

**Agenda Item 7: Central School Services Block 2018/19**

**1. Introduction**

- 1.1 This report is to consult and decide on the services provided by the local authority to schools and academies in relation to central services and de-delegation for 2018/19.

**2. Background**

- 2.1 As part of the introduction of the National Funding Formula, the Education and Skills Funding Agency (ESFA) has established a Central Schools Services Block (CSSB) to fund local authorities for the statutory duties and other commitments they hold for both maintained schools, and academies. The CSSB brings together:

- funding previously allocated through the retained duties element of the Education Services Grant (ESG)
- funding for ongoing central functions, such as admissions, previously top-sliced from the schools block
- residual funding for historic commitments, previously top-sliced from the schools block.

**3. Schools Forum approvals for centrally held funding**

- 3.1 A number of the services that are covered by funding that is held centrally are subject to a limitation of no new commitments or increases in expenditure from 2017/18:

- this limit does not now apply to admissions or the servicing of schools forums
- Schools Forum approval is required each year to confirm the amounts on each line
- The level of approval required for each service and for funding of brought forward deficits are detailed in **Appendix 1**. The services pertinent to the local authority (LA) are highlighted in **bold**.

- 3.2 When using centrally held funding, local authorities must treat maintained schools and academies on an equivalent basis.

**4. Central Schools Services Block**

- 4.1 This new block funds ongoing responsibilities and historic commitments as well as the retained element of ESG.

## 4.2 Historic Commitments

Included in this block of funding are the following budgets:

<b>Historic Commitments</b>	<b>£m</b>
School Meals	0.154
Vulnerable Pupils	0.102
Space to Learn	0.101
Licences	0.077
Termination of Employment costs	0.031
<b>Total</b>	<b>0.465</b>

## 4.3 Schools Meals

There is a separate report on the agenda which gives details around how this contribution is utilised.

## 4.4 Vulnerable Pupils

Details of the services covered from this budget are attached at **Appendix 2**.

## 4.5 Space to Learn

Forum will recall that at Schools Forum on 22<sup>nd</sup> September 2015 it was agreed to fund Space to Learn up to 31<sup>st</sup> August 2018. Therefore, only £0.042m of this budget is required in financial year 2018/19.

4.6 Subject to the Secretary of State confirming the treatment of funding released from historic commitments this budget can be transferred into either, the Schools Block, High Needs Block or the Early Years Block.

## 4.7 Licences

Historically all expenditure in relation to licences used to deliver education services were recorded on a specific 'Licences' line on the Authority's s251 statement. In 2013/14 when the Schools Block was introduced, this line, amongst other lines (see paragraphs 4.2 and 4.9), was recorded by the EFSA as 'Centrally Retained Combined Budgets'.

In recent years the LA has procured its licences from Capita. However, the Capita licences expire in September 2018 and the LA are proposing to use a new solution called EYES to support the following areas, most of which are currently supported with a Capita solution:

- Data Team
- Attendance Team

- School Improvement Team
- Governors Support Team
- Virtual School
- SEND Team
- NEET/September Guarantee/Raising the Participation Age
- Childcare Placements – 15hrs and 30hrs
- Home to School Transport
- Education Psychology
- Alternative Learning provision
- Groupcall – Data Transfer
- Schools Portal which is a secure means of communicating information between the LA and schools.

4.8 The LA is seeking Forum approval to continue to contribute £0.077m towards the costs of these licences. The LA will be seeking funding from other Council teams as required, such as the Early Years function of the Council to fund the Childcare module.

4.9 Termination of Employment Costs (Brierton)

This budget covers the ongoing termination costs for ex-Brierton staff. This historic pension commitment will only diminish on the death of the ex-employees.

4.10 Ongoing responsibilities

The table below details the ongoing responsibilities.

<b>Ongoing Responsibilities</b>	<b>£m</b>
Retained Education Services *	0.216
Admissions	0.132
Copyright licences*	0.067
Servicing Schools Forum	0.035
<b>Total</b>	<b>0.450</b>

\*these figures are subject to pupil number changes and will be updated in December 2017

4.11 Retained Education Services

Details regarding this element of funding are covered in a separate report on the agenda.

4.12 Admissions

The LA is not proposing to increase the charges for the provision of the Admissions service. Further details are shown in **Appendix 3**.

#### 4.13 Copyright Licenses

The ESFA has negotiated copyright licenses for schools with most copyright holders. The licenses are purchased by the ESFA, who charge the local authority by way of a reduction in DSG. In 2017/18 the reduction is £0.067m. The reduction for 2018/19 will not be known until the ESFA confirm the final cost later in the year. It is likely to be in the region of £0.070m. The list of current licenses procured on behalf of schools is as follows:

- Christian Copyright Licensing International
- Copyright Licensing Agency
- Education Recording Agency
- Filmbank Distributors Ltd. (for the public video screening licence)
- Mechanical Copyright Protection Society
- Motion Picture Licensing Company
- Newspaper Licensing Authority
- Performing Rights Society
- Phonographic Performance Limited
- Schools Printed Music Licence.

#### 4.14 Servicing Schools Forum

This should reflect the costs of delivering Schools Forum including the preparation and attendance of at least four meetings per year. This includes staff costs for preparation of reports. The budget has remained at 2012/13 levels. The LA is not proposing to increase this funding for 2018/19.

#### 4.15 Atypical Provision

A new responsibility has been added to the retained functions relating to Year 9 pupils and the availability of atypical provision within a 'reasonable travel distance' from pupils' homes. Local authorities are required to produce a prospectus detailing provisions with atypical admissions criteria – for example, studio schools – within a reasonable travel distance. The ESFA have confirmed that additional funding will be added to the CSSB from 2018/19. The value has not been confirmed as yet, but it is expected to be less than the costs of delivering this responsibility.

### 5. De-delegated Services

5.1 These services are for maintained schools only; funding for these services must be allocated through the formula but can be passed back, or 'de-delegated', for maintained mainstream primary and secondary schools with Schools Forum approval.

- De-delegation does not apply to special schools, nursery schools, or PRUs.
- Where de-delegation has been agreed for maintained primary and secondary schools, the ESFA's presumption is that the local authority will offer the

service on a buy-back basis to those schools and academies in their area which are not covered by the de-delegation.

- In the case of special schools and PRUs, the funding to buy such services will be included in any top-up payments.

## 5.2 Education Psychology/Behaviour Support

The service provides consultation and advice, psychological assessments, interventions, delivery of professional development, training, research and evaluation. **Appendix 4** provides further detail.

The LA is proposing not to offer the Behaviour Support element of this de-delegation service which previously supported the secondary sector. This service may be procured if required by service level agreement (SLA).

## 5.3 School Attendance

In addition to the statutory attendance duties performed by the LA, the Attendance Team provide an enhanced attendance service to schools. **Appendix 5** shows the detail.

## 5.4 Inclusions

This contributes to the provision of a range of advice, support and training in relation to vulnerable pupils. **Appendix 6** shows the detail.

## 5.5 English as an Additional Language (EAL)

This contributes to improving the performance of pupils from ethnic minority groups, and meeting the specific needs of bilingual learners. **Appendix 7** shows the detail.

## 5.6 Supply Cover – Facility Time

Detailed reports covering this service have been discussed at previous School Forum meetings in relation to the reimbursement of trade union facility time.

## 5.7 Free School Meal Eligibility

This contributes to expenditure incurred in determining the eligibility of a pupil for free school meals, providing regular updates to schools and availability of benefits staff to resolve school queries. **Appendix 8** shows the detail.

## 5.8 Licences

Historically the LA has procured a corporate SIMS licence on behalf of schools. As the corporate licence holder, Capita will only provide upgrades and patches to the LA's IT partner Northgate. As schools move away from using the LA's IT

partner Northgate for system support, it has been increasingly difficult to ensure patches and upgrades are applied where necessary.

Capita have advised the LA that in order for patches and upgrades to be released to other IT providers, all schools will be required to purchase their own SIMS licence directly. The school will be the licence holder and Capita will provide the necessary upgrades directly to individual schools' IT providers. The funding previously included in de-delegation was £5.37 per pupil. The LA is proposing that this element of the de-delegated funding ceases from the end of 2017/18.

5.9 The following table shows how the funding is calculated with the formula for each element of the de-delegated funding.

Element of de-delegation	Formula	AWPU Primary £	AWPU Secondary £	Deprivation Primary £	Deprivation Secondary £	EAL £
Assessing Free School Meals Eligibility Total £22k	£/FSM6 pupil	n/a	n/a	4.11	4.11	n/a
Ethnic Minority Pupils Total £44k	£/EAL pupil	n/a	n/a	n/a	n/a	184.31
Trade Union facility time Total £32k	£/pupil	2.45	2.45	n/a	n/a	n/a
Behaviour Support Education Psychology Total £92k	50% £/pupil & 50% £/FSM6 pupil	3.39	3.62	8.34	9.09	n/a
Inclusions Total £67k	50% £/pupil & 50% £/FSM6 pupil	0.41	5.86	1.00	14.73	n/a
School Attendance Total £232k	50% £/pupil & 50% £/FSM6 pupil	7.84	10.27	19.30	25.81	n/a

## 6. Recommendations

6.1 Note the contents of the report.

6.2 Consult those schools that individual members of the Forum represent on the following:

- a. agree the Historic Commitments as detailed in paragraph 4.2
- b. agree the Ongoing Responsibilities as detailed in paragraph 4.10

in order that a vote can take place at Schools Forum 17<sup>th</sup> November 2017.

***Voting: All schools Forum members may vote on these recommendations***

6.3 Consult those schools that individual members of the Forum represent on the following:

- a. agree de-delegation services as detailed in paragraphs 5.0 – 5.9

in order that a vote can take place at Schools Forum 17<sup>th</sup> November 2017.

***Voting: Maintained Schools' Forum members only may vote on these recommendations***

## Appendix 1

### ESFA Guidance on approvals required

Centrally retained service	Approval required
<ul style="list-style-type: none"> <li>• high needs block provision</li> <li>• central licences negotiated by the Secretary of State</li> </ul>	<p>Schools forum approval is not required (although they should be consulted)</p>
<ul style="list-style-type: none"> <li>• funding to enable all schools to meet the infant class size requirement</li> <li>• back pay for equal pay claims</li> <li>• remission of boarding fees at maintained schools and academies</li> <li>• places in independent schools for non-SEN pupils</li> <li>• admissions</li> <li>• servicing of schools forum</li> <li>• contribution to responsibilities that local authorities hold for all schools</li> <li>• contribution to responsibilities that local authorities hold for maintained schools (voted on by relevant maintained school members of the forum only)</li> <li>• de-delegated services from the schools block (voted on by the relevant maintained school members of the forum only)</li> </ul>	<p>Schools forum approval is required on a line-by-line basis</p>
<ul style="list-style-type: none"> <li>• central early years block provision</li> <li>• any movement of funding out of the schools block</li> </ul>	<p>Schools forum approval is required</p>



Centrally retained service	Approval required
<ul style="list-style-type: none"> <li>• any deficit from the previous funding period that reduces the amount of the schools budget</li> <li>• any brought forward deficit on de-delegated services which is to be met by the overall schools budget</li> </ul>	
<ul style="list-style-type: none"> <li>• capital expenditure funded from revenue <ul style="list-style-type: none"> <li>• projects must have been planned and decided on prior to April 2013; no new projects can be charged</li> <li>• details of the remaining costs should be presented</li> </ul> </li> <li>• <b>contribution to combined budgets</b> <ul style="list-style-type: none"> <li>• where the schools forum agreed prior to April 2013 a contribution from the schools budget to services which would otherwise be funded from other sources</li> </ul> </li> <li>• <b>existing termination of employment costs</b> <ul style="list-style-type: none"> <li>• costs for specific individuals must have been approved prior to April 2013; no new redundancy costs can be charged</li> </ul> </li> <li>• prudential borrowing costs <ul style="list-style-type: none"> <li>• the commitment must have been approved prior to April 2013</li> <li>• details of the remaining costs should be presented</li> </ul> </li> </ul>	<p>Schools forum approval is required on a line-by-line basis.</p> <p>The budget cannot exceed the value agreed in the previous funding period, and no new commitments can be entered into.</p> <p>Read establishing local authority DSG baselines for more information.</p>
<ul style="list-style-type: none"> <li>• funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy</li> <li>• funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years</li> </ul>	<p>Schools forum approval is required on a line-by-line basis, including approval of the criteria for allocating funds to schools</p>

**Vulnerable Pupils Support**

<b>Statutory duties</b> <i>for all schools (regardless of school status)</i>	<b>Centrally Retained Funding</b>
<p><b>Support the Educational Achievement of Looked After Children<sup>1</sup></b></p> <ul style="list-style-type: none"> <li>• Ensure all LAC have an appropriate full time education placement</li> <li>• Identify educational needs of all Looked After Children (LAC) and ensure they are reflected in plans relating to that child</li> <li>• Ensure all LAC have effective, high quality Personal Education Plan (PEP)</li> <li>• Ensure all professionals working with LAC promote educational achievement</li> <li>• Manage Pupil Premium Plus</li> </ul> <p><b>Statutory Duties in relation to exclusions<sup>2</sup></b></p> <ul style="list-style-type: none"> <li>• Ensure education provision from Day 6 is provided</li> <li>• Attend exclusion Governing Body meetings</li> <li>• Production and dissemination of notes of guidance, offering advice to parents and maintained schools including attending exclusion panel meetings</li> </ul> <p><b>Statutory Duties in relation to SEN<sup>3</sup></b></p> <ul style="list-style-type: none"> <li>• Publish a local offer</li> <li>• Duties in relation to preparing for adulthood</li> <li>• Conduct an assessment of education, health and care needs where the local authority considers that it may be necessary for Special educational provision to be made in accordance with an EHC plan</li> <li>• Review EHC plans annually</li> </ul>	<p><b>Provide support to schools, parents, professionals and pupils in relation to the educational achievement of vulnerable pupils;</b></p> <ul style="list-style-type: none"> <li>• Chair and attend meetings in schools/ other agencies in relation to children displaying challenging behaviours e.g. Child in Need, Team around the Child, VEMT, Vulnerable pupils meetings etc</li> <li>• Track and monitor the achievement of children with EAL</li> <li>• Track and monitor the education of children electively home educated</li> <li>• Track and monitor fixed term exclusions on an individual child basis e.g. SEND, LAC, CP</li> <li>• Individual Pupil Support, SEN Support advice, guidance and support including Individual pupil support funding</li> <li>• Provide advice and guidance by telephone/ e-mail in relation to all vulnerable pupils</li> <li>• Support completion of co-ordinated support plans</li> <li>• Co-ordinate and chair multi-agency meetings</li> </ul> <p><b>Monitor, track and support the attendance, engagement and attainment of English as additional language pupils (EAL)</b></p> <ul style="list-style-type: none"> <li>• Track and monitor the attendance, exclusions and attainment of children with EAL</li> <li>• Attend and Chair meetings in schools in relation to children with EAL</li> <li>• Liaise with schools, local authority teams, multi agency professionals and voluntary agencies in relation to international new arrivals, refugees and asylum seekers</li> </ul>

<sup>1</sup> Section 52 Children Act 1989

<sup>2</sup> The School Discipline (Pupil Exclusions and Reviews)(England) Regulations 2012; The Education Act 2002 (as amended by Education Act 2011); The Education and Inspections Act 2006; The Education (Provision of Full-time Education for Excluded Pupils)(England) Regulations 2007

<sup>3</sup> Special educational needs and disability code of practice 0 to 25 years 2015

<b>Statutory duties</b> <i>for all schools (regardless of school status)</i>	<b>Centrally Retained Funding</b>
	<p><b>Provide educational advice and support to schools and professionals working with children who are subject to Children Protection/ Child in Need/ Edge of Care/ YOS prevention services etc</b></p> <ul style="list-style-type: none"> <li>• Respond to requests for advice and guidance by telephone/ e-mail</li> <li>• Attend meetings in schools/ other agencies in relation to vulnerable children who i.e. Child in Need, Team around the Child, Child Protection, LAC reviews, SEN support, Co-ordinated Support plan meetings, education planning meetings, Team around the PRU, Vulnerable pupils meeting, VEMT, funding panels, additionally resourced provision, peer networks (SEND) (JW/ LA/ ER)</li> <li>• Facilitate meetings off site where required</li> <li>• Provide 1:1 support to individual pupils</li> <li>• Provide practical support, advice and guidance to schools and other professionals</li> </ul> <p><b>Support schools to work closely with parents/ carers to meet the needs of vulnerable groups</b></p> <ul style="list-style-type: none"> <li>• Responsive to requests for advice and guidance by telephone/ e-mail</li> <li>• Attend meetings in schools/ other agencies in relation to vulnerable children who i.e. Child in Need, Team around the Child, Child Protection, LAC reviews, SEN support, Co-ordinated Support plan meetings, education planning meetings, Team around the PRU, Vulnerable pupils meeting, VEMT, funding panels, additionally resourced provision, peer networks (SEND)</li> <li>• Facilitate meetings off site where required</li> <li>• Provide 1:1 support to individual pupils</li> <li>• Provide practical support to schools and professionals</li> </ul> <p><b>Provide educational advice, guidance and information in relation to mobile pupils ensuring continuity of education</b></p> <ul style="list-style-type: none"> <li>• Chair Vulnerable Pupils meeting</li> <li>• Monitor, track and action missing children referrals</li> <li>• Track SEND funding</li> <li>• Track movement of children in/ out</li> </ul>

<b>Statutory duties</b> <i>for all schools (regardless of school status)</i>	<b>Centrally Retained Funding</b>
	<p>Hartlepool</p> <ul style="list-style-type: none"> <li>• Track movement of children within Hartlepool schools</li> <li>• Track, monitor and provide advice in relation to Electively Home educated children</li> </ul> <p><b>Providing support and guidance to schools in relation to children who are removed to be electively home educated</b></p> <ul style="list-style-type: none"> <li>• Track, monitor and provide advice in relation to Electively Home educated children</li> <li>• School attendance Orders for those families not providing appropriate education</li> </ul> <p><b>Chair and attend multi agency meetings in relation to vulnerable pupils</b></p> <ul style="list-style-type: none"> <li>• Risk Management Meetings</li> <li>• Funding Panels</li> <li>• Multi Agency Risk Assessment Conference (MARAC- Domestic Violence)</li> <li>• Vulnerable, Exploited, Missing and Trafficked (VEMT)</li> <li>• Admissions Meeting – Exceptional Circumstances</li> <li>• International New Arrivals (Asylum Seekers and Refugees)</li> <li>• Schools Causing Concern</li> <li>• Behaviour and Attendance Partnership (B&amp;A)</li> <li>• Vulnerable Pupils Meeting</li> <li>• Refugee resettlement Programme</li> <li>• EP/ SEND liaison</li> </ul>

**School Admissions Service****De-delegated**

It is the responsibility of the Local Authority to ensure that admission arrangements are compliant with the Admissions Code (2014). Local Authorities are expected to incur costs for requirements in relation to admissions and retain central DSG funding which contributes towards a team which comprises of an admissions manager, two admissions officers, one admissions assistant for these responsibilities:

- Devise, consult, determine and publish admission arrangements
- Produce composite prospectus
- Set Admission Number (PAN)
- Devise co-ordinated admissions scheme
- Produce application packs for entry into Reception and Year 7 admission rounds
- Produce reminder letters
- Ranking of application forms for entry into Reception and Year 7 admissions rounds
- Process application forms for entry into Reception and Year 7
- Reallocation of places following national offer days (primary and secondary)
- Produce and present school appeals cases for own admission authority schools and schools which converted to academy status prior to 2013/14 (this includes, legal and democratic services officer time)
- Produce and maintain waiting lists
- Complete DfE statistical returns (eg sufficiency survey/schools adjudicator report, national offer day report, appeals report)
- Development of Admissions Service - changes within Admissions Code
- Process in-year transfer requests (which can be quite complex and can include LAC, SEN, Asylum Seekers, Out of Area and Overseas pupils)
- Purchase, maintenance and development of IT software (parent online application portal)
- Process in-year fair access applications
  
- Dissemination of admissions information and daily support to parents, schools and other agencies
- Process Managed Move requests
- Attendance at and produce reports for Admissions Forum
- Attendance at Behaviour & Attendance Partnership
- Attendance at Vulnerable Pupils Meetings
- Respond to freedom of information and data requests

**Education Psychology**

Appendix to follow.

**School Attendance**

Statutory duties	De-Delegated Funding	Additional – SLA schools
<p>Referrals will be accepted if attendance is 70% or below in the 39 weeks prior to referral, all absences must be unauthorised. School must demonstrate that they tried to address the poor attendance prior to referral, necessitating a review of the case By the Attendance Team. Referrals once accepted will be allocated and actioned within ten working days.</p>	<p>Provide a named officer attached to each school.</p>	<p>All the services listed in de-delegated are offered to SLA schools plus the services listed below:-</p>
<p>Investigate unauthorised absence for a period of four or more continuous weeks where school have been unable to gain a response. Referrals will be allocated and actioned with in ten working days.</p>	<p>Carry out at least one register check per half term. Provide school with regular written updates on the status of referrals.</p>	<p>Undertake group work with small numbers of identified pupils where attendance or punctuality concerns are highlighted.</p>
<p>Track &amp; Locate Children Missing from Education. Referrals will be allocated and actioned with in ten working days.</p>	<p>Identify attendance patterns at 90% or below and in conjunction with school agree action.</p>	<p>Support vulnerable pupils with bespoke packages enabling them to access school or provision provided.</p>
<p>Produce a Code of Conduct for issuing Penalty Notices and implement that Code of Conduct.</p>	<p>Action and investigate referrals at 90% or below. Including both authorised and unauthorised absence.</p>	<p>Facilitate best practice meetings in relation to cluster groups for home school liaison officers or school based staff.</p>
<p>Undertake one full register check per academic year. <i>(Maintained Schools Only)</i></p>	<p>All referrals will be actioned within five days of receipt.</p>	<p>Facilitate Parent Groups.</p>
	<p>Action referrals and investigate punctuality concerns where children are marked as an L</p> <p>Undertake Late Gates in primary schools and follow up with home visits or letters as required.</p> <p>Facilitate Attendance Case Conferences and multi agency meetings in school to improve attendance.</p> <p>Undertake Fast Track attendance procedures</p> <p>Challenge parents for medical verification in relation to medical absences and refer for a school medical.</p>	<p>Review whole school attendance termly and provide certificates and rewards for pupils with 100% attendance.</p>

Statutory duties	De-Delegated Funding	Additional – SLA schools
	<p>Support school to address unauthorised holidays in term time.</p> <p>Daily cover for children left in school Mon to Thursday 3:30 pm to 5:00 pm Friday 3:30 to 4:30 pm</p> <p>Telephone advice available daily Monday to Thursday 3:30 pm to 5 pm and 3:30 pm to 4:30 pm Friday should a school is unable to contact their allocated officer.</p> <p>Respond were possible the same day to telephone concerns raised by schools.</p> <p>Investigate Non Statutory School Age Absences with in reception and nursery and undertake home visits etc</p> <p>Attend parent meeting for new starters in reception to raise awareness of the service and the importance of school attendance.</p> <p>Undertake school escorts.</p> <p>Take the lead on early help assessment completion or support school based staff with the completion of an early help assessment.</p> <p>Take the lead on early help assessment completion or support school based staff with the completion of an early help assessment.</p> <p>Undertake joint home visits with school staff as required.</p> <p>Support school staff with data collection, evidence and preparation for Governors, OFSTED etc.</p> <p>Support requests for data and advice on SIMMS and running reports.</p> <p>Facilitate meetings and support parents to re-engage with school when perceived issues are preventing them from returning</p>	



Statutory duties	De-Delegated Funding	Additional – SLA schools
	<p>their children to school.</p> <p>Attend school led meetings such as attendance panels when attendance is above 90% and all absences maybe authorised.</p> <p>Attend assemblies and provide certificates and rewards termly.</p> <p>Attend school led meetings such as attendance panels when attendance is above 90% and all absences maybe authorised.</p> <p>Annual data analysis which includes data details a full academic year.</p> <p>Review attendance policies and ensure school is compliant with the latest legislation in relation to school attendance and safeguarding pupils on alternative provision.</p> <p>Provide 100% certificates and rewards annually.</p>	

**Inclusions**

<b>De-delegated</b>
<p><b>Support and contribute to the Local Authority's Continuing Professional Development Programme;</b></p> <ul style="list-style-type: none"> <li>• Behaviour- De-escalation</li> <li>• Exclusions</li> <li>• Implementation of SEN funding/ banding</li> <li>• Language in Learning Across the Curriculum (EAL) training</li> <li>• New international arrivals, refugees, asylum seekers</li> <li>• Missing Children</li> <li>• Elective Home Education</li> <li>• Vulnerable, Exploited, Missing or Trafficked</li> <li>• Special Educational Needs Co-ordinators Forum</li> <li>• Designated Teacher Meeting Looked After Children/ Safeguarding</li> <li>• Attendance updates</li> <li>• Legislation Briefings (updates)</li> <li>• Governor Training; <ul style="list-style-type: none"> <li>○ Exclusions</li> <li>○ Mobile Pupils/ Children Missing Education</li> <li>○ Special Educational Needs</li> <li>○ Looked After Children</li> <li>○ Vulnerable Pupils</li> <li>○ Attendance</li> <li>○ Vulnerable, Exploited, Missing or Trafficked</li> </ul> </li> <li>• Challenging Behaviours Training</li> <li>• Fair Access/ Managed Moves</li> <li>• Co-ordinated Support Plans (SEN Support)</li> <li>• Writing Advice for Positive Outcomes – Education, Health and Care Plans</li> <li>• Training for Parents- Education, Health and Care Plans and SEN Support</li> <li>• Training for Parents- Elective Home Education</li> <li>• Key Worker Training</li> <li>•</li> </ul>
<p><b>Provide support and guidance to schools, parents, carers and pupils in relation to bullying and discrimination</b></p> <ul style="list-style-type: none"> <li>• Respond to requests from schools, parents, carers and children for advice and guidance</li> <li>• Attend meetings in relation to individual pupils</li> <li>• Provide legislation updates</li> <li>• Governor Briefings</li> </ul>
<p><b>Support with the education inclusion of children and young people who display challenging behaviours</b></p> <ul style="list-style-type: none"> <li>• Respond to requests for advice and guidance to schools, parents and multi agency professionals</li> <li>• Attend meetings in schools/ other agencies in relation to children who display challenging behaviours i.e. Child in Need, Team around the Child, Child Protection, SEN support, Co-ordinated Support Plan Meetings, team around the PRU, VEMT, Peer Networks (SEND)</li> </ul>
<p><b>Support Schools, parents, carers, pupils and other agencies in the prevention of exclusions</b></p> <ul style="list-style-type: none"> <li>• Respond to requests for advice and guidance in relation to the prevention of exclusions</li> <li>• Support and respond to Fixed term exclusions in order to reduce fixed term exclusions</li> <li>• SEND pathway for Fixed Term Exclusions</li> <li>• Attend meetings in relation to individual pupils</li> </ul>

- Early identification and prevention of Permanent exclusions (JW)

**Provide support, advice and information on exclusion procedures to school, parents, carers and pupils**

- Respond to requests for advice and guidance
- Attend meetings in schools/ other agencies in relation to children who have received exclusions
- Attend Independent Review Panels
- Governor support

## English as an Additional Language (EAL) Support

<b>Statutory duties</b> <i>for all schools (regardless of school status)</i>	<b>De-Delegated Funding</b> <i>For schools which de-delegate EAL funding</i>
<p>Ensure education is available to all children of compulsory school age that is appropriate to their age, ability and aptitude any special educational needs they may have, irrespective of a child's immigration status, country of origin or rights of residence.</p> <ul style="list-style-type: none"> <li>• Liaison with Home Office and other local authorities</li> <li>• Liaison with admissions team to ensure a school place is available that meets the child's individual needs</li> </ul>	<p><b>Used to fund 2 teaching assistants (EAL specialists) which are deployed into Hartlepool Schools.</b></p>
	<p>Provide direct support to EAL children and young people</p> <ul style="list-style-type: none"> <li>• Provide in class support to individuals and groups of children</li> <li>• Provide language interventions as directed by schools to individuals and groups of children</li> <li>• Provide after school language support to individuals and groups of children</li> </ul>
	<p>Track and monitor the attendance, engagement and achievement of children with EAL</p>
	<p>Provide advice and guidance to schools in relation to supporting EAL children</p> <ul style="list-style-type: none"> <li>• Attend meetings in relation to children with EAL</li> <li>• Provide advice and guidance in relation to individual children, language and immigration status</li> </ul>
	<p>Provide advice and guidance to parents and professionals in relation education of EAL children</p> <ul style="list-style-type: none"> <li>• Attend meetings in relation to children with EAL</li> <li>• Provide advice and guidance in relation to individual children, language and status e.g. refugees and asylum seekers</li> </ul>
	<p>Provide translation services for initial meetings between schools and parents</p>

**Free School Meal Eligibility**

<b>Statutory duties</b> <i>for all schools (regardless of school status)</i>	<b>De-Delegated Funding</b>
<ul style="list-style-type: none"> <li>• To accept FSM applications from parents via form or telephone.</li> <li>• Benefits staff to carry out appropriate qualification checks to allow assessment of claim.</li> <li>• Notification letters regarding decisions are produced and issued to <u>parents only</u> on daily basis.</li> <li>• Availability of Benefits staff to answer any FSM queries via telephone / email / letter from <u>parents only</u>.</li> <li>• Changes made, where appropriate, regarding change of schools between educational years where details are known.</li> </ul>	<ul style="list-style-type: none"> <li>• Benefits staff will notify the relevant school via telephone call after successful decision or revised decision if a change of circumstance is received.</li> <li>• Weekly lists are provided to any school that has had a change in their FSM caseload in that week which details the change that has occurred (additions / deletions) along with a revised full caseload. During census weeks (3 per year), ALL schools will be issued with current caseload data to enable the school to provide the appropriate return.</li> <li>• Availability of Benefits staff to answer any FSM queries via telephone / email / letter from either parents or school.</li> <li>• During the summer break, changes to all Schools caseloads are administered to reflect pupils who have left at the end of the previous year and new pupils who are starting in the new educational year. Letters will be issued to all parents, where appropriate, and details of the revised caseload will be issued to all schools prior to the start of the new term.</li> </ul>