

# **2015-16 Dedicated Schools Grant Budget and Forward Look to 2016-17**

**Schools Forum**

**Date: 7<sup>th</sup> July 2015**

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Author:	Head of Finance – Education
Wards:	All
Locality Affected:	All
Settings Affected:	The Dedicated Schools Grant (DSG) is ring fenced funding provided by the DfE to meet the educational needs of early years, school age and all 0 to 25 year old high need pupils; any decisions on how the grant is utilised indirectly affects all settings.

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## **1. Purpose and Reasons**

- 1.1. The Schools Forum meeting on 17<sup>th</sup> March 2015 received a report on the 2015/16 Dedicated Schools Grant Settlement and Budget. This report provides members with an update on various unresolved budget issues. This report addresses:
  - Changes to DSG Allocation
  - Mainstream School Budgets
  - Pupil Growth Funding – A change to the overall budget requirement
  - Changes to various High Need commissioned provisions
- 1.2. The report then looks forward to the items that will need to be considered as part of the 2016/17 budget setting process.

## **2. Recommendations**

- 2.1. Members of the Schools Forum are now asked to:
  - Note that due to the changes in the EFA funding £0.500m equal pay liability remains outstanding and this will result in an increase in central costs of £0.031m. (Para. 3)
  - Note the current position regarding Early Year's income and expenditure based on the current projection of take up. (Para. 4)
  - Agree to the proposal to recruit an engagement officer and to purchase an application portal to link with the Council's existing IT systems. (Para. 4.9 and 4.10)

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Further information on the subject of this report can be obtained from Ian Burbidge on 01793 464384 or [iburbidge@swindon.gov.uk](mailto:iburbidge@swindon.gov.uk)

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- Note the current position with regard to former non-recoupment academies (Para. 5)
- Note the proposals to review the trigger funding policy to accommodate situations outside the current policy (Para 6.2)
- Note the proposal to start a consultation on a 6<sup>th</sup> form provision at Crowdy's Special School. (Para. 6.3)
- Note that £0.018m will be paid to Uplands Special School to maintain the current 138 places (Para. 6.4)
- Note the changes to the Ridgeway HI Unit (Para. 7)
- Note the changes to the Ruskin ASC Unit (Para. 8)
- Note the issues regarding the Nyland Campus Outreach Team (NCOT) service being caused by 6 academies choosing not to buy back the service. (Para. 9)
- Note the changes to the funding applications made to the Special Educational Needs Resource and Assessment Panel (SENRAP). (Para. 10)
- Agree the proposals to use £0.030m of the exclusions income to support reintegration (Para. 11)
- Note that there will be a further adjustment to Secondary School BPPE rates in 2016/17 to reflect the increase in place funding at EOTAS (Para. 12)
- Agree to the creation of a SRP Funding Review Task Group to review SRP funding and provide funding recommendations for the 2016/17 financial year. (Para. 13)
- Note and comment on the content of the report at Annex C. (Para. 13)
- Advise on the terms of reference and membership of the SRP Funding Review Task Group. (Para. 13)
- Nominate representatives from schools forum to the SRP Funding Review Task Group. (Para. 13)

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## **Update on 2015/16 budget position**

### **3. Changes to DSG Allocation**

- 3.1. Swindon has been notified of an increase in the recoupment figure for post 16 high needs pupils in LA maintained Special Schools. As reported in the Outturn Monitoring report that is elsewhere on this agenda, although an additional £0.510m was received to fund sixth form places at Uplands Education Trust from the EFA, the DSG received by the LA was reduced by £0.486m to recognise that this funding should not form part of the DSG. This situation will be repeated going forward, so whilst future budgets can take account of this, the 2015/16 budget will be under pressure to accommodate this change. In light of the above LA officers took the decision to not repay £0.500m of the outstanding equal pay liability, leaving this in the year end reserves, and therefore making it available to be used in 2015/16. In addition to funding the additional recoupment there will also be a need to make a repayment against the outstanding equal pay liability in the sum of £0.031m.
- 3.2. In addition to the above, the EFA funding arrangements for High Needs Pre 16 students in non-maintained special schools were not clear. The funding for these settings is also deducted from the DSG as part of recoupment; and this will result in a cost pressure of circa £0.060m that needs to be managed in year.

#### **Members of the Schools Forum are now asked to:**

- **Note that due to the changes in EFA funding £0.500m of equal pay liability remains outstanding and this will result in an increase in central costs of £0.031m.**

### **4. Early Years Funding – Disadvantaged 2 year old free nursery education**

- 4.1. As forum will be aware the funding model is based on participation where the LA will receive grant based on 5/12 of the January 2015 EY census and 7/12 of the January 2016 EY census. The FTE census figure is then multiplied by the DfE rate for Swindon of £2,832.90 per year (£4.97 per hour).
- 4.2. The LA therefore will keep the estimate of DSG receivable under review, with an update provided to forum at each meeting. The actual grant for 2015/16 will not be finalised until after the January 2016 EY census is completed. The latest estimate for 2015/16 income is given in the table below. There are significantly lower

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numbers of children recorded on the census than was previously estimated. This change in uptake of places has resulted in an estimated income reduction of **£0.483m**. The reduction is due to the forecast estimating a full take up of the target (957 children) throughout the year. The plan to meet the 2 year old target is a phased increase in opening provision and there are proposals to promote and increase the take up of 2 year old places that are discussed later in the paper.

Table 1 - Disadvantaged 2 year old DSG income estimate 2015/16

	Estimated Census Per Jan 2015 SF report	Estimated DSG @ £2,832.90	Current Estimates	Estimated DSG @ £2,832.90
January 2014 (for information)	630		630	
January 2015 (actual)	957 x 5/12	£1,129,619	618 x 5/12	£729,472
January 2016 (estimate)	1,000 x 7/12	£1,652,525	950 x 7/12	£1,569,899
<b>Income based on participation</b>	<b>982.1</b>	<b>£2,782,144</b>	<b>811.7</b>	<b>£2,299,371</b>

- 4.3. There has been a delay in some of the new provision's being available to take children. The current proposals show that these new places will be available in September.
- 4.4. The table below shows the current assessment of the expenditure that will be incurred in supporting disadvantaged 2 year olds. This shows that whilst the income assessment has reduced, the expenditure has also reduced; the net result of these changes is that there is estimated to be £0.040m of funding distributed within the overall DSG, once the final DSG settlement is received. A proposal to use the £0.040m can be found at paragraph 4.10.

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Table 2 - Disadvantaged 2 year old expenditure estimate 2015/16

	Estimated Census Per Jan 2015 SF report	Estimated Cost @ £2,821.50	Current Estimates	Estimated Cost @ £2,821.50
January 2015 (actual)	951 x 5/12	£1,118,019	618 x 5/12	£726,536
October 2015 (estimate)	958 x 4/12	£900,999	850 x 4/12	£799,425
January 2016 (estimate)	1000 x 3/12	£705,375	950 x 3/12	£670,106
<b>Costs based on participation</b>	<b>965.6</b>	<b>£2,724,393</b>	<b>778.3</b>	<b>£2,196,068</b>
Contribution to existing staffing and marketing costs at current levels		£63,000		£63,000
<b>Total Disadvantaged 2 year olds budget</b>		<b>£2,787,393</b>		<b>£2,259,068</b>
<b>Funding redistributed within the overall DSG</b>		<b>(£5,250)</b>		<b>£40,303</b>

### Early Years - Free nursery education for all 3 and 4 year olds DSG

- 4.5. As with 2 year old funding the 3 & 4 year old funding will be based on the January 2015 and 2016 EY censuses. The latest estimates are included in table 2 below. This shows that the expected income for 2015/16 will be £0.196m less than previously anticipated.

Table 3 - 3 and 4 year old DSG income estimate 2015/16

	Estimated Census Per Jan 2015 SF report	Estimated DSG @ £3,888.06	Current Estimates	Estimated DSG @ £3,888.06
January 2014 (for information)	2,104		2,104	
January 2015 (actual)	2,355 x 5/12	£3,815,159	2,231 x 5/12	£3,614,276
January 2016 (estimate)	2,355 x 7/12	£5,341,222	2,358 x 7/12	£5,348,027
<b>Total FTE and DSG</b>	<b>2,355.0</b>	<b>£9,156,381</b>	<b>2,305.1</b>	<b>£8,962,302</b>

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- 4.6. The updated estimates of costs for 3 & 4 year old provision is given in the table below, this shows that there is a £0.080m overspend predicted against the original budget, this is due to a larger cohort of children entitled to 3 & 4 year old provision.

Table 4 - 3 and 4 year old DSG expenditure estimate 2015/16

	Budget per Jan 2015 SF report	Estimated Costs
Staffing costs	£37,200	£42,817
Maintained - school nurseries	£1,937,700	£1,972,698
Private Nurseries & Child-minders	£6,059,100	£6,100,674
<b>Sub-total Maintained &amp; PVI Nurseries</b>	<b>£7,996,800</b>	<b>£8,073,372</b>
Early years pupil premium	£164,600	£164,600
<b>Main Total – 3 &amp; 4 year old budget</b>	<b>£8,198,600</b>	<b>£8,280,789</b>
<b>Funding redistributed within the overall DSG</b>	<b>£957,781</b>	<b>£681,513</b>

- 4.7. Forum members are reminded that although the funding is designated for the Early Years, Schools and High Need blocks, the LA can use its discretion in conjunction with Schools Forum to re-allocate the funding between the three blocks.
- 4.8. The DfE has altered the method used to assess 2 year old take up of places progress. The target for the LA is now to meet the number of families on a Department for Work and Pensions (DWP) list released six times a year.
- 4.9. In addition 2 year old funded children are not counted towards the target when they move into 3 & 4 year old funding, therefore, the need to grow places whilst losing a third of the cohort increases each term. An Early Years Engagement officer has been appointed, to be funded from the EYPP implementation grant and 2 year old marketing budget (£0.018m in total). This will target families and run promotion events to increase and maintain the level of take up. The role will also work to promote EYPP to parents and providers.
- 4.10. Linked to the development of the Early Year's Engagement Officer it is proposed to purchase a 2 year old application portal for Capita One at a cost of £0.032m. The portal will enable parents and providers to complete eligibility checks and

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applications online to further increase the rate of take up through efficient processes. It is proposed to utilise the forecast 2 year old variance of £0.040m to purchase the software.

**Members of the Schools Forum are now asked to:**

- **Note the current position regarding early year's income and expenditure based on the current projection of take up.**
- **Agree to the proposal to recruit an engagement officer and to purchase an application portal to link with the Council's existing IT systems.**

**5. Mainstream School Budgets – Non-Recoupment Academies**

- 5.1. From 1<sup>st</sup> April 2015 pupils attending UTC Swindon and The Croft Primary school (both Non-Recoupment Academies) will be included within Swindon's pupil count for the purposes of calculating Dedicated Schools Grant. This means that SBC has included UTCS and the Croft in its formula calculations. The cost of UTCS and The Croft through SBCs formula is £1.431m. The DfE has given a commitment that the transfer of Non-Recoupment Academies into the local formula will be fully funded and have included a baseline adjustment to the Swindon settlement for these establishments of £1.419m. This leaves a shortfall of £0.012m, which officers are investigating with the DfE.

**Members of the Schools Forum are now asked to:**

- **Note the current position with regard to former non-recoupment academies.**

**6. Pupil Growth Fund and Policy**

- 6.1. At the March 2015 Schools Forum the current Primary Pupil Growth Policy was presented. This policy provides protection for schools that are opening new reception classes. The current schools planning data indicates that it may be necessary for some new schools to open all year groups from day 1. The current policy would not give these schools any guarantee of income for anything other than the reception class.

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- 6.2. It is proposed to establish a Task and Finish Group through the Admissions and Education Place Planning Forum to review the Pupil Growth Policy and propose to Schools Forum how it will work in future to support schools in different circumstances and to include secondary schools that expand or open.
- 6.3. Within the Council's Capital Programme there is a proposal to create a 6<sup>th</sup> form at Crowdy's Hill Special School. As a result of this planned provision the school will require initial start-up costs to plan and develop the curriculum offer between April 2016 and September 2016 opening. A proposal will be brought to October Forum for 16/17 pupil growth for the new provision.
- 6.4. In order to maintain the level of places at Uplands Special School and the UET for 11 to 19 year old students, £0.018m is required to prevent a reduction in capacity of 10 places. The potential reduction would be as a result of a clause in the UET set up loan to establish the provision. Currently, twenty, 16 to 19 year olds are placed in the UET to provide Uplands with a maximum capacity of 138 places. The funding is required to meet the capital implications from the loan variation in order for the places required to be maintained at 138 for September 2015 and beyond.

**Members of the Schools Forum are now asked to:**

- **Note the proposals to review the trigger funding policy to accommodate situations outside the current policy.**
- **Note the proposal to start a consultation on a 6th form provision at Crowdy's Special School.**
- **Note that £0.018m will be paid to Uplands Special School to maintain the current 138 places.**

7. Specialist Resource Provision (SRP) at The Ridgeway school for hearing impaired students
- 7.1. The Ridgeway HIU (Hearing Impaired Unit) is to close at the end of the current academic year. The model is unsustainable due to the small numbers of students currently needing this type of provision. This is unlikely to change for some years to come. Two pupils are currently supported; one however leaves at the end of this academic year. The remaining pupil will be Y10 in September and could potentially remain at Ridgeway until the end of his Y13 (July 2019). A request will need to go to SENRAP to continue with support for the remaining pupil (Y10) from



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September 2015. This pupil will need an equivalent amount of specialised TA support and will access Advisory Teacher support from the HI Outreach Team.

- 7.2. It is agreed that the two existing teaching staff are subject to 'TUPE' in to the Advisory HI Team based at Red Oaks from September 2015 providing greater capacity for that team to meet the increasing number of children and young people who access the service across the Borough, as well as an increased flexibility of provision to include continuing support for the pupil who continues at the Ridgeway Academy.
- 7.3. The detail of this proposal can be found at: Annex A. The full year budget allocation for the SRP agreed for 2015/16 is £68,230.

Funding for HIU	
Current funding 2015/16	67,723 (£56,623 pupil funding plus £11,100 commissioned service audiologist).
The Ridgeway salary costs for the remainder of the academic year	5/12ths of £67,723 = £28,217.
Red Oaks salary costs for September 2015 to end March 2016	7/12ths of salary costs (based on protected pay rates) = £43,900.
Red Oaks - one off costs	Furniture/laptops/encrypted USB flash drives = £1,150.
Red Oaks 7/12 of anticipated expenses travel/mobile phone/mobile broadband costs	Estimated as £2,206 for a full year = £1,287.
<b>Total cost of new provision</b>	<b>£74,554</b>

- 7.4. In addition to these costs it is likely that the student remaining at The Ridgeway will need additional TA support. The student will receive funding based on the new SENRAP funding model at their current Band. If this is insufficient to meet the needs the school will need to request a bespoke package. This pupil will also access Advisory Teacher support from the HI Outreach Team.

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**Members of the Schools Forum are now asked to:**

- **Note the changes to the Ridgeway HI Unit.**

**8. Advise of change in Ruskin ASC / ARC provision**

- 8.1. The LA currently commissions Ruskin Junior School to provide the ASC Advisory service, including the outreach services and the Autism Resource Centre (ARC). In December 2014 Ruskin was placed in special measures. It was agreed that the school's main priority was to focus on school improvement and therefore the LA sought a new provider to operate the service.
- 8.2. Following a competitive process, Uplands Schools was invited to be the provider of the ASC Advisory Service from September 2015. Uplands School demonstrated a commitment to both sustain the existing reputation of the service and to work with the Commissioners to shape the provision to meet the needs of service users in the future. Uplands School are currently undertaking due diligence checks in respect of finance and HR. There are no posts at risk and we anticipate that the service will be transferred in its entirety to the new provider effective from September 1st 2015. The funding levels for 2015/16 are £135,800, as advised in the January 2015 Schools Forum Report.

**Members of the Schools Forum are now asked to:**

- **Note the changes to the Ruskin ASC Unit.**

**9. Nyland Campus Outreach Team (NCOT)**

- 9.1. NCOT are currently commissioned by the LA to provide a behaviour outreach service to early year's settings and primary schools. Schools Forum noted in January 2015 that a meeting of Swindon primary heads in September 2014 indicated strong support to continue to make use of the NCOT service. It was therefore agreed to continue central funding of the service for maintained schools and NCOT to offer a traded services option for academies. Subsequent to these discussions, 6 academies have chosen not to "buy back" the service. As a result, the operational model will need to be revisited to ensure it is still affordable. The LA proposes to re-negotiate the current service level agreement and also review the funding model for 2015 -16.

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**Members of the Schools Forum are now asked to:**

- **Note the issues regarding the Nyland Campus Outreach Team (NCOT) service being caused by 6 academies choosing not to buy back the service.**

## 10. Changes to applications for additional funds for mainstream pupils with SEND

10.1. The LA is committed to simplifying the application and allocation process and working towards the universal banding for mainstream schools and academies. We had hoped that we would be in a position to implement this new approach from April 2015 for all pupils currently in receipt of SENRAP funding and for new applicants. Unfortunately, due to inconsistencies in the various historical funding models that already exist, the exercise proved to be more complex than we had anticipated. To ensure we are striving to reach a level of equity across provision, further development is required before we can transfer existing pupils in receipt of additional SENRAP funds to the new universal banding.

10.2. We recognise that schools have found the requirement to complete a business case to request additional funds onerous. To reduce this burden we have introduced a pilot scheme for *new* funding applications from April 2015. This will give us the opportunity to “test” out a different model. Whatever we do needs to be affordable and a pilot will help us to determine the likely impact of any changes on the DSG.

### The pilot model

10.3. If a school needs to request additional funding, they will need to assess the pupil using the existing banding descriptors. Schools will complete a very straightforward form which will only require the level the pupil has been “banded at”. As with special schools and SRPs there will still be scope for mainstream settings to submit a business case for bespoke levels of funding but this would only be for those pupils which have extremely complex or multiple needs which are not adequately reflected in the band descriptors.

10.4. Interim financial values for each “band” have been agreed in line with the funding available from the existing SENRAP budget. For the purpose of the pilot, if a school “bands” a pupil at a particular level then the amount of resource they will receive will equal the financial value currently in place for that level. Whilst most mainstream schools have not been involved in moderation of pupils banded at

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various levels thus far (other than Y11) it is worth noting that, generally speaking, pupils attending mainstream schools will usually be banded at levels 5 and 6, whilst bands 1- 2 are more likely to be in our specialist settings.

- 10.5. If the model is to be rolled out we acknowledge that further work will need to be done on the financial values to create equity across provision. We will be seeking to do this but will need time to understand the impact this will have on both the DSG as a whole and for individual schools.
- 10.6. For pupils already in receipt of SENRAP top up funding prior to April 2015 individual pupil allocations will remain unchanged in line with current agreed funding rates until March 2016 or a previously agreed end date for an individual pupil. As part of our planning for the new model from April 2016 and to inform the transition of pupils onto the new universal banding descriptors we will be asking each school to complete a self-assessment. This will in effect be a summary of the pupils with SEND where they have a statement/EHC plan or additional resource and the level they have been banded at. From September 2015 we will be including mainstream schools in the moderation activity alongside specialist provision.
- 10.7. Early feedback from schools is that they find the new processes more helpful to quickly access additional resource for children. The SENRAP panel have also found the model to be far less bureaucratic but they are finding inconsistencies in the way the banding descriptors are used; this will need to be addressed through moderation.
- 10.8. There have been a much larger number of applications for additional resource than during the same period last year. This may be due partly to the implementation of the SEND reforms but is also likely to be as a result of making the process less cumbersome. The mainstream schools are yet to have their banding levels subject to moderation and the pilot has not been running for long enough to determine the full impact on the DSG. This will need to be closely monitored. Schools forum will be updated in October 2015 when we hope to be able to propose the model that will be operating from April 2016.
- 10.9. Full details of the pilot arrangements can be found on schools online at:

<http://schoolsonline.swindon.gov.uk/sc/sen/Pages/sendapr15.aspx>

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**Members of the Schools Forum are now asked to:**

- **Note the changes to the funding applications made to the Special Educational Needs Resource and Assessment Panel (SENRAP).**

## 11. Use of Permanent Exclusion Income from schools to support reintegration

- 11.1. The January Schools Forum report (Annex A) identified the amount of funding (per pupil) that would be deducted from schools budgets if they permanently exclude. The following table shows the numbers of pupils in Swindon that have reached the point of permanent exclusion (either formal permanent exclusion or withdrawn permanent exclusion) over the last five academic years:

	2009/10	2010/11	2011/12	2012/13	2013/14
Formal Permanent Exclusions	17	10	15	13	13
Permanent Exclusions Withdrawn	28	19	23	29	31

- 11.2. All pupils that reach this point have to be supported within Stratton Education Centre or another Education Other than at School (EOTAS) setting within six school days of a head teacher's decision to permanently exclude. The most prevalent year groups are Y9 and Y10.

- 11.3. There is an established reintegration protocol that involves pupils ready for reintegration returning through the Fair Access Panel to be allocated a new school. Following a decision on which school there is a period of dual registration where the pupil is subject to an 8 week trial period with an interim and final review meeting before being taken on roll.

- 11.4. The numbers of pupils that have had an opportunity to be reintegrated in to mainstream schools during this period are noted in the table below;

2009/10	2010/11	2011/12	2012/13	2013/14
8	8	9	17	8

- 11.5. The position reflected above means that a significant number of pupils remain away from the mainstream in full time EOTAS provision until the end of Y11. Due

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to this position - opportunities for EOTAS to undertake creative, flexible and proactive work with our schools in order to avoid the need for permanent exclusion are lost. The average cost of a full time place within EOTAS provision is approximately £0.020m. A place in a secondary school costs approximately £0.005m for a Year 10 pupil.

11.6. Swindon Secondary Behaviour and Attendance Leaders and EOTAS leads are working in partnership with officers to try and increase the numbers of pupils that are reintegrated successfully to a mainstream school following permanent exclusion.

11.7. Attached at Annex B is a draft reintegration guidance document which has been developed between the partners above to support increased numbers of pupils returning to another mainstream school as soon as possible. As part of this model to achieve the best chance of success funding is required to support the reintegration process with the aim of ensuring as far as possible a seamless transition. The funding would be used for such purposes as;

- Uniform and equipment for the new school
- Transport costs during the period of reintegration
- Cover for a member of staff from the school receiving the pupil to develop a relationship with the pupil/family prior to them starting at the new school. This will be achieved through visits to the home and the EOTAS setting

11.8. The BPPE funding provided to mainstream schools has increased by 4.15% when compared to the 2014-15 values. This has led to an increase in the charges that EOTAS will make for excluded pupils from an average of £24.02 to £24.79. This translates to an increase in the income budget for EOTAS of £0.030m.

11.9. It is now proposed to ring-fence this additional £0.030m of income expected for pupils permanently excluded in order to support an increase in the numbers of pupils that are reintegrated successfully to a new school. This funding would be held centrally within the authority. Colleagues at Stratton Education Centre would manage the financial processes in terms of reimbursement of funds to individual schools and would invoice the Local Authority at agreed intervals for the amount accrued in the period. Expenditure would be monitored to ensure that the amount of funding reimbursed to schools would not exceed £0.030m.

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**Members of the Schools Forum are now asked to:**

- **Agree the creation of a ring-fenced budget of £0.030m to support the reintegration of permanently excluded pupils.**

## **12. EOTAS place funding 2016/17**

- 12.1. Forum Members are reminded that the EFA increased the funding of AP places from £8,000 to £10,000 per place per annum from September 2015 (in line with all other High Needs Places). This new funding level should be applied to all AP places, and must include those which schools can commission directly. The EFA has stated that they will expect to see equivalent reductions in the top-up funding rates so that this adjustment is cost-neutral overall.
- 12.2. The first phase of this change takes effect from September 2015 providing place funding of £9,166 in 2015/16; the second phase will take effect in April 2016 bringing funding up to £10,000 per place for 2016/17.
- 12.3. This change will require some adjustments to Local Authority budgets to move funding currently identified as Top up to Base Place budgets. For Stratton this requires a movement of  $45 \times £834 = £37,350$  from Top Up to Place funding.
- 12.4. For Riverside it is slightly more complicated. In 2014/15 the LA delegated funding for Top Ups for 45 Alternative Provision places at Riverside to Secondary Schools. The total delegation was based on a rate of £7,500 Top Up per place (£337,500). This was allocated to schools by way of a £32 per pupil increase to the BPPE. During 2015/16 an amount of £5 per secondary school pupil was un-delegated from individual school budgets to bring the place funding up to £9,166 for 2015/16.
- 12.5. Given the change in the place funding arrangements described above the LA will need to un-delegate funding of  $45 \times £834 = £37,530$  (or £3.50 per secondary pupil) in 2016/17, to bring the place funding up to £10,000 per place. The un-delegated funding will transfer from the Individual Schools Budget to the LA's Place funding budget for Riverside to support the increase in place costs.

**Members of the Schools Forum are now asked to:**

- **Note that there will be a further adjustment to Secondary School BPPE rates in 2016/17 to reflect the increase in place funding at EOTAS.**



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## **13. SRP Funding Review Task Group**

- 13.1. The LA is aware that a number of SRP's are facing funding pressures to enable their provisions to remain viable. There is however inconsistencies in the way that costs incurred are measured which needs to be resolved to ensure that the funding and costing arrangements are clear and comparable. There are also some changes in the types of pupil that are accessing SRP provision. Annex C provides an overview of the current issues being faced by various SRP provisions.
- 13.2. In light of the above it is proposed to create a working group to review the current provisions against a standardised costing template and to bring forward proposals to reshape the funding from the financial year 2016/17. The task group will be required to consider the implications for the wider high needs budget of any changes that it proposes. The task group may also look at different models of provision such as units, special school satellite provision, or renegotiating the nature of current SRP's i.e. high and low needs PD etc.

### **Members of the Schools Forum are now asked to:**

- **Agree to the creation of a SRP Funding Review Task Group to review SRP funding and provide funding recommendations for the 2016/17 financial year.**
- **Note and comment on the content of the report at Annex C**
- **Advise on the terms of reference and membership of the SRP Funding Review Task Group**
- **Nominate representatives from schools forum to the SRP Funding Review Task Group**

## **14. Alternative Options**

- 14.1. Alternative options are described throughout this report where applicable.

## **15. Implications, Diversity Impact Assessment and Risk Management**

### **Financial and Procurement Implications**

- 15.1. Various financial implications are included in this report relating to management of the retained DSG budget.



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## Legal and Human Rights Implications

15.2. There are no legal or human rights implications arising from this report.

## All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

15.3. This report does not make any recommendations that affect these areas.

## Links to One Swindon, Plans and Policies

15.4. Utilisation of the DSG has a direct link to two of the Council's five priorities – “Right skills, right jobs in the right place” and “Make the best use of Swindon's resources inside and outside the Council”.

## Diversity Impact Assessment

15.5. The proposals within this report are designed to allocate funding targeted at disadvantaged pupils and at pupils with low prior attainment and / or special education needs in order to narrow the attainment gap between these and other pupils.

## Risk Management

15.6. There are no specific risk management implications not highlighted in the body of the report.

## **16. Consultees**

16.1. The Board Director Resources (Section 151 Officer), Director of Law and Democratic Services (Monitoring Officer) and Board Director Commissioning (Director of Children Services) are consulted in respect of all reports.

## **17. Background Papers**

17.1. Previous reports to the Schools Forum and documents posted on the DfE web site.

## **18. List of Annexes**

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- **Annex A** - Summary statement – Finance position Ridgeway HIU closure – expansion of HI Outreach Service 2015/16
- **Annex B** - Permanent exclusion / permanent exclusion withdrawal. Reintegration to mainstream school
- **Annex C** – Mainstream Specialist Resourced Provision: Issues Report

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## **ANNEX A**

### **Finance position Ridgeway HIU closure – expansion of HI Outreach Service 2015/16**

#### **Position Statement;**

The Ridgeway HIU (Hearing Impaired Unit) is to close at the end of the current academic year. The model is unsustainable due to the lack of numbers of pupils who meet the criteria for an SRP place. This is unlikely to change for some years to come.

Two pupils are currently supported and one of these leaves in the summer of 2015. The remaining pupil will be Y10 in September and could potentially remain at Ridgeway until the end of his Y13 (July 2019).

It is agreed that the two existing teaching staff are subject 'TUPE' in to the HI Outreach Team from September 2015 providing greater capacity for that team and an increased flexibility of provision to include continuing support for the pupil who continues at the Ridgeway Academy.

Please see below an outline of the funding position for the 2015/16 financial year and

#### **Current Allocation:**

The Budget that has been agreed for the HIU for 2015/16 is £67,723 (56,623 pupil funding plus £11,100 commissioned service audiologist).

#### **Ridgeway will require;**

- Funding to meet established costs to support the HIU until the end of the academic year. 5/12ths of £67,723 = £28,217.

#### **Notes:**

- If additional support is required then a request will need to go to SENRAP for the remaining pupil (Y10) from September 2015. This pupil will need an amount of specialised TA support and will access Advisory Teacher support from the HI Outreach Team.

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Further information on the subject of this report can be obtained from Ian Burbidge on 01793 464384 or [iburbidge@swindon.gov.uk](mailto:iburbidge@swindon.gov.uk)

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- An appropriate acoustically treated room will be required within Ridgeway as a base to support the specialised intervention as a continuing resource.

## **Red Oaks will require;**

- Funding to support 7/12ths of salary costs (1.45fte teacher posts full year cost £75,273) = £43,900.
- One off costs – furniture/laptops/encrypted USB flash drives = £1150
- 7/12 of anticipated expenses travel/mobile phone/mobile broadband costs (estimated as £2206 for a full year) = £1287
- Total funding required for 1<sup>st</sup> September 2015 to 31<sup>st</sup> March 2016 = £46,337.

## **Future costs;**

- Moving forward from April 2016 it is anticipated based on current figures that Red Oaks will require £75,273 salary costs plus full year expenses of approximately £2,210 = £77,483 to support the increase in service capacity.
- The FTE is 1.45 which is made up of 1.2FTE of teacher of the deaf time and a 0.25 element which is a responsibility payment for managing the provision. This is to be protected in the transfer arrangements.
- The actual salary costs are based on UPS3 + SEN2 and plus the 0.25 Responsibility point. Annual salary for UPS3 & SEN2 is £41,530, on costs are currently estimated at 25% which gives a total of £51,912.50 p.a.

Therefore 1.31FTE is equal to £68,005.38 p.a. and 1.45 FTE is equal to £75,273.13 p.a.

- There will also be an increase in the amount of NI that will have to be paid next year of 3.5%.

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## **ANNEX B**

### **Permanent exclusion / permanent exclusion withdrawal. Reintegration to mainstream school**

#### **Rationale**

The review of Swindon Fair Access Panel 2013 highlighted the following in relation to the reintegration of pupils to mainstream school.

*All incidences of unsuccessful reintegration do come back to the Fair Access Panel as part of a quality assurance model. There is opportunity to improve on the positive outcomes in relation to reintegration and the group considered the issues that can affect reintegration and provide a pupil with the 'best chance of success':*

- *Some pupils struggle with adapting to a mainstream timetable when they have been used to an EOTAS model.*
- *Family support needs to be maximised throughout the process.*
- *It is agreed best to move pupils back to mainstream as soon as possible and appropriate to avoid them becoming too engrained in the EOTAS arrangements. The EFAP exercise of 2011/12 highlighted the additional challenges faced by pupils who have been away from a mainstream school for an extended period.*
- *It is a concern of noted by EOTAS members in their consideration of a pupil being 'ready to return' that once a pupil reaches KS4 the chances of successful reintegration are limited.*
- *A further piece of work for consideration is looking together to try improve how pupils are prepared to return to a mainstream environment.*
- *It is critical that pupils are returned to mainstream school at the earliest appropriate opportunity.*

For a school successful reintegration can be seen as a major indication of 'closing the gap' in terms of educational inclusion and achievement.

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The following process has been developed to improve the frequency and success rate of pupils being subject to reintegration from EOTAS.

Please note that this guidance applies to Swindon secondary schools only.

## **Process**

### **1 – The permanent exclusion**

- Pupil is subject to a permanent exclusion and the Head Teacher/Principal is minded to offer a permanent exclusion withdrawal.

**Please note that a permanent exclusion withdrawal should only be considered after a decision is made to permanently exclude. A permanent exclusion withdrawal should not be seen as part of the graduated response in supporting pupils with challenging behaviour, nor discussed with parent/carer /colleagues in this regard.**

- Permanent exclusion withdrawal meeting is held and parent/carer accepts the offer or decides to follow the formal permanent exclusion route.
- If the formal permanent exclusion route is followed the case would not be referred to the Fair Access Panel. Should a formal permanent exclusion take place the pupil would still be eligible for reintegration in line with this process.

### **2 - EOTAS support**

- Within 6 days of the decision to permanently exclude the pupil will be allocated a place within Education other than at School (EOTAS).
- An admission meeting will be organised by the Exclusion and Reintegration Officer and following the start date the EOTAS provision will begin to prepare the pupil for return to a mainstream school. The aim will be to achieve a readiness to return within eight school weeks of the start date at EOTAS.
- The programme within EOTAS will include bespoke intervention to address any specific issues that have led to permanent exclusion in addition to a more generic programme aimed at supporting reintegration. A written plan will be developed and shared with all stake holders and reviewed at agreed intervals.

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Further information on the subject of this report can be obtained from Ian Burbidge on 01793 464384 or [iburbidge@swindon.gov.uk](mailto:iburbidge@swindon.gov.uk)

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## **3 - Fair Access Panel, (FAP):**

- Following permanent exclusion withdrawal the case will automatically be referred by the excluding school to the next Fair Access Panel (FAP) that sits every two weeks during term time.
- If a formal permanent exclusion has taken place the same support programme will take place within EOTAS and the Exclusion and Reintegration officer will ensure that the pupils name is highlighted to the FAP to be placed on the agenda in consideration of a new school placement.
- In the case of a withdrawn permanent exclusion the FAP members will acknowledge that the pupil is deemed 'hard to place' and will vote on the question, 'PRU or mainstream at this time?'
  - If the vote supports, 'PRU at this time' the pupil will remain within EOTAs and will be considered in line with this reintegration process. The name of the pupil will automatically be placed on the next but one FAP agenda (4 weeks-time) for a choice of school to be agreed. This referral would then be considered by the same FAP members.
  - If the vote supports, 'mainstream at this time' a fast track reintegration will be organised facilitated by the LA Exclusion and Reintegration Officer in consultation with the EOTAS Reintegration Officer. Pupils who are recommended for a fast track return may need a specific targeted intervention but will move back to mainstream school as soon as is possible once a school is identified and agreed through the FAP.

## **4 - EOTAS support:**

- The intervention within EOTAS will have begun and as part of this the EOTAS Reintegration Officer will work with the pupil and family to ascertain three choices of school in order of preference to be advised to the Fair Access Panel.
- By the end of the third week of intervention within EOTAS the Reintegration Officer will have obtained a view as to whether the pupil will be ready to return to a mainstream school within the original 8 week period. Where in

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exceptional circumstances this is not thought appropriate the pupil will not be referred to the FAP at this point but will automatically be considered in a further four weeks.

- Where it is the view that the pupil should not be subject to reintegration at this time the EOTAS team will work to achieve a proposal to reintegrate in the following four weeks. Should this not be possible alternative arrangements including consideration of an EHCP should be discussed.

## **5 - Return to Fair Access Panel:**

- At the panel where the pupils name is on the agenda the panel will vote to allocate a school.
- Once a school is decided upon that school will be informed and they will allocate a key worker to liaise with colleagues within EOTAS and the pupil and family in order to 'champion' the integration programme with the aim of starting full time within four school weeks. A reintegration plan should be developed that highlights key milestones/outcomes and dates of review.

## **6 – Preparing for re- integration.**

- The following will be key indicators of readiness;
  - Positive relationship between key worker, pupil and family.
  - Uniform in place for start.
  - Visits to school to become conversant with the site and meet key personnel including tutor, head of year etc.
  - Time table agreed.
  - Any transport issues resolved.

## **7 - The reintegration**

- Once the pupil starts at the receiving school they will be subject to an 8 week trial as is established current practice. The assigned key worker will monitor and support the pupil throughout this period.

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- The designated school Behaviour and Attendance (B+A) Lead will have oversight and will be supporting the key worker in managing the process.
- Weekly progress reports should be provided to the pupil/family, key worker and EOTAS Reintegration Officer. These should feed in to the mid-term and final review meetings. These reports are important in that they will indicate whether the pupil is likely to be successful in coming on roll
- The final review meeting should confirm the school decision on whether to agree to take the pupil on roll or not supported by appropriate evidence.
- In exceptional circumstances an extension to the trial period may be proposed but this should not exceed four weeks.

## **8 – Finance;**

- The EOTAS team will support the costs of preparing for a successful transition through ensuring that uniform equipment and transport for the period of reintegration is supported. The EOTAS team will also allocate £250 to the receiving school in order for them to be able to support the costs associated with reintegration process, back fill of key worker whilst off site etc.

Nigel Pickering

Additional Provision and Reintegration Manager

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February 2015

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## **ANNEX C**

### **Mainstream Specialist Resourced Provision: Issues Report**

#### **1. Purpose and Reasons**

- 1.1. The purpose of this report is to alert members of Schools' Forum to budget pressures reported by some schools that host specialist resourced mainstream provision (SRP) and to propose the establishment of a SRP Funding Review Task Group charged with reporting back to Forum on the:
- Extent and nature of any budget pressures across all SRPs.
  - Best options available to ensure that all SRPs have a secure financial and sustainable basis for the future.

#### **2. Recommendations**

- 2.1. School's Forum is recommended to:
- Note and comment on the issues raised in the report.
  - Advise on the terms of reference and membership of the SRP Funding Review Task Group that is proposed.
  - Nominate representatives from the Forum to the SRP Funding Review Task Group.

#### **3. SRP Funding**

- 3.1. Under the DfE school funding reform programme high need specialist settings such as the SRPs attract £10,000 of funding per planned place plus an element of funding determined by the LA (the top up value) which, together with the place funding, should provide sufficient funding to meet the costs of education for each pupil within the provision.
- 3.2. In July 2013 the LA established a High Needs Task and Finish Group (HNTFG), made up of representatives from Special Schools, SRPs and Alternative Provision (AP) settings to consult on the planning and implementation of a revised funding formula for high need pupils. The group met 3 times to consider various proposals in relation to High Needs formula funding designed to move towards a unified sys-

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Further information on the subject of this report can be obtained from Ian Burbidge on 01793 464384 or [iburbidge@swindon.gov.uk](mailto:iburbidge@swindon.gov.uk)

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tem of banded top up funding. The Group's recommendations were contained within the report presented to Schools' Forum on 20<sup>th</sup> January.

3.3. The January 2015 report recommended a number of key changes aimed at harmonising the funding formula for SRPs and Special Schools:

- Equalise all band values
  - Increasing MLD and SPLD Band Values
  - Reducing BESD band values (and introduce an SEMH supplement to compensate)
- Increase band 3 from 50% to 60% of Band 1
- Introduce a supplement for pupils with social emotional and mental health need (SEMH) to effectively replace 95% of the current levels of BESD top up funding as follows;
  - High (Band 1) supplement                      £4,275
  - Medium (Band 2) supplement                £3,040
  - Low (Band 3) supplement                    £1,900
- Introduce 3 levels of Therapy Funding based on the number of 1½ hour sessions attended by students in each year as follows;
  - High:                                                38 Sessions
  - Medium:                                            6 Sessions
  - Low:                                                 2 Sessions
- The LA was asked to develop a model which broadly provided sufficient funding to meet the NHS subsidised costs charged by the SBC Therapy Providers

3.4. Implementing these proposals required a marginal reduction in Band values to maintain expenditure within the HNB at 2014-15 levels. While some settings gained and others lost funding, that the impact of changes did not initially appear to affect any setting enough to trigger the Minimum Funding Guarantee (MFG). However, a net increase of 23 in the number of places that the LA would need to commission in 2015-16 resulted in an additional cost pressure of £649,000. The HNB for 2015-16 agreed by Schools' Forum represents an overall increase of £682,686 from 2014-15, including a total MFG cost of £37,762.

3.5. The minimum funding guarantee has been triggered for 7 SRPs in 2015-16:

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Redoaks HISL	£1,286
Ridgeway HI	£590
Ridgeway ASD	£8,018
Ruskin Jnr ASD	£5,973
Robert Le Kyng PD	£898
Westlea PD	£6,466
Commonweal PD	£872

## **4. Issues**

- 4.1. A number of schools that host a SRP have reported concerns that their funding for 2015-16 is insufficient to make the same level of provision as in previous years. The LA's understanding of the current position is based primarily on reports from those schools that have raised a concern. Host academies are not obliged to share their financial returns with the LA. To date the financial pressures appear to be greatest for schools hosting SRP provision for pupils with a physical impairment (PI) and pupils whose needs are on the Autistic Spectrum (ASD).

### **SRPs for children with a physical impairment**

- 4.2. Robert Le Kyng has reported a shortfall of approximately £25,000 in its SRP funding during 2014-15. This is projected to rise to around £35,000 in 2015-16. Discussions between the school, Education Commissioner and then Head of Finance (Education and Innovation) confirmed that the school makes appropriate use of its budget allocation and failed to identify any immediate savings. The head teacher and governors do not feel able, or that they should be expected, to carry its projected budget deficit throughout 2015-16 and beyond.
- 4.3. The other PI SRP host schools, Westlea Primary School and The Commonweal School have not approached the LA directly with concerns over their funding. However all 3 PI SRPs are in receipt of MFG funding while:
- Westlea currently projects a budget deficit of £21,277 in 2015-16 and £89,355 in 2016-17
  - The Commonweal estimates a budget shortfall of approximately £85,000.
- 4.4. Discussion with the 3 schools suggests that funding allocated through the current funding formula may not meet the full cost of existing provision. Further, there appears to be limited scope for each to secure the level of savings they require

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acting alone. Work with the senior colleagues from the 3 schools, SRPs and the Head of the PI Advisory Service considered a number of potential options, including:

- Sharing resources across the 3 SRPs.
- Extending the offer/number of roll to accommodate a small number of pupils whose needs are primarily in the area of cognition and learning
- Strengthening the current outreach support service by developing the role of the SRPs
- Further review of the banding allocated to individual pupils
- Introducing an additional supplement to reflect the particularly high adult staffing ratio needed to meet pupils' support requirements.

## Shared Resources

4.5. The large majority of SRP costs<sup>1</sup> are tied to staffing - 89-90%. Of the remainder, 7% is committed to supplies and services and the remaining 3% to premises. This being the case, staffing is the only area with the potential to release substantial savings across the 3 SRPs.

Potential benefit	Issues/risks
Save the cost of 1 leadership post across 2 or 3 provisions – approximately £50,000	Heads could see little scope for establishing a shared leadership arrangement. They highlighted significant demands made on their heads of SRP under current arrangements. They were concerned about the potential impact of an overall reduction of capacity across the SRPs, in terms of the quality of SRP provision and, potentially, increased demand on the school head.
Save the cost of 2 TAs across 2 or 3 provisions – approximately £40,000	Heads felt that the demands on staff were such that they could see little potential to reduce capacity by requiring them to work across 2 or 3 SRPs.

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<sup>1</sup> Based upon returns submitted by Robert Le Kyng and Westlea

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## Extending the offer/number on roll at the SRPs

4.6. There are a small number of pupils, currently receiving or being considered for other provision, who could also benefit from placement in a PI SRP. This group includes:

- Pupils being considered for placement at primary SRPs with which the LA is currently consulting on more pupils than there are places available. While these pupils may not have physical impairment as their principal need, the LA is advised that some at least could be well suited to the kind of support available at Robert Le Kyng and Westlea schools;
- Pupils with physical impairment as their principal needs who attend mainstream provision supported by a (relatively expensive) bespoke package of support.

Potential benefit	Issues/risks
LA able to offer SRP placement for some of the pupils that would otherwise be without a SRP place; Approximately £20,000 per additional place offered (max 2 places per SRP)	The net benefit to a SRP is dependent upon the extent to which it can meet the needs of additional pupils from within existing resources;  A potential impact on the specialism offered by the SRP;  Parents may not accept a PI SRP as a suitable alternative.
Approximately £20,000 per additional place offered (max 2 places per SRP)	Parents of pupils currently in receipt of bespoke packages may be unwilling to accept SRP placement.

## Strengthening the current outreach support service by developing the role of the SRPs

4.7. The PI SRPs already offer a limited service to mainstream schools, e.g. by hosting visits. There could be some potential to formalise this as an opportunity to generate some additional income.

Potential benefit	Issues/risks
Potential income equivalent of 0.1 FTE teacher and 0.1 FTE TA; Any additional income would be outside of the HNB funding formula	Any outreach work would need to be commissioned by the LA or traded at cost;

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and have limited impact beyond the SRPs	Heads felt that the demands on staff were such that they could see little potential to extend their role.
Additional revenue through charging for visits	Schools may not be willing to pay for what was previously a goodwill offer

## Further review of the banding allocated to individual pupils;

- 4.8. A recent moderation exercise did not result in any significant changes or uplift at any of the 3 SRPs. This suggests that there is little if any scope to increase funding in this way.

## Introduce an additional supplement to reflect the particularly high adult staffing ratio needed to meet pupils' physical care/support requirements.

- 4.9. Heads argued strongly that the distinct needs of pupils within the SRPs are such as to justify an additional supplement in the same way as those provided for, e.g. BSL signing (£16,750), ASC (£6,000 for SRPs) and SEMH (£1,900 - £2,275)

Potential benefit	Issues/risks
Potentially significant additional income – depending upon the needs of individual pupils	Any additional supplement would have to be funded from within the (cash limited) HNB formula – this will have a knock-on effect on other specialist provision, e.g. through a further reduction of band values.

## SRPs for children with needs on the autistic spectrum

- 4.10. Two of the 4 ASD SRPs are in receipt of MFG funding for 2015-16 – The Ridgeway School and Ruskin Junior School. While some concerns about funding were expressed at a recent meeting with the three secondary host schools, Lydiard Academy is the only school to make formal representations.
- 4.11. Lydiard Academy has expressed concerns that the funding they receive does not cover the cost of delivering the level and quality of provision set out in their contract with the LA. Meetings between LA officers and the Head and School Business Manager at Lydiard highlighted a number of differences between the LA's funding assumptions and those of the school. These relate to:

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- 4.12. The contribution that the school assumes the SRP budget should make to the mainstream school budget
- 4.13. The level of Speech and Language Therapy provision that the school needs to purchase to meet the needs of their pupils
- 4.14. The level of expenditure that is reasonable to incur in securing an appropriate range of extra-curricular activities for SRP pupils.

## **5. SRP Funding Review Task Group**

- 5.1. The LA is concerned that a number of SRPs are reporting significant budget pressures. It wishes to work with partners to:
- 5.2. Strengthen understanding of the extent and nature of any budget pressures across all SRPs;
- 5.3. Establish and develop the best options available to ensure that all SRPs have a secure financial and sustainable basis for the future.
- 5.4. The LA proposes to establish a SRP Funding Review Task Group to undertake the work and to report back to Schools Forum at its October meeting. Any implications for further revision to the high needs funding formula will then be brought forward in January for Forum to consider prior to implementation from April 2016.
- 5.5. Suggested terms of reference and membership for the SRP Funding Review Task Group are presented as appendix I for Forum's consideration and approval.

## **6. Implications, Diversity Impact Assessment and Risk Management**

### **Financial and Procurement Implications**

- 6.1. As this is essentially a financial report, the implications are explained throughout the document. Schools are protected by the Minimum Funding Guarantee which for 2015/16 prevents annual losses of more than 1.5% per pupil before taking account of any Pupil Premium funding unless exemptions are secured via DfE. While it is important to recognise that no setting is financially protected against reduced pupils or student numbers, the LA is concerned to ensure that it commissions SRPs on a financially sound and secure basis.

### **Legal and Human Rights Implications**

- 6.2. There are no direct legal and human rights implications arising from this report.



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## All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 6.3. The way in which the high needs block is distributed has implications for all schools, particularly those that might be detrimentally affected by current arrangements.

## Links to One Swindon, Strategic Objectives, Plans and Policies

- 6.4. Utilisation of the High Needs Block has a direct link to the Council's priority to "Make the best use of Swindon's resources inside and outside the Council".

## Diversity Impact Assessment

- 6.5. The high needs funding formula is designed to ensure that funding is used as effectively as possible to meet the needs of and improve outcomes for some of the most vulnerable learners in Swindon.

## Risk Management

- 6.6. The key risk that this report is designed to mitigate is that some important specialist provision for children with SEN could become financially unviable, potentially leading to some host schools deciding to withdraw from the programme. However, it is also important to mitigate the risk that budget pressures within the high result in wider pressures within the schools and early years funding blocks.

## **7. Background Papers**

- 7.1. 2015/16 High Needs Budgets (Report to Schools' Forum, 20<sup>th</sup> January 2015).

## **8. List of Appendices**

- Appendix 1 – suggested terms of reference and membership of the SRP Funding Review Task Group

# **2015-16 Dedicated Schools Grant Budget and Forward Look to 2016-17**

**Schools Forum**

**Date: 7<sup>th</sup> July 2015**

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## **Appendix 1**

### **Terms of Reference**

1. To strengthen understanding of the extent and nature of any budget pressures across all SRPs and propose options to ensure that all SRPs have a financially secure and sustainable future.
2. To consult with all SRPs to:
  - Ascertain how many are experiencing budget pressures of a scale likely to compromise the financial security of the SRP and/or host mainstream school or their ability to continue to deliver high quality specialist provision.
  - Understand the causes behind any budget pressures that are identified and the associated short, medium and long term risks to High Needs Block and DSG.
  - Identify options available to enable SRPs with significant budget pressures to secure the savings needed to ensure their long-term financial future.
3. To review the operation of the high needs block funding formula and consider any changes that might be needed to ensure that available funding is distributed in a fair and transparent way to meet the needs of vulnerable learners in Swindon.
4. To report back to Schools' Forum to inform the budget setting process for 2016/17.

### **Suggested Membership**

Head of Education, SBC (Chair)

Head of Finance (Education and Innovation), SBC

Strategic Commissioner SEND, SBC

Nominees from Schools' Forum (early years, primary, secondary phase representative)

Heads of schools hosting a SRP for pupils with a physical impairment (primary, secondary)

Head of schools hosting a SRP for pupils with needs on the Autistic Spectrum (primary, secondary)

Head of schools hosting a SRP for pupils with complex learning difficulties (primary, secondary)

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