt of. The Executive Councillor made the decision on the 10 January 2018 to replicate the schools national funding formula for 2018/19. Lincolnshire mainstream schools have been receiving funding levels that replicate the government's national funding formula including its funding floor and ceiling approach as schools incrementally move towards the full formula.

Local Authorities continue to be responsible for determining and calculating schools funding allocations in 2020/21 during this transition period to the full formula. Local Authorities would find it difficult to justify a decision to move away from the government's national funding formula, and the lateness in the government releasing the latest national funding formula information and datasets left limited time for consultation and the Local Authority decision-making process. No alternative funding option to replicating the national funding formula was provided through the Local Authority's consultation with schools.

A high percentage of schools that responded to the consultation supported the Local Authority's proposals for the mainstream schools funding formula in 2020/21. The support rate ranged from 88% to 100% across the consultation questions. The Local Authority will continue to keep the funding formula under review including any future government planned changes to ensure Lincolnshire schools are fairly treated.

The illustrative funding for Lincolnshire primary schools based on the schools October 2018 census data (due to the October 2019 census data not being available at the time of writing the report), and the 2019/20 baseline information are showing overall school gains of 6.8% or £0.054m. Illustrative funding for Lincolnshire secondary schools show overall gains of 4.2% or £0.157m. Each individual schools funding comparison will however be based on their school characteristics and current funding levels.

Reasons for Recommendation:

To enable the Local Authority to meet the requirements of implementing funding changes following the government's announcement of a national funding formula for schools in 2020/21.

The announcement of additional funding for mainstream schools and national funding formula changes require Local Authorities to engage in an open and transparent consultation on their 2020/21 funding formula.

The approval will allow the schools funding formula to be formally approved, which will be used to fund all mainstream schools in 2020/21.

1. Background

The government first introduced the national funding formula in 2018/19 for mainstream schools. Since its introduction, Local Authorities have continued to be responsible for agreeing and calculating schools funding allocations, however Local Authorities were strongly encouraged to move to the national funding formula arrangements so that schools' allocations were on a sensible trajectory towards the full formula.

The introduction of the national funding formula was to create consistency in funding across all schools nationally ensuring a fairer settlement for each school. To enable a managed transition to take place nationally, the government adopted a funding floor and ceiling approach to enable incremental steps for schools to move towards the full formula allowing for a financially sustainable re-distribution of funding across the country.

Local Authority 'Schools block' Funding

The Local Authority Primary and Secondary Units of pupil funding used to finance the Schools block of the Dedicated Schools Grant which calculates mainstream schools budgets continue to rise in monetary value through the transition to the full national funding formula. Table 1 below outlines Lincolnshire's schools overall funding level for 2020/21 through the implementation of the national funding formula compared to other Local Authorities.

Table 1

	Lincolnshire's Unit of Funding	England National Average	Difference	Rank
Primary	£4,184	£4,337	-£153	62
Secondary	£5,279	£5,606	-£327	52

The unit funding levels are below the England average for each sector, however Lincolnshire's position nationally has improved when making comparisons. Lincolnshire's primary unit value has increased by £373 from 2018/19, and Lincolnshire's secondary unit by £346.

Schools Funding for 2020/21

On 30 August 2019, the Prime Minister announced an investment of over £14bn in primary and secondary education between 2020/21 and 2022/23. The funding package for schools (aged 5 to 16) includes £2.6bn for 2020/21, £4.8bn for 2021/22 and £7.1bn for 2022/23 compared to 2019/20 funding levels.

The announcement of additional funding for mainstream schools and national funding formula changes require Local Authorities to engage in an open and transparent consultation on their 2020/21 funding formula. The Local Authority has

therefore consulted with its local schools, academies and its Schools' Forum on proposed schools funding formula changes for 2020/21.

Details of the funding formula changes and monetary values attached to each formula factor (compared to 2019/20 funding levels) can be found within Appendix A, which is accompanying this report.

Proposed Lincolnshire's Schools Funding for 2020/21

Detailed financial modelling work has been undertaken by the Local Authority to understand the government's national funding formula changes for 2020/21. The government announcement of additional funding into schools will have a positive impact on Lincolnshire schools. Subject to affordability (and subsequent scaling to a maximum of +0.5%), schools will receive a minimum of +1.84% in per pupil funding through the 2020/21 funding arrangements.

Other key points for 2020/21 funding arrangements include:

- all pupil-led formula factors will increase by 4% in monetary value
- the minimum per pupil funding levels will be a mandatory factor in Local Authorities local formula
- the minimum per pupil funding levels will be set at £3,750 for primary schools (currently £3,500) and £5,000 for secondary schools (currently £4,800), and
- no gains ceiling cap to be applied.

The illustrative 2020/21 funding for Lincolnshire primary schools in comparison to 2019/20 funding levels show overall school gains of 6.8% or £0.054m. Illustrative funding for Lincolnshire secondary schools show overall gains of 4.2% or £0.157m.

The financial impact upon individual schools will depend upon the combination of decisions that are finally taken and the schools October 2019 census information. The position of schools budgets for 2020/21 are to be published by the 29 February 2020.

The Local Authority has consulted on the proposal to continue replicating the national funding formula in 2020/21. This will ensure all Lincolnshire mainstream schools attract at least their full allocations under the national funding formula. A series of questions accompanied the consultation with schools to help shape the final formula for 2020/21.

The schools consultation period covered the period 25 November to the 13 December 2019. The consultation period timescales were tight due to the lateness in the government releasing the national funding formula technical information and datasets, leaving limited time for consultation and the Local Authority decision-making process. Schools were however forewarned on the 14 November 2019 and 18 November 2019 through electronic communication informing all Lincolnshire schools of the Local Authority's intention to conduct this consultation exercise.

The consultation document that was circulated to all mainstream schools can be found in Appendix A. As part of the consultation exercise, the Education and Skills Funding Agency required Local Authorities to illustrate the likely financial impact of the proposals upon individual schools. This was enclosed within the supporting documentation using the schools October 2018 census data (due to the October 2019 census data not being available at this time), and the 2019/20 baseline information for illustrative funding purposes.

Tables 2 and 3 below show the monetary gains at school level from continuing to replicate the national funding formula in 2020/21 using October 2018 census data, and the 2019/20 baseline information for comparison purposes.

Table 2

Primary Schools (£)	Gains
0 - 9,999	6
10,000 - 19,999	31
20,000 - 29,999	28
30,000 - 39,999	53
40,000 - 49,999	48
50,000 - 59,999	19
60,000 - 69,999	30
70,000 - 79,999	16
80,000 - 89,999	8
90,000 - 99,999	9
100,000 – 165,000	32

Table 3

Secondary Schools (£)	Gains
0 - 29,999	2
30,000 - 59,999	5
60,001 - 79,999	3
80,000 - 99,999	4
100,000 – 149,999	14
150,000 – 199,999	9
200,000 – 249,000	10
250,000 – 299,999	4
300,000 – 399,999	1
400,000 – 499,999	0
500,000 – 503,000	1

Those schools receiving the largest gains are as a result of the government's removal of the ceiling cap enabling schools to attract at least their full allocations under the national funding formula providing fairness and consistency in funding with comparable schools across the country.

Schools Consultation

The response rate to the consultation was however low with 12% of primary schools and 26% of secondary schools. The overall response rate of 14% across the sectors was higher than the 2018/19 school national funding formula consultation response rate of 11%¹.

The Local Authority set out in the consultation document six questions, and these are shown in Appendix A. Also shown is the percentage of schools in favour, against or not sure, together with an outline of the key comments that emerged from schools. All of this information has been considered by the Local Authority

¹ The response rates to consultations are typically below 30%. Since its creation in 2003, the Schools' Forum has been responsible for considering school funding arrangements on behalf of schools, and acts an effective consultative body when proposing funding changes. It must also be added that the school funding arrangements are rather complex, and some schools may have found this difficult to understand.

and Appendix A sets out the Local Authority's current proposals for consideration by the Children and Young People Scrutiny Committee and the Schools' Forum in January 2020.

It is clear from Appendix A, that of the schools that responded the support rate ranged from 88% to 100% across the consultation questions for the Local Authority's proposals to continue replicating the government's national funding formula in 2020/21, and for schools to attract at least their full allocations under the national funding formula. Where schools identified issues, these were more national matters as opposed to local issues, such as by applying a positive minimum funding guarantee, schools funded at a higher level than the national funding formula due to historic funding levels will continue to receive more per pupil funding than similar schools.

The Local Authority's proposal is to continue adopting the national funding formula in 2020/21 by adopting the following:

- no gains ceiling cap
- new mobility formula factor
- positive minimum funding guarantee ranging between +0.5% and +1.84% (subject to affordability)
- new PFI (Private Finance Initiative) formula factor, and
- rates adjustment in-year (for 2020/21 only).

In 2020/21, the national funding formula factor monetary values will increase by 4% to reflect cost increases; the minimum per pupil funding levels will increase to £3,750 for primary schools and £5,000 for secondary schools, and this factor will become mandatory in Local Authorities local formula.

The government's intentions are to move all schools onto the national funding formula, therefore losing schools currently receiving protection funding are likely to face reductions in per pupil funding through the operation of a negative minimum funding guarantee at some point in the future. The timing of this however is unclear, and will be subject to central government decisions. This impacts five primary schools and five secondary schools.

Next Steps – Schools National Funding Formula

The next steps are as follows:

- to table a report at the Schools' Forum meeting (16 January 2020) on the consultation findings, and the proposed 2020/21 funding formula for Schools' Forum consideration.
- to table a report at the Children and Young People Scrutiny Committee meeting (17 January 2020) on the consultation findings, Schools' Forum comments and the proposed 2020/21 funding formula for the Committee's consideration.
- the Education and Skills Funding Agency issue October 2019 census-based pupil data and factors to Local Authorities and Dedicated Schools Grant funding.
- Executive Councillor approval to agree the schools funding formula for 2020/21 on the 21 January 2020.

- submission of the Authority Proforma Tool by the 21 January 2020 to the Education and Skills Funding Agency outlining 2020/21 Lincolnshire's schools delegated funding to ensure compliance with regulations.
- the Local Authority Finance Team to provide further information on the implementation of the national funding formula to schools and academies to aid their understanding of the 2020/21 school funding arrangements.
- the Local Authority to calculate individual schools budgets by the 29 February 2020.

Direction of travel

The Local Authority will continue to respond to the government's schools funding consultations representing the position of Lincolnshire schools to achieve fair levels of funding, including the Local Authority's role in being responsible for setting its schools funding formula for its mainstream schools.

Key factors to consider in future years:

- for schools forecast to lose funding compared to the full national funding formula, the scale of the downward trajectory of funding through the operation of the minimum funding guarantee will need to be confirmed in the medium term.
- how the government intends to fund school cost increases relating to pay within the national funding formula compared to operating separate funding streams, e.g. teachers' pay grant and teachers' pension grant.
- how the government intends to make changes to the historic funding arrangements, such as, split-site funding and rates funding.
- The scale and speed of the reductions in funding for schools historical commitments e.g. schools broadband services.

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- * Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- * Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- * Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- * Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.

- * Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- * Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

The Local Authority proposes to continue adopting the government's national funding formula. Attached at Appendix B is the Department for Education's 'national funding formulae for schools and high needs 2020-21' (October 2019).

This has thoughtfully considered the Equality Act where proposed changes impact the areas of Age, Sex, Gender, Religion, Race and Disability in determining the funding arrangements. It is considered that the Local Authority can legitimately adopt this analysis.

As a result of the Council's proposals all schools will receive increases in per pupil funding.

Joint Strategic Needs Analysis (JSNA) and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision.

Education is central to the wellbeing of young people and has a significant effect on their future health, wellbeing and life chances. The funding proposals enable children in Lincolnshire to continue to receive a good standard of education.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting

the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

The proposals in the Report to provide a funding formula that will support schools in delivering effective school provision will include targeting funding for those pupils from disadvantaged backgrounds through deprivation measures of eligibility of current and Ever6 Free School Meals, an area deprivation indices (Income Deprivation Affecting Children Index), mobility and low prior attainment to reduce pupil inequalities.

3. Conclusion

The Local Authority's proposal is to continue adopting the national funding formula in 2020/21 by adopting a:

- no gains ceiling cap
- new mobility formula factor
- positive minimum funding guarantee ranging between +0.5% and +1.84% (subject to affordability)
- new PFI formula factor, and
- rates adjustment in-year (for 2020/21 only).

Of the schools that responded to the consultation the vast majority supported the Local Authority's proposals to continue replicating the government's national funding formula in 2020/21, and for schools to attract at least their full allocations under the national funding formula.

Appendix A sets out the Local Authority's current proposals for consideration by the Executive Councillor.

4. Legal Comments:

The Council has the power to adopt the recommendation. The decision is consistent with the Policy Framework and within the remit of the Executive Councillor if it is within the budget.

5. Resource Comments:

The recommendation in the report to support the Local Authority's funding formula proposals to continue replicating the national funding formula and adopting a new PFI formula factor will be funded by the Dedicated Schools Grant 'Schools block'.

The Local Authority Schools block allocations are calculated by aggregating schools' notional allocations under the national funding formula, therefore ordinarily ensuring suitable funding levels to meet the funding commitment to schools. Where lagged arrangements to School block funding cause the national funding formula to be unaffordable, the minimum funding guarantee will be scaled back from +1.84% (to a maximum of +0.5%) to ensure it becomes affordable.

6. Consultation

a) Has Local Member Been Consulted?

No

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

This decision is to be considered by the Children and Young People Scrutiny Committee on 17 January 2020. The comments of the Committee will be provided to the Executive Councillor.

d) Have Risks and Impact Analysis been carried out?

Yes

e) Risks and Impact Analysis

School illustrative financial modelling has been undertaken and shared with all schools through the Local Authority consultation exercise on the funding formula proposals for 2020/21 in light of the government's funding announcements on the mainstream schools national funding formula proposals. The school illustrative allocations will have assisted schools in understanding the national funding formula and to help inform their consultation response.

On 30 August 2019, the Prime Minister announced an investment of over £14bn in primary and secondary education between 2020/21 and 2022/23. The funding package for schools (aged 5 to 16) includes £2.6bn for 2020/21, £4.8bn for 2021/22 and £7.1bn for 2022/23 compared to 2019/20 funding levels. This announcement has provided a level of financial certainty for schools in the short term.

The illustrative 2020/21 funding for Lincolnshire primary schools in comparison to 2019/20 funding levels show overall school gains of 6.8% or £0.054m. Illustrative funding for Lincolnshire secondary schools show overall gains of 4.2% or £0.157m.

Subject to affordability (and subsequent scaling to a maximum of +0.5%), schools will receive a minimum of +1.84% in per pupil funding through the 2020/21 funding arrangements. Those losing schools through the national funding formula due to their historic funding levels will not see a reduction in per pupil funding due to the government's positive minimum funding guarantee of +0.5% to +1.84%.

Schools are required to respond to pupil number and pupil characteristic changes, which is currently the case for schools.

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Schools National Funding Formula consultation document and school responses
Appendix B	DfE: the National Funding Formula for schools and high needs: equalities impact assessment

8. Background Papers

Document title	Where the document can be viewed
National Funding Formula for Schools – update for 2020/21 (Schools' Forum – item 5): 10 October 2019	https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&MId=5319&Ver=4
Schools National Funding Formula - Announcement	https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2020-to-2021
Schools Funding Arrangements (Schools' Forum – item 83): 24 January 2019	https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&MId=5316&Ver=4
Schools Funding Arrangements (Schools' Forum – item 5): 18 January 2018	https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&MId=5160&Ver=4
National Funding Formula for mainstream schools: 10 January 2018 Decision paper: I014788	https://lincolnshire.moderngov.co.uk/ieDecisionDetails.aspx?ID=402

This report was written by Mark Popplewell, who can be contacted on 01522 553326 or mark.popplewell@lincolnshire.gov.uk.

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To: The Chair of Governors and Headteachers of all Lincolnshire maintained schools and academies

22nd November 2019

Dear colleague

**Mainstream Schools National Funding Formula 2020/21
Lincolnshire County Council's consultation with all maintained schools and academies**

The purpose of this letter is to communicate the launch of the Local Authority's consultation on mainstream schools funding with all of the county's maintained schools and academies in light of the government's funding announcement this autumn on the national funding formula proposals for 2020/21.

The government first introduced the national funding formula in 2018/19 for mainstream schools. Since its introduction, Local Authorities have continued to be responsible for agreeing and calculating schools funding allocations, however Local Authorities were strongly encouraged to move to the national funding formula arrangements so that schools' allocations were on a sensible trajectory towards the full formula.

The introduction of the national funding formula was to create consistency in funding across all schools nationally ensuring a fairer settlement for each school. To enable a managed transition to take place nationally, the government adopted a funding floor and ceiling approach to enable incremental steps for schools to move towards the full formula allowing for a financially sustainable re-distribution of funding across the country.

The Local Authority Primary and Secondary Units of pupil funding used to finance the Schools block of the Dedicated Schools Grant which calculates mainstream schools budgets continue to rise in monetary value through the transition to the full national funding formula. Although sector unit funding levels are below the England average, Lincolnshire's position nationally has improved when making comparisons. Lincolnshire's primary unit value has increased by £373 from 2018/19, and Lincolnshire's secondary unit by £346.

	Lincolnshire's Unit of Funding	England National Average	Difference	Rank
Primary	£4,184	£4,337	-£153	62
Secondary	£5,279	£5,606	-£327	52

Lincolnshire County Council consulted schools and academies in November 2017 on the Local Authority's proposals to replicate the government's national funding formula in 2018/19 for mainstream schools, and support the direction of travel to adopt the government's full national funding formula. The Local Authority funding formula proposals and responses from schools

were considered at the Schools Forum and Children and Young Peoples Scrutiny committee meetings, before the Executive Councillor on the 10 January 2018 gave approval to replicate the schools national funding formula for 2018/19.

In 2019/20, Lincolnshire's mainstream primary and secondary schools continue to receive funding using the same formula factors and monetary values as the national funding formula, alongside the government's agreed funding floors and ceilings approach.

On 30 August 2019, the Prime Minister announced an investment of over £14bn in primary and secondary education between 2020/21 and 2022/23. The funding package for schools (aged 5 to 16) includes £2.6bn for 2020/21, £4.8bn for 2021/22 and £7.1bn for 2022/23 compared to 2019/20 funding levels.

The announcement of additional funding for mainstream schools and national funding formula changes require Local Authorities to engage in an open and transparent consultation on their 2020/21 funding formula. The Local Authority is therefore consulting with its local schools, academies and Schools Forum on its proposed schools funding formula changes for 2020/21.

The policy documents released in September and October 2019 by the department can be found from the links below.

[Schools Revenue Funding 2020 to 2021 Operational Guidance](#)

[NFF - Schools Block Technical Note](#)

The latest Schools Forum paper on the national funding formula was presented on the 10th October 2019:

[National Funding Formula for Schools - Update for 2020/21](#)

On 14 November 2019, an email was sent to maintained schools and on the 18 November 2019 to academies advising them of the Local Authority's intention to conduct this consultation exercise. The Local Authority has worked through the government national funding formula announcements and guidance documents, including technical notes released in October 2019. The technical notes have enabled detailed modelling work to be undertaken by the Local Authority to understand the government's proposed changes.

The timescales for consulting are tight (with a deadline of 13 December 2019) due to the lateness in the government releasing the national funding formula technical information and datasets; the requirements for the Local Authority to table the outcomes of the consultation for consideration at the Schools Forum (16 January 2020) and Children's & Young Peoples Scrutiny Committee (17 January 2020) before a final decision is made by the Portfolio Holder on the 21 January 2020. The Local Authority is required to submit the agreed funding formula for 2020/21 based on the latest October 2019 census information to the Education & Skills Funding Agency (ESFA) by the 21 January 2020 for approval. The deadline for confirming schools budgets is the 29 February 2020.

The Local Authority is consulting on the proposal to continue replicating the national funding formula in 2020/21. There are a series of questions that schools are asked to respond to that will help shape the formula for 2020/21. As part of the consultation exercise, the ESFA requires Local Authorities to illustrate the likely financial impact of its proposals upon individual schools. This is enclosed within the supporting documentation, which is based on the schools October

2018 census data (due to the October 2019 census data not being available at this time), and the 2019/20 baseline information for illustrative funding purposes. The financial impact upon individual schools will depend upon the combination of decisions that are finally taken and the schools October 2019 census information. The position will of course be clear when final budgets for 2020/21 are published by the 29 February 2020.

To ensure openness and transparency, and to aid schools' understanding, the Local Authority has provided a sufficient level of detail (including links to government pages) and illustrative school allocations to assist schools in this process, and to help schools respond to the consultation by completing and returning the enclosed proforma by 13 December 2019.

Yours sincerely

A handwritten signature in black ink on a light-colored rectangular background. The signature is written in a cursive style and appears to read 'M. Popplewell'.

Mark Popplewell BSc (Hons) FCCA
Head of Finance – Children's Services
Lincolnshire County Council

MAINSTREAM SCHOOLS NATIONAL FUNDING FORMULA 2020/21

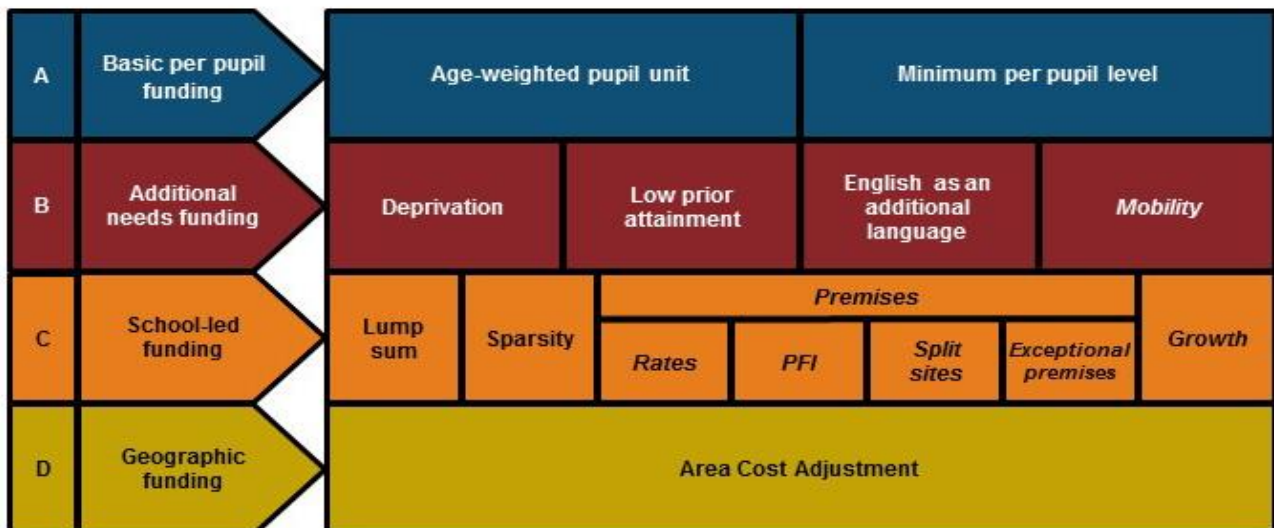
LINCOLNSHIRE COUNTY COUNCIL'S CONSULTATION WITH ALL MAINTAINED SCHOOLS AND ACADEMIES

Background

The government first introduced the mainstream national funding formula plan in 2018/19. The government plan has been to transition to the national funding formula through a 'soft' approach in the periods 2018/19 to 2020/21, whereby Local Authorities continue to be responsible for calculating schools funding allocations.

The overall Schools block funding is determined at a Local Authority level by the government's national funding formula by calculating notional budgets for each school. Local Authorities have been encouraged to move towards the national funding formula so that schools' allocations are on a sensible trajectory towards the move to the full formula.

The government's building blocks of the schools national funding formula continue to include the following for 2020/21:



The key points from the government's schools national funding formula announcement for 2020/21:

- Each Local Authority will continue to set the local schools formula for 2020/21 except for the minimum per pupil funding levels.
- As a move towards the 'full' formula for 2020/21, the DfE are proposing to make the minimum per pupil funding levels a mandatory factor in Local Authorities local formula.
- The minimum per pupil funding levels will be set at £3,750 for primary schools (currently £3,500) and £5,000 for secondary schools (currently £4,800). The primary level is planned to rise to £4,000 in 2021/22.
- All pupil-led formula factors will increase by 4% in monetary value. Exceptions to this include the free school meals factor, which will increase at the rate of inflation to broadly reflect actual costs.
- Premises funding, namely, rates will continue to be allocated to Local Authorities on the basis of actual spend in 2019/20.
- There will be no gains ceiling cap in 2020/21. All schools will attract at least their full allocations under the formula. This is a positive outcome for gaining Local Authorities like Lincolnshire, since a number of schools gaining through the national funding

formula had funding gains capped¹. To ensure affordability Local Authorities will still be able to use a cap in their local formula.

- The LA has flexibility to set the Minimum Funding Guarantee (MFG) between +0.5% and +1.84%. The current MFG is 0%.
- A schools' funding floor baselines will use the national funding formula allocations in 2019/20 in line with the MFG methodology.
- A new formulaic approach will be applied to the mobility factor from 2020/21. Schools will only start to trigger funding if the proportion of mobile children exceeds 6% of the schools' pupil numbers, and will only receive funding above this threshold. Lincolnshire will start to receive mobility funding from 2020/21 through the NFF.

Please refer to page 13 for the national funding formula factors monetary amounts planned for 2020/21 and page 14 refers to those in place for 2019/20.

Please note. The DfE has recently undertaken a Call for Evidence exercise relating to the funding for young people with special educational needs and disabilities in schools & colleges. The government's introduction of the national funding formula did not address notional SEN and targeted funding, therefore the exercise is intended to shape schools SEN funding going forward. Lincolnshire County Council contributed to this exercise, and schools were also encouraged to participate in this review also. It is anticipated that any planned changes will not come into place until 2021/22.

¹ Using 2019/20 funding arrangements, Lincolnshire schools overall would be set to receive an increase in funding of £5.272m (primary schools: £4.534m and secondary schools: £0.738m) from removing the gains ceiling cap.

CONSULTATION QUESTIONS – PRIMARY AND SECONDARY MAINSTREAM SCHOOLS

Enclosed within the supporting documentation is the schools illustrative financial impact based on the proposals of adopting the government's national funding formula (NFF) changes for 2020/21. The illustrative funding for schools is based on the schools October 2018 census data (due to the October 2019 census data not being available at this time), and the 2019/20 baseline information. The financial impact upon individual schools will depend upon the combination of decisions that are finally taken and the updated schools October 2019 census information. The position will be clear when final budgets for 2020/21 are published by the 29 February 2020.

Gains Ceiling Cap

To ensure the affordability of the NFF, the government previously applied transitional protection by way of a percentage cap for schools gaining in pupil-led funding. Schools gaining in pupil-led funding against its 2017/18 baseline had been limited to 3.00% in 2018/19 and 6.09% in 2019/20 in per pupil gains to enable incremental steps for schools to move towards the full formula allowing for a financially sustainable re-distribution of funding across the country.

The government has announced that there will no gains ceiling cap in 2020/21. The Schools block funding determined at a Local Authority level by the government's formula will ensure all schools attract at least their full allocations under the NFF. This is a positive outcome for Lincolnshire schools. Lincolnshire schools overall were gaining through the introduction of the government's NFF, however a number of schools increases in funding were being limited by the gains ceiling cap². By adopting a no gains ceiling cap, gaining schools will not be financially disadvantaged due to their historic funding position, and will from 2020/21 be funded at a fairer level that is consistent with comparable schools across the country.

Question 1

Do you agree that the Local Authority should adopt the government's proposal of allowing all mainstream schools to attract at least their full allocations under the NFF by having no percentage gains ceiling cap in 2020/21?

Yes / No

² Using 2019/20 funding arrangements, Lincolnshire schools overall would be set to receive an increase in funding of £5.272m (primary schools: £4.534m and secondary schools: £0.738m) from removing the gains ceiling cap.

If the answer is **no**, please outline the reasons why, the desired per-pupil percentage gain in 2020/21, and where funding should be redirected to (for example, increase the monetary amount of formula factors, such as the age weighted pupil unit funding, ensure the minimum funding guarantee is maintained at +1.84%).

School responses	Schools' comments	Local Authority comments	The Local Authority's latest proposal
Primary: 34 Yes 100% No 0% Secondary: 14 Yes 100% No 0%	No primary or secondary school comments received.	All responding schools supported the proposal that mainstream schools should attract at least their full allocation under the NFF. The approach will create consistency in funding across all schools ensuring a fairer settlement for each school.	The Local Authority's proposal is to adopt the government's approach of all mainstream schools attracting at least their full allocation of the NFF by not applying a gains ceiling cap in 2020/21.

Mobility Factor

The government has introduced a new formulaic approach to the mobility factor from 2020/21. The mobility factor in the NFF is intended to support schools that have a high proportion of pupils joining the school mid-way through the academic year. Schools will only start to trigger funding if the proportion of mobile children exceeds 6% of the schools' pupil numbers, and will only receive funding above this threshold. The measure counts pupils who entered a school during the last three academic years, but did not start in August or September (or January for reception pupils).

The Local Authority does not have a mobility factor presently within the local funding formula, and has not previously been in receipt of funding from central government for this factor. From 2020/21, Lincolnshire will start to receive mobility funding through the NFF.

A select number of schools across Lincolnshire are impacted by mobile pupils, however it was previously concluded that the cost for mobile pupils was small (c.£150 per pupil) and due to the government's previously set threshold of 10% before funding is received for those pupils

above this level, the funding going out to schools would be minimal and would be offset by a reduction in another formula factor to fund it. The mobility funding will however be new monies coming into Lincolnshire designed to be targeted at this pupil group.

The mobility factor is an optional funding formula factor.

Question 2

Do you agree that the Local Authority should adopt the government's new mobility factor in 2020/21?

Yes / No

If the answer is **no**, please outline the reasons why and where the funding should be re-distributed through the NFF.

School responses	Schools' comments	Local Authority comments	The Local Authority's latest proposal
<p>Primary: 34</p> <p>Yes 100%</p> <p>No 0%</p> <p>Secondary: 14</p> <p>Yes 93%</p> <p>No 7%</p>	<p><u>Primary</u></p> <ul style="list-style-type: none"> No primary school comments received. <p><u>Secondary</u></p> <ul style="list-style-type: none"> One school would like the monies to be distributed across all schools to benefit as many Lincolnshire pupils as possible. The reason being the lower than average funding levels received by Lincolnshire schools. 	<p>Of the schools that responded to the consultation, only 1 school (or 2% of respondents) did not agree to adopt the new mobility factor.</p> <p>The illustrative mobility funding for schools is £0.700m for primary (average of £4,862 for each eligible school) and £0.176m for secondary (average of £9,767 for each eligible school) in 2020/21. Devolving funding on a per pupil level would trigger an increase of only £9.13 per pupil.</p> <p>Although the funding distributed through this route nationally is low, the government has recognised the importance of supporting schools financially for the additional cost incurred through mobile pupils, which the Local Authority supports.</p>	<p>The Local Authority's proposal is to adopt the government's new mobility factor in 2020/21 through triggering additional funding (£875 primary and £1,250 secondary) for the proportion of mobile children exceeding 6% of the schools' pupil numbers.</p>

Minimum Funding Guarantee

The Local Authority is currently required to set a minimum funding guarantee³ (MFG) per pupil between minus 1.5% and 0% against the schools existing per pupil baseline. The 2019/20 MFG level is 0%, which is protecting all schools against per pupil funding reductions through the implementation of the NFF.

The government has announced in 2020/21 that Local Authorities have the flexibility to set an MFG between +0.5% and +1.84%. A decision is required to set the level of MFG for 2020/21.

Question 3

Do you agree that the Local Authority (subject to affordability) should adopt the government's proposal of a +1.84% MFG per pupil protection in 2020/21?

Yes / No

If the answer is **no**, please outline the reasons why and the level of MFG to be set at, and where the funding should be re-distributed through the NFF.

School responses	Schools' comments	Local Authority comments	The Local Authority's latest proposal
Primary: 34 Yes 97% No 3% Secondary: 14	<u>Primary</u> <ul style="list-style-type: none">One school made representation that schools receiving MFG protection will continue to receive higher per pupil values, therefore moving further away from the NFF.	Of the schools that responded to the consultation, only 3 schools did not agree to adopt the NFF MFG rate of 1.84% (subject to affordability). Those responding schools do make a valid point that by the government applying a positive MFG means those schools receiving protection funding in 2019/20 will move further away from the	The Local Authority's proposal is to adopt (subject to affordability) the government's proposal of a +1.84% MFG per pupil protection in 2020/21.

³ To protect schools from significant budget reductions, the minimum funding guarantee (MFG) ensures that no school loses more than a certain percentage per pupil compared to its prior year per pupil budget. A negative MFG allows school budget reductions to be set in a more sustainable way.

<p>Yes 86% No 14%</p>	<p><u>Secondary</u></p> <ul style="list-style-type: none"> Two schools represented views that a number of schools are receiving more funding than the NFF levels due to their historic funding levels. By having a positive MFG will mean they continue to receive more per pupil funding than the NFF, which does not represent fair and equitable funding, and should be equalised over time. 0.5% at least should be applied. 	<p>NFF and be in receipt of more funding per pupil than equivalent schools.</p> <p>This however is a national matter, and in time the government will need to bring those schools onto the NFF. Since all schools will attract at least their full allocations under the NFF in 2020/21, the gaining schools are no longer being penalised by the phased national redistribution of funding, which is important to recognise.</p> <p>It is important that schools rising costs are recognised for 2020/21, however those schools in receipt of MFG funding should be prudently planning for reductions in per pupil funding in the future as they transition downwards to the NFF funding levels, as this is unlikely to be financially sustainable for the government and does not follow the key principles of the NFF of fairness and equity.</p> <p>It is hoped the government provide schools with a medium term financial settlement to aid future financial planning.</p>	
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Affordability

It is crucial that the overall funding delegated to schools is affordable based on the allocation made through the Schools block of the Dedicated Schools Grant to the Local Authority from central government. There remain a number of uncertainties that impact affordability.

- The Local Authority Primary and Secondary Units of funding used to finance the Schools block, which schools calculations are based on, are based on the previous years' data / characteristics. This therefore does not take account of up to date pupil characteristics and any associated costs that are used to fund the new year school funding allocations. Such cost differences have to be managed within the Schools block.
- Growth funding for planned reorganisations is allocated to Local Authorities using a formulaic approach based on the growth in pupil numbers between the October 2018 and October 2019 censuses. The government's growth funding applies a lagged approach rather than forecasting future growth expected, which does create financial uncertainty when meeting planned school growth future needs.
- The DfE continues to use historic spending to finance some school formula factors e.g. premises, such as rates adjustments. This time lag does not take account of current year rises in costs (particularly for rates' rises) therefore such cost increases have to be managed within the existing funding levels, for example, 2020/21 government allocated rates funding uses schools published rates funding for 2019/20, which is based on the 2018/19 rates value.

Question 4

If affordability is an issue in setting schools budgets for 2020/21 based on the government's Schools block Local Authority allocation, do you agree that the MFG (referred to in Question 3) is reduced (to a maximum of +0.5%) to make it affordable?

Yes / No

If the answer is **no**, please outline the reasons why and how the funding shortfall is to be addressed, such as apply a percentage gains ceiling cap; reduce the monetary amount of age weighted pupil unit funding; other, etc.

School responses	Schools' comments	Local Authority comments	The Local Authority's latest proposal
Primary: 34 Yes 91% No 9%	<u>Primary</u> <ul style="list-style-type: none"> • The affordability of the School block is for the Local Authority to solve. • A review of all services should be considered if the 	Of the schools that responded to the consultation, only 6 schools (or 13%) did not agree with adjusting the MFG rate of 1.84%. The Local Authority's view it is the fairest approach to reduce the MFG rather than	The Local Authority's proposal is to scale the reduction of the MFG (to a maximum of +0.5%) to make the Schools block affordable to fund schools budgets.

<p>Secondary: 14</p> <p>Yes 79%</p> <p>No 21%</p>	<p>government's proposal of a +1.84% MFG per pupil protection in 2020/21 cannot be met.</p> <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Agreed that affordability should be managed within the MFG range (from +0.5% to +1.84%) and scaled accordingly. • Reductions to the +1.84% MFG should only be reduced if the formula proves to be unaffordable. • The +1.84% MFG is more advantageous and clearer to schools. If reductions are needed to cope with rates rises for example, other factors should be reduced to meet the savings needed. 	<p>other alternatives, namely applying a gains cap, or reduction in pupil-led formula funding.</p> <p>The Local Authority is required to ensure the overall schools funding is within the Schools block allocation for Lincolnshire. The only budget activities within the Schools block are the delegated schools funding through its budget shares and the Schools Growth fund, which is governed by a policy.</p> <p>The MFG application is to support those schools per pupil funding levels above the government's NFF. Schools currently in receipt of MFG will be aware of the future risk of manageable reductions in funding being placed on them as they transition towards to the NFF. The government's approach currently is an increase to all schools per pupil funding.</p>	
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Rates Funding

Within the current funding formula, schools receive initial rates funding based on their actual rates bill from the prior financial year.

Local Authorities can make adjustments to rates funding during the financial year, but it must be undertaken outside the funding formula. The Local Authority currently undertake this rates funding adjustment through requesting each autumn term for information on the actual rates bills. The adjustment ensures the actual rates bill matches the rates funding the school receives.

The Schools Forum supported the Local Authority's proposal to earmark monies to fund the 2020/21 rates adjustment from the Dedicated Schools Grant underspend. No future years funding commitments have however been made available for the rates adjustment. Schools will therefore be required to meet this rates adjustment cost from 2021/22.

Question 5

Do you agree that the Local Authority should apply the rates adjustment in 2020/21 to schools funded through the Dedicated Schools Grant underspend?

Yes / No

If the answer is **no**, please outline the reasons.

School responses	Schools' comments	Local Authority comments	The Local Authority's latest proposal
<p>Primary: 34</p> <p>Yes 97%</p> <p>No 3%</p> <p>Secondary: 14</p> <p>Yes 100%</p> <p>No 0%</p>	<p><u>Primary</u></p> <ul style="list-style-type: none"> The Dedicated Schools Grant underspend is being distributed carefully to support all schools. Two schools would like the rates adjustment funding to continue beyond 2020/21. <p><u>Secondary</u></p> <ul style="list-style-type: none"> The collection of rates funding for schools is a long-winded mechanism. 	<p>Of the schools that responded to the consultation, only 1 school (or 2% of respondents) did not agree to adopt the in-year rates adjustment in 2020/21.</p> <p>The funding adjustment in addition to the schools initial rates funding they receive through the NFF is funded through temporary underspends. This therefore cannot be sustained on an ongoing basis, however funding is committed for 2020/21 for this rates adjustment.</p>	<p>The Local Authority's proposal is to apply the rates adjustment in 2020/21.</p> <p>No commitment is being made beyond 2020/21 for in-year rates adjustments.</p>

Private Finance Initiative (PFI) schools

Lincolnshire has three PFI primary schools that were built in the early 2000s. The PFI contractual commitments are in place until 31 August 2032. The contractual commitments to finance these ongoing costs are funded through a government grant, and the Central Schools Services Block (CSSB) of the Dedicated Schools Grant funds the remainder known as the PFI 'affordability gap'. The schools pay for building related activities provided by the contractor for caretaking, cleaning, repairs and maintenance for example, through their delegated budget shares.

The CSSB funds the Local Authority ongoing responsibilities and historic commitments for its schools. The government has previously indicated that historic commitments funding should reduce as contracts come to an end. From 2020/21, the government's intentions were to reduce the historical commitments funding allocations where Local Authorities expenditure has not reduced to support its drive towards the move to the full national funding formula. Funding levels for historic commitments from 2020/21 remained unclear until the government confirmed its position last month. To the Local Authority's surprise, the government plan to reduce the historic commitments funding by 20%. The Local Authority is challenging this position since this historic contractual commitment does not cease until August 2032.

The government has set its intentions with the planned funding reduction, therefore to ensure this financial risk is mitigated and a sustainable approach is adopted, the Local Authority is proposing to create a PFI funding formula factor for these three primary schools by reinvesting the available central budget. The Local Authority had set a prudent PFI budget in 2019/20 in anticipation of the government's intentions of reducing historic commitments funding.

The purpose of this PFI factor is to provide additional funding to these three schools to meet the devolved PFI affordability gap and unavoidable costs to be charged. There will be no cost implications from this proposal for these schools. By creating the PFI formula factor, the government will fund the current funding distributed going forward including uprating funding in line with inflation, using RPIX.

Question 6

Do you agree that the Local Authority should create a new PFI formula factor for the three PFI primary schools to meet its affordability gap and unavoidable costs?

If the answer is **no**, please outline the reasons why.

School responses	Schools' comments	Local Authority comments	The Local Authority's latest proposal
<p>Primary: 34</p> <p>Yes 85%</p> <p>No 6%</p> <p>N/A 9%</p> <p>Secondary: 14</p> <p>Yes 71%</p> <p>No 21%</p> <p>N/A 7%</p>	<p><u>Primary / Secondary</u></p> <ul style="list-style-type: none"> The financial impact of the three PFI schools needed to be understood further. One of the three primary PFI schools responded to the consultation, and they supported the Local Authority proposal. <p><u>Secondary</u></p> <ul style="list-style-type: none"> If the current arrangement cannot continue, and the PFI formula factor does not affect all other schools, we would agree with the proposal. 	<p>Of the schools that responded to the consultation, only 5 schools (or 11% of respondents) did not agree to the Local Authority's proposal to adopt a new PFI formula factor. 4 schools provided no answer to the question.</p> <p>To mitigate the financial risk by creating a sustainable approach, the PFI funding formula factor will be funded by reinvesting the available centrally held budget.</p> <p>The schools PFI factor will provide additional funding to these three schools to meet the devolved PFI affordability gap and unavoidable costs to be charged. There will be no cost implications from this proposal for these schools.</p>	<p>The Local Authority's proposal is to create a new PFI formula factor for the three PFI primary schools to meet its affordability gap and unavoidable costs to the contract end date of 2032.</p>

HOW TO RESPOND

The consultation closes on 13 December 2019. Schools are asked to complete the proforma attached (as this will aid the collation and analysis of responses which needs to be completed within a tight timescale) and email it to the following address with the email titled 'Schools National Funding Formula Consultation Response':

schools_finance@lincolnshire.gov.uk

Should you have any queries regarding these proposals, schools are to address correspondence to the above email account with the email titled 'Schools National Funding Formula Query' for the Schools Finance Team to respond to.

As indicated at the beginning of this document, the results of this consultation exercise will be reported to various groups. That information will also be made available to all schools.

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Mark Popplewell BSc (Hons) FCCA
Head of Finance – Children's Services
Lincolnshire County Council

Proposed National Funding Formula – 2020/21

Formula Factors	Primary Rates		Secondary Rates	
<u>Basic per-pupil funding</u>	KS1 & 2	£2,857	KS 3 KS 4	£4,018 £4,561
<u>Additional needs funding</u>				
Ever 6 FSM		£560		£815
Current FSM		£450		£450
IDACI F (Between 0.2 and 0.25)		£210		£300
IDACI E (Between 0.25 and 0.3)		£250		£405
IDACI D (Between 0.3 and 0.35)		£375		£535
IDACI C (Between 0.35 and 0.4)		£405		£580
IDACI B (Between 0.4 and 0.5)		£435		£625
IDACI A (Between 0.5 and 1)		£600		£840
Low Prior Attainment		£1,065		£1,610
English as an additional language		£535		£1,440
Mobility		£875		£1,250
<u>School-led</u>				
Lump Sum		£114,400		£114,400
Sparsity (NFF)		£26,000		£67,600
Primary Minimum Per Pupil Funding Level		£3,750		£5,000

Funding for premises factors such as Rates, Split-site and Rents will continue in line with the current year.

National Funding Formula – 2019/20 (for comparison purposes)

Formula Factors	Primary Rates		Secondary Rates	
<u>Basic per-pupil funding</u>	KS1 & 2	£2,746.99	KS 3 KS 4	£3,862.65 £4,385.81
<u>Additional needs funding</u>				
Ever 6 FSM		£540		£785
Current FSM		£440		£440
IDACI F (Between 0.2 and 0.25)		£200		£290
IDACI E (Between 0.25 and 0.3)		£240		£390
IDACI D (Between 0.3 and 0.35)		£360		£515
IDACI C (Between 0.35 and 0.4)		£390		£560
IDACI B (Between 0.4 and 0.5)		£420		£600
IDACI A (Between 0.5 and 1)		£575		£810
Low Prior Attainment		£1,022		£1,550
English as an additional language		£515		£1,385
<u>School-led</u>				
Lump Sum		£110,000		£110,000
Sparsity (NFF)		£25,000		£65,000
Primary Minimum Per Pupil Funding Level		£3,500		£4,800

Equalities Impact Assessment

Source: DfE: The national funding formulae (NFF) for schools and high needs 2020-21 (October 2019)

The Public Sector Equality Duty (PSED) in section 149 of the Equality Act 2010 requires the Secretary of State to give due regard to achieving the following objectives in exercising their functions:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We have considered the impact on persons who share any of the protected characteristics (these are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). We have focused on those protected characteristics for which the impact is largest, and which are most closely tied to the distributional policy choices we are making. We use incidence of SEND as a proxy for disability in this analysis, as the two are highly correlated, and ethnicity as a proxy for race.

We introduced the NFF in 2018-19 after significant consultation and published a full equalities impact assessment. We are broadly continuing the implementation of this version of the NFF. Therefore, we have focused this assessment primarily on the key policy changes that are being made in 2020-21.

Schools NFF

Increasing the minimum per pupil levels

Increasing the minimum per pupil levels for primary schools to £3,750 (on the way to £4,000) and for secondaries to £5,000 will benefit the lowest funded schools that do not otherwise attract these levels of funding through the other formula factors (i.e. for additional needs). As a result, the schools with the highest proportions of pupils with SEND will typically gain less as a result of this element of the formula, because these schools are likely to attract additional funding through other factors in the formula, and will therefore not be among the lowest-funded schools. Schools with the highest proportions of pupils from low-performing ethnicities and ethnic minorities will also typically gain less than other schools, because these characteristics in general correlate with higher overall funding at school-level. However, it is important to note that there are individual pupils with both these characteristics who are currently in the lowest-funded schools and they will benefit from this policy. Furthermore, the overall policy of the NFF continues to allocate the greatest share of resources to pupils with additional needs, and therefore those most likely to have these protected characteristics. This specific element of the formula is also set alongside a very significant increase to high needs funding – channelling resources specifically towards pupils with SEND.

We plan to make it mandatory for local authorities to use the minimum per pupil funding levels in local formulae. This will 'lock in' this aspect of the schools national formula at a local level, where relevant. The current consultation on implementing mandatory minimum levels is specifically exploring the equalities impact of this change.

Increasing the funding floor

The increase to the funding floor will disproportionately benefit schools that have been more highly funded historically. These tend to be in urban areas, and have a higher proportion of children from low-performing ethnicities and ethnic minorities because these areas are more ethnically diverse. They also have a higher occurrence of non-Christian faith schools. We assess that this will have a positive impact on these pupils.

Changing the methodology for the mobility factor

During the first stage of the NFF consultation, respondents were concerned that our proposal to exclude a mobility factor from the NFF would disproportionately impact Gypsy/Roma pupils and pupils of Irish traveller heritage. We acknowledged these concerns and decided to include a mobility factor in the final NFF. Our improvements to the mobility factor means that we will now be extending mobility funding to all LAs, and not just the LAs who previously used the factor. This means that all schools with high proportions of mobile pupils, including pupils with these protected characteristics, will attract mobility funding, enabling them to better support these pupils and manage the costs incurred by high levels of pupil mobility. We do not anticipate that our changes to the mobility factor will have any further impacts on pupils with other protected characteristics.

Increasing the remaining NFF factors by 4%

We have increased the key remaining NFF factors by 4%, which affects the majority of schools. We have also removed the gains cap, so that schools will attract the full gains they are due. This benefits schools which were underfunded under the previous funding system, so all pupils attending these schools will benefit. Addressing historic underfunding moves closer to a fairer system where funding is based entirely on need.

As the balance between the factors remains broadly the same, the equalities impact of the overall 2020-21 formula will be consistent with the assessment published in 2017 (apart from those differences noted above).

https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2/supporting_documents/NFF_EqualityImpactAssessment.pdf

Policy and Scrutiny

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

Report to:	Children and Young People Scrutiny Committee
Date:	17 January 2020
Subject:	Proposal to expand the capacity at The Lincoln St Christopher's School from 200 to 333 (Final Decision)

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the proposal to expand the capacity at The Lincoln St Christopher's School from 200 to 333 (Final Decision) which is due to be considered by the Executive on 4 February 2020. The views of the Scrutiny Committee will be reported to the Executive as part of its consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to

- (1) consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive as set out in the report.
- (2) agree any additional comments to be passed to the Executive in relation to this item.

1. Background

The Executive is due to consider a report on the proposal to expand the capacity at The Lincoln St Christopher's School from 200 to 333 (Final Decision). The full report to the Executive is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive. The Committee's views will be reported to the Executive.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

See report to the Executive attached at Appendix 1.

b) Risks and Impact Analysis

See report to the Executive attached at Appendix 1.

4. Appendices

These are listed below and attached at the back of the report.	
Appendix 1	Report to the Executive on proposal to expand the capacity at The Lincoln St Christopher's School from 200 to 333 (Final Decision)

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 Matthew Clayton, who can be contacted on 01522 553535 or matthew.clayton@lincolnshire.gov.uk.

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

Report to:	Executive
Date:	04 February 2020
Subject:	Proposal to expand the capacity at The Lincoln St Christopher's School from 200 to 333 (Final Decision)
Decision Reference:	I019057
Key decision?	Yes

Summary:

Lincolnshire County Council has a statutory duty to ensure that there are sufficient school places to accommodate all pupils of statutory school age who live in Lincolnshire, including provision for children with special educational needs and disabilities (SEND). The Local Authority (LA) believes that this proposal is the best available option to fulfil this duty.

The proposal under consideration is to permanently expand the capacity at The Lincoln St Christopher's School from 200 to 333 across two sites to ensure there is sufficient SEND provision for primary and secondary age children. This will supersede the original proposal as part of the Building Communities of Specialist Provision Strategy which was to reduce the capacity of St Christopher's from 200 to 155, expand St Francis from 128 to 173 and to build a new Free School for 155 pupils on the former Usher site subject to a successful capital bid.

With the Free School bid being unsuccessful it has been necessary to reconsider the available options for Lincoln, with the proposal to expand St Christopher's over two sites being taken forward, with a modification to the expansion at St Francis from 128 to 155 instead of 173.

The Local Authority is co-ordinating the process following statutory guidelines published in the Department for Education (DfE) guide "Making significant changes ('prescribed alterations') to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018) in accordance with the terms of the Education and Inspections Act 2006, as updated by the Education Act 2011.

On 5 September 2019 a four week period of consultation commenced which closed on 3 October 2019 and is further referred to later in this report in the Consultation section. A summary of written responses received is also attached in Appendix A.

Following the consultation period the decision was taken on 22 October 2019 to publish a Statutory Notice on 7 November 2019. This initiated a four week Representation Period up to 5 December 2019 when further written objections and comments may be submitted. The process is now entering the final stage when the LA, as decision maker, must take the final decision regarding the proposal within 2 months from the end of the Representation Period (by 5 February 2020).

This report seeks to advise the Executive on making the final decision regarding the proposed expansion of The Lincoln St Christopher's School.

Recommendation(s):

That the Executive approves the expansion of The Lincoln St Christopher's School from 200 to 333 places with full effect from September 2024. Such approval is conditional on any necessary planning permission being granted by 31 December 2020 in respect of proposed development works at both St Christopher's school site and the former Usher Junior site.

That the Executive approves the modification of the determination for the expansion of St Francis special school from 128 to 155 instead of to 173.

Alternatives Considered:

1. The Council retains the school as it is at present with no expansion of the capacity at St Christopher's School.

However, the above alternative would have the following disadvantages:

It is likely that there would be insufficient school places for children with special educational needs in Lincolnshire and the LA may be unable to comply with its statutory duty to ensure sufficient provision in the county in future years without having to place pupils at independent schools, out of county schools, at schools a significant distance from where they live, at mainstream schools that cannot meet need, or on home tuition.

It would place increasing pressure on St Christopher's and other schools in Lincolnshire, to provide the standard of special needs education that children are entitled to with limited resources and facilities. If the expansion proposal does not go ahead this would lead to concerns over the consequent impact of overcrowding on the quality of education provided, particularly for St Christopher's which is operating at 17.5% above their official capacity.

In the future it would likely lead to children being offered places at schools outside of their local community. The likely result would be pupils travelling considerable distances to access a suitable school with the specialist provision required, with concerns over the impact of additional

2	<p>travelling time on the children affected. Costly out of county placements would increase as well as transport costs and traffic from potential increased car usage.</p> <p>For the LA not to expand St Christopher's School but the LA would look at alternative options for increasing special educational needs provision in the county. This would mean that St Christopher's School remains as it currently is with no further expansion.</p> <p>The Building Communities of Specialist Provision Strategy has been developed to address the increasing demand for special school places and to enable children and young people with SEND to access the right education, health and care, in the right place at the right time, as close to home as possible. The strategy is responsible for the creation of over 500 additional school places to address increased demand and current overcrowding issues and in order for this to come to fruition, all special schools which have the scope to expand are already doing so. Of the 14 special schools aligned to the strategy, only 3 schools are not subject to planned expansion as projected demand does not require them to.</p> <p>Projected demand for required special school places in the Lincoln City area indicates the need for an additional 111 places to be available by 2023. It would not be possible to add enough capacity to either Lincoln St Christopher's School or St Francis Special School (which serve the children and young people of Lincoln City and surrounding areas) on their existing sites as there is not adequate external space for extending the buildings. In order to increase the provision of special school places in Lincoln City and surrounding areas, these school places can only be developed on an additional site if they are to be in the correct geographical location to meet demand.</p> <p>Expanding another special school located outside of Lincoln City and the surrounding area to meet the needs of children and young people who live near St Christopher's would fail to address the significant challenge of excessive travel undertaken by many special school pupils.</p> <p>Other options around Lincolnshire have been explored and of the special schools not already identified for planned expansion, only two could be considered for potential expansion instead of Lincoln St Christopher's School to meet locality need. However, they have not been found to be suitable due to reasons such as geographical location in relation to demographic pressures, undersized sites, distance that pupils would have to travel, parental preference, impact on standards, potential planning challenges, costs and leadership and management capacity. This is the most appropriate school in this area of Lincolnshire for expansion to increase special educational needs provision of this type. Not only would it increase the number of places available, but it would also provide the opportunity to improve the quality of accommodation currently on the site of St Christopher's.</p>
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Formation of two separate schools with St Christopher's staying on their existing site and a new school being built on the former Usher site.

The option to build a new all needs, all through special school on the former Usher School site was originally cited as part of the Building Communities of Specialist Provision Strategy, approved by Executive in November 2018. The presumption for this proposal was a successful free school application which unfortunately did not come to fruition. The option to continue with this proposal was considered and disregarded for the reasons outlined below.

A new all needs all through free school built under LA Presumption would require a competitive process for Academy sponsorship which would be complex and lengthy, potentially delaying the project beyond the committed implementation period.

A significant amount more capital (approx. £3m) would also be required for two separate schools (in comparison to the current proposal) which would also require two separate funding streams and potentially more pressure on the high needs block, an additional senior management team etc. Specialist teaching spaces and therapeutic provision would need to be replicated in both schools placing an additional pressure on the capital funding allocation. However, in the case of an expansion, teaching resources and facilities will be available within the school as a whole. Two separate schools would require specialist secondary facilities on both sites compared to the proposed model of having primary provision on the new expanded site and secondary provision on the existing St Christopher's site.

Whilst the option to build a new all needs all through special school would provide the number of places required, it may have caused challenges regarding pupil place allocation and parental preference, and have a potentially detrimental impact on St Christopher's in the short-term. New families would have been provided with the choice between a modern purpose built special school and a "currently" overcrowded special school undergoing extensive construction work. If there was a separate new school on the former Usher School site then the existing St Christopher's site would need to continue to be primary and secondary with a reduced capacity and it is likely that most parents would opt for the purpose built school, negatively impacting Lincoln St Christopher's School. By expanding the current school across two sites, Lincoln St Christopher's can support seamless transition both during and after the building period, ensuring pupils continue to have access to quality resources and facilities.

There would also be less scope to provide the ideal solution on the current St Christopher's site. Working as one provider across two sites allows for a much more co-ordinated project to have the least impact on pupils and staff. A new school would have to be a Free School (LA Presumption) and the operator of that school would be unknown (selected by the Regional School Commissioner (RSC)). Therefore the level of engagement with St

Christopher's to ensure a successful implementation would also be unknown.
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Reasons for Recommendation:

To enable the LA to meet its statutory obligation to ensure that there are sufficient school places in Lincolnshire for all children of statutory school age including provision for children with special educational needs and disabilities.

To ensure that the provision of school places is planned so as to promote high educational standards, enable fair access to educational opportunity for every child and promote the fulfilment of each child's potential. This proposal will enhance the quality of provision, sustain local provision and relieve the pressure the school is under from being over capacity. It is also an opportunity to extend and enhance further the already excellent provision in place at St Christopher's School to benefit current and additional pupils and staff.

The proposal will assist in meeting parental preference. The Government has made it clear that the wishes of parents should be taken into account in planning and managing school estates. Department for Education (DfE) guidance states that places should be allocated where parents want them and that successful and popular schools be allowed to grow. The Lincoln St Christopher's School was rated overall by Ofsted as a 'Good' school with 'Outstanding' characteristics at its last inspection in June 2019 and is popular with parents.

The LA considers the proposal to be the most appropriate available solution to the expected shortage of special educational needs school places in Lincolnshire with the most efficient use of resources. This proposal has the support of the School Leadership Team and the Governing Body, and also the School Improvement Service being confident that the school has the leadership, management and governance required.

1. Background

An increase in the number of school aged children in recent years has put significant pressure on the mainstream primary sector. There are now increasing pressures on the secondary and special school sectors as well as continued pressure on the primary sector in some urban areas. In September 2019 St Christopher's was 35 over its official capacity with 235 children on roll.

As part of the consultation on the Building Communities of Specialist Provision Strategy which was adopted in November 2018, the original proposals had been to successfully bid for a new school on the former Usher Junior site and to reduce the capacity at St Christopher's to 155 from 200, and a change of type of need catered for. The strategy also consulted on expanding the capacity of St Francis from 128 to 173, as well as a change of type of need catered for there also. Under this new proposal the change to all need will still go ahead for both schools, but St Francis

will now expand from 128 to 155 instead of 173, which will take some of the pressure off the St Francis site and reduce the cost of that project by approximately £1m. The savings made from this change will be used to support the expansion of St Christopher's onto the new site.

By a decision dated 6 November 2018 the Executive approved the expansion of St Francis special school from 128 to 173, with an implementation date of September 2021.

Therefore, in accordance with The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, it is not only necessary to make a decision on the proposal to expand St Christopher's, but also for the decision maker to agree a modification to the original determination for St Francis to expand from 128 to 155 instead of 173. The proposed expansion of St Christopher's supersedes the original proposal to reduce the capacity had the new Free School gone ahead.

This proposal is to permanently expand the capacity of the all-through school by the formation of a split site school. A new dedicated primary aged site with a capacity of 130 pupils would be built on the former Usher Junior School site, which is in close proximity of the current St Christopher's School (1.5 miles by road). The two sites are shown in Appendix E. The current St Christopher's site would then be extensively redeveloped and remodelled to provide specialist secondary age education for 203 pupils. This would increase the school's overall capacity from 200 to a new capacity of 333. The proposed expansion would provide additional teaching and resource space for the children already on roll and enable the school to provide more specialist places for SEND pupils.

St Christopher's School, Hykeham Road, Lincoln is currently located on a constrained site in buildings which are not fit for purpose for the modern school system. This makes it challenging to deliver an effective curriculum to the existing capacity and extremely unlikely to be able to expand primary and secondary provision here both now and in the future. The proposal would allow for the overall capacity of both primary and secondary ages to increase and for the buildings on the current site to be significantly improved. It would also provide some scope for potential future expansion. The new site combined with the existing site provides the necessary overall site size to enable a large capital project to take place across both sites, with the new site being predominantly the primary age site in new buildings, and the existing site to become predominantly secondary age with extensive demolition, remodelling of existing buildings and new build. There would be a 'middle school over-lap' on both the primary and secondary school sites to ensure the primary aged pupils experience a smooth transition into their secondary education. The school would operate over the two sites under one leadership and management team and the same governing body. The sites are located 1.5 miles away by road which is only a few minutes away, so the staff can work across both sites. The proposed model is not too dissimilar from how St Christopher's operates now, but rather than being on the same site the primary and secondary elements will be further apart, but with more space and vastly improved facilities.

Following statutory consultation, if approved, it is proposed that building work would begin in spring 2021 on the new primary aged facility and in summer 2022 on the current site (subject to any planning permission being granted), with a completion date for St Christopher's School as a whole by 1 September 2024. Staggering the build of the new primary site and the redevelopment of the existing site would cause minimal disruption to the school. Pupils would continue to be educated on the current site whilst the new primary premises are built. Once the primary site is complete it will provide the necessary capacity to relocate and educate all primary ages pupils, freeing up capacity at the existing site whilst the current St Christopher's School undergoes extensive redeveloping and remodelling. Once both building projects are complete the pupils will be split between the primary and secondary sites for the start of the September 2024 academic year. The new facilities will present excellent opportunities to improve the school overall that would benefit the children already on roll as well as provide additional accommodation for increasing pupil numbers. It will also reduce the potential need for temporary classrooms and provide flexibility in the way the accommodation is used to deliver the curriculum.

Having additional teaching spaces, associated resources and more children on roll will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children. This proposal also offers the opportunity to support the school in maintaining the already high standards and provide a platform for further improvements.

This proposal is part of the Building Communities of Specialist Provision Strategy. The Lincolnshire SEND project is a strategy supported through significant investment where the LA aims to enhance the good and outstanding specialist education provision currently provided. The objectives of the project is to ensure a sufficient supply of specialist school places to meet the needs of pupils within their local community, thus reducing travel time; develop a flexible education with greater collaboration between mainstream and special schools; provide opportunities for pupils with SEND to transition to mainstream school; clarify and enhance existing health offer to special schools; and provide opportunities for mainstream and special school staff to enhance their knowledge of SEND.

Reaching the decision – Preliminary Considerations

The requirements for decision making relating to school organisation in LA Maintained schools are set out in the guide "Making significant changes ('prescribed alterations') to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018) published by the DfE.

The DfE does not prescribe the exact process which a decision maker should follow but the decision maker must have regard to this guidance. The decision maker should consider the views of those affected by the proposal and should not simply take account of the numbers of people expressing a view but give greatest weight to those stakeholders most likely to be affected and especially the parents of children at the school concerned.

Factors to be considered by Decision Makers

The Consultation and Representation Period

The Executive must be satisfied that the appropriate consultation and representation periods have been carried out and that all of the responses received have been given due consideration.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states "*a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". The LA conducted a four week period of pre-consultation to fulfil this expectation and also to operate a fair and open process and ensure all views were considered. A Statutory Notice (Appendix C) and Complete Proposal (Appendix D), initiating a four week Representation Period, were published in accordance with current statutory requirements.

Responses submitted during both the Consultation and Representation Period have been made available to the Executive for consideration when taking the final decision and further details of these responses are provided in section 6 of this report (**Consultation**).

Education standards and diversity of provision

The Executive should consider the quality and diversity of schools in the area and be satisfied that the proposal will meet the aspirations of parents, contribute to raising local standards of provision and lead to a closing of attainment gaps. The Government's aim is to create a more diverse school system offering excellence and choice so that every child receives an excellent education whatever their background and wherever they live.

The LA believes that this proposal provides the best option to maintain and improve standards of attainment with an enhanced quality of education for current and future children in the area whilst maintaining diversity.

Demand

The LA believes that this proposal is the best available option to address the current and projected needs of pupils with SEND. St Christopher's School will be designated as an all needs school and this will cover a wide range of special educational needs including, but not limited to; physical and medical needs, Autistic Spectrum Disorders, social communication difficulties, severe and profound learning difficulties etc. Although the school's current capacity is 200 there are 235 attending the school, with some temporary accommodation on site. The proposed expansion would provide additional teaching and resource space for the children already on roll and enable the school to provide specialist places for more SEND pupils.

The proposed expansion will enable children to attend a suitable school with the specialist provision that they need, whilst reducing the need to place children in schools a considerable distance away from where they live. The LA believes that the proposal is an opportunity to extend and enhance further the good provision in place at St Christopher's School to benefit and support more children with additional needs and provide them with the opportunity to reach their full potential. This proposal will enable the school to offer up to 133 additional places above their current capacity of 200, to a new capacity of 333.

Equal Opportunity

The LA must have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations and should consider whether there are any sex, race or disability discrimination issues that arise out of the proposed expansion. There should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

The LA will continue to be committed to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

Community cohesion

The impact on the community must be considered and schools have a key part to play in providing opportunities for young people from different backgrounds to learn from and respect each other and gain an understanding of other cultures, faiths and communities. The decision-maker must take account of the community served by the school and the views of different sections of the community.

Travel and accessibility

The Executive should be satisfied that accessibility planning has been properly taken into account and that proposed changes do not adversely impact on disadvantaged groups. Proposals should not unreasonably extend journey times or increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. The proposal should be considered on the basis of how it will support and contribute to the Council's duty to promote the use of sustainable travel and transport to school.

This proposal will address the projected need for this type of SEND provision and enable children to attend a suitable school with the specialist support they require whilst reducing the need to place children in schools a considerable distance away from where they live, in some cases out of county.

Capital

The Executive should be satisfied that any land, premises or capital required to implement the proposals will be available and that all relevant parties have given their agreement. A proposal cannot be approved conditionally upon funding being

made available. The proposal being consulted on is to permanently expand the capacity of the school by incorporating the former Usher Junior School site (owned by Lincolnshire County Council) as an extension of the current St Christopher's School site.

Should a decision be made at the end of this process to proceed, the majority of the build costs would be met from the Children's Services Capital Programme through Basic Need, along with a contribution from savings resulting from St Francis reduced expansion, and the Dedicated Schools Grant underspend, with the latter subject to formal approval from the Secretary of State. The schools place revenue funding will be made through the Local Authority's special schools funding formula within the High Needs block of the Dedicated Schools Grant.

School premises and playing fields

All schools are required to provide suitable outdoor space to both enable physical education for pupils in accordance with the curriculum and also for pupils to play outside safely. DfE guidelines suggest areas for pitches and games courts but these are non-statutory.

This proposal will create more internal and external space for the pupils at St Christopher's School.

Special Educational Needs and Disabilities (SEND) Provision and SEND Improvement Test

The expansion of the school will have a positive impact on SEND provision. The additional teaching and resource space created will benefit the children already on roll as well as to enable the school to increase the capacity. The increased capacity will enable staff to pupil ratios to be maintained without the need to increase the number of pupils in a class, as there will be more classrooms and more staff.

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- * Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- * Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- * Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- * Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- * Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- * Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

An Equality Impact Assessment has been carried out and is available on request. No negative impacts were identified.

Joint Strategic Needs Analysis (JSNA and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision

The provision of additional places at the school arising out of the expansion would support both the JSNA and the Joint Health & Well Being Strategy as follows:-

- Ensuring young children do not have to travel long distances to get to school to avoid negative impact on their health and safety and general wellbeing.
- Ensuring that young children do not have extended school days caused by travel to schools other than their local school which might lead to over tiredness. Fatigue and lack of concentration might otherwise lead to accidents, impaired learning ability and children not reaching their full potential.
- Enabling children to attend a school in their local community and socialise with their friends will contribute to their enjoyment of their time in education with the consequent benefits to the learning process.

- Enabling children to attend a school in their local community will increase the number of children able to walk, cycle or scoot to school which will be beneficial to their health and physical wellbeing.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area.

Not Applicable

3. Conclusion

The final decision is required from the Executive to determine whether to approve the proposal to expand the capacity at The Lincoln St Christopher's School as detailed in this report, and to modify the decision to expand St Francis from 128 to 155 instead of 173. The factors to consider in making this decision are within this report and all valid written responses received during consultation and the Representation Period (see section 6 Consultation) in relation to the expansion of St Christopher's School must be considered.

The LA believes this proposal to be in the best interests of local children and local parents as well as educational provision in the area and it supports the Council's aim of ensuring that as many children as possible can reach their full potential. It also enables the LA to fulfil its statutory duty of ensuring that there are sufficient places to accommodate all pupils of statutory school age in Lincolnshire.

It is recommended that the proposal is implemented to ensure the best educational opportunities for the children of Lincoln and the wider area. The advantages of implementing this proposal are detailed earlier in this report in the "Reasons for Recommendations" section.

4. Legal Comments:

The Council is the decision-maker for school alteration proposals of this type under the School Organisation (Prescribed alterations to maintained schools) Statutory guidance for proposers and decision-makers (October 2018). The decision-maker may reject the proposal, approve the proposal without modification or approve the proposal with such modifications as the Council considers desirable but only after consultation on those modifications with the governing body.

The Council as decision-maker may make the approval of the proposal conditional but only on specified matters contained in the Regulations.

The Council as decision-maker may, before the approved implementation date, approve modification of proposals post determination.

The proposal is consistent with the Policy Framework and within the remit of the Executive.

5. Resource Comments:

The recommendation in the report to approve the expansion of St Christopher's School from 200 places to 333 places will enable the Local Authority to meet its statutory obligation of sufficient school places for children with special educational needs. It is seen as the best available option to relieve the pressure of the school being at overcapacity and to address the projected need for places in the local area. By primary and secondary provision being on separate sites this option will offer value for money from a revenue and capital perspective by making best use of existing resources. It will avoid placements being made out of the local area, and also reduce the requirement to make placements out of county that are high cost in nature.

A competitive tendering exercise would take place determined by the Local Authority agreed specifications of the build. These build costs would be met from the Children's Services Capital Programme through Basic Need and other earmarked funding, namely prior year Dedicated School Grant underspends to be capitalised following the support of Schools Forum and a redistribution of some of the budget from the reduced St Francis scheme.

The schools place revenue funding will be made through the Local Authority's special schools funding formula within the High Needs block of the Dedicated Schools Grant.

6. Consultation

In order for the school to expand the Local Authority must follow the necessary statutory processes in accordance with the Education and Inspections Act 2006, the Education Act 2011 and the guidance "Making 'prescribed alterations' to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018) issued by the DfE.

Under these guidelines the LA must ensure that sufficient time and information are provided for people to understand, form a view on the proposal and make a response. Under the DfE guidelines which came into effect in October 2018 there is no longer a prescribed consultation period for significant changes to schools (including physical expansions). However there is a "*strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". To comply with this the Local Authority has conducted a four week period of pre-consultation. Any documentation issued must set out the problem that is being addressed and invite comment on one or more solutions. The Local

Authority must explain the decision making process and take all reasonable steps to draw the proposal to the attention of all those who might be interested and take into account their views.

The Education and Inspections Act 2006 specifically includes as interested parties the registered parents of registered pupils at the school and also the appropriate District and Parish Councils for the area. The guidance issued by the DfE in October does not prescribe a definitive list of consultees. The list of interested parties was therefore compiled comprising as wide a range of consultees as practicable to ensure that all interested parties were included and incorporated parents of current St Christopher' pupils, the District Council, as well as individual County, District and Parish Councillors as appropriate.

A letter incorporating relevant information and reasons for the proposal was sent out to a wide range of interested parties on 5 September 2019 to commence a four week period of consultation. There was the opportunity to provide a response to the consultation online, by letter, email or by returning a response form by 3 October 2019. A copy of the letter commencing consultation was published on the County Council website at www.lincolnshire.gov.uk/schoolorganisation.

All written responses received during consultation have been made available to the Executive for consideration and further details are confirmed in this report in Appendix A. To briefly summarise, however, there were 13 valid responses in total with 0 against the proposal, 12 for the proposal and 1 neither for nor against. All comments made will be taken into consideration by the Executive in the decision making process.

An information event was also held at the school to discuss the proposed expansion. Notes taken from the meetings are shown in Appendix B.

Following the completion of the consultation period all feedback was considered with a full report (which is referred to in the Background Papers section below and will also be re-considered along with this report) by the Executive Councillor for Adult Care, Health and Children's Services and a decision was taken on 22 October 2019 to proceed to Statutory Notice. A statutory 4 week Representation Period was entered into on 7 November 2019 commencing with the publication of the Statutory Notice (Appendix C) in the local press, on the Lincolnshire County Council's website and at the school gates. The Complete Proposal, available in paper and electronic format (Appendix D) to which the Statutory Notice refers, was sent to interested parties as detailed in the statutory guidance and was also published on the website at www.lincolnshire.gov.uk/schoolorganisation. The Representation Period provided a further opportunity for people and organisations to express their views and ensure that they are taken into account when the final decision is taken. One response was received during the Representation Period which supported the proposal.

Under current legislation the Local Authority is the decision maker for the proposal and is co-ordinating the statutory process before making a final decision in February 2020. 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 but must not be ignored altogether.

a) Has Local Member Been Consulted?

Yes.

b) Has Executive Councillor Been Consulted?

Yes.

c) Scrutiny Comments

This report will be considered by the Children and Young People Scrutiny Committee at its meeting on 17 January 2020. Comments from the Committee will be passed onto the Executive.

d) Have Risks and Impact Analysis been carried out?

Yes

e) Risks and Impact Analysis

An Equality Impact Assessment has been completed and in summary the analysis indicates that there will several positive impacts and no negative impacts arising out of the Executive's decision.

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Summary of written consultation responses
Appendix B	Notes from information event at the school
Appendix C	Statutory Notice
Appendix D	Complete Proposal
Appendix E	Draft indicative sites

8. Background Papers

Document title	Where the document can be viewed
Proposal to expand the capacity at The Lincoln St Christopher's School (decision to go to Statutory Notice)	Lincolnshire County Council Committee Records Reference I018735 https://lincolnshire.moderngov.co.uk/ieDecisionDetails.aspx?ID=550
The DfE guide "Making 'prescribed alterations' to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018)	Available on request from the School Organisation Planning Team, Children's Services.

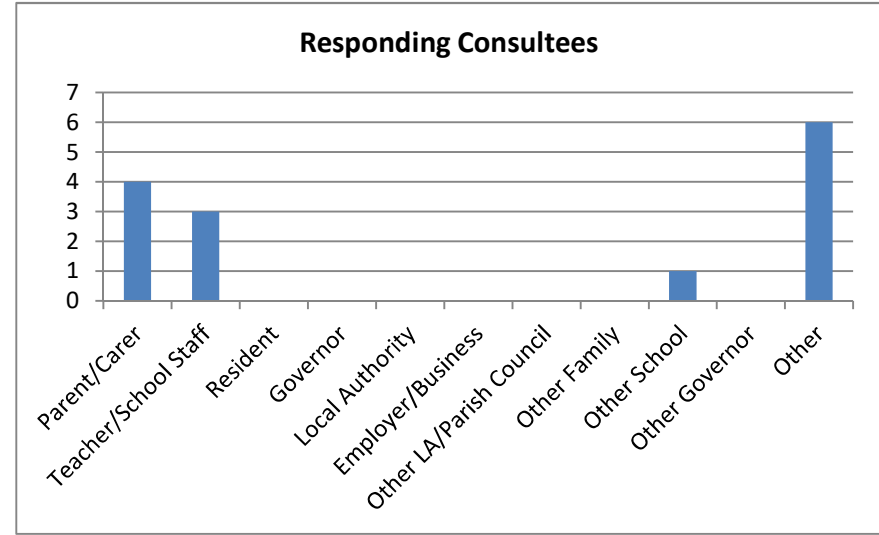
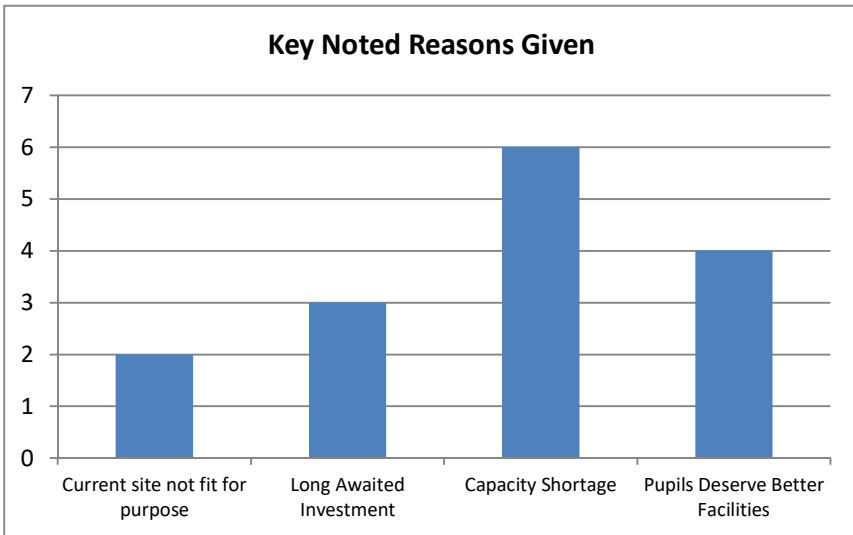
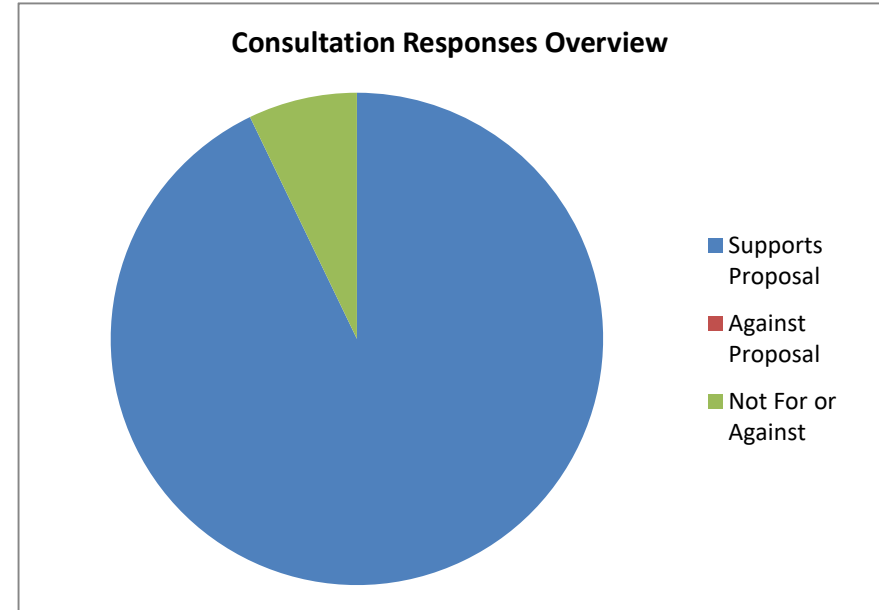
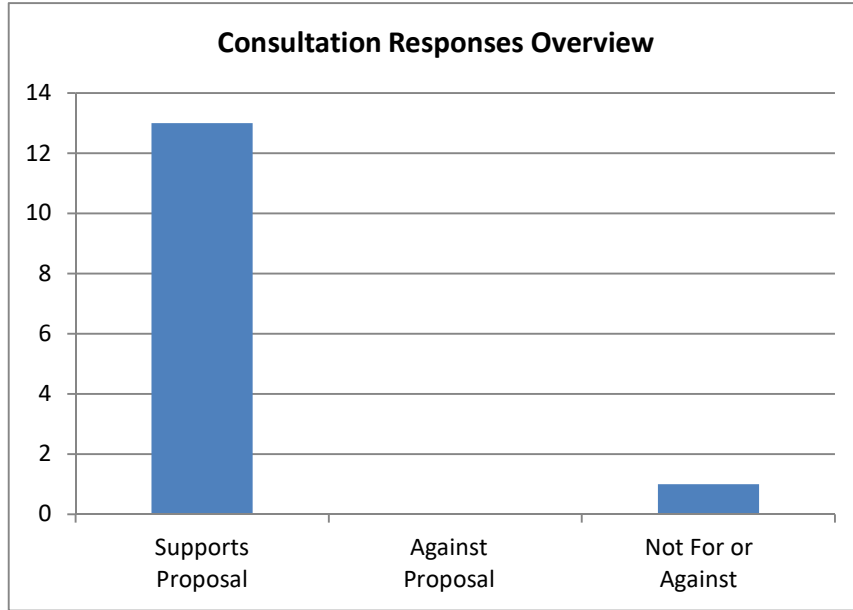
Equality Impact Analysis	Available on request from the School Organisation Planning Team, Children's Services.
Individual consultation responses	Individual responses available to be viewed by the decision maker. Content of responses anonymised and summarised to this report in Appendix A.
Building Communities of Specialist Provision Strategy	Lincolnshire County Council Committee Records Reference I015623 https://lincolnshire.moderngov.co.uk/ieDecisionDetails.aspx?ID=461

This report was written by Matthew Clayton, who can be contacted on 01522 553535 or matthew.clayton@lincolnshire.gov.uk.

APPENDIX A

Written Responses in the Consultation and Representation Period on the proposed expansion of The Lincoln St Christopher's School

Point of View	Supports Proposal	Against Proposal	Not For or Against	Other comments/Notes
Teacher/School Staff	Y			Current site not fit for purpose due to increase in complex student needs in primary setting. Expansion would ensure children are able to access high quality education close to home, pupils have been turned away in last few years due to no space/building constraints.
Teacher/School Staff	Y			Pleased with proposal. Will make a massive improvement to school, community and SEND provision in Lincolnshire. Been needed for a long time.
Other	Y			Thrilled with proposed SEND provision increase in Lincoln. New buildings for St Christopher's is well overdue. Hope the building will be eco-friendly, saving energy and giving pupils more natural light. Hope there will be future proofing in case of increasing numbers.
Parent/Carer	Y			
Parent/Carer	Y			Delighted to hear about the plan to improve and expand facilities for SEND pupils. A long awaited investment.
Other	Y			
Other School	Y			More SEND education capacity is required in Lincoln and this provides additional spaces.
Teacher/School Staff	Y			Current building not fit for purpose. Pupils deserve more space, appropriate break out areas, wider corridors, more appropriate changing facilities and better on site parking for parents. A new building and better facilities would make so much difference to their education. life skills and social development.
Parent/Carer	Y			Increasing complexity of need evident in children, too many young children experiencing distressing time in mainstream due to needing more specialist provision. Many children not able to access school at all as no special school places available and mainstream not able to meet need. More opportunities required for early intervention and support for children and their families.
Parent/Carer	Y			Pupils deserve a new school and this would bring new and wonderful experiences for them.
Other	Y			
Other			Y	
Other	Y			Supportive of any proposals to increase the capacity to ensure there are enough school places to accommodate all pupils of statutory school age , including provision for children with special educational needs and disabilities. The provision of additional school places for children with SEND is particularly welcome and much needed in the city.
Other	Y			A welcomed proposal in providing more Special School places. It was disappointing that the free school proposal was turned down but this appears to be a positive alternative.



Lincoln St Christopher's School Consultation Event

16th September 2019

Consultation for Parents and Carers

Session attended by one parent so informal meeting was held in Heads office.
Present: Parent, Kyna Adkins (Headteacher), Matt Clayton (LCC) and Eileen McMorrow (LCC)

The following contributions were made by the attending parent:

- Children and families associated with St Christopher's have been subject to upset and disruption, particularly with the closure of Queens Park. How are the LA going to ensure families voices are heard in the consultation and not disregarded, as the contributor felt had happened in the past.
- The LA needs to provide assurances that the project will be efficiently managed.
- The building users (i.e. staff, parents and children) should have a voice as to how the building is designed – particularly those with Autism as their specific needs must be considered.
- The LA and School need to provide parents with reassurances that contractors will be accountable for their behaviours and actions on site.
- Disruption during build programme should be considered and kept at a absolute minimum as it could have a harmful impact on students, particularly those with Autism
- Are the LA going to learn from their mistakes on previous projects? Building projects going over time and over budget.
- What about the mistakes made in the development of St Christopher's. The Ark is not well-designed and the LA needs to ensure this doesn't happen again.
- What are the contingency planning arrangements – both is this doesn't go ahead and if it does, contingency plans to ensure it is completed.
- The LA must not ask the school to fund the project.

Consultation for Staff

Attended by approximately 30 staff members. Present: Kyna Adkins (Headteacher), Matt Clayton (LCC), Eileen McMorrow (LCC), Tina Shaw (LCC)

- Staff generally excited about the project but concerned that the council might say no/not go through with it. Could the council not implement the proposal?

- Staff asked how they could support the proposals through the consultation period and also if/when planning is submitted.
- How are the plans going to address the ongoing highway and parking issues at the school? There is currently congestion on Hykeham Rd with the amount of traffic from Manor Leas School and St Christopher's traffic. This needs to be addressed in the plans.
- It was raised that traffic congestion around the old Usher School was problematic with the number of schools in the area. How would this be addressed in the plans for the primary facility?
- How will the LA manage parental preference in the All Needs system? Nearest school.
- Discussion held regarding the LA's plans for workforce development to ensure all staff can meet all needs.
- Would any of the current pupils be forced to change school if they live near a special school which has been expanded and redeveloped before this school. It was reiterated that no child would be forced to change school and that any transition would be effectively managed through the Annual Review process.
- How will the school manage staffing of the new premises – would staff be expected to change sites/offered the opportunity to work on a different site?
- Discussion regarding transition for students once the primary facility is open. How long would the school have to move into the new premises and would it be staggered?
- Would it make more sense to move the secondary provision to the new site and leave early years at the existing site? LA had explored this option but it was deemed that this option would be preferred.
- Would staff, parents and pupils have the opportunity to be involved in the design process?

Proposal to expand The Lincoln St Christopher's School

NOTICE IS HEREBY GIVEN in accordance with section 19(1) of the Education and Inspections Act 2006 as updated by the Education Act 2011 that Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ intends to make a prescribed alteration to The Lincoln St Christopher's School, Hykeham Road, Lincoln, LN6 8AR with effect from 1 September 2024.

The proposal is to expand the capacity at The Lincoln St Christopher's School across two sites. The current net capacity of St Christopher's School is 200 and the proposed net capacity will be 333. There are 235 pupils attending St Christopher's School at present.

The prescribed alteration being consulted on is not related to any other statutory proposal. All statutory consultation requirements in respect of this proposal have been complied with.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained by writing to: School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by calling 01522 553392 or by emailing schoolorganisation@lincolnshire.gov.uk or online at www.lincolnshire.gov.uk/schoolorganisation

A copy of the County Council's Home to School Transport policy can be obtained online at www.lincolnshire.gov.uk/schooltransport

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by completing a short survey online at www.lincolnshire.gov.uk/schoolorganisation or by sending them to School Organisation Planning, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk

Further details on the consultation which have led to this proposal can be accessed online at www.lincolnshire.gov.uk/schoolorganisation

Signed:

A handwritten signature in black ink that reads "H. Sandy". The signature is written in a cursive style with a large initial 'H' and a long, sweeping underline.

Heather Sandy
Interim Director of Education
Lincolnshire county Council

Publication Date: 7 November 2019

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Complete Proposal

to Expand

The Lincoln St Christopher's School

MATTERS TO BE SPECIFIED IN SECTION 19 OF THE EDUCATION AND
INSPECTIONS ACT 2006

PROPOSALS TO MAKE A PRESCRIBED ALTERATION TO A SCHOOL

07 November 2019

Contact details

This proposal has been published by Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ regarding the expansion of The Lincoln St Christopher's School, Hykeham Road, Lincoln, LN6 8AR.

Implementation

The proposal is to expand The Lincoln St Christopher's School with full effect from 1 September 2024. This proposal is being made to ensure that there is sufficient provision for primary and secondary age children with special educational needs and disabilities (SEND). This would enable the Local Authority (LA) to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire. This proposal will address the current and projected need for SEND places covering a wide range of special educational needs including; physical and medical needs, Autistic Spectrum Disorders, social communication difficulties and severe and profound learning difficulties.

Objections and Comments

Any person or organisation may object to or make comments on the proposal by sending them to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, Newland, Lincoln LN1 1YQ or by emailing schoolorganisation@lincolnshire.gov.uk to be received by the deadline of 5 December 2019.

Alteration Description

The proposal under consideration is to permanently expand the capacity at The Lincoln St Christopher's School to contribute towards ensuring that there is the required number of school places for primary and secondary age children with SEND in Lincolnshire. This proposal will address the projected need for a wide range of SEND provision covering physical and medical needs, Autistic Spectrum Disorders, social communication difficulties and severe and profound learning difficulties. The proposal would enable children to attend a suitable school with the specialist support they require whilst reducing the need to place children in schools a considerable distance away from where they live, in some cases out of county. The proposal would expand the school by the addition of 133 places across two sites, which would increase the capacity from 200 to 333. The expansion would come into full effect from 1 September 2024.

School Capacity and Sites

The proposal being consulted on is to build a dedicated primary aged site to accommodate 130 pupils on the site of the former Usher Junior School on Skellingthorpe Road, Lincoln. The current site on Hykeham Road, Lincoln would be extensively redeveloped to provide specialist secondary aged education for 203 pupils. In total the school would expand by the addition of 133 places across two sites, which would increase the capacity from 200 to 333. Currently St Christopher's School operates from one site with both primary and secondary aged pupils.

The school's current capacity is 200 although there are 235 attending the school, with some temporary accommodation on site. The proposed expansion would provide additional teaching and resource space for the children already on roll and enable the school to provide specialist places for more SEND pupils.

Consideration was given to a number of options to address the need for additional capacity. The site on Skellingthorpe Road was selected as the preferred option for expansion as the existing St Christopher's site on Hykeham Road is not big enough to enable expansion and remodelling to take place. The former Usher site is LCC land and will enable significant building work to take place without disrupting the day to day operation of St Christopher's. It is also in close proximity to the existing site to allow staff to travel between the two. This site will allow a primary and secondary model to be adopted with the least disruption to existing pupils of the school.

Following statutory consultation, if approved, it is proposed work would begin in early 2020 on the new primary facility and in early 2022 on the current site. The intention of the Local Authority (LA) is to complete the new primary facility by 1 September 2022 and complete The Lincoln St Christopher's School as a whole by 1 September 2024, this would be managed to cause minimal disruption. Pupils would continue to be educated on the current site whilst the new primary premises are built. Once the primary site is complete it will provide the necessary capacity to relocate and educate all primary age pupils, freeing up capacity at the existing site whilst the current St Christopher's School undergoes extensive redeveloping and remodelling. This would be managed to cause minimal disruption to the school during term time making the best use of school holidays where possible. Any potential building project would look to be isolated from the existing provision to ensure minimal disruption to the children and the running of the school. Once both building projects are complete the pupils will be split between the primary and secondary sites for the start of the September 2024 academic year. The new facilities will present excellent opportunities to improve the school overall that would benefit the children already on roll as well as provide additional accommodation for increasing pupil numbers. It will also remove the need for temporary classrooms on site and provide flexibility in the way the accommodation is used to deliver the curriculum.

The school would operate over two sites under one leadership and management team and the same governing body. Admissions arrangements would remain the same.

Primary aged pupils would be based at the new site on Skellingthorpe Road and secondary aged pupils would be educated at the existing redeveloped St Christopher's site on Hykeham Road, Lincoln. There would be a 'middle school' over-lap on both the primary and secondary school sites to ensure the primary aged pupils experience a smooth transition into their secondary education.

The sites are located 1.5 miles away by road which is only a few minutes away, it will still be easily accessible to the community that the school serves and will not have a significant impact on the journey of those pupils travelling from other areas of the county and beyond. It will also be suitable for staff working across both sites should their contracts require them to.

Each site will have its own facilities in order to deliver education targeted to its specific age group (primary and secondary). Both sites will have sufficient outdoor space, halls, therapy rooms etc. One facility that will be used across both sites will be the hydrotherapy pool which will be located at the new (primary) site. This facility is for all pupils at St Christopher's, the school will ensure it is accessed by all and pupils will be transported from the secondary site over to the primary site when required.

Objectives

This proposal is part of the Building Communities of Specialist Provision Strategy. The Lincolnshire SEND project is a strategy supported through significant investment where the LA aim to enhance the good and outstanding specialist education provision currently provided. The objectives of the project is to ensure a sufficient supply of specialist school places to meet the needs of pupils within their local community, thus reducing travel time; develop a flexible education with greater collaboration between mainstream and special schools; provide opportunities for pupils with SEND to transition to mainstream schools; clarify and enhance existing health offer to special schools; provide opportunities for mainstream and special school staff to enhance their knowledge of SEND.

The proposal detailed in this document is to expand The Lincoln St Christopher's School with full effect from 1 September 2024. The objectives are to ensure that there are sufficient places in Lincolnshire to accommodate children with special educational needs and disabilities, enabling the LA to fulfil its statutory duty of providing school places for all children of statutory school age in Lincolnshire within a reasonable distance from where they live.

The LA considers this proposal to be the most appropriate solution to address the current and projected need for SEND places to enable primary and secondary aged children to attend a suitable school with the specialist provision that they need, whilst reducing the need to place children in schools a considerable distance away from where they live. The LA would not be actively participating in this process if it did not see significant advantages for children and young people, their parents/carers and the local community.

Other options around Lincolnshire have been explored and of the special schools not already identified for planned expansion, only two could be considered for potential expansion to meet locality need instead of Lincoln St Christopher's School. However they have not been found suitable due to reasons such as geographical location in relation to demographic pressures, undersized sites, distance that pupils would have to travel, parental preference, impacts on standards, potential planning challenges, costs and leadership and management capacity. This is the most appropriate school in Lincolnshire for expansion to increase special educational needs provision of this type in this area, whilst also addressing a potential overcrowding situation in buildings that could be improved through this proposal.

The proposal to expand The Lincoln St Christopher's School has the support of the Headteacher and the Governing Body. The School Improvement Service is confident that the school has the required leadership, management and governance.

This proposal will provide the opportunity to continue to improve the learning experience and outcomes for the children to enable them to reach their full potential. It will also assist in meeting parental preference. The Government has made it clear that the wishes of parents and carers should be taken into account in planning and managing school estates. DfE guidance states that places should be allocated where parents want them and successful and popular schools be allowed to grow. The Lincoln St Christopher's School was rated overall by Ofsted as a 'Good' school with 'Outstanding' characteristics at its last inspection in June 2019.

Having additional classrooms and more children on roll at the school will also have financial benefits for the school. This may potentially provide the opportunity to enhance teaching provision and career opportunities for staff which in turn will benefit the learning experience of the children. This opportunity will support the school in maintaining standards and provide a platform for continued improvements.

Consultation

In order for the school to expand the LA must follow the necessary statutory legal processes as required by the Secretary of State in accordance with the Education and Inspections Act (EIA) 2006 and updated by the Education Act 2011 together with the guidance "Making 'prescribed alterations' to maintained schools. Statutory guidance for proposers and decision-makers" (October 2018) issued by the DfE. Under this guidance there is no longer a requirement for a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal. However, the DfE still has a strong expectation that LAs will consult interested parties in developing their proposal. To fulfil this expectation the LA undertook a fair and open consultation to ensure all views were considered.

Consultation originally began on 5 September 2019. A letter incorporating relevant information and reasons for the proposal was sent out to interested parties to commence a four week period of consultation. There was the opportunity to provide a response to the consultation online, by letter, email or by returning a response form by 3 October 2019. An information event was also held at the school on 16 September 2019 for parents and staff.

All written responses received during consultation have been made available to the Executive Councillor for consideration and further details are confirmed in the decision report which can be found through the link below or by writing to request a copy. To briefly summarise, there were 13 valid responses in total with 0 against the proposal, 12 for the proposal and 1 neither for nor against.

Information events were also held at the school to discuss the proposed expansion.

Parents/carers and other interested parties were given the opportunity to respond as part of the consultation process by 3 October 2019. Copies of the letter commencing consultation and the response form were also published on the County Council website under the webpage [Current Consultations](http://www.lincolnshire.gov.uk/schoolorganisation) on www.lincolnshire.gov.uk/schoolorganisation

Under current legislation the LA is the decision maker for the proposal and is co-ordinating the statutory process before making a final decision in February 2020.

The LA, as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process.

Project Costs

Should a decision be made at the end of this process to proceed, the build costs would be met from Children's Services Capital Programme through Basic Need and other allocated capital funding. The school's place revenue funding will be made through the Local Authority's special schools funding formula within the High Needs block of the Dedicated Schools Grant.

Special Educational Needs and Disability (SEND) Provision

The expansion of the school will have a positive impact on SEND provision. The additional teaching and resource space created will benefit the children already on roll as well as to enable the school to increase the capacity. The increased capacity will enable staff to pupil ratios to be maintained without the need to increase the number of pupils in a class, as there will be more classrooms and more staff.

Related Proposals

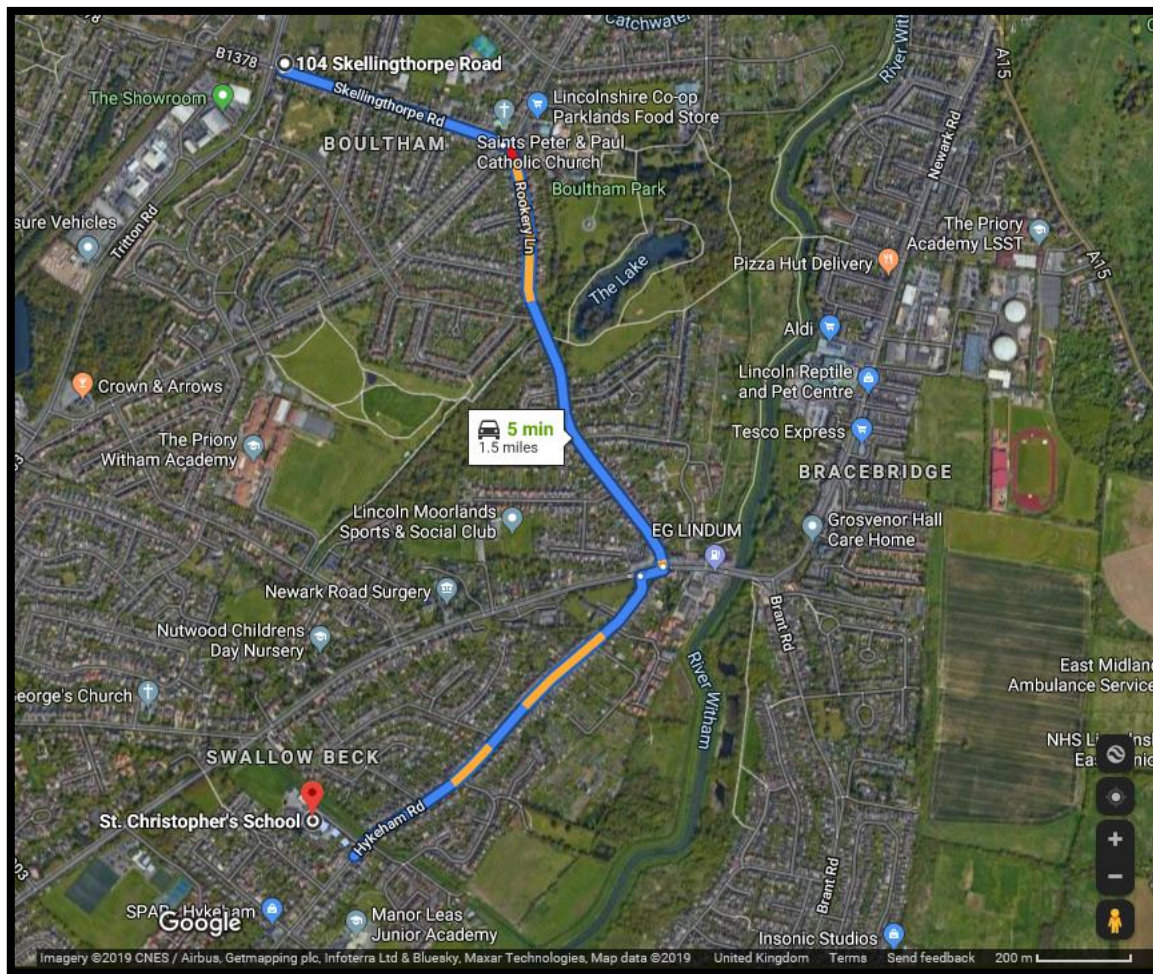
The proposal to expand The Lincoln St Christopher's School is not related to any other statutory proposal.

What will happen now?

Any person may object to or make comments on this proposal by sending them to the School Organisation Planning Team, Children's Services, Lincolnshire County Council, County Offices, 51 Newland, Lincoln LN1 1YQ, by emailing schoolorganisation@lincolnshire.gov.uk or online via www.lincolnshire.gov.uk/schoolorganisation through a simple online survey.

At the close of the 4 week representation period (statutory formal consultation) on 5 December 2019 responses will be collated and analysed. A further report will be presented for a Full Executive final decision in February 2020 on the expansion of the school. The representation period is the final opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.

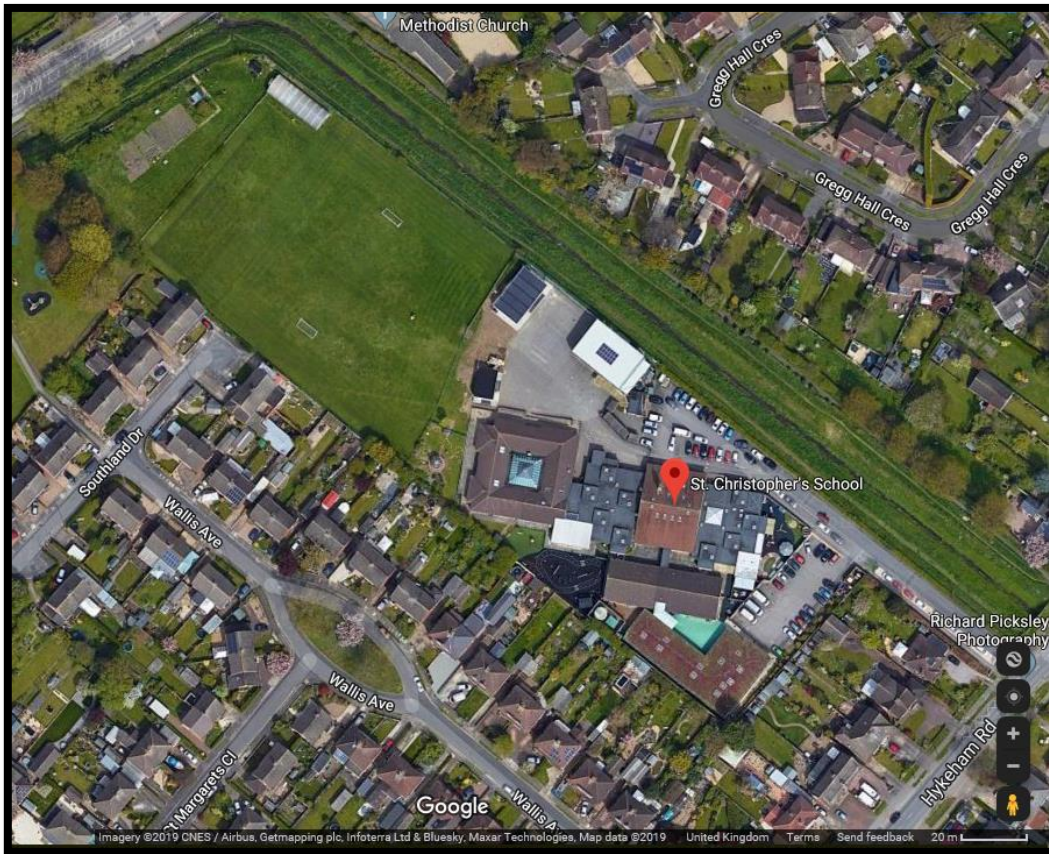
APPENDIX E: Draft Indicative Site Locations – Lincoln St Christopher's School



Above map data: Google, CNEW/Airbus, Getmapping plc, Infoterra Ltd & Bluesky, Maxar Technologies.



Current St Christopher's Site



Proposed Second Site (former Usher Junior School site on Skellingthorpe Road)



Map data: Google, CNEW/Airbus, Getmapping plc, Infoterra Ltd & Bluesky, Maxar Technologies.

Policy and Scrutiny

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

Report to:	Children and Young People Scrutiny Committee
Date:	17 January 2020
Subject:	School Admissions Policies and Co-ordinated Schemes for 2021 Intake

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the school admissions policies and co-ordinated schemes for 2021 intake which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services between 10 February 2020 and 21 February 2020. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to

- (1) consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive Councillor as set out in the report.
- (2) agree any additional comments to be passed to the Executive Councillor in relation to this item.

1. Background

The Executive Councillor for Adult Care, Health and Children's Services is due to consider a report on the school admissions policies and co-ordinated schemes for 2021 intake. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive Councillor. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

See report to the Executive Councillor attached at Appendix 1.

b) Risks and Impact Analysis

See report to the Executive Councillor attached at Appendix 1.

4. Appendices

These are listed below and attached at the back of the report.	
Appendix 1	Report to the Executive Councillor on school admissions policies and co-ordinated schemes for 2021 intake

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 Emily Nicholls, who can be contacted on 01522 553304 or emily.nicholls@lincolnshire.gov.uk.

Open report on behalf of Heather Sandy, Interim Director - Education

Report to:	Councillor Mrs P A Bradwell OBE, Executive Councillor: Adult Care, Health and Children's Services
Date:	Between 10 February 2020 and 21 February 2020
Subject:	School Admissions Policies and Co-ordinated Schemes for 2021 Intake
Decision Reference:	I019251
Key decision?	Yes

Summary:

Lincolnshire County Council is required under the School Admissions Code (2014) to formulate and publish a co-ordinated scheme in respect of admissions to all publicly funded schools within its area. This details how applications will be processed to provide clarity for parents, schools and other admissions authorities.

The Council, as the Admission Authority for all community and voluntary controlled primary schools within Lincolnshire is also required to determine the admissions policy for these schools.

The Council as the Admission Authority for Spalding High School must determine the arrangements for this school, including the separate sixth form admission arrangements.

The Executive Councillor is required by the School Admissions Code (2014) to determine the co-ordinated schemes and the admissions arrangements referred to above and this report provides the necessary detail to enable these decisions to be made.

Recommendation(s):

That the Executive Councillor approves the following as the co-ordinated schemes and admissions criteria for 2021 entry to school, to take effect from 1 September 2021 for in year admissions:

- 1) as the Primary co-ordinated scheme, the scheme attached at Appendix A.
- 2) as the Secondary co-ordinated scheme, the scheme attached at Appendix B.

- 3) as the admissions policy for community and voluntary controlled Primary schools, the arrangements attached at Appendix C.
- 4) as the admissions policy for Spalding High School, the arrangements attached at Appendix D.
- 5) as the Sixth form admissions policy for Spalding High School, the arrangements attached at Appendix E.

Alternatives Considered:

- 1) Not to determine the schemes and the admissions arrangements referred to above.
- 2) To determine the admissions policy unchanged from 2020 entry, with the only amendments relating to dates.

Reasons for Recommendation:

Lincolnshire County Council is required under the School Standards and Framework Act 1998, subordinate legislation and Codes to co-ordinate admissions and determine admissions policies where it is the Admission Authority for the school.

The scheme and arrangements identified in the Report introduce clarity to the process, are agreed with the relevant schools where appropriate and have not been the subject of any adverse comment in the course of consultation.

If no determined schemes were in place the Council would be in breach of its statutory duties and the Secretary of State could impose schemes which do not reflect local factors.

If the Council determined the policy unchanged (aside from dates) this would be outdated with how UK armed forces personnel are accommodated and would likely result in more frequent school moves for these children or an increase in appeals heard for these pupils which can cause uncertainty and be time consuming for these families.

1. Background

The School Standards and Framework Act 1998 (the 1998 Act) provides the statutory framework in respect of school admissions. The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 (the Regulations) and the School Admissions Code (the Code) provides more detailed provisions as to those duties.

a) Co-ordination of admission arrangements

Section 88M of the 1998 Act requires a Local Authority (LA) to formulate for the academic year a scheme, co-ordinating the arrangements for the admission of pupils to schools within their area. This provision is supplemented by Regulations 26 to 32 of the Regulations and paragraph 2.20 of the Code.

The co-ordinated scheme details how parents can apply for places at schools and the processes to be followed thereafter. The only change to these schemes (except dates) was to insert information about parental disputes and multiple offers.

A Local Authority is required to consult on the proposed scheme where it is substantially different from the scheme adopted for the previous academic year.

A Local Authority is not required to consult if there are no changes to the scheme save that it must consult on the scheme at least once every seven years.

The proposed schemes for primary and secondary schools (Appendices A & B) were consulted on with schools and neighbouring LA's for 6 weeks between 22 November 2019 and 3 January 2020. As already indicated, the only proposed changes to the schemes related to the calendar for the annual admissions cycle and the additional clarification for those with multiple offers and when parents are in dispute. There were no comments to the dates in the scheme, nor the additions and amendments. Other LA's (Leicestershire and North East Lincolnshire) responded to the consultation to acknowledge the consultation so they are aware it took place.

As the proposed schemes have previously been consulted upon and comply with the necessary statutory requirements the Executive Councillor is requested to determine those as the co-ordinated schemes for the primary and secondary intake for the academic year 2021.

b) Admission arrangements

The Council is the Admission Authority for all community and voluntary controlled schools in Lincolnshire. As the Admission Authority for these schools, the Council is required to consult on changes of principles, for example to reduce a school's Published Admission Number (PAN) or add or remove an oversubscription criterion. The only change to the policy is the alteration to PANs and the process for Armed Forces applicants.

The formal consultation was undertaken from 22 November 2019 to 3 January 2020 and proposed making changes to the published admission number for some schools and amendment to the process for children of UK armed forces personnel and returning crown servants. Details of these two aspects of proposed changes are as follows:

Published Admissions Number changes

Bardney Church of England Primary

The proposed policy contains an increase in PAN at this school from 20 to 30. The governing body is confident that there is sufficient space to cope with the increased cohort and wish to formally increase the PAN to 30. This will allow them to remove mixed age teaching as the increased cohort moves through the School. There is no requirement to consult on an increase in PAN so opinions were not sought on this matter unless interested parties included this in general responses. There were no comments on this increase. It is therefore recommended that this is adopted.

Helpringham Primary School

Governors' request was to reduce the PAN from 25 to 20 to secure that the Governors would be able to admit up to PAN in all cohorts, organise the classes as they preferred, and comply with the Infant Class Size Regulations, whilst running less classes. Sufficiency studies suggest that there are sufficient places in the area to accommodate this amendment. There were no comments on this proposal and the revised PANs are included within Appendix C.

Tetford – Edward Richardson School

Governors' request was to reduce the PAN from 17 to 15 to secure that the Governors would be able to admit up to PAN in all cohorts, organise the classes as they preferred, and comply with the Infant Class Size Regulations. Sufficiency studies suggest that there are sufficient places in the area to accommodate this amendment. There were no comments on this proposal and the revised PANs are included within Appendix C.

Grantham – Gonerby Hill Foot School

Governors' request was to reduce the PAN from 50 to 40 to secure that the Governors would be able to admit up to PAN in all cohorts, organise the classes as they preferred, and comply with the Infant Class Size Regulations. Sufficiency studies suggest that there are sufficient places in the area to accommodate this amendment. There were two comments on this proposal both strongly agreeing with the increase. The revised PANs are included within Appendix C.

UK Armed Forces applicants and returning crown servants

Appendices C and D contain an amendment to the process for children of UK armed forces personnel and returning crown servants. The LA is committed to removing disadvantage for children of UK armed forces personnel in line with the military covenant and an amendment to this policy aims to bring this more in line with the military covenant and the School Appeals Code (2012).

The amendment clarifies that parents must have a posting order 'to the UK', rather than 'to the area' in order for an address in Lincolnshire to be accepted and used to consider the application in advance of a move. There is no change to practices but it is intended to provide clarity for parents and schools. The previous definition often does not allow children to secure places in schools close to home in advance of a move if residing in private accommodation so this is intended to provide clarity for those applicants. Those without a posting to the UK will still be able to apply but

their current address will be used when considering the school's oversubscription criteria and they will not be offered an alternative if their preferences are unable to offer until they arrive.

The amendment removes the requirement for parents to be moving onto a quartering address or use the forces unit as the accepted address. Under previous versions of the policy applicants have not been forwarded to schools to be considered above PAN if they have moved into private accommodation rather than forces accommodation. It could be argued that this is not in the spirit of the covenant as these children are still impacted by frequent school moves. Due to changes in the way that armed forces personnel are accommodated (known as future accommodation model), Lincolnshire County Council risks having a policy which, although lawful, does not fit with military practice and therefore does not have the intended consequence in line with the military covenant.

The amendment removes the requirement for a posting order to be provided in order for a school to consider whether it can offer a place to a forces child when they have reached their published admissions number and therefore are technically full. The school has the ultimate decision whether to offer a place in this circumstance (as they do currently) and there is no requirement that they do offer an additional place. The removal of the requirement to have a posting is more in line with the requirement of the Appeals Code (2012) which allows for additional places to be granted purely if the child has a parent who is a serving member of the armed forces without reference to a posting. This removal of a requirement for a posting order does not extend to allowing the parent to use a Lincolnshire address in advance of the move. Any application will be based on their current address until they move unless accompanied by an official posting.

There were no responses to the consultation concerning the changes to the way these applications are processed.

c) Admission arrangements for Spalding High School Year 7 and Sixth Form

As the Admission Authority for this school, the Council is required to determine the admissions policy for admissions to year 7 and the separate policy for the sixth form. Appendix D contains the proposed admissions policy for the school and Appendix E contains the proposed admissions policy for the sixth form.

The Council consulted with appropriate parties within the same timescale outlined above to alter the policy to allow greater flexibility for applicants from children of UK armed forces personnel in line with other maintained schools. There were no responses to this proposal.

The only alteration proposed for the sixth form policy from its last determination is to change the courses offered to reflect availability. There was no legal requirement to open consultation on this policy for this amendment to be implemented so opinions have not been sought.

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- * Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- * Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- * Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- * Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- * Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- * Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in section 149 may involve treating some persons more favourably than others.

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

Section 85 of the Equality Act 2010 requires a school to ensure that it is not discriminating against pupils with protected characteristics in the way in which it admits pupils. Applying an oversubscription criterion relating to faith would therefore potentially be unlawful.

However, Schedule 11, Part 2 of the Equality Act 2010 allows schools designated under Section 69(3) of the 1998 Act as schools with a religious character to apply a faith criterion in respect of admission. The voluntary controlled schools where it is proposed to retain faith criteria are all designated and therefore it would be lawful to apply such criteria.

Otherwise the admissions arrangements generally apply across the board regardless of protected characteristics and are not considered to impact differentially on people with a protected characteristic. The changes from the 2020 policy to alter the way applications for children of armed forces personnel are processed is not related to a particular protected characteristic.

The Equality Impact Analysis is attached at Appendix F.

Joint Strategic Needs Analysis (JSNA) and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision.

The JSNA and JHWS have been taken into account but are not considered to have any direct implications for the admission arrangements.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area

Crime and Disorder considerations have been taken into account but are not considered to have any direct implications for the admission arrangements.

3. Conclusion

This report sets out for approval the following co-ordinated schemes and admissions criteria for 2021 entry to school, to take effect from 1 September 2021 for in year admissions:

- the Primary co-ordinated scheme (Appendix A)
- the Secondary co-ordinated scheme (Appendix B)
- the admissions policy for community and voluntary controlled Primary schools (Appendix C)
- the admissions policy for Spalding High School (Appendix D)
- the Sixth form admissions policy for Spalding High School (Appendix E)

4. Legal Comments:

The legal background to the decision is set out in the Report. The recommendations are lawful, consistent with the Policy Framework and within the remit of the Executive Councillor.

5. Resource Comments:

There are no financial implications arising from the recommendations in this report when making comparisons to existing arrangements.

6. Consultation

a) Has The Local Member Been Consulted?

Yes

b) Has The Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

This decision is to be considered by the Children and Young People Scrutiny Committee on 17 January 2020. The comments of the Committee will be provided to the Executive Councillor.

d) Has a Risks and Impact Analysis been carried out?

See body of report.

e) Risks and Impact Analysis

See body of report.

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Scheme for Co-ordinated Admissions to Primary Schools for 2021-2022
Appendix B	Scheme for Co-ordinated Admissions to Secondary Schools for 2021-2022
Appendix C	Admission Arrangements for Community and Voluntary Controlled Primary Schools for 2021 intake
Appendix D	Admission Arrangements for Spalding High School for September 2021
Appendix E	Year 12 (Sixth Form) Admission Policy for Spalding High School 2021
Appendix F	Equality Impact Analysis

8. Background Papers

Document title	Where the document can be viewed
School Admissions Code	Children's Services

This report was written by Emily Nicholls, who can be contacted on 01522 553304 or emily.nicholls@lincolnshire.gov.uk.

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Lincolnshire County Council

Co-ordinated admissions scheme for admission to Primary, Infant and Junior Schools

2021 – 2022 academic year

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In-Year Admissions

Introduction

This Scheme is formulated under Section 88 of the Standards and Framework Act 1998 and in accordance with the School Admissions Code (2014).

The Local Authority is responsible for co-ordinating admissions to Primary and Junior schools and therefore must formulate a scheme which;

- is agreed by all of the appropriate schools in the LA area;
- ensures that parents and schools are aware of the timescales of applications, offers and acceptances of school places in Lincolnshire.
- ensures that every parent/carer of a child resident in the LA area, who has submitted an application by the deadline outlined in this scheme, receives **one offer** of a school place on national offer day.
- indicates how a place will be allocated if none of the parental preferences can be met.
- indicates how late applications or applications to other year groups will be processed to ensure that places which become vacant are allocated effectively.

This scheme aims to minimise demands on all parties. Co-ordination in line with this scheme does not affect the right of individual admission authorities to set and operate their own admission arrangements but they will need to comply with the timescales below as far as possible to enable the LA to co-ordinate these admissions.

Applications

Lincolnshire County Council (LCC) will put in place procedures that, as far as possible, ensure that all parents/carers living in Lincolnshire will be aware of the application process prior to making an application. Applicants will be required to declare that they have read the guide for parents and carers prior to submitting an application.

Parents/carers who live in the Lincolnshire **must** submit an application to Lincolnshire County Council if they require a place for their child in any state school as part of a routine admissions round, including schools in other local authorities, academies and free schools. Parent/carers living in another local authority area must apply to that authority.

All applications must be made online via the parent portal, by phone or on a paper application form. Schools must not accept applications directly from parents at any stage of the coordinated process.

Supplementary forms

Where, as part of its admission arrangements, a school considers additional information not captured by the Common Application Form (CAF) for example

regarding religion, pupil premium or medical support schools will have a Supplementary Information Form (SIF) to capture the additional information.

Parents/carers may choose to complete this form to support their application but this does not constitute an application so parents must still submit an application to their Local Authority to apply for a school place. The supplementary form will be available from the school and available from the schools website. It should be submitted directly to the school concerned. Parent/Carers must still submit an application to the Local Authority to apply for a school place.

Expression of Preference

Parents will be asked to name up to **three** preferred schools on their application form and to rank them in the order they would like them to be offered. Parents can list schools outside of Lincolnshire on their application and Lincolnshire LA will co-ordinate on their behalf with other LA's to ensure that the highest preference possible is met.

Schools must offer places to applicants in accordance with their admissions policy without reference to where the applicant has placed the school on the application form, therefore the preference number is not provided to the schools. The information about where the child has placed the school on their application form is used by the LA to ensure that any applicant is only allocated one offer of a school place in the event that more than one school can offer a place. There is no priority given to children who list a school first on their application form. Operation of first preference first arrangements is prohibited by the School Admissions Code (2014).

The LA will allocate a place at the highest ranked school that is able to offer the child a place. If it is not possible to offer a parent one of their preferred schools, the admissions team will offer a place in the nearest Lincolnshire school to the child's home address with vacancies at the time of the allocation if the child resides in Lincolnshire and the LA has a responsibility with regard to the child's education.

Late applications

Applications between 16 January – 12 February

These will be accepted as 'on time' and ranked alongside other applicants. An offer will be made on 16th April 2021. If a parent attempts to revise an application after this date the change of detail will not be taken into account until the second round of allocations.

Applications made between 13 February – 17 May

Parents who make a first application to the LA and those parents who make a revised application between 16 April and 17 May will receive an offer by 28 May.

Revised applications are made when a parent has received an offer of a school place but want to apply for a place at a different school(s) or when their details have changed since the application was made and this will have a bearing on

consideration of the oversubscription criteria. These applications will be treated on an equal basis with any late applications or applicants on a reserve list.

Applications made after 17 May

These will be processed after 28 May and offers will be sent out on at least a weekly basis until the end of the admissions round.

Applications for children at a school nursery

Attending a school nursery or playgroup does not guarantee a place at a school. Parents must apply for a place in Reception in line with the timescales in this scheme.

Applications to Junior schools at the start of Year 3

Infant to junior transfer will be managed following the same timetable and processes as the intake to reception.

All parents seeking places for their children at a junior school must apply under the coordinated timetable below, irrespective of whether their child currently attends an infant or a primary school. This is because there is no automatic transfer to the junior schools.

Parents of children in year 2 at an infant school may also request a place in year 3 of a primary school as part of the co-ordinated round and hold the place until September. This is because these children must leave the infant school at the end of year 2 and need to secure an alternative school. These applications will be processed in line with the co-ordinated timescales and if there are places in the preferred primary school they will be allocated. Details on how to apply for primary schools as part of the co-ordinated round will be available on the Lincolnshire County Council website.

Processing Applications

The LA uses electronic communication with other LAs, admission Authorities and schools to coordinate admissions. Access to application data will be available to schools online through this system and schools use it to rank applications according to their oversubscription criteria and communicate with the LA’s admissions team. Deadlines for receipt of information are detailed below.

Annual Cycle

Deadline Dates 2019/20	Summary of Action	Details of action
October 1 2019	Consultation on changes to admission policies for all admission authorities can begin.	Admission authorities publish any changes to their admission arrangements on their website and consult with all relevant parties. Own admission authority schools may choose to follow the LAs consultation dates as below and submit their proposed arrangements to the LA to publish and

		publicise on their behalf.
November 4 2019	Local Authority to begin consultation on changes to admission policies and co-ordinated schemes.	Any proposed changes to the LAs admission arrangements for Community and Voluntary Controlled Schools are placed on the School Admission consultation website. Consultation lasts for at least six weeks. The scheme is available for consultation. It is agreed by all admission authorities it is adopted. If not, referred to the Secretary of State.
January 31 2020	Consultations on any changes to the policy of any admission authority are completed.	Admission authorities complete consultation on any proposed changes to their policies.
By Feb 28 2020	Admission policies are formally determined.	Admission authorities determine an admissions policy for the 2021/2022 school year, considering responses to consultation if appropriate. The LA notifies the Secretary of State that agreement has been reached on a coordinated scheme. Schools place appeals timetable on their website.
By March 15 2020	Admissions authorities must send their determined admissions arrangements to the LA and place on their website. LA places a notice on its website indicating where all admission arrangements can be found.	Objections to a schools determined arrangements can be made to the Schools Adjudicator up until 15 May 2020.
Sept 4 2020	Composite prospectus published on website with all other relevant information	Parents can attend open days to look around schools
Nov 16 2020	Application process opens for primary, infant and junior applications and information and guidance is made available to parents via schools and early years providers	LA ensures all relevant documentation is distributed. LA advertises the availability of information including the application process.
Jan 15 2021	National closing date for applications.	This is the national closing date but Lincolnshire County Council allows parents to apply until February 12 th . The admissions portal may not be available for short periods whilst the team process

		applications but applications can be made by paper form if necessary.
Feb 1 2021	LA ensures all application data is available to Lincolnshire schools.	Schools access applications to their school and begin ranking. Schools can access information about Lincolnshire applicants as soon as they are added to the system or after the LA has downloaded the online applications.
Feb 8 – 26 2021	Co-ordination of applications with other LA's.	LAs exchange relevant application details with other LA's
Feb 12 2021	Late applications can be accepted up to this date. The system is closed and no further changes can be accepted for any reason.	Any application received by this date will be co-ordinated alongside the other applicants. Anyone who applies after this date will have to do so on a paper form or by telephone. Parents are notified that their application is late and will be processed by 28 May.
Feb 26 2021	Schools complete ranking their applications against their oversubscription criteria.	Schools rank all applications against their oversubscription criteria online via electronic system and confirm to LA that this is complete.
March 8 2021	LA co-ordinate requests and exchange information with other LA's about places that can be offered in their schools.	LA locks database and does the first allocation run. Where pupils have more than one offer, the LA allocates the school the parents have ranked highest and fills any vacancy with the pupil ranked next by the school.
March 8 - 31 2021	LA continues to co-ordinate between LA's to ensure children receive one offer of a school place.	LA will send second round of data by no later than 26 March. LA allocates schools to pupils living in Lincolnshire who have not been offered places in any of their preferred schools.
April 5 2021	LA finalises allocations ready for notification to schools and parents.	LA makes final adjustments after receiving information from other LA's
April 15 2021	Schools informed of final allocations.	Schools check final allocations through the electronic system.
April 16 2021	National offer day Parents can lodge appeals.	LA posts offers to parents and releases offers online to those who applied online. Parents will be able to lodge appeals online and via paper form.
April 17 2021	Parents can submit new applications or revised application online.	Admission authorities and schools start to process late and revised applications. No offer will be made until after the deadline of the second round.
May 3 2021	LAs exchange offer	LAs adjust ranked list to take account of

	responses with other LA's	any refusals
May 17 2021	Administrative deadline of 20 school days for receipt of appeals to ensure all appeals for the same school are heard on the same day	Appeals must be heard within 40 school days of this date.
By May 17 2021	Deadline for late and revised applications to be received to be processed within next offer round.	All late and revised applications received for Lincolnshire schools by this date will be notified of their offer result in week commencing 24 May. LA will co-ordinate late and revised applications with other LA's but cannot guarantee the response time.
By 28 May 2021	Late and revised application offers will be sent to parents. Waiting list data is available	Lincolnshire will inform parents of the outcome of their revised applications. Parents can find out their child's position on the waiting list of a school.
May 18 – August 31 2021	Applications processed and offers made on at least a weekly basis until end of formal co-ordinated cycle.	Any applications received after 31 st August will be processed as mid-year admissions in accordance with the process below. Waiting lists are passed to schools.
December 31 2021	Waiting lists must be held for Reception until this date.	Some schools may hold these lists longer. Contact the school for more information.

Accepting offers

Parents do not need to take further action after national offer day to accept the offer made. Acceptance is assumed and parents need only take action if they wish to decline the offer, for example if moving out of the county or attending independent school. Where offers are made after the second round of allocations, parents should contact the school admissions team to indicate which offer they would like to accept. More information is contained in the 'multiple offers' section below.

Appeals

In all cases where a place is refused parents will be advised of their right to appeal. Appeals should be lodged before the deadline above to ensure that they are heard with other children who have also been refused for that school and will be heard within 40 school days of that deadline. Appeals can still be lodged after this date but it cannot be guaranteed that these will be heard alongside other applicants for the same school or in some cases, by the end of the school term. Admissions authorities will clearly display on their website the process by which a parent can appeal for a school place.

All other admission authorities must notify the school admission team of any places allocated on appeal at their school(s) so that the LA can co-ordinate admissions effectively.

Reserve Lists

After the initial allocation of places, schools operate a waiting list, which LCC call a reserve list. You will automatically be added to the schools reserve list if you have been refused admission as part of the normal admissions round. The list is held in accordance with the schools oversubscription criteria.

Children will be added to the waiting list alongside any children who submit a revised application or apply late. Details of a child's position on the list will be available after the second round of allocations as it will not be accurate before that date as late applicants and changes of circumstances will not have been added.

When a place becomes available after the second round of allocations, the place will be allocated from the reserve list. Reserve lists will be held by the School Admissions Team until 31st August 2021, then they will be passed to the schools who will hold them until at least December 2021. Some schools may hold the lists longer. You should contact the school for more information.

Parental Disputes

When completing the application a parent must indicate that they have parental responsibility for the child and that this application is made in agreement with all parties with parental responsibility. If one or more application is received for a child and there is dispute about the address, preferences or preference order on the application, the applications will be withdrawn until all parties agree. Parents will not be able to exercise their right of appeal until an application has been processed. The child will be reported to the inclusion and attendance team as a child missing education if no application is accepted by the 31st August of the admitting year.

Withdrawing Offers

An admissions authority reserves the right to withdraw an offer of a school place where the place has been obtained on the basis of fraudulent or intentionally misleading information and this has denied another child a place. A place can also be withdrawn if it is not accepted within a reasonable time. In all cases where a place is being withdrawn due to lack of response from parent, the admissions authority will contact the parent detailing a date on which the place will be withdrawn if not accepted. In all cases, following an offer of a school place, the decision to withdraw the place will be made by the admissions authority concerned.

Multiple Offers

Where a situation arises where a parent receives more than one offer, (for example where a place is offered on appeal or from a waiting list after the second round of allocations), if parents do not respond to indicate which offer they would like to accept within a reasonable time of the allocation then the place offered at the lower preference school will be withdrawn. In all cases the school admissions team will contact parents to state a deadline by which confirmation must be received before withdrawing any offers made.

Admission of children outside of their normal age group

Parents can seek a place outside of their normal age group for example if a child is gifted and talented, has experienced ill health or summer born children.

Lincolnshire County Council will co-ordinate these requests but the decision whether to agree the request lies with the admissions authority. These schools must make decisions in line with their admissions arrangements and the School Admissions Code (2014). In all cases, an agreement to allow a request does not guarantee a place as the school must consider the application alongside others applying in that admissions round.

Early transfer

Those applying to attend school earlier than their age related cohort should do so within the timescales outlined in this document for their preferred cohort providing any supporting evidence they wish to be considered. If this is agreed and a place is offered, parents can decide whether to accept the place or reapply in the next round with their age related cohort.

Late Transfer

Those requesting to enter a school later than other applicants of their chronological age, including summer born children requesting to start reception at compulsory school age should apply with their chronological age group detailing their request and providing any supporting evidence they wish to be considered.

Parents will be informed of the outcome of their application on or before national offer day and a place will be offered at a school. Parents must then decide whether to withdraw their application for their chronological year.

If a school agrees to the request, this will entitle parents to reapply in the preferred year group. If schools do not agree, parents may decide to withdraw their application and apply for a place in their intended cohort through the mid-year system.

If a parent is entitled to reapply this does not guarantee a place at the school. If no school who has agreed to the out of cohort request is able to offer a place, the school admissions team will offer a place at the closest school to the child's home address with places available in the chronological age group. Therefore it would be for parents to revise their application, in the same way

as detailed in this document, if they wish for alternative schools to consider the request.

In all cases where a place is refused, parents will be advised of their right of appeal. If a school does not agree to the request but offers a place in another year group the parent does not have a right to appeal.

Applications from UK service personnel and returning crown servants.

This applies if the parent is a serving member of the armed forces or is a crown servant returning from abroad.

Applications will be coordinated through Lincolnshire LA if the family has either;

- A confirmed posting order or official letter with a unit address or quartering address within Lincolnshire.
- A confirmed posting order to the UK and confirmed address in Lincolnshire to which they are returning before the end of October of the admitting year.

Consideration of the address accepted for implementing the oversubscription criteria may differ as the policy of each school will be followed.

If the move is not due to an official posting then the application should be made to the child's current home LA or will be considered in line with the 'children from overseas' section below.

If none of the schools listed on the application form can offer a place, Lincolnshire County Council will offer the closest Lincolnshire school to the address accepted on the application form if the accepted address is in Lincolnshire. If the address accepted is outside of Lincolnshire, no alternative school will be offered as it is for the child's home LA to offer an alternative placement.

In order to remove disadvantage to families of service personnel who apply after the initial allocation of places has occurred (Late applicants), the school admissions team will approach the schools listed on the application to consider whether the school wish to offer a place to the child even if the published admissions number has been met. These decisions will be made by the individual admissions authorities concerned in line with their admissions procedures for forces applicants and will be clearly communicated to parents. In all cases, if a place is refused, parents will be notified of their right of appeal.

Children from overseas.

The admissions team will process applications from overseas applicants in line with European Law and Home Office rules for non EEA nationals. Lincolnshire County Council will accept an application for routine admissions within the same timescales above. The address used for the purposes of a schools oversubscription criteria will be their current overseas address. The

school admissions team will not allocate an alternative school if parental preference cannot be met.

In-year applications

Lincolnshire County Council operates non-statutory coordination of these applications. Those who would like a school place in Lincolnshire may apply on the LCC website using the parent portal or obtain a paper form from 01522 782030. Those who would like places in schools outside of Lincolnshire should apply to the LA in which the school is situated.

All Lincolnshire schools may choose to accept applications directly from parents. If the school do refuse or accept a child directly, they must provide the details of the child to the Local Authority. If a school is contacted by the parent/carer and they are unable to offer a place, the parent/carer must be advised to contact the school admission team, who will co-ordinate a central mid-year admission application.

If Lincolnshire have a duty to educate the child and they are not attending a school within a reasonable distance of their home, then the admissions team will allocate a place at the closest school with spaces available if none of the parental preferences can be met. It is for the parent to provide information which establishes the duty to educate the child. Information about what is required to establish this duty will be clearly communicated to parents.

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Lincolnshire County Council

Co-ordinated admissions scheme for admission to Secondary Schools

2021 – 2022 academic year

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Mid-Year Admissions

Introduction

This Scheme is formulated under Section 88 of the Standards and Framework Act 1998 and in accordance with the School Admissions Code (2014).

The Local Authority is responsible for co-ordinating admissions to secondary schools and therefore must formulate a scheme which;

- is agreed by all of the appropriate schools in the LA area;
- ensures that parents and schools are aware of the timescales of applications, offers and acceptances of school places in Lincolnshire.
- ensures that every parent/carer of a child resident in the LA area, who has submitted an application by the deadline outlined in this scheme, receives **one offer** of a school place on national offer day.
- indicates how a place will be allocated if none of the parental preferences can be met.
- indicates how late applications or applications to other year groups will be processed to ensure that places which become vacant are allocated effectively.

This scheme aims to minimise demands on all parties. Co-ordination in line with this scheme does not affect the right of individual admission authorities to set and operate their own admission arrangements but they will need to comply with the timescales below as far as possible to enable the LA to co-ordinate these admissions.

Applications

Lincolnshire County Council (LCC) will put in place procedures that, as far as possible, ensure that all parents/carers living in Lincolnshire will be aware of the application process prior to making an application. Applicants will be required to declare that they have read the guide for parents and carers prior to submitting an application.

Parents/carers who live in the Lincolnshire **must** submit an application to Lincolnshire County Council if they require a place for their child in any state school as part of a routine admissions round, including schools in other local authorities, academies and free schools. Parent/carers living in another local authority area must apply to that authority.

All applications must be made online via the parent portal, by phone or on a paper application form. Schools must not accept applications directly from parents at any stage of the coordinated process.

Supplementary forms

Where, as part of its admission arrangements, a school considers additional information not captured by the Common Application Form (CAF) for example regarding religion, pupil premium or medical support schools will have a supplementary Information Form (SIF) to capture the additional information.

Parents/carers may choose to complete this form to support their application but this does not constitute an application so parents must still submit an application to their Local Authority to apply for a school place. The supplementary form will be available from the school and from the schools website. It should be submitted directly to the school concerned. Parent/Carers must still submit an application to the Local Authority to apply for a school place.

Grammar Schools

For places at a Grammar school, children must first register to sit the 11+ test. Registration for the main tests occurs in the summer term of Y5 and the test is taken in September of year 6. Late testing dates are available for those who do not meet these deadlines. Please contact the school for more information. Registering for, or sitting a grammar school test does not constitute an application for a place at the school. Parents must also fill out the Common Application Form (CAF) to apply for a school place.

Expression of Preference

Parents will be asked to name up to **three** preferred schools on their application form and to rank them in the order they would like them to be offered. Parents can list schools outside of Lincolnshire on their application and Lincolnshire LA will co-ordinate on their behalf with other LA's to process the application.

Schools must offer places to applicants in accordance with their admissions policy without reference to where the applicant has placed the school on the application form, therefore the preference number is not provided to the schools. The information about where the child has placed the school on their application form is used by the LA to ensure that any applicant is only allocated one offer in the event that more than one school can offer a place. There is no priority given to children who list a school first on their application form. Operation of first preference first arrangements is prohibited by the School Admissions Code (2014).

The LA will allocate a place at the highest ranked school that is able to offer the child a place. If it is not possible to offer a parent one of their preferred schools, the admissions team will offer a place in the nearest Lincolnshire school to the child's home address with vacancies at the time of the allocation if the child resides in Lincolnshire and the LA has a responsibility with regard to the child's education.

Late applications

Applications between 31 October and 14 December

These will be accepted as 'on time' and ranked alongside other applicants. An offer will be made on 1st March 2021. If a parent attempts to revise an application after 14 December, the change of detail will not be taken into account until the second round of allocations.

Applications made between 15 December and 30 March

Parents who make a first application to the LA and those parents who make a revised application between 1 March and 30 March will receive an offer by April 9th.

Revised applications are made when a parent has received an offer of a school place but want to apply for a place at a different school(s) or their details have changed since the application was made and this will have a bearing on consideration of the oversubscription criteria. These applications will be treated on an equal basis with any late applications or applicants on a reserve list.

Applications made after noon March 30 and before 31 August

These will be processed after April 12th and offers will be sent out on at least a weekly basis until the end of the admissions round.

Processing Applications

The LA uses electronic communication with other LAs, admission Authorities and schools to coordinate admissions. Access to application data will be available to schools online through this system and schools use it to rank applications according to their oversubscription criteria and communicate with the LA's admissions team. Deadlines for receipt of information are detailed below.

Annual Cycle

Deadline Dates 2019/20	Summary of Action	Details of action
October 1 2019	Consultation on changes to admission policies for all admission authorities can begin.	Admission authorities publish any changes to their admission arrangements on their website and consult with all relevant parties. Own admission authority schools may choose to follow the LAs consultation dates as below and submit their proposed arrangements to the LA to publish and publicise on their behalf.
November 4 2019	Local Authority to begin consultation on changes to admission policies and co-ordinated schemes.	Any proposed changes to the LAs admission arrangements for Community and Voluntary Controlled Schools are placed on the School Admission consultation website. Consultation lasts for at least six weeks. The scheme is available for consultation. It is agreed by all admission authorities it

		is adopted. If not, referred to the Secretary of State.
January 31 2020	Consultations on any changes to the policy of any admission authority are completed.	Admission authorities complete consultation on any proposed changes to their policies.
By Feb 28 2020	Admission policies are formally determined	Admission authorities determine an admissions policy for the 2021/2022 school year, considering responses to consultation if appropriate. The LA notifies the Secretary of State that agreement has been reached on a coordinated scheme. Schools place appeals timetable on their website.
By March 15 2020	Admissions authorities (including the LA) must send their determined admissions arrangements to the LA and place on their website. LA places a notice on its website indicating where all admission arrangements can be found.	Objections to a schools determined arrangements can be made to the Schools Adjudicator up until 15 May 2020.
July 2020	Up-date lists of Y5 pupils will be obtained from primary schools and other LA's.	Every Lincolnshire Primary school must update school admissions with an electronic copy of their Y5 students on roll. This will enable the team to co-ordinate with other LA's to identify Y5 pupils attending schools out of the county.
By Sept 12 2020	The LA will write to children to notify presence of school within a reasonable distance with a routine admissions round for which they are eligible to apply.	Using census data, Lincolnshire LA will write to parents of children on roll at Lincolnshire schools to notify them of schools within a reasonable distance who have an intake round other than into Y7.
Sept 4 2020	All documentation is sent to primary schools to inform parents to apply for secondary places and information is placed on the School Admissions website.	Send all relevant information to primary schools.
Sep 9 2020	Primary schools issue information to parents. Online system opens.	Parents receive information via primary schools.

	Schools begin testing where appropriate.	Grammar and Specialist schools may start their testing.
By October 16	Schools post test results to parents.	Schools which select by ability or aptitude must send results of tests to parents before the closing date.
Oct 31 2020	Closing date for applications.	This is the national closing date but Lincolnshire County Council allows parents to apply until December 14th. The admissions portal may not be available for short periods whilst the team process applications but applications can be made by paper form if necessary.
Nov 13 – 30 2020	Co-ordination of applications with other LA's.	LAs exchange relevant application details with other LA's
By Dec 4 2020	LA ensures all application data is available to Lincolnshire schools.	Schools access applications to their school and begin ranking against their oversubscription criteria. Schools can access information about Lincolnshire applicants as soon as they are added to the system. Online applications will be available to schools once they have been downloaded from the online system.
Dec 14 2020	Late applications can be accepted up to this date. The system is closed and no further changes can be accepted for any reason.	Any application received by December 14 will be co-ordinated alongside the other applicants. Anyone who applies after this date will have to do so on a paper form or by telephone. Parents are notified that their application is late and will be processed around 9 April.
Dec 18 2020	Schools complete ranking.	Schools rank all applications against their oversubscription criteria online via electronic system and confirm to LA that this is complete.
Feb 3 2021	LA co-ordinate requests and exchange information with other LA's about places that can be offered in their schools.	LA locks database and does the first allocation run. Where pupils have more than one offer, the LA allocates the school the parents have ranked highest and fills any vacancy with the pupil ranked next by the school.
Feb 8 2021	LA continues to co-ordinate between LA's to ensure children receive one offer of a school place.	LA will send second round of data by no later than 19 February. LA allocates schools to pupils living in Lincolnshire who have not been offered places in any of their preferred schools.
Feb 22 2021	LA finalises allocations ready for notification to schools and parents.	LA makes final adjustments after receiving information from other LA's
Feb 26 2021	Schools informed of final	Schools check final allocations through

	allocations.	the electronic system.
Mar 1 2021	National offer day Parents can lodge appeals.	LA posts offers to parents and releases offers online to those who applied online. Parents will be able to lodge appeals online and via paper form. Primary Schools will be informed of the destination schools of their pupils.
March 1 2021	Parents can submit new applications or revised application online.	Admission authorities and schools start to process late and revised applications from March 2nd. No offer will be made until after second round deadline.
March 19 2021	LAs exchange offer responses with other LA's	LAs adjust ranked list to take account of any refusals
March 29 2021	Administrative deadline of 20 school days for receipt of appeals to ensure all appeals for the same school are heard on the same day	Appeals must be heard within 40 school days of this date.
By noon March 30 2021	Deadline for late and revised applications to be received to be processed within next offer round.	All late and revised applications received for Lincolnshire schools by this date will be notified of their offer result in week commencing 5 th April. LA will co-ordinate late and revised applications with other LA's but cannot guarantee the response time.
By 9 April 2021	Late and revised application offers will be sent to parents. Waiting list data available	Lincolnshire will inform parents of the outcome of their revised applications. Parents can find out their child's position on the waiting list of a school after the offers have been sent.
March 31 – August 31 2021	Applications received between these dates processed and offers made on at least a weekly basis until end of formal co-ordinated cycle.	Any applications received after this date will be processed as mid-year admissions in accordance with the process below. Waiting lists are passed to schools
December 31 2021	Waiting lists must be held for Y7 until this date.	Some schools may hold these lists longer. Contact the school for more information.

Accepting offers

Parents do not need to take further action after national offer day to accept the offer made. Acceptance is assumed and parents need only take action if they wish to decline the offer, for example if moving out of the county or attending independent school. Where offers are made after the second round of allocations, parents should contact the school admissions team to indicate which offer they would like to accept. More information is contained in the 'multiple offers' section below.

Appeals

In all cases where a place is refused parents will be advised of their right to appeal. Appeals should be lodged before the deadline above to ensure that they are heard with other children who have also been refused for that school and will be heard within 40 school days of that deadline. Appeals can still be lodged after this date but it cannot be guaranteed that these will be heard alongside other applicants for the same school or in some cases, by the end of the school term. Admissions authorities will clearly display on their website the process by which a parent can appeal for a school place.

All other admission authorities must notify the school admission team of any places allocated on appeal at their school(s) so that the LA can co-ordinate admissions effectively.

Reserve Lists

After the initial allocation of places, schools operate a waiting list, which LCC call a reserve list. You will automatically be added to the schools reserve list if you have been refused admission as part of the normal admissions round. The list is held in accordance with the schools oversubscription criteria.

Children will be added to the waiting list alongside any children who submit a revised application or apply late. Details of a child's position on the list will be available after the second round of allocations as it will not be accurate before that date as late applicants and changes of circumstance will not have been added.

When a place becomes available after the second round of allocations, the place will be allocated from the reserve list. Reserve lists will be held by the School Admissions Team until 31st August 2021, then they will be passed to the schools who will hold them until at least December 2021. Some schools may hold the lists longer. You should contact the school for more information.

Parental Disputes

When completing the application a parent must indicate that they have parental responsibility for the child and that this application is made in agreement with all parties with parental responsibility. If one or more

application is received for a child and there is dispute about the address, preferences or preference order on the application, the applications will be withdrawn until all parties agree. Parents will not be able to exercise their right of appeal until an application has been processed. The child will be reported to the inclusion and attendance team as a child missing education if no application is accepted by the 31st August of the admitting year.

Withdrawing Offers

An admissions authority reserves the right to withdraw an offer of a school place where the place has been obtained on the basis of fraudulent or intentionally misleading information and this has denied another child a place. A place can also be withdrawn if it is not accepted within a reasonable time. In all cases where a place is being withdrawn due to lack of response from parent, the admissions authority will contact the parent detailing a date on which the place will be withdrawn if not accepted. In all cases, following an offer of a school place, the decision to withdraw the place will be made by the admissions authority concerned.

Multiple Offers

Where a situation arises where a parent receives more than one offer, for example where a place is offered on appeal or from a waiting list after the second round of allocations, if parents do not respond to indicate which offer they would like to accept within a reasonable time of the allocation then the place offered at the lower preference school will be withdrawn. In all cases the school admissions team will contact parents to state a deadline by which confirmation must be received before withdrawing any offers made.

Schools with admissions rounds to year groups other than year 7.

Year 10 applicants for UTC Lincoln

Parents of children in year 9 may request a place in year 10 at The University Technology College, Lincoln. This is the only school in Lincolnshire where the normal point of entry is at year 10. Details on how to apply will be available on the UTC Lincoln and Lincolnshire County Council websites and will be posted to parents of children on roll at a Lincolnshire school in the September in which the child is in year 9.

Other applications

This covers applicants who live in Lincolnshire but wish to apply for a place at a school in another Local Authority and the school they wish to apply for has an admissions round which is coordinated by that LA. If this applies, Lincolnshire will process any applications received in line with the timescales above unless the school operates direct applications to the school.

Admission of children outside of their normal age group

Parents seeking places outside their normal age group should apply within the timescales outlined above. Decisions are made on the circumstances of each case and in the best interests of the child concerned. In Lincolnshire, these decisions are made by the admissions authorities or the schools concerned if Lincolnshire County Council is the admissions authority.

Those requesting to enter the school later than other applicants of their chronological age should apply with their chronological age year group detailing their request and providing any supporting evidence they wish to be considered. If the schools concerned agree to the late entry, the application will be withdrawn and the applicant can reapply the next year and will be considered alongside other applicants. This does not guarantee a place in the school but entitles parents to reapply. If no school who has agreed to the out of cohort request is able to offer a place, the school admissions team will offer a place at the closest school to the child's home address with places available in the chronological age group. Therefore it would be for parents to revise their application, in the same way as detailed above, if they wish for alternative schools to consider the request.

If none of the schools agree to the request to be educated outside of the child's chronological age cohort then parents can make an informed decision whether to accept a place in year 7 as part of the co-ordinated round or make a midyear application for a place in the chronological age group at a later date.

In all cases where a place is refused, parents will be advised of their right of appeal. If a school does not agree to the request but offers a place in another year group the parent does not have a right to appeal.

Applications from UK service personnel and returning crown servants.

This applies if the parent is a serving member of the armed forces or is a crown servant returning from abroad.

Applications will be coordinated through Lincolnshire LA if the family has either;

- A confirmed posting order or official letter with a unit address or quartering address within Lincolnshire.
- A confirmed posting order to the UK and confirmed address in Lincolnshire to which they are returning before the end of October of the admitting year.

Consideration of the address accepted for implementing the oversubscription criteria may differ as the policy of each school will be followed.

If the move is not due to an official posting then the application should be made to the child's current home LA or will be considered in line with the 'children from overseas' section below.

If none of the schools listed on the application form can offer a place, Lincolnshire County Council will offer the closest Lincolnshire school to the

address accepted on the application form if the accepted address is in Lincolnshire. If the address accepted is outside of Lincolnshire, no alternative school will be offered as it is for the child's home LA to offer an alternative placement.

In order to remove disadvantage to families of service personnel who apply after the initial allocation of places has occurred (Late applicants), the school admissions team will approach the schools listed on the application to consider whether the school wish to offer a place to the child even if the published admissions number has been met. These decisions will be made by the individual admissions authorities concerned in line with their admissions procedures for forces applicants and will be clearly communicated to parents. In all cases, if a place is refused, parents will be notified of their right of appeal.

Children from overseas.

The admissions team will process applications from overseas applicants in line with European Law and Home Office rules for non EEA nationals. Lincolnshire County Council will accept an application for routine admissions within the same timescales above. The address used for the purposes of a schools oversubscription criteria will be their current overseas address. The school admissions team will not allocate an alternative school if parental preference cannot be met.

In-year applications

Lincolnshire County Council operates non-statutory coordination of these applications. Those who would like a school place in Lincolnshire may apply online using the Lincolnshire parent portal on the LCC website or obtain a paper form from 01522 782030. Those who would like places in schools outside of Lincolnshire should apply to the LA in which the school is situated.

All Lincolnshire schools may choose to accept direct applications from parents. If the school do refuse or accept a child directly, they must provide the details of the child to the Local Authority. If a school is contacted by the parent/carer and they are unable to offer a place, the parent/carer must be advised to contact the school admission team who will co-ordinate a central in-year admission application.

If Lincolnshire have a duty to educate the child and they are not attending a school within a reasonable distance of their home, then the admissions team will allocate a place at the closest school with spaces available if none of the parental preferences can be met. It is for the parent to provide information which establishes the duty to educate the child. Information about what is required to establish this duty will be clearly communicated to parents.

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Admission arrangements for community and voluntary controlled primary, infant and junior schools 2021/2022

This policy applies for primary, infant and junior schools.

The County Council has delegated to the governing bodies of individual community and voluntary controlled schools the decisions about which children to admit. Every community and voluntary controlled school must apply the County Council's policy when dealing with these applications.

Arrangements for applications for places in the normal year of intake (reception in primary and infant schools and year 3 in junior schools) will be made in accordance with Lincolnshire County Council's co-ordinated admission arrangements.

Lincolnshire residents can apply online via the parent portal at www.lincolnshire.gov.uk/schooladmissions, by telephone or by requesting a paper application. Residents in other areas must apply through their home local authority. Community and voluntary controlled schools will use the Lincolnshire County Council's co-ordinated scheme published online for these applications and the relevant Local Authority will make the offers of places on our behalf as required by the School Admissions Code (2014).

Places will be allocated first to those who make an application before other children are considered.

The published admission number of each school is outlined at the end of this document.

Attending a nursery or a pre-school does not give any priority within the oversubscription criteria for a place in a school. Parents must make a separate application for the transfer from a nursery to a primary or infant school. Parents must also make a separate application for the transfer from an infant to a junior or primary school.

In accordance with relevant legislation, the allocation of places for children with an Education, Health and Care Plan (EHCP) where the school is named on the plan will take place first. Remaining places will be allocated in accordance with this policy.

The intended overall effect of the proposed oversubscription criteria is to maximise the likelihood that local children will gain places at their local school in an oversubscribed year but this is not guaranteed.

The oversubscription criteria are listed in the order we apply them. If it is necessary to distinguish between more than one applicant in any criteria, the next criteria will be applied until the tie-breaker is used.

Definitions of terms indicated by numbers are given separately below.

Criterion		Notes
A	Looked after children and previously looked after children	See note 1
B	Children with a brother or sister attending the school at the time of application, or who will be attending the school at the expected time of admission.	See note 2a and 2b In the case of infant schools, the associated junior school will be considered as

		'attending the school' for the purposes of this category as outlined in note 2b.
C	Children for whom this school is the nearest school to the home address.	See note 3a, 3b and 4.
D	Church criterion where in operation	See note 5.
E	Distance of the home address to the school. Places will be allocated to those living nearest the school first.	Measured by straight line distance. See note 3b and 4.

Tiebreaker

If it is not possible to distinguish between one or more applicants for the last remaining place(s) then a lottery of those students will be drawn by an independent person, not employed by the school or working in the local authority children's services directorate to allocate the last remaining place(s).

Notes relating to the oversubscription criteria

1) Looked after and previously looked after children.

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

2a) - Brother or sister

Included in this criterion are:

- a brother or sister who shares the same biological parents
- a half-brother, half-sister, step-brother or step-sister
- a legally adopted child, a child legally adopted by a biological or step-parent

In all cases both children must live at the same address.

2b) – Associated infant and junior school links

Sibling links across certain infant and junior schools are taken into account, these schools are:

Infant School	Associated Junior School
Holton-Le-Clay Infants' School	Holton-Le-Clay Junior School
Lincoln St Faith's Church of England Infant	Lincoln St Faith & St Martin Church of

School	England Junior School
Lincoln St Peter in Eastgate Church of England Infants' School	Lincoln Westgate Academy
Lincoln Woodlands Infant and Nursery School	Lincoln Birchwood Junior School
Louth Eastfield Infants' and Nursery School	Louth Lacey Gardens Junior School
Marshchapel Infant School	Grainthorpe Junior School

3a) Nearest school

The nearest school is found by measuring the straight line distance from the child's home address to all state funded mainstream schools admitting children in the relevant year group. Measurements are calculated electronically by Lincolnshire County Council's admissions software from the Post Office address point of the home address to the Post Office address point of the school. Distance is measured to three decimal places, e.g. 1.256 miles.

3b) Home Address

The home address is considered as the address where the child lives for the majority of term time with a parent (as defined in section 576 of the Education Act 1996) who has parental responsibility for the child (as defined in the Children Act 1989).

Where a child lives normally during the school week with more than one parent at different addresses, the home address accepted for the purposes of school admissions will be the one where the child spends the majority of term time. If a parent can show that their child spends an equal amount of time at two addresses during school term time with a parent, they can choose which address to use on the application.

If a parent has more than one home, we will accept the address where the parent and child normally live for the majority of the school term time as the home address.

We do not take into an account an intention to move when considering a home address unless this is for members of the UK armed forces or a returning crown servant as outlined in the relevant section below.

4) Distance criterion

The distance to the school is found by measuring the **straight line distance** from the child's home address to the school. Measurements are calculated electronically by Lincolnshire County Council admissions software from the Post Office address point of the home address to the Post Office address point of the school. Distance is measured to three decimal places, e.g. 1.256 miles.

5) Church Criterion

The following table shows the schools where church criterion is in operation and gives the local details of how parents can apply for priority on these grounds.

Parents applying on these grounds must state on their application form that they wish to be considered under this priority. Attendance at worship must be verified by a signed letter from an officiating minister at the place of worship. Schools will verify claims for priority on this ground by contacting parents for details of the person who can provide written confirmation that they meet the eligibility for priority as stated below.

If you have only recently moved to the area the school can also consider written evidence of an equivalent commitment to a place of worship at your previous address, provided you have started to worship in the area you have moved to.

School Name	Voluntary Controlled Schools' Church Criteria
Barrowby Church of England Primary School	<p>Priority will be given to children of:</p> <ol style="list-style-type: none"> 1. Regular worshippers at the local Parish Church of All Saints Barrowby. 2. Regular worshippers at Barrowby Baptist Fellowship. <p>Regular is defined as at least once a month at the place of worship for at least a year by the date of application. This will be verified by a signed letter from an officiating minister at the place of worship.</p>
Boston St Nicholas Church of England Primary School	<p>Children of regular worshippers at St Nicholas, Skirbeck, Boston.</p> <p>Regular worshippers would require at the least – 'Regular monthly attendance'. This involves the child attending a regular act of worship at the qualifying church at least once a month and for at least one year prior to the application for a school place being made. Attendance should be verified by a signed letter from an officiating minister at the qualifying church. Parents must indicate in their application that they are claiming this priority and must complete the form naming the person who can verify that they attend church.</p>
Lincoln St Peter in Eastgate Church of England Infant School	<p>Children regularly attending worship at any of the following churches in no order of priority:</p> <ul style="list-style-type: none"> • St.Peter in Eastgate or • St.Peter in Carlton or • St. Mary Magdalene Church, Bailgate or • Bailgate Methodist Church or • St. Nicholas Church Newport. <p>'Regular monthly attendance' involves the child attending a regular act of worship at the qualifying church at least once a month and for at least one year prior to the application for a school place being made. Attendance should be verified by a signed letter from an officiating minister at the qualifying church. Parents must indicate in their application that they are claiming this priority and must complete the form naming the person who can verify that they attend church.</p> <p>In the event of a move to the area within a year of the time of application the school can also consider written evidence from an officiating minister at a place of 'Christian worship' at the previous address, provided the parent and child have begun attending a regular act of worship at least once a month at one of the above qualifying churches.</p> <p>'Christian worship' is defined as a regular act of worship at a church of any Christian denomination which is a member of Churches Together in Britain and Ireland at the time of the application for a school place.</p>

<p>Louth St Michael's Church of England Primary School</p>	<p>Priority will be given to children of regular worshippers at a local Christian church which is a member of 'Churches Together in Louth & District'. These are: St. James Parish Church, St. Michael's & All Angels, Holy Trinity, Stewton, Welton-le-Wold and South Elkington, Louth Methodist Church, South Elkington Methodist Church, Salvation Army, Louth Generations Church, Eastgate Union (URC/Baptist), St. Atelheards (Orthodox) and St. Mary's (Catholic).</p> <p>Regular is defined as at least monthly attendance at the place of worship for at least a year before making your application. This will be verified by a signed letter from an officiating minister at the place of worship.</p>
<p>Skellingthorpe St Lawrence Church of England Primary School</p>	<p>Priority will be given to children of regular worshippers in a Christian church. Regular will be defined as at least once a month at the place of worship for at least a year before making your application. This will be verified by a signed letter from an officiating minister at the place of worship.</p> <p>A "Christian church" is defined as a church that subscribes to the Christian doctrine of the Holy Trinity.</p>

Other information

Twins and other siblings from a multiple birth

If twins or multiple birth children are split by operation of the oversubscription criteria, the school will go above its published admission number to accommodate all children unless this would make the class too large and prejudice the education of the other children. Multiple birth children are 'excepted pupils' to infant class limits if allocated in this way.

Brothers and sisters in the same year group

If brothers and sisters in the same year group are split by operation of the oversubscription criteria, the school will go above its published admission number to accommodate all children unless this would make the class too large and prejudice the education of the other children or when this would breach infant class size limits. Siblings in the same year group are not 'excepted pupils' to infant class limits.

Reserve List

For admission into the intake years (reception at infant and primary schools and year 3 at junior schools) where the school is oversubscribed the governors will keep a waiting list – called a reserve list. If your child is refused a place at a school they are automatically added to the reserve list of the school, unless you have been offered a higher preference school. This list is held in accordance with the oversubscription criteria and therefore names can move up and down the list depending on the number of other applicants and where they are ranked against the oversubscription criteria. No account is taken of the amount of time a child has been on the list when allocating places.

All community and voluntary controlled schools keep reserve lists for all oversubscribed year groups. For intake years the list is kept by the school admissions team until the end of August of the admitting year, it is then passed to the schools who will keep the list to the end of the school year. Schools will clear the reserve list at the end of each school year. If you wish your child to be placed on the reserve list after August of the admitting year or after the

list has been cleared at the end of each year you should contact the school directly.

If your circumstances change you must let the school know so that they can rank the list accurately and allocate places in accordance with the oversubscription criteria. If you do not wish to be added to the reserve list you must inform the school or the admissions team if the change relates to an application for an intake year and it is before 1st September of the admitting year.

Appeals

In all cases where a place is refused at a school the applicant will be informed of their right of appeal to an independent panel. The decision of the independent panel is binding on all parties. Details of how to appeal a decision to refuse admission will be communicated to the applicant at the time of the refusal and will also be available on the Lincolnshire County Council website.

In year Admissions

Parents can apply through the parent portal online at www.lincolnshire.gov.uk/schooladmissions, or request a paper application.

The governors will accept admissions up to the Published Admission Number into all year groups unless the Governors are concerned that this would cause an infant class to be unlawfully large or prejudice to the provision of efficient education and the efficient use of resources. In these cases they may seek to refuse admission although the year group has not reached the school's published admission number. The final decision to refuse places in this way will be made by a panel of County Council officers.

If there are more applications than places for a particular year group the oversubscription criteria as detailed above will be used to distinguish how the places will be allocated. In all cases where a place is refused at a school the applicant will be informed of their right of appeal to an independent panel.

Fair Access Protocol

The purpose of the Fair Access Protocol is to ensure that unplaced children, especially the most vulnerable, are offered a place quickly when applying outside of the main admissions round so that the amount of time any child is out of school is kept to the minimum. Governing Bodies of voluntary controlled and maintained schools (on behalf of Lincolnshire County Council as the admissions authority) will participate in the Lincolnshire County Council Fair Access Protocol (FAP). This includes admitting children above the published admissions number to schools that are already full where this is appropriate. Children allocated under the Fair Access Protocol will take precedence over children on the reserve list.

Fraudulent or Misleading Applications

As an admission authority we have the right to investigate any concerns we may have about an application and to withdraw the offer of a place if we consider there is evidence that a application has been made based on fraudulent or misleading information, for example if a false address was given which resulted in an offer of a place to a child which denied a place to a child with a stronger claim. We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

Children of UK Service Personnel (UK Armed Forces)

In order to support the military covenant aimed at removing disadvantage for UK service personnel (UK Armed Forces), and Crown Servants returning from abroad the following arrangements will apply;

If an application is supported by an official letter declaring a posting and a relation date then

an intention to move to a confirmed address or quartering within the UK will be accepted for a child for the purposes of implementing the oversubscription criteria.

Where an application is not supported by an official letter declaring a posting and relocation date, or is not being made due to a new posting then the child's current address will be used to examine the application against the oversubscription criteria until the child is formally resident in the new address.

Proof of intended occupation of the residential address such as mortgage statement, exchange of contracts or signed tenancy agreement will be required. For applicants participating in the Future Accommodation Model trial, a letter accepting an address under the scheme will be accepted if a signed tenancy agreement cannot be provided.

An offer may be withdrawn if a child does not reside at the address listed on the application form if the school is oversubscribed and use of an incorrect address has resulted in a place being denied to another child who would otherwise have been offered the place.

If a confirmed address cannot be provided and a family have provided the required proof of posting, a unit postal address will be accepted for the purposes of operating the oversubscription criteria. This will be for the base to which the parent has been posted.

In all cases where an applicant is considered after national offer day of the admitting year and parents can demonstrate that the child is a child of a crown servant returning from abroad or is a child of a serving member of the armed forces, the governors will consider whether to offer a place at a school even if the school has reached its official PAN. When making the decision whether to offer over PAN the governors will consider the circumstances of each case including,

- If the applicant would have been offered a place had they applied on time in the admissions round of the year of entry,
- Whether there is any child on the reserve list with higher priority under the oversubscription criteria,
- Whether admission of a further student would prejudice the efficient education and efficient use of resources and this prejudice would be excessive,

The Governors have discretion to admit above the admission number in these circumstances but they are not obliged to do so. If a place is refused, parents will be informed of their right of appeal.

Deferring admission and part time attendance

Schools provide for the admission of all children in the September following their fourth birthday. Where a child has been offered a place:

- That child is entitled to a full-time place in the September following their fourth birthday;
- The child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made, whichever is the sooner;
- Where the parents wish, children may attend part-time but not beyond the point at which they reach compulsory school age.
- Parents interested in deferring admission or arranging part-time attendance must contact the school to discuss this.
- Parents of summer born children deferring admission until the child starts Year 1 must reapply through the In-year process and risk losing the offered school place if the school is oversubscribed or becomes oversubscribed in the school year.

Admission of Children outside of their Normal Age Group

Children are typically allocated places according to their chronological age but parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced issues such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1 in September 2022. Parents wishing to make these requests must contact their home local authority for guidance on the procedure to follow.

It is important for parents to note that they will have the opportunity and responsibility to provide whatever evidence they wish to support their request.

Decisions will be made on the basis of the circumstances of each case and in the best interests of the child concerned taking into account:

- the parent's views;
- any available information about the child's academic, social and emotional development;
- where relevant, the child's medical history and the views of a medical professional;
- whether the child has previously been educated out of their normal age group;
- any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely
- the views of the head teacher of the school concerned
- If the child enters school for the first time at statutory school age, would it be in the child's best interest to join Reception or Year 1.

Parents/carers will be informed of the decision in writing setting out clearly the reasons for the decision. In the case of those requesting delayed admission, If this is agreed, the parents/carers must decide whether to withdraw their application and apply in the next admissions round or proceed with an offer for 2021 admission. The school admissions team will notify the parents of whether the request has been agreed before national offer day if the request is submitted by 15th January of the admitting year. Parents will not be aware at that stage which school has been allocated, only that the school agrees in principle to an out of cohort request. In all other cases, the decision will be notified to parents as soon as possible after national offer day.

If the request is refused, parents must decide whether to accept the offered place for Reception 2021 or refuse it and make an in year application for Year 1 in June 2022.

The decision made one school is not binding on any other school and therefore schools may come to different decisions based on the information submitted.

Published Admission Numbers for Community and Voluntary Controlled Primary Schools

School	PAN
Alford Primary School	60
Allington with Sedgebrook Church of England Primary School	16
Ancaster Church of England Primary School	25
Bardney Church of England and Methodist Primary School	20 to 30

Barrowby Church of England Primary School	34
Bassingham Primary School	30
Baston Church of England Primary School	25
Billingborough Primary School	20
Billinghay Church of England Primary School	25
Binbrook Church of England Primary School	15
Boston Hawthorn Tree School	60
Boston Saint Thomas' Church of England Primary School	60
Brant Broughton Church of England and Methodist Primary School	15
Bucknall Primary School	8
Burgh-le-Marsh St Peter and St Paul Church of England Primary School	30
Bythams Primary School	12
Caistor Church of England and Methodist Primary School	45
Claypole Church of England Primary School	25
Coleby Church of England Primary School	12
Corby Glen Community Primary School	20
Corringham Church of England (Voluntary Controlled) Primary School	12
Crowland South View Community Primary School	60
Deeping St James Community Primary School	30
Deeping St James Linchfield Community Primary School	60
Deeping St Nicholas Primary School	10
Denton Church of England School	10
Digby Church of England School	15
Digby The Tedder Primary School	15
Donington Cowley Endowed Primary School	40
Donington-on-Bain School	15
Dunholme St Chad's Church of England Primary School	30
Dunston St Peter's Church of England Primary School	15
Eagle Community Primary School	12
Faldingworth Community Primary School	10
Fiskerton Church of England Primary School	12
Fleet Wood Lane School	25
Frithville Primary School	10
Fulstow Community Primary School	10
Gainsborough Charles Baines Community Primary School	30
Gainsborough St George's CE Community Primary School	30
Gedney Church End Primary School	15
Gedney Drove End School	10
Gedney Hill Church of England (Controlled) Primary School	15
Gosberton Clough and Risegate Community Primary School	13
Grainthorpe Junior School	15
Grantham Belmont Community Primary School	30
Grantham Belton Lane Community Primary School	45
Grantham Cliffedale Primary School	45

Grantham Gonerby Hill Foot Church of England Primary School	50 to 40
Grantham St Anne's Church of England Primary School	30
Grasby All Saints Church of England Primary School	15
Great Steeping Primary School	16
Hackthorn Church of England Primary School	8
Halton Holegate Church of England Primary School	10
Harlaxton Church of England Primary School	30
Heckington St Andrew's Church of England Primary School	30
Helpringham Primary School	25 to 20
Hemswell Cliff Primary School	15
Holbeach St Mark's Church of England Primary School	10
Holton-le-Clay Infants' School	45
Holton-le-Clay Junior School	45
Horncastle Community Primary School	90
Ingham Primary School	17
Kelsey Primary School	15
Kirton Primary School	90
Langtoft Primary School	30
Leasingham St Andrew's Church of England Primary School	30
Legbourne East Wold Church of England Primary School	17
Legsby Primary School	10
Lincoln Birchwood Junior School	90
Lincoln Leslie Manser Primary School	40
Lincoln Monks Abbey Primary School	75
Lincoln St Faith & St Martin Church of England Junior School	90
Lincoln St Faith's Church of England Infant School	90
Lincoln St Peter at Gowts Church of England Primary School	30
Lincoln St Peter in Eastgate Church of England (Controlled) Infants' School	30
Lincoln The Meadows Primary School	60
Lincoln The Sir Francis Hill Community Primary School	90
Lincoln Woodlands Infant and Nursery School	60
Louth Eastfield Infants' and Nursery School	90
Louth St Michael's Church of England Primary School	45
Lutton St Nicholas Primary School	15
Mareham-le-Fen Church of England Primary School	15
Market Deeping Community Primary School	45
Market Rasen Church of England Primary School	45
Marshchapel Infant School	15
Martin Mrs Mary King's Church of England (Controlled) Primary School	15
Metheringham Primary School	40
Middle Rasen Primary School	15
Morton Trentside Primary School	30
Moulton Chapel Primary School	10

Moulton The John Harrox Primary School	40
Navenby Church of England Primary School	30
Nettleton Community Primary School	10
New Leake Primary School	8
New York Primary School	8
Newton on Trent Church of England Primary School	10
Nocton Community School	15
Normanby-by-Spital Primary School	10
North Cockerington Church of England Primary School	12
North Cotes Church of England Primary School	11
North Hykeham All Saints Church of England Primary School	30
North Scarle Primary School	10
Osbournby Primary School	15
Osgodby Primary School	15
Pinchbeck East Church of England Primary School	60
Potterhanworth Church of England Primary School	15
Quadring Cowley and Brown's Primary School	16
Reepham Church of England Primary School	25
Ropsley Church of England Primary School	15
Ruskington Winchelsea Primary School	30
Saxilby Church of England Primary School	50
Scamblesby Church of England Primary School	10
Scampton Church of England Primary School	13
Scampton Pollyplatt Primary School	30
Scotter Primary School	40
Shepeau Stow Primary School	15
Sibsey Free Primary School	25
Skegness The Richmond School	60
Skellingthorpe St Lawrence Church of England Primary School	30
Skellingthorpe The Holt Primary School	30
Sleaford Church Lane Primary School and Nursery	30
Sleaford St Botolph's Church of England School	60
South Hykeham Community Primary School	20
Spalding Monkshouse Primary School	60
Spalding St Paul's Community Primary and Nursery School	30
Stamford The Bluecoat School	30
Stickney Church of England Primary School	30
Sturton by Stow Primary School	30
Surfleet Primary School	15
Sutterton Fourfields Church of England School	20
Sutton Bridge Westmere Community Primary School	45
Sutton St James Community Primary School	20
Sutton-on-Sea Community Primary School	30
Swinderby All Saints Church of England Primary School	15

Swineshead St Mary's Church of England Primary School	40
Tattershall Primary School	20
Tealby School	10
Tetford The Edward Richardson Primary School	17 to 15
Tetney Primary School	20
Thorpe-on-the-Hill St Michael's Church of England Primary School	30
Toynton All Saints Primary School	15
Uffington Church of England Primary School	15
Waddingham Primary School	15
Walcott Primary School	12
Welbourn Church of England Primary School	10
West Pinchbeck St Bartholomew's CE Primary School	15
Weston Hills Church of England Primary School	20
Willoughby St Helena's Church of England Primary School	20
Willoughton Primary School	10
Withern St Margaret's Church of England School	10
Wragby Primary School	30

Admission arrangements - Spalding High School September 2021

Spalding High School is a girls' grammar school, with a mixed sex sixth form. Lincolnshire County Council is the Admission Authority. The County Council has delegated to the governing body the decision about which children to admit. Spalding High School will apply the oversubscription criteria shown below if there are more applications than available places.

For a child to be eligible for a place at Spalding High School they must be of the required academic ability.

In common with the majority of grammar schools in Lincolnshire the school requires children to reach a common qualifying standard. For entry into Year 7 this is an aggregate standardised score of 220 in the verbal reasoning test and the non-verbal reasoning test. This standard is intended to identify the top 25% of children by ability in areas of Lincolnshire served by a grammar school. This means the percentage pass rate may vary from one area to another and from one year to another, depending on the abilities of the children in a local area in any one year.

Published Admission Number

The published admission number for Year 7 is 150.

Testing and arrangements for admission into Year 7

For entry into Year 7 the school determines a child's academic ability for admission by their performance in the Lincolnshire Consortium of Grammar Schools' 11+ examinations. Information regarding the Consortium can be found at www.grammarschools.lincs.sch.uk.

- A registration form must be completed in order for a child to sit the 11+ examinations. It is imperative that parents wishing their daughters to sit the 11+ examination complete and return the registration form.
- Registration forms are sent to Lincolnshire feeder primary schools in January when children are in Year 5 and should be returned to the primary school by the deadline date on the form. Alternatively, the registration form can be downloaded from the Spalding High School website and returned to Spalding High School by the deadline on the form.
- Further details regarding test dates and practice papers will be sent once a child is registered.
- The tests take place in September when the children are in year 6.
- Spalding High School sends the result of the 11+ to parents at the beginning of October.
- A child taking the 11+ is not considered as an application for the school and a formal application must be made to the child's home LA.
- Children can only be tested once for entry into an academic year. A child who does not achieve the qualifying standard for Year 7 cannot be tested for Year 8 until the second half of the summer term preceding entry.

Arrangements for applications for places in Year 7 at Spalding High School will be made in accordance with Lincolnshire County Council's coordinated admission arrangements; parents resident in Lincolnshire can apply online at www.lincolnshire.gov.uk/schooladmissions, they can also apply by telephone, or ask for a hard copy application form, by telephoning 01522 782030. Parents resident in other areas must apply through their home local authority. Spalding High School will use the Lincolnshire County Council's timetable published online for these applications and the relevant Local Authority will make the offers of places on our behalf as required by the School Admissions Code.

Testing for admission at other times

Children will be required to take entrance examinations to ensure that they are of the academic ability for the relevant year group at Spalding High School. These examinations will determine whether the child is at least of the minimum ability for the relevant year group. Parents who wish their child to take this test should contact Spalding High School directly for more information. For midyear entry the following are the tests are to be taken and the standards the child must achieve in order to qualify for the relevant cohort are discussed. The school will also display this information on the school website.

- 12+ Mid-Year Entry between the ages of 11.03 and 14 years

These pupils will sit a GL Assessment verbal reasoning (age 12 and 13, which is suitable for pupils aged 11.03 to 14.03) and a GL Assessment non-verbal reasoning (age 12 – 14, suitable for pupils aged 11.03 to 15.03). These 12-14 tests will be age weighted, and pupils will be expected to attain an amalgamated score of at least 230 with no individual paper scoring below 110. This will place them in the top 25% of the ability range.

- Mid Year Entry over the age of 14 years

These pupils will sit Nelson Cognitive Abilities Test 3, Level G (suitable for pupils aged 13.06 to 16+, although most appropriate for pupils over 14). Pupils will sit three batteries, i.e. verbal, quantitative and non-verbal. Pupils sitting Cognitive Abilities Tests 14+ will be expected to attain Level 7 in each section (Stanine Scales) which should place them in the top 25% of the ability range.

A child taking the test is not considered as an application for the school and a formal application must be made to the school.

For a midyear place, including the Year 7 that has commenced, an application can be made online at www.lincolnshire.gov.uk/schooladmissions. Applications should be made to Lincolnshire County Council for applicants from all areas.

Oversubscription Criteria

Children who would like a place at Spalding High School in years 7-11 must firstly have qualified under the testing arrangements. For entry into Year 7 in September places will be allocated to parents who return an application before we consider any parent who has not returned one.

In accordance with relevant legislation the allocation of places for qualifying children with an Education, Health and Care Plan (Children and Families Act 2014) where the school is named on the plan will take place first. Remaining places will be allocated in accordance with this policy.

In the event of the school being oversubscribed by qualified children, places will be allocated using the oversubscription criteria listed below. Criterion marked with a number, for example 1, 2 and 3 are explained separately in the definition and notes section.

1. Looked after children and all previously looked after children (1).
2. Children with a brother or sister on roll at Spalding High School at the time of application or who will be attending the school at the expected time of admission (2).
3. Other Children

Tie Breaker

If any admissions category is oversubscribed then the applicants in that category will be ranked increasing order of straight line distance (3). If the distance criterion is not sufficient to distinguish between two or more applicants for the last remaining place then a lottery will be drawn by an independent person, not employed by the school or working in the Local Authority Children's Service Directorate.

Definitions

(1) A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders).

Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

(2) Brother or sister attending the school at the time of application, or who will be attending the school at the expected time of admission. In all cases both children must live at the same address. We include in this criterion:

- a brother or sister who shares the same biological parents
- a half-brother, half-sister, step-brother or step-sister
- a legally adopted child, a child legally adopted by a biological or step-parent

(3) Straight line distance is calculated from the post office address point of the child's home to the post office address point of the school. Measurements are made in miles to a maximum of three figures after the decimal point. The school uses the measurements made by Lincolnshire County Council's school admissions team using an electronic mapping system to calculate this measurement.

Home Address

By home address we mean the address where the child lives for the majority of term time

with a parent as defined in section 576 of the Education Act 1996 who has parental responsibility for the child as defined in the Children Act 1989.

Where a child lives normally during the school week with more than one parent at different addresses, the home address for the purposes of school admissions will be the one where the child spends the majority of term time. If a parent can show that their child spends an equal amount of time at both addresses during school term time, they can choose which address to use on the application.

If a parent has more than one home, we will take as the home address the address where the parent and child normally live for the majority of the school term time. We do not take into account an intention to move for the purposes of the oversubscription criteria.

Twins and other siblings from a multiple birth and siblings in the same year group.

In these cases all the children will be considered together as one application. If one or more can be admitted within the published admission number the school will be allowed to go above its admission number as necessary to admit all the children, unless this would prejudice the provision of efficient education or the efficient use of resources.

Reserve Lists

For admission into Year 7 the governors will keep a waiting list called a reserve list. If a child has met the required standard in the 11+ and is offered a place at a school named as a lower preference than Spalding High School they will be automatically placed on the reserve list. A child cannot be placed on the reserve list if they have not met the required standard in the 11+ or have been deemed qualified by an appeal panel.

The reserve lists are kept in the order of the oversubscription criteria. Names can move down the list if someone applies for a place and is higher placed on the oversubscription criteria. The length of time you have been on the list is not taken into account when allocating places.

The list is kept by the School Admissions Team until the end of the coordinated admission round in August each year. Spalding High School will then keep the reserve list until the end of the academic year.

If your child is of the required ability and you wish them to join the school in another year group, you can request your child be added to the reserve list by contacting Spalding High School directly. The reserve lists are cleared at the end of each academic year in Year 7 to 9 and at the end of December for Year 10. If you would like your child to be placed on the reserve list for the following academic year please contact Spalding High School. A reserve list is not kept for Year 11.

Appeals

For entry into Years 7 to 11 a parent has the right to appeal if a place is not offered due to; non-qualification, oversubscription or both. There is only a right of appeal if Spalding High School has been expressed as a preference on the application form.

The procedures for appeals relating to admissions are in accordance with all relevant legislation. They are independent and organised by the County Council Legal Services Section and are separate from the admission system. The decision of the independent appeal panel is binding on all parties. You will be informed of how to appeal if your application for a place is denied.

Further information can be found at www.lincolnshire.gov.uk/schooladmissions .

Fraudulent or Misleading Applications

The Admission Authority and Spalding High School reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

The Admission Authority and Spalding High School have the right to investigate any concerns they may have about your application. If it is considered there is evidence that an applicant has made a fraudulent claim or provided misleading information, the Admission Authority has the right to withdraw an offer of a school place. For example, if a false home address has been given for a child, which denied a place to a child with a stronger claim.

Fair Access Protocol

The purpose of the Fair Access Protocol is to ensure that unplaced children, especially the most vulnerable, are offered a place quickly when applying outside of the main admissions round so that the amount of time any child is out of school is kept to the minimum. Spalding High School will participate in the Lincolnshire County Council Fair Access Protocol (FAP). This includes admitting children above the published admissions number to schools that are already full where this is appropriate. Children allocated under the Fair Access Protocol will take precedence over children on the reserve list.

Children of UK Service Personnel (UK Armed Forces)

In order to support the military covenant aimed at removing disadvantage for UK service personnel (UK Armed Forces), and Crown Servants returning from abroad the following arrangements will apply;

If an application is supported by an official letter declaring a posting and a relation date then an intention to move to a confirmed address or quartering within the UK will be accepted for a child for the purposes of implementing the oversubscription criteria.

Where an application is not supported by an official letter declaring a posting and relocation date, or is not being made due to a new posting then the child's current address will be used to examine the application against the oversubscription criteria until the child is formally resident in the new address.

Proof of intended occupation of the residential address such as mortgage statement, exchange of contracts or signed tenancy agreement will be required. For applicants participating in the Future Accommodation Model trial, a letter accepting an address under the scheme will be accepted if a signed tenancy agreement cannot be provided.

An offer may be withdrawn if a child does not reside at the address listed on the application form if the school is oversubscribed and use of an incorrect address has resulted in a place being denied to another child who would otherwise have been offered the place.

If a confirmed address cannot be provided and a family have provided the required proof of posting, a unit postal address will be accepted for the purposes of operating the oversubscription criteria. This will be for the base to which the parent has been posted.

In all cases where an applicant is considered after national offer day of the admitting year and parents can demonstrate that the child is a child of a crown servant returning from abroad or is a child of a serving member of the armed forces, the governors will consider whether to offer a place at a school even if the school has reached its official PAN. When making the decision whether to offer over PAN the governors will consider the circumstances of each case including,

- If the applicant would have been offered a place had they applied on time in the

- admissions round of the year of entry,
- Whether there is any child on the reserve list with higher priority under the oversubscription criteria,
- Whether admission of a further student would prejudice the efficient education and efficient use of resources and this prejudice would be excessive,

The Governors have discretion to admit above the admission number in these circumstances but they are not obliged to do so. If a place is refused, parents will be informed of their right of appeal.

In all cases the child must have met the required standard to be educated at the school.

Admission of Children outside of their Normal Age Group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented, has experienced problems such as ill health or is Summer born. Parents wishing to make these requests must contact their home local authority for guidance on the procedure to follow. It is important for parents to note that they will have the opportunity and responsibility to provide whatever evidence they wish to support their request.

Decisions will be made on the basis of the circumstances of each case and in the best interests of the child concerned; this will include taking account of:

- the parent's views;
- any available information about the child's academic, social and emotional development;
- where relevant, the child's medical history and the views of a medical professional;
- whether the child has previously been educated out of their normal age group;
- any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely
- the views of the head teacher

Spalding High School Year 12 (Sixth Form) Admission Policy 2021

Spalding High School is a girls' grammar school with a mixed Sixth Form.

The approximate number in the Sixth Form (years 12 and 13) is 250.

The Published Admission Number (PAN) for students joining the school at the beginning of Year 12 is 50. This does not include students continuing at the sixth form after year 11.

Lincolnshire County Council is the Admission Authority for the school. The County Council has delegated to the governing body the decision about which children to admit. Spalding High School will apply the oversubscription criteria shown below if there are more applications than available places.

The school is responsible for the process of application, so you should approach the school for details. The school will make initial offers of places subject to the outcome of the actual exams. Year 11 students at the school transfer automatically provided they meet the academic standards set out below and the school can provide the relevant course of combination of courses. In certain cases the school may offer a place in the Sixth Form, but for a different combination of courses than the one preferred by the applicant.

Academic Criteria

To be admitted all students must fulfil the following requirements:-

To be admitted all students must fulfil the following requirements:-

1. Achieve at least a Grade 4 in Mathematics and either English Language or English Literature in addition to 4 further GCSEs at Grade 9-4.
 2. Achieve at least a GCSE Grade 6 in the **THREE** subjects they wish to study at A level.
- There is more detail on this below

In the case of new subjects (not studied at GCSE) students will need to achieve at least a GCSE Grade 5 in English Language or English Literature

Subjects that can be studied on achievement of the entry requirements listed above:

- Business,
- Classical Civilization
- Criminology (L3 Diploma)
- Drama & Theatre Studies,
- DT: Product Design,
- DT: Fashion & Textiles,
- English Language,
- Geography,
- History,
- Information Technology (BTEC extended certificate)
- Law
- Religious Studies,
- Sociology

French, Latin and Spanish can only be chosen if studied previously

Additional Entry Requirements where applicants have studied the subject before:

Subject	At least
Biology	Grade 6, 7 in Combined Science and Grade 5 in Mathematics OR Grade 6 in Biology and Grade 5 in Mathematics
Chemistry	Grade 7, 7 in Combined Science and Grade 6 in Mathematics OR Grade 7 in Chemistry and Grade 6 in Mathematics
Physics	Grade 7, 7 in Combined Science and Grade 6 in Mathematics OR Grade 6 in Physics and Grade 6 in Mathematics
Mathematics	Grade 7 in Mathematics
Further Mathematics	Grade 8 in Mathematics
PE	Grade 5 in one Science
Psychology	Grade 5 in one Science

Additional Entry Requirements where applicants have not studied the subject before:

Subject	At least
Art & Design and Photography	A suitable portfolio
English Literature	Grade 6 in English Language
Music	Grade 5 or 6 (ABRSM or equivalent) in an instrument or voice
PE	Grade 5 in one Science
Psychology	Grade 5 in one Science

Oversubscription Criteria

This is used to rank external applicants where there are more applicants than the PAN given above)

In accordance with legislation the allocation of school places for children with an Education, Health and Care Plan (Children and Families Act 2014) where the school is named on the plan will take place first. Remaining places will be allocated in accordance with this policy.

The oversubscription criteria are listed in the order we apply them. Words marked with a number, for example 1, 2 and 3 are explained separately in the definition and notes section.

If there are more applicants than places available then places will be offered using the following criteria:

- A.** The child is in the care of the local authority or had previously been in care (1).
- B.** The grade achieved in the relevant subject or subjects, or for those subjects not available at GCSE, a relevant subject specified above. The applicant with the higher grade will have priority.

C. The average points score achieved across all GCSE subjects taken by the applicant. The applicant with the higher score will have priority.

Tie Breaker - Straight line distance (2) from home to school, with the applicant living nearer to the school having priority. This would be the tie-breaker if necessary; in the event of a tie on distance the school will offer extra place(s).

Definitions and notes

1. A child in the care of the local authority is provided with accommodation by them in accordance with section 22 of the Children's Act 1989, at the time of application. This includes any child that has previously been in care and who is now adopted or who is subject to a residence order or special guardianship order.

2. Distance is calculated by measuring from the post office address point of the child's home to the post office address point of the school. Measurements are made electronically in miles to a maximum of three figures after the decimal point.

Home Address

The home address is the address where the child lives for the majority of term time with a parent as defined in section 576 of the Education Act 1996 who has parental responsibility for the child as defined in the Children Act 1989.

Where a child lives normally during the school week with more than one parent at different addresses, the home address for the purposes of school admissions will be the one where the child spends the majority of term time. If a parent can show that their child spends an equal amount of time at both addresses during school term time, they can choose which address to use on the application.

If a parent has more than one home, we will accept the home address as the address where the parent and child normally live for the majority of school term time.

Right of Appeal

If the school refuses a place in the Sixth Form, both the parents and the student have the right of appeal to an independent panel. The right of appeal does not apply in the event that an applicant receives an offer of a place in the sixth form, but not their preferred combination of subject courses. Please contact the Education Team on 01522 782030 or email schooladmissions@lincolnshire.gov.uk for more information.

Fraudulent or Misleading applications

We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

We have the right to investigate any concerns we may have about your application and to withdraw the offer of a place if we consider there is evidence that you have made a fraudulent or misleading application, for example a false address was given which denied a place to a child with a stronger claim.

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Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

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Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Lincolnshire County Council's school admission arrangements for the school year 2021/22	Person / people completing analysis	Emily Nicholls
Service Area	Children's Services	Lead Officer	Matt Clayton
Who is the decision maker?	The Executive member	How was the Equality Impact Analysis undertaken?	Desktop exercise, consideration of relevant legislation, Sufficiency Study and data
Date of meeting when decision will be made	10/02/2020	Version control	V 0.4
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Directly delivered
Describe the proposed change	<p>The County Council has a statutory duty to have in place admission arrangements for Community and Voluntary Controlled schools for which it is the admission authority and coordinated schemes describing how it meets its duties in respect of coordination of admissions to the normal years of intake in schools. The Council has in place such arrangements for the school year 2020/21 with the following changes proposed:</p> <ul style="list-style-type: none"> • Reduction of the published admissions number of three schools – Helpringham from 25 to 20 and Gonerby Hill Foot from 50 to 40) and Edward Richardson from 17 to 15. • A change to the way that children of armed forces applicants are considered to allow those families greater flexibility to live in private accommodation in line with the Future Accommodation Model for forces housing. • Co-ordinated Scheme - has additional sections concerning parental disputes, applicants from overseas and how offers will be dealt with when a child holds multiple offers. 		

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state 'no positive impact'.

Age	The relevant legislation states that parents have a right to express preferences as to the schools their children will attend, ranking the preferences in order and giving reasons. Parental age is not captured as part of the process because it is not relevant to the decisions to be made. A child's age is considered to ensure they are admitted to the appropriate school. Admissions decisions must be made according to oversubscription criteria, which could not lawfully include the age of the parent, therefore there can be no impact. If the PAN is reduced an 'over-offer' option is available in exceptional circumstances. The same applies to 'bulge years'. Capacity has been assessed to ensure children will not be impacted as part of a 'Sufficiency Study' carried out by Lincolnshire County Council.
Disability	Legislation requires that children with disabilities whose needs are met through an Education Health and Care Plan are placed in schools before other applications are considered and that other children with Special Educational Needs and Disabilities must be treated equally to children who have none. Legislation specifically states that information about parental disability must not be sought as part of the admissions process. For these reasons there can be no positive impact on the parent(s).
Gender reassignment	This cannot lawfully be considered in the school admissions process therefore there can be no positive impact.
Marriage and civil partnership	Legislation specifically proscribes consideration of this factor in school admissions work.
Pregnancy and maternity	This cannot lawfully be considered in the school admissions process therefore this information is not sought and there can be no positive impact.
Race	This cannot lawfully be considered in the school admissions process therefore this information is not sought and there can be no positive impact.

Religion or belief	Voluntary Controlled schools may lawfully operate a Faith criterion as part of their oversubscription criteria. Four such schools for which the Council is the admission authority do so. The potential impact of the criterion is that it will give those meeting the test of Faith priority for school places over those living nearer to the school. For this reason the Faith criterion is placed after consideration of whether the school is the nearest and before the final criterion of home to school distance. Maintaining this therefore has a slight potential positive impact on those able to meet the relevant test of Faith.
Sex	The Council is the admission authority for one designated single sex school, Spalding High School, which is a Girls' Grammar School. To comply with legislation parental preferences are considered equally irrespective of the gender of the parent, therefore there can be no impact.
Sexual orientation	This is not captured because it cannot lawfully be considered in the school admissions process therefore there can be no positive impact.

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

Armed forces families - There is discretion, under existing policy, to support mid-year intake of children in exceptional circumstances, for example where there is a large scale move of forces families to the area. The change proposed allows greater flexibility with regards to how these applications are processed.

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

Age	Admissions apply to children of particular ages meaning this policy only applies to those who fall into these defined cohorts. The relevant legislation states that parents have a right to express preferences as to the schools their children will attend, ranking the preferences in order and giving reasons. Parental age is not captured as part of the process because it is not relevant to the decisions to be made. Admissions decisions must be made according to oversubscription criteria, which could not lawfully include the age of the parent, therefore there can be no negative impact
Disability	Legislation requires that children with disabilities whose needs are met through and Education Health and Care Plan are placed in schools before other applications are considered and that other children with Special Educational Needs and Disabilities must be treated equally to children who have none. Legislation specifically states that information about parental disability must not be sought as part of the admissions process. For these reasons there can be no negative impact.
Gender reassignment	This cannot lawfully be considered in the school admissions process therefore there can be no negative impact.
Marriage and civil partnership	Legislation specifically proscribes consideration of this factor in school admissions decisions.

Pregnancy and maternity	This cannot lawfully be considered in the school admissions process therefore this information is not sought and there can be no negative impact.
Race	This cannot lawfully be considered in the school admissions process therefore this information is not sought and there can be no negative impact.
Religion or belief	Voluntary Controlled schools may lawfully operate a Faith criterion as part of their oversubscription criteria. Four such schools where Lincolnshire County Council is the admission authority do so. The potential impact of the criterion is that it will give those meeting the test of Faith priority for school places over those living nearer to the school. For this reason the Faith criterion is placed after consideration of whether the school is the nearest and before the final criterion of home to school distance. Maintaining this therefore has a slight potential negative impact on those not meeting the test of Faith applicable.
Sex	The Council is the admission authority for one designated single sex school, Spalding High School, a Girls' Grammar School, which means boys are not permitted access to their admissions process. Otherwise, parental preferences are considered equally irrespective of the gender of the parent or child therefore there can be no impact.
Sexual orientation	This cannot lawfully be considered in the school admissions process therefore there can be no negative impact.

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

Rural communities – The County Council's Sufficiency Study identified that continuing to accept siblings children living further away could lead to the displacement of local children wishing to attend the school from 2021. These would have to be allocated a place further away if this occurred. This would impact travel, time and therefore wellbeing of those children potentially affected. There is a plan to monitor any issues which arise from displacement and sufficient physical capacity within the schools to 'over-offer' to mitigate against this.

Information during consultation will primarily be online, which has an impact on those living in very remote areas or who cannot access social media for example, but alternative methods and means will be utilised to capture views from a broad and representative audience.

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at consultation@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

The EIA is a Desktop activity at this stage, based on assumptions and a Sufficiency Study, to ensure that any potential positive and negative impacts are clarified, any mitigating factors are identified, and that any limits imposed by legislative requirements are made clear. The EIA is a publicly available document

This consultation activity will identify, through the provision of specific questions relating to impact and mitigation, the level of support for/against and impact of a change to the published admission number for Gonerby Hill Foot, Edward Richardson and Helpringham Schools

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

Age	No respondents identified any issues to note in this area
Disability	No respondents identified anything to note in this area
Gender reassignment	No respondents identified anything to note in this area
Marriage and civil partnership	No respondents identified anything to note in this area
Pregnancy and maternity	No respondents identified anything to note in this area
Race	No respondents identified anything to note in this area
Religion or belief	No respondents identified anything to note in this area

Sex	No respondents identified anything to note in this area
Sexual orientation	No respondents identified anything to note in this area
Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way? The purpose is to make sure you have got the perspective of all the protected characteristics.	Assumptions will be tested during consultation and considered during analysis.
Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?	The situation at applications stage and at the school will be monitored.

Further Details

Are you handling personal data?

Yes

If yes, please give details.

As part of the admissions process we must capture sufficient information to facilitate any admission authority in Lincolnshire applying it oversubscription criteria correctly; this will include names and addresses of parents and children and the children's dates of birth as well as sibling connections in some cases. This personal information will be managed, in line with LCC policy and GDPR

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Actions required	Action	Lead officer	Timescale
Include any actions identified in this analysis for on-going monitoring of impacts.	Consult statutory stakeholders		

Version	Description	Created/amended by	Date created/amended	Approved by	Date approved
V0.1	Based on 2020 EIA considerations	Emily Nicholls Sarah Moody	20/9/2019		
V0.2	With CET and service area updates		24/9/19		
V0.3	Further minor updates as third school impacted/ deciding to consult				
V0.5	Consultation responses added		03/01/2020		

Examples of a Description:

'Version issued as part of procurement documentation'

'Issued following discussion with community groups'

'Issued following requirement for a service change; Issued following discussion with supplier'

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

Report to:	Children and Young People Scrutiny Committee
Date:	17 January 2020
Subject:	Children Missing Out on Education Annual Report 2018/19

Summary:

This report collates data and commentary on groups of children who are identified as being at increased risk of missing education. It is the third report in this format and compares where possible, three years of data.

Actions Required:

The Children and Young People Scrutiny Committee is invited to note and comment on the Children Missing Out on Education Annual Report 2018/19.

1. Background

The local authority has a duty under **Section 436A of the Education Act 1996** to have processes in place to identify children who are not receiving a full time suitable education. This report provides an update on the processes in place to capture this information and explains any trends where possible.

The definition 'Children missing out on education' is used in this report to encompass children who are out of any form of education i.e. not on a school roll and those not receiving the full time education that they are entitled to either through irregular attendance at school or by not receiving a suitable education elsewhere.

The following points are highlights of the activities and trends for the academic year 2018-19:

- The number of children being removed from school to be Electively Home Educated (EHE) continued to grow but at a slower rate than the previous year. The Association of Directors of Children's Services (ADCS) report on EHE 2018/19 indicates that, based on the data received from 132 Local Authorities (LA), there has been a 5% decrease in the number of children being EHE. The biggest concern, however, remains those vulnerable children who are removed from school by parents who are unprepared,

unable or do not have the intention to educate their child at home. The changes in Lincolnshire's EHE process to reflect the new guidance published in April 2019, has resulted in a faster return to school under a School Attendance Order (SAO). Lincolnshire saw a significant rise in SAO's during the latter part of 2018/19 following the introduction of the new EHE process. The ADCS report indicated a 171% increase in SAO's being issued across the country and therefore Lincolnshire's practice is in line with the national picture.

- The process for reporting children missing education and following up notifications continues to improve with the introduction of the new data management system, Synergy. The capacity to follow up the notifications this year, however, has been stretched which has resulted in a decrease in children found, compared with previous years. With the on-going implementation of Synergy, increased staffing to monitor the Children Missing Education (CME) notifications and weekly CME reporting to line management, an improvement is expected.
- The use of a Fixed Penalty Notice (FPN) by schools as a tool for addressing irregular attendance continues to increase with more than 3000 FPN's being issued for 2018/19. The payment of FPN's has dropped slightly to 60% compared with 64% in the previous year, however with the introduction of the Single Justice Process which will see all non-payment of FPN's proceed to prosecution where potentially the parent could receive a significant fine, it is likely that the percentage of payment within 21 days will increase.
- The school persistent absence rate in Lincolnshire has increased in line with the national data. Lincolnshire's special schools have a higher rate of persistent and authorised absence compared with national data. In June 2019, all schools who had higher than national average for both unauthorised and persistent absence were given a written reminder of this comparison. It was recommended to maintained schools that they attended an attendance workshop and used the self- assessment audit tool to help improve the monitoring of their school absences. More than 200 schools came to a workshop in 2018/19 and have access to the self-assessment audit.
- The majority of schools are now using the reduced timetable reporting process and following the new guidance introduced in June 2019. The guidance states that the implementation of a reduced timetable should only be done with the consultation of the SEND, Pupil Re-integration Team (PRT) and the Social Worker if the child is known to these services. This has raised the awareness of the importance of monitoring the use of a reduced timetable to ensure the child is receiving the education they are entitled to.

2. Conclusion

The Committee is invited to note and comment on the Children Missing Out on Education Annual Report 2018/19 attached at Appendix A.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

Yes.

b) Risks and Impact Analysis

No impact.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Children Missing Out on Education Annual Report 2018/19

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 Jill Chandar-Nair, who can be contacted on 07717 320089 or jill.chandar-nair@lincolnshire.gov.uk.

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1. Background

The local authority has a statutory duty to arrange suitable full-time education for children of compulsory school age at school or otherwise. This education must be suitable to their age, aptitude and any special educational needs they might have. The local authority have a duty under **section 436A of the Education Act 1996** to make arrangements to establish the identities of children in their area who are not receiving a suitable full-time education, as described.

The groups of children who are identified as being at an increased risk of missing out on education are:

- **Children missing education (CME)**
children who are not on roll of a school
- **Children who are electively home educated (EHE)** where parents are failing to provide a suitable, efficient education that meets the needs of their child
- **Children not attending regularly**
pupils who have not attended school for a period of 10 consecutive school days and their absences have been unauthorised (**PNAR**)
pupils for whom a fixed penalty notice has been issued due to persistent absence/unauthorised holiday
pupils whose parents are being prosecuted due to their child's poor attendance
- **Pupils on reduced timetables**
pupils who are not receiving a full time education due to e.g. medical needs

2. Notification of children who are missing out on education (CMOE)

2016/17 saw the introduction of online surveys that allow schools to notify the local authority of children who are or may be at risk of missing education. The introduction and use of Synergy in 2018 allowed the local authority to improve the processing of the two new DfE files, CMJ- child joining a school and CML – child leaving a school. Most school management information system (MIS) providers have now built the use of these files into their system and schools are therefore more easily able to provide the local authority with the data it requires. Once received, the system matches leavers and joiners; when a child is not matched, further enquiries are made with schools, to ensure that they have used the notification survey as required. If the child's whereabouts cannot be confirmed, the child is considered as missing education and the search for this child is supported through the child missing education process.

A report of children notified by schools as starting or leaving (child movements) is compared against the census to identify which schools are using the process regularly. The report revealed:

- 196 maintained and academy schools were fully compliant with the process. This is 55% of the schools, a significant increase on 2017/18 numbers
- A further 120 schools had between 0-5% missing child movements reported
- 40 schools had more than 5% missing child movements reported, this can be around 4 children for a small school and 90 for a large secondary school.

The local authority writes to all schools in relation to this, particularly reminding those with more than 5% missing child movements, of their duty to report all children who join and leave their school under the statutory duty outlined in the 2016 Children Missing Education. Training has also been provided to data admin managers to support them with the processes.

3. Children Missing Education

Since November 2016, schools have used the notification survey to report a child as missing education. Other authorities that wish to report a child missing education, refer directly to the CME team. In 2018/19 **1434** CME notifications were received, **1272** were reported by Lincolnshire schools, **162** were referred from out of county. Overall there has been an 18% increase in the total number of CME children reported, mainly secondary age children although there remain more primary children reported as CME than secondary. At the end of the academic year, more secondary CME cases were closed compared to primary. Some of this can be explained by the fact that a higher number of secondary age children are reported as CME as a result of failed Elective Home Education and therefore classed as found but not in education. There is a significant drop in the number of out of county referrals possibly due to the use of the HMRC process (see below) and improved systems within each local authority to narrow down the location of a child.

The percentage of CME cases closed has decreased by 10% for 2018/19 (64%) compared with the previous year and therefore there remains a higher than usual number of CME cases still open. An explanation for this is the increased workload of the business support team who process the referrals and the officers who search for and reintegrate the children back into school if found. An increase in the number of CME children as well as an increase in the number of Electively Home Educated children and change of process, together with a new system Synergy, used to record the status of the children, has led to this decrease in performance. This has now been addressed for 2019/20 through changes in process and increased staffing. The team have also introduced weekly and monthly monitoring of CME numbers to help return to the original performance level of around 75%.

There are three stages to the process for finding children missing education, initially, systems are checked by the CME Tracker to see if the child is in a school, awaiting a school place, known to have an Education Health Care Plan and awaiting a school place or known to other service areas. If a child is still not located or not found in education within 5 days, this information is shared with Safeguarding and Education Welfare Officers for further investigations to take place including contacting parents

and home visiting if necessary. If the location of the child remains unknown, the referral is returned to the CME Tracker for routine checks.

The length of time taken to close a CME case has increased for 2018/19 with fewer children being found at the initial stage by the CME Tracker and more found after 5 days or when allocated to a Safeguarding and Welfare Officer. This will improve in 2019/20 as a result of the actions put in place to address increased workload, outlined above.

In 2017 Her Majesty's Revenue and Customs (HMRC) introduced a process which allowed local authorities to report a CME child to them following which they will inform the local authority if the family is still living at the same address, a different address or not found. The conditions are that the child must have been CME for 10 weeks and that a recent home visit had been carried out prior to the referral. Lincolnshire began this process on the 5th February 2018. There are also plans to liaise with the district councils who may have information on housing and benefits that will help to locate the family and child if they remain in the county. CME referrals continue to be risk assessed in order for the team to prioritise those classed as red rating i.e. known to social care, a victim of crime etc.

4. Children not attending regularly

4.1. School Assurance

As a local authority, the main concern is a school absence that is unauthorised by the school. Whilst Lincolnshire's unauthorised absence remains in line with the national average and has not increased from the previous year, the high percentage of authorised absences in Lincolnshire may continue to mask the true picture of absences for no acceptable reason. The particular concerns are the increase in persistent absences in primary schools and the increase in authorised absences for special schools and its significant difference compared with the national figure.

Most recent data 2017/18	Lincs. unauthorised absence	National unauthorised absence	National Authorised absence	Lincs. Authorised absence	National Persistent absence	Lincs. Persistent absence
All schools	1.1%	1.4%	3.5%	3.7%	11.2%	11.5%
Primary	1.0%	1.1%	3.0%	3.1%	8.7%	8.6%
Secondary	1.2%	1.6%	3.9%	4.2%	13.9%	14.2%
Special	1.9%	2.2%	8.0%	10.5%	29.6%	32%

There were 147 primary schools, 25 secondary schools and 8 special schools who had higher than national average unauthorised absence, higher than national average persistent absence or both. The local authority continues to write to these schools raising its concerns and requesting that the above national average absence rate is addressed. This year it was recommended that these schools attended the managing attendance workshop and completed the new Managing Attendance self-assessment audit as part of their approach to improving attendance. A significant number of the identified schools came to the workshop and have been allocated the audit for completion.

4.2. Pupils not attending regularly: 10 consecutive days unauthorised absence

The Children Missing Education guidance September 2016 stated that schools should agree with the local authority, an interval at which they will inform the local authority of a pupil that fails to attend regularly. To support this, a notification survey has been designed that allows schools to notify the local authority of any child who has been absent from school without permission for more than 10 consecutive school days. In 2018/19 there were 202 entries from 61 different schools. This is a slight increase on 2017/18 however potentially there is underreporting particularly in relation to secondary age children. Schools are supported to explore all possible strategies to return the child to school or alternative provision and, where appropriate, the local authority writes to parents on behalf of the school reminding them of their duty and requesting the child returns to school. Schools are requested

to review and resubmit every four weeks in order for the local authority to monitor children with long term absence from school.

5. Fixed Penalty Notices (FPN)

When a child has unauthorised absence of more than 4.5 days over a six week period, schools are permitted to request the issue of a penalty notice. There were 3059 FPN's issued in 2018/19. In 2017/18 there was a significant rise in the requests for a penalty notice to be issued, there continues to be an increase but at a slower pace of 33% increase compared with a 3 fold increase in the previous year. Parents continue to remove their child from school during term time and schools are now more confident to use a FPN as a strategy to address unauthorised absence in their setting due to the training provided by the Inclusion and Attendance team. Payment of FPN's remains around 60%. From September 2019 a new system will be introduced that allows schools to request an FPN to be issued via a web portal hosted on the LCC website. Parents can also pay the fine using the same system. This will hopefully reduce the amount of time allocated to processing an FPN and may see an increase in payment.

Lincolnshire is required to complete an annual return to the DFE as part of the Parental Responsibilities- Attendance data collection.

6. Prosecutions for non- attendance

Over the 2018/9 period, 134 cases were presented to the courts for poor attendance. In 2017 there was a decision not to progress non-payment of an FPN to prosecution unless the child met the criteria of being a persistent absentee or that a previous FPN had been issued and unpaid or that there would be a potential impact on the future attendance of siblings. This explains the low and steady number of prosecutions due to non- payment in 2018/19 compared with the significant increase in FPN's issued. In May 2019 the courts agreed to introduce the Single Justice Process (SJP) for the prosecution of non- payment of a FPN to be in line with other processes outside of education where a FPN is issued and not paid. This is

principally for unauthorised holiday absence and those who are identified under the criteria above would not be dealt with in this way but continue under the current process for prosecution. This was implemented in September 2019.

To support schools manage their attendance a full day training was provided to which 147 schools attended. There is also now a Managing Attendance audit which all school attending the training have access to and the product will also be available for purchase from September 2019. The Team also attend cluster meetings that are held within schools to support strategies and understanding of processes within Lincolnshire.

7. Children on Reduced Timetables

Throughout 2018/19, 288 children were reported to be on a reduced timetable, a 45% increase compared with 2017/18. A total of 118 schools reported, 85 primary, 27 secondary, 5 special and 1 through school.

The legislation states that all children have a right to a full time education which is generally defined as 25 hours per week. If at any point in a child's education, it is deemed that he/she is not capable of doing a full time education principally due to medical needs, the school must inform the local authority. The school must indicate why the reduced hours timetable is in place and for how long; this must be for no longer than 6 weeks and be in agreement with the parents.

A revised Reduced Timetable protocol is now available to schools and the local authority will monitor the use of this, principally looking at children who are subject to a number of periods of reduced timetables and schools who frequently use this approach.

8. Children who are electively home educated

As legally required, schools inform the local authority when a parent decides to remove their child from school, to home educate. At the end of the academic year 2018/19 there was 1032 EHE children known to the local authority. This is slightly higher than the numbers for 2017/18.

In Lincolnshire and nationally, there is a growing number of parents who are removing their child from school giving desire to home educate as the reason, whereas in reality, the parents either do not have a full understanding of home education and therefore a suitable, effective education is unlikely, or there is no intention to educate. The result has been that a growing number of children are out of school for a significant amount of time whilst they move through the EHE process only to be returned to school when it becomes evident that no education is being provided. In April 2019, a new process was trialled which introduced a more robust investigation at an early stage to identify whether or not the parents have an intention to educate. This was influenced by the new DfE guidance which was published in April 2019.

During the period of 1st April to 21st June, 142 children became electively home educated. Of those, 79 children received a home visit by a Safeguarding and Education Welfare Officer which resulted in a satisfactory judgement in terms of parents understanding home education and their expectations to provide this. Where this was not provided or a visit did not take place or was declined, a request for information within 10 days was issued. If information is not provided, formal school attendance order proceedings begin, to return the child to school. Whilst this approach has increased the demand on a service which is already under pressure, the result has been a quicker return to school for those children whose parents do not have an intention to home educate and therefore a recommendation remains that the new initial stage of the process is adopted. To ensure the process can be sustained, there are plans to employ 2 additional Safeguarding and Welfare Officers.

As part of the process, the family can receive a visit from an education officer and an education provision advisor. Parents may provide a submission rather than have a

visit; this year, the number of submissions received has increased. Whilst there are no concerns based on this, for the education and welfare of the child, the consequence is that the child is not seen. Correspondence to parents has now been amended to ensure that they are aware that at any stage, they can request a home visit.

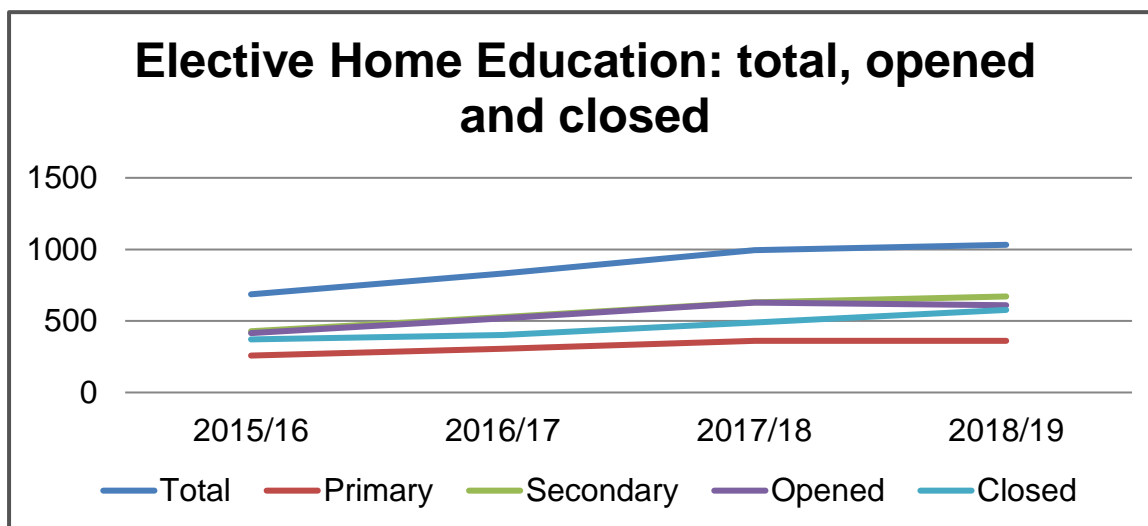
For every visit or submission, the advisors make a judgement on the education being provided. The number of visits or submissions receiving an unsuitable judgement has increased. This may reflect the growing number of parents deciding to home educate their child due to issues with the school including avoidance of exclusion and prosecution, rather than a lifestyle choice. The introduction of the more robust initial stages to the EHE process should hopefully reduce the number of unsuitable judgements further down the line.

A concern has been the growing number of failed and cancelled visits which significantly impacts on the resource available within the team and through the contracted advisors. The process has been reviewed and now a failed visit is followed by a request for a submission and a visit that is cancelled can only be rescheduled once. Hopefully this will ensure that the available resource is used effectively.

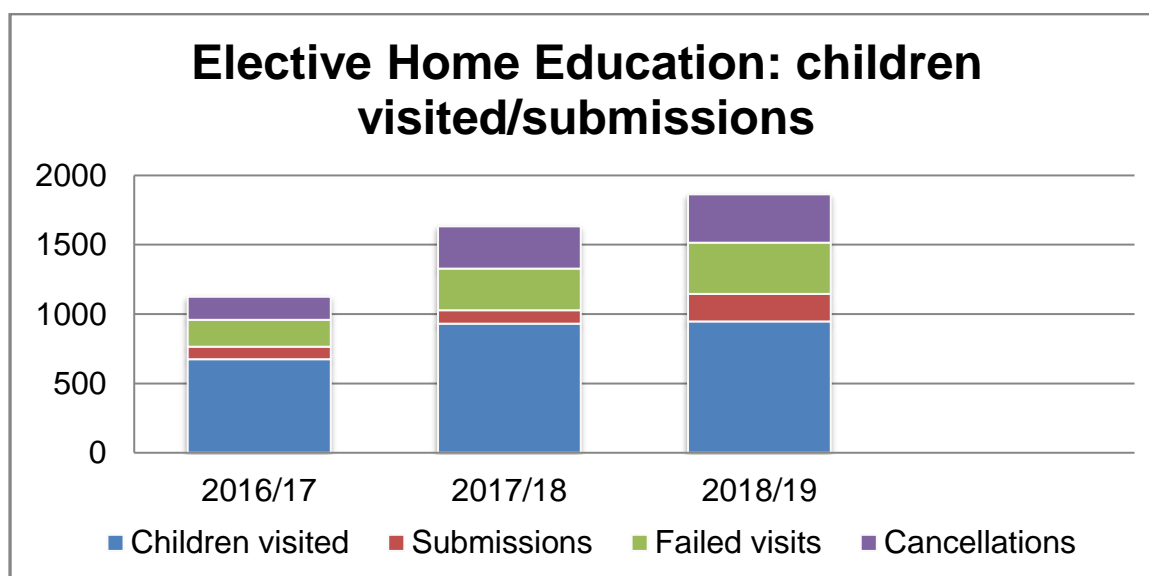
As a consequence of the changes to the initial stages of the EHE process, there are more orders in place to return a child to school. 28 school attendance orders have been instated due to failed EHE provision since the new process was introduced. In addition some of the children who need a school place following parents' failure to provide an intention to educate plan, are challenging to place in mainstream school due to previous persistent non- attendance often due to school phobia, anxiety or other mental health or learning needs. A rapid return to the same school will help the school to continue with the work they were doing to return the child to full time education. Alternatively, parents are supported by the education team to pursue an assessment of needs and access appropriate services to allow their child to return to mainstream schooling.

The data shows that the number of children who electively home educated and are involved in a child in need (CiN) or team around the child (TAC) process continues to decrease. Further research is needed to establish whether this is a trend across the county or one particular to the nature of the EHE children. The number of children with Education Health Care Plan remains constant.

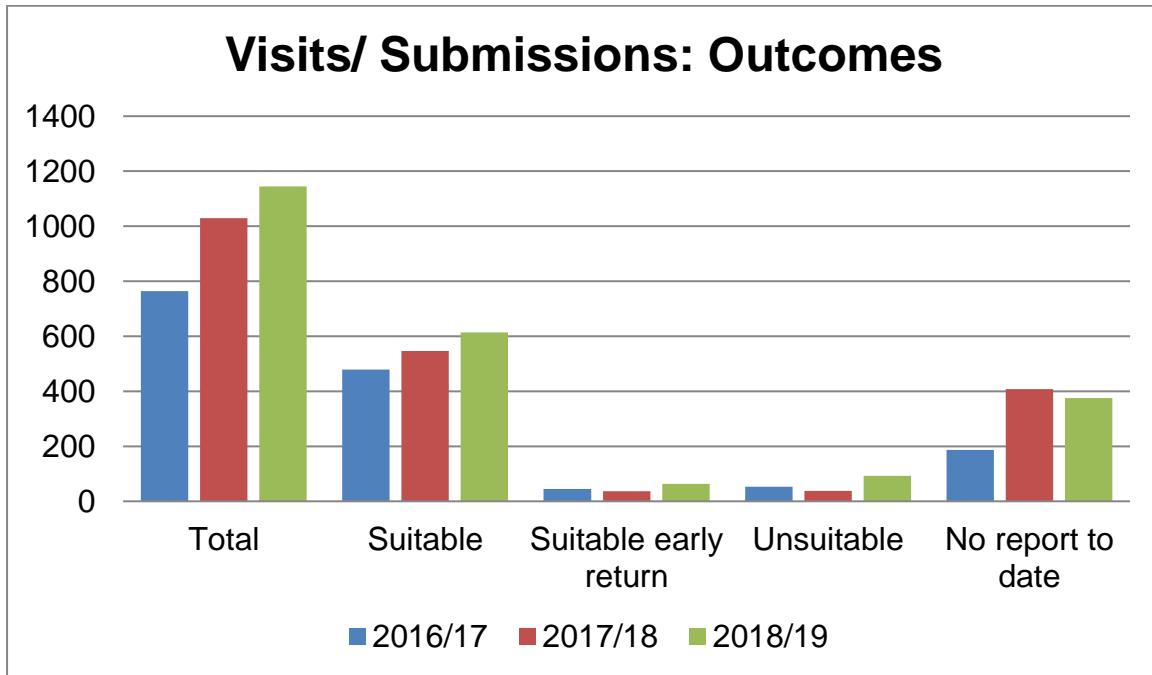
Elective Home Education



Key Messages: Number of children being Electively Home Educated continues to grow but at a slower rate than previous year. Number of starters has remained the same with an increase in cases closed to EHE. This could be due a higher number of year 11 pupils, and higher number of failed judgements resulting in a return to school

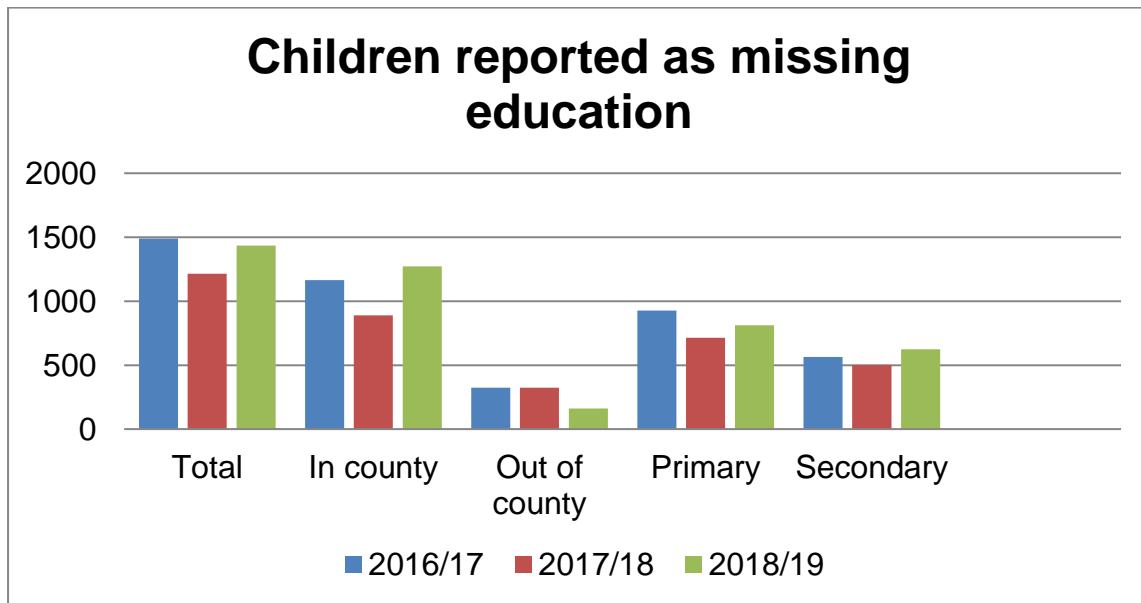


Key Messages: There has been a small increase in number of visited to reflect the increase in number of children being electively home educated but a higher increase in the number of submissions as parents chose not to be visited. The biggest concern is the number of failed and cancelled visits which has resulted in a review of process.

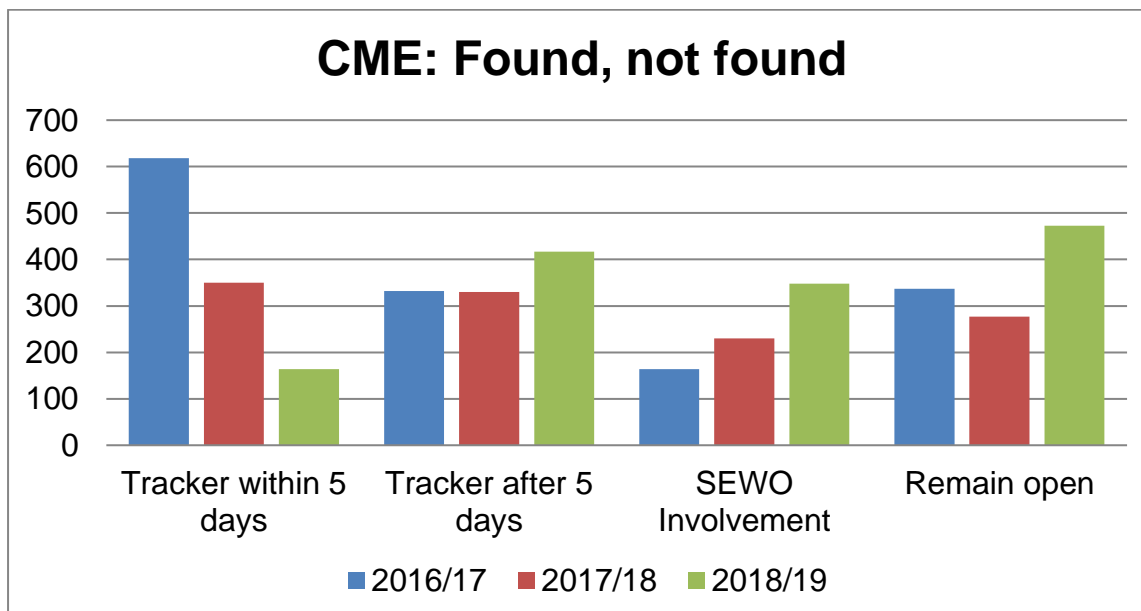


Key Messages: In most cases, parents are providing a suitable education to their children through EHE. There is a proportionally higher increase in number of unsuitable outcomes, this may be due to the nature of families who are choosing to EHE due to other reasons than lifestyle choice and therefore are not intending to or cannot provide an education at home.

Children Missing Education

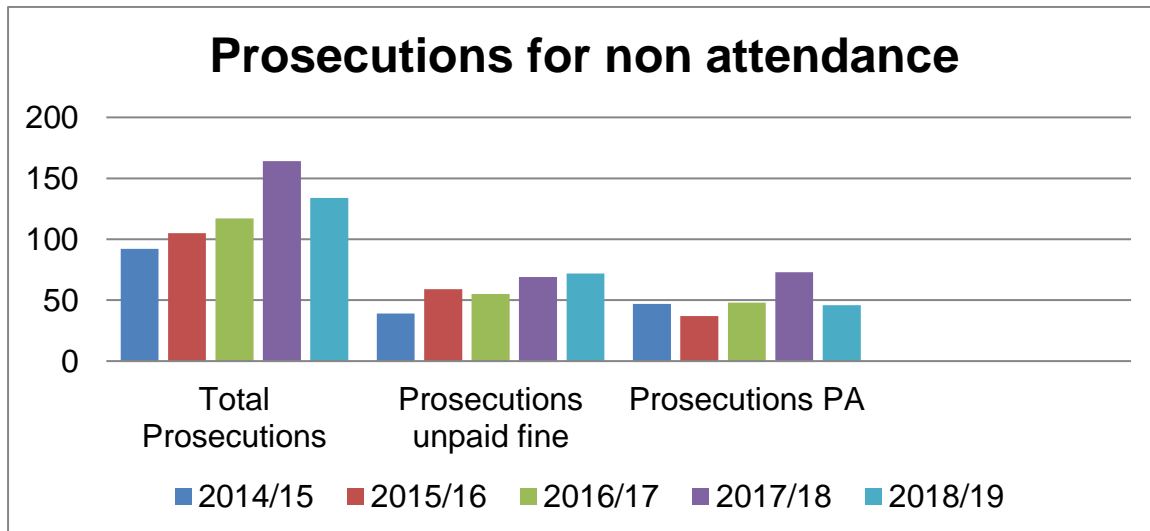


Key Messages: There has been an increase in the number of children reported as CME this year. The increase is more significant as it has come from in county reporting of CME as number of out of county reporting has dropped by half. This may be explained by improved identification especially when children leave a school before joining another.

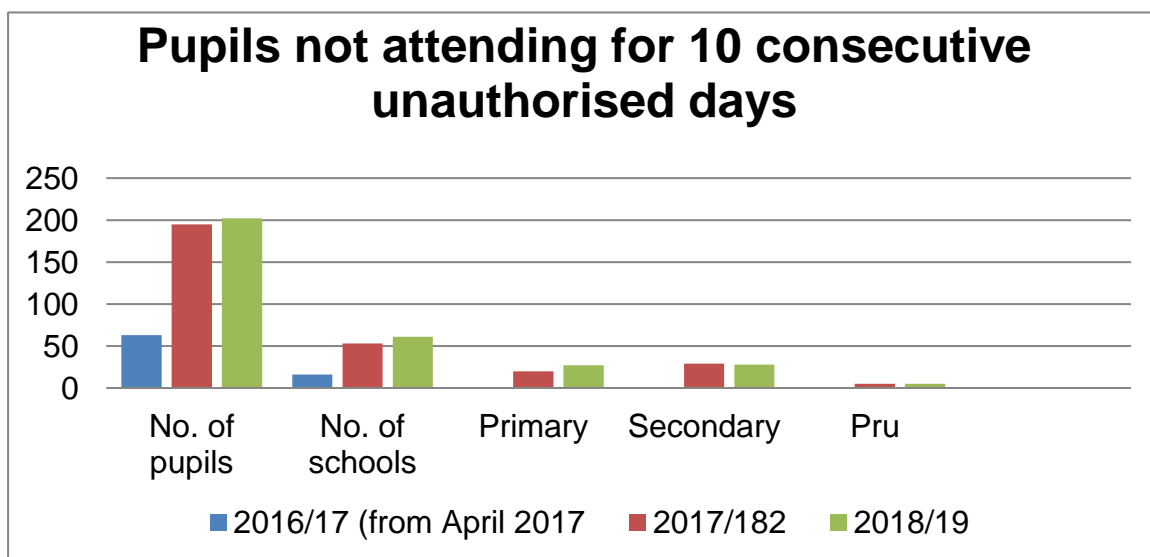


Key Messages: A higher proportion of CME cases remain open at the end of 2018/19 compared with previous years. This is due to workload of the team rather than inability to track the children. Actions have been taken to improve the capacity within the team to eventually find and close more cases of CME.

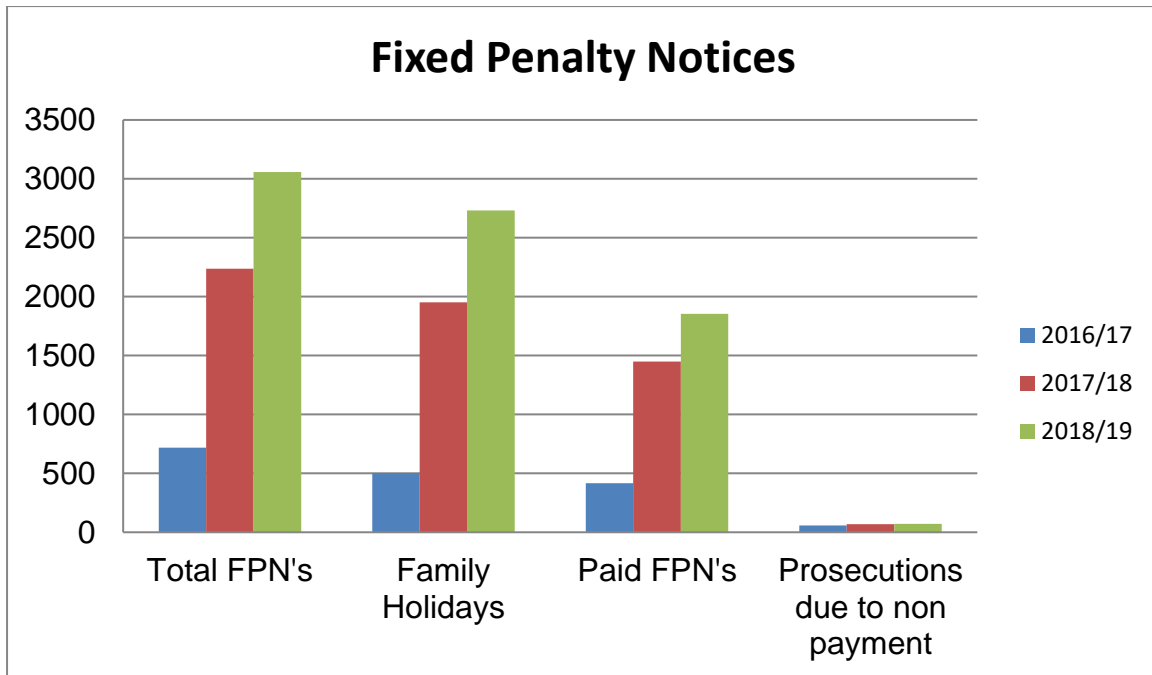
Children not attending regularly



Key Messages: Prosecutions due to unpaid FPN fines remain low as this would only occur if there had been a previous unpaid FPN or history of persistent absence. This will change next year as prosecution for unpaid FPN's taken for holidays in term time will proceed.



Key Messages: Number of pupils reported and number of schools reporting remains constant. There is potential underreporting from secondary schools as anecdotal evidence suggests that there are a higher number of children who are not attending for 10 unauthorised days. Schools are being asked to re-enter the child into the system every 4 weeks if the non- attendance continues.



Key Messages: Fixed Penalty Notices continue to increase, the main reason for issuing being family holidays. Prosecutions due to non-payment of the fine remain low however this will change next year with the introduction of the single justice panel which will process prosecutions of non-payment fines for family holidays during term time.

Children Electively Home Educated

Reported August 2019

School Age Group	2016/17			2017/18			2018/19		
	Pri	Sec	Total	Pri	Sec	Total	Pri	Sec	Total
Current number EHE	305	527	832	361	631	995	361	671	1032

Starters and Leavers	2016/17	2017/18	2018/19
Number of new starters	518	628	610
Number closed	402	488	577

EHE Advisor visits and outcomes	2016/17	2017/18	2018/19
Number children visited	675	931	946 (369 failed)
Number families visited	526	800	760
Number of submissions reviewed	89	98	199
Number of suitable (visits and submissions)	470	546	614
Number of early returns following suitable (visits and submissions)	45	37	63
Number of unsuitable (visits and submissions)	53	38	93
Failed visits	195	300	369
Cancelled or rearranged visits	165	304	349

School Year	Pupil	Male	Female
Reception	22	7	15
Yr1	36	20	16
Yr2	42	21	21
Yr3	62	35	27
Yr4	52	30	22
Yr5	65	31	34
Yr6	82	40	42
Yr7	91	44	47
Yr8	117	55	62
Yr9	133	69	64
Yr10	160	71	89
Yr11	170	75	95
	1032	498	534

SEN case	51
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Area	
Boston	69
East Lindsey	269
Lincoln	114
North Kesteven	134
South Holland	141
South Kesteven	144
West Lindsey	161
	1032

Elective Home Education: CIN, CP, TAC and EHCP

	CIN	CP	TAC	EHC Plan/ Statement
2015/16	110	5	100	57
2016/17	114	9	78	57
2017/18	82	2	80	51
2018/19	74	6	61*	52

* The TAC Number represents TAC External only due to a current issue with the TAC Internal Report therefore number may be slightly lower.

Children Missing Education

Reported August 2019

	2016/17	%	2017/18	%	2018/19	%
Total referrals	1489	100	1214	100	1434	100
CME closed by 31.08.2017	1114	74.8	n/a	n/a	n/a	n/a
CME closed by 31.08.2018	1245	83.61%	910	75%	n/a	n/a
CME closed by 31.08.2019	1281	86.03%	986	81.22%	929	64.78%
CME still open 31.08.2017	338	22.6%	n/a	n/a	n/a	n/a
CME still open 31.08.2018	184	12.36%	277	22.8%	n/a	n/a
CME still open 31.08.2019	130	8.73%	183	15.07%	474	33.05%
Above SSA 31.08.2017	37	2.49%	n/a	n/a	n/a	n/a
Above SSA 31.08.2018	60	4.03%	27	2.2%	n/a	n/a
Above SSA 31.08.2019	78	5.24%	45	3.71%	32	2.23%

CME process	2016/17	% of total	2017/18	% of total	2018/19	% of total
Closed within 5 days by Tracker	618	41.5%	350	28.8%	164	11.4%
Closed after 5 days by Tracker	332	22.3%	330	27.2%	417	29%
Closed following SEWO involvement	164 40 (2017/18)	11.0%	230	19%	348	24%
Remained open	337	22.6%	277	22.8%	473	32.9%
Closed not found by end of year 11	37	2.5%	27	2.2%	32	2.23%
Total	1488	100%	1214	100%	1434	100%

2016/17	In County				Out of County				Total			
	Open	Closed	Reached School Leaving Age	Total	Open	Closed	Reached School Leaving Age	Total	Open	Closed	Reached School Leaving Age	Total
Primary	178	569	0	747	52	127	0	179	230	696	0	926
Secondary	69	326	23	418	39	92	14	145	108	418	37	563
Total	247	895	23	1165	91	219	14	324	338	1114	37	1489
%	21.20%	76.83%	1.97%		28.09%	67.59%	4.32%		22.70%	74.82%	2.48%	

2017/18	In County				Out of County				Total			
	Open	Closed	Reached School Leaving Age	Total	Open	Closed	Reached School Leaving Age	Total	Open	Closed	Reached School Leaving Age	Total
Primary	118	398	0	516	49	148	0	197	167	546	0	713
Secondary	84	272	18	374	26	92	9	127	110	364	27	501
Total	202	670	18	890	75	240	9	324	277	910	27	1214
%	22.70%	75.28%	2.02%		23.15%	74.07%	2.78%		22.82%	74.96%	2.22%	

	In County				Out of County				Total			
2018/19	Open	Closed	Reached School Leaving Age	Total	Open	Closed	Reached School Leaving Age	Total	Open	Closed	Reached School Leaving Age	Total
Primary	289	432	n/a	721	13	77	n/a	90	302	509	n/a	811
Secondary	159	363	29	551	13	56	3	72	172	419	32	623
Total	448	795	29	1272	26	133	3	162	474	928	32	1434
%	35.22%	62.5%	2.27%		16.04%	82.09%	1.8%		33.05%	64.71%	2.23%	

	Fixed Penalty Notice Summary	2015/16	2016/17	2017/18	2018/19
1	Total FPNs issued for unauthorised absence	849	719 (741)	2237	3059
1a	Total FPNs issued: main reason-family holiday		503	1953	2732
1b	Total FPNs issued: main reason- late	-	0	0	
1c	Total FPNs issued: main reason: other unauthorised	-	238	284	327
2	FPNs paid within 21 days	497	414 (439)	1435	1830
3	FPNs paid within 22-28 days	1	1 (5)	14	23
4	FPNs withdrawn	120	28(42)	153	93
4a	FPNs withdrawn as issued outside the terms of the local code of conduct	-	11	4	13
4b	FPNs withdrawn as ought not to have been issued to the named recipient	-	26	49	33
4c	FPNs withdrawn as notice appears have material errors	-	2	27	27
4d	FPNs withdrawn as after 28 day expiry, penalty is unpaid and LA do not wish to bring legal proceedings	-	3	73	20
5	Cases prosecuted following non payment	60	58	69	72
6	Unresolved	-	196	93	1041
7	FPNs unpaid	232	276	473	728

Pupils not attending regularly: Fixed Penalty Notices and Prosecutions

Prosecutions	2014/15	2015/16	2016/17	2017/18	2018/19
Total Prosecutions	92	105	117	85	134
Prosecutions due to unpaid FPN's	39	59	55	69	72
Persistent absence – 1st Prosecution	47	37	48	73	46
Aggravated – 2nd Prosecution	3	1	6	12	-
Withdrawn	0	6	0	5	0
Education Supervision Orders	0	1	4	4	3
School Attendance Orders	1	1	2	1	13

Pupils not attending regularly: 10 consecutive days unauthorised absence

Pupils not Attending Regularly (PNAR)	2016/17 (since April 2017)	2017/18	2018/19
Number of children reported	63	195	202
Number of schools	16	53	61
Primary	-	20	27
Secondary	-	29	28
Special/Pru	-	5	5
All through schools			1

Pupils on reduced timetables

Pupils on a Reduced Timetable	2017/18	2018/19	
Number of children reported	266	388	
Number of schools	66	118	
Primary	46	85	
Secondary	16	27	
Special/Pru	3	5	
All through school	-	1	
Alternative Provision	1		

Open Report on behalf of Andrew Crookham, Executive Director - Resources

Report to:	Children and Young People Scrutiny Committee
Date:	17 January 2020
Subject:	Children and Young People Scrutiny Committee Work Programme

Summary:

This item enables the Committee to consider and comment on the content of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit. The Committee is encouraged to highlight items that could be included for consideration in the work programme.

Actions Required:

- (1) To review and agree the Committee's work programme as set out in this report.
- (2) To highlight for discussion any additional scrutiny activity which could be considered for inclusion in the work programme.

1. Background

Current Items

For reference, the Committee's items for this meeting are set out below: -

17 January 2020		
Item	Contributor	Purpose
Council Budget 2020/21	Heather Sandy, Interim Director - Education Janice Spencer OBE, Interim Director - Children's Services	Budget Scrutiny
Schools Funding Update 2020/21 - Mainstream Schools	Mark Popplewell, Head of Finance – Children's	Pre-Decision Scrutiny (Executive Councillor Decision on 21 January 2020)

17 January 2020		
Item	Contributor	Purpose
Proposal to expand the capacity at The Lincoln St Christopher's School from 200 to 333 (Final Decision)	Matthew Clayton, Admissions and Education Provision Manager	Pre-Decision Scrutiny (Executive Decision on 4 February 2020)
Boston John Fielding Special School Capital Appraisal	Kevin Kendall, Assistant Director – Corporate Property	Pre-Decision Scrutiny (Executive Councillor Decision between 20 January 2020 and 7 February 2020)
School Admissions Policies and Co-ordinated Schemes for 2021 Intake	Emily Nicholls, School Admissions Manager	Pre-Decision Scrutiny (Executive Councillor Decision between 10 - 21 February 2020)
Children Missing Out on Education Annual Report 2018/19	Jill Chandar-Nair, Inclusion and Attendance Manager	Policy Review

Planned Items

The Committee's planned items are listed below:

6 March 2020		
Item	Contributor	Purpose
Sustainable Modes of Transport to School (SMOTS) Strategy	Mark Rainey, Children's Commissioning Manager Teri Marshall, Education Transport Manager	Pre-Decision Scrutiny (Executive Councillor Decision on 16 March 2020)
Referral from OSMB - Children who are subject to a child protection plan (Measure 24)	Roz Cordy, Interim Assistant Director - Safeguarding	Performance Scrutiny
Lincolnshire Local Authority School Performance 2018-19	Martin Smith, Interim Assistant Director - Education	Performance Scrutiny

Lincolnshire Learning Partnership Strategic Review Outcome	Martin Smith, Interim Assistant Director - Education	Policy Review
Local Area Special Educational Needs and Disability Inspection by Ofsted and Care Quality Commission – Action Plan Progress Report	Sheridan Dodsworth, Head of Special Educational Needs and Disability	Performance Scrutiny

24 April 2020		
Item	Contributor	Purpose
Inclusive Lincolnshire Strategy Progress Report	Mary Meredith, Head of Inclusion	Policy Review
Early Years Strategy	Michelle Andrews, Head of Early Years	Policy Review

5 June 2020		
Item	Contributor	Purpose
Transitions Scrutiny Review Recommendations – Monitoring Report	Sheridan Dodsworth, Head of Special Educational Needs and Disability Justin Hackney, Assistant Director - Specialist Adult Services	Scrutiny Review Activity

17 July 2020		
Item	Contributor	Purpose
The Future of Ash Villa School	Matthew Clayton, Admissions and Education Provision Manager	Pre-Decision Scrutiny (Executive Councillor Decision on 31 July 2020)

4 September 2020		
Item	Contributor	Purpose
Restorative Practice - Lincolnshire Joint Diversionary Panels (JDP) – Position Report and Evaluation Report from University of Lincoln	Andy Cook, Youth Offending Manager	Performance Scrutiny

9 October 2020		
Item	Contributor	Purpose

20 November 2020		
Item	Contributor	Purpose

2. Conclusion

The Committee is invited to review, consider and comment on the work programme as set out above and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix A.

3. Appendices

These are listed below and attached at the back of the report	
Appendix A	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

4. 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 Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 01522 552164 or by e-mail at Tracy.Johnson@lincolnshire.gov.uk

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 2 JANUARY 2020

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW AND WHEN TO COMMENT PRIOR TO THE DECISION BEING TAKEN	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
I019347 New!	Boston John Fielding Special School Capital Appraisal	Between 20 Jan 2020 and 7 Feb 2020	Executive Councillor: Resources and Communications	Children and Young People Scrutiny Committee Overview and Scrutiny Management Board	Report	Assistant Director - Corporate Property Tel: 01522 553726 Email: kevin.kendall@lincolnshire.gov.uk	Executive Councillor: Resources and Communications and Executive Director - Commercial	Yes	All Divisions
I019234	Schools Funding changes 2020/21	21 January 2020	Executive Councillor: Adult Care, Health and Children's Services	All maintained and academy schools; Lincolnshire Schools' Forum; and Children and Young People Scrutiny Committee	Report	Head of Finance - Children's Services Tel: 01522 553326 Email: mark.popplewell@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Interim Director of Education	Yes	All Divisions
I019057	Proposal to expand capacity at The Lincoln St Christopher's School (Final Decision)	4 February 2020	Executive	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County, Parish and District Councils, MPs, Trade Unions and Diocese	Report	Education Provision Planning Officer Tel: 01522 553392 Email: jessica.stevens@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Services	Yes	Birchwood; Boultham; Carholme; Ermine and Cathedral; Hartsholme; Park; St Giles; Swallow Beck and Witham
I019251	School Admission Policies and Co-ordinated Schemes for 2021 Intake	Between 10 February 2020 and 21 February 2020	Executive Councillor: Adult Care, Health and Children's Services	As required by the School Admissions Code 2014; Children and Young People Scrutiny Committee	Report	School Admissions Manager Tel: 01522 553304 Email: emily.nicholls@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Interim Director of Education	Yes	All Divisions
I018626	The Sustainable Modes of Transport to School (SMOTS) Strategy	16 Mar 2020	Executive Councillor: Adult Care, Health and Children's Services	Colleagues in Highways; Countryside Services; Public Health; the Transport Services Group; Children and Young People Scrutiny Committee	Report	Children's Commissioning Manager Tel: 01522 554053 Email: mark.rainey@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Interim Director of Education	Yes	All Divisions

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