

**Date: Wednesday, 14 December 2016**

**Democratic and Members' Services**

Quentin Baker

LGSS Director: Law, Procurement

and Governance

Shire Hall

Castle Hill

Cambridge

CB3 0AP

**10:00hr**

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

## **AGENDA**

- 1 **Apologies for Absence**
  
- 2 **Unapproved Minutes of the Cambridgeshire Schools Forum Meeting on 14 October 2016** 3 - 14  
  
To consider and approve the minutes of the meeting on 14 October 2016 and Actions Arising.
  
- 3 **National Funding Formula and Schools Budget Setting 2017-18 Update** 15 - 34
  
- 4 **Draft Revenue and Capital Business Planning Proposals for 2017-18 to 2021-22** 35 - 52
  
- 5 **Special Educational Needs and Disabilities (SEND) Peer Review** 53 - 56
  
- 6 **High Needs Block**

To receive a presentation by Judith Davies, Head of Commissioning Enhanced Services, Dr Helen Phelan, Principal Educational Psychologist and Martin Wade, Strategic Finance Manager (Children and Schools).

<b>7</b>	<b><u>Social, Emotional and Mental Health (SEMH) Pilot Scheme Evaluation</u></b>	<b>57 - 70</b>
<b>8</b>	<b><u>Permanent Exclusions and Managed Moves</u></b>	<b>71 - 74</b>
<b>9</b>	<b><u>Speech, Language and Communication Needs Delivery Model</u></b>	<b>75 - 80</b>
<b>10</b>	<b><u>Forward Plan</u></b>	<b>81 - 82</b>
<b>11</b>	<b><u>Date of Next Meeting</u></b>	

To note that the Cambridgeshire Schools Forum will meet next on Friday 27 January 2017 at 10.00am in the Kreis Viersen Room, Shire Hall, Cambridge.

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**CAMBRIDGESHIRE SCHOOLS FORUM: MINUTES**

**Date:** Friday 14 October 2016

**Time:** 10.00am – 11.50am

**Place:** Kreis Viersen Room, Shire Hall, Cambridge

**Present:** P Hodgson (Chairman), Dr A Rodger (Vice Chairman), A Bishop (substituting for D Parfitt), S Blyth, M Carter (substituting for A Hutchinson), S Connell, T Davies, A Goulding (substituting for J Digby), Dr I McEwen (substituting for M Woods), A Matthews, A Reeder, B Smethurst, S Tinsley and R Waldau

**Observers**

G Fewtrell

Councillor P Downes

Councillor J Whitehead

Teachers' Union

Cambridgeshire County Council

Cambridgeshire County Council

H Allen, MP

P Wade

Member of Parliament for South Cambridgeshire

Advisor to Mrs Allen

**Officers**

K Grimwade, M Moore, E Sanderson, S Surtees, M Wade and

R Greenhill (Clerk)

**Apologies:** Forum Members: L Calow, K Coates, J Digby, K Evans, A Hutchinson, J North, D Parfitt, Dr K Taylor and M Woods

Observers: Councillor D Harty

Officers: J Davies, M Teasdale, Dr H Phelan

**ACTION**

**146. APOLOGIES FOR ABSENCE**

The Clerk reported apologies for absence and substitutions as recorded above.

The Chairman welcomed Heidi Allen, the Member of Parliament for South Cambridgeshire, to the meeting as an observer and invited her to join discussion.

**147. MINUTES OF THE MEETING ON 24 JUNE 2016**

The minutes of the meeting on 24 June 2016 were confirmed by those present to be a correct record and signed by the Chairman.

The following outcomes of actions arising from previous meetings were noted:

**(a) Minute 132: National Funding Formula Consultation Stage 1: Draft Response to Question 18**

A copy was circulated to Forum members by email on 10 October 2016.

**(b) Minute 139: Maintained Schools and Dedicated Schools Grant (DSG) Financial Health**

- An update on DSG spend had been included as a standing item on the Schools Forum agenda, including a mid-year update on the use of DSG carry forward;
- Confirmation by the Director of Learning that the net local authority budget was not contributing to any surplus revenue balances was emailed to members on 10 October 2016;
- The table at Appendix 1 was revised to show maintained schools' revenue balances as a percentage of the school's overall budget and circulated to members by email on 10 August 2016;
- Updated guidance on managing the cost of redundancies was circulated to members by email on 5 October 2015.

**(c) Minute 141: Composition of Cambridgeshire Schools Forum – Update**

A further update to be provided at the Forum's December meeting in the light of the expected announcement on the future role and composition of schools forums by central government.

**Democratic  
Services  
Officer**

**(d) Minute 142: Child and Adolescent Mental Health (CAMH): Update**

Details of positive feedback received from a number of focus groups for the parents of children experiencing social, emotional and behavioural difficulties to be circulated to members for information.

**Service Director,  
Strategy and  
Commissioning**

**148. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) PEER REVIEW**

With the Chairman's permission, this item was moved forward from the published agenda to accommodate officer attendance and the Quality Assurance Manager circulated a revised version of the report on the SEND Peer Review (copy attached at Appendix A) which had been updated to reflect information obtained at a meeting with primary headteachers' representatives earlier in the week. The review would take place on the 15-16 November 2016 and would focus on children and young people aged between 5-16 with additional needs who did not have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This group had been chosen as they were known to be vulnerable to under-achievement compared to children with a similar level of need in other parts of the country. Feedback from the

review would be shared with partners and Cambridgeshire County Council's Children and Young People (CYP) Policy and Service Committee in January 2017 and an action plan would be produced.

The following points were raised in discussion:

- Heidi Allen MP said that MPs' Offices received a lot of communication from the parents of children and young people with SEND. **It was agreed that it would be helpful to include MPs' Offices within the groups invited to contribute to the Peer Review;**
- Given the pressures on the High Needs Block the review would be used to help identify any specific resource issues relating to children with SEND, but without a Statement or EHCP;
- It was hoped that over time the Peer Review process would provide useful comparative data across the Eastern region.

**Quality  
Assurance  
Manager**

It was resolved to:

1. Note the information provided about the forthcoming Peer Review;
2. **Circulate a copy of the paper submitted to the CYP Policy and Service Committee in January 2017 to members of the Forum for information.**

**Democratic  
Services  
Officer**

#### **149. DEDICATED SCHOOLS GRANT (DSG) FINANCIAL POSITION 2016-17**

The Strategic Finance Manager (Children and Schools) presented a report providing a summary of the overall 2016-17 DSG financial position as at the end of August 2016. Subject to any further academy conversions the estimated DSG for 2016-17 would be £241k. The majority of these funds would be delegated out, but a smaller element was retained centrally to fund support in specific areas such as high needs and special educational needs.

At the end of August 2016 a total overspend of £1.124m was forecast against the available DSG allocations. This was due mainly to:

- An increase in the number of special school places required;
- Pressures on the High Needs top-up budget, relating mainly to the increasing number of Post 16 students with Statements or EHCPs;
- Pressures on the SEN Placements budget due to the need to fund alternative provision for high needs pupils when no special school places were available within the county.

The overall position was similar to that at the same time in the last financial year. DSG carry-forward of £2.45m would be used to offset

these current pressures and to meet additional commitments described in the report, but this was not sustainable in the long-term. A review of how the High Needs Block was funded was being carried out to see what reductions might be achieved whilst the promotion of previously identified good practice had already reduced unit costs.

The following points were noted in discussion:

- Table 4.3 showed that the number of pupils with a Statement or EHCP in Cambridgeshire was 20% higher than the national average. Members felt that it was vital to obtain evidence of whether this was due to a difference in threshold levels in the county or whether there was a significantly higher proportion of children and young people with the highest levels of needs. **It was agreed that this should be addressed as matter of urgency in advance of the Forum's meeting in December when it would need to consider whether to move a further £1m from the DSG to the High Needs block. The Vice-Chairman said that he would be happy to work with officers to take this forward;**
- Members noted that different funding arrangements and levels of support available to children with additional needs in other local authority areas might lead to a smaller number of applications for EHCPs;
- The role of early support and intervention for children with additional needs was highlighted as a way to attempt to reduce the number requiring an EHCP;
- Officers were aware of other local authorities facing even greater in-year pressures on their DSG budget;
- Whether there was a tendency over time for a degree of 'band creep', with more pupils being assessed as having a higher level of need;
- The high costs associated with placing children and young people with additional needs out of area;
- Early Years access funding was being removed with future supported being routed through the EHCP process;
- Heidi Allen MP acknowledged the difficulty and frustration caused by the delay in announcing the outcome of the funding formula consultation conducted by central government. She had asked a Question on this issue of the Secretary of State for Education in the House of Commons the previous week and she was continuing to voice her concerns at the delay to her Ministerial colleagues and officials;
- There was concern that a move to a funding formula which did not allow any local flexibility in the allocation of funds would have significant implications for the resourcing of the High Needs Block with Cambridgeshire.

Service Director,  
Strategy and  
Commissioning

It was resolved to:

1. Note and comment on the report as recorded above.

#### **150. NATIONAL FUNDING FORMULA AND SCHOOLS BUDGET SETTING 2017-18 UPDATE**

The Strategic Finance Manager (Children and Schools) introduced a report providing an update on the National Funding Formula and Schools Budget Setting for 2017-18. The Secretary of State for Education had announced in July 2016 that the implementation of the next stage of the national funding formula would be delayed until 2018-19. This had significant implications for the funding available in the next financial year. The following points were noted in discussion:

- The removal of the Education Services Grant (ESG) and re-assignment of £117m nationally from the ESG retained duties budget to the Schools Block (which equated to £1.24m in Cambridgeshire) represented a technical adjustment to the funding blocks rather than the addition of new money;
- On receipt of a definitive list of the former ESG functions and duties to be discharged the required levels of retained funding would be calculated and submitted to the Schools Forum for approval, subject to the approval process being confirmed;
- The funding contained no increases to take account of inflation so the cost of any inflationary uplifts during the period (for example through wage increases) would need to be absorbed;
- To minimise turbulence for individual schools it was proposed to make minimal local changes to the 2017-18 funding formula other than the necessary technical changes;
- Consideration would be required in December about the possible transfer of funds from the Schools Block to accommodate pressures on the High Needs Block and Growth Funding;
- The current value and total estimate for de-delegation for 2016-17 was noted. Discussions would be held with headteachers' groups and revised amounts would be calculated upon receipt of updated pupil data and presented for approval to a future meeting of the Forum;
- There had been an increase of around 9% in rateable values county-wide. Academies received 80% relief on rates;
- The implications of the Apprenticeship Levy on maintained schools was not yet clear. Work on this was in hand;
- The current Cambridgeshire Public Services Network (CPSN) broadband contract would end in 2018. It had not yet been decided whether funding beyond that point would be retained centrally or distributed to individual schools;
- Some members felt that the Schools Admission Service was experiencing difficulty in processing applications quickly and noted the implications for school budgets if pupils were not allocated available places before the census date. **It was agreed**

that it would be useful to know how the level of expenditure on the Admissions Service for maintained schools in Cambridgeshire compared with that of other similar local authorities;

Strategic  
Finance  
Manager

- **Members asked for clarification of whether Section 106 money could include children who crossed county borders to attend school.** Heidi Allen MP said that the Planning Officer at South Cambridgeshire District Council would be happy to discuss any relevant issues with County Council officers. Dr Ian McEwen said that he would like the opportunity to contribute to any such discussions;
- The Vice Chairman highlighted the numerous and varied pressures on schools funding including but not limited to growth, pensions and inflation, changes to the Education Services Grant, increasing levels of demand for High Needs block support, rateable values and the apprenticeship levy. In the light of these unprecedented pressures he asked whether the Education Select Committee might consider holding a one day emergency data collection session to raise the profile of this issue. Heidi Allen MP noted that Lucy Frazer, the Member of Parliament for South East Cambridgeshire, was a member of the Education Select Committee and offered to raise this matter with her. **It was agreed that the Vice Chairman would draft a letter on this subject in consultation with the Chairman and the Strategic Finance Manager for Children and Schools to be sent to the Chairman of the Education Select Committee by the Chairman of the Schools Forum.** Councillor Downes said that he would welcome the opportunity to contribute to this work if invited;
- Councillor Downes questioned the mechanism for the future distribution of the National Funding Formula and the implications for the existence and role of schools forums which he felt had significant implications with regard to fairness and oversight.

Director of  
Learning

Chairman,  
Vice  
Chairman and  
the Strategic  
Finance  
Manager.

It was resolved to:

1. Note and comment of the report, including the timetable for decisions required by the Schools Forum.

#### 151. **EARLY YEARS NATIONAL FUNDING FORMULA UPDATE**

The Learning/ Schools Funding Accountant presented a report providing an update on the Early Years National Funding Formula. The Department for Education (DfE) published a consultation on the Early Years National Funding Formula on 11 August 2016 with a deadline for submissions of 22 September 2016. The Government's response was expected to be published in early November 2016 and officers would then consult with local Early Years providers.

The proposed transition funding would mitigate the impact on Early Years providers for two years, but beyond that period the reduction in



funding was of the order of around 40% making maintained nursery schools financially unviable. This was a national issue across the sector, but the situation was exacerbated in Cambridgeshire due to low baseline funds.

The following points were made in discussion of the report:

- There appeared to be an expectation that parents' contributions would be increased to help reduce the shortfall, but many maintained nursery schools were located in areas of economic deprivation;
- A high percentage of pupils in maintained nursery schools had an identified additional need in terms of having English as an Additional Language (EAL);
- Since the introduction of free school meals (FSM) for all pupils in Reception and Key Stage 1 it has become more difficult to identify pupils who would qualify for FSM by right until Key Stage 2. Officers were working with schools in Fenlands and East Cambridgeshire to try to obtain this information via standard data collection. The Early Years Pupil Premium meant that some children within this group could be identified as they entered school, but not all parents chose to identify themselves as eligible;
- Heidi Allen MP said that she was proposing that in future the children of families eligible for Universal Credit would automatically be provided with FSM to increase take-up;
- Nursery schools were not permitted to obtain academy status;
- The Early Years Reference Group representative highlighted additional concerns about the impact of the increase in business rates and the introduction of the National Living Wage. Early Years representatives felt that the proposed changes were contrary to the principal of universal access to education for all;
- Councillor Whitehead noted that all children aged between three and four and some two year olds were entitled to some free Early Years education, but that the County Council did not have the funds to meet the shortfall in funding which was being described.

In the light of the various competing pressures on the limited funds available it was resolved to:

1. Defer the decision on whether to approve the planned centrally retained amounts for 2017-18 set out in Section 2.7 of the report until the December meeting when this could be considered as part of the wider financial position.

## **152. GROWTH FUND AND FALLING ROLLS CRITERIA 2017-18**

The Strategic Finance Manager (Children and Schools) presented a report setting out the current position on both the Growth Fund and Falling Rolls Fund and seeking approval to (i) increase the Growth Fund from £2m to £2.5m in 2017-18 and (ii) approve the criteria to be applied

for accessing growth funding from April 2017, subject to Education Funding Agency approval.

Total commitments to date from the Growth Fund for 2016-17 were £2.01m and following the outcome of the October 2016 census further allocations were anticipated, with the final in-year overspend being met from the one-off Dedicated Support Grant (DSG) carry forward. There were two primary schools, one secondary school and one special school due to open in September 2017 which would cause significant additional expenditure on growth funding during the next financial year. It was proposed to take the same approach to the criteria for accessing growth funding as in the current financial year.

It was resolved to:

1. Defer the decision about whether to increase the Growth Fund from £2m to £2.5m in 2017-18 until the December meeting when it could be considered as part of the wider financial position;
2. Approve the criteria to be applied for accessing growth funding from April 2017, subject to Education Funding Agency approval.

#### **153. NEW SCHOOLS FUNDING CRITERIA 2017-18**

The Strategic Finance Manager (Children and Schools) introduced a report setting out the proposed approach for revenue funding for new schools for 2017-18 in the light of guidance provided by the Education Funding Agency (EFA). The local authority remained responsible for meeting pre-opening costs for new schools and for providing sites for these schools. Both the pre-opening revenue costs and the post-opening diseconomies funding were met from the centrally retained Growth Fund. Once open, the schools would be funded by the EFA on the same basis as other academies and free schools in the same local authority area.

It was resolved to:

1. Approve the proposed approach to funding pre-opening costs for new schools as set out in Appendix A to the report and to post-opening diseconomies funding as set out in Appendix B to the report in 2017-18.

#### **154. FORWARD AGENDA PLAN**

Members noted that an additional meeting might need to be arranged before December when the Government's full response to the first stage of the schools and high needs consultation process and proposals for the second stage of the consultation were published. It was otherwise resolved to:

1. Note the Forward Agenda Plan.

**155. FEEDBACK FROM HEADTEACHERS' STEERING GROUPS AND SUB-GROUP MEETINGS**

Heidi Allen told members about a teacher training recruitment fair being held on 17 November 2016 which would be followed up by a further teacher recruitment event to be held at Anglia Ruskin University in February 2017 and asked that they circulate the details through their professional networks.

**156. DATE OF THE NEXT MEETING**

The next planned meeting would be held on Wednesday 14 December 2016 at 10.00am in the Kreis Viersen Room, Shire Hall, Cambridge.

Chairman

**Special Educational Needs and Disabilities (SEND) PEER REVIEW NOVEMBER 2016 (Revised version tabled at the meeting on 14 October 2016)**

**To: Cambridgeshire Schools Forum**

**Date: 14 October 2016**

**From: Meredith Teasdale, Service Director, Strategy and Commissioning**

**1.0 PURPOSE**

- 1.1 To inform Schools Forum of the Council's participation in a pilot Peer Review based on a new SEND Framework developed with regional colleagues. The Peer Review will focus on outcomes for children and young people with SEND and this paper outlines the format of the Peer Review and the involvement of schools and partners.

**2.0 BACKGROUND**

- 2.1 All local authorities in the Eastern region were involved in developing a model for peer review focusing on SEND. The SEND Peer Review is part of the Eastern Region's work on improving outcomes for all pupils. It focuses on the provision and outcomes for pupils with SEN and disabilities as well as the implementation of the Children and Families Act 2014. The pilot Peer Review will target children and young people aged 5-16 (Reception to Year 11) who are at the 'SEN support' level i.e. those with additional special educational needs to their peers who do not require an Education, Health and Care (EHC) assessment or plan and who do not have a statement of special educational needs. The proposed key theme is 'improving outcomes for children and young people with SEND'. The four subsidiary questions will be:

1. Are children identified at the right time?
2. What has the greatest impact for improving outcomes for pupils receiving pupil premium and SEN support?
3. What are the barriers for schools in adopting best practice?
4. What is the role of other agencies in supporting and challenging schools to improve?

- 2.2 The target group has been chosen as the primary area of the review because we know that outcomes for this group in Cambridgeshire are poor compared to other areas, whereas outcomes for children and young people with an EHC plan are often better than other areas. The lead SEND Ofsted/CQC inspector, Mary Raynor, has also indicated in briefing and preparation sessions that she will be particularly focusing on this area in inspections. The age range has been limited from the 0-25 age range that is the subject of the SEND reforms to 5-16 to allow the peer reviewers to look at services and outcomes for the target group in depth.

### **3.0 OVERVIEW OF PEER REVIEW PROCESS**

- 3.1 Prior to the peer review, Council officers from SEND Specialist Services will be making contact with a small group of schools to conduct an in depth survey regarding their arrangements for pupils receiving SEN support. The criteria for schools being asked to take part in this survey are based on KS2 2016 information and KS4 2015 information where more than 50% of pupils receiving SEN support have achieved the expected levels. There will also be a criteria taking into account the progress made for children with SEN support. These criteria do not take into account all of the nuances of the picture for SEN support in Cambridgeshire, but provide consistent criteria to sample schools for the survey. The information from this survey will be collated, anonymised and shared with the peer review team. SEND Specialist Services will also organise 3 groups for children/young people across the age range to gather their views and experiences. As with the survey, this information will be collated, anonymised and shared with the peer review team. The third piece of work prior to the Peer Review is a selection of case file audits. SEND Specialist Services will be auditing 10 case files, some of which will have multi-agency involvement. Individual schools may be contacted as part of this process.
- 3.2 The Review will take place on Tuesday 15 and Wednesday 16 November. The team will be based at council offices, and will conduct interviews, focus groups and review evidence on both days. There will be several focus groups including schools, the full list of focus groups is below:
- Headteachers of schools where outcomes for pupils with SEN support are good (mixed primary and secondary)
  - Headteachers of schools where outcomes for pupils with SEN support is a concern (primary)
  - Headteachers of schools where outcomes for pupils with SEN support is a concern (secondary)
  - Parents and Carers of SEN supported pupils (to include SEN/FSM if possible)
  - SENCos (mixed primary and secondary)
  - Local Area Officers/Practitioners
  - Health Commissioning Officers
- Invitations to focus groups will be sent out to schools over the next few weeks.

3.3 The peer review team will aim to identify the barriers that other schools have faced when attempting to deliver good outcomes for pupils with SEN support and determine how the local authority and other local area partners can support and challenge schools to find ways around those barriers.

3.4 The Peer team will base their findings on:

- Documentation provided including from case audits, surveys and outcomes from children and young people's groups
- Interviews with officers and leaders from relevant teams
- Interviews with other officers as necessary, e.g. from Data
- Interviews with Members
- Focus groups with children and young people and parents/carers
- Focus groups with Headteachers and SEN Coordinators from a variety of schools
- The results of a survey conducted with some schools to inform the review

3.5 After the end of the review, the Education Consultant will send a written feedback report within a week. The structure of the report will cover:

- Current outcomes context
- The focus of the review, key questions, review methodology
- Strategies for SEN support identified by successful schools
- Findings against the key questions including areas of strength and areas for development
- Recommendations
- Offers of support from other Local Areas

As this peer review is a pilot for the framework, feedback on the process and results will also be taken to the regional SEND network meeting and the Assistant Director regional network. Update reports will also be provided for the sector led improvement newsletter and for the termly DCS meeting. This report will be shared with partners, particularly those who were involved in the review.

3.6 The Coordinator for the review is Emily Sanderson, Quality Assurance Manager. If there is any further information needed, please do not hesitate to contact her at [emily.sanderson@cambridgeshire.gov.uk](mailto:emily.sanderson@cambridgeshire.gov.uk).

#### **4.0 RECOMMENDATION**

4.1 The Forum is requested to note the information regarding the upcoming SEND Peer Review.

**NATIONAL FUNDING FORMULA & SCHOOLS BUDGET SETTING 2017-18: UPDATE**

**To:** Cambridgeshire Schools Forum  
**Date:** 14 December 2016  
**From:** Martin Wade - Strategic Finance Manager (Children's & Schools)

**1.0 INTRODUCTION**

1.1 This report provides an update on the latest announcements on the National Funding Formula and the local schools budget setting issues for consideration for 2017-18, including:

- Funding Baselines for 2017-18
- Demography
- Local Formula and Distributions
- Educations Services Grant (ESG)
- Centrally Retained Funding
- De-Delegations
- Other Considerations
- Key Decisions and Timetable

**2.0 FUNDING BASELINES FOR 2017-18**

2.1 As previously reported to Schools Forum the Department for Education (DfE) have undertaken a baseline exercise to reflect the actual patterns of spend by each local authority across the three notional Dedicated Schools Grant (DSG) funding blocks. Further to this the DfE have made two further adjustments to the 2016-17 baselines:

- Transfer of £125m nationally from the post-16 budget to the High Needs Block – this equates to £0.95m for Cambridgeshire;
- Transfer of £117m nationally from the Education Services Grant (ESG) retained duties budget to the Schools Block – this equates to £1.24m for Cambridgeshire. Further implications of changes to the ESG are highlighted in section 5 below.

These adjustments result in final baseline figures (excluding 2 year old funding and Early Years Pupil Premium):

<b>Revised DSG Funding Blocks Baseline</b>	<b>£m</b>
Schools Block (Including Growth Fund and Central Spend)	£332.23
High needs block	£62.76
Early years block	£22.48
<b>Total (= 2016-17 DSG allocation)</b>	<b>£417.47</b>

2.2 The DfE have then applied current pupil numbers to the revised Schools Block baseline which results in a 2017/18 Schools Block per Pupil allocation of **£4,311.24**.

	2016-17	2017-18
Schools Block per Pupil	<b>£4,257.07</b>	<b>£4,311.24</b>

**Please note:** As highlighted at the October meeting it is important to note that the £54 per pupil increase is not new money, but is due to technical adjustments and/or a transfer of

function, and as such there is no inflationary increase which will result in schools having to absorb any associated increases in costs.

### 3.0 **DEMOGRAPHY**

- 3.1 Based on the draft October 2016 census data received on 5 December there has been a continued increase in Reception to Year 6 numbers since October 2015 of approximately 1,109 pupils (2.3%).

Equally, within the Secondary sector the overall change for Year 7 to Year 11 pupils is showing a slight increase of 130 pupils (0.5%).

Sector	October 2015	October 2016	Change	Change %
Primary	48,684	49,793	1,109	2.3%
Secondary	28,408	28,538	130	0.5%

**Please note:** The final actual Schools Block DSG to be received for 2017-18 will be based on October 2016 pupil numbers, and as such will not be notified to the Local Authority (LA) until mid-December 2016.

- 3.2 Based on current estimates, this continuing increase in pupils will result in additional Schools Block DSG of approximately £5.3m over and above the levels received in 2016/17. It must be noted however that this is not all “extra” funding, as the majority is required to meet the cost of educating the additional pupils already in schools. Equally the changes in pupil numbers at individual schools between the two census points can vary significantly and as such will impact on the funding allocations they will receive. However, based on the average per pupil funding rates of primary and secondary age pupils, and allowing for the required lumps sums to support the new schools opening in September 2017, there is approximately **£1.1m** of headroom. This will be used to support the growth in new schools through variations to pupil numbers and, subject to Schools Forum approval to contribute towards the required increase in the Growth Fund.
- 3.3 As presented to Schools Forum in October these continuing demographic increases are placing pressures on the Growth Fund used to support existing schools and new schools. In September 2017 there are two primary schools, one secondary school and one special school due to open, which will lead to additional expenditure on growth funding due to pre-opening costs and diseconomies funding required for the schools as they grow to capacity. This is in addition to the diseconomies funding already required for other recently opened schools and the growth funding for existing schools adding additional classes. Therefore, it is estimated that the growth fund will need to increase by **£0.5m** to **£2.5m** for 2017/18 to meet this additional demand.
- 3.4 ***Based on the Growth Fund Criteria approved at the October meeting and additional costs associated with the opening of new Schools, Forum are asked to approve the increase of the Growth Fund from £2m to £2.5m.***
- 3.5 The number of pupils in Special schools has also continued to increase from 951 in October 2015 to 978 in October 2016. As in previous years the overall trend is for numbers to continue to increase throughout the remainder of the academic year, and last year peaked at 993 pupils at the January 2016 census. As highlighted at the October Schools Forum meeting additional places are already being spot-purchased at several of the Special Schools and the new Special School at Littleport is opening in September 2017. These additional places and associated top-up funding will require permanent



funding in 2017/18. This pressure and others associated with the High Needs Block will be covered in the separate High Needs presentation (Item 6 on the agenda).

#### **4.0 LOCAL FORMULA AND PROPOSED DISTRIBUTION**

4.1 Local Authorities (LAs) will be required to calculate funding for all schools, including academies and free schools through the Authority Proforma Tool (APT) in accordance with the local formula and submit by the 20 January 2017 deadline. The Education Funding Agency (EFA) will then take into account any previous levels of protection prior to allocating academy budgets.

4.2 To attempt to minimise turbulence for individual schools it is proposed to make minimal local changes to the funding formula for 2017-18, however it will be necessary to use the revised datasets from the EFA which will include changes to the Income Deprivation Affecting Children Index (IDACI) and Secondary Prior Attainment methodology.

#### **4.3 IDACI**

The 2015 IDACI dataset used for 2016/17 budget setting showed a markedly different distribution to the previous dataset. Consequently, for 2017/18, the EFA have updated the IDACI bandings so that the proportion of pupils within each band is roughly similar to that in 2015/16. Initial modelling based on October 15 census data suggests that this will only have a small impact overall for Cambridgeshire schools resulting in protection from the Minimum Funding Guarantee (MFG). However, following feedback from a number of schools a request has been submitted to the EFA to allow further mitigation to be applied to the most adversely affected schools, and a response is expected in due course.

#### **4.4 Secondary Prior Attainment**

- For pupils assessed at Key Stage 2 (KS2) up to 2011, eligible pupils are those who did not reach level 4 in either the English or Maths elements.
- For pupils assessed from 2011, eligible pupils are those who did not reach level 4 in any of the reading test, teacher assessed writing, or Maths. This reflects the new KS2 English assessment methodology which was introduced in 2012, to include separately a reading test and teacher assessed writing.
- The 2016 KS2 assessments are the first which assess the new, more challenging national curriculum. At a national level, a higher number of the year 7 cohort in financial year 2017 to 2018 will be identified as having low prior attainment. The DfE intend to use a national weighting to ensure that this cohort does not have disproportionate influence within the overall total.
- The weighting will be confirmed in advance of finalising 2017 to 2018 allocations and included in the APT in December, having taken into account the latest data about year 7 pupils in the October census. As such we are unable to model the potential impact at this time. On receipt of the data we will not be able to change the weighting, but would be able to adjust the secondary low prior attainment unit value to mitigate any significant turbulence.

4.5 Once any identified pressures have been funded the local formula will be allocated as follows:

- a) Required demographic changes to be calculated based on:
  - i) Changes to overall numbers of schools.
  - ii) Changes in overall pupil numbers to be funded (including variations to pupil numbers for new schools)
  - iii) Changes in overall cost of factors for deprivation, prior-attainment, English as an Additional Language (EAL) and Looked After children (LAC) etc due to updated

datasets.

- b) Rates and Private Finance Initiative (PFI) to be adjusted to reflect latest estimates.
- c) No proposed changes to local funding factors other than:
  - i) Basic Entitlement to be adjusted based on total available funding (current ratios to be maintained)
  - ii) Review of Split Site factor.
- d) Retained funding to be calculated subject to EFA clarification of duties and guidance on allowable mechanisms.
- e) Minimum funding guarantee will be dependent on individual school circumstances.

**Appendix A** shows the available local formula factors alongside the proposed approach and unit values for 2017-18.

**Appendix B** shows the actual allocation of funding in 2016-17 across the available formula factors.

- 4.6 As a result of the overall available funding schools and providers will not receive any increase in £ per pupil funding over 2016/17 levels. Within the Primary and Secondary sector it is likely the Basic Entitlement per pupil will reduce due to the funding of pressures on High Needs Places and Growth. Schools and providers will therefore be required to absorb any inflationary increases in costs from within their overall funding allocation.
- 4.7 Final distribution totals will be presented to the Children and Young People Policy and Service Committee (CYP) Committee on 17 January 2017 and to Schools Forum on the 27 January 2017 following receipt of the updated datasets and DSG allocations from the EFA in December. (This is likely to include changes to the national copyright license arrangements, which will need to be reflected in final figures.)

## **5.0 EDUCATION SERVICES GRANT (ESG)**

- 5.1 Historically the ESG has been made up of two rates that funded two different groups of services:
  - The retained duties rate has gone to local authorities to fund services they provide to all schools, including academies;
  - The general duties rate has gone to both local authorities and academies to fund services authorities provide to maintained schools but which academies must provide themselves.

Currently the amount of ESG to be received by the LA in 2016/17 is in the region of £4.5m.

- 5.2 As highlighted, in 2.1 above, for 2017 to 2018, the general duties rate is ending and funding previously allocated through the ESG retained duties rate (£15) will be transferred into the schools block. This equates to a transfer of £117m nationally and to £1.24m for Cambridgeshire.
- 5.3 The EFA recognise that LA's will need to be able to retain some of this funding to continue to deliver these functions. And as such LA's will be able to fund central services

previously funded within the retained duties rate (for all schools), with the agreement of schools forum. They will be able to fund services previously funded within the general duties rate (for maintained schools only) from maintained school budget shares with the agreement of maintained school members of schools forum. A full list of functions/duties as per EFA guidance is available in **Appendix C**.

5.4 Further to this LA's will receive transitional ESG funding from April 2017 to August 2017 with the general funding rate being removed from September 2017. The final rate has yet to be determined, but the EFA expect the transitional protection to be in the region of an annual rate of £50 per pupil, which equates to £20 per pupil for the five months from April to August. The final rates will be announced in December alongside DSG allocations and confirmation of the ESG protection rates for academies. Based on estimated maintained pupil numbers this transitional funding will equate to approximately **£0.75m**.

5.5 As part of the LA's Business Planning process a reduction in ESG totalling **£1.8m** has been factored into the overall levels of funding available and has therefore been managed as part of the overall savings requirement for the LA. However, it has been assumed that the retained duties element (£15 per pupil) will be transferred from the DSG for all schools and £10 per pupil from maintained schools to support the removal of the general duties funding.

<b>Current ESG Allocation 2016-17</b>	<b>£4.512m</b>
Estimated Transitional Funding Allocation 2017-18 – Subject to confirmation of funding rate and revised pupil numbers	£0.750m
Estimated Retained Duties – Subject to Approval and revised pupil numbers	£1.243m
Estimated General Duties – Subject to Approval and revised pupil numbers	£0.375m
<b>Total Estimated Funding</b>	<b>£2.368m</b>
<b>ESG Cut Managed by LA</b>	<b>£1.784m</b>
<b>Estimated Funding Gap to be addressed</b>	<b>£0.360m</b>

5.6 School improvement is not included in the functions/ duties set out in **Appendix C**. From 2017 to 2018 local authorities will receive a separate grant covering their statutory intervention functions and services such as monitoring and commissioning of school improvement support. This will allow local authorities to play a transitional role, as the school-led system of school improvement continues to mature and capacity in the system increases. This grant will be £50 million per full year, allocated to local authorities on the basis of the number of maintained schools, an area cost adjustment and top-up to ensure each local authority receives a minimum allocation of £50,000. In addition, a £140m per year "Strategic School Improvement Fund" will be provided to support school improvement and help to build school-led capacity in parts of the country where it is needed. Further information on this fund, including how to access the support, will be available shortly. Finally, schools forums can agree to de-delegate further funding for additional school improvement provision, in 2017 to 2018.

5.7 ***Members of Schools Forum are asked to approve the retention of £15 per pupil to reflect the transfer of the ESG retained duties funding and functions delivered by the LA for all schools.***

- 5.8 ***Maintained Members of Schools Forum are asked to approve the retention of £10 per pupil to reflect the removal of ESG general duties funding and functions delivered by the LA for maintained schools.***

## 6.0 **CENTRALLY RETAINED FUNDING**

- 6.1 As a result of changes announced by DfE in 2012, the finance regulations restrict a number of central schools block lines to no higher than the budgets set in 2012, unless a disapplication is approved by the Secretary of State. Further to this as part of the creation of the Central Schools Block the LA was required to submit details of the continued spend into 2017/18 for approval.

- 6.2 Supplementary guidance in respect of historic commitments was published in mid-November and can be accessed at: <https://www.gov.uk/government/publications/schools-funding-arrangements-2017-to-2018>

Based on this guidance all of the current central spend is allowable other than the Tree Maintenance budget which will be delegated back to schools and alternative arrangements developed.

- 6.3 **Appendix D** shows the notional usage of the current historic commitments planned for continuation into 2017/18.

**Please note:** With approximately £20m of savings already identified within Children's Families and Adults in 2017/18 as part of the £99.2m of savings required across the Council between 2017 and 2022 any immediate reduction in DSG contribution would result in further savings to be found.

- 6.4 As part of the Business Planning process for 2018/19 options for backing out the remaining contribution to Children's Services will be considered to allow the recycling of this funding back into Schools delegated budgets.

- 6.5 The table on the following page lists those that apply to Cambridgeshire and the amounts allocated in 2016/17 and proposals for 2017/18 :

Section 251 Budget Line	2016/17 Budget	2017/18 Budget	Description
1.4.1 Contribution to combined budgets*	£4.31m	£4.31m	£3.53m – contribution to Children's Services £0.73m – Early Intervention Family Worker (previously Parental Support Advisors), £0.05m – Residual CPH Funds and EPM Contract
1.4.4 Termination of employment costs	Nil	Nil	
1.4.6 Capital expenditure from revenue (CERA)	£1.54m	£1.46m	£1.46m – Cambridgeshire Public Services Network (CPSN) Broadband Contract, £0.08m – Tree Maintenance
1.4.7 Prudential borrowing costs	Nil	Nil	
1.4.9 Equal pay - back pay	Nil	Nil	

1.4.12 Exceptions agreed by Secretary of State	<b>£0.4m</b>	<b>£0.4m</b>	National Copyright Licence arrangements
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\*Please note: Contribution to Combined Budgets was reduced by over £0.3m in 2016/17. (Previously £4.67m)

6.6 Further to the areas of central expenditure above there are also the following centrally retained budgets requiring approval:

<b>Service/Function</b>	<b>2016/17 Amount</b>	<b>2017/18 Amount</b>	<b>Comments</b>
Growth Fund	<b>£2m</b>	<b>£2.5m</b>	Can be increased with Forum approval.
Admissions	<b>£0.405m</b>	<b>£0.405m</b>	No increase in expenditure allowed – unless disapplication approved by SoS
Servicing of Schools Forum	<b>£0.003m</b>	<b>£0.003m</b>	No increase in expenditure allowed – unless disapplication approved by SoS

6.7 ***Members of Schools Forum are asked to approve the continued Central Expenditure as set out in 6.5 and 6.6 above.***

## 7.0 **DE-DELEGATIONS**

7.1 Cambridgeshire Primary Heads (CPH) and CPH Finance have been asked to consider the de-delegations methodology and proposed approach for 2017-18 which apply to maintained primary schools only and cover:

1. Contingency
2. Cambridgeshire Race Equality Advisory Service (CREDS)
3. Free School Meals Eligibility
4. Insurance (Material Damage, Theft, Public Liability)
5. Maternity Cover
6. School Leaders & Governors Online Information Service
7. Trade Union Facilities Time

7.2 The current basis, total de-delegation for 2016/17 and proposals for 2017/18 are set out below:

	<b>2016/17 Basis</b>	<b>2016/17 Amount</b>	<b>2017/18 Basis</b>	<b>Est. 2017/18 Amt.</b>
<b>Contingency</b>	£2.10 per pupil	£81,281	£2.10 per pupil	£72,374
<b>CREDS</b>	£12 per pupil and £142.50 per EAL	£725,985	£12 per pupil and £142.50 per EAL	£629,885
<b>Free School Meals</b>	£4.65 per FSM child	£16,746	£4.65 per FSM child	£14,052
<b>Insurance</b>	£18.20 per pupil	£704,437	£18.20 per pupil	£627,245
<b>Maternity</b>	£5.90 per pupil	£228,361	£5.00 per pupil	£172,320

<b>School Leaders &amp; Governors Online Information Service</b>	50p per pupil and £307 per school	£69,522	n/a	n/a
<b>Trade Union Facilities Time</b>	£1.10 per pupil	£42,576	£1.10 per pupil	£37,910
<b>TOTAL</b>		<b>£1,868,908</b>		<b>£1,553,786</b>

- 7.3 Final de-delegation amounts for 2017/18 will be updated on receipt of revised data from the DfE and presented at the January meeting of Schools Forum. Although the final amounts will change slightly to reflect final pupil numbers the principles for de-delegation will remain as set out below.
- 7.4 **Contingency** – No proposed change to de-delegation rate for 2017/18.
- 7.5 **CREDS** – Following a survey of schools through Cambridge Primary Heads, it is proposed that this de-delegation will continue for 2017/18 and will be calculated on the same basis as 2016/17.
- 7.6 **Free School Meals Eligibility** – No proposed change to de-delegation rate for 2017/18.
- 7.7 **Insurance** – Awaiting final details of cost for 2017/18. Final per pupil amount will be updated to reflect any changes in overall cost.
- 7.8 **Maternity** – Following a review of the balance on the maternity de-delegation, it is proposed to reduce the charging basis from £5.90 to £5.00 per pupil for 2017/18. The pay-out amounts would remain the same.
- 7.9 **School Leaders & Governors Online Information Service** – Due to the increasing number of academy conversions this de-delegation will cease in March 17. Should schools wish to still access this service they will be able to do so on an individual or collective basis although this will not be administered by the Local Authority.
- 7.10 **Trade Union Facilities Time** – This de-delegation provides approximately half of the funding used to provide payments for the 6 county secretaries either to schools where union secretaries are taking time off for duties, or payments directly to union secretaries where they are no longer working directly for schools (i.e. they are retired). The viability of this funding arrangement is dependent on the continued buy-in from a large proportion of academies. It is proposed to keep this de-delegation amount the same.
- 7.11 ***Maintained Primary representatives on Schools Forum are asked to agree to the continuation of the above de-delegations in respect of:***
- ***Contingency***
  - ***CREDS***
  - ***Free School Meals Eligibility***
  - ***Insurance***
  - ***Maternity***
  - ***Trade Union Facilities Time***

## **8.0 OTHER CONSIDERATIONS**

### **8.1 Apprenticeship Levy**

The apprenticeship levy will impact on all UK employers with a pay bill of over £3 million per year. This includes maintained schools, academies and multi-academy trusts. The levy payable is equivalent to 0.5% of their payroll, but each employer will receive an annual allowance of £15,000 to offset against the required amount.

8.2 This means that employers with pay bills of £3 million and under will not pay any levy because 0.5% of £3 million is equal to the £15,000 allowance and an employer with a £5 million payroll would have to pay £10,000, which is their £25,000 charge at 0.5% of their payroll, minus the £15,000 allowance.

8.3 Latest guidance we have received suggests that schools where School have their own Pay As You Earn (PAYE) scheme the levy will be calculated individually. For example, if an employee is employed by the council but paid by the school, then they will count towards the schools levy rather than the councils. Work is currently underway to fully understand the implications for maintained schools and as such will be communicated in due course.

## **9.0 KEY DECISIONS AND TIMETABLE**

9.1 Schools Forum will be consulted on the main formula funding factors and movements between funding blocks, but the final decision sits with the Local Authority and will be subject to approval by the Children and Young People Policy and Service Committee (CYP).

9.2 The table below shows the key dates in the budget setting process:

<b>Date</b>	<b>Action</b>
Mid-December 2016	DfE to publish pupil data and factors and confirm Schools Block and High Needs Block allocations for 2017 to 2018 (prior to academy recoupment). Publication of provisional early years block allocations
14 December 2016	Schools Forum
17 January 2017	CYP Committee
20 January 2017	Local authorities submit final data for Schools Budget pro-forma.
27 January 2016	Schools Forum
January – February 2017	Local authorities confirm budgets for maintained schools (28 February).
31 March 2017	EFA confirm general annual grant to academies open by 9 January 2017
April 2017	First DSG payments to local authorities based on 2017 to 2018 allocations, net of academies recoupment (DSG allocations updated termly for in year academy conversions).
June 2017	Early Years Block updated for January 2017 Early Years pupils.
June 2018	Early years block updated for January 2018 early years pupil numbers (pro rata 7/12ths as this relates only to the period September 2017- March 2018).

9.3 **Members of Schools Forum are asked to note and comment on the contents of the above report.**

Background documents: none

## Appendix A

Number	Formula Factor	Cambridgeshire Approach for 2017/18	Primary Values 2017/18	Secondary Values 2017/18
1	Basic Entitlement	Equal Value for KS1 & KS2, Different Value for KS3 & KS4. Adjusted based on total available funding - final values dependent on all other factors	<i>TBC – 16/17 values - £2,721</i>	<i>TBC – 16/17 values - KS3 £3,838 KS4 £4,989</i>
2	Deprivation - Free School Meal (FSM)	To be used as part of the deprivation funding. Free meals as at the previous October census.	£600	£600
2	Deprivation - Income Deprivation Affecting Children Index (IDACI)	To be used as part of the deprivation funding. Bandings shown below.		
		IDACI Lower and Upper Limit	Unit Value	Unit Value
		Band 0 - 0.0-0.2	£0	£0
		Band 1 - 0.2-0.25	£220	£220
		Band 2 - 0.25-0.3	£500	£500
		Band 3 - 0.3-0.4	£500	£500
		Band 4 - 0.4-0.5	£750	£750
		Band 5 - 0.5-0.6	£750	£750
		Band 6 – 0.6-1	£750	£750
3	Prior Attainment - Primary Phase Low Attainment	New Profile for Y1 & Y2 and EYFSP score below 78 points mapped to October Census for pupils in Y3 to Y6.	£750	n/a



Number	Formula Factor	Cambridgeshire Approach for 2017/18	Primary Values 2016/17	Secondary Values 2016/17
3	Prior Attainment - Secondary Phase Low Attainment	To be applied to pupils scoring below level 4 in either English (reading or teacher assessed writing elements) or Maths at KS2	n/a	£420
4	Looked After Children (LAC)	To be applied to qualifying pupils recorded as LAC mapped to January 2016 Census	£750	£750
5	English as an Additional Language (EAL)	To be funded for the 1st, 2nd or 3rd year in the education system	£750	£750
6	Mobility	Not to be applied due to concerns over data quality	n/a	n/a
7	Sparsity	Not to be applied. Limitations on usage limit benefits to Cambridgeshire schools	n/a	n/a
8	Lump Sum	Lump Sum to be set at £150,000 for all Primary and Secondary Schools	£150,000	£150,000
9	Split Site Lump Sum	Local Criteria - Lump Sum – Increased	£90,000	£90,000
10	Rates	To fund schools based on latest estimates available. Any changes to be retrospectively amended a year in arrears	Variable	Variable
11	Private Finance Initiative (PFI)	To be funded based on actual cost to be revised annually - Revised amount to be calculated	n/a	Variable
12	London Fringe	Does not apply to Cambridgeshire Schools	n/a	n/a
13	Post-16	Not to be applied. Have not previously funded.	n/a	n/a
14	Exceptional Premises	To fund specific schools where additional exceptional premises costs previously met by the LA	Variable	Variable

## Appendix B

### 2016/17 Formula Distribution

Factor	Primary £	Primary %	Secondary £	Secondary %	Total £	Total %
Activity Funding	133,733,678	71.74%	122,010,105	89.76%	255,743,783	79.34%
School Lump Sum	31,075,000	16.67%	4,800,000	3.53%	35,875,000	11.13%
Split Site Lump Sum	50,000	0.03%	0	0.00%	50,000	0.02%
Amalgamated Schools Lump Sum	105,000	0.06%	0	0.00%	105,000	0.03%
Rates	3,021,573	1.62%	1,033,873	0.76%	4,055,446	1.26%
PFI	0	0.00%	215,120	0.16%	215,120	0.07%
Exceptional Premises	84,500	0.05%	0	0.00%	84,500	0.03%
Prior Attainment	6,606,998	3.54%	2,831,926	2.08%	9,438,924	2.93%
Deprivation (FSM)	2,853,232	1.53%	1,578,530	1.16%	4,431,762	1.37%
Deprivation (IDACI)	5,017,139	2.69%	2,455,639	1.81%	7,472,778	2.32%
LAC	103,203	0.06%	101,802	0.07%	205,005	0.06%
EAL	3,489,712	1.87%	501,936	0.37%	3,991,648	1.24%
MFG Adjustment	266,387	0.14%	401,481	0.30%	667,868	0.21%
	<b>186,406,422</b>	<b>100.00%</b>	<b>135,930,412</b>	<b>100.00%</b>	<b>322,336,835</b>	<b>100.00%</b>

## Appendix C – ESG Duties – November 2016

ESG DUTIES	
Responsibilities local authorities hold for all schools (funding may be retained centrally from all schools with agreement of schools forum)	Responsibilities local authorities hold for maintained schools (funding may be retained centrally from <u>maintained schools only</u> with agreement of schools forum)
<p><b><u>Statutory and Regulatory duties</u></b></p> <p>Director of children’s services and personal staff for director (Sch 1, 20a)</p> <p>Planning for the education service as a whole (Sch 1, 20b)</p> <p>Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 1, 20d)</p> <p>Administration of grants (Sch 1, 20e)</p> <p>Authorisation and monitoring of expenditure not met from schools’ budget shares (Sch 1, 20fi)</p> <p>Formulation and review of local authority schools funding formula (Sch 1, 20g)</p> <p>Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 1, 20i)</p> <p>Consultation costs relating to non-staffing issues (Sch 1, 20r)</p>	<p><b><u>Statutory and Regulatory duties</u></b></p> <p>Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 1, 20c)</p> <p>Budgeting and accounting functions relating to maintained schools (Sch 1, 20d)</p> <p>Functions relating to the financing of maintained schools (Sch 1, 20e)</p> <p>Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 1, 20fii)</p> <p>Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 1, 20h)</p> <p>Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 1, 20i)</p> <p>Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 1, 20j)</p>

ESG DUTIES	
Responsibilities local authorities hold for all schools (funding may be retained centrally from all schools with agreement of schools forum)	Responsibilities local authorities hold for maintained schools (funding may be retained centrally from <u>maintained schools only</u> with agreement of schools forum)
<p>Plans involving collaboration with other LA services or public/voluntary bodies (Sch 1, 20v)</p> <p>Standing Advisory Committees for Religious Education (SACREs) (Sch 1, 24)</p> <p>Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 1, 20w)</p>	<p>Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 1, 20L)</p> <p>Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 1, 20m)</p> <p>Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 1, 20n)</p> <p>HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition/organisation of staff (Sch 1, 20o); determination of conditions of service for non-teaching staff (Sch 1, 20p); appointment or dismissal of employee functions (Sch 1, 20q)</p> <p>Consultation costs relating to staffing (Sch 1, 20r)</p> <p>Compliance with duties under Health and Safety at Work Act (Sch 1, 20s)</p> <p>Investigation and resolution of complaints relating to maintained schools (Sch 1, 20t)</p> <p>Provision of information to or at the request of the Crown relating to schools (Sch 1, 20w)</p> <p>School companies (Sch 1, 20x)</p>

ESG DUTIES	
Responsibilities local authorities hold for all schools (funding may be retained centrally from all schools with agreement of schools forum)	Responsibilities local authorities hold for maintained schools (funding may be retained centrally from <u>maintained schools only</u> with agreement of schools forum)
	<p>Functions under the Equality Act 2010 (Sch 1, 20y)</p> <p>Establish and maintaining computer systems, including data storage (Sch 1, 22)</p> <p>Appointment of governors and payment of governor expenses (Sch 1, 26)</p>
<p><b><u>Education Welfare</u></b></p> <p>Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 1, 10c)</p> <p>School attendance (Sch 1, 11)</p> <p>Responsibilities regarding the employment of children (Sch 1, 29)</p>	<p><b><u>Education Welfare</u></b></p> <p>Inspection of attendance registers (Sch1, 11)</p>
<p><b><u>Asset management</u></b></p> <p>Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch 1, 10a)</p> <p>General landlord duties for all buildings owned by the local authority, including those leased to academies</p>	<p><b><u>Asset management</u></b></p> <p>General landlord duties for all maintained schools (Sch 1, 10a (section 542(2) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:</p> <ul style="list-style-type: none"> <li>• appropriate facilities for pupils and staff (including medical and accommodation)</li> <li>• the ability to sustain appropriate loads</li> <li>• reasonable weather resistance</li> <li>• safe escape routes</li> <li>• appropriate acoustic levels</li> <li>• lighting, heating and ventilation which meets the required standards</li> <li>• adequate water supplies and drainage</li> <li>• playing fields of the appropriate standards</li> </ul>

ESG DUTIES	
Responsibilities local authorities hold for all schools (funding may be retained centrally from all schools with agreement of schools forum)	Responsibilities local authorities hold for maintained schools (funding may be retained centrally from <u>maintained schools only</u> with agreement of schools forum)
	<p>General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc Act 1974).</p> <p>Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012).</p>
<u>Central support services</u>  No functions	<u>Central support services</u>  Clothing grants (Sch 1, 10e)  Provision of tuition in music, or on other music-related activities (Sch 1, 15)  Visual, creative and performing arts (Sch 1, 16)  Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 1, 17)
<u>Premature retirement and redundancy</u>  No functions	<u>Premature retirement and redundancy</u>  Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 1, 25)
<u>Monitoring national curriculum assessment</u>  No functions	<u>Monitoring national curriculum assessment</u>  Monitoring of National Curriculum assessments (Sch 1, 23)
<u>Therapies</u>  No functions	<u>Therapies</u>  This will be covered in the high needs section of the regulations
<u>Additional note</u>	

ESG DUTIES	
Responsibilities local authorities hold for all schools (funding may be retained centrally from all schools with agreement of schools forum)	Responsibilities local authorities hold for maintained schools (funding may be retained centrally from <u>maintained schools only</u> with agreement of schools forum)
<p>Services set out in the table above will also include overheads relating to these services (regulation 8(11) already refers to this for schedule 2 services) for:</p> <ul style="list-style-type: none"> <li>· Ensuring payments are made in respect of taxation, national insurance and superannuation contributions (sch 1, 20e).</li> <li>· Recruitment, training, continuing professional development, performance management and personnel management of staff (Sch 1, 20k)</li> <li>· Investigations of employees or potential employees, with or without remuneration (Sch 1, 20l)</li> <li>· Investigation and resolution of complaints (Sch 1, 20t)</li> <li>· Legal services related to education functions (Sch 1, 20u)</li> </ul>	

## Appendix D - Historic DSG Commitments - Continuation in 2017-18

Service/Functions/Contracts	Amount £m	Description/Narrative
Early Intervention Family Workers	£0.733	Support towards Early Intervention Family Workers: Early Intervention Family Workers operate in close partnership with schools and deliver interventions to stop emerging needs escalating and requiring more intensive involvement. EIFWs deliver a mix of targeted casework and limited support including group work, delivering of parenting programmes and parent initiated support accessed at school drop-ins and surgeries. Support provided directly to schools Includes meetings with school staff without a family present, e.g. at pastoral meetings, supporting Family CAF completion and are readily accessible to both schools and parent identified issues. Resource has been allocated through formula by locality/school cluster in full consultation with Cambridgeshire Schools' Forum.
Children's Centres	£1.176	25% notional contribution towards Children's Centres & 18% notional contribution towards other Locality functions: Support for families to provide services that support local families, children and young people. Offering support and advice to parents/carers on issues such as children's challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. Support and advice may be offered through individual targeted support including
Localities Support - EC&F	£0.297	- advice and support to families who need additional help with parenting
Localities Support - SC&C	£0.295	- providing young people with information and advice on education, employment, training and personal development opportunities
Localities Support - Hunts	£0.198	- work with students who have behavioural problems by supporting schools - help to ensure children attend school regularly and punctually, supporting young people's inclusion in education - specialist support for young people needing help in the transition to adulthood
Schools Intervention Service - Safeguarding	£0.161	Notional support to Safeguarding Service: Protection and safeguarding of children and young people by training and supporting staff in schools, colleges and early years settings. Work to raise awareness of safeguarding issues and ensure that schools and settings are able to fulfil their responsibilities under current legislation and government guidance.
Schools Partnership Service - SEN	£0.120	Notional support to SPS SEN Service: Service works with pupils and students, staff and schools to improve educational outcomes for those with SEND, to offer support from the Learning Directorate for schools in developing their strategic approach to identifying, supporting and making provision for pupils with SEN. In particular they work to ensure SENCOs have the most up to date information on National, regional and local initiatives.



Service/Functions/Contracts	Amount £m	Description/Narrative
ESLAC	£0.482	Notional support to ESLAC: Service ensures that Looked After Children have the opportunity to fulfill their educational potential. The service supports and challenges professionals involved with Cambridgeshire Looked After Children in order to ensure they receive an education that best meets their needs and allows them to achieve their potential. Also leads on the Personal Education Planning process for all Cambridgeshire Looked After Children and ensures that the Pupil Premium Plus is used effectively to improve educational outcomes
Youth Service	£0.250	Notional support towards Youth Service: Youth Support Services provide specialist and targeted services to young people in order to enable them to make an effective transition to adulthood, delivering duties in relation to NEET and attendance and work with schools and other partners to jointly plan provision. Supporting the activity in relation to NEET is the main focus for Central Youth Support Services in relation to raising the participation age (RPA). This includes co-ordination of the Post 16 On-Line Application process and the Cambridgeshire website for young people, Youthoria.
Preparing for Adulthood Additional Needs Team	£0.355	Notional support towards PAAN Team: Service provides specialist information, advice and support around Education, Employment and Training (EET) can be provided to young people aged 14 to 25 from Cambridgeshire with additional needs, who attend or have attended specialist provision both within and outside the county. The team will also offer increased support to those young people from specialist provision who are either Not in Education, Employment or Training (NEET), or who are at risk of becoming NEET.
Occupational Therapists	£0.245	Work with schools to make education more accessible. Contract to provide Occupational Therapy via SLA - ongoing arrangements with Cambridgeshire Community Services NHS Trust to employ permanent.
<b>Contribution to Combined Budgets Total:</b>	<b>£4.312</b>	

Service/Functions/Contracts	Amount £m	Description/Narrative
Broadband Contract	£1.459	CPSN is a communications network and partnership, bringing together schools, councils, emergency services and charitable bodies from across and beyond Cambridgeshire. It provides secure broadband and associated services to schools. The founding principle is one of lower costs via 'aggregation', recognising that multiple organisations purchase very similar services, and can achieve significant savings by doing so together. The CPSN partnership leverages a dedicated telecommunications framework contract and the combined buying power of the Cambridgeshire school collective, and the wider Cambridgeshire public sector, has delivered significant economies of scale, attracting aggressive pricing that could not be achieved separately. The current contract arrangements as approved by Schools Forum end in June 2018.
Tree Maintenance	£0.079	To be removed in 2017/18 and delegated to Schools
<b>Capital expenditure from revenue (CERA) Total:</b>	<b>£1.538</b>	

**DRAFT REVENUE AND CAPITAL BUSINESS PLANNING PROPOSALS FOR 2017/18 TO 2021/22**

**To:** Cambridgeshire Schools Forum  
**Date:** 14 December 2016  
**From:** Martin Wade - Strategic Finance Manager (Children's & Schools)

**1.0 INTRODUCTION**

- 1.1 The attached report is a copy of the Business Planning proposals presented to Children and Young People's (CYP) Committee for review on Tuesday 6th December. The full set of papers and accompanying tables can be accessed at:

[Children and Young People Policy and Service Committee 6 December 2016](#)

- 1.2 The paper provides a financial overview for the council as a whole and details of the approach being taken in Children's Families and Adults (CFA) to deliver the required savings in 2017/18 and beyond.
- 1.3 CFA have developed a number of transformational initiatives, amounting to £19.8m of savings in financial year 2017/2018. These initiatives have been developed in the context of increasing demographic and market pressures. The transformation activity is focused around the Corporate Priorities of:
- Adults Services
  - Children's Services
  - Commissioning
  - Workforce Planning and Development
  - Contracts, Commercial and Procurement

Proposals can be viewed within Table 3 of Appendix 2 to the main documents which can be accessed at: [CFA Business Planning Finance Tables](#)

- 1.4 The proposals will be considered alongside those from the other service committees at the General Purposes Committee in early January.

January	General Purposes Committee will review the whole draft Business Plan and review again in late January for recommendation to Full Council
February	Full Council will consider the draft Business Plan

- 1.5 ***Members of Schools Forum are asked to comment on and note the contents of the main Business Planning reports.***



**CHILDREN AND YOUNG PEOPLE'S COMMITTEE REVIEW OF DRAFT REVENUE  
AND CAPITAL BUSINESS PLANNING PROPOSALS FOR 2017/18 TO 2021/22**

**To:** Children and Young People's Committee

**Meeting Date:** 6 December 2016

**From:** Interim Executive Director, Children, Families and Adults  
Services  
Chris Malyon, Chief Finance Officer

**Electoral division(s):** All

**Forward Plan ref:** Not applicable      **Key decision:** No

**Purpose:** This report provides the Committee with an overview of the draft Business Plan revenue and capital proposals for Children, Families and Adults (CFA) that are within the remit of the Children and Young People's Committee.

**Recommendation:**

- a) It is requested that the Committee note the overview and context provided for the 2017/18 to 2021/22 Business Plan revenue proposals for the Service, updated since the last report to the Committee in October;
- b) It is requested that the Committee comment on the draft revenue savings proposals that are within the remit of the Children and Young People's Committee for 2017/18 to 2021/22, and endorse them to the General Purposes Committee as part of consideration for the Council's overall Business Plan;
- c) It is requested that the Committee comments on the changes to the capital programme that are within the remit of the Children's and Young People's Committee and endorse them.
- d) It is requested that the Committee consider the proposed levels of fees and charges for 2016-17 for the CFA Service that are in the remit of the Children and Young People Committee and endorse them.

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## OVERVIEW

1.1 The Council's Business Plan sets out how we will spend our money to achieve our vision and priorities for Cambridgeshire. Like all Councils across the country we are facing a major challenge. Our funding continues to reduce whilst our costs continue to rise. Those increases are driven by inflationary and demographic pressures. As the fastest growing county in the country the pressures of demography are far greater in this county than elsewhere.

1.2 The Council has now experienced a number of years of seeking to protect frontline services in response to reducing Government funding. Looking back, we have saved £68m in the last two years and are on course to save a further £41m this year (2016/17). As a result, we have had to make tough decisions over service levels during this time. Over the coming five years those decisions become even more challenging. That is why this year the Council has adopted a new approach to meeting these financial challenges, which builds upon the outcome-led approach that was developed last year.

1.3 The Council last year established the strategic outcomes it will be guided by throughout the Business Planning process, which are outlined on the right. Early in the process this year, a number of Transformation Programmes been established to identify the specific proposals that will meet these outcomes within the resources available to the Council.

Outcomes	
Older people live well independently.	
Places that work with children help them to reach their full potential.	
People lead a healthy lifestyle and stay healthy for longer.	
People with disabilities live well independently.	
People live in a safe environment.	
The Cambridgeshire economy prospers to the benefit of all Cambridgeshire residents.	
People at risk of harm are kept safe.	

have

1.4 These Transformation Programmes are the lens through which this year's Business Planning Process has been approached, and will feature in the material considered by Members in workshops and Committees. There are 11 Programmes, made up of "vertical" service-based Programmes, and "horizontal" cross-cutting Programmes:

1. Adult Services	2. Children's Services	3. Economy, Transport and Environment	4. Corporate and LGSS	5. Public Health
6. Finance and Budget Review				
7. Customers and Communities				
8. Assets, Estates and Facilities Management				
9. Commissioning				
10. Contracts, Commercial and Procurement				
11. Workforce Planning and Development				

1.5 In July 2016 General Purposes Committee considered and endorsed a report which summarised the role that the new approach to transformation has

played so far this year. In particular, this table captured precisely how transformation – in line with the Council’s strategic outcomes – will contribute towards balancing the budget:

Base Budget		Year 0
Review of Outturn		
Corporately agreed changes to	Inflation	X
	Demography	X
	Capital Financing	X
	Service Pressures	X
		Year 1
Base budget (new business plan)		
Projected Resource Envelope		A
Savings Challenge		$Y1 - A = B$
<b>Transformation Programme</b>		
“Horizontal” Cross-cutting programmes	X	
“Vertical” Service-based programmes	X	
Total Transformation Proposals		C
Revised Savings Challenge		$B - C = D$
Savings Challenge applied to Budgets		D

- 1.6 Within this new framework, the Council continues to undertake financial planning of its revenue budget over a five year timescale which creates links with its longer term financial modelling and planning for growth. This paper presents an overview of the proposals being put forward as part of the Council’s draft revenue budget, which are relevant to this Committee.
- 1.7 Funding projections have been updated based on the latest available information to provide a current picture of the total resource available to the Council. At this stage in the year, however, projections remain fluid and will be reviewed as more accurate data becomes available.
- 1.8 The main cause of uncertainty is the upcoming Comprehensive Spending Review and Local Government Finance Settlement. General Purposes Committee resolved not to accept the multi-year grant settlement that was being offered by the Government and therefore this uncertainty will be an annual event.
- 1.8 The Committee is asked to endorse these initial proposals for consideration as part of the Council’s development of the Business Plan for the next five years.

## 2. FINANCIAL OVERVIEW

- 2.1 In order to balance the budget in light of the cost increases set out in the previous section and reduced Government funding, savings or additional income of £33.6m are required for 2017-18, and a total of £99m across the full five years of the Business Plan. The level of savings required do change each year as cost projections are updated to reflect the latest information available including the latest service pressures that have been identified. The

following table shows the total amount necessary for each of the next five years, separating Public Health in 2017-18 as it is ring-fenced:

Service Block	2017-18 £'000	2018-19 £'000	2019-20 £'000	2020-21 £'000	2021-22 £'000
Council	-33,002	-19,440	-16,892	-18,495	-10,583
Public Health	-606	-	-	-	-
<b>Total</b>	<b>-33,608</b>	<b>-19,440</b>	<b>-16,892</b>	<b>-18,495</b>	<b>-10,583</b>

- 2.2 There are also a number of risks which are not included in the numbers above, or accompanying tables. These will be incorporated (as required) as the Business Plan is developed. Estimates are given below where possible.

	2017-18 £'000	Risk
Dedicated Schools Grant funding	4,300	This potential pressure is the result of a consultation on national funding reforms and review by Schools Forum.
Business rates revaluation	-	The Business Rates re-valuation is due to take effect from 1st April 2017, which could see significant rises in business rate liabilities in some areas and for some types of property.
Local Government Finance Settlement	-	Risk that the Council's funding is lower than budgeted.
<b>Total</b>	<b>4,300</b>	

- 2.3 In some cases services have planned to increase locally generated income instead of cutting expenditure. For the purpose of balancing the budget these two approaches have the same effect and are treated in the same way.
- 2.4 Delivering the level of savings required to balance the budget becomes increasingly difficult each year. Work is still underway to explore any alternative savings that could mitigate the impact of our reducing budgets on our front line services, and Business Planning proposals are still being developed to deliver the following:

Service Block	2017-18 £'000	2018-19 £'000	2019-20 £'000	2020-21 £'000	2021-22 £'000
Council	-	-1,823	-12,224	-12,168	-9,879
Public Health	-	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-1,823</b>	<b>-12,224</b>	<b>-12,168</b>	<b>-9,879</b>

Note, this assumes the Public Health Grant is un-ringfenced from 2018-19 onwards.

- 2.5 The level of savings required is based on a 2% increase in Council Tax, through levying the Adults Social Care precept in all years it is available (up to and including 2019-20), but a 0% general Council Tax increase. This assumption is built into the Medium Term Financial Strategy (MTFS) which



was discussed by GPC in July. For each 1% more or less that Council Tax is changed, the level of savings required will change by approximately +/-£2.5m.

- 2.6 There is currently a limit on the increase of Council Tax of 2% and above. Should councils wish to increase their council tax above this it can only do so having sought the views of the local electorate in a local referendum. It is estimated that the cost of holding such a referendum would be around £100k, rising to as much as £350k should the public reject the proposed tax increase (as new bills would need to be issued). The MTFS assumes that the council tax limit of 2% and above will remain in place for all five years.
- 2.7 Following December service committees, GPC will review the overall programme in early January, before recommending the programme in late January as part of the overarching Business Plan for Full Council to consider in February.

### 3. TRANSFORMATION UPDATE

- 3.1 In response to recognising that the traditional method of developing budgets and savings targets through departmental based cash limits was unsustainable in the long term, the Council has agreed a new approach that will result in an outcome focussed method to Business Planning.
- 3.2 As a consequence it was agreed that the Council would establish a fund that would be used to supplement base budgets, ensuring that finance is not seen as a barrier to the level and pace of transformation that can be achieved.
- 3.3 All savings proposals have been aligned with one of the eleven transformation workstreams and £7,387k has been requested from the transformation fund to support the delivery of these savings in 2017-18.

Investments requested:

Transformation Workstream	2016-17 £'000	2017-18 £'000	2018-19 £'000	2019-20 £'000	2020-21 £'000	2021-22 £'000
Finance & Budget Review	-	133	-46	-87	-	-
Customer & Communities	-	-	-	-	-	-
Assets, Estates & Facilities Management	-	-	-	-	-	-
Commissioning	73	1,412	-1,042	-332	-38	-
Contracts, Commercial & Procurement	-	-	-	-	-	-
Workforce Planning & Development	-	-	-	-	-	-
Adult Services	146	5,442	-4,646	-796	-	-
Children's Services	-	-	-	-	-	-
Economy, Transport & Environment	800	-	-	-	-	-
Corporate & LGSS	-	-	-	-	-	-
Public Health	-	-	-	-	-	-
<b>Total</b>	<b>1,019</b>	<b>7,387</b>	<b>-6,134</b>	<b>-1,215</b>	<b>-38</b>	<b>-</b>
<b>Absolute</b>	<b>1,019</b>	<b>7,387</b>	<b>1,253</b>	<b>38</b>	<b>-</b>	<b>-</b>
<b>Cumulative</b>	<b>1,019</b>	<b>8,406</b>	<b>9,659</b>	<b>9,697</b>	<b>9,697</b>	<b>9,697</b>

Savings aligned to workstreams:

<b>Transformation Workstream</b>	<b>2017-18 £'000</b>	<b>2018-19 £'000</b>	<b>2019-20 £'000</b>	<b>2020-21 £'000</b>	<b>2021-22 £'000</b>
Finance & Budget Review	-5,041	-5	2,283	-10	-
Customer & Communities	-687	-606	-168	-27	-
Assets, Estates & Facilities Management	-174	-19	-19	-561	2
Commissioning	-8,429	-5,223	-2,506	-2,752	-
Contracts, Commercial & Procurement	-4,717	-3,978	-1,000	-	-
Workforce Planning & Development	-4,589	-3,668	-	-	-
Adult Services	-2,836	-1,457	-1,062	-1,057	-
Children's Services	-2,108	-1,834	-1,414	-1,157	-
Economy, Transport & Environment	-459	-135	-134	-127	-127
Corporate & LGSS	-468	-706	-619	-607	-566
Public Health	-606	-	-	-	-
Changes to fees, charges & ring-fenced grants	-1,154	14	-29	-29	-13
Proposals to be finalised	-2,340				
<b>Subtotal</b>	<b>-33,608</b>	<b>-17,617</b>	<b>-4,668</b>	<b>-6,327</b>	<b>-704</b>
Unidentified savings		-1,823	-12,224	-12,168	-9,879
<b>Total</b>	<b>-33,608</b>	<b>-19,440</b>	<b>-16,892</b>	<b>-18,495</b>	<b>-10,583</b>

#### **4. CAPITAL PROGRAMME UPDATE**

- 4.1 The draft capital programme was reviewed individually by service committees in September and was subsequently reviewed in its entirety, along with the prioritisation of schemes, by General Purposes Committee in October. No changes were made as a result of these reviews, though work is ongoing to revise and update the programme in light of continuing review by the Capital Programme Board, changes to overall funding or to specific circumstances surrounding individual schemes.
- 4.2 The Council is still awaiting funding announcements regarding various capital grants which are expected to be made during December/January, plus the ongoing nature of the capital programme inevitably means that circumstances are continually changing. Therefore Services will continue to make any necessary updates in the lead up to the January GPC meeting at which the Business Plan is considered. See Appendix 1 for an update on Children's and Young People's Capital.

#### **5. OVERVIEW OF CHILDREN'S, FAMILIES AND ADULTS (CFA) DRAFT REVENUE PROGRAMME**

- 5.1 CFA have developed a number of transformational initiatives, amounting to £19.8m of savings in financial year 2017/2018. These savings are set out in table 3 which is appended. These initiatives have been developed in the context of increasing demographic and market pressures. The transformation activity is focused around the Corporate Priorities of:

- Adults Services
- Children's Services
- Commissioning
- Workforce Planning and Development
- Contracts, Commercial and Procurement

There are some proposals from the Customer Service Directorate that support the CFA proposals and are likely to reduce CFA spending which are:

- Ensuring the Council pursues all commercial opportunities, with a focus on contract management through improved commissioning and procurement. (C/R.6.101 -£2000k cross-Council savings in 2017/18);
- Ensuring that the Council's organisational structures are as efficient and effective as possible, to meet the needs of our communities. This is part of an ongoing programme of organisational redesign. (C/R.6.102 -£1,312k further cross-Council savings in 2017/18);
- Cross service transformation savings: savings to be made through cross service working and transformation. (C/R.6.110 -£2,340k in 2017/18);
- Investment in a range of technology solutions that will enable us to ensure that our digital presence is engaging and easy to use, to integrate our various existing IT systems, and enable the delivery of the Citizen First, Digital First strategy.

5.2 The CFA approach to transformation is:

- **Demand Management** - Prioritise commissioning of services that will prevent or delay escalating support and service needs
- **Market Development** - Develop the market with partners – ensure diversity, capacity, best value and outcomes are delivered - sustainably
- **Optimise Services** - Evidence based approach to services and solutions – must demonstrate meeting needs in the most cost effective way
- **Collaborative commissioning** - Jointly commission where there are economies of scale and/or improved outcomes
- **Return on Investment** - Commission on the basis of clear, whole life costed benefits – including Social and Environmental outcomes

5.3 These initiatives and savings are driven by optimising existing services i.e. through increased efficiencies and transforming services to reduce demand and costs to serve. The detail is shown in Table 3 (Appendix 1).

5.4 A total of £9,428k investment is required to deliver these savings over the next four financial years. Some investments have already been agreed by GPC, some will go to the December GPC and business cases are currently being finalised to go to GPC early in 2017, full details are shown below:

5.5		BUDGET AVAILABLE IN:				
	<b>TRANSFORMATION INVESTMENTS</b> <b>Within December Table 3</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>		<b>DESCRIPTION IN TABLES</b>
<b>ALREADY APPROVED BY GPC</b>						
C/R.5.401	Enhanced intervention service for children with disabilities	120	120	-	-	Transformation Fund investment relating to proposal A/R.6.217 saving £696k from 2018/19 onwards per year. This will reduce the number of children with disabilities in out of county residential homes, to enable them to safely live with their family and access education in their local area.
C/R.5.402	Systemic family meetings to be offered at an earlier stage to increase the number of children being diverted from LAC placements	148	111	-	-	Transformation Fund investment relating to proposal A/R.6.219 saving £611k per year from 2018/19 onwards. Change the referral criteria for systemic family meetings to take place with families at an earlier stage; at the point just before beginning a child protection plan. This would enable the Council to work with a larger group of 390 children at Child Protection Level, rather than 240 at Court Proceedings Level.
C/R.5.403	Link workers within Adult Mental Health Services	84	63	-	-	Transformation Fund investment relating to proposal A/R.6.221 saving £480k per year from 2018/19. To keep families together wherever possible we will embed a Think Family approach in adult mental health services and increase access to preventative and early help services.
C/R.5.303	Using assistive technology to support older people to remain independent in their own homes (approved)	110	50	-	-	Transformation Fund investment relating to proposal A/R.6.145 saving £597k per year from 2018/19. Investing in smart technology to help service users stay in their homes, independently, for longer. In this way we can reduce care spending overall while ensuring we make provision for those who cannot remain independent in their own homes.

5.5		BUDGET AVAILABLE IN:				
	TRANSFORMATION INVESTMENTS	2017-18	2018-19	2019-20		DESCRIPTION IN TABLES
<b>GOING TO DEC GPC</b>						
C/R.5.102	Total Transport	132	76	38	-	Transformation Fund investment relating to proposal A/R.6.224. With a predicted saving of £925k. Total Transport is a project looking at delivering school transport in a better and more efficient way.
C/R.5.301	Specialist Support for Adults with Autism to increase their independence	50	-	-	-	Transformation Fund investment relating to proposal A/R.6.113 which will save £122k per year from 2018/19. This project will involve working with service users to develop skills as well as access to training and employment opportunities to increase independence. This in turn will reduce the need for social care support.
C/R.5.302	Using assistive technology to help people with learning disabilities live and be safe more independently without the need for 24hr or overnight care	186	-	-	-	Transformation Fund investment relating to proposal A/R.6.116 saving £214k per year from 2017/18. We will identify appropriate equipment and smart technology to help people with disabilities be safe and live more independently. This will reduce the need for support for when people wake in the night.

5.5		BUDGET AVAILABLE IN:				
	TRANSFORMATION INVESTMENTS	2017-18	2018-19	2019-20		DESCRIPTION IN TABLES
C/R.5.304	Neighbourhood Cares Transformation Pilot- A New Approach to Social Work in Communities	656	656	-	-	<p>Proposal to pilot a radically different model of social work in Cambridgeshire, to be known as “Neighbourhood Cares”.</p> <p>This model of social work is informed by the latest thinking developed locally through the Transforming Lives Project, innovation being led by other local authorities and in particular by the successful Buurtzorg model of community care in The Netherlands.</p> <p>This transformation bid is to pilot the model of care in two patches across Cambridgeshire during 2017/18 and 2018/19 with the aim of offering a better quality of care.</p> <p>The key outcomes we want to achieve are:</p> <ul style="list-style-type: none"> <li>• Shift as much resource as possible to the front line.</li> <li>• Free up staff to have more direct contact with the people we need them to work with, in the way we want them to work.</li> <li>• Improve the quality and continuity of the service user experience.</li> <li>• Generate capacity where we currently have capacity gaps, particularly in home care.</li> <li>• Reduce the cost of care (in the back office and in commissioned care).</li> <li>• Set ourselves up for the future – the learning from the pilot sites would then be the basis for the wider transformation of the whole system.</li> </ul> <p>The proposed pilot will test new ways of working which are vital to the achievement of better outcomes and managing with a reduced budget for social care over the medium term. If successful, the ways of working developed through the pilot would then be rolled out countywide and form the basis of our model of local care across Cambridgeshire. This pilot will help us test solutions to the strategic challenges facing the adult social care in Cambridgeshire.</p>

5.5		BUDGET AVAILABLE IN:				DESCRIPTION IN TABLES
	TRANSFORMATION INVESTMENTS	2017-18	2018-19	2019-20		
C/R.5.305	Enhanced Occupational Therapy Support to reduce the need for double-handed care	90	90	-	-	Transformation Fund investment relating to proposal A/R.6.165 saving £252k per year from 2017/18. based on an existing successful pilot scheme this would use Occupational Therapy to reduce the need for extra care.
C/R.5.306	Recouping under-used direct payment budget allocations (increased monitoring)	87	87	-	-	Transformation Fund investment relating to proposal A/R.6.101 saving £395k per year from 2017/18. This will ensure that budget allocations are proportionate to the needs of the user, and any underspends are recovered.
C/R.5.307	Dedicated Reassessment Team - Learning Disabilities	750	-	-	-	Transformation Fund investment relating to proposal A/R.6.114 saving at least £2.3million in 2017/18 and savings in subsequent years. Funding dedicated reassessment capacity to deliver savings and to drive better practice.
C/R.5.308	Care Plan Review Capacity - Physical Disabilities	128	-	-	-	Transformation Fund investment relating to proposal A/R.6.111 saving £791k in 2017/18 and making savings in subsequent years. This investment provides increased capacity to undertake the reassessment programme, and consists of funding for 2 social workers and administrative support, totalling 3.5 FTE.
C/R.5.312	Increase in client contributions from improving frequency of re-assessment - older people & elderly mental health	46	-	-	-	<p>This is the 2017/18 investment in four additional financial assessment officers required to progress a programme of financial re-assessment of social care clients.</p> <p>By ensuring that clients have a regular financial review, which is in any case a Care Act requirement, we will increase the collection of client contributions to reflect uplifts in pensions, benefits and other personal finance changes. The associated saving is at A/R.6.134</p>

5.5		BUDGET AVAILABLE IN:				
	TRANSFORMATION INVESTMENTS	2017-18	2018-19	2019-20		DESCRIPTION IN TABLES
<b>GOING TO A LATER GPC</b>						
C/R.5.313	Assistive Technology Phase 2 - Enhanced Response Service	350	-	-	-	Following the agreement of GPC to the Assistive Technology proposals (Phase 1) in September 2016 a further business case has been developed to establish an enhanced assistive technology response service to reduce/delay/minimise admissions to hospital and funded care.
C/R.5.319	ASC/OP investment required to manage and reduce demand & cost to serve	3,400	-	-	-	Full proposal is being developed and is likely to include resourcing of projects on: - OP Home Care (including support to the retender in 2017) - OP Accommodation (increasing capacity) - Crisis Response - Section 117 (Mental Health aftercare) - Lifetime Costs: use of upfront spending to reduce the total lifetime costs of service users with long term needs
C/R.5.320	OP & MH service delivery - sustaining budgetary performance	600	-	-	-	Good progress has been made in managing the OP budgets but there are diminishing returns and investment is required to manage the risks to deliver these savings. This links to the redistribution of current underspends in this area shown at A/R.4.022 within the CFA section of table 3.
No ref yet	No wrong door (fostering)	500	350	350		Next Stages of CCP programme: develop a Fostering Service (so our children and carers will be supported by a 'no wrong door' approach). Estimated investment over three years is likely. Work with authorities operating similar initiatives to be undertaken to assess the potential level of achievable savings.
5.999	Subtotal Investments	7,437	1,603	388	-	
		<b>TOTAL ACROSS 2017-20</b>			<b>9,428</b>	



- 5.6 CFA intend to use this investment to aggressively transform services in a sustainable way. The investment will focus on changing the way demand is managed and reducing the overall cost to serve. The £19.8m savings for CFA are set out in the attached Table 3 (Appendix 2).
- 5.7 The delivery of these initiatives and savings will be supported and managed through the monthly Commissioning Board and weekly Delivery Board. Programme and Project Management resources will be drawn down from the Corporate Transformation Team.

## **6 Fees and Charges**

- 6.1 Attached at Appendix 3 is the proposed schedule of fees and charges for those services falling within the remit of the Children and Young Peoples' Committee. Most of the traded services are related to the Learning Directorate and the fees and charges are reviewed each year to ensure that the charges recover the costs incurred in providing the service

## **7. OVERVIEW OF CHILDREN, FAMILIES AND ADULTS' DRAFT CAPITAL PROGRAMME**

- 7.1 The capital programme is shown in full in Appendix 1 as part of the finance tables. Since the Capital Programme was presented in September there has been one change to schemes:

The CFA Management Information scheme has incurred slippage during 2016/17. The overall costs have remained at £3,000k, however this slippage has been reflected in 2017/18 with an additional £500k spend expected which is to be funded from prudential borrowing.

## **8. NEXT STEPS**

- 8.1 The proposals will be considered alongside those from the other service committees at the General Purposes Committee in early January.

January	General Purposes Committee will review the whole draft Business Plan and review again in late January for recommendation to Full Council
February	Full Council will consider the draft Business Plan

## **9. ALIGNMENT WITH CORPORATE PRIORITIES**

### **9.1 Developing the local economy for the benefit of all**

There are no significant implications for this priority.

### **9.2 Helping people live healthy and independent lives**

The report above sets out the implications for this priority.

### **9.3 Supporting and protecting vulnerable people**

The report above sets out the implications for this priority.

## **10 SIGNIFICANT IMPLICATIONS**

### **10.1 Resource Implications**

- 10.1.2 The proposals set out respond to the financial context described in sections 1-3 and the need to dramatically change our service offer and model to maintain a sustainable budget. An overview of the resource implication is provided in section 3 and described in more detail through the paper. The full detail of the impact of the proposals on existing budgets is described in Table 3 of the business plan, attached as appendix 3.
- 10.1.3 The proposals seek to ensure that we make the most effective use of available resources and are delivering the best possible services given the reduced funding.
- 10.1.4 This set of business planning proposals, is subject to some financial risk. In particular the proposals for reduced spending on statutory care budgets represent ambitious targets for budgets which are 'demand-led' and therefore not fully controllable. We will always need to meet statutory needs and so we are reliant on our early help and preventative activity being successful in reducing demand. If this is not successful then further savings will have to be found elsewhere.

### **10.2 Statutory, Risk and Legal Implications**

- 10.2.1 The proposals set out in this report respond to the statutory duty on the Local Authority to deliver a balanced budget.
- 10.2.2 The community impact assessment for each relevant proposal provides further detail about the anticipated impact, including reduction in help provided within statutory frameworks. These draft assessments will follow as Appendix 4, although they will be refined further as the business plan develops.
- 10.2.3 There is a level of risk contained within the proposals. These will be set out in the CIAs. The risk may affect some individuals and the engagement of our communities with issues to support our most vulnerable citizens. Similarly, our workforce will need to operate within the context of this higher level of risk and further skills will need to be developed to support this.

### **10.3 Equality and Diversity Implications**

- 10.3.1 The Community Impact Assessments describe the impact of each proposal, in particular on vulnerable or minority groups, highlighting in particular any disproportionate impacts on these groups in comparison to the populous as a whole.

### **10.4 Engagement and Consultation Implications**

- 10.4.1 Our business planning proposals are informed by our knowledge of what communities want and need. They are also informed by the Cambridgeshire County Council public consultation on the Business Plan and will be

discussed with a wide range of partners throughout the process (some of which has begun already). Where business planning proposals are linked to specific policy changes these policy revisions are subject to separate consultation with the relevant service user groups and other stakeholders. The feedback from consultation will continue to inform the refinement of proposals. Where this leads to significant amendments to the recommendations a report would be provided to the appropriate Committee.

- 10.4.2 Community Impact Assessments (CIAs) for the savings proposals are to follow for consideration by the Committee as Appendix 4. These are the initial considerations by local authority officers but they will need to be further developed based on consultation with service users and stakeholders which is likely to either alter the proposal or provide a refined view of the impact.

## **10.5 Localism and Local Member Involvement**

- 10.5.1 The proposals set out in this report, particularly in the latter years, are predicated on empowering communities (both geographical and of interest) to do more for themselves, as we shift our focus from meeting the needs of individuals to supporting communities and families. The County Council's Community Resilience Strategy, sets out in detail how we will work to support local people and local leaders to play an even more active role in meeting the needs of services, in the context of the diminishing support from statutory services. The success of that strategy will be essential to the delivery of the business planning proposals set out above.
- 10.5.2 As the proposals develop, we will have detailed conversations with Members about the impact of the proposals on their localities. We are working with members on materials which will help them have conversations with Parish Councils, local residents and other groups about where they can make an impact and support us to mitigate the impact of budget reductions.

## **10.6 Public Health Implications**

- 10.6.1A number of the proposals within this report will have implications for the health of children and young people. We are working closely with Public Health colleagues as part of the operating model to ensure our emerging Business Planning proposals are aligned. In particular the paper discusses work to consider savings from the Drug and Alcohol Action Team budget, the implications of which will be consulted on as part of the development of proposals.

## **SOURCE DOCUMENTS**

It is a legal requirement for the following box to be completed by the report author.

<b>Source Documents</b>	<b>Location</b>
Appendix 1 – Capital Programme	Will be available from the following webpages: <a href="https://cmis.cambridgeshire.gov.uk/ccclive/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/481/Committee/4/Default.aspx">https://cmis.cambridgeshire.gov.uk/ccclive/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/481/Committee/4/Default.aspx</a>
Appendix 2 – CFA Finance Table	
Appendix 3 – Fees and Charges relating to Children and Young People Services	
Appendix 4 – Community Impact Assessments (CIA's) (to follow)	

<b>Implications</b>	<b>Officer Clearance</b>
<b>Have the resource implications been cleared by Finance?</b>	Yes Tom Kelly and Martin Wade
<b>Has the impact on Statutory, Legal and Risk implications been cleared by LGSS Law?</b>	Yes Lynne Owen – awaiting response
<b>Are there any Equality and Diversity implications?</b>	Not for the paper as a whole – these are covered in the individual Community Impact Assessments
<b>Have any engagement and communication implications been cleared by Communications?</b>	Yes Simon Cobby
<b>Are there any Localism and Local Member involvement issues?</b>	No
<b>Have any Public Health implications been cleared by Public Health</b>	Yes Val Thomas

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) PEER REVIEW**

To: Cambridgeshire Schools Forum  
Date: 14 December 2016  
From: Meredith Teasdale, Service Director, Strategy and Commissioning

**1.0 PURPOSE**

- 1.1 To update Schools Forum on the outcomes of the Special Educational Needs and Disabilities (SEND) Pilot Peer Review. This report summarises the findings of the review, our intentions in responding to these, and the next steps for reporting and sharing the findings more widely.

**2.0 BACKGROUND**

- 2.1 The SEND Peer Review Framework has been developed as part of the Eastern Region's work on improving outcomes for all pupils. Cambridgeshire was the first local authority to be reviewed. Colleagues from Norfolk, Central Bedfordshire and Essex attended interviews, focus groups and reviewed documentation on 15 and 16 November. A presentation of findings was given at the end of 16 November. Following this, the Peer Review team provided a report, which has been finalised and will be publicised shortly.

**3.0 Main Findings of the Review**

- 3.1 The review team highlighted 6 themes from the documentary analysis which informed their lines of enquiry over the two days of fieldwork:
- Analysis of impact informing strategic planning
  - Schools' understanding of their role and responsibility with special educational needs (SEN) support cohort
  - Sharing effective practice
  - Early identification issues
  - Alignment of SEND services with school improvement challenge
  - Parental engagement and support
- 3.2 The peer review team identified several areas of effective practice in Cambridgeshire which should be shared with other local authorities:

- The arrangements, policy and service level agreement in relation to Alternative Provision
- The 'School Offer' for SEND in best practice schools
- The Accelerating Achievement action plan
- The Virtual School Service
- The locality teams
- The Children with Disabilities Team
- The Joint Commissioning Unit

3.3 There were six key recommendations made by the peer review team:

- Clarify to all Cambridgeshire schools and all agencies that the prime responsibility for the SEN support cohort sits with schools.
- Clarify the roles and expectations of both the local authority, partners such as health partners and schools in meeting the needs of the SEN support cohort and revisit the Local Offer to schools to improve understanding of available support and approaches.
- Develop a culture of consistent challenge and support to schools through all directorates and partners to focus on improved learning outcomes for the SEN support cohort
- Develop an effective practice strategy, which draws on the most effective practice across Cambridgeshire schools, including Teaching Schools and Special Schools. Consider using the School Improvement Board as the driver for this strategy.
- The two phase transformation process provides an opportunity to involve parents in co-production of the lifelong SEND service and consider where the champion role sits for the SEN support cohort.
- Revise the local area Self-Evaluation drawing on analysis of key data and involving all partners.

3.4 There were offers of support from the participating local authorities:

Norfolk offered support for clarifying the expectations of roles of local authority and schools.

Central Bedfordshire offered support for building capacity, school-to-school support and the use of teaching schools.

Essex offered support for refining the local area Self-Evaluation.

#### **4.0 Next Steps**

- 4.1 The findings in the report are due to be shared with Children, Families and Adults Management Team, Cambridgeshire School Improvement Board and the Joint Commissioning Board over the next 6 weeks. A report of the findings will also be taken to CYP Spokes in January and CYP Committee in March. As the peer review was a pilot, the process of the peer review and the outcomes will be discussed at the SEND Regional Network. The finalised report will also be publicised on the Council's website and shared with those who participated in the review.
- 4.2 Any actions arising from the recommendations made by the Peer Review team will be included in the service planning for the new SEND Service.
- 4.3 The next SEND Peer Review is planned to take place in Norfolk early in 2017. The Peer Review Team for Norfolk's review will include a member of staff from Cambridgeshire. This will allow sharing of learning from the Peer Reviews across the region.

#### **4.0 RECOMMENDATION**

- 4.1 The Forum is asked to comment on the findings of the review as summarised here.





**SOCIAL, EMOTIONAL AND MENTAL HEALTH PILOT EVALUATION**

**To:** Cambridgeshire Schools Forum  
**Date:** 14 December 2016  
**From:** Helen Phelan, Head of Special Educational Needs and Disabilities (SEND)  
Specialist Services/ Principal Educational Psychologist

**1.0 INTRODUCTION**

- 1.1 In response to an increasing number of primary aged children permanently excluded from school, it was agreed by Schools Forum to trial alternative provision and assess the impact of this on reducing permanent exclusions across Cambridgeshire.

Funding was agreed in 2015, with a start date of September 2015 for the pilots. This funding was short term for one year, but due to the delays in the pilots opening, the funding has continued until end of March 2017.

- 1.2 One of the pilots is based at the Fenland Learning Base in Wisbech, with day to day governance from the Wisbech cluster with support from the Tri-Borough Alternative Provision (TBAP). This pilot has a focus on early intervention providing support to children for up to two days a week for a maximum of two terms.

The other pilot is based at Shirley school in Cambridge and is run by Special Educational Needs and Disabilities (SEND) Specialist Services. The focus of this pilot is for children who are at risk of permanent exclusion. Pupils can attend for up to four days a week, depending on their needs.

Cambridge and Wisbech were identified as being the two greatest areas of need in the county.

- 1.3 Since the pilots have been in operation, there has been a reduction in the number of primary aged children permanently excluded across the county. This figure has reduced from 14 children in the academic year 2014 – 2015, to four children in 2015 – 2016 (two from Cambridge city; 1 from South Cambridgeshire; 1 from Whittlesey).

Currently there are no permanent exclusions of primary aged children in Cambridgeshire this academic year, 2016 - 2017. The pilots have been one aspect of a drive to reduce the number of primary aged children who have been permanently excluded from school. SEND Specialist Services are currently involved in supporting 30 pupils across the county who are at risk of permanent exclusion.

As part of the remit of the project, it was agreed to use some of the funding to run an accredited training programme for Teaching Assistants across Cambridgeshire. This started in September 2016 and has 65 TAs on the one year programme. There is funding for up to 160 TAs over two years. The delivery of the programme will be subsidised to run in 2016 – 2017 and 2017 – 2018.

- 1.4 As the funding for the pilots comes to an end, this paper presents a summary of the impact of the pilots and the continuation of the provision. Any future developments need to take account of the wider review of the alternative provision for children and young people with complex needs in relation to SEMH.

## EVALUATION OF THE PILOTS

### 2.0 WISBECH PILOT EVALUATION

Summary of key findings:

- Total number of referrals up to 1 November 2016: 16
- Total number of pupils accepted onto the pilot: 14
- 50% of the pupils have been reintegrated back to full time schooling to date
- % of successfully reintegrated pupils – 100%
- Those schools who responded to the survey/focus group (50%) were supportive of the continuation of the pilot, and an increase in the numbers of children who could attend.
- There was no significant difference in attainment of those pupils who had attended the pilot.
- There was improvement in teacher confidence to meet the needs of the pupils.
- Parents felt they had a better understanding of their child's needs.

2.1 The following table shows some of the characteristics of the pupils who have accessed the provision since December 2015:

Year group	No.	M/F	CAF	CIN/CP	Other service involvement	EHCP Y/N?
Year 1	0	N/A	N/A	N/A	N/A	N/A
Year 2	1	M	No	1	Social Care Child and Adolescent Mental Health (CAMH)	N
Year 3	3	M	2	1	1 x Family Intervention Partnership (FIP) 1 x CAMH	N
Year 4	4	M	3	1	2 x Specialist Teachers	N
Year 5	1	M	1	1	1 x Paediatrics	N
Year 6	5	M	5		1 x Specialist Teacher	N
TOTAL	14		11	3		

### 2.2 Progress towards key outcomes:

#### ***Reduction in the number of permanent exclusions in Cambridgeshire***

The following table shows the number of fixed and permanent exclusions for the 16 primary schools in Wisbech over a three year period. In both of the tables below the percentage rate of fixed term exclusions is based on number of children on roll:

Academic year	Fixed term exclusions	Permanent exclusions	Total number of exclusions	Fixed term exclusion rate
2013 - 2014	93	2	95	2.9%
2014 - 2015	72	2	74	2.3%
2015 - 2016	123	0	123	3.8%

Of the 16 primary schools in Wisbech area, 6 schools have accessed the provision. The following table shows the number of fixed and permanent exclusions for these 6 schools:

Academic year	Fixed term exclusions	Permanent exclusions	Total number of exclusions	Fixed term exclusion rate
2013 - 2014	59	1	60	6.2%
2014 - 2015	65	0	65	4.0%
2015 - 2016	64	0	64	3.9%

### 2.3 *Impact on exclusion and attendance*

The following table shows the number of fixed term exclusions and attendance rates for the eight pupils who have accessed the pilot for 2 terms. The figures are for when the pupil is attending their home school.

	Pupil A	Pupil B	Pupil C	Pupil D	Pupil E	Pupil F	Pupil G	Pupil H
No. of fixed term exclusions at school in the two terms prior to starting the pilot	6 4x 0.5 days 1x1 day 1x2 0.5 days  Total 4.5 days	2 at previous school not referring school	1 2 sessions	5 12 sessions	1 2 sessions	1 2 sessions	0	1
Number of fixed term exclusions at school during the two terms at the pilot	2 1 x 0.5 days 1x1.5 days Total 2 days	0	0	0	0	2 4 sessions	0	0
Attendance in the two terms prior to the pilot	89%	No data not at referring school	96.73 %	98.34 %	97.88%	99.44%	93%	91.45 % 22/01/16 – 10/06/16
Attendance during the two terms at the pilot (includes attendance at pilot)	83% Although this pupil had 10 days off due to tonsillitis so overall attendance was better if this illness isn't taken into account	97.5%	97.34 %	100%	100%	96.88 %	100%	20/06/16 (Started R2L) – 22/07/16 60.42%  05.09.16 – 04.10.16 72.23%  100% attendance

								nce at R2L
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## 2.4 ***Successful reintegration into school***

- 50% of pupils accessing the pilot have reintegrated back into full time schooling.
- 100% of these have been successful, with sustained improvement to behaviour.

## 2.5 ***Progress in attainment***

This was measured using standardised sub-tests from the Wechsler Individual Achievement Test (2<sup>nd</sup> UK edition) for reading, written and oral language attainment and numerical attainment.

Findings showed that there was no significant difference in these areas during the time the pupils attended the pilot.

This is thought to be due to the fact that the pupils only attend 4 sessions a week over two terms, where the focus is on engagement with learning and social skills.

## 2.6 ***Increased engagement and enjoyment in attending school and learning***

A number of different measures were used to assess increased engagement and enjoyment of school and learning. These were:

- Behaviour Rating Inventory of Executive Function (BRIEF) – teacher and parent versions. This is designed to measure a child's ability to inhibit inappropriate behaviours and impulses, their ability to shift their attention from one task to another, and their level of emotional control.
- Metacognition Index scores from the BRIEF. Teacher and parent versions of the BRIEF were used to assess a child's working memory skills, their ability to initiate tasks, to set goals and anticipate future events, and to assess and monitor their own performance.
- The School Happiness Inventory, a non-standardised self-assessment for children that looks at environmental influences on happiness through a focus on experiences in the pilot over the previous week.

Key findings:

- There was a significant improvement in behaviour regulation for all the pupils;
- There was a significant increase in the scores on the Metacognition Index for four pupils;
- There was a significant increase in scores on the School Happiness Inventory with all pupils reporting greater engagement with learning and increased enjoyment of school.

## 2.7 ***Increased knowledge of school staff***

Teachers of the pupils in their home school were asked to complete a questionnaire. Key findings are given below:

- **50%** of teachers felt more confident in ensuring the pupil makes good academic progress.
- **50%** of teachers felt more confident in their ability to improve the behaviour of the pupil.
- **50%** teachers felt more confident in their ability to keep the pupil safe and can minimise the impact of the pupil's behaviour on the learning of the rest of the children in the class.

Schools in the Wisbech cluster were also sent an online survey to complete, and Head teachers and SENCOs of those schools who had used the pilot were invited to attend a focus group.

Five schools responded to the online survey; none had used the pilot.

Staff from three of the schools who had used the pilot attended the focus group.

Key findings:

- There was support from the schools who responded for the continuation of the pilot to become a permanent feature.
- Schools also thought that there could be a bigger capacity for the number of children able to attend, given the needs of the area and the number of schools.

## 2.8 ***Parents/ carers feel better equipped to meet the needs of their child***

Parents/ carers reported:

- Improved relationships with their child;
- A better understanding of their child's needs;
- The pilot had helped their child to trust adults;
- Most felt more confident to meet their child's needs.

## 2.9 ***Future considerations***

- Extend provision so the Lead Teacher works at least four days a week and can carry out in class support for teachers/TA's in the home school and have input into reviews and meetings; an increase would also enable more pupils to access the programme
- Appoint a permanent teacher and stabilise staff. Agency staff have been changeable.
- Provide a consistent approach for behaviour management between mainstream school and the Ready to Learn pilot.
- Continue to work with schools to ensure the message about the project, remit and expectations are clearly communicated to parents.
- Develop work with parents to look at consistent behaviour management techniques and how these can be transferred into the home.

- Supervision for staff in the pilot from an Educational psychologist has been very beneficial and is the preferred model for any future work.

### 3.0 CAMBRIDGE PILOT EVALUATION

The Cambridge pilot is located at Shirley school and serves schools in Cambridge city. Pupils attend for up to 4 days a week for a maximum of 2 terms. The threshold for entry into the pilot is for those pupils who are at serious risk of permanent exclusion and whose needs are at MOSI levels 3 - 4.

Summary of key findings:

- 12 pupils in total have accessed the pilot.
- 42% of these have been successfully reintegrated back into their schools to date.
- Of the seven remaining children five are likely to return back into their school with appropriate support for reintegration. The final two children are unlikely at this stage to be reintegrated into their schools and may require alternative provision.

3.1 The following table shows some of the characteristics of the pupils who have accessed the provision:

Year group	No.	M/F	CAF Y/N?	CIN/CP	Other service involvement	EHCP Y/N?
Year 1	0	N/A	N/A	N/A	N/A	N/A
Year 2	6	M	Y	1 x CIN 1 x CP	Locality family support Family Intervention Partnership (FIP) Social Care	2 x EHCP
Year 3	2	1 x M 1 x F	Y		Locality family support	N
Year 4	3	M	Y	1 x CP	Locality family support Social Care	N
Year 5	0	N/A	N/A	N/A	N/A	N/A
Year 6	1	M	Y	CP	Locality family support	N
TOTAL	14		14			2

3.2 Progress towards key outcomes:

#### ***Reduction in the number of permanent exclusions in Cambridgeshire***

Since the running of the pilot (Dec 2015 figures) there have been a total of 3 pupils who have been permanently excluded from schools in the South Cambs and City area. There have been no permanent exclusions of primary aged pupils in this academic year.

### 3.3 *Impact on exclusion and attendance*

The following tables show the number of fixed term exclusions over time, and attendance figures on entry to the pilot and at the end of the summer term 2016.

	<b>Recorded Fixed term Exclusions</b>		
	<b>Autumn Term 2015</b>	<b>Spring Term 2016</b>	<b>Summer Term 2016</b>
Pupil 1	4.5	5	0
Pupil 2	2	3	3
Pupil 3	0	8	0
Pupil 4	3	7	5
Pupil 5	0	0	0
*Pupil 6	0	0	10
*Pupil 7	11	5	15
	<b>Attendance</b>		
	<b>On Entry into Pilot</b>	<b>Summer 2016</b>	<b>Autumn 2016</b>
Pupil 1	87.18	89.21	85.56
Pupil 2	53.87	60.32	87.78
Pupil 3	93.53	93.69	55.26
Pupil 4	88.96	85.90	93.88
Pupil 5	63.06	60.79	61.52
Pupil 6	88.36	88.36	**78.89
Pupil 7	58.16	58.16	59.75

*\*Late entry pupils to the pilot*

*\*\*lower attendance figure due to illness*

### 3.4 *Successful reintegration into school*

#### **March to July 16**

There were a total of 7 children entering the pilot and all bar two were successfully reintegrated back into their school. Out of the 7 children 2 are receiving outreach support within their schools. The other 5 pupils have not needed any further intervention from services.

#### **September to December 2016**

During this period five new children entered the pilot and alongside the two children that remained from March through to July 2016 gave the unit a total of seven children. One of these children is now undergoing outreach support in their school with reduced dependency within the unit.

### 3.5 ***Progress in attainment***

Using the WIAT II standardised assessment of attainment:

- One pupil made significant progress on all four sub-tests pre and post assessment;
- Two pupils made significant progress on the Listening comprehension sub-test pre and post assessment;
- Two pupils had refused to participate in earlier assessments, so no comparison data. Both pupils had scores that were below those expected for their year group;
- The remaining pupils made no measurable progress.

### 3.6 ***Increased engagement and enjoyment in attending school and learning***

Using the teacher and parent versions of the BRIEF inventory, all except one child showed an increase in their ability to self-regulate, and have increased emotional control.

Using the School Happiness Inventory, scores over time increased, in some cases significantly over two terms.

There were no significant increases in Metacognition Index scores.

### 3.7 ***Increased knowledge of school staff***

- **50%** of teachers felt more confident in ensuring the pupil makes good academic progress.
- **60%** of teachers felt more confident in their ability to improve the behaviour of the pupil.
- **60%** teachers felt more confident in their ability to keep the pupil safe and can minimise the impact of the pupil's behaviour on the learning of the rest of the children in the class.

### 3.8 ***Parents/carers feel better equipped to meet the needs of their child***

Using Targeted Monitoring and Evaluation rating scale, all of the parents rated themselves higher in the following areas:

- Confidence in helping their child improve their behaviour;
- Confidence that they can keep their child safe;
- Confidence that they can minimise the impact of their child's negative behaviour on the family;
- Parents have commented that they feel well supported within the family unit.

### 3.9 ***Future considerations***

The ideal setting would include:

- Permanent staffing;



- Additional breakout rooms for interventions, sensory and therapeutic work;
- A group meeting room for parents and professionals;
- Extended outside provision to develop and extend the learning environment and curriculum;
- Permanent onsite facilities and resources, including first aid provision, health and safety, fire and evacuation procedures.

## **4.0 SUMMARY**

- 4.1 A total of 26 pupils have accessed the two pilots. All except two of these pupils have/or are expected to be reintegrated back into their home school.

Since the running of the pilots, there has been a significant decrease in the number of primary aged children permanently excluded from schools. This is not, however a causal relationship and other work undertaken by schools and services has contributed to the decrease.

Findings from the project suggest that there is support from schools in the two areas for the continuation of flexible short term provision for some pupils who have additional needs in relation to social, emotional and mental health (SEMH).

An in-reach/outreach model helps ensure successful reintegration back into the home school as well as providing targeted support for pupils accessing the provision.

Few schools were able to send a member of staff to the pilot to learn new strategies and techniques, although there were opportunities for sharing of good practice, and bespoke approaches when the pupils were reintegrated back into their home school.

Parents involved in the project have been in receipt of support from a range of co-ordinated partnerships with teams and agencies. This has helped to support the work of the pilots.

## **5.0 PROPOSALS**

- 5.1 Schools Forum is asked to consider if the model of targeted and flexible provision for primary aged children with SEMH but without an EHCP, such as that provided by the pilots should form part of the wider SEMH Review.
- 5.2 If the model of targeted and flexible provision is included in the wider SEMH Review, Schools Forum is also asked whether a short extension to the pilots should be considered in the context of the Review. This however has cost implications. Any extension to the pilot beyond March 2017 would need to be funded from the existing block by reducing spend elsewhere. A three month extension will cost £90,000.
- 5.2 If the provision is to continue and forms part of the continuum of support for primary aged children with SEMH, consideration should be given to having a base in the Hunts area, given the needs of the area.



## APPENDIX 1: FINANCE

### Overall Position

Approved Funding		<b>469,481</b>
Original Budget		
	Cambridge Pilot	249,027
	Wisbech Pilot	105,006
	Countywide accredited training programme for TAs	115,448
	Total	<b>469,481</b>
Revised Budget		
	Cambridge Pilot	249,027
	Wisbech Pilot	125,000
	Countywide accredited training programme for TAs	95,454
	Total	<b>469,481</b>

### Position by programme

<b><i>Wisbech Pilot</i></b>	September 2015 to December 2016	
	Salaries	81,000
	Consultancy and Therapist	6,000
	Resources	38,000
		<b>125,000</b>

	Assumptions:	
	September 15 to November 15 (provision 2 days per week)	
	December 15 to December 16 (provision 3 days per week)	
<b>Cambridge Pilot</b>	September 2015 to December 2016	
	Actual Spent Financial Year 2015/16	31,677
	April 2016 to December 2016:	
	Salaries (reduction due to recruitment delay)	113,144
	Resources	10,000
	Room(s) rental/other support costs	4,050
	Therapeutic input/Assistant EP/Family Worker	30,000
	Transport	11,700
	Admin/business support/CPD/Training	10,000
		<b>210,571</b>
<b>Countywide</b>	Roll out of an accredited (Gateway) training programme for Teaching Assistants in schools across Cambridgeshire from September 2016)	95,454
		<b>95,454</b>
<b>Total expected spend</b>		<b>431,025</b>

## Future Sustainability

<b><i>Wisbech Pilot</i></b>	0.6 FTE Teacher in Charge (UPS 3, TLR 2.2, SEN 2)	34,174
	0.6 FTE Teacher (UPS 3, SEN 2)	30,804
	0.51 FTE Level 4 TA (3 days per week, term time only)	12,801
	Consultancy and Therapist (based on budget allocation in pilot)	6,000
	Resources (based on budget allocation in pilot)	38,000
	Building Rental (not currently charged: estimate)	6,000
		<b>127,779</b>
<b><i>Cambridge Pilot</i></b>	1.0 FTE Teacher in Charge (UPS 3, TLR 2.2, SEN 2)	55,129
	1.0 FTE Teacher (UPS 3, SEN 2)	51,954
	0.83 FTE Level 4 Teaching Assistant (5 days per week, term time only)	21,888
	0.83 FTE Level 4 Teaching Assistant (5 days per week, term time only)	21,888
	Admin/Business Support/CPD	10,000
	Transport	20,000
	Resources	10,000
	Building Rental	6,000
	Therapeutic Support	40,000
		<b>236,859</b>



**PERMANENT EXCLUSIONS AND MANAGED MOVES**

To: Cambridgeshire Schools Forum  
Date: 14 December 2016  
From: Martin Wade - Strategic Finance Manager (Children's & Schools)  
Dr Helen Phelan – Principal Educational Psychologist

**1.0 INTRODUCTION**

- 1.1 Within the School and Early Years Finance Regulations there is provision for the Local Authority (LA) to remove funding from schools for excluded pupils. The guidance states:

*“23.—(1) Where a pupil is permanently excluded from a school maintained by a local authority (other than a special school, a pupil referral unit, or a place which the authority has reserved for children with special educational needs) (“the excluding school”) the authority must redetermine the excluding school’s budget share in accordance with paragraph (2).”*

- 1.2 To date, due to the relatively low number of permanent exclusions, the LA has not acted under these regulations. However these powers will now be enforced from 1 April 2017.
- 1.3 This paper sets out the future arrangements for the transfer of funding in relation to permanent exclusions and provides Schools Forum with further proposals around managed moves.

**2.0 PERMANENT EXCLUSIONS**

- 2.1 A proportion of the excluding schools basic entitlement / sixth form funding and pupil premium will be deducted from the schools budget share and passed onto the admitting school as per the formula set out in the School and Early Years Finance Regulations. Where a primary aged child is not in school, the funding will pass to Special Educational Needs and Disability (SEND) Specialist Services to provide tuition before the child is placed in another school.

The excluding school’s budget share must be reduced by:

$A \times (B/52) + C$  where:

- A is the amount determined by the authority in accordance with this Part that would be attributable to a pupil of the same age and personal circumstances as the pupil in question at primary or secondary schools maintained by the authority for the full funding period;
- B is either:
  - (i) the number of complete weeks remaining in the funding period calculated from the relevant date; or
  - (ii) where the permanent exclusion takes effect on or after 1 April in a school year (a) at the end of which pupils of the same age, or age group, as the pupil in question normally leave that school before being admitted to another school with a different pupil age range, the number of complete weeks remaining in that

school year calculated from the relevant date; and

- C is the amount of the adjustment made to the school's budget share under a financial adjustment order.

2.3 The table below shows the funding rates to be applied in the calculation above:

<b>Funding Factor</b>	<b>2016-17 Funding Rate*</b>
Primary Basic Entitlement (Years R-6)	£2,721
Key Stage 3 Basic Entitlement (Years 7-9)	£3,838
Key Stage 4 Basic Entitlement (Years 10-11)	£4,989
6 <sup>th</sup> Form Funding (as per DfE guidance)	£4,000
Pupil Premium Ever6 FSM – Primary	£1,320
Pupil Premium Ever6 FSM – Secondary	£935
Pupil Premium – Ever6 Service Children	£300

\*Please note: These figures will be updated to reflect final 2017-18 values once finalised.

2.4 The following provides an illustrative example of how this would be applied:

- A child in Year 4 who attracts Ever6 pupil premium funding is permanently excluded on the 5th May 2016. The funding deducted from the excluding school is based on the following calculation:
- A (Funding) = Basic entitlement £2,721 + Ever6 Pupil Premium £1,320 = £4,041
- B (Ratio applied to funding) = complete weeks remaining 47 / weeks in the year 52 = 0.9
- Funding recouped from the school = £4,114 x 0.9 = £3,637

2.5 Where the school subsequently reinstates the excluded pupil or where another school admits the pupil a funding adjustment will be made based on the number of complete weeks remaining in the funding period calculated from the relevant date.

2.6 The DfE's "*Exclusion from maintained schools, Academies and pupil referral units in England*" guidance state that this financial readjustment should be made within 28 days of notification of a direction from the independent review panel. Academies should be expected to make payment within the same timescale. If an Academy fails to comply with its legal requirement to pay following a direction from an independent review panel then the LA will be responsible for enforcing this requirement. However, the LA should also inform the Education Funding Agency.

2.7 Top-Up funding relating to High Needs pupils will be managed separately as part of the monthly process to reflect and relevant change in school.

### 3.0 MANAGED MOVES

3.1 For the purpose of this report a managed move is where the local authority intervenes and attempts to facilitate a managed move to another school prior to an official permanent exclusion.



- 3.2 Facilitating a managed move has always been about the doing the best for child and is not intended to allow the excluding school to avoid a recoupment of funding, which would have followed a permanent exclusion. It is therefore proposed to apply the same methodology to managed moves process as to the permanent exclusion process set out in section 2 above.
- 3.3 However as this is not specifically covered in the regulations it would require an agreement from the excluding school at the beginning of the managed move process to secure the funding.

#### **4.0 RECOMMENDATION**

- 4.1 ***Members of Schools Forum are asked to comment on the formalised arrangements for Permanent Exclusions and Managed Moves detailed above.***



*To:* Cambridgeshire Schools Forum  
*Date:* 14 December 2016  
*From:* Janet Dullaghan - Head of Commissioning, Child Health and Well-being, Joint Commissioning Unit

## **DEVELOPING A MODEL OF DELIVERY FOR CHILDREN AND YOUNG PEOPLE WITH SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN) IN CAMBRIDGESHIRE**

### **Summary**

To inform Schools Forum of the outcome of the latest review of the Speech, Language and Communication Needs (SLCN) service and the proposal to develop a jointly commissioned model for this service between Cambridgeshire County Council (CCC) and the Clinical Commissioning Group (CCG).

Through a jointly commissioned model this service will promote a cohesive and seamless approach to meeting the SLCN needs of Cambridgeshire's children and young people. An equitable and needs based provision will be delivered across universal, targeted and specialist levels, across the age range from birth to a young person's nineteenth birthday.

### **Background**

The Speech, Language and communication needs Service (SLCN), commissioned by the CCG is currently delivered by two providers. Cambridgeshire and Peterborough Foundation Trust (CPFT) deliver services in Peterborough, and Cambridgeshire Community Services (CCS) deliver services in Cambridgeshire. A review of this service was commissioned by the Joint Commissioning Unit (JCU) due to the increase in demand. There is also an inequity in the delivery of the service across the county, along with two differing models of delivery and boundary issues resulting from the different services and pathways. The outcome of the review was to develop a core service specification, with consistent and appropriate pathways across both areas, with a focus on early identification and support.

The Joint Commissioning Unit commissioned this work through Marie Gascoigne, Better Communication CIC, who is extremely experienced in the subject area and has a track record of successfully completing similar reviews in other areas.

The support commissioned was to provide:

- A robust and independent needs assessment;
- Analysis of the data using an evidence framework;
- A service specification that is based on the best understanding of how to support children and young people with speech, language and communication needs.

### **Key Findings**

<b>SUMMARY OF RESULTS</b>
Based on population and deprivation statistics – there is a higher need for speech and language provision in Fenland area.
The predicted levels of SLCN show that Fenland are not meeting the levels of needs expected for the area based on population and deprivation statistics.

South Cambridgeshire are identifying need higher than the predicted level expected for the area
The current workforce in Cambridgeshire while meeting the required need for Health. cannot fully fulfill the SEND responsibilities for children. This is currently commissioned on an ad hoc basis
No jointly commissioned model between the CCG and Cambridgeshire county Council ( most other areas have a jointly commissioned Model)
Inconsistencies in data collection. Data across Peterborough and Cambridgeshire need to be aligned and consistent in line with agreed Key Performance Indicators and contract requirements.
Access, referral and clinical pathways not consistent across the county.
Increasing Demand for SLCN

## Methodology

The review used the Balanced System® framework, developed over 15 years to provide a practical, holistic solution to the challenge of meeting the needs of children and young people with speech, language and communication needs (SLCN). It provides a framework and suite of tools and templates that can be used to improve the commissioning and delivery of services which benefit from an integrated approach to delivering outcomes.

A wide range of stakeholders were invited to participate in the survey and stakeholder events Including:

- All secondary, primary and special schools
- All Early Years Settings
- Children's Centres
- Employees at Cambridgeshire County Council including the SEN and Early Years practitioners
- Employees of CPFT and CCS
- Parents

## Parents' Views

Family Voice and Pinpoint supported access to parents through the stakeholder engagement and disseminated the parental survey The online survey for parents was completed by 80 parents and carers responsible for children and young people. The highest response rates were from parents of children aged between 3 – 4 years and 5 – 10 years 80 parents participated in the parental survey in Cambridgeshire. There were a range of views, comments and requests. Key areas are outlined below:

- Information about the SLCN service available for children and their parents, carers – how to access the service and timescales
- Reduced waiting times and support in the interim periods
- Consistent SLCN provision across Early Years and school aged – often more in the Early Years
- SLCN support in educational settings including special schools, specialist provisions and colleges (up to 25) – can be less support in specialist settings than in mainstream
- Choice of where the child is seen
- SLCN based upon needs of the individual not what “most” children need – currently seen as one approach fits all
- Regular therapy which might include one to one and group work with clear targets , outcomes and review of progress.
- More multi agency and integrated working which involves parents, especially for children with complex SLCN
- More SLCN staff

- Regular and on going support for parents and families

## **Funding arrangements**

CCC is one of the few areas who do not Jointly commission a SLCN service together with health. The current service is commissioned by the CCG with ad hoc purchasing of packages of care and input to Education, Health and Care Plans (EHCP) and Tribunal outcomes by CCC.

The Code of Practice for SEND 0-25 and the Children and Families Act require the development of a Local Offer which is jointly commissioned by health and education partners to meet the needs of all children and young people with SEN whether or not they have an Education, Health and Care Plan.

Explore a jointly commissioned model, between the Local Authorities and the Clinical Commissioning Group.

This would pull together all of the resources currently spent on SLCN to deliver The Balanced System® that identifies interventions for universal, targeted and specialist provision (see below).

### Next steps

This review and options will be considered by the JCU and CCG for consideration and agreement on the way forward.

## **National and local context**

The national policy and legislative context relating to the support of children and young people with SLCN cuts across government departments including Department of Health, Department for Education and the Ministry of Justice. The Children and Families Act (2014) places an ongoing requirement for a joint commissioning approach in respect of children and young people with Education, Health and Care needs. Local Authorities and Clinical Commissioning Groups are expected to jointly commission both a Local Offer for all children and young people with SEN and to ensure that appropriate joint commissioning arrangements are in place to meet the needs of children and young people with Education, Health and Care Plans.

## **Proposal**

The Proposal is to develop a jointly commissioned model between the CCC and the CCG. Through a jointly commissioned model this service will promote a cohesive and seamless approach to meeting the needs of Cambridgeshire's children and young people. Equitable and needs based provision will be delivered across the range of universal, targeted and specialist levels, across the age range from birth to a young person's nineteenth birthday. The extension of provision for young adults up to 25 years of age with an Education, Health and Care Plan will also be considered within the specification, however baselining of need will need to be ongoing during the initial period of the specification.

The specification will be based on The Balanced System® (Gascoigne, 2008 - 2015)<sup>1</sup>, an outcomes based approach to delivering integrated services for children and young people. It has been developed in line with national policy and legislation as well as professional guidance for speech and language therapists in response to the challenges identified in the Berrow Review (DCSF, 2008) and Better Communication Action Plan (2011). Schools, early years settings and FE Colleges will be key partners to the success of delivering effective multi-agency support across the range of universal, targeted and specialist need.

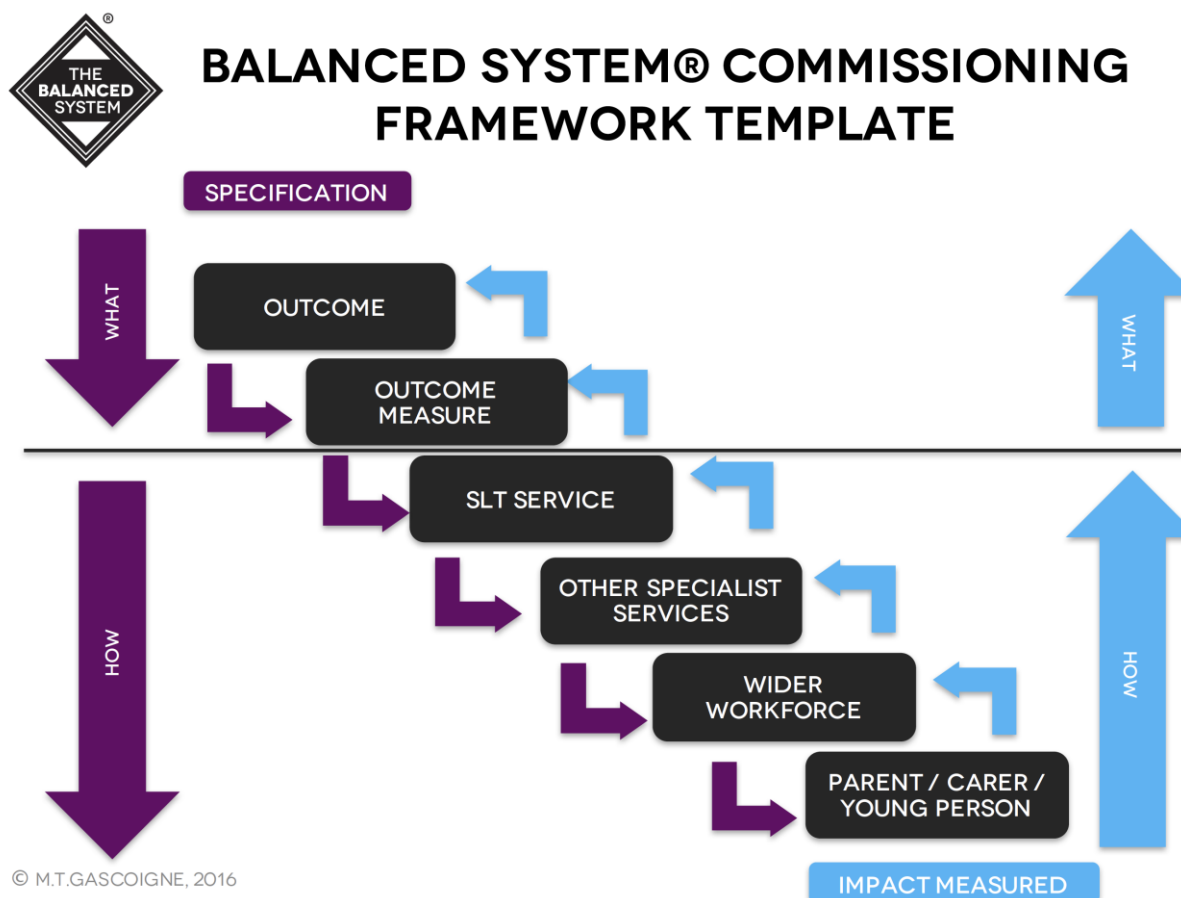


Figure 1: Balanced System Integrated Solution Commissioning Framework

## Service delivery principles

The specification is seeking to ensure an outcomes based approach to delivering integrated services for children and young people.

The core principles which should underpin the service are:

- Speech and language therapy provision takes account of the whole system across universal, targeted and specialist levels
- Objectives at each level should be linked to: Supporting families, Environment, Workforce, Identification and Intervention
- Collaborative working is integral to achieve outcomes. Support for children's language and communication should be seen as a shared responsibility: parents, school, early years settings, SLT providers, the wider workforce. The Service will work in partnership

<sup>1</sup> More detailed information regarding the background to The Balanced System™ can be accessed via the following link: [www.thebalancedsystem.org](http://www.thebalancedsystem.org)

with all providers of children and young people's services, including in health, education and social care

- Speech and Language Therapists (SLT) have an active but different role across the levels
- Children and young people are defined by their profile of need, not a setting attended or even necessarily a diagnosis or whether they have a Education, Health and Care Plan
- Pathways should be flexible to allow children and young people to access support from all levels (universal, targeted and specialist) meaning that access to interventions at each level should not be seen as mutually exclusive and children and young people might benefit from support drawn from one or more tiers simultaneously;
- Where possible SLT provision should be delivered in most functional settings for the child or young person;
- Functional goals should always be at the centre of interventions.

Through the Balanced System®, SLT service provision takes account of whole system across universal, targeted and specialist provision. Whilst delivery will be adapted to the specific needs of a given population, the core principles form the basis of the model.

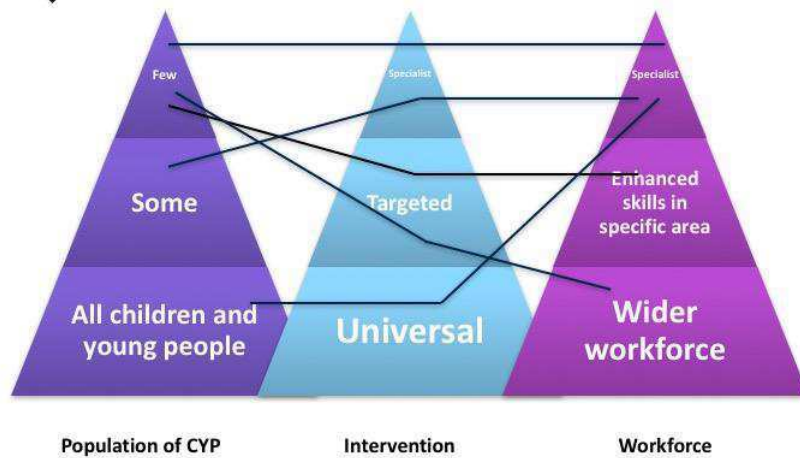
As an integrated service model, the Balanced System® requires input from registered speech and language therapists at all levels of provision, but the role and interface with the wider team of professionals and parents will vary from one level to another.

When considering the direct role of Speech and Language Therapists a number of important distinctions need to be made:

1. Not all children and young people with identifiable SLCN require direct intervention from a speech and language therapist, however, input from a speech and language therapist to the training and infrastructure development to allow others to support children at universal and lower-targeted levels is a fundamental part of the model.
2. There is no automatic 'read across' between children and young people who might be described as having complex or specialist needs in terms of an Education, Health and Care Plan and the requirement for specialist level speech and language therapy support. It is often the case that targeted support is appropriate for children and young people where SLCN is part of a wider profile of need. This is illustrated in figure WW below
3. Similarly, there will be children and young people with specific SLCN who may not otherwise be identified at a complex or specialist level of need who will require specialist SLT interventions in order to maximise their potential.
4. Finally, all registered speech and language therapists are able to provide some specialist level support as defined in this specification. Highly specialist SLTs will be required to provide specific specialist packages for some children and young people and the resource is calculated to allow for a range of skills to deliver the full range of provision.



## RELATIONSHIP BETWEEN POPULATION, INTERVENTION AND WORKFORCE



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Figure 2: Illustrating the flexible relationship between complexity, intervention and workforce

Janet Dullaghan  
Head of Commissioning  
Child Health and well-being  
Joint Commissioning Unit  
6/12/2016



**CAMBRIDGESHIRE SCHOOLS FORUM – FORWARD AGENDA PLAN**

<b>DATE/TIME/ VENUE</b>	<b>AGENDA ITEMS</b>	<b>AUTHOR</b>	<b>DEADLINE FOR REPORTS TO DEMOCRATIC SERVICES</b>
<b>Friday 27 January 2017, 10.00am, Kreis Viersen room</b>	Minutes of the Meeting on 14 December 2016 and Actions Arising	<b>Richenda Greenhill</b>	10.30am, Tuesday 17 January 2017
	Dedicated Schools Grant Expenditure: Update	<b>Martin Wade</b>	
	Behaviour and Improvement Partnership (BAIP) Devolved Funding Formula	<b>Martin Wade/ Tom Jefford</b>	
	30 Hours Entitlement	<b>Martin Wade/ Sam Surtees</b>	
	Composition of Cambridgeshire Schools Forum	<b>Richenda Greenhill</b>	
	Forward Plan	<b>Richenda Greenhill</b>	
<b>Friday 17 March 2017, 10.00am Kreis Viersen room</b>	Minutes of the Meeting on 27 January 2017 and Actions Arising	<b>Richenda Greenhill</b>	10.30am, Tuesday 7 March 2017
	Dedicated Schools Grant Expenditure: Update	<b>Martin Wade</b>	
	Forward Plan	<b>Richenda Greenhill</b>	
<b>Friday 7 July 2017, 10.00am Kreis Viersen Room</b>	Appointment of the Chairman/ Chairwoman and Vice-Chairman/ Chairwoman	<b>Richenda Greenhill</b>	10.30am, Tuesday 27 July 2017

	Minutes of the Meeting on 17 March 2017 and Actions Arising	<b>Richenda Greenhill</b>	
	Dedicated Schools Grant Expenditure: Update	<b>Martin Wade</b>	
	Forward Plan	<b>Richenda Greenhill</b>	
<b>? September 2017 tba</b>			
	Minutes of the Meeting on 7 July 2017 and Actions Arising	<b>Richenda Greenhill</b>	
	Dedicated Schools Grant Expenditure: Mid-Year Update	<b>Martin Wade</b>	
	Forward Plan	<b>Richenda Greenhill</b>	

Updated 05.12.16