

# Schools' Forum Meeting

## High Needs Block Funding

### 14 March 2016

#### Attendees:

##### Members

Alan Chapman (AC) ( Academies)  
 Amanda Baines (ABa) (VA Primary Schools  
 Large & Mid FSM<50%)  
 Andy Brown (ABr) (Academies)  
 Fr Graeme Buttery (GB) (Primary Governor)  
 Jo Heaton (JHe) (Diocese of Durham)  
 Julie Deville (JD) (Academies)  
 Lynne Pawley (LP) (Large Primary Schools)  
 Marion Fairley (MF) Large Schools FSM > 50%  
 Mark Tilling (MT) (Secondary Schools)  
 Stephen Hammond (SH) (Academies)  
 Sue Sharpe (SS) (Small Primary Schools <211)  
 (Chair)  
 Suzi Yeniceri (SY) (Early Years PVI)  
 Tracey Gibson (TG) (Secondary Schools)  
 Zoe Westley (ZW) (Special Schools)

##### Local Authority Officers

Christine Lowson (CL) (Administrator)  
 Jacqui Braithwaite (JBr) (Education  
 Psychology)  
 Joanne Smith (JS) (Children's Finance)  
 Kouise Allen (LA) (Head of Service  
 (SEND))  
 Mark Patton (MP) (Assistant Director  
 Education)  
 Sandra Shears (SSh) (Children's Finance)

#### Apologies:

Andrew Jordon (AJ) (Academies)  
 Chris Hargreaves (CH) (Trade Unions)  
 Darren Hankey (DH) (16-19 Education)  
 Helen O'Brien (HO) (Large Primary Schools FSM<50%)  
 John Hardy (JHa) (VA Small Primary Schools)  
 Kieran Sharp (KS) (Student Support Unit)  
 Mark Atkinson (standing in for Helen O'Brien)  
 Penny Thompson (PT) (Early Years)

Agenda Item	Action
<b>1 Minutes of the Last Meeting</b>  The minutes of the last meeting are to be approved at the next full agenda meeting to be held on 26 April 2016.	
<b>2 High Needs Block Pressures</b>  MP explained that the paper circulated prior to the meeting was to articulate the pressures on High Needs funding.	

<p><u>Section 3 – Independent School Fees</u></p> <p>It was noted that there had been a significant increase in residential costs which was due to the complexity of the needs of the young people and these needs could not be met currently within the town. It was further noted that there may be a further young person to be included which would increase the total by a further £200k.</p> <p>It was noted that the packages provided for young people are joint packages between Education and Social Care or Education, Social Care and Public Health. The percentage split between the departments is to be provided. (See Appendix 1 to these minutes).</p> <p>It was noted that the young people have very individual needs that need to be accommodated at different establishments. It was further noted that the Authority is currently looking into fulfilling some needs within the town. However, it should be noted that we will never be able to accommodate all needs within Hartlepool.</p> <p>AC explained that he is currently undertaking some work looking at autism and meeting specific needs within Hartlepool. There are two key areas to be considered ASD and SEMH (not including residential). A full business case would need to be submitted for approval to Children’s Services Committee prior to any application for funding from the EFA.</p> <p>Catcote is also considering the provision for Post-19 pupils and looking into a possible further building in the town.</p> <p>Summary of Section 3 – looking to accommodate young people within the town to reduce the cost of independent school fees.</p> <p><u>Section 4 – Top-up Funding and Bandings</u></p> <p>ABr stated that he did not like the tone of the report and that point 4.2 stating that the process had been poorly supported by schools was incorrect.</p> <p>LA explained that some schools had not submitted any paperwork when requested and a considerable amount of time had been spent chasing schools. The Panel requests had gone to the Headteacher meetings and only three schools had come forward. MP explained that this is a collaborative process for which all involved need to take responsibility as it is shared process with shared responsibilities.</p> <p>A query was raised around why PVI and early years were not included. It was explained that this was because all children in these categories already have review dates attached to their record.</p> <p>JD reiterated that schools have already taken on a number of pressures and this needs to be acknowledged.</p> <p>MP reminded Forum that this is DSG funding and the Authority are putting forward information and suggestions however the decision lies with Schools’</p>	<p><b>SSh/JS</b></p>
--	----------------------

<p>Forum.</p> <p>A query was raised around the bandings and it was noted that historically there has been a mismatch within the bandings. It was agreed that bands and their descriptors would be appended to the minutes for information(Appendix 2).</p> <p>ABr asked that looking at the future, what extras will be provided by moving pupils out of town for example to Sunnyside or Kings Academy for hearing impairments and can this be met in mainstream schools within the town to relieve some pressures on the budget.</p> <p>A query was raised around Appendix B and if there was parity between main stream schools and academies. It was explained that there was.</p> <p>Equipment – A query was raised around the cost of equipment and it was explained that it varies from very little, £100 for a sling to over £5k for a bespoke wheelchair etc.</p> <p>A query was raised around if equipment should be a health cost rather than an educational cost. It was explained that there is a need to make reasonable adjustments to allow pupils to access education. It was felt that in the case of a wheelchair this would be required during the evenings and weekends therefore clarity is required on where the funding should come from.</p> <p>It was clarified that if a change was required to a building then the school would still be expected to contribute 10%.</p> <p>It was clarified that the contribution to equipment would be £250 or 10% of the cost whichever was the greater.</p> <p>It was confirmed that the £10k saving would be from across all schools and not just come from Catcote and Springwell.</p> <p>LA informed Forum that a Tees Valley equipment store can also be considered for equipment.</p> <p><u>Section 5 – Post 16 &amp; Post 19</u></p> <p>AC explained that needs of young people often become greater as they get older and move into adulthood. If a further sixth of this funding is cut then these needs may not be able to be met in Hartlepool which in turn would be false economy as they would have to be sent outside of the town.</p> <p><u>Section 6 – Forecast Outturn and 2016/17 Budget</u></p> <p>It was noted that there is a deficit of £180k for 2015/16.</p> <p>LA confirmed that the reserve is not from High Needs Funding.</p> <p><u>Section 7 – Other Issues</u></p>	<p><b>LA</b></p>
--	------------------

	<p>MP urged all schools to respond to the consultation on national funding formula with a formal response.</p> <p><u>Section 8 – Recommendations</u></p> <p>The agreement to the continuation of £9.00 per hour for IPS funding to be deferred to the next meeting on 26 April.</p> <p>The increase in contributions to 10% or £250 whichever is greater to be deferred to the next meeting.</p> <p>It was agreed that the above decisions be deferred to the next meeting to allow schools time to consider how these changes will impact on individual schools.</p> <p>Schools' Forum noted that;</p> <ul style="list-style-type: none"> <li>the banding system review will be completed by September 2016 for implementation in 2017/18</li> <li>the review of the post-16 funding rates will be complete by the of May 2016</li> <li>the funding strategy for the 2015/16 forecast overspend of £0.180m.</li> </ul>	<p><b>Agenda</b></p> <p><b>Agenda</b></p>
<b>3</b>	<p><b>Any Other Business</b></p> <p>ZW explained that she has converted a classroom at Springwell School which has allowed her to accommodate an extra five ASD pupils. She would like to convert the school library which would allow for a further three pupils however there is no funding available. She asked that if there was any reserve funding could this be allocated to Springwell to cover this accommodation change?</p> <p>ZW explained that she has already had conversations with Julie Reed and has been told that there is no funding available. ZW to send MT the details of this conversation and MT to take the issue forward with the Schools' Capital Sub Group.</p>	<p><b>ZW</b></p> <p><b>MT</b></p>
<b>4</b>	<p><b>Date and Time of Next Meeting</b></p> <p>26 April 2016, 9.00am to 11.00am, Centre of Excellence in Teaching and Learning.</p>	

## Appendix 1

<b>Independent Provision – Education funding</b>	<b>No.Pupils</b>	<b>Education Cost £m</b>	<b>Social Care cost £m</b>	<b>Health Cost £m</b>	<b>Total £m</b>
Education	10	0.498	-	-	0.498
Education / Social care	<5	0.083	0.083	-	0.166
Education / Social care/ Health	<5	0.278	0.278	0.278	0.834
Inflation/Contingency	-	0.041	-	-	0.041
<b>Total</b>		<b>0.900</b>	<b>0.361</b>	<b>0.278</b>	<b>1.539</b>

## Appendix 2

### School 1 - Banding Structure for Additionally Resourced Provision 2014/15 – 2015/16 Academic Year - Specialist Provision

Band	Description of Need/Provision	Funding Level
1	Individual provision for pupils with complex and severe difficulties across a range of interrelated areas which require exceptional levels of staffing to ensure personal safety (likely to be 3:1). The curriculum is fully personalised and delivered by a highly skilled and experienced team.	£11,164
2	Individual provision for pupils with severe difficulties in more than one area of the learning with 2:1 staffing at all times. The majority of the curriculum will be delivered on an individual basis with very little group interaction.	£7,664
3	1:1 at all times, with opportunities for small group provision throughout the day/week where appropriate. The curriculum is individually differentiated for each pupil in the group and, for the majority of the time is delivered on an individual basis throughout the day.	£3,164
4	Small group provision with a high staff : pupil ratio with opportunities throughout the day for individual 1:1 support when required. The curriculum will require a high level of individual differentiation and is likely to be delivered in a multi sensory way. The pupil will have a high level of need in at least one area of learning with requires training and/or specialist qualifications e.g. augmented communication.	£2,464
5	Small group provision in a specialist setting; the curriculum is differentiated for the group but there may be some additional personalisation required. There is at least one teaching assistant for the group and pupils benefit from some individual support each week, usually through targeted intervention work.	£1,164
6	Small group provision in a specialist setting/integrated with mainstream school; the curriculum is differentiated for the needs of the group. Pupils benefit from shared support from a teacher and/or teaching assistant.	£0

**School 2 - Banding Structure for Additionally Resourced Provision 2014/15 – 2015/16**  
**Academic Year - Specialist Provision**

<b>Band</b>	<b>Description of Need/Provision</b>	<b>Funding Level</b>
<b>1</b>	Individual provision for pupils with complex and severe difficulties across a range of interrelated areas which require exceptional levels of staffing to ensure personal safety (likely to be 3:1). The curriculum is fully personalised and delivered by a highly skilled and experienced team.	£24,172
<b>2</b>	Individual provision for pupils with severe difficulties in more than one area of the learning with 1:1 staffing at all times sometimes requiring 2:1 staffing levels throughout the day. The majority of the curriculum will be delivered on an individual basis with very little group interaction.	£11,675
<b>3</b>	1:1 at all times, with opportunities for small group provision throughout the day/week where appropriate. The curriculum is individually differentiated for each pupil in the group and, for the majority of the time is delivered on an individual basis throughout the day.	£6,099
<b>4</b>	Small group provision with a high staff : pupil ratio with opportunities throughout the day for individual 1:1 support when required. The curriculum will require a high level of individual differentiation and is likely to be delivered in a multi sensory way. The pupil will have a high level of need in at least one area of learning with requires training and/or specialist qualifications e.g. augmented communication.	£3,924
<b>5</b>	Small group provision in a specialist setting; the curriculum is differentiated for the group but there may be some additional personalisation required. There is at least one teaching assistant for the group and pupils benefit from some individual support each week, usually through targeted intervention work.	£1,765
<b>6</b>	Small group provision in a specialist setting/integrated with mainstream school; the curriculum is differentiated for the needs of the group. Pupils benefit from shared support from a teacher and/or teaching assistant.	£0

### School 3 - Banding Structure for Additionally Resourced Provision 2015/16 Academic Year - Specialist Provision

Band	Description of Need/Provision	Funding Level
1	Individual provision for pupils with complex and severe difficulties across a range of interrelated areas which require exceptional levels of staffing to ensure personal safety (likely to be 3:1). The curriculum is fully personalised and delivered by a highly skilled and experienced team.	£24,172
2	Individual provision for pupils with severe difficulties in more than one area of the learning with 1:1 staffing at all times sometimes requiring 2:1 staffing levels throughout the day. The majority of the curriculum will be delivered on an individual basis with very little group interaction.	£11,675
3	1:1 at all times, with opportunities for small group provision throughout the day/week where appropriate. The curriculum is individually differentiated for each pupil in the group and, for the majority of the time is delivered on an individual basis throughout the day.	£6,099
4	Small group provision with a high staff : pupil ratio with opportunities throughout the day for individual 1:1 support when required. The curriculum will require a high level of individual differentiation and is likely to be delivered in a multi sensory way. The pupil will have a high level of need in at least one area of learning with requires training and/or specialist qualifications e.g. augmented communication.	£3,924
5	Small group provision in a specialist setting; the curriculum is differentiated for the group but there may be some additional personalisation required. There is at least one teaching assistant for the group and pupils benefit from some individual support each week, usually through targeted intervention work.	£1,765
6	Small group provision in a specialist setting/integrated with mainstream school; the curriculum is differentiated for the needs of the group. Pupils benefit from shared support from a teacher and/or teaching assistant.	£0



**School 4 - Banding Structure for Additionally Resourced Provision 2014/15 – 2015/16**  
**Academic Year - Specialist Provision**

<b>Band</b>	<b>Description of Need/Provision</b>	<b>Funding Level</b>
<b>1</b>	Individual provision for pupils with complex and severe difficulties across a range of interrelated areas which require exceptional levels of staffing to ensure personal safety (likely to be 3:1). The curriculum is fully personalised and delivered by a highly skilled and experienced team.	£24,172
<b>2</b>	Individual provision for pupils with severe difficulties in more than one area of the learning with 1:1 staffing at all times sometimes requiring 2:1 staffing levels throughout the day. The majority of the curriculum will be delivered on an individual basis with very little group interaction.	£11,675
<b>3</b>	1:1 at all times, with opportunities for small group provision throughout the day/week where appropriate. The curriculum is individually differentiated for each pupil in the group and, for the majority of the time is delivered on an individual basis throughout the day.	£8,174
<b>4</b>	Small group provision with a high staff : pupil ratio with opportunities throughout the day for individual 1:1 support when required. The curriculum will require a high level of individual differentiation and is likely to be delivered in a multi sensory way. The pupil will have a high level of need in at least one area of learning with requires training and/or specialist qualifications e.g. augmented communication.	£5,344
<b>5</b>	Small group provision in a specialist setting; the curriculum is differentiated for the group but there may be some additional personalisation required. There is at least one teaching assistant for the group and pupils benefit from some individual support each week, usually through targeted intervention work.	£3,164
<b>6</b>	Small group provision in a specialist setting/integrated with mainstream school; the curriculum is differentiated for the needs of the group. Pupils benefit from shared support from a teacher and/or teaching assistant.	£0

## School 5 - Banding Structure 2015/16 Specialist Provision – Pre 16

Band	Description of Need/Provision	Top Up Value (£)	Total Value (£)
<b>1</b>	Individual provision for pupils with complex and severe difficulties across a range of interrelated areas which require exceptional levels of staffing to ensure personal safety (likely to be 3:1). The curriculum is fully personalised and delivered by a highly skilled and experienced team.	£33,945	£43,945
<b>2</b>	Individual provision for pupils with severe difficulties in more than one area of the learning with 2:1 staffing. The majority of the curriculum will be delivered on an individual basis, although there may be some opportunities for group interaction each day/week.	£25,229	£35,229
<b>3</b>	Small group provision with additional 1:1 support for a high level of need in at least one area of learning. The curriculum is highly personalised and maybe delivered on an individual basis. It will include pupils with PMLD, severe ASD or complex needs (more than one area of severe need may include physical/medical/communication and learning).	£21,210	£31,210
<b>4a</b>	The pupil will have high level of need requiring a high level of supervision and support. Will usually have in addition to their primary need, other needs such as medical/physical needs, behaviour, ASD sensory or communication. The curriculum will require a high level of individual differentiation, with the student requiring a small class provision and usually working in a group of 2 students to 1 adult, with opportunities for 1:1.	£13,631	£23,631
<b>4b</b>	Small group provision with a high staff to pupil ratio with some opportunities throughout the day for individual support. The curriculum will require a high level of individual differentiation and is likely to be delivered in a multi sensory way. The pupil will have a high level of need in at least one area of learning or areas such as SLD, ASD, BESD or ADHD, often with more and one area of need.	£8,174	£18,174
<b>5</b>	Small group provision in a specialist setting; the work is differentiated for the group but there may be some additional personalisation required. There is at least one teaching assistant for the group and pupils benefit from some individual support each week, usually through targeted intervention work.	£4,474	£14,474