

Schools Forum Meeting Agenda

Thursday, 29 November 2018 at 9.00 am
to be held in Mezzanine Room 4 - Tor Hill House, Union Street, Torquay, TQ2 5QW

Membership

Roger Hughes (<i>Chair & Primary Maintained Head</i>)	Mike Lock (<i>Vice-Chair & Special Academy Head</i>)
Stewart Biddles (<i>Primary Academy Head</i>)	Tim Stephens (<i>Primary Academy Governor</i>)
Maurice Codd (<i>Primary Maintained Governor</i>)	Jim Piper (<i>Primary Academy Deputy Head</i>)
Adam Morris (<i>Primary Maintained Head</i>)	Daneian Rees (<i>Secondary Academy Rep</i>)
Lindsey Kings (<i>Secondary Academy Deputy Head</i>)	Clive Star (<i>Secondary Academy Governor</i>)
Lisa Finn (<i>Secondary Academy Rep</i>)	Steven Hulme (<i>PRU</i>)
Dan Hallam (<i>Post 16</i>)	Jayne Jones (<i>Early Years</i>)

- 1. Apologies/Changes to Membership**
- 2. Minutes of the last meeting** (Pages 3 - 12)
Including minutes of exceptional Schools Forum held 1st October 2018
- 3. Matters arising**
- 4. Financial Report** (Pages 13 - 17)
- 5. De-delegation of services** (Pages 18 - 20)
- 6. Virement of permitted 0.5%** (Page 21)
- 7. DFE Consultation** (Pages 22 - 25)
- 8. Verbal update on local consultation**
- 9. Interim 6 Day Provision for Excluded Primary Students** (Pages 26 - 27)
- 10. Transitional Payment Arrangements for Discretionary Alternative Provision** (Pages 28 - 29)
- 11. Impact report from head of Vulnerable Pupils** (Pages 30 - 37)

For further information on Schools Forum, please contact:

*Roger Hughes, Chair, ecotaps@hotmail.com
Rachael Williams, Head of Education, Learning & Skills, Rachael.williams@torbay.gov.uk
Michael Freeman, Clerk, michael.freeman@torbay.gov.uk*

12. **IOSS impact report** (Pages 38 - 41)
13. **Review of Standing Orders** (Pages 42 - 48)
Recommendation to agree the additional wording in section 17.
14. **Audit Action Plan update** (Pages 49 - 50)
15. **Items for next meeting**
16. **Future meeting dates**
- Thursday 17th January 2019, 09:00, 4th Floor South, Tor Hill House
 - Thursday 7th March 2019, 09:00, Mezzanine Room 3, Tor Hill House



Minutes of the Schools Forum

11th October 2018

-: Present :-

Roger Hughes (Chair), **Steven Hulme** (PRU), **Adam Morris** (Primary Maintained Head), **Jim Piper** (Primary Academy Deputy Head), **Tim Stephens** (Primary Academy Governor), **Maurice Codd** (Primary Maintained Governor), **Daneian Rees** (Secondary Maintained Rep), **Lindsey Kings** (Secondary Academy Deputy Head), **Dan Hallam** (Post 16)

Alison Botham (Director of Children's Services), **Rachael Williams** (Head of Education, Learning & Skills), **Dorothy Hadleigh** (Head of SEN), **Dan Hamer** (Head of Vulnerable Pupils), **Rob Parr** (Principal Accountant), **Mike Freeman** (Clerk)

1. Apologies/Changes to Membership

Apologies were received from Mike Lock, Stewart Biddles and Clive Star. Lisa Finn and Jayne Jones were absent from the meeting.

Jan Chopping has resigned from the Forum. Debbie Horn of the LA will be sourcing a new representative from the Secondary Governor sector.

A decision was then held on the Chair and Vice Chair of Schools Forum. Members agreed to re-elect Mike Lock to position of Vice-Chair.

Roger Hughes was elected to continue as Chair. It was noted that Roger will be leaving the Forum next year, a new chair will need to be in place for the June 2019 meeting.

2. Minutes of the last meeting

Minutes of the last meeting, held Thursday 14th June, were agreed to be a true record. Minutes of the exceptional Schools Forum held Monday 1st October will be included in the November meeting's agenda pack.

3. Matters arising

From item 6 of June's meeting, minutes of the Higher Needs Recovery Group will now be circulated to Forum members after each meeting.

From item 8, Dan Hamer, Head of Vulnerable Pupils, informed members that the current Elective Home Education post has been increased into a full time position. The additional 0.6 post agreed by Forum is now being advertised, with interviews due to take place in the 2nd week of November.

From item 9, Post Audit Action Plan, Terms of Reference for the Higher Needs Recovery Group have now been updated. Schools Forum webpage is in the process of being updated. Members agreed that the current process, of emailing a link to all agendas and minutes when available, should continue.

Action – Dan Hamer to provide recruitment update at November meeting.

4. Financial Report

Rachael Williams, Head of Education Learning and Skills, shared with members an updated Financial Report. The forecast current overspend position has now increased from £2.4m to £2.66m. A more detailed table with projections for each budget area, as requested by members, was then explained. Volatility remains in pupil-led and demand-led issues, with significant pressure in both EHCP packages and Special Schools.

There is expected to be a underspend in the retained element of the Early Years Block, should this position remain the same at the end of year a decision on how the money will go back into the sector will need to be made. There continues to be a strong take up in the 2 year old and 3-4 year old offers, however it is noted that the average take up by parents in the 30 hour funding offer is 23 hours, helping to ease pressure on the budget. ALFEY funding continues to be monitored, and remains in line with the budget at the moment.

Joint Funded Placements continue to be signed off at Assistant Director level, and Education continues to contribute the right proportion of funds for placements.

The Higher Needs Block has seen both an increase in the number of EHCPs and the spend on each one. Following recommendations from Forum a full review of EHCP banding is imminent.

Commissioned Placements at Special Schools remains broadly in-line with previous years, however there has been a slight increase in the number of placements at Mayfield, with a view to ensuring that children's needs can be met locally.

There currently is an underspend in the Schools Intervention/Commissioning budget. A proposal was brought to members to allocate some of this underspend for Governors Training, instead of it coming out of the 19/20 budget as previously agreed.

Vote: To allocate £30k from the Commissioning underspend and use it to bring forward the planned Governors Training:

For: 7

Against: 0

Abstain: 2

Motion Carried

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Rachael Williams, Head of Education, Learning & Skills, Rachael.williams@torbay.gov.uk

Michael Freeman, Clerk, Michael.freeman@torbay.gov.uk

Members recognise that this training needs to take place, with an aim of bringing down costs in the future.

5. Analysis of High Cost Placements

Dorothy Hadleigh, Head of Special Educational Needs, presented to Forum her report on High Cost Placements. There has continued to be an increase in Requests for Statutory Assessments (RSAs). The SEN team has conducted analysis which shows that school requests have begun to slow, but there has been a large increase in parental requests, meaning the LA remains well above the national average.

It was acknowledged that the SEN Panel has become a lot more robust in its decision making year on year, and currently has a refusal rate of around 20%. There is now a Graduated Response document out in schools, which outlines what is expected of schools at SEN support level, and the need for more evidence when submitting RSAs. Members agree that schools may need further training on this.

Following up on the issues highlighted by the SEN audit of 2016, Schools are being challenged by SEN on whether parents are being advised to submit RSAs instead of their child's school. There is also a vast difference between schools in the amount of time they employ a Special Educational Needs Coordinator (SENCo), again this is being challenged.

It is noted that some schools are providing resistance when EHCPs are being issued, with them not accepting the initial top-up element of the plan. There are also some issues with children moving into the area with EHCPs being found a school place, Dan Hamer has been communicating with schools on this.

There continues to be pressure on the LAs Special Schools and Enhanced Resource Provisions, however a new provision has been set up in Paignton, called STEPS, for children with high anxiety. This has led to some savings for the LA by not having to place these children in high cost out of area placements.

There has been a slight growth in the number of bespoke packages being issued, however these continued to be monitored by SEN caseworkers on a 6 weekly basis. Independent Placements have seen a slight reduction in costs, as a result of greater scrutiny on the value for money that these placements provide, and the outcomes these placements provide for students.

Post 16 pressures are continuing to rise, the success of the Post 16 offer has resulted in young people wanting to maintain their education for longer. Members noted that there is some money that has been ring-fenced in order to work with Careers South West, helping parents and children in their Post 16 choices.

There is a larger number of Early Years children on EHCPs, however it was felt that this early intervention leads to greater outcomes for the children, easing the pressure on our special schools by allowing these children to access mainstream schools.

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Members noted the findings of this reports, and requested an update at the March 2019 Forum.

6. Audit Action Plan Update

An update on the action plan, produced on the recommendations of the Devon Audit Partnership, was shared with members. As agreed at the June Forum, items 1.6.1 and 1.7.1 should revert back to an amber status, as work on these is ongoing.

With regards to item 1.9.1, members requested that the comments box be updated, with the following points:

- Minutes should be sent to all Headteachers, *and* Early Years providers.
- Headteachers are requested to cascade all minutes to Governors.
- The website should be more accessible to members of the public. Schools could help with this by providing a link to Schools Forum on their own websites.

Action - MF to update action plan, including the points raised above.
- MF to write a paragraph explaining what Schools Forum does, and send this to schools to use on their own websites.

7. Discussion on the possibility of special schools' allocations being reduced to 17/18 levels

Members felt that this item was adequately discussed at last week's Exceptional Schools Forum, no further discussion was needed.

8. Items for next meeting

- Report from Dan Hamer, Head of Vulnerable Pupils
- Verbal update on Virement consultation
- Financial Report
- Delegated Services
- IOSS
- Review of Standing Orders

9. Future meeting dates

- Thursday 29th November 2018, 09:00, 4th Floor Meeting Room, Tor Hill House
- Thursday 17th January 2019, 09:00, 4th Floor Meeting Room, Tor Hill House
- Thursday 7th March 2019, 09:00, Mezzanine Room 3, Tor Hill House

Exceptional Schools Forum Meeting Minutes

Monday, 1 October 2018 at 1.00 pm
Held in Mezzanine Room 4 - Tor Hill House, Union Street, Torquay, TQ2 5QW

Present

Mike Lock (Chair), **Steven Hulme** (PRU), **Jayne Jones** (Early Years Rep), **Adam Morris** (Primary Maintained Head), **Jim Piper** (Primary Academy Deputy Head), **Tim Stephens** (Primary Academy Governor), **Stewart Biddles** (Primary Academy Head), **Maurice Codd** (Primary Maintained Governor), **Lindsey Kings** (Secondary Academy Deputy Head), **Daneian Rees** (Secondary Maintained Rep), **Dan Hallam** (post 16), **Lisa Finn** (Secondary Academy Rep), **Julie Chubb** (substitute for Clive Star) & **Jayne Keller** (substitute for Roger Hughes)

Alison Botham (Director of Children's Services), **Rachael Williams** (Head of Education, Learning and Skills), **Dan Hamer** (Head of Vulnerable Pupils), Martin Phillips (Head of Finance), **Rob Parr** (Principal Accountant), **Dorothy Hadleigh** (Head of special Educational Needs), **Mike Freeman** (Clerk)

1. **Apologies/Changes to Membership**

Apologies were received from Roger Hughes and Clive Star. Jayne Keller and Julie Chubb attended in their place respectively. In Rogers's absence Mike Lock was chair of the meeting.

2. **Local Area Proposals for Achieving and Maintaining a Balanced Higher Needs Budget**

Rachael Williams presented to members details of the current financial situation. With the Forums agreement to vire funds of £365k, there is currently a negative reserve of £614k in the DSG. With further in-year pressures expected, the final budget pressure could potentially be around £3m.

The purpose of this Exceptional meeting was to address what actions the Forum needs to take to balance the budget and reduce costs over time, based on proposals considered by the Higher Needs Recovery Group (HNRG). It was explained to members that any proposals recommended by the forum would be subject to a formal consultation, including a full equality impact assessment.

Proposals are based on three principles, following recommendations from the HNRG and the independent audit of SEND practices in schools:

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Strengthening an inclusive and accountable culture

A Peer to Peer Challenge group has now been set up, giving schools a chance to share expertise and to work on a common understanding of behaviour thresholds. It was noted by members that the first round of these groups has been very well received by participating schools.

Following consultation with schools, it was noted that Fair Access Protocols have now been refreshed and are being adopted.

SENDIAS (Special Educational Needs and Disabilities Independent Advice Service) provide neutral advice for parents at the point of exclusion. After discussion, it was felt that an additional investment of £20k per year would enable SENDIAS to support all families (including those that do not currently meet criteria), and would enable Schools Forum to make considerable savings on future bespoke packages.

Vote - To provide additional provision to SENDIAS at a cost of £20k per year:

For: 8

Against: 0

Abstain: 5

The Forum then looked at the possibility of providing training and information to Governors on inclusion, which would enable governors to challenge permanent exclusions. A one-off cost of £30k would cover both staffing and the training resources required for this, and would also enable the LA to conduct a review in schools of how their element 2 funding is being allocated. Members questioned whether this cost would be ongoing, given the turnaround of governors each year. It was felt that a vote should be taken on a one off cost for this year, with further training being addressed at a later date if needed.

Vote - To provide training and information to Governors at a cost of £30k:

For: 6

Against: 0

Abstain: 7

Ensuring children and young people have access to alternative and bespoke provision

An exclusion recovery process is already being enacted by the LA, following recommendations made by Schools Forum in June. However, presently the LA does not recoup funding from schools when a child moves from mainstream into the Medical Tuition Service or to an alternative provision, effectively meaning that the LA is paying for the child's provision twice. Following discussions at the HNRG, it was proposed that the funding should follow the child, leading to an anticipated

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recovery of £650k. It was noted that any recoupment would not go back into the main DSG budget, but be used to mitigate the costs of some other Higher Needs issues.

Members queried the legal position on the use of the recouped money. Rachael informed members that the call for evidence only closed three months ago, and as such the legal position is unclear. Any actions agreed by the Forum would not be started until March 2019, once the Government white paper has been produced.

Vote - For LA to recoup funding from schools for pupils moving to bespoke, alternative provision or becoming Electively Home Educated:

For: 12

Against: 1

Abstain: 0

Members were reassured that the LA recognises that schools need time to budget and plan for this decision, and because of this a reduced rate of 50% will be recovered from Christmas until the start of the new Financial Year for the bespoke packages.

Members then reviewed the cost of alternative commissioned placements. At present, placements are commissioned on a spot purchase system, however it is proposed that block booking places at provisions at the start of the year could lead to a reduction in fees, estimated to be approximately 10% on average across all providers.

Members asked whether providers are open to this proposal. Dorothy Hadleigh reassured that the majority of providers spoken to are willing to work with the LA in finding a way forward, and the SEN team are asking providers to evidence the outcomes in provisions being commissioned.

Vote - For the LA to negotiate block bookings with alternative provisions with a view to reducing overall costs of packages:

For: 13

Against: 0

Abstain: 0

Members are in agreement to attempt this, whilst recognising the potential dangers.

The Forum then discussed the creation of Alternative Provisions within the local area. A new provision has opened in Paignton in September 2018, and Rachael informed members that the LA is exploring the possibility of opening a Primary age provision, to cope with the significant rise in SEMH needs for that age group. Dan

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Hamer has also been working with colleagues in Plymouth and Devon on a Free School bid.

These additional provisions would ease the pressure currently on Mayfield-Chestnut, and would also decrease the amount of Out of Area placements being used. This could potentially lead to a saving of £80k per year.

Vote - To create alternative provision within the local area:

For: 13

Against: 0

Abstain: 0

Rachael informed members that a joint funding panel is now in place with colleagues from Health and Social Care, with the aim of funding complex cases proportionally between all agencies.

Members requested details of the savings this would mean for Education. However, this partnership is in its infancy, and whilst too difficult to predict at the moment we should have a clearer idea of the savings in 6 months' time.

Ensuring the right children, achieve the right level of support, at the right cost

The third proposal discussed Requests for Statutory Assessments (RSAs) and the Issuing of Education, Health and Care Plans (EHCPs). It is recognised that colleagues in Plymouth are not experiencing the same increase in RSAs as Torbay, and are not issuing an increased number of EHCPs. Plymouth currently has a refusal rate of 40%, but has not seen an increase in tribunals. It was recommended that the LA utilises its partnership with Plymouth and invite them to sit on the RSA panel, to ensure we are applying thresholds appropriately.

At the request of HNRG members, officers were asked to model two options to reduce the cost of Element 3 funding. These models proposed a reduction of 15% in the Element 3 top up for each child, by introducing this at the start of the financial year, and the start of the academic year. Rachael warned members that these options carried a significant risk, as this is a reduction to funding given to an EHCP. There is also a precedent for other authorities having this decision overturned in the High Court.

Because of this, a third option was presented to members. Rather than top slicing from each individual element 3 top up, leading to a saving of approximately £260k, it was proposed that this figure be added to the virement application. This would spread the cost between all schools, and would present less of a legal challenge.

Members were first asked to vote on which of the options was seen as most viable:

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Option 1 or 2: 0

Option 3: 11

Abstain: 2

The Forum was then shown funding models for reducing Special School per Pupil Funding. The current funding position, with a 2% top-up as agreed at March Schools Forum, was modelled alongside reduced figures with a 1% increase in initial funding. This was seen to be in line with the EFA announcement of a 0.5% increase to the Per Population Element of the Higher Needs Block.

Vote – to accept a reduction in top-up values for Special Schools Funding:

For: 7

Against: 2

Abstain: 4

If all options voted on at today's meeting are actioned, It is anticipated that total savings would amount to £1.3m next year, leaving a virement figure of £1.1m. The LA recommends that the virement application amount is adjusted to 1.79%, to include what could not be saved under the Element 3 proposal.

Members were shown two charts modelling the impact disapplication would have on individual schools. Both charts show that the funding ratio for Primary and Secondary has been maintained in line with regulatory guidance.

Before discussing which of the two options to take going forward, members were asked whether they would support disapplication. It was recognised that should members vote against this, the LA could still go ahead without Forum's approval.

Vote – for members to support a disapplication of 1.79%:

For: 6

Against: 5

Abstain: 2

With members supporting disapplication, a decision then had to be made on which of the two options modelled to use. Members raised concerns that the National Fair Funding formula delay has created further instability. A phased implementation was recommended, recognising that some schools have got further to go to reach their Minimum Funding Guarantee. Further modelling was requested, using the drivers already agreed by the Forum, whilst ensuring some minimum funding. A Working Party was set up to decide on which option to put forward for Consultation. Stewart Biddles, Adam Morris, Lindsey Kings and Lisa Finn agreed to meet this week prior to the Virement Consultation being launched this Friday (5th October)

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Action - Rob Parr to model further options and submit to Working Party for Decision.

- **Working Party to recommend option to from part of Virement Consultation.**

3. Items for next meeting

- Financial Report
- Higher Needs Recovery Group
- Audit Action Plan Group
- Report on High Cost Placements – Dorothy Hadleigh
- Discussion the possibility of special schools' allocations being reduced to 17/18 levels

4. Future meeting dates

- Thursday 11th October, Mezzanine 4, Tor Hill House
- Thursday 29th November, 4th Floor South, Tor Hill House
- Thursday 17th January, 4th Floor South, Tor Hill House
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School Forum Financial Report

The following report contains a detailed breakdown of the financial position of the Local Area for 2018/2019.

The report enables members to note the projected outturn position and the significant factors contributing towards the spend. The report covers the following items;

- Forecast outturn position 2018/2019
- Contextual information regarding Early Years Block
- Contextual information regarding Higher Needs Block
- Position and recommendation

Forecast Outturn Position 2018/19

Dedicated Schools Grant (DSG) funded activities are currently forecast to **overspend by £2.695m**. The position has risen by £38k since October 2018 Schools Forum.

The following table details the main areas of both over and under spend. Many of these budgets are demand led and will be monitored during 18/19 and revisions reported accordingly

Table 1: Overview of key Budget Elements

Budget Heading	Budget	Actuals to date	Projected Outturn	Over / (Under) Spend
Early Years 2, 3 & 4 yr old payments – PVI's	£4.876m	£2.722m	£4.876m	£0
Early Years - ALFEY	£250k	£176k	£260k	£10
Early Years – Pupil Premium & Disability Access Fund	£129k	£43k	£112k	(£17)
Early Years – 5% retained element	£370k	£188k	£330k	(£40k)
Joint Funded Placements	£550k	£306k	£450k	(£100k)
Recovery of funding from Excluded Pupils	(£150k)	(£53)	(£150k)	(£0)
Independent Special School Fees	£2.720m	£1.509m	£2,600	(£120k)
Other packages for EHCP pupils / recoupment from other authorities	£355k	£305k	£645k	£290k
Medical Tuition Service / Virtual School / Hospital Tuition	£1.152m	£656k	£1.137m	(£15k)
School contingencies (Rates, planned pupil growth, NQT induction etc)	£291k	£263k	£291k	£0
EHCP in-year adjustments (see separate paper for details)	£330k	£411k	£477k	£147k
Special Schools / High Needs in-year adjustments (see separate paper for details)	£514k	£764k	£914k	£400k
School Intervention / Commissioning (includes School Improvement Grant)	£209k	£31k	£149k	(£60k)
Required contribution from reserves in 18/19 to set a balanced budget	(£2.2m)	£0	£0	£2.2m

The area of significant volatility is the Higher Needs Block. The demand led pressures are detailed in the report.

Early Years Block Overview

The take up of all statutory offers within Early Years is in line with UK National and statistical neighbours.

2 year old offer	84%	Our DWP List has dropped from 570 families to 530 families. This drop in number, alongside the increase in numbers of 2YO funded children which is always evident in the Autumn term is the cause of this significant increase. 164 of the 446 children currently in receipt of 2 year funding are turning 3 this term and will be 3 year funded on the January 2019 census.
3 and 4 year old 15 hours	100%	The take up of universal entitlement remains high.
3 and 4 year old 30 hours offer	102%	669 codes have been allocated in Torbay. 683 children are currently claiming the extended entitlement. 43 of those children in receipt of the extended entitlement who attend a PVI provider are resident in Devon but attend a Torbay provider.

The take up rates are in line with the anticipated budget allocation for the period. However, Members should treat the position statement with caution as the demand can fluctuate and any adjustment figures from the DfE remains difficult to predict.

The ALFEY budget position continues to be monitored closely by a joint panel of Officers and Providers. The current trajectory is based on anticipated levels of need continuing at the same rate as current demand.

Officers remain mindful of monitoring the early years funding position, to ensure detailed reports can be tabled at forum for the allocation of any surplus funds.

Higher Needs Overview

Torbay continues to have a greater number of children requiring additional support up to and including a special school place than funds available in the Higher Needs Block can meet. The demand pressures in the great majority of cases are driven by schools requesting additional support and/or that children are assessed for an Education, Health and Care Plan (EHCP).

The Higher Needs Group have focussed on a diagnostic approach to identifying high cost areas and potential mechanisms for change. This has now been launched for consultation and the results are being collated.

One of the key drivers for overspend is the EHCP in year adjustments for additional funds above the £6,000 allocated to schools.

Table 2: Element 3 Top Ups

Education, Health & Care Plan Funding for 17/18 & 18/19			
	17/18	18/19	Increase / (Decrease)
Number of pupils with EHCP	373	395	22.00
Number of FTE's with EHCP	353	359	6.00
	£	£	£
Funding below £6k allocated through school formula elements	2,047,279	2,129,835	82,556
Funding above £6k allocated as a top-up per eligible pupil	1,234,164	1,507,657	273,493
EHCP Contingency	200,000	330,000	130,000
In-Year adjustments			
April	25,735	175,869	150,134
May	45,249	18,302	(26,947)
June	13,913	25,258	11,345
July	0	0	0
August	127,405	82,018	(45,387)
September	40,866	69,403	28,537
October	32,141	39,935	7,794
November	6,622	6,622	0
December	27,323	27,323	0
January	14,088	14,088	0
February	13,992	13,992	0
March	4,404	4,404	0
Total - In-Year adjustments	351,738	477,214	
Projected (underspend) / overspend	151,738	147,214	
Notes			
Based on Apr 18 to Oct 18 in-yr adjustments, and the same allocation for the remainder of the financial year as 17/18, it is anticipated the EHCP contingency will overspend by			£147,214

This position has changed by an additional £7,794 since October forum reports.

In addition to this you will also note that there is limited availability and in some schools no availability of commissioned placements at our special schools and alternative provisions.

Special School and other High Needs funding adjustments for 18/19

	Combe Pafford	Combe Pafford	Mayfield School	Mayfield Chestnut	Mayfield Total	B & B SEMH	B & B AP	B & B Total	Totals	Totals £	
Number of places - January 18	252		198	32	230	56	50	106.00	588.00		
Number of pupils - January 18	249		200	33	233	54	63	117.00	599.00		
Number of places - September 18	252		198	32	230	56	50	106.00	588.00		
Initial Place led funding		2,520,000			2,300,000			1,060,000		5,880,000	
Initial Pupil led funding		779,876			1,914,042			1,300,500		3,994,418	
Initial pupil specific additional funding		46,440			35,905			38,083		120,428	
Other funding - Outreach / exclusions / rent					201,174					201,174	
Total initial funding		3,346,316			4,451,121			2,398,583		10,196,020	
In-Year adjustments											
		Pupils	Funding	Mayfield	Chestnut	Funding	SEMH	AP	Funding	Pupils	Funding
			£	Pupils	Pupils	£	Pupils	Pupils	£		£
April		250	5,132	200	36	93,255	54	69	249,100	609	347,487
May		250	2,228	203	38	99,623	54	68	(9,029)	613	92,822
June		248	(13,301)	203	38	(9,757)	53	67	(19,442)	609	(42,500)
July		246	(1,465)	203	38	(4,391)	55	42	(164,468)	584	(170,324)
August		246	0	203	38	0	55	42	0	584	0
September		251	(8,217)	204	30	(45,373)	50	44	(27,825)	579	(81,415)
October		251	(279)	204	29	(5,543)	50	53	44,325	587	38,503
November										0	0
December										0	0
January										0	0
February										0	0
March										0	0
Total In -year pupil / place led adjustments			(15,902)			127,814			72,661		184,573
Enhanced Provision											17,293
Additional pupil top-ups for ASC EP at Preston and Brixham											71,657
EP ASC - The Spires (from 6 to 9 places from Sept 18)											17,500
EP - PCSA (6 places from Sept 18 - 7/12th of £63k)											36,750
Pilot Scheme - Play Torbay (agreed by Schools Forum)											18,978
2% funding increase agreed by Schools Forum			66,926			89,022			47,972		203,920
ASC Outreach - Preston Primary											20,000
In-year pupil specific additional funding			31,588			67,122			94,651		193,361
Total - In-Year adjustments			82,612			283,958			215,284		764,032
Special School contingency budget											400,000
Adjustment from ESFA - Import / Export of HN Pupils between LA's											114,000
Total Funding Available											514,000
Current (underspend) / overspend											250,032

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The position has increased by £28,880 since October 2018 School Forum.

Position

The projected out turn position of the Local Area continues to be of a significant concern. The projected out turn position changes based on actual pupil numbers. Officers are not noting a change in the rates of requests for statutory assessments or the number of schools seeking additional Element 3 payments. In addition the rates of exclusions continues to be of concern. For this reason the position remains volatile and likely to increase.

Recommendations

It is requested the Schools Forum

1. Note the financial position
2. Enact the disapplication request to the Secretary of State
3. Continue to work with the Local Authority through the mechanism of the Higher Needs Recovery Group to create a further financial recovery plan.

Rachael Williams
Assistant Director of Education, Learning and Skills

Schools Forum – 29th November 2018

De-Delegation and Centrally Retained Decisions for 2019/20

1. Why is this coming here – what decision is required?

Under the Government's current funding rules there is an assumption of delegation for a number of budget areas which are currently held centrally for maintained schools and are delegated for academies. Each year maintained schools' representative on the Schools Forum vote, by phase and on behalf of the schools they represent, to de-delegate these areas i.e. allow the LA to hold the budgets rather than delegate to schools; where it is proposed by the local authority. The outcome of the vote is binding for all maintained schools of that phase.

For 2019/20, Torbay Council Children's Services is proposing the option of de-delegation for all of the areas shown in the table below. It is for Torbay's Schools Forum to vote on each on behalf of schools. The vote is being carried out at this time to enable schools and services time plan for their budgets and responsibilities for 2019/20.

Under the national funding arrangements the government wants schools to have the opportunity to have as much funding and responsibility delegated to them as possible.

The vote determines whether or not a range of costs currently met centrally will transfer to maintained schools for them to manage themselves.

Academies are not part of these arrangements since these responsibilities and the funding for them are automatically delegated to academies through the ESFA.

Actual figures for 2019/20 will change from those presented, as they will be based on the October 18 census, this data will be available towards the end of December. See individual sheet for detail and voting boxes.

2. Centrally Retained budgets

These budget areas can be retained with the agreement of the Schools Forum.

For Torbay this is Planned Pupil Growth, School Admissions Service, Servicing the Schools Forum, Centrally retained element of the Early Years Block (5%) and disapplication request to transfer funds from the School Block to High Needs. The School Forum is required to approve the amounts against each budget area. See individual sheet for detail and voting boxes.

All Members of the Schools Forum have an EQUAL vote on these items.

3. Recommendations

That the Schools Forum considers the proposals and for:-

Maintained schools members vote on the de-delegation items on behalf of the phase of schools they represent.

Rachael Williams
Assistant Director of Education, Learning and Skills

SCHOOLS FORUM 29/11/18
 DE-DELEGATION FOR 19/20 - DECISION FOR SCHOOL FORUM (MAINTAINED PRIMARY & SECONDARY SCHOOL MEMBERS ONLY)
 THESE FIGURES WILL BE UPDATED ONCE OCT 18 PUPIL NUMBERS ARE KNOWN

DfE No.	School Name	Pupil Numbers NOR Oct-17	Eligible FSM Nos.	EAL Pupils	FSM	Insurance	EAL	Travellers	Rates	Education	Total
					Eligibility			Education		Functions	De-delegation
					£	£	£	£	£	£	
2407	Furzeham Primary	275	40.00	11.36	(314)	(4,117)	(2,392)	(341)	(1,515)	(1,694)	(10,373)
2439	White Rock Primary	544	61.00	5.99	(479)	(8,144)	(1,261)	(675)	(2,997)	(3,351)	(16,907)
2455	Homelands Primary	207	47.00	7.06	(369)	(3,099)	(1,487)	(257)	(1,141)	(1,275)	(7,627)
2460	Watcombe Primary	195	58.00	2.29	(455)	(2,919)	(482)	(242)	(1,074)	(1,201)	(6,374)
2469	Sherwell Valley Primary	645	59.00	5.80	(463)	(9,656)	(1,221)	(800)	(3,554)	(3,973)	(19,667)
3103	Brixham Primary	212	34.00	0.00	(267)	(3,174)	0	(263)	(1,168)	(1,306)	(6,177)
	TOTAL PRIMARY SCHOOLS	2,078	299.00	32.50	(2,347)	(31,108)	(6,843)	(2,577)	(11,450)	(12,800)	(67,125)
4117	The Spires College	728	146.00	16.20	(1,146)	(10,898)	(3,411)	(903)	(4,011)	(4,484)	(24,854)
4601	St Cuthbert Mayne School	768	143.00	24.00	(1,123)	(11,497)	(5,053)	(952)	(4,232)	(4,731)	(27,588)
	TOTAL SECONDARY SCHOOLS	1,496	289.00	40.20	(2,269)	(22,395)	(8,465)	(1,855)	(8,243)	(9,215)	(52,442)
	TOTAL PRIMARY AND SECONDARY	3,574	588.00	72.70	(4,616)	(53,503)	(15,308)	(4,432)	(19,693)	(22,016)	(119,567)

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PRIMARY - Is funding going to be de-delegated in 19/20 (Y/N)

SECONDARY - Is funding going to be de-delegated in 19/20 (Y/N)

	Unit Value per pupil £	Unit Value per FSM pupil £	Unit Value per EAL pupil £
Rates (Contingency)	5.51		
Travellers Education - EAL	1.24		
Free School Meals eligibility		7.85	
Insurance	14.97		
Support to ethnic minority groups - EAL			210.56
Education Support Functions	6.16		
Totals	27.88	7.85	210.56

SCHOOLS FORUM 29/11/18 - DECISIONS FOR CENTRALLY RETAINED SERVICES 2019/20 - ALL SCHOOLS

Number	Service Type	2018/19	Proposed 2019/20	Vote Y/N	Note
1	Planned Pupil Growth	£147,300	£170,100		1
2	Schools Admissions Services	£80,000	£80,000		
3	Servicing the Schools Forum	£28,000	£28,000		
4	Central Early Years Block provision (5% retained)	£370,400	£370,400		2
5	Funding moving from Schools Block (0.5% transfer)	£369,000	£378,000		3

All Members of Schools Forum have an equal vote

Notes:

- 1 Planned Pupil Growth in White Rock, Cockington, Warberry, Torre and Roselands. It is calculated using the AWPU value x number of eligible pupils.
- 2 Subject to small variation when final 19/20 Early Years allocations are known.
- 3 If the disapplication is not agreed by Secretary of State, the maximum to be transferred to HNB would be £378k (0.5% of the provisional Schools Block of £75.665m).



Schools Forum – 29th November 2018

Virement of Permitted 0.5%

The Schools Forum have voted for a disapplication of the regulation to move above the permitted level to the Secretary of State. The disapplication request is for 1.79%, the outcome of this will remain unknown until 2019. Part of the disapplication request will include the 0.5% virement allowed by Schools Forum.

If the virement application was not approved by the Secretary of State the Schools Forum can still vire 0.5% of the Dedicated Schools Grant.

A decision needs to be taken on a 0.5% virement of £378,000 if the application is declined.

All members of Schools Forum have an equal vote on this item.

Recommendations

Schools Forum vote on the 0.5% virement allowed by Schools Forum.

Rachael Williams
Assistant Director, Education, Learning and Skills



Schools Forum – 29th November 2018

Department for Education

**Consultation on the Implementation on a new arrangement for reporting
Deficits of the dedicated schools grant**

Context

The Local Authority received a communication (attached) from the Department of Education on the 12th November 2018. The DfE are gathering feedback on the expectations of Local Areas to deal with any deficit DSG position.

The document sets out steps that Local Authorities will be expected to take to deal with such a situation. The steps proposed are in line with the current action being taken by the Schools Forum to deal with the deficit position.

Recommendations

Schools Forum note the consultation document and provide officers with feedback for the DfE

Rachael Williams

Assistant Director Education, Learning and Skills



Consultation on the implementation of new arrangements for reporting deficits of the dedicated schools grant

Since the Department for Education introduced the dedicated schools grant (DSG) in 2006, a small number of local authorities have overspent their DSG allocations and found themselves in a cumulative DSG deficit. In these situations, regulations have required that local authorities seek the approval of their schools forum in allowing them to carry over the overspend and offset it against the following year's DSG. Previously, when a local authority found itself to have a DSG deficit of over 2%, we've asked for an explanation, and an account of what its plan is for bringing its budget back into balance.

In the last two years the number of authorities reporting a cumulative DSG deficit has substantially increased. Because of this, we've decided that there is a need to tighten up the reporting arrangements. As announced in July 2018, we will through conditions of grant require a report from all local authorities that have an overall cumulative DSG deficit of 1% or more at the end of the 2018 to 2019 financial year, outlining their recovery plans. The 1% calculation will be based on the latest published DSG allocations for 2018 to 2019, gross of recoupment, as at the end of the 2018 to 2019 financial year.

DSG Deficit Recovery Plans

DSG is a ring-fenced specific grant, provided outside the local government finance settlement. It must be used in support of the schools budget for the purposes defined in the School and Early Years Finance (England) Regulations. As funding is ring-fenced, there is no requirement for local authorities to top-up the grant from general funding or from non-ring-fenced revenue reserves.

For this reason, DfE intends to require all local authorities with a cumulative overspend on DSG provision to produce recovery plans detailing the steps they plan to take to provide statutory services within the annual funding envelope. These recovery plans should be discussed with, and if possible, agreed with, the local schools forum.

Even though there is no requirement to subsidise DSG from general funding, local authorities cannot continue to build up cumulative deficits on DSG provision. In this scenario, local authorities may come under pressure to address the cumulative deficit on DSG provision through drawing on other resources. Where a local authority has a cumulative overspend, producing a deficit on its DSG reserve, its recovery plan should look to bring the overall DSG account into balance within a maximum of three years. We recognise that this may prove difficult for some local authorities. Where this is the case, we would be open to receipt of evidence explaining the problem, and may accept a recovery plan that leaves some or all of the deficit accumulated to date outstanding. This means that the local authority would carry forward the amount agreed as a deficit, but we would not require this to be recovered within the three-year period. In all cases, we will expect local authorities' recovery plans to demonstrate how they will bring in-year spending in line with in-year resources within three years at most.

Any authorities that propose to leave part or all of their accumulated DSG deficit outstanding will need to provide a clear explanation as to why their deficits could not be recovered in the short term and provide thorough evidence to support their proposals. They will also need agreement from their Chief Finance Officer (CFO).

We expect a range of evidence to support local authority recovery plans. We would expect this to have already been presented to schools forums. We are aware that DSG deficits are usually caused by high needs pressures, and in these cases the evidence required in the recovery plans will typically include what we already look for in block movement disapplication requests. Authorities will, however, need to address whatever the main causes of overspending on the DSG have been.

The evidence should include:

- A full breakdown of specific budget pressures locally that have led to the local authority incurring a cumulative DSG deficit of over 1%. Where this has resulted from high needs pressures, information should include the changes in demand for special provision over the last three years, how the local authority has met that demand by commissioning places in different sectors (mainstream and

special schools, further education and sixth form colleges, independent specialist provision and alternative provision), and if there have been any reductions in the provision for mainstream school pupils with high needs

- Where the deficit has resulted from high needs pressures, an assessment and understanding of the specific local factors that have caused an increase in high needs costs to a level that has exceeded the local authority's high needs funding allocations; and a plan to change the pattern of provision where this is necessary, as well as to achieve greater efficiency and better value for money in other ways; together with evidence of the extent to which the plan is supported by schools and other stakeholders
- A detailed recovery plan showing how the authority intends to bring its DSG reserve back into balance within three years, showing clearly how expenditure will be contained within future funding levels
- If the authority judges that it cannot recover the whole of its cumulative DSG deficit within three years, it must explain the reasons for this. If the authority wishes to defer recovery of some of the cumulative deficit, it must show in its recovery plan that it is able to at least contain its expected in year expenditure within its expected in year DSG income by the end of the three-year period
- Details of any previous movements between blocks, what pressures those movements covered, and why those transfers have not been adequate to counter the new cost pressures
- Assumptions on assumed future transfers between blocks of the DSG, if permitted in future years, and evidence of support from the schools forum and wider school community for these

Reporting DSG Deficits

Following discussion with MHCLG, we believe that there are currently inconsistencies in the way local authorities report their DSG reserves or deficits in the statistical returns that are submitted to MHCLG. We have agreed that DSG reserves or deficits should in future be reported as a separate ring-fenced reserve in RO returns, and MHCLG will be changing guidance to reflect this. What this means for local authorities is that DSG deficits will not need to be covered by an equivalent amount in local authorities' general reserves. Consequently, new lines will be added to the 2018/19 RO returns and local authorities will be expected to state what their cumulative DSG deficit is every year. This should reconcile to the s.251 returns that local authorities submit to DfE every year. These changes will ensure that the full extent of DSG deficits is reported consistently across the sector on an annual basis.

Next Steps

The consultation period regarding the DSG deficits will end on 7 December, after which we will finalise what needs to be included in recovery plans, setting a submission deadline for June 2019 in respect of deficits at the end of 2018 to 2019. We will be meeting local authority representatives this autumn to discuss the implementation plans and ensure that these changes are introduced as smoothly as possible. Please see the table below to understand how the addition of the DSG deficit recovery plans will fit into the current funding year's assurance schedule:

Action	Deadline
Launch of DSG deficit consultation	Early November
School block movement disapplication deadline	30 November
End of DSG deficit consultation	7 December
Section 251 2019 to 2020 Budget statements submitted	4 March - 30 April
Section 251 budget statement 2019 to 2020 checks to be completed	1 May - 26 June
Deadline for submission of DSG recovery plans	30 June
Review of recovery plans	July-September

Deadline for submission of CFO assurance statement on use of DSG in 2018 to 2019	Mid September

If you have any comments on the proposals please respond to amsdfunding.comms@education.gov.uk by 7 December 2018.

Schools Forum – 29th November 2018

Interim 6 Day Provision for Excluded Primary Students

Introduction

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, amended by the Education Regulations 2014 state that ‘For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion.’

The Current Position

Torbay’s sixth day provision is arranged through the Mayfield-Chestnut Setting. This is a combined SEMH special school and exclusion provision. There is not a specific number of places for excluded students.

There are 7 excluded students at the Chestnut setting (6 are in Key Stage 2) at a cost of £147,595.00 pa.

All except one either have an EHCP or have had a request for statutory assessment accepted and will shortly have an EHCP. This has led to Mayfield-Chestnut being at capacity with SEMH EHCP students and left no capacity for sixth day provision.

The child without an EHCP will need to be reintegrated to a mainstream school in the short term.

Exclusions				
Gender		SEN		
M	F	EHCP	Current RSA	K
5	2	4	2	1

SEN Need				
Gender		SEN		
M	F	EHCP	SEMH	ASD
13	4	14	14	2

Year Group			
3	4	5	6
1	6	3	7

Additionally, six children are on packages of support. (£76,497.00) These packages of support vary from 1 hour to 2.5 days a week. Some of this is specialist intervention such as horse therapy. It should be recognised that this work is outcomes led. Therefore the specific provision is not key. It is hoped that specific provision assessing the needs of excluded students may reduce the cost for future exclusions.

The Need for Change

This group of excluded students do not benefit from being ‘held’ in an SEMH setting where the children who have a permanent place have greater need of this specific support.

Similarly, it is disruptive to the outcomes for students in the SEMH provision when a number of children are entering and leaving the setting from exclusion.

As Mayfield-Chestnut is full on SEMH placements the education community in Torbay needs to identify a 6 day provision.

There is a disappointing reintegration rate into mainstream primary settings for children without EHCPs. With only 2 successful reintegrations vice 11 exclusions.

Proposed Provision

1. Mayfield-Chestnut step up a provision based at Occombe House for 6th day provision funded at £100,000.
2. This provision is for a maximum of 6 students on 12 week placements with a clear expectation of a return to a mainstream setting at this point.
3. The provision is established from January 2019 to January 2020 to allow a permanent provision to be established with interested parties.
4. Mayfield will use existing budgets to provide 6th day cover until January 2019 and some initial set up costs
5. Any staffing in place but not utilised due to low numbers of exclusions will support the work of IOSS.
6. Whilst not a reduction in pressure on the High Needs Block the provision will be £100,000 for 6 places vice the current cost of £147,595.

Recommendation

That the proposed provision is stood up as above.

Rachael Williams

Assistant Director, Education, Learning and Skills

Schools Forum – 29th November 2018

Transitional Payment Arrangements for Discretionary Alternative Provision

Introduction

Due to the pressures on the High Needs Block; it is no longer appropriate for the provision of Assessment places at Burton or places within the Medical Tuition Service to be at no cost to the referring school.

It would also be unreasonable to expect schools to bear the full cost immediately on changing this policy.

This document states the transitional arrangements for charging for these services

The Current Position

There are currently the following numbers in each provision:

1. Burton Assessment Places – Eleven (Current max 3 from any one school)
2. Medical Tuition Service – Forty Three (Current max 8 from any one school)

Proposed Charges

In line with the recommendation to the Schools Forum the cost to schools for these placements at MTS will be £6,000 per academic year and £6,500 per Assessment Place (Burton).

This means that, for academic year 2018/19, we need to recover £329,500 with the most exposed school gaining a liability of £67,500.

As stated above this is an unreasonable expectation as an immediate expectation.

Charging Proposal

After the transitional period it is intended to charge for places in the following manner:

£540 per school week for Burton assessment places charged on completion.
£158 per school week for Medical Tuition Service places charged termly.

Recommendations

To allow schools to plan for these charges and/or make alternative arrangements it is recommended that the local authority charge for existing students at the following rate from January 2019 to March 2019. Full rate charging to commence on 1st April 2019.

£270 per week for Chestnut /Burton assessment places charged on completion. (Max £810/wk from any school)

£79 per week for Medical Tuition Service places charged termly. (Max £632/wk from any school)

Rachael Williams

Assistant Director, Education, Learning and Skills

Impact Report for the Post of Head of Vulnerable Students Supporting Vulnerable Pupils

Context

The post holder has now be in post since January 2018. This is the first impact report on the role, providing School Forum with an overview of what has been achieved, what work is being conducted and the future priorities.

The report is split into sections

- Impact of the Head of Service against the Job Description
- Impact of the services that are managed by post
- Impact of the post on individual pupils, including financial management
- Impact of the post on strategic priorities and financial reduction

One of the first tasks of the new post was to manage expectations and create a common sense of purpose and shared understanding across the Local Area. The individuals and organisations making up the Local Area all have their own priorities and definitions of vulnerability and their own desired outcomes for the groups they have identified.

In order for the role to be successful it was important to create an understanding for all parties, of who would be the students supported by the Vulnerable Pupils Service. This definition will not be limited, but sets out what the service is able to directly offer and allow further work to address the situation for pupils outside the current provision

'For the purposes of targeting the work the Vulnerable Pupils Team are now focussing on students in these groups:.

1. Poor Attendance – Through the failure of adults to secure consistently good attendance in an appropriate setting.
2. Missing Education – Formally recorded as CME.
3. Fixed Term Exclusion – Beyond a single episode.
4. Permanent Exclusion
5. Diagnosed Medical Need – Below that which meets the threshold for an EHCP.
6. A Lack of Reintegration – Into mainstream education, 16+ transition or specialist setting.
7. Undiagnosed Need – Except that which is already subject to and RSA or EHCP.
8. Unregistered Provision – Whether sourced by the LA or another body.
9. Unsuitable EHE – Either through a lack of capacity in the supporting adults or a lack of clarity about the purpose of this education.

Impact of Head of Service against the Job Description

The following section address the key duties of the job description and provides Schools Forum within an update in relation to performance against the initial purpose of the role.

3.3 To develop an extensive knowledge of the full range of services...

This duty has been at the heart of early work. Many of the key stakeholders in Alternative Provision have been met and engaged in joint working to ensure that the offer meets need.

Work is ongoing with TSCB to provide a directory of AP services that settings can access in the certainty that these have been Quality Assured and had the appropriate safeguarding checks made.

3.5 To lead on the commissioning of bespoke arrangements..

This has been a growing duty as commissioned Alternative Provision capacity is exceeded by demand. Arrangements have been made with On Track, Play Torbay, Torbay Youth Trust, Apricot, YMCA, SWIS and others. Joint funding with SEND colleagues has been used where possible.

3.6 To lead and be accountable for projects that seek to improve outcomes ...

A bid was submitted to the Alternative Provisions Fund. This was not successful as the only 9 of 300 bids were taken forward.

Feedback was received from DfE stating that we had made a strong and clear bid but that it was felt to be too ambitious in its scope. I disagree as the scale of the challenge facing Torbay requires ambition and aspiration.

Work has been undertaken with the Youth Trust and Play Torbay to establish an edge of exclusion pilot. This has been undertaken to improve reintegration whilst improving outcomes for young people.

3.8 To take a lead role in challenging social care....

Colleagues in most areas of Children's Social care have been engaged in the challenging of practice to better support individuals at risk of exclusion and schools. Strategic work is ongoing around Child Sexual Exploitation and Children Missing Education to ensure these groups are safeguarded and all partner organisations have as full a picture as possible.

Vulnerable Students Team members attend Early Help, Anti-Social Behaviour and Police Intelligence meetings. They also regularly attend Team Around the Family Meetings and encourage and support Social Care colleagues in understanding education provision and processes.

A strong relationship has been built with the Heads of Service within Social Care and joint approaches to Operation Turf and Tiger Bay are helping better responses to individual pupils and strategic planning.

3.9 To lead, manage and develop the EOTAS provision..

The Head of Medical Tuition Service and Head of Service work closely together on planning for the registration of the service with DfE. Work is ongoing around staffing, the curriculum, the therapeutic offer, expanding primary provision, moving to appropriate accommodation and defining the role of the Hospital School.

3.11 To work closely with schools and colleagues to ensure appropriate plans are in place for vulnerable students.

A Peer Challenge and Support Group has been established for Secondary Schools and three for Primary Schools. The early focus has been on consistency in planning and provision. There is a wide variation across the area and the work is at an early phase.

Work has been undertaken with specific schools where concerns were expressed about behaviour management and exclusions were being considered as a control measure. In some circumstances this has reduced exclusion and identified specific need for some students that is being addressed through SEND processes and provision.

Across the area, specific challenges identified include:

1. The lack of differentiated behaviour management in some settings. This leads to potential failures to meet the need of groups and individuals.
2. A need to recognise that some behaviours are better met through education rather than exclusion and that this is explicit in guidance.
3. There is a need to promote the use of Individual Healthcare Plans for students struggling to attend school through medical or mental health needs.
4. Behaviour thresholds have been agreed by the Schools Forum but they are not being followed consistently.
5. Inadequate planning for managed moves that leads to a 50% failure rate and limits opportunity for the child to enjoy a fresh start.

3.12 To oversee the work of the Pupil Referral Panel. (PRP)

Working with the Lead for Student Services the role of the PRP has been reviewed. Changes were consulted on and the new procedures are being implemented.

At Secondary, Behaviour Leads already met regularly to discuss students at risk of exclusion and plan approaches together. This work is being extended to all schools, reducing variation and ensuring students referred to PRP have had appropriate interventions and PRP is making decisions based on recommendations from professionals.

The Peer Support and Challenge Groups have terms of reference that have been distributed to all parties. This work will include sharing best practice, identifying training need and allowing an understanding of what capacity is needed to support schools.

The focus of PRP is now clearly defined with only those children and young people requiring an external solution being discussed.

3.15 To ensure that effective support and challenge are provided to professional staff in schools and governing bodies.

Schools have been supported through changes in behaviour strategies through face to face support, challenging practice, engaging partners and the provision of bespoke support.

Others have been challenged regarding their processes around exclusion with face to face meetings and questioning.

Schools are increasingly inviting the Head of Service to attend Governors' Discipline meetings to provide guidance and advice on process and practice.

It is important to note that the purpose of the post is to reduce exclusions through, challenging practice, reminding colleagues of the support available, championing consistency, examining planning to prevent exclusion and ensuring funding is spent where it can be most effective.

It is not the intention to prevent any specific exclusion but colleagues must meet their responsibilities to take all possible steps to avoid this sanction whether it be fixed term or permanent.

In addition to the role the post holder has led the team in the following areas that impact on the Higher Needs spend. The work is focussed on the cultural change needed in schools.

1. Attendance

The Attendance Improvement Officer (Lois Hamilton) has worked to:

- Increase the use of Education Supervision Orders to secure better attendance and engagement with schools and partner agencies.
- Deliver training to schools through responding to specific requests and through three training workshops supported by TSSA and Babcock LDP.
- Improve links with Social Care colleagues to better support Children Missing Education and safeguard those at risk of Child Sexual Exploitation.
- Develop weekly checks for those children reported as missing in the previous week.
- Redraft the policy for Children Missing Education.

2. Elective Home Education (EHE)

- Visited all students open to Social Care as Child in Need or subject to a Child Protection Plan.
- Worked across Children's Services to identify those known to be EHE. This work has identified 350 students known to the local authority as EHE. (206 in the current year)
- Worked with parents to return to mainstream education those who either wish to do so or who are determined to not be delivering 'suitable' education.
- Worked with schools where students have been identified as EHE yet the Local Authority has not been informed.
- Redrafted the policy for EHE.
- Formed strong links with the EHE community and individual parents.
- Challenged and supported schools where EHE is not in the best interests of the child.

3. Medical Tuition Service (MTS)

- Preparing the service for DfE registration working with the Project Planning Officer and TDA.
- Implementing a staffing plan that secures good outcomes for the children whilst meeting therapeutic need.
- Planning for transfer to the Parkfield site through working with the user group and public bodies.
- Developing the Primary phase offer to better meet this area of need.
- Building stronger links with the Hospital to better meet need.

4. Part Time Timetables (PTT)

- Clarification has been sent to schools around the issuing of PTT.
- This has been backed by training for school leaders and attendance officers at the Attendance workshops.
- The PTT processes have been taken into the Vulnerable Students Team
- Processes around 6 weekly resubmission of PTT requests have been implemented.

The Outcomes for the post are being measured by both individual student and by strategy.

Work with individual students to reduce specific costs

The following table provides a detailed breakdown of the pupils that have been supported by the post. Although the table lists the cost savings associated with the work commissioned, it is also important to note that the package were designed on a bespoke basis to ensure better pupil outcomes.

Gender	Reason	PX Reason	Yr Grp	Package	Provider	Cost	Equip Commissioned Cost
M	Failed MM on 1st PX	Persistent Disruption	9	3 days a week tuition pending place in AP	Riviera Tuition	£ 972.00	£ 6,000.00
M	OOA Transfer Into Torbay	OOA Transfer	10	3 days a week tuition pending place in AP	Riviera Tuition	£ 720.00	£ 6,000.00
M	PX - Not suitable for mainstream	Misuse of Digital Media	10	3 days a week tuition pending place in AP	Riviera Tuition	£ 720.00	£ 6,000.00
M	PX	Drugs and Alcohol Zero Tolerance	11	None	None	£ -	£ 6,000.00
M	Return from EHE Fair Access Refusal		7	3 days a week therapeutic	OnTrack	?	?
F	Risk of PX	Persistent Disruption / Assault	9	3 days a week therapeutic	Adelong/Brixham	£ 3,750.00	£ 6,000.00
F	PX - Not suitable for mainstream	Persistent Disruption / Assault	8	3 days a week therapeutic	Apricot	£ 14,845.46	£ 6,157.89
M	Refused EHE - Not suitable for mainstream	Persistent Disruption / Assault	2	4 days a week therapeutic	Play	£ 2,160.00	£ 6,000.00
M	Prevent a PX	Threats with a Weapon	6	Targetted Help Referral	Play / YOT	£ 1,500.00	£ 3,000.00
M	Prevent a PX	Persistent Disruption / Assault	4	Rtn to Devon PRU	YMCA	£ 990.00	£ 2,052.63
M	OOA Transfer Into Torbay	Persistent Disruption / Assault	7	Unknown		£ 3,500.00	£ 6,500.00
M	Prevent a PX	Assault with a Weapon	4	Play Torbay Pilot / YMCA	Play / YMCA	£ 1,620.00	£ 2,052.63
F	Encourage reintegration to Mainstream	Persistent Disruption	10	Play Torbay Pilot / YMCA	Play / YMCA	£ 3,600.00	£ 4,618.42
M	Support EHE until EHCP completed		7		Unknown		
M	Support School until EHCP completed	Persistent Disruption	1	SWIS		£ 1,500.00	£ 1,539.47
F	Fair Access Request			Work with Devon EWS to maintain KEVICS	KEVICS	£ -	£ 6,500.00
M	Fair Access Request			Place offered at mainstream	StCM	£ -	£ 6,500.00
M	Support School until start at Chestnut	Persistent Disruption	1	EHE		EHE	EHE
						£ 35,877.46	£ 74,921.04
						£ 21,032.00	£ 68,763.15

Strategic work to specifically reduce financial pressures.

The following work has been carried out and recommendations made to reduce the financial pressures in the High Needs Budget.

Creation and Chairing of the Peer Support and Challenge Groups to support schools in taking all reasonable steps before consideration of an exclusion.	(£Unknown)
Work with Troubled Families to target their support for students at risk of exclusion.	(£Unknown)
Amendment of the Fair Access Protocol to create a 3% allowance for the reintegration of children from alternative provision.	(£Unknown)
Introduction of a Readiness for Transition template to establish clearly when students are ready to reintegrate	(£Unknown)
Create a clear expectation that processes and procedures are followed to ensure consistency and clarity around alternative provision and fair access requests.	(£Unknown)
Increase in recoupment to MFG plus personal components rather than AWPU.	(£20,000est)
Charging for assessment places in Burton Academy	(£97,500est)
Recouping for Elective Home Education places	(£370,000est)
Charging for Medical Tuition Service places	(£180,000est)
Establishment of a Pilot to better prepare students for reintegration to mainstream school.	(£22,500est)
Provision of Enhanced bases to support excluded and SEMH primary pupils.	(£20,000est)
Working across the Peninsular to establish common SLA's and tariffs for specific need	(£ anticipate 10%)
Working with South Devon College to establish a vocational offer that schools can access. Broadening the curriculum whilst students remain on roll.	(£Unknown)

With three significant pieces of work to be measured using year on year data the projected reduction in pressure will be £710,000 per annum.

Primary Schools have only permanently excluded one child in 2018/19 to date vice 4 in 2017/18 – (£60,000 pa approx.)

Secondary Schools continue to exclude at an average rate of 1 child a week. A higher rate than 2017/18

Next Steps for the Post are:

The culture around exclusion, off rolling and students not being admitted into schools is the most significant challenge facing Torbay.

A fragmented education sector with competing priorities and a focus on external ‘success measures’ limits opportunity for too many.

The post holder will be the lead officer for implementing the High Needs Recovery Group changes as they are agreed.

The next steps are based on three areas;

1. Creating a pressure to include through charging, challenge and support.
2. Creating provision for schools to access before exclusion is considered.
3. Sharing data with schools and partner agencies to create transparency.

Pupil Referral Panel	Continue to implement the changes to the panel and supporting structure	Embed the Peer Support and Challenge Groups for Primary
		Complete implementation of the new PRP structure.
		Seek opportunities to include Social Care in this work – possibly through the Access to Resources Panel.
Elective Home Education	Review the work in this area in light of the current DfE consultation and increasing numbers.	Employ a temporary EHE Officer to increase the capacity to challenge and reintegrate.
		Take the draft EHE policy to members for approval and publication.
		Create a standard visit notes and decisions system maintained by the Business Support post holder.
		Work with the EHEO to better engage the community with a view to reducing workload through common understanding of ‘feasible’ and ‘suitable & effective’
		Develop café style events for those families who are assessed as providing sufficient and suitable education. This will allow ‘light touch’ monitoring and reduce pressure on staff and families alike.
Attendance	Introduce a training programme for schools	Develop training to meet local need that is delivered by Torbay staff and uses existing providers.
	Develop the use of Education Supervision Orders	Continue to promote these as a way of improving attendance through better engagement of families and partner agencies.
	Review policies	Draft and circulate a new CME policy.
		Review policy around unauthorised absence and develop a reporting system that meets the DfE guidance of ‘regular’
	Challenge schools that make no referrals to the AIO for intervention, penalty notices or prosecution.	Draft a document for Schools Forum outlining standard expectations of schools for the effective management of attendance.
		Create and implement an auditing tool for visits to schools where attendance is a cause for concern.
	Prepare for DfE registration	Work with the Education Service Project Officer and Head teacher to follow the project plan.

Medical Tuition Service		Work with TDA to ensure a smooth transition to the new accommodation.
		Work with the staff on Louisa Carey Ward to better link Hospital School work to student need and effective discharge planning.
Part Time Timetables	Create a consistent and compliant service.	Transfer PTT systems to the BSO
		Create an effective system for timely review
		Create an audit system to challenge practice.
		Work with Social Care to identify PTT where the LA has not been notified.
Data	Create a system that identifies students and settings that are 'at risk'.	Continue to develop ways in which the Vulnerable Pupils Workbook can be used to identify safeguarding risks.
		Work to identify systems that can automate through reports much of the work currently undertaken by the projects officer.
	GDPRS	Complete the assets register and privacy notices for each element of the service.
Alternative Provision	Sufficiency Planning	Work to provide a permanent provision for Primary 6 th Day provision.
		Identify the key areas where there is insufficient provision and work with Schools Forum to address these.
		Visit other authorities to learn how they address the current pressures.
	Purpose	Propose a common understanding of the purpose of AP and how/when it is accessed.
	SLAs	Clarify the SLAs for AP providers and the associated Outreach
	Reintegration	Identify the reasons for managed moves failing and plan to address these through the peer groups.
		Work with SDC to identify a vocational offer for schools.
		Apply the 3% criteria agreed by Schools Forum
Create a managed transfer protocol.		
		Complete the reintegration pilot project and implement lessons learned in a broader project.
Reducing Exclusion	Multi Agency Working	Work with Social Care to identify common areas of need that, if addressed, would prevent exclusion.
		Promote exclusion and non-attendance at schools as criteria for escalation of Social Care support in line with declared policy.
	Supporting Schools	Promote and support the use of IHPs
		Challenge 'no excuses' behaviour policies where these lead to a disproportionate effect on specific groups.

Dan Hamer

Head of Service for Vulnerable Students



Schools Forum – 29th November 2018

Intensive Outreach Support Service Progress Report Autumn 2018

The intensive outreach support service (IOSS) has had some significant staff changes again since May 2018 with the loss of one intensive outreach worker leaving the service due to health issues. The service continues to be under staffed with currently only one intensive outreach worker. Attachment Lead and Thrive 10 day Practitioner training has been provided, which completes in November 2018.

Within this time period Hayley Gaze has completed work within two schools and has currently been placed within a third; she has worked within 3 schools in total. The child within her first placement has recently been permanently excluded (05/11/18) and will be placed within the chestnut provision. The children within the other two schools are maintaining their placement.

The impact of the work carried out is being monitored and measured in several ways

- Does the child maintain their school placement or move to a more appropriate educational provision
- Does the child show progress on behaviour thresholds
- Does the child show progress in their Thrive assessment
- Does the feedback from the school show positive changes
- Does the feedback from the families show positive changes
- Are the advised strategies being implemented
- Are the advised strategies still being implemented on the post service monitoring visit

An additional impact is the wider development in the whole school when working with children with SEMH (Social, Emotional and Mental Health). It has been reported by schools that there has been many benefits including:

- Staff training impacting on whole school approach to SEMH and a transference of strategies for a range of children
- An improved management of unstructured times resulting in fewer incidents
- Improved positive behaviour for learning plans
- Improved communication
- Improved parent engagement
- Improved transitions
- An improved understanding of how schools can avoid the need for specialist provision
- Greater knowledge and implementation of the restorative approach to support children with SEMH

Feedback forms and post service evaluations are being updated after each piece of work

Below is a summary of the impact seen so far in each school:

School	Worker	Time allocation	Child remained in school or moves school to a specialist provision	Actions implemented by the school	Reduction on behaviour threshold	Increase in Thrive assessment level	Action still in place on monitoring visit	School Feedback	Family feedback	Family Well Being Score (0 struggling, 10 managing well)
K	1	29 days	Yes	Limited	High 4 to Low 4	No	TBC	Positive for all aspects	Positive for all aspects	
L	2	40.5 days	Yes initially PEX 5/11/18	Yes	no	Yes by 4% (Being)	somewhat	Positive for all aspects	Positive for all aspects	N/A

M	2	Started 28.03.18- 10.07.18 40 days	Yes	Yes	High 4 to mid 3	Yes by 15% (Being)	Monitoring Dec 18	Positive for all aspects	Positive for all aspects	Increased from 7 to 8 and feeling a lot calmer in the family home
N	2	12/07/18- 06/11/18 40.5 days	Yes	Yes	High 4 to mid 3	Yes by moving up 4 developmental strands from 60% at Being to 61% Skills and structure- (now age related)	TBC	Positive for all aspects	Positive for all aspects	Increased from 5 to 9 for mother Increased from 4 to 8 for father

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Ongoing progress

- Facilitate schools to become more attachment aware: many schools have taken on board training from the IOSW which further developed their understanding of attachment difficulties.
- Update the IOSS policy
- Improve strength of child voice in evaluations: the child's voice is heard through reviews, this will be developed further
- Evidence time spent in each school by each worker: IOSW create a termly analysis report, a daily summary and timetable monitored by the IOSS line manager
- Exit and entry from the end of a piece of work to the start of a new piece of work will be dovetailed: Dovetailing has taken place depending on the level of need by the school, family and child. This has been successful and continues
- Plan for the continuation of family support when the Outreach worker finishes: This is now part of the service agreement, this has met some resistance in terms of school's capacity.

- Addition of a family wellbeing scale following advice from the Troubled Families Network Meeting. A parent scores themselves in terms of their wellbeing at the beginning of the IOSS support and on completion. A scale of 0 to 10, 0 struggling to manage 10 managing well. This serves as a further baseline to measure effectiveness of the service

Next Steps:

- Developing a child's evaluation
- Hayley gaze has begun to deliver training to all schools around SEMH packs to support all children with SEMH and further bookings are currently being taken
- Working alongside the Troubled Families program to provide better outcomes for vulnerable children and families.
- Use of the Boxall Profile as a baseline to show further progress
- Addition of parent thrive scores within the exit report to provide further baseline evidence to show progress



TORBAY SCHOOLS' FORUM

Terms of Reference January 2018 Edition

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Remit of the Torbay Schools Forum

1. By virtue of section 47A of the School Standards and Framework Act 1998 (as amended by the Education Act 2002), Torbay Council was required to establish a schools forum. These standing orders should be read in conjunction with appropriate legislation and relevant guidance.

The Schools Forum will be consulted on matters set out in the Schools Forums (England) Regulations 2012, that is:

- Amendments to the school funding formula
 - Arrangements for the education of pupils with special educational needs
 - Arrangements for the use of pupil referral units and the education of children otherwise than at school
 - Arrangements for early years provision
 - Administrative arrangements for the allocation of central government grants paid to schools via the local authority
2. Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the Schools Budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.
 3. Specific delegated powers as outlined in guidance on matters such as the de-delegation of funding.

Membership of the Schools Forum

4. The majority of forum members must be “school and academy members” (see paragraph 5). Up to 33% of the forum’s total membership may be appointed from other organisations.
5. School and academy members must be Headteachers (or deputy Headteacher or bursar elected on behalf of a Headteacher) or governors. They must represent nursery, primary and secondary schools and the relative number representing each should take account of the relative numbers of pupils in those sectors. There must be representation of special schools and the PRU.

The membership of the Torbay Schools Forum will comprise 13 school members and 2 non-school members, as set out below:

School Members		
Sector	Headteacher	Governor
Primary*	3	1
Primary Academy*	1	1
Secondary	1	1
Secondary Academy	2	1
Special Schools	1	0

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PRU	1	0
<i>* at least one primary school member will also be a representative with a nursery</i>		
Non-School Members		
Sector	Representative	
Early Years PVI	1	
14-19 Provider	1	

6. No school shall be represented by more than one person on the Forum unless it is as a result of substitution.
7. Schools members will be elected by that group according to an agreed process.
8. Academy members will be elected by the proprietary bodies of the academies in the local authority's area.
9. In relation to the non-school members, the 16-19 representative will be elected by 16-19 education providers. The early years' representatives will be appointed by the local authority after consultation with the Early Years Advisory Board.
10. If a group is unable to provide an elected representative the LA, in consultation with the chair of Schools Forum, will appoint an appropriate representative.
11. The term of office for members of the Schools Forum will be a maximum of three years, subject to their eligibility. At the end of their term of office, individuals may stand down or the group they represent may replace them. There is no limit to the number of consecutive terms of office an individual may serve, subject to their eligibility.
12. The Local Authority may end the appointment of any Forum member before the expiry of his or her term of office if the member concerned ceases to hold the office by virtue of which he or she became eligible for appointment to the Forum.
13. Any resignations must be given in writing to the Clerk of the Forum.
14. The EFA will be entitled to nominate an observer who will be entitled to attend all meetings of the Forum.

Quorum

15. The Forum will be quorate when 40% of the members (excluding vacancies) are present.
16. The Forum can continue to meet if it is not quorate, but any advice given to the Local Authority as a result of such a meeting would not have to be taken into account by the Authority.

Non-attendance at Meetings and Substitute Members

17. Any member who is unable to attend a meeting may send an eligible substitute (who will have voting rights, as appropriate) on their behalf provided that the Clerk (or the Clerk) is notified in writing prior to the commencement of the meeting. For the avoidance of doubt, a Headteacher who has chosen to be a governor may not act as a substitute for an absent governor.
18. Any member who fails to attend two consecutive meetings of the Forum in a six month period may be asked to resign unless the Forum determines that the absences were authorised. This Standing Order applies even if the member has opted to send a substitute on their behalf.

Chairman and Vice-Chairman

19. The Chairman of the Forum will be elected annually from within the membership of the Forum at the first meeting of the academic year.
20. The Vice-chairman will be appointed annually from within the membership of the Forum.
21. The term of office of the Chairman and Vice-Chairman will be one year although there is no limit on the number of consecutive terms of office that an individual may serve.
22. In the absence of the Chairman at any meeting, the Vice-chairman will preside at the meeting. In the absence of the Chairman and the Vice-chairman at any meeting, a chairman for that meeting will be elected.
23. The person presiding at any meeting of the Forum may exercise any power or duty of the Chairman.
24. The Chairman and/or Vice-chairman shall cease to hold office if they resign from, or cease to be members of, the Forum. The election/appointment of a Chairman/Vice-chairman will then take place at the next meeting of the Forum.

Clerk

25. A Clerk to the Forum will be appointed from nominations from the Local Authority.

Meetings of the Forum

26. A minimum of four meetings of the Forum must be held each year.
27. The Local Authority must arrange for meetings to be held to enable the Forum to be consulted on the issues listed in the Schools Forums (England) Regulations 2012
28. Meetings of the Torbay Schools' Forum will be held in public. However, there may be occasions when it is appropriate for the Forum to consider matters without the public and

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the press present. The Forum may by resolution exclude the press and public if a majority of those voting on the matter consider that because of the nature of the business to be considered it is appropriate to do so.

29. In addition, the Forum may, from time-to-time, invite the attendance of people with particular expertise to meetings. These people may speak but not vote.
30. Agendas, reports and minutes of the Torbay Schools' Forum will be published on the Council's website at www.torbay.gov.uk/education/schools/schoolsforum.
31. The Clerk will convene meetings of the Forum. Whenever possible, two weeks' notice of the date of meetings will be given. An agenda (together with any supporting documents) will be circulated at least five clear working days before the meeting, as far as is practicable.
32. The duration of the meetings will be a maximum of three hours unless agreed by the Forum.

Cancellation of Meetings

33. The Clerk will inform all parties concerned of the cancellation of any meetings of the Forum.

Voting

34. Unless these Standing Orders or the law provides otherwise, any matter will be decided by a simple majority of those members voting and present in the room at the time the motion was put.
35. If there are equal votes for and against, the Chairman (whether or not he or she has voted) will have a casting vote. There will be no restriction on how the Chairman chooses to exercise a casting vote.
36. The Chairman will take the vote by show of hands unless it is agreed that a secret ballot should take place, in which case the Clerk to the Forum will circulate voting slips to all members, collect and count the votes and announce the results immediately. The numbers of those voting for, against or abstaining will be recorded in the minutes.

Urgent Decisions Taken Under the Five-day Rule

37. With the agreement of the Chairperson, if an urgent decision is required and it is not practical to call a special meeting of the Forum a paper shall be circulated via email to all Members of the Forum. The circulation of the paper will trigger a period of five working days during which members can give consideration. If before the end of the five-day period any member wishes to raise an issue regarding the content of the paper they should inform the Clerk. If the issue cannot be resolved the paper will be deferred for consideration at the next meeting of the Forum. If there are no objections to the proposal(s) the paper will be deemed to be approved by the Forum on the expiration of the five working days period. All decisions taken under the five-day rule will be reported to the next available meeting of the Forum.

Record of Proceedings

38. The Clerk will provide minutes of the proceedings and decisions of the Forum. A copy of the minutes will be signed by the Chairman at the next meeting in order to approve them as a correct record.

39. Roles and Responsibilities

The constituent members of the Forum will be responsible for disseminating the decisions and consultation of the forum to the members they represent. Members will additionally be expected to seek the views of the group they represent, and communicate these effectively at meetings.

Conduct of Members of the Forum

40. Members of the Schools Forum are expected to act in accordance with the seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
41. Individual members of the Schools Forum should consider their own position in relation to the declaration of interests and, in exceptional circumstances, may feel it appropriate to declare an interest and possibly withdraw from the meeting.

Expenses

42. Members of the Forum will be eligible to re-claim travel and other expenses in accordance with the Scheme of Allowances appended to these Standing Orders.

Indemnification for Members

43. The Local Authority will indemnify members against reasonable legal costs and expenses arising from recommendations made in good faith.

Terms of Reference

44. A copy of the Terms of Reference of the Torbay Schools Forum will be given to each member of the Forum.

TORBAY SCHOOLS FORUM

Allowances Scheme

1. Members of the Schools Forum who are Headteachers may claim any travel and subsistence allowance in line with their terms and conditions of employment
2. Members of the Schools Forum who are Governors must register as volunteers with Torbay Council in order to claim any travel and expenses allowance. The Council has no obligation to tax any payments to volunteers and does not send any returns to the Inland Revenue in this respect. Volunteers are responsible for reporting to the Inland Revenue any income which they have received that is taxable and it is recommended that they contact their local office if they have any questions.
3. Volunteers can only be reimbursed for actual expenditure and must submit a claim form including receipts (unless claiming for mileage).
4. Volunteers can claim 40p per mile for travel to and from Forum meetings.
5. An allowance of up to £5.84 per hour may be claimed by volunteers when a carer has to be engaged to enable that volunteer to attend meetings of the Schools Forum. The allowance will cover paid care for the following who live with the volunteer:
 - Children aged 15 years and under;
 - Elderly relative requiring constant care;
 - Disabled relative requiring constant care; or
 - Relative with learning disabilities requiring constant care.The paid carer cannot be a member of the immediate family or household.
6. Any other members of Forum who are not entitled to claim under any other scheme (i.e. from the organisation they are representing) may claim travel and expenses allowances in line with paragraphs 2-5 above.
7. If there is a financial consequence to a school by a representative attending a meeting of the Torbay Schools Forum, a claim may be made under the relevant allowances scheme.

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Audit Ref	What? (as per Devon Audit Partnership report)	Who?	Task Number	Task	By When	Success Measures	Status	Priority	Comments
1.1.1	Terms of reference should be completed in order to define the purpose and structure of the Torbay Schools Forum. It should contain clear and specific information on how the forum is organised and what they are trying to achieve.	RW	1	Re-name the document to "Standing Orders and Terms of Reference" and review to include all items listed are included.	Mar-18	Terms of Reference and Standing Orders define the purpose and structure of the School Forum and enables members to know how it is organised and the overall aim.		High	Terms of References have been updated.
1.2.1	Forum members should be proactive in raising the profile of issues from their represented group within the forum meetings. Discussions regarding any issues/questions etc. from their represented group should be raised at the forum meetings and recorded in the minutes for review. To ensure responsibilities and processes for communication with represented groups are clear they should be set out in Terms of Reference.	RW/MF	2	Ensure the review of the terms of Reference takes into consideration the recommendations that a members responsibility will be to seek the views of their group. Ensure that the minutes reflect the detailed discussions conducted at the meeting.	Mar-18	School Forum should be aware of the views of stakeholders through their representatives at Forum. The questions and issues raised by members will be accurately minuted. The role of Forum Members will be understood through the inclusion of responsibilities through the Terms of Reference and Standing Orders document.		High	Terms of Refence have been updated to include the roles and responsibilities of Forum Members to consult with their represented group. Minutes are becoming increasingly detailed. This needs to be monitored over time.
1.3.1	The meeting minutes should clearly record the level of challenge and discussion of each of the agenda items. They should provide a sense of the discussions held and the options presented at the meeting to non-attendees and then clearly record the conclusions and action agreed in relation to each of the agenda items.	MF	3	Ensure that minutes provide more detailed summaries of points raised in discussions leading to a decision.	Jan-18	Minutes accurately reflect the full discussion that has taken place at the Forum.		High	Minutes of the forum held in January 18 demonstrated greater detail. This needs to be monitored over time.
1.4.1	Clear votes should be taken in relation to recommendations and decisions. To ensure clarity in the voting process it is important to document the procedures for making decisions. There is the opportunity or include these as part of the Forum Terms of Reference.	RH/MF	4	Ensure voting procedures remain in the revised standing orders and Terms of Reference. Use voting more often and record outcomes in minutes.	Jan-18	Voting is used to take forward recommendations and decisions for all relevant matters. Standing Orders include voting procedures.		High	Voting continues to be used at Forum Meetings and the group need to challenge and review if this is being used as frequently as needed.
1.5.1	Due to a significant increase on a forecast overspend an urgent/unscheduled meeting should have been called by Schools Forum. Leaving the discussions until the June meeting has meant that there was insufficient time for the Forum to make a decision, and a working group had to set up to manage and make decisions required on the overspend. In addition, due to the known overspend issue that needed to be discussed, and as an urgent meeting had not been scheduled, extra time should have been allocated to this meeting and advanced notice given to ensure that all members of the forum could attend the entire meeting.	RW/RH	5	The Local Authority to notify the Chair in the circumstances of significant and unexpected events. Chair to consider email discussion or an extra meeting. Indicate anticipated length of the meeting on the agenda.	As needed	Extrordinary meetings and e-mails will be used to cascade information between meetings where appropriate.		High	Recommendations have been put in place, an exceptional meeting was called at the start of October.
1.6.1	It is recommended that the more long term budget projections are developed and requested from the LA for monitoring by the Forum. This will enable the Forum to scrutinise future budgets and identify savings in the long term, therefore avoiding having to make immediate budget decisions as is currently required.	RW/ members of the Working Party.	6	The Forum is calling together a working party to develop and monitor a Recovery Plan for costs associated with High Needs Pupils.	Apr-18	Longer term budget forecasting are in place and can used by the Higher Needs Recovery Group.		High	Trajectory work has started to be conducted by the LA and will form part of the agenda for the Higher Needs Recovery Group.
1.7.1	The Forum members should be communicating the budget pressures with the educational groups they are representing and reporting any feedback at Forum meetings. By including the Local area, ideas, savings and opportunities can be identified and discussed at Forum meetings, which could contribute to balanced budgets and prepare for the possibility of the hard funding blocks in the future. For example, Forum members have identified that the area of pupil exclusions are well managed within some schools without the need for a pupil placement, which can be very costly. By identifying and sharing areas of good practice the local area community could potentially contribute to the better management of budgets within the individual funding blocks.	RW/ members of the Working Party.	7	The Higher needs Recovery Group Terms of Reference will include the identification of good practice.	Mar-18	School Forum are able to find solutions through the identification and implementation of good practice.		High	Higher Needs Recovery Group identified good practice and value for money examples at a local secondary school. This will continue to be a focus of the group.

1.8.1	Forum members should be reporting back to their represented areas to ensure good open channels of communication are being achieved. The members should report that needs to be achieved, decisions made and the outcomes of the Forum meetings. By involving the educational community it means that they are aware of the budget pressures being faced and potentially how they could contribute to ideas to address any future overspend. The good practice guide includes how the Forum members could consider communicating with the community. It is a requirement that information relating to the schools forum is publicly available.	RW/RH	8	Re-name the document to "Standing Orders and Terms of Reference" and review to include all items listed are included.	Mar-18	Mechanisms for communication ensure that all schools and stakeholders are aware of the work of Forum and the situations that are being addressed.		High	Education Newsletter in place that will be cascaded to Heads, Governors and wider stakeholders. This will include an update from the forum chair. Forum chair is sharing a communication straight after the meeting with all Headteachers.
1.9.1	The Schools Forum area of the Torbay Council website should be made more accessible and clearly signposted for public review. All papers, documentation and information regarding the Forum including its roles and responsibilities and contact details, as required by the practice guide, should be made available. Many local authorities' dedicated Schools Forum websites post key information for members and any other interested parties and can be reviewed for ideas regarding the information included on the Torbay Forum.	RW/MF	9	Local Authority to provide a dedicated School Forum Web page that is accessible and inclusive of all relevant information.	Sep-18	The website will be accessible and used by the school community including governors.		High	Minutes and Agendas have been uploaded and a link sent to where to find the information. Minutes are now sent to all Headteachers & Early Years Providers. Headteachers are also requested to cascade minutes to Governors. The Website is now in the process of being updated to reflect current membership, and to make it more accesible to members of the public.
1.10.1	The Forum should take full advantage of all opportunities to raise the profile of the Schools Forum and encourage the local area to engage with them	RW/RH	10	Arrange for Forum members to receive the "Schools Forum Operation and Good Practice Guide Revised September 2017". Forum to discuss the possible implementation of other opportunities to raise the profile of its work.	Jan-18	Members have a copy fo the School Forum Operation and Good Practice Guide and are acting to seek representation from colleagues.		High	Forum Members received this in January 18