



Wirral Schools Forum

Date:	Tuesday, 3 July 2012
Time:	6.00 pm
Venue:	Council Chamber, Wallasey Town Hall

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AGENDA

1. **MINUTES OF THE PREVIOUS MEETING (Pages 1 - 4)**
2. **MATTERS ARISING**
3. **WELFARE BENEFITS CHANGES AND IMPLICATIONS (Pages 5 - 8)**
4. **HOSPITAL SCHOOL PRESENTATION**
5. **CONSULTATION PAPERS - CHANGES TO THE LOCAL FUNDING FORMULA AND FUNDING HIGH NEEDS PUPILS (Pages 9 - 32)**
6. **PLACES IN SPECIALIST PROVISION (Pages 33 - 36)**
7. **GILBROOK BASE AND OUTREACH (Pages 37 - 48)**
8. **WASP UPDATE (Pages 49 - 50)**
9. **SCHOOLS BUDGET OUTTURN 2011-12 (Pages 51 - 54)**
10. **SCHOOL BALANCES AS AT 31ST MARCH 2012 (Pages 55 - 56)**
11. **SCHOOL REDUNDANCIES UPDATE**
12. **FINAL DSG CALCULATION AND CENTRAL LIMIT**

(To be Circulated separately)

- 13. FORUM MEMBERSHIP (Pages 57 - 58)**
- 14. BEST PRACTICE REVIEW OF THE ROLE OF SCHOOLS' FORUMS
- EXECUTIVE SUMMARY (Pages 59 - 62)**
- 15. DRAFT SCHOOLS FORUM REGULATIONS (Pages 63 - 72)**
- 16. WORK PLAN (Pages 73 - 74)**

WIRRAL SCHOOLS FORUM

28th March 2012

Minutes

Present

R. Longster (Chair)

Schools Group

I Cubbin	C Mann
S Dainty	S Peach
K Frost	C Penn
J Gordon	J Weise
M Kophamel	

Non-Schools Group

J Kenny	B McGregor
J Bevan (Substitute for N Reilly)	

In Attendance

P Ashcroft	M Lightburn
S Ashley	M Parkinson
S Blevins	A Roberts
	C Warburton

Apologies

D Armstrong	D Kitchin
Cllr S Clarke	S McNamara
E Cogan	J Owens
B Cummings	M Potter
S Davies	N Reilly
P Dixon	S Wall
L Ireland	G Zsapka

1. Apologies

Apologies were received as recorded above.

2. Minutes from Previous Meeting

The minutes of the meeting were accepted as a true record.

3. Matters Arising

There were no matters arising.

4. Outcome of Special School Agreements and Surplus Places

Paul Ashcroft outlined the process for managing surplus places in special schools. 4 schools submitted proposals for the use of surplus funding. The Panel agreed to support proposal from Orrets Meadow to convert surplus places to support children without statements for 12 months. The Foxfield and Lyndale plans were declined so their funding

would reduce by 5 places using the trigger mechanism. There would be no change at Hayfield as the census data did not show a downward trend. The projected savings are £156,000

Paul Ashcroft confirmed that the process will be repeated from January 2013.

Resolved:

- (i) That the pilot scheme to convert surplus places at Orrets Meadow into places for non-statemented children with severe literacy difficulties will continue for the academic year September 2012 to August 2013.
- (ii) That budget for places at Foxfield School will reduce from 138 to 133 from September 2012 to April 2013 using trigger funding arrangements.
- (iii) That budget for places at the Lyndale School will reduce from 45 to 40 from September 2012 to April 2013 using trigger funding arrangements.
- (iv) That the total savings of £156,000 will be used to:-
 - a. Fund eight places at Clare Mount Specialist Sports College for young people with Social and communication difficulties.
 - b. Use the balance to fund additional demand for places in over-subscribed special schools and the cost of primary provision in Wirral Hospital School.
- (v) That the process will be evaluated with stakeholders and final policy produced for adoption before the end of the financial year.

5. SEN Action Plan

Paul Ashcroft outlined the ongoing commitments and developments for special educational needs and vulnerable pupils detailed in the tables. Paul Ashcroft and Mark Parkinson confirmed they would look into the Gilbrook Inclusion base which is no longer accepting children.

Resolved:

That Forum noted the use made of funds to develop SEN and Behaviour Support in the Schools Budget

6. Analysis from Consultation on School Funding Reform

Andrew Roberts summarised some of the responses from the DfEs funding formula consultation in October. There did not seem to be a significant consensus view to support the proposals.

Since the forum papers were produced a new consultation paper from the DfE, called "School Funding Reform: next steps towards a fairer system" has been issued. This paper identifies how local funding formulas will be simplified from 2013-14 financial year, as LAs work towards a national formula.

The main areas for change and consultation are

- (i) The MFG will remain at -1.5 for the financial years 13-14 and 14-15.
- (ii) Less formula elements
- (iii) The distribution of former grants will be included with the formula elements

- (iv) Education Funding Agency(EFA) will have a regulatory overview
- (v) High needs pupils will be funded on a Place plus basis.
- (vi) Early years funding formula to be simpler and child led.

A working group will be set up with the following members:-

Jane Gordon
John Weiss
Steve Dainty
Ken Frost
Steve Peach

Members from the previous working party will also be invited to a meeting in May.

Resolved:

That forum noted the report

7. Funding Formula

Carolyn Warburton provided information on the current Wirral formula to inform any future discussions about formula changes. The first two tables identified the amount allocated to each element and percentage of the total budget for both mainstream and special schools. The unit values for each element were stated in the other tables.

The new consultation paper above identifies the following elements that may be changed or removed from the Wirral formula in April 2013:-

Admissions
Meals(FSM)
Deprivation - IMD to change to ADACI
Band schools
SEN prior attainment

Resolved:

That Forum noted the report

8. Academy Update

Andrew Roberts updated members on the current position regarding academies, funding transfers and charging proposals. There are currently 10 secondary academies on Wirral. Provision has been made within the schools budget to transfer ISB and Central budget to the EFA. The DfE have published the new LACSEG rates for the 2012-13 academic year. Recoupment and a top slice in respect of LA Services will continue in 2012-13. The appendix attached identifies services provided by the LA to academies and proposals for charging.

Resolved:

That Forum noted the report

9. Harmonisation Update

Sue Blevins informed Forum that Harmonisation has been implemented. HR are now working on issues relating to additional leave, payback hours, time owed, protected pay and leavers claims. Full time caretakers have challenged the extra hour from 37 to 36 hours. This will have an additional cost. JE scores and Statements of Particulars will be sent out and the appeals process will be completed with the union by the end of the summer term. The cost so far is £4.7m, but these costs may increase through queries and appeals.

10. Traded Services Update

Steve Dainty outlined the minutes of their previous meeting and some concerns about the membership of the group, as there is no representation from Secondary or Special schools. Steve Peach agreed to approach WASH for secondary representation. Ground maintenance is remaining in-house and the service will continue to be offered to schools.

11. School Finance Regulations 2012 – Summary of Changes

Sue Ashley highlighted the main changes of the regulations for 2012

Resolved:

That the Forum noted the report

12. Scheme for Financing Schools - Update

The Scheme for Financing Schools is currently being consulted with schools, however, some directed scheme revisions have been received from the DfE. Sue Ashley highlighted the revisions as follows:-

- The removal of Best Value and FMSiS
- Removal of the General Teaching Council
- Inclusion of Efficiency and Value for Money
- Inclusion of Schools Financial Value Standard
- Inclusion of the responsibility for Redundancy and Early Retirement Costs

Resolved:

The forum agreed the changes for consultation with schools.

13. Workplan Update

The workplan for the Forum was provided in the meeting papers. The Forum noted the areas of work for future meetings

14. Date of Next Meeting

Tuesday 3rd July 2012

Tuesday 25th September 2012

WIRRAL BOROUGH COUNCIL

REPORT TO THE SCHOOLS FORUM

ACTING CHIEF FINANCE OFFICER

EDUCATION WELFARE BENEFITS UPDATE AND THE FUTURE

4 JULY 2012

THE PRESENT SYSTEM

1. Housing Benefits Section took over the direct administration of Free School Meals (FSM) in April 2011. A major exercise was undertaken to data cleanse and link records for Housing/Council Tax Benefit with Education Welfare awards on the existing HB/CTB software system. This combined system enabled data matches to be carried out to identify those parents who had qualifying benefits and school aged children, but had not claimed free school meals.
2. Customer services staff and Housing Benefit staff are trained to maximise claims for free school meals and to look for opportunities to help and assist claimants receive their full entitlements. Telephone applications were introduced in August 2011 to simplify the process and make it more accessible.
3. All of our processing officers were registered with the online national entitlement checking service (ECS) which is populated with data supplied by Her Majesty's Revenues and Customs (HMRC) and The Department for Work and Pensions (DWP). This enables timely and accurate checking of free school meals entitlement to be carried out and enables regular full caseload audits to be done, ensuring only those entitled continue to receive the award.
4. Letters were developed to invite and encourage applications; these addressed the reasons why parents/carers can be reluctant to apply for free school meals and also explained that some school funding is based on the volume of free school meals awards per school. The explanations were designed to break down pre conceptions and dismiss stigmas that still remain about the way free school meals are handled on a daily basis within schools. It also encouraged those parents who prefer to send packed lunches with their children to also apply, to secure the additional funding for their child's particular school.
5. Additional activities to promote take up and understanding of free school meal awards include; HB managers attending school financial briefing meetings; website information being regularly updated; application form updated, press releases to encourage take up, introduction of e-mail applications and contacts with schools and parents, secure electronic despatch of daily updates and summary lists to schools.
6. The overall free school meals take up activity culminated prior to the January 2012 Census in the HB visitor service carrying out a pro active exercise to visit all existing potentially qualifying claimants, who had failed to respond to telephone calls and letters. HB visitors are experienced officers trained to encourage and explain about benefit maximisation. The exercise was carried out within existing resources and had no additional cost to the Authority. This resulted in an additional 147 awards from "hard to reach families". The visiting work has continued and all families who would initially not engage via letter/telephone have now been seen and appropriate awards made.

7. The overall take up task was very resource intensive; each claim and family has been checked and the appropriate action taken. The data has been retained so we can ensure we don't revisit when there is no requirement. The majority of reasons for applications not being made are older children who have left school. Here there are also a small number of home educated children and some who are educated out of the area. Those who adamantly refused to apply were in the minority.
8. The amount of pupils receiving free school meals stands generally at about 9600, representing 20% of all pupils, from approximately 5600 households. There is a weekly movement of 100 - 200 pupils who become ineligible/eligible as their parents or carers have changes in their income. These changes are reported daily to schools and it is important that schools do take the notified changes on board and adjust their own records.
9. Some families experience more changes in their income than others; these are often the parents/carers who find short term employment, resulting in repeated awards and then subsequent cancellation of free school meals. This is one area that schools find arduous when records are constantly requiring updating. This is the nature of a means tested welfare benefit within a depressed economy.
10. Whilst some schools have embraced the electronic delivery of reports there are a small number of individual schools who five months later are still struggling with the change in the way they are notified of new and cancelled awards. Help and support is available from dedicated officers within the Finance Department and contact details have been made widely available.
11. It is also pertinent to say that there is a discernable difference in the way individual schools notify the Benefits team when they have mid-term pupil changes. The intensity of activity as a census date approaches could be minimised if every school promptly advised their own pupil changes. There is future planned activity to allow direct access for Benefits officers to the CYPD software system that records weekly changes, but until this is made live all changes need to be reported by each individual school.
12. Take up activity and periodic bulk checking continues in the ways already mentioned to maintain a valid caseload.
13. The next activity currently being planned is the exercise to move relevant pupils in years 2 and 6 to their new schools in readiness for the 2012/13 academic year. This is currently a manual exercise and is aided by data supplied by the CYPD Admissions team. The close working relationship has developed with relevant teams within CYPD and the Finance Department; this has assisted greatly in the accuracy and timely administration of free school meals.
14. The pupil movements for older children present different challenges and again the planning is currently underway to make sure those pupils who return to sixth form are re-awarded their free school meal. This is more problematical as the data is not centrally available from the Admissions team until October each year and the changes rely on parents notifying the Director of Finance which school their child is to attend from September. Again this exercise is resource intensive. Any assistance schools can give in raising awareness about the importance of this information being submitted promptly would help greatly

THE FUTURE OF FREE SCHOOL MEALS WITHIN WELFARE REFORM

15. The government's massive Welfare Reform programme becomes effective from 1 April 2013, although changes prior to that to current schemes have been laying the groundwork for the significant impacts that are to be faced.
16. From April the Council Tax Benefit is abolished and replaced by a locally set and administered scheme "Council Tax Rebate" which will protect pensioners and the vulnerable at the level they receive now but overall the government will reduce funding by 10%, over £3.1m in Wirral, nor cover any ongoing increase in take up which for Wirral is 2% per annum. Councils can make up the shortfall from other budgets or will have to reduce the level of award of this low income support to the working age that in Wirral only makes up 40% of the 43,000 caseload.
17. Community Care Grant and Crisis Loan awards are also abolished and move to a locally defined and administered scheme from next April called Local Welfare Assistance.
18. Both of these major schemes have to be publicly consulted on and be in place by early 2013 to be operative from April, the lack of clear direction and details from the government along with IT timescales development issues make the timetable challenging in the extreme for all local authorities.
19. The largest and most significant element of Welfare Reform is Universal Credit which will see Housing Benefit combined in its single payment for working age claimants. Universal Credit is a combination of several of the 30+ working age benefits. It will be paid monthly in arrear and in nearly all circumstances to the claimant who will be expected to manage its budget as a way of preparing for handling a salary as it moves back into work and will largely engage by digital channels with limited support for Call Centre and face to face contact. The latter of which the authority may retain some support role in. The transfer of new cases will begin in Wirral in October 2013 although in some North West pilot authorities it will be start from April. The transfer is set for a four year timetable.
20. The government's most recent view on the future of Education Welfare Benefits was set out in their May response to the Social Security Advisory Committee (SSAC) responses to its consultation on Welfare Reform change.
21. The Coalition Government recognised that free school meal eligibility is important to securing the policy objective of providing a nutritious meal to a defined group of children and that some families struggle to afford school lunches and a school lunch may be the only balanced meal some disadvantaged children get. They recognised that free school meal eligibility is also used as a proxy indicator of deprivation, for example in allocating the Pupil Premium to schools and in school performance tables and other research. The Government wants to ensure that the eligibility criteria under Universal Credit can continue to be used in this way in England.
22. The Government's aim is to ensure that the Eligibility Checking System will continue to check data from the Department for Work and Pensions once Universal Credit has been introduced. The Department for Education will work with local authorities to ensure a seamless transition and to see whether it is possible to make any improvements to the system.

23. The provision of free school meals to all recipients of Universal Credit would almost treble the numbers currently eligible. Although the Government is sympathetic to the arguments for extending eligibility to free school meals, this is viewed as unaffordable in the current economic climate. In England, the Department for Education is, therefore, likely to propose defining eligibility in relation to a fixed income threshold assessed within Universal Credit and will be consulting on new eligibility criteria later this year. The focus of the consultation will be on setting criteria which can be put in place for the change to Universal Credit from October 2013.
24. In relation to the longer term strategy for free school meals it will also seek comments on the longer term strategy. The Department for Education has not decided whether free school meals would be included in any future generic approach to passported benefits. Any model used will need to ensure there is a positive impact on the take up of free school meals and would need to ensure school's could identify children who attract the Pupil Premium.
25. Link to full 200+ page report - www.dwp.gov.uk/docs/ssac-rev-of-pass-bens.pdf

FUNDING PUPILS AND STUDENTS WITH HIGH NEEDS (SEN)

1. Context
2. Future SEN and the Local Context
3. High Needs
4. High Needs Block
5. Inclusion Services from Special Schools
6. Future Funding in Specialist Settings: Place-Plus
7. Transitional Arrangements for 2014-2014: Minimum Funding Guarantee (MFG) for Specialist Provision.
8. Funding Numbers Over Roll in Specialist Provision
9. Reviewing the Number of Places in Specialist Provision
10. Exceptional Needs
11. Place Numbers for Specialist Provision 2013-14
12. Place Plus in Mainstream Schools
13. Notional SEN Budget

1. Context

- 1.1 The Green Paper on special educational needs (SEN) and disability, *Support and aspiration: A new approach to special educational needs and disability* sets out a reform agenda for raising aspirations and improving attainment of pupils and students who require additional specialist, often costly, educational support that is currently usually provided through a statement of special educational needs. The Green Paper signals matters that need to be developed.
- 1.2 A new set of funding arrangements for pupils and students with high needs is proposed to help achieve the aspirations in the Green Paper. The new funding arrangements for SEN are a set of very detailed proposals set out in *School funding reform: Next steps towards a fairer system* that cover funding for all schools.
- 1.3 The funding proposals that are being made are due to come into effect for all schools from April 2013. There are some transitional arrangements for the years 2013-14 that offer some financial protection. They are outlined in section 5.
- 1.4 *School Funding Reform* sets out ten general principles that will underpin the new system. These are:
 1. The funding provided should meet the impartially assessed needs of the child or young person for whom it is provided.
 2. So far as practicable, the preferences of the parents or young person should be followed in placing the child or young person.
 3. The interests of the taxpayer require that funding and resources should be used efficiently and to best effect.
 4. The funding should not be seen as fixed, but subject to review, and may change as the child or young person's assessed needs change.
 5. Where children or young people have social care needs or health needs, appropriate contributions should be made from the budgets for those services.
 6. The commissioning body (usually the local authority) should meet the cost of the educational provision, in order that proper regard is given to financial considerations.

7. The commissioning body should have an open and transparent system for the allocation of high needs resources, which makes use of expert advice and is consistently applied.
8. The commissioning body should monitor the effectiveness of the provision, and that it achieves relevant and appropriate outcomes for the child or young person.
9. Because of the specialist nature and high cost of premises and staffing, funding systems need to provide some protection to institutions in which not all the places are filled. But this does not mean that indefinite protection should be given to unsuccessful institutions.
10. Pupil Premium and equivalent Post-16 disadvantage funding is additional to all other sums allocated.

1.5 The new funding system's approach will be one in which:

- i) **funding is genuinely responsive to individual pupils' and students' needs** in a way balances greater responsiveness of providers' funding to actual pupil or student numbers with a an appropriate degree of funding stability for specialist providers;
- ii) **all providers are funded on an equivalent basis** so that the programme of education for a high needs pupil or student is funded in a comparable way whatever form of institution they attend;
- iii) **education funding for pre-16 and post-16 high needs provision is brought together** so as to support the development of the integrated approach to assessment and planning from birth to 25 proposed in the SEN and disability green paper, as well as ensuring that young people are able to make successful transitions at 16 and to adult life;
- iv) **there is clear information about available provision for high needs pupils and students** in the form of local offer that will set out clearly what providers will be expected to provide to high needs pupils and students.

Q1: We must adopt the principles and approach to guide local policy development. Are there any additional principles or characteristics to add to the approaches outlined above that the LA should also consider adopting?

2. Future SEN and the Local Context

2.1 Wirral has extensive and successful specialist provision. It comprises:

- i) **Special Schools**
Foxfield, Meadowside, Hayfield, Clare Mount, Orrets Meadow, Elleray Park, Lyndale, Kilgarth, Observatory, Stanley, Gilbrook. (11)
- ii) **Resourced Provisions**

These are locally known as Education Inclusion Bases or Units in primary schools. In total there are 17 mainstream schools with Resourced Provision

iii) Alternative Provision (AP):

St Michael's and Riverside Behaviour Bases, Wirral Hospital Schools, and Wirral Alternative Schools Programme (WASP).

- 2.2 The new national funding arrangements will apply to all of this provision. The same principles and approaches are to be adopted to improve clarity and transparency about funding. The same funding model will apply to all of this provision nationally.
- 2.3 Funding arrangements for AP are modelled the same way as the funding arrangements for specialist SEN provision. The only difference will be in the size of the national threshold of funding to Alternative Provision which will set at a lower level than to SEN provision. For SEN provision it will be £10,000 and for AP it will be £8,000.
- 2.3 The language and concepts in SEN are also changing. There will be only one school based category of SEN to replace School Action and School Action Plus. This school based category will cover pupils known as Low Needs-High Incidence. Pupils who needs are not normally met in mainstream provision will be referred to as High Needs/Low Incidence. It is funding for the latter with this consultation is largely concerned and the section headings of High Needs, High Needs Block, and Place-Plus will outline how they relate to funding.
- 2.4 The funding changes will not be neutral. A new system is being developed that provide us all with challenges and opportunities as historic and local arrangements will need to change in line with the principle and approaches set out above.

3. High Needs

- 3.1 There is no precise definition of a high needs pupil or high needs student, but the government means those pupils or students who require provision that would not normally be available in mainstream settings. They have deliberately chosen to define a financial threshold as opposed to an assessment based threshold for defining high need, such as having a statement of special educational needs, since the latter could create perverse incentives if assessment was directly linked to additional funding. High needs are defined as those requiring provision costing around £10,000 or more per year.
- 3.2 Currently, in Wirral this would include all pupils with statements attending special schools, pupils with statements attending mainstream schools, pupils without statements attending primary language bases and Orrets Meadow, pupils who receive additional support in the form of Health Care Plans, Individual Pupil Funding Agreements, and direct support from Hearing and Vision Services. It will also include those pupils and students educated in non-maintained independent and non-maintained independent special schools.

4. High Needs Block

- 4.1 The government intend to bring together all education revenue funding for high needs pupils and students across the SEN, 16+ Learning Difficulties/Disabilities (LDD), and

Alternative Provision (AP) sectors, in the form of a clearly identified notional High Needs Block within the Dedicated Schools Grant (DSG).

- 4.2 This will mean that local authorities will receive an identified amount of funding for high needs pupils and students aged from birth to 25, and for which the LA must commission provision and provide funding for providers. This funding is indicative and not ring fenced.

5. Inclusion Services from Special Schools

- 5.1 Currently, special schools receive some monies that could remain in the High Needs Block so it is important to consult with you about these monies.
- 5.2 All Wirral's special schools, and including the Hospital School, each receive a sum of £33,470, making a total of £ 401,601 for them to promote inclusive activities for the benefit of special school's own pupils into mainstream schools, and inclusive activities for mainstream schools. This money was agreed by the Schools Forum in June 2005. A number of future options are possible about the use of this money.
- i. The money remains in the High Needs Block and special schools inclusion work is reviewed to re-commission successful projects and initiatives from special schools.
 - ii. The money is placed in the high needs block to fund provision for pupils' and students' special needs so that it disappears as a separate budget and is subsumed into the High Needs Block and then distributed for pupil funding.
 - iii. The money becomes available for the LA to commission new activity in priority areas of need such as social communication difficulties, early intervention, for targeted work on groups of pupils who have the lowest needs and the highest probability of being included in mainstream school full-time, etc.

Q 2: What are your views about these alternatives?

6 Future Funding in Specialist Settings: Place-Plus

- 6.1 One of the key planks of high needs funding reform is to move towards a more pupil-led funding system in which there remains an element of place-led funding. Under this Place-Plus system funding, in special schools and other specialist pre-16 SEN settings, such as resourced provision as units and bases, will be determined partly on the number of places, and partly on the number of pupils attending the special school or provision.
- 6.2 Currently, special schools are funded for a number of places and receive a budget based on the number of places whether or not places are filled. In the future all places in all specialist provision will receive a base level of funding at £10,000 per place.
- 6.3 Top-up funding in the new system is not provided on the basis of planned places, but on a per-pupil basis. It is matter for local determination how top-up rates are set and when they are paid, guidance suggests payment could be monthly or termly.

- 6.4 Like many authorities Wirral currently uses a banded framework to generate special schools budgets and guidance suggests that we build on such a framework. There will not be a national framework of top up funding.
- 6.5 Wirral's framework was designed eleven years ago. It was initially based on assessed need but over time it has largely become a financial tool not related to current assessed need except, that is, in the cases of Hayfield and Clare Mount where pupil are admitted on the basis of one of the two funding bands applicable to the school.
- 6.6 Guidance suggests that we review our local funding arrangements and consider a banded approach. Clearly, this will have implications for admissions because pupils needs and proposed funding will be at the centre of dialogue between the commissioner and provider and not historic models of funding and admissions.
- 6.7 The implication of the place-plus approach for specialist provision is that they will experience budget changes depending on the number and needs of pupils attending the provision as this will affect the amount of top-up funding they receive.
- 6.8 Resourced provision is funded from a mixture of a single lump amount and the AWPU for the pupil attending. Funding of Wirral's various resourced provisions is historic. Place-Plus funding will apply to these provisions in the future. In the future they will receive a base budget of £10,000 per place and a top-up that is determined locally.
- 6.9 Table A illustrates what a banding system may be like applied to Wirral's special schools and resourced provision from 2014-15. It is for illustration only. The tables shows the impact of three possible funding bands., Table A(i), funding where all the places are full and Table A (ii) funding based on current pupil numbers. The bands are built around the best fit from current budgets across all specialist provision, with this illustrative example showing only one possible band for each provision. What is clear is that implementing a top-up system based on banding may lead to some redistribution of funding.

Q 3: *What do you think about a banded top-up system and about the rates shown? Would you like to see a small working group from the School Forum tasked with developing a local banding system that applies to special schools and resourced provision and that reports before the end of this calendar year?*

7 Transitional Arrangements for 2013-2014: Minimum Funding Guarantee (MFG) for Specialist Provision

- 7.1 The MFG for special schools and resourced provision applies to the place element of funding and represents the principal protection for these settings, and it will be the agreed number of places funded at £10,000 per planned place with top-up funding coming from each LA that places pupils in the school or setting. This protection is for one year only.
- 7.2 In addition, in the first year the government has set as condition of grant that the level of top-up funding should be such that, were all the high needs pupils in that setting placed

by that LA, the school's total funding for 2013-14 would not be more than 1.5% below the funding that the school received in 2012-13.

- 7.3 The DfE has clarified that this means total budget funding will not be more than 1.5% below the funding received in 2012-13 if all the places were full as the MFG for special provision is attached to the pupil top-up funding rather than the places. This means that a school with empty places in its specialist provision can expect less funding if it does not fill its places.
- 7.4 Table B uses the DfE steps to produce a special school funding with the MFG to provide a budget for special schools and resourced provision using the 2012-13 budget with the January Census pupil count of 2012. This particular budget is constructed using a school specific single top-up as the current banding no longer applies to the majority of special schools.

Q 4: Should Wirral use the MFG to construct budgets for the transitional year?

Q 5: Should Wirral devise any local protection for special schools in addition to the MFG where budgets will reduce as a result budget changes and empty places whilst plans are developed and implemented to reconfigure provision? If so, what could they be and how would they be funded?

8 Funding Number Over Roll in Specialist Provision

- 8.1 Wirral currently has a locally agreed mechanism that gives extra money to special schools that take pupils over their place number. The mechanism is triggered when a school has more than five pupils above its place number.
- 8.2 The DfE propose that it is up to school and commissioner to agree the amount of top-up funding if a school has a significantly higher number of pupils on roll than the number of places for which it is funded.
- 8.3 We think it fair, and in the spirit of the reforms, to use the top-up to fund each pupil over numbers.

Q 6: Do you have any comments on funding excess places?

9. Reviewing the Number of Places in Specialist Provision

- 9.1 The Education Funding Agency (EFA) is proposing a two year reviewing cycle to determine future changes to the number of planned places in special schools and specialist provision. The new reviewing arrangements for LAs to plan places with the EFA regularly produce a reviewing cycle for the number of specialist places needed.
- 9.2 Since the Autumn Term 2010 the LA has been involved with the Schools Forum, governing bodies and headteachers of all Wirral special schools in developing a process of managing surplus places in special schools that involves reducing surplus places or using the money to re-commission the school with surplus places to provide something different.

Q 7: *Should the work developing a reviewing cycle of the number of surplus places be amended to include considerations about excess demand and thus trends in either direction to integrate with the EFA arrangements?*

10 Exceptional Needs

- 10.1 Currently, there is a local agreement that maintained special schools can access a centrally held budget of £480,000 for pupils who have exceptional needs - and/or are at risk of exclusion - and/or may need an out-of-borough place. The budget has been stretched for a number of years. It is proposed to place this money in top-up funding where it can honour existing exceptional needs commitments.
- 10.2 In line with the underpinning principles funding should not be seen as fixed, but subject to review if a pupils' or students needs' change. In the future any change to funding would occur as a result of a review. For instance, using the illustrative banding model a review could mean funding at the higher adjacent band. In the illustrative example of 'low' 'medium' and 'high' needs banding then a review would mean moving to the next banding so a pupil in 'low' moves to 'medium'; a pupil in 'medium' moves to 'high'; and pupils in access 'high plus' that is currently only accessed by non-maintained independent placements.

Q 8: *Do you agree with this suggestion? If not, what are your views about the future use of this budget?*

11 Place Numbers for Specialist Provision 2013-14

- 11.2 As part of authorities' work with the EFA on calculating the baseline for the high needs block we will need to determine the number of places in maintained specials schools and in resourced provision or units in maintained schools for 2013-2014.

- 11.3 Table C shows the number of current places. Any amendments to this must be discussed with the EFA in July 2012.
- 11.4 In keeping with our statutory duty to keep provision constantly under review we are currently in varying stages of discussion and planning with a number of providers about place numbers, therefore we need to consult with you about whether or not to continue with our plans and discuss amendments to the 2013 baseline with EFA shortly.
- i) This means that measures have been put in place for The Lyndale Primary Special School and Foxfield Secondary Special School to have their budgets reduced in September 2012 and the number of their places reduced by five in April 2013.

Q 9: Should we move ahead with the locally planned changes to Lyndale and Foxfield's number of places or not? What are your views?

- ii) The LA had intended to present a paper to the Schools Forum in July 2012 proposing an increase in the number of places at Gilbrook Primary Special School from 50 to 55. This is because the number of pupils on roll has been regularly above this number over recent years and a clear trend in the need for provision has been established.

Q 10: What are your views about the Gilbrook proposal? Should the LA proceed?

- iii) Preliminary discussions have also been undertaken with Rock Ferry Primary School about the future of the base commissioned for pupils with moderate learning difficulties and whether it would like to consider changing its designation to another type of SEN. This is because there is a clear downward trend in the numbers of pupils attending the base.

Q 11: Should the LA propose closure of this provision for the end of the academic year 2013?

- iv) Elleray Park School has been over its place number for the last three years. In the January census for 2012 it had 84 pupils, in 2011 78 and in 2010 76 pupils.

Q 12: Should the LA consider approaching the EFA to increase its place number to 80?

12. Place-Plus in Mainstream Schools

Under a place-plus approach high needs funding will comprise three elements, which can be applied across all provision for high needs pupils and students.

- i) Element 1 or “core education funding, this is the basic unit of per pupil funding - the age weighted pupil unit or AWPU (post 16 this is the national funding per student). The amount is deemed to be around £4,000.
- ii) Element 2 or “additional support funding”. Schools receive funding for additional SEN support in the form of units of resource. The first 5 units are included in the delegated budget. From 2013-14 the sum that schools will be expected to contribute as a national minimum will be £6,000 (Post 16 this is directed through National Formula Funding for Additional Learner Support – ALS).
- iii) The total of Element 1 and 2 therefore is £10,000 and matches the proposed place funding within special schools. Element 3 or “top-up funding” above £10,000 to meet the total cost of provision will be paid by the LA (commissioner).

13. Notional SEN Budget

For pupils with statements and to align Wirral with the nationally suggested figure for element 2 we propose to delegate a further £250,000 so that the additional support schools are deemed to contribute from their delegated budget is £6,000. That means Wirral’s five units of support will be increased in value from £5,665 to £6,000. It will also result in a corresponding reduction in the value of support in excess of £6,000.

Q 13: *Do you agree with increased value of the individually assigned pupil units?*

Q 14: *Are there are any other comments you wish to add?*

Table C. Proposed Places in Specialist Provision for Academic Year 2013-14

Name of Provision	Current Number of Places	Changes for Sep 2013
Special Schools:		
Elleray Park Primary CLD	75	80
Lyndale Primary CLD	45	40
Stanley Primary CLD	90	
Gilbrook Primary BESD	50	55
Hayfield Primary MLD/SCD	120	
Clare Mount Secondary MLD/SCD	189	
Foxfield Secondary CLD	138	133
Kilgarth Secondary BESD	50	
Observatory Secondary BESD	50	
Meadowside Secondary CLD	75	
Orrets Meadow Primary SpLD	66	
Resourced Provision:		
New Brighton Primary L&MLD	22	
Devonshire Park Primary SCD	26	
Rock Ferry Primary MLD	12	0
Fender Primary SCD	16	
Eastway Primary SCD	16	
Woodslee Primary SCD	8	
Priory Primary L	10	
Bidston Primary MLD	24	
Townfield Primary Hearing	12	
University Academy of Birkenhead Secondary SpLD	40	
Woodchurch Secondary SCD	15	
Oldershaw Secondary MLD	20	
Hilbre Secondary MLD/SCD	15	
Bebington Secondary MLD	20	
Wallasey Secondary MLD	25	
Alternative Provision:		
St Michaels Primary Behaviour	8	
Riverside Primary Behaviour	8	
Hospital School Secondary		
Wirral's Alternative Schools Programme Secondary Behaviour		

CLD: Complex Learning Difficulties
MLD: Moderate Learning Difficulties
BESD: Behaviour, Emotional and Social Difficulties
L: Language Difficulties
Behaviour: Risk of Exclusion

Schools Consultation Paper – Changes To The Local Funding Formula

Background

Proposals from the DfE require Local Authorities to make changes and remodel their local funding formula for schools wef 1.4.2013.

These changes are to be made prior to introducing a National Funding Formula in 2015-16.

The aim is to produce a system that is “fairer, simpler and more consistent”. The Schools Forum has formed a working party with Headteacher and Governor Representatives – Elaine Cogan, Steve Peach, Steve Dainty, Andre Baird, Jane Gordon, John Weise, Richard Longster and Ken Frost . The group has examined the proposals being put forward. A number of decisions will need to be taken by the Schools Forum early in the Autumn Term, your views and comments will help in this process.

The formula changes are:

- to simplify and reduce the number of allowable factors that allocate funding to schools (these factors include data on pupil numbers, free school meals and pupil attainment).
- to have a single lump sum payment for primary and secondary schools (set at a level that is below £150,000)
- to remove the grant distribution element within the formula and replace with other allowable elements
- to delegate funding for additional services to schools such as Maternity costs
- to introduce “Place plus” as the basis for funding Special Schools and Bases

Appendix 1 is an overall summary of the DfE’s changes (this paper has been previously circulated).

Remodelling the formula will change the current distribution of funding between schools. There will be some schools that gain compared to the current formula and others that will lose. In addition, the impact of further delegation may either exacerbate or moderate the impact of changes. **However please remember that the Minimum Funding Guarantee will continue to be the safeguard against excessive turbulence over the next few years.**

The consensus of discussions with the Schools Forum working party is that the LA should, as far as is practicable, seek to minimise the financial impact on schools from these changes. The effect of this approach will require changes to the formula that limit potential “gains” as well as “losses”. If this is not possible then it is likely that a cap will need to be placed on gains in order that the formula is affordable.

Question 1. Schools are asked whether they wish to endorse this approach.

The details of the suggested changes are set out in the paragraphs below. Schools are invited to comment on the overall approach taken and on the details provided. Following previous consultations the government now intends to proceed with its programme for change, therefore the areas of flexibility available to authorities to implement are very limited.

1. Simplify the Local Funding Formula

Wirral does not have an overly complex School Funding Formula. The factors that are currently used to fund schools are shown in Appendix 2 together with details of their replacement

Question 2. Do you agree with the proposals for:

- Admissions
- School meals
- SEN
- Deprivation replacing the use of the Index of Multiple Deprivation (IMD) with The Income Deprivation Affecting Children Index (IDACI) as required by the DfE and maintaining the use of Free School Meals (not Ever 6).

IDACI is being used by the DfE as the only national index of deprivation that is focussed on children. An IDACI score is a measure of probability (from a score of 0 to 1), that a child will be living in deprivation. It allows a measure in addition to FSM, whereby funding can be distributed to children who might not be eligible or might not take up FSM's.

Where this measure is used within the formula we will be required to use a banding structure, with a fixed number of bands. No funding will be allocated to an IDACI score of below 0.2. This is a move away from the previous IMD allocations where all children attracted a score and would receive some funding. The use of this measure is illustrated in Appendix 3, the funding for children with a score of less than 0.2 has been transferred into pupil entitlement. Authorities do not have to use IDACI and could choose to use FSM only.

Question 3. Do you have any comments on the use of IDACI data for Deprivation funding, or the transfer into pupil funding?

2. Lump Sums

Lump sums are used within the formula to direct additional funding towards small schools. This is an important element in rural areas but less so in Wirral.

The amounts used in Wirral's formula are:

- Primary £77,876
- Secondary £142,273

Historically the level set for Primary Schools represents the salary of a headteacher of a small school, together with an additional sum to represent other costs. Generally the need for a lump sum to support small secondary schools is not recognised nationally or locally.

The lump sum proposed is equal to the level currently used in Primary Schools. In this model there is no 6th form abatement and the additional resources released by reducing secondary lump sums would be redistributed over secondary pupil numbers and is illustrated in Appendix 4.

Alternatively a higher lump sum could be chosen. This would benefit smaller secondary schools but would be a significant change in primary schools, potentially moving relatively large amounts of funding away from pupil numbers (each £10,000 increase would cost in the region of £0.9m and would reduce the general pupil funding by about 2%). A lump sum set at the mid point between primary and secondary is illustrated in Appendix 4a.

Lump sums in respect of SEN would not continue, although there are proposals to continue a small grants lump sum.

Questions

4. What is your view on the use of lump sums within the funding formula?
5. Do you agree with the use of the primary Lump Sum or do you favour a higher or lower amount?
6. Do you agree with the reallocation of lump sum funds (and the basis of reallocation over pupil numbers) within Secondary Schools?

3. Grants

This is a large element within the formula £30m (16%) and is made up of a number of areas that were previously funded by separate grants (mainly Standards Fund). These include amounts representing allocations for School Standards Grant, School Development Grant and Specialist Schools. All have been built up over time from lump sums, bandings, pupil numbers (including 6th form), Free School Meals and separate grant applications and are therefore difficult to model within the new formula. For example, the allocations for the largest grant, SDG, varies from under £100 per pupil to nearly £900 per pupil.

The proposals from the DfE will require all grants within the formula to be distributed using the simplified funding formula. Whilst existing primary / secondary ratios can be maintained, it will not be possible to distribute or replicate the existing allocations. This area will have the biggest impact on proposals for the formula and for school funding generally. However because the grant distribution is currently within the formula the MFG will apply and this will help to reduce turbulence.

The amounts currently allocated for your school are shown in Appendix 5 compared with a proposed distribution.

The proposed distribution tries as far as is possible to mirror the current main funding formula and maintain the primary/secondary totals.

Question 7. Do you have any comments on the approach taken or the resulting allocations?

4. Additional Delegation to schools.

LA's are required to delegate the funding for additional services to schools. This will match amounts within the Schools Budget that have been allocated to academies.

The services are:

- Advanced Skills Teachers. AST's help to raise the standard of teaching and pupil achievement in their own and "outreach" schools
- City Learning Centres. The 3 CLC's provide enhanced ICT based learning across the whole curriculum.
- School Library Service. The service makes learning resources available to schools - books, artefacts, posters and DVD's.
- Minority Ethnic Achievement Service. MEAS supports children and young people for whom English is not their first language.
- Special Staff Costs. Teacher maternity, paternity and trade union costs.

- Contingency. A budget for exceptional/unforeseen costs that it would be unreasonable for Governing Bodies to meet and for School Closure costs.
- Behaviour Support. This covers the costs of a small team working with Primary Schools and a number of embedded police in Wirral's Secondary and Special Schools.
- Insurance. The cost of governors' liability at Aided Schools.
- Schools Meals and Milk. The net budget for milk in schools and a residual meals subsidy.
- FSM eligibility. The costs of administering the applications for FSM's.
- Licences and Subscriptions. The cost of copyright and performance rights licences.

The amounts in total, the suggested basis of allocation and indicative amounts to be delegated are shown in Appendix 6.

Appendix 6a - 6d describes services for AST's, CLC's, the School Library Service and MEAS in more detail. These papers ask a number of supplementary questions.

With regard to budgets for Maternity, Contingency, MEAS, School Library, FSM eligibility, Licences and Subscriptions and Behaviour Support your representatives on the Schools Forum can decide that budgets should continue to be held centrally on behalf of all schools in a phase. This applies to Primary and Secondary Schools only, the construction of Special school funding prevents this approach, however special schools may still agree to pool funding.

The basis for these decisions would be to give economies of scale or the ability to pool risk.

Question 8. Do you have any comment on the elements used to delegate additional services to schools?

Question 9. Can you indicate how you might advise your Schools Forum representative with regard to retention of central budgets?

Question 10. Can you indicate if you would pool funding?

5. Overall Impact

There are many adjustments described above to the level of funding your school will receive. Appendix 7 summarises the overall changes and shows the interaction with the MFG. It is important that in your consideration of these matters you take into account the provisional nature of the budgets shown. Whilst they indicate the impact of changes, until final decisions are taken (for example on pupil funding) and October Census figures are available, the exact changes will not be known.

Question 11 – do you have any additional comments to make?

Please complete by 20th July and return to:

Andrew Roberts
Interim Head of Branch
Planning and Resources
Children and Young People's Department
Hamilton Buildings
Conway Street,
Birkenhead.
Wirral
CH41 4FD

Wirral Minority Ethnic Achievement Service (MEAS)

The English as an Additional Language Service is provided centrally at a cost of £286,400. This enables the MEAS Service to provide support for a wide variety of needs in schools. The service provides flexible support, builds capacity in schools and runs a central training programme.

Since September 2011 MEAS :-

- has worked with 99 different Wirral Schools
- 64 schools have sent staff on central training
- MEAs TAs have trained support staff in 55 schools

Feedback on MEAS training and support is very positive. In 2011-12 97% of people attending MEAS training sessions thought they were Good or Better. 100% of school staff supported by MEAS agreed that this support had a positive impact on their work with EAL pupils.

The Wirral Minority Ethnic Achievement Service Offer

Key elements of the Wirral MEAS offer include:

1. Assessment of newly arrived pupils who are learning English as an Additional Language (EAL).
2. Advice and support for schools and settings on meeting the needs of EAL/BME pupils provided by a team of expert staff, including Consultants and TAs who can train and support school staff and bilingual staff working with children and families.
3. EAL Primary and Secondary support networks for school staff.
4. EAL, BME, Race and cultural awareness training provided centrally by specialist staff.
5. Bespoke support for schools: whole school CPD, staff meetings, facilitating and supporting multi cultural activities eg Tales in tents events.
6. Resources to support EAL learners.
7. Support for EAL HUB schools, to share good practice, provide advice for other schools and contribute to training programmes.
8. Services provided by MEAS in partnership: Collaboration with a range of partners to run cultural events to engage different communities, training and supporting bilingual volunteers.

These are currently provided by entitlement to all maintained schools and are charged to Academies.

Questions - What is your view about the best way to provide future support for EAL?

12. A central support service is continued.
13. Schools purchase a central service through EQ.
14. Schools purchase their own services .

Schools Library Service

The Schools' Library Service offers support for education in schools by:

Making available good quality learning resources across the curriculum for Foundation Stage and Key Stages 1, 2 and 3. These resources are delivered to and collected from schools by courier, and include artefacts (historical ,multicultural and scientific), books (fiction ,non fiction poetry plays), posters , fine art prints, CDs, DVDs and Whiteboard Active material.

Encouraging wider reading for study and enjoyment by the provision of a well-selected range of fiction, non fiction, poetry, plays and picture books.

Also by working closely with the young peoples department of the Public Library Service to provide special promotional events such as the author visits organised as part of the Wirral Paper Back of the Year competition.

Providing guidance and practical help in the organization, development and use of school libraries and information resources. This includes pre- and post-Ofsted assessments, training for pupils in information literacy and training for staff and volunteers involved in running school libraries including advice on automated library management systems.

SLS provides a service to all LEA primary, primary special and secondary special schools. Funding was delegated to secondary schools some years ago. This consultation is seeking the views of primary schools

The service is estimated to cost £202,100 in 2012-13.

By using Wirral SLS Schools can

- Save time and money
- Respond quickly to curriculum demands
- Develop pupils' information literacy
- Develop a love of reading for pleasure
- Improve the quality of school resources
- Have access to over 160,000 items available at SLS
- Have access to special artefact collections eg multicultural collections
- Gain access to specialist advice and training

Spring term 2012

SLS provided resources on request to 86 primary schools, 7 special schools and 4 secondary schools.

28,395 items were issued for this term.

Question - What is your view about the best way to provide the SLS in the future?

15. A central service is continued and funded centrally
16. Schools purchase a central service separately
17. Schools purchase their own services

Advanced Skills Teachers

Advanced Skills Teachers (ASTs) were introduced by the government in 1998 to help schools attract and retain excellent classroom teachers and to increase staff motivation, raise pupils' achievement levels and broaden the skills and knowledge base of schools. ASTs are required to undertake a range of additional duties, over and above their own teaching and other responsibilities, to help raise the quality of teaching and the standards of attainment in their own school and in other 'outreach' schools. ASTs are paid on a separate spine which mirrors the first 18 points of the Leadership spine. Around 20% (an average of one day per week) of their time should be given to 'outreach' work and a payment for supply costs has been included in the funding to schools.

ASTs are teachers who, as a result of external assessment, have been recognised for the high quality of their classroom practice. This was managed by CEA and is now run by Babcocks. The first Wirral ASTs were appointed following "Creative Partnerships" involvement in Wirral schools.

For the additional payment and increased non-contact time AST's are given, they are expected to share their experience and expertise with other staff within their own school and from others including Primary Schools. Among the activities they would be expected to undertake during their non-contact time are the following: producing high quality teaching resources; disseminating materials relating to best practice and research; providing model lessons to whole classes or targeted groups, with staff observing; supporting subject leaders on matters of curriculum or management; observing lessons and offering advice on planning, teaching and assessment; assisting teachers experiencing difficulties; participating as coaches/mentors eg for NQTs; supporting professional development.

The following activities illustrate some outreach undertaken by ASTs during this academic year:

- "Momentum" project which involves 6 secondary and 8 primary schools. The outcome will be a performance at the Floral Pavilion
- Subject Leader Network meetings for secondary subject departments involving HODs and subject teachers
- Cross curricular activities focussing on Olympics 2012, mostly for primary schools.
- "Arts in the Park"
- Holocaust Memorial Day and International Links Projects
- Support for schools to achieve "Artsmark"
- Representation at Exam Board meetings
- Support for secondary GCSE science requirements
- Support for primary mathematics, science and DT

During the spring term 2012, as well as Subject Leader Networks, ASTs worked in 11 Secondary, 10 Primary and 1 Special school.

Current Position

From 1st September there will be 10.5 secondary based ASTs and 2 primary based ASTs. The schools that have ASTs are:

SCHOOL	No Of ASTs	Funding Allocated 2012/13
Bebington High Sports College	1.5	£27,000
Pensby High School for Girls	1	£18,000
South Wirral High School	5	£78,900
West Kirby Grammar School	2	£32,400
Town Lane Infant School	1	£10,500
Hoylake Holy Trinity	-	No costs this year as the AST is fulfilling other duties.
4 ASTs are leaving on 31.08.12		£27,500 (5/12 costs)
The Local Authority coordinates the ASTs and their professional development		£10,000.

Funding Arrangements

There is a Central Schools Budget of £317,300 for 2012/13.

The Government's paper "School Funding Reform Next Steps Toward A Fairer System" makes it clear that a top slicing arrangement for AST funding will not be possible in the future. Therefore the arrangements for funding a possible future service will have to be revised.

There are three possible alternatives:

1. Delegate the funding to schools and include the AST service in the EQ Standard Package for secondary schools and/or primary schools and special schools.
2. Delegate the funding to schools and provide an AST service as an Additional Service. (This would be administratively very difficult and therefore costly.)
3. Delegate all the AST funding and not provide a service.

Questions

15. Do you wish to retain the services of Advanced Skills Teachers for Wirral schools?
16. Would you be prepared to use some delegated funding to buy back via EQ?
17. If the answer to 1 is yes would schools want EQ to manage a restructuring exercise to ensure curriculum coverage?
(Results would be consulted on prior to any action, no new ASTs would be appointed without an external assessment process.)
18. If the answer to 1 is yes please rank the following preferences for AST support.
 - Subject Leader Networks
 - Co-coaching to improve classroom practice including planning, teaching and assessment at all Key Stages
 - Supporting Senior Leadership Teams in identifying vulnerable and underachieving groups for targeted support
 - Organising and leading major events across the Authority, eg Holocaust day, Arts in the Park, Momentum
19. If the answer to 1 is no what transition arrangements need to be put in place and how should this be phased in?

Wirral City Learning Centres

The three City Learning Centres (CLC's) were established ten years ago to provide enhanced ICT based learning across the whole curriculum for pupils and teachers and to provide access to education for the wider community. There are 3 CLCs:

Discovery based at Ridgeway High School
 The Learning Lighthouse based at Wallasey School
 West Wirral Works based at Hilbre High School

This funding consultation document contains a brief overview. A supplementary document was sent to all Headteachers and Clerks to Governors providing details of how the CLCs have developed and how they can provide your school with a wealth of expertise, opportunity and equipment. Before you return your Funding consultation please read, at least, the first page of the supplementary document.

The CLCs provide the following services:

- Wirral CLCs support the latest pedagogical thinking
- The services provide learning opportunities and equipment that are outside most schools budgets
- The services provide centrally available expertise
- Provision is made for teachers and students to try technology prior to purchase for their schools
- Wirral schools benefit from a wide range of imaginative, cross curricular workshops & specialist project support
- Users of Wirral CLCs benefit from extended schools support
- Centres for Continuing Professional Development (CPD) - learning from experience
- Enable innovation and research & development

These services are provided in a variety of ways. Teachers and classes visit the centres and engage in learning organised and led by CLC staff. Teachers and classes also visit and use the facilities without the support of CLC staff. The CLC staff provide outreach work for staff and pupils. Staff training and advice is provided both at school or at the CLC. Schools can borrow individual or class sets of equipment, preventing expensive items being purchased and underutilised by schools. Pupils can also send their designs to the CLCs and have their product remotely manufactured.

Questions to consider:

General questions:

- Is the development of skills in using a wide range of cutting edge technologies important to the young people of Wirral?
- Is the development of skills in using a wide range of cutting edge technologies important to the young people of your school?

School Development/Improvement planning

- Are the services provided by CLCs taken into consideration when school development/improvement plans are written?
- Are the services provided by CLCs taken into consideration when subject or curriculum area development/improvement plans are written?
- Secondary schools – do you know what experience your pupils have from using the CLCs at their primary schools?

If the CLCs remain open:

- If you feel you currently do not make effective use of the services, how do you plan to do so in the future?

If the CLCs close:

- Do you have the expertise and infrastructure to collaborate with other schools to provide opportunities for the pupils in your community to use and develop skills in using equipment of the same quality?
- How will you as a school keep up with cutting edge technological development and maintain the experience and development of skills in using these technologies if the CLCs close, especially under the current financial pressures?

Three recommendations are required from the School Forum and your opinion is being sought on these –

Recommendation 1 relates to the funds continuing to be held centrally as a combined budget. This means that the Schools Forum can decide to ask the Local Authority to hold and manage these funds centrally and to continue the services provided. Please indicate your opinion on the form at the end of this document. If this is the recommendation of the Schools Forum, then Recommendations 2 and 3 do not need to be considered.

Recommendation 2 relates to the mechanism by which the CLCs funds are delegated to schools

Model 1 – delegation based on current usage and pupil numbers

Current usage is shown in the table below:

Primary schools – 59.7%
 Secondary schools – 37.9%
 Special Schools – 2.4%

Based on the pupil numbers the £814,700 less PFI costs paid from the Schools Budget of £73,400 would be delegated as follows:

School	Total Share of £	Number of pupils in sector	Per pupil value
Primary	59.7% = £42,556	24,000	£18.44
Secondary	37.9% = £280,952	22,000	£12.77
Special	2.4% = £17,791	980	£18.15

Model 2 – delegation based on pupil numbers only

School	Total Share of £	Number of pupils in sector	Per pupil value
Primary	£378,720	24,000	£15.78
Secondary	£347,160	22,000	£15.78
Special	£17,791	980	£15.78

Recommendation 3 relates to the continued service provided by CLCs if budgets are delegated

Option 1 - CLC funding is delegated to all schools and **Schools agree to contribute all of the delegated funds to continue the services provided** for between 1 and 3 years. Schools would be responsible for planning their programmes and for making bookings. Wirral schools would get first preference for the use of the CLCs. However, if the capacity allowed, schools from other areas or other users could use the facilities, provided all appropriate checks and safeguards were in place and a fair costing model was implemented.

Option 2 – Full Traded Service - CLC funding is delegated to all schools and the school chooses to use the funding delegated for CLCs to buy back services as part of a traded services arrangement.

The CLCs will develop a Traded Services arrangement for schools to access the services provided.

Any funds contributed by schools to a traded service would be held and managed by the CLCs. A Service Level Agreement (SLA) is created and schools choose whether to buy this service or not.

School costs would be directly linked to the actual usage a school makes of the CLC. For this to apply each service provided by the CLC would be costed and schools would plan the services they require annually or over a longer period, preferably on a 3 year contract. Dependent on the services required, bespoke packages could be arranged for schools. This is a similar model to the current way that the EQ traded service is organised. For the financial year 2013-2014 and beyond schools would be required to indicate their level of commitment by 1 January.

Wirral schools would get first preference for the purchase of the service. However, if the capacity allowed schools from other areas or other users could use the CLCs, provided all appropriate checks and safeguards were in place and a fair costing model was implemented.

If option 2 is chosen and the funding response will clearly not generate enough funds to sustain the 3 City Learning Centres then closing some or all CLCs may result.

In the first instance all equipment and staff from the CLC(s) closing would be transferred to an open CLC(s). A restructuring of the service would then be undertaken to identify appropriate levels of staffing based on the potential funding.

The arrangement for usage would be the same as other Service Level Agreements – if a school does not purchase the SLA, they either do not get access to the service or will be required to pay at a premium level if capacity allows.

If the capacity allowed, schools from other areas or other users could purchase the traded service or use the CLCs at a premium rate, provided all appropriate checks and safeguards were in place and a fair costing model was implemented.

Option 3 – The school chooses not to use any of their delegated funds for CLCs.

The CLCs will close due to insufficient funding. The PFI costs would continue to be met by Wirral Council for the appropriate buildings.

<p>Question 20 Should the funds for City Learning Centres be used as a combined budget for CLCs and be held and managed centrally by the Local Authority?</p>	<p>Yes / No</p>
<p>Question 21 Model for delegation of funds if combined budget not chosen</p>	<p>Please indicate the preference for your school with a 'Y'</p>
<p><u>Model 1</u> – Model 1 – delegation based on current usage and pupil numbers</p>	
<p><u>Model 2</u> – delegation based on pupil numbers only</p>	
<p>Question 22 Options if combined budget is not chosen</p>	<p>Please indicate the preference for your school with a 'Y'</p>
<p><u>Option 1</u> – The school agrees to contribute all of the funding delegated for CLCs to maintain the CLC service.</p>	
<p><u>Option 2</u> – The school will choose to use the funding delegated for CLCs to buy back services as part of a traded services arrangement.</p>	
<p><u>Option 3</u> – The school will not contribute any of the funding delegated for CLCs to maintain any level of CLC service.</p>	

PLACES IN SPECIALIST PROVISION

EXECUTIVE SUMMARY

1. This report outlines the processes and progress in managing places in specialist SEN provision. Specialist SEN provision means special schools, of which there are eleven, or resourced provision, often called units or bases, which are part of mainstream schools and academies. A list of this provision is available in Table A.
2. Currently, we have been implementing local processes to manage places. In the future, starting in April 2013, when new national funding arrangements begin, we will have to negotiate our place numbers in specialist SEN provision on a two yearly cycle with the Education Funding Agency (EFA). For budget setting for April 2013 the EFA will be using our current place numbers unless we discuss changes with them in July 2012.
3. This paper describes the proposals for places changes on which we are currently consulting schools and hope to negotiate with the EFA.

Background

4. In keeping with our statutory duty to keep provision constantly under review we are currently in varying stages of discussion and planning with a number of providers about place numbers. This report summarises them. Table A provides a list of current specialist provision, the number of places currently commissioned and proposed changes.
 - 4.1 We have put measures in place for The Lyndale Primary Special School and Foxfield Secondary Special School to have their budgets reduced in September 2012 and the number of their places reduced by five in April 2013 through a reverse trigger mechanism.
 - 4.2 We are proposing an increase in the number of places at Gilbrook Primary Special School from 50 to 55. This is because the number of pupils on roll has been regularly above this number over recent years and a clear trend in the need for provision has been established. The school has received monies, part - year, from the closure of Brookdale Inclusion Base in August 2011. It is proposed that the full year allocation remains with Gilbrook and the number of places is increased to 55 from April 2012.

Gilbrook School also provides, with Forum agreement, an Outreach Service to all primary schools. The first full year report of that service is attached to this report.

The school has also provided education for pupils on the first day of a fixed-term exclusion for a number of years costing £40,000. Governors recently decided that the school no longer wished to provide that service under existing arrangements and funding has temporarily ceased. The LA is currently to start discussions about a new agreement with the school to commission exclusion provision for the 6th day of a fixed-term exclusion.
 - 4.3 Preliminary discussions have also been undertaken with Rock Ferry Primary School about the future of the base commissioned for pupils with moderate learning difficulties and whether it would like to consider changing its designation

to another type of SEN. This is because there is a clear downward trend in the numbers of pupils attending the base. The school does not want to change its designation and therefore we propose closing it at the end of the academic year 2013.

- 4.4 Elleray Park School has been over its place number for the last three years. In the January census for 2012 it had 84 pupils, in 2011 78 and in 2010 76 pupils. We propose changing the number of places from 75 to 80.

RECOMMENDATIONS

5. That the Forum note and agree the proposals in the funding consultation about future places in specialist provision:
 - 5.1 reduce the number of places at Foxfield from 138 to 133 from April 2013;
 - 5.2 reduce the number of places at The Lyndale from 45 to 40 from April 2013;
 - 5.3 increase the number of places from Gilbrook from 50 to 55 in September 2012 using the money from the closure of Brookdale base;
 - 5.4 increase the number of places at Elleray park school from 75 to 80 from April 2013;
 - 5.5 close the moderate learning difficulties base at Rock Ferry from April 2013.
6. That the Forum supports the LA moving these proposals forward through Cabinet and with the EFA, unless the outcome of the funding consultation determines otherwise.
7. That Gilbrook School is commissioned to provide education from the 6th day of a fixed-term exclusion from September 2012.

David Armstrong
Acting Director of Children's Services

Table A. Proposed Places in Specialist Provision for Academic Year 2013-14

Name of Provision	Current Number of Places	Increase / Decrease	Changes for April 2013
Special Schools:			
Elleray Park Primary CLD	75	5	80
Lyndale Primary CLD	45	(5)	40
Stanley Primary CLD	90		
Gilbrook Primary BESD	50	5	55
Hayfield Primary MLD/SCD	120		
Clare Mount Secondary MLD/SCD	189		
Foxfield Secondary CLD	138	(5)	133
Kilgarth Secondary BESD	50		
Observatory Secondary BESD	50		
Meadowside Secondary CLD	75		
Orrets Meadow Primary SpLD	66		
Resourced Provision:			
New Brighton Primary L&MLD	22		
Devonshire Park Primary SCD	26		
Rock Ferry Primary MLD	12	(12)	0
Fender Primary SCD	16		
Eastway Primary SCD	16		
Woodslee Primary SCD	8		
Priory Primary L	10		
Bidston Primary MLD	24		
Townfield Primary Hearing	12		
University Academy of Birkenhead Secondary SpLD	40		
Woodchurch Secondary SCD	15		
Oldershaw Secondary MLD	20		
Hilbre Secondary MLD/SCD	15		
Bebington Secondary MLD	20		
Wallasey Secondary MLD	25		
Alternative Provision:			
St Michaels Primary Behaviour	8		
Riverside Primary Behaviour	8		
Hospital School Secondary			
Wirral's Alternative Schools Programme Secondary Behaviour			

CLD: Complex Learning Difficulties
 MLD: Moderate Learning Difficulties
 BESD: Behaviour, Emotional and Social Difficulties
 L: Language Difficulties
 Behaviour: Risk of Exclusion

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Agenda Item 7

Gilbrook Outreach Support – Evaluation Report
April 2011 to April 2012

Gilbrook Outreach Service became available to all Wirral Primary Schools from April 2011, following funding from the DSG contingency, as agreed by the Schools Forum.

A team of teachers and teaching assistants from Gilbrook Primary SEBD Special School are available for consultation, advice, training and support regarding behaviour issues.

Gilbrook Outreach Aims

- To work with colleagues in primary schools to support the management of children with challenging behaviour within their own schools.
- To enable pupils with emotional and behavioural difficulties to be supported within their mainstream schools.

Staffing

Mr Richardson, Headteacher of Gilbrook School, oversees the Outreach Team.

Full time Manager and Teacher (Nicky Hickin – Assistant Headteacher, Gilbrook School)

Full time Teacher (Vicky Leary)

0.2 Teacher from September to December 2011 (Lin Clarke – 0.6 class teacher, Gilbrook School)

3 Full time TAs - May to July 2011

Four TAs (Karen Fewtrell, Lynne McKay, Rachel Beekman and Gemma Woods) were designated Outreach workers and their role at Gilbrook was paired, plus a further unpaired TA (Colin Heyes). At any one time no more than 3 TAs were on outreach placements (one from each pair + Colin).

2 Full time TAs – September to April 2012

Four TAs (Karen Fewtrell, Lynne McKay, Rob Neary and Colin Heyes) are designated Outreach workers and their role at Gilbrook is paired. At any one time no more than 2 TAs are on outreach placements (one from each pair).

Referral pathway

All schools access Gilbrook Outreach by completing the 'Request for Support' Form and faxing or emailing it to Gilbrook School. Forms are available on the Wirral VLE – Primary Behaviour Support – Policy and Procedure, Gilbrook School's VLE or via contacting Gilbrook School directly.

All new requests are discussed at the weekly case meeting held each Monday and delegated to a member of the team to respond.

Gilbrook Outreach is committed to

- focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs.
- Developing approaches that embed co-operative multi-disciplinary working between all agencies.

Core work

Typical work activities include:

- Consulting and advising school staff
- Promoting an understanding of the context and environment which influence a child's well-being
- Observing children in the contexts in which they play and learn
- Assessments/interviews with children to gain understanding as to why the problem behaviours are being exhibited
- Developing and supporting strategies to improve behaviour - providing 'in class' modelling and support when required
- Writing recommendations on action to be taken and contributing professional advice
- Attending meetings involving multi-disciplinary teams, and parents/carers, on how to best meet the social, emotional and behavioural needs of the child.

It is very much the intention that the Outreach Team supports the staff to manage the children however some children are best supported with group or individual programmes delivered by the Outreach Team. These include:

- Circle of Friends
- Friendship Groups
- Anger Management
- Solution Focused 1:1 support
- Seasons for Growth

When a case is closed schools are requested to evaluate the support.

Service Monitoring Data

Gilbrook teaching staff have responded to all requests for support within 2 weeks from the case meeting date and arranged support within a further 3 weeks.

In April 2011 75 cases were open to Gilbrook Outreach with 33 schools – Appendix A. Schools previously purchased support via a Service Level Agreement.

Since April 2011 Gilbrook Outreach has responded to 207 referrals (75 previously open cases and 132 new referrals) from 56 schools.

115 cases have been closed and 92 cases are currently open with 40 schools–Appendix B

The length of time given to each case is variable and dependent on need - ranging from a 1 hour staff meeting to a more involved case requiring long term support. The time spent in schools is recorded – teacher time is recorded in hours however administration time to manage referrals, time spent planning support, writing reports and travelling to and from schools is not recorded – TA time is recorded in days, some days are not available to schools as the TAs are involved in Gilbrook INSET, Outreach Planning and individual training plus occasionally days get cancelled/postponed by the schools at short notice. Since April 2011 Gilbrook Outreach teachers have spent 759.8 hours in schools and the TAs have spent 263 days in schools – Appendix C.

From April to July 2011 the TAs were out on placements, supporting schools, every week - averaging 2.25 over the 12 weeks. Since September 2011 two TAs have been on placements every week. (Taken from workload monitoring document)

Evaluation and Impact

Of the 115 closed cases, 84 evaluation forms have been returned. (Stored in Outreach monitoring file.)

Judgements of effectiveness are based on a rating of 1 – 5; where 1 is not very useful and 5 is very useful. The average rating of the returned forms is **4.6**

Detailed information on closed cases is provided in Appendix D.

Note that schools have reported 24 cases where outreach work has led to the prevention of an exclusion.

Four cases were closed following the child receiving a SEN statement for Gilbrook School.

Further comments from evaluation forms/letters:

- *Thank you for helpful advice; very practical. Ss Peter and Paul RC Primary*
- *Thank you for an excellent service. Overchurch Junior School*
- *Thank you to Nicky and her team for their support. Poulton Lancelyn Primary*
- *Thank you- very impressive support particularly in regard to L....'s future. An excellent experience for both myself and K.... – thanks! Egremont Primary*
- *Karen was absolutely brilliant yesterday – don't know how I would have managed without her! Heygarth Primary*
- *The parents reported they felt lost until their meeting with Mrs. Leary. St Werburgh's RC Primary*
- *Extremely relevant to our current school context – presented in a realistic and helpful way. Millfields Primary.*
- *Good practical suggestions for classroom management strategies. Woodchurch C E Primary*
- *Reassurance that strategies already in place were appropriate. Brookhurst Primary*
- *Ideas for helping R..... were very good – strategies we could use in class. Somerville Primary*
- *Delighted with the support received. Very clear advice and strategies provided. A big thank you to Vicky for sharing lots of resources. Christchurch Primary - Moreton*
- *We are so very grateful for the support we have been given - A simple strategy to put in place in the classroom that worked quickly, parents have also given positive feedback. Woodslee Primary*

The monitoring and evaluation of Gilbrook Outreach Support provides the evidence to support that both aims:

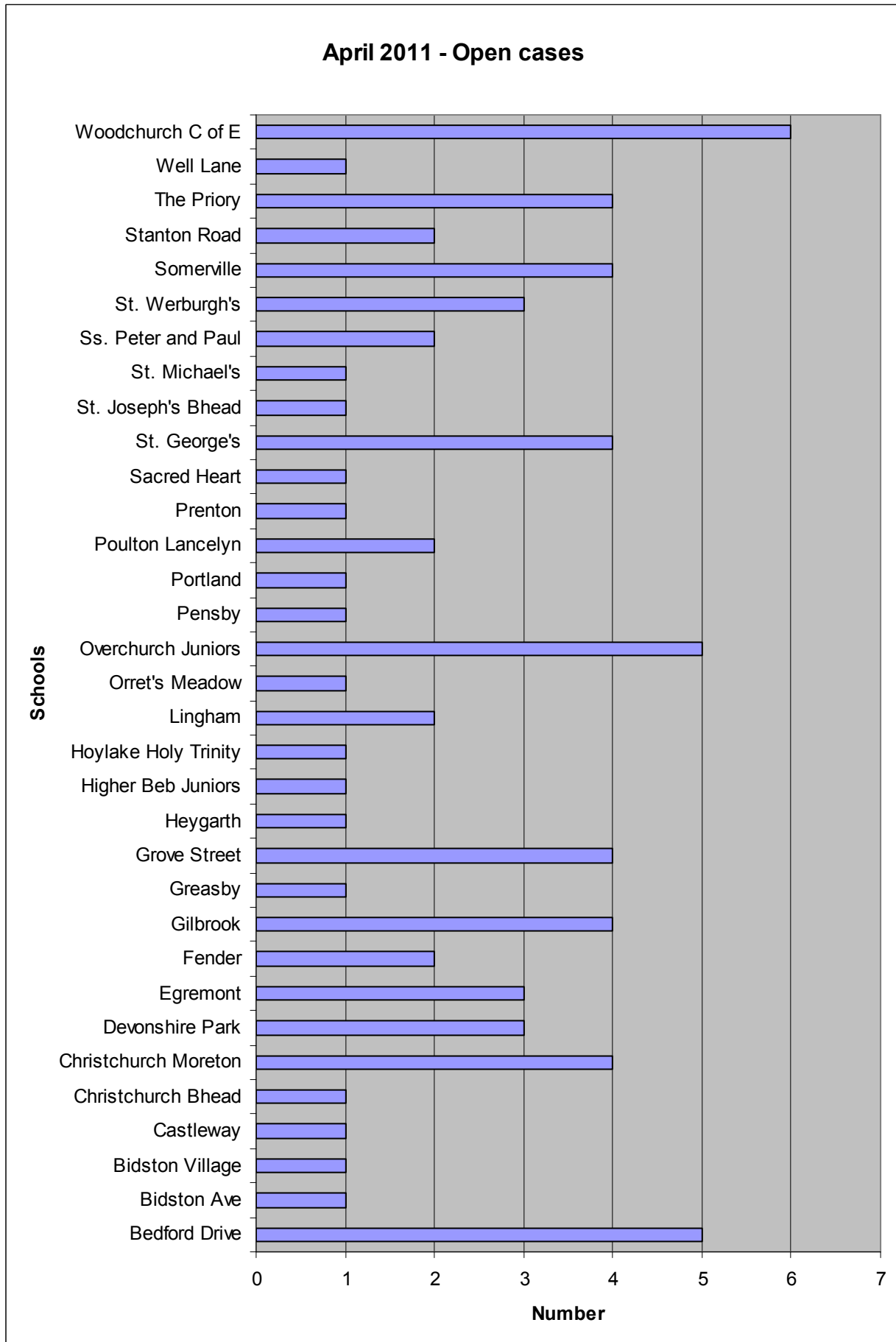
- To work with colleagues in primary schools to support the management of children with challenging behaviour within their own schools.
 - To enable pupils with emotional and behavioural difficulties to be supported within their mainstream schools.
- have been fully met.**

Future

Gilbrook Outreach will continue to respond to all referrals from Wirral Primary Schools. All advice and support will be given following Wirral's SEN Code of Practice, and include liaison with other agencies and other professionals working within the LA.

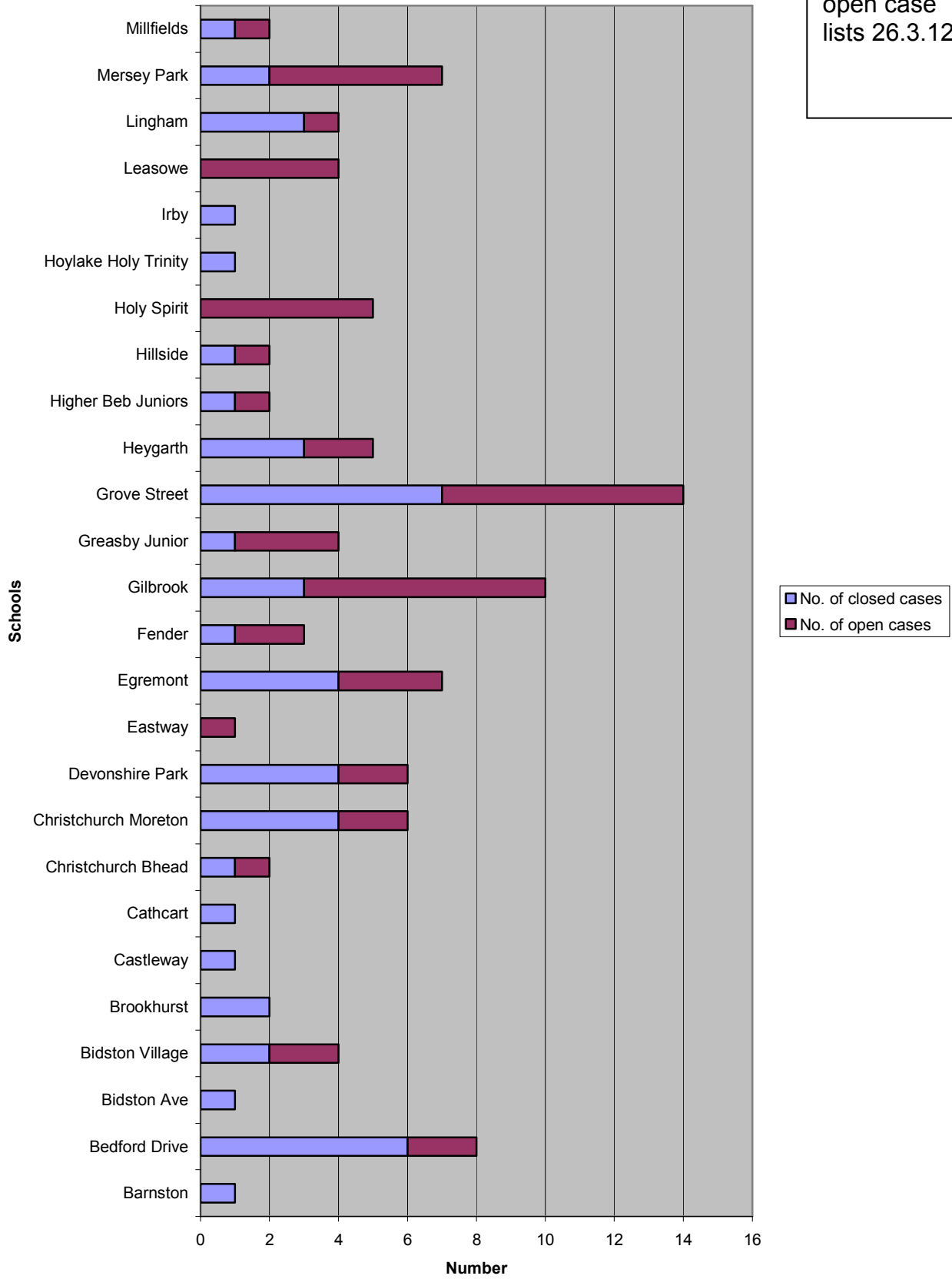
Gilbrook Outreach will continue to monitor the ability of the service to meet the needs of all the primary schools in Wirral. Despite the rise in open cases (April 2011– 75 open case, April 2012 – 92 open cases) the number of teachers on the team are able to respond to the requests for support as reported earlier. However the TAs are now booked out 6 weeks in advance and this will need to be monitored closely.

Gilbrook School is currently working with the LA to develop further behaviour support via a short term base (STAR Base) at Gilbrook School. Gilbrook Outreach will liaise with Gilbrook School and the LA to develop the short term base.



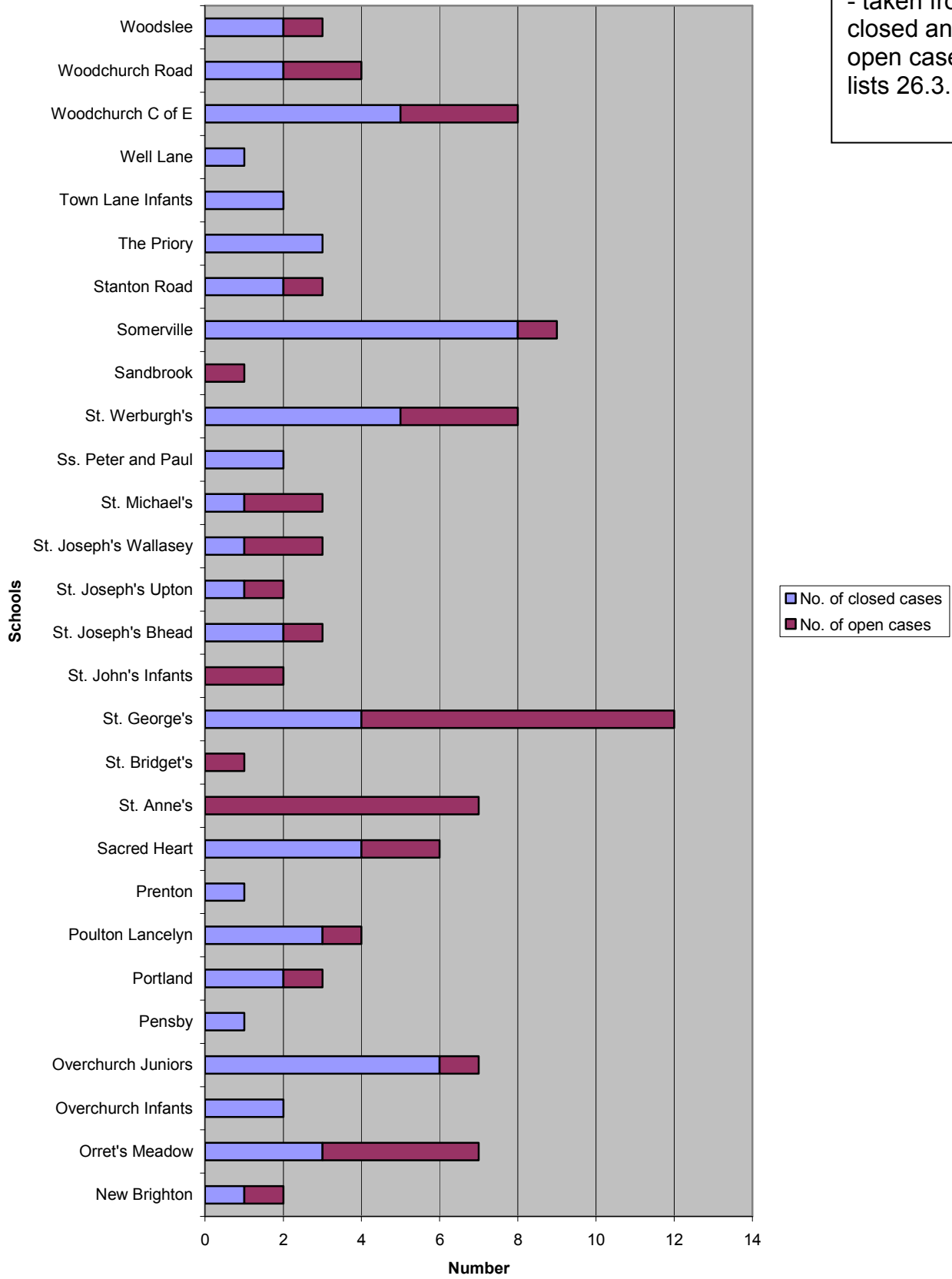
April 2011 - April 2012 (schools A to M)

Appendix B
- taken from
closed and
open case
lists 26.3.12



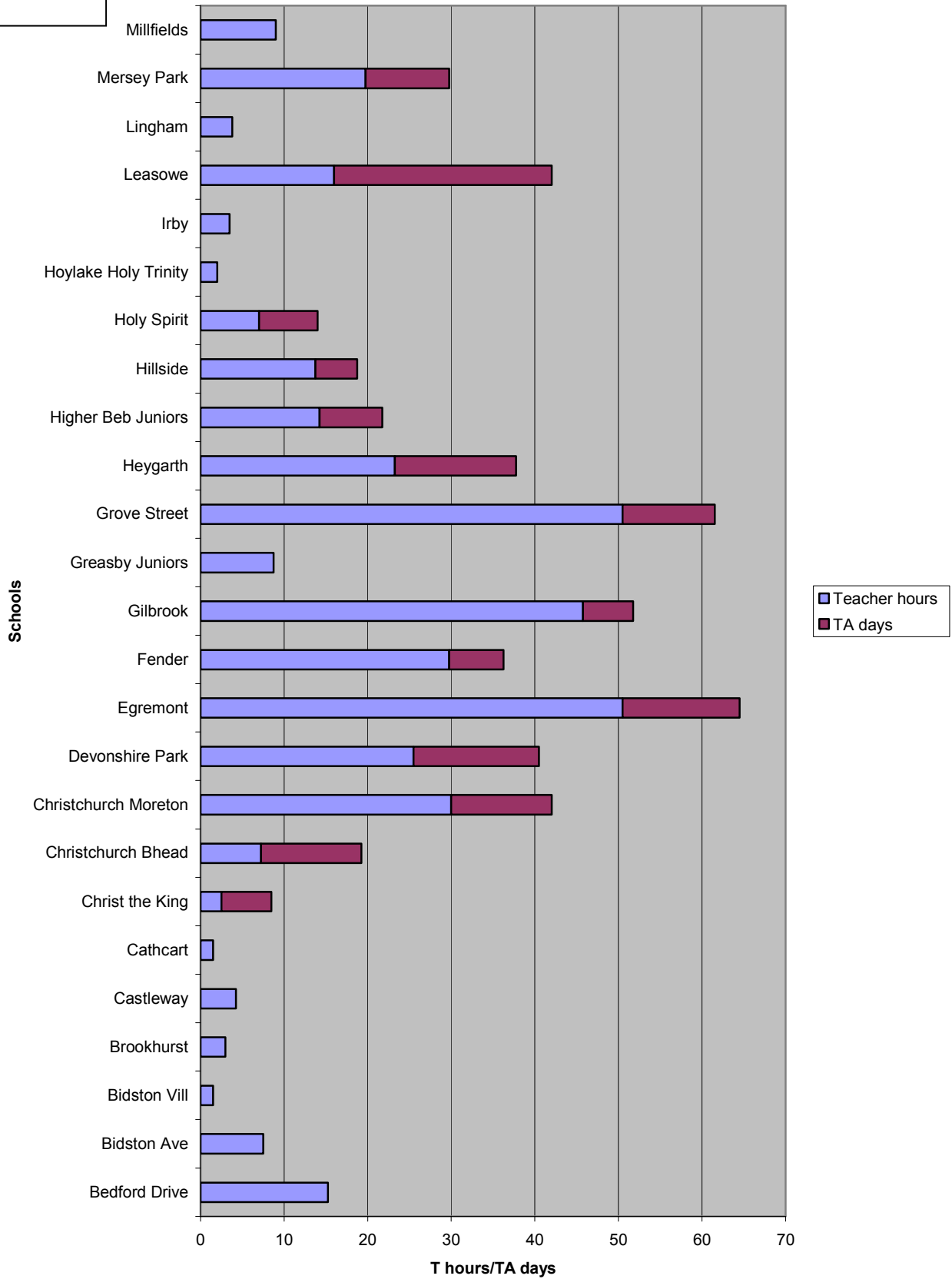
April 2011 - April 2012 (schools N to W)

Appendix B
continued
- taken from
closed and
open case
lists 26.3.12



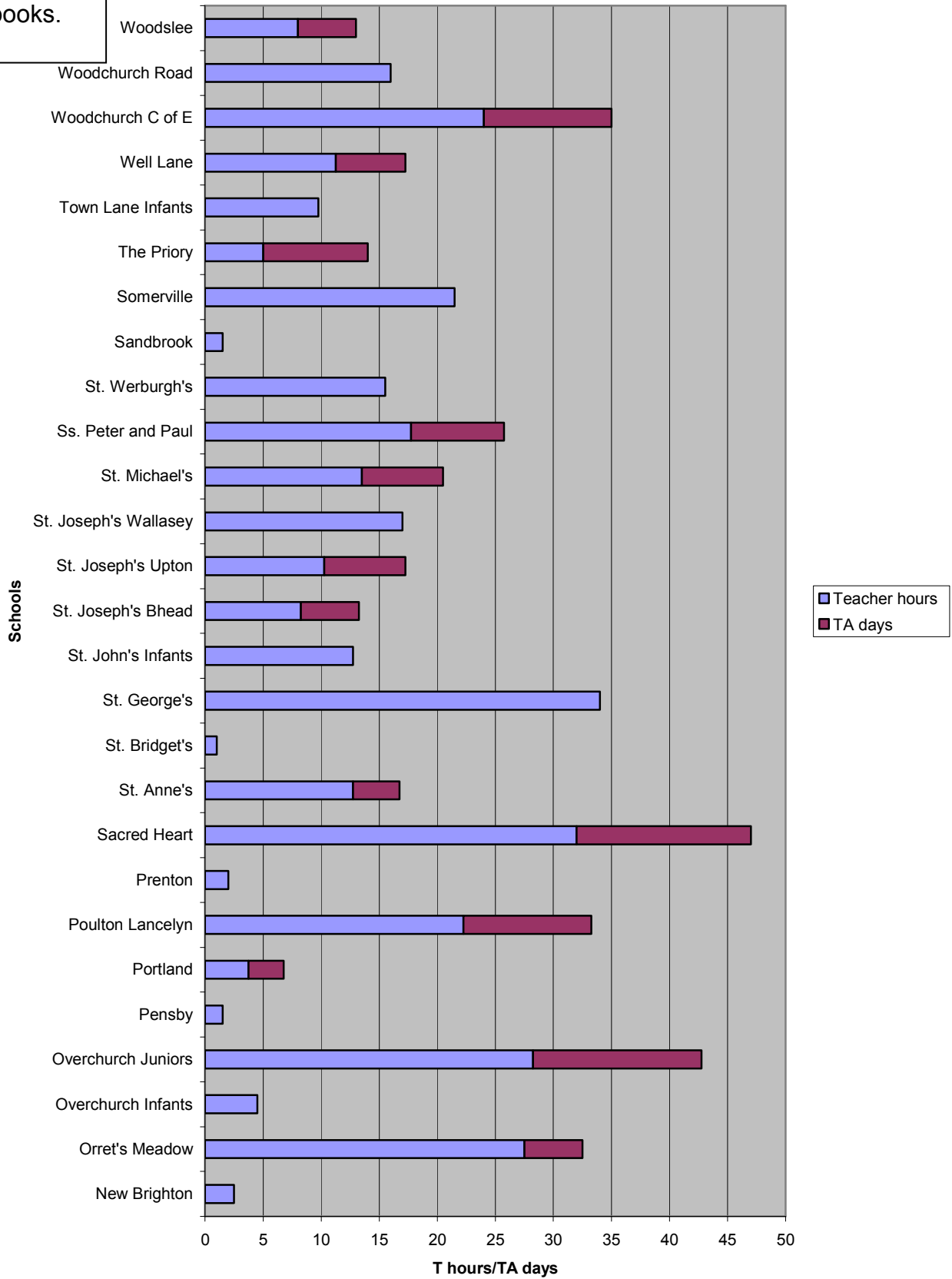
Appendix C –
taken from
school
workbooks.

Time spent in schools April 2011 - 2012 (schools A - M)



Appendix C
continued –
taken from
school
workbooks.

Time spent in schools April 2011 - April 2012 (schools N - W)



Appendix D – Gilbrook Outreach: Closed cases April 2011 – April 2012

School	No. of closed cases	Support provided					Impact of support taken from returned evaluation forms.	Exclusion prevented taken from returned evaluation forms / child moved sch
Barnston	1	Behaviour Strategy						
Bedford Drive	6	Behaviour Strategy					1. Improved behaviour in class and yard 2. Child engaging 4. Prevented further exclusions	1. Exclusion prevented 2. Exclusion Prevented 3. Child moved to Tramere project 4. Exclusion prevented
Bidston Ave	1	Behaviour Strategy	SF				A consistent approach	Exclusion prevented
Bidston Vill	2	Behaviour Strategy					Strategies helped staff to manage situations.	Child started at Gilbrook 9.5.11
Brookhurst	2	Behaviour Strategy					Reassurance that strategies are appropriate and effective	
Castleway	1	Behaviour Strategy						
Cathcart	1	Behaviour Strategy						
Christchurch B'Head	1							
Christchurch Moreton	4	Behaviour Strategy					1. Behaviour improved 2. Understanding has helped to address issues in a supportive way 3. School provided with strategies and understanding to move forward	1. Exclusion prevented 2. Exclusion prevented
Devonshire Park	6	Behaviour Strategy	Colour P	AM			1. Pupil showing more control 2. Higher self esteem and improved behaviour. 3. Child calmer	2. Exclusion prevented
Egremont	4	Behaviour Strategy	AM	Profile			1. Child managing behaviour much better – losing less olden Time. 2. Child involved in less fights. 3. Encouraged parental support.	1. Exclusion prevented 2. Exclusion prevented
Fender	1	Behaviour Strategy						
Gilbrook	3	SF	AM				1. Vast improvement in behaviour 2. Child not as angry and calming quicker	1. Exclusion prevented 2. Exclusion prevented
Greasby	1	Behaviour Strategy						
Grove Street	7	Behaviour Strategy	Peer M	MDA			2 Pupil - Positive feedback from children who were trained . Staff – some success 3. Positive language successful with young children 4. Staff enthused with strategies	1. Failed managed move to St Annes; Nov 11 Moved to Riverside BIB

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School	No. of closed cases	Support provided					Impact of support taken from returned evaluation forms.	Exclusion prevented taken from returned evaluation forms / child moved sch
Heygarth	3	Behaviour Strategy	Colour P	Peer M	Managed move	SF	1. Enabled child to understand his difficulties and use strategies to help. 2. Managed move failed 17.10.11 3. Aided transition 4. The playground is more harmonious and the children enjoy solving their own problems	
Higher Beb Juniors	1	SF	C of F				Helped child to develop strategies	
Hillside	1	Behaviour Strategy						
Hoylake Holy Trinity	1	Behaviour Strategy					Gave encouragement through the day	Child moved school - managed move
Irby	2	Behaviour Strategy					1. Improved relationship with child and teacher	
Lingham	3	Behaviour Strategy					Children accessing the curriculum	1. Child P Ex 12.4.11
Mersey Park	2	Behaviour Strategy	MDA				Children more positive and calmer	
Millfields	1	Behaviour Strategy					Increased confidence of staff and better handling of difficult situations.	Exclusion prevented
New Brighton	1	Behaviour Strategy					Teacher-child relationship more positive	
Orret's Meadow	3	Behaviour Strategy					1. Less disruption 2. Less disruption 3. Child in class more	1. Exclusion prevented 2. Exclusion prevented
Overchurch Infants	2	Behaviour Strategy					Child responded to new strategies - calmer	Exclusion prevented
Overchurch Juniors	6	Behaviour Strategy	Colour P	C of F	Friend G		1. Child's self esteem improved and he has a better relationship with his sister. Staff have a greater understanding of how to support him. 2. Increased pupil confidence 3. Promoting a consistent approach has prevented an exclusion so far. 4. Helped with reading and understanding of difficulties 5. Greater understanding of difficulties and strategies to cope.	1. Possibly prevented exclusion as behaviour was deteriorating before GO involvement. 2. Exclusion prevented
Pensby	1	Behaviour Strategy					Confirmation of correct responses and strategies	
Portland	2	Behaviour Strategy	AM					Started at Gilbrook Sept 2011

School	No. of closed cases	Support provided					Impact of support taken from returned evaluation forms.	Exclusion prevented taken from returned evaluation forms / child moved sch
Poulton Lancelyn	3	Behaviour Strategy	Peer M				1. Child happier 2. Beneficial impact on playground	
Prenton	1	Behaviour Strategy					Greater confidence	Possibly prevented an exclusion
Sacred Heart	4	Behaviour Strategy	AM	C of F			1. Strategies have helped staff manage child appropriately 2. Child dealing with problems	
St. George's	4	Behaviour Strategy	Colour P	SF			1. Child happy and settled in school 2. Child effectively supported 3. Child less anxious, attendance improved.	2. Exclusion prevented
St. Joseph's Bhead	2	Behaviour Strategy	SF	C of F	AM		1. Helped with communication with parents	
St. Michael's	1	Behaviour Strategy						
Ss. Peter and Paul	2	Behaviour Strategy					1. Child's behaviour considerably improved – staff stress levels reduced. 2. Sound advice to staff and parents. Child responding positively to rewards.	1. Exclusion prevented 2. Exclusion prevented
St. Werburgh's	5	Behaviour Strategy	Colour P				1. Supported meeting with parents and child's playground behaviour improved. 2. Huge impact on parent's understanding and strategies for staff. 3. Child calmer in class and on playground	
Somerville	8	Behaviour Strategy	Colour P	SF	C of F		1. Others approach child more and he allows some of them to play. 2. Child coping with anger, staff coping with behaviour 3. Child calmer 4. Child more confident 5. Supported staff with knowledge	
Stanton Road	2	Behaviour Strategy						
The Priory	3	Behaviour Strategy	Colour P				1. Greater awareness of his impact on others 3. Improved concentration and focus on work - reduced incidents	1. Exclusion prevented 2. Started at Gilbrook Sept 2011
Town Lane Inf	2							
Well Lane	1							

School	No. of closed cases	Support provided					Impact of support taken from returned evaluation forms.	Exclusion prevented taken from returned evaluation forms / child moved sch
Woodchurch C of E	5	Behaviour Strategy	Colour P	SF	C of F	AM	1.Increased confidence in coming into school. 2.GO input supported statementing process. 3.Child's output of work and spelling improved. 4.Children now have a clear understanding of how to behave 5. Child's self esteem improved	2. Started at Gilbrook Sept 2011 5. Exclusion prevented
Woodchurch Rd	2							
Woodslee	2	Behaviour Strategy					Improved behaviour and friendships formed	Exclusion prevented

Key

GO = Gilbrook Outreach, SF = Solution Focused 1:1 support, AM = Anger Management, Colour P = Colour Perception Difficulties, C of F = Circle of Friends, Peer M = Peer Mediation training, MDA = Midday Assistant support, Friend G = Friendship Group work.

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM - 3 JULY 2012

REPORT OF THE ACTING DIRECTOR OF CHILDREN'S SERVICES

UPDATE ON WASP DELEGATED BUDGET

EXECUTIVE SUMMARY

As previously reported to the Schools' Forum, from April 2013 the Pupil Referral Unit (WASP) is due to receive a delegated budget. This report updates the Forum on the arrangements being made to prepare for that change.

1. Since the conception of WASP in September 2005 the following financial management systems have been in place:
 - The initial budget is identified by the LA for the financial year.
 - The budget is assigned to capitation plans relevant to the School Development Plan (SDP) by Head Teacher and the LMS representative.
 - Capitation plans are submitted to the Head Teacher by Heads of Department and monies are allocated according to level of priority in the SDP.
 - The resulting WASP Finance Plan is ratified by the WASP Management Committee.
 - Any developments/variations throughout the year are presented to Management Committee as recommendations by the Head Teacher within identified budget lines.
 - WASP operates within the financial requirements of the LA, in particular with regards to procurement procedures, and adheres to the following rules for the following expenditure limits:
 - 0 - £10,000: three verbal quotes
 - £10,000 - £50,000: three written quotes faxed or e-mailed evidencing a genuine attempt to collate quotes
 - £50,000+: WASP goes out to tender and follows LA tendering process
 - WASP also considers the LA list of preferred contractors through scheduled rates for contractors system.
2. Although the change to a delegated budget from April 2013 does not require WASP to set up a governing body, the expectation is that the current Management Committee will be reconfigured to act as a quasi-governing body. This has been now done following the recommendations of the Wirral Governors Support Service. The WASP Management Committee, as of July 2012, will consist of the following members:
 - A representative from the Local Community (this will be the Head Teacher of Calday Grammar School in the first instance).
 - A parent representative (a parent of school aged child - not yet identified).
 - Two LA representatives (Phil Sheridan and Rose Owen).
 - The Head Teacher of WASP (Wendy Fairman).

- Two staff representatives (one teaching and one non-teaching - already identified through staff vote).
 - Three council members representing each of the political parties (already identified).
3. A WASP Finance Committee will be established consisting of three members of the WASP Management Committee. The membership will be identified at the Management Committee meeting in July 2012. Jan Drury will continue to be the LMS representative and will feed back to the Management Committee at regular intervals.
 4. WASP has always had to follow the procedures similar to a governing body so has had a staffing committee, curriculum committee, safeguarding representative and disciplinary panel.
 5. WASP has all the statutory policies in place that a school has to have because it is viewed and inspected as a school by OFSTED. The school policies are reviewed annually and are signed off by members of the Management Committee. Annual presentations are done by key ASP staff to the Committee.
 6. The key difference for WASP once the budget is delegated is that decisions can be taken by the Committee in line with school and national policy, without having to be ratified by the LA or the LA over-riding the Committee's decisions.
 7. Some policies and procedures will remain the responsibility of the LA and these are listed under the new DfE guidance for PRUs 2012 (i.e. publication of equality information and objectives, which comes under public sector equality duty).
 8. At the next Management Committee meeting, the delegation of the budget from April 2013 will be explained and the Committee will be reminded of the interim arrangements for the financial year 2012-13.
 9. The interim arrangements include:
 - No need for WASP to complete HOB1 forms but the budget plan for the year needs to be approved first by the Management Committee and then the Acting Deputy Director.
 - Any significant variations to the budget plan to be discussed with LA representatives and the Acting Deputy Director if necessary.
 - Any expenditure over £5,000 needs to be discussed and approved by the Acting Deputy Director.

RECOMMENDATIONS

1. That the Schools' Forum notes and approves the arrangements made to implement a delegated budget at WASP.

David Armstrong
Acting Director of Children's Services

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 3 JULY 2012

REPORT OF THE ACTING DIRECTOR OF CHILDREN'S SERVICES

SCHOOLS BUDGET OUTTURN 2011-12

EXECUTIVE SUMMARY

This report outlines the year end position for the 2011-12 Schools Budget. At this time the accounts are provisional and are subject to audit. The Forum are asked to note the report.

1. OUTTURN 2011-12

The Schools Budget Outturn is shown in the attached Appendix. There is an overall underspend of £14,026, arising from a small reduction in the cost of the £250 pay award paid to staff earning below £21,000.

There are a number of outturn variations which are briefly described. In addition a number of contributions have been made to reserves. These are summarised below together with an outline of their purpose.

i) Early Years £1,100,000cr

The underspend in Early Years arises partly from final Standards Fund balances which have been used to fund some Early Years Extension costs in the first term and partly from take up of hours and flexibility supplements being less than anticipated.

ii) School Meals £235,000cr

The meals trading position improved during the year, paid meals income has exceeded targets and operating costs have reduced following EVR and an extensive labour review. Maintaining this position in the future will reduce the need for a central subsidy.

iii) SEN £570,000cr

This is a £10m budget covering Statements, SEN Support, Independent Residential Schools and Home Tuition. There is an underspend in the Statements budget that more than offsets the costs of Residential provision. No new commitments were agreed for SEN initiatives or for Exceptional Needs.

iv) Planned Programmed Maintenance £566,000

The Forum agreed to fund school PPM costs of up to £649,000 from the Schools Budget at its meeting of 24th January 2012. The outturn expenditure transferred was £566,000.

v) **Schools Contingency**

The budget in this area of £1,107,400 has been fully committed. Expenditure includes the following:

- Closing Schools £331,000
- Special place trigger £138,000
- Excluded pupil Top-up / Support £43,000
- Salary protection £21,000
- Pupil funding ex Cole Street £222,000
- Gilbrook Base £39,000
- KSI Class Size £22,000
- Pension Costs £29,000
- Rents £18,000
- Rates adjustment £29,000
- Other £21,000
- Balance carried forward in reserves £194,000

vi) **Contribution to Combined Balances**

The expenditure of £1,193,100 is in the following areas:

- Observatory School Transport £58,000
- Discretionary Rate Relief £270,000
- School Improvement £360,000
- Pay Harmonisation £450,000
- LSCB contribution £30,000
- Schools Sports Coordinator £25,000

vii) **Dedicated Schools Grant £23,298,000**

Wirral received a small amount of additional DSG as a result of the final settlement for 2011-12 (£165,000) and this has been transferred to reserves. The adjustment above is in respect of academy budgets £23,075,000 and LACSEG £223,000 and reflects the payment of budget shares directly by the Education Funding Agency.

viii) **DSG Reserves £2,256,000**

There are a number of DSG related balances that are being held as Earmarked Reserves at 31st March. These are:

- The costs of Automatic Meter readers £415,000
The reserve (funded from the 2010-11 Schools budget) will cover the cost of AMR's in schools when they are installed later this year.
- JE and Harmonisation Reserve £1,241,000
The reserve will meet the backdated costs of the final phase of JE and any appeals / settlements. The loan of £2m from the Council has been repaid.

- Schools Contingency £194,000
This is the budget that was unallocated during the year. It is carried forward to meet significant unforeseen costs in excess of the budget provision.
- Advanced Skills Teachers £136,000
The uncommitted balance in 2011-12 has been carried forward to meet potential Summer Term costs.
- City Learning Centres £105,000
This is an uncommitted balance in 2011-12 which will be used to meet potential summer term costs or large equipment failure / replacement costs.
- Unallocated DSG from 2011-12 £165,000
This balance will be included in the Schools Budget for 2013-14.

RECOMMENDATIONS

1. That the Forum note the report.

David Armstrong
Acting Director of Children's Services

Schools Budget and Outturn 2011-12

Appendix 1

2010-11 Actual £		2011-12 Budget £	2011-12 Outturn £	2011-12 Variance £
	Schools			
78,521,287	Primary Schools	88,981,900	88,982,053	153
77,317,812	Secondary Schools	95,326,600	72,092,259	(23,234,341)
14,285,458	Special Schools	16,004,800	16,004,801	1
1,143,990	Early Years	10,263,900	9,163,045	(1,100,855)
171,268,547		210,577,200	186,242,159	(24,335,041)
	Centrally Managed Budgets			
118,761	School Meals Service	236,400	1,156	(235,244)
0	Carbon Reduction	189,400	239,776	50,376
164,058	Minority Ethnic Achievement Service	292,800	252,115	(40,685)
0	Advanced Skills Teachers	317,100	317,100	0
4,357,797	Statements	5,208,200	4,723,917	(484,283)
2,215,629	Support For SEN	2,423,300	2,043,957	(379,343)
937,588	Wirral Alternative Schools Programme	1,047,400	998,585	(48,815)
281,238	Education Out Of School	246,200	246,200	0
302,448	OLEA	204,900	138,276	(66,624)
4,812,767	Early Years	562,000	518,762	(43,238)
2,963,278	Independent Special School Fees	2,474,000	2,696,483	222,483
160,093	Library Service	204,900	196,773	(8,127)
66,769	Licences & Subscriptions	72,000	60,107	(11,893)
107,898	Insurances	65,400	36,711	(28,689)
459,300	Admissions	412,900	420,300	7,400
1,675,924	School Specific Contingencies	1,107,400	1,107,400	0
983,474	Special Staff Costs	938,500	955,913	17,413
206	Schools Forum	10,600	229	(10,371)
160,730	Miscellaneous	177,300	159,874	(17,426)
442,100	Contributions to Combined Budgets	1,193,100	1,193,100	0
0	School Intervention	674,500	542,598	(131,902)
0	City Learning Centres	814,700	814,700	(0)
0	PPM	0	566,145	566,145
33,133	Standards Fund	0	0	0
1,058,910	Additional Contribution to Harmonisation Reserve		1,665,638	1,665,638
21,302,101		18,873,000	19,895,815	1,022,815
(192,389,000)	Dedicated School Grant	(229,260,200)	(205,962,000)	23,298,200
181,648	Net Expenditure	190,000	175,974	(14,026)

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 3rd JULY 2012

REPORT OF THE ACTING DIRECTOR OF CHILDREN'S SERVICES

School Balances as at 31st March 2012

EXECUTIVE SUMMARY

This report advises the Forum of school balances as at 31st March 2012. It also describes a proposed DfE system to assure overall financial management in Local Authority (LA) maintained schools.

1. Summarised Balances

School balances have increased to £11.8m at 31st March 2012. This represents a year on year increase of £1.6m (25%) when Academies are excluded.

	2010/11 Balances	2011/12 Balances	Increase
Nursery	£309,967	£334,601	£24,634
Primary	£5,100,764	£5,764,859	£664,095
Secondary	£2,516,513	£4,044,911	£689,796
Special	£1,449,940	£1,623,242	£173,302
Total	£9,377,184	£11,767,613	£1,551,827
Academy Conversions	2,262,960		
Total	£11,640,144		

2. Deficit Budgets

There were five schools in deficit as at 31st March 2012; the table below details the number of schools in deficit in each phase and the total amount. The numbers in brackets detail the schools in deficit as at 31st March 2011.

	No. of Schools in Deficit	Total Amount	Average Deficit
Nursery	0 (0)	£0	£0
Primary	4 (7)	£56,803	£14,201
Secondary	1 (5)	£167,639	£167,639
Special	0 (0)	£0	£0
Total	5 (12)	£224,442	

There are no schools that have or are expected to seek a licensed deficit in this financial year, compared to 3 last year.

4. Assurance System for Financial Management in Local Authority Maintained Schools.

The Department for Education has issued a paper 'Improving the Assurance System for Financial Management in Local Authority Maintained Schools'. This will establish criteria to ensure LA's have oversight of and are managing public funds appropriately.

Proposed Criteria

- A. **An LA has over-spent its DSG by 2% or more (i.e. it is 2% or more in deficit).** Wirral has not overspent its DSG allocation
- B. **An LA has under-spent its DSG by 5% or more (i.e. it is 5% more in surplus).** There is an unallocated DSG balance of £136,000 at 31st March. In addition other amounts totalling £2,091,000 have been allocated to reserves held for specific purposes. The largest £1,241,000 being for pay harmonisation in schools. The total unspent DSG is 1%.
- C. **An LA has 2.5% of schools that have been in deficit of 2.5% or more since 2007-8 (i.e. for four years).** Wirral has 1 school that meets this criterion, but it has since converted to an academy. Wirral would need to have over 3 schools with a deficit of more than 2.5% to meet this criterion.
- D. **An LA has 5% of schools that have had a surplus of 15% or more since 2006-7 (i.e. for 5 years).** Wirral does not have any schools that have had a surplus of more than 15% continuously from 2006-07 to 2010-11. However, if balances continue to rise this could change as there are 5 schools that have had balances of more than 15% for the last 2 financial years (09-10 and 10-11). Wirral would need to have over 6 schools with balances continuously more than 15% for 5 years to meet this criterion.
- E. **For 2011-12 of an LA's schools that never attained FMSiS, and are still eligible, at least 1 did not complete the SFVS by March 2012.** All Wirral Schools passed FMSiS, so this criterion is not relevant.
- F. **For 2012-13 onwards, 2% or more of an LA's schools did not complete the SFVS by the end of March deadline.** To meet this criterion Wirral would have to have 3 schools or more not completing the SFVS by 31st March 2013. There may be some acceptable exemptions such as schools due to close or converting to academies.

RECOMMENDATIONS

1. The Forum notes the report.

David Armstrong
Acting Director of Children's Services

WIRRAL COUNCIL

WIRRAL SCHOOLS' FORUM 3rd July 2012

REPORT OF THE ACTING DIRECTOR OF CHILDREN'S SERVICES

Wirral Schools Forum Membership

EXECUTIVE SUMMARY

This report informs the group of the current make up of the Schools Forum and the changes required to meet the Schools Forum Regulations.

1. Current Representation

5	Primary Headteachers
5	Primary Governors
1	Secondary Headteachers
1	Secondary Governors
4	Academy Headteacher
3	Academy Governor
1	Special Headteacher
1	Special Governors
1	Nursery Representative
1	Wirral Governors Forum
23	Total Schools Membership
1	Non-teacher representative
1	Teacher representative
1	Catholic Diocese
1	Church of England Diocese
1	14- 19 Representative
2	PVI Early Years Providers
7	Total Non-Schools Membership
30	Total Membership

There are 2 new members included in the above:-

Primary Governor Representative – Matthew Brown, Great Meols Primary

Nursery Representative – Kathlyn Hughes, Leasowe Early Years

2. Membership Renewal

The term of office for membership will shortly expire for the following groups:-

- 4 x Primary Headteacher representatives. This will be discussed at Primary Heads group
- 1 x Primary Governor representative – nomination/election required
- 2 x PVI Early Providers Representatives – nomination/election required
- 3 x Academy Governor representatives – see below
- 1 x Academy Headteacher Representative – see Below

3. Secondary and Academy Representation

We are required to follow Schools Forum Regulations which state that “primary schools, secondary schools and Academies must be broadly proportionately represented on the forum, having regard to the total number of pupils registered to them. “

The table below details the members in each school phase compared with the number of members required based on the above regulations. (This assumes Hilbre High School and Woodchurch High School convert over the summer.)

Phase	Existing Reps at Sept 12	Pupil Numbers (Jan 12 Census)	Expected Reps	Additional Required
Primary	6	23,989	10	4
Secondary	2	10,050	4	2
Academy	3	11,402	5	2
Total	11	45,441	19	8

From September the 4 secondary members will be split equally between Headteachers and governors. As there is one secondary Headteacher and one secondary governor representative in place, this means the following is required:-

- 1 secondary Headteacher representative – to be discussed at WASH.
- 1 Secondary Governor representative – through nomination/election is required.

As noted above there are 4 academy members whose term of office ends before September 2012, which will leave 3 academy headteacher members in post. Academy members should be elected according to the Schools Forum Regulations:-

6. (1) Subject to paragraph (2), Academies members must be elected to the schools forum by the governing bodies of the academies in the authority's area

From September there will be 3 Academy Headteachers in place, with 2 vacancies. If membership is in line with secondary membership these 2 members should be Academy governor representatives and a nominations/election is required.

RECOMMENDATIONS

The Forum agrees to the changes outlined in this report.

David Armstrong
Acting Director of Children's Services



executive summary **a best practice review of the role of schools forums**

Gill Featherstone, Tami McCrone, David Sims and Clare Southcott

Schools forums have a consultative and advisory role in school funding and financial matters. They have been a statutory requirement in every local authority (LA) in England since 2003. The key areas of work are a) the school funding formula; b) contracts and financial issues. Schools forums do not hold a budget and regulations do not allow a decision-making role.

Currently, all LAs in England receive the main element of education funding through the Dedicated Schools Grant (DSG) and have some discretion in determining the way that this grant is distributed across schools. The Government are currently proposing the development of a national formula to distribute the DSG more fairly across LAs while ensuring that LAs and schools forums still have a role in distributing those funds between the schools, the early years settings and high-needs pupils as deemed appropriate at the local level. However, the degree of discretion at the local level is yet to be determined.

The Local Government Association (LGA) commissioned the National Foundation for Educational Research (NFER) to explore the current role, operation and impact of schools forums in England.

Key findings

- The research evidence indicates that schools forums influence and shape the amount of funding that goes to different educational providers. They were generally perceived to have a strong influence on funding decisions.
- Schools forums provide a platform for discussion at the strategic level about funding decisions at the local level.
- Effectiveness was characterised in terms of connected, proactive and child-centred behaviour. This includes effective communication within schools forums with LA staff as well as the wider educational community; full engagement of all members; training to facilitate members to challenge effectively; and an informed understanding of education policy and the broader demands on the LA. Distinct models of operation did not emerge as defining characteristics of schools forums.
- In the most proactive schools forums there was clear evidence that the funding formula is developed through consultation, characterised by transparency, continuous negotiation, the sharing of information and members work together to achieve the best outcome for all children and young people.
- Schools forums valued the contribution of councillors and cabinet members because they provide a council perspective, expert advice, feedback on education issues, information and advice. Their involvement gave schools forums the opportunity to have views, ideas and issues represented and considered at council level.
- Schools forums were broadly representative of their local education community in terms of phase and type of school. Local communities were represented on schools forums through the involvement of councillors, teacher unions, diocesan representatives and the press.
- Although schools forums' meetings were 'open', members of the public were not actively invited and rarely attended meetings.
- Interviewees identified a range of barriers to achieving the goals of schools forums which included a lack of funding, time, personalities (related to dominant characters and personality clashes) and uncertainty surrounding the future of schools forums.
- Looking to the future, interviewees expressed a lack of clarity about the role and status of schools forums in general. The outcome of the national funding consultation is expected to reduce the current ambiguity. There was uncertainty about whether the changes will result in a strengthened or reduced role for schools forums. The impact on funding decisions of the increased number of academies was also a key current discussion point in schools forums.
- Key advice for other schools forums included: open and transparent communications; respectful relationships within the forum and between the forum and LA; a commitment to a shared vision and set of values; appropriate support for members; and adequate publicity of the schools forum role, remit and elections.

Conclusion and recommendations

Schools forums play a significant role in influencing and shaping local education funding. They provide a collaborative and consultative platform for strategic discussion and contribute to local decision making. Drawing on a wide spectrum of stakeholders' knowledge, views and experience ensures that funding decisions are shaped by open dialogue, informed debate and challenge.

The research indicates that schools forums are responsive to the changing educational policy context, particularly in terms of the growth of academies and the implications this has for the representativeness of their membership, as well as funding and service provision.

A more connected and proactive way of working characterised the most effective schools forums in terms of representing the interests of the local educational community and the children and young people it serves. The most effective schools forums operate in an open and transparent way, are accessible to the public, consult extensively with stakeholders, communicate effectively, are engaged in the detail of decision making and have a common strategic vision and commitment to meet the needs of all young people in the area.

Recommendations

The research indicates that schools forums will benefit from greater clarity about the proposed national funding formula in order to facilitate better planning and enhanced confidence in a time of economic uncertainty. Additionally, schools forums would value better guidance about the academies funding regime, working alongside the existing system for maintained schools, in order to achieve the best outcomes for all children and young people.

Recommendations for schools forums

- Ongoing training for schools forums' members to ensure they have confidence and competence to effectively engage in and challenge local education funding decisions.
- Children and young people may benefit from schools forums working more creatively with reduced funding, for example, encouraging federations of schools.
- Schools forums need to continue to review their membership to ensure that they are representative of the local community.
- When evaluating their effectiveness, it is advisable for schools forums periodically to review the remit and role of subgroups to maximise their contribution and ensure its relevance.
- Schools forums need to examine how well they disseminate, and how clearly they explain, decisions to constituents, stakeholders and the wider community.
- Schools forums will benefit from considering the extent to which their practice reflects the characteristics of the more connected and proactive behaviour outlined above.

Recommendations for LAs

- Schools forums will benefit from LAs providing opportunities to inform and build links in order to increase understanding of local education funding in its fullest national and local context.
- LAs need to periodically review the level, type and frequency of involvement that senior managers and officers have in schools forums given the changing policy and priorities for the education, support and well-being of children and young people.
- When evaluating their working relationship with schools forums, it is advisable that LAs are aware that being responsive to requests for the provision of thorough briefings on statutory and policy developments is greatly valued by schools forums' members, as this helps them to provide more informed scrutiny and challenge.
- The further promotion of the schools forum and its role and remit within the LA, and more widely among constituents, is recommended in order to ensure that wider understanding and recognition of its responsibilities is achieved. Further research on how this aim could be realised is worthy of consideration.

Methodology

This executive summary presents key findings from nine case studies based on 40 telephone interviews with the LA officer responsible for the schools forum, forum Chairs, forum members (including school and non-school members) and constituent members. The research included a desk review of current models of schools forums in LAs by an analysis of 92 schools forums' websites, undertaken before the case study interviews in order to inform the sampling of the good practice case studies and the development of the telephone interview instruments.

Further information

For more information about this report visit www.nfer.ac.uk/publications/LGSF01



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Education
Funding
Agency

Chief Finance Officers,
Finance Officers,
Chairs and Clerks of Schools Forums.

School Forum Regulations 2010
13 June 2012

Dear Colleagues,

Consultation on changes to the Schools Forums regulations 2010:

On 26 March 2012 the Secretary of State published *School funding reform: next steps towards a fairer system*. This explains how the Department plans to proceed until the end of the current spending review period. The document can be downloaded below:

[School funding reform: Next steps towards a fairer system](#)

In **Section 1.6** we refer to Improved Schools Forum arrangements and the need for local decision-making to operate in a consistently fair and effective way and in consultation with schools and academies. We have therefore reviewed the legislation relating to Schools Forums, proposing to revoke and replace the Schools Forums Regulations 2010. Attached are proposed new draft regulations which are consistent with the decisions we have already announced.

For 2013-14 we have said that we will take the following steps to amend the Schools Forums Regulations as stated below:

1. We are removing the requirement to have a minimum of 15 people on a Forum
2. We are restricting other local authority attendees from participating in meetings unless they are a relevant Lead Member, Director of Children's Services (or their representative), Chief Finance Officer (or their representative), or are providing specific financial or technical advice (including presenting a paper to the Forum) (*regulation 8(3)*).
3. We are restricting the voting arrangements by allowing only schools and Academy members (and the private, voluntary and independent sector - PVI members) to vote on the funding formulae (*regulation 8(11)*). Additionally, draft regulation 8(12) covers the items we have announced which will be subject to de-delegation. These will be specified in the finance regulations and only the relevant maintained school members of the forum will be able to vote.
4. We are requiring local authorities to publish Forum papers, minutes and decisions promptly on their websites (*regulation 8(13)*).
5. We are requiring Forums to hold public meetings, as is the case with other Council Committees (*regulation 8(1)*).

We will also give the EFA observer status at School Forum meetings (*regulation 8(3f)*) with the right to participate in discussions. This will enable the EFA to support the local process and to provide a national perspective. .

As a result of other funding changes, we also propose to:

1. Include Pupil Referral Units as a separate group among schools members, to reflect their receipt of delegated budgets from April 2013 (*regulation 5(2)(e)*)
2. Remove the requirement for local authorities to consult schools forums annually about arrangements for free school meals and insurance as these are to be allocated through the formula in future (*current regulations 10(1)(d) and 10(1)(f)*).

To summarise:

- Regulations 3 to 8 provide for the constitution of a schools forum, including the election of schools members, the election or selection of Academies members and the appointment of non-schools members to the schools forum, their meetings and proceedings.
- Regulations 9 to 11 require the authority to consult their schools forum before entering into certain types of contract and annually in relation to a range of financial issues and the governing bodies of schools maintained by them to be informed of any such consultation.
- Regulations 12 and 13 require the authority to pay the expenses of their schools forum out of the schools budget and the reasonable expenses of its members.

A full regulatory impact assessment has not been produced for this instrument as no impact on the private or voluntary sectors is foreseen.

The draft Schools Forums (England) Regulations 2012 are attached .We are setting a four week consultation period, unfortunately this has to be a short period as the aim is for the regulations to be in force by early October 2012. Therefore, comments need to be returned by 11 July 2012.

Could you send your comments to EFA reformteam.funding@education.gsi.gov.uk
By 11 July 2012 please?

Yours sincerely,

Keith Howkins,
Team Leader, Funding Reform Team
Education Funding Agency, Department for Education

2012 No.

EDUCATION, ENGLAND

THE SCHOOLS FORUMS (ENGLAND) REGULATIONS
2012

<i>Made</i> - - - -	2012
<i>Laid before Parliament</i>	2012
<i>Coming into force</i> - -	2012

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The Secretary of State for Education makes the following Regulations in exercise of the powers conferred by sections 47A and 138(7) of the School Standards and Framework Act 1998^(a):

Citation, commencement, application and interpretation

1.—(1) These Regulations may be cited as the Schools Forums (England) Regulations 2012 and come into force on [].

(2) These Regulations apply only in relation to England.

(3) In these Regulations—

“the Act” means the School Standards and Framework Act 1998;

(a) 1998 c.31. Section 47A was inserted by section 43 of the Education Act 2002 (c.32) and has been amended by section 101 of, and paragraph 7 of Schedule 16 to, the Education Act 2005 (c.18); sections 57 and 184 of, and paragraphs 2(1), (3) and (4) of Schedule 5 and Part 6 of Schedule 18, to the Education and Inspections Act 2006 (c.40) and by sections 165 and 169 of and Schedule 2 to the Education and Skills Act 2008 (c.25). For the meaning of “prescribed” and “regulations” see section 142(1) of the School Standards and Framework Act 1998.

“Academies member” means a member who represents the governing bodies of the Academies situated in the authority’s area;

“authority” means the local authority in whose area the schools forum is established;

“early years providers” means—

(a) persons who are registered as early years childminders or other early years providers under Chapter 2 of Part 3 of the Childcare Act 2006^(a) (which provides for the compulsory registration of persons providing early years provision) or are exempt from compulsory registration by order of the Secretary of State under section 33(2) or 34(3) of that Act;

(b) independent schools; and

(c) non-maintained special schools,

who provide early years provision;

“early years provision” has the meaning given by section 20 of the Childcare Act 2006;

“executive member” means any elected member of the authority appointed to the executive of that authority;

“governor” includes any interim executive member of an interim executive board;

“head teacher’s representative” means a senior member of staff representing a head teacher;

“interim executive board” is to be construed in accordance with paragraph 2 of Schedule 6 to the Education and Inspections Act 2006^(b);

“local authority 14-19 partnership” means the arrangements described in section 85(2) and (3) of the Education and Skills Act 2008^(c);

“nursery school” means a nursery school maintained by the authority;

“primary school” means a primary school maintained by the authority;

“relevant officer” means—

(a) the director of children’s services of the authority; or

(b) any officer employed or engaged to work under the management of the director of children’s services, other than one who directly provides education to children or who manages such a person.

“representative” means either a head teacher or head teacher’s representative or a governor of a school maintained by the authority, save for in regulation 8 where it means a representative of the positions mentioned in that regulation;

“school” means a school maintained by the authority;

“school category” means one of the following categories of school—

(a) community schools,

(b) foundation schools,

(c) voluntary aided schools,

(d) voluntary controlled schools,

as described in Chapter 1 of Part 2 of the Act;

“secondary school” means a secondary school maintained by the authority;

“senior member of staff” means a principal, deputy head teacher, bursar or other person responsible for the financial management of the school;

“special school” means a community special school or a foundation special school.

(a) 2006 c.21.

(b) 2006 c.40.

(c) 2008 c.25.

(4) In these Regulations, a reference to a governing body does not include a reference to the temporary governing body of a new school and a reference to a governor does not include a reference to a member of the temporary governing body of a new school, where “new school” has the meaning given by section 72(3) of the Act^(a).

Revocations

2. The Schools Forums (England) Regulations 2010^(b) are revoked.

Constitution of schools forum

3. Every authority must ensure that the schools forum for their area is constituted in accordance with regulations 4 to 7 by 1st October 2012

Membership: general

4.—(1) Subject to the following paragraphs of this regulation, an authority may determine the size and composition of their schools forum and the forum members’ terms of office.

(2) Subject to paragraph (3), a forum must comprise—

- (a) schools members elected in accordance with regulation 5;
- (b) if there are any Academies in the authority’s area, at least one Academies member elected or selected in accordance with regulation 6; and
- (c) non-schools members appointed in accordance with regulation 7.

(3) If, for any reason, an election for a schools member under regulation 5(1) or an Academies member under regulation 6(1) does not take place by any date set by the authority or any such election results in a tie between two or more candidates, the authority must appoint the schools member or Academies member to their schools forum instead.

(4) Schools members and Academies members must together comprise at least two thirds of the membership of the forum.

(5) Subject to paragraphs (6) to (9), primary schools, secondary schools and Academies must be broadly proportionately represented on the forum, having regard to the total number of pupils registered at them.

(6) Where the authority maintain one or more special schools, at least one schools member must be a representative of a special school.

(7) Where the authority maintain one or more nursery schools, at least one schools member must be a representative of a nursery school.

(8) Where the authority maintain one or more pupil referral units, at least one schools member must be a representative of a pupil referral unit.

(9) 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 maintained by the authority.

(10) A forum member remains in office until—

- (a) the member’s term of office expires;
- (b) the member ceases to hold the office by virtue of which the member became eligible for election, selection or appointment to the forum;
- (c) the member resigns from the forum by giving notice in writing to the authority; or

(a) Section 72(3) was amended by section 215(1) of, and paragraph 106 of Schedule 21 to, the Education Act 2002.

(b) S.I. 2010/344.

- (d) in the case of a non-schools member, the member is replaced by the authority, at the request of the body which the member represents, by another person nominated by that body,

whichever comes first.

- (11) The authority must maintain a written record of the composition of their forum, to include—
 - (a) the number of schools members and by which group or sub-group they were elected;
 - (b) the number of Academies members; and
 - (c) the number of non-schools members, their terms of office, how they were chosen and whom they represent.

Schools members

5.—(1) Schools members must be elected to the schools forum by the members of the relevant group, or sub-group, in the authority's area.

(2) The groups are—

- (a) representatives of nursery schools, where there are any such schools in the authority's area;
- (b) representatives of primary schools other than nursery schools;
- (c) representatives of secondary schools;
- (d) representatives of special schools, where there are any such schools in the authority's area; and
- (e) representatives of pupil referral units, where there are any such schools in the authority's area.

(3) Each group referred to in paragraph (2) may consist of one or more of the following sub-groups—

- (a) where the authority exercises its discretion under paragraph (4)(a), representatives of head teachers of schools in each group;
- (b) where the authority exercises its discretion under paragraph (4)(b), representatives of governors of schools in each group;
- (c) where the authority exercises its discretion under paragraph 4(c), representatives of head teachers and governors of schools in each group;
- (d) where the authority exercises its discretion under regulation 4(8), representatives of the particular school category.

(4) The authority may determine that a certain number of representatives of each group must be—

- (a) head teachers or head teachers' representatives;
- (b) governors; or
- (c) head teachers or head teachers' representatives and governors.

Academies members

6.—(1) Subject to paragraph (2), Academies members must be elected to the schools forum by the governing bodies of the Academies in the authority's area.

(2) Where there is only one Academy in the authority's area, the governing body of the Academy must select the person who will represent them on the schools forum.

Non-schools members

7.—(1) The authority must appoint non-schools members to their schools forum comprising—

- (a) one or more persons to represent the local authority 14-19 partnership; and
- (b) one or more persons to represent early years providers.

(2) Subject to paragraph (3), the authority may appoint additional non-schools members to their forum to represent the interests of other bodies.

(3) Prior to making any appointment under paragraph (2), the authority must consider whether the following bodies should be represented on their forum—

- (a) the Diocesan Board of Education for any diocese any part of which is situated in the authority's area;
- (b) the Bishop of any Roman Catholic Diocese any part of which is situated in the authority's area;
- (c) where there are any schools or Academies within the authority's area that are designated under section 69(3) of the Act^(a) as having a religious character (other than Church of England or Roman Catholic schools), the appropriate faith group in respect of any such school or Academy.

(4) The authority may not appoint any executive member or relevant officer of the authority to their forum as a non-schools member.

(5) Within one month of the appointment of any non-schools member, the authority must inform the governing bodies of schools maintained by them and of Academies within their area of the name of the member and the name of the body that member represents.

Meetings and proceedings of schools forum

8.—(1) The schools forum must meet in public at least four times a year and is quorate if at least two fifths of the total membership is present at a meeting.

(2) The members of the forum must agree an agenda for the meeting of the forum.

(3) The following persons may speak at meetings of the forum, even though they are not members of the forum—

- (a) the director of children's services at the authority or their representative;
- (b) the chief finance officer at the authority or their representative;
- (c) any elected member of the authority who has primary responsibility for children's services or education in the authority;
- (d) any elected member of the authority who has primary responsibility for the resources of the authority;
- (e) any person who is invited by the forum to attend in order to provide financial or technical advice to the forum;
- (f) an observer appointed by the Secretary of State; and
- (g) any person presenting a paper or other item to the forum that is on the meeting's agenda, but that person's right to speak shall be limited to matters related to the item that the person is presenting.

(4) Subject to paragraph (5), the members of the forum must elect a person as chair from among their number and determine the chair's term of office.

(5) The members of the forum may not elect as chair any member of the forum who is an elected member or officer of the authority.

(6) Subject to paragraphs (8) to (11), the members of the forum may determine their own voting procedures.

(7) The proceedings of the forum are not invalidated by—

- (a) any vacancy among their number;
- (b) any defect in the election or appointment of any member; or

(a) Section 69(3) also applies to independent schools (which includes Academies) by virtue of section 124B, which was inserted by regulations 2 and 3 of S.I. 2003/2037.

(c) any defect in the election of the chair.

(8) The authority must make arrangements to enable substitutes to attend and vote at meetings of the forum on behalf of schools members, Academies members and non-schools members, in consultation with members of the forum.

(9) Apart from as provided for by paragraphs (11) and (12) all members must be entitled to vote on all matters put to a vote.

(10) Where a member votes the member must only cast one vote and each member's vote must have an equal weighting, save that in the event of a tie in the number of votes the members may determine such other voting procedures as they see fit.

(11) Non-school members, other than those who represent early years providers, must not vote on matters relating to the funding formulae to be used by the local authority to determine the amounts to be allocated to schools and early years providers in accordance with regulations made under sections 47 and 47ZA of the Act.

(12) Where the Secretary of State specifies in regulations made under sections 47 and 47ZA of the Act that only certain members of the forum may authorise certain matters, only those members must be entitled to vote.

(13) The authority must promptly publish all papers considered by the forum and the minutes of their meetings on their website.

Consultation on contracts

9. The authority must consult the schools forum on the terms of any proposed contract for supplies or services (being a contract paid or to be paid out of the authority's schools budget^(a)) where the estimated value of the proposed contract is not less than the threshold which applies to the authority for that proposed contract pursuant to regulation 8 of the Public Contracts Regulations 2006^(b) at least one month prior to the issue of invitations to tender.

Consultation on financial issues

10.—(1) The authority must consult the schools forum annually in respect of the authority's functions relating to the schools budget, in connection with the following—

- (a) arrangements for the education of pupils with special educational needs;
- (b) arrangements for the use of pupil referral units^(c) and the education of children otherwise than at school;
- (c) arrangements for early years provision;
- (d) administrative arrangements for the allocation of central government grants paid to schools via the authority.

(2) The authority may consult the forum on such other matters concerning the funding of schools as they see fit.

Information about consultations

11. The schools forum must inform the governing bodies of schools maintained by the authority of any consultation carried out by the authority under regulation 9 or 10, as soon as it reasonably can.

(a) "Schools budget" has the meaning given in section 45A(2) of the Schools Standards and Framework Act 1998.

(b) S.I. 2006/5.

(c) "Pupil referral units" has the meaning given in section 19(2) of the Education Act 1996.

Charging of schools forum's expenses

12. The authority must pay the expenses of the schools forum and charge those expenses to the schools budget.

Members' expenses

13. The authority must reimburse all reasonable expenses of members in connection with their attendance at meetings of the forum and charge those expenses to the schools budget.

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WIRRAL SCHOOLS FORUM – 28th MARCH 2012

WORK PLAN

Meeting Date			
Tuesday 3rd July 2012	Tuesday 25th September 2012	January 2013	March 2013
	Elect Chair and Vice Chair Membership		
Finance Schools Outturn School Balances Final DSG Calculation Central Limit	Final DSG Calculation	Schools Settlement Schools Budget Pupil Premium MFG Exceptions	Budget update Funding Formula 2013-14
Updates School Redundancies City Learning Centres Hospital School presentation WASP update	Advanced Skills Teachers School Intervention Budget Gilbrook Assessment Class SEN/Home Tuition/LACES 16-19 SEN National Allocations Hospital Sch Primary Provision Insurance	City Learning Centres	SEN plan Special School Surplus Places
Consultation Special School Surplus Place Trigger	Funding Formula changes WASP delegated budget	Outcome of Local Formula Consultation School Finance Regulations	
Working Groups Traded Services	Traded Services Academy Services	Early Years Formula Review	Traded Services

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