



County Offices
Newland
Lincoln
LN1 1YL

22 June 2022

Lincolnshire Schools' Forum

A meeting of the Lincolnshire Schools' Forum will be held on **Thursday, 30 June 2022 at 1.00pm as a Virtual - Online Meeting via Microsoft Teams** for the transaction of the business set out on the attached Agenda.

Yours sincerely

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)

Kyna Adkins (Head Teacher, St Christopher's School)

Primary Maintained (6)

Primary Maintained Head Teachers (3)

Callum Clay, (Head Teacher, Sleaford Church Lane Primary School)

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

1 vacancy

Primary Maintained Governors (3)

Alan Howe, (Governor, Sutton on Sea County Primary School)

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

1 vacancy

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)

1 vacancy

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) **CHAIRMAN**

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

Simon Morley (Head Teacher, Boston West Academy)

Primary Academies Governors (2)

Daniel Callaghan (Principal, 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) **VICE-CHAIRMAN**

NON-SCHOOLS' MEMBERS

Faith Groups (1)

Peter Tomlinson (Diocese of Lincoln)

Providers of 16 to 19 Education (1)

Heather Marks (Vice-Principal, Boston College)

Staff Trade Unions (1)

Andrew Watts (NEU)

Early Years Providers (1)

Julia Merivale (Trinity Day Nursery, Gainsborough)

LINCOLNSHIRE SCHOOLS' FORUM AGENDA
THURSDAY, 30 JUNE 2022

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 21 April 2022	5 - 10
6	Chairman's Announcements	
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 updated Lincolnshire Schools' Forum Constitution and Membership)</i>	11 - 30
8	Schools Forum Self-Assessment Toolkit <i>(For the Schools' Forum to consider and comment on the Self-Assessment Toolkit)</i>	31 - 36
9	Section 251 Budgets Statement 2022/23 <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 2022/23 financial year)</i>	37 - 44
10	Annual Report on Special Educational Needs and Disabilities <i>(To receive a report from Sheridan Dodsworth, Head of Service (SEND), which provides the Forum with an annual update on Special Educational Needs and Disabilities (SEND) as required by the Schools' Forum Regulations)</i>	45 - 60
11	Annual Early Years & Childcare 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 2022/23)</i>	61 - 72

- 12 Academies and Trust Update** 73 - 78
(To receive a report from Ady Clarke, Education Reorganisation Officer, Education and Support, which provides the Schools' Forum with an update on the latest number of academies and pupils in academies, and academy trusts)
- 13 Lincolnshire Schools' Forum - Work Programme** 79 - 80
(This item provides the Schools' Forum with an opportunity to discuss potential items for future meetings)

Democratic Services Officer Contact Details

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E Mail Address thomas.crofts@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.

Please note: This meeting will be audio broadcast live on the internet and can be sought by accessing [Agenda for Lincolnshire Schools' Forum on Thursday, 30th June, 2022, 1.00 pm \(moderngov.co.uk\)](https://www.lincolnshire.gov.uk/council-business/search-committee-records)

All papers for council meetings are available on:
<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



LINCOLNSHIRE SCHOOLS' FORUM 21 APRIL 2022

PRESENT: GAVIN BOOTH (CHAIRMAN)

Amy Stancer (Headteacher, St Giles Nursery School, Lincoln), Kyna Adkins (Head Teacher, St Christopher's Special School), Alan Howe (Governor, Sutton on Sea County Primary School), Anthony Stevens (Governor, The Holt Primary School, Skellingthorpe), Callum Clay (Head Teacher, Church Lane Primary School, Sleaford), 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), Jo Slessor (Governor, Carres Grammar School, Sleaford), 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 Gravit (Head Teacher, Kirkby la Thorpe Church of England Primary Academy), Simon Morley (Head Teacher, Boston West Academy), Josh Greaves (Deputy Chief Executive Officer, Wellspring Academy Trust) (Vice-Chairman), Peter Tomlinson (Diocesan Business and Operations Manager, Diocese of Lincoln), Vicki Locke (Deputy Principal, Boston College) and Julia Merivale (Manager, Trinity Day Nursery)

Officers in attendance:-

Eileen McMorrow (Programme Manager – Children's SEND)
Elizabeth Bowes (Strategic Finance Manager – Schools Finance Team),
Mark Popplewell (Strategic Finance Lead – Children's Services),
Thomas Crofts (Democratic Services Officer)

1 APOLOGIES FOR ABSENCE/REPLACEMENT MEMBERS

Apologies for absence were received from Daniel Callaghan (Governor – Primary Academies), Stephen Hopkins (Governor – Special Academies) and Lea Mason (Head Teacher – Special Academies).

2 DECLARATIONS OF MEMBERS' INTEREST

For openness and transparency, Jo Slessor declared that she was a member of the trustee board for CIT.

2

LINCOLNSHIRE SCHOOLS' FORUM

21 APRIL 2022

3 MINUTES OF THE LINCOLNSHIRE SCHOOLS' FORUM MEETING HELD ON 20 JANUARY 2022

RESOLVED:

That the minutes of the Lincolnshire Schools' Forum meeting held on 20 January 2022 be agreed and signed by the Chairman as a correct record.

4 CHAIRMAN'S ANNOUNCEMENTS

The Chairman made the Forum aware that the previously scheduled items for Schools Broadband Arrangements and Academies and Trust Update were not on the agenda for today's meeting due to the following reasons:

- There had been no changes in position from the previous meeting regarding the Academies and Trusts report.
- Concerning Schools Broadband Arrangements, the Council took the decision to continue to use the emPSN managed network and undertook a process of procuring a new contract for managed connectivity services. This tender had now closed, and submissions were being evaluated.

The Chairman also advised that further elections for seats on the Forum were to be held later in the year.

It was noted that delays in tendering connectivity was of concerning in relation to school broadband provision.

5 BUILDING COMMUNITIES OF SPECIALIST PROVISION: UPDATE

Consideration was given to a report from Eileen McMorrow, Programme Manager, on the implementation of the Building Communities of Specialist Provision Strategy, approved by Lincolnshire County Council's Executive on 6th November 2018. The Forum was informed of the following in reference to the report:

- The key milestones for the capital programme.
- Completion of new build block at Eresby School experienced some delays due to procurement of fire doors.
- The Horncastle St Lawrence School project experienced some delays due to buildability. It had therefore been determined that a new block would be constructed and the old one demolished.
- Lincoln St Francis School and Gosberton House Academy were the only schemes where works had not yet commenced.
- The capital programme and construction industry faced pressures due to supply chain, market, political, and labour volatilities.
- School Reorganisation Policy

- Workforce developments.
- The new special schools health strategy.
- Specialist Community Led Panels were launched in the summer 2021 in the Boston and South Holland localities and had subsequently been phased in across the other localities.
- The increase of over 500 special school places asserted further pressure on the long-term sustainability of an already stretched High Needs block.

The Forum noted the report and the following comments were received:

- The injection of capital into the high needs block, which was now ahead of schedule, proved to show great foresight.
- There were no long-term delays projected, caused by the pandemic. However, delays were anticipated on individual schemes within the programmed five years.
- The successes of the programme were to be publicised and communications strategies were being reviewed to better raise awareness.

RESOLVED:

That the report and comments be noted.

6 IMPACT OF THE SCHOOLS NATIONAL FUNDING FORMULA (2022/23)

Consideration was given to a report from Elizabeth Bowes, Strategic Finance Manager - Schools Finance Team, on the impacts of Schools National Funding Formula for 2022/23. In direct reference to the report the following matters were highlighted:

- Details relating to the per pupil increase in funding for 2022/23 compared to 2021/22 funding levels per pupil for the Primary and Secondary sectors, and 4 schools had triggered the Minimum Funding Guarantee.
- Details relating to the impact of the National Funding Formula in percentage terms for the Primary and Secondary sectors comparing the published budgets between 2021/22 and 2022/23, which reflected latest pupil number and pupil characteristic changes. That 80% of primary schools had received an increase in funding, and in the secondary sector this figure was 88.89%.
- That it was confirmed that mainstream schools will receive additional Supplementary Funding, which was announced in the Autumn 2021 spending review. This represents £15m for Lincolnshire mainstream schools.
- That the continued implementation of the National Funding Formula had been positive for most Lincolnshire schools.
- That all schools had received a Minimum Funding Guarantee of at least 0.5% in per pupil funding.
- That the Education and Skills Funding Agency were consulting on the move towards a 'hard' formula and that Councils could lose local flexibility and decision-making powers in funding.

The Forum noted the report and the following comments were received:

- It would be useful for funding for special schools to be benchmarked against last year's data and fed back to the Forum. It was confirmed that financial modelling had taken place in the determination of special school budgets for 2022/23 following the refinement of formula and engagement with the sector. Analysis shows the financial position compared to the prior year prior to place number and pupil band profile updates. Officers agreed to share this with the sector.
- A funding survey was to be issued next month to special schools in order to assist the LAs plans to understand and quantify these unforeseen costs that were not known at the time of publishing special schools budgets and therefore above the 2022/23 baseline funding level. This will be supported through an in-year budget adjustment through the special schools funding formula.

RESOLVED:

That the report and comments be noted.

7 NATIONAL FUNDING FORMULA: GOVERNMENT CONSULTATION OUTCOMES

Consideration was given to a report from Mark Popplewell, Strategic Finance Lead - Children's Services, on the completion of the reforms to the National Funding Formula. The Forum was informed of the following in reference to the report:

- Local Authorities currently had the ability to set their own 'soft' funding formulas. The Government was now pursuing a move towards a 'hard' national funding formula in order to create a more consistent approach to funding schools across the country.
- The Council had responded to the Government's consultation stressing the importance of local influence and decision making on funding formulas.
- Lincolnshire had already adopted the National Funding Formula in distributing funding to mainstream schools, and so there would be no immediate impact on funding as a consequence of these planned changes.
- Other funding changes proposed by the Government related to Premise factors; School Growth funding, and Central Schools Services funding, which the Local Authority raised concerns with.
- There would be a further consultation on the implementation of these overall reforms later in the year. The Local Authority will continue to engage with the department on these proposals.

The Forum noted the report and it was clarified that the terms 'hard' and 'soft' related to how flexible funding formulas were in terms of local influence and decision making.

RESOLVED:

That the report and comments be noted.

8 LINCOLNSHIRE SCHOOLS' FORUM - WORK PROGRAMME

RESOLVED:

That the work programme presented be received.

The meeting closed at 1.54 pm

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Open Report on behalf of Andrew Crookham, Executive Director - Resources

Report to:	Lincolnshire Schools' Forum
Date:	30 June 2022
Subject:	Lincolnshire Schools' Forum – Constitution and Membership update

Summary:

The purpose of the report is to provide the Schools' Forum with an update to Lincolnshire Schools' Forum Constitution and Membership document detailed at Appendix A.

Recommendation(s):

That the Schools' Forum is asked to note the contents of the report and endorse the updated Constitution and Membership document as detailed at Appendix A, which includes the annual review of composition membership.

Background

The Lincolnshire Schools' Forum ("the Forum") was established by virtue of Section 47A of the School Standards and Framework Act 1998 as amended by the Education Act 2002. It is also required to operate under various sets of regulations resulting from those statutes, including the Schools' Forums (England) Regulations 2012 and the School and Early Years Finance (England) Regulations, most recently 2022.

The legislative requirements for the Forum are explained in guidance issued by the Education and Skills Funding Agency ("ESFA") titled the Schools Forum Operational and good practice guidance ("the Guidance") and a revised version of which was issued in March 2021 (included at Appendix B).

The Forum governance and operational remit are described in a constitution and Terms of Reference document ("ToR"), designed to reflect the contents of the legislation and Guidance applicable from time to time, to ensure that the Forum conducts its activities on a basis that is compliant with legislative requirements.

As a result of changes introduced by Section 35 of the School and Early Years Finance (England) Regulations 2021 and the revised version of the Guidance issued March 2021, a

review took place of the ToR, which were formally approved on the 10 September 2021 by the Executive Councillor for Children's Services.

No revision has been made to the Schools' Forums (England) Regulations 2012, and the School and Early Years Finance (England) Regulations (2022) reflect only the funding formula changes for the current year compared to the prior year regulations.

In summary, no changes have been made to the regulations that will change the current operating framework for the Forum. The membership composition has been reviewed and updated to reflect the current position (1 June 2022) of maintained and academy schools based on the January 2022 census data, which can be found in Appendix A. The school membership composition remains unchanged for 2022/23. Only three additional academy conversions have taken place in that time within the mainstream sector.

The updated ToR continue to comprise seven sections:

1. Constitution introduction indicating the statutory origins of the Forum and the regulations governing its operations.
2. Purpose and Role. A section briefly describing the overall purpose and role of the Forum.
3. The Functions of the Forum. A section and an Appendix setting out the decision-making powers of the Forum and those matters it is entitled to be consulted on as reflects current legislation and the Guidance.
4. Composition. This section explains the membership requirements and reflects the principle explained in the Guidance that non-school members may only constitute 1/3 of the Forum total membership. Also, the requirement that Membership will be reviewed annually in June to ensure it is fully representative of different school sectors and in proportion to the number of children allocated to each sector. Subsequent paragraphs then explain the membership nomination and election basis for school members (both maintained schools and academy schools) and non-school members.
5. Conduct of Meetings. This section explains the conduct of the meeting (namely, declaring of members interest, quorum, substitutions etc.), and indicates that meetings may be held by remote means.
6. Voting arrangements. Paragraphs (a) to (c) reflect requirements explained in the Guidance.
7. Administration of the Forum. Support the operations of running the Forum.

Conclusion

To ensure that the Schools' Forum operates in accordance with legislation and Guidance the Local Authority has reviewed the relevant regulations and guidance and there are no changes to report. The school membership composition has been reviewed to reflect the June 2022 maintained and academy schools' position, and the position remains unchanged for 2022/23. The ToR has been updated to reflect the annual review on the composition of membership in Appendix A, and the Executive Councillor for Children's Services will be briefed of this position.

Consultation

a) Risks and Impact Analysis

Not applicable.

Appendices

These are listed below and attached at the back of the report	
Appendix A	Revised Constitution and Membership for the Schools' Forum
Appendix B	Schools Forum Operational and good practice Guidance March 2021

Background Papers

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

This report was written by Mark Popplewell, Strategic Finance Lead, Children's Services, who can be contacted on 015222 553326 or by email at mark.popplewell@lincolnshire.gov.uk

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LINCOLNSHIRE SCHOOLS' FORUM

CONSTITUTION AND MEMBERSHIP

1. Constitution 2022/23

1.1 Introduction

The Lincolnshire Schools Forum ("the Forum") is established by virtue of Section 47A of the School Standards and Framework Act 1998 as amended. It also operates under the Schools' Forums (England) Regulations 2012 and the School and Early Years Finance (England) Regulations 2022.

The Constitution will be reviewed annually at the June Forum meeting.

2. Purpose/Role of Forum

2.1 The Forum shall provide a formal channel of communication between Lincolnshire County Council (LA) and Lincolnshire schools and will serve as a mechanism for consultation on such matters concerning the funding of schools.

2.2 It will also promote working practices which seek to deliver best value in all aspects of schools funding between LA and schools and on behalf of schools.

2.3 It will work with schools to broker and provide support to achieve best value for those schools, particularly with regard to business services and procurement.

3. The functions of the Forum

3.1 The functions of the Forum are to take decisions and act as a consultative forum in accordance with legal requirements from time to time. The matters which the Forum must decide and be consulted on as set out in the Schools Forum Operational and Good Practice Guide from March 2021 is attached at Appendix 1.

4 Composition

4.1 The Schools Forums (England) Regulations 2012 lay out parameters within which the LA must determine the Forum's membership. Membership will be reviewed annually in June to ensure it is fully representative of different school sectors and in proportion to the number of children allocated to each sector.

4.2 All newly elected members shall receive an induction into the role and functions of the Forum. Inductions will be offered once a year, or more frequently if required.

4.3 In line with the Schools Forum: Operational and Good Practice Guide (DfE March 2021) non-school members may only constitute one third of the Schools Forum total membership.

4.4 Based on the number of pupils as of the January 2022 Census, the proposed membership from October 2022 (Academies and Trust Update 30 June 2022) from all schools is:

School Members	Pupil Numbers	Proportion	Representatives
Primary Maintained	26,711	25%	6 ¹
Secondary Maintained	2,205	2%	1 ²
Mainstream Academy	76,907	73%	12 ³
		100%	
<i>Primary Academy</i>	<i>30,196</i>	<i>39%</i>	<i>5</i>
<i>Secondary Academy</i>	<i>46,711</i>	<i>61%</i>	<i>7</i>
Special Academy	1,498	68%	2 ⁴
Special Maintained	705	32%	1 ⁵
Nursery Schools	254	-	1 ⁶
Alternative Provision Academy	188	-	1 ⁷
		Total	24

4 Non-school members consist of 14-19 year olds; early years; trade unions and the faith group.

4.5 The nomination and election process for maintained schools is administered by the LA in accordance with the Schools' Forum Regulations 2012 and the LA will assist in the administration of election process for academy representatives.

4.6 Nominations for maintained school representatives will be through the LA. Maintained primary and secondary school members will be elected by the relevant group and sub-group representatives.

¹ The Schools Forums (England) Regulations 2012 4 (11): an authority may determine that the number of members representing schools in a particular school category must be broadly proportionate to the total number of schools in that category when compared with the total number of schools. Primary maintained and academy pupil number splits are 47% and 53%, however the number of maintained schools is not considered representative in the primary maintained sector. 164 primary maintained schools compared to 117 primary academy schools. Retain 6 primary maintained schools and 5 primary academy schools.

² The Schools Forums (England) Regulations 2012 4 (7): Where the authority maintain one or more secondary schools, at least one schools member must be a representative of a secondary school.

³ Maintained school members and academy members of the forum are 24. Remaining mainstream academy members are 12, and apportioned by pupil numbers across the primary and secondary academy sectors – recommended practice. The Schools Forums (England) Regulations 2012 4 (4): school members and Academies members must together comprise at least two thirds of the membership of the forum (28 school and non-school members).

⁴ The academy special schools representatives of the forum. 2 members identified to reflect composition of the sector.

⁵ The Schools Forums (England) Regulations 2012 4 (8): Where the authority maintains one or more special schools, at least one schools member must be a representative of a special school.

⁶ The Schools Forums (England) Regulations 2012 4 (9): Where the authority maintains one or more nursery schools, at least one schools member must be a representative of a nursery school.

⁷ The academy alternative provision schools representative of the forum. No maintained pupil referral units within Lincolnshire.

4.7 Based on the discussion at the Forum, it has been suggested that for primary and secondary, representation should be evenly split between head teachers and governors. In case of an odd number of representatives, the additional representative needs to be a head teacher.

Academy proprietors will need to nominate academy representatives and whilst not mandatory, the Forum recommends a balanced representation of head teachers and governors, as for maintained schools in 4.7, and that primary and secondary academies are represented in proportion to the number of pupils in each sector, to ensure representation from both phases as appropriate.

Election of Academy members will need to be by way of a transparent voting process. The LA will ensure this where it administers the election. Where the proprietors administer the election they will need to ensure such a process is in place.

Where there is only one mainstream Academy, one special Academy or one alternative provision Academy in the LA's area, the proprietor of that Academy must select the person who will represent it on the Forum.

If for any reason, an election for an academies representative does not take place by any date (if any) set by the LA or any such election results in a tie between two or more candidates, the LA must appoint the academies representative to the Forum instead.

4.8 The **schools membership** should include representation from the following sectors:

- Special Schools (as of 2020/21 to include representation of special academies).
- Nursery Schools
- Pupil Referral Unit

4.9 Non-school members are represented by at least one member from each of the following sectors:

- the Faith groups to be an agreed nominee from the local Anglican, Roman Catholic and Methodist dioceses;
- other faith groups (if any) other than the above where there are schools or academies in the LA area designated under s 69(3) of the 1998 Act as having a religious character;
- the staff Trades Unions to be an agreed nominee from the recognised teacher and head teacher Unions and UNISON;
- institution (other than from a school or academy) providing education to 14-19 year olds;
- private, voluntary and independent early years providers of the free entitlement to early years education;

(The Executive Councillor with responsibility for education is invited to meetings as an observer with speaking rights but has no voting rights).

4.10 Election, appointment and eligibility of school members (Regulation 4A)

(a) Groups (maintained Schools Members)

Where a vacancy for a maintained Schools Member arises, the LA shall appoint a replacement elected by the members of the relevant group, or sub group.

The groups are:–

- (a) a representative of a maintained nursery school
- (b) Primary Head Teachers
- (c) Primary Governors
- (c) Secondary Head Teachers
- (d) Secondary Governors
- (d) representatives of a maintained Special school

In the case of the groups one nominee per school must be seconded by two people from the same group (e.g. a Primary head teacher must be seconded by two Primary head teachers and a Primary Governor must be seconded by two Primary Governors).

(b) Non-Schools Members

Nominations to be sought for such members from the relevant bodies. The LA must inform the governing bodies of schools maintained by them or Academies within the respective area, of the name of the Non-School member and the name of the body that member represents, within one month.

If for any reason, an election for a person to represent 16 – 19 providers either does not take place by any date (if any) set by the LA or any such election results in a tie between two or more candidates, the authority must appoint the person to represent 16 – 19 providers to the Forum instead.

(c) General

In the case of the Groups (maintained School Members only) one vote per school will be permitted.

No person who is an Executive Councillor or a relevant officer of the LA shall be appointed as either a Schools' Member or as a Non-Schools' Member but that the Executive Councillor(s) for education shall be invited to attend meetings of the Forum as an observer with speaking rights because of their knowledge of education matters but no voting rights.

Any elected Councillor or officer of the LA, who is not a member of the Forum, may attend meetings of the Forum, and shall be entitled to speak at such meetings.

A Schools' Member (maintained and academy) shall remain in office until :-

- (1) they cease to hold the office by virtue of which they became eligible for appointment to the Forum;
- (2) their term of office as a Schools' Member comes to an end (period of office is for 4 years; and
- (3) they resign from office as a Schools' Member.

There are no restrictions on the number of terms a member can serve.

A Non-Schools' Member shall remain in office until he resigns his office, or until the LA makes a further appointment to replace him on nomination from the relevant body. A written record of the composition of the Forum will be maintained by the LA, such record to include the number of Schools' Members, (maintained and Academy) and non-Schools' Members; any principles determined by the LA for the appointment of Schools' Members and any determination by the LA to seek nominations for non-Schools' Members.

5. Conduct of Meetings

- (a) Meetings of the Forum are to be held in public and which may (whilst governing legislation and regulations continue to permit) include meetings held by remote means.
- (b) Members must declare an interest where relevant.
- (c) The quorum for meetings is 40% (excluding vacancies).
- (d) Each member on the forum may appoint 1 named substitute member to the Forum, to act for the term of the permanent member. Proposed appointments are to be made in writing to the Clerk to the Forum by no later than 30 September every four years following the election of members. Where it is proposed to change that substitution in mid-year then the name of the proposed replacement substitute must be received by the Clerk to the Forum in writing not less than 1 calendar month before the date of the meeting at which it is proposed the revised substitution should take place. Substitutes (or replacement substitutes) will only be able to sit as members of the Forum where:-
 - Formal written notice of the attendance of the named substitute / replacement substitute has been given to the Clerk to the Forum by 5pm on the working day before the date of the relevant Forum meeting at which the substitution is to take place.
 - The permanent member is absent for the whole of the duration of the relevant

meeting.

- Members who act as substitutes have the same rights as the permanent member in terms of receiving papers and speaking and voting at the meeting.
- (e) The posts of Chairman and Vice Chairmen will be elected annually by the Forum. They may not be persons who are elected members or officers of the LA.
- (f) Decisions of the Forum will be on a straight majority vote of its members present and entitled to vote. In the event of an equality of votes the Chairman shall have a second or casting vote.

6. Voting arrangements are as follows:

(a) Maintained School Members

- Only Primary representatives can vote on primary school de-delegation.
- Only secondary representatives can vote on secondary school de-delegation.
- All schools members can vote on the scheme for financing schools.
- All schools members can vote on any other Schools Forum business, including the consultation on the funding formula.

(b) Academy Members

- Cannot vote on de-delegation or the scheme for financing schools.
- All academies members can vote on any other Schools Forum business, including the consultation on the funding formula.

(c) Non-school Members

- No Non-School Member can vote on de-delegation or the scheme for financing schools.
- No Non-School member other than PVI representatives can vote on the consultation on the funding formula.
- All non-school members can vote on any other Schools Forum business.

(d) The Chairman will regulate and control proceedings for the meeting.

(e) Speeches must be directed to the question under discussion or to a personal explanation, point of order or information.

(f) Every proposition shall be determined by the Chairman by a show of hands.

(h) There shall be a minimum of four meetings a year.

(i) The Forum can grant non-voting observer status to organisations. Observers can participate in discussions.

(j) The Forum can establish working groups of its members and can co-opt/appoint people/individuals for/to a working group, which need not be held in public.

(k) Procedures relating to the chairing of meetings of the Forum will in general follow the rules in the constitution of the County Council. The chair of the Forum must decide on an agenda for the meeting of the Forum following consultation with members of the Forum.

(l) The proceedings of the Forum shall not be invalidated by:-

- any vacancy among their number;
- any defect in the election or appointment of any member; or
- any defect in the appointment of Chairman.

(m) Any individual member who fails to attend three consecutive meetings of the Forum shall resign unless the member has a legitimate reason for non-attendance e.g. ill health, illness of family member, etc. Before any resignation takes place a report will be submitted to the Forum outlining the reason(s) for non-attendance.

7. Administration of the Forum

(a) Clerking of meetings of the Forum will be carried out by the LA.

(b) Expenses payable to members of the Forum and co-opted/appointed representatives made by the Forum will be mileage, subsistence, childcare and dependents' costs in accordance with the current scheme of Members' Allowances operated by the LA, loss of earnings incurred by an individual during their work time and supply cover.

(c) Costs incurred by the Forum, which include direct servicing costs, member's expenses, apportioned overheads and any commissioned work will be charged to the Schools' Budget.

(d) Meetings to be held at least 4 times per year in public at time to be agreed by the Chairman at the County Offices, Lincoln, unless the Forum decides otherwise.

(e) The LA must promptly publish all papers considered by the Forum and the minutes of their meetings on the LA's website.

(f) Members to comply with the LA's adopted Code of Member conduct and must declare at the meeting and not participate where they have a connection with any matter under discussion which would (were they a member of the LA) otherwise amount to a disclosable pecuniary interests as defined by the Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012.

(as at June 2022)

APPENDIX 1

Schools forum powers

1. Schools' Forums generally have a consultative role. However, there are situations in which they have decision making powers. The overarching areas on which Schools' Forums make decisions on Local Authority proposals are:
 - de-delegation from mainstream maintained schools budgets (separate approval will be required by the primary and secondary phase members of schools forum), for prescribed services to be provided centrally
 - to create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need), including pre-opening and diseconomy of scale costs, and agree the criteria for maintained schools and academies to access this fund
 - to create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund
 - agreeing other centrally retained budgets, including for Local Authority statutory responsibilities (where these relate to maintained schools only, voting is by the primary, secondary, special and PRU members of schools forum)
 - funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place, the early years pupil premium and/or free school meals
 - authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure, or from de-delegated services, which is to be carried forward from a previous funding period. In the 2018 to 2019 funding year the Schools block is ring-fenced. Local Authorities require Schools' Forum approval in order to move up to 0.5% from the Schools block to other blocks
 - in each of these cases, the Local Authority can appeal to the Secretary of State if the Schools' Forum rejects its proposal.
2. Regulations state that the Local Authority must consult the Schools' Forum annually in connection with various schools budget functions, namely:
 - amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives

- arrangements for the education of pupils with special educational needs in particular the places to be commissioned by the Local Authority and schools and the arrangements for paying top-up funding
 - arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the Local Authority and schools and the arrangements for paying top-up funding
 - arrangements for early years provision
 - administrative arrangements for the allocation of central government grants paid to schools via the Local Authority
3. Consultation must also take place when a Local Authority is proposing a contract for supplies and services which is to be funded from the Schools Budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.
 4. The Schools' Forum has the responsibility of informing the governing bodies of all schools maintained by the Local Authority of the results of any consultations carried out by the Local Authority relating to the issues in paragraphs 1 and 2.
 5. Local Authorities will need to discuss with the Schools' Forum any proposals that they intend to put to the Secretary of State to:
 - vary the MFG
 - use exceptional factors
 - vary pupil numbers (Secretary of State approval is no longer required for increases relating to changes in admission limits or reorganisations)
 - allow additional categories of, or spending on, central budgets
 - amend the sparsity factor
 - vary the lump sum for amalgamating schools
 - vary the protection for special schools and special academies
 - move up to 0.5% from the schools block, where the schools forum do not agree, or move more than 0.5% from the schools block

Proposals will then need to be considered by the Secretary of State.

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Schools forum powers and responsibilities

A summary of the powers and responsibilities of schools forums.

Function	Local authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted [voting restrictions apply - see schools forum structure document] and informs the governing bodies of all consultations	Checks for compliance with regulations
Movement of up to 0.5% from the schools block to other blocks	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
Contracts (where the LA is entering a contract to be funded from the schools budget)	Proposes at least one month prior to invitation to tender, the terms of any proposed contract	Gives a view and informs the governing bodies of all consultations	None

Function	Local authority	Schools forum	DfE role
Financial issues relating to: <ul style="list-style-type: none"> • arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding • arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding • arrangements for early years provision • administration arrangements for the allocation of central government grants 	Consults annually	Gives a view and informs the governing bodies of all consultations	None
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval to application for exclusions

Function	Local authority	Schools forum	DfE role
De-delegation for mainstream maintained schools for: <ul style="list-style-type: none"> contingencies administration of free school meals insurance licences/subscriptions staff costs – supply cover support for minority ethnic pupils/underachieving groups behaviour support services library and museum services School improvement 	Proposes	Maintained primary and secondary school member representatives will decide for their phase. Middle schools are treated according to their deemed status	Will adjudicate where schools forum does not agree LA proposal
General Duties for maintained schools <ul style="list-style-type: none"> Contribution to responsibilities that local authorities hold for maintained schools (please see operational guide for more information) 	Proposes	Would be decided by the relevant maintained school members (primary, secondary, special and PRU).	Adjudicates where schools forum does not agree LA proposal
Central spend on and the criteria for allocating funding from: <ul style="list-style-type: none"> funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy 	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> • funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years 			
<p>Central spend on:</p> <ul style="list-style-type: none"> • early years block provision • funding to enable all schools to meet the infant class size requirement • back-pay for equal pay claims • remission of boarding fees at maintained schools and academies • places in independent schools for non-SEN pupils • admissions • servicing of schools forum • Contribution to responsibilities that local authorities hold for all schools 	Proposes	Decides	Adjudicates where schools forum does not agree LA proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> • capital expenditure funded from revenue – projects must have been planned and decided on prior to April 2013 so no new projects can be charged • contribution to combined budgets – this is where the schools forum agreed prior to April 2013 a 	Proposes up to the value committed in the previous financial year and where expenditure has already been committed.	Decides for each line	Adjudicates where schools forum does not agree LA proposal

Function	Local authority	Schools forum	DfE role
<p>contribution from the schools budget to services which would otherwise be funded from other sources</p> <ul style="list-style-type: none"> existing termination of employment costs (costs for specific individuals must have been approved prior to April 2013 so no new redundancy costs can be charged) prudential borrowing costs – the commitment must have been approved prior to April 2013 	<p>Read establishing local authority DSG baselines for more information.</p>		
<p>Central spend on:</p> <ul style="list-style-type: none"> high needs block provision central licences negotiated by the Secretary of State 	<p>Decides</p>	<p>None, but good practice to inform forum</p>	<p>None</p>
<p>Scheme of financial management changes</p>	<p>Proposes and consults the governing body and Head of every school</p>	<p>Approves (schools members only)</p>	<p>Adjudicates where schools forum does not agree LA proposal</p>
<p>Membership: length of office of members</p>	<p>Decides</p>	<p>None (but good practice would suggest that they gave a view)</p>	<p>None</p>
<p>Voting procedures</p>	<p>None</p>	<p>Determine voting procedures</p>	<p>None</p>

Function	Local authority	Schools forum	DfE role
Chair of schools forum	Facilitates	Elects (may not be an elected member of the Council or officer)	None



Schools forum self-assessment toolkit

This toolkit provides local authority officers and elected members with a framework for assessing the strengths and weaknesses of their schools forum. The toolkit is designed as a set of questions which can be considered by individuals or the forum as a whole.

Question	Yes / No	Notes
1. Are meeting dates set in well advance and details (including time and venue) published in an accessible manner to enable interested parties to plan their attendance?	Yes	<p>Meeting dates for the forum are set in the October meeting for the following 12 months covering the next 4 meetings. Upon agreement by the forum the appointments are sent out to all members through an outlook appointment.</p> <p>Meetings are typically held on a Thursday and at a time of 1pm.</p> <p>Prior to the pandemic, meetings were held at County Offices Lincoln in Committee Room 1. Since the pandemic, the meetings have been held virtually. Discussions have taken place at the forum and the current position of members is to continue operating virtually, however this is being kept under review.</p>
2. Are meetings timed to coincide with key dates? (for example, reporting of funding formula)	Yes	The forum meetings take place in January, April, June and October to coincide with key reporting requirements and timely updates to the forum.
3. Are meetings held in an accessible venue to enable observers to attend easily?	Yes	<p>The current format of virtual forum meetings is accessible to the public via the Council's website, and meetings are recorded, which are also available on the Council's website.</p> <p>Observers physically attended forum meetings when they were held in County Offices.</p> <p>Observers can view meeting information via the public link on the website.</p>
4. Is there a dedicated website link for schools forum, is it current and regularly updated?	Yes	https://lincolnshire.moderngov.co.uk/mg/CommitteeDetails.aspx?ID=166

Question	Yes / No	Notes
5. Are the agenda and papers publicly available on the authority's website at least 6 working days in advance of the meeting?	Yes	Only in exceptional circumstances is this not achieved.
6. Are the papers published as a single document, so that users can download easily?	Yes	The papers are also electronically circulated to members of the forum.
7. If papers are tabled at the meeting, are they published on the website promptly after the meeting?	Yes	<p>If such a situation arose, yes, the papers would be published to forum members and on the website.</p> <p>The Local Authority aim to send any update papers to forum members prior to the meeting.</p>
8. Are draft minutes published a reasonable time (for example, within 2 to 3 weeks) after the meeting, rather than waiting until the following meeting?	Yes	Draft Minutes are published on the website as soon as possible after the meeting following internal checking by officers.
9. Are the minutes clear and unambiguous, with sufficient detail to illustrate the discussions, without reporting verbatim every point made?	Yes	The minutes summaries what was presented, any discussion that occurred and what actions were resolved for the transaction of business.
<p>10. Is the constitution clear and appropriate? Including for example:</p> <ul style="list-style-type: none"> - a clear process for ensuring proportional representation - the process for electing members and their tenure - the timescale for review is clearly set out - the process for dealing with repetitive non attenders 	Yes	<p>Lincolnshire's Schools' Forum Constitution and Membership advises on the composition of the forum and full details are provided regarding schools membership based on the number of pupils.</p> <p>The process for election is set out in section 4.10 of the constitution, which is supplemented by information circulated at the time of the election.</p> <p>Section 5(m) covers the process for a member who fails to attend three consecutive meetings.</p> <p>The constitution is reviewed annually.</p>

Question	Yes / No	Notes
11. Is there an induction pack or training programme available for new members?	Yes*	<p>An introductory email, welcomes new members in which a request is made of members' details including their substitute member. Further details include access to the meeting (i.e. a physical meeting or remote); details of meeting dates; website link to the forum home page, and a copy of the Schools Forum guidance and constitution for their information.</p> <p>*The Local Authority has reviewed the previous training offer that was in place to support new members or existing members requiring a refresh. The Local Authority will have this in place for the autumn 2022 term following the elections for new members.</p> <p>The Local Authority is mindful of the changing schools funding landscape and the potential impact this may have on the Schools' Forum responsibilities.</p>
12. Is the election process clear and transparent? Representatives are elected only by the group they are representing, whether phase-specific for maintained schools, or by the proprietors of academies for academy members.	Yes	<p>An email is circulated to each sector along with a copy of a letter which explains the election process; a copy of the election timetable, and a copy of a nomination form.</p> <p>This email is sent to school leaders for maintained schools and Proprietors for Academies.</p> <p>Membership is reviewed annually in June to ensure it is fully representative of different school sectors and in proportion to the number of children allocated to each sector.</p>
13. Do the papers contain clear recommendations and indicate in a consistent manner whether the item is for information, consultation or decision?	Yes	<p>Recommendations are clearly listed on the front page of each report.</p>

Question	Yes / No	Notes
14. Is it clear to observers who attendees at the forum are representing? (for example, by use of name plates, indicating sector)	Yes	<p>For physically attended meetings, forum members have name plates, which is colour shaded to indicate the sector they represent.</p> <p>Each agenda pack includes a section: Membership of the Schools' Forum.</p> <p>The Schools' Forum Clerk asks members to confirm their attendance and confirms Local Authority officers in attendance.</p>
15. Does the chair manage the meeting well, ensuring that all are able to contribute to the agenda items, that no bias towards any sector is evident and that no single person or organisation is able to dominate the discussion?	Yes	The chair encourages interaction and engagement from all forum members.
16. Is there inclusive participation in discussions for all phases and types of members?	Yes	All forum members have the opportunity to express their views in discussions.
17. Do members actively canvass views and objectively represent their whole peer group at the forum and provide feedback after meetings?	Yes	<p>Forum members do provide views on the reports being presented, that involves representing Lincolnshire schools overall and their sector.</p> <p>It is the expectation of forum membership that they feedback to their sector.</p>
18. Where votes are required, is it clear who is eligible to vote for different items?	Yes	The voting arrangements are made clear in the report itself, and the chair relays this message to forum members.
19. Where votes are required, are the arrangements for recording the votes clear and unambiguous?	Yes	The constitution defines which item each sector is able to vote on. The report presented will also highlight when only one sector is allowed to vote. Voting is counted by a show of hands (in person), or through a roll call (virtually). The Chairman will ask those who are voting whether they are for / against / abstain from the vote.
20. Is there a system in place for a decision if votes are tied?	Yes	Lincolnshire's Schools Forum Constitution and Membership: section 5(f): In the event of an equality of votes the Chairman shall have a second or casting vote.

Question	Yes / No	Notes
21. Is the operational & good practice guide used to regularly review the forum's adherence to good practice?	Yes	<p>Local Authority offers review the guidance periodically to ensure compliance.</p> <p>The Constitution will be reviewed annually at the June Forum meeting.</p> <p>Lincolnshire's Schools' Forum Constitution and Membership was formally approved on the 17 September 2021 by the Executive Councillor.</p>

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

Report to:	Lincolnshire Schools Forum
Date:	30 June 2022
Subject:	Section 251 Budgets Statement 2022/23

Summary:

The purpose of this report is to provide Schools' Forum with a copy of the Section 251 (s.251) budget statement for the 2022/23 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 2022/23 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:

[School finances – Section 251 budget statements - Lincolnshire County Council](#)

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 2022/23 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 2022/23 relates to a £0.260m movement from available monies in the CSSB to the Schools Block to replicate the government's schools' national funding formula factors and monetary values in full and the minimum funding guarantee protection continuing to be applied at the lowest level of the range of +0.5% increase in per pupil funding, which is consistent with the 2021/22 treatment. The Schools' Forum supported the decision on 20 January 2022.

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. The increase in the recorded FSMs eligibility was 13.5% and 20.8% for primary and secondary schools respectively when comparing to the October 2020 schools census. Central government's 2022/23 DSG funding to the LA does not reflect this increased funding requirement since it uses prior year pupil characteristics data. This time lag had previously been raised to the DfE, however the expectation from the Department is for LAs to determine a formula that is affordable.

The LA presented to the Schools' Forum the National Funding Formula: Government Consultation Outcomes on 21 April 2022 on the Government's commitment to implement the direct National Funding formula, and principles and steps to move LAs schools' formulae closer to this. The Government has since launched the second phase of the consultation with a closing date of the 9 September 2022. The LA will continue to respond to the consultation to ensure Lincolnshire schools are represented. The LA consider it important to retain local flexibilities to best support local needs.

[Implementing the direct national funding formula - Department for Education - Citizen Space](#)

Attached to this report is a copy of LA Table 2022/23. This provides an overall picture of the funding being allocated direct to schools and high needs delegations; the amount the Council spends on education centrally and children's social care.

The total DSG for 2022/23 is £679.258m¹. The Schools Block amount has been adjusted upwards for the block transfer to £518.350m, of this 99.81%² is devolved to schools with the remainder supporting schools' growth funding in accordance with the LA policy in providing sufficient school places for the children of Lincolnshire through planned reorganisations. The Early Years block is allocated to the sector based on participation levels, these budgets are set prudently, and it is anticipated that 96.08% 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 75.46%³ 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. This is in the context of an increasing number of LAs who are incurring a deficit on their overall DSG largely due to overspend on their High Needs block. The DfE recently reported two thirds of LAs are in deficit, valued at over £1bn.

Lincolnshire remains in a strong position financially to respond to the demands, the High Needs Block will continue to require careful and prudent management going forward. High Needs funding continues to see growth in the demand for more specialist support for young people, which is having a material financial impact on those centrally held demand-led budgets in the High Needs block, such as out of county placements, top up funding for Education Health Care (EHC) plans for mainstream schools, special school placements, and meeting the education needs for pupils through alternative provision arrangements. The Government has again responded positively to the financial demands placed on the High Needs block (through a minimum of 8% per head increase in funding; an additional £325m nationally (£4.082m for Lincolnshire⁴) to respond to the unforeseen costs in high needs spending, and £2.6bn nationally in capital funding for SEND over the next three years). Spending levels however continue to grow, and the trajectory of funding for High Needs blocks is not considered to be sustainable by central Government. The SEND Green Paper acknowledges the unsustainable SEND system and considers ways to address this. The consultation closes on the 22 July 2022 and the sector are encouraged to respond to the consultation:

[SEND and AP green paper: responding to the consultation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/SEND-and-AP-green-paper-responding-to-the-consultation)

¹ Local Authority Table 1.9.1 shows £677.266m the difference of £1.992m relates to Further Education and Independent Learning Providers Place Funding that the LA are required to exclude from the return.

² Growth relating to the secondary sector is included within the Local Authority Proforma Tool

³ This analysis is prior to determining the allocation of the £4.082m of High Needs Supplementary funding

⁴ The LA has launched a survey this month with Lincolnshire special schools, alternative provision and hospital schools to identify additional costs facing the sector in addition to the 2022/23 funding levels to enable agreed in-year funding to be allocated, e.g. teachers' pay recommendation; health and social care levy, energy price rises etc.

In Lincolnshire, transformational work is considered 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. The SEND Transformation Board is governing the transformational process and its key work streams, including monitoring or progress against our ambitions.

In 2022/23, Lincolnshire received c.£8.807m of protection funding following the implementation of the High Needs national funding formula to provide stability against the prior year's funding level. The LA is therefore mindful of future changes to the SEND system and how this could impact the financial regime, but it is hoped the Government continue to manage funding changes in a planned and co-ordinated way through protection arrangements to avoid cliff-edge funding.

Conclusion

Officers will continue to review the Government's publications that implicate 2022/23 funding including amendments to the DfE's School and Early Years Finance Regulations, to ensure full compliance is achieved in 2022/23 and in future years.

Financial monitoring of budgets will be carried out throughout 2022/23 in accordance with the Council's budget monitoring framework.

Consultation

a) Risks and Impact Analysis

Central Schools Services Block (CSSB) historical commitment funding reductions will continue to be reviewed including dialog with the Department to secure a long-term solution for the PFI contract ending in August 2032.

For the second year running, an increase in FSM eligibility caused by the pandemic has impacted the affordability of the Schools block for the LA to continue to replicate the National Funding Formula in full. The LA is limited to the funding determined through the Dedicated Schools Grant, in particular Schools block when determining schools budgets. There is a concern that FSM eligibility could continue to rise due to the current financial climate and the impact this will have on the affordability of the Schools Block for 2023/24 to replicate the National funding Formula. Officers are engaging with colleagues to analyse the data and undertake modelling to estimate the impact this may have.

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. The Government has responded positively to the financial demands placed upon the High Needs block. The SEND Transformation Board is governing the transformational process and its key work streams, including monitoring of progress against our ambitions.

Appendices

These are listed below and attached at the back of the report	
Appendix A	The LAs s.251 Table 1 data for 2022/23

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 2022/23 (item 6)	Agenda for Lincolnshire Schools' Forum on Thursday, 20th January, 2022, 1.00 pm (moderngov.co.uk)
National Formula: Government Consultation Outcomes (item 7)	Agenda for Lincolnshire Schools' Forum on Thursday, 21st April, 2022, 1.00 pm (moderngov.co.uk)

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

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2.3.2 Adult and Community learning						£2,465,730.00	£2,073,898.00	£391,832.00
2.3.3 Pension costs						£5,813,366.00	£32,840.00	£5,780,526.00
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						£2,054,995.00	£2,054,995.00	£0.00
2.5.1 Total Other education and community budget						£62,351,439.00	£7,656,772.00	£54,694,667.00
3.0.1 Funding for individual Sure Start Children's Centres						£999,956.00	£69,540.00	£930,416.00
3.0.2 Funding for local authority provided or commissioned area wide services delivered through Sure Start Children's Centres						£4,130,666.00	£73,213.00	£4,057,453.00
3.0.3 Funding on local authority management costs relating to Sure Start Children's Centres						£0.00	£0.00	£0.00
3.0.4 Other spend on children under 5						£166,667.00	£21,000.00	£145,667.00
3.0.5 Total Sure Start children's centres and other spend on children under 5						£5,297,289.00	£163,753.00	£5,133,536.00
3.1.1 Residential care						£16,424,961.00	£60,500.00	£16,364,461.00
3.1.2a Fostering services (excluding fees and allowances for LA foster carers)						£5,563,790.00	£401,345.00	£5,162,445.00
3.1.2b Fostering services (fees and allowances for LA foster carers)						£5,678,415.00	£4,080.00	£5,674,335.00
3.1.3 Adoption services						£2,854,890.00	£945,322.00	£1,909,568.00
3.1.4 Special guardianship support						£2,885,124.00	£0.00	£2,885,124.00
3.1.5 Other children looked after services						£1,554,990.00	£520,795.00	£1,034,195.00
3.1.6 Short breaks (respite) for looked after disabled children						£87,222.00	£0.00	£87,222.00
3.1.7 Children placed with family and friends						£1,912,251.00	£0.00	£1,912,251.00
3.1.8 Education of looked after children	£3,243.00	£164,257.00	£38,882.00	£14,996.00	£5,265.00	£226,643.00	£105,215.00	£121,428.00
3.1.9 Leaving care support services						£4,040,091.00	£1,382,522.00	£2,657,569.00
3.1.10 Asylum seeker services children						£0.00	£0.00	£0.00
3.1.11 Total Children Looked After	£3,243.00	£164,257.00	£38,882.00	£14,996.00	£5,265.00	£41,228,377.00	£3,419,779.00	£37,808,598.00
3.2.1 Other children and families services						£1,534,671.00	£18,395.00	£1,516,276.00
3.3.1 Social work (including LA functions in relation to child protection)						£24,561,942.00	£2,868,455.00	£21,693,487.00
3.3.2 Commissioning and Children's Services Strategy						£4,898,323.00	£180,614.00	£4,717,709.00
3.3.3 Local Safeguarding Children Board						£609,595.00	£556,520.00	£53,075.00
3.3.4 Total Safeguarding Children and Young People's Services						£30,069,860.00	£3,605,589.00	£26,464,271.00
3.4.1 Direct payments						£519,985.00	£0.00	£519,985.00
3.4.2 Short breaks (respite) for disabled children						£2,585,482.00	£530,957.00	£2,054,525.00
3.4.3 Other support for disabled children						£882,465.00	£0.00	£882,465.00
3.4.4 Targeted family support						£18,872,092.00	£10,922,387.00	£7,949,705.00
3.4.5 Universal family support						£269,446.00	£1,932.00	£267,514.00
3.4.6 Total Family Support Services						£23,129,470.00	£11,455,276.00	£11,674,194.00
3.5.1 Universal services for young people						£618,024.00	£24,922.00	£593,102.00
3.5.2 Targeted services for young people						£9,648,101.00	£66,314.00	£9,581,787.00
3.5.3 Total Services for young people						£10,266,125.00	£91,236.00	£10,174,889.00
3.6.1 Youth justice						£5,425,978.00	£4,392,159.00	£1,033,819.00
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)						£745,405,010.00	£11,183,657.00	£734,221,353.00
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)						£116,951,770.00	£23,146,187.00	£93,805,583.00
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)						£862,356,780.00	£34,329,844.00	£828,026,936.00
7 Capital Expenditure (excluding CERA)	£0.00	£44,461,000.00	£0.00	£0.00	£0.00	£44,461,000.00	£0.00	£44,461,000.00
8a.1 Substance misuse services (Drugs, Alcohol and Volatile substances) (included in 3.5.1 and 3.5.2 above)						£173,492.00	£32,230.00	£141,262.00
8a.2 Teenage pregnancy services (included in 3.5.1 and 3.5.2 above)						£0.00	£0.00	£0.00
1.8.1a DSG Block Planned Expenditure								
						Allocated DSG funding	Planned Spend	Net
Schools (before Academy recoupment)						£518,089,518.00	£518,349,477.00	-£259,959.00
Central School Services						£4,949,769.00	£4,689,810.00	£259,959.00
High Needs (excluding post school)						£113,251,230.00	£113,251,230.00	£0.00
Early Years						£40,975,624.00	£40,975,624.00	£0.00
Total						£677,266,141.00	£677,266,141.00	£0.00



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

Report to:	Lincolnshire Schools' Forum
Date:	30 June 2022
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 impact of transformation work taking place in Lincolnshire.

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.

Lincolnshire and the national context

In the academic year 2020/21 16.9% of Lincolnshire pupils had an identified special educational need compared to 15.9% across All English authorities.

In 2021, 4.2% of Lincolnshire pupils had an EHC Plan compared to 3.8% across All English authorities. This is an increase both locally (up from 3.5%) and nationally (up from 3.4%).

12.6% of Lincolnshire pupils receive SEN Support compared to 12.2% across All English authorities. For Lincolnshire this is a drop in number as there were 13.3% of pupils in 2019/20 receiving SEN Support. Nationally, the number has remained the same.

There was a 9.9% increase nationally in the overall number of EHC Plans (from 2020) whilst in Lincolnshire the increase was lower at 4%. In January 2022 (SEN2 reporting date), Lincolnshire held 6534 EHC Plans.

There were 93,302 initial requests for an EHC plan in England in 2021 which was a 23% increase from 2020. In Lincolnshire, the local authority received 1294 requests for an EHC Plan which was a much lower increase than nationally, at 3%.

The number of *new* EHC Plans issued in 2021 increased by 3% nationally whilst in Lincolnshire there was a 57% decrease in the number of *new* EHC Plans. It is, however, worth remembering that there were significant delays in issuing new EHC Plans in 2019 (60% out of timescale) which resulted in more being issued in 2020. Considering this anomaly, Lincolnshire still experienced a 15.5% reduction in the number of new EHC Plans issued in 2021 compared to the number that would have been issued in 2020 without the carry forward from 2019.

Of the new EHC Plans issued in the county in 2021:

- 24% were for the Under 5s
- 50.6% were for those aged 5-10 years
- 22% were or those aged 11-15 years
- 3.2% were for those aged 16-19 years
- 0.2% were for those aged 20-25 years

In Lincolnshire, 94.2% of young people (0-25) assessed were issued with an EHC Plan compared to 94.1% for All English authorities.

In Lincolnshire, 581 EHC Plans were ended in 2021, which is a slight decrease from 2020 when 589 Plans were ended:

- 298 Plans ended because pupils left education (422 in 2020)
- 250 transferred to another local authority or there was another reason for ceasing the Plan e.g. child died (138 in 2020)
- 33 Plans ended because special needs could be met without an EHC Plan (3 in 2020)

Percentage of school population with SEN Support or EHC Plan by district

District	SEN Support	+/- from 2021	EHC Plan	+/- from 2021
Boston	13.52%	-0.78%	4.22%	0.43%
East Lindsey	14.46%	0.78%	5.24%	0.17%
Lincoln	15.47%	0.39%	5.04%	0.20%
North Kesteven	10.97%	0.27%	4.00%	0.41%
South Holland	13.76%	0.45%	4.25%	0.06%
South Kesteven	13.00%	0.75%	4.16%	0.23%
West Lindsey	12.61%	0.84%	5.08%	0.27%

Education Placements:

In January 2022 there were:

- 2,072 Lincolnshire young people placed in state funded Special Schools; a 4.7% increase from January 2021. This represents 31.7% of all those with EHC Plans and is an increase of 0.2% of the total number of learners with Plans.
- 3.8% of children and young people with a Plan were placed in independent specialist provision; a decrease from 4.4% in 2020 alongside an overall decrease in the number of placements in independent Special Schools and Specialist Post-16 institutions.
- 42% of pupils were in state-funded mainstream education; a very slight decrease from 2020 when the figure was 42.1%.
- The remaining young people with an EHC Plan were in
 - Early Years 1.1% (1.6% in 2020);
 - Alternative Provision 0.7% (1.5% in 2020);
 - Independent Mainstream 1.1% (1.5% in 2020);
 - Hospital School 0.1% (0.2% in 2020);
 - Electively Home Educated 1.2% (1% in 2020);
 - Home Tuition 1.1% (1.2% in 2020)
 - Mainstream Post 16 provision 16.2% (16% in 2020)

Top 3 identified Primary Needs:

Sector	Lincolnshire	Mean for All English LAs	Ranking for All English Authorities
Primary:			
1st	Moderate Learning Difficulties 27.1%	17.1%	2nd
2nd	Speech, Language and	33.4%	1st

	Communication Needs 21.9%		
3rd	Social, Emotional and Mental Health 16.4%	16.4%	3rd
Secondary:			
1st	Moderate Learning Difficulties 26.5%	19.3%	2nd
2nd	Specific Learning Difficulty 24.6%	19.2%	3rd
3rd	Social, Emotional and Mental Health 16%	21.5%	1st
Special School:			
1st	Social, Emotional and Mental Health 23.5%	11.6%	3rd
2nd	Autistic Spectrum Disorder 23.2%	31.9%	1st
3rd	Severe Learning Difficulty 13.4%	21.3%	2nd

Social, Emotional and Mental Health (SEMH) has, for the first time since the introduction of the reforms, become the highest primary need in Lincolnshire Special Schools. Moderate Learning Difficulty has dropped to 4th place for primary need in Special Schools in Lincolnshire (the same position as All English authorities). SEMH is the third highest primary need in both Lincolnshire primary and secondary schools.

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

- Autistic Spectrum Disorder – 46%
- SEMH – 38%

Timescales:

Lincolnshire has, for several years since the introduction of the SEND reforms had an excellent track record for completion of EHC Needs Assessments within the 20-week timescale. There was a significant drop in 2020 whilst the teams managed a backlog of assessments which had been delayed due to limited numbers of Educational Psychologists. This matter was resolved towards the end of 2020 and performance in 2021 returned to Lincolnshire levels.

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

- 2020 – 40.3% (England 58%)
- 2021 – 94.5% (England 59.9%)

At the end of April 2022, the rolling monthly average for the completion of EHC Needs Assessments in the last 12 months was 95.8% with some months above 98%.

Sources of data:

Local Area SEND report – Lincolnshire and All English Authorities May 2022

Lincolnshire's SEN2 return March 2022

[Education, health and care plans, Reporting Year 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

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 six years for learners with high level needs who attend mainstream schools and academies.

Financial Year	Top Up Funding	Targeted	Recoupment	Total
2021/22	£22,020,090	£2,678,290	£1,701,071	£26,399,451
2020/21	£16,928,270	£7,433,005	£1,345,259	£25,706,534
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.

In 2021/22, the authority 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 (a 7% increase). The authority continued to use targeted funding as an approach to supporting schools with a disproportionate number of pupils with more complex needs, however following sector support through the consultation used the actual amount of notional SEN determined through the schools national funding formula to identify whether a school has sufficient notional SEN funding to

support pupils with EHC Plans at their school. Where a school's notional funding EHC requirements exceed the value that is equivalent to 30% of the notional SEN in their original Budget Share, schools will trigger additional funding. No amendments have been made in 2022/23 with regards to the local arrangement of targeted funding. The authority has raised to the department on many occasions for the need for clarity on how notional SEN is treated within the government's national funding formula to ensure greater consistency and fairness in its application and to manage the impact this has on high needs targeted funding arrangements. The government consultation 'Implementing the Direct National Funding Formula' launched on the 7 June 2022 does address this point as an area of development which is pleasing, however it would appear this will not be in place for 2023/24.

Following a similar review in 2022/23 to more reflect costs that are being incurred, a subsequent increase has now been agreed from £11.35 to £11.72 to incorporate a 2% base increase, a 1.25% health and social care levy, plus the enhanced employer pension increase of 1%.

Special Schools

Special School funding for 2022/23 through the DSG has increased by £2.201m to £34.985m from 2021/22. A funding formula review took place in readiness for the 2022/23 financial year with refinements made following consultation with a working group of special school leaders, to ensure it responds to the changing landscape of needs. The key changes were as follows:

- Band monetary values increased on average by 2.8% to reflect a rise in current prices. This builds in staff pay growth for teachers and teaching assistants of 2% from April 2022, and a pension increase to 26.9% for non-teaching staff.
- Staffing block cost inflationary refinements will include a 2% increase in basic salary costs and associated costs for leadership and central staff, plus central staff employer pension increase to 26.9%
- Non-staffing block cost refinements will include a 3% increase applied across all the cost drivers to respond to the inflationary rises
- Progressive enhanced provision resource will be included within the staffing block allocations for the range of school sizes

Commissioned places for 2022/23 across the special schools' sector is 2,128, an increase of 102 from the previous year.

In-year funding will also be allocated to provide financial support for the Health and Social Care Levy of 1.25%; impact of the teachers' pay recommendations and the

inflationary impact to non-staffing costs, such as energy costs. Engagement with the special school sector will take place to ensure unforeseen cost pressures facing the delivery of high needs education and support are determined and quantified for costs above the 2022/23 baseline funding level. Upon future events becoming clearer (such as 2022/23 pay settlements), and additional costs being identified, funding will be allocated through existing mechanisms to the sector to meet these agreed costs.

Commissioned arrangements also exist within special schools for delivering specialist outreach support including Portage and residential placements. The cost has decreased from £1.855m to £1.612m in 2022/23 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 2021/22 were £14.133m; an increase of £0.636m from 2020/21 (£13.497m). There was also a further £1.342m spent on the DLT agreement to commission 60 additional placements for pupils with Social, Emotional and Mental Health (SEMH) needs.

Outcomes for children and young people with SEND:

N.B. Lincolnshire data is the first figure stated, the figures in brackets are the mean for All English authorities

Assessment	Pupils with EHC Plans	Pupils with SEN Support	Pupils with no identified SEN
Early Years 'good level of development' (2018/19)	20.3% (19.3%)	26.4% (26.6%)	35.2% (35.6%)
Phonics decoding (2018/19)	17% (20%)	39% (49%)	87% (88%)
KS2 reaching expected level in RWM (2018/19)	9% (10%)	21% (27%)	72% (76%)
% Achieving 9-5 in English and Maths GCSEs (2020/21)	7.4% (7.9%)	25.1% (22.3%)	56% (58.1%)
Average Attainment 8 score	15 (15.9)	38.4 (36.9)	54 (54.6)
% of pupils achieving English Baccalaureate (2020/21)	0.7% (2.3%)	11.1% (9.4%)	36.7% (33.9%)
% of KS4 cohort in	96.3% (90.3%)	92.7% (94.2%)	95.8% (94.2%)

Education, Employment or Training at 17 (2019/20)			
% of KS5 in Education, Employment or Training at 17 (2019/20)	N/A	86.6% (84.4%) of those with SEN	90.5% (87.3%)
% of 19 year olds qualified to Level 2 including English and Maths (2020/21)	18.2% (16.6%)	44.5% (40.5%)	76.2% (76.5%)
% of 19 years olds qualified to Level 3 including English and Maths (2020/21)	14.1% (14.7%)	33.7% (35.8%)	61.3% (65%)

In 2020/21 77.3% of adults with learning disabilities (receiving support from Social Care) were living in their own home or with their family compared to 80.2% across All English authorities. This is an increase from 2019/20 when the figure in Lincolnshire was 76.8%.

In 2020/21 3.2% of adults with learning disabilities were in paid employment compared to 5.5% across All English authorities. This is a decrease compared to 2019/20 when Lincolnshire has 3.3% and the mean for All English authorities was 6.1%.

Experience of the system:

Mediations and Tribunals

If a child's parents or the young person is dissatisfied with their EHC Needs Assessment, decision regarding an EHC Plan or the provision identified in the Plan, they can lodge an appeal with the First-Tier SEDN Tribunal. Mediation is the first step to try to resolve disputes.

In 2021 Lincolnshire experienced a high number of Mediations; 101 compared to a mean of 34 for All English authorities.

Only 3.8% of mediation cases went on to Tribunal Appeal compared to 17.7%, the mean for All English authorities.

Lincolnshire's Tribunal appeal rate in 2021 was 1.4% compared to the average for All English authorities of 1.5%.

Absence

In Lincolnshire in 2020/21, 38.3% of pupils with an EHC Plan were persistent absentees (those missing 10% or more school sessions through authorised or unauthorised absence) compared to a mean of 41.4% across All English authorities. Prior to the pandemic, 24.1% of pupils with EHC Plans in Lincolnshire and nationally were persistent absentees.

In Lincolnshire in 2020/21, 11.9% of sessions were missed due to overall absence for pupils with an EHC Plan. The mean for All English authorities was 12.8%. Pupils on SEN Support missed 6.2% of sessions compared to a mean of 6.4% for All English authorities. Pupils with no identified SEND, missed 3.8% of sessions (4% All English authorities).

Exclusions

Exclusion data is available for 2019/20 academic year and illustrates that Lincolnshire had a fixed term exclusion rate of 8.67% for pupils with an EHC Plan (11.66% All English authorities). The fixed term exclusion rate for pupils on SEN Support was 10.09% compared to 10.91% mean for All English authorities. During the same period, Lincolnshire's permanent exclusion rate* for pupils with an EHC Plan was 0.05% compared to All English authorities mean of 0.09%. This was a decrease both locally and nationally from the previous reporting period (Lincolnshire and All English authorities' rate was 0.14%). Pupils with SEN Support had a permanent exclusion rate of 0.16% (0.21% comparison). For those pupils without any identified SEN, the permanent exclusion rate in Lincolnshire was 0.03% compared to 0.04% cross All English authorities.

**Figures are permanent exclusions from school as a % of the school population*

Lincolnshire's High Needs transformation programme:

As previously reported to the Schools' Forum, a raft of activities began in 2020 to support Lincolnshire's *Inclusive Ambition* which incorporates a system ambition that aims to ensure that the majority of children with special educational needs can fulfil their potential in mainstream settings where practitioners are clear how to meet their needs and the right support is available to do so at an early stage.

In January 2022, the digital version of **Valuing SEND** (VSEND) was launched with hundreds of SENCo signing up to use the digitalised version of the former Excel tool. This complements the **Inclusion Toolkit** which sets the practice standards for Lincolnshire and provides SENCo and other professionals with high quality practical support to guide and enhance their day-to-day practice. The VSEND tool helps settings to develop a single, rounded picture of the needs of children and the

support they require to succeed and prosper within and outside of their education - from birth to adulthood (across early years, primary, secondary, special and post 16 education). The tool can be used as the foundation for planning and commissioning support, monitoring progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention. The use of these tools is promoted through Ask SALL, the Graduated Approach briefings, the National SENCo Award course (for Lincolnshire) and in feedback to settings following requests for statutory assessment. The Panel considering requests for EHC Needs Assessments is urging settings to use VSEND to gain a holistic understanding of the child's needs and the setting's readiness to meet them. It is becoming increasingly evident that schools and other settings that use the VSEND tool have a more sophisticated understanding of the child's needs and a greater awareness of what additional support they require to continue to meet the needs of their pupils.

The **Local Offer** received a complete overhaul and was re-launched last June on a new platform. It provides updated content and practical advice for families and settings about how to support children and young people experiencing difficulties rather than how to seek diagnoses or simply refer into specialist services. Recorded Graduated Approach briefings and information videos are all available through the Local Offer. Promotion and feedback events are on-going as the effort to make the Local Offer the main portal for information regarding SEND continues.

The **Workforce Development** learning platform was commissioned on 10th February 2022 via a Public-to-Public Collaboration Agreement, under Regulation 12(7) Public Contracts Regulations 2015 between Lincolnshire County Council and Lincolnshire Wolds Federation, as lead agency for the SEND Alliance. The SEND Workforce Development Learning Platform will mirror the existing training platform provided by the Lincolnshire Safeguarding Children Partnership (LSCP) which has proved most successful in providing training, resources, and support to professionals. The delivery model will be implemented over four phases/three years. By the summer of 2023 full sector-wide implementation will have taken place. In Year 2, the third phase will see the learning platform open to parents and carers of children and young people with SEND along with their advocates/representatives and other interested stakeholders. In phase 4 the service will transfer to self-funding. A sustainability plan has been established for this to happen.

A **Transitions Protocol** was developed in the summer of 2021 to provide targeted intervention to support children and young people to step-down from specialist provision to mainstream. Four young people have successfully reintegrated within more inclusive environment where this better supports their outcomes and aspirations. Further work is underway to identify other young people that might be ready to consider a transition from Special School to mainstream.

In September 2020, **Ask SALL**, Lincolnshire's SEND advice line for SENCo was launched. The advisors provide advice and guidance to settings and, where appropriate, can offer a follow up appointment with an Educational Psychologist (EP). Since the advice line started, 47% of Lincolnshire schools have called the line at least once. Thirty-nine settings have called more than 4 times. 61% of calls are from primary schools with the highest number of users in North Kesteven and South Kesteven (34%) and the fewest in Boston and South Holland (18%). 25% of calls have been referred on to an EP. The most significant primary needs that callers seek advice about are Communication and Interaction or Social, Emotional and Mental Health. Specifically, 50% of the calls relate to concerns about social/emotional/behavioural difficulties.

In calls where the SENCo indicated that they were considering making a request for an EHC Needs Assessment prior to seeking advice, the cases are tracked. On average, 18 cases per month over the last 12 months, have not progressed to a request for statutory assessment following advice and guidance from Ask SALL.

A **multi-disciplinary (assessment) panel** was formed in November 2020 to consider requests for EHC Needs Assessments and ensure that practice standards are evidenced in the *graduated approach* prior to request for assessment. Over several years the number of 'no to assessment' decisions had fallen significantly. In part this was because of the low threshold test but on further analysis, it was clear that many requests were highly emotive and included 'catastrophic' language to describe children's needs which was not supported by the evidence presented. Decisions were therefore not always being made based on the true *needs* of the child. Colleagues in settings described being left unsure what to do next when the Panel made a 'no to assess' decision. Families often saw the 'no to assessment' decision as meaning their child be left without any support.

The Panel comprises specialist teachers, an Educational Psychologist, specialist Early Years practitioners, Ask SALL advisors and a SEND lead. The expertise of members enables the panel to scrutinise the evidence and provide comprehensive feedback to settings if a 'no to assess' decision is made. Additionally, settings may be contacted by one of the Ask SALL advisors if further advice and guidance is required to support the setting in continuing to meet a child's needs through the *graduated approach*.

Prior to the introduction of the multi-disciplinary panel, the number of 'no to assessment' decisions had dropped to as low as 6%, having been around 30% in the early years of the reforms and in the latter years of the 'old' Statementing process. Since the introduction of the Panel and robust feedback to settings, 'no to assessment' decisions have been made, on average over the last 12 months, in 29% of cases. The majority of 'no' decisions are accepted.

Impact

The transformation work described above is aimed at ensuring that children and young people are supported as early as possible, with the right support to avoid their needs escalating. The tools that have been introduced have been generally well received and are being used to a greater or lesser degree across Lincolnshire schools and Early Years settings. The feedback from users of the advice line is overwhelmingly positive.

Indications are that the work is having an impact on the number of EHC Needs Assessment requests received over the last year (3% increase from the previous year compared to a 23% increase nationally).

Lincolnshire experienced a 15.5% reduction in the number of new EHC Plans compared to a 3% increase nationally.

The local area's overall number of EHC Plans increased by 4% over the last year compared to a 9.9% increase nationally.

There is more to be done to promote the benefits of using the tools available to support not only young people but also settings in identifying 'gaps' in their offer which may easily be remedied through training or accessing additional support. The next step is also to promote the use of VSEND in the Annual Review process; to use the tool as an objective measure of the progress the young person has made, recognising strengths and thinking about whether it is possible to step-back to the *graduated response*.

It is imperative that the wider system supports the transition from specialist to mainstream education for those young people who are ready. The growing cost of independent specialist placements is largely because Lincolnshire Special Schools have no capacity to take the rising number of students, particularly those that provide specialist SEMH provision. Establishing a robust transitions ethos will not only free up spaces for the next cohort of young people who need specialist support but will also provide these moving back to mainstream with the opportunity to access education that meets their wider aspirations.

Cost avoidance

At this time, cost avoidance is linked to two main areas of activity; the Ask SALL advice line and the multi-disciplinary panel as this is currently where cases can be tracked, and data extracted. Since September 2020, the authority has been able to negate a degree of additional expenditure that would have been incurred through further growth in the number of EHC plans. To date, a total of £2.188m has been

avoided across the period September 2020 – April 2022 based on the ‘do nothing’ trajectory line’, with further cost avoidance of £1.124m anticipated between now and the end of the 22/23 financial year (March 2023).

Lincolnshire’s high needs transformational programme and improved High Needs block financial settlements have supported Lincolnshire’s budget position in 2021/22 (£1.964m underspend). Lincolnshire has set a balanced High Needs block budget for 2022/23, however within these assumptions is the allocation of in-year supplementary funding to the special schools sector (as explained previously in the report) to meet unforeseen costs, which are still to be quantified. The authority is also mindful of the funding floor funding it receives of £8.607m it receives in 2022/23.

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.

Whilst Lincolnshire remains above the national average in terms of the numbers of children identified with SEND, there are positive signs of changes in practice that move away from reliance on statutory plans and build on the inclusive practice that many Lincolnshire schools adopt.

Consultation

N/A

a) Risks and Impact Analysis

No

b) Risks and Impact Analysis

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

Background Papers

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

This report was written by Sheridan Dodsworth, who can be contacted on 07775 705127 or sheridan.dodsworth@lincolnshire.gov.uk.

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

Report to:	Lincolnshire Schools' Forum
Date:	30 June 2022
Subject:	Annual Early Years & Childcare Report

Summary:

This purpose of this report is 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 2022-23.

Recommendation(s):

Schools' Forum is asked to:

- Consider the content of the report.
- Agree the priorities for 2022-23.

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 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, to reduce inequalities in child development and promote the school readiness agenda.

The Dedicated Schools Grant (DSG) early years block funding supports 2-, 3- and 4-year-old provision. The total budget for 3- & 4-year-olds in 2022-23 is indicative and this has been revised upwards to £36.889m¹ which includes additional funding for 30 hours.

¹ This indicative budget is based on pre-pandemic data – January 2020 pupil census information.

Centrally retained funding for direct early years services is £1.561m during 2022-23, which represents 4.23% 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 marketplace, made up of 870 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 647 providers offering the Early Years Entitlements (EYE) 15 hours or 30 hours for eligible 2-, 3- & 4-year-olds, 79 non-funded childminders and 55 stand-alone 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 Early Years Foundation Stage Profile (EYFSP) in 2019, data was analysed to review children's Good Levels of Development (GLD). The Early Childhood Strategy was developed, and a steering group was established in November 2021. Working groups have now been created to identify key areas for targeted work to drive forward improvements. Please see Appendix A for an overview of the working groups.

Childcare providers and partners are engaged in the steering group and working groups to ensure all necessary partners are involved. These working groups have developed action plans to take this focused work forward. This will feed into the steering group for decision making.

As the working groups become embedded, plans will be developed further and this work has been included in the priorities for 2022-23.

Following the EYCC annual report to Lincolnshire's Schools' Forum in June 2021, the service identified key priorities during 2021-22 as the government restrictions changed and we were working towards the wider priorities of the Corporate Plan.

Updates on the key priorities in the Early Years and Childcare Support Service in 2021-22:

1. Provide sufficient, high quality and inclusive education places locally.

During 2021, Early Years and Childcare Support has reviewed the annual Childcare Sufficiency Assessment (CSA) cycle. This aims to enable the local authority to continue to meet its statutory sufficiency duties. The new cycle will align with school place planning and local growth plans (linking to capital section 106 funding). This will maintain the accuracy of data we hold on available childcare provision throughout Lincolnshire and ensure the CSA becomes a responsive document to manage the market and meet the needs of children and families in Lincolnshire.

The Local Authority completed the annual childcare sufficiency survey with all childcare providers from 25 April to 13 May 2022. These capacity surveys ran parallel to a public survey for parents to feedback to the local authority regarding demand.

Two childcare provider surveys were completed – one for Early Years which included 703 providers and a 97% response was achieved. One was for out of school childcare which included 165 providers and a 100% response was received.

The parent survey was hosted on the Let's talk Lincolnshire online platform. A record 1,496 responses were received through this platform. 139 parents had children with Special Educational Needs or Disabilities. This was 50% more responses than the previous survey completed.

61% of parent respondents felt they had sufficient childcare to meet their current needs. 1,031 parents responding had children aged 5-10 years old and the vast majority of those felt they needed more childcare for afterschool club places or holiday clubs. Early Years and Childcare Support will be working closely with Holiday Activities and Food (HAF) Programme colleagues to ensure a joined-up approach is used to develop registered childcare and this programme is incorporated in the wider sufficiency plan to support families' needs.

Some areas in Lincolnshire have been identified as requiring additional childcare places to meet demand, including Spalding, Louth and Nettleham. Analysis is now underway to interpret all feedback received from both surveys and an annual report will be published with findings and recommendations to DLT in July 2022.

A comprehensive strategy will then be developed for improvements and capital investment will need to be considered to support childcare developments in areas across the county.

In addition, further training will be offered to childcare providers to develop their understanding of the occupancy levels and provide guidance on completing accurate future assessments.

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.

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

By the end of the autumn term 2021, 2-year-old places had increased by 6.48% compared to the previous year, with 1,890 children accessing places which represented 83% of the total children eligible.

There is a national strategy for increasing access to childcare and ensuring this is affordable for families, Changing Lives Through Childcare. We know the benefits of childcare and the importance of early intervention. We have developed marketing materials and information to get these messages out further. An outreach officer has been appointed within the Early Years team to support the dissemination of information regarding Government offers and is engaging with other professionals to ensure parents are encouraged to access childcare provision.

All 3- and 4-year-olds are entitled to 15 hours a week of free early learning. Take-up was at 88% nationally in 2021 and take-up in Lincolnshire was at 90%. The Early Years and Childcare Support team has been working in collaboration with locality teams, health visitors, childcare providers and a wide variety of partners to share data to encourage families to access their entitlements and improve take-up. There is a continued commitment to ensure that funded early education is available to support the most disadvantaged 2-year-olds in Lincolnshire and further collaborative work is on-going to encourage children into places at the earliest opportunity.

Current outcomes since routine inspections resumed in May 2021

Outstanding	Good	Requires Improvement	Inadequate
3	78	4	5

Lincolnshire remains in line with national for at least Good at inspection, however below for Outstanding. Improving quality of provision and increasing the number of Outstanding judgements remains a key focus for the Early Years and Childcare Support service.

3. Deliver quality Children's Centres (CC), which are at the heart of our communities supporting families, so their children thrive, through working with key partners and communities.

Children's Centres continue to deliver a core offer which responds to the changing needs of communities, and this is adapted as appropriate to meet the needs of children and families. Delivery in centres has returned to the pre-covid offer and all sessions are now offered face to face.

The core purpose of children centres is to improve outcomes for young children and their families by narrowing the attainment gap and reducing inequalities. The aim is to engage families as early as possible during the crucial first 1,001 days to ensure children are ready for nursery and school.

Lincolnshire maternity hubs continue to provide maternity care closer to home and over 1700 individuals have accessed an antenatal appointment at a children's centre in the previous twelve months.

The antenatal education offer to parents is delivered in partnership with the 0-19 health service, Early Years Practitioners, and our commissioned early years' service Early Years Alliance (EYA). This offer has remained virtual to allow as many families as possible to access it. CC registrations currently stand at 100% and attendance rates are up from 46.74% this time last year to 62.17%.

The new offer of free baby massage courses in children centres has seen over 225 courses delivered during the period of April 2021 to March this year with over 1200 parents/carers and babies accessing this offer.

The Family and Babies (FAB) worker supports families who have babies on the neonatal unit either in Lincolnshire or out of county. The FAB worker supports the partnership between the neonatal units and other services including Children's Centres as this is a key time for laying down the foundation for future health, wellbeing, learning and sets the groundwork for children developing emotional wellbeing, resilience, adaptability, and competencies they need to thrive.

4. Ensure fit for purpose, appropriate services are available for families to narrow the achievement gap, so all children thrive and achieve their potential.

EYCC has worked closely with the SEND transformation programme on a programme of changes to ensure that the 0-5 age range is reflected. Resources have been developed to reflect the Primary guidance and tools. 10 central and locality early years staff members have been trained up to complete joint education assessments to support with capacity. Over the past year more than 100 reports have been written by these colleagues and quality assured to support meeting the need.

5. Promote and support providers to understand the new Ofsted inspection framework across the early years and childcare sector.

To maintain and improve quality of provision targeted support programmes have resumed delivery on a face-to-face 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, those who have yet to be inspected and those still to be inspected in this cycle. 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. 115 face to face audits on quality have been rolled out targeted to those settings due an inspection with another 43 planned for the summer term.

6. Engage providers, schools, academies, and partners in a sector led improvement approach to embed effective transition arrangements to better prepare children for school.

Transition support is coordinated centrally by Early Years and Childcare Support with partnership meetings between schools and early years settings, facilitated by the locality and central colleagues.

As well as termly local transition meetings, 7 early years locality networks have taken place across the county this year supporting schools and settings with strengthening transition support and outcomes for children.

The 'Ready, Steady, Go to School' programme has been rolled out for both universal and targeted support for school readiness in partnership with the commissioned provider for the Best Start contract and locality early years colleagues. EYCC has piloted the first transition forum and participation was good with 41 schools and settings attending. The second forum is due to run next week with 45 spaces currently booked. The recent summer term transition meetings had 103 schools and settings attend.

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.

To continue to support the needs of the workforce as they recover from the pandemic – these courses varied from previous years due to areas identified through feedback, covering subjects such as bereavement, managing change and with a greater focus on SEN.

Delivery of training remained virtual and this has proved beneficial for a number of courses, allowing the service to offer more places than previously and at times that were more convenient for the early years practitioner. Reducing cost with no

venue hire and easing the staffing situation in the early years setting as the staff member is not taking as long out of ratio.

The Professional Development Project, funded by the DfE saw 40 settings gain their Speech and Language qualification and Communication Friendly Spaces Award for the setting. 40 Early Years Practitioners were fully sponsored to achieve their level 2 SEN qualification, giving them the skills and Knowledge to support the families in their settings. 12 Level 2 and 12 Level 3 Forest School qualifications were fully sponsored and achieved by early years practitioners – utilizing the outdoor area was absolutely paramount in a pandemic and enabled the practitioners to deliver enhanced learning opportunities.

The Partnership with the LSCP continued, enabling the whole of the early years sector to access fully funded safeguarding training and Designated Safeguarding Leads to follow the 6-year pathway in line with other childcare professionals.

Conclusion

Priorities for Early Years and Childcare during 2022-23:

1. Increase take-up of Early Years Entitlement places through effective outreach activities
2. Review the sufficiency of childcare provision across Lincolnshire and implement a strategy for supporting the future sustainability of the marketplace
3. Embed the effective working groups to deliver outcomes identified in the Early Childhood Strategy
4. Work in partnership with the early years sector to develop and maintain high quality and inclusive education provision
5. Analyse the GLD from 2022 EYFS profile data and produce a set of targets based on improving children's development outcomes
6. Provide CPD for the sector with a focus on programmes and activities that improve early language and communication including supporting staff to acquire the skills to enhance children's early language development. SEN Level 2 and Level 3 to enable staff to support those children with the greatest need
7. Develop the specification in conjunction with commissioning for the Best Start service
8. Review the quality assurance system for Children Centres to enable localities to produce clear action plans based on analysis of data by working collaboratively with the central team
9. Refresh the quality assurance pathways to reflect the new commissioned service

10. Self-evaluate our early years' service against minimum and go further standards within the Family Hubs against the draft service specification
11. Draw together an action plan to measures successes against standards and implement these through the working groups under the steering group
12. Implement key areas and publish Lincolnshire's Best Start offer

Consultation

a) Risks and Impact Analysis

The Local Authority is mindful of the impact the pandemic has had on children's education and their outcomes at the end of the foundation stage. Childrens Good Levels of Development will be reviewed following the Early Years Foundation Stage Profile in the summer 2022 and work will be targeted to support any areas identified as a concern.

Participation levels are returning to pre-pandemic levels which will support children's educational achievements. There is more work to do to focus on access to other services and the Early Childhood Strategy working groups and development of Family Hubs will all aim to support this further.

The Local Authority will monitor Ofsted outcomes and will be taking a proactive approach by contacting all providers to support their understanding of the EYFS statutory framework.

The pandemic may have impacted the overall deprivation levels within early years. There will be a time lag to understand this, therefore consideration will be made during the year whether the Local Authority needs to respond by increasing funding to providers to respond to potential increased demands of deprived children.

The Local Authority recognises the financial demands placed on the early years sector through increased costs in 2022/23 and the recruitment and retention concerns across the sector. The Early Years and Childcare Support team will continue to offer additional support to the sector to reduce potential closures that could affect the statutory childcare sufficiency duty.

Appendices

These are listed below and attached at the back of the report	
Appendix A	Early Childhood Strategy Working Groups

Background Papers

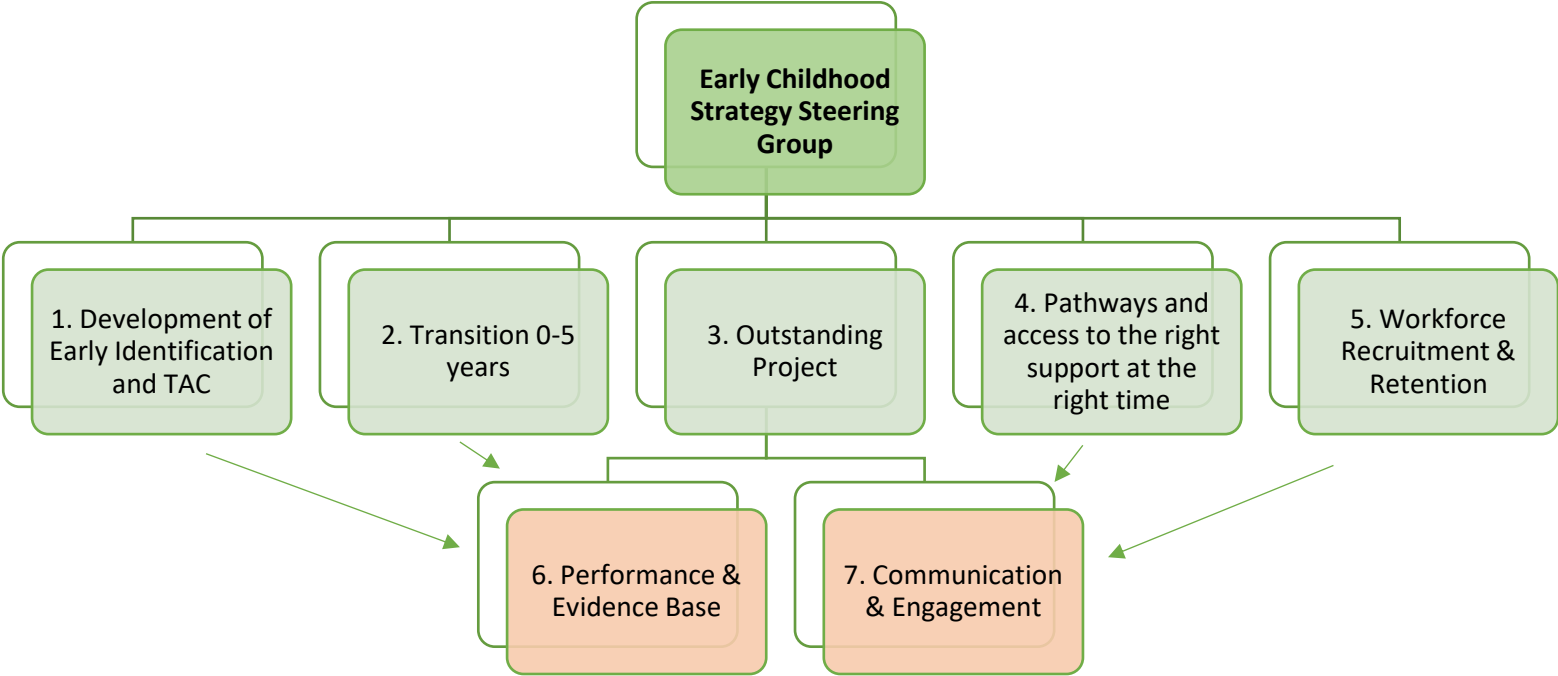
The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report.

Document title	Where the document can be viewed
Lincolnshire's Early Years Single Funding Formula	https://lincolnshire.moderngov.co.uk/documents/s47073/7.0%20Schools%20forum%20paper%20-%20Early%20Years%2020%20Jan%202022%20final%20GN.pdf
Early Years and 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.

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Early Childhood Strategy Working Groups



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

Report to:	Schools' Forum
Date:	30 June 2022
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 June 2022. The pupil figures are based on the January 2022 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 September 2021), no further schools have become academies. Using the latest pupil figures, this means that 78,592 (72.5%) FTE pupils are educated in non-maintained schools.

Current Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		254	
Maintained	5	100.0%	254	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		56,907	
Maintained	164	58.4%	26,711	46.9%

Academy	117	41.6%	30,196	53.1%
Secondary				
All	54		48,916	
Maintained	2	3.7%	2,205	4.5%
Academy	52	96.3%	46,711	95.5%
Special				
All	19		2,203	
Maintained	5	26.3%	705	32.0%
Academy	14	73.7%	1,498	68.0%
PRU				
All	5		188	
Maintained	0	0.0%	0	0.0%
Academy	5	100.0%	188	232.1%
Total				
All	365		108,360	
Maintained	176	48.2%	29,875	27.6%
Academy	189	51.8%	78,592	72.5%

There are currently two primary schools seeking to become academies. One has not yet been confirmed by the Department for Education. The other is Leadenham Church of England Primary School which is seeking to join Infinity Academies Trust. If both schools convert within the next six months, there will be 119 (42.3%) primary academies educating 30,429 (53.5%) pupils in Lincolnshire.

Projected Six Month Status of All Lincolnshire State Schools

	Schools		FTE	
Nursery				
All	5		254	
Maintained	5	100.0%	254	100.0%
Academy	0	0.0%	0	0.0%
Primary				
All	281		56,907	
Maintained	162	57.7%	26,478	46.5%
Academy	119	42.3%	30,429	53.5%
Secondary				
All	54		48,916	
Maintained	2	3.7%	2,205	4.5%
Academy	52	96.3%	46,711	95.5%
Special				
All	19		2,203	
Maintained	5	26.3%	705	32.0%

Academy	14	73.7%	1,498	68.0%
PRU				
All	5		188	
Maintained	0	0.0%	0	0.0%
Academy	5	100.0%	188	100.0%
Total				
All	365		108,360	
Maintained	174	47.7%	29,642	27.4%
Academy	191	52.3%	78,718	72.6%

The changes since the last report are that Grantham Harrowby Church of England Infant School and Grantham The National Church of England Junior School have joined Lincoln Anglican Academy Trust. Formerly they were in the Harrowby/National Academies Trust. This promotes Lincoln Anglican Academy Trust to be the largest trust operating in Lincolnshire with 15 schools. In addition, Springwell Lincoln City Academy has formerly closed which reduces Wellspring Academy Trust's number of Lincolnshire Academies from eight to seven.

	Total	FTE Pupils
1 Lincoln Anglican Academy Trust	15	2863
2 Community Inclusive Trust	13	2119
3 The Priory Federation of Academies	12	7393
4 St Therese of Lisieux Catholic Multi Academy Trust	8	1857
The David Ross Education Trust	8	2713
Voyage Education Partnership	8	3560
7 Greenwood Academies Trust	7	2618
Infinity Academies Trust	7	1944
Keystone Academy Trust	7	2437
Wellspring Academy Trust	7	749

There are thirty-four active multi-academy trusts operating within Lincolnshire and a total of 147 Lincolnshire academies that are members of multi-academy trusts. This represents 78.2% of all Lincolnshire Academies. Forty-one (21.8%) of Lincolnshire academies are single-academy trusts 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. Seven multi-academy trusts have two academies; four of these trusts are currently based entirely within Lincolnshire. There are fifty-two academy trusts in Lincolnshire that have less than four schools.

	Total	Lincs
1 Academies Enterprise Trust	56	2
2 Greenwood Academies Trust	36	7
3 The David Ross Education Trust	34	8
4 The Enquire Learning Trust	30	1
5 Cambridge Meridian Academies Trust	28	2

The largest academy trusts nationally that operate within Lincolnshire are Academies Enterprise Trust (Fifty-six 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 thirty Academies, one in Lincolnshire, Cambridge Meridian Trust has twenty-eight academies, two in Lincolnshire, and Wellspring Academy Trust has twenty-eight academies, seven of which are within 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

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

30 June 2022

Election of Chairman		
Election of Vice-Chairman		
Review of LSF Constitution and Membership	Mark Popplewell	For the Schools Forum to consider and update its Rules of Operation
Self-Assessment Checklist	Mark Popplewell	To provide the Schools' Forum to check its progress against the Self-Assessment Checklist
Section 251 Budget Statement 2022/23	Elizabeth Bowes	To provide an update to the Schools' Forum regarding the budget statement for 2022/23
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
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	Tom Crofts	To provide the Schools' Forum with an opportunity to discuss potential items for future meetings, which will be subsequently, included on the Work Programme

6 October 2022

National Funding Formula for schools - update 2023/24	Elizabeth Bowes	To provide the Schools' Forum with an update on the mainstream school funding
De-delegation of Maintained Primary Schools Budgets (2023/24)	Mark Popplewell	To seek approval from the maintained primary school representatives approval to the Local authority's proposals
Revised Schools Budgets 2022/23	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
Budget Allocation for Early Support Learning provision beyond September 2023	Rosemary Akrill	To receive a report regarding the budget allocation for early support learning provision beyond September 2023
Alternative Provision Arrangements	Kate Capel	To provide an 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	Tom Crofts	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	Tom Crofts	For the Schools' Forum to agree their future meeting dates