



## Wirral Schools Forum

<b>Date:</b>	<b>Wednesday, 15 July 2015</b>
<b>Time:</b>	<b>6.00 pm</b>
<b>Venue:</b>	<b>Council Chamber, Wallasey Town Hall</b>

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## AGENDA

1. **MINUTES OF THE MEETING HELD ON 29TH APRIL 2015 (Pages 1 - 4)**
2. **MATTERS ARISING**
3. **SCHOOLS BUDGET OUTTURN 2014-15 (Pages 5 - 10)**
4. **SCHOOL BALANCES AS AT 31ST MARCH 2015 (Pages 11 - 12)**
5. **SCHOOLS BUDGET MONITORING 2015-16 (Pages 13 - 16)**
6. **SCHOOLS BUDGETS 2015-16 AND 2016-17 (Pages 17 - 18)**
7. **DE-DELEGATED SERVICES (Pages 19 - 22)**
8. **TRADE UNION COSTS UPDATE (Pages 23 - 26)**
9. **REVIEW OF HIGH NEEDS FUNDING FORMULA (Pages 27 - 58)**
10. **EARLY YEARS (Pages 59 - 62)**
11. **SCHOOLS TRADED SERVICES UPDATE (Pages 63 - 64)**
12. **PENSBY HIGH SCHOOLS AMALGAMATION (Pages 65 - 66)**
13. **WORKPLAN (Pages 67 - 68)**



## WIRRAL SCHOOLS' FORUM

29<sup>th</sup> April 2015

### MINUTES

**Present:** Richard Longster (Chair)

Schools Group

L Ayling	J Pearson
E Cogan	G Pritchard
K Frost	M Walker
L Ireland	L Wheatley
B Jordan	A Whiteley
S McNamara	P Young
A Moore	G Zsapka
M Morris	A Davies

Non-Schools Group

S Davies	N Prance
I Harris	D Stenhouse
B McGregor	

In Attendance:

S Ashley	C McGowan
J Bevan	I McGrady
C Chow	Cllr B Mooney
Cllr W Clements	T Ramzy
S Dainty	A Roberts
D Fitzpatrick	Cllr P A Smith
S Gibbs	A Turnbull
J Hassall	P Ward

**Apologies:**

B Cummings	S Duggan
J Devine	K Podmore
C Hughes	J Pierce
D Marchant	S Higginson

**1. Minutes from the Meeting held on 14<sup>th</sup> January 2015**

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

## **2. Matters Arising**

There were no matters arising from the minutes.

## **3. School Traded Services – Verbal Report**

Ian McGrady, the Managing Director of the new company for schools traded services in Wirral and Cheshire West and Chester, gave a verbal report about the progress in setting up the company so far.

He stated that the mission of the company will be to support outcomes for children, with a number of core principles including customer focus, innovation and a best value guarantee. Currently all Traded Services (for Wirral this means school meals, school music, outdoor education and EQ) are being reviewed. Meetings are being held with staff transferring over. There will be a company launch event in June, it is expected that services will move into the new company in September.

## **4. Schools Budget Update**

Andrew Roberts updated the Forum on the changes to the Schools Budget for 2015-16 since the last meeting:-

- Primary budget has been reduced to take account of de-delegation and 2 primary academies - £3.9m
- Secondary Schools reduced for de-delegation and for 15 Secondary academies - £64m
- Special School places – an adjustment of £1.1m for 6<sup>th</sup> form places paid by the EFA.
- Early years increase in 3 and 4yr old funding - £0.3m
- High needs reduction of £0.1m - representing a reduction of places at Birkenhead Park School, places taken at Everton Free School and changes to place funding in Non Maintained Schools.
- The overall school budget has reduced from £243m to £173m.

### Resolved

Forum noted the report

## **5. Schools Budget Monitoring**

Andrew Roberts informed the group that there was an anticipated underspend of £400k in School Budgets for the 2014-15 financial year and the main reason for this. Forum members requested further information on what is covered in the trade union facilities time, as follows:-

- what are the costs and what does this cover
- volume of work

### Resolved

- Forum noted the report
- Forum members agreed that the £23,300 underspend for trade union facilities time should remain generally within the schools budget.

## **6. Alternative Provision Consultation with Schools**

Phil Ward updated Forum on the outcome of a consultation on Alternative Education Provision (AEP) in Wirral. Three options were considered in this consultation paper. Schools and providers expressed a preference for model A which is now being taken forward. This model will develop the Pupil Referral Unit as a central hub for AP. Discussions will continue with the Sefton Education Trust, two secondary Head teachers and the LA's lead for SEN to develop the Trust's future role as commissioner and provider of AEP for KS3 and KS4.

### Resolved

- Forum noted the report
- To consider progress at future meetings.

## **7. School Admissions**

Sally Gibb summarised the work of the Admissions team for admission to primary and secondary schools. There were 7,500 applications for entry in September 2014 and 2,000 in year transfers between schools. The team has seen significant progress in the use of on-line applications, through e-Admissions 62% of applications are processed in this way.

The Admissions team's budget has reduced by £23,600 in 2015-16 to £341,800.

### Resolved

Forum noted the report

## **8. High Needs Funding Review**

Phil Ward informed the Forum of the review of the high needs formula during the summer term. A consultant is undertaking a review of funding bands for Special Schools and Bases, Early Years, post 16 and unit value in schools. A number of specific areas would also be examined including the use of double top ups and the LCHI notional budget threshold of 90%.

### Resolved

Forum noted the report

## **9. MEAS Update**

Anna Turnbull outlined the MEAS offer to schools for 2014-5. MEAS services include assessment, advice and support for children who are learning English as an additional language (EAL), awareness training by specialist staff and bespoke support for schools. There were a total of 105 schools supported between September 14 and April 15. Tuyet Ramzy highlighted the MEAS priorities for 2014-15 ranging from supporting pupils at all school stages to developing the skills of the MEAS staff to prepare pupils for modern day Britain. MEAS is funded by de-delegation from primary and secondary maintained schools and buyback from some special schools and academies. The importance of introducing children and their parent to a wide range of different religions was highlighted.

Resolved

Forum noted the report

#### **10. Special Schools JE Appeals**

Andrew Roberts informed the group that the Teaching Assistant appeals following Job Evaluation in special schools have now been settled and paid. Back dated costs will be dealt with as described previously. However schools will need to make provision for ongoing costs.

JE costs in respect of support staff graded scp33 and above are still to be reviewed.

Resolved

Forum noted the report

#### **11. Transfer of Teacher Employment Rights (Referral form JCC)**

This paper highlights that there is no contractual provision for teacher's rights, such as maternity and redundancy, to be transferred from academies to maintained schools in the same way as there is for support staff. School and Academy members agreed that this was discriminatory and all staff should be treated the same.

Resolved

Forum agreed to report back to the JCC that they supported a local agreement whereby teachers should also keep their employment rights when they return to a maintained school.

#### **12. Benchmarking of School Funding Formula**

Colin Chow advised the forum that in general Wirral's distribution of the Schools Block follows the general trend of other local authorities.

Resolved

Forum noted the report

#### **13. Workplan**

The workplan was provided for information.

The date of the next meeting has changed to 15<sup>th</sup> July 2015.

#### **14. Any Other Business**

There was no other business.

## WIRRAL COUNCIL

### SCHOOLS FORUM – 15th JULY 2015

#### REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

#### SCHOOLS BUDGET OUTTURN REPORT 2014/15

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### 1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to outline the year end position for the 2014/15 Schools Budget. At this time the accounts are provisional and are subject to audit. The Forum is asked to note the report.

### 2.0 OUTTURN 2014/15

2.1 The Schools Budget Outturn is shown in Appendix 1 and includes a carry forward of Dedicated Schools Grant (DSG) of £934,400 which will be applied in future years budgets. The main differences from the previous report are:

	£
Additional DSG (Early Years)	202,000
Reduced Contingencies (incl Wallasey School Deficit)	290,000

2.2 The updated variations between the budget and actual expenditure are listed below:

#### 2.3 **Primary, Secondary and Special Schools Budget - £1.4m under spend**

There have been adjustments following the conversion of Townfield, Kingsway (Wallasey) and Emslie Morgan to Academies.

#### 2.4 **Early Years - £0.6m under spend**

The Early Years budget of £15.5m includes £4.9m for the funding of 2 year olds. Only 2/3<sup>rds</sup> of those entitled to receive free Early Education from September 2014 took up this offer during the year. Take up is continuing to rise through 15/16 in line with the capacity available and £510,000 was ring fenced and carried forward to fund this expansion. There was also an Early Years Local Authority grant of £25,000 received in the year.

#### 2.5 **Admissions - £0.02m under spend**

The budget was not fully committed. There was additional income received from Academies.

#### 2.6 **School Closure / retirement costs - £0.2m under spend**

The enhanced pension costs arising from previous school closures were £83,700, resulting in an under spend of £242,300.

## 2.7 Contribution to Combined Budgets

The combined budgets were spent in the following areas:

	<b>Budget</b>	<b>Spend</b>	<b>Variance</b>
	<b>£</b>	<b>£</b>	<b>£</b>
School Improvement	359,900	359,900	0
Discretionary Rate Relief Top Up	106,600	106,600	0
Sports Coordinator	25,000	25,000	0
LCSB contribution	30,000	30,000	0
Governors Forum	2,200	2,200	0
Wellbeing & School Staff Surveys	44,600	54,300	9,700
Clinical Waste Disposal	11,600	35,600	24,000
Use of School Swimming Pools	19,800	0	(19,800)
PFI Support Team	61,800	61,800	0
LACES	185,500	185,500	0
School Intervention	674,500	650,900	(23,600)
City Learning Centres	814,700	815,900	1,200
<b>Total</b>	<b>2,336,200</b>	<b>2,327,700</b>	<b>(8,500)</b>

## 2.8 Carbon Reduction Commitment - £0.03m under spend

The scheme ended for Schools 31<sup>st</sup> March 2014 however there was a refund of £24,200 received in year relating to the 2013-14 commitment.

## 2.9 Insurances - £0.03m under spend

The Governors Liability Insurance was £27,600 less than budget.

## 2.10 School Specific Contingency - £0.6m over spend

The Contingency budget was spent as follows:

	<b>Spend</b>
	<b>£</b>
Deficit Wallasey School	306,000
Managed Moves - Primary	37,100
Devonshire Park KS1 Teacher	35,000
Pension Arrears & Other Costs	62,800
Rates (includes Pensby & Park Primary)	236,900
Low Cost High Incidence 90% Refunds	169,000
Special School Contributions	(167,000)
<b>Total</b>	<b>679,800</b>



### 2.11 Special Staff Costs - £0.1m over spend

The spend against the budget of £673,200 has been broken down below:

	Budget	Spend	Variance
	£	£	£
Maternity, Paternity & Other Staff Costs	584,000	727,000	143,000
TU Facilities	79,400	53,500	(25,900)
Insurance & Recharges	9,800	9,800	0
<b>Total</b>	<b>673,200</b>	<b>790,300</b>	<b>117,100</b>

The under spend of £25,900 in TU Facilities time has been used to offset the other costs within this area as agreed at the April Schools Forum.

### 2.12 Behaviour Support - £0.04m under spend

The budget was not fully committed and there was additional income received from Academies.

### 2.13 Special Education Needs Top Ups - £0.06m over spend

The budget held is £12.2m for Top Up Funding in Special Schools, Independent, Non-Maintained, Bases, EMAP, FE and 6<sup>th</sup> Form colleges and contingency. In addition this area met 50% of the backdated TA costs in special schools (£0.8m).

### 2.14 Special Education Needs Statements - £0.2m under spend

There was a reduction in both the number and cost of Primary and Secondary Statements offset by some additional Exceptional Need costs.

### 2.15 Support for Special Education Needs - £0.3m under spend

A significant proportion of the £700,000 central budget which is held to review, develop and plan SEN provision across Wirral was not committed.

### 2.16 Home Tuition – £0.03m over spend

The service demands resulted in increased costs of £29,300 within the year.

### 2.17 DSG - £174,433,000

The DSG budget was £175,835,000 of which £174,635,000 was received during the year. The variance of £1,200,000 was due to:

	£
Primary School Academy Conversion	767,000
Secondary School Academy Conversion	582,000
Alternative Provision Academy Conversion	53,000
Additional Income following Early Years January Census	(202,000)
	<b>1,200,000</b>

## 3.0 UPDATE ON SPECIFIC RESERVES

### 3.1 City Learning Centres - £0.1m

This reserve is to meet any large equipment failure/replacement costs or potential unfunded Summer term costs.

### 3.2 **Early Years - 2 Year Old Funding - £0.5m**

Reserve created for expansion of 2 year old provision.

### 3.3 **Job Evaluation and Pay Harmonisation Reserve - £0.7m**

A breakdown of this reserve is shown below:

	£
Balance brought forward at 01/04/14	1,077,200
Contribution to JE from Schools Budget	1,229,600
Backdated TA costs within Special Schools	(1,646,600)
Balance carried forward at 31/03/15	<b>660,200</b>

### 3.4 **DSG Reserve - £2.1m**

This reserve relates to Schools Budget underspends as follows:

	£
School Budget under spend 2013/14	929,300
School Budget under spend 2014/15	934,400
Transfer Schools Contingency Reserve	193,800
	<b>2,057,500</b>

The 2015/16 budget will use £894,900 of this reserve. The remaining balance of £1,162,600 will be taken into account in the 2016/17 budget.

### 3.5 **Defibrillators Reserve - £0.04m**

There is £36,000 left in this reserve which was used to fund the installation of defibrillators in schools.

### 3.6 **High Needs MFG - £0.07m**

The reserve of £330,000 funded £260,000 of additional costs for Special Schools and Resourced Base provision in 2014/15. The remaining £70k will fund MFG costs for Academies in 2015/16.

## 4.0 **CONCLUSION**

4.1 Including the schools area there was a net underspend of £934,400. It is anticipated that this will be taken into account setting the Schools Budget in 2016/17.

## 5.0 **RECOMMENDATIONS**

5.1 That the Forum notes the financial position of the Schools Budget for 2014/15.

5.2 That the reduced deficit for Wallasey Shool of £306,000 funded from the schools contingency is noted.

**Julia Hassall**  
**Director of Children's Services**

## Appendix 1 – Budget Variations 2014/15

	<b>Adjusted Base Budget 2014/15 £</b>	<b>Outturn 2014/15 £</b>	<b>Variation 2014/15 £</b>
<b>Individual Schools Budget</b>			
Primary Schools	92,497,800	91,825,600	(672,200)
Secondary Schools	30,618,500	30,020,700	(597,800)
Special Schools	8,500,300	8,503,300	3,000
SEN Bases	2,006,000	1,898,000	(108,000)
Emslie Morgan Alternative Provision	640,000	586,700	(53,300)
Wirral Hospital School	1,352,300	1,352,300	0
Early Years	15,551,000	14,958,100	(592,900)
<b>Individual Schools Budget Total</b>	<b>151,165,900</b>	<b>149,144,700</b>	<b>(2,021,200)</b>
<b>Central School Costs</b>			
Early Years	489,700	489,700	0
Admissions	365,400	348,100	(17,300)
School Closure / retirement costs	326,000	83,700	(242,300)
Licences & Subscriptions	152,000	148,900	(3,100)
Schools Forum	10,600	0	(10,600)
School Harmonisation Costs	450,000	450,000	0
Contribution to Combined Budgets	2,336,200	2,327,700	(8,500)
Carbon Reduction Commitment	0	(24,200)	(24,200)
PPM	449,000	477,200	28,200
PFI affordability gap	2,586,500	2,586,500	0
<b>Costs De-Delegated from schools</b>			
Library Service	195,000	195,000	0
Insurances	57,700	30,100	(27,600)
MEAS	260,400	253,000	(7,400)
School Specific Contingencies	107,500	679,800	572,300
Special Staff Costs	673,200	790,300	117,100
Milk & Meals	13,900	13,900	0
Behaviour Support	96,500	57,900	(38,600)
<b>High Needs Pupils</b>			
SEN Top Ups / Independent School Fees	12,176,700	12,234,400	57,700
Statements	4,648,500	4,464,000	(184,500)
Support for SEN	2,282,700	1,929,000	(353,700)
Home Tuition	251,400	280,700	29,300
Special School Transport	58,200	58,200	0
<b>Non Delegated School Costs</b>	<b>27,987,100</b>	<b>27,873,900</b>	<b>(113,200)</b>
<b>Dedicated Schools Grant</b>	<b>(175,835,000)</b>	<b>(174,635,000)</b>	<b>1,200,000</b>
<b>Transfer from DSG Reserve</b>	<b>(1,331,500)</b>	<b>(1,331,500)</b>	<b>0</b>
<b>Transfer to DSG Reserve</b>	<b>0</b>	<b>934,400</b>	<b>934,400</b>
<b>Grand Total</b>	<b>1,986,500</b>	<b>1,986,500</b>	<b>0</b>

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## WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 15<sup>th</sup> JULY 2015

### REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

#### Delegated School Balances as at 31<sup>st</sup> March 2015

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#### EXECUTIVE SUMMARY

This report advises the Forum of school balances as at 31<sup>st</sup> March 2015, together with a number of DfE indicators that comment on overall financial management in Local Authority (LA) Maintained Schools.

#### 1. School Balances

School balances at 31<sup>st</sup> March 2015 are £10.7m. This represents a reduction of £370,986 when academy conversions are excluded.

	<b>2013/14 Balances</b>	<b>2014/15 Balances</b>	<b>Difference</b>	<b>Change</b>
Nursery	£616,046	£676,607	£60,561	Increase
Primary	£5,801,525	£6,268,671	£467,146	Increase
Secondary	£3,233,538	£2,208,899	-£1,024,639	Reduction
Special	£1,444,310	£1,570,256	£125,946	Increase
<b>Total</b>	<b>£11,095,419</b>	<b>£10,724,433</b>	<b>£-370,986</b>	
Academy Schools	587,510			
<b>Total</b>	<b>£11,682,929</b>			

The average school balance for a primary has increased to £71,235 compared to £65,806 in 2013-14. Secondary schools' average balance has reduced from £519,346 to £368,150. Townfield primary, EMAP (Emslie Morgan Academy) and Wallasey School (Kingsway Academy) have converted to academies during the year.

In addition there are separate school reserves for capital schemes totalling £676k.

#### 2. Deficit Budgets

There were 12 primary schools with a deficit balance as at 31<sup>st</sup> March 2015, compared to 8 last year. These deficits total £321,369 which is an average deficit of 26,781. No secondary schools had a deficit at the end of the year.

There are 6 schools that have requested a licensed deficit in this financial year, to date, 2 of which had a deficit at the end of 2014-15. There are also 2 schools in the second year of their 3 year plan.

There are 4 further schools that have set deficit budgets, but as deficit amounts are less than 0.5% of delegated budget they do not need to request a licenced deficit.

### 3. Balances over 5 or 8%

Although school balances have not increased this year there are still 39 (40 last year) schools with balances above the indicative excess thresholds set by the DfE (8% of delegated budget for Primary and Special Schools and 5% Secondary Schools).

A comparison with 2013-14 is set out below:-

	2013-14		2014-15	
	No. of Schools	Excess Total	No. of Schools	Excess Total
Primary	28	£1,022,145	31	£1,124,932
Secondary	6	£1,818,273	3	£998,472
Special	6	£553,704	5	£838,837
<b>Total</b>	<b>40</b>	<b>£3,394,122</b>	<b>39</b>	<b>£2,962,241</b>

Excess balances account for 28% of the total school balances, but is a slight improvement on last year.

### RECOMMENDATIONS

1. That the Forum notes the report.
2. That schools with high balances continue to be monitored.

**Julia Hassall**  
**Director of Children's Services**

## WIRRAL COUNCIL

### SCHOOLS FORUM - 15<sup>th</sup> JULY 2015

#### REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

#### SCHOOLS BUDGET MONITORING REPORT 2015/16

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### 1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to provide the Forum with a regular update on the anticipated spend within the schools Budget for 2015/16. Although no specific variations are anticipated at this time a number of cost pressures are identified within High Needs.

### 2.0 ANTICIPATED BUDGET VARIATIONS

2.1 The table attached summarises the Schools Budget. Comments on specific budget areas are set out below.

#### 2.2 Early Years Grant

There is an Early Years budget of £15.7m which includes the funding for 2 year olds who are entitled to receive free Early Education. In addition there is £0.5m of 2 year old funding which was brought forward from 2014/15 and trajectory funding £0.5m. These amounts will be fully committed towards the expansion of the 2 year old provision.

#### 2.3 Contribution to Combined Budgets

The combined budgets of £2.1m are expected to be fully spent across the following areas:

	<b>Budget</b>
	<b>£</b>
School Improvement	359,900
Discretionary Rate Relief Top Up	106,600
LCSB contribution	30,000
Governors Forum	2,200
Wellbeing & School Staff Surveys	44,600
PFI Support Team	61,800
LACES	140,500
School Intervention	674,500
City Learning Centres	694,700
<b>Total</b>	<b>2,114,800</b>

#### 2.4 School Specific Contingencies

There is a contingency budget of £104,300 to take into account any specific costs that need to be met.

## 2.5 Special Staff Costs

The budget of £667,600 is broken down below.

	£
Maternity, Paternity & Other Staff Costs	565,000
TU Facilities	95,700
Insurance & Recharges	6,900
<b>Total</b>	<b>667,600</b>

## 2.6 Special Education Needs Top Ups

A budget of £11.8m represents the Top Up High Needs funding to special schools post 16 providers and Independent non-maintained special schools. The Summer Term census figures are not yet available but early indications in relation to Independent Special Schools are that there are a number of commitments for additional and extend placements which will result in additional costs. Where possible this will be offset by the High Needs Contingency.

## 2.7 Special Education Needs Statements/Plans

Numbers do fluctuate during the year. Exceptional Needs costs are increasing and projected to be £0.7m against a budget of £0.5m. There is however some capacity anticipated within the SEN budget.

## 2.8 DSG - £171,413,300

The Dedicated Schools Grant (DSG) 2015/16 is expected to be published in July 2015 and will confirm the allocation to Wirral. The budget also includes £894,900 of DSG carried forward from 2014/15.

## 3.0 UPDATE ON SPECIFIC RESERVES

3.1 The final figure of DSG reserves carried forward into 2015/16 was £3.5m of which £0.9m has been applied to the 2015/16 budget as described above.

3.2 To date there are the following earmarked reserves in the accounts:

### Job Evaluation and Pay Harmonisation Reserve - £0.7m

### DSG Reserve - £1.3m

	£
DSG Carry Forward from 2014/15	2,057,500
Use of Reserve in 2015/16	(894,400)
Transfer Nursery Education unapplied funding	108,000
Transfer Schools AST Contingency Reserve	1,200
	<b>1,272,300</b>

### Defibrillators Reserve - £0.04m

There is £36,000 remaining in this reserve to fund defibrillators in schools.



**City Learning Centres - £0.12m**

This reserve will be used to meet any large equipment failure/replacement costs or potential unfunded summer term costs.

**High Needs MFG - £0.07m**

Reserve to fund remaining academy costs in 2015/16.

**Early Years - 2 Year Old Funding - £0.5m**

Reserve created to continue expanding the 2 year old provision in 2015/16.

**4.0 CONCLUSION**

- 4.1 The Schools Budget will continue to be monitored and reported throughout the year.

**5.0 RECOMMENDATIONS**

- 5.1 That the Forum notes the report.

**Julia Hassall**  
**Director of Children's Services**

## Appendix 1 – Budget 2015/16

	<b>Adjusted Budget 2015/16 £</b>
<b>Individual Schools Budget</b>	
Primary Schools	93,028,400
Secondary Schools	26,045,600
Special Schools	8,733,400
SEN Bases	1,616,800
Wirral Hospital School	1,352,300
Early Years	15,750,000
<b>Individual Schools Budget Total</b>	<b>146,526,500</b>
<b>Central School Costs</b>	
Early Years	378,700
Admissions	341,800
School Closure / retirement costs	126,000
Licences & Subscriptions	254,000
Schools Forum	10,600
Contribution to Combined Budgets	2,114,800
PPM	249,000
PFI affordability gap	2,736,500
<b>Costs De-Delegated from schools</b>	
Library Service	191,700
Insurances	32,300
MEAS	244,600
School Specific Contingencies	104,300
Special Staff Costs	667,600
Milk & Meals	13,600
Behaviour Support	92,200
<b>High Needs Pupils</b>	
SEN Top Ups / Independent School Fees	11,803,100
Statements	4,458,800
Support for SEN	2,031,500
Home Tuition	308,900
Special School Transport	58,200
<b>Non Delegated School Costs</b>	<b>26,218,200</b>
<b>Dedicated Schools Grant</b>	<b>(171,413,300)</b>
<b>DSG Carry forward from Reserves</b>	<b>(894,900)</b>
<b>Grand Total</b>	<b>436,500</b>

## WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 15<sup>th</sup> July 2015

### REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

#### Schools Budgets 2015-16 and 2016-17

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#### 1. EXECUTIVE SUMMARY

This report highlights the need for schools to consider budget plans in the medium term as cost pressures continue to increase.

#### 2. BACKGROUND

There are increasing cost pressures in schools arising from pay awards and inflation. These additional costs require efficiency savings to be identified in schools, since with the exception of Pupil Premium the funding available is flat and has been since 2011. In 2016-17 however there are additional pressures which overall are likely to increase the pay bill by about 5%:

- The Teachers Pension Rate increases in September 2015 from 14.1% to 16.48% of pay
- Employers National Insurance contributions will increase in April from an average of 10.4% to 13.8%
- Teachers and other staff are likely to receive a pay award between 1 and 2%. Schools have been briefed about these changes and plans should be in progress with governors.

#### 3. Indicative Balances for Future Years

The significance of the above is illustrated in the tables below. The first shows an anticipated summary for the current year 2015-16 based on the budgets set by all maintained schools. This shows a reduction in balances of about 50%.

**Table 1 - Expected position at 31<sup>st</sup> March 2016**

Sector	Balances b/f 14-15	Income 15-16	Expenditure 15-16	Expected Balance c/f
Nursery	676,607	2,160,048	2,514,299	322,356
Primary	6,268,671	115,657,381	117,899,046	4,027,006
Secondary	2,208,899	35,488,225	37,340,832	356,292
Special	1,570,256	20,401,628	21,226,106	745,778
	<b>10,724,433</b>	<b>173,707,282</b>	<b>178,980,283</b>	<b>5,451,432</b>

These figures do not include academies.

Of the 109 schools 8 currently have licenced deficit budgets and 4 have small deficits at less than 0.5% of delegated budget.

Moving a year forward schools have indicated the initial position for 2016-17 based on current costs and anticipating the changes described above. This shows that if no corrective action is taken then balances would reduce by nearly £9m and there would be an overall negative school balance position.

**Table 2 – Expected position at 31<sup>st</sup> March 2017**

<b>Sector</b>	<b>Balances b/f 15-16</b>	<b>Income 16-17</b>	<b>Expenditure 15-16</b>	<b>Expected balance c/f</b>
Nursery	322,356	2,169,065	2,462,724	28,697
Primary	4,027,006	110,628,370	115,453,905	-798,529
Secondary	356,292	29,727,623	31,637,012	-1,553,097
Special	745,778	19,739,771	21,524,208	-1,038,659
	<b>5,451,432</b>	<b>162,264,829</b>	<b>171,077,849</b>	<b>-3,361,588</b>

Of the 109 schools 70 would have a deficit budget. Therefore schools must plan corrective action to address their shortfall since this is not a sustainable position.

#### **4. Moving Forward**

This position is not unique to Wirral. Schools and Academies must plan carefully now to ensure a sustainable financial position over the medium term.

There will be further reports to the Forum as the position for schools is updated later in the year.

#### **RECOMMENDATIONS**

1. The report is noted
2. The information is used by Forum Representatives for discussion at Headteacher and governors meetings.

**Julia Hassall**  
**Director of Children's Services**

## WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 15<sup>th</sup> July 2015

### REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

#### De-delegated Services

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#### 1. EXECUTIVE SUMMARY

This report summarises the current and estimated costs of services that have been de-delegated from school budgets in accordance with School Finance Regulations and provides a commentary on the actual and proposed use of funds.

#### 2. COSTS

The costs of de-delegated services within the Schools Budget are as follows:

Budgets De-Delegated from Schools	Actual 2014-15 £	Budget 2015-16 £
Library Service	195,000	191,700
Insurances	30,100	32,300
MEAS	253,000	244,600
School Specific Contingencies	679,800	104,300
Special Staff Costs	790,300	667,600
Milk & Meals (Free School Meal Eligibility)	13,900	13,600
Behaviour Support	57,900	92,200

#### 3. SERVICES

##### 3.1 School Library Service

This area will be included as an item on the next agenda.

##### 3.2 Insurances

The particular status of governing bodies in Voluntary Aided schools, means that they need to protect themselves against legal liability relating to those parts of the school's premises used for non-educational purposes. Insurance cover for this risk is arranged by the relevant Diocese and the governing body is invoiced annually, funded through the provision in this budget.

##### 3.3 MEAS

The activities within this service providing support and advice to schools with pupils who are learning English as an additional language were reported to the last Forum meeting.

##### 3.4 School Specific Contingencies

This budget is used for exceptional and unforeseen costs that it would be unreasonable for schools and governing bodies to meet. Such cost can vary each year but have included

- Rates adjustments, where actual charges differ from amounts estimated.
- Support for schools in Key Stage 1 where a larger than usual reception class (above the published admission numbers) requires additional staff.
- Support towards costs of back dated Teacher Pension arrears in specific cases.
- SEN costs in schools exceeding the 90% Low Cost High Incidence threshold
- In exceptional cases deficits arising from closing schools.

### **3.5 Special Staff costs**

This budget is used for staff maternity, paternity and trade union facility costs for both teaching and non-teaching staff. It may also in certain circumstances meet additional costs arising from suspension.

Maternity costs make up approximately 85% of the overall spend. The cost of the member of staff on maternity is held centrally for the period away from school, whilst the school meets the costs of any supply required. Costs can vary greatly from year to year in 2014-15 it was £624k and in the previous 2 year it was £719k in each year.

This budget also meets paternity costs and will reimburse the cost of the supply cover for the statutory 2 weeks of paternity leave allowed.

Trade Union Facilities time is covered in another report on the agenda.

### **3.6 Free School Meal Eligibility**

The entitlement and eligibility of Free School Meals is administered by the Benefits Team within the Finance Department, there have been a number of developments during the year.

The introduction of the Universal Infant Free School Meals programme has presented a challenging year for the administration of FSM in what is an already changing benefits environment. This brought a change in focus for Wirral's Benefits Team and a huge amount of work was done to invite and encourage parents and carers to apply for FSM to maximise the pupil premium. All benefit officers and customer service advisors were briefed about the changes and the importance of maximising take up, ensuring schools received as much income from the pupil premium as possible.

This challenge was combined with the Government's continuing Welfare Reform programme which affects benefits for those parents and carers who either claim out of work, disability or pensionable age benefits and most importantly the national initiative to move people into work, which has a very real impact on the numbers of people who can qualify for FSM.

Wirral's Benefits Team manage the FSM administration on a daily basis, updating records of those whose circumstances change fairly frequently, as they move between qualifying benefits and work (when they may not qualify) and vice versa.

During 2014/15 there were 3,388 transactions awarding FSM and 3,964 removing awards. These include new claims, repeat claims as circumstances change and school moves during term time. The annual mass calculation of all awards and removal of those pupils who have moved or left schools are carried out in addition to this for approximately 8,000+ pupils. The average live caseload during 2014/15 was 8,400.

Increasingly fewer families are qualifying for FSM as their income does not meet the qualifying criteria for the reasons mentioned above. One positive aspect of the Welfare Reform programme (in relation to FSM) is the roll out of Universal Credit. Receipt of Universal Credit confers FSM eligibility whether in work or not.

A pro-active take up programme is continually being applied to maximise FSM applications and Wirral's Benefits Team has retained a specific staffing resource to allow 120+ schools to have a dedicated point of contact.

### **3.7 Behaviour Support**

The budget supports a small team working mainly with primary schools and embedded police officers in secondary and special schools.

During 2014-15 the team worked in the following areas:

- 40 children, all at risk of permanent exclusion, supported through regular meetings to set up and review actions.
- 2 primary Managed Moves.

- Chairing the Anti Bullying Steering Group and two sub groups of this group.
- Supporting a cluster of schools to work together to support children with challenging behaviour by attending meetings to advise on ways forward with regard to supporting challenging children.
- Conducting observations in schools and providing advice to staff about how to meet the needs of children with challenging behaviour.
- Leading the Community Works Pilot Project. This project works with the most vulnerable families in one school –Fender Primary School. It is now going to be set up at Rock Ferry Primary school.
- Attending Governors Disciplinary Meetings for permanently excluded pupils.
- Developing protocols for the SEBD Inclusion base.
- Delivering training to governors and head teachers.
- 128 requests for secondary managed moves have come in during this academic year
- 2 primary permanent exclusions and 46 (4 have rescinded part way through the process) secondary permanent exclusions.

Currently there are seven Safer Schools Police Officers embedded within Wirral schools. They are based at Bebington, Birkenhead Park School, Mosslands, Oldershaw, Ridgeway, South Wirral High School, in addition there is one PC with responsibility for Gilbrook, Kilgarth and Emslie Morgan Academy.

Each individual officer works within their schools to address a variety of issues essentially to help develop strong and positive relationships between the police and young people. They help deliver work around anti-social behaviour, promoting better relationships within their communities, restorative justice etc. During school breaks they offer a range of diversionary activities and are currently delivering a pilot based on the National Citizenship Award but targeting this with students in Year 7 and 8. Each officer brings their own particular skills to the role and therefore provides a bespoke service to each specific school. The service is highly valued by all schools within the partnership.

#### **4.0 RECOMMENDATIONS**

That the Forum notes the report

**Julia Hassall**  
**Director of Children's Services**

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**Report for: Schools Forum**

**Report Title: Provision of TU Facilities Time for School Employees**

**Report from: Sue Blevins Senior HR Manager (Schools, ER and OD)**

**Date : 15th July 2015**

## **1. Purpose**

This report provides an update to the Schools Forum on the budget allocated to fund TU Facilities time for school employees.

## **2. Introduction**

**2.1** Trade Union facilities time is a legal requirement to undertake individual support for employee and collective consultation / negotiation on key issues affecting school staff.

**2.2** Funding for these activities was prior to 2013-14 a decision for the Schools Forum / Cabinet to determine the resources that should be allocated.

**2.3** Following changes in regulations the funding of Trade Union Facilities time is made in different ways:

- Academy schools have funding delegated to them to make school level decisions on how they wish to provide facilities time for trade unions
- Maintained Secondary and Primary schools also have this money delegated to them but may de-delegate this through a decision at schools forum
- Special Schools require a separate buyback decision.

## **3. Background**

In March 2015 the decision of all maintained schools was to de-delegate the cost of Trade Union Facilities Time to the Local Authority to manage. In addition most academies agreed to contribute to the TU Facilities time. The total resources available are anticipated to be £132,000 a reduction of approximately £10,000 on the previous year.

Taking this change into account there has been a re-allocation of time for Professional Associations and UNISON, this also takes account of the latest membership numbers

## **4. National Advice on Trade Union Facilities time for School Employees**

In January 2014, the Department for Education issued national advice on Trade Unions Facilities time for school employees, which highlighted that:

**4.1** Union representatives in schools are entitled to reasonable **paid** time off during working hours to take part in trade union duties. Union representatives

and members are also entitled to reasonable **unpaid** time off for trade union activities

- 4.2 There is substantial flexibility for maintained schools and academies, to determine their own approaches to facility time to ensure positive workplace relations.
- 4.3 All union representatives who receive facility time to represent members employed in schools should spend the majority of their working hours carrying out their main duties as school employees.
- 4.4 Employers should ensure that spending on facility time is as efficient as possible.
- 4.5 There should be full accountability and transparency on facility time given to trade unions.

## **5. Local Application of National Advice on Trade Union Facilities time**

- 5.1 The budget to support trade union facilities time is made up of funding from:
  - i) Schools Forum – based on agreement by Primary and Secondary representatives from maintained Schools
  - ii) Contribution to the cost of TU facilities from Academy and Special Schools
- 5.2 All recognised unions have a branch officer employed in a School/ or in the Council, and have been provided with paid time off to undertake Trade union duties on behalf of schools. There are some branch officers who are retired teachers.
- 5.3 In addition a number of schools will have local school TU representatives, who provide advice and guidance to employees in school.

## **6. Use of Facilities Time**

- 6.1 TU facilities in Wirral is used for a number of reason including :
  - i) Representing individual member of staff on employee relations issues such as disciplinary, sickness absence, work performance, grievance
  - ii) Representing a groups of staff in a school on collective employee relations issues such as redundancy, TUPE
  - iii) Representing all TU members at Local ( Wirral Wide) consultation meeting including health and safety and joint consultative meetings
  - iv) Representing al TU members in the development, negotiation an , where possible, collective agreement of HR policies and procedures for schools.

A breakdown on the allocation and use of trade union facilities time is shown below:-

## 7. TU Facilities time - 2015-16 (days allocated)

Trade Union	Casework/ Facilities Time	Union Learning	Health and Safety	Teacher Member Panel
NUT	155	10	10	
NASUWT	110	10	10	
ALT	70	10	10	
ASCL	28			
NAHT	28			
UNISON	164			
<b>Total</b>	<b>555</b>	<b>30</b>	<b>30</b>	<b>45</b>

## 8 TU Facilities Time – Activities

The activities over the past academic year are summarised as follows:

- Weekly meetings with Director of Children’s Services
- Meetings with Chester/Cheshire West over the new Traded Services Company – Edsential
- Monthly Professional Association meetings with LA
- Annual Policy review day
- JCC – preparing and attending
- Schools Forum – Attending and Preparing
- Redundancies/Restructuring – consultation with schools and members. 1:1 meetings and appeals.
- Conversion of Maintained Schools to Academies – TUPE consultation
- Casework with members, giving professional advice eg. restructures and redundancy
- Grievances
- Disciplinary Meetings
- Capability Meetings
- Return to work meetings

- Advice on Ill-Health
- Compromise Agreements
- Pay Appeal
- Visiting members at home in connection with any of the above
- Phone enquiries from members
- Responding to consultation from Schools over Policies
- Attending Union Training Days e.g Shared Parental Leave, Redundancy

### **Recommendation**

That the Forum notes the report

Julia Hassall  
Director of Children's Services

## **A REVIEW OF WIRRAL'S HIGH NEEDS FUNDING FORMULA FOR SEN**

**SUMMER TERM 2015**

**Report of Commissioned Consultant Andy Simpkins**

## Contents

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## **1.0 Executive Summary**

This document is a broad review of the High Needs Funding Formula for SEN which has been in place in Wirral since April 2014. The new funding system is largely based on a number of funding bands that take account of a range of high needs and is embedded across schools and providers, although its application in some areas is limited.

Overall the system is working well. There are some further revisions that could be considered in the light of the Children and Families Act. Specifically this is in the areas of:

- banding descriptors
- the allocation of resources for Low Cost High Incidence (LCHI) SEN
- exceptional needs
- a banding plus system which could be used in some areas for the most complex needs or where there is currently a large increase between one band and another.

These areas are covered in more detail within the body of the report.

In preparation for the next steps of the review the report outlines a number of questions that could be developed and used as the basis for a consultation with schools and interested groups in the Autumn Term.

## 2.0 Background

2.1 At a meeting of the Schools Forum held on 29<sup>th</sup> April 2015 it was agreed to review the High Needs Block Funding Formula for schools and academies in the Summer Term 2015. This report sets out proposals for consideration and a series of questions resulting from this review. The resulting report should be used as a means to judge the efficacy of SEN funding arrangements and to set out an action plan where necessary in order to bring forward specific change proposals for implementation from April 2016.

2.2 Nationally, the Department for Education (DfE) are currently seeking evidence to inform longer term changes to funding for SEND. The initiative was launched in February 2015 with an acknowledgement that 'we will not have a completely fair education funding system until we also reform the distribution of funding for pupils with high cost SEND'. Reform has been lodged as a parliamentary priority. The DfE are planning for a new distribution methodology that is more formulaic and less based on past levels of allocation that have become outdated. They are seeking information regarding why the same pupils and students with SEND, or those with very similar needs, can be assessed very differently in different local authorities; and how this has made a difference to the allocation of funding. They have commissioned the Isos Partnership to work with 13 LAs (including Bury and Manchester in the NW) to focus on finding new and improved formula factors for distributing funds relating to SEND from national to local level and from local level to institutions. Given this background it is likely that changes to SEND Formula Funding will be shaped differently by the DfE within the next two academic years. It is important to recognise that any revision to the scheme in Wirral will therefore be an attempt to make improvement changes over this time period, which may be subject to further national changes subsequently.

2.3 The current funding formula for High Needs was approved by the Schools Forum in November 2013 and Cabinet in January 2014. This formula is principally concerned with the distribution of High Needs Top Up Funding for schools i.e. the Plus element of the Place Plus funding system introduced by the DfE in 2013.

Top Up funding (the "Plus" element) reflects the additional support costs in excess of place funding for individual pupils and students and takes into account factors such as the pupils individual needs and facilities/support provided.

2.4 Wirral's approach introduced in 2014-15 a system of funding for particular types of need within bands. This has resulted in bands for:

- Students attending Specialist SEN provision: Wirral's 11 special schools, reducing to 10 in 2016 and 14 resourced provisions in mainstream schools
- Students attending independent non-maintained special schools and independent schools
- Students in mainstream schools with specialist SEN funding and /or statements of SEN;
- Students in post 16 provision with element three costs; Further Education Colleges, Sixth Forms and Independent Specialist Providers (ISP) (only partially implemented);



- Students attending alternative provision; two primary behaviour bases and Wirral's Alternative Schools Programme (EMA - KS3/4 Pupil Referral Unit - short stay school).

2.5 The system introduced took account of the need to:

- ensure stability of budgets by minimising as much as possible any disturbance to current levels of funding;
- take account of possible fluctuations to funding because of part year occupancy of places and the interest of the authority to have places available;
- not to be too simplistic;
- recognise the needs of a growing number of pupils with social communication needs with relatively stronger funding than has been the case to date;
- recognise the resource intensive nature of making provision for those with the most profound and multiple difficulties;
- honour existing commitments;
- take account of the fact that there was limited scope to redistribute monies without additional funding for pupils already in the system.
- vulnerability for SEN provision, both when pupil numbers and places fall. Proposals to help overcome this included a weighted spring and summer term top up for new arrivals and a contingency fund to support specialist provision experiencing financial difficulties whilst future options are considered

The following bands were agreed

<b>Top Up</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Behaviour, Emotional and Social</b>	<b>Physical, Medical and Sensory</b>
<b>Band One ( ≈ £1,000)</b>	Hayfield, Clare Mount, Orrets Meadow			
<b>Band Two (≈ £6,000)</b>		Hayfield, Clare Mount, Orrets Meadow	Gilbrook	
<b>Band Three (≈ £7,000)</b>	Stanley, Elleray, Lyndale, Foxfield, Meadowside			
<b>Band Four (≈ £8,000)</b>	Stanley, Elleray, Lyndale, Foxfield, Meadowside		Kilgarth, Observatory	
<b>Band Five ( ≈ £16,000+)</b>	Stanley, Elleray, Lyndale, Foxfield, Meadowside	Stanley, Elleray, Lyndale, Foxfield, Meadowside		Stanley, Elleray, Lyndale, Foxfield, Meadowside

Previous reports noted that these changes were for a 2 year period, during which time the formula would be reviewed.

2.6 In 2015-16 there is a budget of £15.6m for SEN Top Ups within an overall allocation of £34m split over the following areas:

Statements	Early Years	292,200	
or	Primary	1,325,700	
EHCPlans	Secondary (including 6th Forms)	1,998,300	
	Exceptional Need	449,200	Other
	383,100		
Top Ups	Special Schools (and 6th Forms)	6,141,200	
	Independent Non Maintained Special Schools	3,383,300	
	Home Teaching	301,400	
	EMA/WASP	420,800	
	SEN units - resourced and alternative provision	629,400	
	Support costs	11,700	
	Further Education, 6th Form College and other providers	742,700	
	Contingency	500,000	
		<b>Total</b>	<b>16,579,000</b>

The budgets for High Needs places of £16.5m and SEN Support of £2.1m are not part of this report.

### 3.0 **Support in Mainstream Schools**

3.1 The High Needs Review has been informed by updated guidance from the Department for Education (Schools Revenue Funding 2015-16) and through meetings with LA Officers, representative of Wirral Special School Headteachers, Mainstream Headteacher Forum and Schools Forum representatives.

Consideration has also been given to HN Funding Systems in other LAs, both regionally and nationally. It is intended that the review will consider any need for an updated allocation HN Funding System in Wirral which recognises the imperatives of the 0-25 element of the C & F Act 2014; enables all providers to meet needs effectively and remains affordable with available resources. While the focus of this report is primarily on Element 3 HN Top Up Band Funding it also covers some aspects of SEN funding in mainstream schools.

3.2 The great majority of pupils in Wirral schools have their needs met from the notional SEN budget comprised of Element 1 and Element 2 Funding. Children who receive support are described as having Low Cost High Incidence Needs. This is consistent with the history of SEN legislation and associated funding systems including principally the 1981 Education Act, following the deliberations of the Warnock Committee; the Education Act of 1996; Fair Funding of 2013 and the recent Children and Families Act. Consistent throughout this time is the notion that the vast majority of children with SEN will have their needs met within mainstream schools with access to devolved resources and without recourse to statutory assessment. The Warnock principle of up to 18% of the whole school population having SEN, but only approximately 2% of the whole population requiring funding beyond that available within their local school remains valid. Within Element 2 funding it is important to recognise that resources may be allocated within the range of £1k up to £6k, according to assessed needs. The DfE guidance emphasises that it is not appropriate to consider all pupils identified as being eligible for Element 2 funding to require the maximum amount of £6k. This is a threshold cost and provides a notional amount of funding. It should not be regarded by schools as a substitute for their own budget planning and decisions about how much they need to spend on SEN support, or as a fixed budget sum for spending by schools. Schools should also seek to maximise support arrangements by allocating designated SEN staff on flexible pupil group to one staff member basis (or greater if appropriate). Some updated guidance on the use of Elements 1 and 2 funding is needed for schools.

3.3 The 'safety net' of additional funding where the spending commitment exceeds 90% of the SEN Notional Budget is considered beneficial by Headteachers, the mechanism delivers a relatively small amount of resource. In 2014/15 10 Primary Schools received a total of £63k. This funding mechanism is considered more broadly later.

3.4 The Headteachers would welcome updated advice with particular reference to Element 2 funding being up to the prescribed limit of £6,000. The emphasis on the discretionary sliding

scale of expenditure should be made clear by the LA and standard wording incorporated into the SEN Information Report which each school is obliged to produce. This may assist parent/carer understanding of Element 2 and enable schools to use resources as flexibly as possible, as intended.

- 3.5 Within the Statistical Neighbour LA group Wirral is the only LA to use a single factor to determine LCHI SEN using Pupil Prior Attainment as a proxy indicator. This is a result of former determination by Schools Forum. Later in this report reference is made to Wirral having the lowest percentage of DSG in Notional SEN within the Statistical Neighbour Group. Consideration of other factors shown in the table below should be considered to ensure that the capacity of mainstream schools to meet SEN is at the optimum level and to encourage a greater flexibility in the use of resources across a wider range of funding elements. The following table shows the range of indicators and is linked to question 1.

**BREAKDOWN OF ELEMENTS IN 2015-16 NOTIONAL SEN BY STATISTICAL NEIGHBOUR**

Local Authority Name	Darlington	Halton	Hartlepool	Lancashire	North Tyneside	Redcar and Cleveland	Sefton	St Helens	Stockton - on- Tees	Wigan	Wirral
Basic Element Primary		5%	9%	8%	5%	9%	10%	1%	6%	3%	
Basic Element KS3/4		5%	9%	7%	5%	9%	10%		4%	3%	
FSM Primary	49%	5%	8%	100%	15%	20%		11%	14%	1%	
FSM Secondary	49%	5%	8%	100%	15%	20%	40%	5%	13%	1%	
IDACI Primary	49%	5%		100%	15%	20%	40%	11%		1%	
IDACI Secondary	49%	5%		100%	15%	20%	40%	5%		1%	
LAC		5%		100%							
EAL Pri/Sec		5%		100%							
Prior Attainment Primary	28%	5%	100%	100%	100%	100%	100%	100%	100%		100%
Prior Attainment Secondary	100%	5%	100%	100%	100%	100%	100%	100%	71%		100%
Lump Sum Prim/Sec		5%									
Number of Elements used for notional SEN	3	14	3	6	4	4	4	4	3	3	1

**Notes**

Halton uses 5% of Sparsity, Split Sites, Rates, PFI, Mobility, Sixth Form and Exceptional Circumstances in addition to the elements above.

St Helens allocate 11% of IDACI to notional SEN, only for bands 3 and above. 5% of secondary IDACI for band 6 only.

Darlington allocate 49% of IDACI to notional SEN, only for bands 3 and above.

### Question 1

Should alternative models be presented for consultation using a broader range of elements for Notional SEN?

- 3.6 The funding system in mainstream schools includes the commitment of the LA to provide additional funds to schools where SEN costs exceed 90% of the notional SEN budget. This has the positive advantage of enabling all schools to meet SEN even in circumstances where they receive a relatively low notional budget as a consequence of their prior attainment profile. Currently there are ten primary schools where the commitment exceeds 90% of their notional budget at a total cost of £63k, with 5 Secondary Schools in receipt of a total of £106k. The overall total of £169k enables schools to give a profile of SEN through the January census and is a mechanism to enable schools to meet SEN without recourse to seeking resources for individual pupils once the expenditure of the notional budget has reached 90%. It is important to link all funding elements together and evaluate whether the relatively low total means that the trigger percentage should be adjusted and how such a mechanism fits with deprivation funding and the Prior Attainment element of the notional budget.

### Question 2

Should there be a change to the 90% notional SEN budget additional payment?

- 3.7 A further element of targeted support in Wirral is the use of Units of Resource to fund statements. This has been in operation since April 1<sup>st</sup> 2001 and was introduced to aid flexibility in schools regarding resource deployment. From the inception of the scheme the LA no longer specified the level of support assistance in terms of staff time allocated to individual pupils, but instead specified a number of units which have a monetary value. For example, instead of specifying 0.5 Teaching Assistant time the LA allocates 5 units. The school is not required to appoint a 0.5 TA but to meet the objectives on the child's Statement of SEN or Education Care and Health Plan (ECHP) and the school will therefore determine how best to support the pupil.

At the time of writing the current estimated Unit of Resource spend for 2015/16 is:

Primary - £1,305,994

Secondary - £1,812,214

Total - £3,118,208

No amendment to this funding element is recommended.

#### 4.0 High Needs Banding in Specialist Provision

- 4.1 In line with the SEND legislative reforms introduced in September 2014 the HN funding system is designed to support a continuum of provision for pupils and students from their early years to age 25.
- 4.2 In the case of special schools and Alternative Provision (AP) the Place funding is set at £10,000 per place per annum.
- 4.3 HN top-up funding is administered by Wirral to reflect the additional support costs in excess of the Place funding to individual pupils and students. In common with many other Local Authorities, Wirral has a banding allocation system. In the funding guidance of March 2015 the DfE advocate a greater understanding of which approach their neighbouring LAs are taking. They also encourage greater collaboration than has happened to date in order to make funding arrangements more transparent and to help those institutions that receive top-up funding from more than one LA.  
As part of this review consideration has been given to arrangements in a number of neighbouring and comparative authorities.

#### 4.4 Comparative Context

##### Percentage of DSG spent on High Needs

Wirral	2012/13	13.5%	2015/16	14.25%
England	2012/13	12.8%	2015/16	13.25%

The trend from 2014/15 to 2015/16 shows marginal growth in Wirral from 14.18% to 14.25% and marginal reduction in England from 13.4% to 13.25%.

##### Wirral HN Spending. OFSTED Statistical Neighbours

Local Authority	% of DSG in Notional SEN	% of DSG in High Needs Block	% of DSG NSEN and HNB
Wirral	3.43	14.18	17.61
Stockton-on-Tees	6.76	14.11	20.87
Halton	3.83	13.88	17.72
St Helens	2.95	13.82	16.77
Sefton	12.08	13.77	25.86
Redcar and Cleveland	10.77	13.75	24.51
Hartlepool	7.43	13.60	21.03
Darlington	4.60	12.18	16.78
North Tyneside	6.07	11.84	17.91
Lancashire	13.10	11.59	24.80
Wigan	6.40	11.14	17.68

The data shows that within the statistical neighbour group Wirral has the second lowest funding allocation to support LCHI SEN in mainstream schools with the highest allocation in specialist provision and can be depicted in the following ranked table share of DSG

Local Authority	Notional SEN Rank		High Needs Block Rank		HNB and NSEN	
	National (150)	Statistical Neighbour (11)	National (150)	Statistical Neighbour (11)	National (150)	Statistical Neighbour (11)
Wirral	141	10	63	1	124	9
St Helens	146	11	74	4	133	11
Darlington	127	8	111	8	132	10
Wigan	93	6	133	11	122	8
Halton	135	9	72	3	121	7
North Tyneside	103	7	119	9	119	6
Stockton-on-Tees	84	5	67	2	79	5
Hartlepool	70	4	79	7	77	4
Redcar + Cleveland	19	3	76	6	33	3
Lancashire	7	1	125	10	32	2
Sefton	9	2	75	5	24	1

#### 4.5 Independent and Non-Maintained Special Schools (INMSS)

There are currently 95 pupils placed in INMSS with a total expenditure of £3,565,929. Within this cohort there are 54 pupils at one location. Expenditure here is £1,436,084. In total there are twenty three placements in Independent Schools with an annual average cost of £61,000 per pupil; with seventy two pupils in Non Maintained Special Schools at an annual average cost of £30,000 per pupil. These costs do not include the £10k Place element top sliced by the EFA.

#### 4.6 HN Funding Bands

An overview of the 5 funding bands in Wirral includes a comparison with some other NW LAs. While these are not the same comparators as used earlier in the DSG/HNB analysis, there is some validity in considering other 'local' arrangements

Wirral	Band 1	Band 2	Band 3	Band 4	Band 5
	£1k	£6k	£7k	£8k	£16k

Sefton	Band 1	Band 2	Band 3
	£10k	£12k	£14k

Knowsley	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
	£6k	£7k	£8k	£10k	£12k	£14k	£16k

Salford	Band 1	Band 2	Band 3	Early years
	£5k	£7.5k	£11k	£6,250



Bury	Band 1	Band 2	Band 3	Band 4
	£3k	£5k	£11k	£23k

Rochdale	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	£3k	£5k	£7k	£8k	£15k	£17k

Tameside	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	£4k	£7k	£10k	£14k	£17k	£19k

Warrington	Band 1	Band 2	Band 3	Band 4	Band 5
	£4k	£6k	£8k	£12k	£15k

Wigan	Band 1	Band 2	Band 3	Band 4
	£6k	£9k	£13k	£14k

Stockport	Band 1	Band 2	Band 3	Band 4	Band 5
	£6k	£10k	£14k	£15k	£20k

The comparison shows that Wirral has the lowest Band 1 allocation. This is due to the descriptors of pupils in settings largely funded at Band 1 suggesting relatively low levels of SEN. However, as described earlier, it is necessary to recognise the increased complexity of the needs of the pupils in attendance in such settings. It does not suggest that Band 1 should be increased but that a review of Band 1 funded pupils be undertaken in order to ascertain the real difference between their profiles of attainment and cognition compared to those pupils who would be ordinarily expected to attend their local mainstream school. In discussion with Special School Headteachers and others with particular reference to Band 1, consultation on a modelled supplementary element to Band 1 is appropriate. The relatively large funding gap between Bands 1 and 2 means that where an enhanced level of staff input is required Band 2 becomes the next available option. Band 1+ may be a useful and flexible resource delivery mechanism to provide an enhanced input for an agreed fixed term period, subject to agreed targets and a review schedule. Band 1+ should not be viewed as an additional Band or as a 'new' Band 2, but should be targeted for specific purposes related to pupil targets in the short to medium term over one or two academic terms. Currently there are twelve pupils with additional funding at Band 1. If Band 1+ equated to an average of £4k (£3k for the + element) over a full year, this would total £36k. This compares to the current full year cost of approximately £90k. A new + system could be initially funded from current contingency budget but may be transferred to be drawn from Band 1 or Band 2 funding.

### Question 3

Should a Band 1+ system be introduced as an alternative to the current additional top up funding beyond the HN Band system in maintained special schools?

## 5.0 **Banding Descriptors**

Banding descriptors are needed in any High Needs Funding system for schools and providers. Currently the descriptors within the existing system are limited to a short outline for use within Band 5. Other Local Authorities have developed broader descriptors over all bands which take account of the four areas of need within the Code of Practice 2014 ie Cognition and Learning, Communication and Interaction, Physical and / or Sensory Needs and Social, Mental and Emotional Health. A draft model for funding descriptors is included in the Appendix.

### Question 4

Should these descriptors be used as a basis for the description of banding thresholds which would help determine the levels of top up funding in schools?

## 6.0 **Exceptional Needs Budget.**

6.1 Further to the comparative data caution expressed earlier it is also likely that basic band allocations are likely to mask real higher costs in many LAs. Currently in Wirral there are 36 pupils with exceptional/complex needs accruing a total cost of £717,500 over the 2015/16 financial year. Costs in excess of the dedicated budget of £450k are drawn from other contingency reserves. Such contingency costs are likely to exist in other LAs.

The implication for Wirral is to consider whether to embed contingency funding into the core Band scheme. While such payments may currently lead to an enhanced possibility of pupil placement, such arrangements historically lead to unplanned expenditure and a growing expectation of resource beyond Core Funding and Top Up. This is considered later in the report

With particular reference to both the Wirral Hospitals' School and Emslie Morgan Academy (EMA) the use of top up from two sources should be considered separately to funding mechanisms in maintained special schools. In the Hospitals' School there is evidence that pupil referrals, admissions and complexity of needs; with particular reference to Mental Health issues means that it is not appropriate to include this setting in the HN Band system.

## 7.0 Double Top Ups

7.1 The HNB scheme has a double top up funding adjustment mechanism to recognise the difference between the number of pupils in attendance (and their Funding Band) between each termly census. This provides the following profile using the examples of Spring Term 2015 and Summer Term 2014.

If EMA is excluded from the profile, the Summer Term 2014 and Spring Term 2015 totals are £52,700 and £33,750 respectively. This should be viewed as a timely and flexible funding mechanism to reflect small changes in pupil populations. It is welcomed by Headteachers and assists the LA with the admission of pupils with assessed SEN.

The EMA figure is a consequence of pupil number fluctuations. Consideration should be given to the issue of funding direct from schools in this setting.

Spring Term 2015 3/12ths

School	Amount	Number of Pupils	HNF Band
Elleray Park	£ 3,500	2	3
Foxfield	£ 1,750	1	3
Gilbrook	£14,000	8	3
Hayfield	£ 2,250	3	1x1, 1x2
Kilgarth	£ 2,000	1	4
Orrets Meadow	£ 4,500	3	2
Stanley	£ 1,750	1	3
Lyndale	£ 4,000	1	5
EMA (Emslie Morgan Academy)	£37,500	30	2
<b>Total</b>	<b>£71,250</b>		

Summer Term 2014 5/12ths

School	Amount	Number of Pupils	HNF Band
Elleray Park	£ 2,900	1	3
Gilbrook	£20,400	7	3
Kilgarth	£ 3,300	1	4
Meadowside	£ 2,900	1	3
Orrets Meadow	£ 800	2	1
Stanley	£ 5,800	2	3
The Observatory	£16,600	5	4
EMA (Emslie Morgan Academy)	£35,500	17	2
<b>Total</b>	<b>£88,200</b>		

## 8.0 Maintained Special Schools

There are currently eleven maintained special schools (reducing to ten from the start of academic year 2016/17). Each place is funded at £10k per annum with access to Element 3 Top Up Band funding to reflect assessed exceptional needs. At the time of writing the number of pupils in each Band is shown in the following table:

Band	Top Up	Number of Pupils
1	£1k	226
2	£6k	136
3	£7k	391
4	£8k	120
5	£16k	31

- 8.1 As stated earlier, additional Funding is allocated where assessed pupil needs indicate that enhanced staffing is necessary. This currently totals approximately £717k, including the Hospitals' School. In conjunction with the earlier Band 1+ consideration, it is timely to consider whether such a Band+ arrangement is needed in one or more of the higher funding bands as an alternative to the current additional or contingency payments. The £717k is currently allocated to 38 pupils (35 Secondary and 3 Primary) in 6 settings giving an average cost per pupil of £19,000 per annum, ranging from £6k to £53k per annum. Of these, 21 pupils have Social, Emotional and Mental Health difficulties (SEMH) as defined in the 2014 Code of Practice.
- 8.2 A time limited allocation at Band 4+ with clear assessment advice that an enhanced level of funding is required may be a viable alternative. Clear targets and systematic review should also be put in place. This may increase clarity and equity and improve upon the current system which is negotiated on a pupil by pupil basis with the Local Authority. Before any such alternative model is considered, a judgement on risk and affordability would be required. A targeted small scale pilot programme with a focus upon 3-4 pupils currently funded at Band 4 with additional top up funding would be a way to test the proposal in order to evaluate outcomes prior to potential broader adoption.
- 8.3 In some LAs new decision making arrangements have been established where request for additional funding beyond the allocated Band are considered by a panel comprised of Special School Headteachers and representatives of LA SEN Service. Such arrangements have added a 'peer review' element, improving equity and decision making regarding local provision solutions for pupils with complex needs. Such a panel would meet termly and receive relevant pupil assessment and review reports as well as monitoring the overall budget from which Band 4+ would be funded.
- 8.4 The main counter argument to the introduction of a Band+ system is that it may remove some degree of flexibility of pupil placement and could become an impediment to their timely

admission. However, a question is included to consider the potential merits and deficits of such an arrangement.

#### Question 5

Should a Band 4+ system be introduced as an alternative to the current additional top up funding beyond the HN Band system in maintained special schools? If so, should a new decision making panel be established to have jurisdiction over Band+ decisions?

8.5 The overall response from Headteachers in Wirral maintained special schools is that the High Needs Band Funding scheme broadly operates effectively. However there are a number of caveats to this judgement which should be considered. These include, firstly, Place Funding time lag and, more broadly, overall pressure for increased pupil placements. Secondly, meeting the needs of pupils with Complex Learning Difficulties and associated challenging behaviours in attendance at schools with a designation of severe learning difficulties.

8.6 Time lag funding has particular impact where the number of pupils admitted to a school exceeds the approved place plan submitted to the Education Funding Agency (EFA) by the LA. Adjustments to the approved EFA scheme require an overall significant percentage increase in the planned number of places before an upward payment 'trigger' mechanism is activated. Consequently some special schools have a deficit in their core block funding as a result of exceeding planned admission numbers. Schools Forum has responded to this issue positively and helped schools with additional funding in the current year funded from reserves. There is the likelihood of a repeat of this pressure in future years and a longer term consideration of how best to help schools in such circumstances is in the mutual interest of pupils and the LA to encourage flexibility in admissions. There is emerging national evidence of the EFA place formula being over prescriptive and there may be a wider resolution of the issues as part of the current DfE review of HN Block funding referred to earlier

#### Question 6

Could a cost calculated and affordable funding mechanism be put in place using HNB funding to offset the impact of a place funding time lag?

8.7 The conclusion from the data related to DSG/SEN Funding suggests that Wirral maintains a continuum of provision which has a relatively high level of specialist places available. However, the future need for such places may be validated by recent DfE trend data using population projections based on recent growth. These show that using a 2014 to 2023 projection, the national increases in the Primary, Secondary, Special School populations are 8.8%, 17.4% and 26.2% respectively. In the medium term it is important to match the places available to assessed needs in order to reflect the growth profile of pupils with Social, Emotional and Mental Health Needs and those with complex Autistic Spectrum Condition, including those with relatively high cognitive functioning. Such matching should include maximising places available in resourced mainstream schools as currently there is unused

capacity in some of these settings with simultaneous pressure to admit pupils to specialist settings over planned admission limits.

- 8.8 Headteachers of schools designated for SLD students have requested that descriptors of the students with the most complex needs who require enhanced staff ratios are updated and this is part of the Band + suggestion.
- 8.9 To offset some of the pressures for increased funding it may be necessary to consider cost virement. For example, the allocation of core funding of £33k per annum to each special school to promote outreach/inclusion in mainstream schools could be reconsidered. Such a funding arrangement does not exist in many other Local Authorities and is difficult to evaluate in terms of outcomes and cost effectiveness. The distinctive approaches at Gilbrook School and at Orrets Meadow have key purposes related to prevention and inclusion and may serve as a model for other such arrangements. Where this resource is not being used to enable pupils to enter or return to mainstream education from the specialist sector it may be necessary to cease such funding to meet other cost pressures.

#### Question 7

Should ringfenced funding for Special School outreach/inclusion activities cease?

## 9.0 Early Years

9.1 All early years providers in the maintained, private, voluntary and independent sectors that Wirral LA fund are required to have regard to the Code of Practice for SEND 0-25 Years. The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0-5 years. All EY providers must follow the safeguarding and welfare requirements and the learning and development requirements and must have arrangements in place to support children with SEN or disabilities. In Wirral there is a differential funding system in operation in the PVI sector and the Maintained Nurseries. It is necessary to ascertain if such an arrangement remains valid with particular reference to the updated profile of SEN across the settings and the economies of scale that may be available in settings with relatively high numbers of SEN children. Such an analysis would require a consideration of the implications for HN Block funding.

### Question 8

Does the funding formula provide clarity and equity across all early years settings?



## 10.0 **Post 16**

The post 16 providers have previously commented on a banding system and are of the opinion that it is not feasible to implement within the Post 16 cohort.

The current arrangements seem to work effectively and are seen to be beneficial from both the LA and Post 16 providers' perspectives.

Therefore no recommendations to change from the current system are proposed at this time.

## **11.0 Next Steps**

Schools Forum may resolve to reframe and prioritise the questions to form an Action Plan for a report schedule over the Autumn Term 2015 and seek modelled financial proposals for wider consultation where there are implications for local Formula Funding changes from April 2016. There is an inherent strength to many of the current High Needs Block funding arrangements in Wirral. However, the cost pressure issues and the likelihood of demand growth in SEN provision requires that the LA maximise the efficient use of resources and that the key issue of affordability is understood and 'owned' by all staff across the whole range of settings in receipt of High Needs Block Funding.

## High Needs Funding Questions

### Question 1

Should alternative models be presented for consultation using a broader range of elements for Notional SEN?

### Question 2

Should there be a change to the 90% notional SEN budget additional payment?

### Question 3

Should a Band 1+ system be introduced as an alternative to the current additional top up funding beyond the HN Band system in maintained special schools?

### Question 4

Should revised descriptors be used as a basis for the description of banding thresholds which would help determine the level of funding in schools?

### Question 5

Should a Band 4+ system be introduced as an alternative to the current additional top up funding beyond the HN Band system in maintained special schools? If so, should a new decision making panel be established to have jurisdiction over both Band+ decisions and INMSS placements?

### Question 6

Could a cost calculated and affordable funding mechanism be put in place using HNB funding to offset the impact of a place funding time lag?

### Question 7

Should ringfenced Special School outreach/inclusion activities cease?

### Question 8

Does the funding formula provide clarity and equity across all early years settings?

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## **Wirral High Needs Funding Bands. Summary of SEND Assessed Pupil profiles**

Wirral Local Authority has developed five HNF Bands which aim to capture the diverse range of pupil needs. The bands are not condition specific, rather they focus on the pupil's need for additional intervention and support and the adjustments required to provide a suitable learning environment.

The descriptors are based on models developed by other local authorities.

Not all descriptors need to be met in order to be allocated to a Band. A pupil will be assigned to the band which most accurately reflects their needs.

### **The Four Broad Areas of SEN and Disability**

#### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Condition (ASC) including Asperger's syndrome have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and Learning**

Children and young people with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical Needs**

Some children and young people have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

<b>Band 1</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Physical and/or Sensory Needs</b>	<b>Social, Mental and Emotional Health</b>
	<p>Differentiated small group support where a high level of individualised support is required to reinforce key learning concepts.</p> <p>Alternative arrangements to record their learning.</p> <p>Curriculum content delivered in a small group where a level of individual support can be provided.</p>	<p>Simple instructions given throughout the day.</p> <p>Written or drawn visual supports for tasks and/or personal organisation.</p>	<p>Moderate sensory impairment that is fully managed by simple equipment or curriculum adaptations.</p> <p>Minor environmental adaptations e.g. low level specialist equipment such as standing frames.</p> <p>Additional support to ensure that the appropriate hearing and radio aids are used to access curriculum content.</p>	<p>Pupils may be working on how best to relate to other peers and are able to demonstrate social awareness and reduce own anxiety/verbal aggression and/or withdrawal.</p> <p>Use of key working approaches to assist access to a trusted adult at vulnerable times. Personalised reward systems. Restorative practices.</p>

<b>Band 2</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Physical and/or Sensory Needs</b>	<b>Social, Mental and Emotional Health</b>
	<p>Pupil has a Moderate degree of learning difficulty which places their learning below the 2<sup>nd</sup> centile of the overall school population.</p> <p>Despite carefully planned and executed previous interventions there are difficulties with the acquisition of language, literacy and numeracy and access to most curriculum areas is affected.</p> <p>A developmental curriculum.</p> <p>Assistance needed with/and alternative recording for most curriculum areas</p> <p>Where specialist teacher and TA knowledge skills and experience will be required to identify and manage specific needs.</p>	<p>The pupil is working towards understanding simple information and routine instructions using a structured language approach, visual reinforcers, context and cues throughout the day.</p> <p>Classroom support may include the use of visual timetable, prompt and/or instruction sheets identified expectations and teaching outcomes.</p> <p>Specialist language programmes in conjunction with Speech and Language programme planning.</p>	<p>Individualised specialised sensory programmes to enable successful learning.</p> <p>Independent movement around familiar places. Supervision and support when out in the community.</p> <p>The involvement of specialist and targeted services to support and manage any existing health conditions.</p> <p>Frequent additional support for pupils whose hearing is binaurally aided and radio aided to ensure access to the curriculum.</p> <p>Additional support for pupils who have a Moderate or severe visual difficulty, including presentation of curriculum content in an accessible format.</p> <p>Physical adaptations as required.</p>	<p>Assistance to maintain attention on a required activity for short amounts of time with adult direction.</p> <p>Working with adult assistance on increasing positive and appropriate interaction and reducing high levels of anxiety/aggression.</p> <p>Medium severity behaviour difficulties. Working towards a reduction of disruptive behaviour and anxiety.</p>



<b>Band 3</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Physical and/or Sensory Needs</b>	<b>Social, Mental and Emotional Health</b>
	<p>Pupils learning, development and behaviour needs require small group support.</p> <p>Developmental curriculum, differentiated into small steps.</p> <p>Multi-sensory approach to learning</p> <p>Curriculum designed to develop life skills</p> <p>Working above lower quartile of P levels for chronological age.</p> <p>Assistance with/and alternative recording for most curriculum areas.</p>	<p>Assistance with speech or proficient with a communication aid.</p> <p>Able to express simple requests and opinions.</p> <p>Form appropriate relationships with staff and peers. Staff support in social/play situations.</p> <p>Support to develop attention and concentration skills throughout the day</p>	<p>Assistance with independent movement around familiar places</p> <p>Supervision and support when out in the community.</p> <p>Able to perform most basic self care tasks in line with chronological age.</p> <p>Significant levels of sensory impairment that is fully managed by equipment or adaptations.</p> <p>Daily sensory exercises to aid calmness and reduce anxiety.</p>	<p>Behaviour support to develop age appropriate listening, attention and impulse control skills.</p> <p>Adult support and guidance to aid emotional and behavioural responses.</p> <p>High Frequency/Medium severity disruptive behaviours, such as verbal aggression or refusal to follow instructions.</p>

<b>Band 4</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Physical and/or Sensory Needs</b>	<b>Social, Mental and Emotional Health</b>
	<p>Some 1-1 support for activities and learning opportunities in order to have full access to an appropriate developmental/learning curriculum.</p> <p>Development and behaviour needs require a high level of small group support with high adult to pupil ratios. Access to additional learning/ behaviour support.</p> <p>Pupil is working in lower quartile of P levels for chronological age.</p> <p>Continuous significant modification of curriculum materials and delivery</p> <p>Alternative methods of recording for all curriculum areas and a high level of individualised support.</p>	<p>Significant support for communication (either or both expressive or receptive).</p> <p>Support to interact appropriately with adults and peers.</p> <p>Intensive interaction techniques to support and facilitate communication.</p>	<p>Some manual handling and positioning support.</p> <p>Specialist equipment in order to support positioning/ moving.</p> <p>Access to large specialist equipment that is also used by others.</p> <p>A high level of supervision to maintain safety in and out of school</p> <p>Access to sensory equipment specifically recommended for individual pupils.</p> <p>Adult intervention or modification/adaptation of most activities.</p> <p>Support with medical interventions on a regular basis.</p>	<p>Proactive support strategies to minimise the frequency of behavioural incidents.</p> <p>Strategies to minimise self-harm or dangerous behaviour and to minimise emotional distress.</p> <p>A high level of teacher and TA skill and resource additional to that which could be delivered within a small group (1 teacher, 2 support staff to 7/8 pupils) or specialist setting.</p> <p>Strategies to respond to frequent challenging behaviour.</p>

<b>Band 5</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Physical and/or Sensory Needs</b>	<b>Social, Mental and Emotional Health</b>
	<p>1:1 support for 75% or more of the school day and/or 2:1 support frequently to access the curriculum. Operating permanently below P levels.</p> <p>Learning, development and behaviour needs require a high level of small group support where the following adult to pupil ratios could be provided: (1 teacher, 2 support staff to 7/8 pupils). In addition to this pupils may also require frequent access to additional learning/behaviour support.</p> <p>An individualized curriculum that is in addition to, or an alternative to, that provided for the rest of the class.</p> <p>A high level of specialist teaching techniques on an individual basis.</p>	<p>Specialist support with communication as well as Augmentive and Alternative Communication.</p> <p>Extensive communication assistance requiring highly skilled highly skilled intensive interaction interventions.</p>	<p>Skilled manual handling and positioning support.</p> <p>Consistent 1:1 support to manage transitions in school and to access the community/off-site learning.</p> <p>Skilled 1:1 and occasional 2:1 support for self-help tasks.</p> <p>Strategies to address severe sensory processing issues.</p> <p>Profound Multi-sensory and/or complex medical/health issues requiring frequent or constant 1:1 or 2:1 support e.g. suction, oxygen management, tube feeding.</p> <p>Individual use of highly specialised equipment for moving, handling and positioning.</p>	<p>Access to skilled staff to implement proactive behaviour support strategies for most of the day to avoid incidents. Skilled intervention to avoid damage to property, or injury to self or others.</p> <p>Complex needs with challenging behaviour and/or associated communication difficulties that frequently impact on learning and safety/well being of self and others.</p>

	<p>A familiar team of skilled staff.</p> <p>Tube feeding or other types of assistance for significant medical conditions.</p> <p>Use of wheelchair with assistance, or other mobility aids requiring staff support.</p>			
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## WIRRAL COUNCIL

### WIRRAL SCHOOLS FORUM 15<sup>th</sup> July 2015

#### REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

##### Early Years and Children's Centres

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## 1. EXECUTIVE SUMMARY

This report gives an updated summary position with regard to:

- 1.1 Early Years and Children's Centre Review
- 1.2 Day Nursery provision
- 1.3 Changes in the provision of 2 year old entitlement
- 1.4 Trajectory funding current position
- 1.5 Summary of current take up of 2/3 and 4 year old entitlements
- 1.6 Overview of take-up of Early Years Pupil Premium

## 2. BACKGROUND

### 2.1 Early Years and Children's Centre Review

A review of the Early years and Children Centre Service was progressed during April to August 2014 and a report was generated which went to the Councils Cabinet in September 2014. Public Consultation followed and was undertaken during February and March 2015. Feedback from the consultation and recommendations on the future delivery for the service will be taken for a decision to a meeting of the Councils Cabinet in July. The report will advise recommendations for future delivery of the service from within the available resources.

### 2.2 Day Nursery provision

In December 2014 Cabinet approved the recommendation for the Council to stop delivering day nursery provision as soon as was practicable. A phased approach over two terms (January 2015 – July 2015) was adopted to minimise disruption and the need for multiple transfers for children and their parents and carers.

Discussions relating to the five day nursery settings (Reach High Nursery, Windmills Nursery, Miriam Place Nursery, Honeybees Nursery and Little Ferries Nursery) have progressed with relevant partners and co-located primary schools, which have focused on the delivery of the 2, 3 and 4 year old education offer. Appropriate agreements to transfer facilities and resources to support the future delivery of the two year old extended offer have been secured with 3 of the 4 schools (Hillside, St Weburgh's and Liscard Primary Schools). Discussions with Rock Ferry Primary School are ongoing.

Work to mitigate the impact on existing day nursery staff has taken place whereby posts created within the schools will be made available to those staff displaced, in the first instance. Recruitment processes are currently underway.

The position regarding Miriam Day Nursery which is based in the St James Centre, (which is operated by North Birkenhead Development Trust [NBDT]), will see the Council cease its delivery of day nursery services in July 2015. Any future options will be considered independently of the Council by the NBDT

### 2.3 Changes in the provision of 2 year old entitlement

Important changes came into effect in May 2015, whereby schools are no longer required to register separately the provision for two year olds with Ofsted. This is

providing the school meets the requirements for exemption. Exemptions are that the school must already directly deliver (i.e through the governing body and as part of the school provision).

For those schools with existing nursery (F1) provision and for those wishing to develop a future provision can email Ofsted using the following dedicated account: [eyeschools@ofsted.gov.uk](mailto:eyeschools@ofsted.gov.uk). Or contact the family information service on 0800 0858743 or 0151 637 6258.

## 2.4 Trajectory funding

Current position:

£433,000 of trajectory funding was rolled over from 2014-15 into 2015-16. Of this amount £292,000 has been committed to the transition of four of the day nursery settings to the co-located schools and an amount agreed with NBDT to support the development of future childcare provision in the Centre.

A further amount has been committed for the purchase an early year’s portal that will enable applications for 2, 3 and 4 year olds to be processed more effectively and efficiently. It is expected that schools and providers will be able to input child level information directly on to the system, thus reducing duplication and improving data accuracy. The purchase of this portal will require a strategy for implementation across the sector including assessment of current IT capacity and training needs.

Proposed use for development of new 2 year old places:

There will be approximately £141,000 of trajectory funding remaining. It is proposed that this be used to develop places, based on the following principles:

- Places will be targeted and based on need as determined through the lowest super output areas and through a review of families who meet eligibility criteria as defined by the DfE
- The outcome of the 2 year old joint health and education review along with EYFS data will be considered and information available through the childcare sufficiency assessment will be utilised
- Funding will predominately be considered for those setting who have not previously received any funding for the creation of new two year old places (where funding has previously been received any further funding will only be considered for the creation of additional new places).

## 2.5 Summary of current take up of the 2, 3 and 4 year old early education entitlements

The table below shows the number of children who had funded hours for the 2, 3 and 4 year old education offer at a maintained setting or through a PVI setting as at the May 2015 headcount. Payments made to schools and PVI’s is also illustrated.

### 2 Year Olds

	PVI	MAINTAINED	SPLIT P/M	HEADCOUNT TOTAL	PAYMENT £
2YO SPRING	1,047	146	0	1,193	947,109
2 YO SUMMER	1,049	168	0	1,217	1,120,296

### 3 and 4 Year Olds

	PVI	MAINTAINED	SPLIT P/M	HEADCOUNT TOTAL	PAYMENT £
3 / 4YO SPRING	3,438	1,778	-9	5,207	3,259,179
3 / 4 YO SUMMER	4,168	1,905	-15	6,058	4,492,843*

\*Summer term costs are provisional at this time.

The level of take up for all groups has improved and across all sectors. Take up of the 2 year old places for the summer term based on the DfE list of eligible children produced in February 2015 is 70% which has increased from 65% in the previous term. The take up of 3 and 4 year old places funded through early years funding has moved from 69% in the spring term to 80% in the summer term. The take up for Wirral is 100% when those 4 year olds within schools (who are 4 at the beginning of the school year, 5) are counted.

The budget for 2 year old places remaining for this financial year is £3,208,904. In addition to this £0.5m remains ring fenced from 2014-15 underspend to meet any additional costs for places, build further capacity and improve take up and outcomes.

The remaining early years budget for 3 and 4 year old provision to March 2016 is £6,570,000.

## 2.6 Early Years Pupil Premium (EYPP)

The Early Years Pupil Premium (EYPP) introduced from April 2015, is additional funding available to schools and childcare providers to improve educational outcomes for disadvantaged 3 and 4 year olds (£300 per eligible child). Letters were sent to each school and provider outlining the offer and a number of briefing sessions were held in March 2015.

Information relating to take up from the first headcount will be tabled at the meeting of the Schools Forum on the 15<sup>th</sup> of July 2015 - this information is currently being analysed.

There is currently an issue with schools and providers who are indicating that a higher degree of support is required to meet the needs of disadvantaged two year olds where there are significant levels of emerging additional need (EYPP is only payable when the child is eligible for their 3 year old funding).

## **3. RECOMMENDATIONS**

Schools Forum to note:

- 3.1 The position relating to the Early Years and Children's Centre Review
- 3.2 The position relating to the Councils day nurseries
- 3.3 Information relating to the registration of 2 year olds within schools
- 3.4 Current spend on the trajectory funding and approve the approach outlined for the remaining budget.
- 3.5 The current level of take up and spend for 2, 3 and 4 year old places.
- 3.6 The current position following the roll out of Early Years Pupil Premium (to be tabled)

**Julia Hassall**  
**Director of Children's Services**

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WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 15/7/15

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

Progress update on the schools traded services company

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## 1. EXECUTIVE SUMMARY

The creation of the company is on track for a September launch and its branding has now been launched internally and externally.

## 2. BACKGROUND

The company has now been launched as **Edsential**, the new name for our schools traded services company.

The brand has been designed to capture the essence of what our company will become: dynamic, entrepreneurial and one that focuses on our customers with passion and personality.

We are making good progress and are continuing to work towards our go-live date in September. This is the time when it is anticipated that existing services, being delivered by the Council, will transfer across, with staff, to the new company.

I have been out and about visiting customers and listening to how we can continue to provide excellent services to schools. We are piloting new initiatives in some schools to demonstrate to you that we have taken on board feedback and are truly passionate about providing quality services that are responsive to our customers' needs; in doing so will achieve our company objective of improving outcomes for children. In Wirral, these include:

- New kitchen management system to help improve our school meals service
- Parent & child cooking course to help teach healthy meal preparation and recipes
- New menus for primary schools including on-line pupil voting

We received very positive feedback for our 29 June conference '*Creating a culture of healthy eating in your school: preparing for the new Ofsted framework.*' We had over 200 head teachers, school business managers and Chairs of Governors from across the two boroughs to listen to expert speakers from a number of organisations. We took the opportunity to launch Edsential publically along with the range of services we can offer to schools.

Upcoming milestones include the finalising of the business plan by the end of July and moving some of the team into our new support hub in Ellesmere Port.

**Ian McGrady**  
**Managing Director**  
**Edsential Ltd.**

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## WIRRAL COUNCIL

### WIRRAL SCHOOLS FORUM - 15th JULY 2015

#### REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

#### AMALGAMATION OF PENSBY HIGH SCHOOL FOR BOYS AND PENSBY HIGH SCHOOL FOR GIRLS

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#### EXECUTIVE SUMMARY

This report provides details of the effect on school funding for the amalgamated school of Pensby High School for Boys and Pensby High School for Girls.

#### BACKGROUND

In September 2014, the Governing body of the Pensby High Schools Federation approached the Council to ask to begin a formal consultation on the amalgamation of the two schools to form a single mixed sex school in Pensby.

The reasons given by the Governing body were:

- The impact the decrease in pupil numbers in each school is having on providing the broadest curriculum offer, the best teaching and learning and therefore outcomes for students;
- Numbers across both schools have fallen and will not increase to the pupil admission number of 150 for each school in the foreseeable future if at all;
- The current numbers in each school mean the schools on their present separate but adjacent sites are financially unsustainable.

In November 2014, Cabinet approved a six week public consultation be held on the proposed amalgamation of the two schools, through closure of Pensby High School for Boys, and changing the gender intake of Pensby High School for Girls to form a mixed sex secondary school in Pensby.

In March 2015, Cabinet approved the following proposals:

- 1) The closure of Pensby High School for Boys from 31<sup>st</sup> August 2015
- 2) A prescribed alteration to the gender intake of Pensby High School for Girls from 1<sup>st</sup> September 2015.
- 3) That the Director of Children's Services be authorised to take all necessary steps to publish these proposals and ensure the prescribed procedures are followed in furtherance of the proposals.

#### SCHOOL FUNDING

School funding guidance allows amalgamating schools to receive 85% of their combined lump sum in the following year. In this case, the amalgamated school would be allocated an additional lump sum payment of £70,000 ((£100,000 x 2) x 85% - £100,000) in 2016/17.

The effect of this is to transfer the remaining £30,000 from lump sums into the overall school pot in 2016-17.

Local authorities may apply for an exceptional factor to pay a further allowance to amalgamating schools in the second year after amalgamation. Applications to the EFA must specify the level of protection sought and will be considered on a case by case basis.

It is anticipated that the local authority would apply for a second year of this exceptional factor. If successful, a further £70,000 would be transferred into the overall school pot with effect from 2018-19 (ie a year later than would otherwise happen). The reason for applying for an additional second year is to help support the overall budget management and planned cost reductions within the school.

Local authorities may also wish to apply to exclude the exceptional factor payment from the MFG baseline.

## **RECOMMENDATION**

Schools Forum supports the proposal that there is an application to the Education Funding Agency (EFA) for an Exceptional Factor which will maintain the additional Lump Sum payment to Pensby High School in the 2017-18 funding formula.

**Julia Hassall**  
**Director of Children's Services**

## WIRRAL SCHOOLS FORUM – 15 July 2015

### WORK PLAN

Meeting Date	Tuesday 20 <sup>th</sup> October 2015	Wednesday 13 <sup>th</sup> January 2016	Wednesday 27 <sup>th</sup> April 2016	Wednesday 6 <sup>th</sup> July 2016
	Elect chair & vice chair Membership			
Budget	Budget monitoring update Combined budgets Early Years	Schools Budget 2016-17 Budget monitoring update Pupil Premium De-delegation of budgets	Schools Budget update 2016-17 School Budget Monitoring Update	Schools Budget Outturn School Balances and Reserves Budget monitoring update
Consultation	National Fair Funding Formula for schools, High Needs and Early Years  Local School Funding Formula, High Needs and Early Years proposals	High Needs Funding		Review of High Needs Funding Formula
DfE Regs & guidelines	Scheme for Financing Schools	School Finance Regulations		
Working Groups	School Formula High Needs Early Years	School Formula High Needs Early Years	School Formula High Needs Early Years	School Formula High Needs Early Years
Other	Membership Combined budgets PPM and PFI budgets High needs places and alternative provision Traded services  16-25 High Needs provision	Excess balances Forum representation update Primary Places	School Admissions Early years budget MEAS Update Traded services Primary place planning	De-delegated services <ul style="list-style-type: none"> <li>• Contingency</li> <li>• Special Staff Costs</li> <li>• Library Service</li> <li>• Insurance</li> <li>• FSM eligibility</li> <li>• Behaviour Support</li> </ul> Traded services

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