

Schools Forum Meeting Agenda

Thursday, 24 April 2025 at 9.00 am
to be held in Teams

Membership

Stewart Biddles	Alex Newton
Steven Hulme	Tamsin Summers
Stuart Bellworthy	Laurence Frewin
Clive Star	Jake Grinsill
Jim Piper	Sarah Tomkinson
Tim Stephens	Rachel Setter
Jayne Jones	Sally Banfield
Steve Margetts	Hannah Baker

- 1. Headteachers to meet to discuss future Forum Agendas**
Heads to discuss items 1 to 5 of the agenda prior to the LA joining the meeting at 10.15
- 2. Apologies/Changes to membership**
Welcome to Debbie Horn
- 3. Minutes of last meeting** (Pages 3 - 12)
- 4. Trade Union Facilities Time- Sarah Tomkinson**
A decision to be made by members to decide if the LA is to pay TU facilities time.
- 5. Early Years Funding agreement response Rob Parr/Emma Kerridge 10.15** (Pages 13 - 14)
- 6. SLCN data and Locality Model proposal: Hannah Baker/Siobhan Grady 10.35** (Pages 15 - 30)
Please find attached the most recent 'working document' for the Primary locality model - the working group is currently co-designing the different elements of this pilot.

For information relating to this meeting or to request a copy in another format or language please contact:

Louise Willmott,

7. Financial Reports- Rob Parr 10.45

Finance to take questions only-report to be read in advance
Forecast Year End position 24/25
Papers to be distributed 17th April

8. Safety Valve Update- Hannah Baker 10.55

(Pages 31 - 32)

Strategic Lead of Education to take questions only – report to be read in advance.

9. AOB

The next meeting 19th June 2025

Schools Forum Minutes 16/1/25

Attendees

Sarah Tomkinson Head teacher at White Rock Primary School and I'm representing the maintained school.

Nancy Meehan Director of children's services.

Graham Pirt Interim Divisional Director for Education

Rob Parr Finance support for children's services at Torbay.

Dan Hamer Head of Virtual School

Stuart Bellworthy CEO Connect Academy Trust Primary Academy

Sally Banfield Headteacher at Coombe Packard School and I'm representing the special schools.

Tim Stephens Private nursery representation is through Governance within primaries.

Clive Star Secondary Academy representative, representing thinking Schools Academy trust. (tsat)

Jane Jones Admin & Finance Manager & SENCO

Steven Hulme Headteacher of the Lodestar Academy and the representative for the Pupil Referral unit.
(tsat)

Alex Newton Principal Spires college, representing maintained secondary.

Graham Pirt Interim Divisional Director of education and send.

Tamsin Summers Paignton Academy on the deputy principal. (tsat)

Emma Kerridge Head of service for early years and home learning for the local authority.

Laurence Frewin Principle and chief executive at South Devon College representing further education post 16.

Emma Bamber Head Oldway Primary School

Laurence Frewin Principal & CEO|SDC— arriving at 9.45

Louise Willmott — Clerk PA to Divisional Directors

Apologies

Jake Grinsill Headteacher at Ilsham Academy primary academies.

Steve Margetts Principle Torquay Academy

Anya Williams Early Years finance and business officer.

Stewart Biddles Primary academies and I'm the chief executive of Riviera Education Trust, which is Oldway, Shippy and Rosland's primaries in Torbay.

1. Apologies/Changes to membership

Debbie Horn will be attending future meetings

ACTION

The Chair requested that the membership only stay after the meeting to discuss the ToR and future agenda's

2. Minutes of last meeting

ACTION

There was an error around the Synergy system on previous minutes – Under Point 7 – The context and summary for this is written under point 9 (wraparound)

Under Point 8 Action is about insurance and not EY. The recommendation was agreed to reverse the £100,000 contribution

Under Point 9 - It was just an update was given around wraparound programme and money allocated to date – no actions

Coombe Pafford wanted noted in minutes regarding their concerns around the reduction of places at the school.

The DCS for Torbay stated that the councils officers are attending by invitation only to the Schools Forum.

3. Financial Reports

Forecast Year End position 24/25

Rob Parr presented to the board the forecast year end position. The four main areas of concern remain the same as the standard forecast year end position that comes to each meeting. Currently the forecast is £1.409 million overspend. Last time at the forum it was £1.344. The areas are: -

* South Devon College placements

*Independent School Placements

*EOTAS packages

*EHCP in year adjustments for schools.

Torbay have since had the December figure come through for the EHCP in year adjustments and that's shows a decrease of £30 K.

The board were informed that Finance continues to meet with the placements team each time that we need to do a budget monitoring and they liaise with the SEN team at pupil level. The forecast is for a net overspend at the end of 24/5 of nearly £6 million. There are two more years of safety valve payments to come through. The first one is expected to be £1.55 million and the final year is expected to be £3.1 million. A total of £4.65 million.

Unless anything changes in the next two years and we can reduce our spend, we won't be at a balanced position at the end of 26/7 with a

deficit of £1.2 million.

The council have two years to make an impact on some of the high spend areas and we do not know what the settlements on the High Needs block will be in the next two years. Although this is still challenging we have made progress from where we were at £13 million deficit because of the Safety Valve agreement.

A request was made for an update of the Statutory override which is only running for another year - information will be delivered in due course.

National Funding Formular Unit Values 24/25

Torbay Council are going to fund our school allocations for next year on the national funding formula rates that have been released by the ESFA.

Comparison between 24/25 & 25/26 DSG

The board were informed that a big increase in early years is due to the number of hours extending in various age groups and also a considerable increase in the high needs block of around 7%.

Centrally retained functions for 25/26

Planned pupil growth - **Agreed**

Schools' admission services. **Agreed**

Servicing the Schools Forum. **Agreed**

Funding moved from Schools block to High Needs Block **(it was agreed this was not necessary this coming financial year)**

Retained element of Early Years – **Partially agreed** -A detailed discussion was had regarding how current Early Years funding rates are decided and worked out. This includes what is attributed to the centrally retained funds and contributions from the High Needs Block. After a lengthy discussion the funding rates for 25/26 were agreed as the minimum rate providers will receive. However, an action was set to look at how any EY underspend is managed and also any future contributions to EY from the HNB. This will be brought back to the next forum as a paper for discussion and decision.

% Increase for Special Schools funding 25/26

The board was asked to agree to a decision that was previously made at the Schools Forum that the percentage increases in primary and secondary schools were higher than we were receiving on the high needs block. So, it was a decision that we would match that increase for special schools, in effect this is allocating the 0.55% increase

All in agreement.

4. Early Years potential hourly rates – Emma Kerridge

Finance discussed with the members the spreadsheet and changes proposed for this year.

Tim Stephens requests ring fencing and retaining the whole of the Early Years budget in the early year's money. So far £161,000 has gone to reduce the deficit. It was agreed that the funding rates would be shared with providers but it would be made clear that this would be the minimum with a potential increase once the decision has been made about Early Years budget grant spending.

ACTION

Agenda item for next forum 24th May 2025

5. Locality proposal – Hannah Baker

Hannah Baker delivered her presentation on the Locality proposal. She explained that the local authority are not dictating that this has to be done but are still going to be fulfilling all of our other statutory duties in relation to SEND. Children's services are trying a new approach and trying to build by designing a system which will foster collaboration. At this stage EAL has not been discussed within the pilot but will be moving forward. The proposal is to enable our schools to enhance their ordinarily available provision in the area of speech, language and communication needs. There has been a limited response from post 16 but the Council welcomes further discussions. The council clarified that it is a collaboration.

Torbay Council are aligned with information coming from the Labour Government. 28 schools have agreed to join in a pilot with health colleagues to target Early Years Speech Language and Communication needs. The local authority is calling this a locality model. Children's Services will be writing to all schools and Early Years providers to ask if they would like to come on board.

ACTION

Children's Services will be writing to all schools to ask if they would like to come on board - HB

LF and GP to meet this week to discuss further the post 16 involvement.

MTS/Section 19/ERP's – Dan Hamer

MTS

1. Planning in line with the consultation
2. Interim leadership being provided via the Vul Pupils Team
3. 4 Yr 11 on site, 20+ in the Outreach offer
4. 67 children supports per year.

SECTION 19

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1. Met with The Spires and Torquay Academy staff regarding S19

2. Coproduction of a self assessment process for secondary phase
3. With TASH for discussion.

EXCLUSION AND SUSPENSION

1. 21% reduction in secondary in the Autumn Term
2. 23% reduction in primary in the Autumn Term
3. Small increase in primary exclusion
4. Small decrease in secondary exclusion

PROVISION

1. 3 excluded primary children on EOTAS due to a lack of spaces for excluded children
2. Safety Valve prevents commissioning of more
3. EdClass online tuition being used for tuition as they are registered with OFSTED/DfE
4. Some parental pushbacks.

ACTION

6. Safety Valve Update Hannah Baker

Hannah shared the PowerPoint to the Forum of the graphs and figures. Tribunals in Torbay have changed in their nature over the last 2/3 years. Previously they were about educational need and setting now they have a greater multi agency complexity considering health and social care needs.

ICEP costing

Torbay Council has too many children going to ISEP, they are all putting their prices up significantly and when children are placed in an ISEP they are difficult to bring back into special schools.

A reset of the position will be worked on over the next 2 years.

All ISEPS have gone to the IPOP panel and are exploring block contracts. It was questioned if the top 3 placements in red were placed by tribunal and the council confirmed that was the case. It was added that we are going to put into place a placement ladder system whereby going to ISEP would mean we have exhausted everything else. For information the council are also looking at block contracting.

SEND Data

The slides were shared with the Forum, and it is possible to compare Torbay figures with other Local Authorities, go to www.public-alchemy.com

ACTION

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Principal & CEO of South Devon Collage would like to see the evidence that drives the of the Locality Model.

<p>Email PowerPoint presentation with minutes. Invite Sarah Miller to Schools Forum re Mapping work by ward and how they have overlaid SLCN need against deprivation</p>
<p>7. Home to School Transport – Rachel Setter Action Deferred</p>
<p>8. ToR – Sarah Tomkinson Action Deferred</p>
<p>9. AOB The next meeting 24th April 2025</p>

Schools Forum

Ref	Date	Action/Decision	Assigned to	Deadline Date	RAG Status (Red/Amber/Green)	Update (incl. reasoning and decision making if applicable)
	20.6.24	Schools Forum need to confirm on behalf of maintained schools if they wish to continue for schools to put a certain amount of money into a post held by the LA to pay TU facilities time. We are not eager as a LA.				
	2.12.24	Update on EHCP audit next meeting	Nancy Meehan	16.1.24		Annual EHCP audit - attach and explanation for the board 16/1/25
	2.12.24	Advise numbers gone to tribunal for EHCP's and average costs. Is it the cost of placements in independent special schools that is increasing in number or the cost per student. Numbers and average cost required.	Nancy Meehan	16.1.24		Tribunal overview - update and explanation ready for 16/1/25. ISEP expenditure summary - update and explanation on 16/1/25.
	2.12.24	De Delegation decisions. Alex Newton to check with James if he is happy for the Insurance charges to be invoiced	Alex Newton			Alex has gone directly to Rob Parr
	2.12.24	Information is required from schools on EHCP refusals for quantitative and qualitative information and the number converted from the next step process.	Nancy Meehan			EHCP/RSA update and explanation on 16/1/25
	2.12.24	Early Years Funding - Schools have agreed to move to Synergy.	Emma Kerridge			
	2.12.24	Data to be shared on the landscape of Torbay in terms of the downward trend of applications and age relating to EHCPs and the impact on both primary schools and special schools.	Nancy Meehan			Update on Torbay JSNA and SEN Needs analysis in January update.
	2.12.24	The £92,000 underspend of Early Years to be brought into the High Needs block.	All Agreed			
	2.12.24	The additional £75,000 underspend is to be a flat rate on the most recent figures	All Agreed			
	2.12.24	Memberships to be shared of CCIB, Check & Challenge, SSB and SLAIP, LEIB with ToR	Graham Pirt			
	2.12.24	Figures of SLD pupils requiring places and age range 25 plus pupils	Hannah Baker/Graham Pirt			Update at January meeting.
	2.12.24	Contacts for Locality Models - Staffordshire	Graham Pirt			Dr. Halit Hulusi - halit.hulusi@staffordshire.gov.uk Head of SEND, Staffordshire.
	2.12.24	Timeframe for Locality Model and involvement of Schools in final decision. Discuss with Sarah Tompkinson.	Nancy Meehan/Hannah Baker			On agenda for January 2025
	2.12.24	Request from Stewart Biddles about support for parents on RSA – How many go through to EHCP once these meetings have been held.	Hannah Baker			See Next steps meeting above (please also see ND parent programmes parent support information).
	2.12.24	Membership and ToR for Schools Forum to be updated.	Sarah Tomkinson Stewart Biddles			

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Background

- a) Over recent years there has been problems within the sector as a result of National Funding Settlements that have not kept pace with increasing costs
 - a. NLW –
 - i. 40% inc since 2021
 - ii. 6.7% inc for April 2025
 - b. Workplace Pensions
 - c. Utility Costs
 - d. Employer payment of Statutory Sick Pay
 - e. Inflation
 - f. Impact of COVID
- b) Over the last 5yrs the Torbay EY Budget has contributed >£500k in underspends to reduce the overall DSG Budget deficit, some £266k from the Early Years Retained element to cover the LA services and £249k from the Pupil Premium and DAF funding grants.
- c) SENIF (SEN Inclusion Fund) known in Torbay as ALFI Funding - each year Schools Forum has allocated £100k to support early years SEN.
 - a. The SENIF / ALFI budget purpose is identified in the ESFA Guidance to LAs re Early Years funding as,
 - i. for use to support children with low level or emerging SEN.
 - ii. Children (not eligible for the entitlements or) with more complex needs and with an EHCP continue to be eligible for funding from the HNB of the DSG
 - b. ALFI is currently split into 3 funding rates. To qualify for level 3 funding (the highest) the child has to have an EHCP. It would be reasonable to assume that levels 1 and 2 would be considered low level or emerging.
 - c. There are also cases where ALFI is used to support a child with medical needs, which should be covered by the Health Contributions to the HNB
 - d. It should be noted that ESFA guidance to LAs also includes that LAs should consider the right balance to strike in drawing from these 2 blocks of funding (EY & HNB) taking into account the particular pressures on the high needs and EY budgets locally

Current position

- 1) At the December meeting of Schools Forum the decision was taken to clawback the £100k contribution out of a £175k underspend c/fwd from 2023.
- 2) The current proposed Early Years Budget and funding rates allow for,
 - a. A %based approach to the calculation of the LA retained element, ALFI, Deprivation and Grants for Pupil Premium and DAF Funding
 - b. No HNB contribution for complex needs and EHCP or medical cases
- 3) The overall Early Years Budget allocation has seen and will see a significant increase due to the introduction of extended funded hours for 2yr olds and under 2's from working families.

Proposal for consideration,

- 1) Schools Forum continue to allocate £100k from the HNB to Early Years until such time as the level of funding to support children with more complex needs and with an EHCP (inc medical needs) is more accurately calculated - any underspend from this allocation to be returned to the HNB, any overspend to be added to the deficit position
- 2) The allocation for the LA retained element of the Early Years Budget is revisited to better reflect actual need as opposed to a simple % calculation.
- 3) The Provider Rates are re-calculated to reflect the revised approach
- 4) Any net underspends in other areas of the Early Years Budget are redistributed to the sector in Summer Term following the end of the Financial Year in which the underspends occurred

These proposals seek to ensure the funding allocated for use within the early years is retained for that purpose and helps address financial pressures within the sector and strikes a balance in the funding of SEN from both the Early Years and HNB funding blocks, reflecting the pressures on the 2 budgets locally.



Torbay Locality Model Pilot Proposal

Pilot Proposal – 20th February 2025 v4.0

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This document represents the ongoing development of this Locality Pilot. Further collaborative will continue to shape this pilot. We will endeavour to keep all stakeholders up to date by publishing this one single document with updates, video briefings, collaboration meetings and communications via our SEND newsletter.

Introduction

This document seeks to coproduce the scope, desired outcomes and operating procedures of a Torbay Locality Pilot which we aim to implement between June and December 2025.

Torbay sought views on a larger scale Locality Model during the Autumn of 2024. In the context of national SEND challenge, a new government and wider pressures in the system this proposal has been adapted to test and trial Locality working on a smaller scale; removing some of the aspects of the original proposal for this pilot* and focusing only on a key area of need identified by primary school leaders; Speech, Language and Communication Needs. By testing these new ways of working we hope to return to Torbay Cabinet in 2026 with a 'blueprint' for future working.

In this pilot we aim to:

Be needs led – provision without diagnosis or need to progress to an Education, Health and Care Plan

Make localised decisions, by local stakeholders, about how children and young people’s needs can be best met, removing barriers to identification and support.

Delivering a system which shares good practice and expertise by design across different services and providers.

Increase consistency in provision across schools.

Reduce bureaucracy whilst embedding effective governance; and

Make better and more effective use of the money available and therefore develop a more financially sustainable needs led school system.

*please see Cabinet documentation for amended proposal.

What are the Locality Principles?

A Locality Model is not a new concept and many Local Areas have adopted the principles in their own locality to support solving the challenges they face SEND in their Local Area.



In the last two years 9 Local Areas have piloted Locality principles in their Local Areas. Their pilots had a common cause, collective moral purpose and integrated ways of working which we hope to replicate (see diagram). You can read more about Locality approaches here [Home - Educating For the Future](#)

The Proposed Torbay Locality Model Pilot aims to pool expertise and resources and to use the economies of scale to enable SEND support and services to be accessed more easily.

Pilot – Key Definitions

Speech, Language and Communication Needs

The Pilot Torbay Locality Model will create the infrastructure which enables Education settings and services, Health and Social Care to work collaboratively to provide better outcomes for children with speech, language and communication needs. As a group we acknowledge that this is sometimes termed as "Communication and Interaction" Needs also. Therefore for our Pilot we have agreed to use the definition from the Code of Practice:

Paragraph 6.29

‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’

The Balanced System® Framework

This pilot will link closely to the work being lead by the Integrated Care Board for Devon in the SLCN Transformation Group. This group uses the Balanced System as a recommended route for progress.

The Balanced System® Scheme for schools/settings is one of the recommended routes in Step 3 of the Communication Commitment for schools/settings.

It is also the framework recommended by PHE Best Start In Life document [Best start in speech, language and communication \(SLC\) - GOV.UK](#) - free resources were made available to schools/settings through that initiative. These can be found on [Free tools : The Balanced System](#)

A number of authorities have been using these resources to help inform and frame conversations with schools/settings, identify trends and opportunities for improvement.

More information can be found at [What is it? : The Balanced System](#)

Torbay Locality Pilot Intentions

Our Pilot will use the strands of the Balanced System (which is the methodology by which the Devon Integrated Care Board is aligning their new service delivery for speech, language and communication needs). This has been done intentionally to ensure Local Area alignment.

Our first Intention in this pilot is:

Between June and July each school will audit and evaluate their current practice and provision, acknowledging the needs of their community, to understand first what their school's priorities are to develop and enhance service delivery.

Our next intention is

Between September and December each school will self-select the areas for improvement identified by the mapping work. These will follow the strands of the Balanced System as follows:



Test and trial collaborative multi-agency approaches and draw upon collective expertise to develop and enhance current ordinarily available provision without the need for an EHCP.

Improving consistency and quality of identification of speech, language and communication needs so need can be identified earlier and more robustly within the setting.

Increasing skills and ability of all staff to meet speech and lang needs in settings by drawing on our collective expertise through the collaborative principles of Locality working.

Enhance the environment to enable greater access for children with SLCN.

Therefore increasing parental confidence in settings to identify and meet SLCN needs well.

Roles and Responsibilities of stakeholders in the Pilot

Organisation	Role	Expectations	Requirement	Responsibility
Educational Settings	Participating Pilot schools	Engage in the Co-design the pilot, the pilot itself and evaluation.	Complete the agreed pilot arrangements and methods.	Deliver the pilot.
Torbay Local Authority – Education Services	Multi Agency Support Team (MAST)	Facilitate the pilot.	Provide resource to support pilot as agreed.	Monitor the pilot and its outcomes.
Devon ICB -Aligned with the SLCN transformation Group	Multi Agency Support Team (MAST)	Facilitate the pilot.	Provide linked therapists as agreed.	Draw this together with the SLCN Transformation Group.
Torbay local Authority – Social care Services	Multi Agency Support Team (MAST)	Facilitate the pilot.	Provide resource to support pilot as agreed.	Provide feedback to the outcomes.
Torbay Local Authority – Family Hubs	Multi Agency Support Team (MAST)	Facilitate the pilot.	Provide resource to support pilot as agreed.	Provide feedback to the outcomes.
Children and Young People Representation	Lived Experience Reference	Engage in the pilot design.	Provide feedback on the pilot.	Provide feedback to the outcomes.
Parent/Carer Representation	Lived Experience Reference	Engage in the pilot design.	Provide feedback on the pilot.	Provide feedback to the outcomes.
Outreach Support - "Agents of Change"	Multi Agency Support Team (MAST)	Engage in the pilot creation.	Offer expertise to the Pilot Cluster.	Provide feedback and advice on next steps.

Settings in the Pilot:

- 29 primary schools have volunteered to be part of the pilot (green)
- One of these schools are observing at present. (orange)
- Schools in bold at part of the Partnership for Inclusion of Neurodiversity in Schools (PiNs) Project.
- Schools in red have a nursery/early years setting within their school. To date 3 additional nursery settings have come forward wishing to be part of the pilot.
- 7700 are the total numbers of children on roll at these schools, totalling 79% of primary aged children in Torbay. Although our pilot is focusing on the children with SLCN this new way of working will be tested and trialled in the majority of primary schools.
- There is no 'closed' pilot group; we welcome new members, observers or interested parties to come along and join us at any point.

	A	B	C
1	School Type	School Name	NOR
2	Multi Academy Trusts		
3	Connect Academy	Preston Primary School	325
4		Eden Park Primary School	380
5		Cockington Primary School	418
6	ACE (Academy of Character and Excellence)	Galmpton Primary School	222
7		Collaton St Mary Primary School	207
8		Torre Academy	313
9		Brixham Cof E Primary School	210
10	CAST (Catholic and Anglican Trust)	Sacred Heart	208
11		St Margaret Clitherow	63
12		Our Lady of the Angel	172
13		Priony	94
14	St Christopher's Multi Academy Trust	St Marychurch Primary School	269
15		All Saints Babbacombe Primary School	197
16		Upton St James Primary School	99
17	Riviera Trust	Oldway School	646
18		Shiphay Learning Academy	410
19		Roselands Primary School	342
20	Learning Academy Partnership South West (LAPSW)	Warberry Primary School	420
21		Isham Primary School	176
22		Ellacombe Primary School	336
23		St Michael's Primary School	81
24	Academies Enterprise Trust (AET)	Barton Hill Academy	579
25	Thinking Schools Academy Trust	Furzeham Primary School	239
26		Kings Ash Academy	325
27		Curledge Street Academy	436
28	Single Academies		
29		Hayes Primary School	355
30		St Margaret's Academy	393
31	Maintained Schools		
32		Sherwell Valley	662
33		White Rock Primary School	687
34		Watcombe Primary School	214
35		Homelands Primary School	236

Overall Pilot Timescale



Please see more detailed schedule in latter pages.

Pilot – Key Benefits and Impacts

Key benefits we anticipate are:

1. Pilot schools have a robust tool for identifying SLCN.
2. School settings are empowered and enabled to develop and enhance their ordinary available provision for more and greater SLCN needs so that needs are met earlier.
3. Resource is pooled and used to support training, identification, support and intervention without the need for an assessment/RSA and without waiting.
4. Opportunities are generated by pooling expertise and economies of scale and utilised for innovation.
5. Integrated approaches with social care and health are tested such as a 'Link Therapist' and modelled in the pilot cluster.
6. Early indications of improvement in outcomes, attendance, engagement, attainment and progress made by children and young people with SLCN are observed.
7. Parents and Carers have improved trust and confidence that their child will get the right support, in the right place, at the right time.

Our Impact Statements for the six-month pilot are:

1. By July all schools within the Pilot* will have SLCN needs strengths and weaknesses identified through the Balanced System Toolkit. This will create a plan of action to enhance provision in a chosen area(s).



By September schools will self-select at least one area of focus to develop and enhance their Ordinarily Available Provision, including:

2. Observations show increased quality and availability of in-school tier 2 provision; children who receive SLCN support through intervention methods will increase by 30%.
3. Schools can prove more robust identification methods are in place.
4. Observations show increased quality and availability of in-school tier 1 provision; Teachers report an increased confidence in skill level to support SLCN in the classroom.
5. Pupils' wellbeing is improved and children speak positively about the provision they receive in school
6. Children and their Parents and Carers report a greater feeling of confidence that their child's needs are being met.
7. RSAs and SALT referrals for pilot schools decrease for SLCN.

These measures will be tested pre and post the Pilot. Schools will be focused on achieving these impacts over the course of the pilot.

* Depending on school size and need, school leaders may choose to target Early Years and Key Stage 1 or a specific year group.

How will key aspects of this Pilot come together?

Over the next half term working groups will come together to further develop and shape our Pilot Project in the following areas:

Financial arrangements

- The bidding window for Capital Investment has opened to allow Pilot schools to apply for capital funding towards this project so it can be awarded in time for the pilot start. Although this is a Pilot the aims of capital funding aligns with the new Labour Government's focus on funding specialist resources in mainstream schools. The capital funding applications are also open to all schools in Torbay outside of the pilot.
- This would assist the 'environment' intention.
- A task and finish group will decide how a resource contribution be will awarded to pilot schools to complete this work.
- A financial sustainability Plan has been created and will be monitored aligned with this pilot.

Baseline Mapping of Needs

- Mapping work has been started. We need to investigate the free tools available for the Balanced Framework and ensure each school can complete the evaluation and baseline mapping for their school.



SLCN predicted
level of need.pdf

Governance

- Governance arrangements for the pilot need to coproduced to decide upon how progress and performance will be monitored and what accountability methods will be in place.
- A suggested model discussed in the early formation of this Pilot is in Appendix A to be further developed.

Health Integration

- This pilot aligns with the SLCN Transformation Group which is looking at many strands of identification and support for SLCN.
- As part of our development of the link therapist approach the Speech Language Therapists will be able to spend time in each Pilot school to help them support their focus area of impact.

Social care Support

- A task and Finish Group will arrange how early help and social care support can align with this model so that identified children also have their barriers removed through integrated working.
- This will align with the Family Support section of the Balanced System Framework.

Family hubs Support

- Expertise from the Family Hubs will be drawn into the clusters to support successful interventions alongside the Pilot schools. This may be particularly prominent in schools with Early Years settings. A Task and Finish Group will work up a detailed plan of what resource and support might be integrated.
- This will align with the Family Support section of the Balanced System Framework.

Agents of Change

- A Multi Agency Support Team (MAST) will consist of experts from the Local Authority and could be called upon to support training or modelling of delivery, such as Educational Psychologists or Extended Duties Officers.
- We have also invited Local Area experts from our Specialist settings to offer the Pilot Cluster some outreach, coaching and support during the Pilot.

CYP and Parent and Carer

- There will be a young person and Parent and Carer reference group. As experts by experience they will feedback on the co-design of the Pilot model to shape how can it run successfully.
- This parent and carer reference group will run weekly in the design of the project, meet in July to understand the baseline and mapping work outcomes and then will meet fortnightly between September and December.

Co-Designing the Pilot

Stage 1 - Co-designing the Pilot

Working Parties will come together to complete the following by 1st April 2025:

Topic of Task and Finish Group	Key Objective	Members	Suggested meetings
Financial Contributions	Decide how resource will be delivered.	Siobhan Grady John Coe Hannah Baker	2 x meetings prior to Easter
Baseline mapping of Needs	Arrange how schools will analyse data already in existence and how to use the Balanced system tools to evaluate school priorities for pilot delivery.	Siobhan Grady Hannah Baker Evie Semmens Jess Fisher	2 x meetings prior to Easter
Governance Arrangements	To organise how we will monitor and account for our progress within the pilot (see appendix)	Siobhan Grady Stewart Biddles Katy Burns Hannah Baker	2 x meetings prior to Easter
MAST - SLCN ICB Linked Therapist	To organise how the linked therapists will work with schools.	Siobhan Grady Sarah Miller Hannah Baker Lorraine O'Callaghan	2 x meetings prior to Easter
MAST - Social Care Support	To organise how social care can support identified children in this pilot.	Becky Thompson Colin Schumaker Shaun Evans Hannah Baker	1 meeting prior to Easter
MAST - Family Hubs Support	To organise how expertise from within the Family Hub team could lend support / training / modelling to settings.	Siobhan Grady Vicki Thomas Rachel Setter Hannah Baker	1 x meeting prior to Easter
MAST - Education Services Support	To organise how the EPS and other education services could support this pilot.	Lorraine O'Callaghan Dan Hamer Hannah Baker	1 x meeting prior to Easter
Change Agents Arranged	To organise how our specialist settings might	Hannah Baker	1 meeting prior to Easter

	lend their expertise to the pilot.	Stuart Heron Ross Banks Guy Chappell Hannah Spencer	
Children and young people views	To hear children and young people feedback to the proposals as they are developed.	Bex Rushton to liaise - participation officer to attend parent group.	Through SEND Youth forum meetings
Parent and Carer reference group	To hear the developments from all groups and feedback on them as they progress	Via Becky Box Hannah Baker	4 x meetings prior to Easter
Create Impact Statement evidence measures	To create the basis for measuring our pilot success and outcomes.	Kate Squire Lindsay Cooper-Smith Hannah Baker	2 x meetings prior to Easter
Early Years Links	To organise how early years settings can be involved in this pilot (within schools and stand alone nurseries)	Emma Kerridge Hannah Baker	2 x meetings prior to Easter

- Before the 4th April a whole Pilot Group meeting will brief all stakeholders on the outcomes of the working party co-design outcomes above.
- Between April - May planning and preparation will take place to ready all the settings for the baseline and mapping work.
- Between June - July - Baseline mapping and evaluation work will be delivered.
- Between July and August organisation surrounding the focus areas of the schools improvement work will be allocated.
- Between September and December the new Locality Pilot delivery will take place with the agreed monitoring and evaluation points.
- The whole group will come together in December and January to evaluate progress.



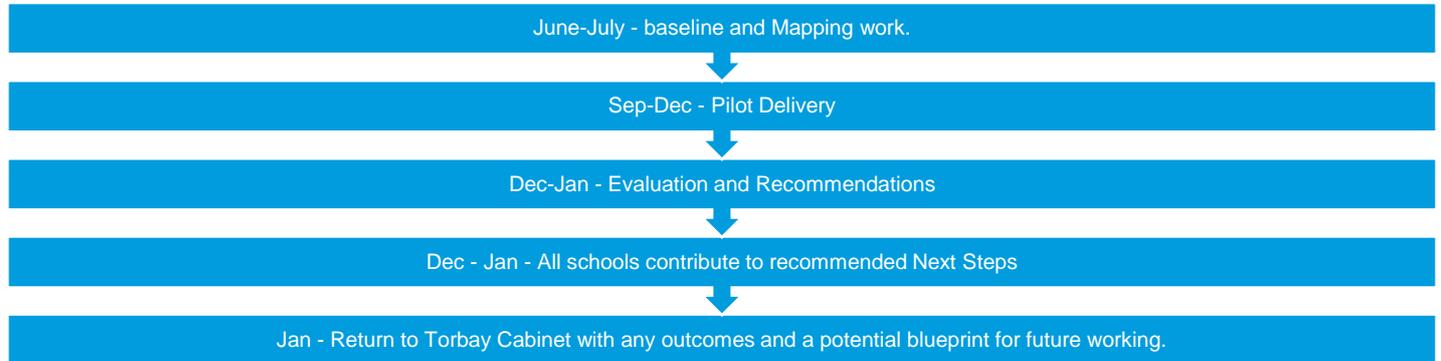
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A detailed project plan can be found here -

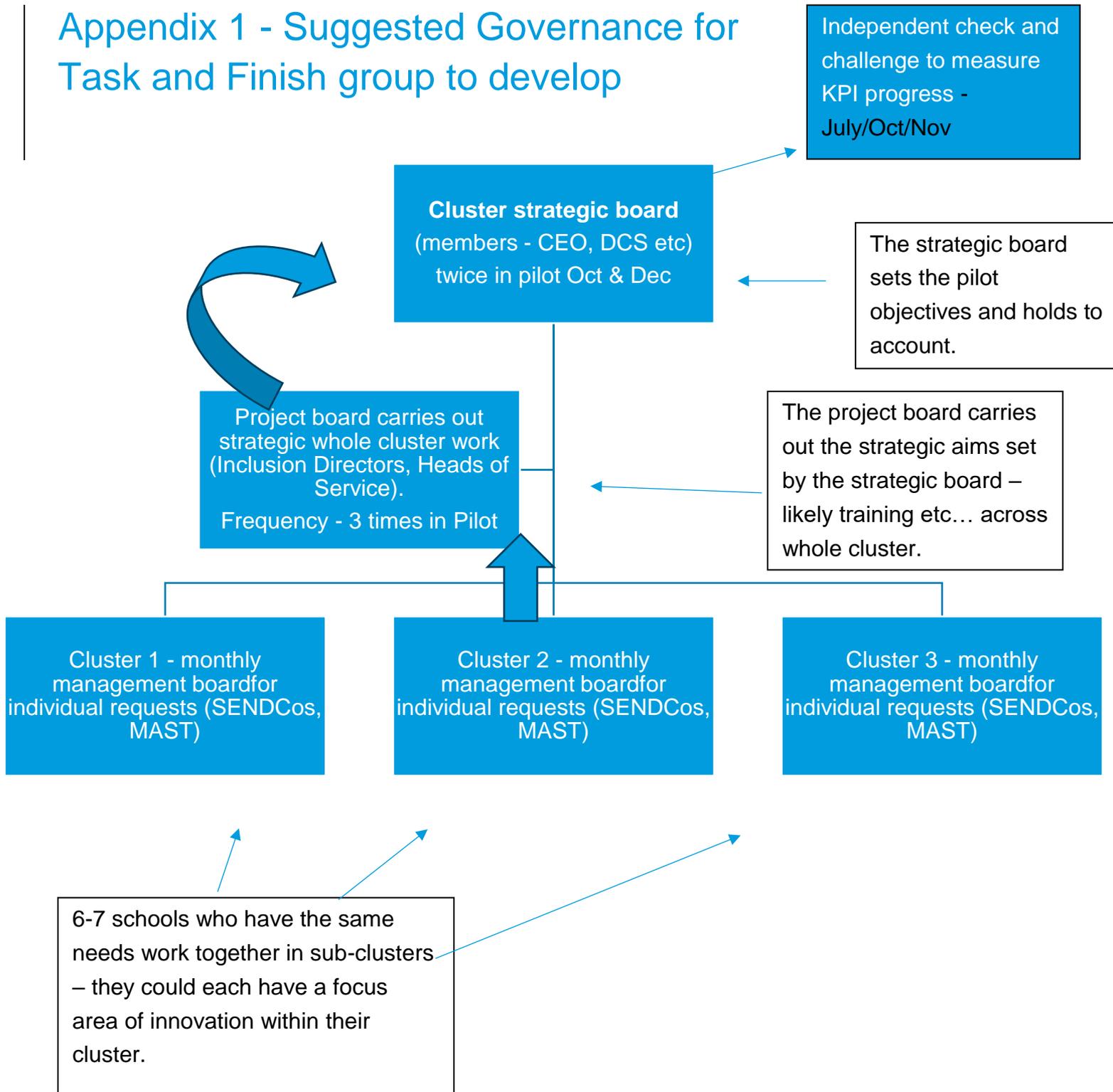
Blueprint for the Pilot

This Pilot seeks to Test and Trial Locality principles in a small area of SEND. If this is successful Torbay would like to grow and develop this model of working across more phases or education and types of need.

Torbay Local Authority are keen to work with all stakeholders to achieve this in the following timeline:



Appendix 1 - Suggested Governance for Task and Finish group to develop



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Safety Valve Group statistics – 2025 YTD (31/3/25)

S/V Target = 1488 by 31/3/25

1. Position calendar year to 31/3/25

- EHCPs 1709
 - New EHCPs 39
 - Transfers In 7
 - **EHCPs in 46**
 - Ceased Plans 3
 - Moved Out 4
 - Other 1
 - **EHCPs out 8**
- There has been a net increase of 38 plans in 2025.
- The SV target for Financial Year ending 31/3/25 was 1488.
 - The actual figure 31/3/25 was 1709 which is 221 over target (+14.8%)
 - Over the financial year the number of EHCPs has increased by 138 (from 1571 to 1709, +8.8%)

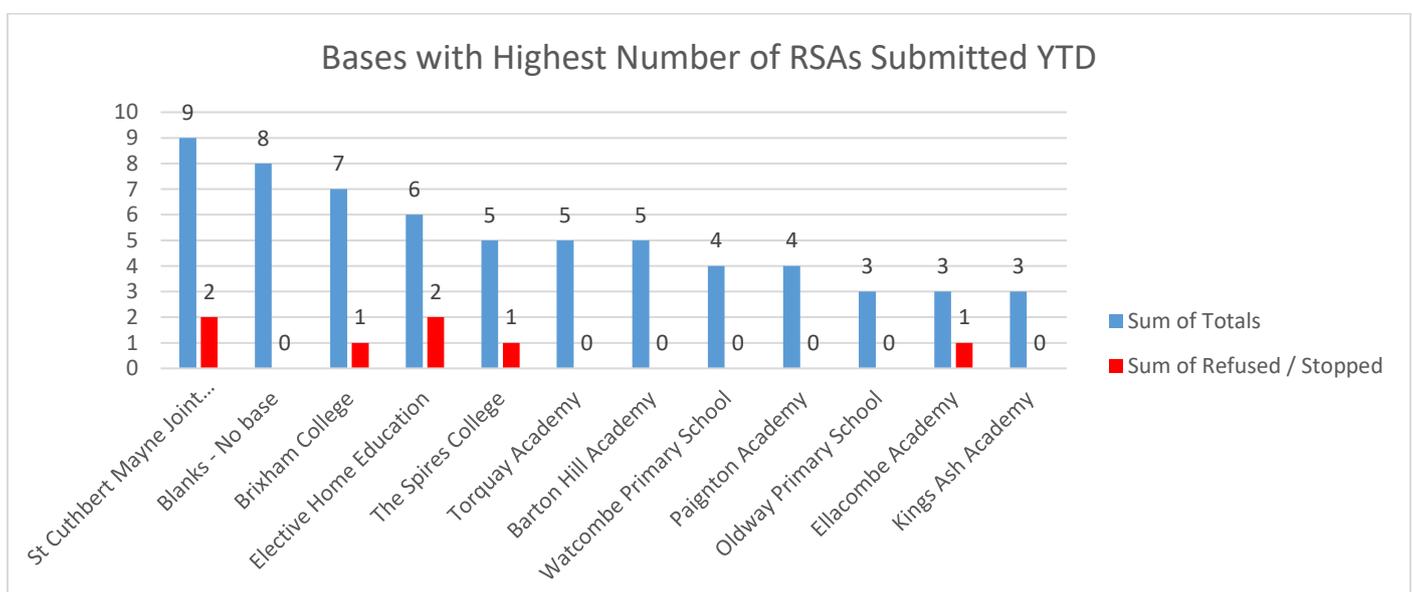
2. Requests for Statutory Assessment Analysis

- 103 RSAs received from Jan – Mar 2025

Analysis of Sources

The figures below show which school a CYP is attending at the point an RSA is submitted (whether submitted by the school, the parent/carers, or the young person).

Also included is the number of those RSAs that have been refused/stopped.

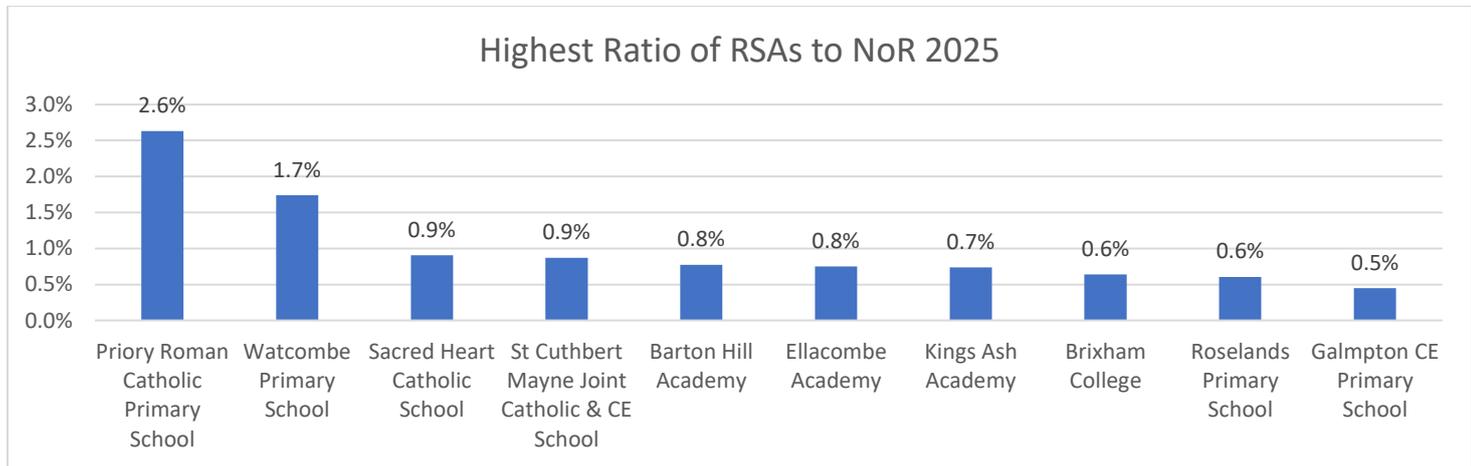


Sources of Referrals for Settings with Highest Referrals

Source of the referral for the settings with the highest level of RSAs

Setting at time of RSA	Early Years Setting	Parental request	School	Student Request	Totals
St Cuthbert Mayne		3	5	1	9
Brixham College		3	3	1	7
Elective Home Education		6			6
Barton Hill Academy			5		5
The Spires College		3	2		5
Torquay Academy		4	1		5
Paignton Academy		4			4
Watcombe Primary School	1		3		4
Ellacombe Academy		1	2		3
Kings Ash Academy			3		3
Oldway Primary School		1	2		3

Ratio



RSAs by Age Group

Age 0-4	12
Age 5-10	42
Age 11-15	39
Age 16-19	10
Age 20-25	0
Total	103