

Public Document Pack

Education Board

Date: Tuesday, 20th October, 2020

Time: 8.15 am

Place: Virtual Meeting - MS Teams

Contact: Robert Harris

Email: committeesection@southend.gov.uk

AGENDA

Agenda	Item	Lead	Time
1.	Appointment of Chair and Vice-Chair	RH	10mins
2.	Apologies for absence	RH	5mins
3.	Minutes of the meeting held on 24th June 2020 (Pages 1 - 6) Minutes attached	Chair	5mins
4.	Matters arising (not covered elsewhere on the agenda)	Chair	5mins
5.	Education Board Membership, Vacancies and attendance (Pages 7 - 8) Verbal update and current membership attached	RH	5mins
	<u>Schools Forum Matters</u>		
6.	Dedicated Schools Grant 2021/22 Budget Planning and 2020/21 Budget Update (Pages 9 - 24) Report for decision attached	PG	30mins
	<u>Education Board Matters</u>		
7.	Education Response to Covid-19 Discussion item (No papers) Collective view of the response to the pandemic so far, and what steps does the Board need to take to mitigate the next phase	BM	20mins

8.	<p>Fair Access Protocol Sharing Update (Pages 25 - 48)</p> <p>Verbal update (no papers)</p> <p>(Fair Access Protocol document attached for information)</p>	CB	10mins
9.	<p>Report back from Sub Groups (Pages 49 - 62)</p> <p>RSG held 5th October 2020 – draft minutes attached</p> <p>School Performance Sub Group held 4th March 2020 – minutes attached</p> <p>Vulnerable Learners Sub Group held 1st October 2020 - minutes attached</p>	SG Chairs	10mins
10.	<p>Any other business (to be notified to the Chair/Clerk prior to the start of the meeting)</p>	ALL	10mins
11.	<p><u>Exclusion of the Public</u></p> <p>In accordance with paragraphs 65 to 67 of the Education Board Constitution, the press and public, be excluded for the items of business set out below in line with relevant legislation (such as the Data Protection Act) on the grounds that the matters contain sensitive information.</p>		
12.	<p>Primary School Place Planning Update (Pages 63 - 66)</p> <p>Confidential report for noting attached</p>	CB	10mins

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SOUTHEND-ON-SEA BOROUGH COUNCIL

Meeting of Education Board

Date: Wednesday, 24th June, 2020

Place: Virtual Meeting - MS Teams

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Present: Maurice Sweeting (Chair) – Hinguar Primary School (Governor)
Dr Robin Bevan (Vice-Chair) - Southend Boys (Headteacher)
Julia Jones - Barons Court (Headteacher)
Jim Johnson - Edwards Hall Primary (Headteacher)
Stuart Reynolds - Southchurch High School (Headteacher)
Dr Paul Hayman - Westcliff High School for Girls (Headteacher)
Stephen Tollworthy - Shoeburyness High School (Governor)
Jane Ladner - Southend High School for Girls (Governor)
Jessica Russell - Chase High School (Governor)
Darren Woollard - Blenheim Primary School (Headteacher)
Lisa Clark - Hamstel Infant (Headteacher)
M Jordan -Pupil Referral Unit
Anthony McGarel - South Essex College
Julia Jones - Barons Court (headteacher)
Vicky Wright - Professional Association for Childcare & Early Years
Jackie Mullan - St Christophers (SEN Trust)
Lesley Yelland - Essex Pre-School Learning Alliance (Early Years)
Jerry Glazier – Trade Unions
Bev Williams – CEO MAT Group representative (non-voting)

In Attendance: Councillors A Jones
M Marks, B Martin, C Braun, E Hammans, G Bloom, P Grout and R Harris (Clerk).

Start/End Time: 8.15 - 10.45 am

1 Welcome and Apologies

There were no apologies for absence at this meeting.

2 Minutes of the meeting held on 17th December 2019

Resolved:

That the minutes of the meeting held on 17th December 2019 be confirmed as a correct record.

3 Matters arising (not covered elsewhere on the agenda)

Sub Group Meetings

The Board expressed concerns that there were no minutes or reports from the Board's Sub Groups, except for the Resources Sub Group. The Board was informed that meetings of the Sub Groups have now been arranged and will take place before the summer holidays.

Chair Resignation

Maurice Sweeting informed the Board that as his governor role was coming to an end at Hinguar Primary School he cannot continue in his role as a school governor member of the Board and this would be his last meeting.

The Board extended their significant thanks and appreciation to Maurice for his long service and hard work over the years, especially his instrumental role in establishing the Education Board.

4 Education Board Membership and Vacancies

The Clerk provided a brief update on the current position with the membership of the Board and current vacancies. There was still one vacancy in the maintained primary sector and work was taking place to fill this vacancy.

There is also a vacancy within the primary academy sector as a result of the Chair's departure. The relevant process to appoint to the vacancy will be undertaken.

Resolved:

That the current position regarding membership be noted.

5 Education response to Covid-19 (including implications)

The Board received a verbal update from the Director of Learning on the education response to the COVID-19 pandemic. The update covered:

- DFE working hard with scientists – looking at how can create 'bubbles' at class and subject level;
- Looking carefully at the May 2021 exams with a view to push back to July 2021 to allow for more teaching time with pupils;
- Next phase of support will be around planning for children and young people to return to school in September;

The Board discussed the implications and impact of COVID-19 and the challenges being faced by schools in the Borough. Schools are already planning their timetables for September and bringing children back to school under social distancing measures. There were also concerns about the health and wellbeing of children and school staff, particularly if there is a spike in the pandemic. However, the Board emphasised the importance to get children and young people back into school.

Resolved:

That a letter on behalf of the Board setting out the concerns of schools in the Borough regarding the impact of COVID-19.

6 Final Outturn for Dedicated Schools Grant 2019/20

The Board considered a report of the Senior Finance Business Partner providing an update on the the Dedicated Schools Grant (DSG) final outturn for the 2019/20 schools budget, high needs, early years and centrally retained.

Resolved:

1. That the final 2019/20 outturn, be noted.
2. That the subsequent DSG reserve balances shown for each funding block be carried forward into 2020/21 (as referenced in 4.17 of the report).

7 High Needs Block detailed budget allocation 2020/21

The Board considered a report from the Senior Finance Business Partner presenting the High Need's Block detailed budget allocations for 2020/21.

The Board commented on the High Needs Block funding commending the work undertaken to restore the DSG high needs funding position to a sustainable financial position.

Resolved:

1. That the flexible place fund allocation be continued. (As referenced in section 7.2 of the report).
2. That the high needs top funding rates awarded to special schools be uplifted by 4% from September 2020. (As referenced in section 7.3 of the report).
3. That the high needs top funding rates awarded to enhanced provisions within mainstream schools be uplifted by 4% from September 2020. (As referenced in section 7.4 of the report).
4. That the EHCP hourly top up funding rate passed over to support pupils within borough mainstream schools be uplifted by 4% from September 2020. (As referenced in section 8.2 of the report).
5. That the detailed High need budget allocations for 2020/21, be approved and adopted.

8 Report back from Sub Groups

The Board received for information the minutes of the Resources Sub Group held on 9th June 2020.

The Board discussed the year end balances held by multi academy trusts, in particular "Learning in Harmony" and "Partnership Learning", and the legal requirement to show individual balances for each school. The recommendation of the RSG was to write to the ESFA to seek clarification regarding the balances.

The Board also noted the deficit year end balances in relation to “Challenger Multi Academy Trust” and “Parallel Learning Trust”, and recommendation of the RSG to write to the ESFA to ensure that these trusts are being worked with and supported to ensure the continuity and quality of provision for our Southend children.

Resolved:

1. That the minutes of the RSG be noted.

2. That the ESFA are written to, to seek clarification with regard to the legal requirement to shown individual year end balances for “Learning in Harmony” and “Partnership Learning”, and to ensure that the trusts “Challenger Multi Academy Trust” and “Parallel Learning Trust” are being worked with and support to ensure continuity and quality of provision for our Southend children.

9 Any other business

There was no other business at the meeting.

10 Exclusion of the Public

In accordance with paragraphs 65 to 67 of the Education Board Constitution, the press and public, were excluded for the items of business set out below in line with relevant legislation on the grounds that the matters contain sensitive information.

11 Place Planning Update

The Board received a verbal update on place planning in the Borough.

The Board discussed the matter and asked a number of questions which were responded to by the officers.

Resolved:

That the update in terms of place planning be noted.

12 Provision of Alternative Provision - Update

The Board considered a report providing an update on the commissioning of alternative provision as financed through the High Needs Block.

The Board noted that the ISOS research work will feed into the commissioning of alternative provision.

Resolved:

That the recommendations set out in the submitted report be noted and agreed.

13 Early Years sustainability

The Board considered a report of the Head of Early Years proposing alternative ways of distributing Early Years DSG for Autumn term 2020 due to the impact of Covid-19.

The Board discussed the report and asked a number of questions which were responded to by officers.

Resolved:

That the recommendations set out in the submitted report be noted and agreed.

Chair: _____

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SCHOOLS FORUM MEMBERSHIP

UPDATED JUNE 2020

1. Full voting members

Maintained Primary Schools (4 places)

Dave Taylor – Milton Hall Governor	17 March 2024
Jim Johnson – Edwards Hall Primary	24 February 2024
VACANCY – Primary Maintained Governor	
Julia Jones – Barons Court	2 December 2024

Academy Secondary (6 places)

Robin Bevan - Southend Boys (Vice-Chair)	24 February 2024
Stephen Tollworthy – Shoeburyness High School	22 nd October 2023
Jane Ladner – Southend HS for Girls (Governor)	22 nd October 2023
Paul Hayman – Westcliff High for Girls	3 December 2020
Jessica Russell – Chase High School (Governor)	22 nd October 2023
Stuart Reynolds - Southchurch High School	2 December 2023

Academy Primary (4 places)

Lisa Clark - Hamstel Infant	7 December 2020
VACANCY - Primary Academy Governor	
Darren Woollard – Blenheim Primary School	4 December 2022
David Allen – Academy Primary (Governor)	24 June 2024

Alternative Provision Academy (1 place)

Lee Thorne - YMCA

Pupil Referral Unit (1 place)

Mark Jordan – Victory Park Academy (PLT)	4 December 2022
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Academy Special (1 place)

Jackie Mullan - St Christophers (SEN Trust Southend)	7 December 2020
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Early Years (2 places)

Vicky Wright – Professional Association for Childcare & Early Years	24 October 2020
Lesley Yelland - Essex Pre-School Learning Alliance	7 December 2020

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2. Members with restricted voting

14 – 19 sector (1 place)

Anthony McGarel - South Essex College

24 October 2023

Trade Unions (1 place)

Jerry Glazier

1 December 2023

3. Non-Voting Members / SBC Council Representation

Bev Williams – Southend CEO's

Councillor Anne Jones – Executive Cllr for Children & Learning - SBC

Michael Marks – Executive Director (Children and Public Health)(- SBC

Brin Martin – Director of Learning – SBC

Gary Bloom – Head of SEND - SBC

Paul Grout – Finance - SBC

Christine Hickey – Finance – SBC

Elaine Hammans – Early Years – SBC

Amanda Champ – Head of School Performance and Improvement – SBC

Cathy Braun – Head of Access and Inclusion - SBC

Southend-on-Sea Borough Council

Executive Director of Finance and Resources
Executive Director of Children and Public Health

To
Education Board
On
20th October 2020

Agenda
Item No.

6

Dedicated School Grant (DSG) 2021/22 budget planning and 2020/21 budget update

1 Purpose of Report

- 1.1 To update the Education Board (EB) on DSG budget planning for 2021/22 following the Department for Education (DfE) July 2020 School funding announcements.
- 1.2 To seek to agree a decision in principle with regard to the setting of our local 2020/21 Individual School Block funding allocations per pupil.
- 1.3 To update the EB on the latest DSG budget for 2020/21 following the applied annual DfE July 2020 funding update changes.

2 Recommendations

Education Board are asked to agree:

- 2.1 With regard to individual school's budget (ISB) planning for 2021/22, to continue on the trajectory of adopting the principles of the National Funding Formulae (NFF). (As referenced in 5.1 through to 5.6). And therefore;
 - 2.1.1 Any School that attracts their core NFF funding factors (i.e. with no MFG or funding floor protections applied), to benefit from the full NFF applied 3% increase to those core factors including the additional DfE DSG applied 2021/22 teacher pay award and pension grant protection funding.

Education Board are asked to note (with the continued principles of the NFF):

- 2.1.2 All remaining Schools whose per 2020/21 per pupil led funding rate plus the additional DSG applied 2021/22 teacher pay award and pension grant protection funding is either above the revised NFF mandatory 2021/22 minimum funding amounts per pupil or core NFF funding rate as

referenced in 2.1.1, will receive the same NFF maximum allowable % uplift per pupil. And this will be up to the NFF maximum allowed 2.00% uplift per pupil, which itself remains subject to the Options declared in 10.7 to 10.10 in relation to the Central block Historic Commitment funding losses. The next December EB DSG paper will recommend an option based on the Local Authority review of these services.

Education Board are also asked to express their views at this stage:

- 2.2 On any of the options presented in 10.7 to 10.10, in relation to the funding losses for the Central Block Historic Commitments.

3 Background

2020/21

- 3.1 The updated DSG budget for 2020/21 follows the annual July 2020 release from the DfE of the latest 2020/21 DSG funding block allocations at a local authority level, where funding changes are applied to the high needs and early years block only explained further in this paper.

2021/22

- 3.2 The DSG budget planning for 2021/22 follows both the original September 2019 Government headline announcements on the future of schools funding, and continued announcement by the DfE in July 2020 and subsequent DfE's release of the "Schools revenue funding 2021 to 2022 operational guide" used to help guide Local Authorities and their Schools Forums/Education Boards to plan the local implementation of the funding system.
- 3.3 2021 to 2022 is also now the fourth year of the National Funding Formulae (NFF) reforms and is the funding basis for setting individual school block allocations. Whilst, it still remains a local decision with agreement of School Forum on the final school per pupil rates set at an individual school level, with exception now of the minimum per pupil funding rates which is mandatory.
- 3.4 The Government have also re-affirmed their position and stated in the "Schools revenue funding 2021 to 2022 guide", that the government will later this year, "put forward plans to move to a hard NFF, which will determine school funding allocations directly rather than by local funding formulae."
- 3.5 Therefore it must be noted and commended that our own Local Authority and Education Board has positioned itself well over the last four years to align our School DSG resources to the principles of the NFF, and it would therefore be financial sensible to continue to plan on that trajectory. It is also reported that in 2020/21, two thirds of Local Authorities are now following the principles of the NFF for school level allocations, and that will increase further for 2021/22.
- 3.6 It must also be noted and continually commended, that given the national and recognised pressures on High Needs Funding, that through the joint work of Southend's Local Authority, Education Board, Special Schools and Schools (where savings had been made and agreed from 2017/18 to 2019/20) combined

with further DfE funding increases from 2019/20. Southend's own DSG High needs funding position is now in a healthy and stable financial position for 2020/21, including full recovery of previous depleted DSG reserves (and this was as shared in the June EB DSG 2020/21 High Need detailed budget allocation). However, it must and continue to remain minded that the financial pressures with the distribution of DSG high needs funding are forever continually increasing so careful long term strategic financial plan must remain.

- 3.7 Whilst, 2021/22 funding headlines continue to be welcome news for both the Schools and High Needs block. The DfE, as previously reported and suspected have confirmed that the DSG Central Block Historic commitment funding element will be unwinding further by an another 20% from the 2020/21 baseline (the first 20% funding cut was applied in 2020/21 from the 2019/20 baseline). The DfE have also repeated their intention that this funding will continue to unwind until all gone.
- 3.8 The DfE have not yet made any announcements in relation to Early Years funding for 2021/22. The DfE state the guidance will be published in the Autumn 2020 term following which these announcements will then be shared in the next EB DSG December 2021/22 budget planning paper.

4 Dedicated Schools Grant 2021/22 budget planning and 2020/21 budget update

Foreword

- 4.1 In September 2019, the Government and the DfE released a statement, "that the funding for schools and high needs compared to 2019-20, will nationally rise by £2.6 billion for 2020-21, £4.8 billion for 2021-22, and £7.1 billion for 2022-23". Which is ofcourse a welcome announcement and 2021/22 itself is now the second year of that three year announcement, but we remain minded on a national and local basis this is on the back drop of significant national pressures on high needs funding, some schools that have been struggling financially and further required increases in teacher salaries and pension contributions.
- 4.2 The 2021/22 indicative DSG funding allocations at a total local level are presented alongside the detail of the latest 2020/21 Budget allocations as shown in "Appendix 1 – DSG Latest 2020/21 budget and Indicative budget 2021/22". The total funding allocation for 2020/21 DSG resources is now £158.431M and the total indicative 2021/22 allocation is shown as £170.630M, representing a total increase of £12.199M from 2020/21 (and of this £12.199M increase, £5.723M represents the previous and separate 2020/21 direct DfE grant funding applied for teacher pay award and pension increases in mainstream schools and now included within the DSG for 2021/22).
- 4.3 All the applicable changes to the updated 2020/21 DSG budget, and basis of the indicative 2021/22 budget allocations are explained within each DSG block of this paper.

5 Schools Block – Individual School Block (ISB) allocations 2021/22

- 5.1 The 2021/22 indicative DfE allocations published contain the actual 2020/21 primary unit of funding (PUF) and secondary unit of funding (SUF) that the DfE will use to calculate each local authority's final school block allocation. And as repeated annually, they will then also issue the updated and final total 2021/22 school block funding allocations in December 2020 based on the latest pupils numbers and adjusted funding factors recorded through the October 2020 school census.
- 5.2 The following are the key headlines related to mainstream school funding for 2021/22 released by the DfE in July 2020:
- 5.2.1 The minimum per pupil levels will be set at £4,180 for primary schools (£3,750 in 2020/21) and £5,415 (£5,000 in 2020/21), where both of these rates now include the rolling of the teacher pay and pension grants into the DSG at a rate of £180 per primary pupil and £265 per secondary pupil. And to remind, from 2020/21 the minimum amounts per pupil are also now a mandatory funding factor.
- 5.2.2 Where schools are attracting their underlying core NFF allocations, the NFF has built in an increase of 3.0% in the Pupil led funding factors from 2020/21, plus a further £180 per primary pupil and £265 per secondary pupil including the rolling of the teacher pay and pension grants into the DSG for 2021/22 attached to the basic entitlement rates.
- 5.2.3 And for those Schools whose per pupil led funding rate is already above both 5.2.1 and 5.2.2, the NFF funding floor per pupil led rate has been set at a 2.0% increase from their 2020/21 per pupil led base line, plus, again a further £180 per primary pupil and £265 per secondary pupil including the rolling of the teacher pay and pension grants (including any further 2020/21 pension supplementary funding approved by the DfE) into the DSG for 2021/22.
- 5.2.4 The per pupil led Minimum MFG (Minimum Funding Guarantee) protection from 2020/21, can be set between +0.5% and + 2% per pupil, as well as the DfE advising local authorities to add on top the further £180 per primary pupil and £265 per secondary pupil for the rolling of the teacher pay and pension grants into the DSG for 2021/22.
- 5.2.5 Local Authorities continue to be able to propose a transfer up to 0.5% of their schools block to other blocks, with school forum approval, but this transfer must exclude any additional funding attributable to the rolling of the teacher pay and pension grant into the DSG for 2021/22. And a disapplication request to the DfE continues to be required for transfer above 0.5% or any amount without school forum approval.
- 5.2.6 The government will, later this year, put forwards plans to move a 'hard' NFF in the future, which will determine school funding allocations directly, rather than allowing for local funding formulae.

- 5.3 The 2021/22 school level funding headlines are ofcourse helpful, and it is also particularly helpful to see that both the teacher's pay and employer pension contributions grant have been rolled into the DSG from 2021/22, also meaning this has now become a permanent funding allocation.
- 5.4 Now given that our local Education Board has been a strong adopter from the start of the NFF reforms and that the government's intention remains to move to a single 'hard' national funding formula to determine every school's budget, there is therefore no foreseeable reason why our Education Board would choose to move away from these NFF principles. We must also remain minded that in addition to the inclusion of the rolling of teacher pay and employer grant into the DSG for 2021/22, the 2021/22 minimum funding amounts per pupil are now a compulsory factor with core increases per pupil built in of circa 6.7% per primary pupil and circa 3% per secondary pupil, the NFF has also built in a 3% uplift to the core underlying factors , and for all remaining schools any deviation away from seeking to award up to the maximum pupil led 2.0% uplift from a Schools 2020/21 NFF baseline, is also capped by a minimum 0.5% MFG uplift from this baseline. It is therefore also a proposal that ensures all schools will receive additional per pupil led funding in 2020/21, with the lowest funded schools per pupil receiving the highest % increases per pupil led from their 2020/21 baseline.
- 5.5 It is therefore recommended (excluding the minimum funding amounts per pupil which is a compulsory factor regardless), that for 2021/22 continuing with the principles of the NFF:
- 5.5.1 Our own local individual mainstream school budget shares are set applying the fully funded 3% increase to the core NFF funding rates plus the NFF additional allowance of £180 per primary pupil and £265 per secondary pupil for the rolling of the teacher pay and pension grants into the DSG.
- 5.5.2 And for all other applicable schools, who do not benefit by larger increases from either the applied minimum funding amounts per pupil, or the 3% uplift applied to core underlying NFF rates receive the same MFG % uplift compared to their 2020/21 NFF per pupil led baseline targeted upto the maximum 2% available, plus the NFF additional allowance of £180 per primary pupil and £265 per secondary pupil for the rolling of the teacher pay and pension grants into the DSG
- 5.6 In view of the recommendations of 5.5 using the 2020/21 School block data set, the illustrative 2021/22 school level per pupil led rates are shown in Appendix 2 including a % increase comparison to their 2020/21 base line. It must remain caveated that with regard to the applied 2021/22 3% increase on the core underlying NFF funding rates and in accordance with the annual funding cycle, it will only be possible to know the actual final per pupil led rate for those applicable schools once the DfE have released in late December 2020 the updated School Block data set for 2021/22 (which is based on the October 2020 school census). The then actual final 2021/22 school allocations will be subsequently shown in the January 2021 EB DSG paper including the updated numbers of pupils on roll at each school (based on the October 2020 census) multiplied by the 2021/22 per pupil led funding rates.

6 Schools Block – Centrally retained 2021/22

6.1 The following is the key headline, released by the DfE in relation to the growth fund for 2021/22;

6.1.1 Growth funding will be based on the same methodology as last year, and local authorities that received growth funding protection in 2020 to 2021 will continue to receive protection in 2021 to 2022, meaning the maximum reduction in growth for these local authorities will be set at -0.5% of their total DSG schools block allocation in 2020 to 2021.

6.2 For Southend, we are not expected to meet the need for growth funding protection as we are now experiencing the growth in our secondary sector, and as previously agreed through EB:

6.2.1 Southend has an affordable funding plan to support growth over the life of that growth (within declared minimum tolerances, which can be set as necessary declared and agreed in the March 2019 EB DSG Growth paper).

6.2.2 And final growth rates for 2021/22 will be declared in the January 2021 EB DSG budget paper (once the final funding allocations are known for 2021/22), alongside any potential increase adjustment for the rates currently applied in 2020/21 (as agreed in the December 2019 EB DSG budget planning paper).

7 Schools Block – De-delegated 2021/22

7.1 In accordance with the annual funding cycle, any proposed amounts for 2020/21 de-delegation consideration (Voting rights maintained schools only), will be presented to the Education Board in the December 2020 EB DSG paper. And it remains minded, the only current approved funding item for delegation in 2020/21 is staff cost public duties claims allowing further buy in from Academy schools to support and therefore also be eligible for those claims.

8 Early Years Block

2020/21 Budget Update (and 2019/20 Final Budget allocation)

- 8.1 As repeated, on an annual basis, the DfE announced in July 2020 the results of the January 2020 early years census, which not only adjusts and updates the funding applied to the early years DSG resource for last financial year 2019/20 to a now final 2019/20 funding allocation, but also forms the basis of a revised indicative funding allocation for the current 2020/21 and following 2021/22 financial year.
- 8.2 The results of the Early Years January 2020 census and therefore updated PTE* funding are shown in the table below, also illustrating the revised and welcome overall net increase change in both the DSG funding allocation for 2019/20 (which is now final) and updated indicative allocation for both 2020/21 and 2021/22.

	2019/20 & 2020/21 Previous PTE*	2019/20 Final PTE*	2019/20 Equivalent Funding change Increase / (decrease)	2020/21 Revised PTE*	2020/21 & 2021/22 Equivalent Funding change Increase / (decrease)
2 year old	488	436	(£91,060)	436	(£158,474)
3 & 4 year old Universal	2,693	2,748	£80,783	2,748	£141,010
3 & 4 year old Additional	714	836	£178,751	836	£311,999
Pupil premium	£127K	325	(£17,047)	325	(£29,222)
Disability Access Fund	£58k	£58k	£0	£58k	£0
Total			£151,427		£265,313

*PTE (Part Time Equivalent). DfE defined as the number of children taking up 15hours per week over 38 weeks.

**7/12's of the 2020/21 PTE adjustment is the approximate applicable funding reduction or increase in 2019/20.

- 8.3 The £265,000 circa. net increase for 2020/21 will be used to fund the now ongoing and expected increase take up for both 3&4 year old universal and 3 & 4 year old additional extended entitlement funding, and it is particular pleasing to see the confirmed growth in the additional entitlement funding illustrating this fund is assisting Parents/Carers to go back to work. However, the reduced PTE* for 2 year old funding and pupil premium take up will be further investigated by the Early Years team, whilst in part, the reduction in 2 year old funding could be linked to reduced birth rate it does also indicate that less of our potentially eligible lower income households are accessing these funds and therefore the reasons for that need further investigation.

- 8.4 The £151,000 circa. net funding increase for 2019/20 will firstly and correctly be allocated to the DSG early years reserve as this relates to last year's funding. So this is again positive news that the Early years DSG reserves are further increased. £112,000 one off funding has been previously approved by the EB to further support early years in both 2020/21 to 2021/22 from the DSG early years reserves (as agreed in the EB Early Years Dec 2019 paper), which therefore makes use of one off funds available for one off initiatives.
- 8.5 The increase in Early DSG reserves is obviously very favourable, however, it is recommended that this isolated DSG reserve is held to a minimum £500,000 (or equivalent circa. 5% of current early years total funding) at any one time. This then allows the absorption of any one off 'adverse DSG funding reductions'* in future years, without the need to impact on going funding distributed to providers. Our early years DSG reserves are currently above this recommended minimum allocation.

Cause of an 'adverse DSG funding reduction'* - As defined by the DfE, early years funding paid out to providers is based on the 3 seasonal and separate termly head counts within a financial year, whereby actual funding received to the DSG is based on the January early census alone. There therefore continues to be risk that the January early year census returns a lower (which would lead to be an adverse DSG funding reduction) head count than the average of the 3 terms paid out in any given year.

2021/22 Budget Planning

- 8.6 As explained in 8.1 and 8.2, the indicative 2021/22 Early years funding allocation is now based on the updated January 2020 census.
- 8.7 The local authority currently awaits any further detail in relation to the Early years funding rates from 2021/22. The DfE have confirmed this will be released in the Autumn term 2020 and this will then subsequently inform the proposed 2021/22 funding rates for early years providers and will then be shared for recommendation in the December 2020 EB DSG paper.

9 High Needs Block

2020/21 Budget Update

- 9.1 The High Needs Block DSG budget has now been adjusted following the DfE's annual 'import and export adjustment*' announced in July 2020, and it is has confirmed this has increased the High Needs Blocks funds by a further £66,000 to now £22.626M.
- 9.2 In reality this £66,000 does fall to support the place funded provision as it relates to further other local authority pupils requiring placements in our home authority special school provision , but given formal place funding allocations need to be confirmed with the DfE by the November of the preceding funding year (A statutory requirement of the local authority), the place funding budget has to be set regardless of this announcement and therefore cannot wait for this final adjustment (but also recognising it is often not a material adjustment by size compared to the overall high needs block allocation).

'import and export adjustment*' - relates to a DfE defined in year High Need funding adjustment compiled from the latest January school census and RO6 Individualised learner record. Whereby a local authority's high needs block funding allocation is compensated if there is a net import increase from the previous year due to more other local authority home based pupils placed in their area, or alternatively reduced if there is a net export increase from the previous year, if more local authority home based pupils are placed in another local authority area. Southend's 2019/20 High Need block allocation has therefore increased by a further £66k (£6,000 awarded per pupil for a further 11 pupils), due to an overall revised net import of 95 pupils, compared to a net import of 84 pupils for the previous year.

- 9.3 Therefore, In view that the "Detailed high needs budget allocation for 2020/21" was set and agreed in detail at the last and most recent July 2020 EB which included much needed and distributed funding growth. It is proposed that this £66,000 will simply go towards meeting any further in year pressures within the high needs block globally rather than a direct allocation, and then if it is not required, as with any underspend on DSG funds it will be ring fenced and rolled forward to support future years.

2021/22 Budget Planning

- 9.4 The following is the key headlines, released by the DfE in relation to High needs funding for 2021/22:
- 9.4.1 The funding floor will be set at 8% so each local authority can plan for an increase of at least that percentage, after taking into account changes in their 2 to 18 population estimated through the office of national statistics.
- 9.4.2 The gains cap will be set at 12%, on the basis of per head of population, allowing authorities to see up to this percentage increase under the funding the formula.
- 9.5 Therefore, for our own local 2020/21 DSG high need funding allocation this has now been indicatively been set at £25.658M, an additional £3.032M from 2020/21, applying the full gains cap at 12%, which as previously stated, is because Southend has historically remained below an uncapped formulae. We have therefore now reached for the first time the full funding allocation through the Formulae in 2021/22.

- 9.6 This therefore is obviously great news once again (as was 2020/21's funding announcement) for Southend's children and young adults who require special educational needs related support and children who require alternative education.
- 9.7 It must also be made clear that within this additional allocation of £3m for 2021/22. Circa £480k has been awarded to support the ongoing funding for the teacher pay and pension grants applicable to our Special Schools and PRU. The DfE and rightly has instructed that this funding must be passed on to the applicable settings at a rate in 2021/22 of no less than their entitlement in 2020/21.
- 9.8 And again, as per our local DSG annual funding cycle, the actual full detailed application of this additional 2021/22 funding will be considered as part of the EB June 2021/22 High Need detailed allocation budget paper.

10 Central Block

2021/22 Budget Planning

- 10.1 The following is the key July 2020 headlines, released by the DfE in relation to central block funding for 2021/22:
- 10.1.1 As stated previously, the department are continuing to reduce the element of funding within central block that some local authorities receive for historic commitments made prior to 2013 to 2014.
- 10.1.2 In 2021/22 for those local authorities that receive it, historic commitments will be reduced by a further 20% from the 2020/21 baseline.
- 10.2 The reminder detail of our Local Authority and Education Board central block historic commitments were shared in both the October 2019 and December 2019 EB DSG papers, including a position statement at that time that our local authority should now continue to plan on further funding losses in 2021/22 and beyond. This position has therefore come true for 2021/22 which now represents a further 20% increase funding loss from the 2020/21 baseline. It was also repeated that for our Local Authority and Education Board, we have only ever had services listed under the central block historic commitment definition that are classified as "contribution to combined budgets", meaning they are services which are funded from both the DSG central block and Local Authority.
- 10.3 For 2020/21 the announcement of the first 20% funding loss was shared late in the Autumn term of 2019 by the DfE, which therefore did not allow local authorities and school forums enough time to plan a response with regard to the setting of 2020/21 budgets. Therefore given this late announcement following recommendation in the December 19 EB DSG paper, the Education Board helpfully approved for 2020/21 a transfer of funds of £181,000 from the school blocks (which was in effect a small top slice to schools budgets by % terms) to

the central block to cover that 20% loss (and thus protecting the funding levels for the central block historic commitments in 2020/21). However, this was done, as stated in fairness on the conditional basis that allowed time for the local authority time to sensibly plan for continued and further funding reduction losses from 2021/22 onwards.

- 10.4 The table below simply illustrates the now confirmed DSG funding losses for our local authority central block historic commitment allocation from the start of 2019/20 through to 2021/22:

Financial Year	2019/20	2020/21	2021/22
Funding remaining	£905,000	£724,000	£579,000
% unwound*		20%	20%
Funding loss*		£181,000	£145,000
Cumulative loss		£181,000	£326,000

% and amount unwound* from the previous year.

- 10.5 Although, ofcourse now not unexpected this continued funding reduction is a disappointment for applicable local authorities. What is also not helpful for long term financial and therefore service planning within local authorities is that the DfE continue to not specifically state by how much this funding will further unwind in future years. We can therefore only assume at this time, given the last two year funding cuts applied it will now continue at a further 20% each year from the previous year's baseline, but caveated that the actual profile of that unwinding could still change from 2022/23 (more or less) whereby the local authority will only currently be aware of that change once the DfE have released the annual July funding update announcements.

- 10.6 Therefore in view of the decreased funding and now £326,000 funding loss in 2021/22, the education board are to note the following options as a way to mitigate that continued loss:

- 10.7 **Option 1 – transfer 2021/22 funding from the Schools Block to part cover or cover this loss in full.** Not currently advised or recommended on the following basis:

- 10.7.1 That the Education Board helpfully approved the top slice to the schools block to cover this loss in 2020/21 (given the late announcement) but only on the conditional basis a long term plan was developed to manage the continued funding losses from 2021/22 onwards.
- 10.7.2 That any further school block top slices are simply not a long term sustainable funding option and do divert resources away directly from mainstream schools who themselves are facing additional funding pressures.
- 10.7.3 That the government have confirmed their commitment to continue with the implementation of a hard NFF which could and will likely remove the ability to top slice school block funds regardless in future years.
- 10.7.4 That the Central Block Historic commitments for combined budgets were originally formed by top slicing mainstream school funds previous to 2013/2014, so in theory should not to be top sliced again, a DFE view point as well.

However, it must all be noted that:

- 10.7.5 Any funding transfer from the School block to the Central Block, would only effect the highest funded school per pupil. (So on Appendix 2 that highlights any school currently expected to receive a 2% uplift per pupil, but would reduce that uplift).
- 10.7.6 But, any transfer from those applicable Schools does also reduces their MFG baseline level of funding per pupil which would roll into the following financial year, meaning any transfer, also has longer term funding effects for those schools.
- 10.8 **Option 2 – Do nothing:**
- 10.8.1 To simply let the funding for the historic commitments now unwind which in turn places those services at risk (The effected services were shared as a Part 2 paper in December 2019 EB).
- 10.8.2 As the local authority is the lead commissioner of those services, it is the local authority that will need to decide the priority of those services moving forward. Ofcourse, the local authority has the option to cover or part cover the central block funding losses, but given both the local and national context of funding pressures within local authorities, these services are therefore unfortunately placed at risk and will need to be considered alongside other wider services in terms of priority to continue to support. The Local Authority has already started to plan for this eventually and this will need to be concluded for 2021/22 by the end of November.
- 10.8.3 The Local Authority is still required by statute to seek agreement from the Education Board for the continued funding of historic commitments and this would now instead be based on revised sum of £579,000 in 2021/22 (as oppose £905,000), but with the local authority proposing how that funding will be allocated for each service within.
- 10.9 **Option 3 – Seek a funding transfer from the 2021/22 High Needs block to either cover or part cover this loss:**
- 10.9.1 Under the DfE funding guidance, other block movements from either the central schools block or high needs block are not subject to any limit and can be made in consultation with the schools forum. However, on the conditional basis for funding support to historic commitments themselves, the Local Authority would have to ensure any transfer of funding was directly allocated to the support those services listed under historic commitments, it can also not be a greater total funding amount than the year before or enable the local authority to enter into any new commitments.
- 10.9.2 Now given our High Need block in 2020/21 has restored to financial balance (Not without recognition to the significant work by the Local Authority, Education Board, Special Schools and Schools) including a projected and planned forecast underspend for 2020/21 (current £1.3M forecast underspend, and this is after much needed and applied funding growth) plus the further additional £3M funding announced in 2021/22, this has now become a potential viable option based on affordability for 2021/22 alone.

- 10.9.3 However, again this could not be a long term sustainable option as the spend attributable to high needs will always be a subject to volatility and risk. These services have also never been funded by a transfer from High Needs. It would therefore only be possible that this could be considered on a year by year basis, given the context of the overall affordability to the high needs block alongside the schools and providers that funding supports, plus in recognition the required £326,000 funding loss cover in 2021/22 will also be a larger sum in 2022/23. The local authority will therefore continue to need to plan the long term mitigation of these funding losses from the Central Block, but, however in the short term for 2021/22 this would buy further time for those services (where required) and it would also allow the local authority that time to further plan moving forward the wider impact on our Children Social Care provision.
- 10.10 As stated in 10.8.2, the Local Authority as the lead commissioner of the historic commitment service is planning its response. Once this is concluded for 2021/22 alongside any early and possible considerations for 2022/23 onwards. This will be bought back to the Education Board in December 2020, alongside a recommendation based on any of the 3 listed options according to the requirement needed.

11 Latest forecast DSG reserve balances

- 11.1 The table below updates the anticipated forecast DSG reserve balances for the end of 2021/22 and updated in relation to the early years funding adjustment for 2019/20 only, as explained in 8.2.

Block	Schools – ISB	Schools - growth	Schools – de-delegated	Early Years	High Needs	Central	Total
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Reserves surplus / (deficit)							
1 April 2020 B'fwd	0	(18)	8	776	410	73	1,248
Issued to 2021 budget	0	0	0	(112)	0	0	(112)
19/20 Early years funding adj	0	0	0	151	0	0	151
2020/21 forecast Variance	0	224	8	0	1,288	0	1,513
Transferred in year	0	0	0	0	0	0	0
31 March 2021	0	206	8	815	1,698	73	2,800

- 11.2 The DSG reserve balance does also highlight current and effective management of DSG funds over recent years through both the Local Authority and Education Board.

12 Conclusion

- 12.1 Overall, it has to be recognised that the 2021/22 funding announcements for both the Schools and High Needs block, are both a positive and welcome message for Dedicated School Grants funds and therefore the educational services provision those funds support.
- 12.2 It does however, have to remain noted, it is disappointing that the DfE intention for Dedicated School Grant funding allocations to support “historic commitments” under the Central Block in 2021/22 has continued to unwind further from 2020/21.

13 Appendices

Appendix 1 - DSG Updated budget allocation 2020/21 and Indicative budget allocation for 2021/22

Appendix 2 - DSG Illustrative Individual School Budget per pupil led rate funding rate 2021/22

Recommend, if printed, to print in A3 Portrait

			A	B	C = A + B	D	E = D - C	F	G = F - C
			£	£	£	£	£	£	£
			2020/21					2021/22	
Block	S251 Line ref.	Summary Line	Original Budget	In Year Budget adjustments	Latest Budget	Forecast Outturn *	Final Variance Over / (under)	Indicative Budget	Budget Variation from previous year increase / (decrease)
Schools Block - Individual School Block allocations	1.0.1	Maintained - Primary	22,554,019	-	22,554,019	22,554,019	-		
	1.0.1	Maintained - Secondary	-	-	-	-	-		
	1.0.1	Academy Recoupment - Primary	39,183,797	-	39,183,797	39,183,797	-		
	1.0.1	Academy Recoupment - Secondary	60,611,975	-	60,611,975	60,611,975	-		
		Subtotal Individual School Block allocations	122,349,791	-	122,349,791	122,349,791	-	131,817,702	9,467,911
Schools block - Centrally retained	1.1.8	De-delegated - Staff costs (Public duties)	5,594	-	5,594	5,594	-	5,594	-
	1.4.10	Growth Fund	1,063,196	-	1,063,196	838,790	(224,406)	1,063,196	-
Schools Block Total			123,418,581	-	123,418,581	123,194,175	(224,406)	132,886,492	9,467,911
Early Years	1.0.1	2 year old provision	1,469,989	(157,292)	1,312,697	1,312,697	-	1,312,697	-
	1.0.1	3 and 4 y/o provision - Universal	6,766,362	138,757	6,905,119	6,905,119	-	6,905,119	-
	1.0.1	3 and 4 y/o provision - Additional	1,793,368	306,981	2,100,349	2,100,349	-	2,100,349	-
	1.0.1	Disability Access Fund	57,810	-	57,810	57,810	-	57,810	-
	1.0.1	Early Years Pupil Premium	127,487	(29,221)	98,266	98,266	-	98,266	-
	1.3.1	Central Expenditure (CE) on Children under 5	150,951	6,088	157,039	157,039	-	157,039	-
	1.3.1	CE EB Agreed one off investment funded from Reserves	112,000	-	112,000	112,000	-	112,000	-
Early Years Block Total			10,477,967	265,313	10,743,280	10,743,280	-	10,743,280	-
High Needs	1.0.2	Place Funding - Special Schools	-	-	-	-	-	-	-
	1.0.2	Place Funding - Special Schools Recouped	5,970,000	-	5,970,000	5,880,834	(89,166)	5,970,000	-
	1.0.2	Place Funding - PRU	100,000	-	100,000	58,333	(41,667)	100,000	-
	1.0.2	Place Funding - PRU Recouped	750,000	-	750,000	750,000	-	750,000	-
	1.0.2	Place Funding - Special Units	206,000	-	206,000	187,500	(18,500)	206,000	-
	1.0.2	Place Funding - Special Units Recouped	228,000	-	228,000	228,000	-	228,000	-
	1.10.2	Place Funding - Free School Recouped	-	-	-	-	-	-	-
	1.0.2	Place Funding - CCP and FE Recouped	810,000	-	810,000	752,000	(58,000)	810,000	-
		Subtotal Place funding	8,064,000	-	8,064,000	7,856,667	(207,333)	8,064,000	-
	1.2.2	Special School - flexible place funding	40,000	-	40,000	40,000	-	40,000	-
	1.2.1 / 1.2.2	Special School Top ups	5,000,000	-	5,000,000	4,789,302	(210,698)	5,000,000	-
	1.2.1 / 1.2.2	Special Units Top ups	368,610	-	368,610	320,721	(47,889)	368,610	-
	1.2.2	PRU Top ups	408,000	-	408,000	408,000	-	408,000	-
	1.2.2	Preventative Pathway AP top ups	256,000	-	256,000	229,333	(26,667)	256,000	-
		Subtotal Special School and PRU / AP provision top up funding	6,072,610	-	6,072,610	5,787,356	(285,254)	6,072,610	-
	1.2.1 / 1.2.2	EHCP Early years Top ups	130,000	-	130,000	130,000	-	130,000	-
	1.2.1 / 1.2.2	EHCP Inborough Mainstream - Primary Top ups	1,740,000	-	1,740,000	1,740,000	-	1,740,000	-
	1.2.1 / 1.2.2	EHCP Inborough Mainstream - Secondary Top ups	670,000	-	670,000	670,000	-	670,000	-
	1.2.1 / 1.2.2	EHCP Top ups - out of Borough	772,000	-	772,000	772,000	-	772,000	-
	1.2.2	EHCP Top ups - post 16 providers	800,000	-	800,000	800,000	-	800,000	-
		EHCP top up provision schools and post-16	4,112,000	-	4,112,000	4,112,000	-	4,112,000	-
	1.2.3	EHCP funding for Independent providers (IP)	1,700,000	-	1,700,000	1,700,000	-	1,700,000	-
	1.2.7	Alternative Provision (non EHCP and LAC Residential Care*) for IP	250,000	-	250,000	250,000	-	250,000	-
		Independent providers	1,950,000	-	1,950,000	1,950,000	-	1,950,000	-
	1.2.4	HN targeted LCHI funding	10,000	-	10,000	10,000	-	10,000	-
	1.2.6	Hospital Education provision	100,000	-	100,000	100,000	-	100,000	-
	1.2.7	Individual Tuition service	250,000	-	250,000	222,958	(27,042)	250,000	-
	1.2.5	SEND Team - DSG Contribution	635,000	-	635,000	511,042	(123,958)	635,000	-
	1.2.7	Alternative Provision Inclusion Management	65,000	-	65,000	37,917	(27,083)	65,000	-
	1.2.5	SEN Support Services	211,500	-	211,500	211,500	-	211,500	-
	1.2.8	Behaviour & Reintegration Support (outreach)	242,000	-	242,000	242,000	-	242,000	-
	1.2.8	Primary Inclusion	161,000	-	161,000	161,000	-	161,000	-
	1.2.5	Elective Home Education Costs (EHCP)	20,000	-	20,000	15,000	(5,000)	20,000	-
	1.2.5	Elective Home Education Costs (Alternative Provision)	35,000	-	35,000	20,417	(14,583)	35,000	-
	1.2.11	Direct payments	100,000	-	100,000	100,000	-	100,000	-
		Other High Need funding provision including SLA's	1,829,500	-	1,829,500	1,631,834	(197,666)	1,829,500	-
		Total High Need Non-Place funding	13,964,110	0	13,964,110	13,481,190	(482,920)	13,964,110	0
		High Needs block service lines total	22,028,110	-	22,028,110	21,337,857	(690,253)	22,028,110	-
		Targeted to High Need DSG reserve balances to support future years funding pressures	531,936	66,000	597,936	-	(597,936)	3,630,197	3,032,261
		High Needs Block total*	22,560,046	66,000	22,626,046	21,337,857	(1,288,189)	25,658,307	3,032,261
Central block	1.4.1	Contribution to combined budgets	904,888	-	904,888	904,888	-	579,129	(325,759)
	1.4.14	Copyright Licenses	134,934	-	134,934	134,934	-	138,779	3,846
	1.4.2	School Admissions	267,980	-	267,980	267,980	-	275,617	7,637
	1.4.3	Servicing of School Forums	18,700	-	18,700	18,700	-	19,233	533
	1.5.1/1.5.2/1.5.3	Retained duties*	428,802	-	428,802	428,802	-	441,003	12,201
Central Block total			1,755,304	-	1,755,304	1,755,304	-	1,453,762	(301,542)
Grand Total			158,211,898	331,313	158,543,211	157,030,616	(1,512,595)	170,741,841	12,198,630
DSG - Funding Income									
		Schools Block - ISB Retained	(22,740,589)	-	(22,740,589)	(22,740,589)	-		
		Schools Block - ISB Academy Recoupment	(99,795,773)	-	(99,795,773)	(99,795,773)	-		
		Schools Block - ISB subtotal	(122,536,362)	-	(122,536,362)	(122,536,362)	-	(131,823,296)	(9,286,934)
		Growth fund	(1,063,196)	-	(1,063,196)	(1,063,196)	-	(1,063,196)	-
		Schools Block subtotal	(123,599,558)	-	(123,599,558)	(123,599,558)	-	(132,886,492)	(9,286,934)
		Central Block	(1,574,327)	-	(1,574,327)	(1,574,327)	-	(1,453,762)	120,565
		Early Years Block (2 year olds)	(1,481,116)	158,474	(1,322,642)	(1,322,642)	-	(1,322,642)	-
		Early Years Block (3&4 yr olds - Universal)	(6,876,896)	(141,010)	(7,017,906)	(7,017,906)	-	(7,017,906)	-
		Early Years Block (3&4 yr olds - Additional)	(1,822,658)	(311,999)	(2,134,657)	(2,134,657)	-	(2,134,657)	-
		Early Years Disability Access Fund	(57,810)	-	(57,810)	(57,810)	-	(57,810)	-
		Early Years Pupil Premium	(127,487)	29,222	(98,265)	(98,265)	-	(98,265)	-
		Early Years DSG funding adjustment 19/20	-	-	-	(151,427)	(151,427)	-	-
		Early years subtotal	(10,365,967)	(265,313)	(10,631,280)	(10,782,707)	(151,427)	(10,631,280)	-
		High Needs Funding Block	(14,949,212)	(66,000)	(15,015,212)	(15,015,212)	-	(15,015,212)	-
		High Needs Recoupment	(7,610,834)	-	(7,610,834)	(7,610,834)	-	(7,610,834)	-
		High Needs total	(22,560,046)	(66,000)	(22,626,046)	(22,626,046)	-	(25,658,307)	(3,032,261)
DSG Funding Total			(158,099,898)	(331,313)	(158,431,211)	(158,582,638)	(151,427)	(170,629,841)	(12,198,630)
DSG Reserves Funding - EB Agreed (Planned Issue from - Early Years)*			(112,000)	-	(112,000)	-	112,000	(112,000)	-
Total Net DSG Budget			(0)	0	(0)	(1,552,022)	(1,552,022)	(0)	-
DSG Reserves in totality									
		DSG B/FWD Surplus / (Deficit)	1,248,470	-	1,248,470	1,248,470	-	2,800,492	-
		(Issued to Above) / Drawn from above	(112,000)	-	(112,000)	1,552,022	-	(112,000)	-
		DSG C/Fwd Surplus / (Deficit)	1,136,470	-	1,136,470	2,800,492	-	2,688,492	-

Illustrative Final allocations to be confirmed in January 2021

High Need 21/22 detailed budget allocation to be allocated at the Education Board in June 2021

Illustrative - Final tbc in January 21

DSG Reserves 20/21 £'000

	Schools ISB	Growth	De-delegated	Early years	High Needs	Central	Total
1st April Surplus / (Deficit) Original	0	(18)	8	776	410	73	1,248
(Issued to Budget) / Drawn from Budget	0	0		(112)	0	0	(112)
Early Years Funding adjustment for prior year	0	0	0	151	0	0	151
1st April Surplus / (Deficit) Revised	0	(18)	8	815	410	73	1,288
In year Final Outturn Surplus / (Deficit)	0	224	0	0	1,288	0	1,513
Transfer in Year	0	0	0	0	0	0	0
31st March Surplus / (Deficit) forecast	0	206	8	815	1,698	73	2,800

Retained Duties * - ongoing funding (former ESG) to support LA Statutory duties - Child and Educational Leadership, Planning and Budget planning, monitoring, Education Welfare and Asset Management
 DSG Reserves Funding - EB Agreed (Planned Issue from - Early Years)* - £112,000 is half of the 2 year approved £224,000 Early Years Reserve draw down agreed at the December 2019 Education Board
 Forecast Outturn * is as shown at the June 2020 Education board and this will be updated for the December 2020 Education Board
 Alternative Provision (non EHCP and LAC Residential Care*) for IP - educational contribution to children who are looked after by the Authority but who do not have an Educational Health and Care Plan

Appendix 2 - DSG Illustrative Individual School budget per pupil led funding rate 2021/22

A E F B B1 B2 B3 = IF(B > ((B1 * B2) + B1), "B", (B1 * B2) + B1) C G = E + F D = ((A * B3) + C) / A

Recommend, if printed, to print in A3 Landscape

URN*	Primary / Secondary	Maintained / Academy	School Name	20/21 NOR *	20/21 TP protection per pupil *	20/21 min rate per pupil (including lump sum)	Illustrative 21/22 Core NFF Pupil led Rate *	20/21 MFG pupil led rate *	21/22 uplift % from the 20/21 per pupil led rate	21/22 pupil led rate per pupil	21/22 NFF Lump Sum	20/21 pupil led rate per pupil (including 20/21 lump sum) + 20/21 TP Protection	illustrative 21/22 pupil led rate (including lump sum)
				£	£	£	£	£		£	£	£	£
114718	Primary	Maintained	Chalkwell Hall Junior School	479	179.88	3,750	3,587	3,683	6.79%	3,933	118,216	3,930	4,180
114719	Primary	Maintained	Chalkwell Hall Infant School	358	179.88	3,750	3,539	3,600	6.95%	3,850	118,216	3,930	4,180
114720	Primary	Maintained	Earls Hall Primary School	632	179.88	3,750	3,662	3,743	6.68%	3,993	118,216	3,930	4,180
114774	Primary	Maintained	Leigh North Street Primary School	608	179.88	3,750	3,471	3,735	6.70%	3,986	118,216	3,930	4,180
114780	Primary	Maintained	West Leigh Infant School	361	179.88	3,750	3,405	3,602	6.94%	3,853	118,216	3,930	4,180
114787	Primary	Maintained	Barons Court Primary School and Nursery	247	181.95	4,141	3,905	3,845	2.00%	3,922	118,216	4,323	4,400
114789	Primary	Maintained	Heycroft Primary School	401	179.88	3,750	3,509	3,635	6.88%	3,885	118,216	3,930	4,180
114841	Primary	Maintained	Fairways Primary School	422	179.88	3,750	3,576	3,650	6.85%	3,900	118,216	3,930	4,180
115145	Primary	Maintained	St Mary's, Prittlewell, CofE Primary School	687	183.96	4,005	3,979	4,016	2.00%	4,100	118,216	4,189	4,272
134860	Primary	Maintained	Eastwood Primary School & Nursery	384	179.88	4,612	3,912	4,484	2.00%	4,573	118,216	4,791	4,881
134861	Primary	Maintained	Edwards Hall Primary School	392	179.88	3,750	3,655	3,628	6.89%	3,878	118,216	3,930	4,180
115313	Primary	Maintained	Milton Hall Primary School and Nursery	623	179.88	4,610	4,377	4,601	2.00%	4,693	118,216	4,790	4,882
140672	Primary	Academy	Prince Avenue Academy and Nursery	399	179.88	4,230	4,182	4,113	2.00%	4,196	118,216	4,410	4,492
142683	Primary	Academy	Porters Grange Primary School and Nursery	344	179.88	4,836	4,632	4,672	2.00%	4,765	118,216	5,015	5,109
144987	Primary	Academy	Our Lady of Lourdes Catholic Primary School	411	179.88	3,750	3,453	3,642	6.87%	3,892	118,216	3,930	4,180
145010	Primary	Academy	Westborough Academy	460	179.88	4,176	4,195	4,099	2.36%	4,195	118,216	4,356	4,452
143335	Primary	Academy	Hamstel Junior School	583	179.88	4,106	4,092	4,083	2.00%	4,165	118,216	4,286	4,368
143340	Primary	Academy	Hamstel Infant School and Nursery	446	179.88	4,142	4,139	4,057	2.03%	4,139	118,216	4,322	4,404
143333	Primary	Academy	Hinguar Community Primary School	211	179.88	4,251	3,769	3,871	2.00%	3,948	118,216	4,431	4,509
143338	Primary	Academy	Greenways Primary School	973	179.88	3,923	3,931	3,981	2.00%	4,061	118,216	4,103	4,183
142753	Primary	Academy	West Leigh Junior School	526	179.88	3,750	3,445	3,705	6.75%	3,955	118,216	3,930	4,180
144877	Primary	Academy	Bournes Green Junior School	263	179.88	3,830	3,458	3,560	4.78%	3,731	118,216	4,010	4,180
140536	Primary	Academy	Darlinghurst School	594	179.88	3,859	3,915	3,839	3.69%	3,981	118,216	4,038	4,180
143339	Primary	Academy	Bournes Green Infant School	181	179.88	4,161	3,462	3,687	2.00%	3,761	118,216	4,340	4,414
144824	Primary	Academy	Temple Sutton Primary School	696	179.88	4,109	4,209	4,119	2.19%	4,209	118,216	4,289	4,379
143337	Primary	Academy	Blenheim Primary School	594	179.88	3,811	3,734	3,792	5.00%	3,981	118,216	3,991	4,180
145678	Primary	Academy	Sacred Heart Catholic Primary School and Nursery	356	179.88	4,275	4,116	4,123	2.00%	4,206	118,216	4,455	4,538
146015	Primary	Academy	St Helen's Catholic Primary School	353	179.88	4,151	4,076	3,996	2.00%	4,076	118,216	4,331	4,411
146016	Primary	Academy	St George's Catholic Primary School	209	179.88	4,151	3,795	3,765	2.00%	3,840	118,216	4,331	4,406
143966	Primary	Academy	Bournemouth Park Academy	560	179.88	4,489	4,432	4,458	2.00%	4,547	118,216	4,669	4,758
144878	Primary	Academy	Richmond Avenue Primary and Nursery School	408	179.88	4,194	4,015	4,084	2.00%	4,166	118,216	4,374	4,455
143334	Primary	Academy	Friars Primary School and Nursery	410	179.88	4,332	4,196	4,223	2.00%	4,308	118,216	4,511	4,596
143336	Primary	Academy	Thorpedene Primary School	499	179.88	4,478	4,330	4,421	2.00%	4,510	118,216	4,658	4,747
141741	Secondary	Academy	Chase High School	865	278.57	6,001	6,141	6,143	2.00%	6,266	118,216	6,280	6,403
143144	Secondary	Academy	Southchurch High School	681	264.78	6,696	6,163	6,787	2.00%	6,923	118,216	6,961	7,097
147185	Secondary	Academy	Cecil Jones Academy	691	314.59	6,223	6,320	6,367	2.00%	6,494	118,216	6,538	6,665
137733	Secondary	Academy	Shoeburyness High School	1,489	264.78	5,559	5,710	5,744	2.00%	5,859	118,216	5,824	5,939
136272	Secondary	Academy	Westcliff High School for Boys Academy	897	264.78	5,000	4,854	5,133	2.93%	5,283	118,216	5,265	5,415
137284	Secondary	Academy	The Eastwood Academy	1,042	264.78	5,164	5,375	5,316	2.00%	5,422	118,216	5,429	5,535
136490	Secondary	Academy	Westcliff High School for Girls	908	264.78	5,000	4,865	5,135	2.93%	5,285	118,216	5,265	5,415
136444	Secondary	Academy	Southend High School for Girls	893	264.78	5,000	4,889	5,132	2.93%	5,283	118,216	5,265	5,415
138174	Secondary	Academy	Belfairs Academy	1,255	264.78	5,026	5,287	5,197	2.39%	5,321	118,216	5,291	5,415
136443	Secondary	Academy	Southend High School for Boys	898	264.78	5,000	4,833	5,133	2.93%	5,283	118,216	5,265	5,415
137310	Secondary	Academy	St Thomas More High School	819	264.78	5,217	5,358	5,337	2.00%	5,444	118,216	5,481	5,588
137312	Secondary	Academy	St Bernard's High School	752	264.78	5,168	5,287	5,276	2.00%	5,382	118,216	5,433	5,539
				26,260									

* URN = DfE's defined Schools "Unique Reference Number"

* NOR = Numbers on roll. 20/21 is a per the October 2019 school census

* Illustrative 21/22 Core NFF Pupil led Rate - this is purely illustrative as it reflects the 21/22 NFF Core Funding rates applied to the 20/21 individual school characteristics as per the School's October 2020 census. The school characteristics will be updated to October 2021 as part of the final formula

* 20/21 TP protection per pupil - the 2021 teacher pay award and employer pension grant funding (including any further supplementary funding) per pupil amount built into the 21/22 NFF DSG formula

* 20/21 MFG pupil led rate - as defined by the DfE under NFF, has been baselined to the 20/21 individual schools per pupil led rate less the 21/22 change in the NFF lump sum rate from 20/21 per 20/21 NOR pupils plus the 20/21 Teacher Pay and Pension grant protection per pupil rate

Southend on Sea Fair Access and Managed Move Protocols

September 2020

Southend-on-Sea Borough Council

Fair Access Protocol

Introduction

A Fair Access Protocol provides an agreed way for schools, Academies and the Local Authority to work collaboratively and in a co-ordinated way to address the needs of children requiring a school place – many of these will be vulnerable children who may have previously been considered as ‘hard to place’ and who need speedy admission. The Protocol takes into account the needs of the child and those of the school. The Protocol sets out the expectations of all parties.

The aims of the Fair Access Protocol are to:

- Secure appropriate education provision for vulnerable young people not on the roll of a school or Alternative Provision Pupil Referral Unit or those pupils needing a fresh start as quickly as possible
- Reduce the amount of time that young people spend out of school or missing from educational provision
- Ensure that schools admit their fair share of pupils through fair and transparent procedures and monitoring arrangements
- Avoid the need for directed admissions to schools

Southend on Sea’s Fair Access Protocol was last published in 2018 in line with the 2014 School Admissions Code and the non-statutory guidance from the DfE ‘Fair Access Protocols, Principles and Processes’ November 2012. Following consultation with local schools, the 2020 revision was achieved outlining recommendations from feedback

The revised protocol is attributed to the existing effective partnership working between local schools, services, and the Local Authority to secure appropriate education provision for all statutory school aged children and improve the life chances of all vulnerable children. The continuing success and effectiveness of the Fair Access Protocol is reliant upon the full engagement and collaboration of all schools, Academies and identified services.

Legislative Framework

The [School Admissions Code 2014](#) outlines the principles and scope of Fair Access Protocols and clearly states that all admission authorities must comply with the mandatory requirements of the code and admissions legislation. All schools and Academies must participate in the local authorities Fair Access Protocol to ensure that all unplaced young people, who reside in the Local Authority, particularly the most vulnerable, are offered a place within suitable provision as quickly as possible.

The School Admissions Code 2014 section 3.9 - 3.15 states:

Each Local Authority must have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that – outside the normal admissions round - unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. In agreeing a protocol, the Local Authority must ensure that no school - including those with available places - is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour. The protocol must include how the Local Authority will use provision to ensure that the needs of pupils who are not ready for mainstream schooling are met.

The operation of Fair Access Protocols is outside the arrangements of co-ordination and is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures.

All admission authorities, including any that did not agree to the protocol, must participate in the Fair Access Protocol to ensure that unplaced children are allocated a school place quickly. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol.

Where a governing body does not wish to admit a child with challenging behaviour outside the normal admissions round, even though places are available, it must refer the case to the Local Authority for action under the Fair Access Protocol

This will normally only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously excluded children. The use of this provision will depend on local circumstances and must be described in the Local Authority's Fair Access Protocol. This provision will not apply to a looked after child, a previously looked after child or a child with a statement of special educational needs or Education, Health and Care Plan naming the school in question, as these children must be admitted.

Admission authorities must not refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for special educational needs.

A Fair Access Protocol must not require a school automatically to take another child with challenging behaviour in the place of a child excluded from the school.

The list of children to be included in a Fair Access Protocol is to be agreed with the majority of schools in the area but must, as a minimum, include the following children of compulsory school age who have difficulty securing a school place:

- a. children from the criminal justice system or Alternative Provision Pupil Referral Units who need to be reintegrated into mainstream education;
- b. children who have been out of education for two months or more;
- c. children of Gypsies, Roma, Travellers, refugees, and asylum seekers;
- d. children who are homeless;
- e. children with unsupportive family backgrounds for whom a place has not been sought

- f. children who are carers; and
- g. children with special educational needs, disabilities, or medical conditions (but without a statement or Education, Health and Care Plan).

Main Principles

The following principles underpin the use of the Southend protocol and are necessary for the scheme to be successful:

- All schools, Academies and the Local Authority working together, must strive to ensure that every child can access a local Southend school that meets their needs
- The protocol applies to all schools regardless of agreement with the protocol
- All Primary and Secondary Schools, Academies and the Alternative Provision Pupil Referral Unit will participate. It is binding on all schools.
- The protocol does not apply to Special Schools
- All schools will be treated in a fair, equitable and consistent manner
- Schools will continue to admit pupils under normal in year admission arrangements
- Due regard to the admission criteria of the school will be given when making a placement decision such as academic selection or faith
- The placement will be based on criteria and the information available regarding the needs of the individual child
- There is no duty to comply with parental preference when allocating places through the Protocol but it is expected that the wishes of the parents are taken into account. Due regard will however be given to any specific parental religious convictions when considering a faith school.
- The Fair Access Protocol should not be used to circumvent the normal in year admissions. A parent can apply for a place at a school as an in-year admission at any point and is entitled to an appeal if a place cannot be offered. If there are places at the school and the parent has requested this school in their application, then under normal in year admissions, the Admissions Code states that the child must be admitted without delay.
- Where an appeal has been requested by the parent, the case will not be heard by the Fair Access Panel until the appeal panel has heard the case and made its decision. This is to ensure that normal admissions processes are followed, and appeals heard based upon the facts at the time of application.
- Where a governing body does not wish to admit a child with 'challenging behaviour'* outside the normal admissions round, even though places are available, they can only refuse admission and refer cases to the Fair Access Panel in the following circumstances:
 - Where schools can evidence that to do so would prejudice the provision of efficient education or the efficient use of resources due to a child's challenging behaviours and have written a refusal letter to parent stating their reasons (Section 86 of the SSFA 1998). In cases where the child is currently unplaced, refusing schools **MUST** refer the case to the Local Authority's

Fair Access Panel. Refusal under this category should only be applied in exceptional circumstances.

- Where a child has been permanently excluded from two or more schools for a period of two years from the last exclusion (does not apply to children who were below compulsory school age at the time of the exclusion, or children who have been re-instated following a permanent exclusion or decision overturned by an Independent Review Panel)
- The school has been judged by Ofsted as inadequate or requires improvement in the past two years and can evidence a high proportion of children with challenging behaviour within the year group.
- Schools who can evidence exceptional circumstances demonstrating significant challenges within the year group of application. Examples of such circumstances are outlined in Appendix 1.
- *‘Challenging behaviour’ is defined as deep rooted and long-term difficulties manifesting in all settings and requiring significant support (behaviour can be described as challenging where it significantly interferes with the pupil’s/other pupils’ education; jeopardises the right of staff and pupils to a safe and orderly environment; is of such an intensity, frequency or duration that it is beyond the normal range that schools can tolerate; and is unlikely to be responsive to the usual range of interventions to address pupil misbehaviour DFE)
- Schools should have legitimate knowledge of the child and their challenging behaviour and not seek out information in case a child fits this category
- A school can only refuse and refer to Fair Access if it has a particularly high proportion of either children with challenging behaviour or previously excluded pupils on roll compared to other local schools and it considers that admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resources.
- Schools cannot say that they are oversubscribed in any year group or refuse if they are asked to admit under the Protocol. Fair Access placements take priority for admission over others on a waiting list. Schools may be expected to go over numbers (KS2 onwards) in a year group to secure the best placement. Any genuine concerns about the admission expressed by the school will be taken into consideration e.g. previous involvement or serious breakdown in relationships between the school and the family
- Only in exceptional circumstances would a school refuse admission under the Protocol – for example recently admitting several children under the Protocol, although the Fair Access Panel will have taken these factors into account before making their decision.
- Schools will not normally be asked to admit two pupils in quick succession in the same year group
- It is expected that all parties will act with a sense of urgency to identify a school place for a child who needs one under the Protocol. Schools will be expected to respond to requests by the Local Authority to admit under the Protocol within 7 calendar days and that the pupil will be placed on roll and admitted within 15 school days of the decision of the Fair Access Panel

- Referrers will receive information about the child prior to admission under the Protocol either from the previous school or Alternative Provision Pupil Referral Unit (if local), or a Southend Support Service using the fully completed Fair Access Referral Form. If the child was previously placed within an alternative authority, every attempt will be made by the referrer to collect information from other authority schools and provision from the referrer.
- The Fair Access Panel should consider the education provision being put into place while the pupil is waiting for admission to school and where appropriate identify an interim suitable education.
- All schools will receive regular updates on numbers of children admitted under the Protocol and Headteachers can scrutinise panel decisions. There will be an annual report to the Office of the Schools Adjudicator regarding numbers of admissions under the Fair Access protocol and the effectiveness of the protocol as well as an annual report to Vulnerable Learners Subgroup which will also include local Managed Moves.

Performance will be measured on:

- The number of children without a school place who are admitted to school within 15 school days of being heard at the Fair Access Panel.
- The number of schools referring unplaced children within 10 school days from receiving a school admission application

Categories for Referral – children covered under Fair Access Protocol

Resorting to the Fair Access Protocol should not be automatic when admission to school can and should be dealt with under normal admission arrangements, nor should it wait for a panel to be convened if it can be dealt with more quickly. The Protocol does **not** apply to Looked After Children or children with an Education, Health and Care Plan or statement of Special Educational Needs as their school will be named within their plan.

The protocol considers referrals from mainstream schools under the following categories:

1. The school has legitimate knowledge of child's challenging behaviour as defined above and where the school can evidence a high proportion of children with challenging behaviour within the year group;
2. Where a child has been permanently excluded from two or more schools in a period of two years from the last exclusion;
3. Pupils who are at the point of permanent exclusion for whom a Managed Move (APEX) is agreed as an alternative to the permanent exclusion. These referrals are not heard at Fair Access Panels as negotiations are carried out between the referring school, local authority, and local registered alternative provision in a timely response to the presenting needs. They do however count towards a school's Fair Access Admission and are reported monthly; or
4. Children placed successfully through a fresh start Managed Move. These referrals are heard at Inclusion Panels and will be counted as a Fair Access admission once the child has been successfully moved onto the main roll of the receiving school.

For all Managed Move admissions, refer to section on Managed Moves

In addition to referrals from schools, the protocol considers children of compulsory school age, who are reintegrating from Victory Park Academy, or for children who have had difficulty in securing a school place through normal admissions. Latter referrals can be received from Social Care, Early Help Family Support, Youth Offending Service, School Admission Team and Southend Inclusion Services. All referrals must evidence that the child is unplaced; parent has made reasonable steps to apply for an in-year place, has been unsuccessful; the child has been out of education for four weeks or more; and fall under one of the following categories:

5. Young People returning to school from the criminal justice system who need to be reintegrated into mainstream education. Schools are advised to retain young people on the roll of the school if the sentence is 8 months or less given that the sentence is likely to end after 4 months in these cases. The young person should return to their school.
6. Permanently excluded pupils or those reintegrating from the Alternative Provision Victory Park Academy or who move into the area having previously been permanently excluded from a school in another Local Authority area. All children permanently excluded and placed at Victory Park Academy, will be heard at the next available panel for decisions on the longer term placement, after the exclusion has been upheld by governors and Independent Review Panel (IRP), and the child removed from the schools roll.
7. New arrivals in Borough
8. Children returning to school from Elective Home Education
9. Children of Gypsies, Roma, Travellers, refugees, and asylum seekers
10. Homeless children
11. Children who are young carers
12. Children with special educational needs, disabilities, or medical conditions (but without a statement or Education, Health and Care Plan).
13. Children from an unsupportive family background for whom a place has not been sought (these children are usually identified and referred by either Early Help Family Support or Social Care as a child identified as Missing from Education, evidencing that every attempt has been made to encourage the parent to apply for schools)
14. Children subject to multiple moves of schools
15. Children subject to a School Attendance Order (these cases will not be heard but counted as a Fair Access admission, once the child has been entered on the roll of the school)

Any referrals received to Fair Access where the child has previously been on the roll of a Southend school and removed due to a decision to electively home educate, will for the majority, be directed back to the last school that they were on roll at. Panel members will consider the individualities of the case and reasons for removal from roll to EHE but unless there is evidence of extenuating circumstances, the panel will direct the placement back to the last known school prior to EHE.

The decision to refer back to the originating school was in response to an increase in parents reporting that they had been encouraged by schools to electively home educate to avoid a permanent exclusion; and schools reporting an increase of parents using Fair Access where they have been referred under category 4 to circumnavigate usual in-year admissions.

Schools must not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has a poor attendance record. In the case of exclusion, schools must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school should seek to address the issues behind the absenteeism and use the other strategies available to them.

The DfE has identified that the practice of 'off-rolling' pupils through pressure on parents to withdraw them for home education is a significant contributor to the increase in numbers of home educated children, particularly those aged 14-16. These findings are also represented locally from parent feedback. In many cases it is likely that the parent will be unable to provide suitable home education, even if willing to attempt this. This Fair Access decision for previously home educated children has been added to discourage schools applying pressure on parents to educate children at home, as well as discourage parents using home education as a way of avoiding managing concerns within school with little or no intent to educate their children.

Referrals must be made using the Southend Fair Access Panel Referral Form (Appendix 1).

Referrals should be fully completed, and the protocol explained fully to parents and children, gaining their views where possible.

For categories 1-4, it remains the referring school's responsibility to collate and provide information swiftly. If schools are experiencing difficulties in engaging parents, early requests should be made to the Local Authority to identify a support service to engage the family and support sharing information. .

Referrals must be accompanied by the original signed and dated admissions application; a copy of the refusal letter stating the case will be referred to the Fair Access panel, and must be referred to the Local Authority within 10 school days of receipt of the admissions application. Any referral made after this time will not be accepted and the panel will direct the school to admit the child unless there are exceptional mitigating circumstances. This timescale has been reduced after consultation with schools to reduce the length of time a vulnerable child is out of school.

Referrals can be made by schools meeting the requirements outlined in the Principles (section 2) and Referral Criteria (section 3) of the Southend Fair Access Protocol.

In addition to schools, referrals under categories 5-15 can be received from: Southend's Alternative Provision Victory Park Academy; the School Admissions Team; Southend Inclusion Services; Social Care; the Youth Offending Service; Early Help and Family Support Service from a Child Missing Education enquiry. Any other service identifying a child out of school, meeting any of the above

categories, should in the first instance refer the matter to the Early Help Family Support Service as a 'child missing education'.

All, fully completed referrals meeting the categories of referral, will be heard at the next available Fair Access Panel (or Inclusion Panel for Managed Moves). Referrals will only be delayed if the parent has appealed the decision of the school to refuse admission. This is to ensure that normal admissions processes are followed, and appeals heard based upon the facts at the time of application.

Criteria for decisions about Placements

The criteria to inform decisions about placements will take account of the following:

- The number of fair access admissions to the school in the current academic year (data for both the current and previous academic year are shared at every meeting and where appropriate, such as the start of a school year, the previous year's FAP admissions will be considered)
- The number on roll in the year group
- Which school has had the most recent Fair Access admission – taking turns where possible
- Evidence of any known challenges in the relevant year group:
 - Higher than average numbers of SEND
 - higher than average numbers of exclusion
 - higher than average numbers of children looked after
- Evidence of known negative associations between pupils (schools are required to provide evidence of these challenges for reasons to be accepted)
- The school's admission criteria e.g. ability, faith
- Any previous breakdown of relationships between parents and the school
- Distance to school for the pupil – supported transport will be allocated if the distance criteria are met or evidence of exceptional circumstances where distance creates a barrier to attending the school
- Any other contextual information that is relevant for example, siblings or specific challenges for schools in Ofsted categories.

Data for supporting evidence is retrieved via the 'school 2 school' data sharing agreement with the local authority. Where information is missing the last published census data will be referred to. Schools are required to bring evidence relating to the relevant year group, where they believe considerations should be given before deciding upon a placement.

Operation of the protocol

Regular attendance at fair access panel meetings with full collaboration from all schools is paramount. All invited schools should commit to attending meetings on a regular basis including schools that require selection by academic ability, gender, or faith. Where usual named representatives are unable to attend, every effort should be taken to provide an alternative senior representative of the school. The involvement of Headteachers (or senior leaders) in the decision making is key to the continued success

of the Protocol. School leaders are best placed to assess need and secure the best place for a child. The following arrangements have been agreed:

- a. A Fair Access Panel will meet monthly during term time. The panel will continue to be chaired by a senior officer of the Local Authority (as determined by the recent consultation with schools). The panel will oversee the Fair Access arrangements and agree placements under the Protocol. The panel will also scrutinise officer decisions that may have taken place in between panel meetings.
- b. Applications and admissions of Managed Moves in Borough will be monitored through the Inclusion Panel.
- c. There will be one Borough wide panel consisting of:
 - o Primary referrals and placement decisions
 - o Secondary referrals and placement decisions
- d. Decisions outside of panel meetings will only be made in exceptional circumstances by the local authority's Inclusion Manager and only where there is full consent by the identified education provider. This allowance will only be used in exceptional circumstances and in the interest of reducing the time that children are out of school.
- e. The Fair Access Panel Core Membership will consist of:-
 - o Senior leader of the Access and Inclusion Service
 - o The Executive Headteacher (or senior representative) for Southend's Alternative Provision Victory Park Academy
 - o 2 named Secondary Headteachers (or senior leaders)*
 - o 3 named Primary Headteachers (or senior leaders) representing the East, Central and West locations of the town*
 - o 1 Early Help and Family Support Manager
 - o 1 Educational Psychologist
 - o 1 Youth Offending Service representative
 - o 1 representative of Social Care (where referrals are open to children's social care)
 - o 1 Senior representative from the Inclusion Outreach Service
 - o Senior representation from other registered alternative providers (YMCA Free School)

*Nominations for core school membership will be reviewed annually and identified via SOPHA and SOSHA

In addition to the core membership the following schools will be invited to every meeting:

- all primary Headteachers (or named senior leaders) local to the child's home address (usually < 2 mile radius).
- all secondary Headteachers (or named senior leaders)

Decisions will be made at meetings regardless of representation from schools. Schools will be expected to respond to the placement within seven calendar days. Placement decisions remain the sole

responsibility of school representatives. All other providers and services are in attendance to provide information, advice and guidance and contribute to plans for supporting transition to the identified placement.

Schools should identify considerations for placement success, rather than focus on reasons for not admitting.

Where possible and after considering the placement criteria, schools will place their own school forward for placing the child. Voting will be avoided and only used where no offers to place have been made.

Once a school has been identified to take a Fair Access admission, it is expected that schools and support services will act with a sense of urgency to agree an individual support plan and admit the child. All schools, including Academies, are expected to respond to requests to admit a child under the Fair Access Protocol within seven calendar days. It is expected that a school or Academy will agree a starting date for the child or set out its reasons for refusal in writing to the Local Authority within 15 calendar days of the case being heard.

Children Permanently Excluded

Southend resident pupils who have been permanently excluded are placed on the subsidiary roll of Victory Park Academy and dual registered from the sixth day of the exclusion.

The pupil remains dual registered on the main roll of the home school and can only be removed once:

- the governing board (Disciplinary Committee) has decided not to reinstate the pupil, and
- the prescribed time for the parent to apply for an Independent Review Panel (IRP) has passed (15 school days); or
- parents have stated in writing that they will not be applying for IRP; or
- An Independent Review Panel (IRP) upholds the governing board's decision

When a child is removed from the roll of the school and moved onto the main roll of Victory Park Academy, Victory Park will immediately refer the child to the Fair Access Panel

Referrals will be heard at the next available panel for decisions on the longer-term placement. This could be a placement on the main roll of a mainstream school, a longer-term placement within alternative provision or placed on the home roll at a mainstream provider with a blended alternative provision offer.

Year 11 pupils requiring a school place

Each year there are a number of new arrivals in Year 11 and there is a need to clarify the admission arrangements for some of these young people who may be considered "hard to place".

In many cases pupils will have moved with their families for good reason and may be able to fit into existing programmes or courses in schools. In this instance these pupils are not hard to place. Normal admission procedures should apply, and they should be offered a place as quickly as possible. For Year

11 pupils who arrive in the Autumn term, offering a school place should be possible with schools able to arrange a suitable programme.

For young people who arrive into the authority post January and whose needs may be complex with little or no previous preparation for GCSE, may be referred to Fair Access.

Children will either be admitted to Southend's Alternative Provision Victory Park Academy or YMCA free school where they would be assessed, and an appropriate offer of Alternative Provision planned with the aim of securing good progression routes into post 16 learning. Alternatively, children will be placed within a mainstream school.

Fair Access will support placements at the YMCA or mainstream schools for year 11 students admitted after the October census date, with a one off payment based upon a borough average of secondary pupil led funding, pro rata to the date of entry.

In all cases, Connexions advice would be needed to ensure appropriate progression routes into post 16 learning and reduce the likeliness of a child becoming NEET.

Year 11 new arrivals with EAL will be directed towards those schools that have developed expertise in this area. Permanent exclusions of Year 11 pupils should be avoided, and alternative provision sought by the school.

Review of the Protocol

There will be annual biennial review of the Protocol incorporating feedback from panel members. Any changes will only occur after consultation with schools (this includes Academies).

Government guidance suggests that, in the event that the majority of schools in the area no longer support the principles and approach of the Fair Access Protocol, that all school Headteachers should initiate a review with the Local Authority. The existing Protocol will remain binding on schools until a new one is adopted.

The Local Authorities Powers of Direction

Directing a school to admit a pupil is always a last resort and the Local Authority would strive to resolve difficulties locally through discussion, negotiation and mediation and through listening to the case for refusal that the school or Academy is putting forward. Before considering a direction, the Local Authority would also need to ensure that the provisions of the Fair Access Protocol have been applied in a fair, consistent and appropriate way and that the request to admit the pupil was a reasonable one.

All schools, including Academies, are expected to respond to requests by local authorities to admit a child under the Fair Access Protocol within seven calendar days.

Before deciding to issue a direction to a voluntary aided or foundation school, the Local Authority will consult the governing body of the school. If following consultation, the Local Authority decides to direct, the LA will inform the governing body and Headteacher of the school. The Local Authority will follow the

same process when considering requesting a direction for a child to be admitted at an Academy through the Fair Access Protocol.

The governing body of a maintained school can appeal by referring the case to the Schools Adjudicator within 15 calendar days. Similarly, Academies will agree a starting date for the child or set out its reasons for refusal in writing to the Local Authority within 15 calendar days (providing contact details to cover any approaching bank holiday or holiday periods).

If the case is referred to the Adjudicator, the Adjudicator may either uphold the direction or determine that another maintained school must admit the child. The Adjudicator's decision is binding.

If an Academy has not agreed a start date for the child within 15 calendar days, the Local Authority will, after considering any reasons provided for refusal, apply for a direction from the Secretary of State via the Education Funding Agency. The Secretary of State has the power under an Academy's Funding Agreement to direct the Academy to admit a child.

For further information, please refer to the DfE's [Fair Access Directions Flow Chart](#)

Southend-on-Sea Borough Council

Protocol for a Managed Move

Introduction

A Managed Move is one of a possible range of strategies where there have been difficulties with a pupil's behaviour over a period of time. Southend local authority continues to be committed to preventing any child from being permanently excluded and promoting schools to work together to look for alternative strategies to avoid exclusion.

A Managed Move should only be proposed with the full knowledge and co-operation of all the parties involved: parents/carers, pupil and Headteacher/s, Inclusion Officers, and where appropriate Victory Park Academy.

A Managed Move is not

- A suggestion that parents/carers should look for a new school “in the best interests of the child”
- Where parents/carers exercise their legal rights to express a preference for another school

Schools must not seek to persuade parents to educate their children at home as a way of avoiding an exclusion. If a child is at the point of permanent exclusion, schools must follow the statutory guidance. The only alternative where a decision has been reached to permanently exclude is to offer a Managed Move at the point of permanent exclusion (APEX – refer to section 2).

A Managed Move is one of a range of strategies available to schools to address repeated behavioural difficulties and can be offered as either a fresh start or an alternative to permanent exclusion. The Southend Fair Access Protocol identifies two types of Managed Move.

Fresh Start (not at the point of permanent exclusion)

This is where a school and parents feel that a change of school might benefit the pupil as a strategy to address issues such as poor behaviour or persistent noncompliance with school policy – it is not for the pupil who is at the point of permanent exclusion. In this case the referrals for Managed Move will be referred to Inclusion Panels with the consent of parents. A 6-week trial period is agreed between the two schools. Only in exceptional circumstances should schools terminate a Managed Move before the end of the 6-week trial. An example of such a circumstance could be the behaviour of the child was serious enough to warrant an exclusion in accordance with the school's behaviour policy. Terminating Managed Moves before the end of the 6 weeks would be in exceptional circumstances rather than the norm.

A minority number of cases may require a longer trial period, for example the child had been excessively absent due to ill health or a family bereavement has occurred. Any decision to increase the trial period should be agreed at the 6-week review meeting and based upon exceptional individual needs.

The pupil remains on roll at the home school until the end of the trial period. If the move is successful the transfer becomes permanent. Any transfer of pupil led funding is agreed between the 2 Headteachers. Only successful Managed Moves referred and monitored through Inclusion Panels will be counted as a Fair Access admission.

If the move is unsuccessful, then the pupil must return to their home school. The home school should not issue a permanent exclusion based upon an unsuccessful Managed Move. If the child is at the point of permanent exclusion and a Managed Move is considered to avoid this outcome, please refer to section 2 (APEX Managed Move).

Southend process for Fresh Start Managed Moves:

1. The Headteacher (or senior lead) must have explored alternative strategies and solutions before considering a Managed Move
2. The Headteacher calls a meeting with the parents/carers and pupil to discuss the possibility of a Managed Move. The meeting is an opportunity to share information and concerns in an open and non-judgmental way and discuss the move as a positive process. The meeting will aim to:
 - Agree a referral to Inclusion Panel, the rationale for the Managed Move, the strategies already put in place and the pupil's response
 - Explore whether any other strategies could be tried
 - Discuss the pupil's strengths
 - Explore which mainstream school/Academy might best meet the child's needs and could be approached
3. The identification of a receiving school should take account of:
 - Parental preference where possible
 - Admission criteria for the school
 - Distance from the child's home to the school
4. Once the Inclusion Panel referral has been agreed and signed, schools to email the referral and supporting paperwork to inclusion@southend.gov.uk . A Managed Move is one of several possible recommendations that Inclusion Panel can make.
5. There should then be a meeting between the receiving school and the sending school to:
 - ensure full exchange of information: pupil's strengths, academic progress, attendance, strategies tried, risk assessments
 - to identify the potential support arrangements that would need to be in place.
 - agree the start date.

- draw up a transition plan to include areas such as, Outreach Service interventions, pastoral support, phased integration, new risk assessment, involvement of external agencies, communication with staff in the receiving school etc.
6. Inclusion Officers and Outreach staff will support schools with all Managed Move meetings, support pupil planning, integration/transition plans and practical support with the young person to increase chances of success.
 7. Integration/transition plans although individual to the pupil's needs should share some consistency from school to school.
 8. The plan and organising the reviews is the responsibility of the home school
 9. All schools to provide clear positive expectations for the child and parent/carer during Managed Move meetings and reinforce these expectations on the child's plan.
 10. Key areas of concern, active/current support services and previous/current school plans (PSP, behaviour plans, ISP etc.) to be shared with the receiving school prior to the Managed Move meeting and any new integration plan.
 11. An agreed probation period (suggested 6 weeks), with extensions only being considered for exceptional circumstances (illness, family bereavement, significant family issue etc.)
 12. Only once the receiving school has confirmed that the child has been admitted and placed on roll, can the sending school remove them from their school roll.
 13. If the Managed Move is unsuccessful the pupil should return to their home school. Schools should involve key services, school staff, parents, and the child in a new integration plan with the emphasis on identifying barriers and desired outcomes to avoid further exclusions.

Managed Move at the Point of Permanent Exclusion (APEX)

An APEX Managed Move is when a pupil is at the point of permanent exclusion and an alternative option is offered to avoid the exclusion. This move would only be explored after a full range of strategies have been tried. (In this case the Headteacher should discuss the case and the strategies tried in the school with the Local Authority Inclusion Officer and Victory Park Academy prior to the decision to permanently exclude.

A Managed Move at the point of permanent exclusion should only be considered after a full range of strategies have been tried, including consideration of any special educational need, referrals to Early Help Family Support and Inclusion services.

There is no trial period under this model and the pupil goes immediately onto the subsidiary roll of Victory Park Academy but remaining on the main home roll of the original school. The parent and child must understand and agree, that although the main school retains responsibility for the child, they will no longer be educated on the school site.

If, after a period of successful engagement and access to education, Victory Park, with the consent of the parent/carer, can refer the case back to Fair Access for a new school placement .

In this scenario the balance of 'pupil led funding' should transfer to the Local Authority to place back in the High Needs Block, due to the place funding of Alternative Provision places at Victory Park. This is to support the pupil's full-time education and any future reintegration plan into a new school. In accordance with s29 of the School and Early Years Finance Regulations, all schools will be required to transfer the balance of all pupil led funding to the Local Authority for all children either permanently excluded or placed at Victory Park through an agreed Managed Move at the point of permanent exclusion (APEX). Support services may also allocate additional support for the pupil and/or family for a short period of time to support transition.

To avoid any delay in moving these children, who under normal circumstances would be permanently excluded, Headteachers should contact Inclusion services at inclusion@southend.gov.uk immediately and begin discussions for a swift move to alternative provision.

Looked After Children and those with an active Education Health Care Plan cannot be considered for a Managed Move unless agreed in the first instance by the home local authority. For LAC and those with an EHCP, The Virtual School and/or SEND coordinator should be contacted and decisions to change placements must be made in collaboration with services and the family.

All Managed Moves must be referred to Inclusion Panel for agreement, placement consideration of any additional support to aid transition plans and success.

All Managed Moves and their outcomes will be reported back to monthly Inclusion Panel meetings. successful Managed Moves will be counted under a fair access admission.

Criteria and Evidence for a Managed Move at the Point of Permanent Exclusion (APEX)

The school would be expected to demonstrate the criteria for a permanent exclusion had been met and the evidence for this would be the same as that required by a governor's discipline committee meeting to hear a permanent exclusion.

Support strategies and processes to identify any barriers to learning should have been explored fully prior to deciding to permanently exclude. Strategies could include the following, although this is not an exhaustive list, and much depends on how the school organises its in-school learning and behaviour provision:

- On or off-site learning units

- Nurture arrangements
- Change of class/tutor groups
- Alternative curriculum/timetable
- Internal seclusion
- Risk assessment and plans
- An Early Help and Family Support Assessment should have been sought and reviewed with evidence of support from other agencies involving parents and the child.
- Educational Psychologist and/or other services' reports such as Behaviour Support Services and evidence where the school has acted upon advice
- The pupil has been identified as School Support (SEN) for 2 terms with evidence of reviewed IEPs or pastoral and/or behaviour plans reviewed with advice from the Educational Psychology Service and/or Behaviour Support Service implemented
- Restorative Justice approaches
- Possible short-term preventative placement at the Southend Alternative Provision Pupil Referral Unit (Victory Park Academy).

However it is also recognised that there may be exceptional circumstances, or a one off incident, when a permanent exclusion is the proposed response to a serious breach of the school's discipline policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. It may be that in these cases the above strategies may not have been fully implemented but again the evidence should be sufficient to warrant a permanent exclusion.

Southend process for Managed Moves at the Point of Permanent Exclusion:

The Headteacher is advised to have always fully considered and discussed the potential permanent exclusion and alternative options with Southend's Inclusion Service Prior to any decision to permanently exclude.

1. If the decision remains to permanently exclude, the Headteacher must first issue a permanent exclusion letter to the parent/s of the pupil.
2. The Headteacher calls a meeting with the parents/carers to discuss the permanent exclusion and possible alternative of a Managed Move. The meeting is an opportunity to share information and concerns in an open and non-judgmental way and discuss the move as a positive process. The meeting will aim to :-
 - Agree the rationale for the Managed Move, the strategies already put in place and the pupil's response
 - Explore whether any other strategies could be tried
 - Discuss the pupil's strengths
 - Reinforce that although the pupil remains on the roll of the school, they will receive their education through Victory Park Academy and would not be returning to the school.

- Identify, that after successful engagement and progress at Victory Park, the pupil may be referred to the Fair Access Panel to be placed at an alternative mainstream school.
3. If parents agree with the APEX Managed Move, the Headteacher contacts the LA's Inclusion Manager and Victory Park Academy to agree the placement.
 4. It is important that negotiations are finalised by all parties before the sixth day of the exclusion. If not, education must be arranged for the pupil from the sixth day.
 5. The Headteacher may withdraw an exclusion that has not yet been reviewed by the governing board.
 6. Once agreed and the child is on the subsidiary roll of Victory Park, the Headteacher must formally withdraw the exclusion.
 7. The pupil **MUST** remain on the roll and the responsibility of the home school. Victory Park Academy will deliver a full-time alternative provision on their subsidiary roll until the pupil is either ready to be transitioned to an alternative mainstream school via Fair Access or they reach compulsory school age.

This does not remove a parent's right to make an in-year admission application to a school during this time.

Funding

It has been agreed previously by the Education Board (acting as the Schools Forum) that the pro rata balance of pupil led funding will transfer from the sending school's budget either directly to the receiving school (fresh start Managed Move) or to the Southend High Needs Block (HNB) via the Local Authority if going on the subsidiary roll of Southend's alternative provision Victory Park Academy.

In accordance with the School and Early Years Finance Regulations, all schools including Academies, will be required to transfer the balance of all pupil led funding to either the Local Authority or receiving school from either the first day that the child has been moved onto the main roll of the new school (fresh start), or the day that education commences at Victory Park Academy (APEX). For an APEX placement this is usually the sixth day of the exclusion.

The agreement from Education Board which exists for all schools, including Academies, where a child has been permanently excluded, the Local Authority will adjust school budgets from the sixth day of a permanent exclusion. This is in accordance with the School and Early Years Finance Regulations. The pro rata balance of all pupil led funds will be transferred either to the school that has accommodated the sixth day provision, or in the case of Southend's Alternative Provision Victory Park Academy, the Local Authority will transfer the pupil led funding directly to the Southend HNB budget.

Parent Information on Managed Moves

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. Schools will usually seek to gain parental and child agreement before making a direction under s29A of the Education Act 2002.

An alternative to a directed alternative provision, is a Managed Move.

A fresh start Managed Move is where a child's challenging behaviours are placing a child at risk of exclusion. The child is given the opportunity of a 'fresh start' at another school for a probationary period. If this is successful they will move permanently to the new school, however if unsuccessful, they will return to the original 'home' school.

Managed Moves can only take place with the full consent of everyone involved. This includes parents, the original school, the local authority, and the new school.

Parents and children must be made aware that for Fresh Start Managed Moves that there is a probationary period, where if unsuccessful, the child or young person will be returned to the original school. It is important that the child understands that this is a trial placement and that they need to take every opportunity of support and understand expectations for their attitude and behaviours to make it successful.

A Managed Move at the point of permanent exclusion (APEX) is where the school has issued a permanent exclusion letter, after a breach of the school's behaviour policy. The Headteacher may agree, with parents' consent, to withdraw the permanent exclusion and move the child under an APEX Managed Move to Victory Park Academy.

The child remains on the register of the original (home) school but attends and receives their education at Victory Park Academy. The child would not return to the original school. Victory Park through assessment of needs and alternative teaching methods would continue to provide for the child's education either until they reach the end of their primary phase (end of year 6), end of compulsory school age (end of year 11), or where Victory Park assesses that they are ready to return to mainstream and refers the child for placement at a new school at the Borough's Fair Access Panel.

Where a child has reached the point of permanent exclusion, parents must be informed that to accept the Managed Move, removes their right to object to Governors and Independent Review Panels regarding the original exclusion. If parents want to challenge the school's position for permanently excluding their child and refuse a Managed Move, the permanent exclusion proceeds.

There is no right of appeal against a Managed Move and its outcome. However, it is important to stress that a Managed Move should be a planned and positive fresh start and that schools are supportive and focus on the child's success.

Common questions asked by parents:

Should I agree to a Managed Move?

Only the individual parent/s can make this decision. Parents may prefer a Managed Move, particularly where a child has reached the point of a permanent exclusion (APEX), as it avoids having the exclusion on their child's school record. They may also feel that relationships have irretrievably broken down with the home school and a fresh start Managed Move is the best option for success for their child.

If I want to change my child's school, do I have to agree to a Managed Move?

No, any parent can apply for another school at any time. The local authority recommends that before parents move their child, that they explore any barriers or challenges with the school first. Changing school can be upsetting and unsettling for a child, so moving schools needs to be thought out fully and considerations for what support they might need in making the transition.

Can a school refuse an in-year admission application saying they will only accept a Managed Move?

No, schools must follow legislation when responding to a school admission application. Managed Moves are not part of a school's consideration when applying their admission arrangements. Any refusal for a place in a school, must be in writing (not advised over the phone) and must identify the parents statutory right to appeal against the decision.

Can I demand the school to make a Managed Move?

No. Managed Moves are only considered where a child's behaviour is placing them at risk of exclusion or where due to the breakdown of relationships between home and school, support plans for inclusion are no longer being effective in bringing about a positive change. Parents can ask schools to consider a Managed Move but ultimately the decision must be a joint agreement.

If the Managed Move does not work out, does my child have to return to original school?

Yes, the child remains a pupil of the home school and if the move is unsuccessful, they must return. If the child does not return the school will likely record any absence as unauthorised and the parent is at risk of penalties and possible prosecution. If the Managed Move does not work out, will the school permanently exclude my child instead? A school can only permanently exclude a child in response to a serious breach or persistent breaches of the school's behaviour policy. If the child has not breached the behaviour policy of the home school during their time on a Managed Move, there is no jurisdiction for a permanent exclusion. A Headteacher cannot back date an exclusion letter for a previous incident when they were previously at the school. However, they could consider previous breaches, if the pupil has broken the policy either during the Managed Move period, or on their return to school. This could be considered under 'persistent breaches' of the policy.

Background Papers for the Fair Access and Managed Move Protocols

[Fair Access Protocols in School Admissions](#)

[School Admissions Code 2014](#)

[Alternative Provision – statutory guidance](#)

[Exclusion from maintained schools, Academies and Pupil Referral Units in England](#)

Appendix 1

Where a governing body does not wish to admit a child with 'challenging behaviour'* outside the normal admissions round, even though places are available, they can only refuse admission and refer cases to the Fair Access Panel in the following circumstances:

1. Where schools can evidence through legitimate knowledge of a child's challenging behaviour (see definition), that to do so would prejudice the provision of efficient education or the efficient use of resources and have written a refusal letter to the parent stating their reasons (Section 86 of the SSFA 1998). In cases where the child is currently unplaced, refusing schools MUST refer the case to the Local Authorities Fair Access Protocol. This category should only be used for exceptional circumstances.
2. Where a child has been permanently excluded from two or more schools for a period of two years from the last exclusion (does not apply to children who were below compulsory school age at the time of the exclusion, or children who have been re-instated following a permanent exclusion or decision overturned by an Independent Review Panel)
3. The school has been judged by Ofsted as inadequate or requires improvement in the past two years (the below list will be updated according to changes in Ofsted status and the date of the last inspection status).

Schools currently falling under this category are:

Primary:

Darlinghurst Academy (good since 2019)

Our Lady of Lourdes Primary

Leigh North Street Primary

Secondary:

Cecil Jones Academy

Chase High School

4. Schools who can evidence exceptional circumstances demonstrating significant challenges within the year group of application. Examples of exceptional circumstances and significant challenges identified by the School Association of Primary Headteachers (SOPHA) and School Association of Secondary Headteachers (SOSHA) representatives are:
 - High levels of behaviour need, e.g. higher than Borough average for fixed term or permanent exclusion
 - Lower than Borough average attendance
 - Higher than Borough average children with SEN Support/EHCPs
 - Higher than Borough average Looked After Children
 - Higher than Borough average open to Social Care under Child Protection and/or Child in Need

This list is not exhaustive but will require comparable Borough data to evidence that a school has more than their fair share for the identified year group.

SOPHA/SOSHA will be responsible for identifying and setting Borough Averages on an annual basis.

This section identifies those schools and circumstances eligible to refer cases to the Fair Access Panel.

All schools including those identified under the above categories, will continue to be considered when making decisions regarding which school is best placed to admit the child under the protocol. Schools cannot use the above grounds as reason to refuse admission under the Fair Access Protocol.

This list will be reviewed annually. Any amendment should be discussed and ratified either at secondary and primary Headteachers associations (SOPHA & SOSHA) and/or the School Performance Subgroup of Education Board.

*Challenging behaviour as defined in Main Principles pages 4-6)

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School Performance Sub Group

Minutes of the meeting of the SPSG, held at the Tickfield Centre

04 March 2020

9

Board Members Present: Darren Woollard (DW); Brin Martin (BM) Maurice Sweeting (MS); Amanda Champ (AC); Jim Johnson (JJ); Lisa Clark (LC), Paul Hayman (PH); Jerry Glazier (JG); Vikki Wright (VW); and David Struthers (DS).

Data Team: Richard Warren & Olivia Allen

Minutes: Jan Linden

1.	Apologies, welcome and introductions if required	Action
	DW welcomed everybody and opened the meeting.	
	2. Notes of the last meeting, matters arising	
	<p>Minutes: discussed and agreed.</p> 3. Matters arising	
	<p>Minutes of 08 January - Jerry was not present at the last meeting.</p> <p>Terms of reference have been agreed and sent to Robert Harris. Now available on Democracy Live.</p> <p>Social worker in schools' pilot at Eastwood. BM - a very useful meeting. Discussions with the Head Teacher have resulted in this moving on and the pilot as planned is no longer a consideration. If a school is wishing to consider buying in their own social worker, it would be beneficial to go through the council, then they will be able to use all the services offered as opposed to buying them. The employer would be the Council.</p> <p>PH: Sacred Heart? BM and AC met with Director of Education for the Diocese, Robert Simpson. He has indicated that he will put Amanda in touch with her counterpart in order that discussions around Sacred Heart can take place.</p> <p>BM: ISOS meeting took place. 75% was accurate. A smaller group made up of HTs from across the borough is meeting later this month to consider the recommendations. The resulting set of actions will include recommendations to schools.</p> <p>BM – coronavirus could have some significant challenges for our schools. BM will use emergency HT contact list rather than SLN given the emergency situation and ensure all Head Teachers have directly received most recent advice, information and guidance.</p>	

	<p>JJ: when considering the budget implications for EWMHS, support for all pupils is paramount. BM to take to the commissioning meeting tomorrow. JJ offered to be part of the panel to make decisions around this important piece of commissioning work.</p>	
<p>4.</p>	<p><u>SPSG Risk Register</u></p> <p>Risk Register 2020 FV.xlsx</p> <p>AC thanked the Data Team. Richard and Olivia presented this document.</p> <p>This is a useful tool that needs to be able to support pupils' outcomes and schools to achieve well in an inspection. The register is to identify schools who need support.</p> <p>Re: Ofsted contextual data, a second column of inspection date and projected next inspection to be added.</p> <p>Threshold for risk in some of the measures was currently subject to interpretation. This is for discussion in the group so acceptable thresholds can be set.</p> <p>LC: In the Curriculum Questionnaire, infant schools were not able to indicate that they do not teach a Modern Language and so some rated as Red. PH suggested that maybe we don't need to RAG rate curriculum in the same way we monitor data.</p> <p>Schools who had RAG rated subject areas as Amber in the Curriculum Questionnaire were not reflected in the Risk Register. There was a discussion around the format in which curriculum data was collected via DW and changing the way this information is collected. There are a number of schools who are not engaging in this process.</p> <p>Regarding financial information – if we're not getting the full picture for all schools, is it worth having this as a risk? It was discussed that there was school level data for MATs available to the public. However, this was not broken down into the financial data of surplus and deficit which is being used by the risk register, and therefore, there was no MAT data available to be added to this document unless the schools were to supply it themselves which is unlikely to be possible.</p> <p>2019 Attainment & Progress Overview Primary Schools – it was requested that phonics be added as an attainment measure for both Year 1 and 2.</p> <p>Staff attendance – JJ requested for the wellbeing data regarding staff attendance be added to the contextual data for the next iteration. A link</p>	<p>Data Team</p>

	<p>was sent to RW and OA for this particular dataset.</p> <p>Inclusion data needs to be updated using the January 2020 census data for all schools.</p> <p>Vulnerable groups – it was discussed that perhaps an overall number of SEN pupils in schools should be used as a measure. Look at the overall national rate and if a school is significantly above or below, then highlight this and pull through as a potential risk to the summary sheet. RW and OA to check the statistical validity of using this as a measure of risk.</p> <p>PH: By what date will the 2020 data be ready for primary and junior schools? RW advised that provisional data would be available by the end of the summer term and it was discussed that another meeting may be set for late in the summer term for this data to be presented.</p> <p>DW thanked the data team for all their hard work.</p>	
5.	<p><u>Other matters requiring update to SPSG</u></p> <p>Recently published issues at SECAT were raised which were not for this meeting. The LA are seeking assurances from the Trust.</p>	
6.	<p><u>Update on support for schools – focus on secondary provision</u></p> <p>BM will bring the three secondary schools’ business cases and interim monitoring to the next meeting for discussion.</p>	BM
7.	<p><u>Dates of future meetings</u> Wednesday 15 July 9am.</p>	
8.	<p><u>AOB</u> None</p>	

CHAIR _____ DATE _____

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VULNERABLE LEARNERS SUB GROUP MINUTES

30th June 2020
Microsoft Teams

CHAIR	Julia Jones – Headteacher - Barons Court
ATTENDEES	Brin Martin, Amanda Champ, Wendy Hackett, Tom Dowler, Sue Walsh, Sarah Greaves, Gary Bloom, Debbie Butcher, Lisa Clark, Julie Hollingsworth, Mark Aspel
APOLOGIES	Steve Cornwall, Taz Syed,
INVITED (DID NOT ATTEND)	

WELCOME AND INTRODUCTIONS/ MINUTES OF THE LAST MEETING

DISCUSSION	
<p>Welcome to all. The minutes from the previous meeting on the 30th July 2020 were agreed as a true representation of the meeting.</p>	
ACTION ITEMS AND UPDATES FROM PREVIOUS MEETING	PERSON RESPONSIBLE
<ul style="list-style-type: none"> • BM to follow up comparison of closed cases during lockdown • TD – accuracy of data – advised it is timing issue, collating of reports creates lag and affects accuracy with live data. • Electronic Devices for Vulnerable Learners – AC updated No further roll out of devices anticipated. Expectation from OFSTED schools have contingency plans in place in case of local/wider lockdown. • JH updated - Survey results collated and follow up conversations with schools took place. • EHCP – Impact of current situation on finalising the plans discussed. Action plans in place. • BM & GB are meeting with Anne Powell- Davies regarding reinstatement of Educational Psychologist visits to schools. • Health support for EHCP discussed – JH advised the next SENCO Borough meeting is taking place on 13th October where issues will be discussed. 	BM

ACCESS AND INCLUSION – COVID VULNERABLE LEARNERS UPDATE

DISCUSSION
<p>BM updated VLSG on schools re-opening. All schools are fully back – BM advised on concerns regarding longer reception transition. Attendance is over 90% - tracked daily by the schools. Concerns expressed regarding correct coding for absences. Experiencing dip in year 7 attendance – reason currently unknown.</p>

AC & TC devised tracking system for all pupils in schools in conjunction with COVID cases.

Number of services resumed visits to schools, some have not stopped. Council staff have to observe protocol for all visits to schools and establishments.

BM will send a note to all schools – to expect restart of physical visits.

Remote learning elements – Further Webinars are planned for all headteachers. BM would like to thank everybody for doing an outstanding Job.

JH reported on children with SEN attendance – all children attending apart from 4 pupils because of extended medical needs awaiting advice regarding medical procedures – this has now been received and is positive.

Concerns expressed regarding correct coding for absences – further investigation needed. VLSG asked for breakdown if absences are related to specific days.

Reduced time tables – VLSG to get report how many students are on reduced time tables

Spread of the virus in Southend – statistics show this is mainly at exits and entrances to schools and congestion while waiting for transport. BM advised we are in conversations with C2C who are providing station management.

Covid Transport Group has been set up to oversee delivery and management. Consultancy Company MocMatt working with Highways co-ordinating delivery of school transport solutions.

AC advised the group there are possibility to influence traffic flow and movement of buss stops. Will feedback to MocMatt regarding the issues discussed.

Exclusion report – CB circulated prior to the meeting. Positive picture overall.

Concerns

- Amendment to Fair Access protocol will have an impact and possibility of APEX being on the increase.
- SEND category higher than national

MA advised that Victory Park exclusions are much lower than national and would like to take opportunity to thank the inclusion team

EHE – increase across the board discussed. Due to lockdown there was no need for parents to home educate, however now showing 250% increase from previous year.

Concerns expressed in tracking Early Years children with no attendance at settings. LY advised early years track and follow up on children where they do attend some form of provision.

CB will provide statistics how many EHE children go back to the original school

SG – updated on LAC. Completed Annual Report and KP's outcomes for LAC. Will share with VLSG – still in draft form and will present at the next meeting.

Post 16 – WH updated the group. Currently going through a tracking process and by the next meeting will be able to give indication on number of NEETs

Working with vulnerable year 11s on a support package together with PLT and YMCA.

GB – updated on EHCPs – return to schools and offers. Increase in requests for assessments nationally. Currently SEND team are near full capacity and working successfully on resolving the issues. Educational Psychology webinars are taking place and continuing.

GB advised work is ongoing to ascertain whether children are provided with offers according to plans.

Will update the group at the next meeting.

Concerns expressed in SEN children transition to secondary schools – GB advised there is no co-ordinated approach and needs to be actioned.

ACTION ITEMS	PERSON RESPONSIBLE
• BM to send communication to schools to expect restart of physical visits	BM

<ul style="list-style-type: none"> AC to feedback to MocMatt regarding transport issues discussed SG to present update on Annual Report for LAC at the next meeting GB – work on co-ordinated approach to secondary schools transition for pupils with SEN GB to provide update on provision of offers correlating with Plans. 	AC SG GB
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UPDATE PLT REPORTS AND QUESTIONS

DISCUSSION	
<p>SBC provision pathway report –</p> <p>MA will provide presentation at the next meeting how does PLT work correlate to the SBC provision pathway report. MA updated PLT is working with students focusing on managing emotions, resilience, managing relationship and communications.</p> <p>Moderation is taking place across 7 academies and working with SHSB and Shoeburyness. MA advised teaching and learning reports have been submitted to CM.</p> <p>MA advised external visitors have come to school looking at different areas supporting learning.</p> <p>Parental survey had positive outcome.</p> <p>Medical report – staff are qualified in medical education and using additional tutors. Medical provision is moving to SACC.</p>	
ACTION ITEMS	PERSON RESPONSIBLE
<ul style="list-style-type: none"> MA to do presentation at the next meeting how does SBC Provision pathway report work within the PLT. 	

AOB UPDATES

DISCUSSION	
<p>Reporting of issues to Education Board. JJ will liaise with BM to highlight issues that need to be reported.</p> <ul style="list-style-type: none"> Exclusions Social Care representation <p>Exclusion rates for Special Schools – Cathy will look at the data from previous year and compare, specially for EHCP children.</p> <p>Checking system for vulnerable children attending PLT</p> <p>Discussion on items for next agenda</p> <ul style="list-style-type: none"> Exclusion rates for Special Schools – CB Vulnerable Children attendance at PLT – checking system Attendance during Covid for vulnerable children EHE summary patterns Summary of FAPs and Inclusion Panel numbers for this term Inclusion Panel – funding breakdown 	
ACTION ITEMS	PERSON RESPONSIBLE
<ul style="list-style-type: none"> JJ to liaise with Brin on items to be reported to Ed Board 	

DATE OF NEXT MEETING

Proposed dates;
26th November 2020
7th January 2021
25th February 2021

SOUTHEND-ON-SEA EDUCATION BOARD, VULNERABLE LEARNERS SUB GROUP

AGENDA

Date:	
Time:	
Place:	Microsoft Teams

<p>Membership: Brin Martin, SBC Jackie Mullan, St Christophers School Julia Jones, Barons Court Lisa Clark, Hamstel Infants School Lesley Yelland, Early Years, SBC Cathy Braun, Access and Inclusion, SBC Vacancy Vacancy Mark Jordan, Parallel Learning Trust Sue Walsh – Safeguarding Manager SEEC Debbie Butcher – Early Help Team, SBC Steve Cornwall – SBC Social Care Sarah Greaves, Virtual Headteacher, SBC Gary Bloom, Head of SEND, SBC Julie Hollingsworth, SEND, SBC Tom Dowler, Operational Performance and Intelligence Team Wendy Hackett – Youth and Connexions Vacancy Taz Sayed – Chair of the Clinical Group</p>	<p>Representation Director of Learning Education Board Education Board Education Board Early Years Access and Inclusion Secondary Special/AP Academy Trust Post 16 Youth Offending Social Care Virtual School SEND SEND SEND Data Team Youth and Connexions Family and Parent Voice CCG</p>	<p>Other attendees: Jana Kenton (PA to Director of Learning)</p>
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APOLOGIES

- a) To receive apologies.

WELCOME AND INTRODUCTIONS

- a) To welcome any new members to the group.

NOTIFICATION OF ANY OTHER BUSINESS / ORDER OF MEETING

- a) To note any late item of business, not on the agenda, which any member wishes to raise and to decide whether the urgency of the matter is such as to warrant consideration at this meeting.
- b) To consider any changes to the order of the agenda.

MINUTES OF THE PREVIOUS MEETING

Minutes of the meeting on to be agreed and signed (previously circulated).

TO RECEIVE AN UPDATE ON MATTERS ARISING FROM THE PREVIOUS MEETING NOT COVERED ELSEWHERE ON THE AGENDA

ACCESS AND INCLUSION – COVID VULNERABLE LEARNERS UPDATE

- a) To receive an update from Brin Martin regarding the following during school the school re-opening period:
 - Attendance
 - EHE
 - BAME and disadvantaged pupils (FSM/PP)
 - SBC teams visiting schools to support vulnerable learners
 - Remote learning/tutoring catch up funding

ACCESS AND INCLUSION – COVID VULNERABLE LEARNERS UPDATE

- a) To receive an update regarding the following during school the school re-opening period:
 - CLA – Sarah Greaves
 - BAME – All members
 - Deprivation –All members
 - Post 16/NEETs – Wendy Hackett
 - EHCP – Gary Bloom

- Exclusions data Cathy Braun

ACCESS AND INCLUSION – ANNUAL PLAN

DISCUSSIONS

- a) To agree the focus of the VLSG for the academic year 2020-2021 in line with professionals feedback from the meeting.

OTHER BUSINEES

To discuss any other business as agreed

DATE OF NEXT MEETING AND AGENDA ITEMS

Southend Education Board (EB), Resources Sub Group (RSG)

5th October 2020, 4.15-5.30, (held virtually on-line through MS teams)

DRAFT Minutes of the meeting

Membership of the sub group for Resources	(nominations received) representation
3 nominations from the Education Board (Headteacher/governor)	Robin Bevan (secondary) CHAIR Vacant Stuart Reynolds (secondary)
4 other members nominated from the four associations	Nick Booth (primary) Vacancy Jackie Mullan (special) Anthony McGarel (post 16)
1 school business manager nominated from the RSG	Simon Oxenham (SHSB)
Council Officer representation as required for the papers	Paul Grout (Senior Finance Business Partner) cc. Brin Martin (Director of Education)

Time	Agenda item	Decision? Action
4.15	Membership Apologies And council officer representation as required for papers Officers present: Paul Grout (PG)	Nick Booth was not present at the meeting. (RSG recognised non-attendance would be inevitable given current circumstances with the pandemic.) Brin Martin also sent apologies: received after the meeting.
	Membership Vacancies	2 current vacancies Action: Robin to bring this to the attention of Education Board (EB) firstly to see if any new members wish to join the RSG. The RSG also ideally seeks one member to represent the Early Years provision.
4.20	Minutes of the last meeting 05.06.20	No amendments. Minutes agreed and now Final Officer PG to feedback to the EB, the

		ESFA responses for the 2 specific EB questions raised on some of the Multi Academy Trust Balances from the last EB meeting. (Minuted at EB)
4.25	<p>DSG 202122 budget planning and 202021 budget update</p> <p>DRAFT EB Paper and Appendices supplied ahead of the meeting</p> <p>Officer Lead: Paul Grout</p>	<p>Revised paper actions agreed following group discussion:</p> <ol style="list-style-type: none"> 1. Appendix 2, display in an additional column the 20/21 minimum per pupil rate had the Teacher pay and pension grant been included in the DSG for 20/21. 2. Para 10.7, option 1 – add 2 additional points, 1) any funding transfer from the schools block to central block would only effect the highest funded schools per pupil, and 2) Any funding transfer, does also effect the Schools per pupil led base line rate moving forward so has longer term funding effects for those schools. 3. Recommendation 2.1.2, change from agree to note, that the application of the 2.0% funding increases per pupil for all remaining schools, can't at this time be confirmed until the outcome of the Central Block historic commitment funding review is confirmed. (Which will be presented at the EB December board) 4. Recommendation 2.2 (which was for views only). To just note that all 3 options remain on the table at this time, and that a officer recommendation option will be advised at the EB December board alongside the Central Block historic commitment funding review. 5. Add an additional para to sec 11. That the DSG reserve balance forecast highlights effective

		management of DSG funds.
5.25	<p>AOB</p> <p>FYI only:</p> <p>Date of next meetings and forward plan</p> <p>Future RSG meeting dates – MS Teams or Southend High School for boys 4:15 pm to 5.30/6.00 pm current planned papers ahead of Education Board (EB):</p> <p>1st December 2020</p> <ul style="list-style-type: none"> • DSG 2021/22 Final Budget planning including ISB allocations and Forecast Outturn 2020/21 <p>June 2021 (Date tbc ahead of EB date tbc)</p> <ul style="list-style-type: none"> • DSG Final Outturn 2020/21 • DSG High Need detailed budget allocations 2021/22 • 2020/21 Year End School Balance tables <p>Meeting close</p>	None

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