

Rotherham Schools' Forum

Venue: Rockingham Professional Development Centre **Date:** Friday, 9 November 2018
Time: 8.30 a.m.

A G E N D A

1. Appointment of Chair for the 2018/19 School Year.
2. Appointment of Vice-Chair for the 2018/19 School Year.
3. Welcome and Introduction to new RMBC Officers.
4. Apologies for Absence.
5. Minutes of the Previous Meeting held on 10th July, 2018 (herewith). (Pages 1 - 4)
6. Matters Arising from Previous Minutes.
7. Schools Forum Representation - Proposed Model (herewith). (Page 5)
8. High Needs Block - Mid-Year Update and Recovery Plan. (Pages 6 - 44)
9. School Funding Formula Consultation (including outcome from the consultation).
 - a. Rotherham School Funding Formula.
 - b. Rotherham School Fund Formula Factors.
 - c. High Needs – Funding Transfer from the Schools Block.
 - d. Pupil Growth.
 - e. Central School Services Block.
10. Teachers' Pay Grant and Teachers' Pension Grant. (Pages 45 - 47)
11. 2019/20 Contingency for Pupil Growth funding Allocations (herewith). (Pages 48 - 49)
12. Date of Next and Future Meetings:-

Proposed dates are:-

Friday, 18th January, 2019

Friday, 5th April, 2019

Friday, 21st June, 2019

All commencing at 8.30 a.m. at Rockingham Professional Development Centre.

**ROTHERHAM SCHOOLS' FORUM
TUESDAY, 10TH JULY, 2018**

Present:- Mr. D. Naisbitt (Oakwood High School - in the Chair); Learning Community representatives:- Mrs. D. Ball (Aston Learning Community), Mr. A. Krabbendam (Kiveton Park Primary School) and Mr. P. Di'lasio (Wales High School).

Other stakeholders:- Mr. P. Silvester (Special Schools), Mrs. N. Towers (Diocese of Sheffield), Mrs. A. Smith (Early Years), Mr. S. Scott (Day Nurseries – Private, Voluntary, Independent), Mrs. J. Arechiga (RNN Group), Mrs. T. Brooke (Nexus Multi Academy Trust), Mr. A. Richards (Secondary Governors) and Mr. S. Mahmood (UNISON).

Also in attendance:- Mr. M. Chambers (RMBC Assistant Director of Commissioning, Performance and Quality), Mrs. V. Njegic (RMBC Finance) and Mr. D. Fenton (RMBC Service Leader, School Organisation, Admissions and Appeals).

Apologies for absence were received from:- Mr. S. Graves (Thrybergh Academy), Mr. P. Gerrard (Maintained Nursery Schools), Mr. C. Harris (Wickersley Learning Community), Mr. W. Carratt (Nexus Multi Academy Trust), Mrs. P. Williams (RMBC Head of Inclusion) and Mrs. S. Brook (NASUWT).

78. MR. M. CHAMBERS

The Chair informed everyone that this was the last meeting of the Rotherham Schools' Forum to be attended by Mr. M. Chambers, who had been promoted to a position with another Local Authority.

The Rotherham Schools' Forum thanked Mr. Chambers for his excellent services and wished him well with his future career.

79. LEARNING COMMUNITY AND STAKEHOLDER REPRESENTATIVES

The list of membership of the Rotherham Schools' Forum was circulated and a number of amendments were made.

Agreed:- That there shall be continual review of and discussion about membership to ensure that the balance of academy and non-academy schools represented on the Rotherham Schools' Forum accurately reflects the balance of the sectors in the Rotherham Borough area.

80. MINUTES OF THE PREVIOUS MEETING HELD ON 27TH APRIL, 2018

Agreed:- That the minutes of the previous meeting of the Rotherham Schools Forum, held on 27th April, 2018, be approved as a correct record.

81. HIGH NEEDS FUNDING - UPDATE

Further to Minute No. 73 of the meeting of the Rotherham Schools' Forum held on 27th April, 2018, discussion took place on the Funding for High

Needs, which had recently been the subject of detailed debate by the High Needs Sub-Group and at a meeting with representatives of the Government Department for Education.

It was noted that the current deficit of the High Needs Block, accrued during the current and the last financial years was approximately £10 millions, which would be carried forward to the 2019/2020 financial year. The Rotherham Schools' Forum duly noted the financial arrangements for this budget carry-forward.

Reference was also made to the Council's approval of the proposals to increase Special Educational Needs and Disability (SEND) capacity of provision across the Borough area by 138 places by 2021 (Minute No. 110 of the meeting of the Cabinet and Commissioners held on 19th February, 2018 refers). The Phase 1 projects were on schedule for completion by March, 2019.

The Schools' Forum agreed that the forthcoming submission to the Government Department for Education (DfE), in respect of the transfer of funding from the Schools Block to the High Needs Block in the 2019/2020, should be the subject of a timely consultation exercise during 2018, prior to approval of the submission by the Schools' Forum at a meeting to be held during January, 2019. It was apparent that the DfE would require the submission of the Local Authority's future plans for sufficiency, a recovery plan and also the outcome of the consultation process. The proposals for 2019/2020 would not need to include the alternative options of transferring varying amounts of money to the High Needs Block, a method which had been undertaken for the current financial year.

82. SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) - PRIMARY SCHOOLS OUTREACH CONSULTATION

Consideration was given to a report of the RMBC Head of Service for Inclusion containing a proposal for a revised model for the use of funding currently within the Dedicated Schools Grant to the Primary Aspire Pupil Referral Unit. The report stated that the funding would be utilised by the Aspire leadership to create outreach staff who would offer a range of support to children, families and school leaders.

The Rotherham Schools' Forum noted the contents of the report and members were asked to inform the Head of Service for Inclusion of any comments they may wish to make about the report's contents by Friday, 20th July, 2018.

83. SCHOOLS' BUDGET ALLOCATION FIGURES 2018/2019

Further to Minute No. 74 of the meeting of the Rotherham Schools' Forum held on 27th April, 2018, consideration was given to a report, presented by the Principal Finance Officer, detailing the Schools Block budget allocation figures in respect of each individual school for the current,

2018/19 financial year.

The Schools' Forum that the operational responsibility for the funding formula will remain with local authorities and schools' forums for the 2019/2020 financial year, but possibly pass to Central Government in April, 2020 through the National Funding Formula.

There is to be consultation with all schools during the Autumn Term 2018, prior to submission (during January 2019) of the proposed 2019/2020 budgets to the Department for Education.

Agreed:- That the report be received and its contents noted.

84. SCHOOLS FORUM FORWARD PLAN (WORK PROGRAMME)

Discussion took place on the following matters:-

Relevance of the Schools' Forum
Remit of the Schools' Forum

Constitution of the Schools' Forum

Communications - between members of the Schools' Forum and also with academies and schools

Connectivity - amongst members of the Schools' Forum and also with academies and schools and with the Local Authority

It was acknowledged that the model of representation from the Learning Communities had possibly become out-dated and that there should be further consideration of ensuring appropriate representation from schools and academies (primary and secondary) and from special schools. This piece of work will be led by Mrs. D. Ball and will take place early in the Autumn term 2018. There was a commitment from the Schools' Forum to re-constitute with an amended representation early in 2019 (following a review, recommendations and consultation in Autumn 2018).

It was also accepted that the stakeholder representation on the Schools' Forum should continue.

Reference was also made to Minute No. 145 of the meeting of the Council's Cabinet and Commissioners held on 21st May, 2018, concerning the proposals for the future enablement of School Improvement in Rotherham and proposals to bring together key strategic partners to create a Rotherham Strategic Education Partnership Board to set and oversee Rotherham Education priorities and avoid duplication.

It was agreed:-

(1) That the Rotherham Schools' Forum shall endeavour to be as representative as possible of all schools and academies throughout the Borough area and shall consider further the representation from schools

and academies at a future meeting during the early months of 2019; and

(2) That the positions of Chair and Vice-Chair of the Rotherham Schools' Forum for the 2018/19 academic year shall be discussed further at the Forum's first meeting during the Autumn term 2018.

85. DATE OF NEXT MEETING

Agreed:- (1) That the next meeting of the Rotherham Schools' Forum take place on Friday 28th September, 2018, at the Rockingham Professional Development Centre, commencing at 8.30 a.m.

(2) That the next following meetings of the Rotherham Schools' Forum shall take place at the Rockingham Professional Development Centre, commencing at 8.30 a.m., on the dates shown :-

Friday, 23rd November, 2018

Friday, 18th January, 2019

Friday, 5th April, 2019

Friday, 21st June, 2019

Schools Forum Representation – proposed model

(Sept. 2018 based on new current figure of academy/maintained schools).

Rationale:

Schools Forum have been discussing for some time the need to ensure that attendance at forum meetings is as proportionate and as representative as possible. This is not an exact science but a model which better reflected the status of schools in 2018 was required.

Set out below is a proposed model which uses the most recent information about the status of schools. It is proposed that schools agree to this model and that forum reconstitutes in January 2019 under this proposition.

It will be up to the Primary Heads, Secondary Heads and Special School Heads to determine representation through their scheduled meetings.

“Schools’ representation (from DFE guidance document)

Schools and academies’ (including free schools) representatives on the forum should be roughly proportionate to the number of pupils in each sector and would generally include representatives from:

- *maintained nursery schools*
- *maintained primary schools*
- *maintained secondary schools*
- *maintained special schools*
- *maintained pupil referral units*
- *mainstream academies (including free schools)*
- *special academies (including free schools)*
- *alternative provision academies (including free schools)*
- *post-16 education providers*

~Where there is at least one school in a particular category, there must be at least one representative for that group on the forum.

Proposed model based on the DfE guidance and status of Rotherham schools Sept. 2018

Type	Number	Pupils	% of total pupils	Possible number of reps.
Maintained Special	2	239	0.5%	1
Academy Special	4	461	1%	1
Nursery Schools	3	443	1%	1
Primary Academy	58	15,532	34%	Up to 6
Primary Maintained	36	10,153	22%	4
PRU	2	191	0.3%	1
Secondary Academy	14	15,823	35%	Up to 6
Secondary Maintained	2	2,417	5%	1
Total		45,259		21

REPORT FOR SCHOOLS FORUM

	Date of meeting:	9th November 2018
	Title:	High Needs Finance Update and Budget Sustainability Options
	Directorate:	Finance and Customer Services/ CYPs

Summary

This paper summarises the increase in the number of Education and Health Care Plans, the growth in demand for specialist provision and the financial position in 2018/19 of the High Needs Block of the Dedicated Schools Grant (DSG) and the revised cumulative deficit. The recent growth in volume through increased demand for special educational places and the impact on cost is outlined and compared against previous years.

The High Needs Block Recovery Plan aims to bring in-year expenditure in line with the annual budget allocation and focus on a longer term plan which will contribute to reducing the cumulative deficit. (*Appendix 4 – High Needs Block Current Spend & Future Years Projected Spend*)

Recommendations

- Note the growth in Education and Health Care Plans in Rotherham.
- Note the increased demand for Specialist Education provision.
- Note the actions in place to mitigate and minimise forecast pressure in 2018/19.
- Note the in-year High Needs forecast of expenditure of £4.537m as per September 2018
- Approve option 3 to implement a recovery plan which will enable future budget sustainability.

Background Papers

SEND Sufficiency Report to Cabinet (February 2018)

2. Background

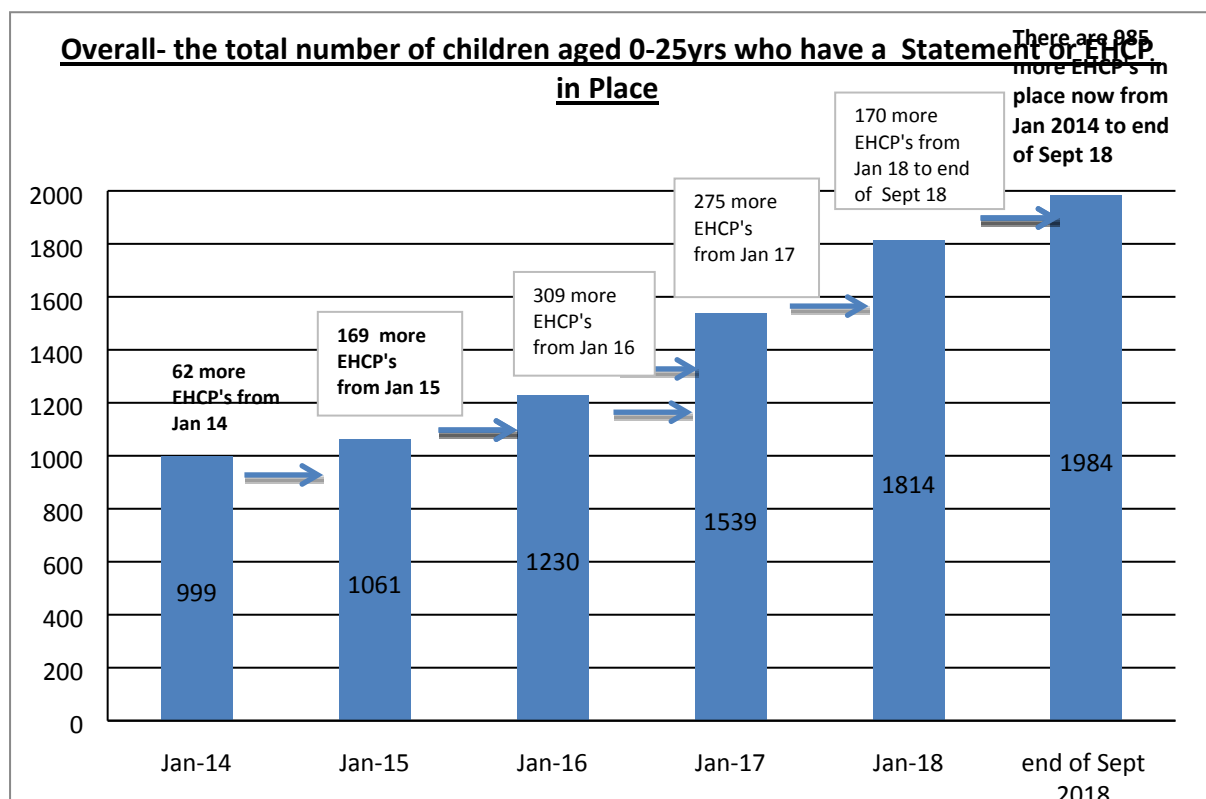
- 2.1 Rotherham faces considerable pressure in continuing to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). There are increasing numbers of pupils with an Education, Health and Care Plan (EHCP) and in-borough special school provision is currently over-subscribed.
- 2.2 Wherever possible children and young people should have their needs met in their chosen mainstream setting, educated alongside their peers within their local community. However for children with more complex needs specialist settings are sometimes more appropriate. Whether they are educated in mainstream schools or through specialist provision, these children and young people have a right to have their educational needs delivered. Funding for specialist education provision is provided from the High Needs Budget – part of the Dedicated Schools Grant (DSG).
- 2.3 The Dedicated Schools Grant is a ring-fenced grant from the Department for Education (DfE) to fund education provision. It is made up of four funding blocks:
- Schools – Individual mainstream schools and academies.
 - High Needs – funding for the education of pupils with an identified Special Educational Need (SEN) and normally subject to an Education, Health and Care Plan (EHCP). The funding is for pupils from ages 0-25 in a range of provision including special schools, mainstream schools, alternative provision and independent specialist provision. It also contributes to council expenditure for High Needs support services.
 - Early Years – Two Year old Funding; Early Years Funding in Schools and Private, Voluntary and Independent provision (PVI); and local authority retained expenditure for under five year olds.
 - Central School Services – funding for retained duties and on-going responsibilities (former ESG, central licences managed by the ESFA, admissions)
- 2.4 Schools, Early Years Services and Central School Services are delivered within their respective funding block allocation. The High Needs Block in Rotherham is over spending. This position is consistent with the majority of local authorities.
- 2.5 Rotherham is a relatively low funded authority and has seen significant pressures on the High Needs Block for many years. The funding for this block has historically been at less than 10% of the overall DSG (*Appendix 1 – High Needs Budget as a Percentage of Overall DSG*). The High Needs Budget allocation has increased year on year but, partly due to Rotherham's low funding baseline compared to neighbouring boroughs and nationally, the budget uplifts have not been sufficient to match the acceleration in demand and increase in the cost of provision.

- 2.6 During 2017/18 the ESFA required local authorities to undertake a historic spend data DSG block realignment exercise. The High Needs block was realigned after taking account of a £2.9 million transfer from the Schools block in 2016/17 and an additional £3 million transfer in 2017/18. Prior to this exercise Rotherham consistently had a lower High Needs allocation than its statistical neighbours and the transfers helped limit the impact of rising costs associated with the increasing demand for SEND provision in the borough. (*Appendix 2 – High Needs Block Financial Position*).
- 2.7 Under the high needs national funding formula, Rotherham is set to be a gaining authority if/when the formula is implemented in full. Following the realignment exercise the baseline for Rotherham in 2017/18 was £28.5m and the NFF modelling has shown the allocation should rise by 8.8% to £31m. Due to the central government not being able to afford to implement the proposals in full immediately these are being phased in and the maximum uplift in 2018/19 was 3% with a further 3% expected for 2019/20.
- 2.8 During recent years Rotherham has faced growing pressure on the High Needs Budget which has resulted in year on year deficits. In 2015/16 the High Needs in-year deficit was £1.004m; in 2016/17 it was £4.632m (a cumulative deficit of £5.636m); in 2017/18 it was £5.098m (a cumulative deficit of £10.735m) and in 2018/19 it is forecast to be £4.537m (a cumulative deficit of £15.272m)
- 2.9 Over the same three year period the number of children and young people with EHCPs and their predecessor SEN has grown. In 2015/16 (Jan-16) the number of EHCP/SEN was 1,230; in 2016/17 (Jan-17) it was 1,539; in 2017/18 the number rose to 1,958 and at the end of September is 1,984.
- 2.10 In addition to providing education provision for children with SEND the High Needs Block also funds Alternative Provision for those pupils that have been excluded from schools and academies into Pupil Referral Units. The number of pupils in Alternative provision has increase from 146 in January 15 to 191 in May 18.
- 2.11 In 2017/18, 41 children were permanently excluded from secondary school, an increase of 10 from the previous year; of these only 10% had an EHCP. Three children were permanently excluded from primary school during the same period, one of these children had an EHCP.

3. Key Issues

- 3.1 The number of EHCPs or Statement of Educational Need (SEN) in Rotherham is 1,984 as at the end of September 2018. A deficit on the high needs budget has been evident for the last three years in spite of increases to the annual allocation. Over the same period, the number of children and young people with EHCPs has dramatically increased. The high needs budget has increased, through annual uplifts and transfers of funding from the Schools Block, however this has not been sufficient to keep up with demand for specialist and bespoke education places.

Graph 1: Number of Children with EHCP (or SEN)



- 3.2 In September 2017, The Association of Directors of Children's Services (ADCS) issued a survey to all directors of children's services in order to develop a better understanding of the pressures on High Needs funding. The survey aimed to quantify the financial pressures on High Needs budgets while also identifying the key contextual drivers creating the demand for High Needs funding.
- 3.3 85 local authorities, from 152 top-tier authorities in England, responded to the survey. 68 local authorities reported an overspend on the High Needs Block budget totalling £140m in 2016/17. Local authorities managed this overspend by:
- Utilising DSG reserves, as a result a number of local authorities reported that their DSG reserves are now either depleted or in deficit.
 - Transferring funding from the schools and early years block within the DSG.
 - Carrying the High Needs block deficit forward into the current financial year.
- 3.4 There has been a significant increase in the number of children with SEND who require High Needs support due to:
- The extension of support to young people up to the age of 25 (previously up to age 19) for which local authorities have received no additional funding.
 - The needs of children with special educational needs and/or disabilities are becoming more complex and this is driving increased financial pressures across the system.

- There is a shortage of local specialist educational provision to meet need, particularly in relation to ASD and SEMH, and this is resulting in increased specialist placements with independent providers, some of which are located outside of the local area.
 - Local authorities are also seeing increased demands for top-up funding across all settings
- 3.5 The DfE have recently provided information for 2010 - 2018 and this shows growth in EHCPs across most age groups, however in terms of provision the number of EHCPs in mainstream education has remained constant with significant growth in special schools, independent providers and further education, *see appendix 3* for details.
- 3.6 The demand in Rotherham is attributed to combination of those factors evidenced through the ADCS survey. Rotherham's High Needs budget allocation has gone up, but at a much slower rate than demand. If spend per child were capped to achieve a balanced budget there would be a risk that we were not performing our statutory duties to meet the needs of children and support them to achieve positive outcomes. Where parents feel that the local area has not responded to assessed need appropriately this can be escalated through a tribunal process, incurring additional costs.
- 3.7 The immediate aim needs to be for a re-basing of the high needs budget and the implementation of the SEND Sufficiency Strategy – Cabinet paper in February 2018 – to create more local cost effective provision to a level that is sustainable over the long term. In addition to the SEND Sufficiency Strategy, a Social Emotional and Mental Health (SEMH) Strategy is in development which will set out partnership actions to prevent needs from escalating and reduce the number of fixed term exclusions.
- 3.8 The council has met demand for SEND placements via the commissioning of places not just in mainstream but in special schools, sixth form provision, alternative provision and independent specialist provision. An increase in pupils needing special school provision and specialist provision in other settings has also led to increase costs. Insufficient places in specialist provision remains an issue in the borough. This has been mitigated to a degree with 135 new special school places being utilised compared to January 2015 and was further addressed through the implementation of the SEND Sufficiency Report, approved by Cabinet in February 18.
- 3.9 Further development of a 19-25 education provision in partnership with Newman Special School has created 15 new places at a new site, The Rotherham, Opportunities College (The ROC) from September 2018 with a further 10 places becoming available from September 2019. The current costs of an Out of Authority (OOA) school placement for post 19 provision ranges from £60,000 to £90,000 per annum, which equates to between £300,000-£450,000 per child if they were in this provision for five years (to 25 years). The proposed funding to meet the same kind of needs is currently set at £25,000 per annum equalling £125,000 over five years.

3.10 Continuing development of a specialist residential provision for children and young people with SEND at Rainbows Corner, would see the opportunity to return to Rotherham, up to 5 five young people in Out of Authority residential and education provision, realising efficiencies and costs savings from the Children's Social Care budget and the High Needs Block

3.11 The table below shows the educational setting for children and young people with education and health care plans and where there are increases (and pressures) in terms of placements

Table 2: Education Placement Mix – January 2015 to September 2018

	Number of EHCP/SEN Jan-15	EHCPs across settings Jan-15	Number of EHCP/SEN Sept 2018	EHCPs across settings Sep-18
Total	1,061		1984	
Rotherham Mainstream Education	433	40.80%	580	29.23%
Rotherham Special Schools	535	50.40%	683	34.43%
Rotherham - Pupil Referral Units	17	1.60%	87	4.39%
Out of Authority Provision	68	6.40%	236	11.90%
Rotherham Other Provision (P-16 & EOTAS)	8	0.80%	360	18.15%

	EHCP Growth	EHCP growth across	Percentage of additional EHCP places compared to Jan-15
	Jan-15 to Sep-18	Settings %	
Total	923		
Rotherham Mainstream Education	147	15.93%	33.95%
Rotherham Special Schools	148	16.03%	27.66%
Rotherham Pupil Referral Units	70	7.58%	411.76%
Out of Authority Provision	168	18.20%	247.06%
Rotherham Other Provision (P-16 & EOTAS)	352	38.14%	4,400.00%

3.12 In table 2 the areas of cost pressure are clear. All settings have experienced increased demand since 2015. Use of out of authority places has more than doubled.

3.13 The latest high needs budget monitoring for September 2018 is forecasting an in-year overspend of £4.537m. The forecast cumulative deficit at the end of the 2018/19 financial year would be £15.272m (see table 1 for details).

Table 1: Financial Deficit and Rise in EHCPs

Year	In-Year Deficit (£m)	Cumulative Deficit (£m)	No. of EHCP or SEN	Rise in EHCP from previous year
2015/16	1.005	1.005	1,230	169
2016/17	4.631	5.636	1,539	309
	5.098	10.735	1,814	275
2018/19	4.537	15.272	1,984	170

3.14 A breakdown of spend on the High Needs Block is provided in *Appendix 4*. The document provides the 2017/18 outturn, the forecast spend in 2018/19 generating the £4.5m overspend and the estimated spend in 2019/20 and 2020/21 leading to a balanced annual budget.

3.15 The High Needs Fair Funding Formula indicative allocation for Rotherham is due to increase compared to the 2018/19 level, rising to approximately £30.6m by 2019/20. Based on current estimated spending levels of £35m (2019/20 forecast) this would still be £4.4m short of the current funding levels for educating children with identified special educational needs and disabilities.

3.16 The main areas of increased spend are in the following areas:

- Special School Places
- Top Up Funding
- Alternative Provision (PRU's)
- Out of Authority Placements (OoA)

3.17 One of most significant impact on the high needs budget is as shown in table 3.

Table 3: Spend on out of authority placements

Year	OoA Spend £m	Increase £m
2016/17	6.207	1.622
2017/18	7.952	1.745
2018/19	8.450	0.498

3.18 Out of authority placements are a combination of independent specialist provision, residential schools and complex care placements linked to LAC children.

3.19 The complex care placements are joint funded by social care, health and education and are also a significant pressure on the social care and health budgets. The strategy to provide provision for these places locally will not only benefit the High Needs Block but also generate cost reductions for health and social care.

- 3.20 The strategy over the coming years is to develop sufficient provision in Rotherham as outlined in the SEND Sufficiency Strategy (*see Appendix 5*) and development of more local provision reducing the reliance on out of authority provision to in borough. In doing so the average saving per place is estimated to be £30,000 per annum.
- 3.21 It is essential that all planning is informed by a robust understanding of current and projected demand and that any placement moves are undertaken in the context of a child's wider care plans.
- 3.22 The number of children placed out of the authority is 236 (September 2018). The predominant presenting needs are in relation to children diagnosed with Autism spectrum disorder, children with social emotional and mental health needs and children between the ages of 16 and 25. Work is ongoing to address this need through forging creative partnerships with local providers and neighbouring local authorities. This work will enable us to avoid placing additional children out of authority and to move some children back to an educational placement in Rotherham, wherever this is appropriate and will support children to achieve positive outcomes.
- 3.23 The recovery plan is to reduce by 50 (over the next two years) the number of children currently educated outside of Rotherham in higher cost settings by creating provision in the area, the average full year saving per place would be £30,000.
- 3.24 An SEMH Strategy for Rotherham is currently being co-produced and will set out a number of partnership activities to address the needs of children with SEMH effectively and reduce demand for higher tier services, including alternative provision. The Strategy will recommend a review of inclusion services to ensure they are value for money, high quality and appropriate to meet demand.
- 3.25 Additional actions to control expenditure include:
- Utilise all existing placements in the borough
 - Review Top Up arrangements
 - Final approval through the AD Commissioning and Performance for all additional funding requests
 - Strengthen parent and carer knowledge the offer from available and suitable Rotherham provision in the early stages of the Education, Health and Care Plan process to minimise out of authority parental preference.
 - To continue to work with schools to maintain pupils in mainstream settings wherever possible.
- 3.26 The in-year actions described above are all aimed at limiting the anticipated over spend in 2018/19 to £4.5m and if possible to reduce it down. The main financial benefits from the work underway and outlined above will be realised in 2019/20 and 2020/21 financial years.

Currently out to consultation with schools

3.27 Transfer 1.5% of the schools block to the high needs block in 2019/20. This would transfer approximately £2.7m into the high needs budget for 2019/20. In 2018/19 0.5% (£0.9m) was transferred to the High Needs block.

2019/20 and Future Year Actions

3.28 As already mentioned a minimum transfer of 1.5% in 2019/20 has been requested from the Schools Block and it is the intention to propose, if permissible, a similar request for 2020/21 in order to achieve a balanced high needs budget position going forward.

Cumulative Deficit Reduction

3.29 In order to address and start to reduce the cumulative deficit on the high needs budget a greater than 0.5% transfer from the schools DSG block will be necessary. The strategy is to submit a disapplication request of 1.5% in 2019/20 in order to direct £2.7m from the schools block into the high needs allocation. This option is affordable for Rotherham mainstream schools given their relative funding level compared to statistical neighbours. Furthermore it is assessed as a fair deduction given the fact that the Rotherham DSG allocation for mainstream schools is increasing by 2.1% from the 2017-18 baseline due to the new national funding formula.

4. Options considered and recommended proposal

4.1 Option 1: Do nothing – this is not a realistic option given the existing growing pressures on the budget and predicted continued growth in demand.

4.2 Option 2: To implement the SEND Sufficiency Strategy and reduce the number of children and young people in out of area by 50 the next 2 years. This would save in the region of £1.5m per annum from 2020/21. In addition pursue the additional actions to control spend as outlined in para 3.25. It would not deal with the existing and future annual financial pressures or address the £15.272m cumulative deficit.

4.3 Option 3: As per option 2 with an additional proposal to redirect £2.7m from the Schools Block of the DSG to address the annual financial pressures and reduce the cumulative deficit. With regard to a re-direction of funding from the 2019/20 Schools Block a consultation was issued on 23rd October 2018 to all schools with the outcome to be presented to Schools Forum on November 9th 2018.

5. Consultation

5.1 Consultation has been ongoing through the Schools Forum and the Finance and High Needs Sub-Groups.

5.3 All schools and academies have until 7th November to return their school consultation questionnaires, which includes a proposal to redirect £2.7m (1.5%) of funding from the Schools Block to the High Needs Block. The outcomes of

the consultation will be presented in a report to Schools Forum on 9th November 2018.

6. Timetable for Decision Making

- 6.1 Consultation regarding any changes and recommendations to inclusion support services will commence in the autumn term.
- 6.2 As outlined above a proposal to transfer 1.5% from the 2019/20 schools block allocation to the high needs block will be consulted on in the autumn and subject to a Schools Forum vote in November 2018.
- 6.3 The deadline for a disapplication request to the Department of Education regarding the transfer of more than 0.5% of the Schools Block to the High Needs Block is the 30th November 2018.

7. Financial Implications

- 7.1 The financial implications are contained within sections 3 and 4.
- 7.2 Finance and Performance monitoring reports for the High Needs Block will be provided to Schools Forum on a period basis. In addition an update on the in-year DSG position is a standing section in the Council's Budget Monitoring Report to Cabinet. Regular finance and progress reports will be submitted to Schools Forum.
- 7.3 In 2019/20 and 2020/21 there is an element of growth factored into the financial projections however if this is exceeded it will negatively impact on the in-year financial forecast.

8. Name and contact details

Neil Hardwick
Head of Finance (CYPS)
Tel: 01709 254508
email neil.hardwick@rotherham.gov.uk

Jenny Lingrell
Joint Assistant Director Commissioning, Performance & Inclusion
Tel: 01709 254836
email jenny.lingrell@rotherham.gov.uk

Appendix 1 – High Needs Budget as a Percentage of Overall DSG

Dedicated schools grant: 2017-18 allocations local authority summary	2013-14 DSG allocations prior to deductions for academies recoupment and direct funding of high needs places by ESFA			2014-15 DSG allocations prior to deductions for academies recoupment and direct funding of high needs places by ESFA			2015-16 DSG allocations prior to deductions for academies recoupment and direct funding of high needs places by ESFA			2016-17 DSG allocations prior to deductions for academies recoupment and direct funding of high needs places by ESFA			2017-18 DSG allocations prior to deductions for academies recoupment and direct funding of high needs places by ESFA			2018-19 DSG allocations prior to deductions for academies recoupment and direct funding of high needs places by ESFA		
	As % of total	2013-14 high needs block allocation (£million)	2013-14 total DSG allocation (£million)	As % of total	2014-15 high needs block allocation (£million)	2014-15 total DSG allocation (£million)	As % of total	2015-16 high needs block allocation (£million)	2015-16 total DSG allocation (£million)	As % of total	2016-17 high needs block allocation (£million)	2016-17 total DSG allocation (£million)	As % of total	2017-18 high needs block allocation (£million)	2017-18 total DSG allocation (£million)	As % of total	2018-19 high needs block allocation (£million)	2018-19 total DSG allocation (£million)
Dudley	12.6%	29.42	234.32	12.7%	29.96	235.28	13.2%	30.79	232.95	13.3%	31.48	235.81	12.6%	30.85	243.94	12.3%	30.79	250.00
St Helens	13.4%	17.06	127.05	13.6%	17.35	127.99	14.2%	18.11	127.14	14.3%	18.35	128.64	13.9%	18.65	134.23	15.4%	21.49	139.89
Tameside	8.1%	13.81	171.09	8.3%	14.42	174.48	8.6%	15.00	173.69	8.4%	14.98	178.07	10.1%	19.03	187.81	9.9%	19.40	195.03
Wigan	10.6%	24.20	227.47	10.9%	25.05	229.10	11.3%	26.00	229.12	11.5%	26.47	230.75	11.3%	27.44	243.34	11.3%	28.20	249.11
Barnsley	11.2%	17.43	155.47	11.3%	17.74	156.50	11.7%	18.60	159.54	11.9%	18.88	159.24	12.4%	21.53	173.09	12.1%	21.86	181.00
Doncaster	12.2%	26.32	215.64	12.3%	26.93	219.56	12.5%	27.84	222.30	12.4%	28.07	226.64	12.3%	28.93	235.12	12.3%	29.73	242.28
Rotherham	9.0%	19.26	213.85	9.3%	20.12	217.04	9.6%	20.86	217.02	9.6%	21.18	220.05	11.3%	25.73	228.45	12.6%	29.52	234.82
Wakefield	9.5%	22.57	237.10	9.7%	23.24	240.32	9.9%	23.85	240.27	10.0%	24.45	245.23	10.5%	27.07	258.28	10.8%	28.76	266.61
Hartlepool	13.2%	9.90	74.85	13.0%	9.85	75.55	14.1%	10.48	74.36	14.2%	10.62	74.69	13.4%	10.59	79.30	13.1%	10.56	80.58
Redcar and Cleveland	13.8%	14.87	107.41	13.7%	14.71	107.43	14.1%	14.95	106.29	14.1%	15.07	106.80	14.3%	16.11	112.38	13.9%	16.01	114.82
North East Lincolnshire	14.3%	15.44	107.78	14.3%	15.63	109.65	13.1%	15.92	121.17	13.5%	16.12	119.22	13.4%	17.11	127.75	13.5%	17.68	130.60
North Lincolnshire	11.8%	13.72	116.18	12.0%	14.09	117.3	12.3%	14.78	119.88	12.2%	14.90	122.47	12.3%	15.56	126.37	12.4%	16.23	130.44
Telford and Wrekin	12.8%	15.53	121.06	12.7%	15.64	122.72	12.7%	16.18	127.64	12.4%	16.45	132.35	14.5%	20.15	139.02	14.6%	21.29	145.76
In-Year Block Transfer		0			1.16			2.94			2.99			3.00				
Revised Rotherham High Needs Budget					21.28			23.8			24.17			28.73				29.52

Rotherham has consistently had a lower high needs allocation than statistical neighbours.

The impact of this has been exacerbated during the last two years due to the increase in demand for specialist placements, this coming as a direct result of the significant rise in EHCPs.

Plans for developing local provision at a lower cost are progressing and will provide greater choice and varied provision, for SEMH in particular. This will mean that some of the more expensive out of authority costs are avoided in future years.

Appendix 2-High Needs block Financial Position

2014 to 2020

Year	HNB Allocation (£) (Note 1)	HNB Allocation after deductions (£) (Note 2)	Value of any transfer from Schools Block (£)	Value of any transfer from/to Early Years Block (£)	Final cash value of HNB (£)	Carry Forward Deficit Adjustments	Final High Needs Block	Actual Spend (£) (Note 3)	Over (Under)-spend (£) (Note 4)	Cumulative Deficit in Grant Reserve
(a)	(b)	(c)	(d)	(e)	(f) = (c) + (d) + (e)			(f)	(g) = (f) – (e)	
2014-15	20,549,574	19,272,155	1,158,474	1,009,366	21,439,995	-1,353,666	20,086,329	21,096,544	1,010,215	0
2015-16	20,779,662	19,553,666	2,943,992	434,626	22,932,284	-1,010,215	21,922,069	22,926,764	1,004,695	0
2016-17	21,222,736	18,190,107	2,989,864		21,179,971	-1,004,695	20,175,276	25,811,728	5,636,452	5,636,452
2017-18	25,729,600	20,850,941	3,000,000		23,850,941		23,850,941	28,949,263	5,098,322	10,734,774
2018-19	29,636,890	23,639,391	936,823		24,576,214		24,576,214	29,113,066	4,536,852	15,271,626
2019-20*	30,596,913	24,599,414	2,700,000		27,299,414		27,299,414	29,000,000	1,700,586	tbc

Note 1: the figure published by DfE

Note 2: the figure after deductions for academies, import/export deductions etc.

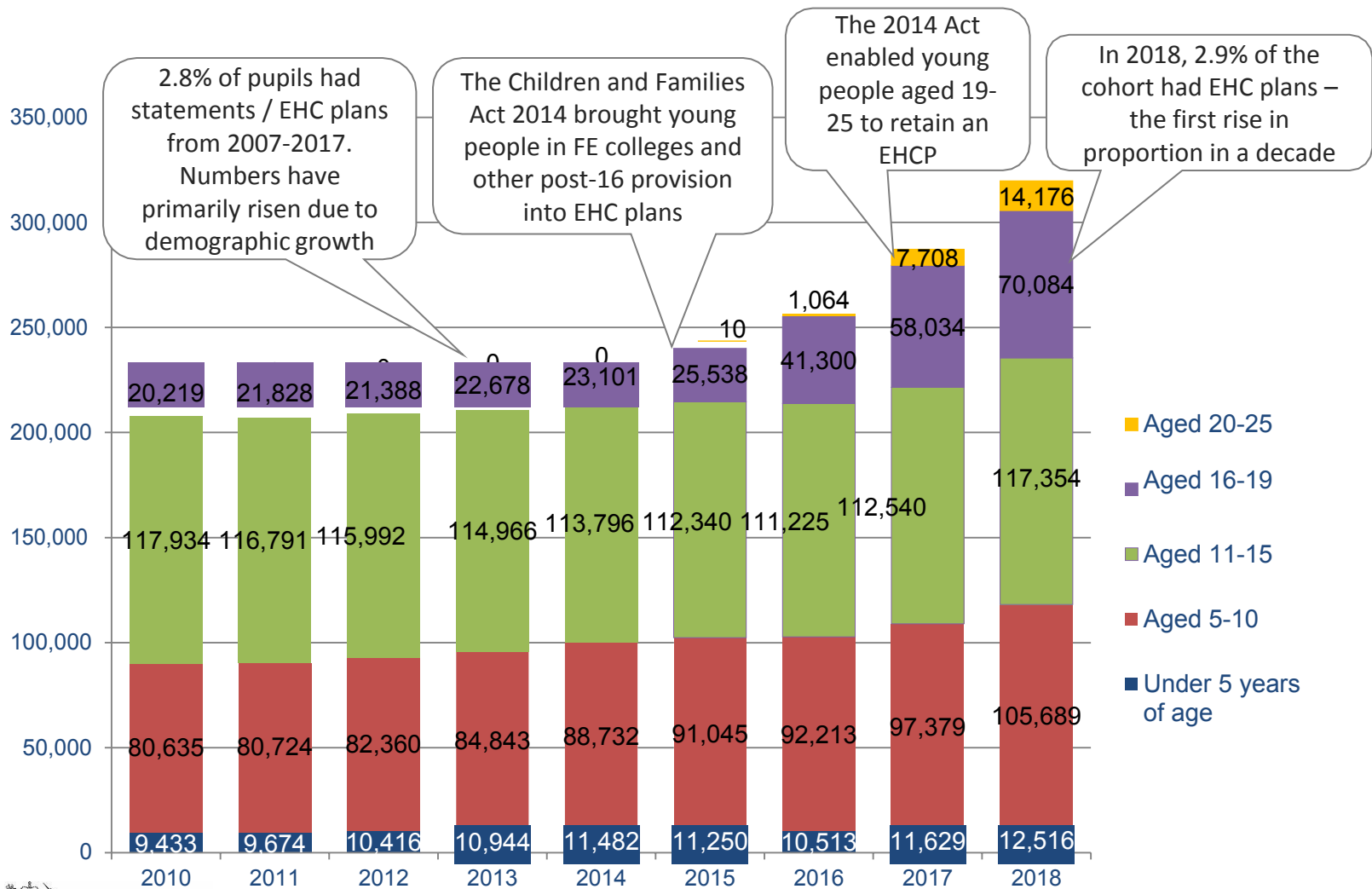
Note 3: forecasted spend for 2018-19 and 2019-20

Note 4. In year over/(under) spend

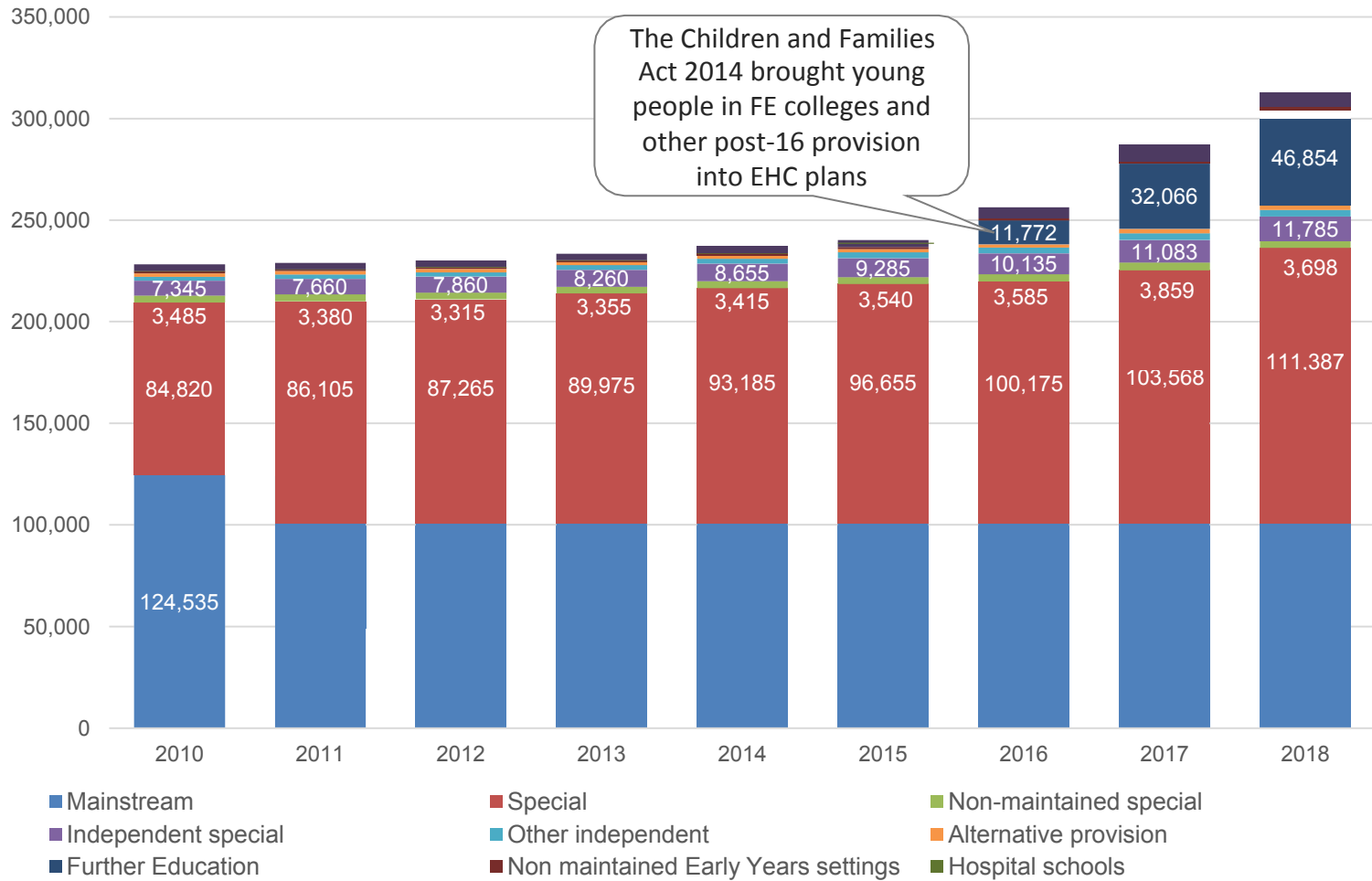
** 2019-20 is based on Provisional NFF high needs funding in 2019-20 & requested 1.5% transfer*

**2019-20 Forecast cumulative deficit position £16,972,213*

The local offer – growing numbers



The local offer – changing placements



Additional Places 35 45 58 138

High Needs MTFS

<u>Area</u>	Outturn 2017/18 £ '000	Forecast 2018/19 £ '000	Indicative 2019/20 £ '000	Indicative 2020/21 £ '000
Special Schools	12,758	13,338	14,463	15,913
Primary Resource Units	163	103	103	103
Secondary Resource Units	283	235	235	235
Top up Funding - mainstream	2,402	3,056	3,056	3,056
Top up funding Post 16	1,240	1,182	1,182	1,200
Alternative Provision	3,567	4,261	4,261	4,261
Out of Authority Placements	7,952	8,450	7,299	5,131
Inclusion Services	2,903	2,589	2,339	2,339
Other Education Services	1,183	761	1,000	1,000
CCP & FE places	1,070	1062	1,062	1,062
Total Expenditure	33,521	35,037	35,000	34,300
Funding Baseline	28,423	29,600	30,600	31,600
Disapplication Funds		900	2,700	2,700
Annual Overspend	5,098	4,537	1,700	0
Cumulative Deficit b/f	5,637	10,735	15,272	16,972
Cumulative Deficit	10,735	15,272	16,972	16,972

Summary Sheet

Name of Committee and Date of Committee Meeting

Cabinet and Commissioners Decision Making Meeting – 19 February 2018

Report Title

Special Educational Needs and Disability (SEND), Sufficiency and increase in educational provision - Phase 1

Is this a Key Decision and has it been included on the Forward Plan?

Yes

Strategic Director Approving Submission of the Report

Ian Thomas, Strategic Director of Children and Young People's Services

Report Authors

Paula Williams, Head of Inclusion

Dean Fenton, Head of School Planning, Admissions and Appeals

Steven Harrison, Strategic Commissioning Manager – CYPS

Robert Holsey (Children and Young People's Services Asset Manager - Regeneration and Environment)

Ward(s) Affected

All

Summary

This report outlines the outcome of the consultation and seeks approval in relation to the proposals to increase Special Educational Needs and Disability SEND provision across the Borough following the SEND Sufficiency report to Cabinet on 16th October 2017. Consultation was undertaken in line with the requirements of the Department for Education (DfE) – Special Provision Capital Fund guidance which states that Local Authorities need to plan how to invest their allocation and other funding to achieve the best outcomes for children and young people with special educational needs and disabilities.

Recommendations

1. That approval be given to the increase in educational provision for Special Education Needs and Disability (SEND) across the Borough following consultation.
2. That approval be given to the projects that are to be linked to the Capital Programme within the Formal Budget & Council Tax 2018-19 report.

List of Appendices Included

Appendix 1 – Consultation summary

Background Papers

Report to Cabinet on 16th October 2017 seeking approval to consult on proposals to increase capacity of provision across the Borough.

SEND Sufficiency report (appendix 1 to the above report)

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required

No

Exempt from the Press and Public

No

Special Educational Needs and Disability (SEND), Sufficiency and increase in educational provision – phase 1

1. Recommendations

- 1.1 That approval be given to the increase in educational provision for Special Education Needs and Disability (SEND) across the Borough following consultation.
- 1.2 That approval be given to the projects that are to be linked to the Capital Programme within the Formal Budget & Council Tax 2018-19 report.

2. Background

- 2.1 Approval was given by Cabinet on 16th October 2017 to commence a period of consultation in relation to proposals to increase SEND capacity of provision across the Borough by 125 places by 2021.
- 2.2 The report outlined the growth in the general pupil population in recent years and the subsequent increased need for school places for pupils with a range of SEND needs.
- 2.3 The report further outlined that following completion of the SEND sufficiency report, an additional 125 SEND places will be needed across the Borough to meet current and expected future demand up to 2021. 75 places are required to reduce out of authority placements by half and 50 places to add additional capacity and provision within the Borough to support future increase in demand from population increase.
- 2.4 The implications of not having enough SEND provision in the Local Authority area are that there are rising numbers of Rotherham children with Special Educational Needs and Disabilities having their needs met in provisions outside Rotherham. This means some of the most vulnerable children have to travel the furthest distance to school. The number of pupils currently placed outside the Local Authority is approximately 150 which fluctuates fortnightly as a result of Education, Health and Care Plans being finalised following panel decisions.
- 2.5 The Dedicated Schools Grant (High Needs Budget) is significantly overspent in this area. Indications are that there will continue to be significant increases in out of authority placements should 'in authority' capacity not be increased, leading to further demand on high needs funding allocation as 'out of authority' placements are significantly more expensive than 'in authority' placements.
- 2.6 The Table below outlines the proposed projects required to create the additional 125 places needed to accommodate current demand for SEND places and reduce the financial burden on the high needs funding allocation in future years. The table also outlines proposals for moving forward to create additional places post 2021 for anticipated future cohort number increases and also outlines the project costs.

2.7 Key to acronyms:

ASC	Autism Spectrum Condition
EY	Early Years
CLD	Complex Learning Difficulties
SEMH	Social, Emotional and Mental Health
SLD	Severe Learning Difficulties
HNB	High Needs Block funding

Phase 1 – 2018 to 2021 SEND sufficiency of provision

Type of provision required and number of places	Location and rationale	Priority and Timeline for building works start	Cost and Funding Stream
10 primary ASC places	New Waverley Junior Academy Outlined in prospectus seeking a sponsor	New school scheduled to open in September 2020	Part of the Waverley new school capital project
10 SLD places	Cherry Tree House / Nexus Trust Building on existing expertise	High priority Year 1	£113k DfE Grant First £166k allocation
10 primary ASC places (replacement for Flanderwell)	Rowan Centre Refurbishment of existing building Building on existing expertise	High Priority Year 1	£50k DfE First £166k allocation
20 complex needs primary / secondary places	Abbey School Nexus Trust x 2 classrooms Building on existing expertise	High Priority Year 1	£3k DfE First £168k allocation £195k Capital Programme
15 High level SEMH therapeutic places (Primary and Secondary)	Rowan Centre Refurbishment of existing building Building on existing expertise	High Priority Year 1	£100k Capital Programme

10 secondary ASC places	Wales High School x 1 classroom Building on existing expertise	Medium Priority Year 2	£200k DfE Second allocation £166k + £34k Capital Programme
10 EY transition places	Newman Special school Refurbishment of existing building Building on existing expertise	High Priority Year 1	200k Capital Programme
15 High Level SEMH therapeutic places (Primary and Secondary)	Aspire Refurbishment of setting Building on existing expertise	Medium Priority Year 2	£75k Capital Programme
10 Complex Needs primary / secondary places	Milton School x 1 classroom Building on existing expertise	Medium Priority Year 3	£200k DfE Grant Third allocation £166k + £34k Capital Programme
10 Complex LD/ASC places	The Willows School x 1 classroom Building on existing expertise	High Priority Year 1	£200k Capital Programme
5 possibly 10 commissioned places for highest level of SEMH provision	Private provider Sub -regional forum to offer security of place funding to the settings Commissioned specialist places	Medium Priority Year 2	Commissioned places from high needs funding
32 place SEMH special provision	CLPT Sub -regional forum to offer security of place funding to the settings Building on existing expertise within the Trust	Medium Priority Year 3	Local Authority to support a free school bid from Central Learning Partnership Trust to create a provision for the region

Post 16 provision Commissioned place provision	Private providers Commissioned specialist places	High Priority Year 1	Commissioned places from high needs funding
Total funding			£500k – DfE Allocations (over 3 years) £838k a bid for inclusion in the Capital programme

3. Key Issues

- 3.1 The increase in SEND provision within the Authority is necessary due to the increased pupil population since 2010 as outlined in section 2.1 of the report approved by Cabinet on 16th October 2017.
- 3.2 The creation of additional in borough provision will lead to a longer term saving on high needs funding as in borough placements cost on average £17.5k per annum as opposed to an out of authority placement which costs £35K on average but can rise significantly up to £60k and beyond per annum dependant on the type of provision required.
- 3.3 Due to a national rise in Education, Health and Care Plans (EHCP's), the sufficiency plan will be reviewed annually. With this in mind a review of the current figures from the December 2016 report has taken place which revises the number of new SEND places required, upwards by 13 (to 138 places) as of December 2017. This will be reviewed and monitored annually to assist forward planning in relation to the phase 2 identification of additional provision needed from 2021 onwards.
- 3.4 Partnership working with schools and a government agenda to support mental health needs in schools, is likely to affect the ability of the education sector to better support children in schools. This will mean that in the coming years the volume of requests for EHCPs should reduce in this area, so affecting the number of planned special provision places needed.

4. Options considered and recommended proposal

- 4.1 The report approved by Cabinet on 16th October 2017 considered options available including the recommended option to consult on proposals to increase provision in borough to ensure pupils are able to access high quality provision close to home reducing the longer term demands on the high needs block was approved.
- 4.2 Following a period of consultation, section 2.7 of this report details the recommended options to create in Borough solutions to the need for additional high quality SEND provision and also create longer term savings on the demands being placed on the high needs block of the Dedicated Schools Grant.

4.3 Beyond the financial benefits to the high needs budget there are additional benefits to creating further high quality SEND provision within Rotherham:

- Less travelling for our most vulnerable children
- Greater involvement in quality assurance of provision
- The opportunity for dual placement and inclusive opportunities for young people with their locality mainstream school where appropriate

5. Consultation

5.1 As the individual projects outlined in section 2.7 of this report fall below the threshold for completion of 'prescribed alterations', under the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 a period of consultation with relevant stakeholders is required to be completed to ascertain the views and opinions of stakeholders on proposals. This is also required as part of the SEND grant funding allocation from DfE of £500K referenced in section 7.1 of this report and the consultation requirements set by DfE are outlined in the quoted guidance below in section 5.2 and 5.3 of the report.

5.2 DfE - Special provision capital fund Guidance (extract):

Local authorities need to plan how to invest their allocation and other funding to achieve the best outcomes for children and young people with SEN and disabilities.

Local authorities will need to:

- **Consult with parents and carers.** *Effective engagement with parents and carers is crucial in building and implementing a strategy that develops support for changes. This helps local authorities ensure that services will meet the needs of children and families.*
- **Consult with schools, FE colleges and other institutions, which offer special educational provision.** *Local authorities should work with providers to identify how capital investment can best improve the quality of provision available for children and young people with EHC plans.*
- **Consider how to invest revenue and capital funding strategically** *to maximise the benefit of both in the context of the current infrastructure and programmes. This might include looking at how to expand participation in an existing learning programme by making capital adjustments so that children and young people with SEN and disabilities can also attend.*
- **Collaborate with other local authorities** *to form partnerships to work effectively across borders.*

5.3 DfE - Special provision capital fund Guidance (extract):

Before receiving the SEND funding allocation, local authorities need to:

- *Consult with parents and carers of children with SEN and disabilities and young people with SEN and disabilities.*
- *Work with education providers to agree how the capital can best be targeted.*

- *Fill in the short plan template, confirming that the requirement to consult with parents, carers and young people has been met and including information about the other groups that they have consulted.*
- *Publish a plan on their local offer page showing how they plan to invest their funding, before the deadline specified below.*

Note:

- *Where local authorities work collaboratively on projects, these must be listed on each local authorities' plan with an explanation of which other local authorities they have collaborated with and how.*
- *Where a project will both create additional places and improve facilities for current and future pupils, local authorities should show on the plan how much funding will be spent on each of the two objectives. This may involve estimating how much of the project's investment would go towards each of these two aims.*

*Local authorities do **not** need to send the completed form to the Department for Education.*

*Local authorities **should not** include costings where this would have a negative commercial impact. Where not all costings are included in the first publication of the plan, local authorities should re-publish the plan as soon as it is no longer commercially sensitive to publish this information.*

5.4 Consultation took place between 23rd October 2017 and 8th December 2017 and consultees included:

- SEND specialists including Autism Communication Team, Inclusion Support Services, Educational Psychology Service, Special School leadership, Mental Health Services and the Children's Disability Team.
- Focus / parent groups, specialist groups, Parents and Carers and children including - Rotherham Parents Forum, SEND Information and Advice Support Service, Rotherham Private, Voluntary and Independent Consortium, Young Person's Consultation Forum and Autism Stakeholders Group.
- Elected Members including Borough Councillors, Parish Councils and Members of Parliament for the three Rotherham Area constituencies:
- Schools, Further Education Colleges and private providers within the Borough.
- Neighbouring Local Authorities.
- Other interested parties and stakeholders.

5.5 The purpose of the consultation was to raise awareness of the proposal to increase the number of SEND school places and provide an opportunity to all interested stakeholders to contribute, with the aim of establishing any concerns and issues affecting the local community and the longer term development of the SEND provision.

- 5.6 The range of responses received during the consultation process were broadly very positive and supportive. Responses were received from The Parents forum, Young People's forum and 12 individual responses were received via email from Schools, members of the public, neighbouring local authority, private providers and specialist support service. The responses were used to inform the provision requirements and locations to maximise existing synergies and expertise.
- 5.7 Stakeholders were consulted directly via email as well as Parents Forum and Young Persons Forum. Responses were noted and included in the Consultation report at Appendix 1.

6. Timetable and Accountability for Implementing this Decision

6.1 Timeline for implementation (as set by DfE in their guidance)

By Wednesday 14 March 2018	Local authorities must publish the short plan on their local offer page (template provided)
Summer 2018	local authorities that have published the plan and consulted with parents, carers and young people will receive the first tranche of funding
March 2019	local authorities should update and republish their plan to show what they have spent on so far
Summer 2019	local authorities will receive the second tranche of funding
March 2020	local authorities should update and republish their plan again
Summer 2020	local authorities will receive the second tranche of funding
March 2021	local authorities should update and republish their plan a final time, to show how all money was eventually spent

- 6.2 Individual capital projects will be project managed by the Council's Asset Management Service with accountability for delivery to the Strategic Director of Regeneration and Environment.
- 6.3 Project implementation work with respective schools and Academy Trusts to implement the proposals will be led by Officers in Education and Skills and overseen by the Strategic Director of Children and Young People's Services.

7. Financial and Procurement Implications

- 7.1 A new grant funding allocation of £500k in total has been allocated to the Council from the Department for Education and payable in 3 equal instalments for the 2018/19, 2019/20 and 2020/21 financial years to support the development of SEND strategies and provision, subject to meeting the requirements to consult on and publish proposals as outlined above.
- 7.2 The total cost of the projects as detailed in paragraph 2.7 is £1,338k and this is forecast to be split between the three years £863k, £275k and £200k respectively. It should be noted that the initial indicative costs of £1.2m in the report to Cabinet on 16th October 2017 has increased by £138k following more detailed analysis of individual projects. The £500k grant will be applied evenly across the three-year period leaving a shortfall of £696k, £108k and £34k, a total of £838k.

- 7.3 The October Cabinet report also made reference to using £240k of funding from the Special Educational Needs capital grant allocation. However additional works required within the capital projects for the redevelopment of the SEND hub and SEMH provision mean that this allocation has now been fully utilised.
- 7.4 To address the £838k shortfall in funding, the Budget & Council Tax 2018-19 report to Cabinet and Council in February recommends that the scheme is added to the Capital Programme with the balance of funding to be met from corporate capital resources.
- 7.5 The projected annual savings on the High Needs budget made possible from this programme of spend is estimated to be in the region of £3.5m. These savings will offset spend allocated to the Dedicated Schools Grant (DSG) High Needs budget and will not fall on the Council's revenue budget. The savings will be achieved in two ways. Firstly, through reducing the need for high numbers of newly assessed children and young people to be educated outside Rotherham, and being able to offer high quality provision in borough. Secondly, for those children and young people currently placed in provision outside Rotherham, investigation with families about whether a child's needs can be better met in a Rotherham provision at annual review of the Education Health and Care plan. This will significantly reduce the escalating costs to the Dedicated Schools Grant High Needs budget.
- 7.6 The proposals would also have a positive impact on the Council's Home to School Transport budget and provision, as the proposals and the proposed changes to transport provision would reduce budget pressures as the increased number of places in borough, would reduce reliance on out of authority placement and the additional transport costs incurred.

8. Legal Implications

- 8.1 None of the individual proposals meet the requirement threshold to complete a full prescribed alteration under, the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 (guidance dated April 2016). The regulations however require a minimum period of 4 weeks consultation with relevant stakeholders be undertaken when proposals are below the threshold.
- 8.2 The guidance is set out to ensure that alterations can be made quickly where they are needed; that Local Authorities and governing bodies do not take decisions that will have a negative impact on other schools in the area, and that changes can be implemented quickly and effectively where there is a strong case for doing so.

8.3 The specific proposals set out in this report are limited changes which fall outside of the statutory process. Despite this, however, part 4 of the guidance requires Local Authorities and / or governing bodies to adhere to the usual principles of public law. They must:

- act rationally;
- take into account all relevant and no irrelevant considerations; and
- follow a fair procedure.

8.4 Section 14 Education Act 1996 requires a local authority to have regard to securing SEN provision is made for pupils with SEN Needs. Following enactment of The Children and Families Act 2014, the local authority retains responsibility for commissioning services for vulnerable children and young people with SEN and to keep such provision for children and young people with SEN and disabilities under review including its sufficiency (s.315 Education Act 1996), and to promote wellbeing and improve quality, working in concert with parents, young people, and providers. The Act is clear that, when considering any re-organisation of provision, decision makers must be clear how they are satisfied that the proposed alternative arrangements will lead to improvements in the standard, quality and/or range of educational provision for children with SEN.

8.5 Consultation has taken place with relevant stakeholders and a summary of consultation outcomes has been published on the Local Offer website as a requirement by the DfE as part of the SEND grant funding allocation.

9. Human Resources Implications

9.1 The proposals will create teaching and learning and support staff employment opportunities and recruitment to these posts will be required following Rotherham Metropolitan Borough Council recruitment procedures for Local Authority maintained provision and Academy Trust recruitment procedures where proposals are linked to Academy status schools.

10. Implications for Children and Young People and Vulnerable Adults

10.1 The additional SEND places created within the borough will give more children and young people the opportunity to access high quality provision closer to home to meet their educational needs.

11. Equalities and Human Rights Implications

11.1 Section 149 of the Equality Act 2010 requires that public bodies, in exercising their functions, have due regard to the need to:

- i. eliminate discrimination, harassment, victimisation and other unlawful conduct under the Act,
- ii. advance equality of opportunity and
- iii. foster good relations between persons who share a protected characteristic and persons who do not share it.

- 11.2 An Equalities Impact Assessment has been undertaken on the proposed increase in SEND provision. The assessment has not identified any potential for unlawful conduct or disproportionate impact and concludes that all opportunities to advance equality are being addressed. The increase in SEND provision within Rotherham will help to ensure sufficient provision for the increasing numbers of children within Rotherham and ensure that appropriate provision is made within mainstream education where this accords with parental preference. By acting to ensure children in Rotherham have access to a high quality school place, RMBC is promoting equality of opportunity for all children and young people.
- 11.3 The Council must ensure it meets its public law duties when making decisions, including meeting its public sector equality duty. It must consider all relevant information, disregard irrelevant information, act in accordance with the statutory requirements and make its decision in a fair and transparent manner. The Council has consulted on this strategy with the various interested parties cited above. When determining whether to approve the increase Cabinet must take account of these views.
- 11.4 The additional specialist provision will allow more parents and carers to access education for their child within the local area in future years, in an inclusive and innovative learning environment.

12. Implications for Partners and Other Directorates

- 12.1 There will need to be further involvement and engagement with Planning Department, Asset Management Services, Transport services, SEND Specialist Services, Finance Section and Schools and Academies, who will all be engaged and involved in the development of the new provision. This will be overseen by the Strategic School Organisation Group and SEND Board, reporting to the Strategic Director of Children and Young People's Services, Chief Executive and Elected Members as necessary and appropriate.

13. Risks and Mitigation

- 13.1 There are always risks and uncertainties when school place provision is considered, since future pupil numbers are based on estimations. Over provision at one school could influence pupil numbers at other schools. However, current provision is full or over-subscribed and this trend is set to continue, meaning that more pupils are being placed in provision out of authority increasing the financial burden on the High Needs Block.
- 13.2 Local Authorities are obliged, under the requirements of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, to provide sufficient education places, promote diversity and increase parental preference.

14. Accountable Officer(s)

Ian Thomas, Strategic Director of Children and Young People's Services

Approvals obtained on behalf of:-

	Named Officer	Date
Strategic Director of Finance & Customer Services	Michael Wildman	21.12.2017 31.01.2018
Assistant Director of Legal Services	Ruairi Wilson Neil Concannon	12.01.2018

Report Authors: Paula Williams (Head of Service – Inclusion Services)
Dean Fenton (Head of Service – School Planning, Admissions and Appeals)
Steven Harrison (Strategic Commissioning Manager – CYPS)
Robert Holsey (CYPS Asset Manager – Regeneration and Environment)

This report is published on the Council's website or can be found at:-
<http://modern.gov.rotherham.gov.uk/ieDocHome.aspx?Categories=>

This page is intentionally left blank

Appendix 1**SEND Sufficiency Consultation Report****Overview****a) Area**

Rotherham Metropolitan Borough Council commissioned an independent organisation, SEND4CHANGE, to undertake a sufficiency exercise concerned with specialist provision for pupils with special educational needs and/or disability (SEND). Data was gathered by SEND4CHANGE in close collaboration with key officers of the Council from the Inclusion, Pupil Place Planning and School High Needs Finance teams. The main focus of the project has been to assist with projecting future demand for SEND educational provision in the Borough of Rotherham from 2017 to 2021.

b) Introduction

This consultation statement provides the details of the consultation process undertaken as part of the Rotherham Metropolitan Borough Council (RMBC) proposal to increase the Special Educational Needs and Disability (SEND) provision in the borough, as set out in the SEND Strategy 2017/18

Rotherham Metropolitan Borough Council have undertaken work on the SEND Sufficiency development program since April 2015 and have undertaken a range of consultation activities as outlined below.

The consultations elicited a range of responses which have all been recorded and considered as part of the development of the RMBC SEND Sufficiency program

c) Consultation undertaken

RMBC's aim was to involve all stakeholders internal, external and in the community as much as possible through this consultation stage and to engage as wide a range of people as possible.

- To involve all stakeholders internal, external and in the community as much as possible through this consultation stage and to engage as wide a range of people as possible using a variety of approaches and communication and consultation techniques.
- To ensure that the consultation events take place at critical points in the process where decisions need to be made.

- To ensure that the results of consultation are fed back to local people and available as soon after the consultation events.
- As part of the requirement to consult and to publish details, a frequently asked questions page will also be added to the local offer site.

The purpose of the consultation was to raise awareness of the proposal to increase the number of SEND school places and provide an opportunity to all interested stakeholders to contribute; with the aim of establishing any concerns and issues affecting the local community and the longer term development of the SEND provision.

Consultation took place from 23rd October 2017 to 8th December 2017.

d) Details of stakeholders consulted

- SEND Specialists including; Autism Communication Team, Inclusion Support Services, Educational Psychology Service, Special School Leadership, Mental Health Services, Childrens Disability Team.
- Focus/Parent Groups, Specialist Groups and Parents 7 Carers including; Rotherham Parents Forum, SEND Information and Advice Support Service, Rotherham PVI Consortium, Young Person's Consultation Forum, Autism Stakeholders Group
- Elected Members, MP's, Parish Councils, Unions
- Schools/FE Colleges/ Private Providers
- Neighbouring Local Authorities and other interested parties

e) How

Stakeholders were consulted through various medium and events via the following:

Consultation Activity Date	Consult with	Consultation Method & Activities
27th October 2017	SEND specialists: Autism Communication Team, Inclusion Support Services, Educational Psychology Service, Special School leadership, Mental Health Services, Children's Disability Team	Email
23rd October	Focus / parent groups, specialist groups, Parents and Carers:	Email - for information to RPCF; SENDIASS; VAR – (Face to Face consultation with

<p>2017</p>	<p>Rotherham Parents Forum, SEND Information and Advice Support Service, Rotherham PVI Consortium Young Person's Consultation Forum, Autism Stakeholders Group</p>	<p>parents and young people sent to CYP Consortium 'Different But Equal Board'</p> <p>Request made to SENDIASS for a child friendly version.</p>
<p>23rd October 2017</p>	<p>Elected Members, MP's, Parish Councils, Unions</p>	<p>Email sent</p> <p>Members All</p> <p>MPs</p> <p>Parish Councils – with follow up letter to Committee Services.</p> <p>Unions email sent via Committee Service</p>
<p>23RD October 2017</p>	<p>Schools All / FE Colleges / Private providers/ Diocesan colleagues</p>	<p>Email - Schools All mainstream</p> <p>FE colleges and private providers</p> <p>Early Years providers – SENT to Nursery School settings and Children's Centres</p>
<p>26th October 2017</p>	<p>Neighbouring Local Authorities</p>	
<p>26TH October 2017</p>	<p>Other interested parties and stakeholders</p>	<p>SEND Local Offer</p>
<p>29th November</p>	<p>Parent Carer Forum</p>	<p>Consultation event</p>

Consultation Responses

The responses from this consultation and focus groups were collated and are captured below:

12 Email responses received from the following areas:

- 2 Professionals
- 1 Provider
- 4 Schools
- 4 Public
- 1 Other – Local Authority

The SENDIASS Consultation involved **45 young people aged 3 to 19 (and 23 accompanying parents or staff)** at:

- School (8 children, 4 parents, 4 staff members)
 - School (22 children, 4 staff members)
 - Resource (6 children)
 - Telephone consultations (4 children, 4 parents)
 - SEND Youth Forum Meeting (5 children, 3 parents, 4 staff members)
- A separate report has been produced.

Parent Carer Forum Consultation

10 Parents (including members from Parents Forum)

The following responses were recorded from the above;

'Firstly, I think it that having a plan around sufficiency, and that it is so well structured is excellent.

I would urge that taken into account is staff specialism and ensuring all the right therapeutic services are commissioned to support with regard to the provision is also taken into account. Having specialist speech and language therapists, occupational therapists and educational psychology support can make a massive difference and ensure that needs can be considered holistically by a robust team around the child. When new local specialist provision has been opened in the past this has not always been the case and some of our provisions have needed to close – my view is this has been a factor.

I would cite as a good example of a holistic approach working; the external specialist support and specialism from staff has been thought about carefully. There is also real commitment to partnership with families and creative, sensitive outreach.

I do feel these are vital factors to be incorporated into the new provisions.'

'Fantastic news! '

'I am writing to support the proposals for the additional places across Rotherham so that we can better meet the needs of students in the borough. This makes economical sense for the LA but more importantly social and emotional sense for the children and their families.'

'Youth and community leaders are paid far too much'

'It is a good idea to have more local educational provision.'

'However the information only mentions locations and 'types' of provision but there are many other important considerations in my view.

One of the (important) things on offer in many of the independent out of area schools in which our local children and young people are placed (out of area) are appropriately trained therapists (sensory trained occupational therapists, general occupational therapists, speech and language therapists, psychologists to name a few). If these new provisions do not have these staff (even if not on site all time they will need to be enough capacity to visit each site regularly) as well as teachers and TA's, then they will not be replacing like for like provision, and these in area 'units' will not be providing all of what the young people need. The type of support and advice provided in the independent schools will not be available from the NHS provision (OT, SALT, psychologist) in our area.

I hope that if the units are attached to mainstream schools, then the budgets will be protected and not absorbed into everyday running of the whole school; and also that children will not be forced into mainstream classrooms before they are ready.

I also wonder about post 16 provision. This is an area for which there is very little available at present, particularly for those with more complex needs.

Consideration also needs to be given to the design of the new provisions and I hope that input will be sought from children, young people and families as well as local practitioners e.g. autism communication team as to what would be a more suitable environment for someone with e.g. autism'

'There doesn't seem to be any provision for physically disabled children who need 1 to 1 support in mainstream settings. The Academy chains are making it impossible for children within this group to have the correct provision and support within a mainstream setting. No one is overseeing the inadequate provision provided or even policing it as the Education authority have no jurisdiction over the Academies. Because of this mainstream schools are failing Disabled children even though EHCP plans are in place as they are not being adhered to. Sadly I speak from personal experience and believe this is another group of children who are being failed as mainstream schools battle to keep funding for these children separate to other funding so they can spend on what they want.'

'The overall response from participants to the proposals was positive. All participants thought increasing the number of places within Rotherham was good and necessary, and that the proposal of increasing provision in a number of locations throughout the borough had some benefits. Some wondered if less locations, with more children at each, might improve access staff expertise, and to friendship groups (in and out of school) which was the priority for almost all participants.

Whilst we expected the topic of transport to the settings to be a major factor, this was rarely raised. Young people did feel that a long journey should be avoided where possible, but were pragmatic about the need to travel to the right school, and therefore this subject does not feature significantly in the report.

Participants volunteered their opinions and ideas willingly. Art activities enabled young people with limited verbal capacity to contribute. Participants in general seemed to enjoy the opportunity to communicate their ideas directly to the local authority and were impressed that they were able to ask questions with a promise of an answer.

For some children and young people, this consultation may have been their first taste of being asked to share their opinions and thoughts about something such as SEND provision. As such, there were some comments such as "I do think we should have animals but they won't really do it." Some young people showed an awareness of financial and practical restrictions, making comments like "I have loads of ideas, but they will just do whatever's cheapest."

The young participants had high aspirations for themselves, and wanted their schools to be places where they might be encouraged to believe their ambitions were possible. The atmosphere was one of hope that this might happen, and an acceptance that this might not. "Don't just say it. Do it"

'..... have read the information about supporting children with additional needs and extending their support.

The info only seems to relate to children who are of full time school age and does not include or discuss children who are in Early Years. Is there a reason for this?'

'The proposals below are an outline and do not constitute the full detail to do with the proposals by to support RMBC with the Sufficiency Plan. We see the value of additional provision in Rotherham based on a site with 70 years of experience and staff fully trained and adaptable. There is a need to retain and extend our provision and we also see the opportunity to widen the scope for pupils to mix and support each other and to be able to develop staff to meet internally a wider level of need and externally to advise and support educational provision to assist them with the challenges in their setting.

Newman has pioneered the value, efficiency and quality of additional provision within a Specialist setting. The is not only a high quality, well managed provision but it is also efficiently run and integrated with the main school at School. It provides Rotherham with an exemplar provision and for School it also provides a chance to make a difference with the educational provision across the school, shared expertise in behavioural management and an inclusive approach which is having a major impact on pupil development in both areas of the school. The I believe it would work better and more efficiently if we were able to offer a separate Primary provision for up to 10 places for Complex Needs/ASC adjacent to the current building and run as with within the school setting, but also separate to ensure pupil safety and familiarity. Within this additional provision I think there is capacity to extend beyond 20 the numbers for, within a remodelling of provision on site.

I think the sufficiency report for EYFS places is off the mark with 10 places, however more importantly it is off the mark in not addressing the process change around placement that is required. is keen to build upon its excellent EYFS provision and we would welcome a revised brief not only to extend provision to include the additional 10 additional places but to have an assessment role for a number of young people on a short term basis with eventual signposting to either mainstream (with on-going support and outreach) to MLD Special School with an established relationship with for example or for continuity in School. The proposed EYFS provision would be in the which is a separate building and would facilitate quality continuous provision inside and outside. It would offer a separate entrance and would allow a separation between a Special School offer and one similar to a PVI type setting. I have worked with an assessment model before

and believe linking with at RMBC we can offer outstanding, integrated and personalised provision. It would also facilitate the opportunity to move our existing provision from the inadequate area and changing facilities to a fit for purpose building.

Post 16 and post 19.

..... has traditionally accepted young people from a variety of schools whose needs do not fit within an FE provision model. I am committed to developing positive and dynamic 16-25 provision in Rotherham for the long term needs of Employability and Independent Living. Far too many of our young people see the answer to out of area or part-time repetition at FE Colleges in provision which does nothing to provide good outcomes for their adult life in terms of work or independent housing. I would aim for to be the centre of a partnership to facilitate provision with outstanding outcomes for young people. The partnership goal would be to ensure that our young people are always less dependent and where possible fully independent. Costing will always be less if economies of scale are accepted. Therefore the proposal would include MLD, SLD, ASC as well as some PMLD pupils. The provision would be for about 70 16-19 year olds and about 50 19-25 year olds, costings would be at the levels within a school setting or slightly higher if staffing levels are higher for a particular activity. It would include a Supported Internship model and would have strong links to the adult disability team for independent living skills. In addition the provision would include both a social centre for pupils to support their social life and out of college activities and would also enable parents to visit to get advice, support and signposting if and when required. Using ESFA funding the Element 1 and 2 costs would be paid and would represent excellent value for money. I personally have experience in establishing a 19-25 Employability College, a model and working with adult social care to reduce dependency in independent living.

In conclusion the offer of to develop EYFS provision, to extend and expand and to lead and co-ordinate 16-25 provision meets the needs of RMBC and offers tremendous value for money for the HNB. It would build on current practice and skills and offer pupils and parents security. It would mean that we could work with RMBC to enhance the building environment to better meet the current pupils as well as expand to meet the new needs of the pupils. We have set out three areas, but we feel that the approach of the school and the Governors mean we are happy to engage in a dialogue to see whether the needs of RMBC and the opportunities at could go beyond the outline case of these three areas.'

'It is certainly clear that specialist provision for pupils with special educational needs and/or disabilities in Rotherham is oversubscribed with places in high demand. We recognise this at and would be happy to contribute towards future planning to ensure sufficient places are available to those pupils who require specialist provision. The benefit of extending a current provision is that pupils would benefit from the outstanding elements of an established provision, such as experienced and skilled staff. could offer to increase pupil places by 17% to create an additional 20 places for pupils with ASD and/or complex needs. This would require an initial capital investment for building costs and continued funding in line with current/proposed school funding. On the we have large playground spaces, with large grassed areas and a substantial field that is mainly only used through the spring and summer months due to the ground often being damp. These spaces could potentially be utilized better. In addition to the above suggestions we would also like to move the..... After a recent site visit and discussions with an independent buildings

manager we identified potential areas of school that could either be built around or where new buildings could be added. Potentially the two developments could both alleviate the difficulties of a split site school and help to accommodate some of the growth in numbers of pupils with special educational needs and/or disabilities. School is keen to work with RMBC to improve local capacity to meet the needs of a growing population. We are happy to discuss these proposals further if they offer any possible solutions to the provision required as identified in the sufficiency plan. '

'Sounds great to have more childrens services. However my concern is that having a son (12) who has been diagnosed asd by Rotherham camhs and discharged because they can only offer a diagnose service, there is no other clear provision for help and support within the borough..... How is situation to change so my son gets his means met? '

Parents Carer Forum Consultation made a number of points that they wanted to be taken into consideration as work on improving and increasing SEND provision progressed. These were;

- *There is a legacy of scepticism from some parents due to past experiences but they want to work closely with the Local Authority to improve provision moving forward*
- *There should be more challenge to and accountability from mainstream schools and colleges who are not delivering a graduated response for all types of need.*
- *Schools receiving funding for special education should be held accountable for that funding*
- *There is a need for more training as parents feel that some mainstream teachers do not understand the needs of SEND children, in some cases, the basic knowledge of a need is absent.*
- *There needs to be a culture change around education so that inclusive schools are recognised for their work, in the same way that schools are recognised for their work to improve academic standards*
- *There is a strong feeling amongst parents that the system within mainstream needs to change or the need for specialist places will continue to rise.*
- *Children should be able to access provision which ensures they can reach their academic potential, even if they have additional or special needs.*
- *Would like to do a piece of work that investigates what improved and 'good' SEND provision would look like for parents and children.*
- *There is no mention of bespoke packages in the plan to increase places and how they fit in*
- *There was no description in the plan of what staffing in the increased provision will look like*
- *Access to therapies is vital for schools to put in place for children*
- *There was agreement in the room that more provision is needed for children and young people with autism who are able.*
- *Too much of an increase in special provision will look like segregation rather than inclusion*
- *Parents stated they would be happy with less 'special' provision if the offer within mainstream was of higher quality.*

- *There needs to be more work on the post 16 offer which is felt to be very poor in Rotherham by parents*
- *Parents need to know the LA is listening to their concerns about mainstream education*
- *Is there any scope for schools who provide good inclusive education to be financially rewarded?*
- *There is no mention of any additional provision for severe dyslexia*
- *We need to consider how the use of personal budgets can contribute to a better offer*
- *Parents wished to express their concern over the challenges faced by mainstream schools in relation to academic outcomes, and the difficulty this can cause when trying to be inclusive.*
- *We should use this opportunity to replicate good practice within and outside the LA to ensure children can access quality in borough.*
- *There is an acknowledgement from parents that to make the culture change that is needed to improve the whole system will take some time but they are keen to work together to do this.*

BRIEFING PAPER FOR SCHOOLS FORUM

1.	Date of meeting:	9th November 2018
2.	Title:	2018/2019 Teachers Pay Grant/Teachers Pension Grant/In-year bonus
3.	Directorate:	Finance and Customer Services

1. Background

1.1 Following the agreement of the teachers pay increase which came into effect from 1st September 2018, the Secretary of State for Education announced a teachers pay grant (TPG) would be made available to schools.

1.2 The agreed pay rise provided:

- a pay increase of 3.5% for teachers on unqualified and main pay scales
- a pay increase of 2.0% for teachers on upper pay scales
- a pay increase of 1.5% for teachers on leadership pay scales.

1.3 The TPG is designed to provide assistance to schools and other settings in meeting the costs of the September pay increases, over and above the 1% schools would have already expected and budgeted for. The Grant is worth £508m over the two years 2018/2019 and 2019/2020, i.e. £187m in year one and £321m in year two.

2. Method of allocation & data and rates used

Table One

Cohort	Rate 18/19	Rate 19/20
Primary Per Pupil Rate	£16.40	£28.29
Secondary Per Pupil Rate	£26.54	£45.56
High Needs Per Place Rate	£65.65	£113.46

2.1 Mainstream schools have been allocated funding on a per pupil basis with an individual rate for primary and secondary pupils as detailed in table one, with all pupils between ages 2-19 included in the pupil numbers used to calculate individual schools allocations.

2.2 For 2-4 year olds in mainstream schools, the headcount of children in funded early years places from the January 2018 census was used. The headcount for pupils in mainstream schools was taken from the October 2017 census. 16-19 pupil numbers in mainstream schools were the same as those used to calculate the 2018/2019 academic year funding, adjusted to full time equivalents.

2.3 Specialist provision settings have been funded based on a place number basis with a per place rate significantly higher than mainstream per pupil rates, this is designed to take into account that staff to pupil ratios are generally higher in these settings.

2.3 Place numbers used for special academies are the published place numbers for the academic year 2018/2019. Those for maintained specials and PRU's are taken from the 2018/2019 section 251 budget return.

2.4 Mainstream schools with less than 100 pupils have been funded as if they had 100, and similarly no high needs setting has been funded at less than 40 places.

2.5 Grant has not been made available to the local authority for those inclusion services teaching staff funded from the High Needs.

3. Allocation and payments

Table Two

Cohort	Allocation
Mainstream Academies	£733,701
Mainstream Maintained Schools	£245,456
High Needs Providers (Excl NMSS)	£55,476
NMSS	£0
TOTAL	£1,034,633

3.1 Table two shows the amount of funding made available to the whole of Rotherham for the purposes of Teachers Pay Grant in 2018/2019. The Education and Skills Funding Agency (ESFA) have published an allocation spreadsheet detailing:

- School level allocations for mainstream schools (including maintained nurseries)
- Local Authority level allocations for specialist provision

3.2 The Local Authority will pay each maintained mainstream school the published allocation, as we do with other grants which are administered through our accounts similarly (e.g. UIFSM/PE & Sports Grant). A letter will be sent out shortly confirming the grant amount being paid and pupil numbers used by the ESFA.

3.3 Mainstream academies will receive their funding directly from the ESFA in line with their usual funding process.

3.4 The Local Authority will distribute, in full, their specialist provision allocation to those providers it was allocated for.

4. Permitted use of TPG funds

4.1 Funds must only be spent for the purposes of the school or high needs setting.

4.2 Some or all of the TPG funds may be carried forward to future financial years.

5. Key actions and relevant timelines

Late Autumn 2018:

- LA to pass on funding received to maintained mainstream schools
- LA to consult on distribution of high needs funding with high needs settings
- LA to pass on funding to high needs settings

Additional Information.

6. Teachers Pensions Grant (from September 2019)

6.1 Contribution rates to the Teachers Pension Scheme were announced to be rising to 23.6% with effect from 1st September 2019.

6.2 The Treasury confirmed that a c£800m grant will be made available to all schools, special schools and colleges in the 2019/2020 year to cover the additional costs this would incur on a school's budget within the September-March period of that fiscal year. Funding beyond 2019/2020 has not been agreed and is subject to future spending reviews.

6.3 Actual amounts, allocation and payment methods are yet to be determined and once agreed guidance will be published at a future date.

7. In-year bonus

7.1 The Chancellor recently announced an extra £400 million capital funding for schools this year. The funding can only be spent on capital projects like equipment and maintenance, and not on revenue outlays, like staff salaries.

7.2 The Chancellor has said it would amount to an average payout of £10,000 per primary school and £50,000 per secondary school.

8. Name and contact details

Neil Hardwick
Head of Finance (CYPS)
Tel: 01709 254508
email neil.hardwick@rotherham.gov.uk

Vera Njegic
Principal Finance Officer (Schools Finance)
Tel: 01709 822042
email vera.njegic@rotherham.gov.uk

REPORT FOR SCHOOLS FORUM

1.	Date of meeting:	9th November 2018
2.	Title:	2019/20 Contingency for Pupil Growth funding allocations
3.	Directorate:	Children and Young People's Services

1. Background

- 1.1 Pupil numbers are increasing within the Borough as verified by the latest DfE School Capacity and Planning (SCAP) scorecard as a 15% increase in Primary aged pupils (which is a further 2% increase since the previous scorecard) and a 1% increase in Secondary aged pupils since 2010. The impact on education infrastructure has been planned for by the introduction of 2,172 new places in the borough (broken down as: 105 SEND, 575 Secondary, 1,492 Primary) created between November 2011 and September 2019.
- 1.2 This report outlines the transitional *funding (7/12 funding for maintained Schools and 12/12 funding for Academies)* required to support the additional staffing requirements for expanding schools in the Borough until school census funding generates the income for the additional pupils.
- 1.3 The report also outlines the pre start up allocation required in relation to Waverley Junior Academy as agreed by Schools Forum as part of the pre start up and diseconomies in the first year of operation funding formula for new schools.

2. Key Issues

- 2.1 The impact on children and families can be significant where siblings are separated across more than one school due to a lack of school places; parents are reluctant to take up offers of a school place due to logistical and financial constraints around travel; and there is a potentially negative impact on one or more of the children's attendance within the family unit, impacting on participation and achievement of wider educational outcomes.
- 2.2 There are always risks and uncertainties when school place provision is considered since future pupil numbers are based on estimations. Over provision at one school could influence pupil numbers at other schools. Local Authorities are obliged, however, to provide sufficient places, promote diversity and increase parental preference.

3. Key actions and relevant timelines

- 3.1 Where schools are expanded, it is necessary to provide interim financial support to bridge the gap (between 1st September and 31st March for maintained Schools and

1st September to 31st August for Academies) due to funding arrangements. Funding is allocated to schools each year based upon numbers on roll on Census day in October of the preceding year. Additional pupils commencing at the start of a new academic year will not be on roll at that time in order to generate sufficient funding to meet additional staffing and other agreed expenditure.

- 3.2 Using the previously agreed formula for funding allocations, it is recommended that the following allocations are approved by Schools Forum from the Pupil Growth element within the Schools Block to fund school expansion implications and pre start up implications relating to Waverley Junior Academy:

2019/20 Academic Year Recommended Allocations

School	Amount
Wath C of E Primary	£56,076
Sandhill Primary	£56,076
Laughton J and I	£56,076
Brinsworth Howarth	£32,711
Wickersley SSC	£62,556
Wales High	£62,556
Wath Comprehensive	£62,556
St Bernard's	£56,076
Waverley Junior Academy (pre start up)	£34,289 (September 19 – March 20)
Total	£478,972

4. Risks and mitigation

- 4.1 There are always risks and uncertainties when a school expansion takes place as, increasing pupil numbers in one school could impact on another schools numbers. However as detailed in section 1 of this report, pupil numbers are rising across the Borough and the trend is set to continue with the implementation of the local plan. Local Authorities have a statutory duty under the School Organisation (Prescribed Alterations) Regulations 2013 to satisfy parental preferences for school places as far as possible within funding parameters.

5. Recommendations to Schools Forum

- 5.1 It is recommended that the 2019/20 allocations specified be approved and funded from the Pupil Growth element within the Schools Block. A further report will be submitted to confirm transitional funding for 2020/21 and the pre start up and diseconomies allocation for Waverley Junior Academy.

6. Name and contact details

Dean Fenton
 Head of Service – School Planning, Admissions and Appeals
Dean.fenton@rotherham.gov.uk