

**Public Document Pack
Southend-on-Sea Education Board**

Wednesday 15th December 2021

I confirm that a meeting of the Education Board (formerly the Schools Forum) will be held on **Wednesday 15th December 2021 at 8.15am**

The meeting will be held at the Tickfield Centre.

Robert Harris
Clerk to the Forum

Agenda	Item	Lead	Time
1.	Apologies for absence	RH	5mins
2.	Minutes of the meeting held on 18th November 2021 Minutes attached	RH	5mins
3.	Matters arising (not covered elsewhere on the agenda)	Chair	10mins
	<u>Schools Forum Matters</u>		
4.	Dedicated Schools Grant 2022/23 Budget planning and 2021/22 Forecast Outturn Report (Pages 5 – 18) Report for decision attached	PG	20mins
	<u>Education Board Matters</u>		
5.	Inclusion Panel Funding	CB	10mins

	Report for decision attached		
6.	Report back from Sub Groups (a) Resources Sub-Group held 30 th November – Minutes attached	Chairs	10mins
7.	Any other business (to be notified to the Chair/Clerk prior to the start of the meeting)	ALL	10mins
8.	Date and times of future meetings Tuesday 18 th January 2022 – 8.15am – Tickfield Centre Tuesday 15 th March 2022 – 8.15am – Tickfield Centre Tuesday 21 st June – 8.15am – Tickfield Centre		

Public Document Pack
SOUTHEND-ON-SEA BOROUGH COUNCIL

Meeting of Education Board

Date: Thursday, 18th November, 2021

Place: MS Teams

2

Present: Jane Ladner (Chair) – Southend High School for Girls (Governor)

Julia Jones – Barons Court School (Headteacher)
Jim Johnson – Edwards Hall Primary (Headteacher)
Stuart Reynolds - Southchurch High School (Headteacher)
Darren Woollard - Blenheim Primary School (Headteacher)
Lisa Clark - Hamstel Infant (Headteacher)
Anthony McGarel - South Essex College
Jackie Mullan - St Christophers (SEN Trust)
Lee Thorne - YMCA
Shireeb Harub – Trade Unions
Bev Williams – CEO MAT Group representative (non-voting)

In Attendance: Councillor L Burton (Cabinet Member Children and Learning)
M Marks, B Martin, C Braun, P Grout, E Hammans and R Harris

Start/End Time: 4.00 pm - 5.00 pm

1 Apologies for Absence

Apologies for absence were received from R. Bevan, V. Wright, M. Jordan, D. Allen, D Taylor, L. Yelland and S. Tollworthy.

2 Sir David Amess - Tribute

The Education Board paid tribute to Sir David Amess and expressed their deepest sympathies and condolences to Sir David's family, friends and colleagues.

3 Minutes of the meeting held on 22nd June 2021

Resolved:

That the minutes of the meeting held on 22nd June 2021 be confirmed as a correct record.

4 Matters arising (not covered elsewhere on the Agenda)

Public Duties Fund

The Board was advised that the Resources Sub-Group will consider and bring back recommendations concerning the Public Duties Fund to the Board in December 2021.

5 Education Board Membership and Vacancies

The Board received a verbal update from the Principal Democratic Services Officer covering the current membership and vacancies. There continues to be one vacancy in the maintained primary sector, two vacancies in the academy secondary sector and one in the Academy primary sector. These vacancies will be re-advertised/promoted within the relevant sectors with the intention to fill them as soon as practicable.

The Board was informed that Edwards Hall maintained Primary school would shortly transfer to academy status and this will need to be reflected in the membership of the Board.

Resolved:

That the current membership and vacancies be noted and that the Director of Education and the Principal Democratic Services Officer review the membership and report back to the Board in December.

6 Dedicated Schools Grant 2022/23 Budget Planning and 2021/22 Budget Update

The Board considered a report from the Senior Finance Business Partner providing an update on DSG budget planning for 2022/23, following the Department for Education (DfE) July 2021 school funding announcements, and an update on the latest DSG budget for 2021/22, following the applied annual DfE July 2021 funding update changes.

The Board discussed the report and noted the positive funding announcements and the healthy position of the DSG budget.

Resolved:

1. That with regard to individual school's budget (ISB) planning for 2022/23, to continue on the trajectory of adopting the principles of the National Funding Formulae (NFF) (as referenced in paragraph 5.1 to 5.5 of the submitted report) and therefore:

1.1 Any mainstream school that attracts their core NFF pupil led funding factors (i.e. with no MFG or funding floor protections applied), to benefit from the full NFF applied circa 3% increase to those core funding factors per pupil.

1.2 All remaining mainstream schools whose per 2021/22 per pupil led funding rates are either above the revised NFF mandatory 2022/23 minimum funding amounts per pupil or core NFF funding rate per pupil as referenced in 2.1.1, will receive the same NFF maximum allowable 2% uplift per pupil.

2. That the approach of recommended minimum balances held in DSG reserves and the approach of one-off use of reserve balances where they are above those minimum levels (As referenced in 11.7 and 11.8), be approved.

7 Matters of the Moment

The Director of Education provided a verbal update on the following matters:

- Current position regarding the pandemic and schools;
- SEND peer review will take place from 23rd November to 26th November and will be looking at four specific areas of work of the Council. The outcome of the review will be reported back to the Board in the New Year;
- The final confirmation from the Council's Section 151 Officer on the FSM offer in the Borough was expected shortly;
- A number of Ofsted school inspections have taken place recently. The Westborough School has been designated as 'requiring improvement.' The outcomes for the other schools inspected were not in the public domain; and
- There was a contingency of Afghanistan refugees in the Borough and full-time education will be provided to the children via one of the Trusts.

8 School Performance Strategy

The Board received and considered the School Performance Strategy 2019-2023.

Resolved:

That the School Performance Strategy 2019-2023, be noted.

9 Report Back from Sub Groups

The Board received and considered the following Sub-Group minutes:

- (a) Resources Sub-Group held on 5th October 2021;
- (b) School Performance Sub-Group held on 12th July; and
- (c) Vulnerable Learners Sub-Group held on 15th October 2021.

The Board noted that there was one vacancy for a Primary representative on the Resources Sub-Group and a number of vacancies on the School Performance Sub-Group.

Resolved:

That the minutes of the Sub-Groups listed above, be noted.

10 Any Other Business

There was no other business for this meeting.

11 Date and time of future meetings

Wednesday 15th December 2021 at 8.15am
Tuesday 18th January 2022 at 8.15am
Tuesday 15th March 2022 at 8.15am
Tuesday 21st June 2022 at 8.15am

All meetings will be held at the Tickfield Centre.

This page is intentionally left blank

Southend-on-Sea Borough Council

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

To
Education Board
On
15th December 2021

Agenda
Item No.

4

Report prepared by:
Paul Grout, Senior Finance Business Partner

**Dedicated School Grant Budget Planning 2022/23
And
Forecast Outturn 2021/22**

1 Purpose of Report

To present the Education Board with the Dedicated Schools Grant (DSG):

- Final indicative 2022/23 DSG budget allocations for any de-delegated maintained school block allocations and central block funded services.
- Updated forecast outturn for 2021/22

2 Recommendations

Education Board (EB) are asked to agree for 2022/23:

- 2.1 The amounts and services that will continue to be funded centrally from the Central Block where the local authority holds a statutory responsibility for all schools (As referenced in 9.2).
- 2.2 [Maintained School voting rights only] the de-delegation of funding to be centrally retained from the Schools block for the following services: (As referenced in 5.2)
- Staff cover costs (public duties)
- 2.3 And therefore on the basis of the decisions undertaken through both this and the previous October 2021 EB DSG paper, that this December 2021 DSG paper and the following January 2022 DSG EB paper (which is for EB noting only), will be recommended to Council for final approval in February 2022.

Asked to Note:

- 2.4 In line with the EB decision of the October 2021 EB DSG paper, that the per pupil rates of individual school block allocations for 2022/23 will continue to adopt the principles of the National Funding formulae (NFF) in full and therefore (As referenced in 4.1.1 to 4.1.3):
- 2.4.1 Any mainstream school that attracts their core NFF pupil led funding factors (i.e. with no MFG or funding floor protections applied), to benefit from the full NFF applied circa 3% increase to those core funding factors per pupil.
- 2.4.2 And all remaining mainstream schools whose per 2021/22 per pupil led funding rates are either above the revised NFF mandatory 2022/23 minimum funding amounts per pupil or core NFF funding rate per pupil as referenced in 2.1.1, will receive the same NFF maximum allowable 2% uplift per pupil.
- 2.5 In line with the EB decisions of both the March 2019 EB DSG paper and the December 2020 EB DSG paper, that 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 Background

- 3.1 This reports follows on from the previous October 2021 “DSG 2022/23 budget planning and DSG budget update 2021/22” paper, presented and agreed at the EB on 18th November 2021. That paper ultimately set the continued and agreed NFF trajectory for Individual School block allocations in 2022/23 and highlighted the then known Department for Education (DfE) indicative DSG budget changes for 2022/23 covering the Schools Block, High Needs block, Central block with the exception of the Early Years block which at the time of writing that and this paper, still remains outstanding subject to further detailed DfE announcements and will now be considered at the January 2022 EB.
- 3.2 The Government’s Autumn term 2021 budget announcements released on the 27th October 2021 have also provided head line **national** funding allocations for the DfE up to and including 2024/25. Specific announcements related or linked to national DSG funds are highlighted as follows:
- 3.2.1 The DfE’s overall funding allocation presents a real terms average growth rate of 2% per year from 2021/22 to 2024/25
- 3.2.2 An additional £4.7 billion targeted to core schools budgets by 2024/25.
- 3.2.3 Reaffirmed their intention to rebuild 500 schools over the next decade.
- 3.2.4 Reaffirmed their commitment to increase teacher starting salaries to £30,000 per year (date yet to be confirmed).
- 3.2.5 For early years entitlements, an additional £160 million in 2022/23, £180 million in 2023/24 and £170 million in 2024/25, compared to 2021/22, to increase the hourly rate paid to early years providers and anticipated changes in eligible children.
- 3.2.6 £2.6 billion in capital funding from 2021/22 to 2024/25 for school places for children with special educational needs and disabilities.

- 3.2.7 The DfE have also at a subsequent funding event on the 25th November 21 announced an additional per pupil funding grant of 2% from 2021/22 (which didn't make it in time to be built into the DSG NFF funding allocations for 2022/23) to contribute towards the costs of the Health and Social Care National Insurance Levy, increase teacher pay and other inflationary pressures. The actual funding distribution mechanism for this grant itself has yet to be announced.
- 3.2.8 We of course await the detail in terms of specific future year DSG funding allocations 2023/24 and 2024/25 for Southend following these national announcements. It is also worth noting outside of DSG funding allocations, there has yet been no specific detailed announcements relating to mainstream Post 16 educational funding for 2022/23.

4 Schools Block – Individual School Block (ISB) allocations

2021/22 Budget to Forecast Outturn – on line to budget

2022/23 Individual Schools Budgets

Indicative DSG funding allocation £135.824M (Final tbc in January 2022)

- 4.1 As per the recommendations approved in the last DSG EB October 2021 paper report and associated Appendix 2. The 2022/23 per pupil funding amounts for each school will be set on the following basis continuing with the principles of the NFF:
- 4.1.1 The minimum per pupil levels will be set at £4,265 for primary schools (£4,180 in 2021/22) and for secondary schools £5,525 (£5,415 in 2021/22), both with an equivalent circa 2% increase from 2021/22. And to simply remind, from 2020/21 the minimum amounts per pupil are also now a mandatory funding factor.
- 4.1.2 Where schools are attracting their underlying core NFF allocations, the NFF has built in an increase of circa 3.0% from the 2021/22 Pupil led funding factors: basic entitlement, free school meals at any time in the last 6 years, income deprivation affecting children index (IDACI). Lower prior attainment (LPA), English as an additional language (EAL), a circa 2% increase on Free Schools Meals (FSM) from 2021/22, and separately a 3.0% increase on the lump sum from 2021/22.
- 4.1.3 And for those Schools whose per pupil led funding rate is already above both 5.2.1 and 5.2.2, the NFF funding floor per pupil led rate has been set at a 2.0% increase from their 2021/22 per pupil led base line.
- 4.2 And as referenced, in the last DSG EB paper, with the exception of those schools who will attract the 2022/23 minimum per pupil funding levels or a 2.0% per pupil led uplift, all other school per pupil funding rates (i.e. those illustratively attracting their core underlying NFF funded rate per pupil) are indicative and therefore subject to minor changes once the DfE have processed and released the October 2021 school census data. **And please note** - the then actual final

2022/23 individual school allocations will be subsequently shown in the January 2022 EB DSG paper which will include the updated numbers of pupils on roll at each school (based on the DfE's October 2021 census) multiplied by these now 2022/23 per pupil led funding rates to form the final 2022/23 funding allocations.

- 4.3 Following the DfE's 2021/22 consultation in relation to the physical payment of School Business Rates. From 2022/23 and onwards Schools are still required to retain the liability and income for School Business rates within their accounts as annual notional accounting entries, but the physical payment will now be paid by the ESFA direct to those billing authorities. From 2022/23, therefore Local Authorities are no longer required to include a funding estimate for School Business Rates within the Individual School Block allocations and instead asked to simply list them for 2022/23 only as an aid to the new process. After 2022/23 they will no longer be shown as part of the Individual School Block allocations. Local Authorities and Schools will have observer access to an online rates billing portal and the information it holds to inform their accounting figures. Liable parties will continue to retain responsibility for any late payment where they are at fault, i.e. for example if an academy converter fails to inform their billing authority of their conversion.

5 School block – Centrally retained de-delegated public duties (Voting rights Maintained Schools only)

2021/22 Budget to Forecast Outturn – on line to budget

- 5.1 The final in year 2021/22 balance on this small fund will be confirmed at year end, currently 4 academy schools are expected to buy in for the academic year 2021/22, in addition to the de-delegate sum from the maintained schools and a couple of claims have been processed so far.

2022/23 Indicative DSG funding allocation £2,783 (Final tbc in January 2022)

- 5.2 In continuation of the decision undertaken last year, and the only current proposed item for de-delegation, Maintained Schools are asked to approve the continued de-delegation of public duties funds at the continued rate of £0.50 per pupil for 2022/23 (£0.50 rate at 2021/22), which will be multiplied by their Numbers on Roll as at the October 2021 Census to form the final 2022/23 de-delegated sum for each school. The continued rate of £0.50 per pupil in 2022/23 is proposed, given the fund itself continues to hold an adequate reserve balance as at the 1st April 2021 of £14,280 compared to the in year size of the fund and previous claims processed. The indicative de-delegated amount for each maintained School (based on October 2020 numbers on roll), are expected to continue in a range for each maintained school from £122 per year up to £334 per year, so they remain a very small sum.
- 5.3 To remind, this is an historical fund that enables Maintained schools within the Borough to reclaim staff cover cost paid at standard hourly rates, of staff who undertake Public Duties (usually jury service or sitting as a magistrate), and to undertake trade union duties in work time in accordance with the facilities agreement for schools.

- 5.4 And Academy Schools can continue to be able to buy in to this fund and therefore those that buy in are eligible to claim from this fund with the same charge rates as shown in 5.2.

6 Schools Block – Centrally retained Growth Fund

2021/22 and 2022/23 Budget Planning

- 6.1 As referenced and agreed, in the March 2019 EB “DSG Growth Fund application 2019/20 and future years” paper and the December 2019 EB “DSG budget planning 2020/21” paper:
- 6.1.1 The application of applied Growth fund is now managed on a long term basis, allowing any one year to either overspend or underspend against the DfE’s allocated amount for Growth provided that the total distribution of the growth fund is affordable over the life of the planned growth. The per pupil Growth rates to be paid out from September 2022 can also be no lower than the minimum agreed per pupil rate tolerances declared in the March 2019 EB DSG paper.
 - 6.1.2 The actual total growth fund amount for 2022/23 will be shown by the DfE in late December 2021, separated and shown within the Final 2022/23 School Block funding allocations.
 - 6.1.3 Therefore, in accordance with the previous agreement and conditions, the growth fund rates from September 2022 will be presented in the next January 2022 DSG paper, alongside any potential for growth funding rates to be increased from September 2021 if affordable over the planned life of the growth. The growth model will therefore be revised and displayed as an Appendix in that paper.
- 6.2 The current £44,000 overspend on 2021/22 growth remains as stated in the October 2021 DSG paper, whereby the growth spend forecast has been updated from the January 2021 DSG paper following a required additional secondary school intake class from Sept 2021. Again as above, any considerations to over or underspend in year will simply be factored into the funding model on a longer term basis. We would also expect the DfE DSG funding formulae for growth in 2022/23 to be increased as the projected numbers on roll between the October 2021 and October 2020 school census’s should therefore have also increased incorporating this additional growth.
- 6.3 As part of the governments consultation proposals to move to a Hard NFF, it is intended at the point the Hard NFF is to be implemented growth funding will be allocated on a national and standardised criteria basis. We therefore just have to wait further announcements to understand any impact in terms of transitioning from our currently agreed local growth distribution model, to a nationalized basis and from what year that would take effect.

7 Early Years Block

2021/22 Budget to Forecast Outturn – held on line to budget

- 7.1 In terms on any further budget updates for 2021/22, the position remains the same at the time of writing this paper as explained in the last EB DSG October 2021, whereby we are awaiting any funding adjustments to be announced by the DfE for 2021/22. However, from headcount payment data we are aware that in board terms currently, 2 year old funding remains fairly consistent to 2019/20's allocation (pre-Covid), both 3 and 4 year old universal and extended entitlement are lower than 2019/20 by 10% to 15%, where as Early Years pupil premium claim have increased from 2019/20 by nearly 70%. And as previously highlighted, the DfE will be adjusting 2021/22 funding now on a termly basis for headcount submissions. Therefore the position will continue to presented on line to budget until we have any further updates relating to final funding adjustments for each term.

2022/23 Budget Planning

- 7.2 At the time of writing this paper, we are also still awaiting the 2022/23 early years funding announcements from the DfE. Given these announcements have now fallen late into the Autumn term, and to therefore allow appropriate Local Authority time for planning and considerations to early years funding rates for 2022/23, they will now have to be presented for recommendation at the next Education Board in January 2022.

8 High Needs Block

2021/22 Budget to Forecast Outturn – a projected (£0.925M) under spend against current services lines expenditure.

8.1 Appendix 1 – displays the most up to date 2021/22 forecast outturn for High Needs on a line by line basis, which is also summarized in the table below including a comparison to the previous forecast as shared at the June 2021 EB DSG High need budget setting paper. It has to remain heavily caveated, that these forecasts do remain subject to material change, particularly as always on independent providers placements but also including final EHCP banded top up funding amounts paid for the Autumn 2021 term which await final adjustments.

Summary Heading	2020/21 Final Spend	2021/22 Final Budget (B)	2021/22 Opening Forecast (June 21)	2021/22 Current forecast (Dec 21)
Place funding	£7.854m	£8.254m	£8.188m	£8.217m
Special and PRU/AP top up funding	£5.502m	£6.781m	£6.770m	£6.758m
Subtotal	£13.356m	£15.035m	£14.958m	£14.957m
Schools, early years, post-16 top up funding	£3.718m	£4.480m	£4.480m	£4.100m
Independent Providers	£1.400m	£1.950m	£1.950m	£1.750m
Other Provisions including SLA's	£1.444m	£1.964m	£1.907m	£1.729m
Total services line total	£19.918m	£23.429m	£23.295m	£22.554m
Funding allocations to support required future permanent growth in high need provision		£1.800M		
Remaining balance held aside from service provision to support any in year high need funding pressures		£0.177m		
Total	£19.918m	£25.456m	£23.295m	£22.554m

8.2 Although, heavily caveated, the table does indicate that all current spend forecasts positively remain within their budgeted allocation. LA lead officers Head of SEND and Head of Access and Inclusion continue to work on plans relating to funding allocations held aside to support permanent future growth, and they will be shared with EB when they are in a position for required EB consultation.

2022/23 Budget Planning - Indicative allocation of £27.718M (explanation covered in the last October 2021 DSG report, and resulting service expenditure allocations will be set as planned in the pre-agreed June 2022 High Need detailed allocation paper). It remains minded that June was the agreed date through Education Board to set the detail of the high need budget for the following academic year, as this then allows both sufficient time for the most accurate planning of expected banded top up funding amounts in 2022/23 and also therefore considering any affordable uplifts alongside.

9 Central Block

2021/22 Budget to Forecast Outturn – held on line to budget

2022/23 Budget Planning

Indicative Total allocation of £1.435M (Final tbc in January 2021)

- 9.1 EB approval is required each year to approve the amounts and funded services listed within the Central Block DSG allocation.
- 9.2 In the last October 2021 EB DSG paper and previous papers, it was explained about the continuation of DfE funding losses in the combined budgets (historic commitments), but with the current expectation and plan as agreed in EB DSG December 2020 paper agreed, that the now funded commitments for individual service allocations moving forward at this time within the combined budgets can hopefully be sustained until 2025/26 through drawing on remaining reserve balances with the Central block. And it remains minded, those remaining service allocations were presented as a Part 2 Appendix (not for public view) in the December 2020 paper, given natural sensitivities around those proposals.
- 9.3 The Education board are therefore asked to approve the allocation of the Central Block 2022/23 funds as follows, which distributes the full amount available to these services lines and in line with previous years decisions and no new commitments are being entered into:

	2022/23 Indicative Amount
From Central Services Block	
Combined Budgets (historic commitments)	£463,303
CLA/MPA Licences	£137,486
Schools Admissions	£275,617
Servicing of Schools Forum	£18,700
Centrally employed teacher contr.	£95,322
ESG Retained Duties*	£444,790
	£1,435,228

ESG Retained Duties * - ongoing funding (former Education Service Grant) to support LA Statutory duties - Child and Educational Leadership, Planning and Budget planning, monitoring, Education Welfare and Asset Management

10 DSG Funding

2021/22 Budget to Forecast Outturn – £45,000 final 2020/21 adjustment for Early Years DSG income

- 10.1 On the 18th November 2021, the DfE have now announced the final DSG funding adjustment for the 2020/21. And, as previously explained in the June 2021 EB DSG 2020/21 Final Outturn paper this was based on the Early Years headcount funding adjustment for the spring term of 2021 only. The funding adjustment itself was a reclaim of £255,322 (naturally due to the lower EY headcount due to the pandemic). Although, as before, with praise to Southend early years providers funded provision in 2020/21 still remained above 90%. Again, as highlighted in the June 2021 EB DSG paper, an estimated 2020/21 accounting adjustment was made of £210,000 expecting a reclaim, so the difference of £45,322 between the estimated figure and now final figure will naturally fall to the Early Years DSG reserve balance to cover reducing the previous reserve forecast. The funding adjustment has no effect on ongoing payments and again simply continues to support the need to hold reserve balances to absorb any funding adjustments.

2022/23 Budget Planning

- 10.2 The current indicative DSG funding allocation for 2022/23, is shown as £176.524M. However, we continue to note that the total school block funding allocation will also be updated once the October 2021 census has been processed by the DfE, with the results released late December 2021, and therefore will be displayed in the next January 2022 DSG EB paper.

11 Latest forecast DSG reserve balances

- 11.1 The table below updates the current expected DSG reserve balance by year end, reflecting any updated forecasts for 2022/23 presented within this paper. The reserve balance table now also includes as formally agreed through the last EB DSG October 2021 paper, the presentation of recommended minimum reserve balances for each block, and where reserve forecast balances are now above those minimum recommended balances the following DSG expenditure conditions apply for the one off use of those reserve balances:
- 11.1.1 That any one off cumulative use of reserve balances below £50,000 in any one financial year has the required LA lead officer approval to proceed, but on the conditional basis this is reported through to EB.
- 11.1.2 That any single expenditure item or where the cumulative use of reserve balance was to fall above £50,000 in any one financial year then EB approval is firstly required. If the item or the matter is urgent, then approval can be given by an urgent virtual EB agreement but with a subsequent note to the actual and following scheduled EB meeting for formal minuting.

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 2021 B'fwd	0	182	14	1,105	3,003	177	4,481
Agreed Issue to 2021/22 budget	0	0	0	(112)	0	0	(112)
Early years funding adjustment 2020/21	0	0	0	(45)	0	0	(45)
2021/22 current forecast variance	0	(44)	0	0	2,903	149	3,008
31 March 2022	0	138	14	948	5,906	326	7,332
Recommended Minimum Reserve balance	0	138	14	500	2,217	326	3,196
One off Funding Available for DSG Conditional Use	0	0	0	448	3,689	0	4,136

12 Conclusion

- 12.1 Overall, it has to continue to be recognised that the 2022/23 funding announcements for both the Schools and High Needs block are a welcome message for Dedicated School Grants funds and therefore the children and educational services provision those funds support.
- 12.2 And both the positive DSG reserve balance position does also continue to highlight current and effective management of DSG funds over recent years through both the Local Authority and Education Board. This continues to therefore further support long term and sustainable funding for Southend pupils and our educational community.

13 Appendices

Appendix 1 - DSG Budget 2021/22 and Forecast Outturn 2021/22 and Indicative budget allocation for 2022/23

This page is intentionally left blank

Recommend, if printed, to print in A3 Portrait

		A	B	C = A + B	D	E = D - C	F	G = F - C
		£	£	£	£	£	£	£
		2021/22					2022/23	
Block	S251 Line ref. Summary Line	Original Budget	In Year Budget adjustments	Latest Budget	Forecast Outturn	Forecast Variance Over / (under)	Original Budget	Budget Variation from previous year increase / (decrease)
Schools Block - Individual School Block allocations	1.0.1 Maintained - Primary	24,528,472	-	24,528,472	24,528,472	-	-	-
	1.0.1 Maintained - Secondary	-	-	-	-	-	-	-
	1.0.1 Academy Recoupment - Primary	41,771,611	-	41,771,611	41,771,611	-	-	-
	1.0.1 Academy Recoupment - Secondary	66,600,521	-	66,600,521	66,600,521	-	-	-
	Subtotal Individual School Block allocations	132,900,604	-	132,900,604	132,900,604	-	135,823,895	2,923,291
Schools block - Centrally retained	1.1.8 De-delegated - Staff costs (Public duties)	2,783	-	2,783	2,783	-	2,783	-
	1.4.10 Growth Fund	913,844	-	913,844	957,582	43,738	770,768	(143,076)
	Schools Block Total	133,817,231	-	133,817,231	133,860,969	43,738	136,597,446	2,780,215
Early Years	1.0.1 2 year old provision	1,332,587	-	1,332,587	1,332,587	-	1,332,587	-
	1.0.1 3 and 4 y/o provision - Universal	6,999,109	-	6,999,109	6,999,109	-	6,999,109	-
	1.0.1 3 and 4 y/o provision - Additional	2,128,938	-	2,128,938	2,128,938	-	2,128,938	-
	1.0.1 Disability Access Fund	57,195	-	57,195	57,195	-	57,195	-
	1.0.1 Early Years Pupil Premium	98,266	-	98,266	98,266	-	98,266	-
	1.3.1 Central Expenditure (CE) on Children under 5	157,039	-	157,039	157,039	-	157,039	-
	1.3.1 CE EB Agreed one off investment funded from Reserves	112,000	-	112,000	112,000	-	-	(112,000)
	Early Years Block Total	10,885,134	-	10,885,134	10,885,134	-	10,773,134	(112,000)
High Needs	1.0.2 Place Funding - Special Schools	-	-	-	-	-	-	-
	1.0.2 Place Funding - Special Schools Recouped	6,070,000	-	6,070,000	6,036,667	(33,333)	6,070,000	-
	1.0.2 Place Funding - PRU	41,667	-	41,667	41,667	-	41,667	-
	1.0.2 Place Funding - PRU Recouped	808,333	-	808,333	808,333	-	808,333	-
	1.0.2 Place Funding - Special Units	128,000	-	128,000	160,500	32,500	128,000	-
	1.0.2 Place Funding - Special Units Recouped	342,000	-	342,000	294,500	(47,500)	342,000	-
	1.10.2 Place Funding - Free School Recouped	-	50,000	50,000	29,167	(20,833)	50,000	-
	1.0.2 Place Funding - CCP and FE Recouped	864,000	-	864,000	846,000	(18,000)	864,000	-
	Subtotal Place funding	8,254,000	50,000	8,304,000	8,216,833	(87,167)	8,304,000	-
	1.2.2 Special School - flexible place funding	40,000	-	40,000	40,000	-	40,000	-
	1.2.1 / 1.2.2 Special School Top ups	5,200,000	-	5,200,000	5,200,000	-	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)	388,000	-
	1.2.1 / 1.2.2 Special Units Top ups / compensation place funding	380,000	-	380,000	380,000	-	380,000	-
	1.2.2 PRU Top ups	425,000	-	425,000	418,200	(6,800)	425,000	-
	1.2.2 PRU / AP - teacher pay and employer pension former grant	82,500	-	82,500	82,495	(5)	82,500	-
	1.2.2 Preventative Pathway AP top ups	266,000	-	266,000	250,000	(16,000)	266,000	-
	Subtotal Special School and PRU / AP provision top up funding	6,781,500	-	6,781,500	6,758,364	(23,136)	6,781,500	-
	1.2.1 / 1.2.2 EHCP Early years Top ups	130,000	-	130,000	80,000	(50,000)	130,000	-
	1.2.1 / 1.2.2 EHCP Inborough Mainstream - Primary Top ups	1,800,000	-	1,800,000	1,610,000	(190,000)	1,800,000	-
	1.2.1 / 1.2.2 EHCP Inborough Mainstream - Secondary Top ups	850,000	-	850,000	780,000	(70,000)	850,000	-
	1.2.1 / 1.2.2 EHCP Top ups - out of Borough	850,000	-	850,000	830,000	(20,000)	850,000	-
	1.2.2 EHCP Top ups - post 16 providers	850,000	-	850,000	800,000	(50,000)	850,000	-
	EHCP top up provision schools and post-16	4,480,000	-	4,480,000	4,100,000	(380,000)	4,480,000	-
	1.2.3 EHCP funding for Independent providers (IP)	1,700,000	-	1,700,000	1,500,000	(200,000)	1,700,000	-
	1.2.7 Alternative Provision (non EHCP and LAC Residential Care*) for IP	250,000	-	250,000	250,000	-	250,000	-
	Independent providers	1,950,000	-	1,950,000	1,750,000	(200,000)	1,950,000	-
	1.2.4 HN targeted LCHI funding	10,000	-	10,000	-	(10,000)	10,000	-
	1.2.6 Hospital Education provision	100,000	-	100,000	50,000	(50,000)	100,000	-
	1.2.7 Individual Tuition service	250,000	-	250,000	220,000	(30,000)	250,000	-
	1.2.5 SEND team - contribution towards Early Years SENCOs and Education Psychology	635,000	-	635,000	635,000	-	635,000	-
	1.2.5 SEN Support Services	211,500	-	211,500	211,500	-	211,500	-
	1.2.8 Inclusion Service	590,000	-	590,000	500,000	(90,000)	590,000	-
	1.2.5 Elective Home Education Costs (EHCP)	20,000	-	20,000	10,000	(10,000)	20,000	-
	1.2.5 Elective Home Education Costs (Alternative Provision)	47,000	-	47,000	42,000	(5,000)	47,000	-
	1.2.11 Direct payments	100,000	-	100,000	60,000	(40,000)	100,000	-
	Other High Need funding provision including SLA's	1,963,500	-	1,963,500	1,728,500	(235,000)	1,963,500	-
	Total High Need Non-Place funding	15,175,000	-	15,175,000	14,336,864	(838,136)	15,175,000	-
	High Needs block service lines total	23,429,000	50,000	23,479,000	22,553,697	(925,303)	23,479,000	-
	1.02 / 1.2.2 Further enhanced mainstream EHCP place based provision and top up funding	600,000	-	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)	600,000	-
	1.2.5 Further service provision for Wider SEND support	600,000	-	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)	1,800,000	-
	1.2.3 2022/23 Additional Funding to be allocated at the June 22 Education Board	-	-	-	-	-	2,261,820	-
	1.2.3 Balance held aside from service provision to support any in year high need funding pressures	329,437	(152,000)	177,437	-	(177,437)	177,437	-
	High Needs Block total*	25,558,437	(102,000)	25,456,437	22,553,697	(2,902,740)	27,718,257	2,261,820
Central block	1.4.1 Contribution to combined budgets	579,129	-	579,129	429,888	(149,241)	463,303	(115,826)
	1.4.14 Copyright Licenses	137,486	-	137,486	137,486	-	137,486	-
	1.4.2 School Admissions	275,617	-	275,617	275,617	-	275,617	-
	1.4.3 Servicing of School Forums	18,700	-	18,700	18,700	-	18,700	-
	X.X Protected Centrally Employed teacher employer pension contribution	95,332	-	95,332	95,332	-	95,332	-
	1.5.1/1.5.2/1.5.3 Retained duties*	449,910	-	449,910	449,910	-	444,790	(5,120)
	Central Block total	1,556,174	-	1,556,174	1,406,933	(149,241)	1,435,228	(120,946)
Grand Total		171,816,976	(102,000)	171,714,976	168,706,733	(3,008,243)	176,524,065	4,809,089
DSG - Funding Income								
	Schools Block - ISB Retained	(24,674,330)	-	(24,674,330)	(24,674,330)	-	-	-
	Schools Block - ISB Academy Recoupment	(108,372,133)	-	(108,372,133)	(108,372,133)	-	-	-
	Schools Block - ISB subtotal	(133,046,463)	-	(133,046,463)	(133,046,463)	-	(135,826,678)	(2,780,215)
	Growth fund	(770,768)	-	(770,768)	(770,768)	-	(770,768)	-
	Schools Block subtotal	(133,817,231)	-	(133,817,231)	(133,817,231)	-	(136,597,446)	(2,780,215)
	Central Block	(1,556,174)	-	(1,556,174)	(1,556,174)	-	(1,435,228)	120,946
	Early Years Block (2 year olds)	(1,342,532)	-	(1,342,532)	(1,342,532)	-	(1,342,532)	-
	Early Years Block (3&4 yr olds - Universal)	(7,111,896)	-	(7,111,896)	(7,111,896)	-	(7,111,896)	-
	Early Years Block (3&4 yr olds - Additional)	(2,163,246)	-	(2,163,246)	(2,163,246)	-	(2,163,246)	-
	Early Years Disability Access Fund	(57,195)	-	(57,195)	(57,195)	-	(57,195)	-
	Early Years Pupil Premium	(98,265)	-	(98,265)	(98,265)	-	(98,265)	-
	Early Years DSG final funding adjustment 20/21	-	-	-	45,322	45,322	-	-
	Early years subtotal	(10,773,134)	-	(10,773,134)	(10,727,812)	45,322	(10,773,134)	-
	High Needs Funding Block	(17,800,437)	358,667	(17,441,770)	(17,441,770)	-	-	-
	High Needs Recoupment	(7,758,000)	(256,667)	(8,014,667)	(8,014,667)	-	-	-
	High Needs total	(25,558,437)	102,000	(25,456,437)	(25,456,437)	-	(27,718,257)	(2,261,820)
	DSG Funding Total	(171,704,976)	102,000	(171,602,976)	(171,557,654)	45,322	(176,524,065)	(4,921,089)
DSG Reserves Funding - EB Agreed (Planned Issue from - Early Years)*		(112,000)	-	(112,000)	-	112,000	-	112,000
Total Net DSG Budget		-	-	-	(2,850,921)	(2,850,921)	-	-
DSG Reserves in totality	DSG B/FWD Surplus / (Deficit)	4,481,229	-	4,481,229	4,481,229	-	7,332,150	-
	Previously agreed (Issued to Above) / Drawn from above	(112,000)	-	(112,000)	2,850,921	-	-	-
	DSG C/Fwd Surplus / (Deficit)	4,369,229	-	4,369,229	7,332,150	-	7,332,150	-

Illustrative Final allocations to be confirmed in January 2022

High Need 22/23 detail budget allocation to be allocated at the Education Board in June 2022

illustrative - Final tbc in January 2022

DSG Reserves 21/22 £'000

	Schools ISB	Growth	De-delegated	Early years	High Needs	Central	Total
1st April Surplus / (Deficit) Original	0	182	14	1,105	3,003	177	4,481
Previously agreed (Issued to Budget) / Drawn from Budget	0	0	0	(112)	0	0	(112)
Early Years Funding adjustment for prior year	0	0	0	(45)	0	0	(45)
1st April Surplus / (Deficit) Revised	0	182	14	948	3,003	177	4,324
In year Forecast Outturn variance Surplus / (Deficit)	0	(44)	0	0	2,903	149	3,008
Anticipated Early Years funding adjustment for 2122	0	0	0	0	0	0	0
Transfer in Year	0	0	0	0	0	0	0
H 31st March Surplus / (Deficit) forecast	0	138	14	948	5,906	326	7,332
I Recommend Minimum Reserve balance required *	0	138	14	500	2,217	326	3,196
H - I One off Funding Available for DSG Conditional Use	0	0	0	448	3,689	0	4,136

Forecast Outturn* - As reported at the June 2021 Education Board with exception of the updated Growth fund application from Sept 2021 and the high need DfE funding adjustments announced in July 2021

Retained Duties* - ongoing funding (former ESG) to support LA Statutory duties - Child and Educational Leadership, Planning and Budget planning, monitoring, Education Welfare and Asset Management

DSG Reserves Funding - EB Agreed (Planned Issue from - Early Years)* - £112,000 is half of the 2 year approved 2020/21 and 2021/22 £224,000 Early Years Reserve draw down agreed at the December 2019 Education Board

This page is intentionally left blank

Southend-on-Sea Education Board

Vulnerable Learners Sub Group

on 2 December 2021

5

Report prepared by:
Catherine Braun, Head of Access and Inclusion

Report Title: Inclusion Panel Resource Funding

1. Purpose of Report

- 1.1 To request Education Board agree the use of reserve DSG balances to provide additional resources to secondary schools through the Secondary Inclusion Panel to promote effective inclusive strategies

2. Recommendations

- 2.1 To agree the use of reserve DSG balances to provide additional resources to secondary schools through the Secondary Inclusion Panel to promote effective inclusive strategies to the sum of £60,000 for financial year 2021/22; and
- 2.2 To consider and agree a continued budget of £150,000 for the financial year 2022/23 for secondary school inclusion panel resources.

3. Background/Context

- 3.1 Since academic year 2019/20, the Council no longer funded a primary nurture base and instead used the previously allocated budget of £161,000 pa to provide additional resources to primary schools based on individual requests regarding a specific child.
- 3.2 The requests are referred to Inclusion Panels, where a panel of schools and services listen to the needs of the child and the school and agree strategies to promote inclusion in maintaining the child's placement within mainstream schools.
- 3.3 Where this involves a request for funding resources, there is an expectation that schools would have already evidenced that they have exhausted any notional SEN funding and should identify how they intend the resources to support the child.
- 3.4 In addition, Inclusion Officers monitor the effectiveness and impact of the resources over time. (Refer to appendix 1 for last academic year)
- 3.5 For this financial year, Primary schools have been allocated a total of £42,696.00 between 11 individual schools and for 21 individual children, leaving £118,304.00 for the remainder of the financial year. Hamstel Juniors and Greenways Primary

have made 4 separate requests; Bournemouth Park, Eastwood Primary, Prince Avenue and west Leigh Juniors have made 2 separate requests and 5 other schools have made single requests.

- 3.6 A further £18,590.00 in requests was allocated during the autumn and spring terms across 8 schools.
- 3.7 It has been noted by the schools how successful this has been in allocating funding for children, which has ranged from therapy, additional adult support, multi-sensory equipment and additional technology. For some children this has provided resources whilst needs assessments and EHCPs are prepared, for others it has meant children can continue to access suitable education through SEN support.
- 3.8 The funding is banded in accordance with needs and the panel not only decides if funding is agreed and at what band; but also provides advice and guidance on additional strategies and support which is reviewed each term. (See appendix 2)
- 3.9 There is an increase in referrals and spend this academic year likely linked to schools being closed last year and increase in needs linked to social emotional and mental health needs (SEMH). Current predictions based upon referrals to date do not however demonstrate that there will be insufficient funds to meet identified need.
- 3.10 Any underspend is then returned to the DSG reserves and carried over to the following year.
- 3.11 Historically Inclusion Panel funding was not allocated to secondary schools, as the funding was specifically identified for primary nurture interventions. In addition, secondary pupils already had access to a higher number of inclusion spend through alternative provision pathways commissioned through Victory Park, also financed through DSG.
- 3.12 Breakdown of Victory Park prevention pathway places (Turn Around dual registration) for each phase is:
- | | |
|---------|--|
| Primary | 10 full time equivalent places (i.e. could be split into 20 part time) |
| KS3 | 18 full time places |
| KS4 | 0 places |
- 3.13 In addition, Victory Park also has the following number of places for permanent exclusions (or at the point of permanent) and those placed on the roll of the school:
- | | |
|---------|-----------|
| Primary | 6 places |
| KS3 | 6 places |
| KS4 | 45 places |

4. Reason for recommendation

- 4.1 Numbers of children in secondary schools receiving exclusions are again rising within secondary schools with 12 young people to date being moved to Victory Park either at the point of or permanently excluded.

- 4.2 Schools have also fed back through Inclusion Steering groups how there is an increased need in relation to SEMH needs and the negative impact on behaviour both inside and out of school.
- 4.3 Secondary schools fed back at October's Fair Access Panel that prior to exclusion, schools have already exhausted all resources and other inclusion strategies. They identified that lack of resources after using the notional SEN funding prevented many other interventions used by primary schools and requested that funding for Inclusion panel also be an option for secondary schools.
- 4.4 One secondary member who also joined the primary inclusion panel meetings as a core member, stated how impressed and inspired she was by the interventions used within primary and wished to replicate this within secondary, however financial restraints prevented this from progressing.
- 4.5 The recommendation is therefore acknowledging that although there are an increased number of placements within Victory Park for secondary, that earlier interventions through resources may help to reduce those young people at risk of exclusion and increase access to education, particularly those with special educational needs, such as social, emotional and mental health.
- 4.6 Schools would be required to provide evidence on both how they have utilised their notional SEN funding first and how they intend to use any agreed funding. Where resources are agreed by the panel, evidence of impact must be reported back to the panel on a termly basis for each case.
- 4.7 If any school receiving resources is unable to provide clear evidence of spend and positive impact regarding reduced risk of exclusion and/or increased attendance at school and improved outcomes for the child, particularly where this impacts more than one request, consideration will be made as to whether the school is granted any further funding for that academic year.
- 4.8 The inclusion team will also continue to review the number of exclusions in schools overall and evaluate after a year if the additional resources have impacted a reduction in those being excluded from school with a focus on those pupils with SEND.
- 4.9 The recommendation is therefore twofold, firstly to agree to the release of funding for this financial year of £60,000 to provide resources to the secondary inclusion panel up to the end of March 2022; and secondly to provide funding for the next financial year at a slightly lesser amount than primary of £150,000.
- 4.10 The request is slightly less than primary, due to recognising primary had an underspend last year and current underspend to date this year, along with the continued additional places at Victory Park for secondary.

5. Risks

- 5.1 That exclusions continue to rise, and secondary schools continue to quote that they are prevented in being successful in providing fully inclusive strategies within school due to lack of funding.

5.2 Diversely, if funding is provided, it could be evaluated that the resources have no impact on a head teachers decision to exclude. If this is found to be the case, recommendations from evaluating the funding may determine that funding is withdrawn.

6. Appendices

6.1 Primary Inclusion Panel Impact 2020/21

6.2 Primary Inclusion Panel Banded Funding

6.3 Inclusion Panel Terms of Reference and example referral form currently used at Primary Inclusion Panel

Appendix 1

Primary Inclusion Overview 2020/2021

Our shared expectations rationale that all children and young people must receive the best possible provision or arrangements in their schools to meet their needs. For most this can be met by a good quality education and an inclusive approach. However, some pupils with SEND will require more than this. In our Borough, Southend-on Sea, we want all pupils to get the same minimum entitlement that is 'ordinarily available' across schools. This will ensure that the provision and arrangements offered to pupils with SEND is consistently effective, feel and look more of the same, across all Southend mainstream schools.

The focus on the inclusion team is to work with all parties to offer the best support to those with either a SEND need or an EHC plan.

This is achieved through the use of tracking and monitoring documents such as 'waves' and 'key students', along with early interventions and referrals through forums such as the Primary Inclusion Panel.

This has proven effective in allowing the team to sign post schools to the relevant support and liaise with key agencies in finding the most positive outcome for the learner.

The use of inclusion panel and Fair Access has been successful in supporting learners with SEND with additional resources and intervention strategies. Working with SEN team and other agency support has heled to promote good practice in supporting CYP with SEND through targeted interventions.

The role of the inclusion officer is to encourage schools to identify CYP with SEND where there may be barriers to learning and/or accessing suitable education and promote early intervention and work closely with schools, families and agencies to ensure best provision is offered.

Co-production has been at the heart of the work with schools. We have introduced a tool the 'waves' document and working closely with the outreach team. The turnaround (TAG) placements made available at Victory Park, via the inclusion panel, are an avenue of targeted intervention that can be monitored and reviewed.

In 'Southend SEND: Shared Expectations' we will use the word 'must' to mean statutory requirements from the Code of Practice. We will use 'should' to mean our Southend Local Authority expectations and ALL schools, including maintained and academies, are required to adhere to these expectations. Where the Code of Practice uses the word 'should' it means that the guidance must be considered and that those who must have regard to it will be expected to explain any departure from it. 'Southend SEND: Shared Expectations' will:

- Provide clarity on what is expected to be in place in schools and what schools need to do for ALL pupils with SEND.
- Provide support with regards to school decision making as provision is put in place and plans produced to meet pupils' SEND needs.

- Enable a robust monitoring or self-evaluation against what is expected for SEND and judgements to be made.
- Ensure greater consistency of practice for SEND across all Southend schools.

The use of inclusion funding has been successful in supporting learners with SEND with additional resources and intervention strategies, where schools have exhausted their notional SEND funding. Various schools have applied for this funding which is available via the inclusion panel. However, where appropriate and to avoid delay linked to COVID, cases that present with urgent needs have been able to be accommodated this support outside of panel. This allows the inclusion team to monitor and review the impact of the financial provision and support in preventing learners from receiving additional FTE's

Primary School - Inclusion Panel Funding

Level 1	Mild and new onset limited support required
£1,000)	Possible Strategies and Outcomes (From £500 -
Level 2	Funding used for a targeted support/intervention strategy
£2300)	Possible strategies and Outcomes (From £1,000 -
Level 3	Funding for longer term impact and resources
£3,200)	Possible Strategies and Outcomes (From £2,300 to

Funding, impact and next steps update April 2021

The banding was set up due to the nurture base programme no longer being a viable option. As a result, the banding streams (See Appendix A) was agreed. There are 3 levels of banding to support young people.

I cannot find this word document ? (page 5 to page 15)

Individual cases: Student A

Student: SM Age: 9 Year Group: 4	SEN Need: ADHD EHCP: No	
<p><u>Main issues</u></p> <ul style="list-style-type: none"> • Disruption is a significant barrier to his and his peers' learning. SM's behaviour is having a significant impact on their learning as well as his own. • SM will only comply with rules on his terms, even then, his compliance can be minimal. • SM has conducted a range of serious physical assaults on staff members including kicking, throwing staff members, barging staff across the room and significant threatening behaviour towards staff (including holding sharp objects at their throats threatening to slit them) regularly. • SM is unable to keep himself safe in a classroom. If there is a task he does not wish to participate in, he will throw objects and shout out. This very quickly – sometimes in a split second will escalate to throwing flipcharts, chairs and tables with very little or no warning. When staff try to intervene to keep him safe, this is when he becomes very violent and threatening towards them causing staff members or himself to get hurt. During these times SM also, regularly demonstrates self-harming behaviours including making a ligature and tying it round his neck resulting staff having to cut it off. • As a result of this behaviour, SM has been issued 2 fixed – term exclusions and was placed on a reduced timetable of attending school for mornings only for a period of 2 weeks. During the second week of a reduced timetable, SM was unable to keep himself, his peers or staff safe so, under the advice from the local authority, SM is now continuing his learning from home using our remote learning provision until further support for him can be sought. • Stanley's behaviour is very unpredictable and can switch from a calm, equally measured child, to a child with extreme violent, threatening behaviour in seconds. Equally he can seemingly be in control and calm, only to escalate seconds later again. Due to Stanley's violence, the school have deemed it necessary for 2 staff members to be always with him to ensure everyone's safety as far as possible. • SM has received 2 fixed-term exclusions within a month and is now deemed unsafe to be in school. He is a very serious risk of permanent exclusion should his behaviour continue to be as dangerous, violent and threatening as it has been. • SM has ADHD and is medicated for this. He receives a high level of adult support throughout the school day and uses visual supports and zones of regulation to attempt to help him. The school have previously tried sensory equipment to try to help him, but they end up being used as weapons for him to throw across the classroom. • Writing based tasks will result in defiant behaviours he cannot then back down from. The school are very aware of this and have utilised previous advice and experience from other children to break tasks down for him as well as using visual supports and limiting actual writing tasks. The strategies employed thus far have had limited success. • The risks are significant serious injury to staff. They have sustained large bruises. There are also risks to other children when SM throws objects at them or around the classroom as well as a risk of harm to himself. Both staff and children are intimidated by Stanley's behaviour due to the level of aggression and injuries previously sustained by his behaviour. • SM knows he can over-power certain members of staff due to his strength and size and will shoulder barge and rugby tackle. 		
<p><u>Support offered:</u></p> <ul style="list-style-type: none"> • Outreach observation • Reintegration meeting • TAG placement • Financial Support • Managed move 	<p><u>Other Agencies:</u></p> <ul style="list-style-type: none"> • Outreach Service • Lighthouse • Early Help 	<p><u>Financial Support:</u></p> <p>Yes</p> <p>Amount: Initial payment of £1,500, then another £1,700 if the managed move is successful</p>

Narrative/Impact:

In supporting SM, the inclusion team had an initial meeting with the school on 06.01.2021. The meeting outlined his needs and the possible barriers to his learning. The outcome of this meeting was to organise a reintegration meeting with SM and mum due to him receiving his second FTE. This meeting took place on the 12.01.2021 and targets were given to SM for both in school and at home.

Unfortunately, at the review meeting on the 18.01.2021, it was reported that mum was not engaging with the at home targets. There were concerns that due to mum's employment at the school, this was impacting SM's behaviour.

During the most recent lockdown it was reported that SM's behaviour began to escalate a meeting was arranged with the Outreach team on the 29.01.2021. The outcome of this meeting was to consider a TAG placement for SM alongside a possible managed move for him to have a fresh start. During this period MS had been placed on a modified learning program due to his escalating behaviour during the February lockdown. Mum was consulted regarding the managed move and voiced her reservations but gave her consent. SM started his TAG placement on the 01.03.2021.

After the school agreed with mum regarding a managed move, the inclusion team contacted multiple schools on and one responded. A meeting with both schools, Outreach and the inclusion team was then arranged on the 05.03.2021. The actions from this meeting saw that SM would have an induction to the receiving on the week beginning the 15.03.2021 which will be supported by the Outreach and inclusion team.

Outcome/Follow up:

SM has responded well to his TAG placement, with reports of him making progress in key areas. This is reviewed weekly and Outreach are in continual contact with mum. The managed move has been co-ordinated quickly and smoothly and the use of inclusion funding has allowed the school to allocate additional support for SM when he arrives at the receiving school on his transition day from TAG. The managed move will be reviewed on the 26.04.2021 which will be 6 weeks from his first date of attendance at the receiving school. He will remain on role at the main, who will remain involved in the process.

The impact with regard to the finding will be reviewed on the 26.04.2021 to discuss impact and whether SM's managed move has been successful enough to warrant a second payment for in school support. This financial support will be reviewed across an 18-week period to monitor impact and outcome.

Update November 2021

Inclusion manager visited SM at Greenways with some additional support he is progressing well..

Individual cases: Student B

Student: NR Age: 9 Year Group: 5	SEN Need: SEMH (Anxiety) EHCP: No	
<u>Main issues</u> NR presents with school-based anxiety and frequently vomits and finds the process of going to school emotionally distressing as he finds clasping buttons and zips challenging. He also presents with development delay, including difficulties with fine motor skills. NR displays with possible sensory processing difficulties and doesn't like to wear certain materials. Nathaniel has not been engaging in the remote learning offer provided by the school. He has accessed some learning via a class friend (remotely) Nathaniel was offered a place at school for 2-3 days a week to support transition back into school, but Mum did not take up this offer due to COVID-19.		
<u>Strengths/likes:</u> NR engages with known peers in the playground and works hard in class. NR is good at IT, computers and reading. NR enjoys playing on his trampoline.		
<u>Support offered:</u> <ul style="list-style-type: none">• Inclusion support• Regular professionals meeting	<u>Other Agencies:</u> <ul style="list-style-type: none">• St. Christopher's Outreach• Little Heroes• Early Help (attendance)• Lighthouse• Play Therapist	<u>Financial Support:</u> No
<u>Narrative/Impact:</u> The inclusion team was contacted by mum seeking advice on in school support for NR. It was agreed by the school that NR will return to school on 8th March 8.30am-3.10pm Monday-Thursday and until 1.30pm on Friday. The inclusion team contacted mum on 9 th March and then organised a professionals meeting for the 17th March. The school was then contacted and was able to share their current plan of support; <ul style="list-style-type: none">• NR has been given a toilet pass, emotions cards and traffic light system cards to communicate his needs.• Modelling full sentence responses. Opportunity to read aloud in class (self-chosen). Opportunity to read aloud his written sentences.• Reading cloud (if wanted). - Now that NR is on the ASD pathway- referral to TSCS outreach for observation and strategies for support- home and school.• NR felt that he needed more talking about the task rather than concrete manipulatives. The teacher reports that NR is motivated to get things right. At the start of every lesson the teacher will check with NR that he understands the task and remind him how to ask for help e.g. hand up or traffic light cards.		

- Handwriting intervention (small group targeted intervention group).
- Teacher gives praise and positive re-enforcement so that NR knows he is doing well.
- Punctuation cue card/place mat on the table.
- Teacher to check in to ensure NR has understood the task and punctuation requirements.

During the initial meeting mum voiced concerns regarding support for NR and that she felt that the school could do more. Th school outlined the targets of his ISP and mum has a copy. It was discussed that mum should mirror the plan at home with some chores and structured timetable to reduce his anxiety as NR does not present with extreme anxiety at school. He now has a visual timetable and a plan in place to help him come into school. Absence has been an issue due to his vomiting and unwillingness to go into school. EHFS (level2) are supporting on this.

The actions agreed at the meeting were;

1. Mum to contact GP regarding a sensory assessment and possible OT referral
2. Mum to contact little heroes and look for at home strategies to support NR (e.g. timetable, reward system etc.) – school to support on this.
3. School to contact the Outreach Service at Victory Park to seek support regarding anxiety management
4. SM to send information regarding Dr Pooky who specializes in school based anxiety
5. School to continue to work closely with mum regarding NR’s current support plan and any adaptable targets.
6. A review meeting to be scheduled in 4 weeks-time to review progress. A review meeting was scheduled for the 20thApril 2021.

Outcome/Follow up:

At the review meeting mum had not been able to contact the GP but will try to do so by the next meeting. Mum contacted little heroes and is speaking to one of the parents there. They are planning to reopen activities and mum is planning to take NR. Also, NR is due to have a SALT appointment on the 4th May 2021. Mum did not want the school to contact the Outreach Service and instead the school have consulted TSCS and have an observation scheduled for the 9th June. The school have been working closely with mum regarding the support plan. Mum is happy with the current support and has seen a difference in NR at home and he is engaging more in school. NR now gets himself dressed, has not been vomiting and has had 2 full weeks of attendance. EH have decided that her involvement is no longer needed as his attendance has improved but will be available if there is a drop later on.

The actions decided:

1. Mum to contact the play therapist to ask for strategies to engage NR in parent led games and conversations.
2. School to continue to work closely with mum regarding the support plan and achieving and adjusting NR’s targets where necessary.
3. School awaiting an observation from TSCS on the 9th June 2021. A review meeting is scheduled for the 8th June 2021

Next steps/Priorities:

1. To continue to use the waves documents to track and monitor learners with SEND and encourage a proactive response in supporting their needs. Barrier to this could include a lack of response from the schools in filling out the waves document. This can be overcome by maintaining good relationships with key individuals in the school and reinforcing the need for early intervention. This will promote early identification and help take a proactive stance regarding intervention and the prevention of exclusions for those with SEND. This will be an ongoing priority across the summer term and will aid in the review of current support in place for the learners with SEND.
2. To continue to liaise with the relevant agencies to sign post schools to the support appropriate to the needs of the learners. Barriers to this could include a lack of information given by the necessary agencies, which could impact on the type of support that can be offered. This can be overcome by maintaining key contacts within agencies and encouraging the sharing of good practice through open communication. This will impact the level of support that can be offered to learners and allow for targeted intervention via agency resources. This target will be ongoing as the inclusion team are gathering a collection of key resources and interventions in order to sign post to schools.
3. To continue to build connections with the school SENCo's and organise regular termly meetings for additional support. Barriers to this could be a lack of opportunity to meet and liaise with the necessary key contacts. This will be overcome as the inclusion officers continue to attend regular SENCo Cluster and shared expectation meetings, as well as supporting the Advisory SENCo with the SEND School Reviews. This will increase the knowledge of the inclusion team surrounding SEND practice and support and will help to reinforce good practice. This target will be ongoing and regularly reviewed as part of the inclusion strategy to support learners with SEND.
4. To encourage the sharing of information and good SEND practice across the various schools to create a collaborative approach to SEND support. This aim is to support key schools who display particular strengths, to share strategies and resources with other schools to build a foundation of cohesive practice and support across the borough. Barriers to this could include an unwillingness for schools to engage. This can be overcome through mediation via the inclusion team by organising and encouraging participation. This will reinforce communication between schools who can then work together to support the needs of their learners with joined up practice. This will be a summer term target as the inclusion team look to support the practice of SEND in primary schools.
5. To continue to support learners via the inclusion funding for schools to access additional resources and strategies. This involves a follow-up, as well as a 6-, 12- and 18-week review to monitor the impact of the funding and look to minimise the number of learners with SEND who are at risk of exclusion. A possible barrier to this could be a lack of engagement from schools in accessing this funding. However, this can be overcome by reminding schools via the inclusion panels and SENCo. meeting of this available strategy. As this funding is intended to support on an interim basis, the review will the

team to look for next steps and monitor progress. This will be an ongoing priority to target learners with SEND at risk of exclusion.

6. When schools seek support, the inclusion team will encourage schools to share key information regarding their SEND learners. Potential barriers to this can include a lack of school engagement. This can be overcome by reinforcing the need for sharing information to advise on the best avenue of support. This will help to identify potential gaps in the current support and be able to more effectively advise on next steps. This will be an ongoing target for the summer term as this is key to improving the outcomes for learners with SEND.
7. The Inclusion team will continue to focus on parent view and pupil voice to best support the families with SEND. A barrier to this could be a lack of parent or school engagement. This can be overcome by promoting regular communication between schools and families and involving the necessary agencies to support both at home and school.
This will help promote an inclusive approach to SEND support and allow professional to understand the needs of the family as well as the learner. This will be an ongoing target in order to build a better understanding of whole family SEND support.

Appendix 2

Presenting Needs and barriers to learning

Banding - Level 0 (No funding available)

- 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.

Banding Level 1 Mild and new onset limited support required

Possible Strategies and Outcomes (From £500 - £1,000)

CYP demonstrates mild difficulties in maintaining stable social, emotional and mental health. There are difficulties in any of the following areas:

- | | | | |
|--------------------------|--------------------|-----------------------------|-----------------------------|
| 1 Social skills | 2 friendships | 3 relationships with adults | 4 empathy |
| 5 expression of feelings | 6 motivation | 7 fear of failure | 8 low self-esteem |
| 9 attendance | 10 self-regulation | 11 self-awareness | 12 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 3 Useful for pre statutory stages , interim funding allows evidence for qualification, and can be used as supporting evidence.

Possible Strategies and Outcomes (From £2,300 - £3,200)

CYP has newly presented 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:

1 Attachment difficulties: the case history should demonstrate evidence of short term, severe, new onset and unusual attachment difficulties.

2 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.

3 Verbal and physical aggression as a result of being unable to self-regulate emotional responses.

4 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 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 currently 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 times to maintain safety and wellbeing in a mainstream setting.
- CYP has prolonged periods of absence, poor or inconsistent attendance which significantly affect engagement and progress.
- CYP has displayed highly concerning levels of sexualised behaviours towards peers, adults and/or in the family home.
- CYP or family, may be known to the police- for a variety of reasons.
- CYP may have experienced trauma or bereavement in the recent months, due directly, or indirectly to Covid- be it lockdown or the virus. This could manifest in anxiety, challenging behaviour or a change in the child's usual demeanour.
- New onset anxiety/ attachment issues as a result of being at home through the mandated lockdown period.

Level 0 - No funding

Level 1 - Possible Strategies and Outcomes (From £500 - £1,000)

(Dependant on referral paperwork)

1. Purchase of specialised items to supplement learning-i.e specific programmes for the computer.
2. Use of fidget toys and minor classrooms modifications-different seating, type of table, specialist writing implements to refocus and assist engagement.
3. Access to targeted group activities- such as peer mentoring, circle of friends, 1-1 adult at unsupervised times - funds may be required to upskill staff in these targeted interventions, and can be continued throughout the whole school community, access to targeted group activities may help to improve self-esteem and regulate behaviours at unsupervised times.

Level 2 - Possible Strategies and Outcomes (From £1000 - £2,300)

(Dependant on referral paperwork)

- 1) Additional adult support to develop active learning and engagement as a short-term intervention to impact change.
- 2) Modified learning environment-this might take the form of a slight remodel and modification costs would apply, resources such as a scribble wall, different types of seating maybe considered, small changes in the classroom may affect positive change.
- 3) Discrete teaching approaches and adult modelling-may incur specific training programme cost, but by using these strategies it could improve unwanted behaviours in the long term.
- 4) Inclusive classroom environments-this might take the form of a slight remodel and modification costs would apply- addressing the environment can have a positive impact on engagement and negate further long-term interventions.
- 5) Multisensory teaching-funding can be used to enhance and modify learning environment and address any specific targeted need at that point in time.
- 6) Range of ICT tools (including specific fidget toys etc)- funding can be used to purchase additional items, resources which are specific and attributed to the individual child and the plan
- 7) Specific coaching which could include -Mindfulness coaching, PACE (playfulness, acceptance, curiosity, empathy), restorative approaches, SEAL, Thrive approach-these may not already be in use in the specific educational environment and so may incur funding costs in order to resource and run the programmes, engagement in these programmes can go some way to improving self-confidence and esteem, addressing unwanted behaviours, structuring unregulated time. Some children will have a unique issue which will need a short-term intervention, and then adjust back to a more acceptable set of behaviours.
- 8) May need to employ a specific adult to work with the child and family around absence, and reasoning related to dis engagement- may be impactful via a targeted short-term piece of work.
- 9) Rental of the AV1 robot -robot could be used as a bridging strategy to encourage re-engagement in a short-term way.
- 10) Use of short-term strategies and/or interventions to address new onset behaviours as a result of Covid 19.

Level 3 Possible Strategies and Outcomes (From £2,300 to £3,200)

(Dependant on referral paperwork)

- 1) Additional adult support to develop active learning and engagement as a short-term intervention to specifically address new onset behaviours.
- 2) Modified learning environment- funding could be used to remodel and modify the environment-i.e bean bag chair, scribble wall -special blinds, all of these can attribute to a more positive engagement in learning.
- 3) May relate to a specific programme e.g., for social skills, peer mentoring or area such as transition Year 6 to Year 7- funding could be used to upskill staff to provide these additional interventions, which may be used a short-term resource to address a specific need, especially in unregulated times throughout the day.
- 4) Advice from external professionals and agencies- again a targeted intervention could provide the impetus required to prevent a long-term intervention.
- 5) An individual planned programme emphasising positive behaviour -support from agencies in place or a more bespoke programme such as access to early help, YOS or a more specialised professional.
- 6) Nominated member of staff, such as a Learning Mentor or key adult ('buddy') for emotional support and regulation - funding can contribute resourcing this if not currently available.
- 7) Agreed system to facilitate emotional well-being e.g., regular contact with trusted adult, counselling, art therapy. -funding can be used to resource a set number of sessions and assess impact, again use of targeted and short term could impact on engagement, self-esteem and confidence, additionally using unregulated school time in a structured way will help to build a sense of boundaries and safety thus hopefully reducing the need in long term.
- 8) Alternative provision, - offsite, outdoors or other small group provision, accessed when necessary- a short term, focussed 'breathing space' where the child is engaged in a 'non-academic' activity will allow time to readdress behaviours and build confidence and esteem.
- 9) Rigorous baseline assessment tools, such as Boxall Profile, ABC logging etc., undertaken to assess levels, type of need, inform planning, monitoring and evaluate impact of any interventions these can be accessed through SBC, and also additional professional support.
- 10) Range of aids and resources easily accessible and proactively advocated to aid independence, such as letter/number charts, word banks of common exception and topic words, number lines/squares, calculators, dictionaries, computer and internet access. -funding can be used to purchase specific resources to target the specific need of the child to support in the interim.
- 11) Appropriately trained adults for support- funds can be used to employ specialist adults to provide short term targeted support.
- 12) Targeted opportunities linked to clubs externally run groups or clubs can be introduced as a short-term targeted intervention and help to regulate unwanted behaviours during periods of unstructured school time i.e lunch time /break time.
- 13) Increased use of appropriate technology, for example laptops, Ipads, tablets etc- funds for items and/or targeted programmes.
- 14) Attachment based mentoring- externally resourced specialist.
- 15) Emotional literacy support including bereavement counselling-investment in specified programme.
- 16) Internal nurture group-funding to modify environment, use additional adults in a small, time limited capacity.
- 17) Staff supervision- SHB (as an example) specifically can trigger issues for staff, specialist supervision can be paramount.
- 18) Therapy dog in school, use of short-term strategies and/or interventions to address new onset behaviours because of Covid 19.
- 19) Hire and use of AV1 robot to encourage re engagement in learning- robot can be leased over a period of 12 weeks.
- 20) Temporary recruitment of a specialist staff member-for specific re engagement work, alongside the family and any external professionals.

Terms of Reference for Southend on Sea Inclusion Panel

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children excluded from school are at a significantly higher risk of underachieving, being exploited and victims of abuse, and becoming a child missing education and/or NEET (not in education, employment or training) later on in life.

There are many circumstances where a child may become at risk of exclusion. However some vulnerable groups are consistently at a higher risk than others. According to national statistics, these are most likely to be pupils with SEN; pupils eligible for free school meals; looked after and previously looked after children; and pupils from certain ethnic groups.

Based on published data, Southend schools during 2019/20, 425 pupils of compulsory school age received one or more exclusion, of which 3 were permanent (0.01%). Of those excluded, 54 (4.74%) had an Education Health Care Plan; 92 (3.71%) were identified as SEND support. When comparing with national and local areas Southend performed better or on par. However, within secondary and special schools Southend performed worse than national and statistical neighbours placing Southend in the 3rd quartile for children with EHCP's (secondary 10.47%, special 4.36%).

Every child, regardless of their characteristics, needs or the type of school they attend, deserves a high-quality education which provides an opportunity to flourish and succeed both at school and later in adulthood.

A child exhibiting disruptive behaviour is often an indication of unmet needs. Whatever lies behind poor behaviour, schools need to be places where all children are included and can learn. Based on their knowledge of individual children, schools should identify the barriers to learning and consider what additional support has been attempted. Intervening early is essential to reducing needs from escalating and further risk of exclusion.

Membership

The membership is limited to members of the Fair Access Panel (LAC Virtual HT, Access and Inclusion, Early Help Family Support and Attendance, Youth Offending Service, SEND, Educational Psychology Service, Advisory SENCO, Inclusion Outreach Service, school nursing and where a case is open social care), and Southend Schools.

Purpose

The purpose of the panel is to promote effective inclusion strategies throughout the local area and as a result, improve practice and individual outcomes for children.

Effective joint ownership and shared responsibility for all children in the local area is required from schools, the local authority, health and external agencies to ensure all children get the opportunity for the best possible education within mainstream schools.

It is recognised nationally that schools need to regularly review their behaviour policies and audit the effectiveness and consistent use of strategies and systems to improve behaviour. This includes ensuring all teaching and support staff has the right skills to provide a nurturing environment, manage poor behaviour and be able to identify and provide support where children need it, as early as possible.

The behaviour and attitudes judgement within the revised Ofsted Framework 2021 considers 'how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils'. School inspections will evaluate the effectiveness of inclusion within schools and the use of exclusion. 'Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded.' To achieve outstanding in this area, inspectors will be seeking evidence for exceptional behaviour and attitudes, whilst acknowledging, 'If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.' ([School Inspection Handbook September 21 Ofsted Research evidence Behaviour, Attendance and Attitudes](#))

In order to achieve effective and inclusive practice, it is recognised that schools sometimes need help and support from the local areas services and other educational establishments to effect positive change for individual children. Fully addressing a child's needs requires a holistic view of their individual circumstances, both within and outside school, and some children will need support beyond their school for this to happen.

There also needs to be a clear understanding and willingness of engagement from parents, carers and families to work with the school and other services in identifying and addressing the child's needs.

The Inclusion Panel is therefore a platform for schools to raise a child's case where current interventions have been unsuccessful in effecting improved outcomes for the child and where schools can receive timely and efficient support, guidance and shared good practice from peers, services and educational settings.

Terms:

1. Schools are responsible for gaining parental consent and views of the parent and child prior to referring a case for discussion. Referrals must be complete with all supporting documentation as agreed by parents.
2. All attendees will adhere to the agreed confidentiality statement.
3. Each agency is responsible for sharing information appropriately and in accordance with the principles of data protection.
4. Children and young people will be referred to the panel if they are identified under one or more of the following categories and/or risk factors:

- Requiring advice and guidance on early interventions to reduce barriers to learning
 - Interventions have not increased attendance at school
 - Interventions have not increased hours of education at school
 - Multiple in-year school moves
 - Additional resources are needed to impact change.
 - Referrer is seeking an admission to VPA pathways both for primary and secondary
 - Alternative provision placement has not impacted a sustainable positive change
 - Seeking a fresh start through a managed move
 - Managed move is at risk of failing (or has failed)
 - CLA in need of a fresh start managed move, or signposting to resources in order to sustain a consistent access to appropriate education
 - At risk of exclusion: current strategies and support has not been effective in reducing risks.
5. Decisions about individual cases open to statutory processes may require the involvement and agreement of statutory services, particularly where there are suggestions for managed moves and alternative provision. This is particularly pertinent for Children Looked After, Child In Need, Child Protection, children with an Education, Health and Care Plan and children under statutory court orders: Youth Offending Orders, School Attendance Orders and Education Supervision Orders. This panel cannot overrule or change decisions made by statutory processes.
 6. Individual agencies will remain responsible for their own casework decisions and offers of support. The panel cannot direct an agency to undertake any course of action without their agreement.
 7. It is the responsibility of the referring school to discuss the recommendations with parents and where needed gain consent for recommended actions and referring to external agencies.
 8. Referring schools are required to report back on outcomes at set periods to monitor engagement and success and evidence impact.
 9. Consideration will be made as to whether a school is granted further resources and/or funding during any one academic year, if it is deemed any one school is making multiple requests for support, without providing clear evidence of positive outcomes for the pupils, or is accessing more than their fair share of resources.
 10. The Panel will report its activity to the Fair Access Panel and Vulnerable Learners Sub-Group. The Panel chair will report on effectiveness in reducing exclusion, themes in relation to the children and young people discussed appropriateness of service provision and engagement in recommendations.

11. The panel will meet to discuss secondary and primary in separate meetings. Dates will be issued in advance and planned throughout the academic year. Where deemed an necessary, the Inclusion Team will organise additional meetings mid-month to respond to urgent referrals for Victory Park placements and managed moves.
12. It is the expectation that the Inclusion outreach team have been invited to observe the student prior to a referral being heard at panel.
13. Termly review of the impact and outcomes of the inclusion resource fund.

Children open to Children's Social Care CSC (LAC, CP CiN) and Children with an Education Health and Care Plan (EHCP)

While it is important for schools to take reasonable and appropriate action to help children to succeed and progress, where a child needs more specialist support for example, from health and social care it is vital they can access this. For Children with an EHCP or open to CSC, it is best practice to consult their allocated SEN Officer, social worker and/or the Virtual School as soon as concerns about a child's behaviour develop and ensure that they are involved in working with the family as early as possible to identify need and desired outcomes within plans and minimise the risk of exclusion.

For this reason, children who fall under these statutory plans should first raise concerns with lead service professionals and seek support through statutory planning before referring to the Inclusion Panel.

School Referral to Primary Inclusion Panel

Children who fall under CLA and/or EHCP and would benefit from a managed move or alternative provision placement must be discussed with the headteacher for virtual schools and/or the named SEN officer before changes can be implemented.

Referral of Children Looked After, children open to Social Care or children with Education Health and Care Plans must first have been discussed with the lead professional and support to improve outcomes acknowledged within a child's plan.

All referrals require parental consent and without written consent, the case cannot be heard at Inclusion Panel

Section 1	Child Details
------------------	----------------------

Surname			
Forename (s)			
Date of Birth		Gender	
		Year Group	
Ethnicity		SEN	
		First Language	
Health Needs			
Address of child			
	Postcode		
EHCP / SEN School Support:	Yes / No	SEN Needs:	
		Date of next Annual Review / ISP:	
PLAC:	Yes / No	If yes, name of Local Authority:	
CP/CIN/CLA	Yes / No	If yes, name and contact details of Social Worker:	

Section 2	Parent / carer details
------------------	-------------------------------

Surname			
Forename (s)			
Relationship to child		Contact Tel Number	
Address	If different from child		
		PR:	Yes No
Surname			
Forename (s)			
Relationship to child		Contact Tel Number	
Address	If different from child		
		PR:	Yes No

Who does the child live with?

Section 3 SCHOOL DETAILS

Referring School

Date on roll

Name and contact details for school lead

Section 4 Attendance and Exclusions

Attendance (previous year group)	Attendance (current year group)
Year: <input type="text"/> %	Year: <input type="text"/> %

Has the child ever had a fixed term exclusion? **NO / YES**

Has the child ever had a permanent exclusion? **NO / YES**

Date of exclusion	Length of Exclusion	Main Reason for Exclusion	Any other information

Section 5 School interventions to date

	Intervention	Start date	Outcome	Finish date
1				
2				
3				
4				
5				

Section 6 Agencies currently or previously involved / Interventions taken and Outcomes

E.g.: Youth Offending Service / Educational Psychology / Early Help family Support / Behaviour Outreach Service / Emotional Wellbeing and Mental Health Service (EWMHS) / Alternative Provision and Prevention Programmes etc.

Please attach a copy of any Early Help Family Support Assessment / PSP / ISP / behaviour logs / EPS recommendations / Inclusion Outreach Service recommendations and any other relevant information.

Assessments and documents that will be shared are (please list all):

- 1.
- 2.
- 3.

	Name or Organisation and Contact Details (where known)	Intervention and Outcome (please state if still active)	Dates of Interventions
1			
2			
3			
4			
5			

Section 7	Relevant Home or Family Circumstances where Known
------------------	--

Are there any home/family circumstances that the panel should be aware of?

NO/YES (if yes please describe below)

Section 8	Additional information (information should be sought from the child and parent/carer to ensure consideration of all views)
------------------	---

Pupil Strengths

School views:

Parent / carer views:

Child views:

I am good at.....

I really enjoy.....

Barriers to success

School views:

Parent/carer views:

Child views:

I finddifficult.....

I think it may be because.....

Triggers or Risks:

School views:

Parent/carer views:

Child views:

Whenhappens, it makes me feel.....

These things can make me feel.....

Section 8		Additional information (information should be sought from the child and parent/carer to ensure consideration of all views)	
What has worked well? e.g., strategies, relationships, behaviours			
School views:		Parent/carer views:	
Child views: I feel happy or comfortable when I am with..... Because.....			
What needs to change?			
School views:		Parent/carer views:	
Child views: I think that changing.....would help because.....			
Any Other Information			
School views:		Parent/carer views:	
Child views: Is there anything else you would like to tell us, which will help you in your learning?			

Section 9					
9.1. Are you seeking or open to a Managed Move?					
School:	Y / N	Parent:	Y / N	Child:	Y / N
School Name in Order of Parental Preference for Managed Move					
1					
2					
3					
4					

9.2. Are you seeking or open to a Short-Term Placement at an Alternative Provision?					
School:	Y / N	Parent:	Y / N	Child:	Y / N
To access a placement at Victory Park Academy, an observation must have first be sought by the Inclusion Outreach Team.					
What date was the child/young person last observed?					

9.3. Are you seeking or open to short-term Inclusion Funding support?

School:	Y / N	Parent:	Y / N	Child:	Y / N
---------	-------	---------	-------	--------	-------

If you are seeking inclusion funding, please complete section 10 of the referral form.

9.4. Alternative support

If you are seeking alternative support please outline below

--	--

Section 10 Inclusion Panel Funding breakdown (please provide evidence of any pupil cost to-date)

Current individual pupil support costs:

Support	Cost
Total:	

Suggested support cost to meet outcomes:

Date (week)	Hours	Cost
<i>e.g. 4/1/2021</i>	<i>1hr per day</i>	<i>£25</i>
Total:		

Potential Impact:

Section 11 Risk assessment

		0	1	2	3	4	5
0 = Very Unlikely	Theft						
	1 = Unlikely	Truancy					
	2 = Small Possibility	Absconding					
		Substance / Alcohol Misuse					

Section 11	Risk assessment						
4 = likely (previous reported incidents) 5 = Very Likely (current reported incidents)	Damage to Property (including arson)						
	Weapon related incident						
	Physical aggression towards peers						
	Physical aggression towards adults						
	Verbal aggression towards peers						
	Verbal aggression towards adults						
	Threatening behaviour towards peers						
	Threatening behaviour towards staff						
	Bullying peers						
	Persistent defiance						
	Persistent refusal to follow instructions						
	Sexual inappropriate behaviour towards others						
	Dangerous behaviour in the environment						
	Confidential child protection – information available on request						

Any Other Relevant Information:

Section 12	School Consent Statement (without written parent consent the case cannot be heard at panel)
------------	---

I can confirm that I have discussed the referral process with the family, and they are happy for me to share the information contained within the referral and supporting documentation with the services identified as members of the inclusion panel.

Form completed by:

Designation:

School / Agency:

Date:

Parent consent statement of information storage and information sharing

Section 12

School Consent Statement (without written parent consent the case cannot be heard at panel)

Information collected as part of this Southend Inclusion Panel referral is so that we can understand the level of help and support you and your school may need to reduce risks of exclusion. Any parent or carer signing consent must have parental responsibility (PR) for the child identified on the referral.

Your child's school will have already examined to you the purpose of the Southend Inclusion Panel.

By signing this document, you are giving your consent for the information contained within and attached to this referral form to be shared with members of the Southend Inclusion Panel, including:

Virtual School, Access and Inclusion Service, Early Help Family Support, Attendance Team, Youth Offending Service, Special Educational Needs and Disabilities Team, Educational Psychology Service, Advisory SENCo, Inclusion Outreach Service, School Nursing, Social Care and Southend Schools.

Signature: Parent or carer (PR) and young person (YP) aged 13 and over.

Parent name		Parent signature		PR Y / N	Date	
-------------	--	------------------	--	-------------	------	--

Please refer to the school's data protection and Privacy Notice regarding how the schools share and process your personal information.

For information on Southend Borough Council's Fair Access, Managed Move and Inclusion Panel privacy notice, please go to

http://www.southend.gov.uk/info/200176/school_admissions/604/fair_access_protocol

This page is intentionally left blank

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

30th November 2021, 4.30-5.45, (held virtually on-line through MS teams)

DRAFT Minutes of the meeting

6

Membership of the sub group for Resources	(nominations received) representation
<p>3 nominations from the Education Board (Headteacher/governor)</p> <p>4 other members nominated from the four associations</p> <p>1 school business manager nominated from the RSG</p> <p>Council Officer representation as required for the papers</p>	<p>Robin Bevan (secondary) CHAIR Jane Ladner (secondary, governor) Stuart Reynolds (secondary)</p> <p>Vacant (primary) Vicky Wright (early years) Jackie Mullan (special) Anthony McGarel (post 16)</p> <p>Simon Oxenham (SHSB)</p> <p>Paul Grout (Senior Finance Business Partner) Elaine Hammans (Head of Early Years)</p> <p>cc. Brin Martin (Director of Education) Gary Bloom (Head of SEND) Cathy Braun (Head of Access and Inclusion)</p>

Time	Agenda item	Decision? Action
4.30	<p>Membership Apologies</p> <p>And council officer representation as required for papers</p> <p>Officers present:</p> <p>Paul Grout Elaine Hammans & Cathy Braun (in attendance)</p>	<p>Previous apologies given from Jane and Vicky</p>
	<p>Membership Vacancies</p>	<p>Paul fed back that the request for a primary representative was raised at the Education Board (EB) and if no response received by the Christmas break the group can source directly.</p> <p>RSG did subsequently discuss it would be beneficial to have a maintained</p>

		<p>primary representative on the RSG given all other members are also from Academy Schools. This will be re-raised as a request at the next EB to be actioned by the Clerk, before sourcing wider if there is no nominee</p>
4.40	<p>Minutes of the last meeting 05.10.21</p> <p>Any matters arising not covered elsewhere on the agenda</p>	<p>No amendments. Minutes agreed and now Final.</p> <p>Other matters:</p> <p>Noted and welcome by RSG that EB approved the protocol for 'one off' expenditure from reserves. Cathy Braun will be taking a paper through the Vulnerable Learners Sub Group and then EB to seek access for one off conditional funds from the High Needs DSG reserve balances.</p>
4.45	<p>DSG 2022/23 budget planning and 2021/22 Forecast Outturn</p> <p>(DRAFT Paper attached)</p> <p>Officer Lead: Paul Grout</p>	<p>Key discussion items:</p> <p>As requested through EB, a focused discussion was held with regard to the de-delegated Public Duties fund (maintained voting rights only). As raised by Paul, in consideration, it's a small sum of funds and remains sustainable provided that a few academy schools also continue to buy in the fund. Further it presents minimal administration for the LA (a 10% LA admin charge is also agreed which is a notional peppercorn sum of administration). Both maintained schools and academy schools (that have bought in) have used this fund. Therefore it will, as already stated in the draft paper, be recommended to continue in view of the above basis. Should the position change or the fund come under strain it will be re-debated at the appropriate point in time.</p> <p>Robin reemphasised claims on this fund can be for representation of all schools, not just those schools that support this fund.</p> <p>It was however noted, no maintained school was part of this discussion</p>

		<p>hence another reason why a primary maintained representative would be beneficial to the RSG.</p> <p>Paper amendments agreed:</p> <p>Make reference within the background section of the paper:</p> <p>Feedback by Robin and Simon, that DfE civil servants have presented a 5% per pupil increase from 2021/22 baseline. Which, is now therefore anticipated to be a separate grant (at 2% per pupil) on top of the 2022/23 2% - 3% increases per school previously presented sums with the National Funding Formulae. It will be an additional schools grant because it didn't make it in time to be built into the NFF.</p> <p>That there have been no related announcements for Post 16 funding provision as yet.</p>
5.10	<p>Draft Early Years DSG One off use of reserves for 2022/23 and 2023/24.</p> <p>(Draft paper attached) – and noted not for December EB, but January 22.</p> <p>Officer Lead: Elaine Hammans (supported by Paul Grout)</p>	<p>Recognised, given the late Autumn 2021 announcements for Early Years funding 2022/23. This paper will now be completed heading for January 22 EB.</p> <p>Points recognised and raised:</p> <p>Considerations to sustainability of the one off asks beyond the 2 year period. In view that to sustain any of these provisions leading upto 2024/25 further Early Years funds will need to retained centrally to continue.</p> <p>Make recommendations that there are review points in terms of the effectiveness of any proposed funds.</p> <p>Possibility some of the one off asks, could be Covid impact so can be time limited in nature. However, this can be assessed at appropriate review points.</p>

		<p>Also recognised, that National Minimum Wages increases are set to rise by 6.6% in 2022/23. So, this is a further financial strain for Early Years providers.</p> <p>Elaine and Paul will consider all of these points in the papers to be presented for the January EB.</p>
5.30	<p>AOB</p> <p>FYI only:</p> <p>Date of next meetings and current forward plan</p> <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>	