

London Borough of Waltham Forest SCHOOLS FORUM

Day/Date/Time	Venue
Wednesday 11 th November 2015 Tea/Coffee and Light Refreshments: 5:00pm Main Meeting: 5:30pm	Room 3, 1 st Floor, Waltham Forest Town Hall
Contact:	Telephone / Email:
Debbie Callender-O'Neill, Clerk to Schools Forum	020 8496 3669 debbie.callender-oneill@walthamforest.gov.uk

Maintained Primary Headteacher Representatives (4)	
Jane Harris	Edinburgh Primary
Kate Jennings	Mission Grove
Lindsey Lampard	Chingford CofE Primary
Maureen Okoye (Vice-Chair)	Davies Lane Primary
Nursery School Representative (1)	
Sandra Campbell	Church Hill Nursery
Maintained Primary Governor Representatives (3)	
Greta Akpeneye	Thorpe Hall Primary
Cllr Aktar Beg	Edinburgh Primary
Thomas Goodall	Edinburgh Primary
Maintained Secondary Headteacher Representatives (3)	
John Hernandez	Norlington School for Boys
Lynnette Parvez	Kelmscott School
Shona Ramsay (Chair)	The Lammas School
Maintained Secondary Governor Representative (1)	
Ian Moyes	Heathcote School
Special School and Special Academies Representative (1)	
Gary Pocock	Hornbeam Academy
Primary Academies and Primary Free Schools Representatives (3)	
Matt Hanks	Roger Ascham Primary Academy
Lynne Harrowell	Larkwood Primary Academy
Anne Powell	Riverley Primary
Secondary Academies and Secondary Free Schools Representatives (2)	
Mark Morrall	Rushcroft / Chingford Foundation
Jon Ashwell	Highams Park School
PRU(1)	
Julian Lee	Hawkswood Group
Non School Members (4)	
Early Years Providers	Sarah Kendrick (Redwood Pre-School)
16-19 Providers	Paolo Ramello (Sir George Monoux College)
Trade Unions	Steve White (NUT)
Diocesan	Moira Bishop (Brentwood Diocese)
Total Membership 23	
The Forum is quorate if at least 40% (9) of the members are present	

AGENDA

Agenda Item	Report Name	Report Authors
1	Welcome all and Apologies	Chair
2	Declaration of Interest	All
3	Minutes of the meeting held on 16 September 2015	Chair
3.1	Matters Arising	Chair
4	High Needs Block update for 2015-16 and Forecast for 2016-17	Andrew Beckett Shehwar Sultan
5	Dedicated Schools Grant – Centrally Retained Services for 2016-17 and control total for 2015-16	Rishi Peetamsingh Shehwar Sultan
6	Initial Feedback from the Early Years Task and Finish Group	Eve McLoughlin
7	Any Other Business	All
8	Date of Next Meeting: 13 January 2016 5:30pm (Light refreshments from 5:00pm) Committee Room 3, Waltham Forest Town Hall	All

MINUTES OF SCHOOLS FORUM MEETING
Wednesday 16 September 2015
Committee Room 3, Waltham Forest Town Hall
5:30 – 7:15pm

PRESENT	
Shona Ramsay	Chair of Schools Forum and Secondary Headteacher Representative
Debbie Callender-O'Neill	Clerk to Schools Forum debbie.callender-oneill@walthamforest.gov.uk 020 8496 3669
Maintained Primary Headteacher Representatives (4)	
Jane Harris	Edinburgh Primary
Lindsey Lampard	Chingford CofE Primary
Maureen Okoye (Vice-Chair)	Davies Lane Primary School
Nursery School Representative (1)	
Sandra Campbell	Church Hill Nursery School and Children's Centre
Maintained Primary Governor Representatives (3)	
Greta Akpeneye	Thorpe Hall Primary
Maintained Secondary Headteacher Representatives (3)	
John Hernandez	Norlington School for Boys
Lynnette Parvez	Kelmescott School
Special School and Special Academies Representative (1)	
Gary Pocock	Hornbeam Academy
Primary Academies and Primary Free School Representatives (3)	
Lynne Harrowell	Larkswood Primary
PRU	
Kofi Adu	Head of Finance and Business – Hawkswood Group (deputising Julian Lee)
Non-School Representatives (4)	
Maira Bishop	Diocesan (Brentwood Diocese)
Steve White	Trade Unions (NUT)

Penny Wycherley	Waltham Forest College representing the 16-19 Providers Sector
LBWF Officers	
Linzi Roberts-Egan	Deputy Chief Executive for Families
Rosalind Turner	Interim Director of School Standards
Andrew Beckett	Head of Service and Assistant Director – SEN Team
Florence Fadahunsi	Principal Accountant
Elizabeth Freer	Education Business Consultant (PVI)
Eve McLoughlin	Team Leader Economic Well-Being (& Interim Head of Education Improvement Support Services)
Rishi Peetamsingh	Group Accountant – Schools
Duncan Pike	Strategic Finance Advisor – Families
Shehwar Sultan	Principal Accountant – Schools & High Needs
Raina Turner	Head of Finance Families Group (Schools and Education Services)
Brendan Wells	Head of Service: Commissioning Capital and Planning

Minutes

1. Welcome all and Apologies

The Chair welcomed all to the meeting and a round of introductions followed.

Clerk received the following apologies:

- Kate Jennings – Mission Grove
- Thomas Goodall – Edinburgh Primary
- Matt Hanks – Roger Ascham Primary Academy
- Mark Morrall – Rushcroft / Chingford Foundation
- Jon Ashwell – Highams Park School
- Julian Lee – Hawkswood Group
- Paola Ramella – Sir George Monoux College
- Cllr Mark Rusling – Cabinet Member, Children and Young People Services
- Sarah Kendrick – Redwood Pre-School
- Ian Moyes – Heathcote School
- Gerry Kemble – Head of Waltham Forest Traded Services – LBWF

Declaration of interest

There were none

2. Minutes of the last meeting held on 10 June 2015 and Matters Arising

The minutes of the last meeting were reviewed for accuracy.

The Clerk was asked to make the following amendments:

Page 4

Agenda Item 3: Presentation: Resourcing Update – Linzi Roberts-Egan, Deputy Chief Executive, Families Directorate

In the 6th bullet point from the bottom the following sentence should read:

School Business Manager Advisory Support: increasing demands on back office staff. In the last 12 months there has been an increase in demand for support for Business Managers (mainly primary sector). This can be available either by telephone, outreach or online

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Agenda Item 5: Early Years Funding Block: 2013-14 Update and Proposals for 2016-17 Report Authors: Rishi Peetamsingh, Group Accountant – Schools and Eve McLoughlin, Head of Education Support

In the 3rd bullet point from the bottom the following sentence should read:

An exercise was undertaken to establish whether there were any specific differences between the autumn headcount and the January census to the IDACI data – the comparisons are set out in Appendix A

Chair signed off as a true record of the meeting

2.1 Matters Arising

Agenda Item 3 – Presentation: Resourcing Update

Deputy Chief Executive explained additional information can now be found on the Hub. She will be meeting the Primary headteachers next week and Secondary headteachers the week after

3. Dedicated Schools Grant Outturn 2014-15 and Control Total for 2015-16 – For Information

Report Authors: Rishi Peetamsingh and Shehwar Sultan

This report updates School Forum on the final Outturn for the Dedicated Schools Grant (DSG) for the financial year 2014-15 and gives an update on the DSG notified by the DFE in July 2015 for the financial year 2015-16

Forum member noted the final Outturn positions for 2014-15 of £6.543 million underspend, comprising the three blocks and queried why the Early Years underspend is high:

- Schools Block £0.290 million
- Early Years Block £4.478 million
- High Needs Block £1.775 million

Response: The majority of the underspend in the Early Years Block includes four pieces of work that will be taking place which will involve the integration of two year old places and the increase of intake. In addition the 30 hours free child care is planned to be implemented in September 2017. Many two year old settings require building expansion. The Childcare Sufficiency return is currently being completed in which the building expansion will be considered.

The government's proposal is to provide sufficient free child care places. It might be beneficial to train more people to become childminders. Further discussions will take place at the next meeting of the Early Years Task and Finish Group

DECISION

Schools Forum noted:

- The final Outturn position for 2014-15 of **£6.543 million** underspend, comprising:
 - Schools Block £0.290 million
 - Early Years Block £4.478 million
 - High Needs Block £1.775 million
- These underspends from 2014-15, together with DSG balances brought forward of **£8.161 million** total **£14.704 million** carried forward into 2015-16.
- The latest announced DSG allocation for 2015-16 is **£244.507 million** before the recoupment deduction for academies.
- Maintained Schools' reserves balances at 31 March 2015 of **£11.635 million** and projected outturn for reserves at 31 March 2016 of **3.597 million**

- The Task and Finish Group will report back in the November meeting

<http://www.walthamforest.gov.uk/schoolsforum> Agenda Item 3

4. Schools Capital Programme

The Schools Block Task and Finish Group suggested presenting this report to outline the strategies to support pupil planning.

- Report Author was thanked for providing a comprehensive report
- It is helpful that new Headteachers have this information in advance
- Is there flexibility regarding funding different streams? **Response:** There are shortages of resources. The Local Authority can make bids
- How do circumstances arise from needing a brand new school? **Response:** The real work starts from Strategic Asset Management Board (SEAM).
- Previous Basic Need allocations have largely been spent on expanding primary schools
- There is a need for more secondary schools in the Borough
- What is the expectation for the Council to take in more refugees? **Response:** An emergency meeting took place and it was agreed the Council would take in a minimum of 10 families. This will affect local communities. They may remain in the Borough indefinitely.

DECISION

Schools Forum noted:

- The information provided in this report
- The information provided in Appendix 1
- The Schools Admissions and Advisory Board (SOAB) minutes will be distributed to Schools Forum members

5. Growth Fund Considerations for 2016-17

In the June meeting, Schools Forum agreed to set up a task and finish group.

- On page 3 in *Appendix A* explains class size guarantee.
- It was noted under paragraph **Reception and Key Stage 1 classes** the following sentence should read: *Whereas a result of an appeal or the Local Authority asks a school to take a child (e.g. looked-after or with SEN) which takes the number in the reception or Key Stage class to over 30, the Local Authority will meet the cost of an additional teaching assistant to keep the class size at 30 or below*
- What is the Leadership and Management Allowance used for? Response: Among other things, this is to support the additional funding when an expanding school requires a School Business Manager or other arrangements for project management
- We have been in a position where a free school opened; we factored in data on capacity issues. Some schools have had issues on under capacity

Schools members, academies members and PVI representatives voted on Recommendations 2.1.1 to 2.1.3

Votes

11 Agree

0 Against

1 Abstention

DECISION

Schools Forum agreed:

2.1.1 The cap on the Growth Fund is set at **£3.75 million for 2016-17.**

2.1.2 The revised Growth Fund Allocation for 2015-16 as set out in Appendix B.

2.1.3 The existing Growth fund criteria be retained, but with the following amendments:

- Leadership and Management Support will apply for 1FE permanent expansions
- Class size protection for bulge classes will be capped when the shortfall reaches 10 pupils

Reception and Key Stage 1 classes:

- Where as a result of an appeal or the Local Authority asks a school to take a child (e.g. looked-after or with SEN) which takes the number in the reception or Key stage class to over 30, the Local Authority will meet the cost of an additional teaching assistant to keep the class size at 30 or below. Payments will be made termly in arrears based on submitted evidence of costs incurred by the school.

6 Report of the High Needs Block Task and Finish Group

At the meeting in June, it was agreed to set up a Task and Finish Group to review the increasing trend in need for Special Educational Needs (SEN) places and consequent pressure on the High Needs Block (HNB).

There are four strategic issues that were discussed at the Task and Finish meeting (under *paragraph 4.1* of the report).

- High Needs Block *Appendix B1* was tabled at the meeting and will be circulated with the final version of the minutes
- The need for additional resources in the Borough.

- The impact of any delays that are reviewed in the Fair Access Panel (FAP) and having to allocate funding through the Panel
- The Service is aware of the concerns about issues relating to the SEN processes, but this requires further examination
- Urgency should be applied as this issue has been ongoing for some time. There is an increasing trend in the Nursery sector with repeated cases going to FAP, which has an impact on the inspection outcome
- Deputy Chief Executive will be seeing headteachers in the next few weeks to discuss the Sufficiency Review and this will have a much wider debate
- Some SEN children have English as an Additional Language (EAL)
- The government state that EAL is not an SEN condition
- There has been some discussions regarding Looked After Children (LAC). EAL does not equal SEN
- Report Author thanked all that contributed to the Task and Finish group meeting discussions

Schools members, academies members and PVI representatives may vote on Recommendations 2.1.1 to 2.1.5

Votes

14 Agree

0 Against

0 Abstention

DECISION

Schools Forum agreed:

2.1 Schools Forum makes the following recommendations to the Local Authority (LA) when it sets the notional SEN in the Schools Block budgets and the distribution of funding in the High Needs Block for 2016-17, that:

2.1.1 The factors used in the calculation of notional SEN in the local funding formula remain unchanged.

2.1.2 The proportion applied in the calculation of notional SEN on the targeted pupil support factors should remain unchanged in each phase.

2.1.3 The proportion applied in the calculation of notional SEN on the additional pupil support factors remains unchanged in each phase.

2.1.4 The LA makes recommendations on the distribution of the High Needs Block based on its awareness of local demand and need for high needs funding.

2.1.5 The High Needs Task and Finish Group continues to explore the issue of pupils in mainstream schools with a range of high needs that are not necessarily related to

SEN and so not meeting criteria for additional support funding. The Group will formulate a proposal for addressing this issue for consideration by the Schools Forum at the next meeting in November 2015.

2.1.6 The High Needs Task and Finish Group continues to hold further meetings to make informed decisions with a view to further considering recommendations for changes to be implemented for 2017-18.

7 Report of the Schools Block Task and Finish Group

At the June meeting, Schools Forum agreed to set up a Task and Finish Group meeting to review the rates applied to the local formula factors allowed by regulation and the operation and size of the Growth Fund.

- The Task and Finish Group met in July to discuss:
 - Should we change the factors used?
 - Should we change the rates applied to the factors?
 - Should we change the primary: secondary ratio?
 - Should we continue with the existing cap and scale to fund MFG?
 - Do you want us to model any changes?The group tested the basic fairness of the Local Funding Formula (LFF)
- The Primary / Secondary ratio has not been changed. Where is the anecdotal evidence?
- This was from a pan London meeting, we've asked for authorities to share evidence, but had little response
- The Primary schools had such big reserves for specific projects. There is not sufficient information on this
- Although this was discussed at the Task and Finish Group meeting, it was not discussed in depth as time was taken up over other issues
- These are the recommendations from the Task and Finish Group
- This pressure arose from Waltham Forest being an outlier but we are no longer.
- The gap between primary and secondary should be closed.
- There has never been a direction to adjust this. It is based on the per pupil funding between the two blocks
- The Schools Block distribution model on page 8 of the presentation (**Appendix B**) gives a bigger picture
- Why is there only anecdotal evidence?
- The Secondary headteachers were part of the comparison exercise between other boroughs and Waltham Forest came out the lowest. There is actual evidence that Secondary schools are not well funded compared to those in neighbouring boroughs
- Further discussions shall continue as more modelling needs to take place. It is not a finished piece of work

- Headteachers to meet to consider further recommendations to the changes for 2017-18 Local Funding Formula. The Chair asked for the meeting dates to be distributed

All Members voted on Recommendation 2.1

Votes

For: 12

Against: 0

Abstention: 0

Schools members, academies members and PVI representatives voted on Recommendations 2.2.1 to 2.2.7.

For: 11

Against: 0

Abstention: 1

DECISION

Schools Forum agreed:

2.1 Schools Forum adopts the following principles to be applied to funding decisions:

- Transparency
- Fairness
- Stability
- Support for vulnerable students

2.2 Schools Forum makes the following recommendations to the local authority when it sets the Schools Block budgets for 2016-17. That:

2.2.1 The factors used in the local funding formula are not changed.

2.2.2 The proportion of funding allocated to deprivation should remain the same in each phase.

2.2.3 The rates applied to deprivation factors should be changed when necessary to maintain the proportion of funding allocated to deprivation.

2.2.4 The rates applied to the factors other than deprivation factors are not changed.

2.2.5 The primary to secondary ratio is not changed.

2.2.6 The cap and 100% scale method to fund MFG is not changed.

2.2.7 AWPU is adjusted to balance resources following any changes to rates.

Schools Forum also agreed for:

- Headteachers to meet to consider further recommendations to the changes for 2017-18

8 Trade Union Facility Time

At the January 2015 Schools Forum, Primary and Secondary maintained schools made decisions around the de-delegation of funding for Trade Union Facility Time.

- Maintained Primary schools agreed to de-delegate Trade Union Facility Time funding of £46,000
- Maintained Secondary schools did not agree to delegate but indicated they would pool funding for an initial one term.

DECISION

Schools Forum noted:

2.1 Schools Forum notes de-delegated and pooled funding collection to date.

2.2 Schools Forum notes that further reports will be presented to the November meeting. These will be on Trade Union Facility time funding and Occupational Health Service funding. These November reports will be seeking decisions from maintained Primary and Secondary schools around de-delegation of funds for 2016-17

9 Feedback from Schools Forum Self-Assessment Survey

The report is based on the Schools Forum self-assessment survey sent out in June 2015. This is for information only

- How are do Governors get voted into Schools Forum? **Response:** If there are more nominations received than there are places available, an election will be held

DECISION

Schools Forum noted:

- The key findings
- Areas for Improvement by respondents
- Area indicated requiring significant improvement
- The Local Authority's actions
- Action required to be taken by Schools Forum Members

10 Early Closure of Schools Accounts 2015-16

The report highlights the need for the earlier closure of schools accounts to meet the requirements of amended regulations for Local Authority reporting.

- The proposed pilot for earlier closedown will help schools and the Authority to ease into the new timetable in 2017-18

DECISION

Schools Forum noted:

- The new requirements for the earlier closure of maintained schools' accounts.

The meeting ended at 7:15pm

Meeting / Date	SCHOOLS FORUM 11 November 2015	Agenda Item	4
Report Title	High Needs Block update for 2015-16 and forecast for 2016-17		
Decision/ Discussion/ Information	For Information		
Report Author/ Contact details	Andrew Beckett, Interim Head of Inclusion, 020 8496 6512 andrew.beckett@walthamforest.gov.uk Shehwar Sultan, Group Accountant 020 8496 6322 shehwar.sultan@walthamforest.gov.uk		
Appendices	Appendix A: Projected outturn figures for the HNB for 2015-16 Appendix B: Proposed High Needs place numbers for academic year 2016/17		

1. SUMMARY

- 1.1 The purpose of this report is to inform Schools Forum of the expected demands on the High Needs Block (HNB) in 2016-17; the reasons for these pressures; the changes; and proposals on how to manage these factors and risks.
- 1.2 This report also informs Schools Forum of the decisions that will need to be made for the allocation of funding in 2016-17. The Local Authority (LA) will be presenting a report on the detailed proposed allocations to mainstream schools, specialist SEN, further education (FE) institutions, alternative provisions (AP) and pupil referral units (PRU) providers to Schools Forum on 14 January 2016.
- 1.3 This report has three main sections:
- Projected High Needs Block Income and Expenditure for financial year (FY) 2015-16;
 - Proposed High Needs place numbers for the academic year (AY) 2016/17; and
 - Forecast Income and Expenditure within the High Needs Block for (FY) 2016-17.

2. RECOMMENDATIONS

2.1 Schools Forum to note:

- 2.1.1 Projected outturn figures for the High Needs Block in FY 2015-16 as set out in **Appendix A** to this report.
- 2.1.2 Proposed place numbers for the High Needs Block in AY 2016/17 as set out in **Appendix B** to this report.
- 2.1.3 The forecasted income and expenditure for the High Needs Block in FY 2016-17 as set out in Table 3 below.

3 PROJECTED HIGH NEEDS BLOCK INCOME AND EXPENDITURE FOR FY 2015-16

- 3.1 The latest announced DSG allocation for High Needs for Financial Year (FY) 2015-16 is **£34.233m**.
- 3.2 In Academic year (AY) 2015/16 there has been an adjustment to reflect the change from residency to location of post-16 high needs places.
- 3.3 Previously, post-16 places have been planned on a residency basis (by the local authority in which the student is resident) but for the AY 2015/16 these places have been planned on a location basis by the local authority in which the institution is located), to align with pre-16.
- 3.4 Appendix A shows the underspends or overspends in major areas of the High Needs Block in FY 2015-16. The current projections indicate a underspend of **£1.097m**
- 3.5 The HNB Inclusion Group, comprising wide representation by head teachers from Schools Forum is closely examining this and previous underspends to establish a strategic direction. The Group's recommendations will be presented as part of a later report to Schools Forum.a

4 PROPOSED HIGH NEEDS PLACE NUMBERS FOR THE AY 2016/17

- 4.1 Place-led funding for specialist SEN provision forms a significant part (35%) of the total funding of the HNB. It covers the £10,000 per place paid to specialist SEN settings. The Education Funding Agency (EFA) informed LAs that the High Needs places published for academic year (AY) 2015/16 will form the basis for AY 2016/17.
- 4.2 Adjustments have to be made following the technical change from residency to location of post-16 places. These place numbers will remain static for AY 2016/17. Any adjustment can only take place in the pre-16 places numbers.
- 4.3 The LA is in the process of reviewing all specialist provision and where possible it will reallocate places between institutions to match demand.
- 4.4 **Appendix B** shows the proposed places required for AY 2016/17.

5 FORECAST OF INCOME AND EXPENDITURE HIGH NEEDS BLOCK FY 2016-17.

Income

- 5.1 The Base High Needs funding from the EFA funding is expected to be **£34.041m** for financial year 2016-17, plus technical adjustments of **£0.258m** bringing the income forecast to **£34.299m**.
- 5.2 There is additional funding from the **£0.500m** transfer from the Early Years Block and **£0.214m** transfer from the Schools Block. There is also **£0.500m** of the underspend from previous years proposed to be carried forward for contingency.
- 5.3 In 2015-16, those institutions that cater solely for children aged under 5, the EFA guidance states that it is up to each local authority to decide how high needs places and children in these institutions are funded, either from their early years or high needs budgets.

Expenditure

- 5.4 The table below sets out the main areas of increased expenditure and the key reasons for the forecasted increase.

Table: Main areas of forecasted increased expenditure in 2016-17

Expenditure heading	£'000s	Reason
Special Resourced Provision	25	Growth in number of places from an average of 186.67 in 2015-16 to 189.67 in 2016-17
Special schools and academies	626	Growth in number of special school places (with expansion of Whitefield Trust) from average of 727 in 2015-16 to an average of 747 in 2016-17. Other pressure points include the additional cost of post-16 cross border students and an increase in the number of Waltham Forest pupils. There has also been a continued move to higher levels of resourcing for EHC plans, increasing the average cost of these plans.
Forest Pathway	91	Full year effect of 10 additional places from September 2015 at £22,000 per place.
Alternative Provision	62	Full year effect of Place-led funding to rise from £8,000 to £10,000 from September 2015 (number of places reduced from 150 to 135)
Pupil Referral Units	26	Full year effect of Place-led funding to rise from £8,000 to £10,000 from September 2015 (number of places reduced from 82 to 72)
Total of cost pressures	830	

Note: This is reduced by **£0.088m**: Schools benefited from the reduction in commissioning fees when the place-led element for Alternative Provision and Pupil Referral Units was revised to £10,000 from £8,000. To meet the cost pressure on the HNB of this change it was agreed to transfer £0.214m from Schools Block to High Needs Block.

- 5.5 Income is cash flat in the High Needs Block, however expenditure can be volatile since it is based on demand which is why the LA aims to keep contingency funding to meet unexpected expenditure. The LA has put aside a small contingency of **£0.500m** for unexpected expenditure.

6 CONSULTATION

- 6.1 Consultation has taken place with those Institutions where there is a proposed change in the high needs place numbers in the AY 2016/17.

Appendix A : High Needs Block Report 11 November 2015

Projected High Needs Block Outturn in FY 2015-16				
Description	Plan 2015-16	Projected Outturn 2015-16	Variance	Notes
Income				
EFA High Needs Block Allocation	£ 34,232,366	£ 34,232,366	£ -	
LA transfer from Early Years Block	£ 500,000	£ 500,000	£ -	
LA transfer from Schools Block	£ 125,000	£ 125,000	£ -	
Underspend brought committed for contingency	£ 584,500		£ 584,500	1
TOTAL INCOME	£ 35,441,866	£ 34,857,366	£ 584,500	
Expenditure				
Special Schools	£ 15,648,410	£ 15,648,410	£ -	
Special Resource Provisions	£ 4,086,454	£ 3,813,649	£ 272,805	2
Mainstream Schools & Private Voluntary Independent Nursery	£ 4,746,088	£ 4,427,739	£ 318,349	3
Post-16 Provision	£ 650,000	£ 650,000	£ -	
Alternative Provision and Pupil Referral Units	£ 3,297,167	£ 3,297,167	£ -	
SEN Placements in Independent, non-maintained special schools, other local authority school fees and other fees	£ 4,182,000	£ 3,675,332	£ 506,668	4
Support Services in schools	£ 1,749,000	£ 1,749,000	£ -	
Support Services LA	£ 498,247	£ 498,247	£ -	
In Year Contingency	£ 584,500	£ -	£ 584,500	5
TOTAL EXPENDITURE	£ 35,441,866	£ 33,759,544	£ 1,682,322	
OUTTURN	£ 0	£ 1,097,822	-£ 1,097,822	
Notes				
1. Brought forward from prior years for contingency not required				
2. Underspend on top-up funding as a result of some reserved SRP places not taken up				
3. Underspend due to the low takeup of EHC plans				
4. Underspend from independent, non-maintained special schools, other local authority school fees				
5. No expenditure allocated towards contingency				

Appendix B : High Needs Block Report 11 November 2015

Proposed High Needs place numbers for academic year 2016/17							
Establishment	Specialism	Academic Year 15/16				Academic Year 16/17 Proposed	
		Commissioned Places	Actual	Over (+) / Under (-)	%	Proposed to be commissioned	Increase (+) / decrease (-)
Special	Specialism						
Belmont Park	BESD	60.00	64.14	4.14	107%	60.00	
Brookfields	PD/Complex Medical Needs	96.00	93.50	-2.50	97%	96.00	
Joseph Clarke	VI & ASD	85.00	92.59	7.59	109%	94.00	9.00
Whitefields	ASD/CLD/PDSI/SLCN/CI/HI	340.00	345.26	5.26	102%	351.00	11.00
William Morris	PMLD/SLD/SLCN/ASD	146.00	144.21	-1.79	99%	146.00	
Special Total		727.00	739.70	12.70	103%	747.00	20.00
Special Resource Provisions (SRP) in Mainstream Schools							
Whitehall Primary	HI	22.00	19.44	-2.56	88%	22.00	
South Grove Primary School	ASD/GDD	18.00	16.74	-1.26	93%	18.00	
Davies Lane Primary School	ASD	18.58	18.58		100%	18.58	
Oakhill Primary School	SLCN	6.00	4.83	-1.17	81%	6.00	
Frederick Bremer	ASD	19.00	18.42	-0.58	97%	19.00	
Heathcote Secondary School	HI	15.00	8.83	-6.17	59%	15.00	
Buxton School	SLCN	15.58	14.50	-1.08	93%	15.58	
Highams Park Secondary School	VI	6.00	4.42	-1.58	74%	6.00	
Chingford Foundation Academy	SLCN/ASD	25.00	21.00	-4.00	84%	25.00	
Hillyfield Primary School	ASD	6.00	5.12	-0.88	85%	9.00	3.00
The Woodside Primary Academy	ASD	21.00	18.25	-2.75	87%	21.00	
PRU - BESD	BESD	8.50	4.83	-3.67	57%	8.50	
PRU - Theurapetic	BESD	6.00	1.30	-4.70	22%	6.00	
SRP Total		186.67	156.27	-30.40	78%	189.67	3.00
Alternative Provision & PRUS							
Forest Pathways	BESD	64.00				64.00	
PRU Schools	BESD	72.00				72.00	
Alternative Provision	BESD	135.00	128.00	-7.00	95%	135.00	
Total PRU & AP		271.00				271.00	
Further Education Colleges							
Leyton Sixth Form College		7				7	
Sir George Monoux 6 Form College		8				8	
Waltham Forest College		48				48	
Total Further Education Colleges		63.00				63.00	
Total		1247.67				1270.67	23.00
Abbreviation	Type of Need						
ASD	Autism Spectrum Disorder						
BESD	Behaviour Emotional & Social Difficulties						
CI	Communication and Interaction						
CLD	Complex Learning Difficulties						
GDD	Global Development Delay						
HI	Hearing Impaired						
PD	Physical Difficulty						
PDSI	Physical Disabilities and Sensory Impairment						
PMLD	Profound & Multiple Learning Difficulties						
SLCN	Speech, Language, Communication Needs						
SLD	Severe Learning Difficulties						
VI	Visually Impaired						

LONDON BOROUGH OF WALTHAM FOREST

Meeting / Date	SCHOOLS FORUM 11 November 2015	Agenda Item	5
Report Title	Dedicated Schools Grant-Centrally Retained Services for 2016-17 and Control Total for 2015-16		
Decision/ Discussion/ Information	For Decision and Information		
Report Author/ Contact details	Rishi Peetamsingh: Group Accountant-Schools 0208 496 6304 rishi.peetamsingh@walthamforest.gov.uk Shehwar Sultan: Group Accountant-High Needs 0208 496 6322 shehwar.sultan@walthamforest.gov.uk		
Appendices	Appendix A: Control Total for 2015-16		

1. SUMMARY

- 1.1** This report deals with the funding that can be retained before allocation using the funding formula. Some of these items are with the agreement of Schools Forum.
- 1.2** These services are subject to a limitation of there being no new commitments or increases in expenditure above the 2012-13 baseline. Schools Forum approval is required each year to confirm the amounts on each line.
- 1.3** The two services that require Schools Forum approval are Admissions and servicing Schools Forum. These sums cannot be increased beyond the 2012-13 baseline and it is proposed to keep the amounts to those agreed for 2015-16.
- 1.4** There is one item of retained expenditure that does not require approval, but Schools Forum is instead consulted. This relates to Central Licences negotiated by the Secretary of State, which covers copyright and performing rights.
- 1.5** The latest version of the control total is shown at Appendix A. This is unchanged from September 2015.

2. RECOMMENDATIONS

Schools Forum is asked to approve centrally retained services for:

- 2.1** Admissions: £745,000 (all Schools Block)
- 2.2** Schools Forum: £56,000 (£44,000 Schools Block; £4,100 Early Years Block; and £8,200 High Needs Block)

Schools Forum is asked to note:

- 2.3** Central Licences negotiated by the Secretary of State estimated to be: £160,000.
- 2.4** The control total set out on Appendix A.

All members of Schools Forum may vote on all of the recommendations above.

3. REASON

- 3.1** The operational guidance for 2016-17 revenue arrangements issued in July 2015 sets out the funding that can be retained centrally.
- 3.2** Since 2013-14, funding arrangements have changed by the creation of the three funding blocks. Nearly all of the Dedicated Schools Grant (DSG) funding is delegated to schools subject to a few exceptions.
- 3.3** There two categories of exceptions. The first set is for exceptional pupil growth for 5-16 year olds and Licences negotiated by the Secretary of State, which can vary from year to year.
- 3.4** The next set is limited to amounts set in 2012-13 and includes Admissions and Administration of Schools Forum.
- 3.5** These two groups of retained funding are deducted from the headline DSG before allocation to schools.

Appendix A: DSG Block Control Total for 2015-16

	Notes	Schools Block	Early Years Block	High Needs Block	Other Additions	Totals
Census Counts						
Unit of Funding		35,669	2,962			
Calculated Funding (Unit of funding x Census)		£5,197,35	£4,884.45			
		£185,384,300	£14,467,700			£199,852,000
Transfer for Non-Recoupment Academy and Free schools	Revised 25 March 2015	£7,370,900				£7,370,900
Pupil Premium for 3-4 year olds			£328,900			£328,900
Cash Limited Funding	Change from Residency to Location basis			£34,233,100		£34,233,100
Newly Qualified Teachers					£53,500	£53,500
2 Year Old Funding (532 FTE x £5016)			£2,668,500			£2,668,500
Annoucement on DSG for 2015-16	Revised 16 July 2015	£192,755,200	£17,465,100	£34,233,100	£53,500	£244,506,900
Underspend from 2012-13 for growth	SF 18 September 2013:Agenda 4	£1,000,000				£1,000,000
Underspend from 2013-14 for growth	SF 14 January 2015: Agenda 4	£250,000				£250,000
Rates Adjustment		£81,500				£81,500
Underspend for 2014-15	SF September 2015	£290,100				£290,100
Underspend from 2013-14 from Early Years Block for 2 year olds	SF 17 September 2014: Agenda 6		£1,261,000			£1,261,000
Underspend on 2 Years Olds in 2014-15	SF September 2015		£3,264,600			£3,264,600
Underspend for 2013-14 for 3-4 year olds	SF September 2015		£512,400			£512,400
Adjustments for 2013-14 received in 2014-15	SF September 2015		£367,600			£367,600
Final Allocation of EYB for 3 to 4 Year Olds for 2013-14 and adjustment for 2015-16	As Advised by DFE 16 July 2015		£309,400			£309,400
Underspend from 2013-14 for SEN reforms	SF 18 September 2013: Agenda 5,amended SF 17 September 2014			£1,447,100		£1,447,100
Underspend on HNB for 2014-15	SF September 2015			£1,190,502		£1,775,000
Inter-Block Transfer from Schools Block to HNB for PRUS	SF 12 November 2014: Agenda 5	-£125,000		£125,000		£0
Inter-Block Transfer from Early Years Block to HNB for SEN Inclusion and Under 5's	SF 12 November 2014: Agenda 5		-£500,000	£500,000		£0
Inter-Block Transfer from Early Years Block to Schools Block Rates at Early Years Centre	SF 12 November 2014: Agenda 7	£125,000	-£125,000			£0
B/f Contingency				£584,498		
Totals Resources Available for allocation for spending		£194,376,800	£22,555,100	£38,080,200	£53,500	£255,065,600

Appendix A: DSG Block Control Total for 2015-16

	Notes	Schools Block	Early Years Block	High Needs Block	Other Additions	Totals
Growth Deduction for Schools Block	SF 14 January 2015: Agenda 4	-£3,750,000				-£3,750,000
Admissions and Appeals	SF 17 September 2014: Agenda 8	-£745,000				-£745,000
Schools Forum Administration	SF 17 September 2014: Agenda 8	-£43,600	-£4,100	-£8,200		-£55,900
Copyright Licensing	Confirmed by EFA 15 April 2015	-£159,900				-£159,900
Unallocated Underspend on Schools Block from 2014-15	SF September 2015	-£298,400				-£298,400
SEN reforms and post 16 provision				-£1,407,800		-£1,407,800
Use of Underspend on High Needs Block	SF September 2015			-£1,230,500		-£1,230,500
Centrally Retained Early Years Funding	SF 14 January 2015: Agenda 8		-£1,053,000			-£1,053,000
Retained Adjustments for 2013-14 for 3 to 4 Year olds	SF September 2015		-£375,600			-£375,600
Centrally Retained- Social Inclusion	SF 14 January 2015: Agenda 7			-£490,000		-£490,000
Retained for distribution to Schools to assist with training NQT's	As above				-£53,500	-£53,500
Sub- Total Centrally Retained Funding Deductions		-£4,996,900	-£1,432,700	-£3,136,500	-£53,500	-£9,619,600
Allocations to Schools and Academies						£0
Academy Deductions		-£60,761,400				-£60,761,400
Maintained Primary Schools:		-£69,025,800				-£69,025,800
Maintained Secondary:		-£46,249,000				-£46,249,000
Maintained All Through:		-£13,343,700				-£13,343,700
						£0
Allocated to settings 3-4 year olds	SF 11 February 2015: Agenda 5		-£13,636,700.00			-£13,636,700
Pupil Premium 3-4 Year Olds	Assumed to be fully allocated		-£328,900.00			-£328,900
Allocated to 2 year olds	Based on estimate above		-£7,156,800			-£7,156,800
						£0
Special Schools				-£15,648,400		-£15,648,400
Specialist Provisions				-£4,086,500		-£4,086,500
Mainstream Schools & PVIs				-£4,746,100		-£4,746,100
Post-16 Provision				-£650,000		-£650,000
Alternative Provision	SF 14 January 2015: Agenda 7			-£3,297,200		-£3,297,200
SEN Placements				-£4,182,000		-£4,182,000
Support Services in schools				-£1,749,000		-£1,749,000
In Year Contingency				-£584,500		-£584,500
Total Allocations and Deductions		-£194,376,800	-£22,555,100	-£38,080,200	-£53,500	-£255,065,600
Net Position after allocations		£0	£0	£0	£0	£0

3.77%

LONDON BOROUGH OF WALTHAM FOREST

Meeting / Date	SCHOOLS FORUM 11 November 2015	Agenda Item	6
Report Title	Initial Feedback from Early Years Task & Finish Group		
Decision/ Discussion/ Information	For Discussion and Information		
Report Author/ Contact details	Eve McLoughlin, Head of Education Support 020 8496 3576 eve.mcloughlin@walthamforest.gov.uk		
Appendices	Appendix A: Team Around the Setting Universal Support Appendix B : Current EYSFF and centrally retained funding Appendix C: Additional information to support key findings		

1. SUMMARY

1.1 This report provide some initial feedback from the first two meetings of the recently formed Early Years Task and Finish Group as requested by Schools Forum on 16 September 2015 to make recommendations to Schools Forum on:

- The 2016-17 Early Years Single Funding Formula (EYSFF)
- The use of centrally retained funding for Early Years Support Services (2016-17)

2 RECOMMENDATIONS

Schools Forum to agree that the EY task and finish group:

2.1 Further explore the initial finding of the group and report back to Schools Forum with a costed EYSFF and early years centrally retained funding budget based on further partnership working with and recommendations from the Early Years Task and Finish group.

3. REASON

3.1 The Local Authority is required to consult annually with Schools Forum on arrangements for Early Years provision and to inform on any developments.

4. BACKGROUND

4.1 The School and Early Years Finance (England) Regulations 2014:

- require a local authority to consult its Schools Forum, Schools and Early Years providers about any proposed changes to the factors and criteria taken into account, and the methods, principles and rules adopted in the Early Years Single Funding Formula(EYSFF)
- states that the LA may centrally retain Early Years Expenditure for Early Years provision outside of the EYSFF.

4.2 Numbers of places on the Early Years Task and Finish group have been allocated based on 10% of the total number of FEEE providers from each sector. This equates to:

- Term Time Providers – 4 places (all places filled)
- School providers – 6 places (3 vacancies)
- Year Round providers - 5 places (all places filled)

4.3 The Early Years Task and Finish Group met on 8 October 2015 to discuss the 2016-17 EYSFF and on the 21 October 2015 to discuss the use of centrally retained funding for Early Years Support Services. The group reviewed the current (2015-16) arrangements and made some initial recommendations regarding any changes that they would like considered for 16/17.

5. Summary of key findings

5.1 Early Years Single Funding Formula

- 5.1.1 Initial discussions suggest that providers are generally happy with the EYSFF and the three components: a) base rate b) deprivation supplement c) quality supplement, paid when a setting has a Good or Outstanding grade. Providers can understand how it works and are familiar with it.
- 5.1.2 Schools Finance team were asked to refer to the Schools Financial Regulations and clarify the position with regards to whether Minimum Funding Guarantee applied to the EYSFF and feed back to the group at the next meeting. This would ensure that providers who are affected by any changes will be compensated if their base funding decreases by more than 1.5% taking one year with another.
- 5.1.3 Currently, the Base Rate makes up ~90% of EYSFF, the Quality Supplement makes up ~7% of EYSFF and the Deprivation supplement makes up ~4% of EYSFF.
- 5.1.4 The base rate across all sectors is £3.75. The PVI sector has a supplement of an additional 15p in order to offset the additional costs incurred by paying business rates. However, not all PVI providers pay business rates. Therefore, the proposal is to have two levels of base rate supplement, a higher level for providers who pay full business rates, and a lower level for

providers who pay reduced business rates. The current base rate would remain for providers who pay no business rates, irrespective of sector.

- 5.1.5. Assuming that the overall pot of money used for 'Base rate funding' remains the same, and there will be lower base rates for PVI's for those who do not pay full business rates, it was suggested that the resulting savings should be distributed across all providers, resulting in slightly higher base rates for all.
- 5.1.6 The deprivation supplement is usually set following the beginning of the financial year, when information from the January census is finalised, meaning that FEEE providers only get an indicative budget in February. For 2015-16, this has changed. All schools/settings will complete an October census this year (5 November 2015) and every year moving forward.
- 5.1.7 Data from this census (usually available early December) will then be used to calculate deprivation supplement rates. This will be used in the calculation of the final Early Years budgets, to be published the following February, thereby giving settings a final budget before the start of the financial year for the first time.
- 5.1.8 Settings felt that the deprivation supplement shouldn't be based on the children's postcodes, as it affected those providers who were located in more deprived areas but had children attending from more affluent areas and vice versa. However, the Schools Financial Regulations state that the supplement must be based on an individual child's postcode, not on the setting itself.
- 5.1.9 Previous years' EYSFF have used Income Deprivation Affecting Children Index (IDACI) from 2010. New English indices of deprivation were published on 30 September 2015 which indicate that Waltham Forest has far fewer deprived areas (previously 53 local areas out of 145, now only 9) meaning fewer children in a FEEE place would be eligible for a Deprivation Supplement in 2016-17 based on the current formula, which would adversely affect the income for settings.
- 5.1.10 Analysis will be done, using the new IDACI information, to see how much will be spent in 2016-17 on the Deprivation Supplement if the current bandings remain the same, which should then result in an underspend. Discussions were held around the possibility of using the underspend to top up SEN provision, or to add to the base, quality supplement or Early Years Pupil Premium (EYPP) rate, but no consensus was reached. Further discussions need to be held.
- 5.1.11 Currently, settings get a Quality Supplement of around 36p extra per hour upon receipt of a Good grade and 54p per hour upon receipt of an Outstanding grade. There are slight variations in this amount depending on whether the setting is a school or a PVI as the Quality supplement is applied as a fixed percentage of the base rate.
- 5.1.12 Some providers felt that the Quality Supplement should be the same amount irrespective of grade, or an additional rate applied for those settings who receive Goods with Outstanding areas, but the majority agreed the supplement should be kept at the same rates.

- 5.1.13 Concerns were raised about how long Ofsted are taking to inspect new settings, and therefore how long settings wait to receive the Quality Supplement. However, as the DfE's Local Authority Statutory Guidance states that Ofsted is the sole arbiter of quality, and that Local Authorities are not to undertake a quality assessment of the provider, it therefore seems logical to award a quality supplement that based on the Ofsted judgement. Settings who receive a Good or above grade have the supplement backdated to the beginning of the term they are inspected in to mitigate this somewhat.
- 5.1.14 There are also funding streams available to new providers from the government and from the LA. For example, settings can apply for Capital Works grants if they are creating two year places, and a Place Creation grant for 3 and 4 year old places.
- 5.1.15 A unit-costing exercise will be carried out in November and December by an independent company (The Family and Childcare Trust) to establish whether funding from the DfE is sufficient to fund FEEE providers at a rate which covers their operating costs and allows them to provide a quality service.
- 5.1.16 The exercise will aim for a 25% representation across all sectors and types of provision (term-time, full day care, special needs provision etc.). Providers will need to submit a full year of accounts. This information will assist the Task and Finish Group in preparing a considered, robust EYSFF to Schools Forum and, if necessary, make a case to the DfE for additional funding.
- 5.1.17 It was mooted by some providers they would prefer to have more of the EY DSG funding passported to them in order for them to directly purchase support services as required. However, a quick analysis suggested that this was likely to prove to be more expensive and could undermine all the quality and progress that has been achieved so far. It was agreed further analysis would be carried out to see how much each setting would have to pay to receive the same level of support, currently provided for free. It was also made clear that the LA have the right to make the ultimate decision on how centrally retained EY DSG is spent to ensure quality provision in the borough.

5.2 Centrally retained and underspent Early Years funding

- 5.2.1 Generally, settings were happy with the quality of support provided by LBWF but dissatisfied with the quantity. Good and Outstanding settings receive less support than Inadequate and Requires Improvement. Settings requested parity across all providers, irrespective of the Ofsted grading.
- 5.2.2 Currently not all settings that deliver Free Early Education Entitlement (FEEE) places receive a visit from an Early Years Consultant or Education Business Consultant during the course of the year.
- 5.2.3 Despite the fact that 84% of Early Years providers currently have an Ofsted inspection outcome of Good or Outstanding, both PVI and Maintained providers generally felt that a 'health check' or a critical friend' visit from a range of individuals across all areas of service delivery would

be welcomed. Providers felt that these visits would provide valuable support and insight as well as challenge coasting or complacency. The majority would welcome at least an annual visit across a range of areas (see Appendix A)

- 5.2.4 Providers felt that these visits would ensure that all settings were offered universal support, and allow the LA to deliver and commission outcome focussed, targeted, tiered intensive support as needed.
- 5.2.5 Settings reported that, where support had been provided, it aligned well with their Ofsted inspection and was extremely valued. Some providers who have declined support saw a reduction in their Ofsted inspection grade when an inspection took place, particularly with regards to issues regarding safeguarding and welfare requirements, which have in some instances resulted in closure.
- 5.2.6 It was felt that it was important that the accuracy and effectiveness of children's 2 year Progress Checks and other statutory assessments were monitored by the LA to ensure that needs were being identified and appropriate support delivered.
- 5.2.7 Project coordination support is required in order to coordinate visits and to regularly monitor and evaluate the services provided.
- 5.2.8 Providers felt that currently there was a lack of training available outside of office hours and at weekends, which is a particular issue for child-minders. It was also felt that more training was required to enable providers to effectively and confidently meet the needs of children with special educational needs, especially for minders who have never been able to access SENCO training.
- 5.2.9 Maintained schools did not feel that there was parity across the Maintained and PVI sector with regards to the level of support being provided and the levels of funding spent on across all areas of support (EY Consultants, EY Business Consultants, SENCO and Education Psychologists)
- 5.2.10 A number of the areas covered by Business Support are statutory requirements. Non-compliance in these areas can have significant consequences which can result in Inadequate grades or, at the very least, a reduction in Ofsted inspection outcomes, Welfare notices being issued by Ofsted and, in the most severe of cases, suspension or closure of settings and criminal investigations, irrespective of how good the teaching and learning may be.
- 5.2.11 There are a number of limiting factors around the statutory safeguarding and welfare requirements e.g. nomination of a responsible person, ratios, requirement to inform OFSTED of incidents and interventions. Under the new EY Ofsted Inspection Framework, settings can be inspected following a complaint and the grade can be affected if areas of non-compliance are found
- 5.2.12 Support, advice and training provided needs to be evidence based, outcomes focussed, tiered and tailored to meet the differing needs of the organisations that are supported.
- 5.2.13 Officers would like to explore the opportunity to develop a process to allow settings to upload key documents to a digital dashboard to reassure the

provider and the LA that statutory and contractual requirements have been met. This would allow a desktop analysis to be completed in advance and make more effective use of officer's time during site visits.

- 5.2.14 There have been a number of issues regarding the support, advice, training and information made available to managers during the past year, particularly involving the Trustees and Managing Directors who employ them. In three instances this has resulted in settings closing, financial instability and allegations against staff members. In response to this, the LA are looking to develop an induction pack/process for new managers/EYFS leads (both promoted into the role or experienced leads/managers from outside the LA) to ensure they, and their business owners/trustees, are clear about their responsibilities regarding the EYFS and other regulatory requirements as well as the support available to them to meet these. These induction programmes will identify areas for development and enable an action plan to be drawn up by the organisation.
- 5.2.15 There have been a number of issues identified with regards to the quality of supervisions and appraisals. Specific advice support, advice and training will be made available in this area which should result in fewer performance issues and increased quality.
- 5.2.16 Providers have reported that they have found the forums that have been set up recently (DSL and Area Early Years Network) useful ways to network with colleagues with the same responsibilities/ issues and to keep up to date with current policies, research and information. We will look at expanding these forums to cover other areas where specific/common issues have been identified such as CPD, supervision and appraisals as well as Day Nursery and Child-minder meetings.
- 5.2.17 Providers were keen to explore options around using some of the Early Years underspend to fund a project to work in partnership with secondary schools and employment services to 'grow our own' Early Years and Education Workforce and ensure we have the quantity and quality of staff to meet current and future requirements. We are currently developing a video on The Hub re childcare as a career path as an initial step. We need to change perceptions so that childcare is seen as a worthwhile career and that there are pathways to senior roles in the PVI and maintained sector.
- 5.2.18 There has been significant support for new settings through the registration process to ensure that only those providers that meet all statutory requirements, not just those required by Ofsted, are commissioned by the LA to deliver FEEE places. This process has also been instrumental in deterring poor quality provision being set up in the LA, but can be extremely time consuming.
- 5.2.19 ASK Research, a company commissioned by the DfE to analyse SEND support in LAs since the reforms, has fed back that: 1) Early Years SEND support plans are working really well, 2) good practice is spreading from EY into schools and to keep the EY ethos and good practice.
- 5.2.20 A significant amount of the Education Business Consultant's time has been spent working in partnership with the Safeguarding Officer following up

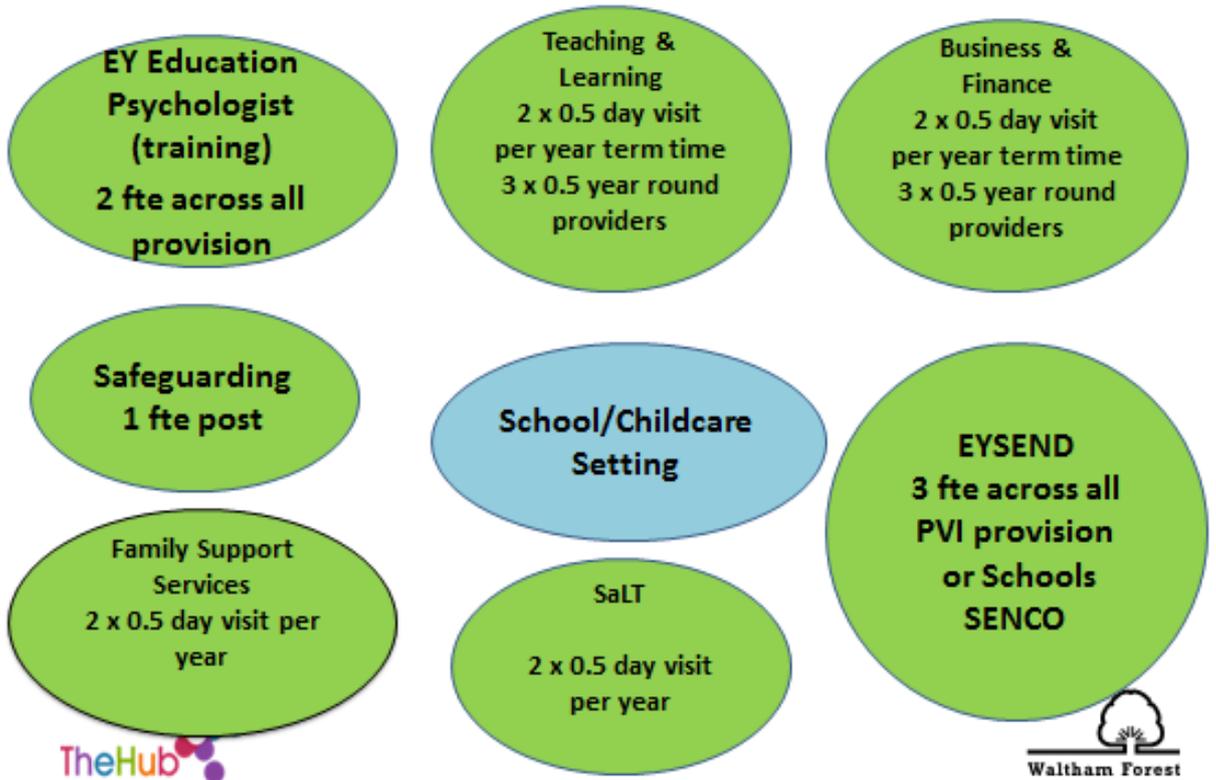
whether the appropriate policies and procedures have been followed following a complaint/allegation, and supporting and advising staff and parents where this has resulted in suspensions, setting closures etc. These incidents can generate significant adverse publicity, a need to hold strategic meetings and having to find alternative new placements for a number of children.

- 5.2.21 In order to allow the EBC to focus on all the other areas of business support, increasing the EY safeguarding support to 1fte will be considered. This should also allow more support, advice and training to be carried out which should increase knowledge around safeguarding and improve the quality of safeguarding referrals.
- 5.2.22 Providers felt that the process for assessing children with SEND, for additional top up funding (prior to an EHC plan) and the point at which this top up funding can be claimed needs to be reviewed as they felt the process was not clear currently and felt unnecessarily protracted. Providers felt that where providers could evidence that additional expenditure had been incurred during the assessment period, that this should be reflected in the commencement date for additional funding to ensure that barriers to settings offering places to children with SEND were removed.
- 5.2.23 There needs to be a focus on support for settings around working with parents, home learning and working in partnership with other agencies to access support that the family may need.
- 5.2.24 There is insufficient speech and language support to settings. Developing this would be beneficial as there is a known high correlation between poor speech and language development in Early Years and later poor educational attainment in language and literacy.
- 5.2.25 Further explore 'digital by default' methods, including use of The Hub, of service delivery, to maximise the number of providers and parents/carers that benefit from the support advice and training funded via the Early Years centrally retained funding
- 5.2.26 It is proposed that a speech and language therapist visit each Early Years setting as a "critical friend", providing two half day visits per annum, starting in 16/17. These visits will provide support and advice on identification of need and referrals. Good practice can be modelled to staff and a digital resource hub developed. Prime areas for consideration will be communication and language and school readiness. Schools and settings could continue to purchase additional support should they wish to.
- 5.2.27 More work needs to be done to explore the support available in early years to children where English is an additional language or are bilingual, and establish whether there are any gaps in current provision.

6. CONSULTATION

- 6.1 The Early Years Task and Finish Group is the initial component of the consultation on the early years single funding formula and the use of centrally retained funding from the EY DSG.
- 6.2 Community groups have been set up on the education website, The Hub, for each sector. A providers within their respective groups are able to post messages to this group, which then be brought to the Early Years Task & Finish Group by the lead for the relevant sector lead.

Team around the Setting- Universal Support



Appendix B

EYSFF rates 15/16

Factor	Hourly rate
2 year old funding	£6.00
3-4 year old funding	
Base Funding	
PVI	£3.90
LBWF-Snowberry Nursery	£4.90
Nursery Classes	£3.75
Nursery Schools	£6.04
Quality Funding	
No Ofsted judgement or less than good	£0.00
Ofsted judgement of good - PVI	£0.36
Ofsted judgement of good - Nursery class	£0.35
Ofsted judgement of good - Nursery school	£0.56
Ofsted judgement of outstanding - PVI	£0.54
Ofsted judgement of outstanding - Nursery class	£0.52
Ofsted judgement of outstanding - Nursery School	£0.83
Deprivation Funding	
Pupil lives in IDACI Band 4	£0.25
Pupil lives in IDACI Band 5	£0.70
Pupil lives in IDACI Band 6	£1.00

Early Years Support services funded via centrally retained Early Years Funding & High Needs Block 15/16

EYDSG Block	
EY Consultants & Safeguarding	£150,000
Education Support	£401,000
Portage & EYSEND Manager	£184,000
Educational Psychologist SLA	£168,000
SEND fee top up for 2 & 3 yrs olds prior to EHC plan	£150,000
Schools Forum Administration	£4,100
Total	£1,057,100
High Needs Block	
EY SEND service (ex SEN inclusion service)	£296,000
Statements for under 5's	£204,000
Total	£500,000

Appendix C

Additional information to support key findings

1. Current and future use of centrally retained EY DSG and EY's Underspend

1 Learning, Development and Assessment

- 1.1 Current staff establishment two qualified teachers and 0.5 fte post re Safeguarding funded from EYDSG (£150k) to support EY settings across PVI and maintained sector.
- 1.2 Service provides a universal training programme offered to PVI's and schools and also targeted support together with Early Years' Foundation stage moderation and strategic development with other services.
- 1.3 The current services focuses on providing support, advice and training to settings with a current Ofsted inspection outcome of Requires Improvement and inadequate. This support focuses on the statutory learning, development and assessment requirements of the Early Years Foundation Stage Statutory Guidance, OFSTED evaluation cycle, Early Years pedagogy and current research.
- 1.4 We've received feedback that there have not been enough visits focussing on teaching and learning from LBWF
- 1.5 Areas for development have been identified as including partnership working, development of prime areas of learning including outdoor learning, accuracy of assessment, tracking and leadership and management.
- 1.6 The current two year old pilot project, funded from 2 year old trajectory funding, is focussed on Requires Improvement settings at present. Expansion of this pilot to 'good' settings, child-minders and schools would be subject to funding availability on 16/17. The underspend is currently used to fund the post created to roll this project out, and for training and resources next year, but to embed the project across all settings would need additional funding for a permanent/contract position.
- 1.7 Good and outstanding providers felt that under current arrangements there has been little contact with the Early Years Improvement Consultant and follow-up visits are not forthcoming.
- 1.8 PVI sector providers raised the issue that they do not have sufficient funding to recruit qualified teachers but value their input, thereby making the need for the EY Consultants to visit more regularly.

2 Business Support

- 2.1 The Business Support service provide support, advice and training across the Safeguarding (in partnership with the Safeguarding Officer) & Welfare Requirements of the Early Years Foundation Stage Statutory Guidance, as well as areas that are not regulated by Ofsted such as Finance, Business Planning, Employment, Building Regulations, Health & Safety, Planning Permission and place development/sufficiency. There is one Education Business Consultant and 1.5 Education Business Officers, the latter of which we are trying to recruit permanently to.
- 2.2 With the growing number of providers and the limitations on how many people who can attend a group training session, for it to be effective, we are looking developing our 'digital by default' training option. This would include a range of online training courses, videos, resources and possibly webinars to increase access to and take up of training opportunities. This enables settings to evidence CPD and allow the LA to run tiered/focussed/targeted training to meet specific/greater need once online training has been completed.
- 2.3 A lack of parental engagement has also been identified with regards to take up of FEEE places, knowledge around what to look for in a quality setting and supporting their child's learning and development at home. We propose a rolling programme of workshops for parents re engaging with settings, quality expectations, support with home learning and to assist settings with open days, marketing and promotion to parents.
- 2.4 A unit costing exercise would help providers to set fees and for us to establish whether the level we pay providers is correct. We need to ensure that the Free Early Education Entitlement is passed on correctly to parents, identify alternative streams of funding (such as National Lottery) and provide budgetary support.
- 2.5 Recruitment of quality staff at all levels has become increasing difficult, particularly with respect to the requirement to provide FEEE places to an additional 1700 (approx.) eligible 2 year old children, and the new proposal to increase provision to 30 hrs per week to some families from Sept 2017.
- 2.6 Full details of the eligibility criteria for the extended 30 hours FEEE have not been finalised by the Government at this point in time and therefore anticipated numbers of eligible families are not clear at this point.
- 2.7 Providers were clear that the DfE guidance states that OFSTED is the sole arbiter of quality (for the areas that they are the regulator) but LA support would be welcome in order to assist providers in meeting all requirements and ensuring quality continues to improve.

- 2.8 Providers would welcome the LA developing a Self-Evaluation Form for their use that would cover all of the requirements of the FEEE contract, which could be used by providers and the LA as well as training on completing a SEF.

3 Special Educational Needs and Inclusion

- 3.1 This referred to SEND reforms with effect from 1 September 2015. The team includes a home visiting service, Early Years area and SENCO. It is proposed to integrate the Early Years service into an LBWF Integrated Disability Service.
- 3.2 The EY SEND service is split into 2 services
- The Home Visiting service (formerly Portage)
 - EY SEND area SENCO support to PVI settings
- 3.3 Home visiting is provided as a support to parents with service provision based at Wood Street. The SENCO Code of Practice needs to be followed and there is A Waltham Forest pathway re personalised Education, Health and Care plans.
- 3.4 There were 911 PVI early years setting visits last year the majority providing support re social and communication difficulties including autism and other needs. The Early Years SEND panel approved 83 requests for help.
- 3.5 It has been identified that the majority of children referred to the SEND team have social and communication needs (474 out of 911 children) and that there is currently not the capacity within the SEND service to meet the needs of these children. Currently there is an SLA with Whitefield School to support to schools and early years settings with children with autism, social and communication difficulties. This SLA is being reviewed for 16/17.
- 3.6 Schools with nursery provision would welcome more support for SENCO's regarding Early Years. Schools were asked to discuss this at their next primary headteachers meetings to clarify what support would be required/useful. (Ref 5.2.9 of main report)
- 3.7 We will empower and support Development Officers to offer and deliver a training plan for child-minders. Feedback re training needs would be useful e.g. Makaton and signing.
- 3.8 Children need to be offered a solid foundation via Level 3 trained staff with speech and language support. Providers recognised the value of speech and language therapist support to Children and parents which can help alleviate problems when the child starts school.

- 3.9 There are approximately 5,000 children in each age cohort across the early years age range; however the numbers of referrals to a SaLT is lower for 2, 3 and 4 years olds than for under 2's. This suggests that there may be some under-identification of speech and language need once children take up a childcare place or that needs are successfully addressed early. Where needs are identified these should be addressed in settings if possible with referral to SaLT where necessary.
- 3.10 It can be difficult to determine the nature of the problem where the child has English as an additional language. Knowledge of development in play is useful here.
- 3.11 It is proposed to work in partnership with the integrated disability service to pick up issues in 5.2.9 & 5.2.19 of the main report