

Date: Friday, 09 March 2018

Democratic and Members' Services

Quentin Baker
LGSS Director: Law

10:00hr

and Governance

Shire Hall
Castle Hill
Cambridge
CB3 0AP

**Kreis Viersen Room
Shire Hall, Castle Hill, Cambridge, CB3 0AP**

AGENDA

- | | | |
|---|--|----------------|
| 1 | <u>Apologies for absence and declarations of interest</u> | |
| | <i>Guidance on declaring interests is available at
http://tinyurl.com/ccc-conduct-code</i> | |
| 2 | <u>Minutes of the meeting on 19 January 2018</u> | 3 - 12 |
| 3 | <u>Action Log</u> | 13 - 18 |
| 4 | <u>Cambridgeshire School Funding Formula 2018-19</u> | 19 - 20 |
| 5 | <u>Special Educational Needs and Disability Sufficiency Progress Update</u> | 21 - 22 |
| 6 | <u>Update on the Review of Provision for Pupils with Social, Emotional and Mental Health Needs</u> | 23 - 38 |
| 7 | <u>Early Years National Funding Formula Review 2018-19 Update</u> | 39 - 42 |

Date of Next Meeting

The Cambridgeshire Schools Forum will meet next on Friday 6 July at 10.00am in the Kreis Viersen Room, Shire Hall, Cambridge.

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CAMBRIDGESHIRE SCHOOLS FORUM: MINUTES

Date: Friday 19 January 2018

Time: 10.00am – 11.55am

Place: Kreis Viersen Room, Shire Hall, Cambridge

Present: P Hodgson (Chairman), Dr A Rodger (Vice Chairman), S Blyth, T Bryden, L Calow, T Davies, A Hutchinson, A Matthews, D Parfitt, A Reeder, A Robertson, Dr K Taylor OBE and C Tooley (to 11.05am)

Observers

Councillor S Bywater	Cambridgeshire County Council
Councillor P Downes	Cambridgeshire County Council
J Duveen	National Union of Teachers
Councillor J Whitehead	Cambridgeshire County Council (from 10.30am)

Officers

J Lee, M Wade, R Sadler, Dr H Phelan and R Greenhill (Clerk)

Apologies:

Forum Members: S Connell (substituted by T Bryden), J Digby (substituted by C Tooley), A Goulding, J North (substituted by A Robertson), S Tinsley, R Waldau and M Woods

Observers: G Fewtrell (substituted by J Duveen)

29. DR KIM TAYLOR OBE

The Chairman offered congratulations on behalf of the Schools Forum to Dr Kim Taylor who had been awarded an OBE in the Years Honours List for services to education.

30. APOLOGIES FOR ABSENCE

Apologies were noted as recorded above.

31. MINUTES OF THE MEETING ON 13 DECEMBER 2017

The minutes of the meeting held on 13 December 2017 were approved as a correct record and signed by the Chairman.

32. ACTION LOG

Updates to the Action Log had been circulated outside of the meeting. A copy of the updated log is attached at Appendix 1.

33. CAMBRIDGESHIRE 2018/19 SCHOOL FUNDING FORMULA

With the consent of the Chairman, officers tabled a revised Section 4 to the report and Appendix 1 which reflected some late changes to the funding formula (copies attached at Appendix 2 and 3)

The Head of Integrated Finance Services reported that the Dedicated Schools Grant (DSG) allocations had been published by the Department for Education shortly before Christmas 2017. The move to the National Funding Formula had led to an increase in funding for Cambridgeshire of £7.9 million compared to the 2017/18 baseline. The final Schools Block allocation for 2018/19 was £341.5 million which was an increase of £12.3 million compared to the 2017/18 baseline. The sum available for distribution to schools would be £338.3 million once adjustments were made to reflect the budget for the Growth Fund of £2.5 million and the transfer of £0.7m to offset pressures in the High Needs Block. This included an increase of £4.4 million over the indicative allocation to fund increased pupil numbers. It was expected that a further increase in the DSG Schools Block would be seen in 2019/20.

The Central Services Schools Block had increased by £30k reflecting the increase in pupil numbers. Subject to the Forum's approval it was proposed to use £17k of this to fund the increased cost of a single copyright license for Cambridgeshire schools and to allocate the remaining £13k to the retained local authorities duties budget to support services to the additional pupils. Final allocations for all DSG funding blocks for 2018/19 were:

TOTAL DSG BUDGET	2017/18 Baseline £M (a)	2018/19 Indicative Allocation £M (b)	2018/19 Increase (Dec 2017) £M (c)	2018/19 Final (Dec 2017) £M (d = b + c)	Movement Baseline to Final (e = d - a)
Central Services Schools Block	7.95	8.00	0.03	8.03	0.08
Schools Block	329.2	337.1	4.4	341.5	12.3
High Needs Block	64.8	65.6	0.3	65.9	1.1
Early Years Block	34.4	34.4	3.7	38.1	3.7
Total	436.35	445.1	8.43	453.53	17.18

On the basis of the figures available at the beginning of January 2018, officers had identified headroom of up to £250k. At its meeting on 9 January 2018 the Children and Young People Committee had resolved that this money should be fed into the formula so that the Minimum Funding Guarantee (MFG) was raised to a higher level of protection. Further checks and due diligence had since established a slight increase in costs relating to changes in business rate values and this, combined with changes to the Department for Education data set relating to free school meals, meant the headroom figure had reduced to around £38k. This sum would still be used to increase MFG protection.

The final funding formula for Cambridgeshire would be submitted to the Education and Skills Funding Agency during the course of the day and schools budgets and updated budget guidance would be issued within the next two to three weeks.

The following comments arose in discussion of the report and in response to questions from those present:

- Councillor Downes reported that he was the Children and Young People Committee's appointed County Council representative on the F40 Group. The

Group represented 42 of the lowest-funded education authorities in England and lobbied for the introduction of fairer funding for education. Following the introduction of the National Funding Formula the Group had decided to continue to operate, but with a shift in focus to the quantum of schools' funding. He sought the Forum's views on whether they would see continued value to his involvement on this basis. The Chairman confirmed that the Forum had no objection to this and welcomed Councillor Downes' offer to circulate relevant papers to members for information;

A member asked how the amount allocated to the High Needs Block was calculated by central government and suggested that this might be something which could usefully be explored by the F40 Group. Officers stated that the High Needs funding formula comprised various elements including an historic element and undertook to provide a briefing note;

(Action: Head of Integrated Finance Services)

- Members noted that the F40 Group was concerned at the increase being seen nationally in the number of children and young people with special educational needs and at the increasing severity of those needs and the associated costs. Officers stated that a regional officer group was looking at pressures relating to pupils with additional needs;
- Officers confirmed that there was no substantive change to the pressure of £0.7m on the High Needs Block in the light of the final DSG allocations;
- A secondary academy representative reported some concerns about proposals relating to a review of the Behaviour, Attendance and Improvement Partnership (BAIP) Service Level Agreement and devolved funding formula for alternative education provision. In his capacity as the Chairman of the Children and Young People Committee, Councillor Bywater stated that the Committee had received a report on this issue at its meeting on 9 January 2018. A number of representations had been received and the Committee had asked officers to provide more information on the implications of the proposed changes before a decision was made;
- A secondary academy representative highlighted the impact which the transfer of £0.7m from the Schools Block to the High Needs Block would have on individual schools' budgets. He stated that the consultation document on the proposals had not initially been received by all headteachers and expressed concern that the link to the consultation itself had been buried within the covering information. Another secondary school representative commented that the response rate to the consultation had been quite low and, whilst not challenging the validity of the decision, felt that a more meaningful consultation should be undertaken if needed in future years.

A special schools representative commented that they were comfortable that all schools within their group had had the opportunity to comment on the consultation. As a relatively new member they had been struck by how democratic and open the discussions at the Schools Forum were and highlighted the role of members in reporting back on these discussions to the groups which they represented and alerting them to key issues. Another member noted that secondary school representatives had been present for the discussion and decision to transfer £0.7m to the High Needs block. The head of the Cambridgeshire Primary Heads Group stated that they had encouraged all

members of their Group to respond to the consultation, but noted the high volume of email correspondence received by headteachers each day.

Officers acknowledged that the timescale for completing and returning the consultation had been quite short, but this had been due to the need to submit proposals to the Forum in December 2018. Officers had attended meetings of both the Cambridgeshire Primary Heads Group and Cambridgeshire Secondary Heads Group to brief headteachers on the proposals. The Chairman of the Children and Young People Committee had also written separately to all headteachers encouraging them to respond to the consultation. The consultation had been distributed via a global County Council email list and so should have reached every headteacher. However, officers would check that no schools had been omitted from that list.

(Action: Head of the Schools Intervention Service)

- The Vice Chairman reported that Heidi Allen MP had contacted him about attending a future Schools Forum meeting to discuss the current position on schools funding in Cambridgeshire. If members wished to take up this offer he felt that it would be helpful to establish a working group in advance to try to establish an agreed collective position on key issues such as early years, high needs and basic entitlement. Members welcomed this proposal and the Chairman suggested a meeting be arranged on 7 March 2018 so that the outcome could be shared at the Forum's next meeting on 9 March 2018.
- **(Action:** Democratic Services Officer)

It was resolved to:

- a) note the final Dedicated Schools Grant (DSG) settlement for Cambridgeshire and the Cambridgeshire funding formula for 2018/19;
- b) approve the addition of £13k to the retained Local Authorities duties budget from the increase received in the Central Services Schools Block announcement.

34. DEDICATED SCHOOLS GRANT FINANCIAL POSITION 2017/18

The Strategic Finance Business Partner provided a summary of the overall 2017/18 Dedicated Schools Grant (DSG) financial position to the end of December 2017. The net amount had reduced in-year due to further academy conversions. Paragraph 3.2 of the report noted a forecast in-year pressure of around £1.158 million against DSG allocations. This had been partially off-set in-year by around £940k through rates and recoupment adjustments, vacancy savings and one-off balances. However, these represented one-off savings which could not be guaranteed in future years and so pressures of around £2 million existed going forward. Paragraph 4.3 of the report set out the three options available in the case of a DSG deficit. As in previous years the intention was to carry the deficit forward pending the outcome of the wider review of special educational needs and disability (SEND) services.

In response to a question from a member, officers acknowledged the need for a meaningful benchmarking exercise. A targeted bench-marking exercise was planned across the three local authorities supported by the LGSS Integrated Finance Service (Cambridgeshire County Council, Northamptonshire County Council and Milton Keynes Council) and Peterborough City Council with whom Cambridgeshire County Council had a shared senior management structure across the People and Communities Directorate.

It was resolved to:

- a) note the contents of the report and provide comment on key areas.

35. DE-DELEGATIONS 2018/19

Members noted that consideration of this item had been deferred from the meeting on 13 December 2017 as no maintained primary school representatives had been present. As previously reported, the Cambridgeshire Primary Heads group was not recommending a continued de-delegation for the Cambridgeshire Race Equality and Advisory Service (CREDS) in 2018/19. Since publication of the report the insurance figure for 2018/19 had been confirmed at £19.22 per child, representing a small reduction against 2017/18. All other figures remained unchanged.

The following points were raised in discussion of the report or in response to questions from those present:

- An observer asked whether maintained primary school representatives were confident that they would not fall foul of anti-discrimination legislation if they chose not to renew the de-delegation to CREDS, highlighting the potential for financial and reputational damage.

A maintained primary school representative commented that the service provided by CREDS had not included advice relating to anti-discrimination legislation. A special schools representative commented that avoiding discrimination was part of core training and schools were clearly aware of their responsibilities. An early years provider representative commented that there was no central service providing advice to early years settings and so they saw no reason why maintained primary schools should require such a service in order to properly discharge their duties. Officers noted that schools could still choose to purchase this service from elsewhere and that this freedom to choose the provider was one of the reasons maintained primary schools had chosen not to renew the de-delegation. Interim support would be provided to schools whilst the CREDS service was wound down;

- A member noted the additional responsibilities which would be placed on schools under the new General Data Protection Regulation (GDPR) and asked what support the Local Authority might make available. They understood that the Council would act as the data manager for maintained schools, but were unclear on whether any support offered by the Council's ICT Service would be as a traded service and asked that clarification should be provided to all schools. Officers stated that some training had already been offered to primary headteachers, but undertook to provide further advice clarifying the position. (**Action:** Head of the Schools Intervention Service)
- The trade union representative asked about the arrangements to provide trade union facility time to maintained special schools as schools must be making a contribution to the cost in order to be eligible. Officers stated that the sums relating to maintained special schools and early years providers were very small and so were covered within general funds rather than under a specific de-delegation. However, they undertook to confirm the position with the Council's Human Resources team and provide advice. (**Action:** Strategic Finance Business Partner)

Maintained primary school representatives on the Schools Forum resolved to:

a) approve the continuation of de-delegations in respect of:

- i. contingency;
- ii. free school meals eligibility;
- iii. insurance;
- iv. maternity;
- v. trade union facilities time.

36. SOCIAL EMOTIONAL AND MENTAL HEALTH REVIEW

The Head of the Special Educational Needs and Disability (SEND) Service (0-25) and Principal Educational Psychologist provided a short update on the review of provision for children and young people with social, emotional and mental health (SEMH) needs. Work was progressing well and an interim report had recently been completed. The findings would link into a wider analysis of Special Educational Needs and Disability (SEND) Sufficiency and Needs across Cambridgeshire which was also being undertaken. Amongst the issues being examined as part of the SEMH review were unfilled SEMH specialist places within the county, whether the geographical location of specialist provision matched identified areas of need and the work being done to support children and young people with SEMH needs in mainstream settings where appropriate.

The following points were raised in discussion of the report or in response to questions from those present:

- Officers confirmed that an action plan would be produced by July 2017 with implementation following on from then;
- Officers confirmed that the two new special schools currently being planned would be attached to mainstream schools and so their geographical location could not be changed. Both of these schools and the new special school which had opened in autumn 2017 were located in geographical areas which already had good special school provision. These were historic commitments and future provision would be considered in the light of the reviews' findings;
- A special school representative noted that most existing SEMH provision in the county was for boys and suggested that there was a need to obtain more data on different types of SEMH together with a cost analysis and comparison of outcomes across different types of settings. SEMH need was an issue which affected all schools, not just specialist settings, and it was important that this was recognised. Officers stated that there was a recognised need for a clear, graduated approach across all levels of needs and which covered both mainstream and special school settings. The detailed data could be included in the final report brought to the Forum;
- An observer commented that there were clear differences in the presentation of emotional need between girls and boys. Girls' behaviour could become more passive and withdrawn which could lead to their needs being less readily identified;
- A special school representative welcomed having a mental health lead in every school as a positive development;

- A special school representative commented that it would be important to link consideration of out of county and residential provision to wider social care and health provision in order to make an effective offer;
- A maintained primary school representative highlighted the difficulty in collating accurate information to measure SEND sufficiency when there were significant numbers of primary school children without Education Health and Care Plans who received additional support funded through individual school's budgets. Given the wider pressures on these budgets the sustainability of this support was limited;
- A maintained primary school representative commented that they had experience of some split placements between a specialist and mainstream setting and that these had worked well, allowing the child to maintain their place in a local school amongst their friends whilst sharing the expertise of special school staff with mainstream colleagues. The maintained special school representative stated that this was a growing offer;
- An early years representative commented that it was apparent that many children demonstrating SEMH needs at primary school had already been identified with these needs in their early years settings.

It was resolved to:

- a) note and comment on the report.

37. HIGH NEEDS PRESSURES AND ACTIONS

The Head of the Special Educational Needs and Disability (SEND) Service (0-25) and Principal Educational Psychologist stated that the work behind the report was designed to identify actions to make the savings needed now to address overspends within the High Needs Block. This would compliment the longer term strategy which would be informed by the Special Educational Needs and Disability (SEND) Sufficiency and Needs Analysis being carried out by external consultants. Some bench-marking work had been done in relation to Post 16 provision and the possibility of a tiered funding model. Officers were working closely with health service partners with a view to reducing duplication and increasing efficiency in the context of rising demand and increasing complexity of need. There was a recognised need to put in place clear monitoring systems to ensure best value for money.

The following points were raised in discussion of the report or in response to questions from those present:

- The maintained special school representative noted that some of the proposals within the report would impact on maintained special school budgets and emphasised the need to align this work with schools' budget building process;
- Paragraph 6.13 – Special Schools Outreach Budget: It was still proposed to provide outreach support and the proposed savings target of £121,000 was subject to further discussion with special school headteachers;
- A maintained primary school representative commented that the aim of the wider SEND Sufficiency Analysis and Review was to make expenditure sustainable

against baseline funding. Officers stated that the mechanics of moving to a hard funding formula were not yet clear, so they were working towards a sustainable approach within the quantum and to ensure as far as possible that the quantum was reasonable;

- An observer questioned whether recommendation (c) - to bring proposals for a tiered funding model for schools and post-16 providers to the Schools Forum in summer term 2018 - was realistic. Officers acknowledged that this was overly ambitious in relation to schools, but that it was likely that proposals relating to Further Education would be ready then;
- A maintained primary representative noted that it was proposed to bring key findings and initial recommendations from the SEND Sufficiency and Needs Analysis to Schools Forum in March 2018 and asked how schools would be involved. Officers stated that the external consultants would be meeting with colleagues in the People and Communities the following week and that an engagement plan would be agreed then;
- The academy special schools representative expressed concern about the proposed reductions in the special schools quantum and the timescale suggested. They also commented that over time there would be a need to look at thresholds for attendance at special schools. Officers stated that the main focus of the SEMH review was unfilled places and acknowledged the request that this should be made more clear to avoid causing schools unnecessary concern about the potential impact on their budgets;
- A maintained primary school representative asked whether places would be available in the county's new special schools for children who were currently being educated out of county. Officers stated that the focus would be primarily on addressing the need to use out of county placements in the first place. Children in existing placements could be brought back into county where this offered an appropriate solution, but this would need to be balanced with the need to avoid unnecessary disruption to settled placements;
- The maintained special schools representative commented that the banding system used by Suffolk and Essex County Councils made it financially attractive to them to place children in special schools in Cambridgeshire where the charge was lower than in their own counties;
- The trades union representative expressed concern that changes to Children's Centre provision could lead to delays in identifying additional needs in pre-school children

It was resolved to:

- a) bring key findings and initial recommendations from the SEND Sufficiency/Needs analysis to School's Forum in March 2018;
- b) bring back detailed recommendations from SEMH Review in March 2018;
- c) bring proposals for a Tiered funding model for schools and post 16 providers to School's Forum in summer term 2018.

38. FORWARD AGENDA PLAN

The Forum

The following points were raised in discussion of the report or in response to questions from members:

It was resolved to;

- a) note the forward agenda plan.

39. DARE OF NEXT MEETING

The Cambridgeshire Schools Forum will meet next on Friday 9 March 2018 at 10.00am in the Kreis Viersen Room, Shire Hall, Cambridge.

Chairman
(date)

**CAMBRIDGESHIRE
SCHOOLS FORUM**

Minutes - Action Log



Introduction:

The Action Log captures the actions arising from meetings of the Cambridgeshire Schools Forum. This is the updated action log as at **1 March 2018**:

Minutes of 13 December 2017					
24.	Early Years National Funding Formula	Sam Surtees	To provide a snapshot of the actual costs of providing the extended entitlement in different sectors and different geographical areas (it will not be possible to provide comprehensive information in time for the January meeting, but an update report will be brought to the Forum in March)	<u>Emailed 15.01.18</u> : A template document has been drawn up based on the information collected by the DfE when they published their findings of the “cost of delivery of childcare” when they were formulating the Early Years National Funding Formula. This has been sent to all members of the Early Years Provider Reference Group for completion, which should provide the snapshot of actual costs as the membership represent differing types of provision across differing areas of the	On-going

				<p>county.</p> <p><u>21.02.18</u>: Further meetings being held after the publication date for reports for the Forum meeting on 9 March. A verbal update will be provided at the meeting on 9 March.</p>	
			<p>To provide information on why some settings were managing within the current rates and others felt it was unsustainable. What was being done differently in those settings which were managing best. Was the complexity of the formula preventing settings accessing all of the top-up funding they were eligible to claim. An update based on the autumn figures would be presented when they were available.</p>	<p><u>Emailed 15.01.18</u>: A working group will bring together the comparative data between funding claims for Autumn Term 2016 and Autumn Term 2017 including both early years funding claims and additional claims made to support children with additional needs in order to determine what factors might be affecting settings across the county.</p> <p><u>21.02.18</u>: Further meetings being held after the publication date for reports for the Forum meeting on 9 March. A verbal update will be provided at the meeting on 9 March.</p>	On-going

25.	High Needs Pressures and Actions	Helen Phelan	To provide clarification of the statutory requirements funded from the High Needs Block so that members could be clear about the amount of discretionary funding available.	<u>Emailed 18.01.18:</u> Information on SEND services circulated 18.01.18. Information on the Children's Disability team and Young Adults team to follow in the next few weeks.	On-going
26.	Growth Fund and Falling Rolls Criteria 2018/19	Hazel Belchamber/ Kerry Newson	To look again at the question of establishing a Falling Rolls Fund in the light of the views expressed.	<u>11.01.18:</u> Officers meeting on 25 January to review this issue. An update to follow after that meeting and any follow-up work is completed. <u>01.03.18:</u> Further discussions being arranged with the Place Planning team.	On-going

Minutes of the meeting on 19 January 2018					
33.	Cambridgeshire 2018/19 School Funding Formula	Jon Lee	To provide a briefing note on the elements which comprise the High Needs funding formula and how the amount allocated to the High Needs Block by central government is calculated.	28.02.18: A briefing note emailed to all members of the Forum.	Completed
		Rosemarie Sadler	To check that the County Council's global email list for secondary school headteachers includes all schools.	28.02.18: The email list has been checked and all secondary schools are included.	Completed
		Richenda Greenhill	To arrange a working group meeting on 7 March 2018 to discuss early years, high needs and basic entitlement.	19.01.18: A calendar invitation sent to all Forum members for 1.00-3.00pm on Wednesday 7 March 2018.	Completed
35.	De-Delegations 2018/19	Rosemarie Sadler	To establish whether advice to schools on the General Data Protection Regulation (GDPR) from the Council's ICT Service would be provided as a traded service and to advise schools.	22.02.18: The Data Protection Officer role can be provided by the ICT Service at a cost of approximately £1500 for three years. This information has been presented to Governors at the termly briefings and to Primary Heads and School Business Managers.	Completed

		Martin Wade	To check with the Council's Human Resources team that the mechanism for making maintained early years and special school providers' contributions to the cost of trade union facility time met the requirements to make these staff eligible to claim facility time.		On-going
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CAMBRIDGESHIRE SCHOOL FUNDING FORMULA 2018/19

To: Cambridgeshire Schools Forum
Date: 9 March 2018
From: Jon Lee – Head of Integrated Finance Services

1.0 INTRODUCTION

- 1.1 At the 19 January 2018 Schools Forum it was agreed to hold a working group meeting to establish an agreed collective position on the key issues for schools funding in Cambridgeshire. The intention of the working group is to consider the key issues and messages for each of the following Dedicated Schools Grant (DSG) funding blocks - early years, high needs and the schools block.

The working group is scheduled to meet on the 7 March 2018 and a verbal update will be provided to the Schools Forum at the meeting on 9 March 2018.

2.0 BACKGROUND

- 2.1 Following the National Funding Formula (NFF) and the setting of the Cambridgeshire schools funding formula for 2018/19 there continues to be concern, despite the increased funding for many Cambridgeshire schools, that overall schools continue to experience financial pressures. These pressures result from general non-pay inflation, pay inflation and national salary increases and other costs such as the apprenticeship levy. As a result many schools continue to have to make budget savings or the increases in funding are simply offsetting existing financial pressures.
- 2.2 Each of the funding blocks is under pressure perhaps with the High Needs Block being the most significant area of concern. In recent years transfers from the Schools Block have been made to support the cost of educating pupils with High Needs. However under the hard NFF it is expected that the ability to continue transferring funding from the Schools Block will not exist. This means that actions are needed to reduce the cost and / or level of spend in respect of the authority's High Needs arrangements. The Authority is undertaking a strategic review to consider potential options as reported to Schools Forum in January 2018.
- 2.3 The Early Years sector is also under pressure, in particular due to the increasing demand for 2, 3 and 4 year olds places across the county. In addition the increased entitlement of 30 hours for eligible families has created further demand for places presenting the sector with a further challenge.
- 2.4 When these specific pressures in each area of the DSG are coupled with the growth that is being experienced in the county, then it is likely that there will be ongoing challenges for schools, other providers and the Authority in ensuring budgets remain sustainable whilst delivering improving attainment across the county.

3.0 ACTIONS AND RECOMMENDATIONS

- 3.1 **Schools Forum are asked to note and consider the update provided from the working group and to consider any next steps or further work.**

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) SUFFICIENCY PROGRESS UPDATE

To: Cambridgeshire Schools Forum

Date: 9th March 2018

From: Helen Phelan
Head of SEND Service/Principal Educational Psychologist

Purpose: To provide a progress update for this work, high level findings, timeline for completion of the work and next steps.

Recommendation: The Forum is asked to:

- a) note the progress of the SEND Sufficiency work to date;
- b) agree that the findings of the analysis and implications of these for future planning are brought to the next Schools Forum meeting.

1.0 BACKGROUND

The Children and Families Act 2014 introduced major reforms to the way local authorities and their partners support children and young people with Special Educational Needs and Disabilities (SEND).

The Act, along with the comprehensive guidance in the Special Educational Needs and Disability Code of Practice: 0-25 years, outlines detailed requirements for the planning and delivery of services to this important group of children and young people. There is an explicit requirement for the local authority (LA), and health when possible, to work together when they commission services for children and young people. In Cambridgeshire and Peterborough this requirement is coordinated by the Joint Commissioning Unit (JCU) which has a sub group for SEND.

Cambridgeshire and Peterborough have commissioned a needs and sufficiency analysis of their SEND provision and projections in terms of assets and pupil numbers. This will allow local authorities to plan effectively for future needs and access capital grant funding specifically for SEND provision.

2.0 Progress to date

An independent organisation has been engaged to undertake the needs and sufficiency analytics and work with LA officers to plan for future needs, ensuring children who have special educational needs and disabilities are taught in the most appropriate setting to ensure they achieve the best outcomes.

To date they have reviewed the data that has been provided against that held by the Department for Education (DfE), undertaken a cleansing of the data to ensure that it is robust, and provided LA officers with draft reports. These draft reports are in 2-parts, pupil profiles and school profiles.

Pupil profiles:

This report looks at historic data, demographic growth and local planning applications to provide us with a forecast of future needs in terms of numbers of children and potential special needs.

School profiles:

This data maps detailed plans of the schools and benches the spaces against recognised standards considering the specific spatial needs of pupils attending the school. This provides us with an understanding of the school's current capacity.

Next Steps:

Mapping the current capacity against future needs will allow us to understand how we need to develop our existing provision over the coming years. The next steps are to meet with key stakeholders in February and March to review and challenge the data. We will then collectively agree key principles and scenario model future provision.

The principles and modelling will form the basis of the SEND commissioning strategy and planning with schools and families over the next 5-years. This work will also link with other key strategic areas of multiagency work, including Transforming Care for children and young people.

Key milestones:

February – check and challenge sessions

Scenario modelling

March 6th – joint review of findings

March 14th – deadline to publish high level capital plans and draw down 1st tranche of capital funding.

UPDATE ON THE REVIEW OF PROVISION FOR PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

To: Cambridgeshire Schools Forum

Date: 9th March 2018

From: Helen Phelan
Head of SEND Service/Principal Educational Psychologist

Purpose: The Forum is asked to:

- a) consider the report on the work completed to date to review the specialist provision for pupils with special educational needs and disabilities (SEND) that fall within the category in the SEND Code of Practice (2015) of social, emotional and mental health (SEMH) needs;
- b) give a view on the next steps identified to co-design an improved model that will provide a graduated response to needs, improve outcomes and target funding to meet children and young people's needs early and locally.

1.0 BACKGROUND

- 1.1 External support was commissioned in 2017 to provide an external view of the issues that had been identified in Cambridgeshire relating to pupils identified with social, emotional and mental health needs (SEMH), and to gather further evidence to inform recommendations for next steps.
- 1.2 The broad issues were identified as:
 - Surplus places in SEMH special schools
 - Location of specialist provision
 - Some cross border placements
 - A number of pupils with SEMH needs in independent SEMH schools
 - A significant number of individual tuition packages
 - Use of college courses 14 – 16.
- 1.3 In addition there continues to be significant pressure on the High Needs Block.
- 1.4 The overarching aims of the review are to:
 - Identify the level of sustainable provision required to meet needs locally, taking account of demographic growth.
 - Review out of county placements to establish what is needed locally.
 - Provide a clear and coherent graduated approach to meeting the needs of children and young people and their families who have behaviour that is difficult to manage and in some cases dangerous to themselves and/or those around them.

- Set out recommendations to ensure consistent high quality specialist SEMH provision.
- Ensure coproduction with key partners, including young people, parents/carers and schools.
- Ensure clear alignment with the broader SEND sufficiency work.

1.5 Key questions being asked as part of the review work are:

- Is current local provision adequate to meet needs now and in the future, and does it have a positive impact on pupil attainment/outcomes?
- What models are there in the country that support young people to remain in their community and impact positively on outcomes?
- What is a financially sustainable model that meets needs in the community and improves outcomes?
- Should any proposed model include use of independent specialist provisions?
- What provision could be offered to children and young people with SEMH needs who are looked after and / or require 52 week provision?
- How do we ensure quality of provision?
- What provision is required post 16?
- How can we ensure effective transition into adult life?
- How can we improve listening to the voice of the child and their parents and carers?
- Are there opportunities to jointly commission with other local authorities (LAs) and/or partners?

2.0 NATIONAL CONTEXT

- 2.1 The Children and Families Act 2014 requires local authorities to keep the provision for children and young people with special educational needs (SEN) and disabilities under review (including its sufficiency), working with parents, young people, and providers.
- 2.2 The Act makes it clear that when considering any reorganisation of SEND provision, decision makers must be clear how they are satisfied that the proposed alternative arrangements will lead to improvement in the standard, quality and/or range of educational provision for children with SEND.
- 2.3 Local authorities must involve children and young people with SEN and disabilities, and their parents, in reviewing the special educational provision in their area. Local authorities should do this in a way which ensures that children, young people and parents feel they have participated fully in the process and have a sense of co-ownership or ‘co-production’.
- 2.4 Co-production with parents / carers is at the heart of the SEND Reforms as set out in the Children and Families Act 2014. Co-production is not the same as consultation, although consultation can form a part of an overall co-production process. Co-production happens when service providers and service users recognise the benefits of working in true partnership with each other. This process is adopted ‘from the start’, when planning, developing, implementing or reviewing a service. It means that all the right people are around the table right from the beginning of an idea, and that they are involved equally to:
- shape, design, develop, implement, and review services

- make recommendations, plans, actions, and develop materials
- work together right from the start of the process, through to the end

2.5 Pinpoint, Cambridgeshire's Parent/Carer Forum will play a key role in supporting the engagement of a broader range of parents and carers. Contact has been made and a meeting arranged on 12th March with the new Chief Executive of Pinpoint to discuss the review, seek their view on current practice and provision and map out their engagement in the next steps of work. This will be discussed with their commissioner to help ensure they have sufficient capacity and that the work is aligned with other work Pinpoint is engaged in.

3.0 INTRODUCTION

3.1 This piece of work will contribute towards the development of a clear graduated approach to meeting the needs of children and young people and their families who have behaviour that is difficult to manage and in some cases dangerous to themselves and/or those around them.

3.2 It will support the development of clear guidance that reflects the most effective practice and interventions through a graduated approach, from SEND support in settings and schools and early help, to more specialist support from different agencies.

3.3 The work includes a review of existing specialist provision as well as the collation and analysis of a range of data and information to provide an evidence base and inform decision making.

3.4 A SEND Strategy is being developed that will provide a framework for the delivery of this work as well as other areas of SEND. This will set out the vision for SEND across Cambridgeshire and the key strands of activity that will support its delivery, and ensure transparency and accountability through a formal governance framework.

3.5 The Consultant has met with the Primary Heads Group to discuss the work to date and receive feedback on their views and their proposals for next steps regarding the SEMH pilot. A number of heads representing the different areas of Cambridgeshire have put themselves forward to join a working group to progress the work. The work they have been involved in to date provides a good foundation for this.

3.6 Other existing work relevant to this piece of work include:

- Primary SEMH pilot
- Secondary Behaviour and Attendance Improvement Partnership
- Pilgrim PRU
- District Teams

4.0 LOCAL CONTEXT

4.1 Cambridgeshire is a large county with a mixed demographic. Since 2014, Cambridgeshire has seen the following changes in the 0 – 25 population

Age band	Increases/decreases
0 – 4	Decreased by 70
5 – 10	Increased by 4,310
11 – 16	Increased by 1,590
17 – 19	Increased by 170
20 – 25	Increased by 870
Total increase in 0 – 25 population	Increased by 6,890

4.2 In order to plan appropriately to meet the needs and demands of the different areas of

Cambridgeshire, it is important to consider area data. The data being collated is therefore being further refined to reflect the following 5 areas:

- Fenland
- South Cambridgeshire
- Huntingdonshire
- Cambridge City
- East Cambridgeshire

4.3 The work takes into consideration the changing demographic and current and future need/demand for special/specialist placement. It will help inform options for planning for provision in the right localities to better meet the needs and improve the outcomes of children and young people with complex needs in Cambridgeshire and their families. It will contribute to the broader SEND sufficiency and needs analysis work.

4.4 In order to plan future SEND services and provision it is important to take into account the projected 0 – 25 population growth by age group. The figures set out in the table below are based on the Cambridgeshire County Council Research Group's 2015 population projections, which are also used to support school place planning. There will be different rates of growth forecast in different areas of Cambridgeshire

Age band	Forecast Increases by 2023
0 – 4	Increase by 3,970
5 – 10	Increase by 2,780
11 – 16	Increase by 8,360
17 – 19	Increase by 1,360
20 – 25	Increase by 2,460
Total forecast increase in 0 – 25 population	18,930

The most significant forecast increase is in the 11 – 16 age group, which would suggest that SEND provision and support for secondary aged pupils will need to be an identified focus of the re-design of support and provision.

4.5 While the primary focus of this work is on the specialist end of the provision, this cannot be looked at in isolation and needs to be seen in the context of analysis of the profile of needs of children, young people and their families across the different areas of Cambridgeshire.

4.6 To support this, a detailed SEND data appendix is being developed, which includes data on pupils identified with SEND receiving SEND support and those with Education, Health and Care Plans (EHCPs) in Cambridgeshire schools, as well as Cambridgeshire pupils with EHCPs who are attending schools both in and outside of Cambridgeshire. Elements of this data appendix have been incorporated into this report.

4.7 More detailed analysis of this data and information will help provide an evidence base to inform and support decision making. This should further link to a clear and robust commissioning strategy informed by the current and predicted future profile of needs of children and young people with behaviour that is challenging and who require specialist services/provision in Cambridgeshire.

5.0 CURRENT DESIGNATED SEMH SCHOOLS

- 5.1 In order to understand their context and the profile of needs of pupils attending the schools, visits were made to The Centre School, Harbour School and Unity Academy (both sites). This provided an opportunity to listen to the views of the school leaders, meet the pupils and better understand their needs, and gain an understanding of the accommodation currently occupied. A visit has been planned in March to Pilgrim Pupil Referral Unit (PRU) to help understand how it fits into the pattern of provision for pupils with these needs.
- 5.2 All schools were welcoming and spent time sharing their work and the strengths and challenges in their schools. They were all open to the concept of making changes where required, and were keen to be involved in the work in co-designing this. They all had ideas on next steps, which provides a good foundation for the next stages of development.
- 5.3 Maps have been created for the last three years showing the locations of the schools as well as the home locations for the pupils on roll at each school. This enables analysis of distances travelled by pupils to get to school, and a sense of which areas of Cambridgeshire appear to have higher levels of need requiring this type of provision.
- 5.4 **The Centre School, Cottenham** caters for secondary aged pupils (11 – 16) and is part of the Astrea Academy Trust. It is co-located on the site of Cottenham Village College secondary school, and is the only SEMH school in Cambridgeshire that has been at or over the number of funded places for the last four years. It received a short inspection in 2017 and was judged as continuing to be a good school.
- 5.5 The majority of the accommodation that the school occupies has had alternative uses in the past, is limited, and is not designed for this group of pupils, although the school has been flexible and creative in making best use of a difficult environment. Outside space is also limited, but the pupils benefit from joint access to some of the secondary school's accommodation and facilities.
- 5.6 There is significant strength in the co-location with a secondary school as this can provide an opportunity for shared professional development activities, access to subject specialists if needed, moderation and potentially shared staff.
- 5.7 Pupils are offered a broad curriculum which includes a range of accredited courses as well as enrichment opportunities which are necessary to engage and motivate the pupils to make good progress and achieve. The school is flexible and personalises the curriculum offer to reflect the needs and aspirations of their pupils.
- 5.8 There are positive relationships between pupils and staff. Pupils engage well with staff and with visitors and were happy to talk about their learning. One pupil spoken to at length was very positive about the impact of the school on his life. He felt that staff cared about him. Pupil feedback is important to inform the development of services and support and is a core element of the Children and Families Act.
- 5.9 Many pupils travel long distances, and pupils come from all parts of Cambridgeshire and some from beyond its borders.
- 5.10 **Harbour School, Wilburton** caters for boys aged 5 – 16 and is located in Wilburton, Ely. It was inspected in December 2016 and was judged to Require Improvement, and received a positive monitoring visit in June 2017 which recognised the improvements being made at the school.
- 5.11 There is excellent space in the newer accommodation at the back of the site, but the rest of the buildings are not adequate for pupils with these types of needs. The open nature of the site can make management of behaviour difficult. The primary provision is based in a converted house on the site, which is not an adequate learning and teaching space. The

school has made significant cosmetic improvements in parts of the old buildings, and the pupils have been involved in designing some of this. This has supported the pupils in valuing this part of their environment.

- 5.12 The head teacher raised the issue of the isolated site and its lack of proximity to other community resources that could support development of life skills and integration opportunities. School leaders report the location also impacts negatively on their ability to recruit and retain staff.
- 5.13 The governing body of the school is considering becoming part of a multi academy trust which includes another SEMH school. This could provide real strength to the provision in Cambridgeshire.
- 5.14 Many pupils travel long distances, which is particularly difficult for the younger primary aged pupils.
In 2014/2015 there were 21 primary aged pupils
In 2015/2016 there were 23 primary aged pupils
In 2016/2017 there were 30 primary aged pupils, with the majority travelling from the Cambridge and Wisbech areas.
- 5.15 The distance between Harbour School and The Centre School is 6.5 miles. In planning future provision, consideration should be given to the spread across Cambridgeshire in order to minimise travel distances and support more local provision for pupils.
- 5.16 **Unity Academy** caters for secondary aged pupils and is part of the TBAP Multi Academy Trust. It has two sites, one in St Neots and one in Wisbech. It has not been inspected since it became part of TBAP.
- 5.17 The school determines which pupils attend which site, and this data is not separated in the school census returns or routinely collected by the Council.
- 5.18 The distance between the two sites means that they operate as two distinct schools and this creates some challenges.
- 5.19 The St Neots site has had significant investment in the accommodation, and the Wisbech site has had some cosmetic improvements. The accommodation on the Wisbech site is not sufficient to best provide for pupils with these needs.
- 5.20 There have been significant changes in the leadership team including a new head in January 2017 which are having a positive impact on the school on both sites
Site 1 has capacity for further development and could provide a centre for the west of the County.
- 5.21 There has been a recent agreement to use some of the vacant places to provide a small number of post 16 places to those pupils who need it. It is understood that since the visit there has been some discussion to bring all of the students onto the St Neots site and close the Wisbech site. This needs to form part of a broader strategic plan.

6.0 PLACES AND FUNDING

- 6.1 Every commissioned place in a special school, whether filled or not, is funded at £10k. For academies, the Local Authority is required to agree the places with the school and make a return to the Education and Skills Funding Agency (ESFA) in November of each year for places the following September. The ESFA then top slices this amount from the Local Authority High Needs Block (HNB) and pays the academies direct for these places.
- 6.2 The number of funded places up to and including 2017/2018 are set out in the table below:

School	Number of places
Harbour	80
Unity	105

Centre School	55
Total	240

- 6.3 There has been an issue of a significant number of funded vacant places across two of the three SEMH schools (Harbour and Unity (was Trinity)) over the last few years. The profile of numbers of pupils on roll at each of the census dates is set out in the table below:

School	Oct 14	Jan 15	May 15	Oct 15	Jan 16	May 16	Oct 16	Jan 17	May 17	Oct 17
Harbour	60	61	61	53	55	60	60	67	70	65
Unity	66	69	64	45	50	52	34	38	50	60
Centre	54	60	62	60	61	64	55	58	65	51
TOTAL	180	190	187	158	166	176	149	163	185	176
Vacant places	60	50	53	82	74	64	91	77	55	64

- 6.4 Taking the average empty places across all three schools each academic year, the impact of the funded vacant places on the High Needs Block is set out in the table below:

Academic Year	Cost of vacant places
2014/2015	£540,000
2015/2016	£730,000
2016/2017	£740,000

- 6.5 As a consequence the Head of SEND Services 0 – 25/ Principal Educational Psychologist has adjusted the number of commissioned places for 2018/2019. A five year place planning tool is being developed to support management of place planning in the future.
- 6.6 The top-up values (the amount paid on top of the £10k place element) for pupils attending the three schools are based on agreed identified need and set at four levels:

Level 1: £4,100

Level 2: £6,150

Level 3: £8,200

Level 4: £12,300

7.0 SEMH SCHOOL EXCLUSIONS AND ATTENDANCE

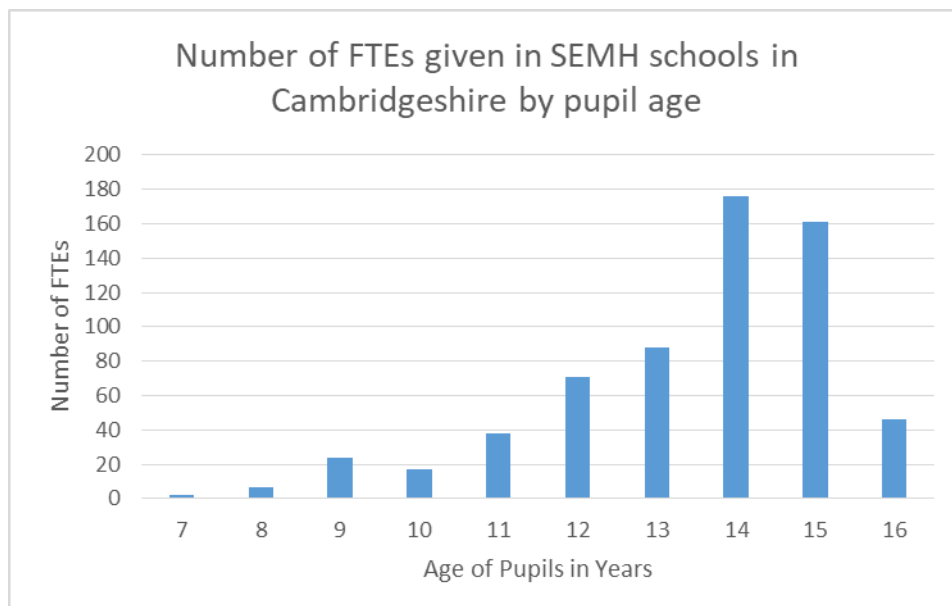
- 7.1 Pupils with these types of needs often have a history of poor school attendance, and some have not attended school for some time before they get to the SEMH school. Improving attendance and reducing exclusions for all pupils enables them to access their entitlement to a suitable full time education and make the best possible progress. Motivators for good school attendance include close working between home and school, a rich and personalised curriculum that meets the needs and aspirations of the pupils, and staff who understand their needs and can respond accordingly.
- 7.2 All of the schools have reduced the number and days lost to fixed term exclusions over the last three years.

The table below sets out the exclusion data for the three schools for the last three years

		2014/2015				2015/2016				2016/2017		
School	NOR	FTE	Days lost	Pupils	NOR	FTE	Days lost	Pupils	NOR	FTE	Days lost	Pupils
Harbour	61	68	169	28	55	66	131	31	67	38	86.5	22

Unity (Trinity)	69	97	213.5	31	50	51	189.5	23	38	51	153	20
Centre	60	116	196	32	61	100	140	35	58	43	82	23
Total	190	281	578.5	91	166	217	460.5	89	163	132	321.5	65

7.3 The age profile of the pupil exclusions in 2016/2017 is set out in the graph below:

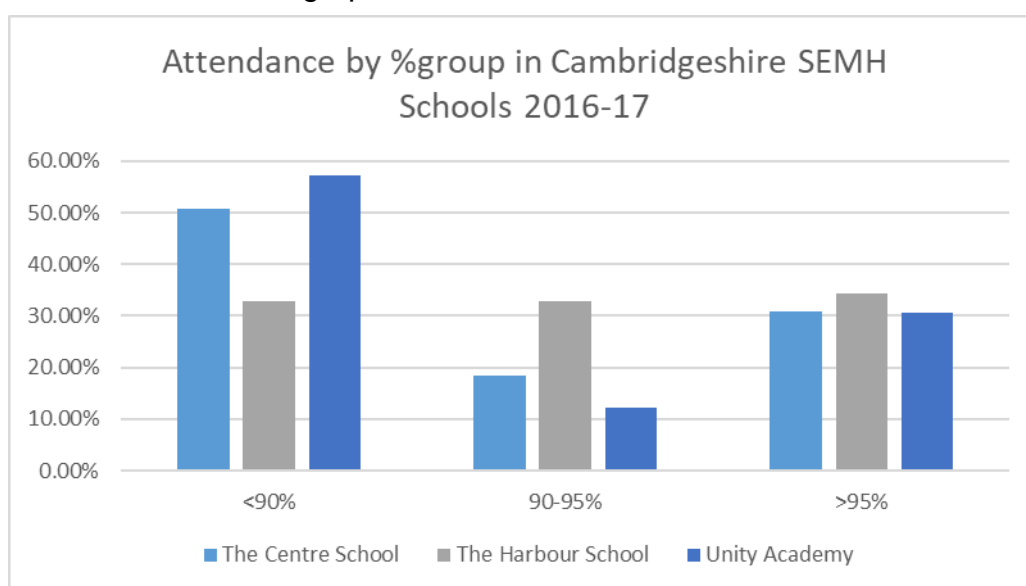


Different interventions and support for both the pupil and family are likely to be required dependent on the age of the pupil. This is likely to need an interagency approach. In developing the pathways, this needs to be taken into account.

7.4 In order to understand the profile of attendance and therefore identify appropriate actions, attendance at the schools has been broken down into the following groups:

- Those attending 95% and above;
- Those attending between 90% and 94%
- Those attending below 90% (persistent absence)

7.5 This is set out in the graph below:



7.6 Further work needs to be done to support identification of steps required to reduce exclusions and improve attendance. This should include:

- Analysis of the profile of excluded pupils and those with low attendance, including tracking back to when needs were first identified to establish whether needs are being identified as early as they could be;
- Consideration of changes to the environment/accommodation that could support pupils whose behaviours are particularly challenging in school rather than fixed term excluding them;
- Identifying successful models that improve attendance and prevent exclusion in SEMH schools judged by Ofsted as Outstanding across the country;
- Systematically gathering feedback from pupils and parents regarding issues and co-producing measures to address these that respond to this feedback;
- Draw on the best and most effective practice in each of the SEMH schools, and identify ways of making these practices consistent across all of the schools;
- Developing a continuing professional development (CPD) programme to support staff in meeting the needs of pupils currently accessing the provision, as well as those that with the right provision could have their needs met in county rather than in out of county provision.
- Ensuring all fixed term exclusions are recorded consistently.

7.7 All of the schools are keen to be involved in co designing the next steps in order to support the improvement of provision across Cambridgeshire.

8.0 ANALYSIS OF SEND DATA AND INFORMATION

8.1 In order to develop a graduated approach to provision across the primary area of need currently identified within the SEND Code of Practice as SEMH, the work should be considered within the context of all areas of SEND, particularly those areas of need that without the right provision and support to meet those needs, behaviour can become more difficult for families and professional to manage.

8.2 This work will help identify what guidance and support is required to identify the children and young people's needs early, and provide the right support at the right time to ensure that needs are met early and where possible within universal services. It will also help identify clear pathways to more specialist services and support where needed.

9.0 SEND SUPPORT

9.1 The table below sets out the percentage of pupils identified as receiving SEND support (recognised SEND but need does not meet criteria for an EHCP) in Cambridgeshire primary schools compared to the Stastical Neighbour (SN) and National averages. Cambridgeshire schools have been consistently identifying a significantly lower percentage of pupils as requiring support at a mainstream school level that is in addition to and different from the majority of pupils. This needs further interrogation to identify the reasons for this.

	2014	2015	2016	2017
Cambridgeshire %	14.3	11.3	11.0	11.5
SN %	14.9	12.8	12.0	12.2
England %	15.2	13.0	12.1	12.2

9.2 The table below sets out the percentage of pupils identified as receiving SEND support in Cambridgeshire secondary schools compared to the SN and National averages. Similarly to Cambridgeshire primary schools, Cambridgeshire secondary schools have been consistently identifying a significantly lower percentage of pupils as requiring support that is in addition to and different from the majority of pupils. This also needs further

interrogation to identify the reasons for this.

	2014	2015	2016	2017
Cambridgeshire %	16.1	13.6	10.7	9.5
SN %	14.3	11.9	11.0	11.1
England %	15.9	12.4	11.0	10.7

10. EDUCATION HEALTH AND CARE PLANS (EHCPs) – CAMBRIDGESHIRE SCHOOLS

10.1 Conversely the picture reverses for the percentage of pupils with EHCPs in Cambridgeshire Primary and Secondary Schools

10.2 The table below sets out the percentage of pupils with an EHCP in Cambridgeshire primary schools compared to the SN and National averages. While the percentage has been reducing, there are consistently more pupils with an EHCP in Cambridgeshire primary schools when compared to SN and national averages. This requires further investigation with schools to establish the possible reasons for this and what actions may need to be collectively taken to address this.

	2014	2015	2016	2017
Cambridgeshire %	1.8	1.9	1.7	1.6
SN %	1.4	1.4	1.4	1.5
England %	1.4	1.4	1.3	1.3

10.3 The table below sets out the percentage of pupils with an EHCP in Cambridgeshire secondary schools. While the percentage has been reducing, it remains consistently **significantly** higher than the SN and national averages.

	2014	2015	2016	2017
Cambridgeshire %	2.9	2.9	2.7	2.5
SN %	1.6	1.6	1.6	1.6
England %	1.9	1.8	1.7	1.7

10.4 Those pupils with EHCPs in Cambridgeshire schools consist of both Cambridgeshire pupils and other local authority pupils. The profile of these pupils across the different school types are set out below.

EHCPs		
Nursery Schools	0.2%	*
Primary Schools	31.2%	825
Secondary Schools	30.3%	803
Special Schools	38.1%	1009
PRU	0.2%	*

10.5 The following table sets out the comparison between the percentage of pupils in Cambridgeshire primary, secondary and special schools by primary type of need (SEND support and EHCP). This is the need identified by the school on the January 2017 census return. The tables include the SN and national comparisons.

10.6

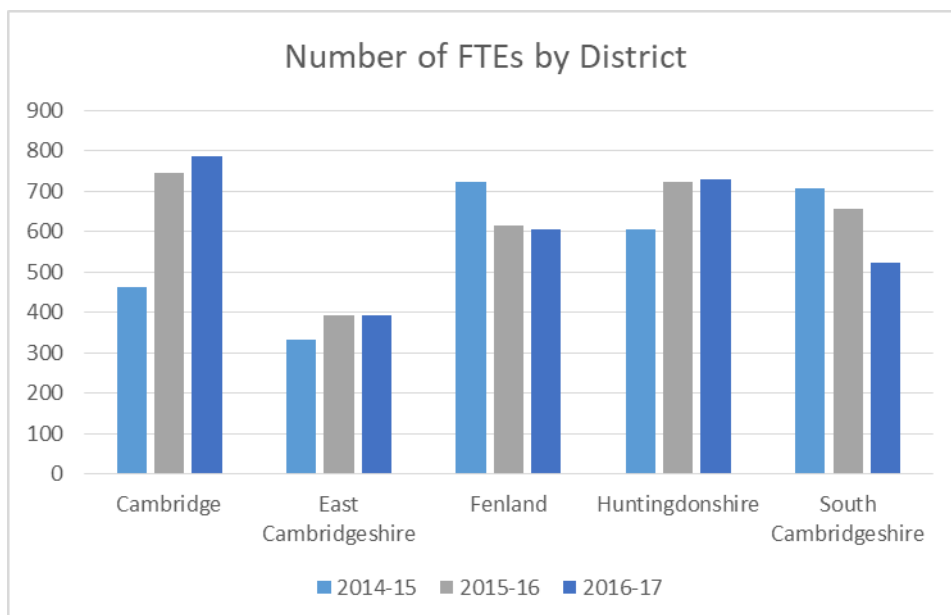
Type of Need		Primary	Secondary	Special
Specific Learning Difficulty - SpLD	Cambs %	13.7	29.2	2.7
	SN %	12.9	25.6	1.3
	England %	9.7	21.1	1.4
Moderate Learning Difficulty - MLD	Cambs %	22.9	22.9	12.7
	SN %	23.6	21.9	17.9
	England %	23.3	24.0	14.5
Severe Learning Difficulty - SLD	Cambs %	0.9	0.5	30.6
	SN %	0.6	0.3	25.8

	England %	0.7	0.5	23.2
Profound and Multiple Learning Difficulty - PMLD	Cambs %	0.4	0.2	7.7
	SN %	0.2	0.0	6.0
	England %	0.3	0.1	7.8
Social, Emotional and Mental Health - SEMH	Cambs %	16.0	14.9	17.4
	SN %	16.3	16.7	13.1
	England %	15.7	18.4	12.5
Speech, Language and Communication - SLCN	Cambs %	23.1	6.7	3.1
	SN %	27.9	10.8	7.1
	England %	29.0	10.8	6.4
Hearing Impaired - HI	Cambs %	1.6	2.4	0.2
	SN %	1.4	1.9	3.1
	England %	1.7	2.3	1.3
Visually Impaired - VI	Cambs %	0.9	1.1	0.9
	SN %	0.9	1.1	0.9
	England %	0.9	1.3	0.7
Multi-Sensory Impaired - MSI	Cambs %	0.3	0.4	0.6
	SN %	0.3	0.2	0.2
	England %	0.3	0.2	0.2
Physical and Neurological Impaired - PNI	Cambs %	2.5	2.3	1.1
	SN %	2.8	2.9	3.6
	England %	2.9	2.9	3.4
Autistic Spectrum Condition - ASC	Cambs %	6.5	10.9	23.2
	SN %	5.9	8.7	18.6
	England %	6.7	8.9	26.9
Other	Cambs %	4.9	6.3	0.3
	SN %	4.6	7.1	2.4
	England %	-	-	1.5
SEND Support No identified need	Cambs %	6.2	2.2	-
	SN %	2.7	2.8	-
	England %	-	-	-

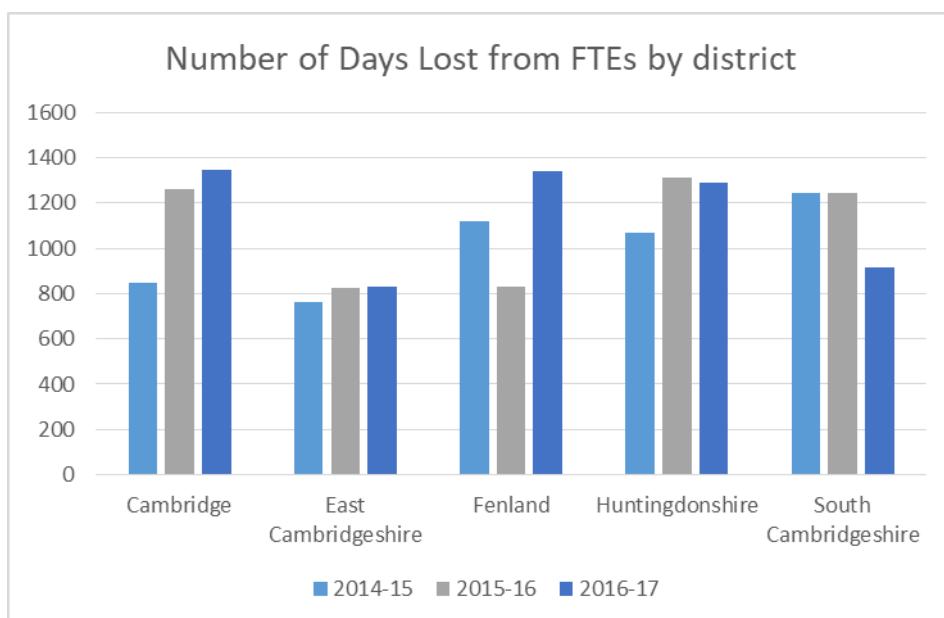
Further discussion and analysis of this data with schools and services will help establish possible reasons for this profile and the next steps required in planning services and support.

11.0 MAINSTREAM SCHOOLS EXCLUSIONS AND ATTENDANCE

- 11.1 Interrogation of exclusion data helps to establish what the key issues might be, and inform identification of next steps to reduce exclusions. Further data is being collected regarding the representative SEND population in the exclusions data. National equalities data shows that children and young people with SEND are more likely to be excluded than their peers who do not have SEND. As part of this work, the aim is to identify what can be done collectively to reduce SEND exclusions and better meet the needs of this cohort.
- 11.2 The table below shows the number of fixed term exclusions by district over the last three years.



- 11.3 The table below shows the number of days lost to fixed term exclusion over the last 3 years.



- 11.4 Data has also been collected on fixed term exclusions of children and young people known to Social Care in 2016/2017. 34.1% of fixed term exclusions fall into this category. This illustrates the need for a multi-agency approach to supporting the children and young people and those who work with them.

Total Number FTEs: 3036		
	Number of pupils	% of FTE
Child in Need (CIN)	734	24.2
Child Protection (CP)	176	5.8
Children Looked After (CLA)	124	4.1
Total	1,034	34.1

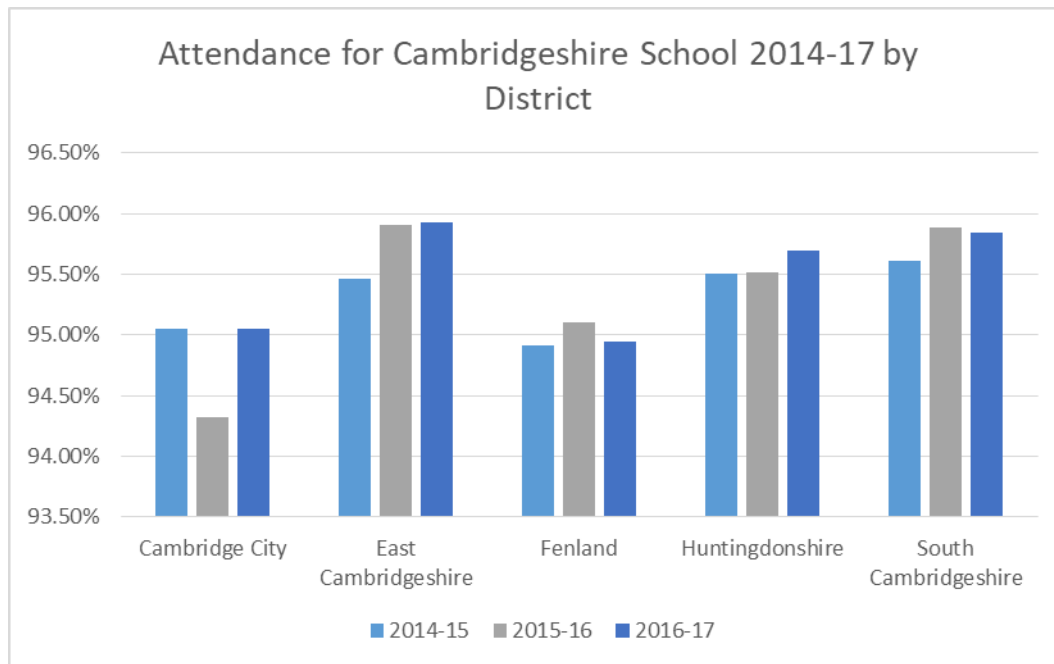
- 11.5 Permanent exclusions are low in Cambridgeshire, which is positive, and so the data is not included in this report as pupils could be identified. This would suggest that alternative to permanent exclusion are used by schools. These include the primary SEMH pilot, the secondary Behaviour and Attendance Improvement Partnership, tuition packages, and alternative provision. The work of the SEND Service District teams, particularly Specialist

Teachers and Specialist Practitioners also make a significant contribution to supporting primary aged pupils at risk of permanent exclusion.

In order to understand what is working effectively to improve outcomes for children and young people, further investigation into these packages of support are required.

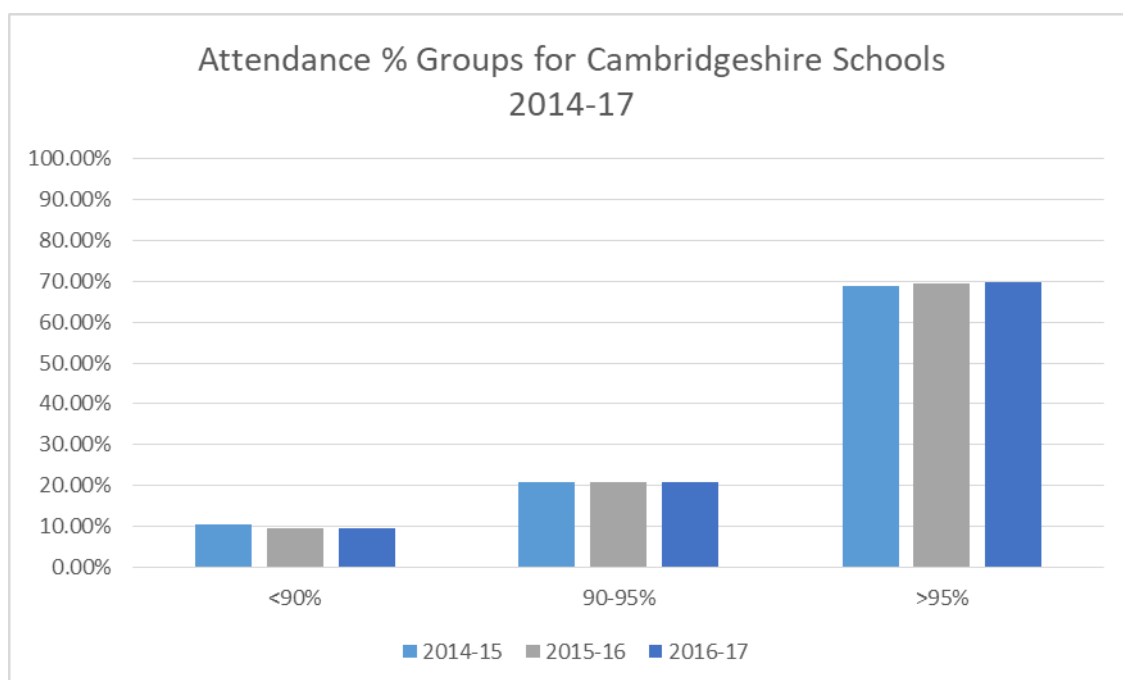
11.6 Analysis of school attendance data helps identify where to prioritise actions and support, particularly when it is considered alongside other sets of data and information. There is evidence to show that children and young people make best progress when their attendance is high.

11.7 The table below sets out the attendance figures across Cambridgeshire by district between 2014 and 2017.



11.8 Data has been collected on the profile of pupils attending between 90% and 95% as well as those who attend below 90% and are deemed persistently absent. Further analysis of these groups will support identifying how many have additional SEND needs that could be supported differently to help improve attendance and outcomes.

11.9 This is set out in the table below:



12.0 ALTERNATIVE PROVISION (AP)

- 12.1 In 2016/2017, 1.5% of the secondary cohort accessed Alternative Provision. 74.6% had a SEND need recorded, of which 31.6% were recorded as SEMH.

13.0 TUITION PACKAGES

- 13.1 A significant number of pupils across Cambridgeshire are accessing individual tuition packages. From 1st April 2017 to date, 165 children and young people with an EHCP have been in receipt of a package funded by the Out of School Tuition package budget during this period. At the current time, 58 children and young people with an EHCP are in receipt of a package.

There are also 16 Primary aged pupils without an EHCP, in receipt of an alternative provision package from SEND District Teams, some of which are supplemented by external tuition agency support. These children have either been permanently excluded, are at serious risk of permanent exclusion or have non in-patient medical needs. While it may be appropriate for some pupils to have this as part of their provision of education, it should be short term, and form part of a package of support that enables the young person to achieve good outcomes academically and socially.

14.0 NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)

- 14.1 The most recent NEET data shows that 32 % of pupils who are NEET had an identified need of SEMH, demonstrating further work being required to ensure more of this cohort go on to stay in employment, further education or training.

15.0 SUMMARY OF EMERGING THEMES

- 15.1 Specialist SEMH provision is not geographically dispersed with two schools in close proximity which both cater for pupils with similar needs (although one is currently secondary and the other is all age).
- 15.2 Some pupils are travelling long distances to access specialist education.
- 15.3 The two TBAP Unity Academy sites are a significant distance from each other which presents some challenges and does not provide much opportunity for sharing practice/staff etc
- 15.4 Appropriateness of accommodation is an issue on three of the four sites visited.
- 15.5 While permanent exclusions are low across Cambridgeshire, it is not clear whether the alternatives are leading to better outcomes for children and young people
- 15.6 Fixed term exclusions have risen since 2014 in 4 out of 5 areas of Cambridgeshire.
- 15.7 Identification of needs and the right provision to meet those needs has been late for some pupils, making it difficult for them to make as good progress as they might if they had the right provision at the right time.
- 15.8 Profile of needs of pupils in specialist provision would suggest that the right needs are not always being identified early enough and then the right interventions/support put in place. There needs to be better guidance and support in place to help schools. School want advice and support that is in addition to and different from what they already have in place.
- 15.9 Some pupils' behaviours are exacerbated by unmet learning needs/disability needs, some as a consequence of their disability/medical conditions, some from challenging home circumstances and life experiences, and some from environmental factors. Different approaches are needed to reflect the different needs and there needs to be clear

links/coordination with provision/support for other types of needs.

- 15.10 The pupils in specialist provision are predominantly boys. There is a need to reflect on why this might be the case and consider what should be considered to better support boys' learning.
- 15.11 There is an increasing number of girls who present with challenging behaviours, including internalising behaviours, with mental health difficulties, particularly at secondary age. Provision and support for girls needs to be part of the next stage of work.
- 15.12 Currently there is not a clear framework for coordinated and targeted school to school and cross agency support. This should form part of the SEND Strategy work.

16.0 RECOMMENDATIONS FOR NEXT STEPS

- 16.1 Set up three phase related working groups to review and further interrogate the data and other information and feedback and identify key actions. The groups should consist of school representatives, local authority and Health representatives, representatives from Pinpoint and Teaching Schools. The work from the groups will inform options for next steps and a delivery plan.

- Primary
- Secondary
- SEMH Special

- 16.2 All groups will need to consider outreach linked to areas of greatest need through a specification alongside other services in the District teams.

16.3 Primary:

- Interrogate data and identify issues across primary schools and use this to inform support required to identify and meet needs early.
- Develop options for the primary element of specialist provision linked to 4/5 localities (include a representative from Harbour school), linking to locality services, including commissioned outreach from best practice schools. This should include outreach role for locality.

16.4 Secondary:

- Interrogate broad dataset and identify issues in secondary schools and use this to inform support required to identify and meet needs early.

16.5 SEMH Special

- Identify optimum size and location for SEMH schools and link to developing primary models.
- Consider Post 16 provision as part of the further education (FE) offer across Cambridgeshire for those pupils who need it. Carry out land valuations.
- Search for options for potential alternative sites that could make better provision for these pupils and other pupils who are currently going out of Cambridgeshire to access their education and support.
- Confirm numbers of places linked to option models

- 16.6 A SEND Strategy is being developed to be considered and approved by all appropriate groups and committees and will form the framework for this work.

- 16.7 Provide in-house support for tuition packages rather than outsourcing to Agency providers.

EARLY YEARS NATIONAL FUNDING FORMULA REVIEW 2018/2019 UPDATE

To: Cambridgeshire Schools Forum
Date: 9th March 2018
From: Sam Surtees - Strategic Admissions Manager (Cambridgeshire and Peterborough)
 Emma Jones – Finance Business Partner (Education Directorate)
 Helen Phelan – Head of SEND Specialist Services (0 – 25)

1.0 INTRODUCTION

- 1.1 The Department for Education (DfE) announced the introduction of the Early Years National funding formula which would come into effect from April 2017 and the introduction of a new early learning and childcare scheme for working parents from September 2017. Eligible working parents are now entitled to access an additional 15 hours of free childcare above the Universal Entitlement which would enable them to access 30 hours of free childcare in total.

The Local Authority undertook a full consultation with providers in Cambridgeshire and a new Cambridgeshire funding formula was agreed and implemented which came into effect in April 2017.

2.0 Funding for 2018 – 2019

- 2.1 The DFE recently published the Early Years National Funding Formula Hourly Rates for 2018 – 2019 financial year. This confirms that there will be no increase to baseline funding rate of £4.42 received during 2017 -18 and no changes within the operational guidance which will have an impact on the Cambridgeshire Funding Formula.

3.0 Summary of the Proposed Cambridgeshire Formula for 2018/19

- 3.1 Unlike the schools funding formula, Local Authorities will continue to be responsible for determining and administering their own Early Years Single Funding Formula.

- 3.2 The proposed Cambridgeshire Formula is as follows:

1. **Base Rate** – This is a basic hourly rate that is paid to providers on a per child basis, based on actual hours of provision. This factor is applied to all providers and all providers will be paid the same hourly rate which is a result of the national guidance changes. The proposed funding rate will remain at £4.04 per hour.
2. **Deprivation** – This is a mandatory supplement provided to settings on a per child basis to children living in a postcode deemed to be deprived according to the Income Deprivation Affecting Children Index (IDACI). The ranking are as follows:

Rank	Residence of child	IDACI Rank of postcode	Value per hour
1	Highest 10% per IDACI	0 - 3284	£1.30
2	Next highest 10% per IDACI	3285 - 6568	£1.00
3	Third highest 10% per IDACI	6569 – 9852	£0.65

4	Fourth highest 10% per IDACI	9853 - 13136	£0.30
0	Remaining 60% least deprived	13137 - 32844	£0.00

3. **Nursery School Supplement** – Nursery schools would be the most adversely affected by a move to a universal base rate of funding for all providers. Therefore, in recognition of this the government is providing an additional Nursery School supplement to Local Authorities, guaranteed until 2019 – 2020. This funding will be passed onto Nursery Schools in the form of additional top-ups so that their funding is maintained at current levels.

4.0 Additional Funding outside of the 3 and 4 year old funding formula

4.1 2 year old funding

Funding for eligible 2 year olds will continue at the rate of £5.41 and will be administered in the same way as at present. Further discussion and exploration of options to allow for the creation of an Additional Needs Fund to support those funded two year old children with additional needs but who do not meet the threshold for an Education Health and Care Plan.

4.2 Early Years Pupil Premium

This will continue to be paid at a rate of £0.53 per hour for eligible children.

4.3 Disability Access Funding

This fund was introduced in April 2017 and will continue be paid at a rate of £615 per eligible child per year. Eligibility is based on three and four year olds who are in receipt of child disability living allowance.

4.4

Top-up funding from SEN Inclusion Fund for three and four year olds

Settings will get additional top-up funding for children with Education Health and Care Plans (EHCPs) and additional funding will also be available to support three and four year old children accessing their universal or extended entitlement before they have an EHCP in the form of top-up funding from the new SEN Inclusion Fund (SENIF). The SENIF has been created through an agreed EY top slice and funding of £500k from the High Needs Block.

Work has been ongoing since last April to put in place the policy, process and criterion for the new SEN Inclusion Fund, which came into effect for new children from September 2017. The current SENIF policy, guidance and application documentation can be found at <https://www.cambslearntogether.co.uk/early-years/sen-support/>

A two tier system has been implemented for SENIF applications:

- Tier 2-One off payment of up to £1000 which could be used, for example for a short term targeted intervention for a child; and
- Tier 3-High need funding for up to 30 hours for those with the most complex needs to be paid at an hourly rate of £7.87 during 2017/18 and 2018/19

Funding requests are for an amount of hours per child and are a contribution towards any additional support and/or resources the child may need. The maximum amount of hours available will be 30 in line with their early learning and childcare entitlement and eligibility. This is not a true reflection in all cases of the hours being accessed by the child each week especially when a child is accessing up to 50 hours per week at a full day care setting.

The funding will be paid directly to settings once awarded and for the Tier 3 funding it will be for a period of up to 38 weeks, split across 3 academic terms, paid on a termly basis, with the option to apply for up to 48 weeks funding if the child is accessing provision all

- 4.5 year round with the expectation that review paperwork will be submitted at the end of each term. Funding is attached to the child, and therefore if the child moves setting the funding will follow the child.

Creation of Additional Needs Funding (ANF) for children aged 0 – 3 including funded twos.

It has been identified, in working with providers, that despite the creation of the SENIF, many settings will be supporting children for hours for which they do not meet the eligibility criteria for SENIF funding. This could be because the child is accessing more hours than the universal, or extended entitlement hours as a three and four year old; or because they are younger than three. For example, as a result of the eligibility criteria for free early learning and childcare for two year olds, many of the children taking up these places present with additional needs, requiring additional support, which is not provided for within the current hourly rate and which could prevent the child from being able to access their statutory entitlement hours.

It is estimated, using current data, that there are currently 50 children aged 0 – 3 currently accessing an early years setting who are following the EHCP pathway. To support settings during the 20 week EHCP process, funding totalling £118k has been identified from within the High Needs Block which will allow settings to access up to 15 hours per week of additional funding to support the needs of these children. This will be available from April 2018. As has been stated in respect of the SENIF, whilst welcome, this will not, in many cases, reflect the true number of hours being accessed by the child at a setting.

5.0 Early Years Centrally Retained Funding

The following centrally retained amounts laid out below were approved at Schools Forum in December 2017:

Centrally Retained Budget	Value
Qualifications and supporting work	£375,000
Commissioned Services Linked to Early Years childcare development and Support	£245,580
Early Years Access Officers	£88,355
Early Years Pupil Premium Eligibility	£11,000
Contribution to support Early Years Service statutory duties	£340,000
Support for the implementation of the extended 30 hour entitlement	£130,000
Total	£1,189,935

The new Early Years Funding guidelines restrict local authorities to retaining a maximum of 5% of funding centrally for 2018/19. While the Cambridgeshire allocation for 2018/19 is not yet known, we do know that the hourly rate we will be paid remains unchanged, the proposal is to retain approximately 3.4% of current funding, well within this restriction. 2018/19 will be the final year that we request to retain the £130k to support the implementation of the extended 30 hour entitlement, and we will undertake a full review of the other centrally retained amounts looking forward to 2019/20.

6.0 Update on the Extended Entitlement

- 6.1 The extended entitlement to early learning and childcare for 3 and 4 year olds was implemented nationally from 15 to 30 hours a week for working parents from September 2017 who meet the qualifying criteria.
- 6.2 It was estimated by HMRC that in Cambridgeshire there would be up to 5010 families with children who would be aged 3 and 4 who would be eligible to take up this entitlement in the

first full year of implementation.

- 6.3 There are 3,666 children taking up the extended entitlement this term.

7.0 Next steps

- 7.1 A working group of local authority (LA) officers and representatives from the early years sector is to be set up to look at and review application criteria and processes for both this funding stream and the SENIF.
- 7.2 Work will also continue over the summer term to explore options and funding streams which might be available to support settings in meeting the needs of these younger children. This might include the creation of a specific fund to support eligible two year olds accessing their entitlement hours, by reducing through top slice the hourly rate paid to all providers. Also to be considered is the use of other funding sources which might be available which will provide for earlier intervention for these younger children.
- 7.3 All ANF and SENIF funding and claim numbers will be reviewed throughout the year to ensure that the current offer is sustainable for future years
- 7.5 The final local formula will be submitted to the Children and Young People's Committee in March recommending implementation from April 2018 onwards.

Recommendation

Members of Schools Forum are asked to note the contents of the report.

CAMBRIDGESHIRE SCHOOLS FORUM – FORWARD AGENDA PLAN

Friday 9 March 2018, 10.00am Kreis Viersen Room, Shire Hall, Cambridge10.00am Kreis Viersen Room, Shire Hall, Cambridge	Apologies for absence and declarations of interest	<i>verbal</i>	Tuesday 27 February 2018
	Minutes of the Meeting on 19 January 2018 and Action Log	Richenda Greenhill	
	Cambridgeshire School Funding Formula 2018/19	Jon Lee	
	SEND Sufficiency Progress Update	Helen Phelan	
	SEMH Review - Recommendations	Helen Phelan	
	Early Years National Funding Formula Review 2018/2019 Update	Sam Surtees	
	Agenda Plan	Richenda Greenhill	
	Date of next meeting		
Friday 6 July 2017, 10.00am Kreis Viersen Room, Shire Hall, Cambridge10.00am Kreis Viersen Room, Shire Hall, Cambridge	Election of the Chairman/woman and Vice Chairman/woman		

	Apologies for absence and declarations of interest	<i>verbal</i>	Tuesday 26 June 2018
	Minutes of the Meeting on 9 March 2018 and Action Log	Richenda Greenhill	
	Dedicated Schools Grant Expenditure: Mid-Year Update	Martin Wade	
	Proposals for a tiered funding model for Post 16 providers	Helen Phelan	
	Review of proportionality of maintained and academy school representatives	Richenda Greenhill	
	Agenda Plan	Richenda Greenhill	
	Date of Next Meeting	<i>Verbal</i>	

Updated 24.01.18