

Public Document Pack
Southend-on-Sea Education Board
Tuesday 22nd June 2021

I confirm that a meeting of the Education Board (formerly the Schools Forum) will be held on **Tuesday 22nd June 2021 at 8.15am.**

The meeting will be held virtually via MS Teams.

Robert Harris
 Clerk to the Forum

A G E N D A

Agenda	Item	Lead	Time
1.	Apologies for absence	RH	5mins
2.	Minutes of the meeting held on 15th December 2020 Minutes attached	RH	5mins
3.	Matters arising (not covered elsewhere on the agenda)	Chair	5mins
4.	Education Board Membership, Vacancies and attendance Verbal update (no papers)	RH	5mins
	<u>Schools Forum Matters</u>		
5.	Dedicated Schools Grant 2020/21 Final Outturn Report for decision attached	PG	15mins
6.	Education Health Care Plan revised top up banding scheme from Sept 21 Paper for noting attached	GB	10mins
7.	Dedicated Schools Grant High Needs detailed budget allocation 2021/22 Report for decision attached	PG	30mins

	<u>Education Board Matters</u>		
8.	Education Response to Covid-19 Discussion item (No papers) Collective view of the response to the pandemic so far and next steps	BM	15mins
9.	Report back from Sub Groups (a) Resources S.G. held 8 th June 2021 – draft Minutes attached (b) School Performance S.G. held 11 th May 2021 – Minutes attached (c) Vulnerable Learners S.G. held 27 th May 2021– Minutes attached	Chairs	10mins
10.	Any other business (To be notified to the Chair/Clerk prior to the start of the meeting)	ALL	10mins
11.	Date and time of future meetings T.b.a	RH	5mins

Public Document Pack
SOUTHEND-ON-SEA BOROUGH COUNCIL

Meeting of Education Board

Date: Tuesday, 15th December, 2020

Place: Virtual Meeting - MS Teams

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Present: Jane Ladner (Chair) - Southend High School for Girls (Governor)
Stuart Reynolds - Southchurch High School (Headteacher)
Dr Paul Hayman - Westcliff High School for Girls (Headteacher)
Stephen Tollworthy - Shoeburyness High School (Governor)
Darren Woollard - Blenheim Primary School (Headteacher)
Lisa Clark - Hamstel Infant (Headteacher)
Dave Taylor – Milton Primary School (Governor)
Mark Jordan -Pupil Referral Unit
Anthony McGarel - South Essex College
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: Councillor A Jones
B Martin, P Grout, E Hammans, R Harris, and C Braun.

Start/End Time: 8.15 - 9.35 am

1 Apologies for absence

Apologies for absence were received from R. Bevan, J. Jones, L Thorne and J Johnson.

2 Minutes of the meeting held on Tuesday 20th October 2020

Resolved:

That the minutes of the meeting held on Tuesday 20th October 2020 be confirmed as a correct record.

3 Matters arising (not covered elsewhere on the Agenda)

There were no matters arising.

4 Education Board Membership, Vacancies and attendance

The Board considered a report from the Principal Democratic Services Officer providing an update on the attendance of Board members for the period December 2019 to October 2020 and an update on the current vacancies.

Resolved:

1. That the attendance at Board meetings for the period December 2019 to October 2020, as set out in Appendix 1, be noted.

2. That the current membership and vacancies, set out at Appendix 2, be noted and that the vacancies in the relevant sectors be re-advertised/promoted within all schools / school governing bodies.

3. That the following Education Board members be reappointed for a period of 4 years: Dr P Hayman; L Cark; J Mullan; V Wright; L Yelland.

5 Dedicated Schools Grant 2021/22 Budget Planning and 2020/21 Forecast Outturn

The Board considered a report from the Senior Finance Officer presenting the Dedicated Schools Grant (DSG), covering:

- Final funding methodology for distribution of the 2021/22 Individual School Block (ISB) allocations
- Remaining final indicative DSG budget allocation for 2021/22
- Principle decision on Early years funding rates for 2021/22
- Updated forecast outturn for 2020/21

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

Resolved:

1. That the remaining 2021/22 total funded amount for Central Block services with note to the Department for Education (DfE) DSG historic commitment funding that has continued to unwind moving forward (As referenced in paragraph 9.10 of the submitted report), be agreed.

2. That, with consideration to resolution 1 above, the indicative and remaining 2021/22 per pupil uplift applied to all individual school block allocations, who have either not benefited from and therefore already funded above the minimum funding rates per pupil for 2021/22 or a 3% uplift to applied to the applicable core National Funding Formulae (NFF) pupil led factors, be set, as illustrated in the October 2020 DSG EB paper with the NFF maximum allowable 2% uplift funding applied per pupil (As referenced in paragraph 4.2 of the report).

3. That the de-delegation of funding to be centrally retained from the Schools block for the following services, be agreed:

- Staff Costs (Public duties)

4. That, if possible, the 2021/22 Early years funding rates be set as based on the principle decision recommended in paragraph 7.4 of the report.

5. That, on the basis of the decisions undertaken through both this and the previous October 2020 DSG report, this DSG paper and the following January 2021 DSG report be recommended to Council for final approval in February 2021.

6. That it be noted that, in line with the decisions of both the March 2019 DSG report and the December 2020 DSG report, the growth fund to support schools

will continue to be held centrally within the Schools block and distributed to provide the extra required planned places within the authority. (As referenced in 6.1.3 of the report).

6 Education Response to Covid-19

The Board received a verbal update from the Director of Learning on the education response to the COVID-19 pandemic and the current situation in the Borough. The Director also extended his appreciation and thanks to all schools for their support and work during the pandemic.

The Board reiterated its concerns which were raised at the last meeting, particularly the need for an extension to the school holidays. In response to a question concerning testing the Director of Learning advised that staff and pupils will be part of the significant testing programme before they return to school.

Resolved:

That the update be noted.

7 Report back from Sub Groups

The received the following Sub Group minutes:

- a) School Performance S.G. held 17th November 2020;
- b) Vulnerable Learners S.G. held 26th November 2020; and
- c) Resources S.G. held 1st December 2020.

Resolved:

That the minutes of the Sub Groups' be noted.

8 Any other business (to be notified to the Chair/Clerk prior to the start of the meeting)

There was no other business conducted at this meeting.

9 Date and time of future meetings

The following future dates were noted:

- 19th January 2021 at 8.15am
- 16th March 2021 at 8.15am
- 22nd June 2021 at 8.15am

10 Exclusion of the Public

Resolved:

That, 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.

11 Early Years Update

The Board considered a confidential report providing an update on the actions taken and the progress on the additional support to early years providers during Autumn term 2020. The report also advised that any remaining funding from the Autumn term 2020 for additional support would be carried forward to Spring term 2021.

Resolved:

That the report, the actions taken and those that will be taken in Spring term 2021, be noted.

12 Confidential Appendix 4 to DSG Report

The Board considered a confidential appendix relating to the Dedicated Schools Grant (DSG) Budget report (agenda item 5 above).

The Board asked a number of questions which were responded to by officers.

Following discussion of the confidential appendix the Board came back into Part 1 for the decisions (as set out under agenda item 5 above).

Chair: _____

Southend-on-Sea Borough Council

Executive Director of Finance and Resources
Executive Director of Children and Public Health
to
Education Board

On
22nd June 2021

Report prepared by:
Paul Grout, Senior Finance Business Partner

Agenda
Item No.

5

Final Outturn for Dedicated Schools Grant 2020/21

1 Purpose of Report

To update the Education Board on the Dedicated Schools Grant (DSG) final outturn for the 2020/21 schools budget, high needs, early years and centrally retained.

2 Recommendations

Education Board (EB) are asked to:

2.1 Note the final 2020/21 outturn.

2.2 And agree the subsequent DSG reserve balances shown for each funding block to be carried forward into 2021/22 (as referenced in 4.20).

3 Background

3.1 This report sets out the final outturn (spend position) compared to the 2020/21 DSG budget set for schools, high needs, early years, central and the subsequent resulting position for DSG reserve balances.

4 2020/21 Dedicated Schools Grant budgets and final outturn

4.1 Appendix 1 provides the detail of the allocated DSG Budget, final outturn and final variance for the schools block, high needs, early years, central and DSG income.

4.2 The budget and outturn are presented as gross figures which include allocations which are recouped from the Schools and the High Needs Block by the Department for Education (DfE) in order to pass funding directly onto academies, including high need place funding for free schools and further education colleges. This report summarizes the final spend variances to budget.

Schools Block total – (£206,788) underspend, of which:

Schools Block individual school block allocations – online to budget

- 4.3 Reflecting the DSG sum available and distributed to schools in accordance with the principles agreed in the January 2020 EB Budget paper.

Schools Block De-delegated – staff costs (Public duties) - (£6,492) underspend

- 4.4 As previously forecast and explained in the December 2020 EB DSG Budget paper an underspend was expected. No claims on this fund have been processed during 2020/21 which has been likely impacted by Covid-19. This underspend includes 1 further academy buy in addition to the 12 maintained schools de-delegated balance and will be carried forward into 2021/22 within DSG reserve balances (and isolated) to contribute towards the cost of future years public duties claims.

Schools Block Growth – (£200,296) underspend

- 4.5 As previously forecast and explained in detail in the March 2019 EB DSG growth fund paper alongside the 2020/21 rates updated in the January 2021 EB DSG budget paper, the distribution of available growth funding (funding for new intake classes) from 2019/20 is now modelled over the planned life of the growth. Therefore this underspend will be carried forward into 2021/22 within DSG reserve balances (and isolated) to contribute towards the cost of future years growth.

Early Years Block – (£499,443) underspend against the provisional Early Years DSG funding allocation, revised to (£239,443) underspend after accounting for an anticipated £210,000 DfE claw back of funds.

- 4.6 Early years block DSG funding for 2020/21 remains provisional until the DfE have revised the final funding allocation based on both the January 2021 and January 2020 early years census, although note this year there will be a change given the Covid-19 Pandemic and the DfE have announced funding allocations will only now be amended for the spring 2021 term only, as purpose the usual whole of the 2020/21 financial year. These changes will be announced by the DfE in July 2021 and the final DSG early years funding will be adjusted in accordance with that announcement.

- 4.7 Of the (£0.499M) underspend, An underspend of (£0.398M) is attributable to the direct funding allocations for early years providers as shown:

	2020/21 Provisional Budget allocation		2020/21 Spend position to Provisional Budget	
	PTE*	Budget £	PTE* (under) / over	Variance £ (under) / over
2 year old	436	£1.313m	(28)	(£0.039)m
3 & 4 year old Universal	2,748	£6.905m	(232)	(£0.205)m
3 & 4 year old Additional	836	£2.100m	(73)	(£0.153)m
Pupil premium	325	£0.098m	195	£0.040m
Disability Access Fund		£0.058m		(£0.041)m
Total		£10.474m		(£0.398)m

*PTE (Part Time Equivalent). DfE defined as the number of children taking up 15hours per week over 38 weeks. So 1 PTE = 15 hours per week child care over 38 weeks.

- 4.8 As previously explained, any underspend or overspend for early years providers will be due to either a lower or higher average distribution respectively of PTE paid out across the year for the 3 terms, compared to the provisional DSG funding currently based on the January 2020 and January 2019 census alone. However, this underspend for 2020/21 is no surprise given the Covid-19 pandemic (so i.e a reduced headcount paid out) with the exception of early years pupil premium which has increased, and also despite additional fair and further equitable DSG funding agreed by the Education Board to helpfully support sustainability of Early Years providers during 2020/21. It must also be recognised that although this head count is reduced due to the pandemic, it is still above 90% of anticipated provision so that in itself is of testament and praise to the Early Years providers of Southend supporting provision during 2020/21.
- 4.9 The remaining underspend of (£0.101M), of the total (£0.499M) underspend is against the centrally retained early years fund used to support early years children with SEND, additional supplied equipment and training for early years providers. Again, this underspend will also be carried forward into 2021/22 through the isolated DSG early years balance.
- 4.10 Now given we are aware of the reduced headcount payments in 2020/21 and the DfE have advised funding allocations will only be adjusted for the spring term 2021 only, an accounting accrual adjustment has been applied to DSG income funding for 2020/21 (as referenced in 4.19, and shown against DSG income funding) anticipating an estimated potential claw back of £210,000 which is expected to be processed by the DfE in July 2021.
- 4.11 After applying the underspend of (£0.499M) and anticipated claw back of £0.210M, the revised underspend is (£0.239M) which will be attributable to the DSG reserve balance for early years as at the 31st March 2021 increasing that reserve balance to now £1.105M. This is a welcome and sustainable DSG funding position for Early years. It is important to always hold an adequate level of early years DSG reserves balances to fund an in year overspend, should a subsequent funding year see a higher average PTE paid out to early years providers over the 3 terms/funding periods than funding received in, which, as

previously stated is usually based on the annual January early years census's alone. Therefore, it remains recommended that at a minimum a £0.5M reserve balance is maintained, but this does not positively mean given the reserve balance is above this level, further one off funding initiatives remain affordable to continue to support Early Years moving forward. Any proposals of such nature will of course continue to be bought back to the Education Board by the Head of Early Years for approval.

High Needs Block – (£2,109,871) underspend against allocated service line expenditure. Full underspend of (£2,593,807) including the agreed isolated balance to support future years of (£483,936) to DSG reserve balances.

- 4.12 Appendix 1 – displays the full 2020/21 final outturn for high needs on a line by line basis. As referenced in both the previous June 2020 and December 2020 EB DSG papers, an underspend on High Needs funding for 2020/21 was expected of which has increased by the end of the year financial year position.
- 4.13 To remind, 2020/21 saw our local DSG high need funding grow by circa additional £3M through the high needs funding formulae, and this was as first indicated in September 2019, as part of the government's three financial year funding settlement for Schools and High Needs funding covering the financial years 2020/21, 2021/22, 2022/23. This was of course a very welcome and much needed funding announcement as our own local High Needs Block had only just financially recovered in 2019/20 following 3 previous years of deficits.
- 4.14 The following table summarises the current final spend to budget position for 2020/21 alongside previous forecasts.

Summary Heading	2020/21 Opening Budget	2020/21 Revised Budget*	2020/21 Jun 2020 Forecast*	2020/21 Dec 2020 Forecast*	2020/21 Final Outturn	2019/20 Final Outturn
Place funding	£8.064m	£8.064m	£7.857m	£7.823m	£7.854m	£7.317m
Special and PRU/AP top up funding	£6.072m	£6.072m	£5.787m	£5.757m	£5.502m	£5.310m
Subtotal	£14.136m	£14.136m	£13.644M	£13.580m	£13.356m	£12.627m
Schools, early years, post-16 top up funding	£4.112m	£4.112m	£4.112m	£3.927m	£3.718m	£3.441m
Independent Providers	£1.950m	£1.950m	£1.950m	£1.650m	£1.400m	£1.358m
Other Provisions including SLA's	£1.830m	£1.830m	£1.664m	£1.572m	£1.444m	£1.352m
Total services	£22.028m	£22.028m	£21.370m	£20.729m	£19.918m	£18.788m
Targeted to High Need DSG reserve balances to support future years funding pressures	£0.532m	£0.484m				

Total	£22.560m	£22.512m	£21.370m	£20.729m	£19.918m	£18.788m
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2020/21 Revised budget* following updated DfE defined import and export funding adjustment
Forecasts * - as shared at the June 2020 and December 2020 Education Board DSG papers

- 4.15 As shown in 4.14 (and in full in Appendix 1) comparing the 2020/21 revised budget col. to the 2020/21 Final Outturn col. there is no one particular area where the underspend is applied, but all areas' contributing to the underspend. Again, as referenced in the June 2020 EB DSG high need budget setting paper for 2020/21, the 2020/21 academic year saw a welcome 4% uplift on local EHCP top up rates approved and applied, as well as growth on place funding allocations, growth in alternative provision and elective home education, plus further budget allowances on more spend volatile high need demand led budget lines to meet further spend growth should that demand occur. The Covid-19 pandemic during 2020/21 has undoubtedly slowed any further growth in new provision of services, but it is reported that there has been minimal impact in relation to the number of new Educational Health and Care Plans (EHCP's) administered during 2020/21, and Southend remains in the upper tier of EHCP's issued compared to above other local authorities. It must also remain minded there is always spend volatility in high needs budget due to the demand led nature of these budgets and in particular the independent provider provision where 3 or 4 additional placements can add significant additional cost.
- 4.16 Whilst the 2020/21 spend is below the 2020/21 budget allocation, it is important to note the spend provision itself is also greater than that of 2019/20. The 2020/21 underspend will naturally now be ring fenced to the isolated high needs DSG funding reserve resulting in a now total reserve balance as at the 31st March 2021 of £3.003M (which is circa 11% of the now 2021/22 funding allocation). At a minimum it is recommend a reserve balance (A reserve balance which is one off funding available to meet either a future overspend and/or fund one initiatives) is held at all times at a minimum of £2M, which is an equivalent circa 8% of the 2021/22 funding level. A reserve balance is usually recommended to be maintained at around 5% of funded provision, but given the spend volatility associated with high need it is advisable this is increased to 8%. Therefore, very positively, there is in effect a £1M reserve surplus in addition to the 2021/22 budget allocation that can now be used to support one off funding initiatives for the benefit of current or future pupils supported through high needs funding. Its is for the Head of SEND and Head of Access and Inclusion to recommend how that one off funding is used in consultation with the wider education community and ofcourse in line with the conditions of high needs dedicated schools grant funding. And in accordance with all due practise and funding proposals relating to Dedicated School grant funds, these proposals will also be brought back through the Education Board for final approval.
- 4.17 It is therefore welcome to reconfirm that given the national and recognised pressures on high needs funding, that through the joint and positive work of Southend's Local Authority, Education Board, Applicable Special Schools and Schools. Southend's own DSG high needs funding position is restored to a healthy and sustainable financial position at this current time, with adequate reserves level to continue to support careful planning for current, future and further growth of provision within high needs.

Central block – (£103,294) underspend

- 4.18 A net underspend on the central block, mainly within the contributions to combined budgets with the Local Authority for Historic Commitments attributable to both School improvement and Workforce Development both impacted by the Pandemic. Given, the continued and expect funding reductions from the DfE for Central Block historic commitments, in terms of a financial position this is a welcome medium term position as this will further increase the Central Block DSG reserves providing further buffer whilst that funding continues to unwind.

DSG funding income – £58,573 anticipated net claw back of DSG income

- 4.19 The net £58,573 is made of both the previously explained (£151,427) of DSG early years additional income applied from the 2019/20 Early years funding adjustment, now offset by the anticipated £210,000 DSG Early Years finding claw back as explained in 4.10.

Overall Position for the 2020/21 DSG Final Outturn and reserve balances as at the 31st March 2021

- 4.20 The table below summarises the final outturn position for 2020/21 and now DSG reserve balances allocated to each block as at the 31st March 2021 carried forward to the 1st April 2021.

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
20/21 Early years funding adj est.	0	0	0	(210)	0	0	(210)
2020/21 Final Variance	0	200	6	499	2,594	103	3,403

Transferred in year	0	0	0	0	0	0	0
31 March 2021	0	182	14	1,105	3,003	177	4,481

5 Conclusion

- 5.1 A very welcome closing 2020/21 financial position for DSG balances now returning a final DSG surplus reserve balance of £4.481M (equivalent 2.8% of total 2020/21 DSG funding £158.317M) to be rolled forward into 2021/22.
- 5.2 A healthy and sustainable financial DSG reserve position continues to benefit and maximize available future funding to support all children and their educational development.

6 Appendices

Appendix 1 - DSG Final Budget to Spend Outturn 202021

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Southend-on-Sea Borough Council

Agenda
Item No.

6

Executive Director of Children and Public Health
to

Education Board

On

22nd June 2021

Report prepared by:

Gary Bloom, Head of Special Educational Needs (SEND)

High Needs Top Up Funding Arrangements – Implementing a new EHCP Banding Scheme

1 Purpose of Report

- 1.1 To gain Education Board approval to the implementation of the proposed Banding Scheme to deliver high needs top up funding to all Southend schools effective from September 21.

2 Recommendations

Education Board are asked to approve:

- 2.1 Implementation of the banding scheme for all schools recognising the need for change and the drive to ensure consistent decision making which is open and transparent.

And to note:

- 2.2 The new banding scheme combined with a 2% uplift to the rates from September 21 has been applied within the following subsequent “DSG High Needs Block detailed budget allocations for 2021/22” paper.

3 Background

- 3.1 All high needs top up funding is currently determined by the Multi Agency Educational Health and Care Plan (EHCP) Panel, consisting of practitioners across the SEND partnership. Decisions taken involve allocating funding equivalent to a number of hours of Learning Support Assistant funding in mainstream schools and one of 3 bands for each special school or resource base. For historical reasons, the bands for each of these settings is different even though some of the pupils admitted have the same needs. There is no published guidance for panel to determine how much to allocate for each pupil, this is done based on the discussion and the professional experience of the panel. In order to provide a consistent way of identifying the needs of pupils

with SEN and provide a fair and equitable distribution of resources to support the provision required to meet those needs.

- 3.2 Banding descriptors have been developed and trialled at panel for an extended period. The Banding Scheme for Southend has been designed to mirror the decisions the EHCP Multi Agency Panel are currently making. The scheme looked at what combination of needs leads to a specific allocation of hours of funding in mainstream schools or a specific band within Southend special schools and replicated those decisions into the proposed bands.
- 3.3 The proposed bands are baselined against either the most frequently allocated number of hours allocated by panel or the average special school banding rate. This will allow bands to be inflated each year where the budget allows in line with current practice. It is important to acknowledge that the proposed scheme is providing clarity and structure to the way resources are currently allocated it is not fundamentally reviewing the way resources are allocated simply providing a transparent methodology recognising the ultimate decision continues to rest with the EHCP Multi Agency Panel.
- 3.4 The proposal has been consulted upon with settings, particularly special schools who remain most affected by the proposal as all pupils attending a special school have an EHCP and therefore will be in receipt of top up funding. The proposal has been agreed by both Vulnerable Learners Sub-Group and Resources Sub-Group.
- 3.5 Fundamentally the impact for schools will be minimal in that they will continue to receive element 3 high needs top up for pupils with EHCPs, the only change is the methodology used to calculate the amount of top up allocated.

4 Proposal

- 4.1 High needs top up funding (Element 3) in all Southend settings will now be allocated using the new Banding Scheme from September 21.
- 4.2 Bands are allocated using the banding descriptors grid. See Appendix 1. For each of the DfE categories of need listed in the SEN Code of Practice five levels are identified. The levels are categorised from level 0 to level 4. Each of those levels describe a range of needs that may be prevalent in a child or young person.
- 4.3 Level 0 describes how a typically developing child with universal needs would typically present.
Level 1 describes how a child with additional educational needs usually met at SEN Support with an Individual Support Plan might present.
Levels 2- 4 describe how a child with special education needs may present with increasing severity with level 4 being the most severe within that category of need.
Levels within the different categories are weighted in line with the level of support and provision typically required to meet those needs. Therefore by way of example a pupil scoring level 2 in the hearing Impairment category may

not need the same level of support as a child scoring level 2 for speech, language and communication.

- 4.4 Needs are mapped to the grid using a best fit methodology, so where multiple descriptors are listed within a particular level select the level that best describes the child or young person.
- 4.5 Once you have selected a level for each category of need the banding descriptors matrix performs a calculation using the applied weightings and suggests a band (from 0 to 10 in line with table 1 below) for the child or young person (where 0 is a child whose needs could be met using an Individual Support Plan. That band is only a guide and the final decision rests with the EHCP Multi Agency Panel. The weightings applied will be refined as more decisions are made to ensure that the Banding Matrix stays consistent with the decisions the Panel is making.

Band	20/21	21/22 2% increase from Sept 21	Equivalent to
1	£1,289	£1,315	15 hrs LSA support or equivalent in mainstream
2	£2,504	£2,554	17.5 hrs LSA support or equivalent in mainstream
3	£3,719	£3,793	20 hrs LSA support or equivalent in mainstream
4	£6,149	£6,272	25 hrs LSA support or equivalent in mainstream
5	£7,183	£7,327	Average special school Band 2 top up rate
6	£8,578	£8,750	30 hrs LSA support or equivalent in mainstream
7	£9,793	£9,989	32.5 LSA support or equivalent in mainstream
8	£11,043	£11,264	Average Special School Band 1 top up rate
9	£11,980	£12,220	37 hrs LSA support or equivalent in mainstream
10	£15,283	£15,589	Highest Special School top up for pupils with challenging behaviour or profound and multiple learning needs.

4.6 **Mainstream Schools**

- a. Existing pupils attending mainstream schools will be converted to the nearest band. A vast number of pupils will have already been banded as part of the ongoing pilot scheme. Pupil's current hourly allocations have been matched to the **nearest** new Band. This does mean a slight increase or reduction for some individual pupils however in the vast majority of schools the allocation is a slight increase over what would have been allocated under the current system. The list of all known pupils scheduled to be on roll in September 21 was shared with schools.
- b. If a pupil is attending your school and should be in receipt of high needs top up funding but is not included on the list for your school, please let the SEND Finance Team know and they will process adjustments in the normal way.
- c. Any banding decisions can be reviewed at the Annual Review of the EHCP.

- d. From September 21 EHCP Multi Agency Panel will allocate high needs top up resources using the new banding descriptors matrix. In essence nothing will change in that settings will be notified on a level of top up funding to deliver the provision and achieve the outcomes recorded in the EHCP, the Panel have been piloting the matrix for over 12 months and the matrix has been refined to reflect the decisions taken by Panel. The description of the outcomes and provision should continue to be specific.

4.7 Special Schools

- a. All known special school pupils have been re-banded using the banding descriptors matrix and a schedule prepared for each school showing the agreed band for each pupil and a comparison with how they were banded under the current system. It is proposed that as a rule the level of top up funding should be the same whether the pupil is placed in a mainstream or a special school however it must be recognised that special schools, particularly small special schools, carry significant infrastructure costs and must be ready to admit pupils with a range of needs across the year.
- b. Therefore it is proposed that any pupil admitted to a special school will receive a minimum of Band 5 (or Band 6 in a small special school (defined as a school commissioned for under 100 places)) funding.
- c. Any pupil who would be banded Band 5 or Band 6 in mainstream school be banded one band higher in special school. This offsets those infrastructure costs for those lower banded pupils who bring insufficient top up to fund their place if there are a number of such pupils on roll and the school is small.
- d. Pupils from other Local Authorities should be banded using the Southend Banding Descriptors and the placing authority should be informed of the band when they are consulting for a place.
- e. If the successful placement of a pupil in a Southend Special School requires in excess of Band 10 top up this must be agreed by the Head of SEND following a recommendation by the EHCP multi-agency Panel.
- f. To reflect current funding arrangements places at the SEN Trust Southend Schools will be funded in the range Bands 5 – 10 whereas places at the Parallel Learning Trust Special School will be funded in the range of Bands 8 – 10.
- g. Post 16 placements at The St Christopher School will be funded at a minimum of Band 8 to reflect ongoing agreement and to ensure the post 16 provision remains sustainable in its own right.
- h. To reiterate bands 1 to 4 are not used in Southend Special Schools. There are some pupils who have been banded 3 or 4 but will be funded at Band 5 (or Band 6 where the school is small) where it is deemed that special school is an appropriate placement, ensuring no place in a special school will be funded below the average of the current special school Band 2 rates. Small special schools i.e. those with less than 100 commissioned places, will be funded at a minimum of Band 6 where special school is deemed an appropriate placement.
- i. On agreement of the proposed scheme the SEND Service will write to each Authority with a pupil with an EHCP placed in a Southend school advising them of the new arrangements and will confirm the new bands of other Local Authority pupils. It will remain the responsibility of

individual schools to recoup high needs top up funding from the other Local Authority.

- j. Special Schools will receive top up funding in line with the banding profile detailed in their funding schedule. Place funding will continue to be in line with commissioned places with no adjustment during the year unless the flexible funding scheme is triggered. Top up funding will be adjusted as close to real time as possible with starters and leavers receiving top up funding proportionately via the new banding scheme as they join or leave the school. Termly adjustments will ensure that schools receive the correct top up funding for pupils on roll during that term.

4.8 Enhanced Provisions (Resource Bases)

- a. Enhanced Provisions attached to mainstream schools will also receive high needs top up funding via the new banding scheme.
- b. As a result of the current range of Enhanced Provisions it is proposed that pupils placed are funded in the range Band 1 to Band 7 in line with their needs.
- c. It is anticipated that future pupils admitted to the Autism Resource Bases will attract funding in the range Band 5 to Band 7.
- d. All pupils scheduled to be on roll at an Enhanced Provision in September 21 have been re-banded to the new scheme. This results in a small increase in funding for each enhanced provision. See appendix 4.
- e. The additional costs of implementing the banding scheme have been factored into the high needs budget proposal for 2021-22.

4.9 Regular Review

- 4.10 Appendices 3 – 5 in the subsequent “DSG High Needs Block detailed budget allocations for 2021/22” paper, set the 2021/22 baselines for the new Banding arrangements. Termly monitoring and reporting will ensure that any band drift is monitored and managed where appropriate. The descriptors and weightings will be kept continually under review to ensure that they reflect the decisions of the EHCP Multi Agency Panel and that the decision making is consistent. Banding values will be reviewed annual as part of the budget setting process.

5 Appendices

Appendix 1 – Southend Banding Descriptors

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Visual Impairment (Ref. 6.34) Code of Practice)	
LEVEL 0	<ul style="list-style-type: none"> • Development is in line with the typically developing child or young person (CYP). • There may be fluctuations within the typical range. • Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation. • The child may use glasses for refractive errors but the use of these will correct them.
LEVEL 1	<ul style="list-style-type: none"> • There may be difficulty with near or distance field vision but the difficulty will not be significant at this level of support and/or may be correctable with consideration to school and classroom environment. • CYP may have a restricted field of vision or vision impairment in one eye. • Colour blindness may be present. CYP may have patching for squints, monocular vision or may have fluctuating vision impairment. • Strategies, monitoring and advice from the specialist outreach team are required for the CYP to progress at an expected rate. • CYP may require additional equipment, such as a sloping desk or an iPad, to support learning. • They are likely to require learning resources in large print (font size 14-18) and/or different coloured paper.
LEVEL 2	<ul style="list-style-type: none"> • CYP will have a bilateral visual impairment and will require differentiated visual materials with support. Typical profile for a level 2 pupil with vision impairment: NatSIP Criteria – Moderate vision loss less than 6/19 - 6/36 Snellen/Kay (0.5-0.78 LogMAR). CYP may have a restricted field of vision. This may include fluctuating visual impairment and/or deteriorating conditions. • The visual impairment may have been recently acquired, permanent or a late diagnosis. • CYP may require support to interact with adults and peers. • CYP may be required to learn to touch-type. • Specialist assistive technology may be required. They are likely to require enlarged print 18-24 print but may be able to access pictures and colours. They may require different coloured paper. • CYP requires ongoing support and intervention from outside agencies, including VI outreach service.
LEVEL 3	<ul style="list-style-type: none"> • CYP will have a bilateral visual impairment. Typical profile for a level 3 pupil with vision impairment. NatSIP Criteria – Severe loss less than 6/36 - 6/120 Snellen/Kay (LogMAR 0.8 – 1.3) • CYP will have significantly impaired functional vision in the educational setting affecting the presentation of the curriculum and the school or classroom environment. • The CYP's presentation may be compounded by other problems such as visual field loss, ocular motor impairment, visual perception difficulties or the presence of degenerative visual conditions. • CYP's level of impairment may also significantly impact on their level of communication, interaction and emotional development and CYP is likely to need some level of additional support in these areas. • CYP will require printed materials to be modified to ensure access to learning. They will likely require enlarged materials of print size 24-36 and be unable to access pictures, graphs or diagrams visually without modification. • Strategies, monitoring and advice from VI outreach services are required for the CYP to progress at an expected rate. • CYP requires long term support for the majority of the day in all areas of school and everyday life (e.g. attending extra- curricular activities). • The CYP may be unlikely to have or to be able to interpret appropriate non-verbal communication and will require support with communication and interaction. • CYP may need mobility, orientation and independent living skills training. CYP may be a cane user.
LEVEL 4	<ul style="list-style-type: none"> • CYP will have a bilateral visual impairment. Typical profile for a level 4 pupil with vision impairment. NatSIP Criteria –Profound loss – Less than 6/120 Snellen/Kay (LogMAR 1.32+). • The CYP may have little functional sight or be educationally blind and their needs will be permanent and long-term due to the nature of their condition. This will significantly impact on their learning, communication and social and emotional development. • The CYP may have a multi disability and visual impairment (MDVI). • The CYP's presentation will be compounded by other factors such as visual field loss, ocular motor impairment, visual perception difficulties or the presence of degenerative visual conditions. • CYP is likely to use print size larger than N36 or be Braille users or require other tactile teaching methods and explanation to understand all new concepts. • The CYP will require use of specialist equipment and training to use it. • Strategies, monitoring and advice from VI outreach services are required for the CYP to make progress. • CYP requires support for the entire day all in areas of school and everyday life (e.g. attending extra- curricular activities). • The CYP will be unlikely to have or to be able to interpret appropriate non-verbal communication and will require support with communication and interaction • CYP will need mobility, orientation and independent living skills training. CYP may be a cane user.

Hearing Impairment (Ref. 6.34 Code of Practice)	
LEVEL 0	<ul style="list-style-type: none"> Hearing is in line with the typically developing child or young person (CYP). There may be fluctuations within the typical range and CYP may experience short term loss (e.g. glue ear) but no long term impact is seen. Needs of CYP can be adequately met through Quality First Teaching and short term, carefully considered differentiation. CYP may have an identified unilateral or bilateral hearing impairment (sensorineural or fluctuating conductive) and CYP will have been referred to the specialist teacher team but this will have no impact on their attainment and progress in school. CYP may use hearing aids.
LEVEL 1	<ul style="list-style-type: none"> CYP will have an identified unilateral or bilateral hearing impairment (sensorineural, permanent or fluctuating conductive) which will impact on their attainment and progress. Hearing impairment may impact on the CYP's development within language, thinking and literacy development and interaction and social development. Strategies, monitoring and advice from the specialist outreach team are required for the CYP to progress at an expected rate. CYP may use hearing aids. If CYP has hearing aids they may also have support from a radio aid/sound-field system. Key family and staff members will need to be trained in using and maintaining the equipment. CYP may need support in developing their independence in maintaining their equipment.
LEVEL 2	<ul style="list-style-type: none"> CYP will have an identified Moderate (NatSIP Criteria: 41 – 70 dBHL) bilateral hearing loss (sensorineural, conductive or mixture) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. CYP will have been referred to the specialist teacher team. CYP will use hearing aids and may also have support from a radio aid/sound-field system. CYP will require additional support to become an independent user of their equipment. Direct impact seen within some other areas of development such as language, thinking and literacy development and interaction and social development. CYP may require support to understand their own needs and develop a sense of self. The hearing impairment may have been recently acquired, permanent or a late diagnosis. CYP requires ongoing support and intervention from outside agencies, including HI outreach service.
LEVEL 3	<ul style="list-style-type: none"> CYP will have Severe (NatSIP Criteria: 71-95 dBHL) bilateral hearing loss (sensorineural or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. CYP will have been referred to the specialist teacher team. CYP will be using or have been recommended to use hearing aids and/or cochlear implant with support of radio aid. Direct impact is seen within several other areas of development such as language, thinking and literacy development and interaction and social development. CYP may benefit from total communication methods- e.g. BSL/ SSE in conjunction with oral/ aural methods. On-going long term intervention needed to support development of CYP with specific focus on the impact their hearing impairment has had on the majority or all areas of their school life. CYP requires support for the majority of the school day in all areas of school life. CYP requires intervention and advice from external agencies or professionals to progress at an expected rate.
LEVEL 4	<ul style="list-style-type: none"> Profound (NatSIP Criteria: in excess of 95 dBHL) bilateral hearing loss (sensorineural or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. CYP will have been referred to the specialist teacher team. CYP will be using or have been recommended to use hearing aids and/or cochlear implant with support of radio aid. CYP will require on-going, long term intensive support in maintaining and using their equipment which may not be possible in all cases. CYP may use BSL as their primary language and may require alternative forms of communication as well, e.g. PECS or a speech to text device. CYP may require a communication aid such as a translator to access all lessons. Direct impact seen within all areas of development such as language, thinking and literacy development and interaction and social development. On-going long term intervention needed to support development of CYP with specific focus on the impact their hearing impairment has had on all areas of their school life. CYP requires support for the entire day all in areas of school and everyday life (e.g. attending extra- curricular activities). The CYP will require use of specialist equipment and training to use it. Strategies, monitoring and advice from HI outreach services are required for the CYP to make progress.

Physical Difficulties (Ref. 6.34/6.35 Code of Practice)	
LEVEL 0	<ul style="list-style-type: none"> • Physical development in line with the typically developing child or young person (CYP). • Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.
LEVEL 1	<ul style="list-style-type: none"> • CYP can move and position themselves independently but may have stability and/or gross/fine motor coordination difficulties. • CYP's mobility may also be affected and they may display low levels of stamina. • CYP may benefit from low-level assistance to access the curriculum or self-help routines. • CYP is independent with many areas of self-care but not all. • CYP may need support with self-medication in school. • CYP may have persistent minor health problems requiring increased monitoring.
LEVEL 2	<ul style="list-style-type: none"> • CYP can independently transfer to and use a wheelchair when needed. • CYP regularly uses a wheelchair/mobility aids to move independently where possible. • CYP's difficulties can directly limit some aspects of self-care (e.g. use of a hoist). • Neurological factors associated with impairment also impact on independent learning and approach to self-care more frequently. • CYP requires ongoing support from outside agencies.
LEVEL 3	<ul style="list-style-type: none"> • CYP has significant long-term physical disability/disabilities which impacts on all areas of life. • Young person requires adult assisted or power assisted wheelchair mobility. • CYP's physical skills may fluctuate or deteriorate during the day. • Disability significantly limits the range of independent self-care possible. • Neurological factors linked to specific physical impairments may also frequently impact on many areas of independent learning and independent self-care. • CYP requires ongoing and long-term involvement from specialist medical professionals.
LEVEL 4	<ul style="list-style-type: none"> • CYP has no independent seated stability. Transfers require a hoist and may require 2:1 adult support at times for hoisting and toileting. • CYP is not able to independently meet personal care needs (including toileting, dressing, and nutrition). • CYP may not be able to communicate verbally without high levels of adult support/ high level use of assistive technology access in all key areas of need. • Neurological factors associated with some impairment have a severe impact on learning and functioning. • CYP suffers from increased fatigue, hospital visits and essential medical/therapy treatment. • CYP has highly structured individual health care plan and specialist support to meet health care needs. • CYP's conditions require fast staff response and administration of emergency rescue medication (e.g. epilepsy medication). • CYP has been referred for support and intervention from outside agencies, such as the nursing team or physio, and the use of specialist equipment to access education. • CYP has extremely complex needs requiring the complete integration of services and 24h medical support to be able to access any form of education.

Speech and Language (Ref. 6.28/6.29 Code of Practice)	
LEVEL 0	<ul style="list-style-type: none"> • Speech, language and communication skills are in line with the typically developing child or young person (CYP). • There may be some age appropriate developmental differences, particularly in young children where certain speech sounds /language/understanding of concepts can be later in developing. • Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.
LEVEL 1	<ul style="list-style-type: none"> • CYP has difficulties in any combination of the following areas which impact on their learning: <ul style="list-style-type: none"> ➤ Speech production ➤ Use of spoken language ➤ Understanding of spoken language ➤ Sentence structure and grammar ➤ Language processing and response speed ➤ Listening and attention ➤ Word finding skills ➤ Accuracy in decoding / word reading / spelling ➤ Accuracy in understanding Maths concepts ➤ Memory skills ➤ Social communication skills (see descriptors for social communication) ➤ Non-verbal communication skills ➤ Understanding of non-literal language ➤ Confidence and self-esteem as a communicator <p>It should be recognised that any break in the communication chain impacts on everything that follows, so a difficulty at any level in the chain can create a significant speech and language difficulty.</p>
LEVEL 2	<p>Moderate difficulties in any of the areas provided at Level 1 plus:</p> <ul style="list-style-type: none"> • CYP's progress is significantly slower than that of their peers and there is evidence of an increasing gap between them and their peers despite access to appropriate learning opportunities and support. • CYP requires ongoing support and advice from Speech and Language professionals.
LEVEL 3	<p>Severe difficulties in any of the areas provided in Level 1 plus:</p> <ul style="list-style-type: none"> • CYP is likely to need an understanding and use of augmented language resources (such as Makaton / PECS). • CYP requires ongoing support and advice from Speech and Language professionals in order to make progress. • Support is required several times a day for the CYP to be able to communicate.
LEVEL 4	<p>Severe and profound difficulties in any of the areas provided in Level 1 plus:</p> <ul style="list-style-type: none"> • Significant impact on CYP's independent life skills. • Limited or no progress from targeted sessions. • Little or no impact from use of augmented language resources (such as Proloquo2go). • Support and/or differentiation required in every lesson. • Support is required throughout the day for the CYP to be able to access learning.

Social Communication (Ref. 6.28/6.29 Code of Practice)	
LEVEL 0	<ul style="list-style-type: none"> • Development in line with the typically developing child or young person (CYP). • Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation.
LEVEL 1	<p>CYP demonstrates mild difficulties with social communication. CYP may require access to an additional adult at targeted times to support them to:</p> <ul style="list-style-type: none"> • identify as part of a peer group and work/play with them • expand their interests to incorporate the curriculum and support relationship building • initiate social interactions and develop/maintain friendships • develop an understanding of social cause and effect, self and self-other awareness in a social skills group • cope with transitions between activities and other changes • organise and plan, CYP's independence is hampered without this support • communicate their feelings, wishes and needs • manage mild hypo/hyperactivity to sensory input, by supporting appropriate self-soothing/related behaviours
LEVEL 2	<p>CYP demonstrates moderate difficulties with social communication. The CYP needs a significant amount of individual or small group support to:</p> <ul style="list-style-type: none"> • spend time working/playing alongside a small group of peers • expand their interests during structured parts of the school day • engage in some social and unstructured activities • develop an understanding of social cause and effect, self and self-other awareness in a social skills group and with individual support • calm daily anxieties, despite the appropriate preparation and informed strategies in place • help to engage with daily routines and independence skills • communicate their feelings, wishes and needs - this may involve key adults and alternative individual communication tools, e.g. pictures / symbols • manage hypo/hyperactivity to sensory input
LEVEL 3	<p>CYP demonstrates severe difficulties with social communication. The CYP requires a high level of support to:</p> <ul style="list-style-type: none"> • spend some time working/playing alongside a partner • expand their interests for some of the day • engage in some social activities linked with their interests • understand that they have similarities and differences from a partner • co-regulate high levels of anxiety on a daily basis which can have a negative impact on their experience of school • help to engage with appropriate individual strategies and tools to support organisation and self-help skills • use augmented communication systems, e.g. PECs to support communication • manage very high levels of hypo/hyperactivity to sensory input, which preoccupies the CYP most of the time
LEVEL 4	<p>CYP demonstrates severe and profound difficulties with social communication. The CYP requires high level, intensive support to:</p> <ul style="list-style-type: none"> • spend some time in the same vicinity as peers working on a similar themed task or equipment • help the CYP make meaning from and develop their interests where they are constantly overwhelmed by an adult-led agenda • allow an adult to engage with them in their activity • co-regulate high levels of anxiety in all contexts which can have a negative impact on their experience of school • understand that they are a separate person from a key adult • manage great distress where the CYP is extremely sensitive to any perceived or actual circumstance • complete routine tasks and personal organisation in order to access school life • interpret and encourage communication which may include augmented communication devices or systems • manage extremely high levels of hypo/hyperactivity to sensory input which preoccupies the CYP constantly

Cognition and Learning (Ref. 6.30/6.31 Code of Practice)	
LEVEL 0	<ul style="list-style-type: none"> • Development in line with the typically developing child or young person (CYP). • The CYP is working generally within or just below age related expectations. • Needs of CYP can be adequately met through Quality First Teaching and carefully considered differentiation. • Some difficulties with learning may take place including some misconceptions and/or taking longer to understand new concepts. • Difficulties may be specific to one aspect of learning or across the curriculum.
LEVEL 1	<ul style="list-style-type: none"> • CYP is working below age related expectations and is likely to be performing at below the 10th centile on at least one standardised assessment of academic performance. • CYP is unable to independently access the National Curriculum at an age expected level in at least one area; from KS2 onwards CYP is likely to be working on NC expectations at least 2 years below chronological age. • CYP's progress is significantly slower than that of their peers and fails to close the attainment gap in one or more areas of learning despite access to appropriate learning opportunities and support. • CYP may find it hard to develop age appropriate understanding of concepts and logical thought. • CYP demonstrates difficulties in the acquisition and use of key English and /or maths skills. • CYP may find it hard to keep up with the pace of curriculum delivery. • CYP may require access to an additional adult at targeted times to support curriculum access and progress.
LEVEL 2	<ul style="list-style-type: none"> • CYP is working significantly below age related expectations and is likely to be performing at below the 5th centile on at least one standardised assessment of academic performance. • CYP is unable to independently access the National Curriculum at an age expected level in at least one area; from KS2 onwards CYP is likely to be working on NC expectations at least 3 to 4 years below chronological age. • CYP's progress is significantly slower than that of their peers and there is evidence of an increasing gap between them and their peers despite access to appropriate learning opportunities and support. • CYP demonstrates significant difficulties in the acquisition and use of key English and / or maths skills which are likely to impact on access to other curriculum areas. • CYP will require access to an additional adult to access the curriculum in targeted lessons. • CYP has difficulties with age appropriate understanding of concepts and logical thought which limits access to the curriculum. • CYP has difficulties in retaining learning from targeted sessions. • CYP has persistent difficulties in following and/or engaging in appropriate differentiated class-based, small group or 1:1 learning experiences • There may be co-existence of secondary needs. • CYP may have difficulties with independence and organisation. • Difficulties may affect self-esteem and cause frustration. • Learning may be inconsistent or incomplete in CYP with specific difficulties.
LEVEL 3	<ul style="list-style-type: none"> • CYP is working significantly below age related expectations and is likely to be performing at below the 2nd centile on at least one standardised assessment of academic performance. • CYP is unable to independently access the National Curriculum at an age expected level in at least one area; from KS2 onwards CYP is likely to be working on NC expectations at least 4 to 5 years below chronological age. • CYP's progress is significantly slower than that of their peers and there is evidence of a wide and increasing gap between CYP and their peers despite access to appropriate learning opportunities and support sustained over time. • CYP demonstrates severe and persistent difficulties in the acquisition and use of key English and/or maths skills which impact on access to other curriculum areas. • CYP is unable to follow and/or engage in appropriate differentiated class-based or small group learning experiences without targeted adult support; additional adult support is required for the majority of lessons for the CYP to be able to access learning. • CYP has significant difficulties with concept development and logical thought which limits access to appropriately differentiated curriculum. • CYP is unable to retain learning from targeted sessions without considerable repetition. • CYP's difficulties with attention impede access to learning. • There are likely to be co-existence of secondary needs. • CYP will have significant difficulties with independence and organisation. • Difficulties are likely to affect self-esteem and cause frustration. • Learning will be inconsistent or incomplete in CYP with specific difficulties.

LEVEL 4	<ul style="list-style-type: none">• CYP's academic attainments cannot be measured using standardised assessments for the majority of the school career.• CYP experiences complex and life-long learning difficulties which affects every area of development and functioning.• CYP requires specialised and personalised programmes of support and care by staff with a high level of expertise.• Learning difficulties co-exist with other areas of need such as physical needs.• CYP requires high level of adult support and specialised provision throughout the school day to be able to access any areas of learning, despite strategies to promote independence.
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Social Emotional and Mental Health (Ref. 6.32/6.33 Code of Practice)	
LEVEL 0	<ul style="list-style-type: none"> • Development in line with the typically developing child or young person (CYP). • CYP engages successfully in learning and general school life for majority of the time. • CYP is able to maintain stable social, emotional and mental health, responding to strategies and support. • CYP may experience some difficulties in the areas of social skills, empathy, expression of feelings, motivation, self- awareness that is managed through school policies. • CYP responds appropriately to school policy and rewards for majority of the time. • CYP may encounter transitions and changes to life situations which may require a differentiated approach for a small length of time.
LEVEL 1	<ul style="list-style-type: none"> • CYP demonstrates mild difficulties in maintaining stable social, emotional and mental health. There are difficulties in any of the following areas: <ul style="list-style-type: none"> ➤ Social skills ➤ friendships ➤ relationships with adults ➤ empathy ➤ expression of feelings ➤ motivation ➤ fear of failure ➤ low self-esteem ➤ attendance ➤ self-regulation ➤ self-awareness ➤ Organisation of learning • CYP may find it hard to develop the age appropriate behaviour for learning skills needed to focus, start and complete tasks. • CYP's actions may interrupt the learning of others. This may be in certain areas only and sporadic. • CYP may find it hard to express themselves emotionally and let others know how they are feeling. • Difficulties with managing emotions might manifest in inappropriate ways, for example disruptive and or disturbing behaviours, minor risk of self-harming or withdrawal / isolation but this can largely be managed in the school environment with appropriate support and strategies. • CYP usually responds to school's effective behaviour management policy consistently implemented in the classroom. • CYP responds to targeted support arrangements and rewards for the majority of time. • CYP may require access to an additional adult at targeted times to support curriculum access or emotional regulation. • CYP responds to close modelling and external rule reinforcement from an adult.
LEVEL 2	<ul style="list-style-type: none"> • CYP has significant and/or persistent difficulty in one or more of the 12 Social, Emotional and Mental Health descriptors from Level 1 and which regularly (e.g. at least 2x a week) cause barriers to learning. These may be linked to the following: <ul style="list-style-type: none"> ➤ withdrawal or isolation ➤ challenging, disruptive or disturbing behaviour ➤ difficulties with learning or communication ➤ mental health difficulties such as anxiety or depression, hidden behaviours such as self-harming (actual/threats), substance misuse, eating disorders or physical symptoms that are medically unexplained ➤ attention deficit hyperactive disorder (ADHD), ADD, ODD, ASD or PDA ➤ attachment difficulties ➤ trauma, domestic violence, abuse and neglect as well as issues such as housing, family or other domestic circumstances ➤ inability to communicate their emotional and social needs in a way that is socially appropriate compared to their peers ➤ difficulties in making and maintaining friendships, relationships with children and or adults which may include bullying ➤ verbal and physical aggression as a result of difficulties in self-regulating emotional responses ➤ difficulty in complying with reasonable requests from adults and whole school expectations ➤ verbal and physical aggression as a result of difficulties in self-regulating emotional responses ➤ depressed and uncommunicative ➤ high levels of anxious/obsessive behaviour (OCD) ➤ low self-esteem • CYP may have particular difficulty in focusing on task and require repeated adult re direction. Progress is inhibited.

	<ul style="list-style-type: none"> • CYP is unable to respond to the school's effective behaviour management policy consistently implemented in the classroom without a high level of additional support. • CYP inconsistent with their response to targeted support arrangements and rewards. • CYP inconsistent in their response to close modelling and external rule reinforcement from an adult. • CYP requires access to an additional adult to support curriculum access or emotional regulation.
LEVEL 3	<ul style="list-style-type: none"> • CYP has severe and / or persistent difficulties in any two or more of the areas of the SEMH descriptors at Levels 1 or 2 and which on a frequent basis (e.g. daily) cause significant barriers to learning. This may link to the following: <ul style="list-style-type: none"> ➤ Attachment difficulties: the case history should demonstrate evidence of long term, severe and unusual attachment difficulties. ➤ Trauma: there is evidence from professionals of substantial trauma experienced by the child or young person, acting as a barrier to learning and making relationships. ➤ Verbal and physical aggression as a result of being unable to self-regulate emotional responses. ➤ Refusal to comply with reasonable requests from adults and whole school expectations. • CYP displays coercive and controlling behaviour targeting vulnerable peers. • CYP is at risk of exclusion or may have been excluded for a fixed period. • CYP may have poor attendance. • CYP is unable to respond to individualised behaviour management without additional adult support. • CYP is unable to respond to targeted support arrangements and rewards without additional adult support. • CYP is unable to access the curriculum without on-going access to an additional adult. • CYP may display some sensory regulation difficulties which results in heightened anxiety. • CYP requires 1:1 support at all times to maintain safety and wellbeing in a mainstream setting.
LEVEL 4	<ul style="list-style-type: none"> • CYP has severe and profound difficulties in two or more of the SEMH descriptors from Levels 1, 2 and 3 and which persistently cause severe barriers to learning (e.g. daily/throughout the day). • These behaviours can be intense, volatile and enduring with sudden onset. • CYP may have a medical diagnosis known to cause emotional behaviour difficulties. • CYP may display high risk behaviours/ high risk self-harm behaviours which significantly impedes their access to learning and compromises safety (their own or others). • CYP finds it extremely difficult to cope with most learning situations as an individual or part of a group despite a high ratio of adult support. • CYP displays sensory regulation difficulties which results in heightened anxiety. • CYP likely to be at risk of permanent exclusion. • CYP is likely to have poor attendance or be a school refuser. • Engagement in learning is on the terms of the CYP. Extrinsic rewards are not motivating. • CYP requires a tailored curriculum with specialised approaches which may require adjusting on a daily basis. • CYP shows very little regard for own or other's possessions or property when in crisis. Crisis takes time to work through and is distressing to the CYP and others. • CYP threatens and may resort to physical aggression targeting vulnerable peers, staff and/or family members. • CYP has limited relationship with adults and or peers and social interaction is impeded. • Coordinated multi-disciplinary approaches are required to provide a personalised programme. • Significant impact on the CYP's independent life skills. • Progress in all areas is significantly impeded by SEMH needs. • CYP is involved in criminal activities that put themselves or others at risk. • CYP is known to the police. • CYP is involved in Child Sexual Exploitation. • CYP will usually require a specialist placement to maintain safety and wellbeing.

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Southend-on-Sea Borough Council

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

to

Education Board

On

22nd June 2021

Agenda
Item No.

7

Report prepared by:

Paul Grout, Senior Finance Business Partner – Financial Management

In consultation with:

Gary Bloom, Head of Special Educational Needs (SEND)

Cathy Braun, Head of Access and Inclusion

High Needs Block detailed budget allocation 2021/22

1 Purpose of Report

To present the High Need's DSG (Dedicated Schools Grant) Block detailed budget allocations for 2021/22.

2 Recommendations

Education board (EB) are asked to agree:

- 2.1 To adopt the revised flexible place fund allocation scheme from September 2021. (As referenced in section 7.2)
- 2.2 That the in borough high need top up funding rates awarded to special schools, enhanced main stream units and mainstream schools are adopted on the new and revised banded model from September 2021 including a 2.0% uplift applied to those new rates. (As referenced in section 7.3, 7.4, 8.2)
- 2.3 In view that there has been no recent increase in top up rates passed over to the Pupil Referral unit, the top up rates are uplifted by 4.0% from September 2021. (As referenced in section 7.6)
- 2.4 And in consideration of recommendations 2.1 to 2.3, combined with the budget requirements as presented in this paper, agree and adopt the detailed High need budget allocations for 2021/22.

And to note:

- 2.5 Additional DSG funding for the former and separate teacher pay and pension grants will now be passported through to the Special Schools and Alternative Provision settings from April 21 (As referenced in section 7.5).

3 Background

- 3.1 The Department for Education (DfE) announced the Dedicated Schools Grant (DSG) funding allocations for 2021/22 on the 18th December 2020. The Final “Dedicated Schools Grant 2021/22 budget paper” was presented to the Education Board on the 19th January 2021, providing the totality of funding for each of the 2021/22 DSG funding blocks including High Needs.
- 3.2 The following points should remain minded:
- 3.2.1 Southend had considerable overspend pressures on its high need block for the two financial years 2016/17 and 2017/18, 2018/19 was the first financial recovery year with a small in year underspend that alleviated some pressure on depleted and deficit High Need funding reserves, although a High Need deficit reserve still remained. Combined with additional funding received from the DfE, 2019/20 saw the first sign of full recovery leading to fully restored positive end of year DSG reserve balances including High Needs within. Whilst 2020/21 planned high need spend provision did grow and in comparison to 2019/20 (including an additional circa £3M of DfE funding), a further and expected attributable underspend was achieved in 2020/21 now meaning financial health and sustainability for current High Needs funding provision. Combined with the further additional DfE funding High Needs has received in 2021/22, this is now a very strong financial position for Southend and support of High Needs funding position moving forward, enabling further growth in provision to remain both affordable and achieve improved outcomes for young people.
- 3.2.2 It is therefore once again welcome to re-confirm that through the joint work of Southend’s Local Authority, Education Board, Special Schools and Schools over the last 5 years, combined with the additional funding received from the DfE that Southend’s High Needs block is now in this financial position.
- 3.3 Risk on funding pressures within the High Needs Block will always remain and this is due to a combination of increased demand and therefore award of funding for Education Health and Care Plans (EHCPs), as well as, complexity of cases requiring more places in special schools and independent provider placements which includes Alternative Provision (Non-EHCP support) as well. This is also a picture that is being experienced in the majority of other local authorities. Therefore, we need to continue to sensibly plan the distribution of available High Needs funding to continue to remain affordable within the funding received.

4 2021/22 High Needs DfE funding allocation

- 4.1 The detailed and proposed high needs budget allocation for 2021/22 is presented in Appendix 1.
- 4.2 As first presented in the October 2020 EB DSG paper, the following were the key headline announcement released by the DfE in relation to High Needs funding allocation for 2021/22.
- 4.2.1 The funding floor within the DfE funding formulae itself 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.
- 4.2.2 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.
- 4.3 Therefore, to remind, for our own local 2021/22 DSG high need funding allocation this has set an allocation of £25.558M, an additional £3.046M from 2020/21 (Note £0.482M of which relates to former teacher pay and employer pension grants and must continue to be passported through to relevant settings), applying the full gains cap at 12%, which as previously stated, is because Southend has historically remained below an uncapped formulae but now awarding Southend its full funding allocation for 2021/22 under the current national funding formulae.
- 4.4 The high needs block funding allocation does still remain provisional until July 2021, whereby the DfE will then be updating the final funding allocation in recognition that the authority meets all the high need place funding costs in their home area regardless of the pupil's own home authority residence (excluding free special schools). And this is known by DfE terminology as the "high need import and export funding adjustment". Therefore the home authority will be compensated (at £6000 per pupil) in relation to high need place funding, where that authority supports more pupils (than the previous year) who live outside of the home resident authority area than pupils they have been required to place in another local authority area, or on the contrary, a reduction in the local import and export funding adjustment will be applied if the opposite event occurs. Currently Southend's funding allocation is based on a net import of 76 pupils (based on the July 2020 applied Import and Export adjustment).

5 Summary table of proposed budget allocations between 2020/21 to 2021/22 as illustrated in Appendix 1

Summary Heading	2020/21 Final Budget (A)	2020/21 Final Spend	2021/22 Opening Budget (B)	Budget movement Increase / (decrease) (B – A)	2021/22 Opening Forecast
Place funding	£8.064m	£7.854m	£8.254m	+£0.190m	£8.188m
Special and PRU/AP top up funding	£6.072m	£5.502m	£6.781m	+£0.709m	£6.770m
Subtotal	£14.136m	£13.356m	£15.035m	+£0.899m	£14.958m
Schools, early years, post-16 top up funding	£4.112m	£3.718m	£4.480m	+£0.368m	£4.480m
Independent Providers	£1.950m	£1.400m	£1.950m	+£0.00m	£1.950m
Other Provisions including SLA's	£1.830m	£1.444m	£1.964m	+£0.134m	£1.907m
Total services line total	£22.028m	£19.918m	£23.429m	+£1.401m	£23.295m
Funding allocations to support required future growth in high need provision	£0.000m		£1.800M	+£1.800M	
Remaining balance held aside from service provision to support any in year high need funding pressures	£0.484m		£0.329m	-£0.154m	
Total	£22.512m	£19.918m	£25.558m	+£3.046m	£23.295m

6 Place Funding 2021/22 Academic year

- 6.1 Appendix 2 – provides the place funding allocations and funded pupil numbers for each school/college from September 2021 within Southend, including the commissioned place funded number movement from 2020/21 and this is now a confirmed total place number allocation of 961 for 2021/22 (a further growth of 25 places from 2020/21).
- 6.2 In accordance with statutory DfE guidance, the place funded numbers from September 2021 to August 2022 have been agreed and revised by the Head of SEND in consultation with the respective special schools, Further Education colleges and enhanced mainstream bases and the Head of Access and Inclusion with the pupil referral unit. The DfE require that the place numbers are confirmed by November 2020 for the start of the 2021/22 academic year. Therefore, the place funded numbers are listed as those that have been updated directly with the DfE i.e. where confirmed with the schools in time for the November 2020 submission, and additional place fund allocations that will be funded outside of the DfE submission that have subsequently been agreed with those schools.

- 6.3 With particular reference to the enhanced mainstream bases, it should be noted, that the additional arrangement agreed to honour compensation funding of £4,000 per place per annum where that provision was not full at the time of the School's October 2020 census and therefore to safeguard the funding for that provision is set continue in 2021/22. And this was, as first agreed in the EB DSG High Need Budget paper for 2019/20. Providing an additional allowance of £20,000 in the place funded budget to administer this funding where expected and applicable.
- 6.4 As result of both the revised and increased place funded numbers as shown in Appendix 2 and requested further £20,000 provision (referenced in 6.3), this derives the additional 2021/22 place funding allocation to be awarded of £190,000 compared to 2020/21. And note - the actual place funded amounts per pupil are defined by the DfE and set at £10,000 per annum per place for Southend's special schools, pupil referral unit and alternative provision free school. And Further Education post 16 providers are set at £6,000 per place per annum.
- 6.5 The final budget allocation awarded to place funding in 2020/21 is therefore £8.254M, Whilst some of these increases will not come into effect until Sept-21 (7/12ths of the 2020/21 financial year), to aid long term financial planning the budget has been set on a full year allocation.

7 Top up funding for Special Provisions and Pupil Referral Unit

- 7.1 All top up funding budget allocations have been updated in accordance and inconsideration of the additional place funded numbers from September 2021.
- 7.2 Historically, under a local agreement and to remind a flexible place funding top up provision of £40,000 has been set aside to honour an agreement of an additional £20,000 per annum to a special school, where a special school's actual place numbers rise above their commissioned funded place number allocation by a further 7. This is of course, a 1 year temporary financial compensation measure as the following the year if that increase in place numbers was expected to continue, a special schools core place funded number would be set with a proposed increase on a permanent basis. Now, following a review of that funding model, a more equitable distribution model is now proposed considering the size of the school as well from September 2021. The revised formulae is displayed in Appendix 7, but in summary it is now proposed this revised and locally agreed 1 year compensation model is calculated by comparing the additional numbers of pupils above a schools core funded place number to every whole % point increase above a schools core funded place number, and where those additional numbers are above that whole % point increase, an additional £4,000 per annum, (pro-rata'd per term) will be honoured. The current expectation is this model from September 2021 will continue to cost within the £40,000 budget provision but now of course administered on this more equitable distribution method.

- 7.3 The current number of Southend pupils expected to attend a special school in 2021/22, and their associated top up banded amount has been formulated to calculate the overall annual expected amount for distribution. The workings of this calculation are shown in Appendix 3. As referenced in the separate and previous 'Implementing a new EHCP top up Banding Scheme from September 2021' paper, Appendix 3 displays the funding allocations now administered on the revised banded model. It must be commended that this is a great step forward for Southend and now offers a consistent framework from which EHCP top up amounts are assessed and awarded. Appendix 3, includes the full workings to ensure that by administering this change no special school has been affected beyond Minimum Funding Guarantee (MFG) protection. The revised banding model is therefore considered alongside the existing banded model for 2021/22 had that remained in place. As a total, the cost of the revised banded model is an additional 6.5% funding growth for top ups which includes a 2% uplift applied to the new banded top up rates themselves from September 2021 or an equivalent total 2.8% growth when compared to both place and top up funding combined had top ups remained administered on the previous banded model. As a total, in a cash sum this is an equivalent and further £310,000 across our special schools per annum, but is itself pleasing to confirm remains affordable for High Needs given the additional funding.
- 7.4 Again, as referenced in the separate and previous 'Implementing a new EHCP top up Banding Scheme from September 2021' paper, Appendix 4 displays the top up costs of the Enhanced Provisions within Mainstream Schools now also revised and re-banded from September 2021 including the 2% uplift applied to those new rates. Whilst this allocation is not applicable for MFG protection, it does show there is still a consistency in terms of funded banded levels between the old and now revised banded model.
- 7.5 As referenced in previous 2021/22 DSG EB reports, the DfE have now built within the DSG funding allocations for 2021/22, the teacher pay award and pension grants that prior to 2021/22 were paid by separate grants to the schools. The DfE have instructed that these grant amounts should continue to be paid through the DSG at the same funded levels which they were paid in 2020/21 (and in addition to both place and top up funding). Appendix 6 – therefore displays these 2020/21 grants for the applicable high need schools that will be paid during 2021/22.
- 7.6 With regard to the Pupil Referral Unit (PRU) and on the basis there has been no recent uplift on top up rates, it is therefore recommended and proposed given inflationary rises with teacher and running costs that the top up funding related to the 85 places covering 57 single band Alternative Provision (AP) places, 10 primary and 18 KS3 preventative pathway programme places from the 1st September 2021 are all uplifted by 4% from £8,000 per annum (paid on actual occupancy) to a revised £8,320 per annum (paid on actual occupancy). On this proposal the budget allocation for the PRU and AP top ups have been updated for 2021/22 at an additional annual cost of £27,000 and will be incorporated through the service level agreement.
- 7.7 The final budget allocation awarded Special School / Enhanced Provision and PRU top up provision in 2021/22 is £6.781M, this is an increase of £709,000 from the 2020/21 allocation, attributable to both the now revised funding

banding model and additional former teacher pay and pension grant now paid through the DSG.

8 Top up funding for early years provider, mainstream schools and post 16 providers

8.1 The budget allocation attached to Early Years ages 2 to 5 SEND top ups has been set to stay at the same funded level for 2020/21 £130,000. Given the underspend within 20/21, this therefore ensures the funding allocation can support growth in 2021/22 in accordance with proper practise and assessment.

8.2 Again, as referenced in the separate and previous 'Implementing a new EHCP top up Banding Scheme from September 2021' paper, Appendix 5 displays the top up costs of the Mainstream Schools now also revised and re-banded from September 2021 on the new model including the 2% uplift applied to those new rates. Whilst again, this allocation is not applicable for MFG protection it does shown there is still a consistency in terms of funded banded levels between the old and now revised banded model for each school.

8.3 Out of borough Mainstream or Special Schools. Where Southend children are placed in schools in another authority, guidance by the DfE expects the top up funding rate of that authority where the child is placed to be honoured. Therefore there is no control in terms of price's to be paid for that child where this occurs. The 2020/21 funding allocation has therefore been slightly increased by £78,000 (from £772,000) to afford a further level of growth in 2021/22 to now a revised allocation of £850,000.

8.4 Top ups for post 16 providers, although an underspend occurred in 2020/21, this remains a priority area of required growth to support the educational need of children as they become young adults. The funding allocation for this provision has therefore been increased by a further £50,000 to a now £850,000 2021/22 budget allocation.

8.5 The final budget allocation awarded to this top up funding provision in 2020/21 is £4.480M, this is therefore an increase of £368,000 from the 2020/21 budget allocation and further supports growth within this provision of service.

9 Independent providers

9.1 School age children whose educational needs are unable to be met through a mainstream school, special school, PRU or the AP free school have to be met through the use of Independent providers. Although, it also needs to be remain noted that Southend has significantly fewer independent school placements than most other local authorities.

9.2 Independent provider provision is only used where there is no viable alternative available within Southend or where directed by SEND Tribunal and therefore these costs are largely unavoidable. Southend has also experienced a now maintained rise in the required numbers of looked after children requiring external residential care placements (which is also being experienced in other authorities nationally). The educational cost of independent provider

placements tend to be more expensive than children educated through either a mainstream or special school provision and particularly when they are required to be placed in a residential school. It is therefore a requirement that this funded allocation is increased to both fund the current levels of expenditure and allow some head room within the funding allocation for potential further growth.

- 9.3 The budget allocation awarded to this funding provision in 2021/22 is £1.950M, and remains set at the same funded level as 2020/21. There was again an underspend on this provision in 2020/21 so it allows head room for growth should it occur.

10 Other funding provision including SLA's

- 10.1 As statutorily required, a budget to support low cost high incidence SEND placements within mainstream school will continue to be set, any required allocation of this funding will continue to be determined by the Head of SEND. This budget allocation is therefore set to remain at £10,000.
- 10.2 The budgeted allocation for education services provided to Southend children in hospitals is set to remain at £100,000. This continues to provide some head room within this provision compared to 2020/21 spend allocations.
- 10.3 Interim tuition service – for local children who because of illness or other reasons would not receive a suitable education. It is proposed to maintain this allocation at £250,000 in 2021/22. This does enable the service to meet increase in demands, as shared in the 2020/21 paper, 2020/21 included the one off purchase of 15 Avatar robots which is now a reduced ongoing license maintenance cost alone. And to remind, the Avatar robots are an innovative scheme that provides pupils with direct interactive learning from the classroom to their home.
- 10.4 It is proposed to maintain the 2021/22 allocation for the contribution to the SEND team at the same funded level in 2020/21 at £635,000, this is also in recognition the allocation was increased in 2020/21 as a result of the previous Written Statement Of Action (WSOA) following the 2018 Joint local area Ofsted SEND inspection. For clarity, this contribution maintains existing staffing levels within the SEND team that also provide Early Years Special Educational Needs Coordinators (SENCO) provision and Education Psychology support.
- 10.5 SEN Support services £211,500, it is proposed to maintain the existing funded provision covering service level outreach agreements for Speech and Language, Autism Spectrum Disorder and advisory SENCO's.
- 10.6 In 2020/21 Education Board approved the introduction of the dedicated Inclusion Manager, this role has proved incredibly effective working directly with Schools and reaching vulnerable pupils who's access to education was often poor or at high risk of exclusion. As the Education Board will be aware the Nurture Base (a previous element of the behaviour and integration outreach inclusion service) sought expressions of interest from registered providers through market engagement but little interest has been received in terms of a

potential provider wanting to continue with this provision. In addition the existing Inclusion Outreach Service contract will finish 31st August 2021. 2020/21 also saw the introduction of the Inclusion Panel that awarded additional top up funding to schools for primary pupils meeting eligibility criteria supporting inclusion and maintaining mainstream placements as an alternative to the Primary Nurture Base. This approach has been piloted in 2020/21 and impact from the panel and resource funding has been reported through to the Vulnerable Learners Sub Group. Given the pandemic it is proposed to continue this approach during 2021/22. Inclusion remains a key priority agenda for all pupils of Southend, and in view of the additional funding high needs has received for 2021/22 it is now proposed to pull together these previous service provisions under a renamed inclusion service that will directly run through the local authority. The inclusion service will incorporate the outreach service from the 1st September 2021. The total previous cost of this entire provision in 2020/21 was budgeted at £468,000, it is now proposed from the 1st September 2021 to increase service provision by £112,000 to now £590,000. The additional £112,000 will fund 2 inclusion officers through High Needs securing this provision permanently and £60,000 for the additional delivery of interim education tuition for vulnerable pupils found to be missing from education or unable to sustain a placement in school and where placement at the PRU would not be appropriate for the child's needs.

- 10.7 Elective Home Education (EHE), it is proposed to maintain the existing funding provision of £20,000 to support EHE for children with EHCP's but apply a small increase of £12,000 (from £35,000) to now £47,000 from 1st September 2021 to support EHE for children with no EHCP's. This additional provision will go towards provision of Year 11 EHE GCSE examination costs. The monitoring of any further uptake of EHE's will continue during 2021/22.
- 10.8 Again, an area that is expected to grow further is the provision of personal budget payments to the parents/carers of children, or to young adults who make an informed choice to receive their EHCP funded supported by direct payment. It is therefore proposed to maintain this budget provision at £100,000, which again allows head room for further growth from 2020/21.
- 10.9 The final budget allocation awarded to this funding provision is £1.964M, and this is a net increase of £134,000 from the 2020/21 budget allocation.

11 Budget allocations to support future development and growth

- 11.1 Whilst this paper sets out a mechanism to allocate a balanced High Needs budget for 2021/21, including again growth applied throughout on existing funding provision. It is welcome to confirm, given the additional £3.024M funding received for 2021/22, there remains a £1.8M that can be targeted to support future years growth and expansion of current high needs provision. This is obviously very welcome news for Southend, the educational community and pupils supported. At this time, the allocation has been simply split three ways to indicate the range of services High Needs funding support and priority areas to see expansion, these include further Enhanced Mainstream bases, further Alternative provision pathways, and an enhanced offer of wider SEND support. It will be the responsibility of the local authority through engagement with the

education community to formulate the creation of these additional provisions moving forward and proposal will come back through to the Education Board.

12 Budget retained

Again, given the additional funding high need has received, a sum at this current time has been held aside to support any overspends on provision during the year. Given the growth required and reference in 11, this will not happen in 2021/22. But to aid long term planning, given the risk and volatility of financial risks associated with High Needs funding where many other local authorities are under financial pressure with required recovery plans. It is prudent to always ensure a funding amount is set aside within a reasonable small tolerance so that any in year overspends can be absorbed without leading to financial recovery actions.

13 2020/21 Opening Forecast Outturn

- 13.1 The budget allocations have been set on permanent full year effect which therefore supports long term planning. The opening forecast outturn reflects that in the 2021/22 there will be expected underspends as some of this growth does not apply until September 2021, combined with recognition some of the new funding allocations will take time to be implemented. Therefore, again this expected opening and one off underspend will be attributable to increase the high need DSG reserve balance adding further to reserve balances, which is also key to long term sustainability of high need funded provision but can also support further one off initiatives where affordable.

14 Conclusion

- 14.1 After recent years of significant funding pressures, it is very welcome that the High Needs Budget allocation for 2021/22, as well as in 2020/21, presents a paper of growth in funding allocations to support our local children and young adults.
- 14.2 However, it must continue to be acknowledged that high needs pupils are those whose educational needs cannot be met by resources delegated via the school's block. Any further reduction in inclusive practice, increased requests for EHCPs, pupil exclusions, parents of SEN pupils electively home educating and placements in special schools all put further funding pressure on the high needs block. Therefore, current and future High Needs budget will continue to the need the support of the wider schools community to remain sustainable.

15 Appendices

Appendix 1 – DSG High Need Budget detail allocation 2021/22
Appendix 2 – Place funded pupil numbers per school or college from Sept-21
Appendix 3 – Special school top up funding for 2021/22 est. schedule
Appendix 4 – Enhanced mainstream unit top up funding 2021/22 est. schedule
Appendix 5 – Mainstream top funding 2021/22 est. schedule
Appendix 6 – Teacher pay and Pension grant award 2021/22
Appendix 7 – Revised Flexible place fund distribution model from Sept 2021

Recommend, if printed, to print in A3 Portrait

			A	B	C = A + B	D	E = D - C	F	G = F - C	H	i = H - F	
			£	£	£	£	£	£	£	£	£	
			2020/21					2021/22				
Block	S251 Line ref.	Summary Line	Original Budget	In Year Budget adjustments	Latest Budget	Final Outturn	Final Variance Over / (under)	Original Budget	Budget Variation from previous year increase / (decrease)	Forecast Outturn	Forecast Variance Over / (under)	
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)	6,070,000	100,000	6,036,667	(33,333)	
	1.0.2	Place Funding - PRU	100,000	-	100,000	58,333	(41,667)	41,667	(58,333)	41,667	-	
	1.0.2	Place Funding - PRU Recouped	750,000	-	750,000	750,000	-	808,333	58,333	808,333	-	
	1.0.2	Place Funding - Special Units	206,000	-	206,000	184,639	(21,361)	128,000	(78,000)	160,500	32,500	
	1.0.2	Place Funding - Special Units Recouped	228,000	-	228,000	228,000	-	342,000	114,000	294,500	(47,500)	
	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)	864,000	54,000	846,000	(18,000)	
		Subtotal Place funding	8,064,000	-	8,064,000	7,853,806	(210,194)	8,254,000	190,000	8,187,667	(66,333)	
	1.2.2	Special School - flexible place funding	40,000	-	40,000	22,769	(17,231)	40,000	-	40,000	-	
	1.2.1 / 1.2.2	Special School Top ups	5,000,000	-	5,000,000	4,773,078	(226,922)	5,200,000	200,000	5,200,000	-	
	1.2.1 / 1.2.2	Special School - teacher pay and employer pension former grant	-	-	-	-	-	388,000	388,000	387,669	(331)	
	1.2.1 / 1.2.2	Special Units Top ups	368,610	-	368,610	270,070	(98,540)	380,000	11,390	380,000	-	
	1.2.2	PRU Top ups	408,000	-	408,000	327,040	(80,960)	425,000	17,000	418,200	(6,800)	
	1.2.2	PRU / AP - teacher pay and employer pension former grant	-	-	-	-	-	82,500	82,500	82,495	(5)	
	1.2.2	Preventative Pathway AP top ups	256,000	-	256,000	108,747	(147,253)	266,000	10,000	261,733	(4,267)	
		Subtotal Special School and PRU / AP provision top up funding	6,072,610	-	6,072,610	5,501,704	(570,906)	6,781,500	708,890	6,770,097	(11,403)	
	1.2.1 / 1.2.2	EHCP Early years Top ups	130,000	-	130,000	36,743	(93,257)	130,000	-	130,000	-	
	1.2.1 / 1.2.2	EHCP Inborough Mainstream - Primary Top ups	1,740,000	-	1,740,000	1,595,329	(144,671)	1,800,000	60,000	1,800,000	-	
	1.2.1 / 1.2.2	EHCP Inborough Mainstream - Secondary Top ups	670,000	-	670,000	664,230	(5,771)	850,000	180,000	850,000	-	
	1.2.1 / 1.2.2	EHCP Top ups - out of Borough	772,000	-	772,000	770,040	(1,960)	850,000	78,000	850,000	-	
	1.2.2	EHCP Top ups - post 16 providers	800,000	-	800,000	651,830	(148,170)	850,000	50,000	850,000	-	
		EHCP top up provision schools and post-16	4,112,000	-	4,112,000	3,718,172	(393,829)	4,480,000	368,000	4,480,000	-	
	1.2.3	EHCP funding for Independent providers (IP)	1,700,000	-	1,700,000	1,219,171	(480,829)	1,700,000	-	1,700,000	-	
	1.2.7	Alternative Provision (non EHCP and LAC Residential Care*) for IP	250,000	-	250,000	181,118	(68,882)	250,000	-	250,000	-	
		Independent providers	1,950,000	-	1,950,000	1,400,289	(549,711)	1,950,000	-	1,950,000	-	
	1.2.4	HN targeted LCHI funding	10,000	-	10,000	-	(10,000)	10,000	-	10,000	-	
	1.2.6	Hospital Education provision	100,000	-	100,000	39,244	(60,756)	100,000	-	100,000	-	
	1.2.7	Individual Tuition service	250,000	-	250,000	257,318	7,318	250,000	-	250,000	-	
	1.2.5	SEND team - contribution towards Early Years SENCOs and Education Psychology	635,000	-	635,000	511,040	(123,960)	635,000	-	635,000	-	
	1.2.5	SEN Support Services	211,500	-	211,500	198,711	(12,789)	211,500	-	211,500	-	
	1.2.8	Alternative Provision Inclusion Management	65,000	-	65,000	40,676	(24,324)	-	(65,000)	-	-	
	1.2.8	Behaviour & Reintegration Support (outreach)	242,000	-	242,000	242,000	-	-	(242,000)	-	-	
	1.2.8	Primary Inclusion	161,000	-	161,000	118,590	(42,410)	-	(161,000)	-	-	
	1.2.8	Inclusion Service	-	-	-	-	-	590,000	590,000	539,167	(50,833)	
	1.2.5	Elective Home Education Costs (EHCP)	20,000	-	20,000	-	(20,000)	20,000	-	20,000	-	
	1.2.5	Elective Home Education Costs (Alternative Provision)	35,000	-	35,000	14,727	(20,273)	47,000	12,000	42,000	(5,000)	
	1.2.11	Direct payments	100,000	-	100,000	21,963	(78,038)	100,000	-	100,000	-	
		Other High Need funding provision including SLA's	1,829,500	-	1,829,500	1,444,269	(385,232)	1,963,500	134,000	1,907,667	(55,833)	
		Total High Need Non-Place funding	13,964,110	0	13,964,110	12,064,433	(1,899,677)	15,175,000	1,210,890	15,107,764	(67,236)	
		High Needs block service lines total	22,028,110	-	22,028,110	19,918,239	(2,109,871)	23,429,000	1,400,890	23,295,431	(133,569)	
	1.02 / 1.2.2	Further enhanced mainstream EHCP place based provision and top up funding	-	-	-	-	-	600,000	600,000	-	(600,000)	
	1.02 / 1.2.2	Further Alternative place based provision and top up funding	-	-	-	-	-	600,000	600,000	-	(600,000)	
	1.2.5	Further service provision for Wider SEND support	-	-	-	-	-	600,000	600,000	-	(600,000)	
		Funding allocations for required future service provision (to be developed during 2021/22)	-	-	-	-	-	1,800,000	1,800,000	-	(1,800,000)	
	1.2.3	Balance held aside from service provision to support any in year high need funding pressures	531,936	(48,000)	483,936	-	(483,936)	329,437	(154,499)	-	(329,437)	
		High Needs Block total*	22,560,046	(48,000)	22,512,046	19,918,239	(2,593,807)	25,558,437	3,046,391	23,295,431	(2,263,006)	
DSG - Funding Income		High Needs Funding Block	(14,949,212)	48,000	(14,901,212)	(14,901,212)	-	(17,800,437)	(2,899,225)	(17,800,437)	-	
		High Needs Recoupment	(7,610,834)	-	(7,610,834)	(7,610,834)	-	(7,758,000)	(147,166)	(7,758,000)	-	
		High Needs total	(22,560,046)	48,000	(22,512,046)	(22,512,046)	-	(25,558,437)	(3,046,391)	(25,558,437)	-	

Appendix 2 - Place funded pupil numbers per School or College from Sept-21
For 2021/22 Academic year

ESFA Registered*	To be paid by	Category	School name	No. of Places funded		Annual amount per place £'s	Total Annual Amount £'s
				incr / (dec) from 2020/21	Total No. funded		
Yes	ESFA	Special School	St Christophers (pre 16)	-	228	10,000	2,280,000
Yes	ESFA	Special School	St Christophers (post16)	-	7	10,000	70,000
Yes	ESFA	Special School	St Nicholas (pre16)	-	92	10,000	920,000
Yes	ESFA	Special School	Lancaster (pre 16)	-	28	10,000	280,000
Yes	ESFA	Special School	Lancaster (post 16)	10	72	10,000	720,000
Yes	ESFA	Special School	Kingsdown (pre16)	-	120	10,000	1,200,000
Yes	ESFA	Special School	Sutton House (pre16)	-	60	10,000	600,000
			subtotal	10	607		6,070,000
Yes	ESFA	PRU	Victory Park	10	85	10,000	850,000
No	LA	PRU	Victory Park	(10)	0	10,000	0
			subtotal	-	85		850,000
Yes	ESFA	AP Free School*	YMCA	-	50	10,000	0
Yes	ESFA	Special base Unit - Secondary	Chase	-	12	6,000	72,000
Yes	ESFA	Special base Unit - Secondary	Shoeburyness	-	18	6,000	108,000
			subtotal	-	30		180,000
Yes	ESFA	Special base Unit - Primary	Temple Sutton	7	12	6,000	72,000
No	LA	Special base Unit - Primary	Temple Sutton	(7)	0	6,000	0
Yes	LA	Special base Unit - Primary	Fairways	-	15	6,000	90,000
Yes	ESFA	Special base Unit - Primary	Hamstel	-	3	6,000	18,000
No	LA	Special base Unit - Primary	Hamstel	-	3	6,000	18,000
Yes	ESFA	Special base Unit - Primary	Blenheim	12	12	6,000	72,000
No	LA	Special base Unit - Primary	Blenheim	(6)	0	6,000	0
			subtotal	6	45		270,000
Yes	ESFA	Further Education	South Essex College	7	99	6,000	594,000
Yes	ESFA	Further Education	Adult College / Westcliff Centre	2	45	6,000	270,000
			subtotal	9	144		864,000
			Grand Total	25	961		8,234,000

* AP Free School YMCA is funded at 50 places paid directly by the DfE outside of Southend's High Need block allocation

Appendix 3 - Special School top up funding for 2021/22 est. schedule

If printed, recommend to print in A3 Landscape

Data set updated April 2021

Months funding applicable in each term:

	Band 1 - Existing				Band 2 - Existing				Band 3 - Existing			
	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer
	5	4	3	5	5	4	3	5	5	4	3	5
	Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22			
	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23
	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3
Top up Funding - SP - St Christopher's Academy (Pre 16)	151	147	147	147	32	36	36	36	-	-	-	-
Top up Funding - SP - St Nicholas Special School	28	14	14	14	40	52	52	52	5	5	5	5
Top up Funding - SP - Kingsdown Special School	69	68	68	68	36	34	34	34	-	-	-	-
Top up Funding - SP - Lancaster Special School (Pre 16)	13	16	16	16	9	32	32	32	-	-	-	-
Top up Funding - SP - St Christopher's Academy (Post 16)	7	5	5	5	2	-	-	-	-	-	-	-
Top up Funding - SP - Lancaster Special School (Post 16)	26	12	12	12	30	20	20	20	-	-	-	-
Top up Funding - SP - Sutton house - Special School	15	25	25	25	31	20	20	20	1	1	1	1

	summer	autumn	spring	summer
	5	4	3	5
	Apr-21 to Mar-22			
	Sept-21 to Aug-22			2022/23
	Term3	Term1	Term2	Term3
183	183	183	183	183
73	71	71	71	71
105	102	102	102	102
22	48	48	48	48
9	5	5	5	5
56	32	32	32	32
47	46	46	46	46
Total	495	487	487	487

Annual Top up rates E's - Existing

	Band 1 - Existing				Band 2 - Existing				Band 3 - Existing			
	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer
	5	4	3	5	5	4	3	5	5	4	3	5
	Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22			
	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23
	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3
Top up Funding - SP - St Christopher's Academy (Pre 16)	10,136	10,339	10,339	10,339	6,590	6,722	6,722	6,722	1,654	1,687	1,687	1,687
Top up Funding - SP - St Nicholas Special School	11,305	11,531	11,531	11,531	7,355	7,502	7,502	7,502	1,845	1,882	1,882	1,882
Top up Funding - SP - Kingsdown Special School	11,405	11,633	11,633	11,633	7,418	7,566	7,566	7,566	-	-	-	-
Top up Funding - SP - Lancaster Special School (Pre 16)	11,326	11,553	11,553	11,553	7,369	7,516	7,516	7,516	-	-	-	-
Top up Funding - SP - St Christopher's Academy (Post 16)	10,057	10,258	10,258	10,258	6,815	6,951	6,951	6,951	-	-	-	-
Top up Funding - SP - Lancaster Special School (Post 16)	11,358	11,585	11,585	11,585	7,389	7,537	7,537	7,537	-	-	-	-
Top up Funding - SP - Sutton house - Special School	15,283	15,589	15,589	15,589	9,930	10,129	10,129	10,129	2,559	2,610	2,610	2,610

Total Top up funding E's - Existing

	Band 1 - Existing				Band 2 - Existing				Band 3 - Existing			
	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer
	5	4	3	5	5	4	3	5	5	4	3	5
	Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22			
	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23
	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3
Top up Funding - SP - St Christopher's Academy (Pre 16)	637,723	506,611	379,958	633,264	87,867	80,664	60,498	100,830	-	-	-	-
Top up Funding - SP - St Nicholas Special School	131,892	53,811	40,359	67,264	122,583	130,035	97,526	162,543	3,844	3,137	2,353	3,921
Top up Funding - SP - Kingsdown Special School	327,894	263,681	197,761	329,602	111,270	85,748	64,311	107,185	-	-	-	-
Top up Funding - SP - Lancaster Special School (Pre 16)	61,349	61,616	46,212	77,020	27,634	80,171	60,128	100,213	-	-	-	-
Top up Funding - SP - St Christopher's Academy (Post 16)	29,333	17,097	12,823	21,371	5,679	-	-	-	-	-	-	-
Top up Funding - SP - Lancaster Special School (Post 16)	123,045	46,340	34,755	57,925	92,363	50,247	37,685	62,808	-	-	-	-
Top up Funding - SP - Sutton house - Special School	95,519	129,908	97,431	162,385	128,263	67,527	50,645	84,408	1,066	870	653	1,088

	a	b	c	d = a + b + c
	summer	autumn	spring	summer
	5	4	3	5
	Apr-21 to Mar-22			
	Sept-21 to Aug-22			2022/23
	Term3	Term1	Term2	Term3
725,590	587,275	440,456	734,094	1,753,321
258,319	186,983	140,237	233,728	585,538
439,164	349,429	262,072	436,787	1,050,665
88,983	141,787	106,340	177,233	337,110
35,012	17,097	12,823	21,371	64,931
215,408	96,587	72,440	120,733	384,434
224,848	198,305	148,729	247,881	571,881
Total	1,987,323	1,577,462	1,183,097	1,971,828

Assumed 2122 % rate change on existing bands

2%

Data set updated April 2021

Months funding applicable in each term:

	Band 10 - New				Band 9 - New				Band 8 - New				Band 7 - New				Band 6 - New				Band 5 - New			
	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer
	5	4	3	5	5	4	3	5	5	4	3	5	5	4	3	5	5	4	3	5	5	4	3	5
	Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22							
	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23				
	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3
Top up Funding - SP - St Christopher's Academy (Pre 16)	-	-	-	-	38	38	38	38	21	21	21	21	66	66	66	66	25	25	25	25	33	33	33	33
Top up Funding - SP - St Nicholas Special School	-	-	-	-	-	-	-	-	3	3	3	3	6	6	6	6	62	62	62	62	-	-	-	-
Top up Funding - SP - Kingsdown Special School	10	10	10	10	23	23	23	23	23	23	23	23	41	41	41	41	5	5	5	5	-	-	-	-
Top up Funding - SP - Lancaster Special School (Pre 16)	3	3	3	3	1	1	1	1	8	8	8	8	11	11	11	11	25	25	25	25	-	-	-	-
Top up Funding - SP - St Christopher's Academy (Post 16)	-	-	-	-	-	-	-	-	5	5	5	5	-	-	-	-	-	-	-	-	-	-	-	-
Top up Funding - SP - Lancaster Special School (Post 16)	6	6	6	6	1	1	1	1	3	3	3	3	8	8	8	8	14	14	14	14	-	-	-	-
Top up Funding - SP - Sutton house - Special School	22	22	22	22	8	8	8	8	16	16	16	16	-	-	-	-	-	-	-	-	-	-	-	-

	summer	autumn	spring	summer
	5	4	3	5
	Apr-21 to Mar-22			
	Sept-21 to Aug-22			2022/23
	Term3	Term1	Term2	Term3
-	183	183	183	183
-	71	71	71	71
-	102	102	102	102
-	48	48	48	48
-	5	5	5	5
-	32	32	32	32
-	46	46	46	46
Total	-	487	487	487

Annual Top up rates E's - New

	Band 10 - New				Band 9 - New				Band 8 - New				Band 7 - New				Band 6 - New				Band 5 - New			
	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer	summer	autumn	spring	summer
	5	4	3	5	5	4	3	5	5	4	3	5	5	4	3	5	5	4	3	5	5	4	3	5
	Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22				Apr-21 to Mar-22							
	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23	Sept-21 to Aug-22			2022/23				
	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3	Term3	Term1	Term2	Term3
Top up Funding - SP - St Christopher's Academy (Pre 16)	15,589	15,589	15,589	15,589	12,220	12,220	12,220	12,220	11,264	11,264	11,264	11,264	9,989	9,989	9,989	9,989	8,750	8,750	8,750	8,750	7,327	7,327	7,327	7,327
Top up Funding - SP - St Nicholas Special School	15,589	15,589	15,589	15,589	12,220	12,220	12,220	12,220	11,264	11,264	11,264	11,264	9,989	9,989	9,989	9,989	8,750	8,750	8,750	8,750	7,327	7,327	7,327	7,327
Top up Funding - SP - Kingsdown Special School	15,589	15,589	15,589	15,589	12,220	12,220	12,220	12,220	11,264	11,264	11,264	11,264	9,989	9,989	9,989	9,989	8,750	8,750	8,750	8,750	7,327	7,327	7,327	7,327
Top up Funding - SP - Lancaster Special School (Pre 16)	15,589	15,589	15,589	15,589	12,220	12,220	12,220	12,220	11,264	11,264	11,264	11,264	9,989	9,989	9,989	9,989	8,750	8,750	8,750	8,750	7,327	7,327	7,327	7,327
Top up Funding - SP - St Christopher's Academy (Post 16)	15,589	15,589	15,589	15,589	12,220	12,220	12,220	12,220	11,264	11,264	11,264	11,264	9,989	9,989	9,989	9,989	8,750	8,750	8,750	8,750	7,327	7,327	7,327	7,327
Top up Funding - SP - Lancaster Special School (Post 16)	15,589	15,589	15,589	15,589	12,220	12,220	12,220	12,220	11,264	11,264	11,264	11,264	9,989	9,989	9,989	9,989	8,750	8,750	8,750					

Appendix 3 - Special School top up funding for 2021/22 est. schedule (Continued)

Place Funding	Apr-21 to Mar-22		2022/23		Sept-21 to Aug-22 Total
	Term3	Term1	Term2	Term3	
SP - St Christopher's Academy (Pre 16)					2,280,000
SP - St Nicholas Special School					920,000
SP - Kingsdown Special School					1,200,000
SP - Lancaster Special School (Pre 16)					280,000
SP - St Christopher's Academy (Post 16)					70,000
SP - Lancaster Special School (Post 16)					720,000
SP - Sutton house - Special School					600,000
Place and Top up Funding Existing Banding					
SP - St Christopher's Academy					4,163,115
SP - St Nicholas Special School					1,480,948
SP - Kingsdown Special School					2,248,288
SP - Lancaster Special School					1,775,120
SP - Sutton house - Special School					1,194,915
Place and Top up Funding New Banding					
SP - St Christopher's Academy					4,226,989
SP - St Nicholas Special School					1,556,197
SP - Kingsdown Special School					2,349,297
SP - Lancaster Special School					1,819,661
SP - Sutton house - Special School					1,220,929
Funding change (+ / -) Existing Banding model to new (excluding other local authorities)					
SP - St Christopher's Academy					63,874
SP - St Nicholas Special School					75,249
SP - Kingsdown Special School					101,009
SP - Lancaster Special School					44,541
SP - Sutton house - Special School					26,014
Change (+ / -) between Existing to new banded levels for top up funding from other local authority pupils					
SP - St Christopher's Academy					31,426
SP - St Nicholas Special School					(10,207)
SP - Kingsdown Special School					4,783
SP - Lancaster Special School					7,073
SP - Sutton house - Special School					(7,554)
% Difference - Existing to New (Place and Top Up) All pupils					
SP - St Christopher's Academy					2.3%
SP - St Nicholas Special School					4.4%
SP - Kingsdown Special School					4.7%
SP - Lancaster Special School					2.9%
SP - Sutton house - Special School					1.5%
MFG protection required set at (additional payment to be made) 0.50%					
SP - St Christopher's Academy					-
SP - St Nicholas Special School					-
SP - Kingsdown Special School					-
SP - Lancaster Special School					-
SP - Sutton house - Special School					-
% Difference after MFG Protection					
SP - St Christopher's Academy					2.3%
SP - St Nicholas Special School					4.4%
SP - Kingsdown Special School					4.7%
SP - Lancaster Special School					2.9%
SP - Sutton house - Special School					1.5%

Appendix 4 - Enhanced main stream units top up funding 2020/21 schedule

2021/22 Academic Year - revised rates from 1st Sept 21

School	C			A			D							B	D - C	B - A	
	Band1 Profile*	Band2 Profile*	Total No.s	Annual Band1 rate £'s	Annual Band2 rate £'s	Total Annual cost £'s	Band7 Profile*	Band6 Profile*	Band5 Profile*	Band4 Profile*	Band3 Profile*	Band2 Profile*	Band1 Profile*	Total No.s	Total Annual cost £'s	Total Gain / (No.s)	Total Gain / (reduction) £'s
Chase	5	3	8	7,111	1,966	41,453			4	2	1	2		9	50,753	1	9,300
Shoeburyness	11	6	17	7,111	1,966	90,017	2	2	2	5	6	1		18	108,804	1	18,787
Subtotal - Secondary Schools						131,470									159,557		28,087
Temple Sutton	8	3	11	8,016	1,966	70,026	2	4	1			2		9	67,413	(2)	(2,613)
Fairways	1	10	11	7,866	2,634	34,206			1	1	1	4	2	9	30,238	(2)	(3,968)
Blenheim	1		1	8,050	-	8,050		1						1	8,750	-	700
Hamstel	6		6	8,050	1,966	48,300	1	1	2	1	1			6	43,458	-	(4,842)
Subtotal - Primary Schools						160,582								-	149,859	-	(10,723)
Grand Total	32	22	54			292,052	5	8	10	9	9	9	2	52	309,416	(2)	17,364

* based on current summer term 20/21 and current planned occupancy from Sept 21

Band	From Sept 21 Annual Rates
10	15,589
9	12,220
8	11,264
7	9,989
6	8,750
5	7,327
4	6,272
3	3,793
2	2,554
1	1,315

Appendix 5 - Main Stream Schools top up funding from Sept 21

School	No. of EHCP pupils	£ Annual Cost		
		Current System (with assumed 2% uplift)	New Banding System	Gain / (loss)
Barons Court Primary School and Nursery	12	54,555	56,543	1,987
Belfairs Academy	16	56,478	56,975	497
Blenheim Primary School	23	143,500	145,307	1,807
Bournemouth Park Primary School	12	69,805	72,782	2,977
Bournes Green Infant School	1	6,271	6,272	1
Bournes Green Junior School	7	41,422	41,423	1
Cecil Jones Academy	13	52,285	54,271	1,986
Chalkwell Hall Infant School	2	13,782	13,599	(183)
Chalkwell Hall Junior School	10	52,058	53,859	1,801
Chase High School	17	57,889	57,954	65
Darlinghurst Academy	6	28,707	30,195	1,488
Earls Hall Primary School	17	101,411	101,480	69
Eastwood Primary School and Nursery	2	10,065	10,065	1
Edwards Hall Primary School	4	12,447	13,934	1,488
Fairways Primary School	7	22,835	22,836	1
Friars Primary School and Nursery	6	23,485	23,487	1
Greenways Primary School	13	79,299	80,293	995
Hamstel Infant School and Nursery	8	58,846	58,846	0
Hamstel Junior School	13	51,790	51,793	3
Heycroft Primary School	9	65,117	65,155	37
Hinguar Community Primary School	2	10,065	10,065	1
Leigh North Street Primary School	9	48,761	49,011	250
Milton Hall Primary School and Nursery	13	66,164	67,718	1,554
Our Lady of Lourdes Catholic Primary School	8	45,215	45,217	1
Porters Grange Primary School and Nursery	4	22,608	22,608	1
Prince Avenue Academy and Nursery	6	26,401	26,402	1
Richmond Avenue Primary School	5	22,683	22,684	0
Sacred Heart Catholic Primary School and Nursery	2	15,021	15,022	0
Shoeburyness High School	42	221,023	222,087	1,064
Southchurch High School	19	86,444	86,943	498
Southend High School for Boys	8	50,667	52,651	1,984
St Bernard's High School	5	12,770	12,770	0
St George's Catholic Primary School	4	21,121	22,609	1,489
St Helen's Catholic Primary School	7	40,183	40,185	2
St Mary's, Prittlewell, CofE Primary School	9	51,487	51,305	(182)
St Thomas More High School	31	109,410	112,559	3,149
Temple Sutton Primary School	12	67,747	68,989	1,242
The Eastwood Academy	27	127,555	128,045	490
The Westborough Academy	7	36,465	36,467	2
Thorpedene Primary School	4	30,042	30,043	1
West Leigh Infant School	2	7,586	7,587	0
West Leigh Junior School	6	35,151	35,152	2
Westcliff High School for Girls	2	23,200	24,882	1,682
	432	2,179,815	2,208,068	28,253

Appendix 6 - 2020/21 DfE Teacher pay and employer pension grant allocations (to be paid out through DSG in 2021/22)

School	A			B			A + B
	Teacher pay grant allocation 2020/21			Teacher pay grant allocation 2020/21			2021/22 to be paid out
	April 2020 to August 2020			September 2020 to March 2021			Total
	Places	Rate	Allocation	Places	Rate	Allocation	
The St Christopher School	230	£72.91	£16,770.00	235	£102.08	£23,989.00	£40,759.00
Southend YMCA Community School	50	£72.91	£3,646.00	50	£102.08	£5,104.00	£8,750.00
Victory Park Academy	75	£72.91	£5,469.00	75	£102.08	£7,656.00	£13,125.00
Sutton House Academy	50	£72.91	£3,646.00	60	£102.08	£6,125.00	£9,771.00
St Nicholas School	92	£72.91	£6,708.00	92	£102.08	£9,392.00	£16,100.00
Kingsdown School	120	£72.91	£8,750.00	120	£102.08	£12,250.00	£21,000.00
Lancaster School	82	£72.91	£5,979.00	90	£102.08	£9,188.00	£15,167.00
			£50,968.00			£73,704.00	£124,672.00

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Teacher employer pension grant allocation 2020/21

School	April 2020 to August 2020			September 2020 to March 2021			Total
	Places	Rate	Allocation	Places	Rate	Allocation	
The St Christopher School	230	£202.06	£46,474.00	235	£282.89	£66,480.00	£112,954.00
Southend YMCA Community School	50	£202.06	£10,103.00	50	£282.89	£14,145.00	£24,248.00
Victory Park Academy	75	£202.06	£15,155.00	75	£282.89	£21,217.00	£36,372.00
Sutton House Academy	50	£202.06	£10,103.00	60	£282.89	£16,974.00	£27,077.00
St Nicholas School	92	£202.06	£18,590.00	92	£282.89	£26,026.00	£44,616.00
Kingsdown School	120	£202.06	£24,248.00	120	£282.89	£33,947.00	£58,195.00
Lancaster School	82	£202.06	£16,569.00	90	£282.89	£25,461.00	£42,030.00
			£141,242.00			£204,250.00	£345,492.00
							£470,164.00

Appendix 7 - Revised Flexible place fund distribution model from Sept 2021

		% Point above core place funded number and additional place number									
	Core place funded number	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%
Kingsdown	120	1	2	3	4	6	7	8	9	10	12
Lancaster	90	0	1	2	3	4	5	6	7	8	9
St Christopher	235	2	4	7	9	11	14	16	18	21	23
St Nicholas	92	0	1	2	3	4	5	6	7	8	9
Sutton House	60	0	1	1	2	3	3	4	4	5	6

Amount honoured for each school when criteria is met

£4,000 £8,000 £12,000 £16,000 £20,000 £24,000 £28,000 £32,000 £36,000 £40,000

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

8th June 2021, 4.15-5.30, (held virtually on-line through MS teams)

DRAFT Minutes of the meeting

10

Membership of the sub group for Resources	(nominations received) representation
3 nominations from the Education Board (Headteacher/governor)	Robin Bevan (secondary) CHAIR Jane Ladner (secondary, governor) Stuart Reynolds (secondary)
4 other members nominated from the four associations	Nick Booth (primary) Vicky Wright (early years) 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) Gary Bloom (Head of SEND) Cathy Braun (Head of Access and Inclusion)
	cc. Brin Martin (Director of Education) Elaine Hammans (Head of Early Years)

Time	Agenda item	Decision? Action
4.15	<p>Membership Apologies</p> <p>And council officer representation as required for papers</p> <p>Officers present:</p> <p>Paul Grout Gary Bloom Cathy Braun</p>	<p>Nick was not present at the meeting. No apologies (Robin will write to Nick to check in on him.)</p> <p>Although non-attendance would be inevitable given current circumstances with the pandemic. Nick has now not attended an RSG group for over a year (5 meetings). It is key that a primary representative is present therefore Nick will be asked whether he wishes to continue or RSG seek another Primary nominee.</p>
	Membership Vacancies	No vacancies
4.20	Minutes of the last meeting 01.12.20	No amendments. Minutes agreed and now Final.

	<p>Any matters arising not covered elsewhere on the agenda</p>	<p>RSG Public duties discussion around future operation of the scheme, will be deferred to the Autumn 21. And to remind, this in relation to the Local Authority administrative side of the fund considering continual low take up from Academies. Brin Martin previously agreed Amanda Champ would be asked to prepare a short paper.</p> <p>Paul fed back on the 4 DfE consultations announced in the last RSG group:</p> <ol style="list-style-type: none"> 1) The “SEND High Need funding review for 2122” consultation the RSG responded on. 2) Both the smaller consultations on “Business rate payment changes” and “Sparsity” factor, a decision was taken not to participate in those given the “Business rate” consultation was a pure technical administration proposal and the “Sparsity factor” not being an applicable factor for Southend Schools. 3) We continue to await the 4th (4 of the 4 announced) consultation on the further progression to the “Hard NFF”, which is now expected out during summer 21 and the RSG group will respond on as previously agreed.
4.25	<p>DSG 2020/21 Final Outturn (DRAFT Paper and appendix supplied ahead of the meeting)</p> <p>Officer Lead: Paul Grout</p>	<p>Early Years – reflect the £210,000 anticipated claw back for 20/21 funds in the heading of the Early Years section alongside the underspend for 20/21.</p> <p>High Needs:</p> <p>Add to table 4.13 the 2019/20 budget further demonstrating growth in funding between 2019/20 to 2020/21.</p> <p>In view of the underspend for 20/21, add a bit more:</p> <ul style="list-style-type: none"> • historic context in relation to growth applied to prices paid out

		<p>in 20/21, and budgets applied allowing for demand growth within.</p> <ul style="list-style-type: none"> • detail on the underspend related to PRU and volatility of independent provider placements. • context that although Covid-19 has reduced further growth in provision, there is minimal impact in relation to the number of EHCP's administered during 2021/22.
4.40	<p>Education Health Care Plan revised top up banding scheme from Sept 21 (As sent through to Venerable Learner Sub Group)</p> <p>(DRAFT Paper and appendix supplied ahead of the meeting)</p> <p>Officer Lead: Gary Bloom</p>	<p>Agreed full detail of the paper should be supplied to the Education Board (EB) (given it is a change to the existing banding system), and it is really a paper of note for EB following due consultation through the Vulnerable Learners Sub Group (including Mainstream schools), Special School representatives and RSG.</p> <p>Agreed to ensure all Post 16 St Christopher placements are funded at minimum new band 8 from Sept 21.</p> <p>Also advised that for the EB, the matrix grid behind the level assessments to the banding criteria is further commented or supplied as an appendix within.</p>
4.55	<p>DSG High Needs budget allocation report 2021/22</p> <p>(DRAFT Paper and appendices supplied ahead of the meeting)</p> <p>Officer Lead: Paul Grout</p>	<p>Agreed: To recommend to EB that a 2% uplift from Sept 21 is applied to the new EHCP banded rates. In view of both available resource within high needs budget and mainstream schools received a minimum 2% uplift for 21/22 under the NFF.</p> <p>Make appropriate changes to the relevant Appendix tables for this change and reduce the allocation held back for meeting increased demand to meet that change.</p>

		<p>Agreed: Make recommendations to the EB that the existing arrangements around flexible place funding allocation for Special Schools are revised to a now proposed more equitable funding model considering existing funded place numbers for those respective schools.</p>
5.30	<p>AOB</p> <p>FYI only:</p> <p>Date of next meetings and forward plan</p> <p>Date of next meetings and current 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>October 2021 (Date tbc ahead of EB date tbc)</p> <ul style="list-style-type: none"> • DSG 2022/23 Indicative budget allocations including 2022/23 Individual School Block (ISB) allocations. <p>December 2021 (Date tbc ahead of EB date tbc)</p> <ul style="list-style-type: none"> • DSG 2022/23 Final Budget planning including ISB allocations and Forecast Outturn 2021/22 <p>June 2022 (Date tbc ahead of EB date tbc)</p> <ul style="list-style-type: none"> • DSG Final Outturn 2021/22 • DSG High Need detailed budget allocations 2022/23 <p>Meeting close</p>	<p>Agreed that the Tuesday (2 weeks before EB dates) 4.15, works for future meetings. Noting future EB dates are to be set.</p>

Southend Education Board
School Performance Sub Group (SPSG) Agenda
11th May 2021 at 2pm

Membership

Position	Name	Email
Primary Rep	Darren Woollard (Chair)*	darren.woollard@lihtrust.uk
Primary Rep	Jim Johnson*	headteacher@edwardshall.southend.sch.uk
Secondary Rep	David Struthers*	st-david.struthers@whsg.info
Special Rep	VACANCY	
Governor Rep	VACANCY	
Education Board Nominee	Jerry Glazier*	jerry.glazier@neu.org.uk
Education Board Nominee	Lisa Clark*	headteacher@hamstel-inf.southend.sch.uk
Education Board Nominee	Paul Hayman*	st-paul.hayman@whsg.info
Early Years	Vicky Wright*	vickywright@southend.gov.uk
Post 16	VACANCY	
Director of Learning	Brin Martin*	brinmartin@southend.gov.uk
Head of school performance and provision services	Amanda Champ*	amandachamp@southend.gov.uk
RSC	Sue Baldwin (or representative)	rsc.eastnelondon@education.gov.uk

*denotes attendance

Terms of Reference

- To advise Council/Cabinet and subsequently own a School Performance Strategy for Southend.
- To implement the School Performance Strategy in order to improve performance in all schools.
- To work with schools to periodically collect and analyse performance data (subject to data sharing protocol and agreement on high level data dashboard KPIs).
- To advise Council/Cabinet on the appropriateness of future priorities, targets and measures used to determine progress.
- To advise, monitor and challenge the commissioned support for schools, including core programmes and specific targeted interventions in order to ensure impact and value for money.
- To ensure that Education Board has the appropriate information about the effectiveness of commissioned support in order to make informed decisions about future expenditure.
- To keep the Regional School Commissioner updated about developments in Southend.

Agenda for the meeting

Agenda Item	Lead	Notes
Welcome and apologies	DW	<p>Members were welcomed to the meeting, and the current vacancies were noted.</p> <p>Action: Vacancies to be discussed at the next Education Board.</p>
Urgent matters requiring update to SPSG	BM	<p>In the preceding week, the Local Authority had received its SEND inspection, focusing mostly on the four areas of the written statement of action. We await the outcome.</p>
Data - review of 'information capture' to support schools and discussion around data (or other) capture to enable this	BM	<p>A letter was sent to all primary schools by the data team requesting information, but it was recognised that the intention was not well communicated. School leaders recognise the value of assessment, but were conscious of the additional workload that tests or assessed tasks (in order to provide a score) would bring and the impact this might have on the curriculum. There were also concerns about the lack of rigour in the process which would make data less reliable.</p> <p>It was agreed that the focus of this request was not accountability, but a commitment to working together and understanding the impact of Covid-19 on learners in Southend. A more rounded question that enables this group to gain qualitative rather than quantitative data was agreed - something that enables the group to understand the barriers to learning in schools and whether there are specific subjects, year groups or pupil groups who have been impacted most significantly.</p> <p>Action: Brin to work with primary colleagues on questions to share with all primary schools in Southend.</p>

Education Recovery	All	<p>Whilst there are not yet specific details from Sir Kevan Collins about recovery, there are three key pillars which he has continued to reference;</p> <ul style="list-style-type: none"> ● Teaching quality (all subjects) ● Tutoring (targeted work with pupils) ● Extending the 'school experience' <p>It was agreed that any collective response to education recovery in Southend should have clearly defined and agreed goals, and be co-constructed and owned by all heads and school leaders.</p>
OFSTED restarting	BM	<p>The group noted the restart of Ofsted inspections. Further information is expected from Michelle Winter HMI.</p>
Summer term event planning	AC	<p>Public Health England will communicate with all schools re: guidance for event planning this summer.</p>
Review SPSG annual plan, including date of next meeting	DW	<p>It was agreed that next year there will be a termly meeting, with additional extraordinary meetings as required.</p>
AOB	All	<p>Next meeting 2pm on 12 July 2021 (Venue TBC - we may continue using Microsoft Teams)</p> <p>It was noted that this was the last meeting for Jerry Glazier and Paul Hayman, and there will therefore be additional vacancies on the SPSG. Both were thanked for their time and commitment to the group.</p>

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VULNERABLE LEARNERS SUB GROUP MINUTES

27th May 2021
Microsoft Teams

CHAIR	Julia Jones – Headteacher - Barons Court Primary School
ATTENDEES	Brin Martin, Jackie Mullan, Sarah Greaves, Gary Bloom, Lisa Clark, Cathy Braun, Mark Aspel, Wendy Hackett, Julie Hollingsworth, Amanda Champ;
APOLOGIES	Sue Walsh, Steve Cornwall, Taz Sayed; Tom Dowler
ATTENDEES INVITED TO PRESENT	Victoria Coatsworth (Specialist School Nurse); Deborah Angel (SACC – Interim Tuition Service)
INVITED (DID NOT ATTEND)	Lesley Yelland

WELCOME AND INTRODUCTIONS/ MINUTES OF THE LAST MEETING/ NOTIFICATION OF AOB

DISCUSSION	
<p>Welcome to all.</p> <p>The minutes from the previous meeting on the 25th February 2021 were agreed as a true representation of the meeting.</p> <p>The sub-group noted the CLA report which was circulated to members as part of the minutes from the 25th February 2021.</p> <p>The sub group noted items of AOB as part of the SEND focus of the meeting: SEND Strategy Reporting and the new SEND banding stream report.</p>	
ACTION ITEMS AND UPDATES FROM PREVIOUS MEETING IF NOT COVERED ON THE AGENDA	PERSON RESPONSIBLE
<p>a) Information Sharing and feedback to Education Board – BM feedback to the group regarding liaison with the data team regarding information sharing difficulties within 4 local schools at the current time. Schools have identified agreement in principle is in place and the data team are working closely with schools. At present IT systems are not compatible with some schools and the data team are working on possible solutions. Data that does not have to be shared will not be collected, only what the schools are statutory obliged to share will be shared with the LA.</p> <p>b) Links with SPSG – BM fed back to the group that the SPSG are currently not collating school data for the current academic year, however a survey will be shared with schools to complete within the next half term.</p> <p>c) Review of the Social Prescribing content on the Local Offer - GB advised the sub group that the social prescribing information was on the Local Offer Website however was not prominent enough, this has now been amended.</p> <p>d) CME Action Plan - CB advised that no questions have been received prior to the meeting following the action plan which was circulated on 22nd March 2021. The VLSG discussed the process regarding submitting questions and sharing of reports. It was agreed the agenda will go out 2 to 3 weeks prior to the meeting with reports attached asking members to submit questions prior to the meeting so these can be looked at and ready for discussion.</p>	<p>VLSG Members JK/JJ</p>

<p>e) SEN Strategy and Inspection Feedback - BM advised the group that feedback will be in the public domain mid June – at the moment colleagues are looking at outcomes and recommendations. BM also advised the group that the SEND Strategy Report is currently being rewritten and looking at opportunities for gaining views regarding what the focus of the strategy should be from sub groups – BM invited the members to comment in chat and he will collate responses and share at the next meeting.</p>	BM
<p>ACTION ITEMS</p>	<p>PERSON RESPONSIBLE</p>
<ul style="list-style-type: none"> • VSLG to comment on SEN strategy focus, Brin will collate responses and share at the next meeting. • Submitting questions regarding distributed reports prior to the meeting process agreed. 	<p>All All</p>

SPECIALIST SCHOOL NURSE UPDATE - TO RECEIVE INFORMATION FROM THE SCHOOL NURSING TEAM AND THE LIGHTHOUSE CENTRE REGARDING THE ROUTES AND PROCESSES FOR REFERRALS.

<p>DISCUSSION</p>	
<p>The members requested representation from the School Nursing team to talk through processes of accessing the service and referring vulnerable pupils, by schools in particular. The VLSG welcomed Victoria Coatsworth, Specialist School Nurse.</p> <p>VC advised the group that schools are able to refer using the school nursing referral form and assessment is made offering appropriate support based on the referral received. VC explained the structure of school nursing support – once the referral is received the duty person will assess the referral and the team will pick up any high needs, parents and school are contacted to ascertain what can be put in place for the learners, a drop in/booking session is then arranged with the school. The timescale is dependent on the assessment – higher level of needs are prioritised. Child Protection case health assessments take up to 12 weeks. The VLSG expressed concerns regarding the turn around/timescale of the cases with a particular concern raised regarding the core assessment of 12 weeks. It was agreed that VC will clarify this and report back to the VLSG. The school nursing team are always striving to see children within 1-2 weeks when A&E attendance or concern from school is received.</p> <p>The VLSG also asked for clarity on how schools can work with the school nursing team, VC to check and report back on:</p> <ul style="list-style-type: none"> • Healthcare plans – who is picking up the remit and how is this communicated to schools and wider stakeholders. • The capacity of allocating caseloads and reviewing care plans. • The impact of Covid 19 on vulnerable learners – such as supporting with eating disorders and mental health and how the school nursing team is working in partnership with EWMHS. <p>The VLSG thanked VC for joining the meeting and giving an overview of the service. VC will report back on the follow up actions.</p> <p>The VLSG outlined that a request for attendance of a specialist from the Lighthouse Centre has not been successful, although attempts had been made for the previous 12 months of a presentation to the group. BM suggested VLSG escalates the request through Caroline McCarron. JH advised the VLSG the centre has asked for further information regarding what the group would like the specialist to report on and questions in advance allowing the Centre to send the best person to attend. It was agreed the members will submit questions and concerns to JH and TS who will collate and present to Lighthouse Centre so that representation can be made at the next meeting.</p>	
<p>ACTION ITEMS</p>	<p>PERSON RESPONSIBLE</p>
<p>VC to check and report back on:</p> <ul style="list-style-type: none"> • Healthcare plans – who is picking up the remit and how is this communicated to schools and wider stakeholders. • Capacity of allocating caseloads and reviewing care plans. • Impact of Covid 19 on vulnerable learners – such as supporting with eating disorders and mental health and how the school nursing team is working in partnership with EWMHS. • Core assessment timescales from initial referrals. <p>VLSG to submit questions regarding specialist support at the lighthouse centre to JH and TS who</p>	<p>VC JH, TS</p>

will collate and submit to the centre, inviting specialist to join the next VLSG meeting.	
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ACCESS AND INCLUSION – COVID VULNERABLE LEARNERS UPDATE

DISCUSSION	
ATTENDANCE	
<p>Reports had been circulated prior to the meeting to all members for comments and questions. CB advised the group of classification regarding children abroad as following the previous meeting most families now would have returned. CB advised the information for schools is on the Southend Learning Network and the service is also providing individual advice to schools. There are still a few children who are still abroad, or on their way back and in quarantine. Current stance of the service is if absence exceeded 20 days but there is communication with the family, the code for absence to be used is X – unable to access due to covid restriction – the focus is to support families in the current situation. The VLSG requested clarity on the holiday requests during term time is needed for schools. BM advised the attendance of vulnerable group is being monitored and the DfE expectation is that all authorities should be looking at reinstating hierarchy of sanctions. CB asked that any questions regarding any specific advice on attendance are submitted to her and she will be able to report at the next meeting. CB asked that the request to look at attendance month by month statistically is more specific as the cohort is large and would not be helpful to look at.</p> <p>EHE report – CB gave a verbal update – as the report had been circulated prior to the meeting. There are no major changes from the previous meeting. CB will provide an update at the next VLSG on the total number of pupils supported back into schools following a period of EHE - currently 45% supported back into schools were new cases.</p>	
ACTION ITEMS	PERSON RESPONSIBLE
<ul style="list-style-type: none"> • VLSG to submit request for specific questions on attendance to CB • EHE report at the next VLSG regarding pupils returning to schools. 	<p>CB</p> <p>CB</p>

ACCESS AND INCLUSION – COVID VULNERABLE LEARNERS UPDATE

DISCUSSION
TUITION SERVICE
<p>SACC has been working hard to support and increase provision for vulnerable pupils through the tuition service and there has been an increase in numbers and challenges of mental health for a number of the pupils. The reports provided prior to the meeting were discussed. Concerns were expressed on the lack of evidence of moving forward as the majority of pupils accessing the service are secondary pupils, primary provision of the service was discussed in detail.</p> <p>CB advised there has been a challenge providing hours of education that is most suitable for pupils and that the offer has been expanded. It was noted challenges particularly around mental health without EWHMS support can be difficult and there is a need to support exit plans for pupils. CB advised it would be useful to have a representative from EWHMS on VLSG to discuss how we empower and support pupils moving on within their educational journey.</p>
PLT Reporting
<p>The reports provided prior to the meeting were discussed. MA reported on the PLT response to Covid-19. The school has provided a blended learning offer during the period and still has some remote learning being implemented – using this tool to engage pupils further. Attendance has improved and has increased by 54% and the number of part time timetables has reduced from 15 to 5. There have been meetings implemented with the Youth Offending team and the attendance team. The school is providing a strong curriculum which is a blend of core and ICT, Media – running vocational studies. Qualification level has increased by 38.9% pupils doing 5 plus qualifications. MA reported that Covid -19 has had a positive impact on the community – bringing people together – welfare and hardship fund has been set up where families that are struggling are able to get support. NEET figures have decreased – 4 pupils this year. All pupils received connexions advice and going forward MA hopes all are going to be attending some form of education or employment as the next stage of their educational journey. MA advised that the school has invested in the Virtual baby (Robot) – setting up a project around health and breaking the cycle of domestic abuse. The school have also linked in with local employers and trainers – Local Business providing bike maintenance classes – the course</p>

runs for 4 pupils at a time for 6 weeks where they build a bicycle they can keep at the end of the course. Further enrichment programmes are planned for the new academic year.	
ACTION ITEMS	PERSON RESPONSIBLE
<ul style="list-style-type: none"> EWMHS representation at the next VLSG meeting. 	JH

ACCESS AND INCLUSION – COVID VULNERABLE LEARNERS UPDATE

DISCUSSION	
<p>SEND GB provided a comprehensive verbal report on the new SEND Banding and it was requested that the VLSG discuss the proposed paper and approve the submission in principle ready to be presented to Education Board for final approval. GB advised the new proposal is consistent, open and transparent and is an effective method of distributing high need resources. It was noted the new framework will provide clarity and structure on banding and implementation of high needs funding across all mainstream and special schools. The group reviewed the methodology for allocating funding and it was outlined that mainstream schools would receive a higher allocation of resources. The VSLG approved the proposal in principle and requested that the banding scheme papers are circulated to the group with the minutes of the meeting.</p> <p>CLA SG reported to the group that the current focus is on transition plans at the present time and the virtual school is working in partnership with schools to achieve this. At the present time CLA attendance is good, however is currently being monitored and evaluated following medical appointments which are currently being taken during school hours, particularly in secondary schools. It was also reported that fixed term exclusions are starting to increase and again this is being monitored by the virtual school. A developed system for attendance tracking is being implemented as this data is not currently live and is reported 3 times a year. It was reported that PEP compliance is good and all CLA young people are on school roll. The virtual school are capturing the provision of young people during Covid-19 and colleagues have tested out the voice of the child – piloting with Shoeburyness – with a particular focus on emotional health, well-being and support. The virtual school has also launched the Covid -19 recovery with schools – supporting 26 schools with some additional funding, the impact of this is monitored through professional dialogue with school leaders.</p> <p>NEET WH updated the VLSG on Post 16 NEET provision. A virtual event was held looking at all the services with a particular focus on careers advice and guidance – WH will update VLSG on how many pupils attended. The March figures have reduced from last year – Southend is in the top quartile. It was outlined that training providers were not implementing virtual classes until March – however expected drop outs from the courses have not happened and pupils stayed enrolled on the courses. WH advised the group that all Year 11 students are being sent a letter on how they can be supported with drop in sessions scheduled to provide further support.</p>	
ACTION ITEMS	PERSON RESPONSIBLE
<ul style="list-style-type: none"> GB to circulate the SEND banding papers with the minutes of the meeting. WH to provide the VLSG with how many pupils attended the virtual event which was held. 	GB/JK WH

PROPOSED DATES FOR MEETINGS

Thursday 14th October – 1.30-3.30pm
Thursday 2nd December – 1.30-3.30pm
Thursday 3rd February – 1.30-3.30pm
Thursday 28th April – 1.30-3.30pm
Thursday 23rd June – 1.30-3.30pm