

# Schools Forum Meeting Agenda

Thursday, 8 March 2018 at 9.00 am  
to be held in Mezzanine Room 3 - Tor Hill House, Union Street, Torquay, TQ2 5QW  
This meeting is scheduled to last 2 – 2.5 hours

## Membership

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

- 1. Apologies/Changes to Membership**
- 2. Minutes of the last meeting** (Pages 3 - 8)
- 3. Matters arising**  
Early Years Census Plan – Rachael Williams
- 4. Financial Report** (Pages 9 - 15)  
Rachael Williams  
To include a specific item on funding for special schools 2018/19
- 5. Higher Needs Recovery Group** (Pages 16 - 17)  
Andy Dempsey/Rachael Williams
- 6. Update on ALFEY funds** (Pages 18 - 20)  
Rachael Williams
- 7. Report on High Cost pupils** (Pages 21 - 23)  
Dorothy Hadleigh
- 8. Permanent Exclusion Data** (Pages 24 - 28)  
Dan Hamer
- 9. Recoupment Presentation**  
Dan Hamer
- 10. Verbal update on Plymouth Partnership**  
Andy Dempsey

*For further information relating to schools forum, please contact:*

*Roger Hughes, Chair, [ecotaps@hotmail.com](mailto:ecotaps@hotmail.com)*

*Rachael Williams, Head of Education, Learning & Skills, [rachael.williams@torbay.gov.uk](mailto:rachael.williams@torbay.gov.uk)*

*Mike Freeman, Clerk, [michael.freeman@torbay.gov.uk](mailto:michael.freeman@torbay.gov.uk)*

**11. Post Audit Action Plan**

Roger Hughes

**12. Items for next meeting**

Financial report

High Needs Recovery Group

Annual Review of school representation

IOSS monitoring report

**13. Future meeting dates**

14<sup>th</sup> June 2018, 09:00, Mezzanine Room 4, Tor Hill House

11<sup>th</sup> October 2018, 09:00, Mezzanine Room 4, Tor Hill House

29<sup>th</sup> November 2018, Venue TBA

17<sup>th</sup> January 2019, Venue TBA

7<sup>th</sup> March 2019, Venue TBA

*For further information relating to schools forum, please contact:*

*Roger Hughes, Chair, [ecotaps@hotmail.com](mailto:ecotaps@hotmail.com)*

*Rachael Williams, Head of Education, Learning & Skills, [rachael.williams@torbay.gov.uk](mailto:rachael.williams@torbay.gov.uk)*

*Mike Freeman, Clerk, [michael.freeman@torbay.gov.uk](mailto:michael.freeman@torbay.gov.uk)*

**Minutes of the Schools Forum  
18 January 2018**

**-: Present :-**

**Roger Hughes** (Chairman), **Mike Lock** (Vice Chair), **Adam Morris** (Primary Maintained Head), **Maurice Codd** (Primary Maintained Gov), **Claire Shiers** (Primary Academy Representative –Replacement for Stewart Biddles), **Danieian Rees** (Secondary Maintained Rep), **Lindsey Kings** (Secondary Academy Deputy Head), **Lisa Finn** (Secondary Academy Rep), **Julie Chubb** (Secondary Academy Gov Rep, Replacement for Clive Star), **Jan Chopping** (Secondary Academy Gov), **Dan Hallam** (Post 16)

**Andy Dempsey** (Director of Children’s Services), **Rachael Williams** (Head of Education, Learning & Skills), **Dan Hamer** (Head of Vulnerable Pupils) **Rob Parr** (Principal Accountant) and **Michael Freeman** (Clerk)

**1. Apologies/Changes to Membership**

Apologies were received from Martin Phillips and Jim Piper. Julie Chubb attended in place of Clive Starr, and Claire Shiers attended in place of Stewart Biddles. The Forum welcomed Dan Hamer, Head of Vulnerable Pupils, to his first meeting.

**2. Minutes of the last meeting**

Minutes were agreed as a true record of the meeting. However, members requested a greater level of detail in the recording of minutes, as it is felt that the wider constituency of schools not present at the meeting would need a full appreciation of the items discussed detailed and as such these should be minuted with greater clarity.

**3. Matters arising**

Proposed meeting dates were discussed by members. It is felt that there is too big a gap between the March and July meetings, the proposal to bring July’s meeting forward to the 14<sup>th</sup> June was agreed by all.

Representatives from both the Early Years sector and a Primary Governor are still being sought. It is anticipated that an Early Years rep will be in place before the March Forum.

Update from Funding and Resources meeting, Item 8 of November minutes – A full consultation has not gone out to schools, recommendations from the meeting will be discussed in item 6 of today’s agenda. Members requested that schools will be

given the complete rationale when the consultation goes out, i.e. not just the figures but the reasoning behind them.

Update from Item 12 of Novembers agenda, Report on Audit – Minutes of Forums are now circulated to all Headteachers, it has been requested that Heads circulate these to Governors when possible.

#### 4. Financial Report

Members were shown a detailed breakdown of the Local Area's current financial position. The outturn position remains fairly static, due to the short time period since the last meeting. DSG funded activities are currently forecast to overspend by £1.271m. However, the decision of Forum to vire £364K from next year's funding will reduce this figure.

The two greatest pressures continue to be from the Early Years and the Higher Needs Blocks. Limited information on the Early Years Block is available, due to a census taking place at present, however the overspend has been reduced by £30k. Rachael Williams is currently in discussion with the DfE and other local authorities, and making representation to the DfE on the benefit of moving to a termly census of Early Years data. The outcomes of a meeting to be held on 1<sup>st</sup> March with the DfE will be discussed at the next Forum.

Budget pressure on the Higher Needs block is projected at £1.136m. This is largely due to the continued growth of Requests for Statutory Assessments, with a further 80 currently in process, and the demand for specialist school placements. The Higher Needs Recovery Group will continue to work on next year's projections. The Forum notes the work of the SEN team in ceasing a number of plans where pupils are no longer engaging, and the small savings made as a result of this. Work is also ongoing on permanent exclusion procedures. Dan Hamer, Head of Vulnerable Pupils, will now be taking a lead on this.

Reserve funds are unchanged from October 2017.

DSG allocations for this year and next were shown to members, it was noted that an increase in funding for the schools block of £2.380m would help to achieve a more equitable funding position.

Members noted the current financial position and agree to continue to work with the Local Authority on finding a solution for the projected overspend. It is requested that more detail is provided on overspend, as Governors/Heads outside of the Forum won't know why figures are so high.

- Action – Dan Hamer to report to March Forum on Excluded pupils.**
- Action – Rachael Williams to ask for written confirmation from DfE on Early Years Census plans.**

**Action – Rob Parr to provide further details on overspend, and to update budget table with additional column showing actual spend.**

## **5. Higher Needs Recovery plan**

As agreed at November Forum, a Working Party for the Higher Needs Financial Recovery Plan will be established. Members were asked to comment on a draft Terms of Reference, which outlines the proposed remit of the Working Party.

Membership of the Working party will be amended to include one Post 16 Representative, and three SEND steering group representatives (one each from the Primary, Secondary and Early Years sectors). It was also felt that the representative for Health should be a senior colleague.

With regards to the charring arrangements, Members wished to clarify that an elected Chairperson must come from the education sector and be elected at the first meeting.

**Action - Terms of Reference will be updated to reflect today's discussion.**

**Action – Rachael Williams to seek representatives and propose meeting dates.**

**Action – Rachael Williams & Andy Dempsey to contact Simon Tapley (CCG) to request senior health colleague involvement.**

## **6. Response to National Fair Funding Task and Finish Group**

As a result of discussions at previous Schools Forum, a task and finish group have met to model the formula used to allocate DSG from 2018/19 and 2019/20.

Using up to date census data, the model achieves the minimum funding levels per pupil by scaling factors each year, with a view to moving to the Hard Implementation by 2020/21. The model proposes that Secondary schools will adopt the NFF Age Weighted Pupil Units (AWPU) from the outset, whilst for Primary schools it will reduce year by year.

Vote – that Forum adopts the model proposed by working party with amendments agreed today:

In Favour: 10

Against: 0

Abstain: 1

Members were in agreement that this model be shared with schools immediately. It is felt that this represents a good outcome in very difficult circumstances, but recognise ongoing problems.

Roger Hughes, Chair, requested that an additional breakdown of the Formula for 2020/21, showing the adoption of the Hard Formula, be included on future reports.

Members noted that no formula has been modelled for Specialist provisions as yet, this is due to a lack of information available nationally at present.

**Action – Finance colleagues to include 2020/21 formula on future reports.**

## **7. Feedback on individual child placements**

As requested at a previous Forum, Rachael Williams shared with members a deeper analysis of joint funded placements. It is recognised that work being done by education staff in attending permanency panels and tracker meetings have led to a reduction in the contributions from Education.

The Forum notes the findings of the report, and requests that updates are presented to forum on a half yearly basis, as well as sharing the report at the Higher Needs recovery group.

**Action – Rachael Williams to share analysis with Higher Needs recovery group.**

## **8. Schools Forum Operation and Good Practice Guide September 2017**

The latest version of the Schools Forum Good Practice Guide was discussed by members. To comply with recommendations made in the guide, it was agreed to include contact details for both Roger Hughes, as Chair, and Rachael Williams, as Head of Education, to future agendas and minutes, and to compile an up to date list of members contact details, to be circulated to all members.

**Action – Mike Freeman to add Roger Hughes and Rachael Williams contact details to future agendas and minutes.**

**Action – Mike Freeman to update Members contact details, and circulate to all members.**

## **9. Response to Audit**

A response written by the head of Education and Schools Forum Chair, on behalf of members to the audit of Schools Forum, was discussed. The response takes into consideration members feelings that the meeting attended by Devon Audit

Partnership was perhaps not a true reflection of usual Forum meetings. It is felt that attendance at a variety of Forum meetings would better reflect the level of engagement of members.

Members note the findings of the audit, and agree with the Forums response.

**Action – Mike Freeman and Rachael Williams to update Terms of Reference, updating members' roles and responsibilities.**

**Action – Mike Freeman to ensure that future minutes accurately reflect the detailed discussions held at meetings.**

**Action – Mike Freeman to update Schools Forum webpage, ensuring links are correct and all information is readily available.**

**Action - Mike Freeman to create an Audit Action Plan.**

## 10. Plymouth Partnership

Andy Dempsey, Director of Children's Services, presented to Forum an update on the ongoing contractual partnership with Plymouth Children's Services. Some background to the decision making process was shared with members, including the decision to appoint John Coughlan, Chief Executive of Hampshire County Council, as Commissioner of Children's Service, to act in an advisory role for a period of 12 months.

There is currently a restructure of the Senior Leadership Team in Plymouth, but the partnership aims to be in place from 1<sup>st</sup> April. It is anticipated that there will be no changes to working in the immediate phase, however a new joint Director of Children's Services will be appointed by Plymouth.

Members raised a number of questions regarding the partnership. Some of these questions were not answered as it is not currently known how things will progress until the plans are developed. Key areas raised by Forum were the visibility of the DCS in the new arrangement, the governance arrangements of the partnership and the added benefit to the local area and education sector. Forum Members are committed to making this an effective partnership and want to ensure the education community plays an appropriate role in getting this off to a good and positive start. Whilst initial feedback from the commissioner has been very positive, members feel that it is important to articulate what the partnership model will look like moving forward, and would like more clarity on the advantages of the model.

**Action – Andy Dempsey to speak to John Coughlan, and flag up the need for clarity.**

*Please note – this item was brought forward on the agenda, due to AD having to attend another meeting. This discussion took place after agenda item 6.*

**11. Items for next meeting**

- Financial Report
- Recovery Plan
- High Cost Pupils Report (Every March and October)
- Update on ALFEY funds
- Permanent Exclusion Data, including recovery of funds from excluding schools (Every March and October)
- Post Audit Action Plan

**12. Future meeting dates**

- 8<sup>th</sup> March 2018, Mezzanine 3, Tor Hill House, 09:00
- 14<sup>th</sup> June 2018, Venue TBA
- 11<sup>th</sup> October 2018, Venue TBA
- 29<sup>th</sup> November 2018, Venue TBA
- 17<sup>th</sup> January 2019, Venue TBA
- 7<sup>th</sup> March 2019, Venue TBA



## Schools Forum - 8<sup>th</sup> March 2018

### Financial Report

The following report contains a detailed breakdown of the financial position of the local area for 2017/2018. The report enables members to note the outturn position and the significant factors contributing towards the spend. The report covers the following items

- Outturn position 17/18
- Contextual information regarding Early Years Block
- Contextual information regarding Higher Needs Block
- Reserve funds
- DSG allocation for 2018/2019
- Position and recommendations

#### Outturn Position 2017/2018

Dedicated Schools Grant (DSG) funded activities are currently forecast to **overspend by £947,000**. You will be pleased to note that the position although still significant is more positive than the anticipated £1.217m reported to Forum in January 2018.

The following table details the main areas of both over and under spend. Many of these budgets are demand led and each line is being monitored consistently and revisions reported accordingly.

Budget Heading	Budget	Actuals to date	Projected Spend	Over / (Under) Spend
Early Years 2, 3 & 4 yr olds	£6m	£4.534m	£5.82m	(£180k)
Early Years - ALFEY	£220k	£209k	£224k	£4k
Early Years – Pupil Premium & Disability Access Fund	£126k	£53k	£85k	(£41k)
Joint Funded Placements	£500k	£440k	£500k	£0k
Recovery of funding from Excluded Pupils	£0	(£94k)	(£170k)	(£170k)
Independent Special School Fees	£2.1m	£2.180m	£2.4m	£300k
Other packages for statemented / EHCP pupils / recoupment from other authorities	£164k	£128k	£349k	£185k
Medical Tuition Service / Virtual School / Hospital Tuition	£908k	£940k	£999k	£91k
School contingencies (Rates, planned pupil growth etc)	£315k	£219k	£220k	(£95k)
Statementing / EHCP in-year adjustments (see separate paper for detail)	£200k	£333k	£357k	£157k
Special Schools / High Needs in-year adjustments	£244k	£1m	£1.107m	£863k
School Intervention / Commissioning	£324k	£200k	£243k	(£81k)
Other – Early Years Team / Admissions / Portage / Business Support / EAL				(£86k)

The area of significant volatility continues to be within the Higher Needs Block.

## Early Years Block Overview

Since the previous forum meeting the local authority has now conducted the official January census and received all providers (including schools) information. This has enabled accurate rather than predicted figures to be used.

The take up of all statutory offers within early years remains high.

2 year old offer	71%
3 and 4 year old 15 hours	100%
3 and 4 year old 30 hours offer	92%

Until the Local Authority is in receipt of the actual claims for the spring term, the position taken by the officers is to apply the formula that all named children on the forecasting information will take up their full entitlement, an example of this is budgeting for a child to receive 30 hours and a parent only taking 24 hours. On receipt of the census information we have now applied the accurate allocations. This has resulted in the Early Years Block having an identified underspend of £180k.

Officers have worked hard to understand any recoupment that may occur from the Department for Education and this is reflected in the figure. However members should treat the final position statement with caution as the adjustment figure is difficult to predict from the DfE.

The anticipated overspend in the Early Years ALFEY budget has also been well managed. In this academic year a new process of allocating ALFEY funds by a panel including officers and providers has been instigated. The full impact of the ALFEY work can be noted in agenda item 6. The work has resulted in the budget being broadly in line with the allocation.

The position demonstrates in the financial year the early years block will come in on budget and the surplus funds can be used to offset some of the early years budget overspend last year. Enabling those reserve funds allocated last year to be used for the overspend this year.

## Higher Needs Overview

Torbay continues to have a greater number of children requiring additional support up to and including a special school place than the funds available in the higher needs block can meet. This demand pressures is in the great majority driven by schools requesting additional support and/or that children are assessed for an education health and care plan (EHCP).

The full analysis of Higher Needs Costs and placements is included in Agenda Item 7.

The work of the Higher Needs Recovery Group so far, has focused on a diagnostic approach to identifying high cost areas and potential mechanisms for change.

In addition to these placements there continues to be an increase in the request for additional funds above the £6,000 allocated to schools. The following table indicates the position to date.

<b>Statementing / Education, Health &amp; Care Plan Funding for 16/17 &amp; 17/18</b>			
	<b>16/17</b>	<b>17/18</b>	<b>Increase / (Decrease)</b>
Number of pupils with a statement	362	373	11.00
Number of FTE's with a statement	334	353	19.00
	<b>£</b>	<b>£</b>	<b>£</b>
Funding below £6k allocated through school formula elements	1,914,223	2,047,279	133,056
Funding above £6k allocated as a top-up per eligible pupil	926,146	1,234,164	308,018
Statementing / EHCP Contingency	238,400	200,000	<b>(38,400)</b>
<b>In-Year adjustments</b>			
April	110,476	25,735	<b>(84,741)</b>
May	23,628	45,249	21,621
June	19,756	13,913	<b>(5,843)</b>
July	8,445	0	<b>(8,445)</b>
August	114,700	127,405	12,705
September	63,804	40,866	<b>(22,938)</b>
October	34,132	32,141	<b>(1,991)</b>
November	<b>(4,951)</b>	6,622	11,573
December	19,419	27,323	7,904
January	<b>(11,636)</b>	14,088	25,724
February	22,423	22,423	0
March	1,663	1,663	0
<b>Total - In-Year adjustments</b>	<b>401,859</b>	<b>357,428</b>	
<b>Projected (underspend) / overspend</b>	<b>163,459</b>	<b>157,428</b>	
<b>Notes</b>			
Based on April 17 to Jan 18 in-yr adjustments and the same allocation for the remainder of the financial year as 16/17, it is anticipated the statementing / EHCP contingency will overspend by			<b>£157,428</b>

## Reserve Funds

The reserve funds remains unchanged from the October 2017 forum. The following table demonstrates how the reserve fund has been used and the uncommitted reserves that remain available to forum for consideration.

DSG reserve				
				<b>Balance</b>
				<b>Over / (Under)</b>
				<b>£</b>
<b>Balance remaining as at end of financial year 15/16</b>				<b>(1,289,211)</b>
<b>Expenditure during 16/17</b>				
Schools Safeguarding Social Worker (Year 3) - Mayfield School				50,000
Business Support for TESS - Mayfield School				15,000
Additional TESS funding - agreed at Schools Forum				40,000
Inspiring Equality in Education (Homophobia) - agreed at 10/3/16 Schools Forum				6,173
Improving outcomes - D Pritchard				12,206
CAMHS School Support Service				167,939
16/17 DSG overspend				834,603
<b>Total 16/17 Expenditure</b>				<b>1,125,921</b>
<b>Balance remaining as at end of financial year 16/17</b>				<b>(163,290)</b>
Vacancy saving for Head of Vulnerable Pupils (Apr - Aug 17)				(28,300)
Social care contribution towards TESS 17/18				(50,000)
Social care contribution towards TESS 18/19				(50,000)
Contribution from Troubled Families Grant - agreed by DCS				(200,000)
<b>Total funding available in DSG reserve</b>				<b>(491,590)</b>
<b>Funding still to be allocated against the balance</b>				
Transitional funding to enable Early Years funding rate to remain at £4 per hr for 17/18				153,900
CAMHS funding still to allocate in 17/18 (Apr - Aug 17 only)				73,000
TESS in 17/18 Financial Year				41,753
TESS in 18/19 (Apr - Aug only)				72,483
Autism until 31/12/17				66,890
Challenging Behaviour in 17/18 Financial Year				0
Challenging Behaviour in 18/19 Financial Year				54,663
Challenging Behaviour in 19/20 Financial Year (Summer Term only)				31,738
<b>Total Funding still to be allocated against current remaining balance</b>				<b>494,427</b>
<b>Total Over / (Under) spend</b>				<b>2,837</b>

## DSG Allocation 2018/2019

Following the Forums decision in January 2018 to allocate the DSG using the agreed mechanism, all schools have received their notification of budgets.

Local Authority officers have received few enquirers regarding this allocation and it was reported that people appreciated the positive communications that were sent about the Forum decision making.

Special School Allocations were raised at the previous forum. The current allocation being provided to special schools is confirmed below.

## SPECIAL SCHOOL FUNDING ALLOCATIONS 18/19

Type of Place	Number of agreed Places	Number of Pupils Jan 18	Funding per Place £	Top-up per pupil above £10k per place £	Total Place Funding £	Total Pupil Funding £	Other Funding £	Total Funding £
<b>Combe Pafford</b>								
Autism	38	54	10,000	4,726	380,000	255,204		635,204
BESD 1	19	21	10,000	5,240	190,000	110,040		300,040
SLD	2	6	10,000	5,127	20,000	30,762		50,762
Hearing	2	2	10,000	5,014	20,000	10,028		30,028
MLD 1	63	47	10,000	507	630,000	23,829		653,829
MLD 2	53	41	10,000	1,291	530,000	52,931		582,931
MLD 3	27	27	10,000	2,337	270,000	63,099		333,099
PD	9	13	10,000	4,726	90,000	61,438		151,438
SpecLD	4	2	10,000	2,281	40,000	4,562		44,562
SPCN	32	35	10,000	4,575	320,000	160,125		480,125
Visual	3	1	10,000	7,858	30,000	7,858		37,858
Additional funding for specific pupils							46,440	46,440
<b>Total</b>	<b>252</b>	<b>249</b>			<b>2,520,000</b>	<b>779,876</b>	<b>46,440</b>	<b>3,346,316</b>
<b>Mayfield &amp; Chestnut</b>								
PMLD	52	49	10,000	12,046	520,000	590,254		1,110,254
BESD1 – Chestnut	32	33	10,000	10,592	320,000	349,536		669,536
SLD	146	151	10,000	6,452	1,460,000	974,252		2,434,252
Additional funding for specific pupils							35,905	35,905
Other funding (see note)							201,174	201,174
<b>Total</b>	<b>230</b>	<b>233</b>			<b>2,300,000</b>	<b>1,914,042</b>	<b>237,079</b>	<b>4,451,121</b>
<b>Note:</b> Other funding is for Mayfield & Chestnut Outreach, Permanent Exclusions and Occombe House Rent.								
<b>Burton &amp; Brunel</b>								
Brunel – SEMH	56	54	10,000	13,000	560,000	702,000		1,262,000
Burton - Alternative Provision	50	63	10,000	9,500	500,000	598,500		1,098,500
Additional funding for specific pupils							38,083	38,083
<b>Total</b>	<b>106</b>	<b>117</b>			<b>1,060,000</b>	<b>1,300,500</b>	<b>38,083</b>	<b>2,398,583</b>
<b>Overall Total</b>	<b>588</b>	<b>599</b>			<b>5,880,000</b>	<b>3,994,418</b>	<b>321,602</b>	<b>10,196,020</b>

Following the request at Forum, Children's Services staff pulled together information to demonstrate the impact of a 1%, 2% or 3% uplift on special school allocations, this was presented to the Finance Officer. Special Schools have since made further representation to the Authority regarding the need for the uplift in funding that is experienced by all schools across Torbay.

The following tables demonstrate the modelling of a percentage allocation.

<b>SPECIAL SCHOOL FUNDING ALLOCATIONS 18/19 (modelled with top up)</b>						
<b>Type of Place</b>	<b>Number of Pupils Jan 18</b>	<b>Top-up per pupil above £10k per place £</b>	<b>Total Pupil Funding £</b>	<b>1% increase in pupil top-up £</b>	<b>2% increase in pupil top-up</b>	<b>3% increase in pupil top-up</b>
<b>Combe Pafford</b>						
Autism	54	4,726	255,204	2,552	5,104	7,656
BESD 1	21	5,240	110,040	1,100	2,201	3,301
SLD	6	5,127	30,762	308	615	923
Hearing	2	5,014	10,028	100	201	301
MLD 1	47	507	23,829	238	477	715
MLD 2	41	1,291	52,931	529	1,059	1,588
MLD 3	27	2,337	63,099	631	1,262	1,893
PD	13	4,726	61,438	614	1,229	1,843
SpecLD	2	2,281	4,562	46	91	137
SLCN	35	4,575	160,125	1,601	3,203	4,804
Visual	1	7,858	7,858	79	157	236
<b>Total</b>	<b>249</b>		<b>779,876</b>	<b>7,799</b>	<b>15,598</b>	<b>23,396</b>
<b>Mayfield &amp; Chestnut</b>						
PMLD	49	12,046	590,254	5,903	11,805	17,708
BESD1 - Chestnut	33	10,592	349,536	3,495	6,991	10,486
SLD	151	6,452	974,252	9,743	19,485	29,228
<b>Total</b>	<b>233</b>		<b>1,914,042</b>	<b>19,140</b>	<b>38,281</b>	<b>57,421</b>
<b>Burton &amp; Brunel</b>						
Brunel - SEMH	54	13,000	702,000	7,020	14,040	21,060
Burton - Alternative Provision	63	9,500	598,500	5,985	11,970	17,955
<b>Total</b>	<b>117</b>		<b>1,300,500</b>	<b>13,005</b>	<b>26,010</b>	<b>39,015</b>
<b>Overall Total</b>	<b>599</b>		<b>3,994,418</b>	<b>39,944</b>	<b>79,888</b>	<b>119,833</b>

School Forum needs to consider the modelling provided and make a decision on special school funding. In making a positive decision, Members would need to commit to recovering this through the Higher Needs Recovery Group and ensure this is part of the recovery plan.

### **Position**

The outturn position of the Local Area continues to be of significant concern. The position although improved in relation to early years, remains volatile based on the higher needs issues.

The provision of £365k provided by the virement of funds from the central block, leaves the School Forum with a current overspend of **£582,000** to recover.

If School Forum make a decision to provide allocation funds to Special Schools based on the modelling above this would be added to the total above.

## **Recommendation**

It is requested that Schools Forum

1. Note the financial position and continue to work with the Local Authority through the mechanism of the Higher Needs Recovery Group to create a financial recovery plan.
2. School Forum to consider the Special School allocation and make a decision regarding any uplift in funding.

Rachael Williams

Head of Education, Learning and Skills

## Schools Forum - 8<sup>th</sup> March 2018

### Higher Needs Recovery Group

#### Context

In January 2018 School Forum agreed to establish a Higher Needs Recovery Group to deal with the significant issues being placed on this funding block.

The group has been established and one meeting of the group has taken place. The meeting was well attended.

#### Board Members

For your information the board members are as follows

Roger Hughes	Chair of School Forum /TAPS
Adam Morris	Headteacher, Watcombe Primary
Ken Kies	CEO Coast Academies
Sandra Wright	Headteacher Chestnut
Julie Chubb	Financer Manager, Brixham College
Steven Hulme	Headteacher, Burton Academy
Mike Lock	Headteacher, Combe Pafford
Mark Eager	Headteacher, Brixham College
Stephen Kings	CEO, Bay Education Trust
Brian Chapman	SENCO, Paignton Academy
John Demeger	SENCO, South Devon College
Sam Meyer	SENCO, Oldway
Siobhan Grady	Clinical Commissioning Group
Daniel Hamer	Head of Vulnerable Pupils
Rachael Williams	Head of Education, Learning and Skills
Andy Dempsey	Director of Children's Services
Rob Parr	Children's Services Finance Officer
Jayne Pollard	Finance Assistant
Dorothy Hadleigh	Head of SEND
Matthew Gifford	Project Officer SEND
Sheena Wright	Head of Service Early Years
Amanda White	Head of Specialist Services
Gail Rogers	Children's Commissioner and Interim YOT Manager

#### First Meeting

The meeting revisited the terms of reference to ensure a collective understanding of the brief and ensured that all of the necessary operational issues such as communication and confidentiality were addressed.

The majority of the meeting focused on two presentations and the agreement of priority areas for action.

The first presentation gave an overview of the current demand within the system, detailing the number of pupils requiring both EHCP and SEN support. These figures were then further extracted to identify primary needs and types of provision. The figures were set against national benchmarks.

The second presentation gave an overview of the higher needs budget and the spend against each area of activity. This enables members to have a full appreciation of the diverse provisions that are funded through the higher needs block and the types of support children and young people require.



The information was deemed to be useful by members and a further list of additional requirements was generated.

From the discussion it was noted that Torbay has some unique characteristics in relation to Social Emotional and Mental Health (SEMH) and Moderate Learning Difficulties (MLD). Both of these areas need further exploration.

### **Next Meeting**

The next meeting is due to take place on the 19<sup>th</sup> April 2018. The meeting will include the information requested by the group in relation to statistical neighbours and comparison data.

The agenda will also focus heavily on pupil flows through the education system, linked to permanent and fixed term exclusions.

Rachael Williams

Head of Education, Learning and Skills



## Alfey Funding Report

---

In the new academic year September 2017 to August 2018 a new format was introduced for allocating the SEN Inclusion Fund; known as Alfey Funding. Previously the fund was managed by the Early Years Inclusion Advisory Teacher but it was agreed that this role needed to change and a panel was formed to allocate and manage the funding.

Alongside these changes, the budget for the funding was also increased to accommodate the evident need for increased and ongoing SEN support in Early Years settings, as well as the implementation of the extended entitlement seeing children in settings for more hours. The following changes have been made to the process:

- The introduction of an ALFEY panel who meet 6 times per year at set dates and times with a strict deadline for applications to be submitted prior to each panel.
- The panel consists of representatives from the Early Years' Service (including an officer without an early years/education background) and external representatives from the PVI sector.
- A cease date, one calendar year from the initial application, is given (unless an earlier cease date is considered appropriate)
- Applications will be renewed and reviewed by the panel each year from the date of the initial allocation
- If funding needs to continue after the cease date, providers must submit a new application to the panel prior to the cease date

The panel operates a robust assessment process of individually assessing applications against the funding criteria document. The panel then discusses each case during the session and agrees a score for each child. The panel has also, in some cases, declined to allocate funding and referred the application back to the provider. This would either be with an accompanying request for further information which could be considered at the next panel, or with reasons for the rejection. Where an application is considered to lack sufficient information, but there is clear evidence of a level of need, the panel will allocate low level funding for a short period of time (i.e. one or two terms) and request that the provider reapplies with a more robust application.

This score allocated to the child dictates how much additional funding the setting will receive for the child. The scores are set out below:

ALFEY Score	% of hourly rate received	£ hourly rate received
1	20%	£1.80
2	40%	£3.60
3	60%	£5.40
4	80%	£7.20
5	100%	£9.00

Below is a table which outlines the number of children in receipt of ALFEY Funding across the academic year (note the changes were introduced for the autumn term):

Term	Number of children	Term Total £
Summer 2017	97	£82,889.64
Autumn 2017	72	£62,798.40
Spring 2018	82	£69,989.40

Below is a summary of the number of children in each score bracket for each term:

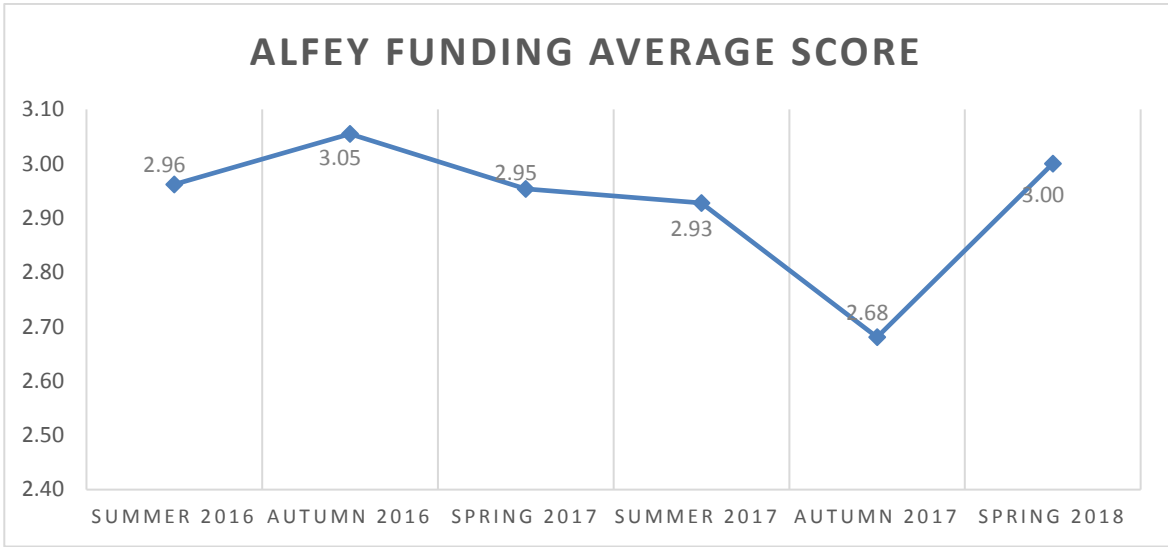
Score	Number of children Summer 2017	Number of children Autumn 2017	Number of children Spring 2018
1	7	6	6
2	24	29	42
3	38	20	29
4	25	16	16
5	3	1	1

This is compared to the last financial year 2016-17:

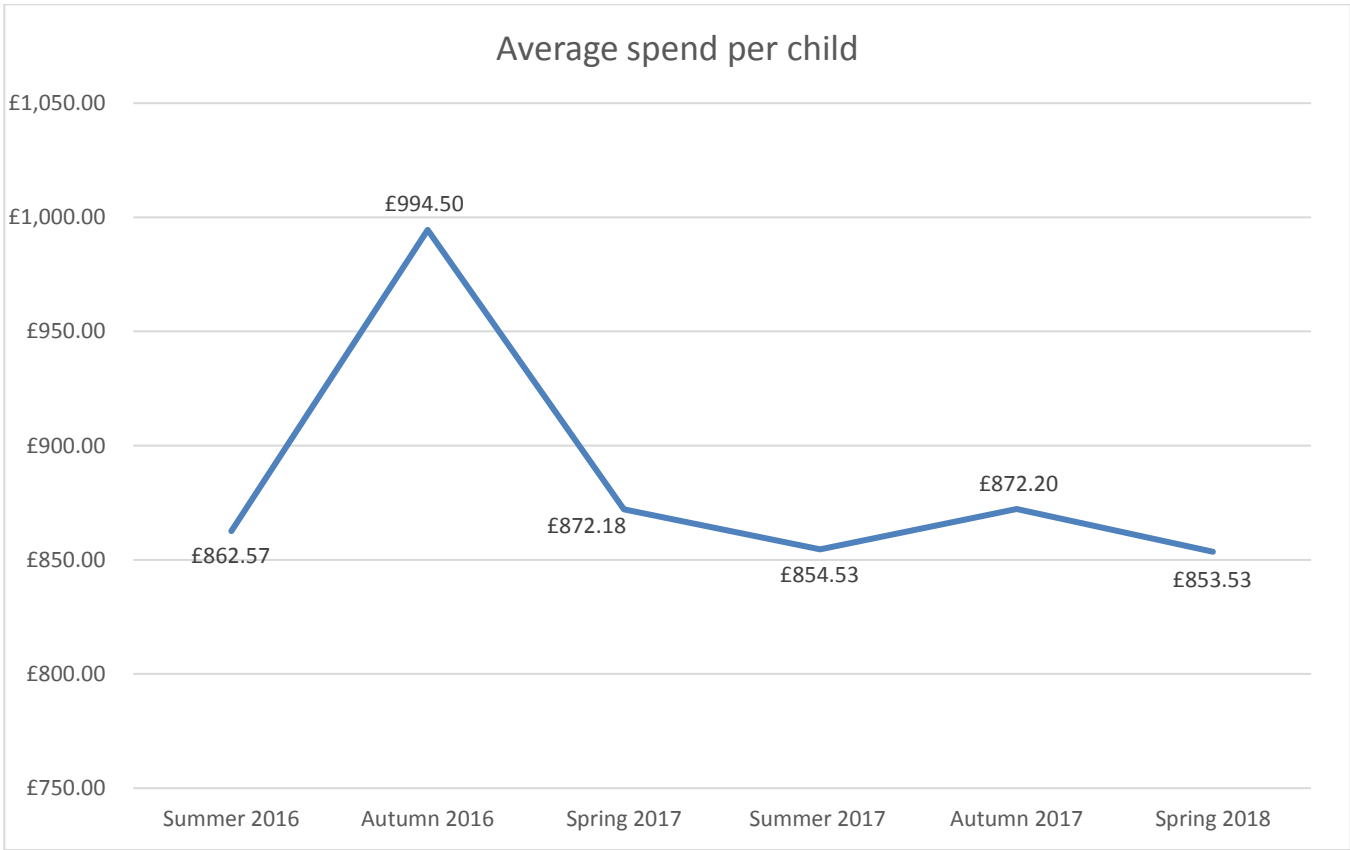
Term	Number of children	Term Total £
Summer 2016	79	£68,142.96
Autumn 2016	73	£72,598.68
Spring 2017	86	£75,007.44

Score	Number of children Summer 2016	Number of children Autumn 2016	Number of children Spring 2017
1	4	7	10
2	19	12	16
3	37	28	32
4	14	22	24
5	5	4	4

The average score allocated has reduced from 2.99 in 2016-17 to 2.87 in 2017-18. The termly average score breakdown can be found below:



The average spend per child has also decreased:



The AlfeY Funding budget will come in on target at the end of the financial year and will not be overspent.

This is evidence that the impact of the panel on the funding allocation has worked well to ensure that the funding available is allocated in a clear and transparent way whilst ensuring that the budget allocation is not exceeded.

Schools Forum - 8<sup>th</sup> March 2018

## Analysis of High Cost Placements February 2018

The purpose of this report is to provide an update to the report submitted in October 2017 relating to the detailed analysis of the high cost placements being commissioned by the local area.

Torbay has a historically high rate of Statements/Education, Health and Care plans, and the request for assessments continues to grow. We currently have 1275 Statements/ Education, Health and Care Plans. (Oct 2017-1265). This is 4.5% of the Torbay pupil population. (2.8% nationally and 3.2% statistical neighbours).

There has been a 64% increase in requests for new assessments since 2013/14. The SEND panel consisting of multi agency representation continues to be diligent in threshold application, this resulted in 18% of applications not meeting threshold. The trajectory for new requests continues to rise, in this academic year there has been 107 requests received between September 2017 to the end of January 2018.

The following table shows the new requests for statutory assessment by Academic year and the conversion rates for agreement/refusal.

	Sept 13 – Aug 14	Sept 14 – Aug 15	Sept 15 – Aug 16	Sept 16 – Aug 17
Requests for Statutory Assessment	133	161	175	216
RSAs refused	18 (14%)	21 (13%)	42 (24%)	40 (18%)
RSAs agreed	115 (86%)	142 (87%)	135 (77%)	176 (82%)

The complexity of the needs of the children and young people sometimes requires specialist provision which requires access to in house placements in enhanced resource provisions and special schools within Torbay, and also accessing specialist provisions within the vicinity of Torbay/ surrounding authorities, or further afield. The special schools in Torbay are now full and all places have also been allocated for September 2018.

	January 2018	September 2018
<b>Combe Pafford</b>		
Pre 16	202	202
Post 16	50	50
<b>Mayfield</b>		
Pre 16	198	198
Post 16	32	32
<b>Brunel</b>	56	56

## Bespoke Packages

In cases where there has been a need to develop bespoke packages to meet the complex needs of students, there has been a growth in the use of alternative providers. These packages range from the short term interim arrangements to long term provision as part of a bespoke package to maintain the student within an educational placement. All of these are closely monitored and reviewed on a 6 weekly basis by the SEN Casework Officer, and in some cases these are in conjunction with the student remaining on roll at a school and part attendance. These packages are ceased in cases where we do not feel there is engagement or noticeable impact.

The range of provisions we use has remained consistent since the last report submitted to Schools Forum. The projected total cost for these bespoke packages during this financial year is £344,000.

## Independent Placements

These placements are used in cases where no other provision within Torbay is appropriate. All options are explored prior to agreeing to this option being authorised. There has also been an increase in these during the last year.

	January 15	January 16	January 17	October 2017	January 17
Independent /Non Maintained Specials	34	36	31	46	57

## Post 16

The number of Post 16 placements once again continues to be a significant pressure – this is also a growing area of need due to changes in the legislation, and will continue to be so. In the last year a Post 16 Working Group has been formed to start to consider these issues and how outcomes and value for money judgements can be made.

<b>POST 16</b>		
	Total No	Total Cost (£)- <i>Education</i>
Devon School (Cambian)	1	17,100
Dawlish Garden Trust	1	6,240
Eat That Frog	22	183,168
Liverpool Progressive School	1	19,986
Foxes Academy	2	46,987
Dame Hannah/ Seale Hayne	2	28,551
Oakwood Court College (Phoenix)	6	220,114
Lifeworks	1	34,229
On Track	7	114,277
Robert Owen Communities	6	52,000
ERADE	1	42,670
St Piers, Lingfield	1	29,071
WESC	2	42,710
South Devon College	104	1,260,000
Combe Pafford Post 16	50	601,458
Mayfield Post 16	32	576,810

Close scrutiny of these placements is continuous, and funding contributions from Adult Services have been sought where appropriate. We have also ceased some placements where the student has not engaged, and evidence of outcomes and progress are not clearly apparent.

#### Joint funded placements

The educational contribution to joint funded places currently stands at £500k for this current financial year. A full report was brought to School Forum in January 2018.

Since October 2017 Education and Social Care have placed 2 students out of area, where places were negotiated in neighbouring maintained special schools. This partnership working meant that costly out of area placements in independent schools were avoided for these students.

#### Conclusion

Continuing pressures on the high needs budget remain, for all of the reasons stated in the previous report. The recent development of the Higher Needs Funding Group will look in detail how this can be addressed in the medium to long term.

Dorothy Hadleigh

February 2018

## Schools Forum - 8<sup>th</sup> March 2018

### Permanent and Fixed Term Exclusion Analysis

---

#### Introduction

This is the fourth report of permanent exclusions and fixed term exclusion occurring in the Local Area across all phases and provisions. The report sets out to provide an overall picture of the local trends over a period of time and the most recent intelligence held by the Local Authority.

This is the first report since the introduction of the new protocol for Secondary School permanent exclusions. The Torbay protocol states that:

- Students on their first permanent exclusion will be placed at Burton but will not enter that facility.
- First permanent exclusion students will go straight to a parental preference managed move to mainstream.
- Second permanent exclusion students will transfer into Burton for intervention work before being considered for reintegration

The report provides no solutions, but is vital evidence for the Higher Needs Recovery Group to consider and action as part of the agreed plan.

#### Historical Data, Compared to National and Statistical Neighbours

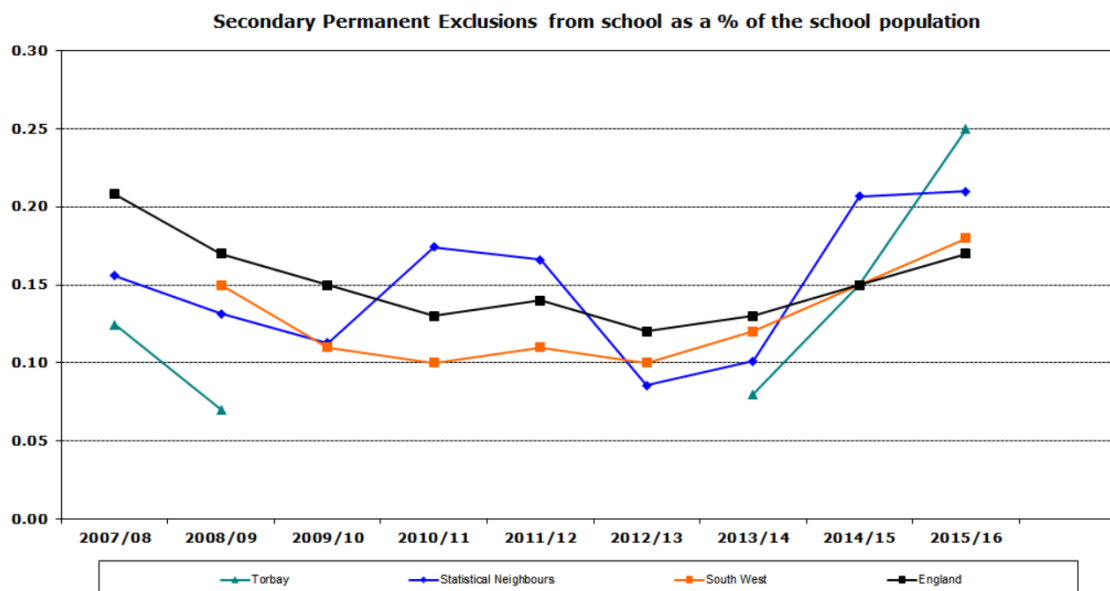
The number of permanent exclusions has risen significantly since 2013/2014. Although this mirrors a national trend, pupils attending a Torbay Secondary School are more likely to be excluded than the national group and our statistical neighbours. Of particular concern is the higher proportion of students with SEN and /or who are open to Social Care who are excluded. There is also a significant challenge in our rate of increase in permanent exclusions which far exceeds that of our statistical neighbours.

#### Permanent Exclusions

	2013/14	2014/15	2015/16	2016/17	2017/18 To Date
Primary	3	2	6	4	4
Secondary	10	14	23	27	27
Special	0	0	3	1	1
Total	13	16	32	32	32

		2016/17 to Jan 31st								
		Primary	Primary Soc Care	Primary SEN	Secondary	Secondary SC	Secondary SEN	Special	Special SC	Special SEN
Number of Students PEX		4	1	1	27	6	8	1	0	1





### Fixed term

In addition to the increased number of permanent exclusions there has also been a significant increase in the number of days missed from school through issuing fixed term exclusions. For the purpose of the report a comparison is provided for the Autumn term over three years.

	Aut 2015	Aut 2016	Aut 2017	2016/17	17/18 to Date
Primary	129 days	125 days	152.5 days	394 days	191.5 days
Secondary	266.5 days	382.5 days	352.50 days	1372.5 days	471 days
Special	99.5 days	135 days	70.50 days	336 days	145 days

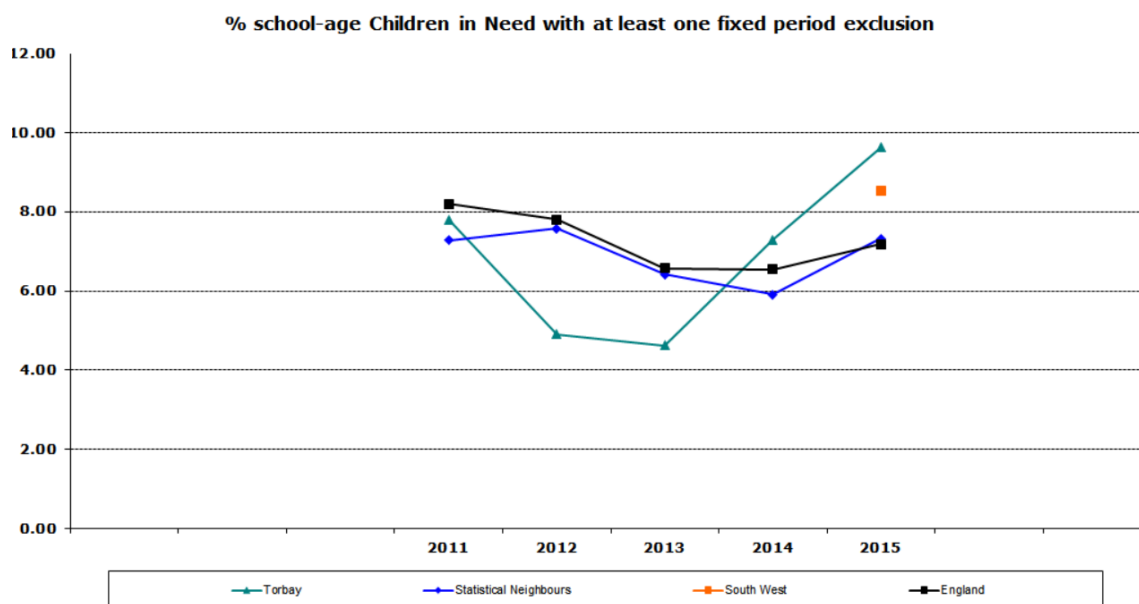
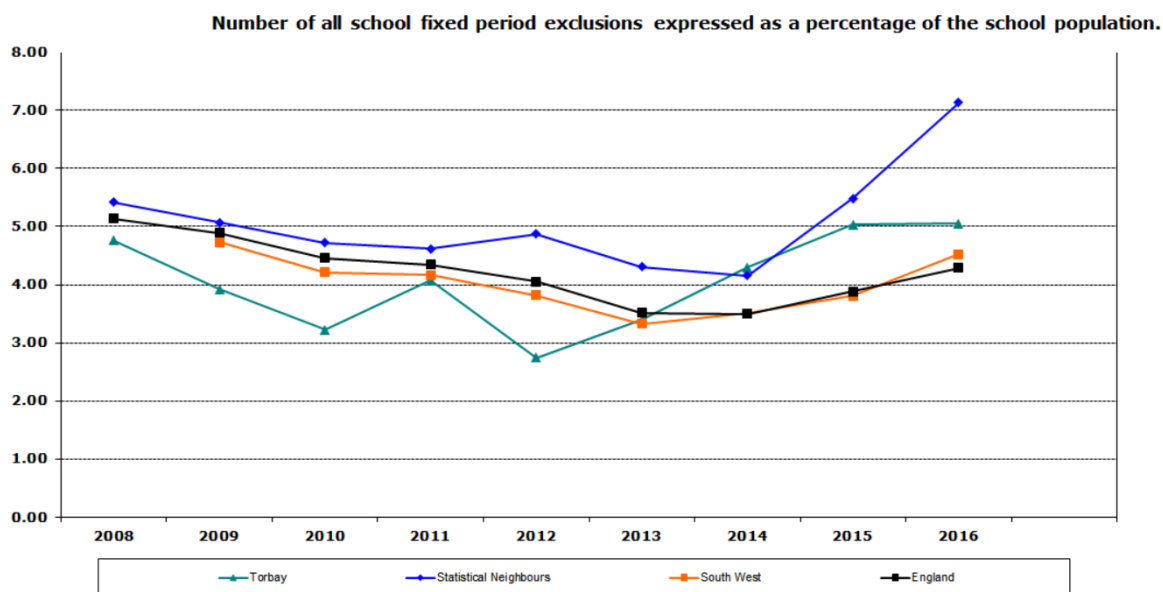
The following charts demonstrates the number of pupils that have been excluded that are known to social care and SEN services.

		2016/17 to Jan 31st															
		Primary			Primary SEN			Secondary			Secondary SEN			Special		Special SEN	
		Primary	Primary Soc Care	%	Primary SEN	%	Secondary	Secondary SC	%	Secondary SEN	%	Special	Special SC	%	Special SEN	%	
<b>Number of Students FTE</b>		35	9	26%	24	69%	123	12	10%	40	33%	70	0	0%	51	73%	
<b>Number of Students &gt;1 FTE</b>		23	5	22%	19	83%	47	6	13%	22	47%	32	0	0%	24	75%	
<b>Number of Students PEX</b>		4	1	25%	1	25%	27	6	22%	8	30%	1	0	0%	1	100%	

Note: Although the data shows 1 SEN student with a PEX, 2 of the others are being considered under RSA's.

The analysis above demonstrates that:

1. SEN students are far more likely to be excluded for a fixed term than their peers.
2. They are also more likely to have repeated fixed term exclusions in Primary school.
3. Children open to Social Care are more likely than their peers to be excluded and this rate of disadvantage is accelerating compared to our statistical neighbours.



### Autumn Term 2017 Permanent Exclusions

The Local Authority continues to monitor permanent exclusions. Since taking up his post Dan Hamer (Head of Vulnerable Pupils) has begun to request additional information following the notification to the Local Authority. This has enabled the Local Authority to question decisions and also ensure that the next provision is carefully considered. The evidence presented by schools continues to be of varying quality and a communication regarding the types of information required has been sent to schools.

The following charts demonstrates the number of permanent and fixed term exclusions issued in the autumn term 2017 by phase. For the fixed term exclusions there is a comparison provided to Summer 2017 data.

## Primary Permanent Exclusions- Autumn 2017

2 primary schools permanently excluded 4 pupils this term for Persistent Disruptive Behaviour. One is open to Social Care and One is SEN (see note above).

## Secondary Permanent Exclusions – Autumn 2017

6 secondary schools permanently excluded 27 pupils. The category of exclusion is recorded below. Out of the 27 pupils 6 were known to Social Care

	Assault on an Adult	Assault on a Pupil	Drug and Alcohol	PD Behaviour	Racist Abuse	Verbal Abuse of and Adult	Verbal Abuse of a Pupil
<b>No.</b>	1	5	5	8	1	4	3

## Primary Fixed Term Exclusions –Autumn 2017

23 primary schools have issued one or more fixed term exclusion during the Autumn Term.

Type	Summer 17	Autumn 17
Assault on Pupil	12	13
Assault on adult	34	43
Persistent disruptive behaviour	15	6
Verbal abuse of adults	6	2
Verbal abuse of pupils	1	1
<b>Total</b>	<b>73</b>	<b>65</b>

## Secondary Fixed Term Exclusions –Autumn 2017

8 secondary schools have issued one or more fixed term exclusion during the Autumn Term.

Type	Summer 17	Autumn 17
Assault on Pupil	28	16
Assault on adult	2	1
Persistent disruptive behaviour	72	69
Bullying	7	1
Verbal abuse of adults	36	34
Verbal abuse of pupils	7	3
Sexual Misconduct	2	5
Drug and alcohol	9	10
Damage	6	1
Racist Abuse	1	1
Theft	2	5
Other	Page 27	15
<b>Total</b>	<b>186</b>	<b>161</b>

It should be noted that although there has been a reduction in fixed term exclusions compared to the summer term, there has been a rise in permanent exclusions

### **Special School Fixed Term Exclusions –Autumn 2017**

3 special schools have issued one or more fixed term exclusion during the Autumn Term.

Type	Summer 17	Autumn 17
Assault on Pupil	18	26
Assault on adult	13	19
Persistent disruptive behaviour	20	11
Verbal abuse of adults	13	4
Verbal abuse of pupils	1	1
Drug and alcohol	10	9
Damage	8	1
Theft	1	0
Racist Abuse	0	1
Bullying	0	0
Other	3	8
<b>Total</b>	<b>87</b>	<b>80</b>

### **Spring Term – Until 31<sup>st</sup> January 2018**

The number of both permanent and fixed term exclusions has stabilised within the term. For the period 1st to 31st January 2018 the figures are:

	Fixed Term	Permanent
<b>Primary</b>	29.5 days	3
<b>Secondary</b>	60 days	5
<b>Special</b>	10 days	0

There has been a limited flow back into mainstream provision and it has become increasingly challenging for the Pupil Referral Panel to make managed moves take place and for the outcome to remain positive.

This is starting to show signs of improving through the hard work of the Challenging Behaviour Group in a meeting on 31st January. The schools represented in this group have identified 19 students who have left, or will imminently leave Burton provision. This will create space for the provision to take in excluded students and undertake some limited assessment work,

### **Recommendation**

It is recommended that Forum note the report and ask the Higher Needs Recovery Group to consider this in depth.

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	Extrodinary meetings and e-mails will be used to cascade information between meetings where appropriate.		High	No items have required this to be used. However the process is understood and would be enacted.
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 have been sent directly to all schools for cascading and information.
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