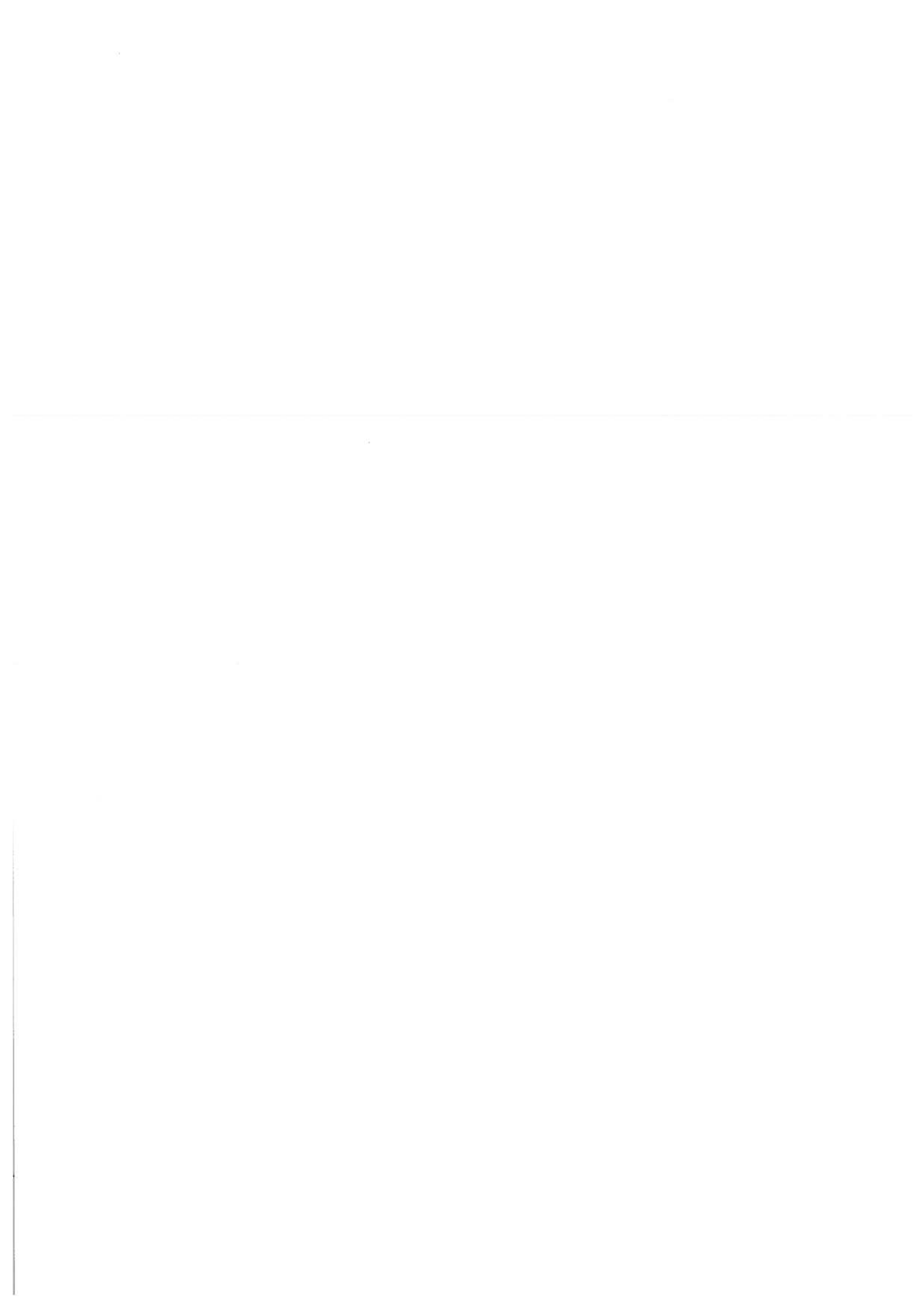

SCHOOLS' FORUM

13 September 2019 – 10.30am

CETL
Brierton Lane, Hartlepool, TS25 4AF

A G E N D A

- | | | |
|-----|---|--------------------|
| 1. | Apologies – | Chair |
| 2. | Minutes from last Forum (2019) & Matters Arising (attached) | Chair |
| 3. | National Funding Formula (I) (standard item) (will be covered in finance reports later in agenda) | Mark Tilling |
| 4. | SEND free school update (standard item) (verbal update) | Danielle Swainston |
| 5. | SEMH (Standard item) (verbal update) | |
| 6. | High Needs Block Quarter 1 Outturn Projection 2019/20 (I) (attached) | Danielle Swainston |
| 7. | Estimated High Needs Block Budget Requirement 2020/21 (D)
– <i>deferred to next meeting</i> | Danielle Swainston |
| 8. | Proposed School Budget Shares 2020/21 (D)
– <i>deferred to next meeting</i> | Amanda Whitehead |
| 9. | Proposed Central Services Block 2020/21 (D) (attached) | Amanda Whitehead |
| 10. | Proposed Early Years Centrally Retained Budget Requirement 2020/21 (D) (attached) | Penny Thompson |
| 11. | Proposed De-delegated Services 2020/21 (D) (attached) | Amanda Whitehead |
| 12. | Statutory Services Provided by the Local Authority – Budget Requirement 2020/21 (D) (attached) | Amanda Whitehead |
| 13. | Any Other Business | |
| 14. | Items for next meeting | |
| 15. | Date and Time of Next Forum Meeting – 11 October 2019 – 10.30am - Conference Hall, CETL | |



Schools' Forum Meeting

21st June 2019

Attendees:

Members

Angela Henderson (AH) PRU
 Christopher Simmons (CS) (Governor)
 David Turner (DT) (Small)
 Helen O'Brien (HO) (Large <50%)
 Jo Heaton (JHe) (Diocese of Durham)
 John Hardy (JH) (VA Small)
 Julie Thomas (JT) (Primary Academy >50% FSM)
 Lynne Chambers (LC) (Primary-Academy >25% >50% FSM)
 Mark Hughes (MH) 16-19 Sector
 Mark Tilling (MT) (Secondary Schools)
 Mary Frain (MF) (VA Large)
 Neil Nottingham (NT) (Primary Academy >50% FSM)
 Penny Thompson (PT) (Early Years)
 Rachel Williams (RW) Diocese – Roman Catholic
 Stephen Hammond (SH) (Academy – Secondary)
 Sue Sharpe (SS) (Large Deprived)
 Zoe Westley (ZW) (Special Schools)
 Emma Espley (EE) Substituting for Tracey Gibson

Local Authority Officers

Jane Watt (JW) (Children's Finance)
 Rachel Clark (RC) (HR Business Partner)
 Sally Robinson (SR) (Director of Children's & Joint Commissioning)
 Sandra Shears (SSh) (Children's Finance)
 Louise Allen (SEND)

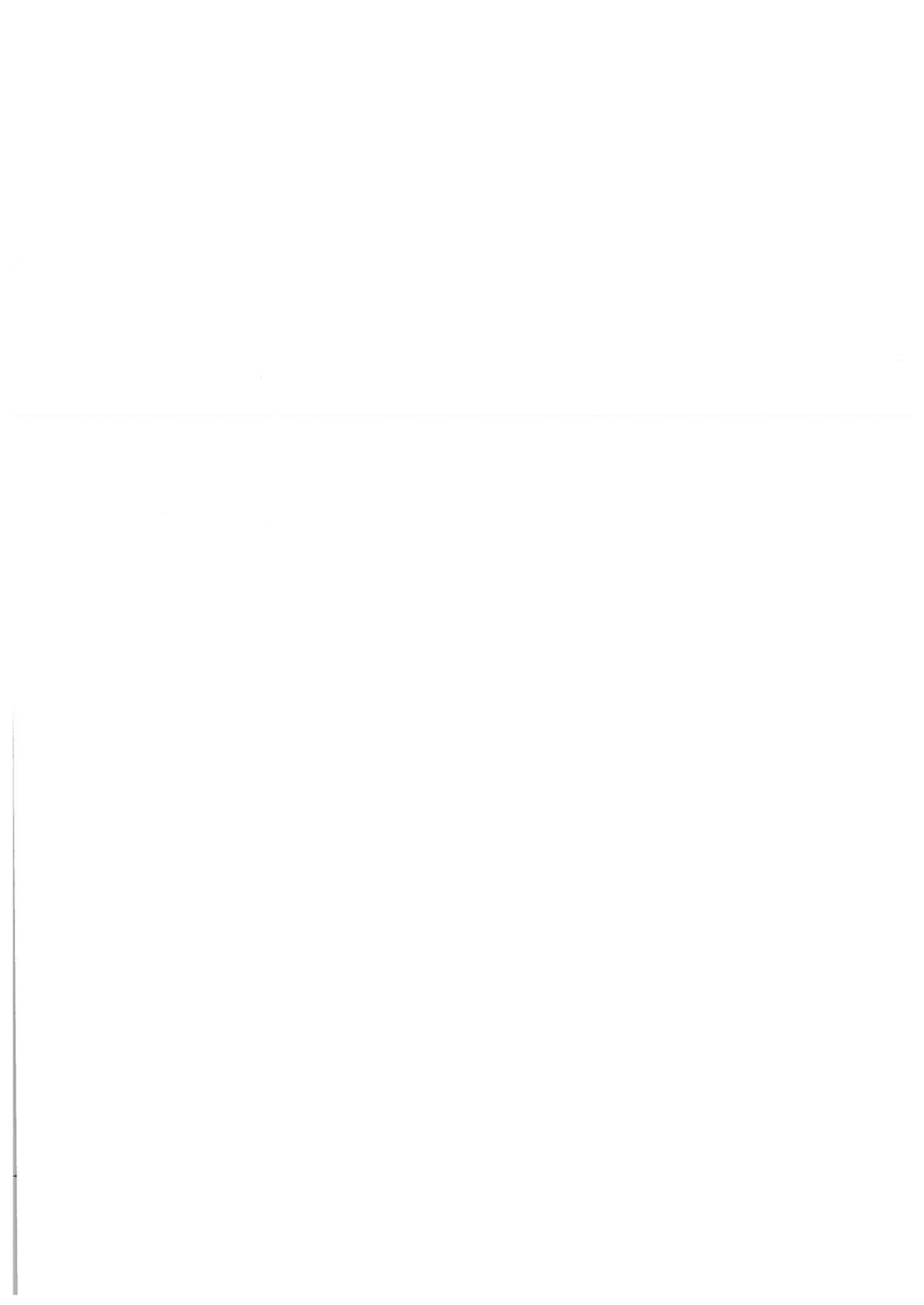
Agenda Item		Action
1	Apologies	
1.1	Amanda Baines, Tracey Gibson	
2	Minutes of the Last Meeting – 7th May 2019 & Matters Arising	
2.1	Minutes were read and accepted as a true record.	
2.2	Item 10 – MT gave an update on Rossmere and concerns for children using the building. Forum agreed to fund a feasibility study on the Rossmere School site from available funding. Point of legality was raised around liability and what is include in the SLA. Forum requested a follow up response.	LA
2.3	Item 12 – PT gave an update on Stockton's Schools Forum decision to accept a 2 year funding package for the Education Officer.	

<p>3</p> <p>3.3</p>	<p>National Funding Formula (I) (Standing item)</p> <p>There were no specific updates for the meeting</p>	
<p>4</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>	<p>Trade Union Termly Update (information only)</p> <p>RC updated forum on the purpose of the report that it is to update them on the current status of the de-delegated fund for trade union facility time and to provide an update on the review of non-teaching trade union facility time with the request for a decision on use of the existing fund.</p> <p>RC asked for the contents of the report to be noted and the forum decide whether to utilise £3,075 for non-teaching trade union facility time from the existing de-delegated budget agreed in 2019/20.</p> <p>Discussion took place following noted:-</p> <ul style="list-style-type: none"> • SH queried how long the remaining reserve balance would last and what was a reasonable contingency • MT reminded Forum that the balance would be added to with a potential 2019/20 underspend • MT repeated concerns that union support for teaching staff was inadequate Prudent to keep union reserve – but be reviewed each year <p>A vote was taken of those eligible to vote</p> <p>In favour – 13 Against – 4 Abstained – none</p> <p>HO joined the meeting at the end of this item.</p>	
<p>5</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>Outcomes from High Needs Task and Finish Group(D)</p> <p>The report outlined the information requested and reviewed by the Task and Finish group which was previously commissioned by schools forum.</p> <p>Six major areas were explored</p> <ul style="list-style-type: none"> • Structure of High Needs Block • Understanding how funding is allocated • Understanding the SEND elements of the census returns • Detailed review of out of area and independent school placements and trends • Review of residential school placements • Consideration of how individual Pupil Support agreements are made <p>The group proposes the following five actions for implementation in order to address identified issues:-</p>	

<p>5.4</p>	<p>1. Where possible, local authority engage with prospective delivery partners for the new free school around the findings from the task and finish group;</p> <p>2. Agree and implement a mechanism for sharing best practice across all schools to ensure an effective understanding of the knowledge, skills and expectation of mainstream staff, including access to effective training, in order to enhance the offer of support to meet the needs of students with SEMH based difficulties within the mainstream curriculum;</p> <p>3. Explore and implement extended and enhanced transition arrangements for this group of children especially at Y6 to Y7, including consideration of offering a primary model of teaching for an initial period of time;</p> <p>4. Document and implement a whole system approach to an inclusive ethos across the full school estate, driven by head teachers in Hartlepool to provide a consistent approach and level of skill amongst school based staff and understanding of need, with particular regard to Adverse Childhood Experiences and how such "toxic stress" reactions impact on the individuals development;</p> <p>5. Encourage training and CPD for other agencies, such as CAMHS, social workers and EPs in supporting schools to implement an effective approach to managing children with challenging behaviour.</p> <p>Forum are asked:</p> <p>a) To consider the five proposals from the High Needs Task and Finish Group</p> <p>b) To agree whether the five proposals should be implemented;</p> <p>c) Where proposals are agreed for implementation, assign ownership.</p> <p>Each proposal was agreed individually and a lead officer was identified.</p> <p>Proposal 1 – DS has this in hand as she has attended meetings with prospective providers.</p> <p>Proposal 2 – JB and SS to lead via SEMH Group</p> <p>Proposal 3 – JB and MT to lead on links with ONE North East through their transition project. JB has already lodged an expression of interest.</p> <p>Proposal 4 – SR offered officer support from the new AD. However, felt this should be driven by Head teachers. To be taken to HT meeting. – JH to lead via the Children's Strategy Partnership.</p>	<p>DS</p> <p>JB/SS</p> <p>JB/MT</p> <p>JH</p>
<p>6</p>	<p>Early Years Block Overview (I)</p>	
<p>6.1</p>	<p>The Early Years Block (EYB) is part of the Dedicated Schools Grant (DSG).</p>	

<p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p>	<p>The report was intended as an introduction to EYB funding so that Forum can receive a further detailed report considering the shortfall on funding for two year old entitlements and discuss any potential mitigation.</p> <p>The issue relating to two year old funding was reported to Schools' Forum on 7 May 2019 as part of the DSG final outturn update for 2018/19.</p> <p>SSh gave an overview of the report and asked the Forum to note the contents of the report.</p> <p>JH volunteered to take part in the review.</p>	<p>JH</p>
<p>7</p> <p>7.1</p> <p>7.2</p> <p>7.3</p>	<p>Year End School Balances</p> <p>Every year schools are asked to complete two balances surveys: one following outturn as at 31 March and an update in December.</p> <p>In the past, Schools Forum agreed that a robust challenge would be made to ensure that schools are spending their balances effectively. In addition, a Task and Finish Group was set up to look at monitoring mechanisms for school balances which agreed in principle to 'deficit/surplus' clinics. This resulted in the establishment of an agreed Protocol which forms part of the local Scheme for Financing Schools.</p> <ul style="list-style-type: none"> • SSh gave an overview of the report and asked the Forum to Note the contents of the report • Agree that the Excessive School Balances Protocol be followed for those schools that fall within its remit, and that the Chair convenes the required meetings with these schools early in the autumn term 2019. – Agreed to be set up. 	<p>SS</p>
<p>8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.5</p>	<p>Dedicated Schools Grant Reserves</p> <p>Any underspend against Dedicated Schools Grant (DSG) spending can be taken to reserve balances for use in future years.</p> <p>Although not specifically required under the regulations, Schools' Forum are always consulted about the use of DSG reserves.</p> <p>Schools' Forum have historically agreed the use of reserves to support the financial pressure on high needs spending and recently approved the use of reserves to fund the Designated Education Officer post in 2019/20.</p> <p>SSh gave an overview of the report.</p> <p>SSh asked the Forum to note the content of the report</p> <p>CS left the meeting.</p>	

9.	Pupil Referral Unit Financial Position	
9.1	The report gave the 2018/19 final outturn position.	
9.2	MT gave an overview of the report.	
9.3	Forum are asked to consider whether the historic deficit of £68k relating to the PRU should be written off against the DSG reserves balance	
9.4	All Forum Members are eligible to vote on the proposal. In favour 15 Against - 0 Abstained - 2	
10	Changes to the School Financial Value Standard (I)	
10.1	This report informed Schools' Forum of changes that have been made to the Schools Financial Value Standard (SFVS) from 2019/20 onwards that will need to be reflected when completing the SFVS checklist and dashboard following the end of the 2019/20 financial year in May 2020.	
10.2	SSh gave an overview of the report. School Forum were asked to note the content of the report.	
11	Training and Induction of Forum members.	
11.1	SS will pick this up in September to start looking at funding.	SS
12	Any Other Business	
12.1	<u>Call for Evidence Questionnaire – Funding for SEN</u>	
12.2	Response is required by end of July. Input will be required by the LA and HTs.	
12.3	A task and finish group to be set up. SS to email out for interest to attend this group along with a copy of the Call for Evidence questions.	SS
12.4	MT raised the issue of high pupil mobility in Hartlepool. It was suggested a sub group be set up to understand reasons behind mobility and possible solutions. SS to ask head teachers for volunteers. Agreed other agencies would be invited to subsequent meetings. PT volunteered with her LA role to be included on the group.	
12.5	MF agreed to scope out the issues for sub group consideration.	MF
13	Date and Time of Next Forum Meeting	
13.1	It was agreed to cancel the meeting on the 8 th July.	



Report to Hartlepool Schools' Forum 13 September 2019
From Danielle Swainston – Assistant Director, Joint Commissioning

Item 6: High Needs Projected Outturn 2019/20

1. Introduction

- 1.1 The purpose of the report is to provide an estimated outturn for spending against the high needs block in 2019/20.

2. Background

- 2.1 Owing to the continuing financial pressure on high needs spending, Forum are presented with regular updates on outturn projections. Spending to date and estimated spending to March 2020 has been reviewed and updated government funding was confirmed in July 2019. This report brings both sets of information together and presents the first outturn projection for 2019/20.
- 2.2 Schools' Forum will recall that £0.621m was transferred from the Schools' Block to the High Needs Block as part of 2019/20 budget setting to support the projected budget requirement.
- 2.3 The government provided £0.209m of additional funding in 2019/20. This is the second year of the 2-year late additional funding announcement made in December 2018.

3. 2019/20 Funding

- 3.1 Updated DSG allocations were published in July 2019, including the high needs block. The allocation for Hartlepool, after recoupment, has been updated to £8.956m. This is a reduction in government funding of £0.168m since the last DSG figures published. The reduction is linked to the import / export adjustment within the high needs block formula which has been amended to reflect January 2019 census and February R06 ILR data.
- 3.2 The import / export adjustment reflects the change of Catcote Futures to SPI status (Special Post-16 Institution). Places at SPIs are counted as exported pupils, even if the SPI is situated in the same local authority. The 31 students recorded at Catcote SPI have resulted in an excess of exported pupils over imported pupils. This excess has caused the £0.168m reduction in funding for 2019/20.
- 3.3 The funding impact from the change to SPI status has been queried with ESFA to ensure its accuracy. No response has been received to date.
- 3.4 The revised government funding allocation, plus the transfer of £0.621m from the schools' block, gives total high needs block funding of **£9.577m** in 2019/20 against a budget of **£9.745m**, a funding pressure of **£0.168m**.

4. 2019/20 Projected Expenditure

- 4.1 Budgets in 2019/20 for high needs spending amount to £9.745m as shown in the table below.

High Needs Budget 2019/20	£m
Place funding	1.426
Independent school fees	2.460
Out of authority top-ups	0.405
Top-up funding and support	4.135
Exclusions	0.132
Post-16 top-up funding	0.720
Support services	0.467
Total Budget 2019/20	9.745

- 4.2 Expenditure to the end of July 2019 has been reviewed and an estimate of remaining spend against each area has been assessed.
- 4.3 Owing to the volatility of high needs spending and underlying demand, a range of projected outturns have been collated. These present a best-case, mid-case and worse-case scenario.
- 4.4 The following table presents the range of projected outturns against each area of activity for 2019/20.

High Needs Expenditure 2019/20	Worse Case		Mid Case		Best Case	
	Projection £m	Variance Over/(under) Spend £m	Projection £m	Variance Over/(under) Spend £m	Projection £m	Variance Over/(under) Spend £m
Place funding	1.441	0.015	1.441	0.015	1.441	0.015
Independent school fees	2.675	0.215	2.582	0.122	2.484	0.024
Out of Area top-ups	0.357	(0.048)	0.347	(0.058)	0.347	(0.058)
Top-up funding and support	4.488	0.353	4.302	0.167	4.270	0.135
Exclusions	0.442	0.310	0.297	0.165	0.212	0.080
Post-16 top-ups	0.720	0.000	0.627	(0.093)	0.627	(0.093)
Support services	0.467	0.000	0.467	0.000	0.467	0.000
Total projection	10.590	0.845	10.063	0.318	9.848	0.103

4.5 Local authority place funding (£0.015m overspend projected)

Place funding amounts are on budget, with the exception of new places expected to open in January 2020 following approval of the new SEMH secondary ARP at High Tunstall School. The working assumption is currently a 6 place unit.

4.6 Independent school fees (£0.122m overspend projected – mid case)

The mid-case projection of spend anticipates a year-end overspend of £0.122m. This represents an annual increase of spend by £0.628m from 2018/19. The 2019/20 budget is predicated on 50 placements at an average cost of £49k per place. There are currently 45 children placed in independent schools but this is at a greater average

cost of £57k per place. Six of the 45 children are new commitments from the start of the 2019/20 academic year. Three children have left placements during 2019/20 financial year so far.

The mid-case outturn projection includes a further 6 children (in addition to the existing 45 placements) at an estimated total cost in 2019/20 of £0.151m. The timing, location and price for these 6 pupils being placed in independent schools is uncertain.

4.7 Out of authority top-ups (£0.058m underspend projected – mid case)

The 2019/20 budget is predicated on 21 placements at an average cost of £19.3k per place. To date, provision is projected (mid-case) at 20 placements at an average cost of £17k per place.

4.8 Top-up funding and support (£0.167m overspend projected – mid case)

Top-up funding and support represents 42% of the overall high needs budget. This category covers the areas of spend listed in the table below.

Top-up Funding and Support (High Needs)	Budget 2019/20 £m	Projected Outturn 2019/20 £m	Projected Variance 2019/20 £m
Individual pupil support	1.312	1.429	0.117
ARP top-ups	0.260	0.260	0.000
Special school top-ups & MFG	2.054	2.118	0.064
Hearing impaired	0.131	0.120	(0.011)
Visually impaired	0.075	0.072	(0.003)
Small Steps	0.166	0.166	0.000
Home and Hospital	0.137	0.137	0.000
Total Projection 2019/20	4.135	4.302	0.167

The significant areas of financial pressure are explained in more detail below.

4.8.1 Individual Pupil Support (£0.117m overspend projected)

The Individual pupil support (IPS) budget provides additional funding to mainstream schools to support pupils with SEN to remain in a mainstream setting. The budget is a key line of defence in avoiding other potential costly support options. All IPS approvals, other than where a child has an EHCP in place, are subject to panel review and approval. The IPS budget also funds a small number of exceptional items where there is a particular financial need over and above the standard top-up payment.

As at June 2019, the IPS budget is providing top-up payments for 332 pupils with SEN. This compares to 318 pupils with top-up payments as at 31 March 2019. Funding of exceptional items is projected at £0.292m in 2019/20 compared to actual spending of £0.249m for 2018/19.

4.8.2 Special School Top-ups and Minimum Funding Guarantee (£0.064m overspend projected – mid case)

A small number of top-up payments for students placed over and above the Minimum Funding Guarantee student number are committed to Catcote and Springwell special

schools. These over and above payments avoid more costly out of area or independent school placements.

4.9 Exclusions (£0.165m overspend projected – mid case)

This area is now being reported as a separate spending category and combines the funding of excluded pupils placed in the PRU, along with the costs of alternate provision. As at 22 July 2019, there were 32 permanently excluded pupils at a projected annual cost of £0.297m. This annual cost is net of the amount of funding able to be clawed back from the relevant home school for excluded pupils. The cost of exclusions on the high needs block is growing and has increased significantly during 2018/19 and 2019/20.

4.10 Post-16 top-up funding (£0.093m underspend projected)

In-year spending is difficult to predict owing to the learning choices available to individual learners. However, payments relating to academic year 2018/19 have now been confirmed and estimates of 2019/20 academic year payments has been collated. Final payments for the 2019/20 academic year will be known at the end of October 2019. Based on current estimates, an underspend of £0.093m is projected.

4.11 Support Services (nil variance projected)

The contribution from the high needs block to local authority support services has been maintained at budget level for 2019/20, with inflationary increases being absorbed by the local authority.

4.12 Taking the reduced funding of £0.168m into account, the projected outturn position (mid-case) on high needs spending in 2019/20 is an overspend of **£0.318m**. There is currently **£0.314m** earmarked in DSG reserves to fund this potential overspend.

4.13 The equivalent overspend projection using the worse-case scenario is **£0.845m** and the equivalent overspend position using the best-case scenario is **£0.103m**. Should the worst-case scenario materialise, £0.531m will be carried forward to 2020/21. A recovery plan will then be developed with Schools' Forum.

5. Initial Assessment of the 2020/21 Position

- 5.1 The outturn projection contained in this report reflects yet further financial pressure for high needs spending.
- 5.2 Were the mid-case projection to materialise, and there was no increase in funding, this would mean an additional £0.318m budget requirement for 2020/21, on top of the £0.621m already transferred from the schools' block under disapplication in 2019/20 – an estimated funding shortfall of £0.939m in 2020/21.
- 5.3 Delivery of the outcomes and actions from the High Needs Task and Finish Group, along with the opening of the new Free School are critical to addressing the ongoing increase in demand, complexity of need and associated financial pressures.

5.4 The strategy for tackling the growing pressure on the high needs block and the future outlook for funding shortfalls beyond 2019/20 will be presented in a separate report to Schools' Forum.

5.5 To ensure that Forum Members and the wider Head Teacher community are fully updated on the strategy, consultation sessions will be offered as part of 2020/21 budget planning.

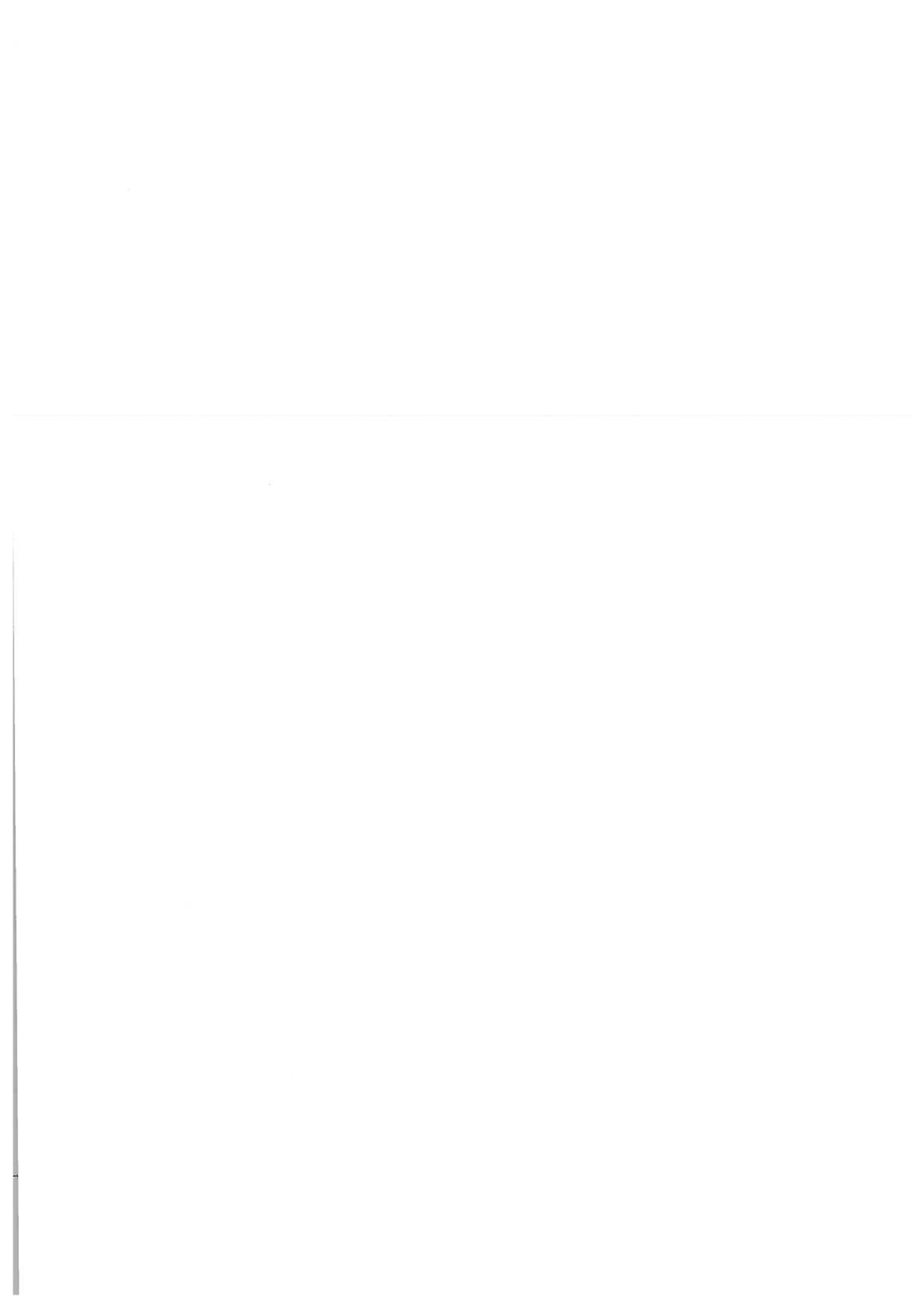
6. Recommendations

6.1 Forum is recommended to note the contents of the report.

6.2 Note that should the mid-case scenario materialise that there is £0.314m earmarked in DSG reserves to fund this.

6.3 Note that should the worst-case scenario materialise that £0.531m would be carried forward to 2020/21 and that a recovery plan would need to be formulated with Schools' Forum.

6.4 Note should no additional funding be provided for 2020/21, based on current projections, an additional £0.318m on top of the £0.621m already transferred to the block will be requested via a disapplication request.



Agenda Item 9: Central School Services Block 2020/21

1. Introduction

- 1.1 This report is to consult and decide on the budget requirement for the Central School Services block for 2020/21.

2. Background

- 2.1 Upon introduction of the National Funding Formula, the Education and Skills Funding Agency (ESFA) 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.

- 2.2 This report covers budget requirements for both the historic commitments and the ongoing commitments, including former ESG retained duties and seeks Schools' Forum approval where appropriate.

3. Central School Services Block Funding 2020/21

- 3.1 The CSSB is funded within the Dedicated Schools Grant (DSG) allocation and is calculated as a rate per pupil. Pupil numbers within the provisional CSSB allocation are based on the October 2018 school census. Confirmed CSSB funding is published in December each year and final figures are updated for the October 2019 school census.
- 3.2 The rate per pupil for 2020/21 has yet to be announced. Taking total number on roll from the October 2018 census (maintained and academies), and the 2019/20 per pupil rate of £33.89 this extrapolates to a provisional CSSB funding estimate of £453k for 2020/21. This figure when confirmed will be reported to a future Forum meeting.
- 3.3 The sections that follow outline the draft budget requirement for 2020/21 in relation to central services – firstly for historic commitments and secondly for ongoing responsibilities, including former ESG retained duties.
- 3.4 Appendix 1 outlines the individual approval requirements by Schools' Forum for each element of the CSSB budget requirement.

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

4. Historic Commitments

4.1 At the point the CSSB was established, the following historic commitments formed a budget requirement of £0.465m.

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

4.2 Budget requirements for historic commitments are subject to a limitation of no new commitments or increases in expenditure within the regulations.

4.3 Decisions made by Schools' Forum as part of annual budget preparation resulted in historic commitments for School Meals, Vulnerable Pupils and Space to Learn not being agreed. Therefore, funding for these CSSB services was instead transferred to the Schools Block in 2019/20.

4.4 Schools' Forum are asked to consider and approve CSSB budgets for the remaining historic commitments relating to:

- Licences, and;
- Termination of Employment Costs.

4.5 Licences

Historically all expenditure in relation to licences used to deliver education services were recorded on a specific 'Licences' line on the Authority's Section 251 statement. In 2013/14 when the Schools Block was introduced, this line, amongst other lines was recorded by the EFSA as 'Centrally Retained Combined Budgets'.

4.6 The local authority previously procured its licences from Capita. The Capita licence expired in September 2018 and the local authority introduced a new solution called EYES to support the following areas:

- 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 - a secure means of communicating information between the local authority and schools.

4.7 The introduction of the EYES system has produced savings against the original CSSB funding of £0.77m. Therefore, the budget requirement in 2020/21 is a contribution of £0.067m towards the costs of these licences, effectively transferring the savings of £0.010m made back to the Schools Block. The EYES system supports a number of wider Council operations and funding from Council service teams, including Early Years to fund the Childcare module, supports the overall EYES system cost. Schools' Forum is asked to approve the contribution of £0.067m for 2020/21.

4.8 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. Expenditure against this budget in 2019/20 was £0.038m. As the regulations do not allow for budgets for historic commitments to be increased, Schools' Forum is asked to approve the original funding amount of £0.031m for 2020/21.

4.9 Were Schools' Forum to approve the amounts shown at paragraphs 4.7 and 4.8 above, the remaining £0.367m CSSB funding for historic commitments would transfer to the Schools Block in 2020/21 to support school budget shares.

5. Ongoing Responsibilities

5.1 The table below summarises the provisional budget requirement for CSSB ongoing responsibilities in 2020/21. As the charges marked with an asterisk are calculated on the basis of pupil numbers, they are subject to change when October 2019 school census data is published in December 2019.

Ongoing Responsibilities	Provisional Budget Requirement 2020/21 £m
Retained Education Services *	0.216
Admissions	0.132
Copyright licences*	0.069
Servicing Schools' Forum	0.036
Total	0.453

*these figures are subject to pupil number changes and will be updated in December 2019

5.2 Retained Education Services

Details regarding this element of funding are covered in a separate report on the agenda. The budget requirement for 2020/21 is set at £16.18 per pupil, with pupil volumes currently based on October 2018 school census data.

5.3 Admissions

The local authority is not proposing to increase the charges for the provision of the Admissions service. Further details are shown in **Appendix 2**.

5.4 Copyright Licences

The ESFA has negotiated copyright licences for schools with most copyright holders. The licences are purchased by the ESFA, who charge the local authority by way of a reduction in DSG. In 2019/20 the licence cost is £0.069m. The licence cost for 2020/21 will not be known until the ESFA confirm the final cost later in the year. The final cost is unlikely to increase significantly. The list of current licences 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.

5.5 Servicing Schools' Forum

This amount reflects the cost 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 was set in 2012/13 at £35k per annum. Schools' Forum agreed a minimal increase of 2% (£700) in 2019/20 to cover the cost of the annual pay award. The LA will not be requesting an increase in 2020/21.

6. **Recommendations**

6.1 Schools' Forum are recommended to

- a) note the contents of the report
- b) consult those schools that individual members of the Forum represent with a view to deciding on the following:

- i. agree to fund the budget requirement for historic commitments as detailed in paragraphs 4.7 and 4.8 (*Please note: a separate vote per service is required and all Forum members are eligible to vote*)
- ii. agree to fund the budget requirement for ongoing responsibilities as detailed in paragraphs 5.2 to 5.5 (*Please note: a separate vote per service is required and all Forum members are eligible to vote. However, a vote is not required for copyright licences as these are agreed on a consultation-only basis*).

Voting: All Schools' Forum members are eligible to vote on these recommendations.

ESFA Guidance on approvals required

Centrally retained service	Approval required
<ul style="list-style-type: none"> • high needs block provision • central licences negotiated by the Secretary of State 	<p>Schools' Forum approval is not required (although they should be consulted)</p>
<ul style="list-style-type: none"> • funding to enable all schools to meet the infant class size requirement • back pay for equal pay claims • remission of boarding fees at maintained schools and academies • places in independent schools for non-SEN pupils • admissions • servicing of schools forum • contribution to responsibilities that local authorities hold for all schools • contribution to responsibilities that local authorities hold for maintained schools (voted on by relevant maintained school members of the forum only) • de-delegated services from the schools block (voted on by the relevant maintained school members of the forum only) 	<p>Schools' Forum approval is required on a line-by-line basis</p>
<ul style="list-style-type: none"> • central early years block provision • any movement of funding out of the schools block • any deficit from the previous funding period that reduces the amount of the schools budget • any brought forward deficit on de-delegated services which is to be met by the overall schools budget 	<p>Schools' Forum approval is required</p>
<ul style="list-style-type: none"> • capital expenditure funded from revenue <ul style="list-style-type: none"> • projects must have been planned and decided on prior to April 2013; no new projects can be 	<p>Schools' Forum approval is required on a line-by-line basis. The budget cannot exceed the value agreed in the previous funding period, and no new commitments can be</p>

Centrally retained service	Approval required
<p>charged</p> <ul style="list-style-type: none"> • details of the remaining costs should be presented • contribution to combined budgets <ul style="list-style-type: none"> • 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 • existing termination of employment costs <ul style="list-style-type: none"> • costs for specific individuals must have been approved prior to April 2013; no new redundancy costs can be charged • prudential borrowing costs <ul style="list-style-type: none"> • the commitment must have been approved prior to April 2013 • details of the remaining costs should be presented 	<p>entered into. Read establishing local authority DSG baselines for more information.</p>
<ul style="list-style-type: none"> • funding for significant pre-16 pupil growth, including new schools set up to meet basic need, whether maintained or academy • funding for good or outstanding schools with falling rolls where growth in pupil numbers is expected within three years 	<p>Schools' Forum approval is required on a line-by-line basis, including approval of the criteria for allocating funds to schools</p>

School Admissions Service

Centrally Retained

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

Report to Hartlepool Schools' Forum 13 September 2019
From Penny Thompson – Head of Service: The Children's Hub

Item 10: Dedicated Schools Grant – Early Years Block Centrally Retained Budget
2020/21

1. Introduction

- 1.1 The purpose of the report is to seek approval to the central spend element of the Early Years funding for 2020/21.
- 1.2 The Early Years Block forms part of the Dedicated Schools Grant.

2. Background

- 2.1 Since its introduction in April 2017, the EYNFF has set the hourly funding rates that each local authority is paid to deliver the universal and additional entitlements for three- and four-year-olds.
- 2.2 Local authorities are required to consult providers on proposed annual changes to local early years funding formulas, although the final decision rests with the local authority.
- 2.3 Consultation with providers is planned for October 2019 and Schools' Forum will receive a report at their November meeting to review the results of the consultation and proposals for setting the hourly rate in 2020/21.
- 2.4 Forum Members will recall that the hourly rate was restructured in 2019/20 to remove discretionary supplements and increase the base rate payable to all providers. The key reason for this decision was to increase the certainty of payments to providers in order meet the 95% pass-through rate required in the regulations.
- 2.5 As a significant restructure was undertaken in 2019/20, it is unlikely that further changes will be proposed for 2020/21.
- 2.6 Ahead of presenting proposals for the hourly rate to be set for 2020/21, this report seeks approval to the centrally retained element of funding for 2020/21.

3. 2020/21 Early Years Block Funding

- 3.1 The 2020/21 initial funding allocation for the Early Years Block will be announced in December 2019. Therefore, the figures contained in the table below are based on our latest estimate of 2019/20 funding.

Early Years Block	Rate	2020/21 Estimated Funding (£)
3/4 Year Old Funding	£4.49 per hour	4,646,409
Disability Access Fund (DAF)	£615 per pupil pa	31,365
Pupil Premium	£0.53 per hour	141,685
Total 3/4 Funding		4,819,459
2 Year Old Funding	£5.20 per pupil	1,318,980
Total Estimated Early Years Block		6,138,439

4. Centrally Retained Funding

- 4.1 In accordance with ESFA guidance it is proposed to retain centrally 5% of the EYNFF for 3/4 year old entitlement. The 5% is calculated using the 3/4 year old funding (£4,646,409 as at 2019/20 funding) in the table above.
- 4.2 The 5% would be applied to the 2020/21 funding once provisional allocations are published in December 2019. The 5% proposed to be centrally retained based on 2019/20 funding amounts to £232k.
- 4.3 The centrally retained funding will be used to:
- support the costs of staff to deliver the increasingly growing early years free entitlement offer, including a Free Nursery Entitlement Officer, Free Nursery Entitlement Assistant and Childcare Officer, together with appropriate administration support
 - administration of the SEN inclusion fund for low level and emerging needs
 - costs of the new ICT system required to administer early years that is mandated by DfE
 - administration of the Disability Access Fund (DAF) including advice and support
 - contribute to two-year-old place funding, where there is a funding pressure between participation and actual funding received based on census returns.

5. Recommendation

- 5.1 Forum is recommended to:
- a) note the contents of the report
 - b) approve the centrally retained funding at 5% which is used to administer and deliver early years provision in line with legislative requirements.

A vote is required and ALL Schools' Forum members are eligible to vote.

Report to Schools' Forum 13 September 2019
From Amanda Whitehead Assistant Director: Education

Item 11: De-Delegated Services for Maintained Schools 2020/21

1. Introduction

- 1.1 This report proposes the de-delegated services to be provided by the local authority to maintained schools in 2020/21.

2. Background

- 2.1 De-delegated services relate to maintained schools only. Funding for de-delegated services is incorporated within the National Funding Formula (NFF) by ESFA but is passed back or "de-delegated" to the local authority with Schools' Forum approval.
- 2.2 Funding of de-delegated services provided to special schools and PRUs is included in any top-up payments.
- 2.3 Where de-delegation is agreed for maintained schools, the local authority will offer the service on a buy-back basis to academies.
- 2.4 Schools' Forum members for primary and secondary maintained schools must decide separately and against each individual de-delegated service. The majority decision will apply to all maintained schools for the particular de-delegated service.
- 2.5 Any underspend against agreed de-delegated funding will be reported to Schools' Forum at the year-end.

3. Proposed Services for De-delegation 2020/21

3.1 Education Psychology (primary only)

The service provides consultation and advice, non-statutory psychological assessments, interventions, delivery of professional development, training, research and evaluation. This is such a limited amount of service per school that all maintained primary schools choose to top up this element of time with an additional Service Level Agreement. **Appendix 1** provides further detail. This de-delegated service is offered to primary schools only.

3.2 School Attendance

In addition to the statutory attendance duties performed by the local authority, the Attendance Team provide an enhanced attendance service to schools.

Appendix 2 shows the detail.

3.4 English as an Additional Language (EAL)

This service contributes to improving the performance of pupils from ethnic minority groups, and meeting the specific needs of bilingual learners. **Appendix 3** shows the detail.

3.5 Trade Union Facility Time

Forum Members will recall that the de-delegation funding for 2019/20 was reduced from £2.45 per pupil to £1.25 per pupil, to reflect a history of reduced spending against the service.

Historically, the de-delegated service was restricted to the cost of supply cover for teaching staff engaged in union activity. However, the decision to fund non-teaching trade union facility time was made following a review and subsequent approval by Schools' Forum at a meeting on 21 June 2019.

Owing to the historic underspend against the trade union de-delegated service in recent years, there is now a significant reserve balance. The current reserve balance for trade union de-delegation is £38k. This balance is after funding the Designated Education Officer post for 2019/20, as approved by Schools' Forum. It is likely that a further underspend in the region of £13k during 2019/20 will be added to the current reserve balance, giving a projected reserve of £51k.

As discussed in previous reports, Schools' Forum could consider approval to continue the trade union de-delegated service in 2020/21 but agree that a "payment break" is taken for a 1-year period by utilising the reserve. The cost to the reserve would be £17k for 2020/21. Any underspend in 2020/21 would be added back to the reserve at year-end.

3.6 Free School Meal Eligibility

This service 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 4** shows the detail.

3.7 The table below shows how schools are provided with funding through the Formula to cover the proposed de-delegated services listed above to the local authority, with Schools' Forum approval. The total cost per service is predicated on the basis of total pupil numbers across all maintained schools and academies (as per the October 2018 census).

De-Delegated Service	Formula	AWPU Primary £	AWPU Secondary £	Deprivation Primary £	Deprivation Secondary £	EAL £
Education Psychology Total £55k	50% £/pupil & 50% £/FSM6 pupil	3.39	n/a	8.34	n/a	n/a
School Attendance Total £239k	50% £/pupil & 50% £/FSM6 pupil	7.84	10.27	19.30	25.81	n/a
Ethnic Minority Pupils Total £50k	£/EAL pupil	n/a	n/a	n/a	n/a	184.31
Trade Union facility time Total £17k	£/pupil	1.25	1.25	n/a	n/a	n/a
Assessing Free School Meals Eligibility Total £23k	£/FSM6 pupil	n/a	n/a	4.11	4.11	n/a

The total cost will be updated based on the October 2019 census values.

4. Recommendations

- 4.1 Agree services to be de-delegated in 2020/21 as detailed in paragraphs 3.1 to 3.6 of this report.
- 4.2 If approval is obtained to de-delegate the trade union service for 2020/21, decide whether a 1-year payment break should be agreed.

Please note: Voting is restricted to Maintained Schools' Forum members only.

A separate vote for primary and secondary sectors is required.

An individual vote for each de-delegated service is required.

Education Psychology

	Statutory duties	De-Delegated Funding	Additional – SLA schools
Explanation	<p>The Local Authority has a statutory duty to provide Psychological Advice as part of the EHCP process. Statutory local authority time starts at the point that SEND panel agrees to initiate a statutory assessment. The subsequent meetings, assessments, report writing etc as part of the EHCP process are funded by the local Authority. Schools often ask 'How much Local Authority time do I get?' It is never possible to answer this question in advance as it depends on how many statutory assessments SEND panel agree for that school and how complicated each case is.</p> <p>Once a child has an EHC Plan that does not mean that any subsequent piece of work for that child will necessarily be statutory. If a child's needs are not well met and a re-assessment is necessary then that would be statutory but other work might be additionality for the school (eg training for a TA to support a child with an EHC Plan for ASD) and would therefore be funded by the school's de-del or SLA time.</p>	<p>The amount of de-delegated funding each maintained school receives for the Educational Psychology Team is calculated on a formulaic approach. The formula used includes factors such as the size of school, and the level of deprivation etc. Each school's funding is then divided by the daily rate for the Educational Psychology team to determine an amount of EP time that is funded by de-delegated DSG. The amounts of funding / time vary widely from less than a day (very small primary schools) to 6 days (large primary schools) to 12 days+ (large secondary schools).</p> <p>No maintained school considers the EP time funded through de-delegated DSG to be enough and therefore all maintained schools buy in additional time through an SLA according to their level of need.</p> <p>The de-delegated DSG time is added to the SLA time to provide a block of EP time to use as necessary. EP time is recorded on an ongoing basis to ensure each school receives its full allocation. At the end of year review the EP feeds back how the time has been used and the impact of the work.</p>	<p>Many schools decide on a frequency they want the EP to visit eg 1 day per fortnight or weekly. It is then a simple calculation to determine how much additional time needs to be bought through an SLA eg a school that wants a weekly visit that received 5 days of EP time funded through de-delegated funding needs to purchase an additional 34 days.</p>
Activity	<p>EHCP Meetings Assessment Child / parent views Multi-agency liaison</p>	<p>The Hartlepool Psychology Team applies psychology to improve outcomes for children and young people, particularly those with special or additional educational needs.</p>	

	Statutory duties	De-Delegated Funding	Additional – SLA schools
Activity	Provision of Psychological advice	<p>The exact use of service time is discussed at termly planning meetings between the EP and relevant school staff.</p> <p>This time can be used for:</p> <ul style="list-style-type: none"> • Consultation with the EP about any pupil or groups of pupils with emerging special or additional educational needs. • Assessment and advice for pupils delivered through the Psychology Team's usual 'plan-do-review' model of service delivery and can include: <ul style="list-style-type: none"> ○ Detailed observation and analysis of learning and behaviour ○ Specialist assessment in all areas of development and learning ○ Written reports providing analysis of findings and recommended ways forward to promote progress ○ Liaison with other professionals ○ Attendance at school review meetings or Team Around the Child/Family meetings ○ Home Visits • Support to develop and implement interventions for individual children, groups of children and work with parents. These activities will be tailored to suit individual needs but examples could include: <ul style="list-style-type: none"> ○ Social skills and circle time programmes to promote positive social skills ○ Circle of friends approaches for those children who have difficulty sustaining positive relationships ○ Group work to address emotional literacy and resilience. Often based on solution oriented approaches, cognitive behavioural therapy approaches and/or narrative approaches such group work can help to manage strong emotions such as anger or anxiety. ○ Preparing pupils for transition to secondary school • Whole school development and staff training with regard to a wide range of psychological topics including: <ul style="list-style-type: none"> ○ Running solution oriented meetings ○ Responding to crisis, bereavement and loss ○ Working memory ○ Managing strong emotions ○ Communicating with teenagers ○ Autism ○ Specific learning difficulties ○ Attachment ○ Vulnerable brains ○ Precision teaching ○ Growth Mindset 	

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 within 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 & Locate Children Missing from Education. Referrals will be allocated and actioned within 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</p>	

Statutory duties	De-Delegated Funding	Additional – SLA schools
	<p>preventing them from returning 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>	

English as an Additional Language (EAL) Support

Statutory duties <i>for all schools (regardless of school status)</i>	De-Delegated Funding <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"> • Liaison with Home Office and other local authorities • Liaison with admissions team to ensure a school place is available that meets the child's individual needs 	<p><i>Used to fund 2 teaching assistants (EAL specialists) which are deployed into Hartlepool Schools.</i></p>
	<p>Provide direct support to EAL children and young people</p> <ul style="list-style-type: none"> • Provide in class support to individuals and groups of children • Provide language interventions as directed by schools to individuals and groups of children • Provide after school language support to individuals and groups of children
	<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"> • Attend meetings in relation to children with EAL • Provide advice and guidance in relation to individual children, language and immigration status
	<p>Provide advice and guidance to parents and professionals in relation education of EAL children</p> <ul style="list-style-type: none"> • Attend meetings in relation to children with EAL • Provide advice and guidance in relation to individual children, language and status e.g. refugees and asylum seekers
	<p>Provide translation services for initial meetings between schools and parents</p>

Free School Meal Eligibility

Statutory duties <i>for all schools (regardless of school status)</i>	De-Delegated Funding
<ul style="list-style-type: none"> • To accept FSM applications from parents via form or telephone. • Benefits staff to carry out appropriate qualification checks to allow assessment of claim. • Notification letters regarding decisions are produced and issued to <u>parents only</u> on daily basis. • Availability of Benefits staff to answer any FSM queries via telephone / email / letter from <u>parents only</u>. • Changes made, where appropriate, regarding change of schools between educational years where details are known. 	<ul style="list-style-type: none"> • Benefits staff will notify the relevant school via telephone call after successful decision or revised decision if a change of circumstance is received. • 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. • Availability of Benefits staff to answer any FSM queries via telephone / email / letter from either parents or school. • 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.

Report to Schools' Forum 13 September 2019
From Amanda Whitehead Assistant Director: Education

Agenda Item 12: Statutory Services provided by the Local Authority

1. Introduction

- 1.1 The local authority provides statutory duties for both maintained schools and academies. This report explains the funding streams for these responsibilities.

2. Background

- 2.1 Forum members will recall as part of the introduction of the National Funding Formula, the Education and Skills Funding Agency (ESFA) introduced a Central Schools Services Block (CSSB).
- 2.2 The CSSB funds local authorities for the statutory duties they hold for both maintained schools and academies which was previously allocated through the *retained duties* element of the Education Services Grant (ESG).
- 2.3 In addition, the local authority carries out statutory duties on behalf of maintained schools only. These duties were previously funded from ESG *general rate*. In 2017/18, regulations were amended which allowed local authorities to retain some of their School Block funding to cover these statutory duties.

3. Central Services for Schools: Retained and General Duties

- 3.1 Details on the type of *retained duties* provided to both maintained schools and academies are listed in **Appendix 1** (Column 1) and *general duties* provided to maintained schools only in **Appendix 1** (Column 2).
- 3.2 Table 1 overleaf shows the indicative budget requirement for 2020/21 in respect of the statutory services provided by the local authority. The services listed have been identified by ESFA as permissible statutory expenditure within the regulations. The activities and associated costs cover both retained duties and general duties.
- 3.3 Schools Forum is required to agree the funding for retained duties (all School Forum Members) and the general duties (maintained school members only).
- 3.4 For retained duties, an indicative budget requirement of £0.216m has been included in the CSSB element of DSG to cover these activities. The final value will be updated for October 2019 pupil numbers published in December 2019.

Schools' Forum are asked to approve this funding from the CSSB in a separate report at this same meeting.

Table 1: 2020/21 Provisional Budget Requirement			
Description	Gross Expenditure	Gross Income	Net Expenditure
	£	£	£
Central support services	5,637	-	5,637
Education welfare service	234,314	(94,099)	140,215
Asset management - education	142,372	-	142,372
Statutory/ Regulatory duties - education	986,264	(116,045)	870,219
Premature retirement cost/ Redundancy costs (new provisions)	-	-	-
Monitoring national curriculum assessment	52,855	-	52,855
Total Net Expenditure	1,421,442	(210,144)	1,211,298
Proposed Funding			
Retained Funding - all schools (CSSB)			(216,408)
General Rate Funding - maintained schools only			(401,100)
Local Authority Funding			(593,790)
Total Funding			(1,211,298)

3.5 For general rate duties, the local authority is proposing a rate of £60 per pupil from all maintained schools to fund the cost of providing these services. The £60 per pupil rate is unchanged from 2017/18 and 2018/19.

3.6 The local authority is asking schools to fund central services at a consistent rate of £60 per pupil. The nil increase since 2017/18 demonstrates the commitment of the local authority to minimise the financial burden on schools, whilst retaining appropriate funding to discharge statutory duties.

3.7 Had the rate kept pace with pay inflation, the rate would have been set at £64.62 per pupil for 2020/21.

4. Funding of General Duties – Historic Context

4.1 This £60 rate for 2019/20 was not agreed by Schools' Forum and the local authority made a disapplication request to the Secretary of State on the basis that the local authority could not carry out its full statutory duties and responsibilities without this funding. The local authority scrutinised all duties funded from the proposed rates in its responses to the questions posed by the Secretary of State regarding the disapplication request. In carrying out this review, the local authority had due regard to its duties and responsibilities under

the Public Sector Equality Duty (PSED) in Section 149 of the Equality Act 2010. The local authority believes that the proposed rates would have no adverse impact on the PSED under the Equality Act 2010.

4.2 The Secretary of State responded to the disapplication request as follows:

“We assess that you have provided sufficient information to allow the schools forum decision to be reconsidered. You have provided a good level of detail, which is a continuation of the evidence you have provided for your 2017-18 and 2018-19 requests. You have complied with our expectations on what evidence should be supplied to the schools forum and have given the schools forum ample opportunity to review and challenge the level of service being provided”.

4.3 Forum members will recall that the local authority has already absorbed a 31.9% cut in ESG funding which supports the services detailed above. The services funded from ESG cut across all departments of the Council and by their nature are not provided by a single person but by a cross-cutting team of staff, with no person contributing 100% of their time to services. These arrangements are designed to provide resilience and continuity of services to our schools. Should this funding not be agreed for 2020/21 then the local authority would not be able to maintain services at the level required by statute.

4.4 The amount to be retained by the local authority to fulfil its statutory duties in respect of maintained schools (£401,100) will need to be agreed by the maintained Schools Forum Members (primary, secondary, special and PRU).

4.5 If the local authority and Schools' Forum are unable to reach a consensus on the amount to be retained, the matter would then need to be referred to the Secretary of State once again.

4.6 During 2019/20 budget planning, Forum Members representing VA and Foundation Schools asked whether the per pupil rate should be reduced to reflect those services (primarily Health and Safety) where the Council is not the Employer so the school responsibility differs.

4.7 ESFA corresponded with the local authority as a result of the questions raised. Correspondence received from ESFA on 11 April 2019 was responded to on 30 April 2019 and no further response has been received from ESFA. The local authority has therefore concluded that the further information provided to ESFA to explain the consistent per pupil rate across all schools is acceptable within the regulations and will therefore continue.

5. Next Steps

- 5.1 Forum to consult with members they represent to ensure that sufficient information is available in order for a decision to be taken at the next Schools' Forum on the 11 October 2019.
- 5.2 Should further information be required Schools' Forum members will need to notify the local authority at the meeting on 13 September 2019, to ensure sufficient time is available to provide additional information requested.

6. Recommendations

It is recommended that Schools' Forum:

- 6.1 Note the contents of the report.
- 6.2 Consult those schools that individual members of the Forum represent to ensure that sufficient information is available in order to vote on a general rate of £60 per pupil at Schools' Forum on 11 October 2019.

Appendix 1

Retained & General School Duties

Black text denotes the Responsibility,
Blue text provides additional information of how the LA meets the responsibility
and any additional non-statutory services provided under an SLA

Statutory and regulatory duties

Responsibilities held for all schools and academies [RETAINED DUTIES]	Responsibilities held for maintained schools only [GENERAL DUTIES]	SLA Duties
<ul style="list-style-type: none"> • Director of children’s services and personal staff for director (Sch 2, 15a) • Planning for the education service as a whole (Sch 2, 15b) • Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22) • Authorisation and monitoring of expenditure not met from schools’ budget shares (Sch 2, 15c) • Formulation and review of local authority schools funding formula (Sch 2, 15d) • Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e) • Consultation costs relating to non-staffing issues (Sch 2, 19) • Plans involving collaboration with other LA services or public or 	<ul style="list-style-type: none"> • Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 57) • Budgeting and accounting functions relating to maintained schools (Sch 2, 74) • Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 58) • Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 59) • Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 60) 	<ul style="list-style-type: none"> Provision of individual Schools Budget Pack. Budget Setting Visit. Provision of multi year forecasts. Budget monitoring visits and provision of reports for Governors. Provision of benchmarking data. Advice and guidance regarding capital allocations and accounting treatment. SIMS Finance module support. Provision of a bank account and procurement card for purchases. Management of sales invoicing. Processing of income sheets. Preparation of information for statutory Consistent Financial Reporting returns. Year End procedures. VAT advice, Lease advice.

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
<p>voluntary bodies (Sch 2, 15f)</p> <ul style="list-style-type: none"> • Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17) • Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21) 	<p>The Local Authority has a statutory responsibility to provide all schools with budget determination allocations each year. For maintained schools the finance team is responsible for Production, consultation and implementation of the Scheme for Financing Schools.</p> <p>Monitoring the schools compliance within the Scheme.</p> <p>In order to ensure that financial information provided by Schools is of the necessary standard for inclusion in the Councils statutory accounts the Local Authority produces and distributes a detailed financial operating handbook to all maintained schools. This manual provides advice and guidance on the requirements of the Scheme for Financing Schools. For example: leasing, contract and procurement rules, VAT regulations and processes, Financial management systems procedures and maintenance and Small Charity accounting requirements</p> <p>Ensuring schools set a balanced budget, this involves reviewing the submission from the Governing Body, checking the correct funding determination has been used, and if not referring this back to the school. This also includes COMFACs.</p> <p>Taking action in accordance with the Scheme for Financing Schools should the School not agree to amend the budget in line with the issued budget determination This includes reporting to the Director of Finance and Policy and Assistant Director of Education.</p> <p>Check and load Schools budget on</p>	

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>to the Councils FMS system, for incorporation in to the Councils accounts and monitoring reports.</p> <p>Facilitate the deficit recovery process where a School is unable to set a balanced budget.</p> <p>Ensuring the appropriate VAT returns are submitted to HMRC – to reclaim / pay the correct amount of VAT.</p> <p>Closure of accounts and incorporation of schools accounts in to the LA accounts statutory accounts. Liaison with external auditors and any costs in relation to the external audit of the statutory accounts.</p> <p>Production and submission and publication of the S251 Outturn (excludes academies)</p> <p>Ensure all maintained schools complete and Governing Bodies approve the SFVS. The Local Authority then collates the SFVS, review and submit to EFA.</p> <p>Completion and submission of grant certifications. Eg Pupil Premium</p> <p>Payments to the HMRC. eg for NI & Taxation deduction, CIS payments and apprentice levy</p> <p>Implementation of new government initiatives, for example the apprentice levy.</p> <p>The Audit Team carry out maintained school audits to test the compliance with the required legal and legislative framework.</p> <ul style="list-style-type: none"> • Functions made under Section 44 of the 2002 Act (Consistent 	

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>Financial Reporting) (Sch 2, 61)</p> <p>The finance team co-ordinate the annual distribution and collation of the CFR return, ensuring it is checked, reconciled and submitted in accordance with the guidance.</p> <ul style="list-style-type: none"> Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 62) <p>The HR Team: Investigations of employees, potential employees, paid and non-paid workers, in relation to issues arising from safeguarding checks required by DoE Keeping Children Safe in Education including DBS trace certificates, rejected pre-employment medical assessments, concerns arising from responses from referees, refusal to provide information in relation to gaps in employment history, false records in relation to qualification or professional registration.</p> <ul style="list-style-type: none"> Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 73) <p>Day to day administration of the Teachers Pension Fund and Local Government Pension scheme. This</p>	<ul style="list-style-type: none"> An allocated named senior HR Business Partner Support for all casework including independent investigations, conciliation and management support in negotiations with staff representatives Participation in any formal hearings under disciplinary, grievance, capability, sickness absence and redundancy procedures. Complex issues dealt with at no additional charge

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>includes the monthly deduction, accounting and payment of employee and employers contributions.</p> <p>Compliance with the annual return responsibilities for both the Teachers Pension Fund and Local Government Pension schemes on behalf of maintained schools. This includes the completion, reconciliation and submission of the annual returns. These returns are also required to be independently audited involving significant officer time and external audit costs.</p> <p>Introduction and compliance with Teachers Pension Monthly Data Collection arrangements and obligations.</p> <p>Provision of Local Government Scheme Discretionary Policy / review</p> <p>Approval of decisions made under the above policy</p> <p>Access to Local Authority Internal Dispute Resolution Procedure Adjudicating Officer for Stage 1 appeals against decisions (not relevant to academies)</p> <ul style="list-style-type: none"> • Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 76) <p>Should this instance occur the Local Authority would be mindful of its obligations and ensure inappropriate costs were not</p>	

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>charged to the School.</p> <ul style="list-style-type: none"> • HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Sch 2, 64); determination of conditions of service for non-teaching staff (Sch 2, 65); appointment or dismissal of employee functions (Sch 2, 66) • Consultation costs relating to staffing (Sch 2, 67) <p>Advice to schools on the management of staff through the provision of key HR policies and procedures (excluding those where the governing body has responsibility) and signposting to the relevant policy for individual employee cases</p> <p>Advice to schools on pay alterations through the maintenance of pay scales for various staff groups</p> <p>Advice on conditions of service through the signposting to relevant national / local terms and conditions (sections and paragraphs that apply)</p> <p>Advice on the composition / organisation of staff including the provision of recruitment policy/procedures and managing staffing levels policy/procedures, and signposting to relevant sections and paragraphs</p> <p>Determination of conditions of service for non-teaching staff through negotiation with trade</p>	

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>unions and maintenance of the Single Status Agreement</p> <p>Appointment or dismissal of employee functions through the provision of appointment letter templates and drafting/sending dismissal letters</p> <ul style="list-style-type: none"> • Compliance with duties under Health and Safety at Work Act (Sch 2, 68) <p>Under health and safety legislation, the Chief Executive and Director of Child and Adult Services are personally responsible for health and safety standards and performance in all schools where the Local Authority is the employer.</p> <p>The Health, Safety & Well Being Team (HSWT) provides the schools with an effective range of professional health and safety services which includes access to competent advice, assistance, guidance, support, training and auditing in terms of health and safety management.</p> <p>To meet this requirement the Chief Executive must appoint competent persons under the Management of Health and Safety at Work Regulations 1999. This person will assist in developing, implementing, auditing and reviewing the health and safety management systems in schools so they may manage the health and safety risks created by activities and comply with the legal requirements.</p> <p>Policies and Procedures This includes development, production, and monitoring of Council wide and school specific</p>	<p>The service also provides a wide range of cost effective well being services including:</p> <ul style="list-style-type: none"> • Access to a full range of occupational health services • Physiotherapy services • Counselling services • Workplace health assessment following

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>health and safety policies and procedures. These documents assist the Chief Executive, Head teacher and Governing Body to meet their statutory responsibilities. The documents establish standards to be achieved and provide relevant forms and templates which can be used to demonstrate compliance.</p> <p>The HSWT provide a monitoring service of the policy on behalf of the Chief Executive to ensure it reflects the standards of health and safety management required by legislation.</p> <p>Advice and Information (including liaison with enforcement agencies)</p> <p>The HSWT provide advice, on health, safety & fire issues as requested.</p> <p>The advisory service includes guidance on:</p> <p>the cost effective implementation of health, safety & fire law and the development of safe systems of work and management systems;</p> <p>the development of practical health, safety & fire standards based on results of risk assessments and legal requirements;</p> <p>the development of procedures and strategies for the conduct and review of statutory risk assessments under the Management of Health and Safety at Work Regulations, the Manual Handling Operations Regulations, the Personal Protective Equipment at Work Regulations, COSHH Regulations and The Fire Safety Order</p> <p>Prioritisation, on health and safety grounds, of repairs to buildings, plant and equipment.</p>	<p>Occupational health referral</p> <ul style="list-style-type: none"> • On site training • Pregnant worker assessments • DSE assessment • Additional health and safety inspections

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>Initial fire risk assessment and competent person review as dictated by the initial assessment (3-5 yearly).</p> <p>The HSWT will lead on all interaction with the Health and Safety Executive, Health Protection Agency and Fire Authority.</p> <p>Annual Health & Safety Review</p> <p>The HSWT audits school health and safety performance on an annual basis. The audit involves Opening meeting with the Headteacher or health and safety co-ordinator</p> <p>A desk top review of health and safety records, (Including policy, risk assessments, fire risk assessments, COSHH assessments, training records, relevant minutes of meetings where health and safety is discussed, maintenance records)</p> <p>Safety tour/ inspection of the building and grounds.</p> <p>Closing meeting with the Headteacher and/or health and safety co-ordinator to provide initial feedback and clarify points</p> <p>Written report and action plan</p> <p>The objectives of the audit is to monitor the school health and safety policy, arrangements and standards of compliance, on behalf of the Chief Executive & Governing Body, to provide re-assurance that legislative compliance is being achieved and as such a safe and healthy environment is provided.</p> <p>Incident Investigation and</p>	

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>reporting to Enforcement Agencies</p> <p>Review of incidents reported via the Metastorm Incident Reporting Portal (schools with access to the HBC network) or via a local safety incident report form (for those with no access to HBC network).</p> <p>Investigation of incidents & reporting to the Health and Safety Executive as required by RIDDOR</p> <p>Annual HSW Schools Training Programme</p> <p>Schools are provided with unlimited access to the Schools HSW Annual Training Programme. This includes H&S training for Headteachers and/or Business Managers; risk assessment training; H&S for maintenance personnel; Asbestos Awareness for Site Asbestos Checking Officers; Fire Warden Training; Managing Maintenance Contractors</p> <p>Generic school risk assessment templates</p> <p>These templates cover typical school based risks which are tailored by school.</p> <p>Termly H&S Newsletter</p> <p>Access to CLEAPSS</p> <p>Access to the information and guidance material published by the Consortium of Local Education Authorities for the Provision of Science Services, including template science risk assessments. CLEAPSS is an advisory service providing support in science and technology for a consortium of local authorities and their schools including establishments for pupils with special needs.</p>	

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>CLEAPSS covers: model risk assessments for science and technology,</p> <p>chemicals, living organisms, equipment,</p> <p>sources of resources,</p> <p>laboratory design, facilities and fittings,</p> <p>technicians and their jobs,</p> <p>D&T facilities and fittings.</p> <p>School Radiation Protection Officer (secondary schools)</p> <p>To comply with the Ionising Radiation Regulations, schools with radiation sources must have access to a radiation protection adviser, a radiation protection officer and a radiation protection supervisor.</p> <p>The HSWT provide school's with access to Radiation Protection Adviser (current provider is CLEAPSS),</p> <p>Radiation Protection Officer (Council Officer)</p> <p>Radiation Protection Guidance containing local rules, emergency contact details, risk assessments, various pro-forma for source accountancy etc.</p> <p>The radiation protection officer's role is to undertake a period inspection and leakage test of radiation sources in the school and</p> <p>Liaise with the HPA and the school based radiation protection supervisor to resolve any local issues</p>	

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>Schools with radiation sources must appoint a Radiation Protection Supervisor on site to manage the schools radiation sources and liaise with the Radiation Protection Officer (Council Officer).</p> <p>Schools wishing to arrange disposal or movement of radiation sources must contact the Radiation Protection Officer (Council Officer) and seek advice and guidance.</p> <ul style="list-style-type: none"> • Provision of information to or at the request of the Crown relating to schools (Sch 2, 69) <p>Providing information as required</p> <ul style="list-style-type: none"> • School companies (Sch 2, 70) <p>The Local authority will ensure that if required then we would meet our statutory requirements</p> <ul style="list-style-type: none"> • Functions under the Equality Act 2010 (Sch 2, 71) <p>The provision of relevant policies and procedures to avoid discrimination in the workplace. This obligation would be met by the provision of advice or recommendations as a result of any discrimination complaint triggered via the employee grievance process or Employment Tribunal claims.</p> <p>The LA provides advice in respect to characteristics contained in the act, such as sex or disability or with regard to issues regarding provision of community facilities for members of the public. Advice is also provided to schools relating to</p>	

Responsibilities held for all schools <u>and</u> academies [RETAINED DUTIES]	Responsibilities held for maintained schools <u>only</u> [GENERAL DUTIES]	SLA Duties
	<p>reasonable adjustments needed to comply with the act.</p> <p>The LA will be required to report on the new requirement in respect of the gender pay gap which will include community schools</p> <ul style="list-style-type: none"> • Establish and maintaining computer systems, including data storage (Sch 2, 72) <p>In relation to the links between maintained schools and the LA we utilise the following:</p> <p>Anycoms provides a means of securely exchanging files between the LA and schools, provision of a security device to maintain access to corporate network post NGfL , a system for automatic transfer of data between schools/academies and the LA and a system for storing and sharing performance data between schools and the LA</p> <p>The LA chairs and administers the Schools Information Governance Support and the School ICT Strategy Group.</p> <ul style="list-style-type: none"> • Appointment of governors and payment of governor expenses (Sch 2, 73) <p>The local authority checks to ensure that schools have the appropriate instrument of government is in place.</p>	

Education welfare

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> • Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 2, 20) • School attendance (Sch 2, 16) • Responsibilities regarding the employment of children (Sch 2, 18) 	<ul style="list-style-type: none"> • Inspection of attendance registers (Sch 2, 79)

Asset management

Responsibilities held for all schools	Responsibilities held for maintained schools only	Duties provided under the SLA
<ul style="list-style-type: none"> • Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch 2, 14a) • General landlord duties for all buildings owned by the local authority, including those leased to academies (Sch 2, 14b) 	<ul style="list-style-type: none"> • General landlord duties for all maintained schools (Sch 2, 77a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have: <ul style="list-style-type: none"> • appropriate facilities for pupils and staff (including medical and accommodation) <p>Annual condition surveys are carried out by the Building Design & Construction Team. These surveys record a detailed breakdown of the facilities in each School, identifying the use of each different room. In addition, the survey will identify condition items that require attention on a priority basis together with associated costs. This feeds into the Education Asset Management Plan and assists in the production of an agreed rolling programme of work subject to funding.</p> <p>When Schools wish to carry out work to the School building they complete a Building Improvement Form (BIF). The scheme is vetted and feedback</p>	<ul style="list-style-type: none"> • Provision of a full design and build service to clients. • Annual review of Asbestos Survey findings to comply with the legislation, including advice and guidance on any findings. • Provision of CCTV systems, ranging from small access and intruder alarm systems through to complex single site, multi site and town centre CCTV systems, with off site monitoring, utilising up to date wireless and IP technology. • Advice and guidance on the Equality Act and its impact on the way in which all public services are run and on improving the lives of disabled people.

Responsibilities held for all schools	Responsibilities held for maintained schools only	Duties provided under the SLA
	<p>is provided to the School.</p> <p>Provision of professional advice on building related matters at the Schools request. This will include advice on suitability of schemes and use of school buildings</p> <ul style="list-style-type: none"> • the ability to sustain appropriate loads <p>All proposed building schemes will include a structural engineer's input as part of the design process. In addition, advice is provided on an ad-hoc basis for any other structural issues identified by the School. As part of the annual condition survey any unusual loads would be identified and listed on the survey for review by the School/ Education department.</p> <ul style="list-style-type: none"> • reasonable weather resistance <p>Annual condition surveys carried out by Building Design & Construction Team will identify condition items that require attention on a priority basis together with associated costs. This will assist in the production of an agreed rolling programme of work subject to funding.</p> <ul style="list-style-type: none"> • safe escape routes <p>This will be picked up by Health & Safety when undertaking the Fire Risk Assessment (FRA). This will identify any necessary alterations to the building structure or management procedures which will be discussed with the School. See section 1.6.4 item 3</p> <ul style="list-style-type: none"> • appropriate acoustic levels <p>A Suitability Survey carried out between Building Design &</p>	

Responsibilities held for all schools	Responsibilities held for maintained schools only	Duties provided under the SLA
	<p>Construction Team and the Education Asset Management Team records the appropriateness of the classroom / room use. Room users are asked to contribute to the survey. Ad hoc guidance is given to Schools when there is a change of use in the room.</p> <p>In addition, all building schemes are designed in accordance with Part E of Bldg Regs. However, any issues identified by the client would be investigated and appropriate design solutions identified.</p> <ul style="list-style-type: none"> • lighting, heating and ventilation which meets the required standards • adequate water supplies and drainage • playing fields of the appropriate standards • General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974) • Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012) <p>Annual Condition Surveys and the Suitability Surveys assess the items above to ensure that the necessary standards are met. In addition, in relation to Asbestos Management the Local Authority maintains a register of location and type of asbestos which is updated as required.</p>	

Responsibilities held for all schools	Responsibilities held for maintained schools only	Duties provided under the SLA
	Duties and responsibilities in relation to general Health & Safety are covered in Section 1.6.4	

Central support services

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> No functions 	<ul style="list-style-type: none"> Clothing grants (Sch 2, 53) Provision of tuition in music, or on other music-related activities (Sch 2, 54) Visual, creative and performing arts (Sch 2, 55) Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 2, 56)

Premature retirement and redundancy

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> No functions 	<ul style="list-style-type: none"> Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 2, 78)

Monitoring national curriculum assessment

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> No functions 	<ul style="list-style-type: none"> Monitoring of National Curriculum assessments (Sch 2, 75) Statutory assessment and moderation Early Years moderation and assessment activities – in line with 2017 EYFS Assessment and Reporting Arrangements statutory guidance; Section 3 and Section 7.4 LA EYFS moderation plan 2017; Attendance at Learn Explore Debates – includes updates on EYFSP, provided by Action for children (appointed by DfE) to disseminate information, share good practice and facilitate discussion and consultation with key LA staff and other key stakeholders STA assess ent training (EYFSP)- Attendance at central training events provided by STA for LA personnel for the implementation and delivery of statutory assessments Tees Valley EYFS moderation - meet with colleagues from across the Tees Valley to plan procedures, evaluate moderation process and carry out cross LA moderation and standardisation to ensure consistency of judgements Moderator training/update – training for moderators to ensure all are clear about current developments and understand the moderation process. Includes moderation and standardization EYFSP moderation meetings - provided for school staff for evidence trialling and cross school moderation and standardization Meet the moderator meeting – to ensure selected schools are sufficiently prepared for the moderation visit. EYFSP moderation visits –actual visits to schools to moderate school judgements

Responsibilities held for all schools	Responsibilities held for maintained schools only
	<ul style="list-style-type: none"> • EYFSP school moderation and QA of data at schools' request, visits to schools not selected by LA but who have requested external LA validation • Quality Assurance of data at data collection, (includes, review of data, telephone calls to schools and visits if needed) • Moderation admin. • Strategic planning • KS1 and KS2 assessment and moderation activities – in line with STA statutory guidance for schools and local authorities regarding KS1 and KS2 Assessment and Reporting Arrangements 2017; 2017 teacher assessment external moderation key stage 1; 2017 teacher assessment external moderation: key stage 2 writing • STA assessment training (KS1 and KS2: Attendance at central training events provided by STA for LA personnel for the implementation and delivery of statutory assessments • KS1 and KS2 STA Lead moderators training attendance at STA training for LA nominated Lead Moderators • KS2 Lead moderator testing – statutory STA standardisation exercise for LA Lead moderators • KS1 Lead moderator test – Facilitation and adjudication of statutory standardisation exercise for KS1 moderator • Delivery of KS2 moderator training –training for KS2 moderators to ensure all are clear about current developments and understand the moderation process. Includes invigilation of online statutory STA standardisation exercise • School based moderators' attendance at KS2 moderator training • Delivery of KS1 moderator training (LA staff) training for KS1 moderators to ensure all are

Responsibilities held for all schools	Responsibilities held for maintained schools only
	<p>clear about current developments and understand the moderation process. Includes invigilation of written statutory STA standardisation exercise</p> <ul style="list-style-type: none"> • School based moderators' attendance at KS1 moderator training (above) • Assessment of KS1 written statutory STA standardisation exercise • Delivery of KS1 and KS2 SATs training for schools – dissemination of key messages around statutory testing and teacher assessment requirements to teaching staff in Y2 and Y6 • Preparation for all moderator training and sats training – essential preparation time for delivery of all training listed • Prep and delivery of English and mathematics Subject leaders meeting for SATS etc To ensure subject leads are clear about statutory assessment and reporting arrangements for their area of responsibility, and of training programme available to support school staff with the process • KS1 & KS2 moderation activities - (10 schools) • Formulation of Moderation plans • Training for moderation visits • Data checks for moderated schools • Strategic planning (self explanatory – ref KS1 and KS2 LA moderation plans) • Phonics checks - 10% of schools • Test monitoring & Test storage monitoring • KS2 SATS monitoring – 10 % of schools (including storage and package checks)

Therapies

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none">No functions	<ul style="list-style-type: none">This is now covered in the high needs section of the regulations and does not require schools forum approval

