

**Public Document Pack**  
**Southend-on-Sea Education Board**  
**Tuesday 13<sup>th</sup> December 2022**

I confirm that a meeting of the Education Board (formerly the Schools Forum) will be held on **Tuesday 13<sup>th</sup> December 2022 at 8.30am.**

The meeting will be held at the Tickfield Centre, in the Johnson Room.

Robert Harris

Clerk to the Forum

**AGENDA**

<b>Agenda</b>	<b>Item</b>	<b>Lead</b>	<b>Time</b>
1.	<b>Apologies for absence</b>	RH	5mins
2.	<b>Minutes of the meeting held on Tuesday 18<sup>th</sup> October 2022</b> Minutes attached	Chair	5mins
3.	<b>Matters arising (not covered elsewhere on the agenda)</b>	Chair	10mins
4.	<b>Education Board Membership and Vacancies</b>  Report for decision attached	RH	10mins
	<b><u>Schools Forum Matters</u></b>		
5.	<b>Dedicated Schools Grant (DSG) 2023/24 Budget Planning and 2022/23 Forecast Outturn</b> Report for decision to be attached	PG	30mins
	<b><u>Education Board Matters</u></b>		
6.	<b>Inclusion Review Update</b> Report for noting to be attached	SG/CB	20mins
7.	<b>Report back from Sub Groups</b>  a) Resources Sub-Group held on 4 October 2022 – Draft Minutes attached	Chairs  RB	15mins

8.	<b>Any other business</b> (to be notified to the Chair/Clerk prior to the start of the meeting)	ALL	10mins
9.	<b>Date, time and Venue of future meetings</b> 17 <sup>th</sup> January 2023 at 8.30am 21 <sup>st</sup> March 2023 at 8.30am 20 <sup>th</sup> June 2023 at 8.30am	RH	5mins

**Public Document Pack**  
**SOUTHEND-ON-SEA BOROUGH COUNCIL**

**Meeting of Education Board**

**Date: Tuesday, 18th October, 2022**  
**Place: Tickfield Centre - Evolution Room**

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**Present:** J Ladner (Chair) – Southend HS for Girls  
Dr R Bevan (Vice-Chair) – Southend HS for Boys  
J Mullan – St Christophers (SEN Trust Southend)  
D Wollard – Blenheim Primary School (Learning in Harmony Trust)  
L Thorne – YMCA  
A McGarel – South Essex College  
L Yelland – Early Years Alliance  
V Wright – Professional Association for Childcare and Early Years  
J Jones – Barons Court  
S Reyonds – Southchurch High School  
L Clark – Hamstel Infant School and Nursery  
J Johnson – Edwards Hall Primary School  
S Ayub – Trade Union  
B Williams – Southend CEO

**In Attendance:** M Marks, G Bloom, C Braun, P Grout, E Hammans and R Harris  
Also in attendance: N Kelly (SEC), S Greaves (Head of Virtual School),

**Start/End Time:** 8.15 am - 10.10 am

**1 Apologies for Absence**

Apologies for absence were received from D Taylor, M Jordan and Cllr Burton.

**2 Minutes of the meeting held on Tuesday, 21 June 2022**

Resolved:

That the minutes of the meeting held on 21<sup>st</sup> June 2022 be confirmed as a correct record, subject to the addition of V Wright in the list of apologies.

**3 Matters arising (not covered elsewhere on the Agenda)**

There were no matters arising not covered elsewhere on the agenda.

**4 Education Board Membership and Vacancies**

The Board received a verbal update from the Principal Democratic Services Officer covering the current membership and vacancies. The Board was informed that a review of the membership would take and a report would be presented to the next meeting of the Board.

Resolved:

That the current membership and vacancies be noted and that a report be presented to the Board in December 2022.

## **5 Dedicated Schools Grant (DSG) 2023/24 Indicative Budget Allocations (including 2023/24 Individual School Block (ISB) Allocations)**

The Board considered a report of the Senior Finance Business Partner providing an update on the Dedicated Schools Grant (DSG) budget planning for 2023/24, following the Department for Education (DfE) July 2022 school funding announcements.

The Board discussed the report and commented on the significant financial and other pressures facing all schools which are additional costs without any funding increases. These included inadequate funding given the potential pay rises for teachers, support staff, etc, the current high rate of inflation and the statutory provision of 32 and a half hours education for 4-year-olds from September 2023. The Board emphasised that these concerns need to be escalated with local MPs and the DfE.

Resolved:

1. That, with regard to individual school's budget (ISB) planning for 2023/24, to continue the trajectory of adopting the principles of the National Funding Formulae (NFF) and therefore:

(a) Any mainstream school that attracts their core NFF pupil led funding factors (i.e. with no need for Minimum Funding Guarantee (MFG) funding floor protections to be applied), to receive the full NFF applied rates as set out in the report.

(b) All remaining mainstream schools whose per 2023/24 per pupil led funding rates are either above the revised NFF mandatory 2023/24 minimum funding amounts per pupil or core NFF funding rate per pupil, as referenced in resolution 1(a) above, will receive the same maximum NFF built in allowance of 0.5% uplift per pupil.

2. That it be raised at national level that a maximum 2023/24 0.5% uplift per pupil for those schools not attracting their core underlying NFF allocations is a very low uplift from 2022/23, with particular consideration to the significant inflationary pressures for all schools.

3. That the remaining considerations set out in the report at this stage of planning the DSG for 2023/24, be noted.

4. That the concerns of the Board concerning additional costs to schools without any funding increases be escalated with the DfE, Secretary of State and local MPs, setting out that the decisions around funding will be detrimental to the life chances/opportunities of pupils/young people.

## **6 SEND Strategy**

The SEND strategy will be presented to the Council's Cabinet on 8<sup>th</sup> November 2022 for formal approval.

On consideration of the report the Board suggested a number of additions / changes to the strategy:

- To add the Education Board to Section 10 (Measuring impact and progress) of the strategy for scrutiny and challenge;
- To provide some clarity to Section 7 (Agreeing the priorities) in terms of the age group the priorities apply to (i.e. 0-5 age range);
- Clarity on the number of places commissioned;
- To look at the scope to add early years as a specific section in the Strategy;

Resolved:

1. That the content and format, subject to the inclusion of the above additions, of the Southend SEND Strategy 2022-25, be endorsed.

2. That the strategy be produced in an accessible document, which can be shared in a variety of formats in order to engage a range of audiences.

## **7 Update from Inclusion Task and Finish Group**

The Board considered a joint report of the Head of Access and Inclusion and Head of the Virtual School presenting an update on the work of the Southend Education Inclusion Task and Finish Group and the emerging themes for the recommended spend of the annual £1m High Needs budget from 2022/23. The report also presented an overview of the findings of the commissioned Rapid Review of Special Educational Needs and Disability (SEND) and Alternative Provision (AP).

The Board discussed the report and commented on the high number of Southend pupils moving from mainstream to alternative provision due to permanent exclusion or reaching the point of permanent exclusion (APEX).

Resolved:

That the Alternative Provision Base Pilot, as set out in the submitted report, be agreed.

## **8 Appointment of Director of Education, Inclusion and Early Years**

The Executive Director (Children and Public Health) provided an update on the recruitment progress for the appointment of the Director of Education, Inclusion and Early Years. The Executive Director also informed the Board that the Council's new Chief Executive, Rob Polkinghorne, would be starting in the post from next week.

## **9 Report back from Sub Groups**

The Board received and noted the Resources Sub-Group minutes held on 4<sup>th</sup> October 2022.

The Board noted that there continued to be several vacancies on the School Performance Sub-Group to be filled.

**10 Any other business**

Departure of A. McGarel

The Board was informed that this was the last meeting for Anthony McGarel. The Board placed on record its thanks and appreciation for his dedication and significant contributions to the Board and the young people of the City and wished him all the best for the future.

**11 Date, time and venue of future meetings**

13<sup>th</sup> December 2022 at 8.30am (date brought forward from 20<sup>th</sup> December)

17<sup>th</sup> January 2023 at 8.30am

21<sup>st</sup> March 2023 at 8.30am

**Chair:** \_\_\_\_\_

# Southend-on-Sea Education Board

on  
13<sup>th</sup> December 2022

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Report prepared by:  
Robert Harris, Ed. Board Clerk

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## Education Board – Review of Membership

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### 1. Purpose of Report

- 1.1 To present the findings of a review of the membership and make-up of the Education Board (formerly referred to as The Schools Forum).

### 2. Recommendations

- 2.1 That the current membership and vacancies set out at Appendix 1, be noted.
- 2.2 That the Board provide their views on the proposed revised membership and make-up of the Education Board, set out at Appendix 2.

### 3. Background/Context

- 3.1 There continues to be one governor vacancy in the maintained primary sector which has now been vacant for several years despite advertising and promotion of the vacancy. There are two vacancies in the academy secondary sector. These vacancies have arisen as a result of one head teacher retirement and one governor standing down.
- 3.2 The Board at its 18<sup>th</sup> October requested that the membership and make-up of the Education Board was reviewed to ensure it was appropriately proportional across the various school sectors (i.e. maintained primary conversion to academy status).
- 3.3 A review has been carried out in line with the Education and Skills Funding Agency (ESFA) Schools Forum Operational and Good Practice Guide. There are some key points for the Board to note when determining its membership:
- There is no maximum or minimum size for a schools forum. However, care should be taken to keep to a reasonable size to ensure that it does not become unwieldy;
  - Schools forums must have ‘schools members’, academies members and ‘non-school members – schools and academies members together must number at least two thirds. (Currently the Board’s membership is 19 with 14 ‘schools members’).

- The balance between maintained primary, maintained secondary (none in Southend) and academies members must be broadly proportionate to the pupil numbers in each category;
- As a minimum there must be at least one representative of headteachers and one representative of governors among the schools members;
- Where there are one or more special schools the schools forum must have at least one schools member from that sector and the same provision applies to nursery schools and pupil referral units; and
- Non-school members may not number more than a third of the total membership. One representative of providers of 16-19 education and one person to represent early years providers from the private, voluntary and independent sector (PVI) must be appointed.

3.4 The below table sets out the number of schools in each sector and the number of pupils which has been used to calculate the proportionality.

**Southend Mainstream Schools 2022/23**

School Type	Maintained / Academy	Number of Schools	Numbers of Pupil on Roll *
Primary	Maintained	11	5,167
Primary	Academy	22	9,683
<b>Primary total</b>		<b>33</b>	<b>14,850</b>
Secondary	Academy	12	11,774
<b>Grand Total</b>		<b>45</b>	<b>26,624</b>

Numbers of Pupil on Roll \* As at October 2021 Census

3.5 Based on the calculations for proportionality and applying across the above sectors the potential make-up of the Board would be:

Maintained Primary –  $2.72 = 3$  members (currently 4)

Academy Primary –  $5.09 = 5$  members (currently 4)

Secondary Academy –  $5.31 = 6$  (currently 6)

3.6 Therefore there is potentially two changes to the membership in the maintained and academy primary representation.

3.7 The Secondary academy does not require any changes to the number of representatives. Therefore, no change to the number of representatives is proposed at this time.

3.8 In terms of headteacher/headteacher representative and school governors, where possible, the Board has provided a 50/50 split. Under the proposed revised membership (if agreed) the Board will need to consider how the representation would be split (i.e. maintained primary – 2 HTs and 1 Governor; 2 Governors and 1 HT, etc).

3.9 The Board has discretion in determining its total membership but it must ensure representation remains broadly proportionate to pupil numbers.



3.10 Once the Board has determined the membership the election and nomination of school members may be required, particularly if there are more representatives than places in the relevant sector.

#### 4. **Appendices**

Appendix 1 – Current Membership and vacancies

Appendix 2 – Proposed new membership

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## SCHOOLS FORUM MEMBERSHIP UPDATED December 2022

### 1. Full voting members

#### Maintained Primary Schools (4 places)

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

#### Academy Secondary (6 places)

Robin Bevan - Southend Boys (Vice-Chair)	24 February 2024
Stephen Tollworthy – Shoeburyness High School	22 <sup>nd</sup> October 2023
Jane Ladner – Southend HS for Girls (Governor)	22 <sup>nd</sup> October 2023
<b>VACANCY – Secondary Head Teacher</b>	
<b>VACANCY – Secondary Academy Governor</b>	
Stuart Reynolds - Southchurch High School	2 December 2023

#### Academy Primary (4 places)

Lisa Clark - Hamstel Infant	7 December 2024
<b>VACANCY - Primary Academy Governor</b>	
Darren Woollard – Blenheim Primary School	4 December 2026
David Allen – Academy Primary (Governor)	24 June 2024

#### Alternative Provision Academy (1 place)

Lee Thorne - YMCA

#### Pupil Referral Unit (1 place)

Mark Jordan – Victory Park Academy (PLT)	4 December 2026
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#### Academy Special (1 place)

Jackie Mullan - St Christophers (SEN Trust Southend)	7 December 2024
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#### Early Years (2 places)

Vicky Wright – Professional Association for Childcare & Early Years	24 October 2024
Lesley Yelland - Essex Pre-School Learning Alliance	7 December 2024

## **2. Members with restricted voting**

14 – 19 sector (1 place)

Nicki Kelly - South Essex College

13 December 2026

Trade Unions (1 place)

Shireen Ayub

1 December 2025

## **3. Non-Voting Members / SBC Council Representation**

Bev Williams – Southend CEO's

Councillor Laurie Burton – Executive Cllr for Children & Learning - SBC

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

To be advised – Director of Learning – SBC

Gary Bloom – Head of SEND - SBC

Paul Grout – Finance - SBC

Christine Hickey – Finance – SBC

Elaine Hammans – Early Years – SBC

Amanda Champ – Head of School Performance and Improvement – SBC

Cathy Braun – Head of Access and Inclusion - SBC

## SCHOOLS FORUM MEMBERSHIP

### 1. Full voting members

Maintained Primary Schools (3 places)

Academy Secondary (6 places)

Academy Primary (5 places)

Alternative Provision Academy (1 place)

Pupil Referral Unit (1 place)

Academy Special (1 place)

Early Years (2 places)

### 2. Members with restricted voting

14 – 19 sector (1 place)

Trade Unions (1 place)

### 3. Non-Voting Members / SBC Council Representation

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# Southend-on-Sea Borough Council

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

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Agenda  
Item No

To  
**Education Board**

On  
**13<sup>th</sup> December 2022**

Report prepared by:  
Paul Grout, Senior Finance Business Partner  
In consultation with the Resources Sub Group

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## **Dedicated School Grant Budget Planning 2023/24 And Forecast Outturn 2022/23**

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### **1 Purpose of Report**

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

- Making note of the additional government funding for School core budgets in 2023/24 and 2024/25, as announced on the 17<sup>th</sup> November 2022 as part of the Chancellors Autumn 2022 statement.
- Final indicative 2023/24 DSG budget allocations for any de-delegated maintained school block allocations and central block funded services.
- Agree decisions in principle, at this time, where possible for Early Years funding for 2023/24 and High Need top up funding for 2023/24.
- Updated DSG forecast outturn for 2022/23.

### **2 Recommendations**

**Education Board (EB) are asked to specifically agree for 2023/24:**

- 2.1 Support the continuation of the exceptional circumstance funding request through to the DfE, as referenced in 4.4.
- 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 5.3:
  - Staff cover costs (public duties)
- 2.3 The Early Years funding rates for 2023 24 are planned to be set as referenced under the principles of 7.6.

- 2.4 That a 5% uplift will be applied to all Education Health and Care Plan (EHCP) banded top up rates and the Pupil Referral Unit top up rates from the 1<sup>st</sup> April 2023, but with note, this may be increased further once the full modelling and annual planning for 2023/24 High Needs budget is undertaken in the June 2023 EB, as referenced in 8.5 and 8.6.
- 2.5 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 9.3.
- 2.6 That the DSG High Need recommended minimum level of reserves balances is now re-stated, as referenced in 11.2.
- 2.7 And therefore on the basis of the decisions undertaken through both this and the previous October 2022 EB DSG paper, that this December 2022 DSG paper and the following January 2023 DSG EB paper (which is for EB noting only), will be recommended to Council for final approval in February 2023.

Asked to Note:

- 2.8 In line with the EB decision of the October 2022 EB DSG paper, that the per pupil rates of individual school block allocations for 2023/24 will continue to adopt the principles of the National Funding formulae (NFF) in full (As referenced in 4.1.1 to 4.1.3), but also now take note of the possibility that the EB may need to reconvene and decide on further funding decisions, should the DfE administer the additional government funding announcements of the 17<sup>th</sup> November 2022 through DSG allocations and determine this to be a local decision, as referenced in 4.3.
- 2.9 In line with the EB principle 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 2022 “DSG 2022/23 budget planning and DSG budget update 2022/23” paper, presented and agreed at the EB on 18<sup>th</sup> October 2022. That paper ultimately set the continued and agreed NFF trajectory for Individual School block allocations in 2023/24 and highlighted the then known Department for Education (DfE) indicative DSG budget changes for 2023/24 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. It must also remain minded, it was made clear at that time, that the July 2022 funding announcements providing a 0.5% per pupil minimum funding guarantee uplift for main stream schools was very disappointing and a very low uplift, considering the significant inflationary pressures now currently faced for all schools. Serious concerns were raised at national level on the financial sustainability of educational provision.
- 3.2 Now moving forward, since October 2022, the Government’s Autumn term 2022 budget statement released on the 17<sup>th</sup> November 2022, has provided a welcome and positive head line announcement “that nationally the core schools budget will increase by a further £2.3Bn in 2023-24 and a further £2.3Bn in 2024-25”. At the current time of writing this paper, further detail is awaited as to how that funding will be distributed, but this paper does advise on an appropriate local governance response for EB, should the DfE now in the unlikely event determine that the decision falls for local education board/school forums to decide on how this additional funding will be awarded for 2023/24.

### **4 Schools Block – Individual School Block (ISB) allocations**

#### **2022/23 Budget to Forecast Outturn – on line to budget**

#### **2023/24 Individual Schools Budgets**

#### **Indicative DSG funding allocation £142.974M (Final tbc in January 2023)**

- 4.1 As per the recommendations approved in the last DSG EB October 2022 paper report and associated Appendix 2. The 2023/24 DSG per pupil funding amounts for each school are due to be set on the following basis continuing with the principles of the NFF (and also in view of those now restrictions as shared in the October 2022 paper). Although note this is now subject to changes, if the DfE decide to passport any additional funding following the November’s 2022 announcements through DSG allocations:
- 4.1.1 The minimum per pupil levels will be set at £4,405 for primary schools (£4,265 in 2022/23) and for secondary schools £5,715 (£5,525 in 2022/23), both with an equivalent circa 0.5% increase from 2022/23, as the 2022/23 supplementary grant paid outside of the DSG has now been built directly into the DSG minimum amounts per pupil for 2023/24. And to simply remind from 2020/21 the minimum amounts per pupil are also now a mandatory funding factor, and these are set as a fixed amount.

- 4.1.2 Where schools are attracting their underlying core NFF allocations, the NFF has built in an increase of circa 2.4% from the 2022/23 Pupil led funding factors: basic entitlement, and lump sum. Funding for disadvantaged pupils will see greater increases, with funding for two deprivation factors in the NFF increasing by a greater amount than other factors. These two factors (the FSM6 factor and the IDACI factor) will increase by 4.3% compared with their 2022 to 2023 values.
- 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 maximum 0.5% increase from their 2022/23 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 2023/24 minimum per pupil funding levels or a 0.5% 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 2022 school census data. **And please note** - the then actual final 2023/24 individual school allocations will be subsequently shown in the January 2023 EB DSG paper which will include the updated numbers of pupils on roll at each school (based on the DfE's October 2022 census) multiplied by these now 2023/24 per pupil led funding rates to form the final 2023/24 funding allocations.
- 4.3 Now given, the annual funding cycle and timing of traditional funding announcements, it is unlikely that the additional government funding announcements made on the 17<sup>th</sup> November 2022, will now be able to fall in time to update specific indicative DSG grant allocations already shared for 2023/24 by the DfE. It is therefore expected that the additional funding announcements will flow through to school budgets by way of a direct and additional supplementary grant, administered and distributed directly by the DfE, and if this is the case, there will be no further or statutory requirement for the Education Board / School Forum to apply any decisions. However, and of which is now unlikely, that the DfE do apply the additional funding through to DSG allocations for 2023/24, it is possible that the Education Board / School Forum we will need to re-ratify their local approach to distributing the per pupil DSG funds, albeit with the likely restrictions in place. If that does happen, this will now therefore need to be presented to the EB in January 2023 for decision.
- 4.4 The DfE have also written to the Local Authority (LA), instructing that the LA, must re-submit a disapplication request for the exceptional circumstance funding that is currently applied to St Marys Primary school for the rental of their second school site for the financial year 2023/24 onwards. This funding is paid through to the DSG ISB funds that in turn is passed onto the School. The rental agreement for the second site is currently circa £65,000 per annum. This has been historically agreed and paid since 2014/15 and has no impact on funds being taken away from any other school to afford this rental agreement. The disapplication has been submitted along with the supporting required legal documentation and the outcome of that disapplication is now awaited. A further condition of that disapplication request was to also ensure that the local education board / school forum agree to support the continuation of this exceptional circumstance funding. Therefore, this why this matter is directly recommended in this paper, and that the Education Board are therefore asked

to support the continuation of this disapplication request and exceptional circumstance funding.

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

### **2022/23 Budget to Forecast Outturn – a projected over spend of circa £4,100**

5.1 The current overspend forecast balance reflects the expected run rate of claims to date projected forwarded and that currently 4 academy schools have bought in for their 2022/23 academic year, in addition to the de-delegated sum for maintained schools. And to remind a small in year overspend also occurred on this fund in 2021/22. It also remains minded, as previously agreed, that the Local Authority does not actively promote this fund but simply administers it on behalf of our local schools.

### **2023/24 Indicative DSG funding allocation £5,168 (Final tbc in January 2023)**

5.2 Whilst the projected overspend for 2022/23 is no issue, as it will fall to the small DSG Public duties reserves to cover, it is not financially sustainable for this fund to carry on running in years deficit, which will occur if the claims are to continue at the current rate in future years, compared to the current in year funding.

5.3 Therefore, given the Local Authority, does not promote this fund but administers the fund and can continue to do so, provided it is financially sustainable. It is proposed that the fund from the 1<sup>st</sup> April 2023 (voting right maintained schools only) is now administered with the following conditions:

5.3.1 That the funds annual income, is increased from the current 0.50p per pupil to £1.00 per pupil. £1.00 per pupil does remain a small de-delegated sum for maintained schools and for academy schools to buy in, but it is not proposed to raise this sum any further considering wider funding pressures and when only a low number of academy schools do currently buy in.

5.4 To simply remind, this is an historical fund that enables maintained schools or academy schools, that choose to buy in, to reclaim staff cover costs, paid at standard hourly rates of staff who undertake Public Duties (usually jury service or sitting as a magistrate), and / or who undertake trade union duties in work time in accordance with the facilities agreement for schools.

5.5 It must however be noted, that in order for this fund to continue being sustained (based on current claims), it will need the continued support at a minimum of the current 4 Academy Schools to buy in for 2023/24 as well. It is however, also advised and encouraged to secure longer term sustainability of this fund from a pure fund perspective, that more Academy schools do buy in to support it, and particularly given individual claims can be for the representation of all schools in Southend.

5.6 This position will remain subject to annual review. It is also fortunate, that the fund currently continues to project and hold a small level of one off reserve balance (as shown in section 11), that can support a small level of in year overspends whilst those funds remain.

## **6 Schools Block – Centrally retained Growth Fund**

### **2022/23 and 2023/24 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 2023 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 2023/24 will be shown by the DfE in late December 2022, separated and shown within the Final 2023/24 School Block funding allocations.
  - 6.1.3 Therefore, in accordance with the previous agreement and conditions, the growth fund rates from September 2023 will be presented in the next January 2023 DSG paper, alongside any potential for growth funding rates to be increased from September 2022 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 £89,000 overspend on 2022/23 growth remains as stated in the January 2022 DSG paper, so there has been no change overall to the number of new intakes classes from what was previously expected for 2022/23. And, to remind, 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 2023/24 to be increased as the projected numbers on roll between the October 2022 and October 2021 school census’s should therefore have also increased incorporating this additional growth.
- 6.3 And to remind, as shared in the October 2022 paper, in 2023/24 we can therefore continue on our approved principles administering Growth funding locally, whilst we continue to await the outcome of the recent NFF consultation which include any potential changes to the administration of growth funding locally.

## 7 Early Years Block

**2022/23 Budget to Forecast Outturn – forecast underspend of (£311,000), although note currently anticipated this will be clawed back by the DfE shown under section 10. DSG Funding.**

- 7.1 It must continue to remain minded, the DSG Early Years Block 2022/23 (funding in) allocations remain provisional until the DfE have processed the January 2023 early years census (for the spring term 2023), and will therefore announce revised and final funding allocations for 2022/23 in July 2023. However, at this time, and to give a sense of current direction from head count payment data, in board terms currently based on the Summer 2022 final head counts and Autumn 2022 latest estimates, 2 year old and 3&4 year extended entitlement funding is marginally less than the current DfE allocation at approx. circa (3%). 3 & 4 year old universal entitlement is also running at a slightly higher decrease of an average (7.5%) reduction. This is not by any means a case of providers not being paid what is due, but an indication of early years head count data. Early years pupil premium remains very close to the latest revised 2022/23 funding allocations, which did see approximate 70% uptake gains from 2019/20, so that has sustained. It will also be known by the end of March 2023, as to whether these slight reductions have continued into the spring term of 2023.
- 7.2 All centrally retained services and previously agreed use of reserve balances remain forecast on line, at this time.

### 2023/24 Budget Planning

- 7.3 At the time of writing this paper, formal 2023/24 early years funding announcements from the DfE are still awaited, and unfortunately these announcements have again now fallen late into the Autumn term. There is also ofcourse and hoped, of the welcome possibility that the DfE will target further funding towards Early Years given the governments announced increases to the schools core budget on 17<sup>th</sup> November 2022, but again the detail is awaited and as to whether this will also apply to Early Years.
- 7.4 However, to aid and inform current planning as first shared in the October 2022 DSG paper it is known that the DfE have consulted (in July 2022) on potential funding rates for 2023/24 including the now built in addition of a current supplementary grant paid directly to School Nurseries for teacher pay and pension uplifts. From that published consultation, it was clear, that the 2023/24 rates currently proposed locally for Southend included a 4.4% uplift on the hourly rate for 3&4 year old funding and a 2.0% uplift funding for 2 years old. It is therefore anticipated these will now be the minimum uplifts to be applied to those rates, but again hoped for further.
- 7.5 Now, given these following present factors:
- 7.5.1 That the DSG Early Years reserve remains positive including the previously agreed draw down of further reserve balances in 2023/24.
- 7.5.2 That nationally, the country is now seeing record inflation over the last 41 years

- 7.5.3 That the National Living Wage (over 23's) will increase by 9.7% from the 1<sup>st</sup> April 2023.
- 7.5.4 That Southend has successfully administered for the last 4 years, a very transparent and effective monthly payment process to all Early Years providers.
- 7.5.5 And that the Local Authority and the Education Board, strongly support, the continued maintenance and principle of a core universal paid rate for all Early Years providers, which in turn, also means we do not support the option of a quality supplementary uplift for particular providers which would also mean a reduced rate for other providers.
- 7.6 It is therefore recommended, that any final agreed uplifts are simply straight applied to the core funding rates for **all** Early Years providers up to the provision of a maximum 7% uplift, and this is with note that the current minimum uplifts are expected at 4.4% for 3&4 year old funding and 2.0% for the 2 year old funding. Therefore, if by chance the DfE was to propose an uplift of greater than 7%, then it is advised that the recommendation is instead bought back to the Education Board at either the January 2023 or March 2023 scheduled meetings (depending on feasibility of timing beforehand), as it would, also simply be irresponsible not to consider any possible potential further EY centrally retained funding from a greater uplift, that could target particular additional provision or services.
- 7.7 It, is also therefore by default of 7.6 being agreed, that the statutory supplement deprivation hourly rate of 44p per hour and the centrally retained funding rates are also maintained at their current levels in 2023/24, if upto a maximum 7% available uplift is applied.
- 7.8 Therefore on the basis the principles of 7.6 is agreed, and that the DfE make an official announcement before the Christmas break on the actual funding rates for 2023/24, the Early Years hourly rates for 2023/24 will be set and displayed in the January 2023 DSG EB paper for noting only. This, then also clearly enhances the ability for Early Years providers to plan for 2023/24 as soon as possible, and re-confirms our local position that we seek to passport on, as much funding as possible, which also in turn will help to support sustainability of our valuable Early Years provision and continues to maintain Southend above the DfE statutory 95% passport rate for 3&4 year old funding. A sector that is also facing significant funding pressures.

## 8 High Needs Block

### 2022/23 Budget to Forecast Outturn – a projected (£0.624M) under spend against current services lines expenditure.

- 8.1 Appendix 1 – displays the most up to date 2022/23 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 2022 EB DSG High need budget setting paper. It also 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 2022 term which await final adjustments and any applicable changes for the Spring 2023 term.

Summary Heading	2021/22 Final Spend	2022/23 Latest Budget	2022/23 Opening Forecast (June 22)	2022/23 Current forecast (Dec 22)
Place funding	£8.196m	£8.666m	£8.519m	£8.517m
Special and PRU/AP top up funding	£6.615m	£7.947m	£7.737m	£7.737m
<b>Subtotal</b>	<b>£14.812m</b>	<b>£16.612m</b>	<b>£16.256m</b>	<b>£16.254m</b>
Schools, early years, post-16 top up funding	£4.040m	£4.880m	£4.680m	£5.100m
Independent Providers	£1.533m	£1.950m	£1.950m	£2.050m
Other Provisions including SLA's	£1.578m	£2.595m	£2.453m	£2.009m
<b>Total services line total</b>	<b>£21.963m</b>	<b>£26.037m</b>	<b>£25.338m</b>	<b>£25.413m</b>
Funding allocations to support required future permanent growth in high need provision		£2.400M	£0.250m	£0.250m
Remaining balance held aside from service provision to support any in year high need funding pressures		£0.393m		
<b>Total</b>	<b>£21.963m</b>	<b>£28.831m</b>	<b>£25.588m</b>	<b>£25.663m</b>

- 8.2 Although forecasts remain heavily caveated, the table above does indicate that all service line current spend forecasts (with the exception of other provisions including SLA's) have either increased or are on line to the forecasts as presented in the June 2022 DSG High Needs paper. Whilst for the medium term these increased forecast spends will need consideration for financial planning of 2023/24, they fortunately have no impact on the current immediate high need funding position given both our strength of reserve balances and in year financial planning. Why are these service lines forecasting overspends ?, to put simply, the number of current Education Health Care Plans awarded and administered from 2021/22 have continued to grow and this has always been highlighted as a risk with financial planning for High Need funding allocations in the DSG papers.

- 8.3 It remains minded, that the LA lead officers Head of SEND and Head of Access and Inclusion also continue to work on plans relating to funding allocations held

aside to support permanent future growth in High Need provision, and they will continue to be shared with EB, when they are in a position for final required EB consultation and factoring into considerations for 2023/24 budget planning.

**2023/24 Budget Planning - Indicative allocation of £30.726M (explanation covered in the last October 2022 DSG report, and resulting service expenditure allocations will be set as planned in the pre-agreed June 2023 High Need detailed allocation paper). It remains minded that June is 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 2023/24 and also therefore considering any affordable uplifts alongside.**

- 8.4 Whilst, the full detail of the annual budget planning for High Needs must still fall to the June 2023 EB, and allowing appropriate time for the assessment of all top up banded levels that will lead into the 2023/24 Academic Year. It is very important at this time, considering the inflationary pressures on all schools, that assurance is given locally where we are able to decide on rates that will seek to pass on funding, that is affordable within DSG allocations and provide early assurance as soon as possible.
- 8.5 Therefore, on overall assessment of the current and positive reserve balances of the DSG High Needs, future planning and with a consideration to the further uplift to the DSG funding for 2023/24. It is recommended that at a minimum, assurance is provided that a 5% uplift on all current EHCP and the PRU top up rates is applied from the 1<sup>st</sup> April 2023. This has an equivalent annual cost on the current number of EHCP's and those banded levels of circa. £0.5M per annum. It is advised, not to go further than this at this time as there can be high variation in banded levels between years, and if a higher cohort of children move into higher bands, this, then in itself has an additional cost implication within the High Needs budget. The High Needs budget is also now seeing record number of EHCPs.
- 8.6 Therefore, on the basis that 5% is currently offered as a minimum uplift, should the financial modelling and planning of the June 2023 High Need budget paper be able to afford higher top up rates, on a longer term basis, then this will be shared for agreement and backdated uplifts applied. It must also remain minded, the 5% increase that will now be confirmed and honoured from the 1<sup>st</sup> April 2023, is also on top of the 7.6% funding uplift that was already agreed for 2022/23. It also remains minded, that the 7.6% funding uplift itself also included within, the additional uplift of 2.6% to cover the estimated increase for the 1.25% National Insurance (NI) contributions applied from the 1<sup>st</sup> April 2022. Whilst the government have now agreed to reverse the 1.25% additional NI contributions from the 6<sup>th</sup> November 2022, it is therefore also not recommended that in turn the 2.6% uplift that was intended to meet that cost is reversed and instead allow setting to retain that funding to meet wider cost pressures. However, again, this highlights that a final decision should be made in June 2023 on EHCP top up rates for 2023/24, as it is not currently known at this time what the government's intentions are on relation to additional grants of funding that where administered to meet that particular NI cost. It is also therefore hoped, it remains sustained in the DfE High needs allocations to meet wider cost pressures in high needs.



## 9 Central Block

### 2022/23 Budget to Forecast Outturn – held on line to budget

### 2023/24 Budget Planning

#### Indicative Total allocation of £1.369M (Final tbc in January 2023)

- 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 2022 EB DSG paper and previous papers, it was, again 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 by drawing on remaining reserve balances within 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:

	<b>2023/24 Indicative Amount</b>
<b>From Central Services Block</b>	
Combined Budgets (historic commitments)*	£370,643
CLA/MPA Licences	£142,987
Schools Admissions	£275,617
Servicing of Schools Forum	£18,700
Centrally employed teacher contr.	£95,322
ESG Retained Duties*	£466,556
	<b>£1,369,835</b>

Combined Budgets (historic commitments)\*, and note this budget allocation will now be further increased by £59,000 for 2023/24 from the DSG Central block reserves. So the commitments can remain sustained at £430,000 for 2023/24.

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

### **2022/23 Budget to Forecast Outturn – forecast net £250,000 claw back adjustment due to the Early Years funding adjustments.**

- 10.1 As first shared and explained in the October 2022 DSG Paper, the DfE have awarded an additional circa (£61,000) to DSG funds to early year balances in 2022/23 but of which relate to their final funding adjustment for 2021/22 and is also a small adjustment in consideration to early years funding being circa £10M per annum. The DSG funding adjustment for early years, also now in addition, currently forecasts as explained in section 7 an anticipated claw back of £311,000 that will be processed in 2023/24, but of which relates to DSG funding in 2022/23. Whilst these funding issues are technical accounting matters, it is with reassurance they have no detrimental impact on overall Early Years reserves balance, but, none the less important they are displayed, as it also further recognises the overall management and planning of DSG funds and balances.

### **2023/24 Budget Planning**

- 10.2 The current indicative Total DSG funding allocation for 2023/24 is shown as £186.254M. However, we continue to note that the total school block funding allocation will also be updated once the October 2022 census has been processed by the DfE, with the results released late in December 2022, and therefore will be displayed in the next January 2023 DSG EB paper. Alongside any further considerations as to how the DfE will be administering further funding considering the government announcements on the 17<sup>th</sup> November 2022.

## 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. It also remains minded, the reserve balance table includes as formally agreed through the 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 for both the reserve balances of Early Years and High Needs:
- 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.
- 11.2 Whilst, it ofcourse remains encouraging that locally we have now successfully achieved balance and financial health within our DSG balances and this in turn has a wider and positive effect on all local education settings. It is advised, that given our High Needs cost base continues to increase, we re-assess the previously agreed recommended minimum level of reserves for High Need balances. Minimum Reserves balances are not held to support short term planning, they are held to support ongoing long term planning and sustainability of future service provision, and avoiding the need to make required reductions in service provision if funding pressures do materialize. It is therefore recommended, for long term planning that a small increase to the minimum recommended reserve balance is applied within high needs from the current 8% of expected latest annual funding, and raised to 10% of annual funding which is in view of both the highly demand led nature of high needs funding and potential that some EHCP plans can involve significant costs.
- 11.3 It also has to remain minded, as previously presented and demonstrated in Appendix 2, that thankfully and gratefully, Southend's High Needs block under recent DfE national funding formulae has seen significant gains in funding (as will have many other local authorities). For example, after the years of the local DSG High Needs deficits of 2016/17 and 2017/18, the annual funding budget in 2019/20 was £19.536M and in 2022/23 (4 years later) the funding budget is now £28.831M which is also the equivalent of a recurring 50% growth in funding over that 4 year period. Whilst, ofcourse the growth in DfE High Needs funding has been much needed and welcomed, enabling Southend to apply substantial increases in spend provision through increasing required place based provision, increasing all EHCP top up rates year on year, bringing on line new and expanded high service provision, whilst also supporting increased number of EHCP plans all as demonstrated by the spend growth in Appendix 2, the agreed funding strategy has also rightly remained to ensure long term/ongoing sustainable funding for new and further additional Alternative Provision places and new and wider SEND Inclusion services. Therefore, as those key and

strategic initiatives continue to progress through the respective working groups and local authority lead officers, it has meant, and as previously recognised and shared in the annual DSG June High Needs paper, that the High Needs one off reserve balances will increase until those key and new high need service provisions come on line.

<b>Block</b>	<b>Schools - ISB</b>	<b>Schools - growth</b>	<b>Schools - de-delegate</b>	<b>Early Years</b>	<b>High Needs</b>	<b>Central</b>	<b>Total</b>
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
<b>Reserves surplus / (deficit)</b>							
1 April 2022 B'fwd	11	121	12	1,287	6,496	473	8,401
Agreed (Issue) to* 2022/23 budget	0	0	0	(167)	0	33	(134)
Early years funding adjustments	0	0	0	(250)	0	0	(250)
2022/23 current forecast variance	0	(89)	(4)	311	3,168	0	3,386
<b>31 March 2023</b>	<b>11</b>	<b>32</b>	<b>8</b>	<b>1,182</b>	<b>9,664</b>	<b>506</b>	<b>11,403</b>
Agreed Issue to* future yr budgets				(167)	(0)		(167)
<b>Recommended* Minimum Reserve balance</b>	<b>0</b>	<b>32</b>	<b>8</b>	<b>500</b>	<b>3,073</b>	<b>506</b>	<b>4,119</b>
<b>One off Funding Available for DSG Conditional Use</b>				<b>515</b>	<b>6,591</b>		<b>7,106</b>

\*Agreed (issue to budget for future years 22/23 and 23/24)\* - EY draw down agreed at the January 2022 Education Board

\*Recommended Minimum Reserve balances, now currently set at 5% for Early Years and 10% for High needs of current total in year funding available for both of those blocks. Both these recommended minimum reserves %'s are subject to review and agreement should we see any funding pressures materialize in future years. All other block reserves balances are ring fenced to support those reserve block positions, particularly with note to the Central Block reserve that will be fully utilized to support the unwinding of DfE DSG commitments to Central Block Historic commitment services.

## **12 Conclusion**

- 12.1 It is ofcourse welcome that since the last DSG October 2022 paper the government have now indicated at a national level, additional funding will be awarded to core school budgets for 2023/24 and 2024/25, but it remains unfortunate at this time the detail of those allocations is not known.
- 12.2 Whilst, it again, must be highlighted with praise for the collaborative working approach of the Local Authority with the Education Board and respective sub groups representing all sectors including high needs and early years. That the DSG funding itself, continues to be maintained and sustained on an affordable basis, which in turn also provides due consideration and further funding that can be directed to help and assist further funding pressures for all educational providers and settings as re-confirmed and shared in this paper.

## **13 Appendices**

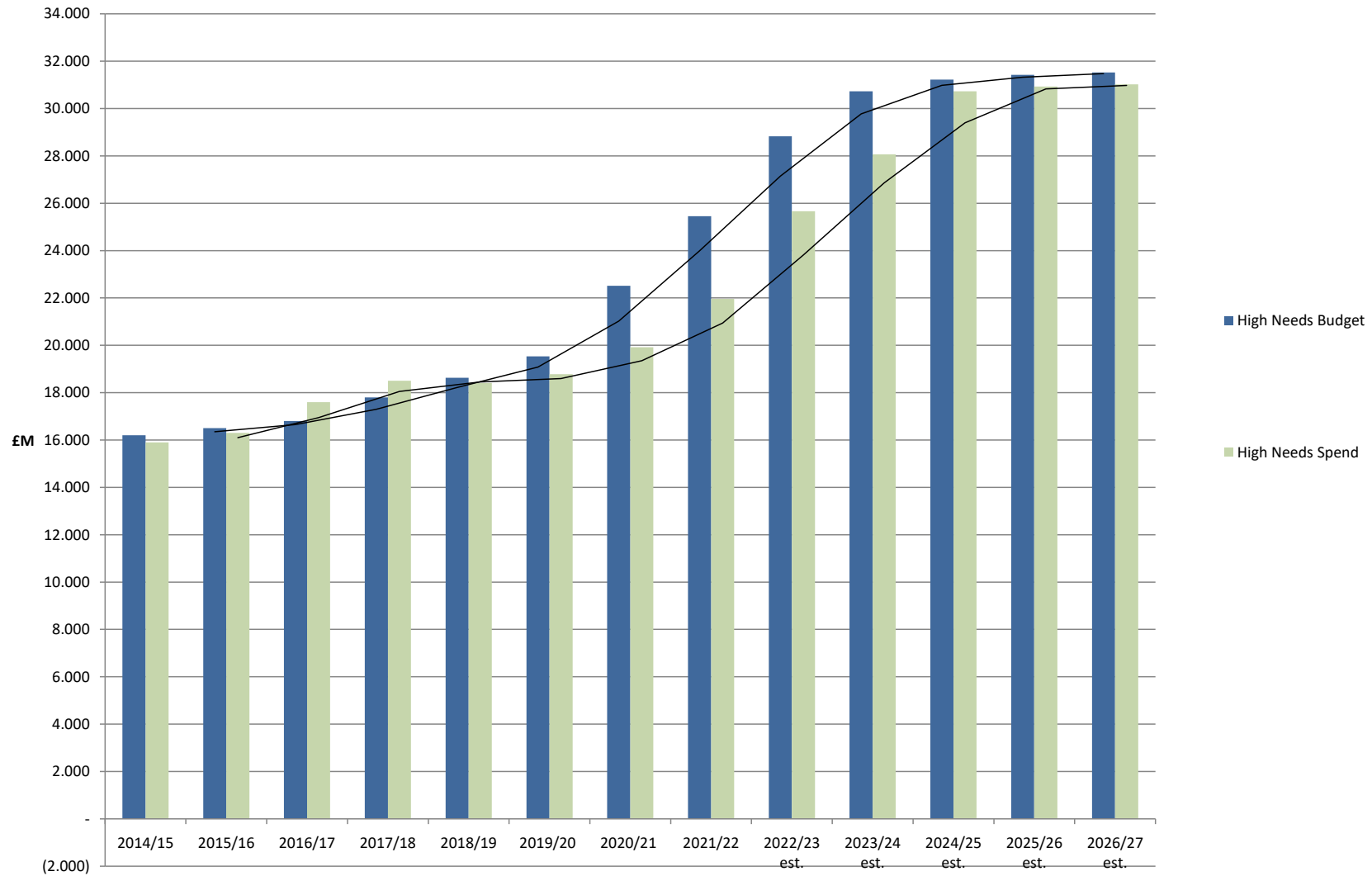
Appendix 1 - DSG Budget 2022/23 and Forecast Outturn 2022/23 and Indicative budget allocation for 2023/24

Appendix 2 - Southend Long term DSG High Need Funding and Spend Chart

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## Appendix 2 - Long term Southend DSG High Need Funding and Spend plan





# Southend-on-Sea City Council

Executive Director of Children and Public Health  
to  
**Education Board**  
On  
**13<sup>th</sup> December 2022**

Report prepared by:

Catherine Braun, Head of Access and Inclusion  
and  
Sarah Greaves, Head of the Virtual School

Agenda  
Item No.

**6**

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## Review of Inclusion across Southend-on-Sea Schools, Settings, and Services

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### **1 Purpose of Report**

- 1.1 **To update the board on the work of the Southend Education Inclusion Task and Finish Advisory Group and emerging themes for the recommended spend of the annual £1M High Needs budget from 2022/23.**

### **2 Recommendations**

- 2.1 To agree the proposed allocation of spend of the annual £1M High Needs budget from 2022/23.

### **3 Background**

- 3.1 As identified in the report to the Education Board on 18<sup>th</sup> October 2022, the Task and Finish Group has continued to concentrate its focus on the following themes

3.1.1 The effectiveness of the SEND graduated response in relation to early identification and intervention.

3.1.2 How schools, pupils and their families can be better supported by the LA and other external services to enable children and young people with SEND to be educated successfully alongside peers in a mainstream school.

3.1.3 To explore practise, service provision and modelling, and training to meet the growing social, emotional, mental health, anxiety and related medical needs of children and young people in Southend.

3.1.4 Current alternative provision options available locally and potential gaps or needs.

- 3.2 In addition, a number of aligned surveys went out to the following groups:

3.2.1 All maintained, special and alternative provision schools. The response rate was 96%, which equates to 50 out of 52 schools (with one Infant and Junior School providing a joint application). Full findings in appendix 1

- 3.2.2 Parents and Carers via Southend SEND Independent Forum (SSIF). 91 Parents and Carers with children with SEND completed the survey. Full findings in appendix 2
- 3.2.3 Statutory Children's Services, local authority education services and health partners. (Themes and findings included in school report appendix 1)
- 3.2.4 Governor responses equated to 11. (Themes and findings included in school report appendix 1)
- 3.3 There was apparent consistency of themes across all survey responses, all of which aligned to the original themes in 3.1 but provided greater clarity on where practitioners and parents felt the specific focus and highest areas of need should be directed.
- 3.4 From these findings the group were then able to allocate funding allocations through percentage of need to the designated themes.

## **4 Funding allocations**

### **4.1 The effectiveness of the SEND graduated response in relation to early identification and intervention. (20% / £200,000)**

- 4.1.1 Schools, services, and parents identified that there is a need for consistent assessment processes and tools to ensure that all schools in the local area are aligned and following the Southend SEND expectations. Specifically, for those with emerging needs and SEND support. Resource a suite of tools for assessment that supports profiling needs, with flexible strategies and interventions.
- 4.1.2 Commissioning an inclusion expert to upskill existing staff and work with all Southend settings, that has a flexible approach to identify strengths and challenges of our provisions against Southend on Sea's inclusion expectations. Thus, embedding excellent inclusive practice across all schools which evidence consistency of an effective graduated response that demonstrates nurturing practice.
- 4.1.3 As part of this work, co-produce an inclusion plan/charter with Southend settings for all provisions to commit to an agreed suite of inclusion expectations. The emphasis must be on collaboration between all settings and services to attend and engage in any area wide training offers which in turn influences the implementation and development of inclusive policies and practice.
- 4.1.4 Commission effective practical resources for Speech and Language Therapy (SALT) that are flexible in meeting the diverse needs of children both within school and at home that are in addition to the current offer.

### **4.2 How schools, pupils and their families can be better supported by the LA and other external services to enable children and young people with SEND to be educated successfully alongside peers in a mainstream school. (20% / £200,000)**

- 4.2.1 Commissioning a high-quality training provider that leads on relational practice and trauma informed approaches. It was identified that the provider needs to

focus their work on raising a consistent knowledge base, understanding and early identification of the cause; managing and deescalating presenting behaviours; and bespoke training offer for individual school needs, building on the schools strengths and areas for development.

- 4.2.2 Developing a network of trained school-based inclusion champions who can provide outreach and share best practice to other schools and settings in the area.
- 4.2.3 Replicating the above inclusion champions within Southend services to schools and families all working towards the same monitoring and delivery framework, providing consistency of a shared understanding and practice.
- 4.2.4 Enhancing the capacity, knowledge base and expertise of the inclusion outreach service to increase the outreach to schools and enable effective modelling and best practice.
- 4.3 **Responding and meeting the growing social, emotional, mental health, anxiety and related medical needs of children and young people in Southend. (50% / £500,000)**
  - 4.3.1 Specific training that is bespoke to a school's needs and delivered on site, whilst also reinforcing consistent approaches and models across the city. Training needs to both upskill and train all school staff whilst providing focused training to key staff such as Senior Leadership Teams including SENCOs. To continue to champion and provide the ongoing development of school staff and school inclusion polices.
  - 4.3.2 Areas identified for specific training by both schools and parents/carers were: Neurodevelopment and neurodiversity; managing violent and challenging behaviours with effective positive handling and de-escalation techniques; children with sensory needs; and relational practise (including trauma informed, attachment awareness and adverse childhood experiences).
  - 4.3.3 Although training for parents covered a similar range as above, this needs to focus on co-produced delivery for advice, resources and facilitated parent support groups.
  - 4.3.4 Reviewing the commissioning of and access to counselling services in Southend, including family counselling.
  - 4.3.5 Exploring the current triage and single point of referral for accessing all services including universal. Increasing awareness, improving communication, and ensuring buy-in by all partners to align to a single front door for accessing support for children with additional SEMH needs.
- 4.4 **Additional resource budget for school SEND resources and hubs (10% / £100,000)**
  - 4.4.1 An ability for schools to bid for additional funds to provide innovative interventions in meeting children's additional needs as part of their effective inclusive offer. This requires a quality assurance framework to evidence

permanence measures around use of funds and outcomes for children, as well as ongoing monitoring arrangements to ensure practice and/or provision is embedded and makes a difference.

#### **4.5 Alternative Provision (AP) Pilot**

4.5.1 All schools were given the opportunity to express an interest in operating an alternative provision base either within their setting or elsewhere. From this the LA received five expressions of interest, 2 from Academy Trusts, 2 from Alternative Provisions and 1 mainstream LA maintained school.

4.6 To ensure no conflicts of interest, a separate partnership subgroup was formed based upon the survey contribution's and those that evidenced models of effective inclusive practice and a clear desire to see enhanced provision within the area but who did not have any conflicts or allegiances from those expressing an interest.

4.7 The group consists of 1 LA maintained primary, 1 academy primary, 1 secondary, 1 governor, parent carer representation and supporting LA officers. The group will meet on the 9<sup>th</sup> December 2022 for an initial planning meeting and to set the scoping arrangements based upon the survey feedback from all partners. This will then be shared with the interested parties to progress to forming business cases and interviews in the new year. To view the findings from schools, parents, and partners in relation to additional alternative provision, please refer to appendices 1 and 2.

4.8 Schools identified the need for provisions to support all primary and secondary key stages. For dual registration, either placed in a base in a mainstream school or in a new off-site provision. 3 main areas of focus were identified: low level SEMH needs such as children experiencing anxiety, higher level SEMH needs such as those children open to education access team and an assessment unit for SEN Support.

### **5 Summary**

5.1 Although the group has established the proportion of spend to each of the identified areas. The work now needs to move to identifying the appropriate specialist providers with the right expertise and carry out procurement exercises to commission and secure the identified initial resources required. The research for these areas has already been started by the project lead and will be shared with the group in advance of the next meeting to ensure that procurement can commence as soon into the new year as possible.

5.2 Once the services and resources have been costed, a financial plan will need to be devised to map out actual spend and delivery timeline. In addition, performance indicators and monitoring arrangements will be discussed and agreed in more detail at the next meeting. However, it was agreed that a specific focus on pupil access to education was key, with key performance indicators covering pupil attendance, avoiding suspension and access to full time education.

# SOUTHEND INCLUSION REVIEW SCHOOL'S SURVEY RESULTS

Southend Task & Finish Advisory Group  
Friday 2<sup>nd</sup> December 2022

Sarah Greaves - Inclusion Review Lead

# The Response

- **97.0%** of Infant, Junior and Primary Schools responded. This equates to 32 out of 33 schools.
- **92.0 %** of Secondary Schools responded. This equates to 11 out of 12 schools.
- **100%** of Special Schools responded. This equates to 5 out of 5 schools.
- **100%** of Alternative Provision Schools responded. This equates to 2 out of 2 schools.
- **96.0%** of schools in Southend-on-Sea completed the survey. This equates to 50 out of 52 schools (There are 53 schools in Southend - Bournes Green Infant and Junior School submitted one response)

# Primary Schools ONLY (Q1)

## Primary schools only:

The autumn term SOPHA meeting focussed on the current challenges primary school headteacher's face regarding inclusion and SEND in Southend. Themes identified at the meeting as to how this funding could be allocated are:

1. Further enhancing the additional funding available at Inclusion Panel to support pupils at the time when it is most needed
2. Implementing an effective train the trainer model in specialist inclusion and SEND areas for school staff.
3. Commission further alternative provision or specialist bases

# Responses in detail

- **32** out of 33 Primary Schools responded
- **22** Primary Schools agreed with the SOPHA statement and therefore chose not to complete the survey
- **10** Primary Schools agreed there are other areas or gaps that should be explored further and chose to complete the survey
- **28** schools, including the 10 Primary Schools above completed the whole survey

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# The Findings: Question 2 (individual school responses)

What is **unique** about the particular approach in your school that promotes inclusion, and allows all children to access high quality education alongside their peers?

Emerging themes in order of priority (rated on the number of times each area was referenced in the answers)

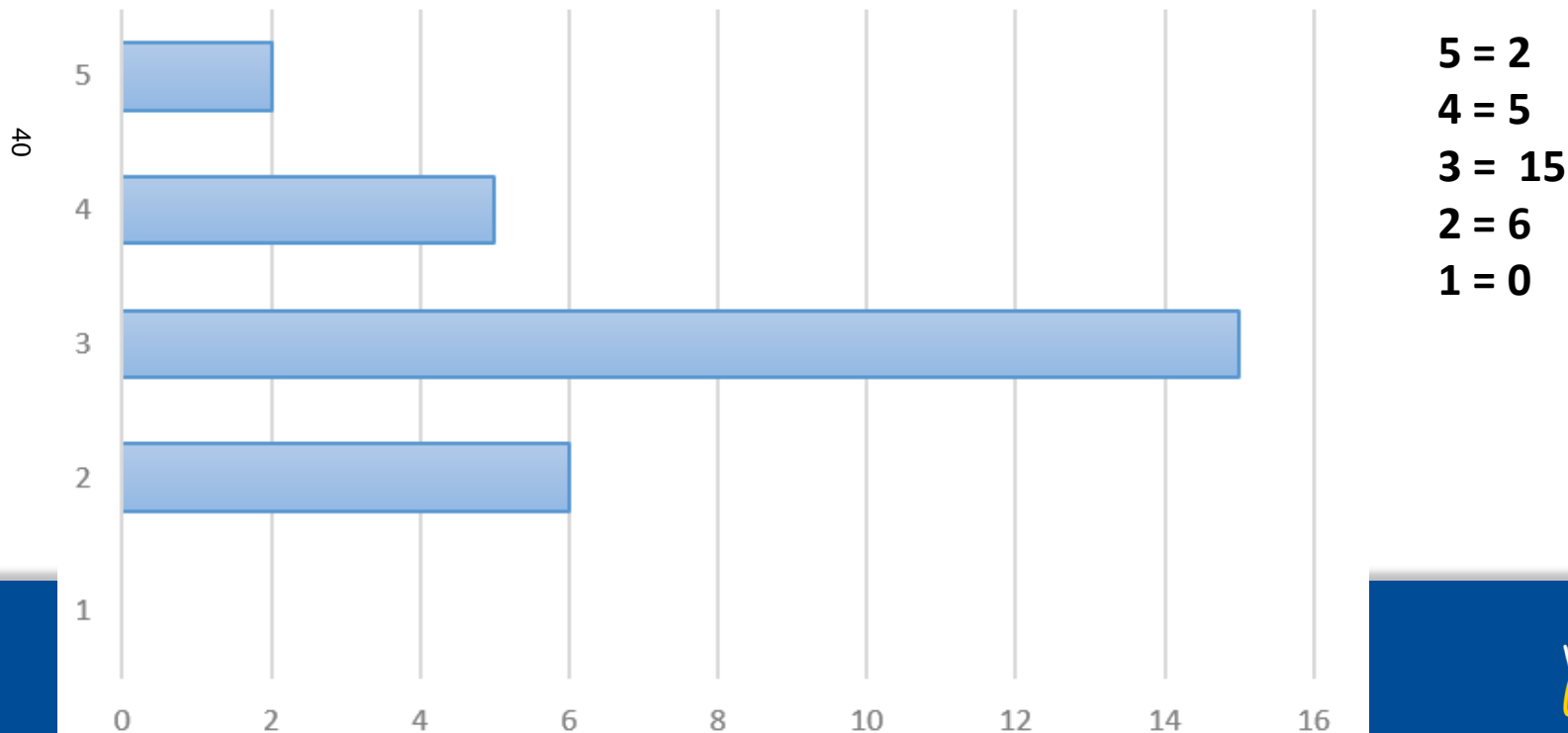
10 – 5 times	5 – 3 times	3 times or below
<ol style="list-style-type: none"> <li>1. Pastoral support and therapeutic offer (10)</li> <li>2. Bespoke curriculum for individuals with SEND (5)</li> <li>3. Specialist base in schools (ASD &amp; Nurture) (5)</li> </ol>	<ol style="list-style-type: none"> <li>1. Effective transitions</li> <li>2. Quality First Teaching</li> <li>3. Inclusion training for staff</li> <li>4. Group interventions (early identification and intervention)</li> <li>5. Enrichment opportunities</li> <li>6. Building relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Set of shared principles for inclusion</li> <li>2. Safe learning environment</li> <li>3. Use additional funding for group interventions</li> </ol>

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# Question 3

Across Southend, how effective is the graduated approach in meeting the right support, at the right place, and at the right time?

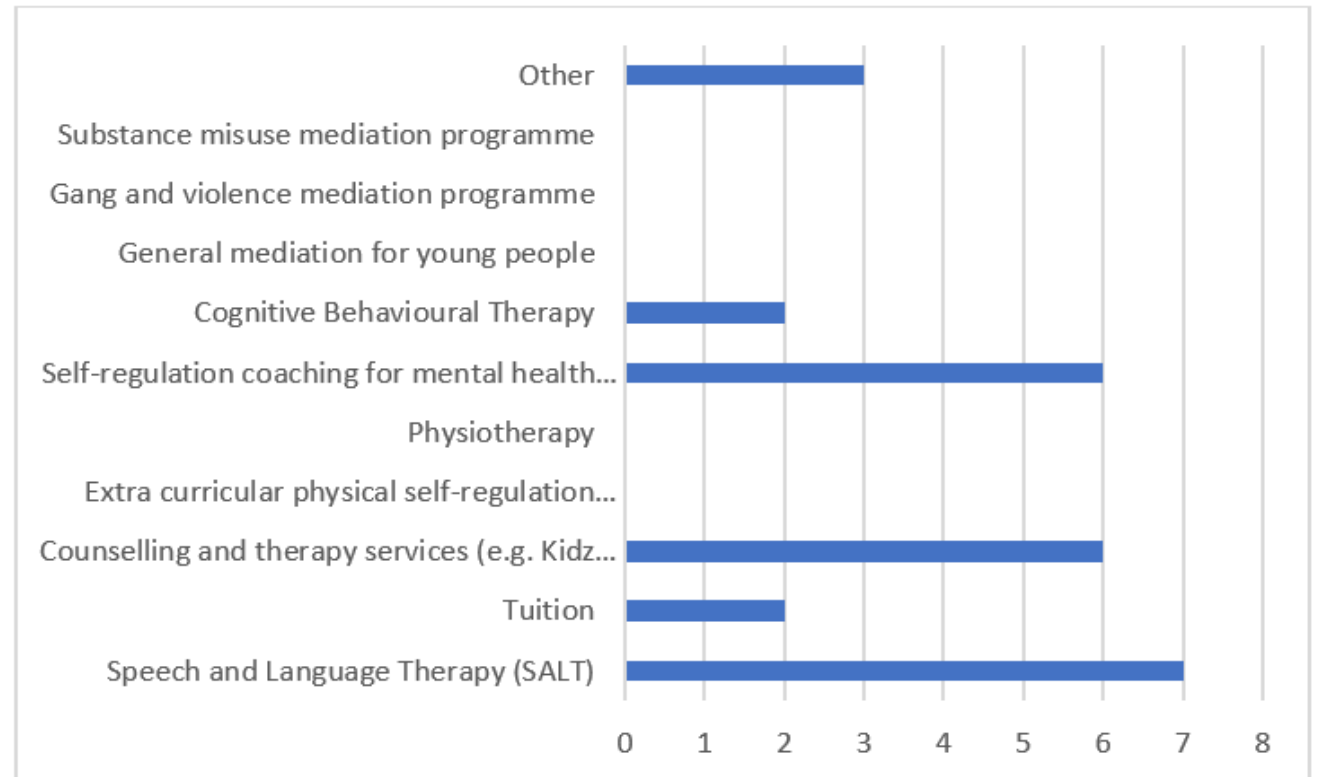
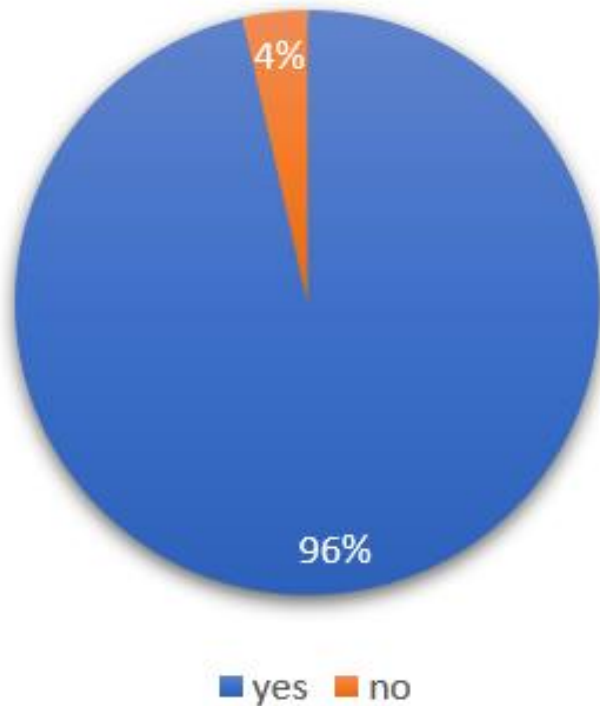
Scale 1 – 5: Very effective to ineffective (1 = very effective 5 = ineffective)



# Question 4 & 5

Do we need to invest in **increasing either existing or new specialist services**, to work with children, families, and schools to better support and educate all pupils alongside their peers (**services working directly with children**)?

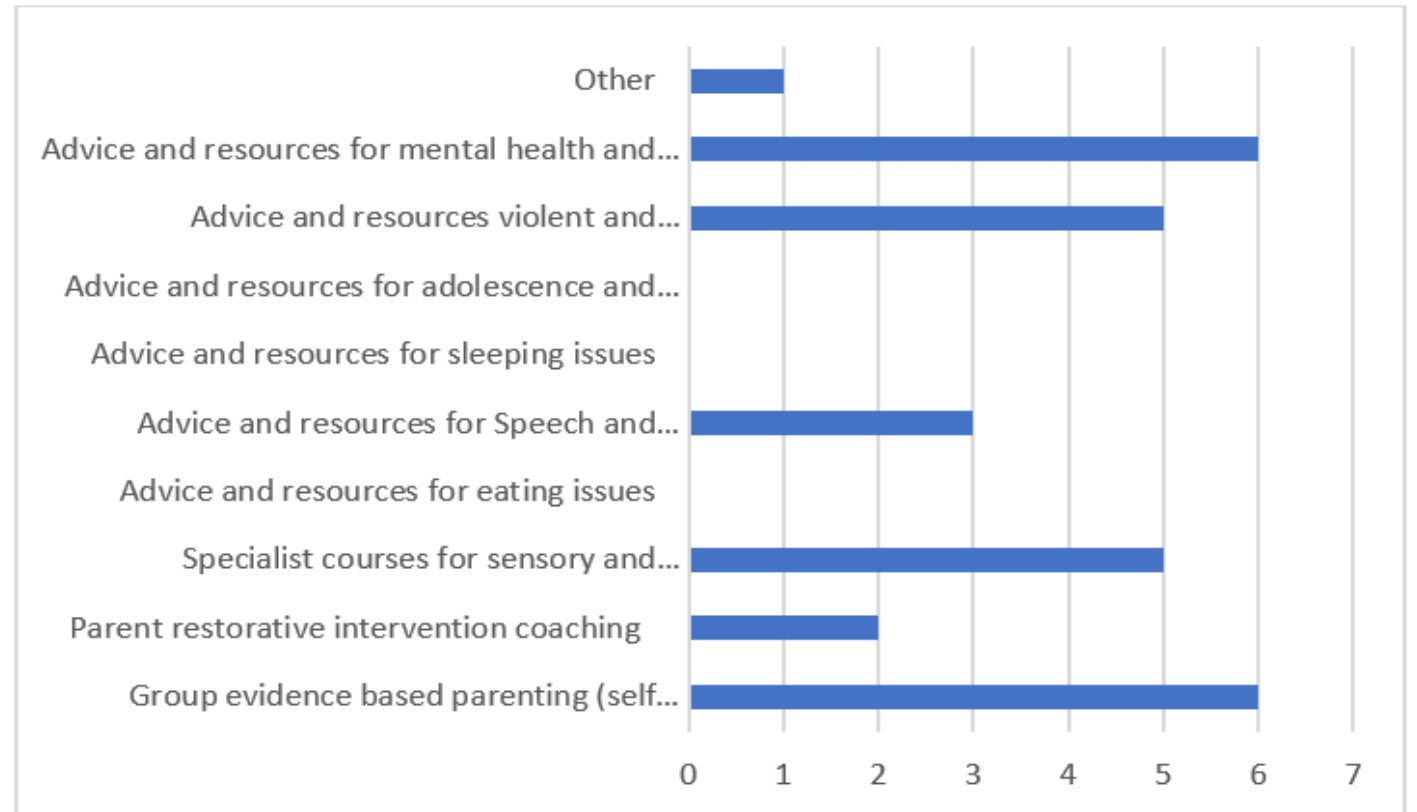
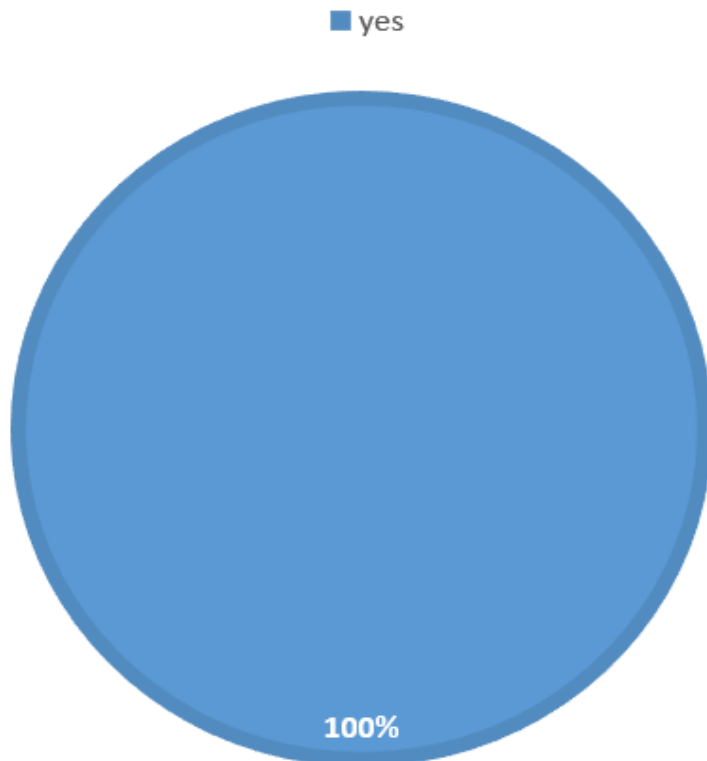
41



# Question 6 & 7

Do we need to invest in **increasing either existing or new specialist services**, to work with children, families, and schools to better support and educate all pupils alongside their peers (**services working directly with families**)?

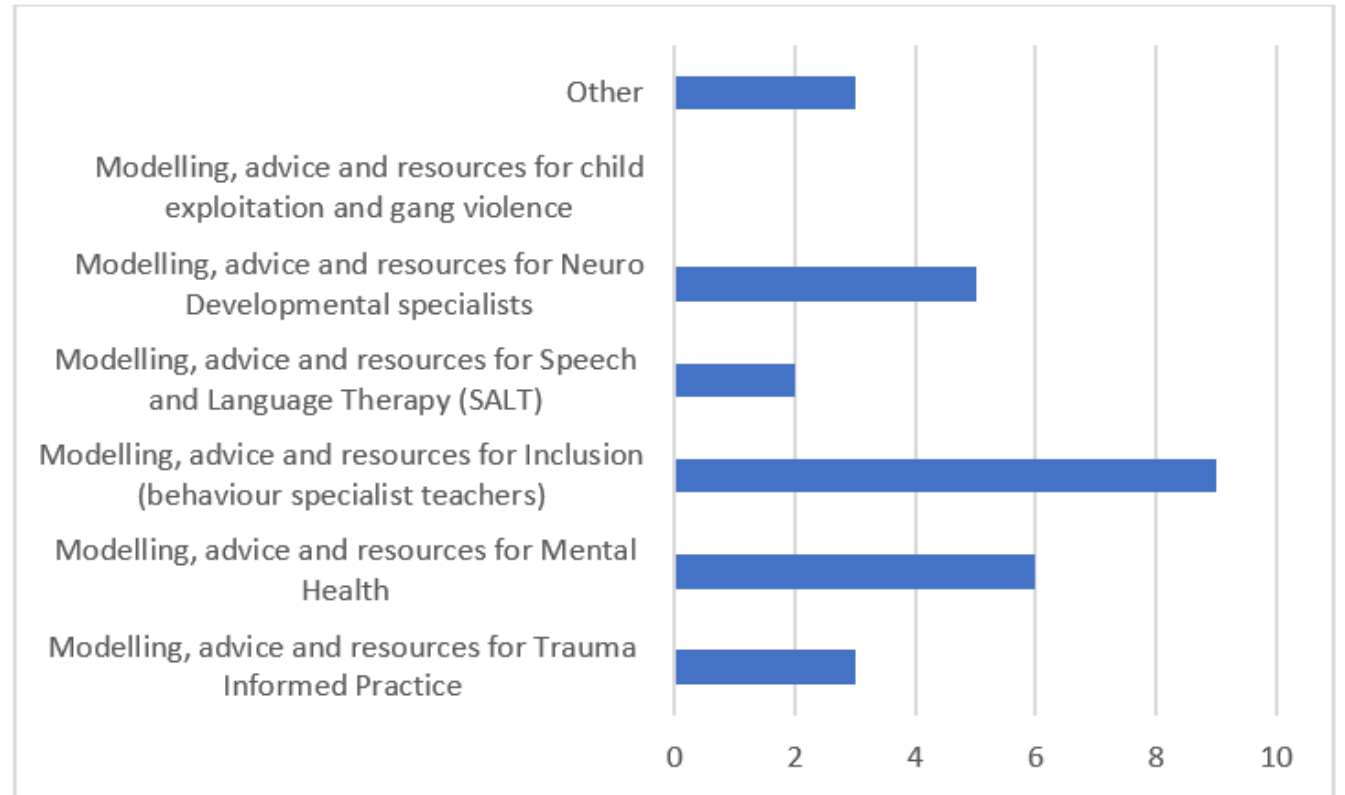
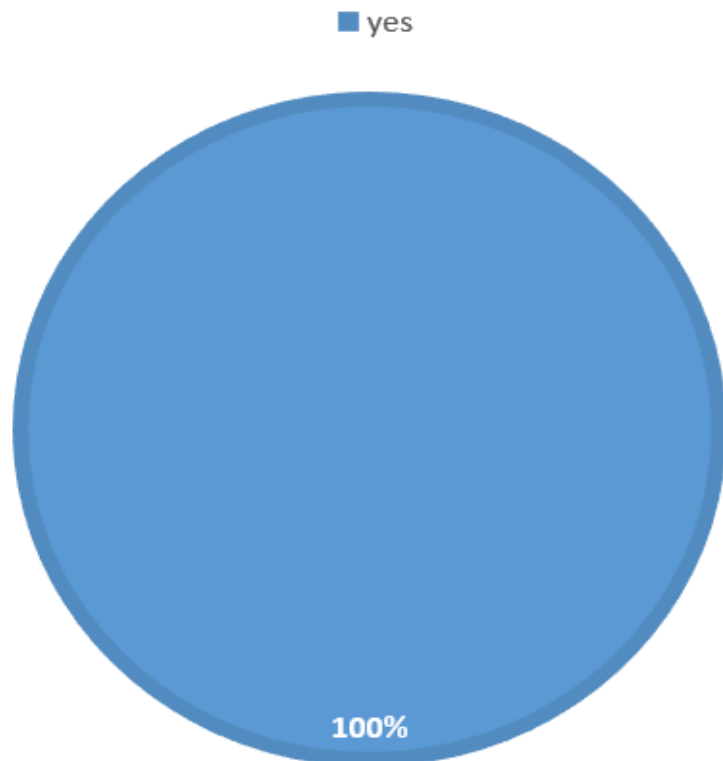
42



# Question 8 & 9

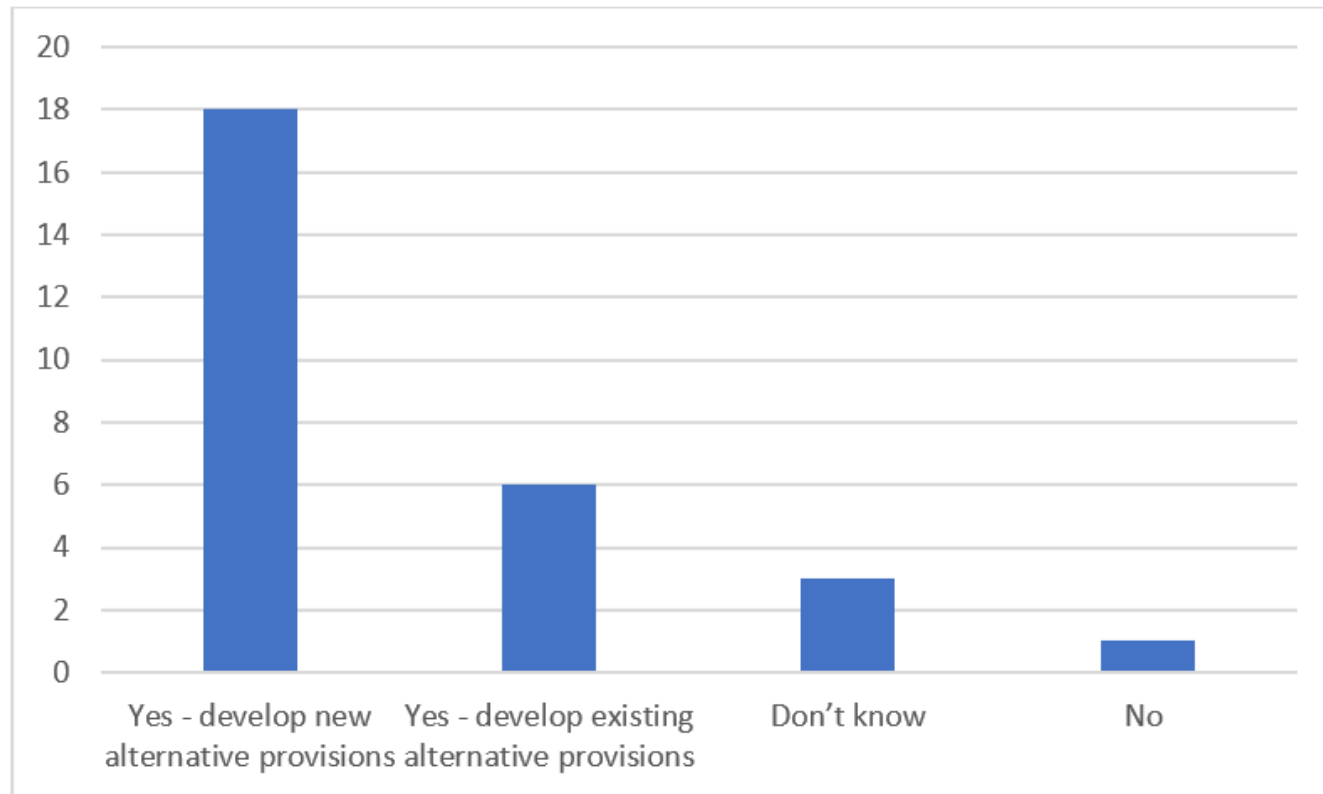
Do we need to invest in **increasing either existing or new specialist services**, to work with children, families, and schools to better support and educate all pupils alongside their peers (**services working directly with schools**)?

43



# Question 10

Do we need to **invest in increasing existing alternative provisions and/or create new alternative provisions** (such as new alternative resource bases or new Alternative Provision Free Schools)?

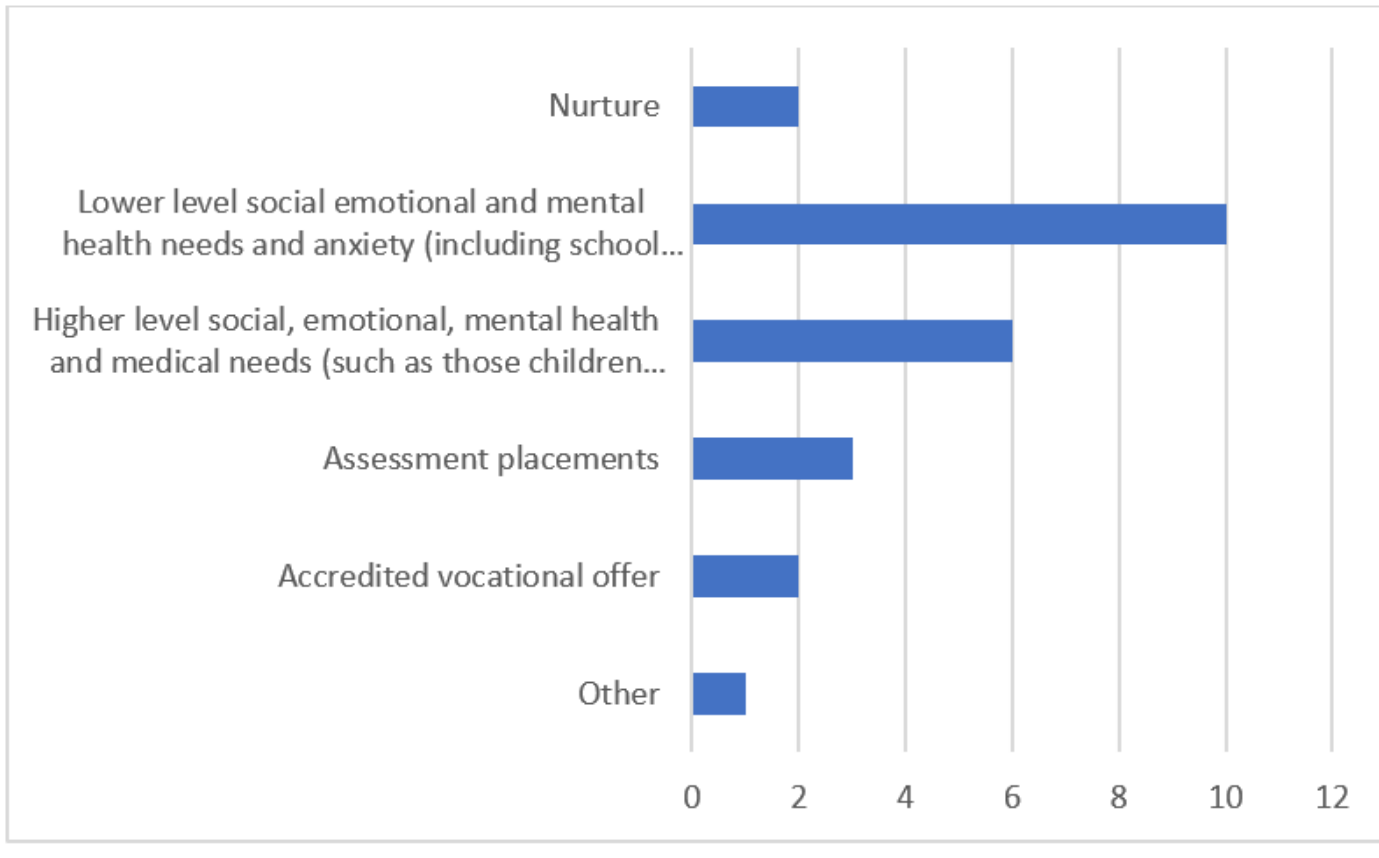


**18 = New**  
**6 = Existing**  
**3 = Don't know**  
**1 = No**

# Question 11

What should be the focus of the alternative provision?

*Note: only schools who selected 'Yes' answered this question (24 new and existing).*



**10 = SEMH & Anxiety**

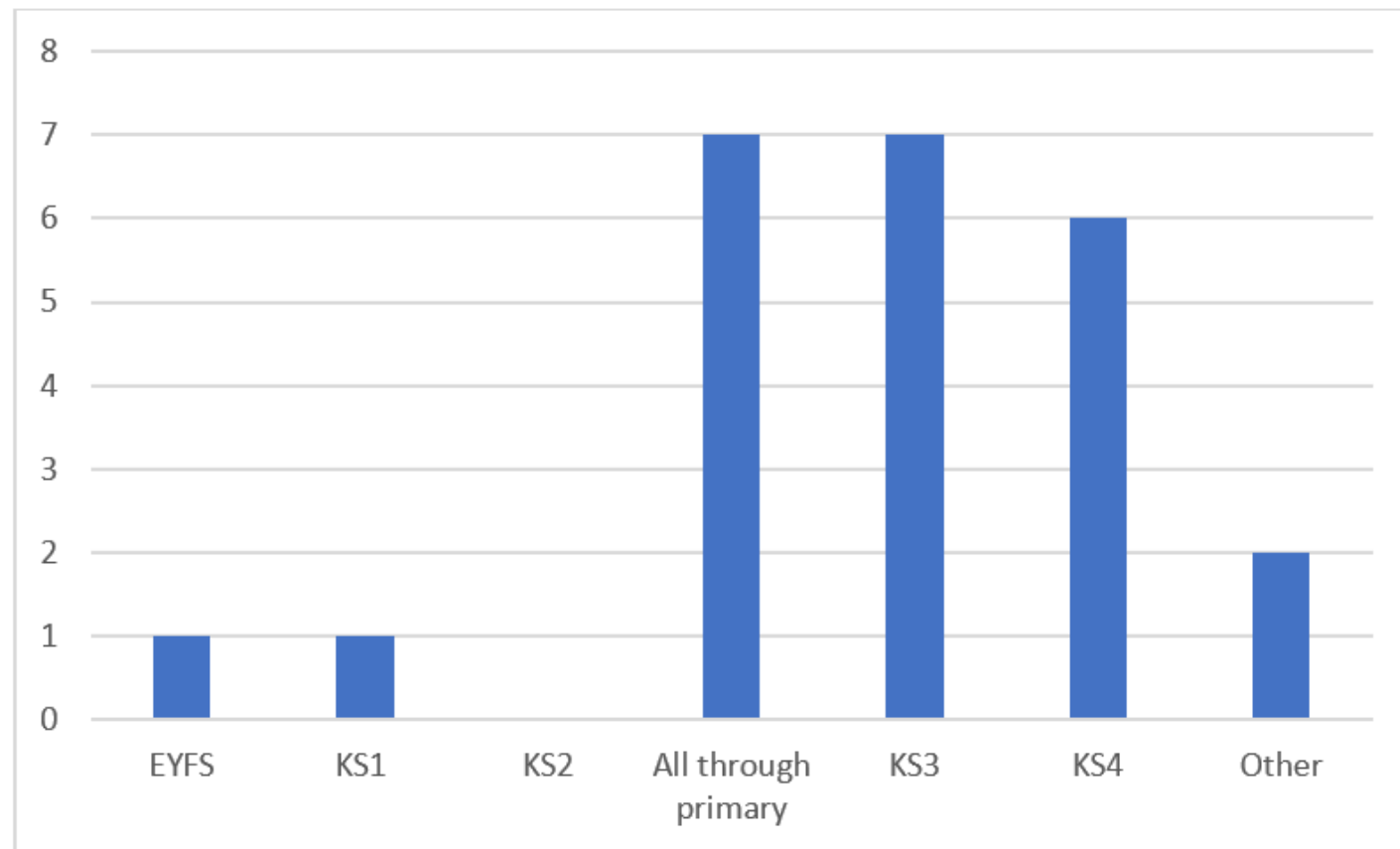
**6 = SEMH & Medical**

**3 = Assessment**

**2 = Nurture**

# Question 12

## Age range



**7 = All through Primary**

**7 = KS3**

**6 = KS4**

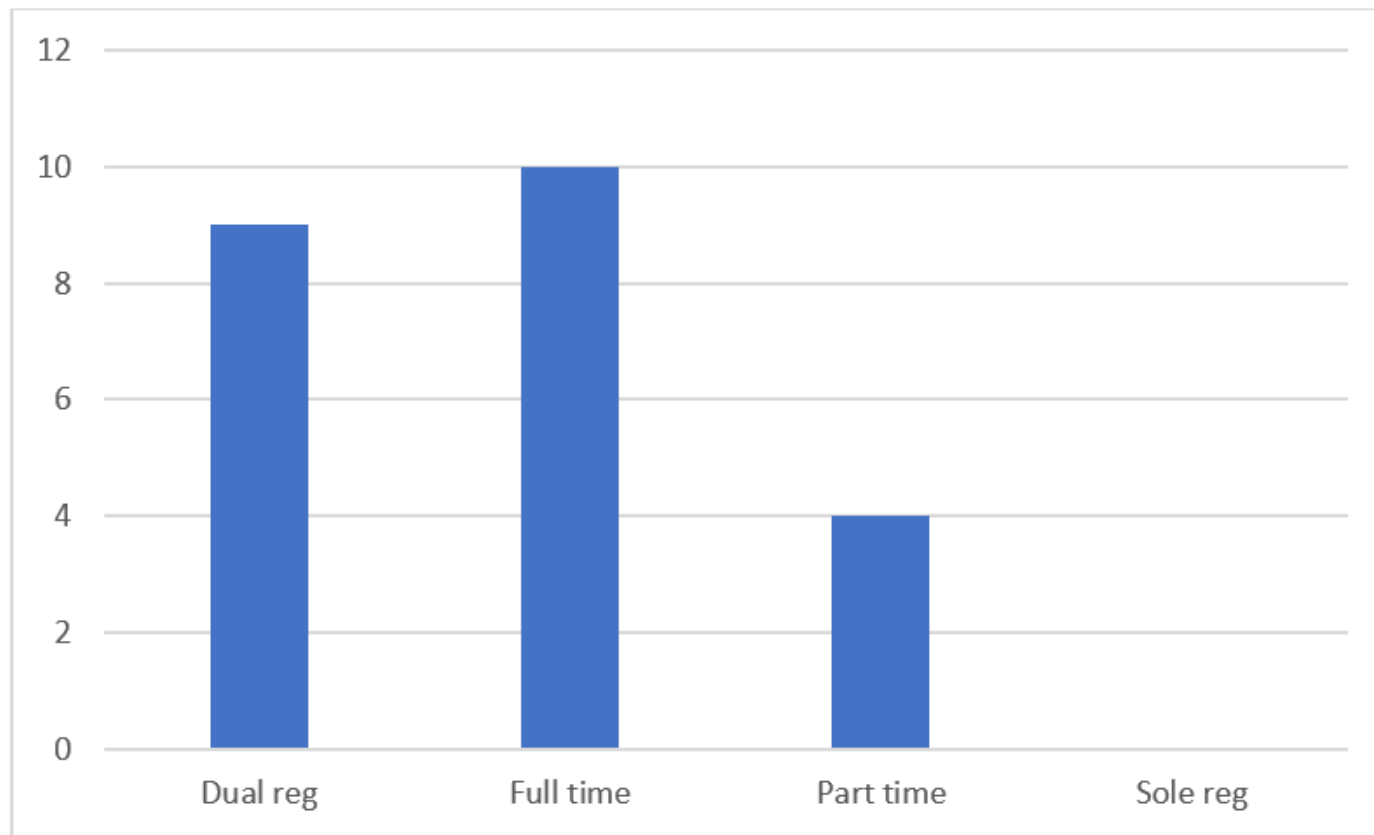
**1 = EYFS**

**1 = KS1**



# Question 13

## Type

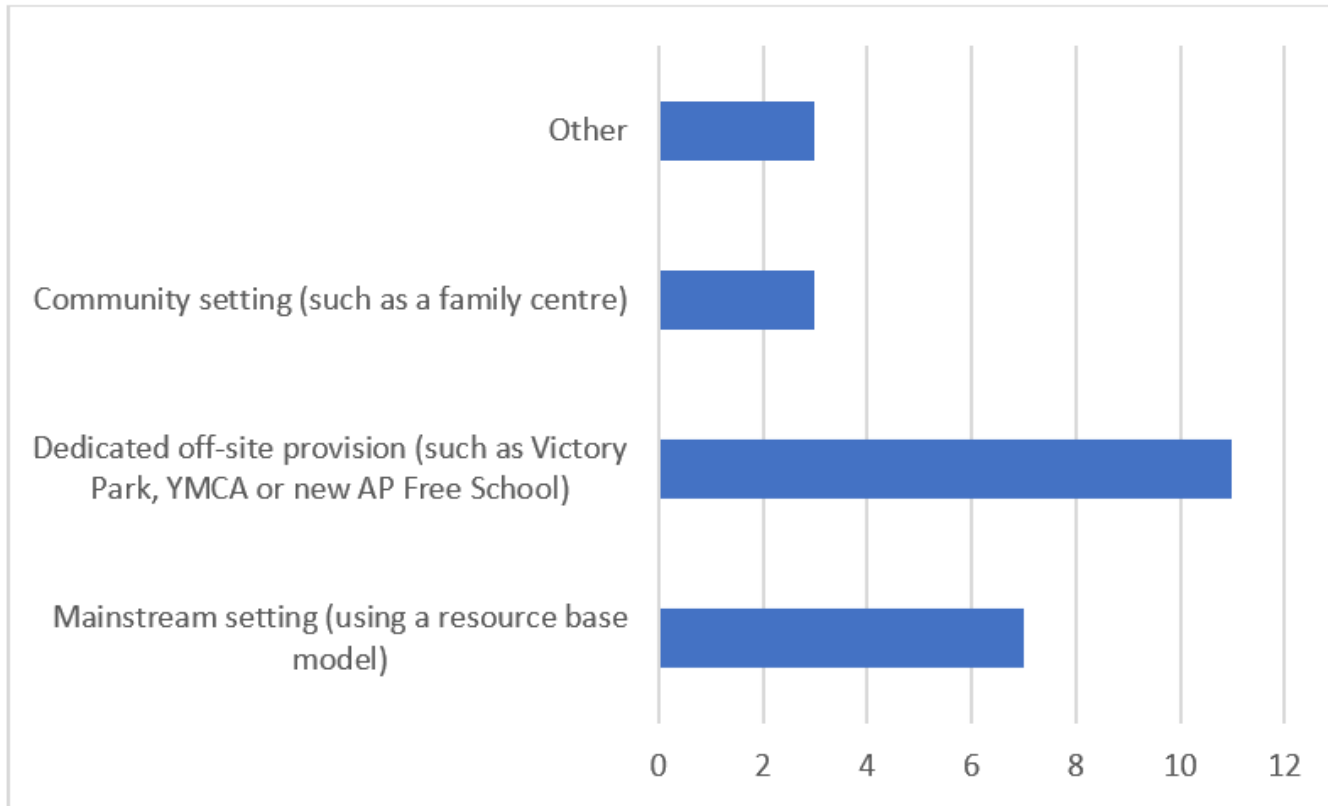


**10 = Full time**  
**9 = Dual registered**  
**4 = Part time**

47

# Question 14

## Where should provision be based?

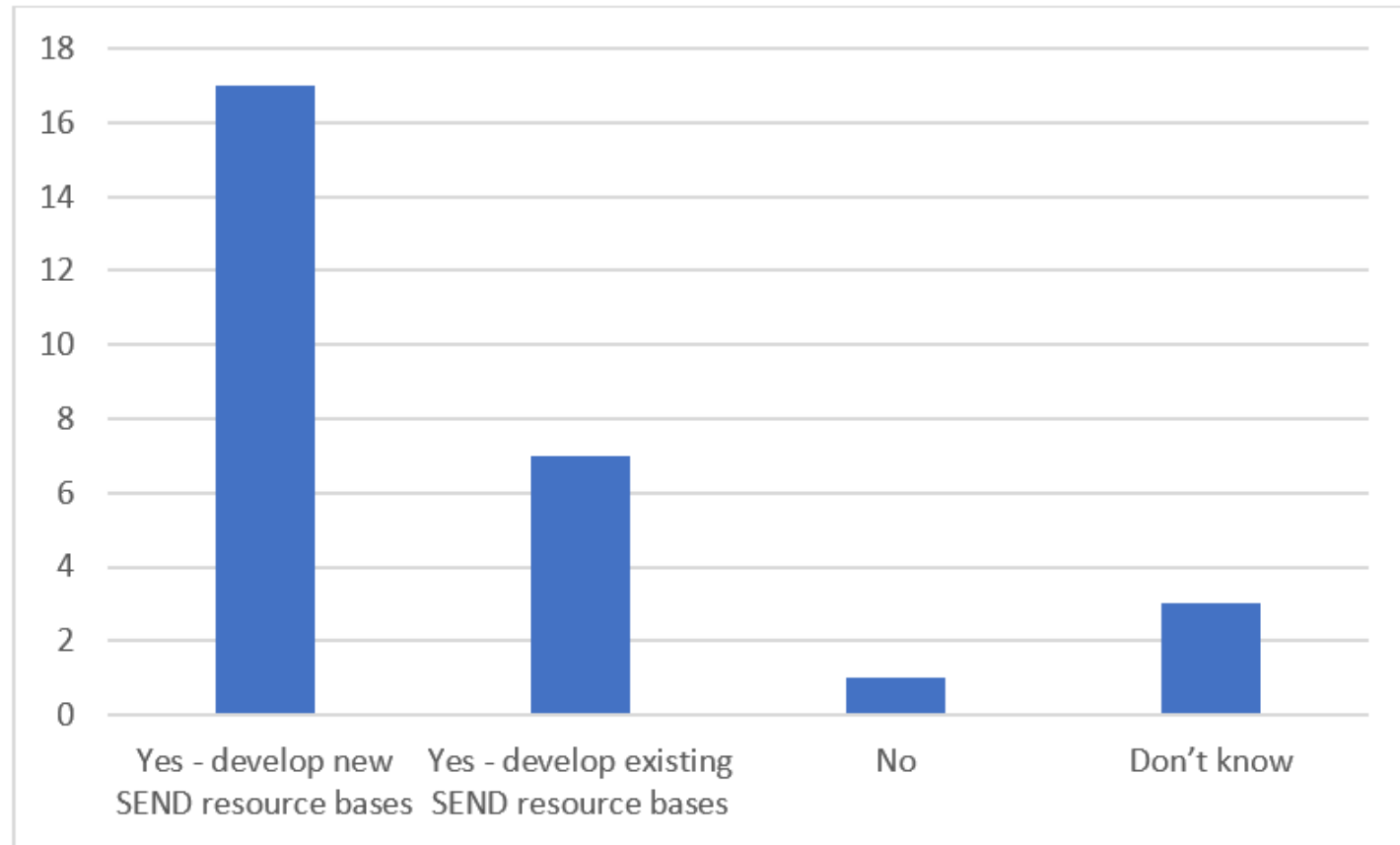


**11 = Dedicated off-site**  
**7 = Mainstream (resource base)**  
**3 = Community setting**

48

# Question 15

Do we need to invest in increasing either existing or new specialist SEND base provision?

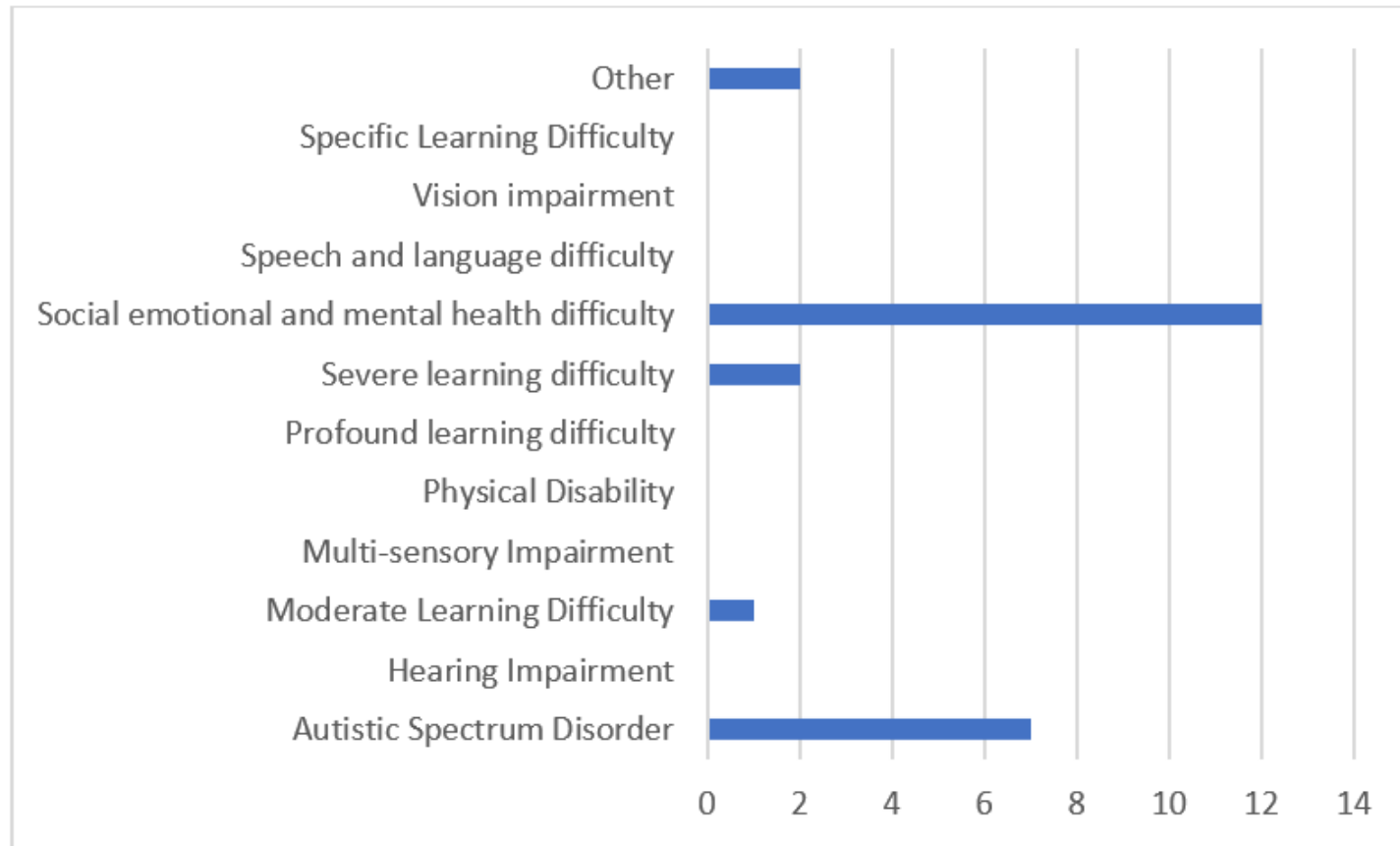


**17 = Develop new**  
**7 = Develop existing**  
**3 = Don't know**  
**1 = No**

# Question 16

Profile of Need. Note: only schools who selected 'Yes' answered this question (24).

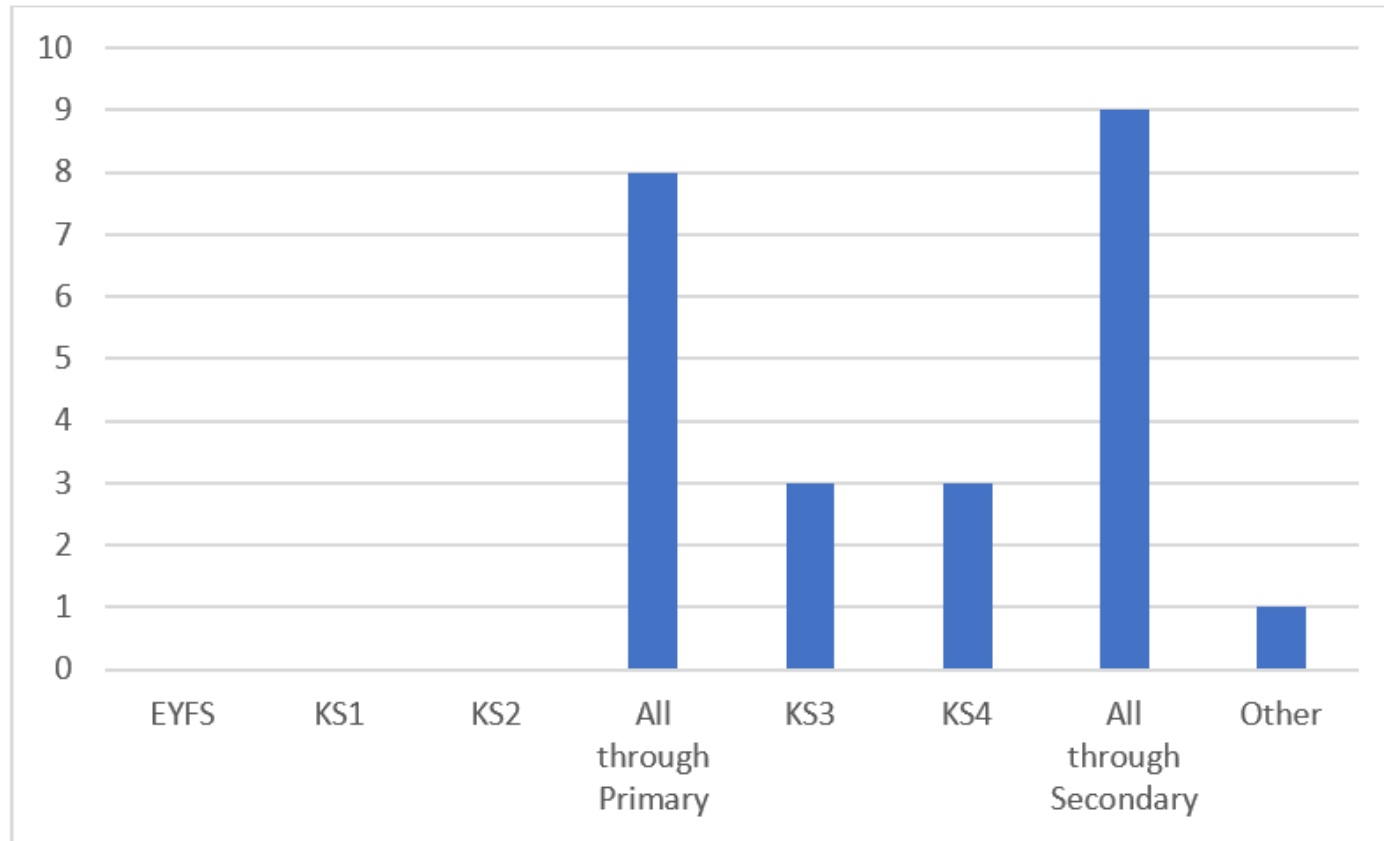
50



**12 = SEMH**  
**7 = ASD**  
**3 = SLD**

# Question 17

## Age range

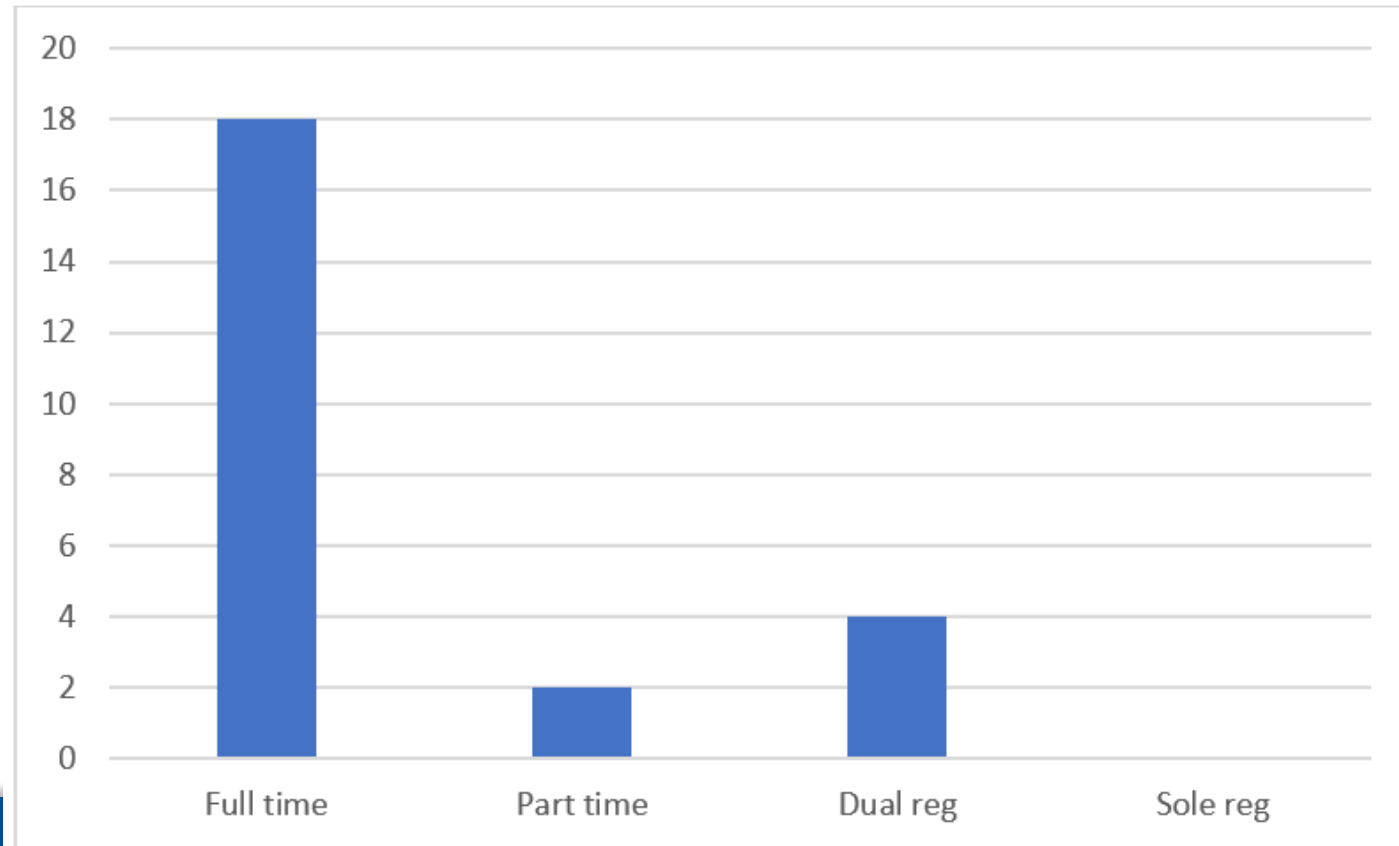


51

# Question 18

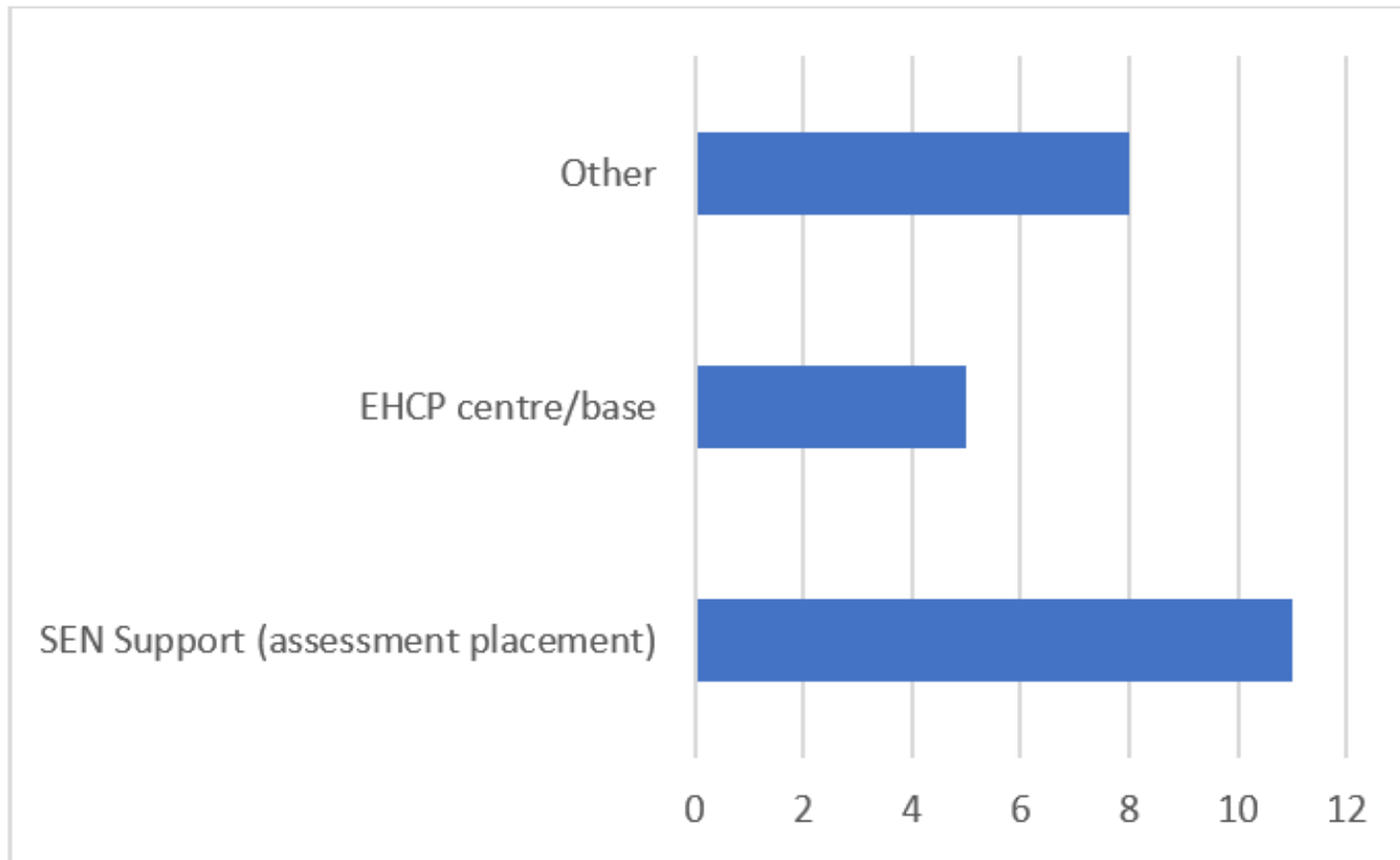
## Type

52



# Question 19

Should the specialist SEND provision be for children under SEN Support or those with an EHCP?

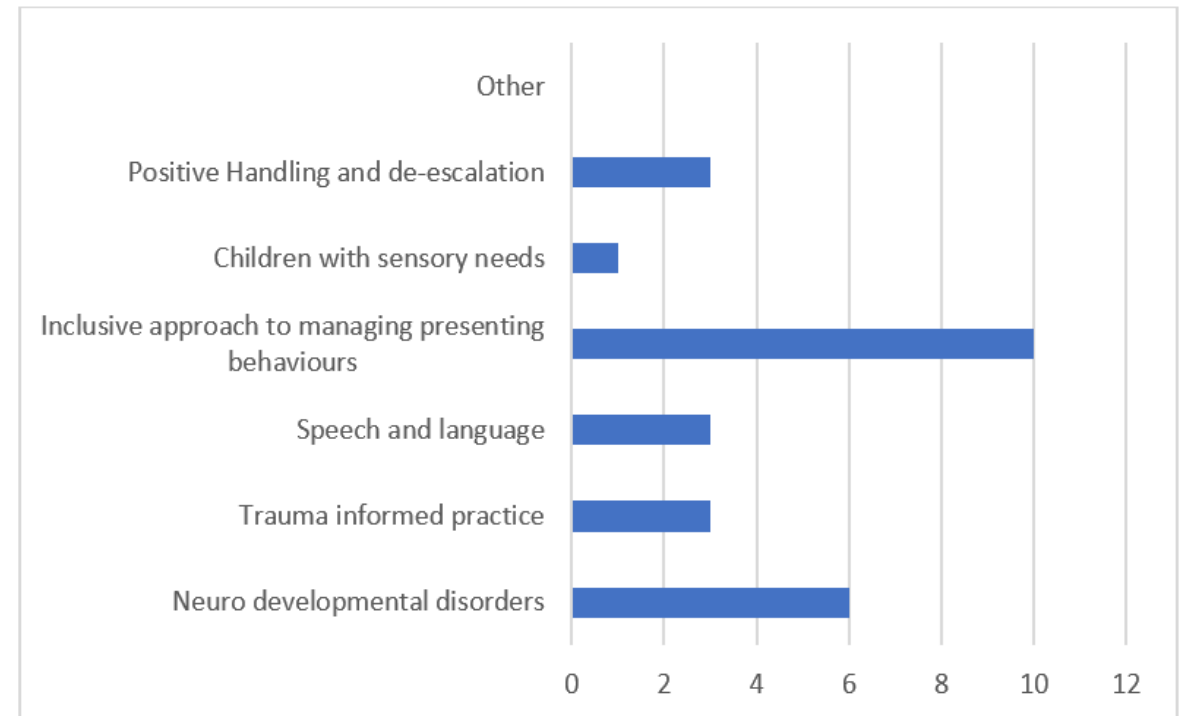
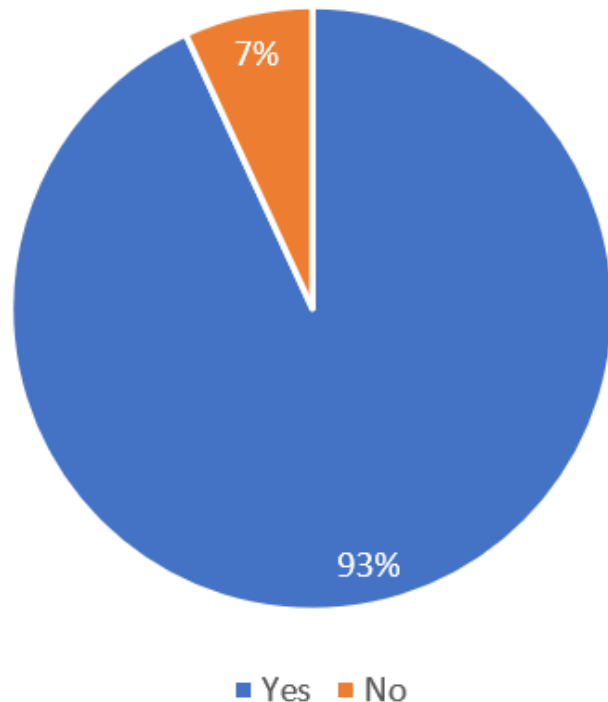


53

# Question 20 & 21

Do we need to invest in specialist training for schools, with a commissioned trainer to deliver on a 'train the trainer model' across Southend to existing LA staff and/or SENCO's, to enable wider training to all school staff?

*Note: 2 schools said 'No' therefore haven't contributed to this question.*





# Question 22

How would like training to be delivered?

Types of models	No
Face to face	13
Modelling	9
Train the trainer	5
Training Centre	5
Education Psychology Service	1

55

# Question 23

Are there any other **gaps** have you experienced that have not been covered in the questions above?

3 times or above	2 times or below
<ol style="list-style-type: none"><li>1. School led additional funding (bidding/application process) 'set up costs'</li><li>2. Less paperwork heavy process for applications and assessments</li><li>3. Low level mental health support due to poor attendance and high exclusions</li></ol>	<ol style="list-style-type: none"><li>1. SEND teacher training for ECTs</li><li>2. Provision map of AP available across the LA</li><li>3. Vocational courses</li><li>4. ASD High functioning base</li><li>5. ASD resource base – accessible to all schools,</li></ol>

56

# Results from Statutory Children's Services

**36.0% return rate from Social Care**

**32.0% return rates form Education**

**32.0% return rates from Health**

Similar themes to schools identified in results:

- Graduated response in Southend is fairly ineffective
- Pre EHCP assessments
- Counselling and therapeutic services
- Self regulation
- Strengthen capacity in Education Psychology and SEND Service
- Family system approach
- Modelling and parenting courses
- Develop existing and new AP provision
- Strengthening services and outreach

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# Governors Survey Results

**11 responses from Governors**

**9 Primary School**

**1 Secondary**

**1 Special**

Similar themes to schools identified in results:

- Graduated response in Southend is fairly ineffective
- Pre EHCP assessments
- Counselling and therapeutic services
- Self regulation
- SALT
- Modelling
- Develop existing and new AP provision
- Strengthening services and outreach

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SCHOOLS AND INCLUSION  
PARENT AND CARER  
SURVEY  
OCT 2022

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# INTRODUCTION



The Education Board has awarded £1 million for the 2022/23 financial year, to improve inclusion and the graduated response across all schools in Southend.

A working group called The Inclusion Advisory Group (which is made of members from schools, the local authority, health, social care, and parents and carers) are working together to gain a better understanding of families experience of schools in Southend and identify how best to utilise the funding.

The following survey was shared with parents and carers of children and young people with SEND (Special Educational Needs and/or Disabilities) to find out their views and experiences of inclusion and support in their child or young person's education setting.



# INTRODUCTION



The data shared within this presentation has been collected from 91 Southend families

We have provided verbatim comments and quotes directly from our families.

We have consent from respondents to share these comments.

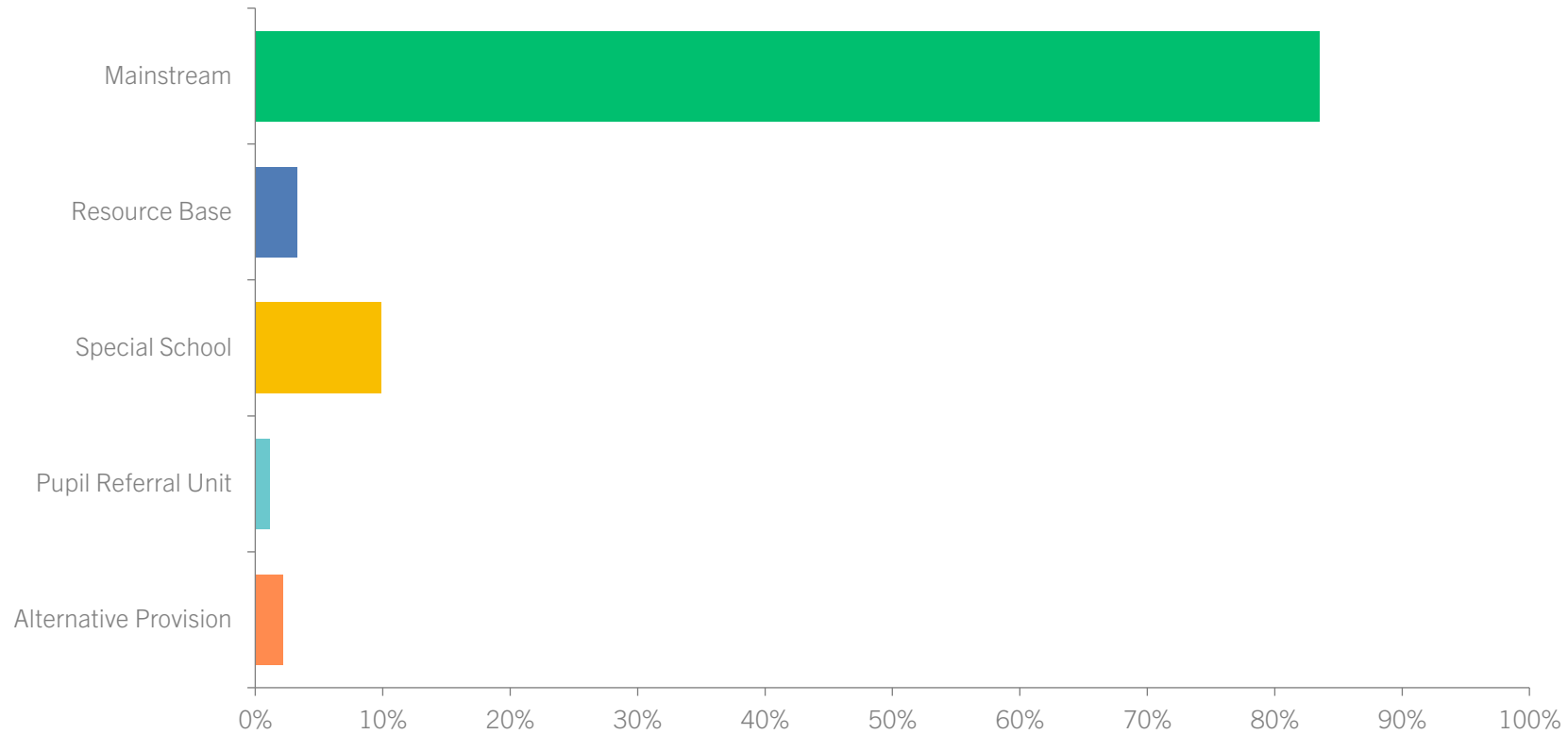


# Q1: WHAT TYPE OF SCHOOL IS YOUR CHILD ATTENDING?

The majority of parents and carers who responded to this survey had children who were attending a mainstream education setting.



# Q1: WHAT TYPE OF SCHOOL IS YOUR CHILD ATTENDING?

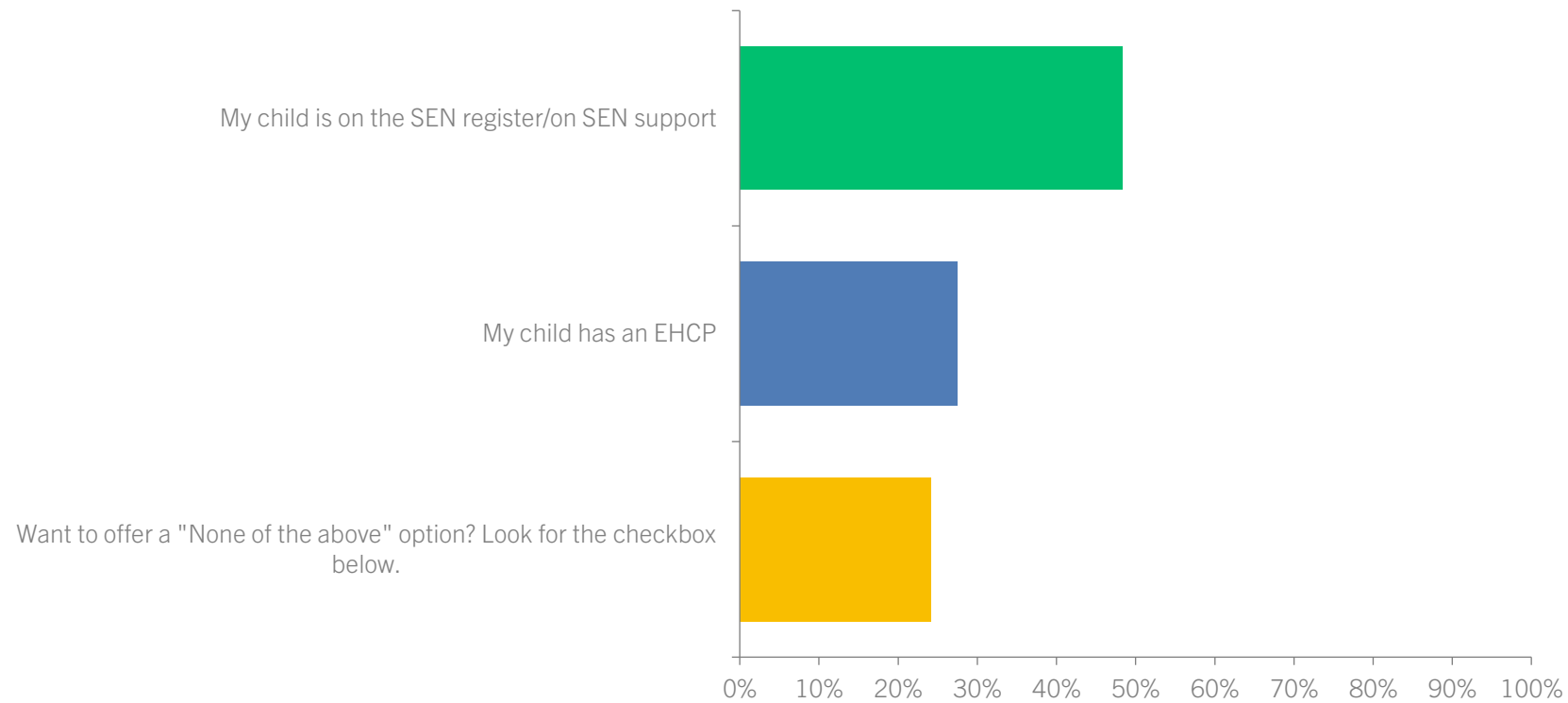


## Q2: WHAT LEVEL OF SUPPORT DOES YOUR CHILD RECEIVE?

Half of the respondents had children or young people who receiving SEND support or were on the SEND register.

We had a number of families respond they were unsure what level of support their child or young person was receiving.

## Q2: WHAT LEVEL OF SUPPORT DOES YOUR CHILD RECEIVE?



## Q3: DO YOU THINK THERE IS AN INCLUSIVE ETHOS WITHIN THE SCHOOL

Many families feel their educational setting makes steps to promote inclusion, however their experiences vary, even when based within the same setting.

Whilst families understand measures put in place are there to help their children and young people, the explanation and communication of this to the family can often be unclear.

## Q3: DO YOU THINK THERE IS AN INCLUSIVE ETHOS WITHIN THE SCHOOL

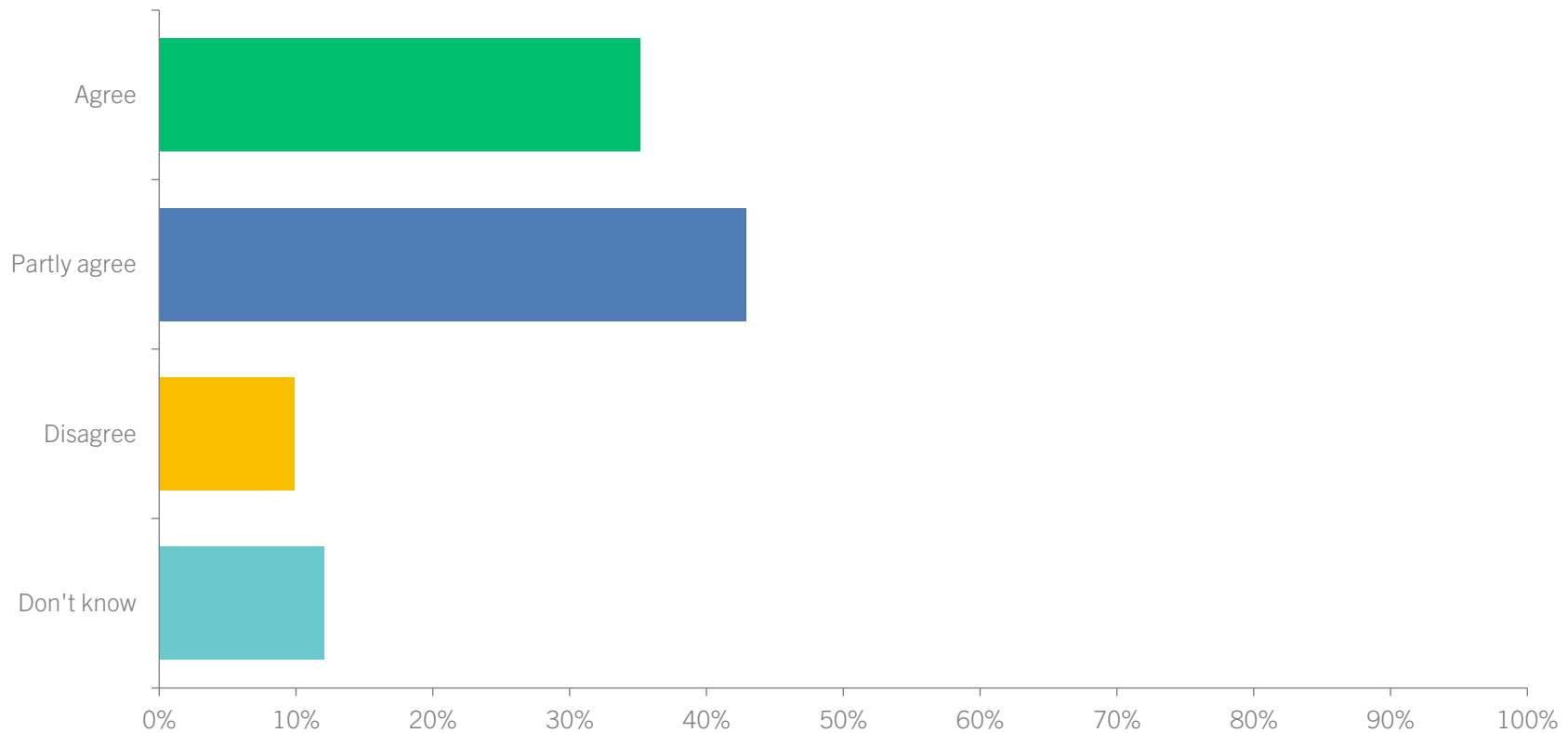
*It's in writing on their website although I don't think it's always put in practice*

*My child is autistic so 'inclusion' is having adjustments made so he can learn in the right environment for him is key.*

*On the whole, yes I believe the school has an inclusive ethos but we have encountered the odd individual teacher who is less supportive/understanding when their subject lesson is missed*

*When my son was In nursery there wasn't much inclusion and he would say all the teachers hated him. They didn't understand his needs and did little to make him feel included. Didn't agree he had a problem with noise or the fact he could have adhd they thought he would grow out of the unwanted behaviour. When he moved into reception (same school) He had a den to use but towards the end of the year he was expected to act like the rest of the class so only given 1 warning when having impusives and then given a red do jonif he didnt stop the impulse. He wasn't aloud ear defenders at lunch times incase he lost them. Year 1 seems alot better he is having sen support outside of the class room and gets to use sensory room*

# Q3: DO YOU THINK THERE IS AN INCLUSIVE ETHOS WITHIN THE SCHOOL

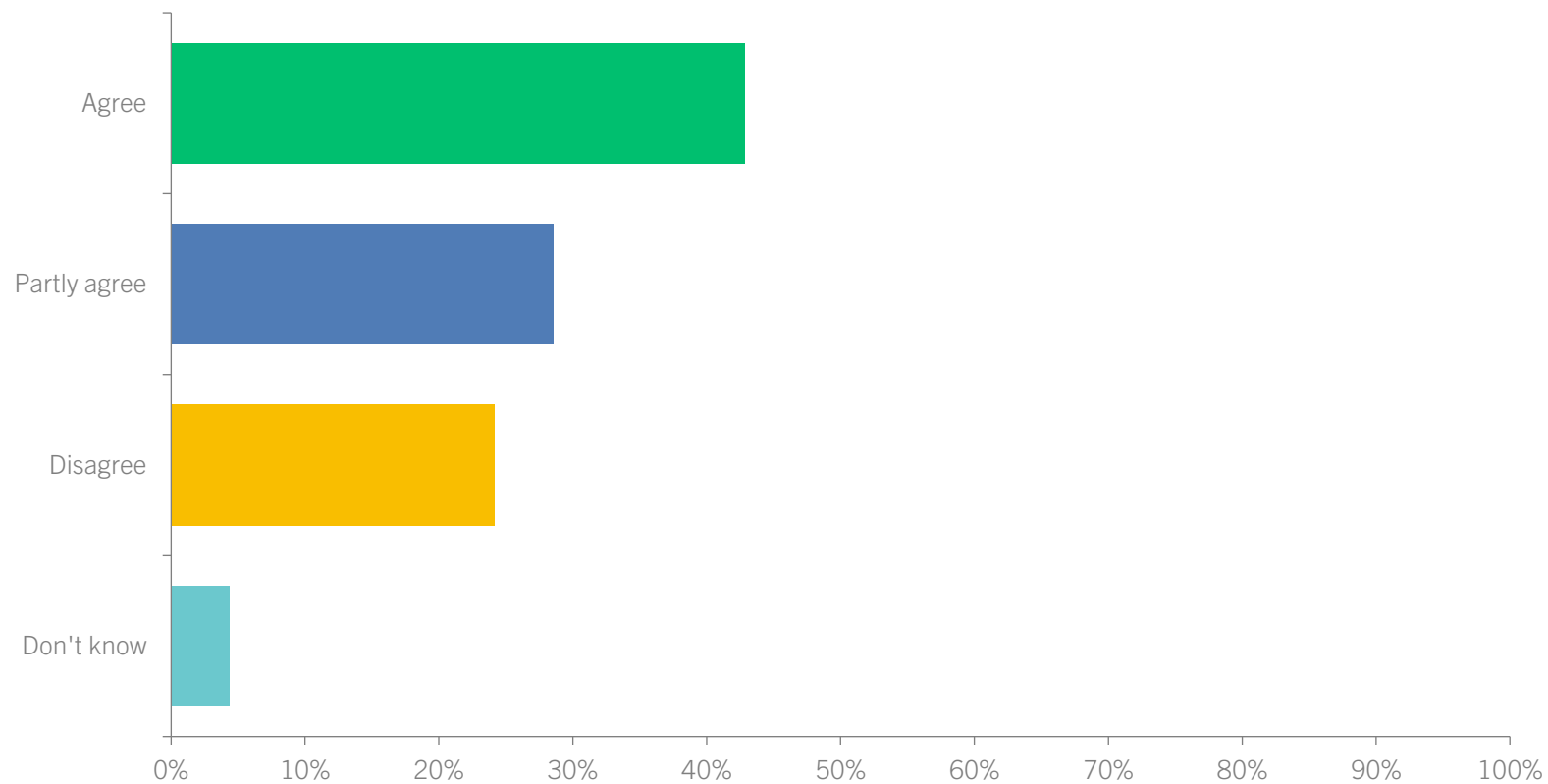


## Q4: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF YOUR CHILD'S NEEDS

Most families feel their child's teacher has a good understanding of their needs, however families fed back that it is more often the LSA who fulfils this role more than the teacher.

It is also vital that all teaching staff coming into contact with the child or young person fully understand the child's needs and not just the key worker.

# Q4: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF YOUR CHILD'S NEEDS





## Q4: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF YOUR CHILD'S NEEDS

*He has an LSA who is an absolute pro. She knows his diabetes better than his own diabetic nurses*

*Although I don't think they always have the time or resource to manage these needs throughout the school day*

*Sometimes the ISP is not reviewed by every teacher - and this is a challenge at secondary schools*

*No need to do more research into his condition and the way that he learns*

*Class size too large*

*I feel yes, but they are way out numbered, more teachers to cover 121 time could be beneficial to support the needs of many children*

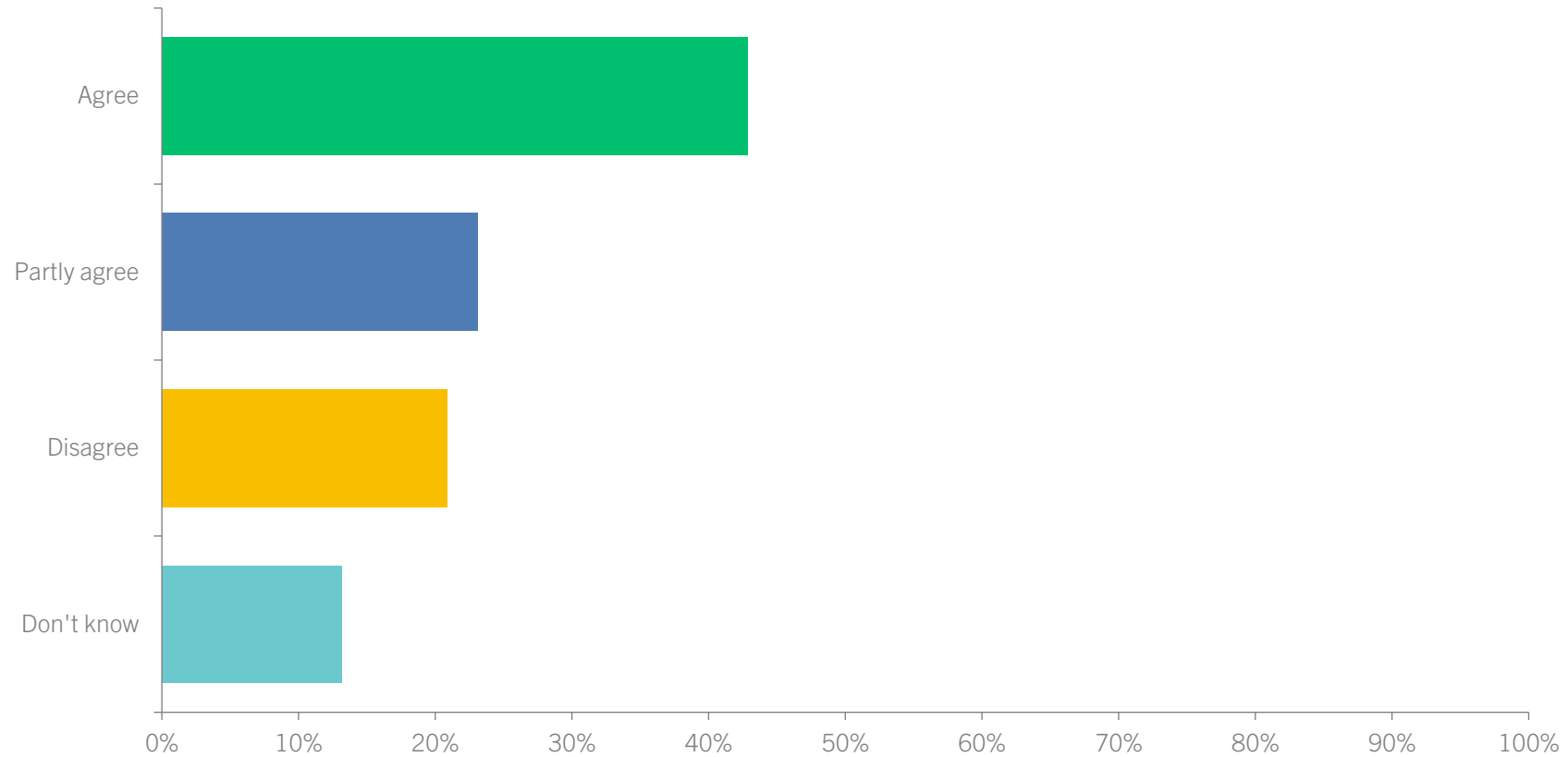
*More trauma training would really help*

## Q5: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF SEND

Most families felt their class teacher had a good understanding of SEND.

Families with children in secondary settings reported that their children work with a number of different teachers, and some are more knowledgeable regarding SEND than others. There needs to be a consistent and full understanding of SEND across a setting as a whole and not purely focused on the child's key point of contact.

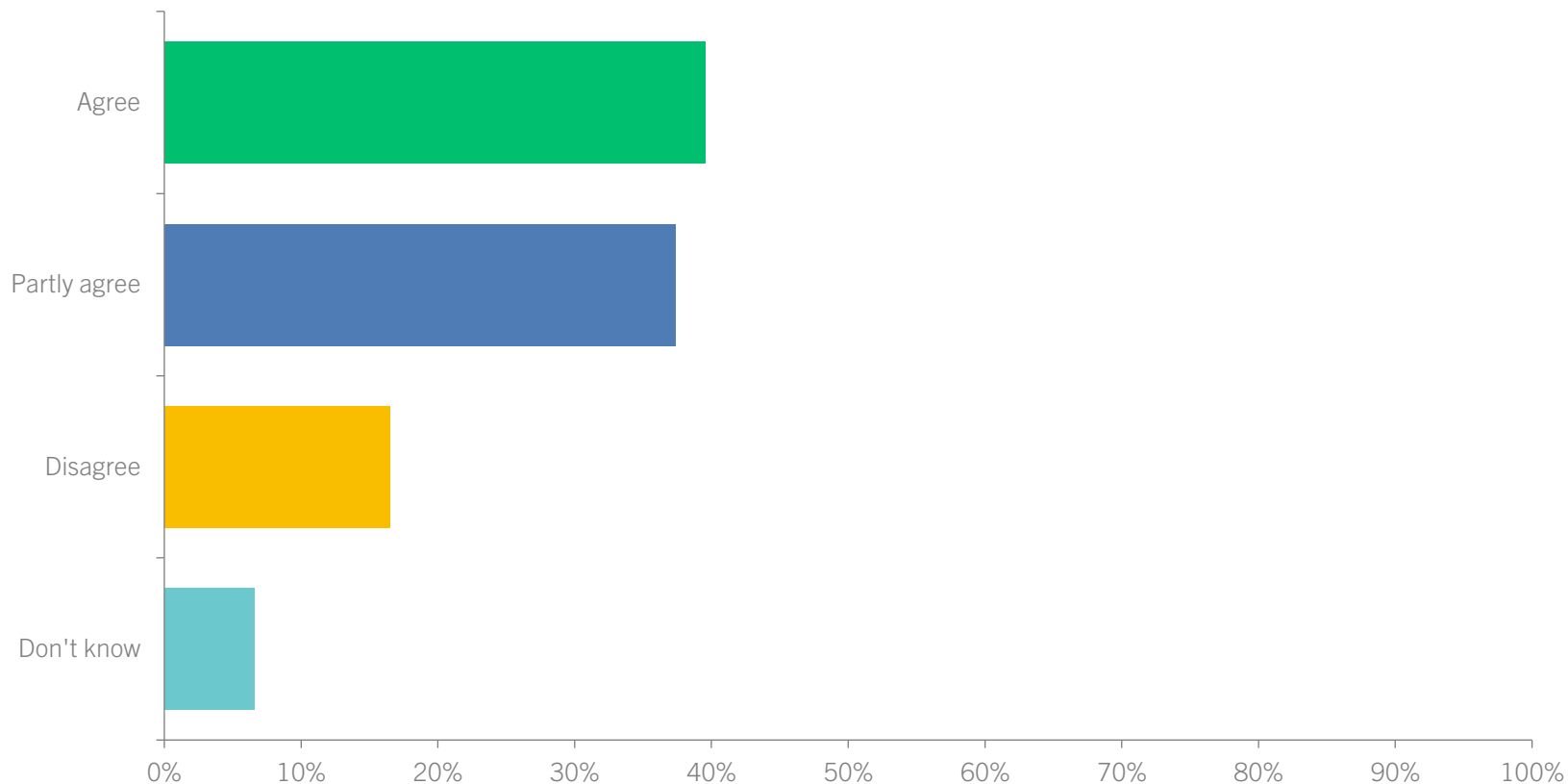
# Q5: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF SEND



## Q6: DO YOU THINK YOUR SCHOOL MAKES REASONABLE ADJUSTMENTS FOR YOUR CHILD

Families reported that some adjustments had been made for their child, however it was not always consistent.

## Q6: DO YOU THINK YOUR SCHOOL MAKES REASONABLE ADJUSTMENTS FOR YOUR CHILD



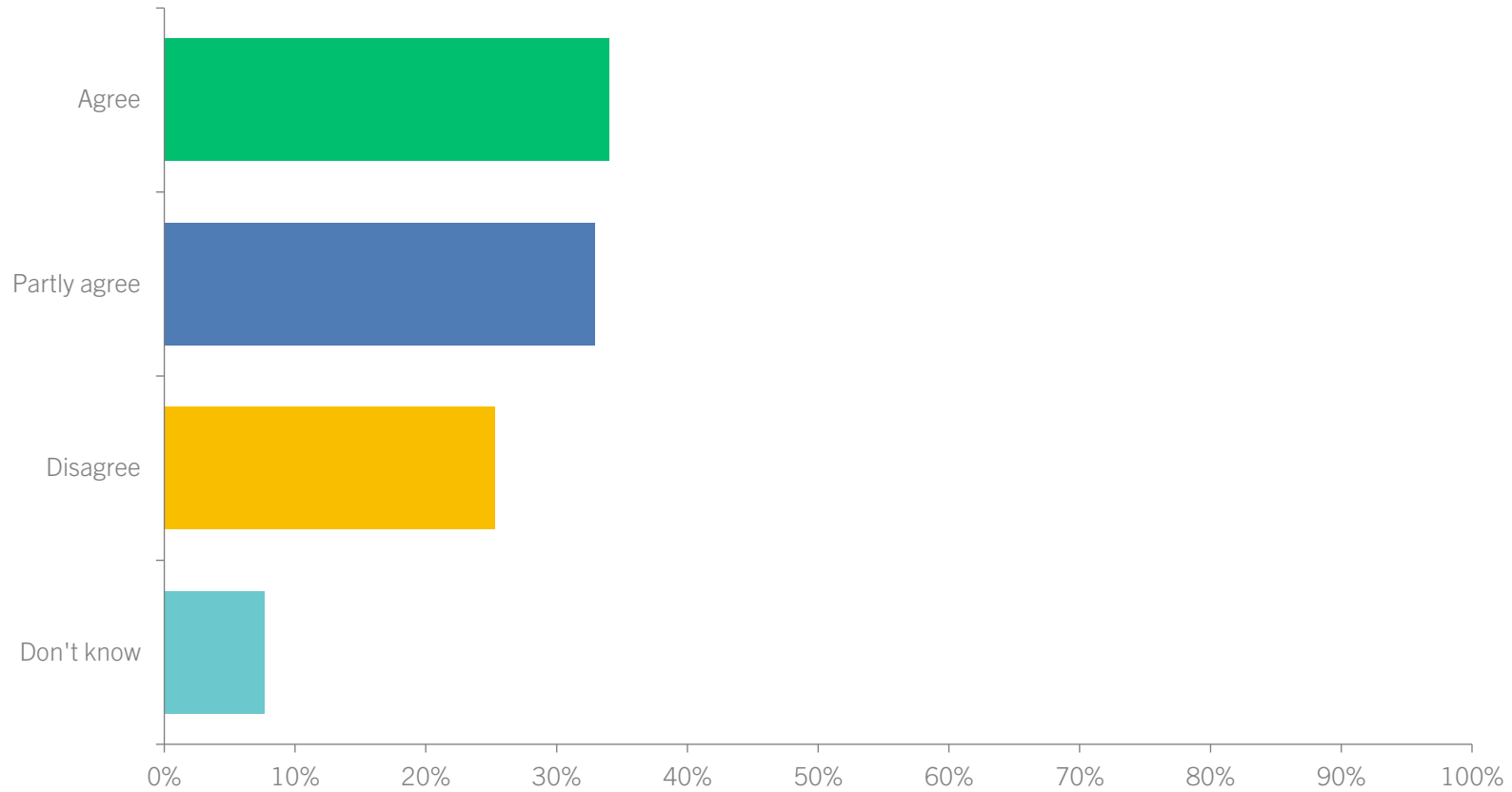
## Q7: ARE YOU INFORMED ABOUT INTERVENTIONS YOUR CHILD IS ACCESSING IN SCHOOL

Families fed back that they were not always kept up to date regarding the interventions implemented.

Communication was one of the key areas, families highlighted. There was an inconsistency in the information received.

Many reported the only time they were informed about interventions, was at their child's ISP or EHCP review

# Q7: ARE YOU INFORMED ABOUT INTERVENTIONS YOUR CHILD IS ACCESSING IN SCHOOL



**Q8: WHAT WORKS WELL IN YOUR SCHOOL TO HELP SUPPORT INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS THAT HAVE WORKED WELL.**

Families reported that some of the targeted interventions they receive are well tailored to their child's needs.

Communication is a key area. Where families fed back that their school communicates well with them as a family, they felt more included in the school community



Q8: WHAT WORKS WELL IN YOUR SCHOOL TO HELP SUPPORT INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS THAT HAVE WORKED WELL.

child s Allows Use One one support  
place reading Regular  
Lsa communication attend  
also year work **child** school  
parents time class support needs help son  
Meetings understand go teacher us plan  
individual mainstream



**Q8: WHAT WORKS WELL IN YOUR SCHOOL TO HELP SUPPORT INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS THAT HAVE WORKED WELL.**

*Proactively provided all teachers with a document listing my child's specific needs. Allows my child to leave class and get quiet time if becomes overly anxious. Asks for my child's opinion on how the school can improve things for future neuro divergent pupils.*

*As my child is in year 13 most support is discussed directly to him. I would like to be notified when such conversations take place as he forgets to fill us in when he gets home. I would also like to receive information about the access arrangements that are in place for him as we have had no correspondence regarding this.*

*Sensory breaks (& toys) provided by inclusion team, Visual timetable in class & Listening to / acting on parents feedback*

*ARB and being taught in a separate environment from main classroom Having Consistent and high level of teacher support Being able to access the same activities as mainstream classes eg PE but in a smaller and supportive environment Having an individual timetable that's helps each child with their own needs and goals*

*My sons school is st Christopher's and they only have one out reach teacher I feel we as a city need to build up a team of out reach teachers to go into mainstream and also offer part time placements for children studying at home or allow mainstream some access into a special school environment this could also work the other way and it would be easy for st Christopher's and Blenheim to team up*

*Having a really honest conversation, where we felt they listened to us and understood us. To acknowledge there is an issue.*

**Q9: DO YOU HAVE ANY SUGGESTIONS AS TO HOW YOUR SCHOOL COULD IMPROVE INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS YOU FEEL COULD WORK BETTER.**

Communication is one of the key areas' families fed back where there could be improvements.

Families need to feel listened to and that their concerns are acknowledged and valued

There is clear feedback that families feel training needs to be improved for all staff within the education setting

Q9: DO YOU HAVE ANY SUGGESTIONS AS TO HOW YOUR SCHOOL COULD IMPROVE INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS YOU FEEL COULD WORK BETTER.

communication parents Better communication senco  
Recognising understand plan training make meeting  
SEN children teachers staff  
SEN support **school** **child** including  
home child s come  
followed class **parents** help **needs** better feel  
review listen None kids one learning send work  
agreed difficulties masking day communication  
training staff



**Q9: DO YOU HAVE ANY SUGGESTIONS AS TO HOW YOUR SCHOOL COULD IMPROVE INCLUSION AND YOUR CHILD'S SEND PROVISION? PLEASE LIST THREE THINGS YOU FEEL COULD WORK BETTER.**

*Maintain regular communication with pupil and parents as to what the school have been doing with regards to supporting my child. I have confidence that they ARE supporting her needs I just get very little feedback.*

*Less ridged class structure*

*More contact and communication with parents even when the children are older and appear to be able to deal with their disability themselves.*

*• Someway of improving self confidence. • better contact with parents/ careers. • having a teacher assistant in every classroom.*

*Better training for all staff on approaches to use*

*Every teacher to review ISP prior to start of teaching of my child Recognising the social impacts of SEN and how this may affect a child's willingness to ask for provision A SENCO hotline!*

*1) listen to the parents 2) more training to allow teachers to understand the child's difficulties 3) a better safe space for children when they require it*

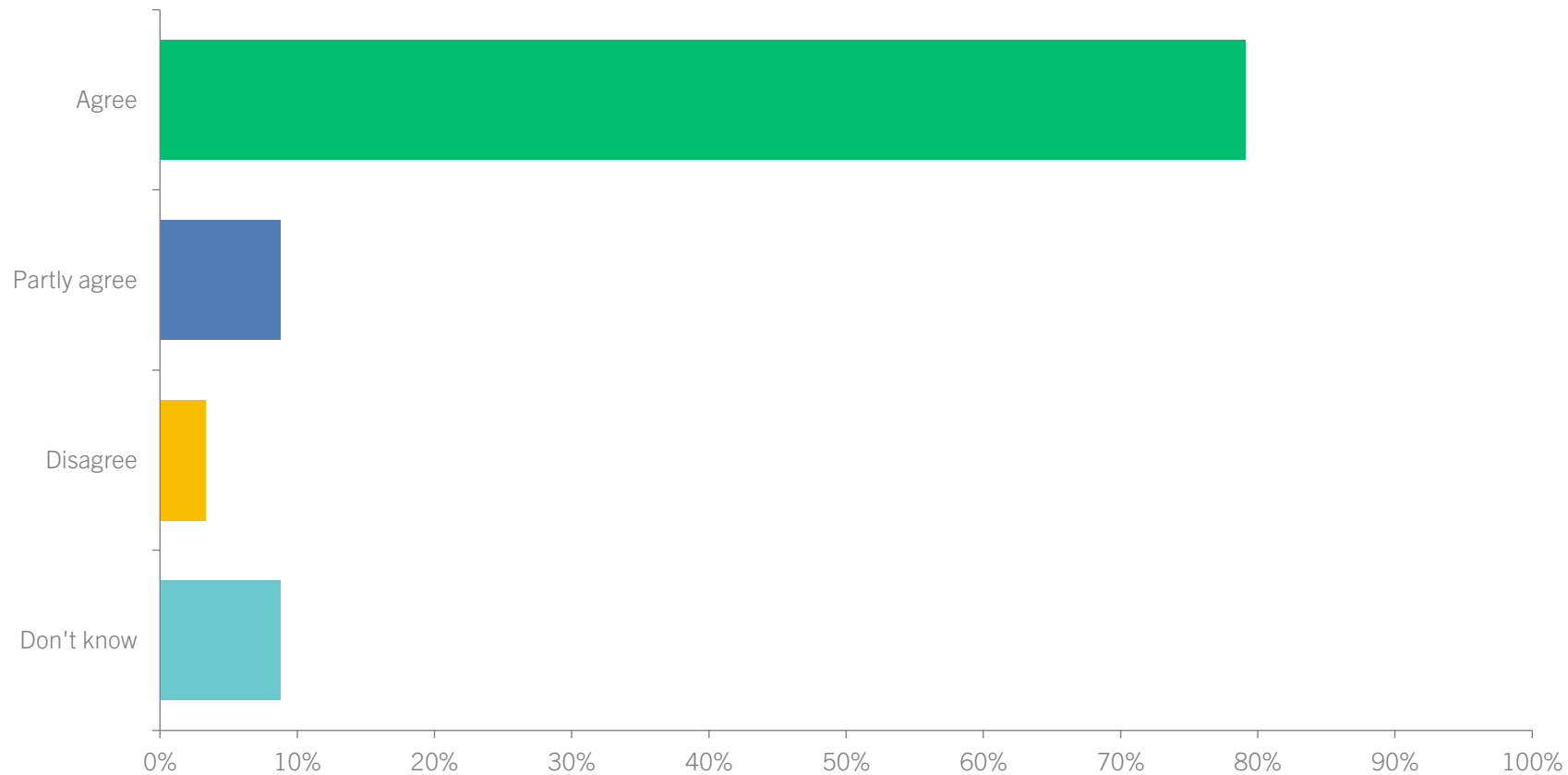
*Identify the kids who might need support early and work together with the parents to form a plan*

*- to help a child understand they will not be in trouble for acting different - to not make the parent feel their child is lying when expressing their feelings  
- to make outside teachers aware of any issues with a child, so they are not singled out for different actions*

Q10: SOME SCHOOLS IN SOUTHEND HAVE ARBS (AUTISM RESOURCE BASES) WITHIN THE SCHOOL. DO YOU THINK ARBS SHOULD BE FUNDED TO OFFER WIDER SCHOOL-TO-SCHOOL SUPPORT AND TRAINING TO OTHER MAINSTREAM SCHOOLS?

Overwhelmingly families agree that ARBs should be funded to offer wider school to school support and training to other mainstream settings

Q10: SOME SCHOOLS IN SOUTHEND HAVE ARBS (AUTISM RESOURCE BASES) WITHIN THE SCHOOL. DO YOU THINK ARBS SHOULD BE FUNDED TO OFFER WIDER SCHOOL-TO-SCHOOL SUPPORT AND TRAINING TO OTHER MAINSTREAM SCHOOLS?



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*Education of all teachers to understand how ASD children think is vital, as that understanding and subsequently making sometimes just very small adaptations can make a huge difference in the well being of the pupil.*

*All schools should have some kind of hub to cater for SEND and training given to schools without this to understand the needs*

*Funding is key. In an ideal world there should be more SEN schools but if that's not possible ARBs are a great resource.*

*I think they would be good if you could access one, without diagnosis or ehcp my son couldn't access and ended up having to go to sen school, also not autism specific a nurture base would be far better to support more children,*

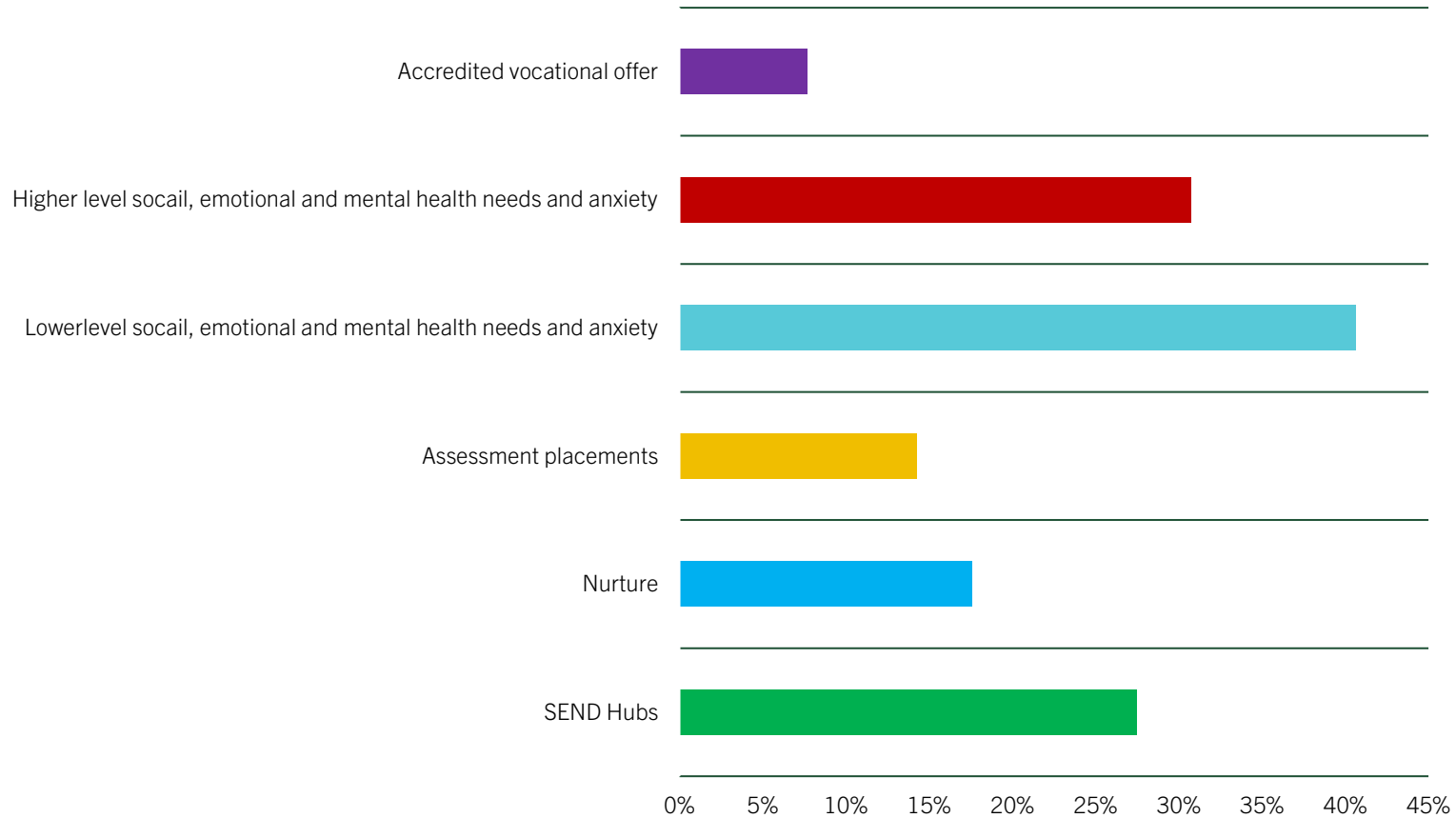


Q11: WHICH OF THE FOLLOWING AREAS DO YOU THINK SOUTHEND COUNCIL SHOULD PUT FUNDING TOWARDS. PLEASE CHOOSE THREE OF THE FOLLOWING SUGGESTIONS

The three key areas families feel that funding should be put towards are:

- Low level SEMH
- High level SEMH
- SEND Hubs

**Q11: WHICH OF THE FOLLOWING AREAS DO YOU THINK SOUTHEND COUNCIL SHOULD PUT FUNDING TOWARDS. PLEASE CHOOSE THREE OF THE FOLLOWING SUGGESTIONS**

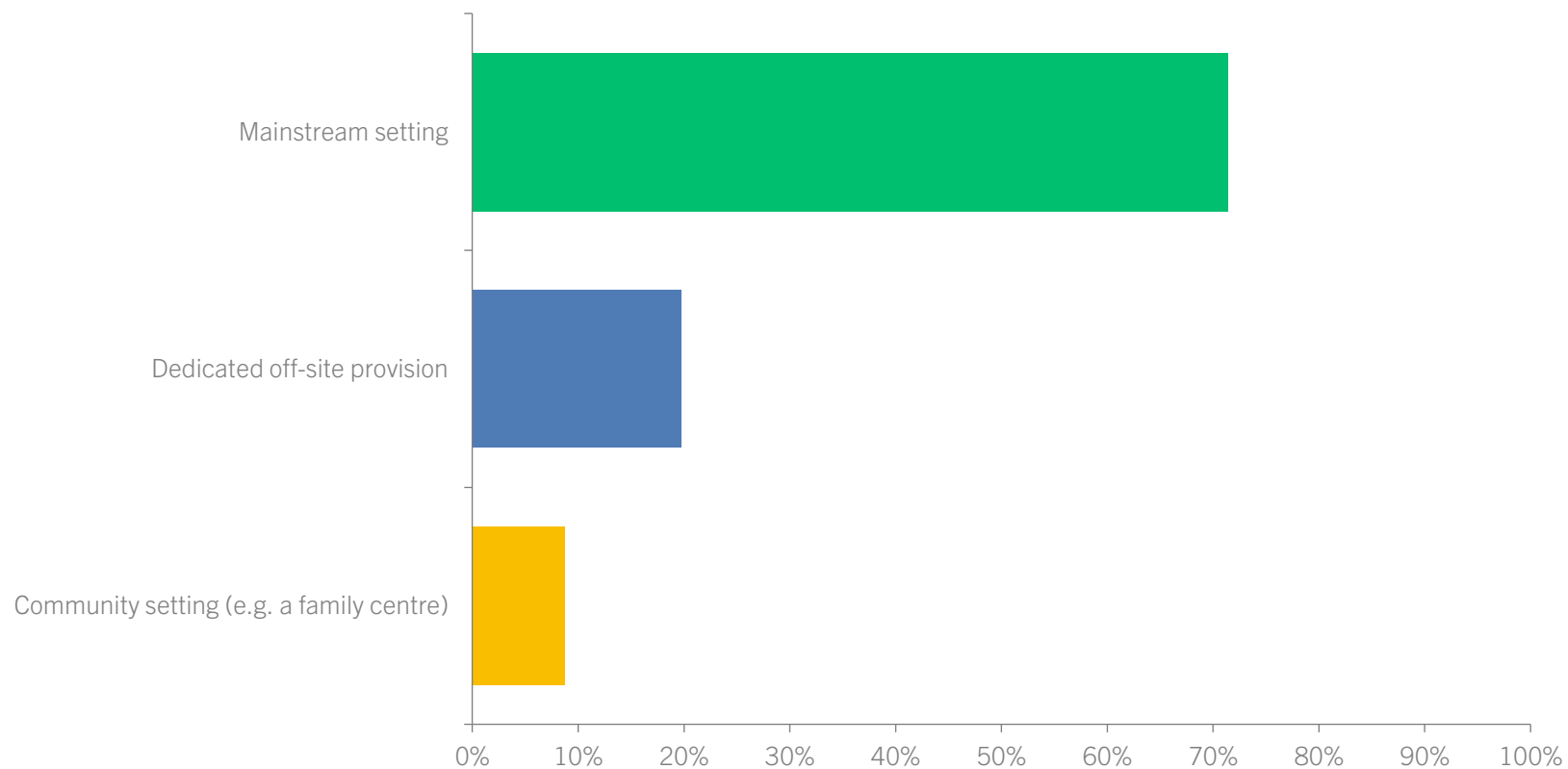


## Q12: FOLLOWING ON FROM ON QUESTION 11, WHERE SHOULD THE ABOVE PROVISION BE BASED

Over 70% of families believe that any additional services should be based within a mainstream setting.

*“It shouldn't be standalone. This should be happening in the classrooms by teachers!! Why keep wanting to take kids away from their friends? They can't be isolated in adulthood. Its creating a split society.”*

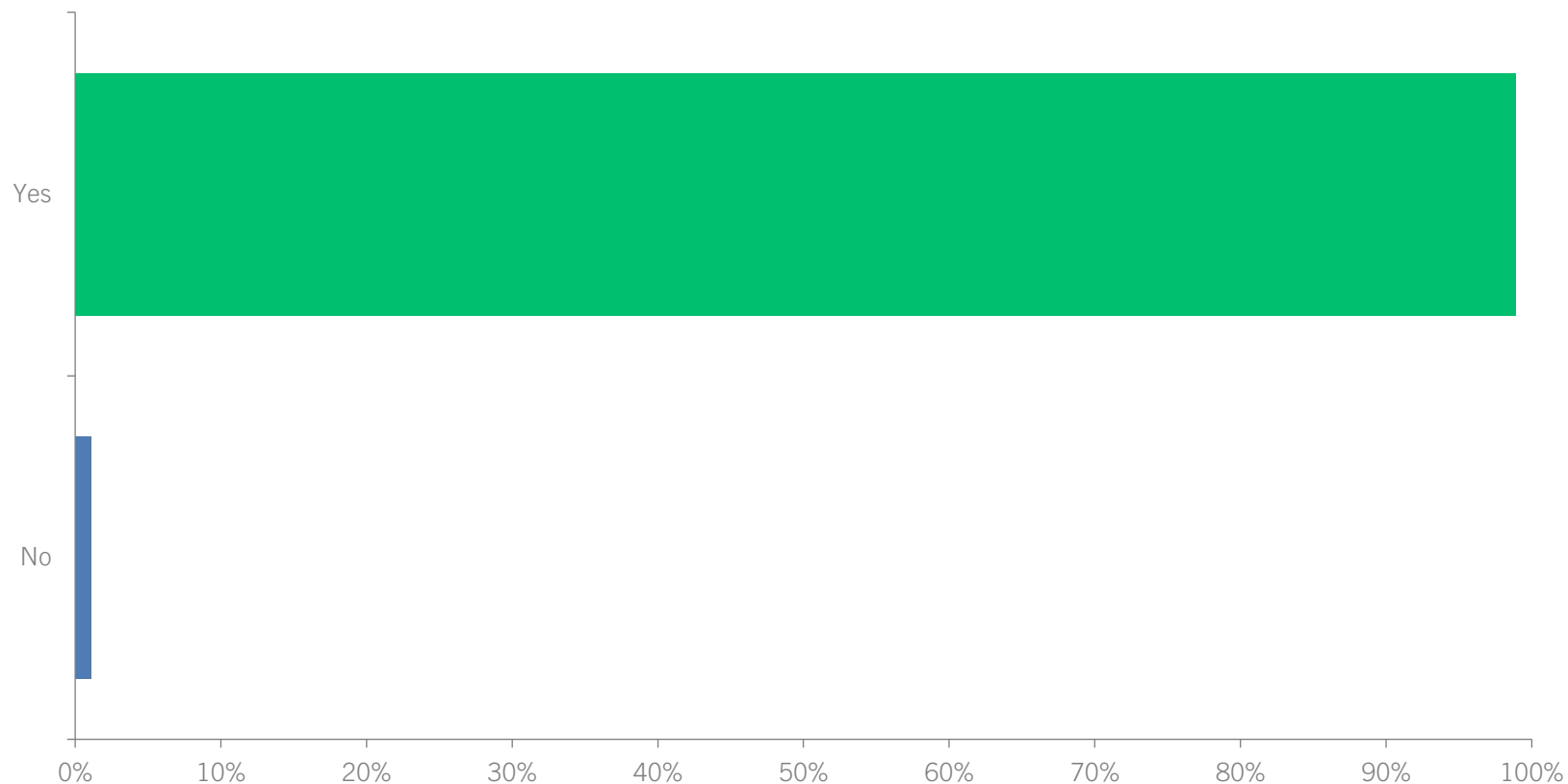
# Q12: FOLLOWING ON FROM ON QUESTION 11, WHERE SHOULD THE ABOVE PROVISION BE BASED



06



# Q13: DO YOU THINK FUNDING SHOULD BE INVESTED IN SPECIALIST TRAINING FOR SCHOOLS AND EDUCATIONAL SETTINGS?



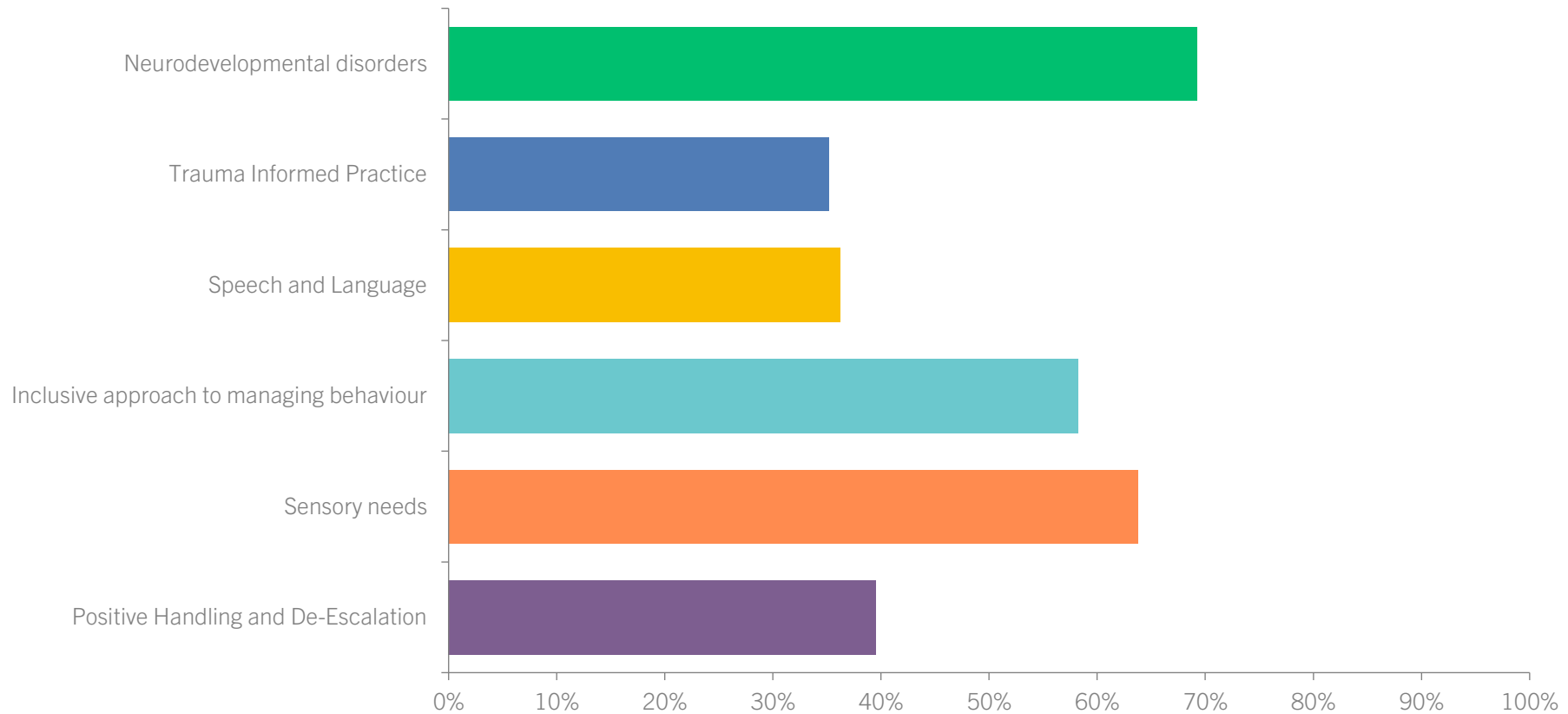
91



**Q14: IF YOU SELECTED YES TO QUESTION 13, PLEASE SELECT THREE TRAINING AREAS FROM THE FOLLOWING LIST**

The key area highlighted by families that they feel training is most needed is around Neurodevelopmental disorders, closely followed by sensory needs and an inclusive approach to managing behaviour

# Q14: IF YOU SELECTED YES TO QUESTION 13, PLEASE SELECT THREE TRAINING AREAS FROM THE FOLLOWING LIST



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# APPENDIX





# Q1: WHAT TYPE OF SCHOOL IS YOUR CHILD ATTENDING?

ANSWER CHOICES	RESPONSES	
Mainstream	83.52%	76
Resource Base	3.30%	3
Special School	9.89%	9
Pupil Referral Unit	1.10%	1
Alternative Provision	2.20%	2
<b>TOTAL</b>		<b>91</b>

## Q2: WHAT LEVEL OF SUPPORT DOES YOUR CHILD RECEIVE?

ANSWER CHOICES	RESPONSES	
My child is on the SEN register/on SEN support	48.35%	44
My child has an EHCP	27.47%	25
Unsure	24.18%	22
TOTAL		91

## Q3: DO YOU THINK THERE IS AN INCLUSIVE ETHOS WITHIN THE SCHOOL

ANSWER CHOICES	RESPONSES	
Agree	35.16%	32
Partly agree	42.86%	39
Disagree	9.89%	9
Don't know	12.09%	11
TOTAL		91

## Q4: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF YOUR CHILD'S NEEDS

ANSWER CHOICES	RESPONSES	
Agree	42.86%	39
Partly agree	28.57%	26
Disagree	24.18%	22
Don't know	4.40%	4
TOTAL		91

## Q5: DO YOU THINK YOUR CLASS TEACHER HAS A GOOD KNOWLEDGE & UNDERSTANDING OF SEND

ANSWER CHOICES	RESPONSES	
Agree	42.86%	39
Partly agree	23.08%	21
Disagree	20.88%	19
Don't know	13.19%	12
TOTAL		91

## Q6: DO YOU THINK YOUR SCHOOL MAKES REASONABLE ADJUSTMENTS FOR YOUR CHILD

ANSWER CHOICES	RESPONSES	
Agree	39.56%	36
Partly agree	37.36%	34
Disagree	16.48%	15
Don't know	6.59%	6
TOTAL		91

## Q7: ARE YOU INFORMED ABOUT INTERVENTIONS YOUR CHILD IS ACCESSING IN SCHOOL

ANSWER CHOICES	RESPONSES	
Agree	34.07%	31
Partly agree	32.97%	30
Disagree	25.27%	23
Don't know	7.69%	7
<b>TOTAL</b>		<b>91</b>

**Q10: SOME SCHOOLS IN SOUTHEND HAVE ARBS (AUTISM RESOURCE BASES) WITHIN THE SCHOOL. DO YOU THINK ARBS SHOULD BE FUNDED TO OFFER WIDER SCHOOL-TO-SCHOOL SUPPORT AND TRAINING TO OTHER MAINSTREAM SCHOOLS?**

ANSWER CHOICES	RESPONSES	
Agree	79.12%	72
Partly agree	8.79%	8
Disagree	3.30%	3
Don't know	8.79%	8
<b>TOTAL</b>		<b>91</b>



**Q11: WHICH OF THE FOLLOWING AREAS DO YOU THINK SOUTHEND COUNCIL SHOULD PUT FUNDING TOWARDS. PLEASE CHOOSE THREE OF THE FOLLOWING SUGGESTIONS**

ANSWER CHOICES	RESPONSES	
SEND Hubs	27.47%	25
Nurture	17.58%	16
Assessment placements	14.28%	13
Lower level social, emotional and mental health needs and anxiety	40.66%	37
Higher level social, emotional, mental health and medical needs	30.77%	28
Accredited vocational offer	7.69%	7



## Q12: FOLLOWING ON FROM QUESTION 11, WHERE SHOULD THE ABOVE PROVISION BE BASED

ANSWER CHOICES	RESPONSES	
Mainstream setting	71.43%	65
Dedicated off-site provision	19.78%	18
Community setting (e.g. a family centre)	8.79%	8
TOTAL		91

**Q13: DO YOU THINK FUNDING SHOULD BE INVESTED IN SPECIALIST TRAINING FOR SCHOOLS AND EDUCATIONAL SETTINGS?**

ANSWER CHOICES	RESPONSES	
Yes	98.90%	90
No	1.10%	1
TOTAL		91



**Q14: IF YOU SELECTED YES TO QUESTION 13, PLEASE SELECT THREE TRAINING AREAS FROM THE FOLLOWING LIST**

ANSWER CHOICES	RESPONSES	
Neurodevelopmental disorders	69.23%	63
Trauma Informed Practice	35.16%	32
Speech and Language	36.26%	33
Inclusive approach to managing behaviour	58.24%	53
Sensory needs	63.74%	58
Positive Handling and De-Escalation	39.56%	36
<b>TOTAL</b>		<b>275</b>



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

**28<sup>th</sup> November 2022, 4.15-5.45, (held virtually on-line through MS teams)**

**DRAFT Minutes of the meeting**

**7**

<b>Membership of the sub group for Resources</b>	<b>(nominations received) representation</b>
<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>Andy Douglas (primary) Vicky Wright (early years) Jackie Mullan (special) Nicki Kelly (post 16)</p> <p>Simon Oxenham (SHSB)</p> <p>Paul Grout (Senior Finance Business Partner)</p> <p>cc. Gary Bloom (Head of SEND) Cathy Braun (Head of Access and Inclusion) Elaine Hammans (Head of Early Years) Michael Marks (Executive Director of Children and Public Health)</p>

<b>Time</b>	<b>Agenda item</b>	<b>Decision? Action</b>
4.15	<p>Membership Apologies</p> <p>And council officer representation as required for papers</p> <p>Officers present:</p> <p>Paul Grout</p>	<p>Apologies from Nicki</p> <p>Recognition of new member Nicki (College Principal Post 16) to RSG , appointed from the Education Board replacing previous Anthony (Post 16).</p> <p>And RSG thank Anthony for his previous contributions to RSG.</p>
	Membership Vacancies	No vacancies
4.20	Minutes of the last meeting 04.10.22	No amendments. Minutes agreed, all actions complete and now Final.
4.25	Dedicated Schools Grant (DSG) 2023/24 budget planning and 2022/23 Forecast Outturn.	<p>Discussion / Debate:</p> <p>Additional funding announcements by the government on the 17<sup>th</sup> November</p>

(DRAFT Paper attached)

Officer Lead: Paul Grout

2022, although welcome providing nationally £2.3bn for each year 23/24 and 24/25. The detail at this time is still awaited on the actual allocations for all schools, although expected this will now be paid by the way of a supplementary grant (and not now pass through the DSG 2324 National Funding Formulae for Individual Schools).

However, although the detail is awaited, RSG does remain very concerned whether this additional grant will be enough to cover :-

- the full cost of recent support and teaching staff salary increases,
- the realistic prospect of further wage pressures and the escalating cost of energy (also given the current energy relief schemes finish the end of March 23).
- funding concerns remain and continue for the Early Years sector (particularly given the National Living Wage increases of 9.7% from 1<sup>st</sup> April 23)
- and Post 16 provision which is a sector that has also been financially struggling for many years .

**(Action – Robin will raise these points specifically at the EB)**

Paper amendments agreed (for recommendations):

Section 5.3 (Public duties) Now on the basis the number of academy schools buy in does not increase by the 1<sup>st</sup> April 2023 to allow sufficient balances in the Public Duties fund, individual claims will

		<p>need to be capped at a maximum 15 days per year from the 1st September 2023 (changed from the 1st April 2023). And agreements will need to be updated with the respective trade unions, if this occurs.</p> <p>Section 11.2 – will be updated to a recommended minimum reserve balance of 10% (from 8%) of in year funds on High Need reserves balances. To support long term sustainability and security of high need funded provision and wider available High Need funds remain targeted to increase required services for Alternative Provision and Inclusion, as both of those initiatives progress.</p>
5.30	<p>AOB</p> <p>FYI only:</p> <p>Date of next meetings and current forward plan</p> <p>Future RSG meeting dates – MS Teams or Southend High School for boys 4:15 pm to 5.30/6.00 pm current planned papers ahead of Education Board (EB):</p> <p>June 2023 (Date <b>tbc</b> ahead of EB date 20<sup>th</sup> June)</p> <ul style="list-style-type: none"> <li>• DSG Final Outturn 2022/23</li> <li>• DSG High Need detailed budget allocations 2023/24</li> </ul> <p>And possible March 2023 (Date <b>tbc</b> ahead of EB date 21<sup>st</sup> March)</p> <ul style="list-style-type: none"> <li>• And paper items, depending on any further announcements from the DfE or specific matters that require RSG attention.</li> </ul> <p>Meeting close</p>	5 mins

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