



Shropshire Council  
Legal and Democratic Services  
Shirehall  
Abbey Foregate  
Shrewsbury  
SY2 6ND

Date: 30 October 2019

**Committee:  
Schools Forum**

**Date: Thursday, 7 November 2019**

**Time: 8.30 am**

**Venue: The Guildhall, Frankwell Quay, Shrewsbury, SY3 8HQ**

You are requested to attend the above meeting.  
The Agenda is attached

Claire Porter  
Director of Legal and Democratic Services

**Members of Schools Forum**

Bill Dowell (Chair)

John Hitchings (Vice-Chair)

Phil Adams

Michael Barrett

Mark Cooper

Alan Doust

Sabrina Hobbs

Sandra Holloway

Colin Hopkins

Marilyn Hunt

Shelley Hurdley

Samantha John

Sian Lines

Kerry Lynch

Stephen Matthews

David O'Toole

Alan Parkhurst

John Parr

Greg Portman

Revell

Darren Reynolds

Mark Rogers

Andrew Smith

Charles Thomas

Guy Verling

Your Committee Officer is:

**Philip Wilson** Service Manager Business Support People

Tel: 01743 254344


Email: [phil.wilson@shropshire.gov.uk](mailto:phil.wilson@shropshire.gov.uk)

# AGENDA

- 1 **Apologies**
- 2 **Minutes and Matters Arising 12 September 2019** (Pages 1 - 4)
- 3 **School Revenue Funding Arrangements 2020 - 21** (Pages 5 - 8)
- 4 **Central Retention of DSG from April 2020 Consultation** (Pages 9 - 24)
- 5 **High Needs Funding Task & Finish Group** (Pages 25 - 70)
- 6 **Dedicated Schools Grant Monitoring (DSG) 2019 - 20**  
Report to Follow
- 7 **Communications**
- 8 **Future Meeting Dates**

**Future meetings (please note the new venue and diary):**

Thursday 5 December 2019	8.30 am	The Guildhall, Frankwell
Thursday 16 January 2020	8.30 am	The Guildhall, Frankwell
Thursday 30 January 2020 (provisional)	8.30 am	The Guildhall, Frankwell
Thursday 19 March 2020	8.30 am	The Guildhall, Frankwell

	<p><b>Schools Forum</b></p> <p><b>Date:</b> 7 November 2019</p> <p><b>Time:</b> 8.30 am</p> <p><b>Venue:</b> UCS, Shrewsbury</p>	<p><u>Item/Paper</u></p> <p style="text-align: center; font-size: 2em;"><b>A</b></p> <p>Public</p>
---	--	--

## MINUTES OF SCHOOLS FORUM HELD ON 12 SEPTEMBER 2019

### Present

#### School Forum Members

Bill Dowell (Chair)  
 Mark Cooper – Secondary Headteacher  
 Sabrina Hobbs – Special Academy Headteacher  
 John Hitchings – Academy Governor  
 Sam John, Academy of Hereford Diocese  
 Stephen Matthews – Primary Governor (and headteacher)  
 Alan Parkhurst – Primary Headteacher  
 John Parr – Academy Headteacher  
 Michael Revell – Primary Governor  
 Mark Rogers – Primary Headteacher  
 Andrew Smith – 16 -19 Representative  
 Charles Thomas – Professional Association Rep  
 Guy Verling – Primary Headteacher

### Members

Cllr Nick Bardsley

### Officers

Karen Bradshaw  
 Phil Wilson  
 Julia Dean  
 Gwyneth Evans  
 Stephen Waters  
 Jo Jones  
 Helen Woodbridge (Minutes)

### 1. Apologies

Apologies had been received from Alan Doust, Sandra Holloway, Marylin Hunt, Sian Lines, Kerry Lynch, David O'Toole, Ed Potter and Neville Ward.  
 Late apologies were received from Shelly Hurdley

### 2. Election of Chair (Karen Bradshaw)

Karen Bradshaw welcomed colleagues to the meeting.  
 One nomination had been received for chair – Bill Dowell.  
 Schools Forum unanimously elected Bill Dowell as the chair for a further 12 month period.  
 One nomination had been received for vice chair – John Hitchings.  
 Schools Forum unanimously elected John Hitchings as the vice chair for a further 12 month period.

### 3. Minutes and Matters Arising (Paper A)

Marilyn Hunt had submitted a suggested amendment to some wording at Point 4 – this was amended to read “many small schools might be unable to pay”.

Karen Bradshaw advised that detailed discussions around High Needs had taken place and she confirmed the need for the LA to work with schools to find a solution, adding that work is ongoing through the High Needs Task & Finish Group.  
 Phil Wilson reminded colleagues of the survey of schools re alternate provision which had taken place at the end of the summer term - the results are being collated for consideration at the first High Needs Task and Finish Group meeting later in September.  
 There will be a further meeting in October and the aspiration is to consult with schools on options.

### ACTION

HW

The Schools Funding Meeting (Lord Hill meeting) has been scheduled for 14 November and will be at the Shrewsbury Town Football Ground as the Lord Hill Hotel is due to close. At this meeting, alternate provision will be considered as the consultation will be underway by then.

The chair and vice chair were appreciative of the meeting with Karen Bradshaw and officers following the last Schools Forum meeting.

#### **4. Information from Spending Round Announcement**

Phil Wilson presented his paper which was as up to date as possible (which had led to the delay in publication). He was pleased that f40 are cautiously optimistic and that the the Institute of Fiscal Studies' belief is that this will have made good the loss of funding to schools over the last 10 years. Colleagues in Early Years however, do not believe that the additional funding in their area will be sufficient.

Sabrina Hobbs mentioned other costs - NQTs being paid at £30k, support staff increases in pay/pensions. She advised that the march intended for 27 September has been postponed.

Mark Rogers suggested that this is good news overall and he was pleased that Schools Forum had already taken the decision to match the National Funding Formula in Shropshire. He raised some operational concerns, particularly around Business World and confusing advice/misunderstanding re pay grants (pay and pensions). Budget decisions need to be taken in the Autumn term and information is needed to support this. Business World is utter chaos and there is a risk that schools make redundancies/cuts that are not required.

Karen Bradshaw advised that Neil Felton will be working through headteacher forums to understand issues. She asked schools to advise Phil Wilson of Business World issues and suggested that Neil Felton is asked to talk to Mark Rogers.

Mark Cooper added that Business World is horrific for secondary.

Charles Thomas reported that Unions are pleased with the planned financial increase but cautioned that this only puts the levels back to those of 2010.

PW

#### **5. Financial Transparency of Maintained Schools and Academy Trusts Consultation**

Gwyneth Evans went through her paper.

She advised that a consultation has been launched and the draft consultation response was considered by Schools Forum.

Gwyneth Evans had been surprised to learn that half of the schools that did not return the SFVS to their LA are from Shropshire.

John Hitchings felt that the wording used to schools regarding the SFVS return needs to be stronger.

Sam John advised that during her trust's audit, when one school failed in an action it was the trust that was named.

The chair was disappointed as he had written to those schools that have not responded.

Michael Revell suggested that the LA could name any schools that don't respond.

Mark Rogers suggested that non-return could be due to confusion because of changes of governors etc.

Schools Forum recognised that the bar needs to be raised. The LA could call in schools but this should not be necessary.

Gwyneth Evans advised that individual schools can respond to the consultation.

Mark Rogers challenged the assumption that it is maintained schools that are in more financial difficulty. The chair and other colleagues agreed, particularly in the light of financial issues for a local Academy Trust. It was suggested that this is being used as a divisive tool - the academies agenda is being pushed through and squeezing LA support.

Sam John advised that she had found audit useful – it can be positive and can lead to savings.

Phil Wilson alluded to another consultation which is out about a proposed extension to

the Risk Protection Arrangement (aligning maintained schools to the academy practice). Mark Cooper suggested that as his schools buy into premium monitoring with a finance officer, a three yearly audit is sufficient.

## **6. Schools Resource Management Advisor (SRMA) Support**

Gwyneth Evans presented the paper which was for information only. She had been surprised that the SRMA had only dealt with academies before. Alan Parkhurst had been disappointed that the SRMA did not understand the difference about accounting processes and cuts already made by the school were not reflected in his report. However, the SRMA could not believe how poorly Shropshire schools are funded. He had apologised because he could not find any savings although in academies he had normally been able to identify considerable savings. Sam John had also received a visit and had been concerned when a sales pitch was made following the ability of current auditors being questioned. Gwyneth Evans added that at Community College the SRMA had suggested cuts to teaching staff but could not grasp the necessity to run four form entry. John Parr reported similar concerns when the SRMA visited his school. Gwyneth Evans confirmed that she has provided verbal feedback and will provide more formal feedback – she was encouraged that academies have felt the same.

GE

## **7. Final Dedicated Schools Grant 2018-19**

Gwyneth Evans presented the paper which was for information only.

## **8. Updated Dedicated Schools Grant 2019-20**

Gwyneth Evans presented the paper which was for information only.

## **9. Dedicated Schools Grant Monitoring 2019-20**

Stephen Waters presented the paper which was for information only. Julia Dean spoke about actions being taken to ensure that the deficit situation does not get worse. She advised that three pupils had been moved from independent provision costing £90k per year per place. They are now being educated differently – two are in Kettlemere at £18k per pupil. She was pleased that Shropshire's own provision is providing good outcomes and hoped that the new free school will hopefully reduce the use of independent specialist places. Sabrina Hobbs thought it worth noting extra money is also going into Social Care. Karen Bradshaw advised that there is no knowledge of where it is going yet – it could be into adult. Mark Rogers was pleased that high needs can make much more savings than schools can by moving from independent provision to LA provision. This direction of travel (hubs) is welcome. The chair stressed that the key is quality of provision. Andrew Smith reminded colleagues that the independent sector has a place to play and the chair agreed that there is a balance to be struck. Mark Cooper requested a three-year strategy for hub provision and was directed to the local offer on the website. Julia Dean spoke of the requirement for more hubs, especially at secondary. Karen Bradshaw identified the need for creativity to be able to do things differently. John Hitchings, chair of the High Needs Task and Finish Group, suggested that the group will set out proposed actions/timescales at their next meeting.

**10. Communications**

Nick Bardsley was pleased about the good news but added that there are details as yet unknown.

Phil Wilson advised that the media are pressing for details but nothing is being released until there has been more work with schools.

**11. Future meeting dates:**

7 November 2019

5 December 2019

16 January 2020

30 January 2020

19 March 2020

The meeting closed at 10.20 am.

DRAFT



## Schools Forum

Date: 7 November 2019

Time: 8:30 a.m.

Venue: Guildhall,  
Shrewsbury

Paper

# B

Public

## SCHOOLS REVENUE FUNDING 2020-21

**Responsible Officer** Gwyneth Evans

e-mail: [gwyneth.evans@shropshire.gov.uk](mailto:gwyneth.evans@shropshire.gov.uk) Tel: 01743 254865

### Summary

In September the Education & Skills Funding Agency (ESFA) published schools revenue funding guidance for 2020-21 for local authorities and schools forums. The guidance confirms the impact on the schools national funding formula (NFF) from 2020-21 as a result of the Government's £14.4bn pledge for education over the next three years.

This report summaries the latest Government guidance for schools revenue funding for 2020-21. The full guidance document can be accessed at <https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2020-to-2021>

The Education and Skills Funding Agency (ESFA) has published in October provisional NFF allocations at local authority level for the schools and high needs blocks in 2020-21 along with notional school-level allocations.

Shropshire Council, with the agreement of Shropshire Schools Forum, agreed to replicate the national funding formula through Shropshire's local funding formula from 2018-19.

### Recommendation

This report is for information only

## REPORT

### Background

1. The Government introduced a national funding formula for allocating schools, high needs and central school services funding through the Dedicated Schools Grant (DSG) to local authorities from April 2018.
2. Local authorities currently retain responsibility for determining local funding formulas for allocating funding to schools and academies in their area. Shropshire Council, with the agreement of Shropshire Schools Forum, agreed

to replicate the national funding formula in Shropshire's local funding formula to schools from 2018-19.

3. The guidance on schools revenue funding arrangements for 2020-21 was published by the ESFA in September. The guidance includes details of updates to the national funding formula announced as part of the Government's £14.4bn pledge for education over the next three years.
4. Along with the guidance, the Government has published provisional local authority level allocations for 2020-21 for the schools and high needs blocks within the DSG and notional 2020-21 national funding formula school level allocations.

### **School Revenue Funding Arrangements 2020-21**

5. The actual primary unit of funding (PUF) and secondary unit of funding (SUF) which will be used to calculate each local authority's schools block allocation has been published for 2020-21. For Shropshire these equate to £4,242.32 per pupil and £5,104.95 per pupil respectively. As a comparison, in 2019-20 Shropshire's PUF was £4,058.84 and SUF was £4,906.25.
6. These units of funding will be applied to pupil numbers recorded in the October 2019 school census to determine final schools block allocations for 2020-21. These will be issued to local authorities as usual in December.
7. Local authorities continue to have responsibility for determining their local funding formulas for allocating the schools block to their individual schools in 2020-21. The Government has confirmed its intention to move to a 'hard' NFF for schools as soon as possible, where every school's budget will be based on a single national funding formula. As a step towards this in 2020-21 it will be compulsory for local authorities to include the national minimum per pupil funding levels in their local formulas. As a reminder, Shropshire has mirrored the NFF (including the national minimum per pupil funding levels) in its local schools funding formula since 2018-19.
8. The following key elements of the schools NFF have been confirmed by the Government in 2020-21:
  - The minimum per pupil funding levels will be set at £3,750 for primary schools and £5,000 for secondary schools. The primary level will rise to £4,000 in 2021-22. These levels were £3,500 and £4,800 respectively in 2019-20. The minimum per pupil funding levels are not to be confused with the age weighted pupil units (AWPU) funding levels within the NFF.
  - The funding floor in the NFF will be set at 1.84% in line with the forecast GDP deflator, to protect pupil-led per pupil funding in real terms. This minimum increase in 2020-21 will be based on the individual school's NFF allocation in 2019-20 (rather than the 2017-18 baseline as in previous years). Local authorities will have the freedom to set minimum funding guarantee (MFG) levels in their local schools funding formula between +0.5% and +1.84%.
  - An increase of 4% to the formula's core factors. Exceptions to this are that the free school meals (FSM) factor will be increased at inflation as it is



intended to broadly reflect actual costs and premises funding will continue to be allocated at local authority level on the basis of actual spend in 2019-20, with an RPI increase to the PFI factor only.

- There will be no NFF gains cap, so that all schools attract their full allocations under the formula. Local authorities will still be able to use a cap in their local school formula.
  - There will be a new formulaic approach to the mobility factor so that it allocates this funding fairly to all authorities, rather than on the basis of historic spend. Shropshire has not received mobility funding through the NFF previously. Individual school mobility data will be part of the data set included in the Authority proforma tool (APT) and eligible schools will receive funding within their 2020-21 budget share.
  - Growth funding will be based on the same methodology as last year, and will have the same transitional protection ensuring that no authority whose growth fund is reducing will lose more than 0.5% of its 2019-20 growth fund allocation. Importantly for Shropshire however, there will be no capping or scaling of gains to the growth factor. In 2019-20, Shropshire's growth funding was scaled back by 50%.
  - The teachers' pay grant and teachers' pension employer contributions grant will both continue to be paid separately from the NFF in 2020-21. They are likely to be mainstreamed into DSG from 2021-22.
9. The ESFA has published notional 2020-21 school-level NFF allocations which can be accessed by individual schools via COLLECT. These notional allocations include the 2020-21 increased formula values but are based on October 2018 census data. Actual allocations will be based on October 2019 census data. For many schools we have been unable to reconcile the ESFA notional allocations with the modelling authority proforma tool and therefore it is recommended that these notional allocations are used with caution at this stage.
10. Local authorities will continue to be able to transfer up to 0.5% of their schools block to other blocks of the DSG, with schools forum approval. A disapplication will be required for transfers above 0.5%, or any amount without schools forum approval. In previous years Shropshire schools forum has agreed to transfer any remaining balance, up to 0.5% of the schools block, to the high needs block to support the increasing pressures on the high needs block, after fully allocating individual school budget shares in line with the NFF.
11. Local authorities are required to engage in open and transparent consultation with all maintained schools and academies in their area, as well as with their schools forums, about any proposed changes to the local funding formula including the principles adopted and any movement of funds between blocks.
12. As a reminder, the local authority is responsible for making final decisions on the formula.

### **High Needs Funding Arrangements 2020-21**

13. The latest guidance confirms the following aspects of the High Needs national funding formula for 2020-21:

- The funding floor will be set at 8% so each local authority can plan for an increase of at least that percentage, taking into account changes in their 2 to 18 population (as estimated by the ONS).
  - The gains cap will be set at 17%.
14. Shropshire's provisional high needs block allocation for 2020-21, published in October, is 8.85% greater than our 2019-20 high needs block allocation. The provisional allocation is based on previous year pupil data and is subject to change.

### **Central School Services Funding Arrangements 2020-21**

15. The NFF for the central school services block (CSSB) of the DSG provides funding for local authorities to carry out central functions on behalf of compulsory school age pupils in maintained schools and academies.
16. The CSSB will continue to have two distinct elements:
- Ongoing responsibilities, which funds all local authorities for central functions they have to deliver for all pupils in maintained schools and academies, such as education welfare and asset management
  - Historic commitments, which funds some local authorities for commitments they made prior to 2013-14 that are unwinding.
17. Funding for ongoing responsibilities in 2020-21 will include a protection to ensure no local authority sees losses of greater than 20% per pupil compared to 2019-20. The gains cap will be set a 1.94%.
18. Funding for historic commitments is being reduced in 2020-21 by 20% from local authorities' 2019-20 allocations. There is a protection to ensure no local authority loses more than the equivalent of 0.5% of their 2019-20 schools block allocation. This will result in pressure on the CSSB if historic commitments cannot be reduced in line with the 20% reduction in funding.



<b>Schools Forum</b> Date: 7 November 2019 Time: 8:30 a.m. Venue: The Guildhall, Frankwell, Shrewsbury, Sy3 8HQ	Item  Public	Paper  <b>C</b>
--	--------------------	-----------------------

## CENTRAL RETENTION OF DSG FROM APRIL 2020 CONSULTATION

**Responsible Officer** Phil Wilson

e-mail: [phil.wilson@shropshire.gov.uk](mailto:phil.wilson@shropshire.gov.uk)

Tel: 01743 254344

### Summary

This information paper is sharing the consultation documentation that is going out to all maintained mainstream schools on the central retention of Dedicated Schools Grant (DSG) from April 2020. The consultation is being launched in the week beginning 4 November 2019 and will run until the close of business on Friday 22 November 2019.

The responses to the consultation will be presented to Schools Forum at their meeting on 5 December 2019, with Forum required to make decisions on de-delegation and top-slicing for centrally retained services for the financial year 2020-21.

### Recommendation

This report is for information only.

## REPORT

1. In 2013-14 school funding reforms required increased delegation to maintained schools and academies. Regulations were introduced to allow maintained mainstream primary and secondary schools the option to de-delegate certain delegated budgets to be held and managed centrally, subject to a Schools Forum decision by the representatives of each sector. De-delegation does not apply to academies, special schools or pupil referral units
2. From 2017-18, Schools Forums have been able to agree to de-delegate further funding for additional school improvement provision for maintained schools.

3. In addition, maintained mainstream primary and secondary schools can agree to a top-slice to their delegated funding, to allow for the central retention of funding for statutory services for maintained schools provided by the local authority, previously funded from general duties Education Services Grant (ESG), which was removed in September 2017. Top-slicing is also subject to a Schools Forum decision by the representatives of each sector.
4. The consultation documentation, made up of a briefing paper and a response form, are appended to this report for information. The consultation is being launched in the week beginning 4 November 2019. Response forms are required to be returned by Friday 22 November 2019, to inform a report that will be presented to Schools Forum at their meeting on Thursday 5 December 2019. Forum will be required to make decisions on de-delegation and top-slicing for individual centrally retained services for the financial year 2020-21 at this meeting.

# Consultation on Central Retention of Dedicated Schools Grant From April 2020

## Introduction

On behalf of Shropshire Schools Forum, the views of maintained schools are being sought on the central retention of Dedicated Schools Grant (DSG) in the next financial year, 2020-21. Schools Forum is committed to consulting with maintained schools ahead of a Forum meeting on 5 December 2019, at which decisions on the de-delegation and top-slicing of DSG from April 2020 will be taken.

## Background

Schools Forum is a legally constituted advisory and consultative group, made up of representatives from the maintained, academy and wider education sectors, who work with the local authority on issues related to school funding. One of their key areas of work is in relation to the school funding formula and the retention of a small part of the overall DSG to underwrite the costs of services, centrally managed by the local authority on behalf of maintained schools, given the economies of scale and value for money for schools this can realise.

The Government's school revenue budget settlement guidelines allow local authorities, following consultation with the maintained schools community and with Schools Forum approval, to centrally retain DSG through de-delegation and top-slicing. These retention methods are as follows:

- De-delegation – centrally held budgets within the Schools Block of DSG can be de-delegated from maintained schools by the sector representatives on Schools Forum, with decisions taken on an annual basis.
- Top-slicing – in December 2016 the Government's school revenue settlement allowed local authorities to retain some of their Schools Block of DSG to carry out statutory duties for maintained schools, previously funded through general duties Education Services Grant (ESG), which was removed in September 2017.

The impact in 2019-20 of the decisions taken by Schools Forum in November 2018 are summarised in the table below:

Decision	Total	Primary Per Pupil	Secondary Per Pupil
<b>De-delegation (maintained primary and secondary):</b>			
Pupil growth contingency	£100,000	£8.35	-
Maternity cover	£260,000	£19.27	£19.27
Trade union duties	£27,772	£1.93	£3.07
School improvement (primary)	£98,500	£4.11 + £572.67/school	-
School improvement (secondary)	£1,500	-	£0.99
<b>Top-slice (maintained primary and secondary):</b>			
Redundancy fund	£300,000	£22.23	£22.23
Statutory school finance	£30,000	£2.22	£2.22
Statutory human resources and health and safety	£59,378	£4.40	£4.40
Education welfare and inclusion	£155,462	£11.52	£11.52

This consultation document will examine each of the areas for which delegated funds are taken from maintained schools and seek views on a number of options for how to proceed on each in 2020-21. A simple return has been produced for collecting feedback from schools, which will be collated and inform the report that will be produced for the decision-making meeting of Schools Forum on 5 December 2019. **The consultation will run until Friday 22 November 2019.**

It is important to understand that Schools Forum has the choice, for each budget area, between de-delegating/top-slicing or not. This means that **any decisions taken will impact on all maintained schools from April 2020.**

## De-delegation

---

This section looks at each of the support areas for which funding can be de-delegated from maintained schools. Historically, reports have been taken to the late autumn term meetings of Schools Forum to secure formal decisions for the following financial year. The table below summarises these decisions since 2013-14.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Pupil growth	£96,460	£87,680	£160,000	£159,770	£320,230	£150,170	£100,000
Maternity cover	£455,120	£429,190	£334,000	£321,570	£499,260	£410,000	£260,000
Insurance	£26,730	£24,450	£24,450	£23,280	£22,760	£0	£0
Trade union duties	£64,860	£60,160	£53,180	£50,400	£50,020	£43,600	£27,772

An important consideration when looking at whether a budget should be de-delegated, is the impact on schools resulting from delegation, because **with delegation comes responsibility**. This means that the responsibility for the delegated budget line – e.g. paying for staff maternity cover – transfers to the school and any costs have to be met from the school's delegated budget. The de-delegated funds have therefore provided something of an insurance policy for schools against one-off hits to their budget, which can have a significant impact on schools with tight budgets and modest contingencies.

### 1. Pupil growth contingency – primary only

A contingencies budget de-delegated from maintained primary schools to allow additional funding to be targeted at schools where pupil numbers increase by at least 15% of their funded number on roll. Controls limit allocations to actual additional costs incurred by a school as a direct result of increased pupil numbers.

A key consideration is delegated responsibility. In this case, by not de-delegating, there would be no contingency for pupil growth from April 2020 and so schools would have to absorb cost pressures until the increased pupil numbers worked through from the school census in October 2020, which would result in an increased delegated budget from April 2021. In most cases, given the forecast data provided to schools each year by the local authority on pupil numbers, schools should be alert to such growth and be able to budget plan for the lagged funding. Such growth in pupil numbers will tend to impact from the beginning of an academic year, with the Reception intake, which means that the lagged funding generally follows two terms later.

**Pupil growth contingency - options for 2020-21:**

- a. De-delegate funding from primary maintained schools as in previous years, with per pupil sums determined by the outturn position in 2019-20 i.e. an overspend or underspend in 2019-20 will affect the per pupil rate in 2020-21. It is currently anticipated that there will be an underspend and that per pupil contribution of £8.35 will reduce in 2020-21.
- b. Fully delegate funding and responsibility to maintained schools, meaning that schools would be liable for funding pupil growth from their individual delegated budgets from April 2020.

**2. Maternity cover**

Funds the salary costs of any member of school staff on maternity leave in the maintained primary and secondary sector, meaning the schools are only liable for the costs of the replacement employee.

A decision not to de-delegate this budget from April 2020, would mean that maintained schools would be responsible for meeting all maternity pay costs of school staff from their individual delegated budgets. Schools would be able to access commercially available products/policies, some combining maternity cover with sickness cover. The experience of academies is mixed – some are sourcing cover arrangements from the market place, while others are carrying the risk of meeting any maternity costs from their own budgets.

These options would be available to maintained schools if the decision is taken not to de-delegate funding for maternity cover. Schools would need to carefully consider the flexibility and 'headroom' within their budget (including reserves), as well as the age profile of their female staff. In financial planning terms this can be challenging, given the difficulty of predicting the need for maternity leave.

**Maternity cover - options for 2020-21:**

- a. De-delegate funding from maintained schools as in previous years, with per pupil sums determined by outturn position in 2019-20 i.e. an overspend or underspend in 2019-20 will affect the per pupil rate in 2020-21.
- b. Fully delegate funding and responsibility to maintained schools, meaning that schools would be liable for funding maternity cover from their individual delegated budgets from April 2020.

**3. Trade union duties (referred to as facilities time)**

This funding is de-delegated for the costs of trade union representatives supporting their members in maintained schools through what is commonly referred to as facilities time. The funding provides cover for, among other things: carrying out trade union duties, attending union training, undertaking health and safety functions, and accompanying members attending hearings e.g. disciplinary or grievance. There is strong lobbying each year from the professional associations for these funds to be de-delegated.

Each union is required to attend a termly meeting with the local authority, called the Association Secretary Group. The membership of this group includes the local union representative from each recognised trade union and representatives from the Council's human resources advisory team. This meeting is the mechanism which allows collective consultation and negotiation between the local authority on behalf of schools and the trade unions on behalf of their members. All human resources policies and procedures are consulted and agreed at these meetings. Schools would be required to consult with trade unions and their own staff if this was removed. The group also discusses other employment relations issues and maintains a positive dialogue between schools and unions which in turn supports positive employee/employer relationships.

If local trade union representatives were not funded via the facilities time, maintained schools would be able to consider using their delegated funding to secure local arrangements with the trade unions, in particular by pooling funding with other maintained schools and academies. This could lead to a fragmentation of the current arrangements across the schools sector. Alternatively, it would mean each school would have to allocate funding for facilities time for all unions represented in their school and may lead to schools dealing with regional trade union representatives with little or no local knowledge. It is the view of the local authority that this would not be as effective and efficient an arrangement as that which could be secured through continuation of de-delegation.

**Trade union duties - options for 2020-21:**

- a. De-delegate funding from maintained schools as in previous years, with per pupil sums to be held at the 2019-20 level of £1.93 per pupil for primary and £3.07 per pupil for secondary.
- b. Fully delegate funding and responsibility to maintained schools, meaning that local arrangements for facilities time would need to be secured by individual schools and/or groups of schools in collaboration with trade unions.

#### **4. School improvement**

For 2019-20, Schools Forum agreed to de-delegate £98,500 from maintained primary schools and £1,500 from maintained secondary schools to secure ongoing statutory school improvement support for the year through the Education Improvement Service (EIS). This was necessary given the Government's removal of funding for school improvement from the two elements of ESG funding, for retained duties and general duties. The de-delegation is, in part, offset by the allocation of a school improvement monitoring and brokering grant for local authorities.

The de-delegation option for 2020-21, being presented to maintained schools for consultation, will secure the ongoing provision of school improvement services for maintained schools. In 2019-20 the de-delegation from primary maintained schools was done on a fixed/variable basis, with a fixed sum of £572.67 per site and a variable element of £4.11 per primary pupil. The impact of this option is that larger schools would retain more of their delegated funds, while more funding would be recovered from smaller schools, but is potentially more appropriate based on the support each maintained school receives. The number of maintained schools in April 2020 is currently forecast to be 83 maintained primary schools (down 5 from April 2019)

For secondary schools there will only be 1 maintained secondary school from 1 April 2020. It is therefore proposed to retain the same option for 2020-21 of a variable contribution of £0.99 per pupil.



This is an area of support in which it is difficult to present an option for schools to assume delegated responsibility, or to present an option for schools to secure the support on a buy-back basis, given the statutory nature of the support being provided. Therefore, the only option being presented is for the continued de-delegation of funding for this statutory support, but at a reduced unit cost.

**School improvement - option for 2020-21:**

De-delegate funding from primary maintained schools, holding the unit values at 2019-20 levels of a fixed element of £572.67 per site and a variable element of £4.11 per pupil. De-delegation for the remaining secondary maintained school will be based on a per pupil unit value of £0.99.

DRAFT

## Top-slicing

This section looks at each of the support areas for which funding has been top-sliced from maintained schools in the financial year 2019-20. These support areas were previously funded from general duties ESG and so, in the knowledge that this grant funding was being removed by the Government in September 2017, Schools Forum determined that - for the last three financial years – funding would be centrally retained in order to provide continuity of provision for maintained schools. This was based on the understanding and commitment to fully consult with schools on what would happen in each subsequent year, hence this consultation on top-slicing from April 2020.

### 5. Redundancy fund

This fund underwrites the costs of premature retirement and redundancy of staff in maintained schools. Schools Forum supported the principle of retaining a central fund for redundancy costs in maintained schools in 2017-18 and again in 2018-19. In each of these years the contribution has been held at £19.81 per pupil in maintained schools.

A decision not to top-slice funding from April 2019 would mean that individual maintained schools would be liable for meeting any redundancy costs from their delegated budget. This would present a potential financial risk and significant challenge for schools struggling to manage their budgets in year and with low levels of school balances to draw upon. Schools in the academy sector already face these financial challenges and so have to plan carefully and in a timely manner to manage such costs.

In recent years the cost of redundancies in maintained schools has been: £573,600 in 2014-15, £362,200 in 2015-16, £516,600 in 2016-17, £751,900 in 2017-18 and £xx,xxx in 2018-19. During this period, a large number of maintained schools converted to academy status and so the number of schools drawing from this fund has reduced. The table below provides statistics on the number of redundancies in recent academic years, which suggests that there is an increasing call on the redundancy fund despite maintained school numbers falling.

Phase	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Primary	14	27	17	57	74	
Secondary	25	11	29	3	8	
<b>Total</b>	<b>39</b>	<b>38</b>	<b>46</b>	<b>60</b>	<b>82</b>	

The costs of redundancy can vary significantly dependent on the grade of staff and length of service. Based on figures from 2017-18, the average cost of a teaching post redundancy was £18,200, while the average cost of a non-teaching post was £8,300.

In 2019-20 the per pupil contributions rose to £22.33, having been held at £19.81 for the previous two years. While it is not possible to calculate the outturn position for 2019-20 at this point in the financial year, it is important to highlight that if the numbers of redundancies are at 2018-19 levels or higher, the unit costs per pupil in 2020-21 will have to be increased. Every effort will be made to retain per pupil costs at 2019-20 levels, however it is important that schools are aware that it may increase over current levels.

**Redundancy fund - options for 2020-21:**

- a. Top-slice funding from maintained schools as in 2019-20, with per pupil sums determined by outturn position in 2019-20 i.e. an overspend or underspend in 2019-20 will affect the per pupil rate in 2020-21.
- b. Fully delegate funding and responsibility to maintained schools, meaning that schools would be liable for funding all redundancy costs from their delegated budget from April 2020.

**6. Statutory school finance**

This centrally retained funding underwrites the costs of officer support for statutory financial functions on behalf of maintained schools, including: the monitoring and control of school balances; advice and support to schools in financial difficulties; challenge to schools who are not exercising appropriate financial controls, and; appraising and approving licensed budget deficits. With 84 maintained schools in Shropshire from April 2020, the workload in this area is significant.

This is an area in which it is difficult to present an option for schools to assume delegated responsibility, or to present an option for schools to secure the support on a buy-back basis, given the statutory nature of the support being provided. Therefore, the only option being presented is for the continued de-delegation of funding for this statutory support.

**Statutory school finance - option for 2020-21:**

Top-slice funding of £30,000 from maintained schools, as in 2019-20, with the per pupil cost determined by the number of maintained pupils at the time the budgets for 2020-21 are set.

**7. Statutory human resources and health and safety**

A number of statutory and regulatory functions in the area of human resources and occupational health and safety were previously funded through general duties ESG. This is primarily because the local authority is the employer of staff in maintained schools, with the exception of voluntary aided schools, who directly employ their own staff. While maintained schools can secure advisory support through annual service level agreements, the costs of the functions previously funded through the general duties ESG are not costed into these agreements.

The areas of support covered by the £59,378 top-sliced in 2019-20 include health and safety, occupational health, recruitment, payroll and contracts, as well as HR advice.

A proportion of this centrally retained funding underwrites the costs of the statutory functions outlined in the Recruitment, Payroll and Contracts Service Level Agreement (SLA).

In addition, a significant proportion of this centrally retained funding underwrites the Health and Safety and Occupational Health SLAs. Such funding is required in order for the local authority to comply with its duties as the employer under the Health and Safety at Work etc. Act 1974 and the relevant statutory provisions. It is the view of the local authority that compliance with the above legislation cannot reasonably be achieved through tasks delegated to the governing bodies of schools. The centrally identified funding includes expenditure incurred by the local authority in monitoring the performance of such tasks by governing bodies and, where necessary, giving them advice.

It should be noted that the local authority has a statutory responsibility for approximately 4,000 school employees, including centrally employed supply teachers.

The local authority view is that the above areas are difficult to present as an option for schools to assume delegated responsibility, or to present an option for schools to secure the support on a buy-back basis, given the statutory nature of the support being provided. Therefore, the only option being presented is for the continued de-delegation of funding for this statutory support. However, the unit cost per pupil top-sliced in 2020-21 will be held at the same per pupil value as the last 4 years ie £4.40 per pupil.

**Statutory human resources and health and safety - option for 2020-21:**  
 Top-slice funding of £4.40 per pupil from maintained schools (no increase therefore on 2019-20 per pupil rate).

## 8. Education Access Service

The top-slice in 2019-20 is partly funding education welfare, delivered through the Education Access Service (EAS). The service also receives grant funding from retained duties ESG (which the local authority continues to receive and is separate from the general duties ESG, which ceased in September 2017), as well as income from trading with academies.

The top-slice provides maintained schools with access to all EAS support including education welfare, attendance and inclusion/exclusion officers, a gypsy Roma and traveller teacher, child employment services and performance licensing. For 2020-21 it is proposed to hold the top-slice per pupil at the 2018-19 and 2019-20 level of £11.52 per pupil.

The main alternative to top-slicing maintained school budgets is to move to a fully traded service from April 2020. Extensive work has been undertaken to develop a traded offer to schools that will ensure the continuity of service and maintains effective working with schools on securing improved attendance, safeguarding pupils and raising attainment.

The proposed EAS service delivery agreement model has been based on a daily rate built around the time required in maintained schools for strategic intervention and casework. For the separate service delivery agreement for inclusion services, a standard rate will be applied for maintained primary schools. A bespoke package can be offered to meet the individual requirements of the remaining maintained secondary and special schools. The two service delivery agreements will give maintained schools access to the full range of advice and support offered by EAS. The tables below outline the potential costs.

<b>Maintained Primary Schools</b>		
<b>Numbers on roll</b>	<b>Education Access Service annual charge</b>	<b>Inclusion Services annual charge</b>
<100	£630 to £1,050	£120
101 to 199	£840 to £2,100	£120
=/> 200	£1,470 to £2,520	£180

<b>Maintained Secondary and Special Schools</b>	
<b>Education Access Service annual charge</b>	<b>Inclusion Services annual charge</b>
£8,600 to £12,000	£250 to £1,100

There are risks to maintained schools of not opting into a traded arrangement. They would need to be confident that they have the skills and underpinning knowledge they require within their own setting, or where they can secure this support from elsewhere and at what cost.

**Education Access Service - options for 2020-21:**

- a. Top-slice from maintained schools, at 2019-20 level, of £11.52 per pupil.
- b. Fully delegate funding and responsibility to maintained schools, presenting buy-back arrangements through service delivery agreements from April 2020 for those seeking to secure ongoing education welfare and inclusion support for the statutory areas currently covered by the top-slice.

DRAFT

**This page is intentionally left blank**

# Consultation With Shropshire Maintained Schools on Central Retention of Dedicated Schools Grant From April 2020

**November 2019**

<b>Name of maintained school</b>	
<b>Name of person completing form</b>	
<b>Role in school</b>	
<b>Contact email address</b>	
<b>Date form completed</b>	

Please scan and return the completed form to [schoolfunding@shropshire.gov.uk](mailto:schoolfunding@shropshire.gov.uk) ,  
by no later than **Friday 22 November 2019**.

The full consultation document is available on the Shropshire Learning Gateway at  
<https://www.shropshirelg.net/> .

---

## **DE-DELEGATION**

### **1. Pupil growth contingency – primary schools only**

Options (please tick one preference):

a. De-delegate funding from primary maintained schools as in previous years, with per pupil sums determined by the outturn position in 2019-20 i.e. an overspend or underspend in 2019-20 will affect the per pupil rate in 2020-21. An underspend is currently forecast and so the per pupil rate is expected to be lower than the current £8.35.	
b. Fully delegate funding and responsibility to maintained schools, meaning that schools would be liable for funding pupil growth from their individual delegated budgets from April 2020.	

Please add any comments in the box below:

--

## 2. Maternity cover

Options (please tick one preference):

a. De-delegate funding from maintained schools as in previous years, with per pupil sums determined by outturn position in 2019-20 i.e. an overspend or underspend in 2019-20 will affect the per pupil rate in 2020-21.	
b. Fully delegate funding and responsibility to maintained schools, meaning that schools would be liable for funding maternity cover from their individual delegated budgets from April 2020.	

Please add any comments in the box below:

--

## 3. Trade union duties (referred to as facilities time)

Options (please tick one preference):

a. De-delegate funding from maintained schools as in previous years, with per pupil sums being held at 2019-20 levels of £1.93 per primary pupil and £3.07 per secondary pupil.	
b. Fully delegate funding and responsibility to maintained schools, meaning that local arrangements for facilities time would need to be secured by individual schools and/or groups of schools in collaboration with trade unions.	

Please add any comments in the box below:

--



#### 4. School improvement

Option (please tick if you support the proposal):

De-delegate funding from primary maintained schools, holding the unit values at 2019-20 levels of a fixed element of £572.67 per site and a variable element of £4.11 per pupil. De-delegation for secondary maintained schools will be based on a per pupil unit contribution of £0.99.	
--	--

Please add any comments in the box below:

--

#### TOP-SLICING

#### 5. Redundancy fund

Options (please tick one preference):

a. Top-slice funding from maintained schools, with per pupil sums determined by outturn position in 2019-20 i.e. an overspend or underspend in 2019-20 will affect the per pupil rate in 2020-21.	
b. Fully delegate funding and responsibility to maintained schools, meaning that schools would be liable for funding all redundancy costs from their delegated budget from April 2020.	

Please add any comments in the box below:

--

#### 6. Statutory school finance

Option (please tick if you support the proposal):

Top-slice funding of £30,000 from maintained schools, as in 2019-20, with the per pupil cost determined by the number of maintained pupils at the time the budgets for 2020-21 are set.	
---	--

Please add any comments in the box below:

--

## 7. Statutory human resources and health and safety

Option (please tick if you support the proposal):

Top-slice funding of £4.40 per pupil from maintained schools (no increase on 2019-20 per pupil rate).	
---	--

Please add any comments in the box below:

--

## 8. Education Access Service

Options (please tick one preference):

a. De-delegate funding from maintained schools, at the 2019-20 level, of £11.52 per pupil.	
b. Fully delegate funding and responsibility to maintained schools, presenting buy-back arrangements through service delivery agreements from April 2020 for those seeking to secure ongoing education welfare and inclusion support for the statutory areas currently covered by the top-slice.	

Please add any comments in the box below:

--

**Thank you for taking the time to complete this consultation form. The consultation forms received from Shropshire maintained schools by the deadline of Friday 22 November 2019, will be collated and will inform the report going to Schools Forum on Thursday 5 December 2019, at which the de-delegation and top-slicing decisions for April 2020 will be taken. Any queries relating to this consultation can be emailed to [schoolfunding@shropshire.gov.uk](mailto:schoolfunding@shropshire.gov.uk).**



<b>Schools Forum</b> Date: 7 November 2019 Time: 8.30am Venue: Guildhall, Shrewsbury	<u>Item</u>	<u>Paper</u>
	Public	<b>D</b>

## HIGH NEEDS FUNDING TASK & FINISH GROUP UPDATE

**Responsible Officer** Julia Dean

e-mail: julia.dean@shropshire.gov.uk

Tel: (01743) 254552

### Summary

This report is to update Schools Forum on the outcomes of the meetings of the High Needs Funding Task & Finish Group, who have met on two occasions since Forum received the last report in June 2019 and agreed to the continuation of the group.

The notes of the meetings on 24 September 2019 and 15 October 2019 (draft), are appended to this report (Appendix 4).

### Recommendation

Schools Forum are asked to receive this report for information.

## REPORT

### Report Period: June to October 2019

#### Key priorities:

1. To agree short term measures that will increase capacity at the Tuition, Medical and Behaviour Support Service (pupil referral units/alternative provision) without placing additional burden on the High Needs Block in order to enable the local authority to meet its statutory responsibilities in relation to:
  - 6 day provision
  - arranging a suitable education for children who are not well enough to attend school
  - placement of children with an Education Health and Care Plan (EHCP)
  - placement of children who are looked after.
2. Support schools to meet the needs of children who:
  - are at risk of permanent exclusion
  - require specific intervention for a time limited period to support positive behaviour management.

3. Develop a Shropshire high needs funding protocol to explain how the high needs funding system operates locally.

### **Key actions and outcomes this period:**

#### **Priorities 1 & 2**

Questionnaire (Appendix 1) circulated to schools to elicit views regarding outline proposals for TMBSS primary and secondary models with the aim of increasing capacity to meet key priorities identified above.

#### **Summary of responses** (full report Appendix 2 and 3)

- Majority of respondents agreed with the suggested primary model (81% positive or very positive).
- Majority of respondents favoured option 1 of the secondary models (62% positive or very positive). However, comments identified that there would be a concern about adopting the same model for both Key Stage 3 and Key Stage 4.
- Majority of respondents (54%) agreed that they would be prepared to contribute toward the cost of an alternative provision intervention placement at TMBSS.
- 91% of respondents agreed that the development of an outreach model of delivery would be positive.

#### **Priority 3**

Draft protocol shared and key areas agreed.

#### **Actions for next period:**

Agree content of consultation document to include:

- primary model
- secondary model with Key Stages 3 and 4 options
- proposed outreach models
- proposed financial models

Draft high needs funding protocol.

## Alternative Provision Review – Questionnaire

In January 2019, via Shropshire Schools Forum, officers set up a Task & Finish Group to undertake a review of high needs spending in line with current SEND policy. The membership of the group has included representation from beyond Schools Forum, in particular the Central Policy Group. As with most other local authorities in England, Shropshire is experiencing significant challenges in meeting the increasing demands on the annual High Needs Block funding allocated for services for children and young people with SEND, as part of the Dedicated Schools Grant.

One of the key initial areas of focus for the group has been alternative provision (AP). Shropshire Council currently commissions AP via the Tuition, Medical & Behaviour Support Service (TMBSS) to provide:

- 6<sup>th</sup> day provision following permanent exclusion
- assessment placements for children with an EHCP
- provision for children unable to attend school due to a medical condition, and
- preventative support.

The Council currently commissions 146 places at TMBSS per year. All commissioned places are funded via the High Needs Block and Council budget, including place funding, top-up and transport. Access to this service is via referral to the Special School Placement Panel. Schools can also directly commission and fund a place at TMBSS to deliver preventative support. It is important to note that this intervention is not a statutory responsibility of the Council.

Alternative provision has been a recent focus nationally. In October 2018 the Department for Education published a market analysis of AP, which highlights the range of models that are being applied across English local authorities.

<https://www.gov.uk/government/publications/alternative-provision-market-analysis>

The models range from authorities providing no AP based provision for preventative support, through to authorities commissioning and fully funding or partially funding AP places. Other models include the provision of centralised outreach support or facilitating school to school support commissioned through specialist schools/academies or a combination of approaches.

The current Shropshire primary phase model at Harlescott Education Centre, Grove Hub and Meadows Hub operates as follows:

Key Stage 1 and 2 pupils access a 50/50 shared placement via the Specialist School Placement Panel. Students are allocated either a morning place or an afternoon place in TMBSS, spending the remainder of the week in their mainstream school. The placement is from Monday to Friday and students are dual registered between TMBSS and their mainstream school. An Educational Review is organised by TMBSS at the end of the initial assessment period at approximately 16 weeks. At this stage a vast majority of students will receive a reintegration programme gradually returning to mainstream school. Some students require additional assessment and support and the involvement of other professionals to access appropriate provision. Throughout the placement close liaison between all professionals is actively encouraged to share good practice and expertise. The average time students spend in a TMBSS is one academic year, slightly longer at Key Stage 1 due to develop needs at this age.

The current Shropshire secondary phase model operates as follows:

Key Stage 3-4 students access a full time Monday to Friday placement at TMBSS via Specialist School Placement Panel. Students are placed at either a medical or SEMH centre depending on need. It is envisaged that Key Stage 3 students will at some stage return to their mainstream setting, however, there is currently no set timescale for this. TMBSS support the local authority in assessing individual needs and submit an EHCP application for students who require additional long-term specialist support. Those students who access TMBSS due to a permanent exclusion will have their case reviewed initially at Specialist Placement Panel, followed by presentation at Fair Access Panel (if appropriate) and a new mainstream school is identified and a transition agreed.

A simple questionnaire has been produced on behalf of the Task & Finish Group in respect of AP, which is being circulated to all mainstream and special schools in Shropshire. This is designed to inform further discussions within the group ahead of a formal consultation in the Autumn term on a range of options - including the status quo - for how AP is funded and delivered in Shropshire. A range of options are presented for consideration and comment, but will be subject to much greater scrutiny and assessment by the Task & Finish Group, Central Policy Group and Schools Forum.

The intention of the review is to ensure that we continue to provide the most effective alternative provision arrangements in Shropshire, that are right for our children and young people and best meets their needs. Therefore, your support and cooperation in completing and returning this questionnaire by the closing date of **Friday 19 July 2019** would be much appreciated.

## Questionnaire

Name of school/setting	
Name of person completing form	
Role in school	
Contact email address	
Date form completed	

Please scan and return the completed form to [senteam@shropshire.gov.uk](mailto:senteam@shropshire.gov.uk) , by no later than **Friday 19 July 2019**.

1. Over the last 3 financial years, has your school used TMBSS for behaviour intervention that has been funded by the local authority and, if so, how many pupils have been referred and how many have been offered places?

	2016/17	2017/18	2018/19
a) Yes, no or don't know			
b) Number of pupils referred			
c) Number of pupils offered places			

2. If you have answered yes to Question 1 please indicate how successful - in general - this intervention was for the pupil(s) accessing this provision?  
*Range: 1 = highly successful to 5 = of very little value [please circle one number]*

1	2	3	4	5
---	---	---	---	---

3. Please provide the reasons for your response to Question 2.

4. Would you be prepared to pay a contribution toward the cost of the provision?

Yes

No

5. Please provide the reasons for your response to Question 4.

### Primary school option

Retain the 50/50 shared placement but restrict to 3 terms, with pupils attending for Monday, Tuesday, Thursday and Friday. Wednesday will be used for TMBSS staff to go into schools to offer outreach support.

6. What is your initial reaction to this option? *[please tick one box]*

Very positive	Positive	Neutral	Negative	Very negative
---------------	----------	---------	----------	---------------

7. Please provide the reasons for your response to Question 6.

### Secondary school options

**Model 1:** Full day support on four days a week, day five used for staff to go into mainstream schools and offer advice and outreach support. This model would require another SEMH centre to cater for increased demand, potentially in the Market Drayton area.

**Model 2:** Move to a shared placement model similar to the primary phase. Monday to Thursday students are allocated either a morning or afternoon session the remainder of the day will be supported in their mainstream school. Friday will be used to offer advice and outreach support.



**Model 3:** Students are allocated a full day at TMBSS on Monday and Tuesday or Wednesday and Thursday. If a student attended TMBSS on Monday and Tuesday they would be supported for the remainder of the week in their mainstream school. If a student was supported on a Wednesday and Thursday at TMBSS they would be supported for the remainder of the week in their mainstream school. Places would be restricted to three terms and then return to their mainstream school. Friday would be used for TMBSS staff to offer advice and outreach support.

8. What is your initial reaction to each of these options? *[please tick one box]*

**Model 1**

Very positive	Positive	Neutral	Negative	Very negative
---------------	----------	---------	----------	---------------

**Model 2**

Very positive	Positive	Neutral	Negative	Very negative
---------------	----------	---------	----------	---------------

**Model 3**

Very positive	Positive	Neutral	Negative	Very negative
---------------	----------	---------	----------	---------------

9. Please provide the reasons for your response to Question 8.

10. How do you feel about the development of an outreach support service? *[please tick one box]*

Very positive	Positive	Neutral	Negative	Very negative
---------------	----------	---------	----------	---------------

11. Please summarise the reasons for your view regarding the development of an outreach service.

12. Do you currently directly commission any other alternative provision independently of the local authority?

Yes

No

13. If you answered Yes to Question 12 please provide details on where this was commissioned from and your reasons for doing so.

14. Please use this space to outline any other options that you think should be considered as part of the review into AP in Shropshire.

**Thank you for taking the time to complete this questionnaire.**

## **A Report into the Shropshire Council Alternative Provision**

Shropshire Council is undertaking a review into its alternative provision. This review has incorporated many strands. From engaging with schools, communicating with TMBSS, reaching out to other local authorities and most recently gauging school opinions with the local authority AP survey. Shropshire Council has aimed to gather the initial opinions and advice from a range of sources, this has allowed us to see what might be both viable and desirable for any change going forward. Following this initial outreach our next step will be to consider all options and hopefully go out to schools for a full consultation within the next few months in order to understand and consider their full opinion on any proposed changes. At the centre of this change is a desire to enhance the learning the children and young people along with providing additional support for schools with a potential outreach service. It is believed that this combination of support both for the school and child or young person will be the outcome of any new model.

**This report will aim to briefly set out the contributions of the AP survey as well as the findings from research into other local authorities.**

**How successful - in general - was intervention for the pupil(s) accessing TMBSS behaviour intervention provision?**

The overall feeling among those schools who replied was a positive one with 75% of recipients believing that the intervention by TMBSS was a very successful (45%) or successful (30%). This is in contrast with those who were neutral about the intervention 15% and those who found it very unsuccessful 10%. The theme of the comments was that schools were grateful for the support and regarded it as professional and supportive towards both integration back into mainstream and providing a location where pupils could break with negative behaviours and work on solutions. The service it is believed has meant fewer permanent exclusions as pupils who have attended have following the provision improved their behaviour. However, there were concerns raised by some schools around effectiveness of the provision, as some pupils have had to be permanently excluded following re-integration into mainstream, it was also raised that the limited space available at TMBSS meant that some pupils have been unable to get any intervention that they required and subsequently had to be transferred to a different school. An interesting point that was made was the impact of the parents or the home life of the children and young people as some schools regarded the enthusiasm of the parents or intervention from other council services as a factor in the success or failure of the intervention.

**Would you be prepared to pay a contribution toward the cost of the provision?**

Whether or not schools should pay a contribution towards the cost of any provision is a dividing subject. The respondents to the survey were divided on the issue with 54% supporting some kind of contribution while 46% were against any such move. There were a wide range of reasons behind each 'yes' or 'no' decision. Those who are willing to consider a contribution to the provision did so for many reasons, one way this could be done it was suggested was through the following on funding, if a child or young person is in a dual role than it may be the AWPU follows that child or young person, it might also be that if the pupil is in receipt any high-needs funding that this also follows the child or young person. Many appreciate the work undertaken by TMBSS and believe a contribution would benefit the service. Others pointed to a trend nationally that sees local

authorities move towards a 'contribution' model. It was also pointed out that an alternative provision as recognised by TMBSS is not necessarily available in other authorities and if a new model needs school support then it will have to be considered. There is a recognition from across schools that the provision offered is something beneficial to schools as well as pupils. The proposal of a contribution however needs more explaining, those who responded noted how it was difficult to make a 'yes'/'no' decision based on the information available and if more information was available a more informed decision could be made.

There was some concern expressed which believed the service currently on offer needs to be enhanced or improved upon before anything else. The overwhelming reason for rejecting the notion of a contribution however was the strain on school budgets and a lack of funding, a lot of schools rejected the notion of a contribution for this reason, those who supported the proposal also expressed concern over budgets and the need to realise this reality for schools.

### **Primary school option**

*Retain the 50/50 shared placement but restrict to 3 terms, with pupils attending for Monday, Tuesday, Thursday and Friday. Wednesday will be used for TMBSS staff to go into schools to offer outreach support*

The idea proposed for a new primary model was met with a majority of positive support with 67% of respondents either being very positive (14%) or positive (53%), 19% of respondents were neutral while 14% were negative. There was a large section of comments on the model with the majority of those responding offering a different perspective. The comments have demonstrated the wide variety of opinion and areas that need to be explored going forward. The proposal of an outreach service through TMBSS was regarded as a positive by the majority of respondents, the key positives were identified as a means of helping support schools as well as the pupils, this was emphasised through the idea of outreach and the sharing expertise (this would have the bonus of) allowing TMBSS staff to see pupil's behaviour in usual (school) setting. The dual role would mean pupils will have a sense of continuity between settings, along with the enhanced potential of supported integration back into mainstream – keeping contact with school and peers. The negative aspects of this model were identified by respondents as a concern over TMBSS staff capacity for outreach, and level of availability for all schools. There was also a repeated concern over the proposed three term limit, with respondents instead believing time in TMBSS should be looked at on a case-by-case basis (some schools raised the possibility of an increase in permanent exclusions if a term limit was imposed). It was stated that children might need a break from the school setting in order to re-set behaviour.

### **Secondary Option**

**Model 1:** *Full day support on four days a week, day five used for staff to go into mainstream schools and offer advice and outreach support. This model would require another SEMH centre to cater for increased demand, potentially in the Market Drayton area.*

**Model 2:** Move to a shared placement model similar to the primary phase. Monday to Thursday students are allocated either a morning or afternoon session the remainder of the day will be supported in their mainstream school. Friday will be used to offer advice and outreach support.

**Model 3:** Students are allocated a full day at TMBSS on Monday and Tuesday or Wednesday and Thursday. If a student attended TMBSS on Monday and Tuesday they would be supported for the remainder of the week in their mainstream school. If a student was supported on a Wednesday and Thursday at TMBSS they would be supported for the remainder of the week in their mainstream school. Places would be restricted to three terms and then return to their mainstream school. Friday would be used for TMBSS staff to offer advice and outreach support.

The secondary option considered three proposals. The first model was considered overall the more positive with 62% of respondents considering it either very positive (37%) or positive (25%). Model two however was split with 50% considering it very positive (12%) or positive (38%) and another 50% who regarded it as negative. Model three was not considered positive or negative, but rather as neutral 75% with those who were positive and negative both being 12.5%. Model one therefore can be considered the preferable option – however there were a lot of comments on the proposals which set out many different perspectives of the secondary schools.

Schools were very different in their responses, all approaching the models from a different perspective. An overarching theme was the need to keep a focus on the individual students and the realisation that for many of the students referred to TMBSS there is not a one size fits all approach and that those in TMBSS have a wide variety of complex needs. That said however, going forward if the local authority is going to enhance the provision provided it might be necessary to have a standard overarching model. It is for this reason that getting an idea of what schools think of the different models is so important going forward.

The idea of model one was met with the most positive response. Being within TMBSS for four of the five days allows for a significant period of time away from the mainstream setting, the one day a week outreach opportunity on the other day where TMBSS staff could come out and engage with schools may be regarded as an opportunity to develop and share good practice. There is concern with the secondary models that a joint attendance at both the TMBSS setting and the mainstream will be impractical with the reality of teaching, most notably at GCSE level. Model one might however be more practical with those in KS3, one day a week in school would act arguably as an anchor and give the student a continued sense of belonging. It was suggested that pupils in their one day a week at mainstream could be placed within the schools own 'pupil support centre' as a basis for reintegration. This reintegration it was suggested could merge with a different model as student progress is achieved as to become slowly a way to move full time back into mainstream. It was a concern that any outreach service would be too stretched if it operated county wide. There are also a lot of clarification questions that were requested such as any proposed cost of a four day a week provision, what the intended outcome would be of any provision, how long would each placement last and what would be the procedures to review students following a return to mainstream, and what would happen if behaviour deteriorates. These questions make up the initial phase of looking into the impact and effect upon schools the models suggested.

On the option of a shared placement there were both opportunities and concerns. Operating a shared placement model would allow for more flexibility for both the school and student. The student would benefit from still feeling part of the school as well as maintaining those social links with peers, in this regard a sense of belonging would be maintained. For the school a shared

placement would allow for a possible relief of the original pressure that led to any exclusion, possibly enhancing any phased return when this is considered necessary.

Some schools regarded the 50/50 dual placement both evident in model 2 and 3 as potentially difficult. The difficulty stems from the issue with timetables most evident for those in KS4 and undertaking their GCSEs, any 50/50 placements would impact on attendance in lessons and learning. Built upon this it was suggested that model two was more suited to primary schools, in a secondary setting the model restricts continuity and would lead to gaps in learning. The outreach provision and cost was also raised and questioned. The response to model 3 was similar to that of model two, with similar issues being raised over the dual setting proposal. An overarching concern was also expressed through a concern over the financial aspect of any new model upon school budgets.

There was a concern raised over the provision offered by TMBSS and how it relates to the mainstream setting, noting the lack of a range of subjects and to a KS4 standard. The behaviour standards were also raised as it was noted that there is more leniency towards certain behaviours that are not acceptable in a school setting.

### **How do you feel about the development of an outreach support service?**

The idea of an outreach support service was supported across all primary and secondary respondents. The reaction was in support of the idea with 91% agreeing it was very positive (29%) or positive (62%), 9% regarded the idea as neutral. This initial reaction demonstrates the support for the idea.

The overall response to an outreach service was one of positivity towards an idea that would benefit schools and pupils. It was agreed that having professional staff visit the school environment would be a benefit to the pupils and the school. It would act as a way of bridging the gap between the schools and the alternative provision, as well as potential act as a preventative service. Respondents emphasised the willingness of staff to learn and gain new skills that would come with an outreach service, improving the techniques of those members of staff who are less experienced, and it would also allow the TMBSS staff to see the pupils in the usual school setting. An outreach service may also be a way of meeting a demand that is not available currently in some schools, and in this regard, it might act as a means of reducing the number of permanent exclusions.

There were some concerns however: some schools were concerned that any outreach service might lead to a replacement for a full time or dual provision placement. This point was built upon by another school who emphasised the need for some children to have a full-time provision with the aim of reintegration into mainstream education, but this reintegration should be into the classroom setting rather than into segregation. The number of schools in Shropshire and the distance between them meant that some schools were concerned about the availability of staff and felt that the staff may be too stretched to deliver a high-quality service. The option of an outreach service is something that has support, however there are concerns and further questions that need to be explored.



**This page is intentionally left blank**



## **A Report into the Shropshire Council Alternative Provision**

Shropshire Council is undertaking a review into its alternative provision. This review has incorporated many strands. From engaging with schools, communicating with TMBSS, reaching out to other local authorities and most recently gauging school opinions with the local authority AP survey. Shropshire Council has aimed to gather the initial opinions and advice from a range of sources, this has allowed us to see what might be both viable and desirable for any change going forward. Following this initial outreach our next step will be to consider all options and hopefully go out to schools for a full consultation within the next few months in order to understand and consider their full opinion on any proposed changes. At the centre of this change is a desire to enhance the learning the children and young people along with providing additional support for schools with a potential outreach service. It is believed that this combination of support both for the school and child or young person will be the outcome of any new model.

**This report will aim to briefly set out the contributions of the AP survey as well as the findings from research into other local authorities.**

**How successful - in general - was intervention for the pupil(s) accessing TMBSS behaviour intervention provision?**

The overall feeling among those schools who replied was a positive one with 75% of recipients believing that the intervention by TMBSS was a very successful (45%) or successful (30%). This is in contrast with those who were neutral about the intervention 15% and those who found it very unsuccessful 10%. The theme of the comments was that schools were grateful for the support and regarded it as professional and supportive towards both integration back into mainstream and providing a location where pupils could break with negative behaviours and work on solutions. The service it is believed has meant fewer permanent exclusions as pupils who have attended have following the provision improved their behaviour. However, there were concerns raised by some schools around effectiveness of the provision, as some pupils have had to be permanently excluded following re-integration into mainstream, it was also raised that the limited space available at TMBSS meant that some pupils have been unable to get any intervention that they required and subsequently had to be transferred to a different school. An interesting point that was made was the impact of the parents or the home life of the children and young people as some schools regarded the enthusiasm of the parents or intervention from other council services as a factor in the success or failure of the intervention.

**Would you be prepared to pay a contribution toward the cost of the provision?**

Whether or not schools should pay a contribution towards the cost of any provision is a dividing subject. The respondents to the survey were divided on the issue with 54% supporting some kind of contribution while 46% were against any such move. There were a wide range of reasons behind each 'yes' or 'no' decision. Those who are willing to consider a contribution to the provision did so for many reasons, one way this could be done it was suggested was through the following on funding, if a child or young person is in a dual role than it may be the AWPU follows that child or young person, it might also be that if the pupil is in receipt any high-needs funding that this also follows the child or young person. Many appreciate the work undertaken by TMBSS and believe a contribution would benefit the service. Others pointed to a trend nationally that sees local

authorities move towards a 'contribution' model. It was also pointed out that an alternative provision as recognised by TMBSS is not necessarily available in other authorities and if a new model needs school support then it will have to be considered. There is a recognition from across schools that the provision offered is something beneficial to schools as well as pupils. The proposal of a contribution however needs more explaining, those who responded noted how it was difficult to make a 'yes'/'no' decision based on the information available and if more information was available a more informed decision could be made.

There was some concern expressed which believed the service currently on offer needs to be enhanced or improved upon before anything else. The overwhelming reason for rejecting the notion of a contribution however was the strain on school budgets and a lack of funding, a lot of schools rejected the notion of a contribution for this reason, those who supported the proposal also expressed concern over budgets and the need to realise this reality for schools.

### **Primary school option**

*Retain the 50/50 shared placement but restrict to 3 terms, with pupils attending for Monday, Tuesday, Thursday and Friday. Wednesday will be used for TMBSS staff to go into schools to offer outreach support*

The idea proposed for a new primary model was met with a majority of positive support with 67% of respondents either being very positive (14%) or positive (53%), 19% of respondents were neutral while 14% were negative. There was a large section of comments on the model with the majority of those responding offering a different perspective. The comments have demonstrated the wide variety of opinion and areas that need to be explored going forward. The proposal of an outreach service through TMBSS was regarded as a positive by the majority of respondents, the key positives were identified as a means of helping support schools as well as the pupils, this was emphasised through the idea of outreach and the sharing expertise (this would have the bonus of) allowing TMBSS staff to see pupil's behaviour in usual (school) setting. The dual role would mean pupils will have a sense of continuity between settings, along with the enhanced potential of supported integration back into mainstream – keeping contact with school and peers. The negative aspects of this model were identified by respondents as a concern over TMBSS staff capacity for outreach, and level of availability for all schools. There was also a repeated concern over the proposed three term limit, with respondents instead believing time in TMBSS should be looked at on a case-by-case basis (some schools raised the possibility of an increase in permanent exclusions if a term limit was imposed). It was stated that children might need a break from the school setting in order to re-set behaviour.

### **Secondary Option**

***Model 1:** Full day support on four days a week, day five used for staff to go into mainstream schools and offer advice and outreach support. This model would require another SEMH centre to cater for increased demand, potentially in the Market Drayton area.*

**Model 2:** Move to a shared placement model similar to the primary phase. Monday to Thursday students are allocated either a morning or afternoon session the remainder of the day will be supported in their mainstream school. Friday will be used to offer advice and outreach support.

**Model 3:** Students are allocated a full day at TMBSS on Monday and Tuesday or Wednesday and Thursday. If a student attended TMBSS on Monday and Tuesday they would be supported for the remainder of the week in their mainstream school. If a student was supported on a Wednesday and Thursday at TMBSS they would be supported for the remainder of the week in their mainstream school. Places would be restricted to three terms and then return to their mainstream school. Friday would be used for TMBSS staff to offer advice and outreach support.

The secondary option considered three proposals. The first model was considered overall the more positive with 62% of respondents considering it either very positive (37%) or positive (25%). Model two however was split with 50% considering it very positive (12%) or positive (38%) and another 50% who regarded it as negative. Model three was not considered positive or negative, but rather as neutral 75% with those who were positive and negative both being 12.5%. Model one therefore can be considered the preferable option – however there were a lot of comments on the proposals which set out many different perspectives of the secondary schools.

Schools were very different in their responses, all approaching the models from a different perspective. An overarching theme was the need to keep a focus on the individual students and the realisation that for many of the students referred to TMBSS there is not a one size fits all approach and that those in TMBSS have a wide variety of complex needs. That said however, going forward if the local authority is going to enhance the provision provided it might be necessary to have a standard overarching model. It is for this reason that getting an idea of what schools think of the different models is so important going forward.

The idea of model one was met with the most positive response. Being within TMBSS for four of the five days allows for a significant period of time away from the mainstream setting, the one day a week outreach opportunity on the other day where TMBSS staff could come out and engage with schools may be regarded as an opportunity to develop and share good practice. There is concern with the secondary models that a joint attendance at both the TMBSS setting and the mainstream will be impractical with the reality of teaching, most notably at GCSE level. Model one might however be more practical with those in KS3, one day a week in school would act arguably as an anchor and give the student a continued sense of belonging. It was suggested that pupils in their one day a week at mainstream could be placed within the schools own 'pupil support centre' as a basis for reintegration. This reintegration it was suggested could merge with a different model as student progress is achieved as to become slowly a way to move full time back into mainstream. It was a concern that any outreach service would be too stretched if it operated county wide. There are also a lot of clarification questions that were requested such as any proposed cost of a four day a week provision, what the intended outcome would be of any provision, how long would each placement last and what would be the procedures to review students following a return to mainstream, and what would happen if behaviour deteriorates. These questions make up the initial phase of looking into the impact and effect upon schools the models suggested.

On the option of a shared placement there were both opportunities and concerns. Operating a shared placement model would allow for more flexibility for both the school and student. The student would benefit from still feeling part of the school as well as maintaining those social links with peers, in this regard a sense of belonging would be maintained. For the school a shared

placement would allow for a possible relief of the original pressure that led to any exclusion, possibly enhancing any phased return when this is considered necessary.

Some schools regarded the 50/50 dual placement both evident in model 2 and 3 as potentially difficult. The difficulty stems from the issue with timetables most evident for those in KS4 and undertaking their GCSEs, any 50/50 placements would impact on attendance in lessons and learning. Built upon this it was suggested that model two was more suited to primary schools, in a secondary setting the model restricts continuity and would lead to gaps in learning. The outreach provision and cost was also raised and questioned. The response to model 3 was similar to that of model two, with similar issues being raised over the dual setting proposal. An overarching concern was also expressed through a concern over the financial aspect of any new model upon school budgets.

There was a concern raised over the provision offered by TMBSS and how it relates to the mainstream setting, noting the lack of a range of subjects and to a KS4 standard. The behaviour standards were also raised as it was noted that there is more leniency towards certain behaviours that are not acceptable in a school setting.

### **How do you feel about the development of an outreach support service?**

The idea of an outreach support service was supported across all primary and secondary respondents. The reaction was in support of the idea with 91% agreeing it was very positive (29%) or positive (62%), 9% regarded the idea as neutral. This initial reaction demonstrates the support for the idea.

The overall response to an outreach service was one of positivity towards an idea that would benefit schools and pupils. It was agreed that having professional staff visit the school environment would be a benefit to the pupils and the school. It would act as a way of bridging the gap between the schools and the alternative provision, as well as potential act as a preventative service. Respondents emphasised the willingness of staff to learn and gain new skills that would come with an outreach service, improving the techniques of those members of staff who are less experienced, and it would also allow the TMBSS staff to see the pupils in the usual school setting. An outreach service may also be a way of meeting a demand that is not available currently in some schools, and in this regard, it might act as a means of reducing the number of permanent exclusions.

There were some concerns however: some schools were concerned that any outreach service might lead to a replacement for a full time or dual provision placement. This point was built upon by another school who emphasised the need for some children to have a full-time provision with the aim of reintegration into mainstream education, but this reintegration should be into the classroom setting rather than into segregation. The number of schools in Shropshire and the distance between them meant that some schools were concerned about the availability of staff and felt that the staff may be too stretched to deliver a high-quality service. The option of an outreach service is something that has support, however there are concerns and further questions that need to be explored.

## A look into Local Authority Provision

Through contacting and speaking with other local authorities from across the country it has become apparent that there is not one size fits all approach to AP provision. The level of top-up is considerably different across the country and between authorities, this is also mirrored in the relationships that exists between the local authorities and the schools and the different level of top-up that is paid. There does not seem to be regional difference, rather the picture across the country is a system that looks like it has changed and evolved depending on the situation within each local authority. Several local authorities including Shropshire are undertaking a review into the current provision and this movement to do so was evident across the country. In some cases, the schools are now paying for all the commissioned top-up while in some other cases it is shared between the local authority and the school. A proportion of the AWPU in some authorities is now being requested to go towards the provision. The snapshot given is one where alternative provision is moving towards an option that has multiple funding streams from both the local authority and schools – it seems that a joint approach going forward is being evidenced across the country, any movement in this direction therefore should be explored and its benefits and challenges fully examined.

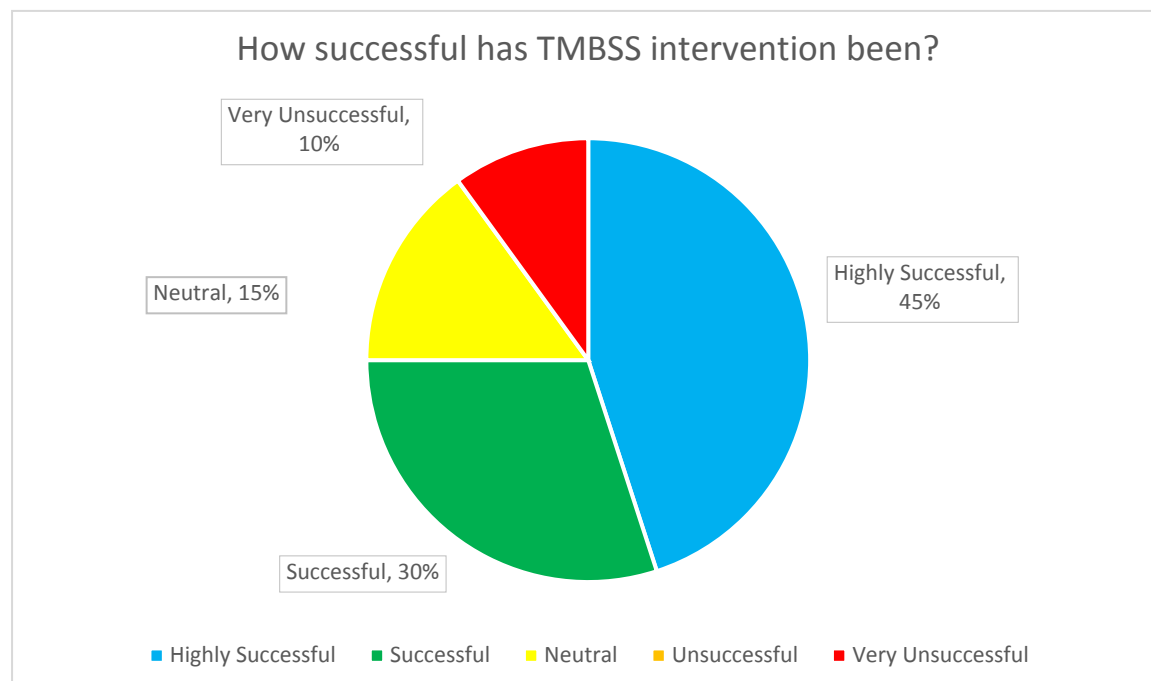
Who pays for the cost of the dual placement top-up

Local Authority	Top-Up	Who Pays: LA/School
Shropshire	7,200	LA
West Midlands A	7,300	School
West Midlands B	5,700	School
West Midlands C	KS 1,2&4: 12,758 KS3: 14,188	Pay on who commissions
West Midlands D	?	LA (currently reviewing with an idea for joint commissioning)
East Midlands A	KS 1&2: 26 078	LA
East Midlands B	3,206	School
East Midlands C	Do not commission AP	Do not commission AP
South West A		Proportion of AWPU
South West B	Do not commission AP	Do not commission AP
South East A	KS 1&2: 31,204 KS 3&4: 15,995	LA (School for medical)
South East B	9,866	LA
South East C	109	LA/School split
South East D	KS 1&2: 7,333 KS 3&4: 8,500	Pay on who commissions
East Anglia A	11,125	LA
North West A		Proportion of AWPU

## Survey Response:

Number of responses: 26 – Primary responses: 19 – Secondary responses: 7

How successful - in general - was intervention for the pupil(s) accessing TMBSS behaviour intervention provision?



## Primary Responses:

- “The current placement is having a positive impact. Of the 2 placements in 2017 one Year 6 child was initially funded by school as the normal application for a funded place would have taken too long and led to a permanent exclusion. This place in specialist provision was made permanent which was a good outcome for the child. The other funded placement led to the Year 3 pupil returning to another school but I have since been told this was not successful”
- “TMBSS, led by Greg Portman and his team, are professional, skilled, hugely experienced and dedicated to the needs of every child. Because of this they provide CRUCIAL support to the mainstream schools like ours.”
- “2 of the Pupils had been given fixed term exclusions and were taught on an individual curriculum as well as attending school part time. The pupils were in danger of having permanent exclusions. It was frustrating waiting for a place and by the time a place became available 1 of the pupils transferred to a different school. The parents of 1 pupil declined the place. The alternative provision is a long distance for a primary aged pupil to travel and this was a concern of the parents. We would have preferred more communication between the settings.”

- “Eventually the child was reintegrated back into our school and was significantly calmer. He was able to cope with his anger well and also his situation at home. The support we received was very good also.”
- “The child has spent an extended period of time accessing dual placement. This has been highly successful. He is now able to access learning in the classroom at mainstream for half a day. Learning is accelerating now that he is able to access the classroom at both settings. He is beginning to form relationships with his peers in mainstream due to being able to access the learning environment. However, this would not be possible without support to manage emotions within the class.”
- “The purpose of the shared placement was to attempt to modify a year 6 pupils challenging behaviour before transfer to High School. This pupil had only recently been admitted to St Laurence School (the previous term).The placement was a success, although if the parents had engaged fully even more progress might have been made.”
- “2012/13 – achieved reintegration back into school”
- “ – Because appropriate placement found, – short term integration back was successful, – Long term, permanent exclusion”
- “Child was no longer manageable in school; we had paid for outreach but needed specialist support. Shared placement worked well.”
- “Pupil 1 could not manage in mainstream school and would run away. He was then taken into care and placed in a foster home. Without a place at TMBSS he would not have been education at all. He had success at TMBSS before moving to foster carers out of county. Latest update was that he was in mainstream school full-time and doing very well. N.B. 1st month was commissioned by us. Pupil 2 is currently at TMBSS and making great progress, with her behaviour improving rapidly. She was also taken into care at about the same time as starting at TMBSS and this has helped to bring order and safety into her life. TMBSS has helped these pupils enormously but the question must be asked why both these children weren’t taken into care earlier. If they had been placed with carers earlier then I don’t think that places at TMBSS would have been needed. We must find a way of ‘education’ not being the only vehicle for solving problems caused by inadequate parenting. Once young people are in safe, caring homes education in mainstream schools will work for the majority of them.”

- “Over the years we have worked very successfully with TMBSS for a number of children, enabling them to access mainstream and eventually integrate fully back into our setting. The staff at TMBSS are highly skilled, professional and outstanding in their commitment to delivering high quality education focussing on individual needs at specific times. They are preventative as well as being reactive. We have had several success stories, working closely as a team and also one instance where a child left us and went their following a permanent exclusion. We will be working with them again in September for another child with a dual place. Already the sense of teamwork and togetherness for the pupil is clear and their support for us as a mainstream setting is invaluable.”
- “The placement did not have impact on the behaviour of the pupil in question and this pupil was eventually excluded permanently from Stokesay whilst on a shared 50/50 placement at TMBSS/Stokesay.”
- “Some children benefit tremendously from the provision and reintegrate in school successfully. Often this is because successful Early Help or child protection interventions have affected change in the home environment. For children with ASD or significant trauma/attachment difficulties the provision has been an effective assessment allowing children to access further support.”
- “One child made good progress and integrated back in to mainstream ready for secondary school. Other child doing well but less successful and changed schools – a move not related to TMBSS access.”

#### **Secondary Responses:**

- “Children who are at risk of permanent exclusion often need small group support, and more one to one support than can be offered in the mainstream environment. Schools don’t want to turn their backs on vulnerable children, but in an increasingly bleak financial climate, there are constraints in all schools which mean that the intensive support that some pupils require, cannot be given. Sometimes it’s clear that the best efforts of school cannot be enough, cannot do enough, to create change for young people. In these cases, a TMBSS type provision can allow the space and flexibility to reboot the young person’s appetite for learning, in an environment that allows them to break cycles of negativity that may well have arisen.”
- “It is difficult to offer a generalisation of success, as I am not sure what the criteria would be. For those students accessing AP at KS4, the provision was successful, in so much as it enabled them to complete some examination subjects, although we are not provided with this outcome or destination data. For the students at KS3, following the initial assessment, the students were referred to specialist provision; to this extent, the provision was successful, in so much as the young people were able to access provision appropriate to

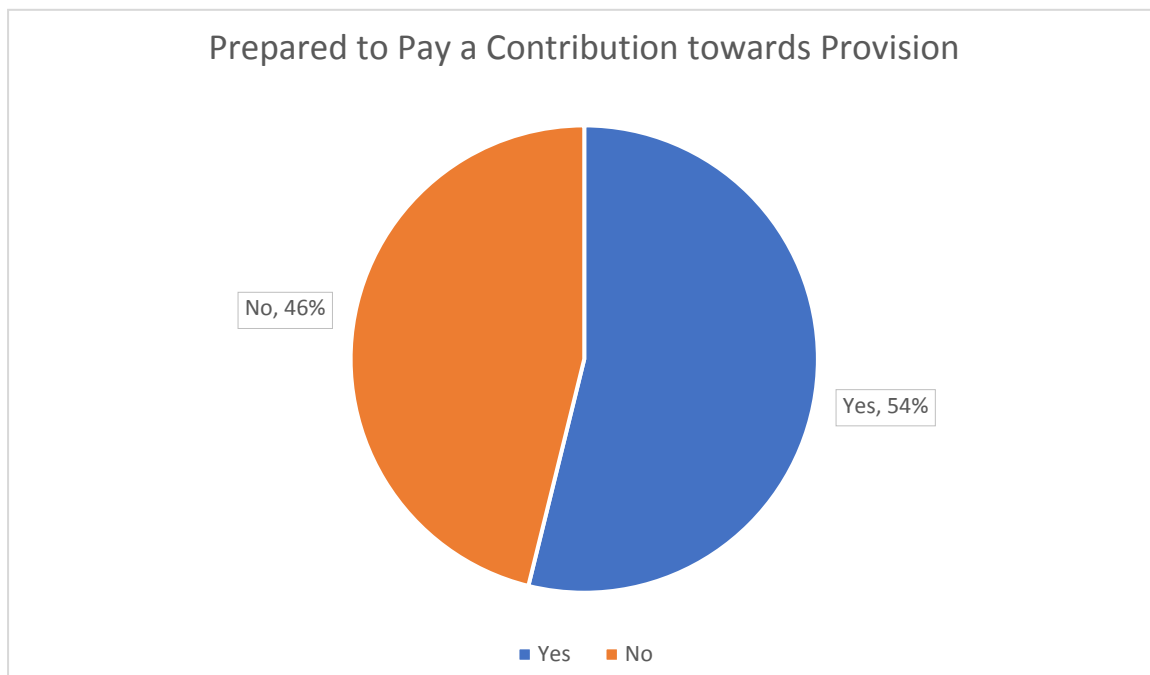


their needs. One student was returned to mainstream at KS4; this was not a positive experience for the student, and he had a negative impact on his peers.”

- “The intervention did not change the students’ behaviours and therefore prevent the student from being permanently excluded for violent conduct towards another student. I am also aware that once the student had been placed after permanent exclusion the behaviours that led to the initial referral and eventual permanent exclusion were still evident in the local community.”
- “Year 11 male a perm ex from another local secondary school. Was placed at TMBSS Bridgnorth and placed at SJT. No intervention or support offered from TMBSS with reintegration apart from a meeting. Placement at SJT began to breakdown and exclusions exceeded expected data in a term, decision from LA to support with tuition through online work. Alternative timetable created through the student using eLearning. He failed to log on and did not carry out any online learning.”
- “For the students who did engage and accessed the provision, this intervention was invaluable. Two of the students were on dual placements and the place at TMBSS meant that we were able to keep them at Priory – they needed the respite from full time mainstream. In two cases the students themselves did not engage (for a variety of complex reasons), which was a shame as they would have benefited. Most of our referrals have been for students with very high levels of anxiety, who have gone to the Hook-A-Gate site for dual provision, and this has worked brilliantly. Another student with very complex mental health needs was unable to attend the centre but provision was put in place for him at home, The Lantern and Louise House. This was also a very successful intervention, but one which was a significant pull on TMBSS’ resources.”
- “Students accessing the intervention either returned to CSS with strategies provided to assist in reintegration, allowing a full or part time return. Some, where it was deemed appropriate, did not return, instead finding placements beyond TMBSS due to their specific needs which could not be met through mainstream education. This would have been very difficult to achieve without the placement at TMBSS. Instead, it would have been highly likely that some students may have faced permanent exclusion had they not had TMBSS intervention or returned to CSS.”

**Six No Comments**

## Would you be prepared to pay a contribution toward the cost of the provision?



### Primary Response:

- “I believe this is a statutory responsibility of the LA. With schools running deficit budgets the levels of permanent exclusion would be sure to rise if places were not funded. It would also lead to a two tier system where schools with the funds could jump the queue.”
- “I initially thought perhaps a contribution towards transport, but some schools would have to pay more than others due to the distance from schools to TMBSS. I am unsure if the school has ever used TMBSS”
- “See answer to Q3” – “TMBSS, led by Greg Portman and his team, are professional, skilled, hugely experienced and dedicated to the needs of every child. Because of this they provide CRUCIAL support to the mainstream schools like ours.”
- “If the pupil was receiving additional high needs funding this could be used towards the cost of the provision.”
- “It would very much depend on how much the cost was. We are an academy and part of BAST so we would also have to consult with the other schools within our Trust.”

- “The schools notional budget plus GSP does not cover the cost of support provided in school. This includes 1:1 support; family support worker support; learning mentor input.”
- “I feel that putting a cost to this provision may influence the choices made by schools who are struggling with finances. These decisions should be based on children not costs.”
- “As long as costs are shared. The only reservation is that some staff may still need to be paid and that in effect the school would be paying for that pupil’s provision twice. If the Support Assistant is on a variable contract then this can be averted but this is not the case for most staff. However I am aware that is the norm in many other local authorities and if this is the only way to keep a valuable service and indeed increases its capacity. Then it is preferable.”
- “We have significant budget issues which have led to a very small surplus – we could not afford to contribute to the provision from our budget or small surplus without jeopardising the schools financial position at this time. Staffing has been set for the year and is only area where we could make savings – but we cannot do this mid year. Whilst school funding is such an issue I don’t think we could realistically expect schools to provide additional funding for pupils in crisis.”
- “Not enough info available to make a decision – Would consider all options with more costing information and understanding of implications”
- “I think the service is invaluable for schools, although am aware this does not have to be offered. Would be willing to make a contribution, however think schools need to be aware what a paid placement would cost in total should schools be paying for the service. Would also need to think about the amount asked for. Funding could be taken from notional budget (although probably being already used) and PP money could support as an idea.”
- “I think all schools should be asked to make a contribution - like an insurance system. It would be unfair if the schools with a higher number of pupils with EBD had to foot the bill entirely. Those schools that don’t then use TMBSS should be thankful that they haven’t had to - extremely challenging pupils are the biggest drain on a school’s resources! If training could be delivered to all schools that sign up to this plan then at least they would get something in return.”
- “No, as I feel that this should be covered as it already is. However if the service were to be compromised without funding, then this would be something we would look in to as a

school. Finances for SEN are already stretched and very costly to schools, so I am not sure that we would be able to stretch further.”

- “If the placement would have a measurable impact then it would be worth paying for from a school’s point of view.”
- “Some children benefit tremendously from the provision and reintegrate in school successfully. Often this is because successful Early Help or child protection interventions have affected change in the home environment. For children with ASD or significant trauma/attachment difficulties the provision has been an effective assessment allowing children to access further support.”
- “No funds available. Greatly value the service but not even enough for notional £6K funding available in budget.”
- “We used TMBSS for one pupil for four terms in 2005-06. That pupil then progressed to LA funded private provision. That pupil is now a post-graduate student at Imperial College, London and enjoying an independent, successful life. Although it is not possible to directly attribute this to his earlier provision, TMBSS enabled both his mainstream school and parents to sustain his engagement with learning at a critical period in his life so that he was able to benefit from the provision at KS3 and beyond.”

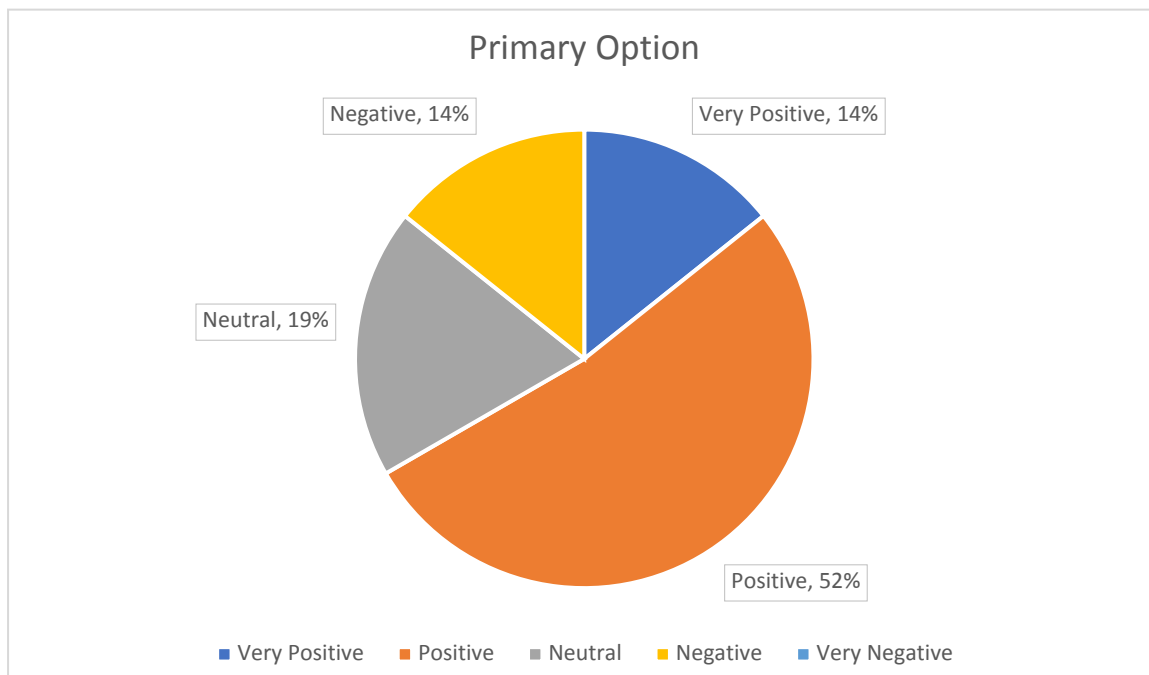
#### **Secondary Responses:**

- “If we want children to be helped in a quality provision, and to work in partnership, we have to expect to contribute. That said, school budgets are at breaking point, with hardly any flexibility remaining. There would need to be acknowledgement of relative school sizes in any formula used to calculate contributions, not a flat rate charge per student accessing the provision.”
- “Every student carries funding, and therefore, should a student move to AP, that funding should go with them for the time they are in AP.”
- “Yes – if the student has not reached permanent exclusion and we have the funding available to access it. No – if the student has been permanently excluded”
- “The size of the current school budget means we would not have the option to pay for the cost of provision. This alternative provision is the local authority’s responsibility under statute as I am sure you are aware and I support that position as set out in the recent review. I would not think it proper to charge overstretched schools – you would in effect curtail other children’s educational opportunities.”

- “Current provision needs to be addressed to assess what is needed to support. 16 week assessments have ended with student returning and limited action or realistic support placed in the setting for support purposes. Year 11 male was just placed at SJT when he clearly was not ready for mainstream placement. SJT were determined not to perm ex him as it would have been his second perm ex, so continued to support the male as much as possible. There was an initial meeting, but then it was case closed and school to work with him. There was no review, no observations carried out, just simply school asking for PPM. Parents and School worked closely together to develop strategies and work with the student as there was little in fact no follow up from TMBSS. It was only when exclusion days exceeded recommended days and a pupil disciplinary meeting that a. There are students who are being returned to mainstream when there is only evidence that small settings work. Assessments need to be carried out in the allocated mainstream and observations carried out before decisions are made. Judgements are being made based upon small setting placement at TMBSS, which is a completely different setting with small numbers, small setting completely different to mainstream placement with high student numbers usually 30 students in a class and higher student whole school numbers. Judgements need to be made based upon the mainstream setting and observations not simply TMBSS observations in an unrealistic setting.”
- “We feel that schools should pay a contribution – perhaps the proportion of the child’s AWPU for when they attend the centre. This is a practice I am familiar with from a previous post in Hertfordshire and worked well.”
- “As with most schools the pressures surrounding school budgets are ever increasing. However if a pupils does receive top up funding in the form of an EHCP then some of this funding should be allocated to AP providers.”
- “Before we can answer this we would need to have an idea as to the size of contribution. Given budgets at the moment, this would be a very real challenge.”

**One No Comment**

## Primary School Option



### Primary Responses:

- “Most of the pupils we have referred needed a complete break from our school to reset their behaviour. The current system of a fresh start in TMBSS and working towards reintegration has worked well for us in the past. I also question if TMBSS have the staffing capacity to provide outreach support to the number of schools they take children from. If a TMBSS class has, for example 10 children, the likelihood is you would only get outreach 1 week in 5 or 10. It has proved very difficult to arrange outreach in the past. I can see this could lead to increased numbers of exclusions or part time timetables.”
- “It would be useful to have a staff member from TMBSS come to the school to work with that child in the school setting.”
- “Positive, whilst always remembering that if an individual needs a period of something slightly more intense then that can still be an option. It’s all about what the individual child and context require in order for it to be a success.”
- “This would reduce the waiting list and provide some continuity between the settings.”
- “The 50/50 split works well because the child maintains contact with peers and the school”

- “I would be concerned about the negative impact of change in routine for children and the difficulty in providing staff to support in school. Although I can see the potential benefit of TMBSS staff visiting school to offer support.”
- “This sounds like a reasonable plan.”
- “The Outreach Support might be very beneficial.”
- “I think 3 terms will allow full assessment for pupils and opportunities for training and reintegration in most cases. However, there will be some pupils who require longer or different provision. SEND must be responsive to pupil needs not prescriptive based upon budget constraint. I think that a one size fits all will lead to more exclusions.”
- “Allow sharing of expertise, see pupils behaviour in usual school setting.”
- “I think schools who access the provision for the mornings get a better deal, from past experience with pupils who require the provision when mornings are more formal that is when you tend to have more issues. Was there a discussion around Mon/Tue all day placement or Thur/Fri all day placement and other three days in school?”
- “I would go further and have pupils attend for two days only (Monday and Tuesday or Thursday and Friday). This way twice as many pupils could get support. If more pupils could get to TMBSS quicker the need to permanently exclude could be reduced massively.”
- “This would be a positive way of ensuring integration back into mainstream happens quicker, however I have reservations to a blanket rule for restrictions as I feel that this needs to be child specific. Or possibly have an alternative for those children who will require longer out of mainstream.”
- “Our experience of a 50/50 shared placement was not particularly positive, and this is partly due to the taxi journey/distance between TMBSS and school, and partly due to the pupil in question requiring consistency and finding it difficult to adapt between 2 settings every day like this.”
- “This will improve provision as teachers will have a greater understanding of the difficulties in school. This question should have been split. We are positive about the Wednesday outreach as this will improve the provision. The 3 terms restriction may result more children

being permanently excluded. 3 terms could apply in most cases but there needs to be some flexibility for complex cases.”

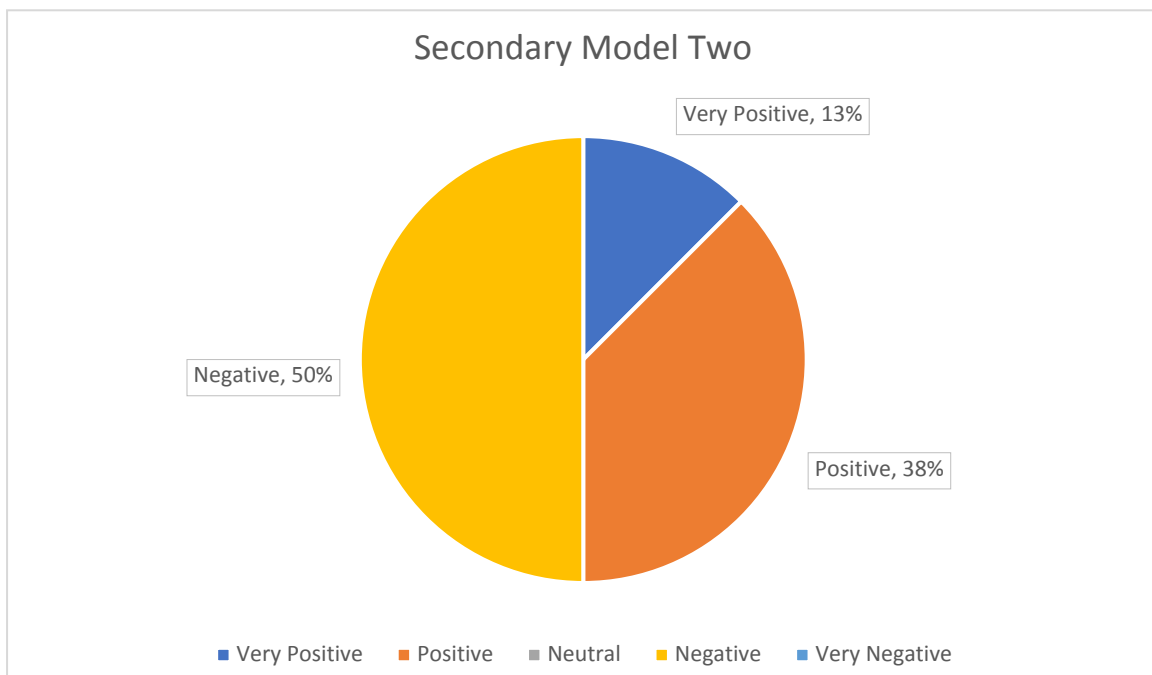
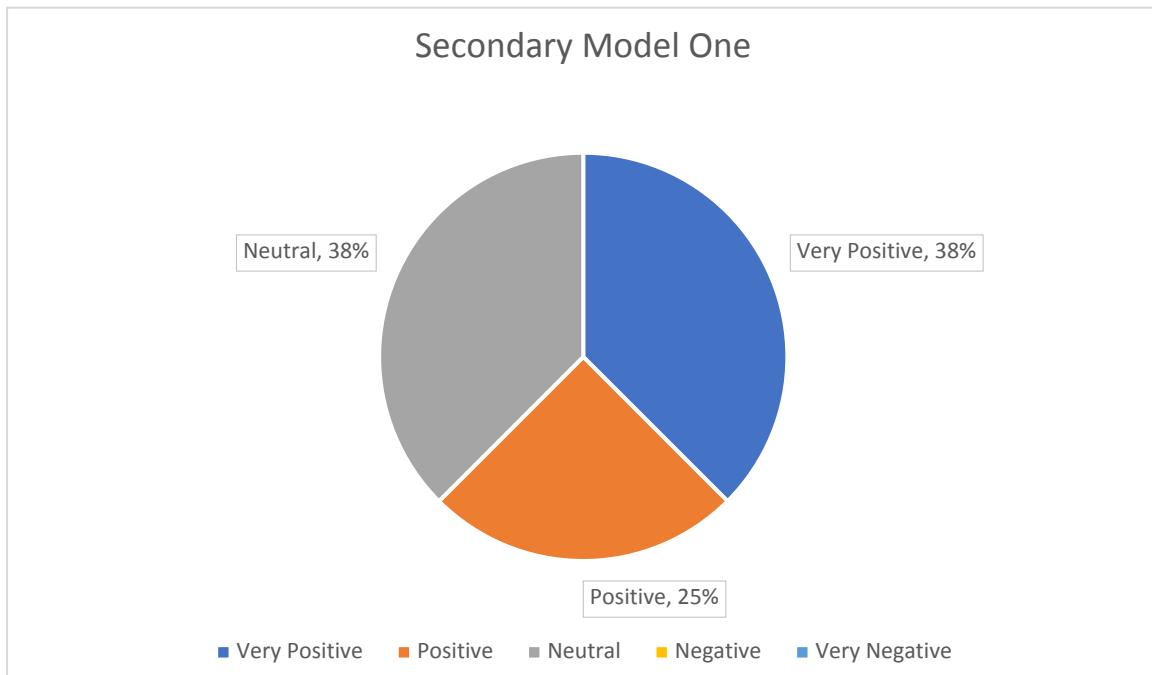
- “Outreach work in school would need to be of very high quality. We have some reservations about the three term restriction. The limited experience we have of a placement at TMBSS, some years ago, involved a child who everyone involved felt needed significantly longer than 12 months on a shared placement with the unit.”
- “Outreach could be a very positive step forward, particularly if it helps to support schools as well as the learner. Although a three-term restriction is based on the average this seems arbitrary. Surely provision should be based on need rather than an average. The Specialist Provision Strategic Review and Development plan 2018-2022 identifies specific need for primary provision within North East Shropshire (Market Drayton/Whitchurch). This plan does not address that need. Looking at the bigger picture could potentially provide a more cost effective and successful mechanism for alternative provision.”
- “We found the option for staff to visit TMBSS valuable but it is difficult to remove the class teacher with responsibility for the other 25 children whereas it may be easier for the specialist to visit the mainstream setting. In our work with Woodlands Outreach that has proved to be a useful model.”

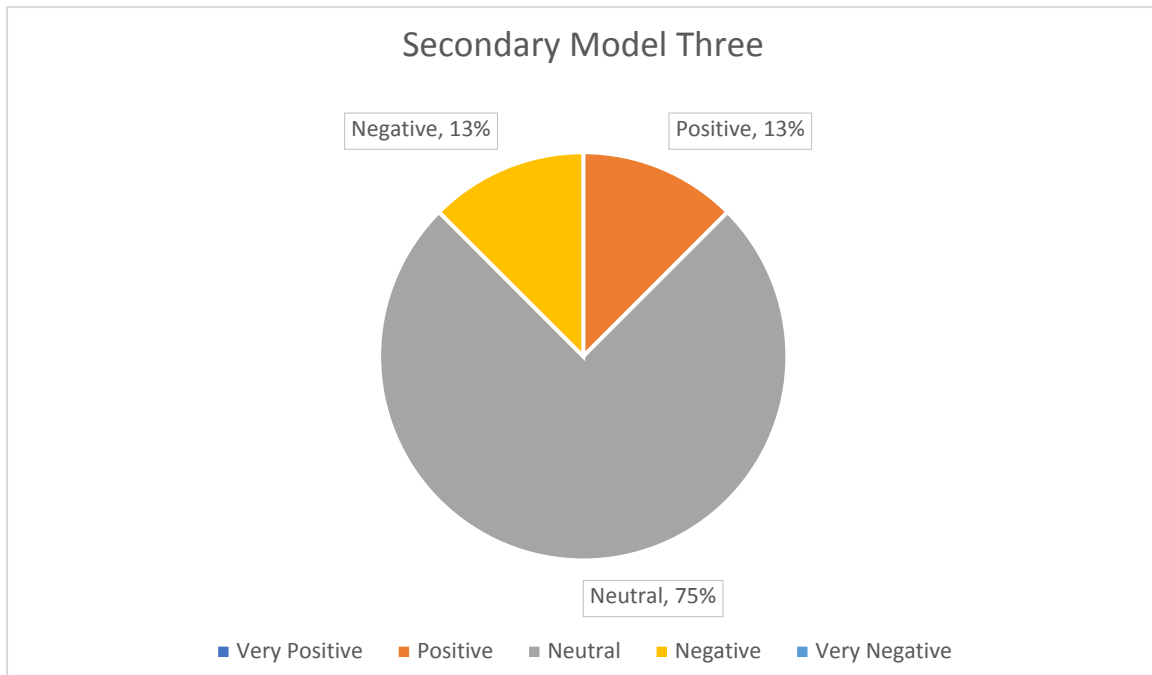
#### **Secondary Responses:**

- “Early intervention and intervention in schools should be used to prevent children needing AP – but schools should not be charged for this service.”
- “The outreach support is one of the most crucial parts to this option. Here mainstream settings are supported with expertise of staff and offered opportunities to develop knowledge and skills from observing TMBSS placement. This is working at Tilstock where a male Year 4 student is 50/50. There was a positive meeting for EHCP held recently, where staff felt empowered by the support offered by TMBSS.”



## Secondary Models





**Secondary Response:**

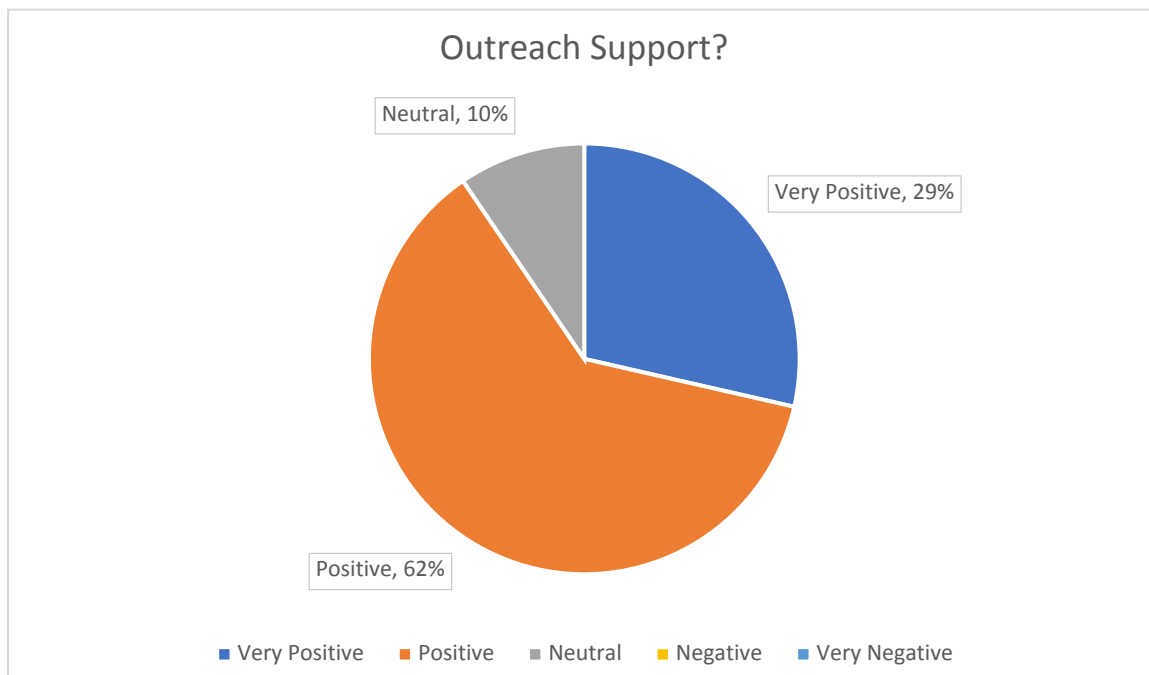
- “This model would allow for more flexibility depending on the student’s timetable. There would be no disconnect, students would still feel part of their school, and would retain social links. There would be a relief to the pressure that had caused the issues to escalate, but no sense of a student no longer ‘belonging’. There could be a phased ending to support, with gradual build back to full time. Links would develop between staff and there would be the opportunity to develop strategies and share good practice. However, transport costs would be significantly higher than with 1 or 3”
- “Any shared placement arrangement (Models 2 and 3 on a 50:50 basis) is difficult to manage around a secondary school timetable, particularly with exam courses at KS4, as a student would miss lessons, and therefore struggle to access the learning. This would exacerbate any difficulties around engagement, behaviour and learning. I would need to understand what the nature of the support being provided by TMBSS staff was – a behaviour programme, such as Zones of Regulation work, to support students in self-regulation and emotional control? This is something we work with a student for some time, prior to the point of referring a student to AP. All schools should be doing this, I would add. We refer students to AP because their level of need cannot be managed in the confines of a mainstream setting. TMBSS is about the next level of intervention. Model 1, with 4 days in AP, and 1 in school, would need to be trialled to see if it would work. We use our own Pupil Support Centre for phased reintegration of students to mainstream, and so with model 1, I assume the days in school would build up slowly. This model, with an anchor day in school initially, would certainly work better at KS3, where a return to mainstream is the long-term aim, if it is possible. In effect, if model 1 goes well, it will develop into model 3. Our experience of late has been that students who have been placed at AP have been found to have complex needs, and so are moved on to specialist placements, and so this phased return has not been tried.”

- “The most appropriate model would depend on the individual students’ situation. There is not a one size fits all for each student. Is it not possible to have all three models as the standard offer and then the most appropriate one be utilised for the student.”
- “**Option 1-** Concerns with availability of staff to provide support across a county wide provision. Is it likely that a SEMH centre provision is viable with funding provision- will 0-25 emotional wellbeing service become part of this provision to support with referral processes? Who will provide the support for the time at TMBSS? Will schools be required to buy into the service and at what costs? Who will cover the costs of transport? What is the intended outcome of the provision, is this long term or simply placement with the student than returned to school with a set of strategies for schools to put into place? It will be difficult to access outreach work for each school on one day a week provision for support. There will be high demand and schools potentially having students returned to mainstream with little opportunity for review. What happens if the mainstream placement starts to fail after return to placement are schools simply going to be advised to follow the behaviour policy and exclude as advice that has been given to another local school recently. Will there be opportunities to call for support if placements are breaking down? **Option 2-** Works in the primary setting. Who will fund the placement whilst on school site? Will TMBSS staff only be available one day a week, as across county this will reduce availability for support and guidance for schools. Will be difficult for schools to ensure continuity as option will provide gaps in learning for KS4 on a weekly basis and will be a barrier to learning during the lessons that they may be present in but missed the previous lesson due to placement. Schools will be expected to support onsite with own limited budget and staffing. Schools will be addressing options of either increasing support staffing to focus upon behaviours or to buy into services. Services need to work with the schools not simply direct with an A4 strategy sheet. **Option 3-** Not a supportive proposal for a student with ASD to be in different settings, may appear to be difficult to manage with allocated day placements. Schools will find it difficult to manage, as students will miss timetables and key lessons which will impact upon the following lesson and work they have missed. This will create gaps in learning. Provision is based upon schools using allocated budgets to pay for support for the student, then additional costs for buying into the TMBSS package. The financial impact is high especially at a time where schools need added staffing. One staff member can provide a huge impact on support for vulnerable students.”
- “I feel that there should be flexibility here – not confined to one particular model. For some of our students a part time shared placement has worked very well (am or pm at centre and the rest at school), but for others, they would require more time away from school. I would advocate having key review points, so that a student does not transfer indefinitely, but the intervention is reviewed periodically to see whether they are able to integrate back into their mainstream school. I would also be interested in exploring whether there is potential for students to be reintegrated into a different school if it is not felt that they are able to return to their initial school – like a managed move system but supported by the outreach team and schools. Again, I have seen this work well in another local authority, where the equivalent of specialist placement panel considered a wider range of options for the student

and scrutinised what the referring school had done closely to determine whether the school had done all it should to support the child. This led to either advice to the school as to what else they could/should be doing to support the child, a period of time at the centre (there were several different programmes available) or a supported managed move to another school. In terms of any shared placement at KS4, consideration of the students' GCSE options and the impact this will have on them should be made."

- "The student we have sought placements for within TMBSS have often already received some timetable alteration to reduce their likelihood of experiencing difficulties. As this has not been effective, the more full time access to TMBSS has been beneficial. Half days in/out would be a concern therefore. Supported work when back in school from TMBSS colleagues would be useful. Full days support would be preferred."
- "There are issues surrounding a more integrated approach between schools and TMBSS. One of these is the narrow range of subjects offered by TMBSS, which is of particular concern to those in key stage 4. A more integrated approach (i.e. model 3) would require a broader range of subjects taught at TMBSS, otherwise they would not be able to keep up with the work whilst in school lessons (for example, in each of the 3 sciences or option subjects) – which in turn would not be beneficial to the student. TMBSS would also need to have the same behaviour standards as schools – e.g. smoking. Schools sometimes struggle when students are reintegrated because school rules are stricter and students are not used to it. We could not have an integrated approach if such things as behaviour are not aligned – this would be unfair and setting up the students to fail. We also have to recognise that those that access TMBSS have a huge range of needs. Whilst some might be able to operate under model 3, we think this would be the minority of students. Indeed, it is our judgement that most would not be able to operate under model 3 – they often need a complete break from mainstream schools for a period of time. Model 3 would also only work if the TMBSS placement was local to the school."

## How do you feel about the development of an outreach support service?



### Primary Responses:

- "I would be positive about it as an addition to current timetabling but negative if it is seen as a replacement to full time 50/50 placement."
- "It's great to have to support of skilled and experienced practitioners, particularly in smaller schools where this may not be readily available."
- "I think this has been seen to be a positive way to bridge the gap between the school and the AP."
- "Specialist support for teachers would be very valuable, particularly team teaching, coaching approaches within the child's class. It would increase confidence and upskill teachers."
- "Extra preventive support may avoid these situations happening in the first place."

- “Staff are always willing to use support and training to develop skills further. However, the outreach work must acknowledge that there are very different demands in the mainstream school placement for staff and children. The notion of staff in mainstream schools being expert in their own setting must be part of the process so the reintegration is successful ....exchange of ideas and successes would be more important to our staff than “training” from the expert from TMBSS when the two environments and demands are very different. Schools can make adaptations but this should be reasonable and not disrupt the education occurring in the receiving classroom. Acknowledging small, responsive and nurturing environment of a specialist placement cannot and isn’t replicated in mainstream schools is important. They are different provisions and children reintegrating must be gradually made ready for all of the new demands that mainstream will place upon them ....there is no point reintegrating a child into segregation , 1 to 1 support and failure.”
- “Like the outreach idea – schools would benefit from support.”
- “More expertise in mainstream schools helps to improve practice AND crucially gives support to struggling teachers and leaders who are desperately trying to keep a pupil in school but are unable to due to the extremes of behaviour that impact on the good order of the school plus the happiness/safety of other pupils. Experts telling parents that they need to improve their parenting and that they need to work with, rather than against the school, would be most welcome too.”
- “TMBSS staff have supported us greatly over the years – their knowledge and skills are vital, so I believe they would be an asset to other schools in the form of outreach. My only concern would be that they might be too stretched and unable to deliver the high quality of provision as they currently do if further demands are placed on their service.”
- “The greater the capacity for specialist staff to come out to mainstream schools the better in my opinion.”
- “I think it will allow AP teachers to gain a greater understanding of children’s contexts – families, peers, busy classroom environments. It will also enable AP staff to share techniques and approaches with less experienced teachers.”
- “This could be effective in strengthening school staff with a range of additional strategies. It would require very careful planning and high quality staff to deliver the input.”
- “This would support schools in upskilling which would support future provision.”

### **Secondary Responses:**

- “We work best when we work together, not as a series of disconnected bodies. Where relationships build (as they would between outreach workers and schools) children and families would benefit.”
- “I cannot give a view on it until I know what the service would provide, and whether this is additional to what we already provide in school.”
- “We don’t have the staffing or financial capacity for the additional support that some students need to access. Outreach might help fill that gap.
- “Very positive but schools should not be charged for the discharge of the LA statutory duties.”
- “Preventative work is crucial for any mainstream settings. Students are needing external support to assist with management of behaviours, emotions, strategies etc. There is largely a lack of external agency support and students are at risk due to limited provision and resources from LA. Criminal Exploitation has increased and more and more children and families are being linked to this across the County. Has this been addressed? How do we across the county support children who are directly involved either through their own methods or through families?”
- “Having the opportunity to discuss key individuals with someone impartial but with specific knowledge and understanding of supporting children and schools with behavioural issues would be very helpful.”
- “Developing staff practice through experienced external outreach support would always be welcome. For the student, having the contact with support as a constant would be beneficial. Furthermore, it would allow outreach service to monitor/identify the difficulties within school and assist in further support either in school or at TMBSS.”
- “Anything we can do to ward off permanent exclusions or to support schools with students who are struggling in mainstream is a good thing. Whilst Meole Brace School has a good range of resources at its disposal, this cannot be said for all schools, who would surely benefit from an outreach service.”

### **Five No Comments**

## Outline any other options that you think should be considered as part of the review into AP in Shropshire

### Primary Responses:

- “More local specialist provision.”
- “Again, I think that whilst having a specific model is useful, there must always be the option to offer something more bespoke if the need arises. In terms of AP in Shropshire, there should be expansion of what’s offered, not a decrease.”
- “I believe there should be access to nurturing specialist schools where children who cannot reintegrate into a mainstream setting can be educated in an environment which is responsive to individual needs, celebrates a child’s strengths through a flexible and responsive curriculum and where nurturing and counselling form part of the day to day provision. Life skills and self regulation would also be part of the provision.”
- “There needs to be an incentive for those schools that are proactive in taking on permanently excluded pupils (or even better those that are at risk of permanent exclusion). We need more schools willing to take on these pupils that often need a fresh start. Having sat on the Fair Access Panel, I know most schools claim that they cannot meet the needs of a new challenging pupil – the few that are willing to try should be rewarded. Why not redirect some of the money that would be needed for a TMBSS place to the school a school willing to take on a pupil who has been permanently excluded. Having had to permanently exclude (the very last resort), I also know I would much preferred to have lost an amount from the budget to another school rather than have to do so. In other words let’s have more managed moves (a proactive approach) rather than permanent exclusions which are grim and expensive for everyone.”
- “Much greater clarity is required from the authority about this whole process. For example: Schools nationally have significant concerns about children who appear to be exhibiting behaviour that is unmanageable for mainstream schools. It may be that some of these children need to be in special schools or hubs. It is important that the authority explains its thinking on support for these children which may be not at TMBSS but in other locations. Underlying this initiative appears to be the suggestion that some schools are too quick to pass children over to TMBSS or exclude them without taking appropriate action within school. This is a deeply controversial area. It is almost impossible for headteachers or members to know the detail of this accusation. The choice of words when conveying this is extremely critical. No one wants to see colleagues from areas of high deprivation criticised for having higher than level referrals to TMBSS than the ‘average’ school. Equally, no one wants to see schools not ‘playing fair’ and taking responsibility for the children for which



they have received government funding. How officers choose to present these changes to headteachers is vital to the success of any changes.”

- “There is still a need for further primary support in the Market Drayton/Whitchurch area. Our Chair of Governors has previously submitted a suggestion for using the Forest at Adderley as an additional outreach centre.”

### **Secondary Responses:**

- “Permanently excluded pupils always need to work with an alternative provision before they move to a new school. Without this, I honestly can’t see how they can be expected to move into a new setting and succeed. There needs to be time and space for them to deconstruct what has previously happened – with intensive support available. Only then will they be able to re-orientate themselves and approach their fresh start genuinely positively, and believing that it can work. Perm Ex is a dramatic rejection for any young person, and is bound to destabilise them. Without this rite of passage, the mindset of the young person is unlikely to afford them the best chance to integrate, settle and thrive in any new setting. AP and receiving school need to work through a transition process together.”
- “Ensuring that sufficient SMEH places are available within the county before changing the classification of the existing provision and reducing the places available. If the cost of AP is to be covered by the mainstream school, is that being taken into account in any funding distribution processes to ensure that schools have sufficient funding to cover that additional cost?”
- “Provision is based upon schools using allocated budgets to pay for support for the student, then additional costs for buying into the TMBSS package. The financial impact is high especially at a time where schools need added staffing. One staff member can provide a huge impact on support for vulnerable students. Provision needs to address the increasing PE figures and take into consideration the Timpson Report. Schools need support and preventative support from agencies which unfortunately are hugely reduced in Shropshire. LA services are currently limited and waiting lists high, a recent case has seen change of social worker on 6 occasions for a high need family then impacting upon behaviours. Referral processes have long waiting lists and threshold for FPOC have increased again leaving educational establishments attempting to manage cases where support is needed. The preventative part to TMBSS provision will be one of the most important parts to moving forwards, especially if schools and LA’s are being told to reduce exclusion figures. With the increasing numbers of SEMH in schools, concerns remain about long waiting lists for 0-25 provision and cancellation of ASD assessments due to staffing issues, again place all pressures back onto educational establishments. Reassurance is needed to schools that if there is to be a specialist SEMH setting, that all cases of referral will be dealt with and links will be created between 0-25 emotional wellbeing service and TMBSS setting making referrals on behalf of schools. As the data above states that there is no statutory duty for the LA to provide provision, schools will begin to link to provide their own settings and

arrangements to support. The new provision needs to be sold to schools, bearing mind there are many agencies now sitting outside of the LA remit that will offer private support. Costing needs to be appropriate as with EP service and packages for support.”

- “I have mentioned supported managed moves above – I would be interested to see how this might operate and whether other schools would be supportive of this. They would have to be very carefully managed and supported, but if done at the right time and as a supportive measure, they may help some students to avoid permanent exclusion and have a chance at a fresh start before things have broken down completely. I do not suggest this as an alternative to permanent exclusion, but as another intervention to support a small number of children who would benefit from this.”
- “We think that no one model (above) is best; in reality a more mixed approach will probably work best. Schools, who know the students very well, must have a major say in which approach they think is suitable for the child. Some will require essentially a full-time placement; others may be able to thrive with a more mixed approach.”

**Fifteen No Comments**

## Appendix 4

### High Needs Task and Finish Group

Minutes of the meeting held on 24 September 2019 at 10.30 am

Housman Room, Shirehall

#### Present:

John Hitchings, Bill Dowell, David O'Toole, Chris Kerry, Greg Portman, Garry Dean, Kerry Lynch, Alan Parkhurst, Andrew Smith, Ed Potter, Julia Dean, Phil Wilson, Connor Robinson, Helen Woodbridge

#### Apologies

Stephen Waters, Jane Parsons, Claire Gaskin, Reuben Thorley, Sonia Taylor, Karen Ladd

1	<b>Welcome and introductions</b> John Hitchings welcomed everyone
2	<b>Minutes and Matters arising (if not already on agenda)</b> The minutes of the meeting held on 23 May 2019 were accepted as a true record. <ul style="list-style-type: none"><li>• Julia Dean proposed longer term work (over a year) to sit with Chris Kerry and the 0-25 SEND Board. This would be reported back to Schools Forum (where there are financial implications) in around one year's time.</li><li>• Work around the Timpson Review is ongoing.</li><li>• GD had contacted DfE regarding the behaviour training pilot. This will be set up in 2020 and they will keep GD informed.</li><li>• FAP paperwork had been addressed by Jane Parsons.</li><li>• A paper had been taken to Schools Forum.</li><li>• <b>No comments had been received on the draft high needs protocol – this will be a major agenda item at the next meeting.</b></li><li>• The response to the call for evidence had been submitted.</li></ul>
3	<b>Results from Alternative Provision Survey of Schools</b> CR had worked on this and introduced his paper. There had been a disappointing response rate from schools with 35% secondary and 15% primary. John Hitchings wondered if the possible increase in funding may have an impact on this. CR took colleagues through his report. Although there was not a full response, he felt that there was a balance of schools. <b>Intervention</b> Schools were overwhelmingly positive re TMBSS intervention. There was some concern re some effectiveness on return to mainstream. Limited space at TMBSS. Some influence is from the support of parents. JD concerned re suggestion that it reduces rates of exclusion as it is not necessarily the answer. DO maybe feedback is from only those who access the service – others are frustrated. JD highlighted the need to consider those cases where TMBSS was not accessed and then the pupil was excluded. JH asked about the activity of this group linking to other agencies. He was advised that Karen Ladd from Early Help (EH) sits on this group. It was agreed that joint working with limited resources is key. JD added that parental engagement at the first level is important. GP flagged up the post placement aspect too. DO suggested the need to end up with an SLA for schools to buy in to – the whole process should be built in.

### **Financial Contribution**

Regarding the section around schools being willing to make a financial contribution to access the service there was split response – 54% would, 46% wouldn't.

CR had contacted other LAs and he talked through their responses which show a real mixed situation in terms of who pays and the level of top up. Other LAs are also considering this issue.

KL wondered asked about length of time – could some be full time rather than part time?

It was noted that some LAs do not provide AP and some are disbanding PRUs.

CK advised that the top three councils with highest AP costs are Stoke, Essex and Northumberland, whilst Barnet, Stoke, Redcar and Cleveland have the highest costs for LA AP using private providers.

JH reminded colleagues that the provision is not statutory – there is a need to consider if it should continue to be provided.

It was confirmed that the budget for next year is planned but some issues are not foreseeable.

DO was concerned that none of the information takes into account other AP that schools buy. His view is the idea of notional budgets is not satisfactory. He would consider working together with other schools to provide AP as a stage before.

CK suggested that the LA need to consider managed moves with protection for schools.

JD added that those schools with low rates of PEx make managed moves.

AP spoke of the high mobility rate. His school always takes children and would like managed moves with funding as the budget situation is dire.

GD referred to the National Audit Office report 11/9 - notional budget being reviewed.

<https://www.nao.org.uk/report/support-for-pupils-with-special-educational-needs-and-disabilities/>

KL spoke of disparity between schools in what they are spending funds on.

### **Models**

#### **Primary**

GP could understand some of the concerns but there were no surprises.

CK suggested that the work of her new officers will dovetail with TMBSS.

AP advised of the capacity issue for schools and thought that a standard funded offer would be good. More behaviour training is required.

CK suggested sharing experience across schools.

AS suggested that in his experience, staff training has been very beneficial.

JD advised that many pupils have attachment issues and there is free training around this available from the Virtual School.

GD added the need to use Early Help if necessary to address behaviour issues earlier.

AP had concerns around the inconsistency of Early Help. Poor parenting is an issue.

He advised that he had accessed EAS inclusion officers successfully.

It was noted that schools appreciate the work of the inclusion officers (funded from high needs block). CK advised that there will also be a lead teacher for vulnerable pupils.

JD advised that EPS has an offer of ELSA training.

GD agreed to produce a list of schools that have not accessed attachment training.

CK highlighted a secondary cost to high needs block re contextual safeguarding (and there is often no SEND).

AP suggested that this is also filtering down to primary.

CK advised of free exploitation training which is being rolled out. HW to check with Corinne Chidley.

	<p>JD advised that the case studies from David O’Toole had been reviewed and need to be fed into CK’s group. At least two of the children were at risk of CSE before they had attended SJT.</p> <p><b>Secondary</b>  Model 1 most popular  Model 2 50/50  Model 3 least popular.</p> <p><b>Outreach</b>  GP took on board outreach issues (which will be a stretch for TMBSS staff) and the KS4 concerns re GSCE. Overall, responses were as expected.  DO thought that brokering/consideration by inclusion officer is valuable.  GP felt that Shropshire is missing a centralised vocational option which would make the students more employable. A vocational placement with PRU that schools could buy into would be positive.  It was suggested that the new Ofsted framework may make a difference.  BD asked about engagement with colleges. GP advised that this is limited and difficult, particularly where there are extreme behaviour issues.  CK felt that the 14-19 curriculum offer is not being embraced by colleges.  BD suggested that college funding will be the issue, but encouraged colleagues to keep engaging as the facilities are good.  GP agreed that outreach would be a stretch but the benefits outweigh the negatives. The right people are needed at the right time and it needs to be a two-way process.  JD advised that Woodlands are restructuring their outreach.  GP felt that Woodlands address the more extreme end so may not be the right service for many.  JD highlighted the need to use expertise across hubs.  GD added that there is some good practice developing in the hubs.  KL suggested that targeted support to individuals works best.  GD spoke of the graduated approach and was worried that sometimes the assessment part is skipped.</p>
4	<p><b>Next steps</b></p> <p>It was agreed that more examples of models should be put together to consult further. Schools Forum could consider next month. There was some question as to whether the Schools Funding Meeting on 14 November would be the right group to consult with.</p> <p>JD agreed to include models with and without contributions.  BD spoke of the moving picture re funding. It may be that there will be a little extra to support this.  JH reminded colleagues that schools would need to understand costs by budget setting time (June).  BD asked about managed moves.  CK advised that the LA stance has always been against. However, now exclusions have grown (and it is happening anyway), she would like to look at this as an option. She added that some LAs take funding from schools as a levy.  JD highlighted some of the advantages. AWPU would go from school losing pupil.  JD suggested the need to go through Schools Forum if any charges are to be made.  AP felt that this issue needs to be tackled and LA should force schools.  CK identified EHE changes and the prospect of children being moved back into school.  BD requested a paper for 7 November Schools Forum</p>

	<p>CK advised of the need for 'buy in' from all headteachers but was conscious of a minority who resist.</p> <p>AP suggested that an admin cost for a managed move could be charged to the losing school.</p> <p>It was agreed that it would be better to get headteachers involved early.</p> <p>JD added that currently the LA don't place students in some schools as suspect they would fail – she highlighted the need to upskill school staff.</p> <p>AP suggested telling schools that they can't be helped unless eg attachment training has been done etc.</p> <p>BD thought that the easy option (exclusion) should be taken away.</p> <p>AP spoke of grey exclusions and schools not using the GSP – he felt that some schools are not taking action early enough.</p>
5	<p><b>AOB</b></p> <p>Helen Woodbridge to arrange a meeting for officers/Greg Portman. This has now been done by JD</p>
6	<p><b>Date of next meeting</b></p> <p>15 October 2019 10.30 –at Wilfred Owen School.</p> <p>Apologies for this meeting were received from Bill Dowell.</p>

**High Needs Task and Finish Group**  
**Minutes of the meeting held on 15 October 2019 at 10.30 - 12.05**  
**Wilfred Owen Primary School**

**Present:**

John Hitchings, Chris Kerry, Garry Dean, Kerry Lynch, Alan Parkhurst, Andrew Smith, Julia Dean, Stephen Waters, Rose Hooper, Helen Woodbridge

1	<p><b>Welcome and introductions</b>          John Hitchings welcomed everyone</p>
2	<p><b>Apologies</b>          Apologies had been received from Bill Dowell, David O’Toole, Jane Parsons, Greg Portman, Ed Potter, Claire Gaskin, Reuben Thorley, Karen Ladd, Phil Wilson and Sonia Taylor</p>
3	<p><b>Minutes and Matters arising (if not already on agenda)</b>          The minutes of the meeting held on 24 September 2019 were accepted as a true record.</p> <ul style="list-style-type: none"> <li>• High needs protocol is an agenda item.</li> <li>• RH agreed to advise of schools that have not accessed attachment as she has been collating this information.</li> <li>• HW had checked on exploitation training – this had been sent to schools via the weekly email.</li> <li>• BD had requested a paper for 7 November Schools Forum – CK advised that this has been overtaken by other work – she will check further with BD/PW.</li> <li>• The meeting between officers and Greg Portman has taken place.</li> </ul>
4	<p><b>Alternative Provision Consultation - Next steps</b></p> <p>Following the meeting of officers (JD, CK, GD) with GP, JD had started to formulate key headings. A three page document was circulated at meeting.</p> <p>AP At 2.3, queried the exclusion of children at risk of exclusion (which is in other papers). JD advised that it not been included as it is not statutory but the assumption is that high needs funding would be spent on this.</p> <p>It was agreed that TMBSS is occasionally a destination but more normally a temporary measure and this should include Y11 (in line with new Ofsted framework.) Principle is that children should be educated in mainstream schools.</p> <p>RH asked about dual registration. JD was keen to keep this aspect as schools will access AWPU which could then be used to support the high needs block.</p> <p>AP suggested that the LA could base commissioned places on what schools had used previously and then recharge schools.</p> <p>Headlines at 3,4 and 5 need fleshing out.</p> <p>Length of intervention – headteachers felt this would be different for each child. AP suggested a panel role and this was agreed (including looking at how school had been involved).</p> <p>AP thought panel would need to have expectations of what would have been done.</p> <p>GD suggested a re-admission plan for reintegration could be created, also a contract (eg who does EHCP review, who pays for EP report, expectations of corporate parent) would be in place and a financial check would be required.</p> <p>JD would like to plan pathways for access.</p> <p>JH mentioned managed moves (but accountability needs to be with original school).</p> <p>AP suggested that the Admissions team are causing a problem by placing pupils in</p>

	<p>willing schools too often. They need to be involved.  It was agreed that if a school took a pupil who had previously been excluded they would not be financial penalised if they did not succeed.  It was agreed that it would be best if any proxy indicators were developed locally.  AP wondered if inclusive schools who were prepared to admit pupils from TMBSS could have a contract with funding?  AP and KL confirmed that the balance of classes dictates whether children can be accepted.  CK suggested that there is sometimes a training need to enable some schools to engage.</p> <p><b>Other options</b>  RH advised that some schools don't access even free training.  Colleagues suggested that they need challenge from School Improvement (SC)  There should also be questions from panel if there is no training.  NQT conference – why were SEN team not consulted re conference.  GD advised that there is disparity across county in terms of SENCos.  Centralised list of AP – to be consulted on – would schools want LA to QC? AP suggested perhaps a half way point. LA provide specification and schools check that it is in place.  JH involvement of governors an issue. Overworked and undervalued. Joint training for heads and governors would be good.  JD to work on document for next meeting – she will email colleagues on various sections. Aim to be out for consultation in January with implementation from April 2020.  GD suggested that work will need to be done after the results of the consultation but details will not be known until then.  Outreach to be made clear that it is not 1:1.  SAW requested information re cost of places including transport costs.</p>
5	<p><b>High Needs Protocol</b></p> <p>Audience? JD Local offer? SAW confirmed that the funding information is public. However, the group agreed that this document will be for professionals only.  Purpose? KL - to enable headteachers to understand.  Level of detail? KL Useful to have information included as enables understanding.  JD suggested that some development of the document will depend on government decisions around funding.  The group were happy with the document so far.  JH OOC placement costs included? JD advised that a general statement including national figures would be included.  JD to continue developing document. SAW to add in financial information.  Agreed it should be a short sharp document rather than include the process information as contained the Northamptonshire example. Aim for review at the 28 November 2019.</p>
6	<p><b>AOB</b></p> <p>There was no other business</p>
	<p><b>Date of next meeting</b></p> <p>28 November 2019</p>