



County Offices
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Lincoln
LN1 1YL

16 June 2021

In accordance with the powers granted by Regulation 8(1A) of the Schools Forum (England) Regulations this meeting will be held through remote means.

Lincolnshire Schools' Forum

A meeting of the Lincolnshire Schools' Forum will be held on **Thursday, 24 June 2021 at 1.00 pm as a Virtual - Online Meeting via Microsoft Teams** for the transaction of the business set out on the attached Agenda.

Access to the meeting is as follows:

Members of the Lincolnshire Schools' Forum and officers of the County Council supporting the meeting will access the meeting via Microsoft Teams.

Members of the public and the press may access the meeting via the following link [Agenda for Lincolnshire Schools' Forum on Thursday, 24th June, 2021, 1.00 pm \(moderngov.co.uk\)](#) where a live feed will be made available on the day of the meeting.

Yours sincerely

A handwritten signature in black ink that reads 'Debbie Barnes'.

Debbie Barnes OBE
Chief Executive

Membership of the Lincolnshire Schools' Forum

SCHOOLS' MEMBERS

Nursery (1)

Amy Stancer (Head Teacher, St Giles Nursery School, Lincoln)

Special (1)

1 vacancy

Primary Maintained (6)

Primary Maintained Head Teachers (3)

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

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

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

Primary Maintained Governors (3)

3 vacancies

Secondary Maintained Head Teacher (1)

Michele Anderson (Head Teacher, Spalding High School)

Secondary Academies (7)

Secondary Academies Head Teachers (4)

Steven Baragwanath (Head Teacher, University Academy, Holbeach)

Frances Green (Head Teacher, Somercotes Academy)

Simon Pickett (Head Master, The King's School, Grantham)

Sarah Wilson (Executive Principal, Stamford Welland Academy)

Secondary Academies Governors (3)

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

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

Jo Slessor (Governor, Carres Grammar School, Sleaford)

Primary Academies (5)

Primary Academies Head Teachers (3)

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

Katie Gravit (Head Teacher, Kirkby la Thorpe C E Primary Academy)

Simon Morley (Head Teacher, Boston West Academy)

Primary Academies Governors (2)

Daniel Callaghan (Head Teacher, Hartsholme Academy, Lincoln)

1 vacancy

Special Academies (2)

Special Academies Head Teacher (1)

Leandra Mason (Executive Head Teacher, Lincolnshire Wolds Federation)

Special Academies Governor (1)

Dr Stephen Hopkins (Trust Chair of Communities Inclusive Trust)

Alternative Provision Academy (1)

Josh Greaves (Deputy Chief Executive Officer, Wellspring Academy Trust)

NON-SCHOOLS' MEMBERS

Faith Groups (1)

Paul Thompson

Providers of 16 to 19 Education (1)

Martin Shelton (Linkage Community Trust)

Staff Trade Unions (1)

Helen Stokes (UNISON)

Early Years Providers (1)

Julia Merivale (Trinity Day Nursery, Gainsborough)

**LINCOLNSHIRE SCHOOLS' FORUM AGENDA
THURSDAY, 24 JUNE 2021**

Item	Title	Pages
1	Election of Chairman	
2	Election of Vice-Chairman	
3	Apologies for Absence/Replacement Members	
4	Declarations of Members' Interest	
5	Minutes of the Lincolnshire Schools' Forum meeting held on 22 April 2021	7 - 14
6	Chairman's Announcements	Verbal Report
7	Lincolnshire Schools' Forum - Constitution and Membership Update <i>(To receive a report from Mark Popplewell, Head of Finance – Children's Services, which asks the Forum to consider and comment on the revised Lincolnshire Schools' Forum Constitution and Membership)</i>	To Follow
8	Section 251 Budget Statement 2021/22 <i>(To receive a report from Elizabeth Bowes, Strategic Finance Manager, Schools Finance Team, which provides the Forum with a copy of the Section 251 (s.251) budget statement for the 2021/22 financial year)</i>	15 - 22
9	Annual Report on Special Educational Needs and Disabilities <i>(To receive a report from Sheridan Dodsworth, Children's Services Manager, Special Educational Needs and Disabilities, which provides the Forum with an annual update on Special Educational Needs and Disabilities (SEND) as required by the Schools' Forum Regulations)</i>	23 - 32
10	Annual Early Years Report <i>(To receive a report from Geraldine O'Neill, Sustainability and Development Manager, which provides the Forum with an update on the delivery of services to support early years and childcare provision across Lincolnshire and outlines the priorities for the Early Years and Childcare Support Services for 2021/22)</i>	33 - 38
11	Lincolnshire's Alternative Provision Arrangements <i>(To receive a report from Mary Meredith, Head of Inclusion, which provides the Forum with an overview of Lincolnshire's current and future alternative provision arrangements)</i>	39 - 44

- 12 Academies and Trust Update** 45 - 50
(To receive a report from John O'Connor, Children's Service Manager, Education Support, which provides the Forum with information on the latest number of academies and pupils in academies, and academy trusts)
- 13 Lincolnshire Schools' Forum - Work Programme** 51 - 52
(This item provides the Forum with an opportunity to discuss potential items for future meetings, which will be subsequently included in the Work Programme)

Democratic Services Officer Contact Details

Name: **Katrina Cope**

Direct Dial **07385 463994**

E Mail Address katrina.cope@lincolnshire.gov.uk

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

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

Contact details set out above.

All papers for council meetings are available on:

<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



LINCOLNSHIRE SCHOOLS' FORUM 22 APRIL 2021

PRESENT: GAVIN BOOTH (CHAIRMAN)

Amy Stancer (Headteacher, St Giles Nursery School, Lincoln), Anthony Stevens (Governor, The Holt Primary School, Skellingthorpe), Martin Kyle (Head Teacher, St Faith and St Martin's Junior School), Ian Randall (Head Teacher, Reepham Church of England Primary School), Catherine Stratton (Head Teacher, Saxilby Church of England Primary School), Michele Anderson (Head Teacher, Spalding High School), Rachel Barrett FCCA (Governor, North Kesteven Academy), Professor Ken Durrands CBE (Governor, The King's School, Grantham), Steve Baragwanath (Executive Principal, University Academy Holbeach), Frances Green MA (Oxon) (Head Teacher, Somercotes Secondary Academy), Simon Pickett (Head Master, The King's School, Grantham), Katie Grivil (Head Teacher, Kirkby la Thorpe Church of England Primary Academy), Simon Morley (Head Teacher, Boston West Academy), Lea Mason (Executive Head Teacher, Lincolnshire Wolds Federation, Louth), Dr Stephen Hopkins (Trust Chair of Communities Inclusive Trust), Martin Shelton (College Principal, Linkage Community Trust), Helen Stokes (Branch Secretary, UNISON) and Julia Merivale (Manager, Trinity Day Nursery).

Officers in attendance:-

Elizabeth Bowes (Strategic Finance Manager, Schools Finance Team), Katrina Cope (Senior Democratic Services Officer), Eileen McMorrow (Programme Manager, Special Schools Strategy), Dave Pennington (Head of Property Development), Mark Popplewell (Head of Finance (Children's Services)) and Martin Smith (Assistant Director for Children's Education).

26 APOLOGIES FOR ABSENCE/REPLACEMENT MEMBERS

Apologies for absence were received from Daniel Callaghan (Governor, Hartsholme Academy), Josh Greaves (Deputy Chief Executive Officer, Wellspring Academy Trust), Paul Thompson (Faith Group Representative) and Sarah Wilson (Executive Principal, Stamford Welland Academy).

27 DECLARATIONS OF MEMBERS' INTEREST

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

28 MINUTES OF THE LINCOLNSHIRE SCHOOLS' FORUM MEETING HELD ON 14 JANUARY 2021

RESOLVED

That the minutes of the Lincolnshire Schools' Forum meeting held on 14 January 2021 be agreed and signed by the Chairman as a correct record.

29 CHAIRMAN'S ANNOUNCEMENTS

The Chairman on behalf of the Forum welcomed Amy Stancer to her first meeting. The Forum noted that Amy had replaced Jo Noble as the Nursery representative on the Forum.

The Chairman also advised that Penny Davies had resigned from her position on the Forum. Thanks were extended to both Jo and Penny for their valued contributions to the Forum over the years.

It was noted that currently there were five vacancies on the Forum; and that arrangements would be made for an election to be held in due course.

**30 PROGRAMME UPDATE - BUILDING COMMUNITIES OF SPECIALIST PROVISION:
TOGETHER IN LINCOLNSHIRE**

The Chairman invited Eileen McMorrow, Programme Manager, Special Schools Strategy, and Dave Pennington, Head of Property Development, to present the report, which provided the Forum with an update on the implementation of the Building Communities of Specialist Provision Strategy.

It was reported that on the 6 November 2018, the Executive had granted approval to implement the Building Communities of Special Provision Strategy. It was noted that the strategy had commenced in January 2019, and would be implemented over a five year period up to September 2024. The Forum noted further that once fully implemented, the strategy would make significant changes to the existing special education provision, by creating an integrated and sustainable school system where pupils would be able to attend their nearest school and be confident that their health and educational needs would be met. It was highlighted that the projected cost of the programme had risen to £86.794m, and the reasons for the increased costs were explained, namely schemes presented particular challenges due to their existing school conditions; further developments of the schools external grounds and improvements to traffic and transport areas. The Forum noted that the programme had secured additional funding through revised grant allocations and the Council agreeing to fund the £15.600m funding gap left predominately by the authority's unsuccessful free school application in the Lincoln City area.

Appendix A to the report provided the Capital Build Programme Timeline, including details of pre-construction and construction completion dates. The Forum received a brief update on each of the projects, details of which was shown on pages 19 to 21 of the report.

A copy of the Special School Reorganisation policy was appended at Appendix B to the report, which had been developed by the Local Authority in collaboration with the SEND

Alliance Project Board and key advisors from the sector, to provide a formalised approach to the revenue funding of special school reorganisations in supporting the Local Authority's statutory duty to provide sufficient school places. It was highlighted that the policy had been approved and had already been applied to Boston Endeavour Academy, The Willoughby Academy, Bourne and Eresby School, Spilsby.

The Forum was advised that funding had been earmarked to support the implementation of the strategy in special schools to provide all needs education to pupils with SEND in their local communities. It was highlighted that that a £2.000m commitment from Dedicated Schools Grant reserves had been approved by the Forum in October 2018. This commitment would fund the revenue fixtures and fittings for the new 60 classroom spaces and other new building spaces through the SEND capital programme, such as sensory and soft play rooms, medical intervention spaces and specialist teaching facilities. It was also noted that a further commitment of £0.143m had been agreed to support workforce development for the sector, which would be rolled out to mainstream schools. The remaining funding and High Needs block funding would support the implementation of the planned growth costs of increased special school places in accordance with the policy, during this growth period.

It was reported that a model of delivery had been approved, with the development of Specialist Community Led Panels for each locality to meet the needs of children and young people requiring a special school place at the right time as close to home as possible. Paragraph 4.1.3 provided details as to how the panels would seek to identify a local special school place.

The Forum noted that the health workstream had successfully developed robust partnership working across the Local Authority, Health Trusts and the Clinical Commissioning Group, to ensure an effective health offered will be offered to all special schools.

It was reported that to ensure the most effective use of specialist medical and therapy equipment, all special schools had joined the Lincolnshire Community Equipment Services contractual arrangement held by the Local Authority.

The Forum was advised that the workforce development work stream had designed the concept of a SEND Learning Platform; a sector-led approach to professional development, which would ensure that all pupils with SEND would be able to access a quality education facilitated by skilled and knowledgeable staff. The forum noted that the Platform had been approved by Directorate Leadership Team; and by the SEND Alliance Project Board. It was noted that the Local Authority was currently developing the commissioning and contractual arrangements for the learning platform.

In conclusion, the Forum was advised that despite some challenges, the strategy had made significant progress across all aspects of the programme, including securing an additional £15.600m of Council capital funding to fulfil the programme.

Paragraph 6.1 to 6.15 provided the Forum with information relating to the risks and impact of the programme.

During discussion, the Forum raised the following points:

- Whether the funding allocated would cover the cost of the strategy. The Forum was advised that the £86m allocated would cover the cost of the scheme. Confirmation was also given that there had been increased costs across all projects and that all projects were on target and on budget;
- One member suggested that future progress reports should contain more information as to costs of each individual projects;
- Some concern was raised as to whether provision of the 500 extra places would be sufficient to meet demand. The Forum was advised that a five year projection had been modelled, which had included an extra 10% flexibility. Also, the Forum noted that there would be transformation across the whole system, i.e. providing enhanced support to mainstream schools. Reassurance was given that the 500 places would be sufficient;
- If consideration had been given to the growth in post 16 numbers. Reassurance was given to the Forum that this was being considered;
- Where the investment of £69.724m had been accessed from. The Forum was advised that this had been secured from a number of government capital grant allocations, which would provide for all special schools in the programme to access improved capital solutions and enhanced facilities. It was also highlighted that in addition, the Full Council in February 2021 had agreed to fund £15.600m through the Council's capital programme to address the funding gap left after the authority's free schools application to create an additional 111 places in the Lincoln City area had been unsuccessful;
- How equity of places and affordability was being managed. The Forum noted that there had been challenges, as not all the schools were starting from the same position. However, the implementation of the capital build had continued, despite these issues and Covid-19, to ensure each special school had a consistent offer for the children and young people of Lincolnshire. Thanks were extended to the hard work of the Programme Manager, Special Schools Strategy and the Head of Property Development and their teams for their commitment and collaborative working ensuring the implementation of the strategy to help young people in the county attend their nearest school, knowing that their health and educational needs would be met; and
- Confirmation was given that demand would be led by Lincolnshire pupils.

The Chairman on behalf of the Forum extended his thanks to everyone involved in the strategy.

RESOLVED

That the report concerning the Programme Update – Building Communities of Specialist Provision: Together in Lincolnshire be noted.

31 SCHOOLS BROADBAND SERVICES

The Chairman invited Mark Popplewell, Head of Finance – Children's Services, to present the item, which provided the Forum with an overview of the current schools broadband services for all Lincolnshire schools (including academies) to October 2022 and to outline the direction of travel for securing schools broadband services from November 2022.

The Forum was provided with background information relating to the current broadband arrangement, which had been entered into in November 2012, details of which were shown on pages 41 to 43 of the report. The Forum noted the operational broadband service benefits for Lincolnshire schools through the contract; these were listed on page 43 of the report. It was highlighted that nearly 300 Lincolnshire schools receive the consolidated broadband offer through the central contract with the remaining Lincolnshire schools contracting with an alternative IT provider directly.

It was reported from November 2022, Lincolnshire would not be able to retain a central budget for schools broadband services in accordance with the schools funding reforms.

The Forum noted that the government's direction of travel was for schools to have a direct relationship for school related costs rather than it being contracted centrally by a Local Authority. The Forum noted further that going forward schools would have a direct relationship with an IT provider and that the cost of this would be met from their delegated budgets. It was highlighted that from November 2022, all schools would be expected to meet the full cost of broadband services.

It was reported that the Local Authority was keen to support Lincolnshire schools to continue to have high quality, affordable network provision; and as a result the Local Authority had established a Wide Area Network Advisory Board to help govern this process. The Local Authority was also currently engaging with the sector to understand schools future intentions, to either seek service continuity or to procure alternatives. It was highlighted that the Local Authority considered that a sector solution and unified approach provided all schools with the optimum outcomes of cost and service performance, by ensuring quality and secure broadband provision was sustained and value for money continued to be achieved.

To ensure a smooth transition for schools (if required), a diagram on page 44 of the report provided details of the planned timeline for securing service continuity; and page 45 provided the key activities required by stakeholders to enable the transition to happen.

In conclusion, the Forum noted that feedback from schools would enable the desire of service continuity to be understood by the Local Authority and to enable modelling of future indicative costs, which would aid financial planning within schools. It was highlighted that the final price would be dependent on the procurement solution for schools.

Details of the risks and impact analysis relating to future procurement were shown on page 46 of the report.

During discussion, the Forum raised the following points:

- One member inquired as to how many schools had responded. The Forum noted that this was unknown at this stage as the survey had only concluded the day before the meeting, but the Local Authority would endeavour to get full coverage from as many schools as possible, as potential participants. The Forum were reminded of the operational broadband service benefits for Lincolnshire through the existing contract (as listed on page 43 of the report);
- The planned timeline for securing service continuity, and when the indicative costs would be known. The Forum was advised that once the procurement had been completed, indicative costs could be available for December 2021. Some concern was expressed that without cost implications it was difficult to say whether schools would remain; and
- Whether any lessons had been learnt from the current contract with East Midlands Public Sector Network (EMPSN). The Forum noted that the service provided by EMPSN achieved significant economies of scale, value for money and provided a resilient, secure and quality broadband service for all schools in delivering the schools educational goals. It was highlighted that the retention rate had been good with just short of 300 schools being in receipt of consolidated broadband offer. It was highlighted further that schools needed to carefully consider all the risks associated with entering into a contract with a new provider. Some members highlighted that schools were unable to assess the impact of the proposed new procurement until indicative costs were known. Some members highlighted that schools needed to make an informed decision of the full package if entering into a contract with a different provider; and not to be guided by just the price of a lower priced contract. A number of members commented on the positive service they received through the current contract, and the importance of Lincolnshire schools working together to obtain the best offer.

RESOLVED

1. That the update on Schools Broadband Services be noted.
2. That support be given to the direction of travel of the Local Authority in securing continued access for Lincolnshire schools to high quality, affordable network provision and management services from November 2022.

32 ACADEMIES AND TRUST UPDATE

The Chairman invited Elizabeth Bowes, Strategic Finance Manager, Schools Finance Team, to present the report, which provided the Forum with information on the latest number of academies, pupils in academies and academy trusts.

It was highlighted that since the effective date of the last report (1 December 2020), Stamford The Bluecoat School had converted to academy status and had joined the

Cambridge Meridian Academies Trust; Pinchbeck East Church of England Primary Academy and Spalding Primary Academy had become academies and had joined the Infinity Academies Trust. Also, Surfleet Seas End Primary School had become a sponsored Academy, sponsored by Keystone Academy Trust. It was highlighted that 28,726 (51.5%) FTE primary pupils were now educated in non-maintained schools.

It was reported that a further four primary schools were intending to be academies and jointly form a new academy trust. Friskney All Saints Church of England (Aided) Primary School would be joining Lincoln Anglican academies Trust as a converter academy; and Horncastle Community Primary School had applied to join the Wellspring Academy Trust.

Information relating to the projected six month status of all Lincolnshire State Schools was provided on pages 48 to 49 of the report presented.

The report also provided a list of academy trusts nationally that operated within Lincolnshire.

In response to a question raised the Forum was advised that the number of academy conversions did not affect the Local Authority's strong commitment to providing the best support to Lincolnshire's maintained schools. The Forum was advised further that when budgets changed as a result of the number of pupils or schools determined as Local Authority maintained, the Local Authority would consider this through its annual budget setting exercise, and respond accordingly.

RESOLVED

That the Academies and Trust update be noted.

33 LINCOLNSHIRE SCHOOLS' FORUM - WORK PROGRAMME

The Chairman extended his thanks to report writers and presenters, with particular mention being made to the inclusion of risks and impact analysis information.

Consideration was given to the work programme detailed on pages 51 to 54 of the report pack.

RESOLVED

That the work programme as presented be noted.

The meeting closed at 2.19 pm

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Open Report on behalf of Heather Sandy, Executive Director of Children's Services

Report to:	Lincolnshire Schools Forum
Date:	24 June 2021
Subject:	Section 251 Budgets Statement 2021/22

Summary:

The purpose of this report is to provide Schools Forum with a copy of the Section 251 (s.251) budget statement for the 2021/22 financial year.

Recommendation(s):

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

Background

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

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

The information for 2021/22 was submitted to the DfE via its data collection and management system for education (COLLECT). As is customary, the DfE will carry out a number of checks on it, and should any amendments be required, it will be updated at a later stage. However, to ensure compliance with the statutory requirements, the LA has published the Early Years report, the LA Table report and the Schools Table report on Lincolnshire County Council's website at:

<https://www.lincolnshire.gov.uk/finances-budgets/school-finances/2>

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

The overall Dedicated Schools Grant (DSG) funding is considered when the LA completes its annual detailed budget setting exercise. For 2021/22 the DSG continues to consist of four blocks – Schools Block, Central Schools Services Block (CSSB), High Needs Block and Early Years Block, each of these blocks have been determined by a separate national funding formula. The Schools Block continues to be ring-fenced and LAs are only able to transfer 0.5% of their Schools Block funding to an alternative block with the agreement of their Schools Forum following consultation with all schools and academies. Movements of budget from the CSSB to the Schools Block, or from the High Needs Block to any other block are not subject to any limit, and can be made in consultation with Schools Forum.

The only block transfer the LA has made for 2021/22 relates to a £0.124m movement from the CSSB to the Schools Block, this was possible due to a surplus in historical commitment funding. Although the historical commitment funding of the CSSB block has reduced by a further 20% in 2021/22, the base budget the DfE used to calculate historical funding has not been revalued from establishing a formula factor for the Primary Private Finance Initiative (PFI) schools in 2020/21 to meet the contractual element - this therefore created some temporary financial capacity. The transfer to the Schools block was required to meet the additional cost from an increase in Free School Meal eligibility due to the pandemic. Central government funding to the LA did not reflect this increased funding requirement since it uses prior year pupil characteristics data. The transfer enabled the LA to replicate the National Funding Formula (NFF) subject to a minimum funding guarantee of +0.5% per pupil.

Attached to this report is a copy of Local Authority Table 2021/22. This provides an overall picture of the funding being allocated direct to schools and high needs delegations; the amount being spent on education centrally and children's social care.

The total DSG for 2021/22 is £646.900m. The Schools Block is £496.505m, of this 99.8% is devolved to schools with the remainder being growth funding. The Early Years block is allocated to the sector based on participation levels, these budgets are set prudently, and it is anticipated that 96.34% of this block of funding will be allocated to the Early Years sector by the end of the financial year with the remainder funding a number of statutory duties of the LA in relation to the provision of support for Early Years Education and Childcare provision. Within the High Needs Block 74.19% is earmarked to devolve out to Lincolnshire schools, colleges and early years for pupils requiring additional support, with the remainder of funding for supporting school support services (including outreach arrangements and central support) and externally commissioned placements for Lincolnshire pupils.

There continues to be limitations in terms of movement of funding between blocks to respond to arising cost pressures. There are a number of budgets that are difficult to estimate and control due to the demand-led nature of the services supported through the DSG High Needs Block in particular, (e.g. 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 being 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 significant financial risk, particularly at a time of increasing demands. Like many Local Authorities, Lincolnshire faces a significant challenge in establishing a sustainable High Needs block budget going forward. Transformational work is fundamental to securing further improved outcomes for young people with SEND through a truly integrated approach, whilst also securing an offer for Lincolnshire that is financially sustainable within the central government allocation.

In 2021/22, Lincolnshire received c.£2.089m of protection funding following the implementation of the new High Needs national funding formula to provide stability against the prior year's funding level.

Conclusion

Officers will continue to review the government's publications that implicate 2021/22 funding including amendments to the DfE's School and Early Years Finance Regulations, to ensure full compliance is achieved in 2021/22 and in future years.

Financial monitoring of budgets will be carried out throughout 2021/22 in accordance with the Council's budget monitoring framework.

Consultation

a) Risks and Impact Analysis

CSSB Historical Commitment Funding started to reduce by 20% per annum in 2020/21 in line with the Education Skills Funding Agency expectations that contracts are starting to have reached their natural conclusion. Officers are continuing to raise this with the department due to the commitment of the PFI contract (due to end August 2032).

High Needs Funding – there continues to be a significant growth in the demand for more specialist support for young people, which is having a material financial impact on those centrally held budgets of the High Needs block. Although the government has responded to the financial demands placed upon the High Needs block in 2021/22, the spending levels continue to accelerate. Transformational work commenced last year to consider the way partners across Lincolnshire work together to support children and young people with SEND. This transformational work is intended to secure further improved outcomes for young people with SEND, whilst also securing an offer for Lincolnshire that is financially sustainable.

Appendices

These are listed below and attached at the back of the report	
Appendix A	The LAs s.251 Table 1 data for 2021/22

Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Schools Funding arrangements for 2021/22	https://lincolnshire.moderngov.co.uk/ieListDocuments.aspx?CId=166&MId=5899&Ver=4

This report was written by Elizabeth Bowes, who can be contacted on elizabeth.bowes@lincolnshire.gov.uk.

LA Table: FUNDING PERIOD (2021-22)

Department for Education Section 251 Financial Data Collection

Report produced on 06/05/2021 09:56:31

Local Authority: 925 Lincolnshire

Description	Early Years	Primary	Secondary	SEN/ Special Schools	AP/ PRUs	Post School	Gross	Income	Net
1.0.1 Individual Schools Budget (i.e. school budget shares, before Academy recoupment), including 6th form grant for maintained schools, but excluding all high needs place funding	£40,436,818.00	£256,077,718.00	£240,619,315.00				£537,133,851.00		£537,133,851.00
1.0.2 High needs place funding within Individual Schools Budget (i.e. within school budget shares, before Academy recoupment), including all pre- and post-16 place funding for maintained schools and academies	£0.00	£0.00	£0.00	£19,885,000.00	£2,772,000.00		£22,657,000.00		£22,657,000.00
1.1.1 Contingencies		£837,322.00	£0.00				£837,322.00	£22,082.00	£815,240.00
1.1.2 Behaviour support services		£0.00	£0.00				£0.00	£0.00	£0.00
1.1.3 Support to UPEG and bilingual learners		£240,821.00	£0.00				£240,821.00	£54,076.00	£186,745.00
1.1.4 Free school meals eligibility		£0.00	£0.00				£0.00	£0.00	£0.00
1.1.5 Insurance		£0.00	£0.00				£0.00	£0.00	£0.00
1.1.6 Museum and Library services		£0.00	£0.00				£0.00	£0.00	£0.00
1.1.7 Licences/subscriptions		£0.00	£0.00				£0.00	£0.00	£0.00
1.1.8 Staff costs – supply cover excluding cover for facility time		£0.00	£0.00				£0.00	£0.00	£0.00
1.1.9 Staff costs – supply cover for facility time		£0.00	£0.00				£0.00	£0.00	£0.00
1.1.10 School improvement		£0.00	£0.00				£0.00	£0.00	£0.00
1.2.1 Top-up funding – maintained schools	£0.00	£7,423,625.00	£809,736.00	£4,402,862.00	£0.00		£12,636,223.00	£0.00	£12,636,223.00
1.2.2 Top-up funding – academies, free schools and colleges	£0.00	£6,557,872.00	£6,557,872.00	£8,109,895.00	£6,860,382.00	£0.00	£28,086,021.00	£0.00	£28,086,021.00
1.2.3 Top-up and other funding – non-maintained and independent providers	£0.00	£0.00	£0.00	£15,694,260.00	£0.00	£1,273,051.00	£16,967,311.00	£0.00	£16,967,311.00
1.2.4 Additional high needs targeted funding for mainstream schools and academies	£0.00	£2,262,769.00	£279,668.00				£2,542,437.00	£0.00	£2,542,437.00
1.2.5 SEN support services	£2,244,497.00	£1,007,756.00	£392,353.00	£303,007.00	£15,402.00	£48,062.00	£4,011,077.00	£150,748.00	£3,860,329.00
1.2.6 Hospital education services				£2,472,729.00	£30,000.00		£2,502,729.00	£0.00	£2,502,729.00
1.2.7 Other alternative provision services	£0.00	£0.00	£0.00	£0.00	£4,908,779.00	£0.00	£4,908,779.00	£267,917.00	£4,640,862.00
1.2.8 Support for inclusion	£349,636.00	£2,474,802.00	£2,184,385.00	£706,557.00	£37,153.00	£87,521.00	£5,840,054.00	£0.00	£5,840,054.00
1.2.9 Special schools and PRUs in financial difficulty				£0.00	£0.00		£0.00	£0.00	£0.00
1.2.10 PFI/ BSF costs at special schools, AP/ PRUs and Post 16 institutions only				£978,190.00	£0.00	£0.00	£978,190.00	£0.00	£978,190.00
1.2.11 Direct payments (SEN and disability)	£9,960.00	£34,860.00	£44,820.00	£149,200.00	£0.00	£9,960.00	£248,800.00	£0.00	£248,800.00
1.2.12 Carbon reduction commitment allowances (PRUs)					£0.00		£0.00	£0.00	£0.00
1.2.13 Therapies and other health related services	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
1.3.1 Central expenditure on early years entitlement	£1,990,320.00						£1,990,320.00	£0.00	£1,990,320.00
1.4.1 Contribution to combined budgets	£0.00	£923,530.00	£239,878.00	£35,982.00	£0.00		£1,199,390.00	£0.00	£1,199,390.00
1.4.2 School admissions	£0.00	£444,488.00	£363,671.00	£0.00	£0.00		£808,159.00	£0.00	£808,159.00
1.4.3 Servicing of schools forums	£280.00	£15,634.00	£2,916.00	£1,170.00	£0.00		£20,000.00	£0.00	£20,000.00
1.4.4 Termination of employment costs	£0.00	£0.00	£0.00	£0.00	£0.00		£0.00	£0.00	£0.00
1.4.5 Falling Rolls Fund	£0.00	£0.00	£0.00	£0.00	£0.00		£0.00	£0.00	£0.00
1.4.6 Capital expenditure from revenue (CERA)	£0.00	£0.00	£0.00	£0.00	£2,325,414.00		£2,325,414.00	£1,681,028.00	£644,386.00

1.4.7 Prudential borrowing costs	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
1.4.8 Fees to independent schools without SEN	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
1.4.9 Equal pay - back pay	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
1.4.10 Pupil growth	£0.00	£1,187,457.00	£0.00	£0.00	£0.00		£1,187,457.00	£0.00	£1,187,457.00
1.4.11 SEN transport	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
1.4.12 Exceptions agreed by Secretary of State	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
1.4.13 Infant class sizes		£0.00					£0.00	£0.00	£0.00
1.4.14 Other Items	£8,440.00	£471,249.00	£87,896.00	£35,267.00	£0.00	£0.00	£602,852.00		£602,852.00
1.5.1 Education welfare service							£562,339.00	£28,182.00	£534,157.00
1.5.2 Asset management							£781,110.00	£0.00	£781,110.00
1.5.3 Statutory/ Regulatory duties							£778,377.00	£189,281.00	£589,096.00
1.6.1 Central support services							£0.00	£0.00	£0.00
1.6.2 Education welfare service							£0.00	£0.00	£0.00
1.6.3 Asset Management							£0.00	£0.00	£0.00
1.6.4 Statutory/ Regulatory duties							£0.00	£0.00	£0.00
1.6.5 Premature retirement cost/ Redundancy costs (new provisions)							£0.00	£0.00	£0.00
1.6.6 Monitoring national curriculum assessment							£0.00	£0.00	£0.00
1.7.1 Other Specific Grants	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
1.8.1 TOTAL SCHOOLS BUDGET (before Academy recoupment)	£45,039,951.00	£279,959,903.00	£251,582,510.00	£52,774,119.00	£16,949,130.00	£1,418,594.00	£649,846,033.00	£2,393,314.00	£647,452,719.00
1.9.1 Estimated Dedicated Schools Grant for 2021-22 (after deductions for post school high needs place funding, but including school and academy post-16 high needs place funding)							£645,195,459.00		
1.9.2 Dedicated Schools Grant brought forward from 2020-21 (please show a deficit as a negative)							£11,878,940.00		
1.9.3 Dedicated Schools Grant carry forward to 2022-23 (please show a deficit as a positive)							-£11,878,940.00		
1.9.4 Grant for maintained school 6th forms							£2,257,261.00		
1.9.5 Local Authority additional contribution							£0.00		
1.9.6 Total funding supporting the Schools Budget (lines 1.9.1 to 1.9.5)							£647,452,720.00		
1.10.1 Academy: recoupment from the Dedicated Schools Grant, excluding the recoupment of high needs place funding shown in line 1.0.2 above (please show as a negative)							-£277,183,268.00		
1.10.2 Academy: recoupment from the Dedicated Schools Grant of high needs place funding shown under line 1.0.2 above (please show as a negative)							-£369,716,191.00		
2.0.1 Central support services							£2,740,546.00	£2,078,484.00	£662,062.00
2.0.2 Education welfare service							£0.00	£0.00	£0.00
2.0.3 School improvement							£1,259,367.00	£20,509.00	£1,238,858.00
2.0.4 Asset management - education							£0.00	£0.00	£0.00
2.0.5 Statutory/ Regulatory duties - education							£817,020.00	£0.00	£817,020.00
2.0.6 Premature retirement cost/ Redundancy costs (new provisions)							£0.00	£0.00	£0.00
2.0.7 Monitoring national curriculum assessment							£171,976.00	£0.00	£171,976.00
2.1.1 Educational psychology service							£1,160,254.00	£0.00	£1,160,254.00
2.1.2 SEN administration, assessment and coordination and monitoring							£3,681,982.00	£29,447.00	£3,652,535.00
2.1.3 Independent Advice and Support Services (Parent partnership), guidance and information							£301,528.00	£2,043.00	£299,485.00
2.1.4 Home to school transport (pre 16): SEN transport expenditure	£0.00	£531,157.00	£1,178,014.00	£10,712,740.00	£28,021.00		£12,449,932.00	£5,142.00	£12,444,790.00

2.1.5 Home to school transport (pre 16): mainstream home to school transport expenditure	£0.00	£4,781,002.00	£15,184,378.00	£103,920.00	£665,815.00		£20,735,115.00	£3,797.00	£20,731,318.00
2.1.6 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 16-18)			£0.00	£0.00	£0.00	£1,290,629.00	£1,290,629.00	£510,933.00	£779,696.00
2.1.7 Home to post-16 provision: SEN/ LLDD transport expenditure (aged 19-25)			£0.00	£0.00	£0.00	£11,534.00	£11,534.00	£0.00	£11,534.00
2.1.8 Home to post-16 provision transport: mainstream home to post-16 transport expenditure			£0.00	£0.00	£0.00	£1,251,955.00	£1,251,955.00	£568,123.00	£683,832.00
2.1.9 Supply of school places							£218,961.00	£43,061.00	£175,900.00
2.2.1 Other spend not funded from the Schools Budget							£0.00	£0.00	£0.00
2.3.1 Young people's learning and development			£482,168.00	£17,071.00	£3,012.00	£0.00	£502,251.00	£2,750.00	£499,501.00
2.3.2 Adult and Community learning							£2,454,726.00	£2,160,030.00	£294,696.00
2.3.3 Pension costs							£5,908,905.00	£40,710.00	£5,868,195.00
2.3.4 Joint use arrangements							£0.00	£0.00	£0.00
2.3.5 Insurance							£0.00	£0.00	£0.00
2.4.1 Other Specific Grant							£1,853,244.00	£1,853,244.00	£0.00
2.5.1 Total Other education and community budget							£56,809,925.00	£7,318,273.00	£49,491,652.00
3.0.1 Funding for individual Sure Start Children's Centres							£1,069,486.00	£69,540.00	£999,946.00
3.0.2 Funding for local authority provided or commissioned area wide services delivered through Sure Start Children's Centres							£4,085,563.00	£73,012.00	£4,012,551.00
3.0.3 Funding on local authority management costs relating to Sure Start Children's Centres							£300,000.00	£0.00	£300,000.00
3.0.4 Other spend on children under 5							£167,689.00	£21,000.00	£146,689.00
3.0.5 Total Sure Start children's centres and other spend on children under 5							£5,622,738.00	£163,552.00	£5,459,186.00
3.1 Residential care							£13,006,035.00	£70,694.00	£12,935,341.00
3.1.2a Fostering services (excluding fees and allowances for LA foster carers)							£4,509,624.00	£502,975.00	£4,006,649.00
3.1.2b Fostering services (fees and allowances for LA foster carers)							£5,715,874.00	£5,100.00	£5,710,774.00
3.1.3 Adoption services							£1,948,434.00	£56,898.00	£1,891,536.00
3.1.4 Special guardianship support							£2,519,485.00	£0.00	£2,519,485.00
3.1.5 Other children looked after services							£1,616,774.00	£359,503.00	£1,257,271.00
3.1.6 Short breaks (respite) for looked after disabled children							£86,461.00	£0.00	£86,461.00
3.1.7 Children placed with family and friends							£1,847,685.00	£17,950.00	£1,829,735.00
3.1.8 Education of looked after children	£5,215.00	£36,712.00	£36,503.00	£20,858.00	£5,215.00		£104,503.00	£3,959.00	£100,544.00
3.1.9 Leaving care support services							£4,175,963.00	£1,382,822.00	£2,793,141.00
3.1.10 Asylum seeker services children							£5,475.00	£0.00	£5,475.00
3.1.11 Total Children Looked After	£5,215.00	£36,712.00	£36,503.00	£20,858.00	£5,215.00		£35,536,313.00	£2,399,901.00	£33,136,412.00
3.2.1 Other children and families services							£1,541,333.00	£52,755.00	£1,488,578.00
3.3.1 Social work (including LA functions in relation to child protection)							£25,184,042.00	£637,960.00	£24,546,082.00
3.3.2 Commissioning and Children's Services Strategy							£4,910,048.00	£60,077.00	£4,849,971.00
3.3.3 Local Safeguarding Children Board							£582,437.00	£442,582.00	£139,855.00
3.3.4 Total Safeguarding Children and Young People's Services							£30,676,527.00	£1,140,619.00	£29,535,908.00
3.4.1 Direct payments							£523,632.00	£0.00	£523,632.00
3.4.2 Short breaks (respite) for disabled children							£2,669,179.00	£530,957.00	£2,138,222.00
3.4.3 Other support for disabled children							£1,081,463.00	£71,500.00	£1,009,963.00
3.4.4 Targeted family support							£17,600,332.00	£9,616,371.00	£7,983,961.00
3.4.5 Universal family support							£295,448.00	£456.00	£294,992.00

3.4.6 Total Family Support Services							£22,170,054.00	£10,219,284.00	£11,950,770.00
3.5.1 Universal services for young people							£643,953.00	£8,374.00	£635,579.00
3.5.2 Targeted services for young people							£9,804,905.00	£267,450.00	£9,537,455.00
3.5.3 Total Services for young people							£10,448,858.00	£275,824.00	£10,173,034.00
3.6.1 Youth justice							£5,353,953.00	£4,252,399.00	£1,101,554.00
4.0.1 Capital Expenditure from Revenue (CERA) (Non-schools budget functions and Children's and young people services)							£0.00	£0.00	£0.00
5.0.1 Total Schools Budget and Other education and community budget (excluding CERA) (lines 1.8.1 and 2.5.1)							£706,655,958.00	£9,711,587.00	£696,944,371.00
5.0.2 Total Children and Young People's Services and Youth Justice Budget (excluding CERA)(lines 3.0.5 + 3.1.11 + 3.2.1 + 3.3.4 + 3.4.6 + 3.5.3 + 3.6.1)							£111,349,776.00	£18,504,334.00	£92,845,442.00
6 Total Schools Budget, Other education and community budget, Children and Young People's Services and Youth Justice Budget (excluding CERA) (lines 5.0.1 + 5.0.2)							£818,005,734.00	£28,215,921.00	£789,789,813.00
7 Capital Expenditure (excluding CERA)	£0.00	£5,134,290.00	£669,690.00	£31,347,020.00	£0.00		£37,151,000.00	£0.00	£37,151,000.00
8a.1 Substance misuse services (Drugs, Alcohol and Volatile substances) (included in 3.5.1 and 3.5.2 above)							£94,287.00	£0.00	£94,287.00
8a.2 Teenage pregnancy services (included in 3.5.1 and 3.5.2 above)							£0.00	£0.00	£0.00
16.1a DSG Block Planned Expenditure							Allocated DSG funding	Planned Spend	Net
Schools (before Academy recoupment)							£496,504,845.00	£496,629,215.00	-£124,370.00
Central School Services							£5,303,520.00	£5,179,150.00	£124,370.00
High Needs (excluding post school)							£100,959,956.00	£100,959,956.00	£0.00
Early Years							£42,427,498.00	£42,427,498.00	£0.00
Total							£645,195,819.00	£645,195,819.00	£0.00



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	24 June 2021
Subject:	Annual Report on Special Educational Needs and Disabilities

Summary:

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

An update on SEND activity both nationally and within the county.

An overview of the high needs costs illustrating increasing pressures on the High Needs Budget.

An update on the transformation work that is taking place in Lincolnshire.

An overview of the capital programme for Special Schools.

A brief update on activity to support families during the Covid-19 pandemic.

Recommendation(s):

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

Background

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

The reforms set out in the Act include:

- i. Extending the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions about provision;
- ii. Replacing Statements and Learning Difficulties Assessments (LDA) with a birth-to-25 Education, Health and Care (EHC) Plan;
- iii. Offering families the option of personal budgets when an EHC plan is implemented;

- iv. Improving co-operation between all the services and requiring particularly local authorities (LA) and health authorities (HA) to work together;
- v. Requiring LAs to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support; and
- vi. Publication of a new SEN Code of Practice and regulations covering the work of early years providers, schools and post-16 education providers, LAs and HAs.

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

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

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

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

The National Context

In January 2021 there were 1.37 million pupils in England identified with SEN (15.5%); 430,697 students had an EHC Plan (3.4%). This is a 10% increase from January 2020. There were 76,000 initial requests for an EHC plan in England during 2020, down by 8% from 82,300 in 2019 and the first decrease since EHC plans were introduced. The number of *new* EHC Plans issued increased by 11%.

The Lincolnshire Context

In January 2021 16.8% of Lincolnshire pupils were identified with SEN. More pupils in Lincolnshire have EHC Plans (3.5%) than the England average; this is also an increase from 2020 (3.3%).

Source – Local Area SEND report – Lincolnshire and All English Authorities May 2021

In January 2021, the overall position for all EHC Plan activity (0-25 years) was:

- 6,264 children and young people with an EHC Plan. This was an 18% increase from January 2020.
- 1,371 new EHC Plans were recorded for 2020. This is an 84% increase on the number of new Plans issued in 2019 (England 11%). To note, however, a significant number of new EHC Plans that should have been finalised in 2019 were delayed because of a shortage of Educational Psychologists (EP) to undertake assessments. Had they been finalised within timescale, the number of new Plans issued in 2020 would actually represent a 7% reduction from the number issued in 2019. The EP shortage is now resolved and there is no delay to their assessments; they are, in fact, exceeding timescales set for completion of their reports.

- 589 EHC Plans were ceased during 2020; 422 of these were because the pupils left education/training and 138 left the area or there was another reason for ceasing the Plan. Only 3 EHC Plans were ended because the child's needs could be met through the setting's SEN Support.
- 1,075 requests for EHC Needs Assessments were made throughout 2020. Whilst nationally there has been an increase, Lincolnshire experienced a 23% reduction from the number requested in 2019.
- Of note, there has been a 12% increase from 2019 in the number of new EHC Plans issued to children aged 5-10 years. Of the new EHC Plans issued in the county in 2020:
 - 21% were for the Under 5s (reduction from 25.4% in 2019)
 - 52% for those aged 5-10 years (increase from 44% in 2019)
 - 23% for those aged 11-15 years (reduction from 25.8% in 2019)
 - 3.9% for those aged 16-19 years (reduction from 4.3% in 2019)
 - 0.1% for those aged 20-25 years (reduction from 0.5% in 2019)

Placements:

In January 2021 there were:

- 1,974 Lincolnshire young people placed in state funded Special Schools; a 5% increase from January 2020. This represents 31.5% of all those with EHC Plans and is a reduction of 6.7% of the total number of learners with Plans.
- 4.4% of children and young people with a Plan were placed in independent specialist provision; a decrease from 4.9% on 2019 albeit the overall number of placements has increased.
- 42.1% of pupils were in state-funded mainstream education; an increase from 2019 when the figure was 37%.
- The remaining young people with an EHC Plan were in
 - Early Years (1.6%);
 - Alternative Provision (0.5%);
 - Independent Mainstream (1.5%);
 - Hospital School (0.2%);
 - Electively Home Educated (1%);
 - Home Tuition (1.2%)
 - Mainstream Post 16 provision (16%)

Source: Lincolnshire's SEN2 return March 2021.

Top 3 identified Primary Needs:

Sector	Lincolnshire	Mean for All English LAs	Ranking for All English Authorities
Primary:			
1st	Moderate Learning Difficulties (28.8%)	18.3%	2nd
2nd	Speech, Language and Communication Needs (20.3%)	32%	1st
3rd	Social, Emotional and Mental Health (16%)	16.7%	3rd
Secondary:			
1st	Moderate Learning Difficulties (27.8%)	20.2%	2nd
2nd	Specific Learning Difficulty (25.6%)	20%	3rd
3rd	Social, Emotional and Mental Health (14.9%)	20.8%	1st
Special School:			
1st	Autistic Spectrum Disorder (23.7%)	31.1%	1st
2nd	Social, Emotional and Mental Health (23.3%)	11.7%	3rd
3rd	Moderate Learning Difficulties (14.9%)	11.3%	4th (11.3%) – The 2 nd most common primary need is Severe Learning Difficulty at 22.2%

Source – Local Area SEND report – Lincolnshire and All English Authorities May 2021

The top two primary needs for pupils placed in independent provision (specialist and mainstream) are:

- Social, Emotional and Mental Health – 47%
- Autistic Spectrum Disorder - 30%

Timescales:

Lincolnshire has, for several years since the introduction of the SEND reforms had an excellent track record of completion of EHC Needs Assessments within the 20 week timescale. This, however, dropped significantly in 2020 because of the delays in EP advice and information required to complete the EHC assessment process:

- 2017 – 97.5% (England 61.3%)
- 2018 – 91.9% (England 60.1%)
- 2019 – 74.8% (England 60.4%)
- 2020 – 40.3% (England 58%)

At the end of April 2021 the cumulative figure for the completion of EHC Needs Assessments this year was 92.9% and reflects the performance with which Lincolnshire is familiar.

High Needs Funding Analysis

Mainstream and placements in other local authority schools:

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

The table below highlights the total funding allocated over the last five years for learners with high level needs who attend mainstream schools and academies.

Financial Year	Top Up Funding	Targeted	Recoupment	Total
2020/21	£16,889,429	£7,433,005	£1,345,259	£25,667,693
2019/20	£12,766,085	£4,260,363	£735,890	£17,762,338
2018/19	£10,879,853	£3,098,854	£608,723	£14,587,430
2017/18	£9,836,695	£2,157,214	£542,519	£12,536,428
2016/17	£9,035,094	£1,721,191	£311,437	£11,067,722

Source: SEND data management/financial system.

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

For 2021/22, the authority has reviewed the top-up and targeted arrangements for mainstream schools, increasing the hourly rate for which top-up is funded from £10.61 to £11.35, and the revised local arrangement of targeted funding, which this funding stream will support the inclusive approach and ensure schools are not being financially disadvantaged by having a disproportionate number of pupils with more complex needs. The notional SEN concept introduced by the DfE was not mentioned through the national funding formula changes and increased funding going into mainstream schools, but refinement to the mechanism was required due to the direct link between schools delegated budgets in determining 'notional SEN' within a school and our local targeted funding approach, which was introduced in 2015/16 and the thresholds remained unchanged.

To deliver fair funding to schools and align to the schools national funding formula, and the effective deployment of Lincolnshire's Dedicated Schools Grant (DSG), the change was necessary for 2021/22, including assisting with the financial sustainability of the High Needs block.

Special Schools

Special School funding for 2021/22 through the DSG has increased by £2.746m to £32.776m from 2020/21. Excluding the teachers' pay and pension grant funding that has been added into the DSG for 2021/22, a net funding increase of £1.345m has taken place.

Commissioned places for 2021/22 across the special schools sector is 2,026, an increase of 92 from the prior year.

A funding formula review has commenced in readiness for 2022/23 financial year. The funding formula is robust and has been in place since 2011/12 with refinements through the period to ensure it responds to the changing landscape. The last significant change to the formula was made in 2018/19, and it is considered best practice to review the formula periodically. The outcomes from the formula review which will involve a working group of special school leaders will be shared with the Forum later in the year, for consideration.

Commissioned arrangements also exist within special schools for delivering specialist outreach support including Portage and residential placements. The cost has decreased from £2.207m to £1.855m in 2021/22 due to a decision to close the residential unit at St Francis School.

Independent Non-Maintained Specialist Provision and Independent School placements in Lincolnshire

Between these two budgets, the total costs in 2020/21 were £13.497m; an increase of £2.039m from 2019/20 (£11.458m). There was also a further £1.017m spent on commissioning 60 additional placements for pupils with Social, Emotional and Mental Health (SEMH) needs from September 2020 to March 2021.

Transformation in Lincolnshire for children and young people with SEND

The LA has been working with strategic partners, including School Leaders, Lincolnshire Parent Carer Forum, Lincolnshire Young Voices, IMPOWER and Health representatives to review the way the partnership works in supporting children and young people with SEND. The data and intelligence gathered throughout the initial stages of the transformation programme told us:

- Lincolnshire has more pupils with SEND than the England average
- The Local offer is not sufficiently understood to divert partners and parents to early intervention
- The number of 'refusals to assess' is down from around 30% to 6% (nationally around 26%)
- The county has experienced an exponential rise in number of EHC Plans – 3,300 in September 2014; 6023 in September 2020
- In audit, 69% of children with an EHC Plan could have had needs prevented, reduced or delayed
- In the Fast Forward Trials – 45% of children going through assessment could have had their needs met more effectively without a Plan
- There are misaligned expectations – EHC Plan is seen as the 'best' means of support
- Only 3 of 589 EHC Plans ceased in 2020 were whilst young people were still in education
- Outcomes and attainment for children and young people with SEND are generally poorer than those of their non-SEND peers
- There is a need to move to a social model of SEND; trauma-informed practice and non-pathologising vision
- If the partnership does nothing:
 - The demand for EHCPs is estimated to grow by 39% from 6,023 (September 2020) to reach 8,417 by March 2023
 - Demand on the High Needs Block would increase by over £20m a year by financial year 2022/23, outstripping anticipated growth.
 - A £2.405m over-spend on HNB in 2020/21 would have been significantly higher without one-off monies being secured to reduce the over-spend.

The partnership agreed a series of 'System Ambitions' which form the basis of a new High Needs Strategy. Over the last 10 months the partnership has collaborated to:

- Strengthen the Local Offer and *Graduated Approach*
- Introduce a SEND advice line for SENCOs (Ask SALL)
- Introduce Valuing SEND to support decision making and benchmarking
- Define and promote practice standards within the Statutory Assessment Pathway
- Develop a strengths-based approach to Annual Reviews
- Support step-down with focus on transition from special to mainstream school
- Introduce Safe Base provision within mainstream schools
- Hold to account and mitigate system pressures through primed performance

This ambitious transformation programme is beginning to see results:

- The Local offer has had a complete refresh using behavioural science to guide the design and navigation; launched on a new platform at the beginning of June 2021
- The monthly average for requests for EHC Needs Assessments has reduced from 105 in 2020 to 96 in 2021
- Refusal to assess is up from 6% to 26% with more detailed and specialist feedback to settings being well received
- Currently 6253 EHC Plans which is below both the Lincolnshire trajectory (6413) and VSEND trajectory (6301)
- Advice line:
 - Calls are increasing month on month (66% primary)
 - 75% of queries are resolved without referral to EP
 - Indications that this is preventing/delaying requests for assessment
- A pilot is underway to use VSEND and strengths-based working to inform the Annual Review process
- The first students are planning for transition from specialist settings to mainstream schools
- A balanced budget has been set for 2021/22 with **stretching assumptions** based on the success of the transformation work

The next steps are to evaluate the impact of the SEND Advice Line and the Assessment Decision Panel. The longevity of the impact of specialist advice to settings will be analysed and used to inform the next stages of this work. The new Inclusion Toolkit and electronic VSEND tool will be launched to provide greater clarity around good SEND practice; resources to assist in decision-making and to support settings in their readiness to meet the needs of pupils with SEND. The Annual Review pilot will be evaluated over the summer. Following an engagement event with secondary schools, the Safe Base work will move to the next stage of development and work will continue to embed the Transitions Protocol to support young people to move from specialist settings to mainstream education.

Building Communities of Specialist Provision

Further to previous reports on the £86m capital programme for Special Schools, the following provides an update on the developments which, despite the Covid-19 pandemic, have continued to move at pace.

Boston Endeavour Academy

Formerly the John Fielding School, Boston Endeavour Academy will provide specialist education for 140 pupils in a state of the art facility. This modern new build will provide 16 classrooms, specialist teaching spaces for science, technology, ICT and art, and a hall. It will also benefit from a hydrotherapy pool, sensory and soft play rooms and dedicated therapy spaces. Outside, there will be hard and soft-surfaced play areas, as well as a sensory garden and wildlife areas. The Boston Endeavour Academy is due to open for students in September 2021.

St Bernard's School, Louth

The St Bernard's School project will see the creation of a new teaching block as well as the extension and refurbishment of the existing facility to allow the school to offer all needs facilities to local students. The works will see the creation of improved teaching facilities, dedicated hygiene suites, kitchen, dining space, laundry area and meeting room, along with renovated medical and professional areas, increased office and break out spaces, a new library and enhanced parking and school transport arrangements.

Eresby School, Spilsby

The Eresby School has a new modular teaching block, currently under construction, which will incorporate new classrooms, a hall for rebound therapy, hygiene suite facilities, a dedicated IT suite and STEM space suitable for all needs, calm rooms, physiotherapy space and improved staff facilities. Improvements to the external areas include an extension to the car park and designated drop off area, along with the re-provision of a cycle track and sensory and horticultural zones.

Willoughby School, Bourne

The Willoughby School project has a new modular building currently under construction which incorporates new classrooms and hygiene suites, along with a dining hall, nurse and physiotherapy spaces. External works include a car park extension and extensively remodelled play areas.

Ambergate Sports College

New classrooms and remodelling have been completed at Ambergate Sports College in Grantham, which will provide a better learning experience for the 150 pupils currently enrolled.

The Garth School and The Priory School, Spalding

An expansion project has already been completed at The Garth School in Spalding, and improvements are also planned for The Priory School. These projects will mean an additional 49 places will be available locally by September 2022. As part of the project, additional teaching areas will be created to provide pupils with a wider range of learning opportunities in a more bespoke and personalised way. The inclusion of more specialist facilities and resources will also allow the school to support a wider range of special educational needs and disabilities, therefore allowing more children to attend a local school.

Lincoln St Christopher's

The council is currently seeking permission to extend St Christopher's by building a dedicated new 130-place primary school on the site of the former Priory Witham Academy Junior School, which was demolished in 2012. In addition, Lincoln St Christopher's current building will also be extensively redeveloped and remodelled to provide specialist secondary age education.

Improvements are also planned for the following sites over the coming years:

- St Francis Special School, Lincoln
- St Lawrence School, Horncastle
- The Sandon School, Grantham

Covid-19 pandemic

Since the report to Schools' Forum in October 2020, the authority, health partners and setting leaders have supported the return to school of some of Lincolnshire's most vulnerable pupils including those with complex health needs and those who are long-term ventilated. Families have been extremely grateful for the support that the partnership has provided throughout this difficult period in ensuring that services continued and respite care has been provided where it was required.

The SEND Teams undertook a second round of welfare contacts in January 2021 to all 6000+ families of children and young people with EHC Plans. These calls were well-received by families many of whom expressed their gratitude to schools, Early Years settings, Post 16 providers, Social Workers and Early Help workers, to name but a few.

Conclusion

Lincolnshire continues to have a committed and ambitious partnership, keen to innovate the way in which young people with SEND are supported to achieve their potential.

The High Needs budget is undoubtedly under significant pressure but there is a commitment to work creatively and ensure that the financial investment is targeted where it is most needed and realises improved outcomes for children and young people with additional needs.

Whilst Lincolnshire remains above the national average in terms of the numbers of children identified with SEND, there are early signs of a change in practice that moves away from reliance on statutory plans and builds on the inclusive practice that many Lincolnshire schools adopt. There is further work to be done to embed a *strengths-based* approach to working with pupils with SEND, and their families, but the early indications suggest that the transformation programme can make the difference to ensure that Lincolnshire meets the needs of pupils and balances the budget.

Consultation

a) Risks and Impact Analysis

No

b) Risks and Impact Analysis

The SEND Transformation Board is governing the transformational process and its key work streams, including monitoring of progress against our ambitions. Officer membership from key disciplines report to the Chief Executive and Executive Director of Children's Services, and is chaired by the Assistant Director of Education. A risk log is maintained by the Board with its risk level scored and actions, activities and controls outlined with timescales.

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 Sheridan Dodsworth, who can be contacted on 07775 705127 or sheridan.dodsworth@lincolnshire.gov.uk.



Open Report on behalf of Heather Sandy, Executive Director - Children's Services

Report to:	Lincolnshire Schools' Forum
Date:	24 June 2021
Subject:	Annual Early Years Report

Summary:

This purpose of this report:

- To provide an update on the delivery of services to support early years and childcare provision across Lincolnshire.
- Outline the priorities for the Early Years and Childcare Support Service for 2021-22.

Recommendation(s):

Schools' Forum is asked to:

1. Consider and note the content of the report.
2. Agree the priorities for the Early Years and Childcare Support Service for 2021-22.

Background

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

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

The DSG early years block funding supports 2, 3 and 4 year old provision. The total budget for 3&4 year olds is £35.529m during 2021-22 which includes additional funding for 30 hours. Centrally retained funding for direct early years services is £1.508m during 2021-22, which represents 4.24% of the budget allocation.

The centrally retained budget is utilised to provide a range of support services to the early years and childcare sector, as described within this report.

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

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

Lincolnshire has a diverse market place, made up of 813 Ofsted registered childcare providers, including registered childminders, private, voluntary and independent group based provision and early years provision delivered by schools and academies.

The childcare provision in Lincolnshire allows working families to access full day care for children aged 0-5 years, with 677 providers offering the Early Years Entitlements (EYE) 15 hours or 30 hours for eligible 2, 3 & 4 year olds, 78 non-funded childminders and 58 standalone out of school care for school aged children up to 14 years (18 years for children with a Special Educational Need or Disability).

Following the EYCC report to Lincolnshire's Schools' Forum in October 2020, the service identified key priorities during 2020-21, in response to the pandemic.

Progress update on the key priorities for the service in 2020-21:

1. Launch The Early Childhood Strategy in the autumn term as a mechanism to share our ambitions and drive forward our improvement journey. Although the full impact of the coronavirus pandemic is yet to be fully determined, it is acknowledged that the priorities set out within the strategy will be revisited in due course to ensure priorities reflect the changing needs of Lincolnshire children as a result of the pandemic.

Progress:

The Early Childhood Strategy has been published on the LCC website here: <https://www.lincolnshire.gov.uk/downloads/file/4816/childhood-strategy>

This has been shared with locality colleagues and partners to ensure we have a shared vision across Children's Services.

2. Ensure the sustainability of the sector to meet the duties placed on the LA for the sufficiency of childcare provision and EYE places.

Progress:

A sufficiency assessment to review the availability of childcare in Lincolnshire was completed in November 2020. Feedback from the childcare sector provided the local authority with an understanding of how the market-place was responding to the global pandemic. The outcome of this consultation demonstrated that Lincolnshire remains in a strong position to meet the needs of children and families.

During the autumn term 2020, the local authority continued to fund childcare providers on the basis of 'as if autumn term 2020 were happening normally'. The local authority invested over £1m in top-up funding through the early years DSG in autumn 2020 and continued to fund all those children that were registered with the provision, regardless of children's actual attendance, in spring 2021. Additional investment from the local authority has maintained providers overall EYE income and supported their sustainability. Business management workshops and bespoke support has been delivered to the childcare sector. A business health toolkit and cash flow templates were developed and published for the sector to support business & financial planning.

Based on consultation feedback, 95% of the market place remains sustainable. The take-up of childcare places continues to increase as we transition out of current restrictions and children return to early education during the summer term 2021. Childcare providers in Lincolnshire are committed to making provision flexible and continue to be responsive to the needs of the community.

3. Support the delivery of good quality delivery and practice across the early years and childcare sector

Progress:

Targeted support programmes continue to be delivered through our virtual offer to ensure providers are supported as routine Ofsted inspections recommenced to all providers in May 2021. Ofsted are prioritising those with a less than Good inspection judgement and those who have yet to be inspected. Lincolnshire's early years providers who had a less than good outcome at inspection had an interim visit by Ofsted in autumn 2020 and in both cases received a Met outcome. EYCC has provided one to one support and a range of forums to providers to support them achieve at least a good judgement at next inspection.

Transition support is coordinated centrally with Partnership Meetings between schools and early years settings facilitated by the locality Early years Specialist Teacher and an Early Years Improvement Adviser, these have continued to take place once a term to support transition. In the summer term there were 294 attendees.

There were a high number of expressions of interest (109) received for the universal Transition support from the Early years Alliance (Commissioned Provider for Children centre groups) through virtual let's get ready for school sessions. All early years locality teams will be running consistent Ready Steady Go to School sessions with settings identified by the locality teams and supported by a Family health worker, Ethnic Minority Traveller Education team.

An Introduction to the EYFS Reforms has been delivered in April by EYCC to over 990 childminders, private voluntary and independent settings and school's early years provision across Lincolnshire, sharing the headlines and key aims behind the changes coming into force in September 2021.

To support the needs of the workforce, identified through feedback, the training programme delivery has focussed on the recovery of early years practitioners, a range of courses to support managers to support their teams and for individuals to cope with the effects of the last year. Over 3000 delegates attended training in the first quarter of the year. In autumn 2020 the first round of early years Designated Safeguarding Leads forums was launched in partnership with the Lincolnshire LSCP.

To support the work and priorities of the SEND transformation team, EYCC colleagues have co-developed an early years section of the Inclusion Tool Kit and now take part in Education Health and Care Panel allocations panel.

4. Maintain the delivery of community based activities delivered from children's centres as and when it is safe to do so and in line with government advice and guidance.

Progress:

Children's Centres have been open throughout the pandemic to deliver face to face antenatal midwifery appointments and the healthy child programme. A virtual early years delivery programme was implemented during lockdown to replace some face to face sessions. Health and wellbeing walks were introduced in the autumn term to support families with babies born during the pandemic. The virtual delivery is gradually being reduced as face to face delivery is resumed in centres. All sessions remain bookable but this process will be revised to ensure it is streamlined and as customer friendly as possible. Sessions continue to be advertised via Facebook, newsletter, timetables and e-mails. Since sessions have been offered the participation numbers have increased.

5. Prepare for further escalation of the restrictions to be able to react and respond effectively to support the delivery of early year's childcare and children centres services.

Progress:

A roadmap was agreed and put in place to return to pre covid delivery as appropriate. Our focus for Centres is to deliver as many sessions as can safely be accommodated to support the maximum number of families whilst adhering to current social distancing guidelines. Staffing Levels and opening Hours remain consistent with Pre-Covid arrangements.

Conclusion

As the government restrictions change and we work towards the wider priorities of the Corporate Plan, we have identified the key priorities for the service.

Key priorities for the Early Years and Childcare Support Service in 2021-22:

1. Provide sufficient, high quality and inclusive education places locally.
2. We will ensure eligible children aged 2, 3, and 4 years old are able to access their Early Years Entitlement place in high quality inclusive provision.
3. Deliver quality children centres, which are at the heart of our communities supporting families so their children thrive, through working with key partners and communities.
4. Ensure fit for purpose, appropriate services are available for families to narrow the achievement gap, so all children thrive and achieve their potential.
5. Promote and support providers to understand the new Ofsted inspection framework across the early years and childcare sector.
6. Engage providers, schools, academies and partners in a sector led improvement approach to embed effective transition arrangements to better prepare children for school.
7. Design and deliver a good quality early years training and development programme focussing on the statutory requirements and the implementation of the new Early Years Foundation Stage.

Quarterly activity milestones are included within the Corporate Plan to provide a detailed description of the tasks that will be undertaken to fulfil these priorities.

Consultation

a) Risks and Impact Analysis

Risk analysis has been completed and recovery plans are available from Children's Services.

Background Papers

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Lincolnshire's Early Years Single Funding Formula	https://lincolnshire.moderngov.co.uk/documents/s37563/7.0%20Early%20Years%20National%20Funding%20Formula%20-%202014%20Jan%202021.pdf
Early Years & Childcare Statutory Guidance for Local Authorities	https://www.gov.uk/government/publications/early-education-and-childcare--2

This report was written by Nicky Myers, who can be contacted on 01522 552752 or nicky.myers@lincolnshire.gov.uk.



Open Report on behalf of Martin Smith, Assistant Director for Children's Education

Report to:	Lincolnshire Schools' Forum
Date:	24 June 2021
Subject:	Lincolnshire's Alternative Provision Arrangements

Summary:

The purpose of this report is to provide an overview of Lincolnshire's current and future alternative provision arrangements.

Actions Required:

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

Background

Pre 'Inclusive Lincolnshire Strategy' launch (2017), the Local Authority (LA) delivered its duty to provide education six days after a permanent exclusion through its Pupil Referral Unit (PRU) partner, the Lincolnshire Teaching & Learning Centre. Schools may have commissioned their own alternative provision for some pupils, as indeed they do now, but this was outside the LA's involvement. However, the extremely high rate of permanent exclusion of pupils from Lincolnshire schools, alongside the destabilising impact of that on the PRU itself, necessitated a strategic change of direction and to secure improved value for money.

Schools Forum supported the LAs decision to commission the Behaviour Outreach Support Service (BOSS) and the commission of Alternative Provision (AP) places which have been made available to schools for pupils at risk of permanent exclusion, should the BOSS intervention prove insufficient. With a Pastoral Support Plan (PSP) the earliest intervention (and protecting the capacity of BOSS) this is in essence Lincolnshire's 'Behaviour Ladder', now being replicated in other parts of the country, most recently York.

The steps of the Ladder have been embedded county-wide over the past five years with their efficacy in relation to the AP step reviewed within this paper, in 'Conclusions', below. A key risk was managing the capacity of commissioned places so that the LA could deliver its statutory duty whilst opening up a second (non-statutory) route, via intervention placement, into AP. If the rate of permanent exclusion did not reduce, this would not have been possible (without costly expansion). The ongoing challenge is to ensure that the rate

of permanent exclusion does not increase to the extent that the behaviour Ladder can no longer function because AP places are entirely occupied by permanently excluded pupils. We must also ensure that intervention placements do not merely delay the inevitable; that is, we rely on the ability of our AP partners to deliver interventions that make a difference.

It is also important to note by way of background that the AP landscape in Lincolnshire continues to evolve and enrich. Whilst the LA has no contract with the Acorn Free school currently, schools in the Lincoln area make good use of the provision for intervention. Both the Specialist Education Support Network (SESN) and Castles Education, again Lincoln based, have also registered as independent schools as has Good Apple, in Gainsborough. Mainstream head teachers therefore have access to a range of legally compliant options should they wish to make their own arrangements, rather than follow the Ladder.

Whilst the Head teacher does have the legal power to direct a pupil off-site to improve behaviour, the LA's arrangement requires parental consent and also, of course, evidence that the Ladder has been followed. The Pupil Reintegration Team (PRT) is responsible for the quality assurance of this process, in partnership with head teachers who are invited to 'intervention panel' alongside BOSS, SEND and AP leaders.

The LA commissions 252 places within Springwell Alternative Academy Free Schools, four purpose-built centres comprising 63 places each across the four localities. Springwell Grantham is located on New Beacon Road, Springwell Alternative Lincoln, on Macaulay Drive, the Mablethorpe building is a refurbishment of the old Monk's Dyke Tennyson site and Spalding was formerly the South Holland Post 16 Centre. These are stunning settings offering high quality provision according to nurture principles. Because the Education Skills Funding Agency (ESFA) funds the place funding for new free schools in the first two years of their establishment, with LAs only responsible for top-up, the introduction of these academies also relieved some of the pressure on the High Needs Block, albeit for a temporary period. The 4 Alternative Academy Free Schools are funded through a funding formula that adopts the same principles and approach to Lincolnshire special schools, whilst recognising the uniqueness of the delivery model. The Lincolnshire AP funding model presents the overall funding through the DfE's place and top-up funding.

In relation to value for money and with regard to High Needs Block (HNB) financial challenges, it is also important for Schools Forum to note that the LA has been able to utilise 18 of the 252 places as SEMH special school places, for a primary cohort of children. This has meant that that we now have no primary pupils currently waiting for an SEMH place, and we no longer need to rely on external specialist or independent places, which are on average substantially more costly. This cost avoidance has only been possible because of the much reduced rate of permanent exclusion (see 'Conclusion' below) of pupils from mainstream settings and the flexibility of Springwell in working with the LA to respond to wider system-challenges.

The LA commissions most of its secondary AP places at Build a Future (BaF). This KS4 (13-16 years olds) service has been in place since autumn 2018 for pupils permanently excluded or at risk of permanent exclusion. Like Springwell, BaF is an integral part of the

Ladder. The commissioned service offers a guaranteed 75 pupil places per annum under a block contract payment, with scope for 50 additional pupil places spot purchased at the point of need. The Council therefore has scope to place a maximum of 125 KS4 pupils at BaF each year via this commissioned route. The service operates out of two centres, Hubbert's Bridge (covering the South) and West Ashby (the North), though the new owner, Keys, has committed to relocating from Hubbert's Bridge into higher quality premises. The positive impact of the new environments on Springwell learners was marked, making this a very welcome investment.

Whilst it is important strategically to retain the key steps of the Ladder, since the impact has been profound (see Conclusion) it does evolve every year, as the policy context shifts. For example, since Ofsted raised the issue two years ago, pupils who take up alternative pathway KS4 places via the Ladder rather than through permanent exclusion remain dual registered with their mainstream schools, to safeguard all parties against the serious charge of off-rolling. The fee for intervention placement is adjusted every year in line with AWPU increases and, this year, the double funding of pupils with EHC plans has been discontinued whilst in the setting. Schools referring pupils with EHC plans onto the KS4 AP pathway will retain AWPU and other pupil-led funding to allow them to undertake robust quality assurance, but the EHC plan top-up funding will be withdrawn, because the LA is already providing enhanced financial support via the commissioned place in specialist provision.

Another adjustment relates to KS1-3 referrals and what was an issue with their return to the mainstream school setting. This has to be a non-negotiable since the efficacy of the Ladder is compromised as soon as places fill; it depends upon a successful revolving door policy. However, arguably because of a capacity challenge around SEMH special school places, primary school leaders were on occasion referring EHC plan pupils whilst at the same time progressing Additional Resource Requests (ARR). This meant that if special school was named as a result of the ARR during placement, then return to the mainstream school became problematic on many levels. Ladder guidance now provides greater direction around this: intervention places are exclusively for mainstream pupils in need of a period of intervention which will allow them to maintain their place in mainstream. Equally, settings may undertake training or make changes to the environment so that the pupil is more able to cope with it upon return. Where SENCOs and head teachers consider that return will not be possible because of the pupil's complex profile of need, then an intervention placement is not the appropriate route.

As indicated above, the supply and demand challenge around SEMH places has now been alleviated, at least for primary aged pupils, which should ensure that this element of the system works better for settings, families and the LA.

Conclusion

The Ladder and these arrangements for AP in Lincolnshire were introduced primarily because of the unsustainable rate of permanent exclusion and the implications of that for

both the HNB and families. It therefore makes sense to evaluate how well they are working by considering the rate of permanent exclusion.

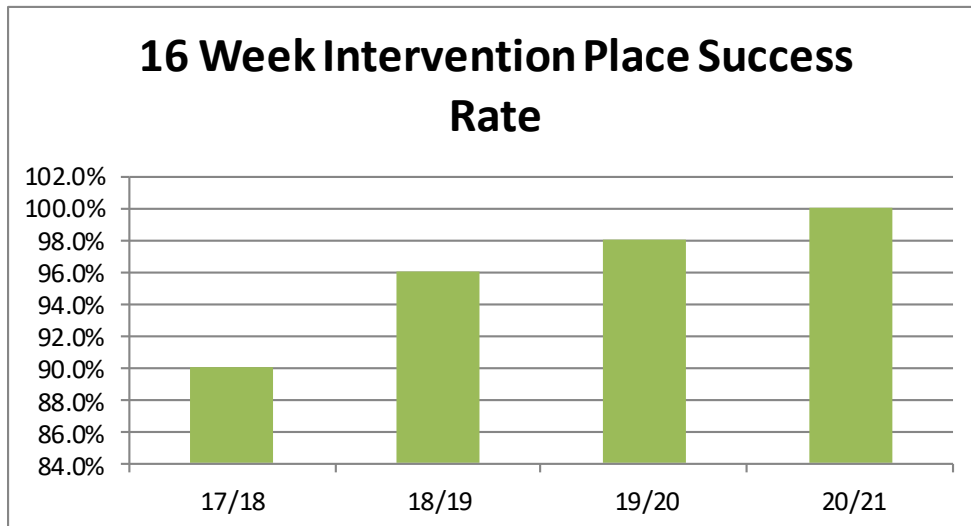
Permanent Exclusion Comparison - School Type					
	16/17	17/18	18/19	19/20	20/21
Primary	26	26	16	7	5
Secondary	111	93	105	55	50
Special	3	0	2	1	0
Total	140	119	123	63	55

Whilst the lockdown has clearly had a significant impact on the number of pupils permanently excluded, it is worth noting that the 2019/20 rate of permanent exclusion from secondary schools was significantly lower than in previous years. The two terms before Christmas (and pre Lockdown 1) consistently sees the highest rate and in 2019/20 this was much reduced. This was evidence that we were seeing the step change already achieved within the primary sector, which the performance in 2020/21 bears out. Again, the year has been disrupted through the Lockdown, but nonetheless, the rate is lower than we would expect, despite the increased challenge and complexity that schools are managing as a direct result of the pandemic. This is immensely encouraging.

Judging by the number of referrals, schools have confidence in the intervention offer and continue to make good use of it:

16 Week Intervention Placements				
	Foundation & KS1	KS2	KS3	Total
17/18	14	24	27	65
18/19	20	32	24	76
19/20	25	23	11	59
20/21	11	16	6	33

And neither is the intervention placement merely delaying the inevitable. We have strong evidence that it is allowing pupils to maintain their places alongside peers within their local schools. The table below indicates the proportion of 'intervention pupils' who remain in their mainstream schools a year after intervention:



In terms of KS4 AP pathway places via the Ladder, take-up is less strong, and permanent exclusion remains the most common route into a commissioned KS4 AP place:

KS4 AP Pathway	
17/18	45
18/19	32
19/20	23
20/21	10

On one level, this is disappointing because most permanent exclusions are for persistent disruptive behaviour, and there is subsequently every opportunity for schools to follow the Ladder to avoid these: provided there is a PSP, BOSS input and clear evidence of referral as 'last resort', this should be a solution for young person, family and setting which avoids the negative experience of a permanent exclusion.

There are at least three possible explanations, however: firstly, for a small number of settings, a differentiated approach to behaviour is not consistent with the blanket enforcement of a behaviour policy, and meaningful engagement with the Ladder is therefore difficult. Secondly, families may not agree referral into AP – and our arrangements are consent-based. Finally, it is understandable that some school leaders do not wish to remain accountable for the outcomes of young people they do not see every day in school.

For all of these reasons and no doubt more, we may not reach the tipping point with secondary which means that the majority of our AP learners have been referred via the Ladder rather than permanently excluded. However, what the reduced rate of permanent exclusion from all sectors does strongly suggest is that inclusive practice in Lincolnshire is strengthening and that our AP arrangements are a key driver of that. In this, Lincolnshire is confounding a national trend of increased exclusion and this reflects very positively indeed upon the sector.

Consultation

a) Risks and Impact Analysis

The paper does not seek a change of policy or additional investment. It is clear that the AP arrangements are an integral element of Inclusive Lincolnshire which continues to have a positive impact in relation to the avoidance of permanent exclusion and substantial cost of that, to High Needs Block (public purse) and individual (compromised life chances)

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 Mary Meredith, who can be contacted on 07554 737873 or mary.meredith@lincolnshire.gov.uk.



Open Report on behalf of Martin Smith, Assistant Director for Children's Education

Report to:	Lincolnshire Schools' Forum
Date:	24 June 2021
Subject:	Academies and Trust Update

Summary:

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

Recommendation(s):

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

Background

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

This is the position as at the 1 April 2021. The pupil figures are based on the October 2020 census data (i.e. the latest published). The national academy trust data is the latest available from "Get Information About Schools".

Since the effective date of the last report (1 April 2021), Friskney All Saints Church of England (Aided) Primary School joined Lincoln Anglican Academies Trust as a converter academy on 1 May. This means that 28,813 (51.7%) FTE primary pupils are now educated in non-maintained schools.

Current Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		321	
Maintained	5	100.0%	321	100.0%
Academy	0	0.0%	0	0.0%
Primary				

All	281		55,736	
Maintained	167	59.4%	26,923	48.3%
Academy	114	40.6%	28,813	51.7%
Secondary				
All	54		47,975	
Maintained	2	3.7%	2,188	4.6%
Academy	52	96.3%	45,787	95.4%
Special				
All	19		2,055	
Maintained	5	26.3%	665	32.4%
Academy	14	73.7%	1,390	67.6%
PRU				
All	6		152	
Maintained	0	0.0%	0	0.0%
Academy	6	100.0%	152	100.0%
Total				
All	365		106,239	
Maintained	179	49.0%	30,097	28.3%
Academy	186	51.0%	76,142	71.7%

By 1 December 2021, if current conversions and sponsored conversions proceed according to their current target dates the position will be:

Projected Six Month Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		321	
Maintained	5	100.0%	321	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		55,736	
Maintained	164	58.4%	26,306	47.2%
Academy	117	41.6%	29,430	52.8%
Secondary				
All	54		47,975	
Maintained	2	3.7%	2,188	4.6%
Academy	52	96.3%	45,787	95.4%
Special				
All	19		2,055	
Maintained	5	26.3%	665	32.4%
Academy	14	73.7%	1,390	67.6%

PRU				
All	6		152	
Maintained	0	0.0%	0	0.0%
Academy	6	100.0%	152	100.0%
Total				
All	365		106,239	
Maintained	176	48.2%	29,480	27.7%
Academy	189	51.8%	76,759	72.3%

Horncastle Community Primary School is proposed to join Wellspring Academy Trust and Gedney Church End Primary School and Lutton St Nicholas Primary School are proposed to join Keystone Academy Trust. All these conversions are scheduled to happen on 1 September 2021.

Therefore, on known information, the total number of all academies will rise to 189 (51.8%) and 76,759 (72.3%) FTE pupils will attend those academies. The number of primary academies will rise to 117 (41.6%) educating 29,430 (51.7%) FTE pupils.

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

	Total	FTE Pupils
1 Community Inclusive Trust	13	1845
Lincoln Anglican Academy Trust	13	2612
3 The Priory Federation of Academies	12	6665
4 St Therese of Lisieux Catholic Multi Academy Trust	8	1978
Voyage Education Partnership	8	3791
The David Ross Education Trust	8	3093
7 Greenwood Academies Trust	7	1813
Infinity Academies Trust	7	1411
Wellspring Academy Trust	7	445
10 Anthem Schools Trust	5	2311
Keystone Academy Trust	5	1690
The Lincolnshire Educational Trust Limited	5	2502

There are thirty-five active multi-academy trusts operating within Lincolnshire and a total of 145 Lincolnshire academies that are members of multi-academy trusts. This represents 78% of all Lincolnshire Academies. Forty-one (22.2%) of Lincolnshire academies are single-academy trust and are not members of multi-academy trusts. Eight multi-academy trusts have just one Lincolnshire academy as a member; three of these are single Lincolnshire academy multi-academy trusts. The other five also have academies that are not within Lincolnshire. Eight multi-academy trusts have two academies; five of these trusts are currently based entirely within Lincolnshire. There are fifty-three academy trusts in Lincolnshire that have less than four schools.

Total Lincs

		5	
1	Academies Enterprise Trust	7	2
		3	
2	Greenwood Academies Trust	6	7
		3	
3	The David Ross Education Trust	4	8
		2	
4	The Enquire Learning Trust	9	1
		2	
5	Wellspring Academy Trust	7	7

The largest academy trusts nationally that operate within Lincolnshire are Academies Enterprise Trust (Fifty-seven Academies, two in Lincolnshire), Greenwood Academies Trust has 36 academies, seven in Lincolnshire, and The David Ross Education Trust has 34, eight within Lincolnshire. The Enquire Learning Trust has twenty-nine Academies, one in Lincolnshire.

Conclusion

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

Consultation

a) Have Risks and Impact Analysis been carried out?

No.

b) Risks and Impact Analysis

The academy conversion process is fully understood and has been in place for a number of years. There are services funded either by the number of maintained schools (e.g. School Improvement government grant) and the number of maintained school pupils (e.g. de-delegation services). Future anticipated funding levels are considered through the annual detailed budget setting exercise.

The actual split between Local Authority maintained and academies has no financial risk to the Council from the Dedicated Schools Grant schools delegation budget perspective.

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 Ady Clarke, who can be contacted on 01522 553216 or ady.clarke@lincolnshire.gov.uk.

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Agenda Item 13

Lincolnshire Schools' Forum Work Programme

24 June 2021

Election of Chairman		
Election of Vice-Chairman		
Lincolnshire Schools Forum – Terms of Reference	Mark Popplewell	For the Schools Forum to consider and update its Rules of Operation
Section 251 Budget Statement 2021/22	Elizabeth Bowes	To provide an update to the Schools' Forum regarding the budget statement for 2021/22
Annual Report - Special Educational Needs	Sheridan Dodsworth	To receive an annual report on Special Educational Needs
Annual Report on Early Years	Geraldine O'Neill	To receive an annual report on Early Years' Service
Alternative Provision Arrangements	Mary Meredith	To provide a update on how alternative provision arrangements are working
Academies and Trust Update	John O'Connor	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them
Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme

8 October 2021

National Funding Formula for schools - update 2022/23	Elizabeth Bowes	To provide the Schools' Forum with an update on the mainstream school funding
De-delegation of Maintained Primary Schools Budgets (2022/23)	Mark Popplewell	To seek approval from the maintained primary school representatives approval to the Local authority's proposals
Revised Schools Budgets 2021/22	Mark Popplewell	To provide information on the revised Schools Budget for 2021/22 and to seek support
Schools Broadband Services	Mark Popplewell	To provide an update to the future schools broadband arrangements available for all Lincolnshire schools

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

January 2022 (date to be confirmed)

National Funding Formula for Schools (2022/23)	Mark Popplewell	To update the Schools' Forum on the Local Authority's funding formula proposals for 2022/23
School Funding Arrangements 2022/23	Elizabeth Bowes	To provide an update on school funding arrangements for 2022/23
Early Years National Funding Formula	Geraldine O'Neill	To provide a summary on the early years national funding formula for 2022/23, and to seek agreement relating to the allocation and distribution of the centrally retained budgets
Academies and Trust Update	John O'Connor	To provide the Schools' Forum with an update on the latest position regarding the number of Maintained Schools and Academies and the pupils in them
Lincolnshire Schools' Forum – Work Programme	Katrina Cope	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme