

**Total Membership 25**  
**The Forum is quorate if at least 40% (10) of the members are present**



**London Borough of Waltham Forest**  
**SCHOOLS FORUM**

Day/Date/Time	Venue
Wednesday 11 December 2024, 5.30 pm	VIA TEAMS or Face to Face to be decided.
<b>Contact:</b>	
<b>Clerk to Schools Forum</b>	<a href="mailto:Dennese.White@walthamforest.gov.uk">Dennese.White@walthamforest.gov.uk</a>
<b>Maintained Primary Headteacher Representatives (5)</b>	
Claire Nairn	Handsworth
Lindsey Lampard	Chingford C of E Primary
Rosie McGlynn	Our Lady and St George
Katie Jennings	Mission Grove Primary School
Zakia Khatun	Whitehall Primary School
<b>Primary Academies and Primary Free Schools Representatives (4)</b>	
Laura Hwer	Lime Trust (Larkswood, Hornbeam)
Anne Powell	Griffin Trust (Riverley, Willow Brook, Lammas)
Maureen Okoye ( <b>Chair</b> )	Arbor Trust (Davies Lane, Selwyn, Woodford Green, Acacia Nursery)
Iram Malik	Genesis Trust (St Marys and St Saviours)
<b>Maintained Primary Governor Representatives (1)</b>	
Aktar Beg	Edinburgh Primary
<b>Nursery School Representative (1)</b>	
Helen Currie	Forest Alliance Nursery Schools (Church Hill, Low Hall)
<b>Maintained Secondary Headteacher Representatives (2)</b>	
Rebecca Linden	Willowfield School
Jenny Smith	Frederick Bremer School
<b>Secondary Academies and Secondary Free Schools Representatives (4)</b>	
Rob Mammen	Chingford Trust (North Chingford and South Chingford)
John Hernandez ( <b>Vice Chair</b> )	Exceptional Education Trust (Norlington School and Sixth Form)
Rob Pittard	Exceptional Education Trust (Norlington School and Sixth Form)
Tracey Penfold	Highams Park Trust
<b>Maintained Secondary Governor Representative (1)</b>	
Shona Ramsay	Leytonstone School
<b>Maintained Special School Representative (1)</b>	
Bruce Roberts	Belmont Park School
<b>Special School and Special Academies Representative (1)</b>	
Jo Conduit	Flourish Learning Trust (Joseph Clark, Whitefield)
<b>PRU (1)</b>	
Liz Rattue	Hawkswood Group
<b>Non School Members (4)</b>	
Hannah McCarty (First Stepping Stones Nursery)	Early Years Providers

## Total Membership 25

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Abena Rodman-Tay (Waltham Forest College)	16-19 Providers
Paul Phillips (NEU)	Trade Unions
Carolyn Laws (Holy Family)	Diocesan

### AGENDA

Agenda Item	Report Name	Report Authors
1	Welcome all and Apologies.  <i>Welcome new members: Hannah McCarty</i>	Chair
2	Declarations of Interest	All
3	Minutes of meeting 16 October 2024	Chair
3a	Decision Sheet from 16 October 2024	For the record
Part 1: Item for maintained school representatives only		
4	LFF 2025-26	Coral Miller
Part 2: Items for all members		
5	Locality Based Model to support Children and Young People with SEND	Cheryl Eyre
6	Services to maintained Schools	Kevin Smith
7	Central Schools Services Block 2025-26	Kevin Smith
8	Early Years Task and Finish Group Report	Elisha Wilkinson
9	Funding Agreement of commissioned Alternative Provision places 2025-28	Lindsay Jackson
	<b>Date of Next Meetings:</b> Wednesdays, 5:30pm	
	<ul style="list-style-type: none"> <li>• 15 January 2025</li> </ul>	TBC
	<ul style="list-style-type: none"> <li>• 05 February 2025</li> </ul>	Schools Block Indicative allocations  High Needs Block Indicative allocations

## DRAFT MINUTES OF SCHOOLS FORUM MEETING

Wednesday 16 October 2024

Day/Date/Time	Venue
Weds 16 October 2024, 5.30 pm	VIA TEAMS
Contact:	
<b>Clerk to Schools Forum</b>	<a href="mailto:Dennese.white@walthamforest.gov.uk">Dennese.white@walthamforest.gov.uk</a>
Maintained Primary Headteacher Representatives (5)	
Claire Nairne	Handsworth Primary School
Lindsey Lampard	Chingford C of E Primary School
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Katie Jennings	Mission Grove Primary School
Zakia Khatun	Whitehall Primary School
Primary Academies and Primary Free Schools Representatives (4)	
Maureen Okoye (Chair)	Arbor Trust (Davies Lane, Selwyn, Woodford Green, Acacia Nursery)
Maintained Primary Governor Representatives (1)	
Nursery School Representative (1)	
Helen Currie	Forest Alliance Nursery Schools (Church Hill, Low Hall)
Maintained Secondary Headteacher Representatives (2)	
Rebecca Linden	Willowfield School
Jenny Smith	Frederick Bremer
Secondary Academies and Secondary Free Schools Representatives (4)	
Rob Mammen	Chingford Trust (North Chingford and South Chingford)
John Hernandez (Vice Chair)	Exceptional Education Trust (Norlington School and Sixth Form)
Tracey Penfold	Highams Park Trust
Maintained Secondary Governor Representative (1)	
Maintained Special School Representative (1)	
Special School and Special Academies Representative (1)	
PRU (1)	
Liz Rattue	Hawkswood Group
Non School Members (4)	

Abena Rodman-Tay (Waltham Forest College)	16 -19 Providers
Carolyn Laws (Holy Family))	Diocesan
<b>Officers</b>	
Cheryl Eyre	Director of Education
Cllr Kizzy Gardiner	Councilor
Dennese White	Principal Accountant
Eve Mc Loughlin	Head of Early Years, Childcare, Business Development Team
Gurpreet Kataora	Head of School Business Support
Hiran Perera	Principal Accountant
Jamel Mason	Senior Accountant
Kashif Nawaz	Assistant Director for SEND
Lindsay Jackson	Assistant Director Post 16 & Operations
Nicky Crouch	Strategic Director – Children Services
Rachel Bowerman	Interim Head of School Effectiveness
Sheilender Pathak	Strategic Finance Advisor, Children & Education
<b>Observers</b>	
Fiona Judge	The Winns Primary School
J Adeshina	
Janice Chaplin	Chapel End Infant School and Early Years Centre
Mike Thomas	Willowfield School
Natalie Fitzgerald	Hawkswood School
Nicola Wilson	George Tomlinson Primary School
Shermaine Lewis	Frederick Bremer School
Sohana Qureshi	Greenleaf Primary School
<b>Apologies</b>	
Jo Conduit	Flourish Learning Trust (Joseph Clark, Whitefield)
Mary Wilson	Handsworth Primary School
Rob Pittard	Exceptional Education Trust (Norlington School and Sixth Form)
Shona Ramsay	Leytonstone School

## 1. Welcome and Apologies

1.1 Welcome:

1.2 Apologies: Jo Conduit, Mary Wilson, Rob Pittard & Shona Ramsay

## 2. Declaration of Interests

2.1 No Declaration of Interests highlighted.

## 3. Minutes of 16 October 2024 Schools Forum meeting

3.1 Minutes were agreed.

3.2 Matters Arising: None

3a. **Decision Sheet from 16 October 2024**

Noted for the record.

**4 High Needs Block Update**

4.1 This report outlines the current position of the DSG deficit and the High Needs budget, together with budget management mitigation plans, next steps, and the treatment of DSG deficits in Local Authority accounts.

4.2 **Schools Forum to note:**

4.3 The contents of this report

**4.4 Question**

If 18% of our pupils are going out of borough for SCN support, I wondered what proportion, what percentage of children from outer borough are in borough in our borough provision.

**4.5 Response**

I can provide an indicative figure on that based on the headline figures and I would urge caution on this, these are arbitrary figures and does require a next stage of analysis to confirm, but we are looking at around 15% in by replacements from other local authorities, but that's not equitable across the borough. Therefore, there are settings that have a significant proportion of out of borough placements, particularly now, especially school space than we do in our mainstream space as well.

So it's not necessarily a reciprocal arrangement that is in place there, but it's still a high number, which again, naturally, I'm sure as leaders we all ask the questions.

Are we making the best use of our own places that are available within Waltham Forest? and naturally this will lead to questions, particularly the middle paragraph there in terms of the proposed send commissioning recommendations that were made over the summer?

On the back of these SEND sufficiency review this is all captured within that and it is to the intention to absolutely reduce our out of borough placements.

Not only that, but also make better use, which comes back to the service and in terms of our practices, processes and our partnership with our local education settings. But in addition to that, there's also the fundamental question, which is what is driving the need for EHCPs and the demand for EHCPs? The figure to quote here is a couple of weeks back the department published their annual figures, where the rate of growth for EHCP for the past three calendar years was

hovering around the 10 to 10.5% mark for the last 12 months. It was around just under 12%, so 11.7% was the national rate of growth for EHCP nationally and clearly we know all the things about stats there would be parts of the country that would be experiencing a higher rate of growth than the national average, Waltham Forest is one of them.

Locally, we have seen a rate of growth and again, I'm mindful to the advice from colleagues whilst we are in a system migration space.

I wouldn't want to quote what we have seen locally here, but we have continued to see a higher rate of growth.

Absolutely, Helen.

That's a valid observation there, which potentially could be driving the rate of growth for EHCPs, and in addition to that, the need for more specialist support, particularly therapeutic support in speech and language, OT and Physio as well. We know we will continue to see a demand for those services moving forward.. In terms of next steps, we really need to turn our attention to the mitigation spaces. Over the last six months, internally, we have been working on a version of a locality plan.

Now, Cheryl and I, and I'm sure other colleagues on the call this evening, would have worked in other parts of the country where there is an equivalent of something called a locality plan that says exactly what it does on the tin. It takes a locality approach towards supporting and meeting the needs of children with who are on SEND support with SEND needs earlier, thereby reducing the need for a request for a statutory assessment now in terms of the early intervention model, we have a framework that we have worked on and implemented in other parts of the country, which has proven to achieve a positive impact in this space and the outcomes from that are essentially closer partnership working better understanding of local need and earlier intervention.

In terms of taking that forward, the ask of school forum this evening is to, if you are interested in joining us, we very much encourage colleagues to step forward and join us in setting up a working group to take forward the development of the locality model, which will not only be forming part of our local mitigation plan, but when Cheryl and I were discussing what would the high needs management plan actually look like in terms of our set of mitigations, we were both in agreement that actually a well-developed locally defined locality model for Waltham Forest would actually be our mitigation plan.

So that's essentially where we want to take the solution space forward and working with members of the schools forum through a task and finish group to further develop the locality model and bring the updates of that back to school forum.

#### **4.6 Response**

Thank you, Kashif, and apologies everyone.

The key thing and I think the message that we can see here is that we don't have an option of not doing anything, of not making any changes. We have to change to move forward, so we need a model that works for Waltham Forest.

One size doesn't fit all, we need colleagues to work with us and together.

There are solutions we can put in place that will bring down the deficit over time, and we need to be responsible and take ownership of that and do something with it.

#### **4.7 Response**

This is just such a critical issue for our partnership in terms of the financial pressures on our schools and the financial pressures on the Council. Actually the importance here is us working together, there's a lot going on in the background which we will be wanting to socialize with you increasingly over the next few weeks, probably, and certainly few months.

We'll be asking for representatives from the school estate to join in some of those work streams and improvements, we need to make, I think we've got some shared challenges, but actually I think there's some potential really sort of positive shared solutions if we can get our heads together and agree on the right things to do and pull together, so I expect to be seeing a lot more of you, having the opportunity to have some full and frank conversations.

A meeting I'm calling a bit of a state of the nation because I think we need to put all these challenges out there, so everybody's really, clear about what they are, what the financial situation is, what the numbers are, so that we've all got one sort of real understanding of where we are at.

#### **4.8 Comment**

I think I struggle a bit with it when we talk about mitigating risk and we forget we're talking about children.

So to give you some key examples, I've got very high needs of complex nursery age children in both my schools, as does Maureen, who runs the third maintained nursery school and our most complex children.

I'm not getting any EHCPs which means they can't get into special schools and the blanket response we're getting is that schools will just have to apply near one, which I appreciate the lower level EHCPs. But you know, I've got children with Down syndrome not getting them no-verbal autistic children that are not safe in the environment.

And I'm really concerned that we've forgotten and I appreciate we can't go into that kind of deficit and I am on board as a partner with you, but we need to

remember that we're dealing with children with really complex needs that will not get into a special school.

If they're not, they're just left on SENIF, so I think we need to work in partnership around those children as well.

I've worked very hard with Eve and Alicia on that, and they've been incredibly supportive to the maintained National School, so I'd like to thank them for that. But we're forgetting with some of this language that we're dealing with children and then mainstream schools are getting complex children that they will not be able to deal with, so I'm really happy to volunteer my services to a group as always.

But you know, we've got to remember in this language that we're using, we're talking about children with complex needs and families that are really stressed out who are dealing with children that I could not imagine parenting.

So I do think I would request that Waltham Forest bring that language back into the conversation, so we're not just dealing with numbers and you know, we can't go into huge debt.

I appreciate that, but we are serving children, families and we are public servants.

#### **4.9 Response**

Helen, I think you're absolutely right.

And I think it's unfortunate when we're drowning under volume, I think we do start to talk about numbers, not least because obviously the conversation at the Council is very much about financial sustainability at the moment.

You're absolutely right, and I'm certainly in written communication with parents every single day.

And we have to remember our compassion around this. And for those of you who've already met me in other settings, they know I feel very strongly about local schools for local children.

But we also have to ensure that schools have got the right support and provision to meet the needs of those children, and we know we've got some really complex children.

Certainly I met with the secondary heads and they're aware about the volume and what that's looking like so meeting that demands is hard.

We do have to do something different across our estates to meet those needs so that parents can feel confident about having their children at local schools and being at local schools is important because you're then part of your local community and that's all part of us creating an inclusive environment.

So I'm absolutely with you about where we need to go with this.

An absolutely welcome challenge about the language we use in our transformation and improvement journey, I think at the moment what we're trying to do is catch up on everything we're behind on so there is a real lens on the



volume as we try and get through.

However the other thing we've got to remember, we have to focus on quality and we have had some real challenges with the staff team because obviously we're pushing quality and quantity as we try and meet demand.

So I think what happens is that, we lose the individuality and every single individual child and their family will have very different circumstances.

So we welcome that challenge and I think it's fair.

#### **4.10 Comment**

Just to follow on from what Helen said, obviously from a mainstream secondary setting we're also really, really struggling and I came into education to support every young person do well in a mainstream inclusive setting and it is breaking my heart what is going on at the moment and we cannot, it cannot get any worse.

We have 11% of our school population with EHCPs that we are managing and we are really struggling.

And so if the upre of this is, we have to do more or less, we cannot do more or less we just can't and I'm worried by that.

We are going to push the problem into a social exclusion problem if we cannot have a proactive response.

And I totally share the very real issues that we're dealing with, but I do, as Helen said, I really want to advocate for the voice of children and schools in this because it really is tough.

#### **4.11 Comment**

Sounds like a need for advocacy direct to the government as well.

#### **4.12 Comment**

I think it's important just to clarify that there is a graduated approach in Early Years which you and Helen will both know about and are heavily involved in it. But there is SENIF funding, SENIF in reception funding and we've now introduced the Early Years Centre's of excellence which yourself and Helen, run in the maintained nursery schools. The whole idea being to identify those children with the most high level complex needs and find them a place in a nursery as soon as possible, but also to make sure we know about those children early and can put in place measures, to have an EHCP in place in sufficient time to secure them a special school place in reception, if that's what they need.

So I don't want the message to be that we are not giving EHCPs to early years

children, that's absolutely not the case.

We are looking to give them at the right time to make sure that they secure the special school places. Now we're looking at doing that for September 2025 intake.

#### **4.13 Question**

I just want to say thanks to Sheilender as well. I thought you presented well in terms of understanding what was taking place historically and where we're going, even if it's hypothetical at the minute.

Obviously we've been talking for a while about paying off the debt and now we're talking about increasing massively, and that's a big concern, just living within our means is an issue.

We did set Kashif a task last year when was working on this. Looking at this in terms of savings that we're going to have made within the system as well, in relation to the high needs block spend, is that factored into this? Do we have a plan for that?

I understand we're working for Interim changes of hierarchy within system, but there was significant savings that could be made as well operationally on the ground.

Are we going to see that soon as well in terms of not just of the impact, but of the actions that going happen on the back of that?

#### **4.14 Response**

As you would recall the consultation that we undertook over the summer period. For the month of July, we consulted on the proposed SEND commissioning plan, which came out from the send sufficiency review. We've identified a range of priorities and actions that will not only realise in year savings, but also ongoing cost avoidance, so now internally we are working on the strategic delivery plan to be able to take those priorities forward. Therefore in terms of sense efficiency, it's not just about developing places, which is an absolute priority.

We spoke about places and that's been well documented as well, but it's the whole system approach towards supporting children with send those on send support as well as those with the Hcps as well.

So it's absolutely on the table what Sheilender presented this evening is because we are yet to realise the delivery of those priorities, we have not been able to attribute financial costings within this forecast at the moment. However, moving forward they will absolutely feature within the high needs management plan and schools forum will also receive an update as the Centre Commissioning Plan, the delivery aspect of that takes shape as well.

#### **4.15 Comment**

Thank you to Sheilender for the work that's gone into collecting that data and the information is superb and gives a really clear picture of some of the serious challenges ahead.

Today, we're not going to see the benefit for at least 6 to 12 months, but also just to reiterate and I'm not going to label the point because you hear this from me all the time.

We are partners in this and we do want to help and be the solutions to those problems.

And we will do what we can and be flexible and agile to ensure that where we have spaces that we can use the knowledge of the data and insight that we've got coming through so that we can plan for the future, so that we're not increasing that debt over time and to ascertain we are partners and will support and help.

#### **4.16 Comment**

Thank you,

We've all acknowledged the amount of work that's gone into this and I think there was a mention of graduated approach and this was presented at the head teachers meeting and it was similar to what was presented in Hackney.

I think I was looking at having an agreed methodology for the children so that it is child centered, then decisions are made around it. But like Juan and I always say when you sit in these meetings you realise there's an important need for us to deal with the debt, by living within our means, but we also face children every day, so it's a very complex situation.

#### **5 AOB**

#### **6 Chair**

Thank you to the officials for putting together a stunning document.

Thank you everyone, have a good half term.

#### **Date of Next Meeting**

Wednesday, 13 November 2024, 5:30pm

## **Schools Forum, 16 October 2024**

### **Summary of Decisions**

#### **Item 4      High Needs Block update**

##### **Schools Forum Noted:**

**4.1**      Schools Forum noted the contents of this report.

##### **School Forum noted:**

**4.2**      October – information will be shared with Chairs of Schools Forum and agreement on how to take forward and agree members of Working Group.

- SEND Transformation Plan resource and support to be agreed.
- SEND Commissioning team developed.
- High Needs Management Group of Schools Forum to be convened to monitor progress against the action plan.
- Send latest copy of DSG management plan to DFE by Monday 28 October.
- Council Officers to meet with DFE on 7th November to discuss WF's DSG management plan.
- Consider bringing request for 0.5% transfer from schools' block to HN block to November forum.

Meeting / Date	SCHOOLS FORUM 11 December 2024	Agenda Item	4
Report Title	Initial update on Local Funding Formula 2025-26		
Decision/Discussion/ Information	For Discussion and Decision		
Report Author/ Contact details	Coral Miller, Head of Finance for Education <a href="mailto:coral.miller@walthamforest.gov.uk">coral.miller@walthamforest.gov.uk</a>		
Appendices	Item 4a: Factor Values 2025-26		

## 1. SUMMARY

- 1.1 This report informs the Schools Forum on the proposal to set the Local Funding Formula (LFF) and Minimum Funding Guarantee (MFG). Currently there has not been any announcements by the Department of Education (DFE) on the budget allocations for 2025-26 for the Schools Block and the other educational blocks (High needs, Early years and Central block).

## 2. RECOMMENDATIONS

### 2.1 Schools Forum to agree:

- 2.1.1 To use the NFF factors and rates for setting the budget for 2025-26.
- 2.1.2 To use the maximum MFG permitted in 2024-25 was +0.5%.
- 2.1.3 After running the formula, if there are unallocated funds, these are allocated through raising the rates for Basic Entitlement (AWPU), subject to the maximum permitted.
- 2.1.4 If this upper limit is reached on all factors, any further funds will be applied to the Growth Fund.

## 3. REASON

- 3.1 Schools Forum must be consulted on any changes to the LFF or MFG although no change in approach is proposed for 2025-26.

## **4. BACKGROUND**

4.1 In September 2015 Schools Forum adopted the following principles to be applied to its funding decisions:

- Transparency
- Fairness
- Stability
- Protection of the vulnerable

4.2 In October 2019 Schools Forum noted the direction of travel towards a NFF and asked officers to model the impact of moving towards NFF funding figures over a transitional period.

4.3 A task and finish group considered several detailed models and recommended the adoption of the NFF factors and rates in 2020-21, coupled with raising the MFG to the new upper limit of +1.84%. The high MFG protected schools from the negative effect of any redistribution flowing from the adoption of NFF factor rates, while allowing some gains to feed through.

4.4 These proposals were adopted by Schools Forum in November 2019 and confirmed by a consultation in late November 2019.

4.5 In 2021-22 and 2022-23 Schools Forum reaffirmed its decision on the NFF together with the maximum level of MFG which had been raised to +2%. In 2024-25 the MFG had to be set between 0% and +0.5% with Schools Forum choosing the maximum +0.5%.

4.6 The 2024-25 guidance set a 2.5% limit to changes to the Basic Entitlement rates. It was agreed that in the event that this limit was reached in 2024-25, any further funds would be applied to the Growth Fund.

## **5. 2025-26 BUDGET SETTING**

5.1.1 Normally by this time of the year the DFE would have provided draft indicative NFF allocations and factors. Currently due to a change in government these provisional allocations have not yet been published for 2025-26.

5.1.2 Extracted from the Policy published on 6<sup>th</sup> November is as follows is the mainstream schools' elements of TPAG, TPECG 2024 and CSBG will be rolled into the schools NFF for 2025 to 2026. More information on the rolling in of these grants is set out later in this note.

Factor values have been increased to take account of the rolling in of these grants, and the remaining funding available for schools in 2025 to 2026. The floor is 'cash flat' at 0%, after taking account of the funding that schools received through TPAG, TPECG and CSBG in 2024 to 2025.

Table 1 below shows the provisional unit values of each factor in the NFF for 2025 to 2026. The column 'Addition to baseline from grants' sets out the rolled in value of the 3 grants from 2024 to 2025 (TPAG, TPECG and CSBG). The column 'CSBG uplift' sets out the additional funding rolled into the baseline to reflect the full year cost of the 2024 teachers' pay award.

<b>Table 1: Provisional factor values in 2025 to 2026</b>				
	2024 to 2025 NFF val ues	Additions to baselines from grants	CSBG uplift	Provisional 2025 to 2026 NFF values
Basic per pupil funding				
Basic entitlement				
Primary basic entitlement	£3,562	£213	£51	£3,847
Key stage 3 basic entitlement	£5,022	£300	£71	£5,422
Key stage 4 basic entitlement	£5,661	£339	£80	£6,113
Minimum per pupil				
Primary minimum per pupil funding	£4,610	£257	£62	£4,955
Secondary minimum per pupil funding	£5,995	£350	£83	£6,465
Additional needs funding				
Deprivation				
Primary free school meals (FSM)	£490	£0	£0	£495
Secondary FSM	£490	£0	£0	£495
Primary free school meals Ever 6 (FSM6)	£820	£188	£45	£1,060
Secondary FSM6	£1,200	£277	£68	£1,555
Primary income deprivation affecting childr	£680	£0	£0	£685
Primary IDACI B	£515	£0	£0	£520
Primary IDACI C	£485	£0	£0	£490
Primary IDACI D	£445	£0	£0	£445
Primary IDACI E	£285	£0	£0	£285
Primary IDACI F	£235	£0	£0	£235
Secondary IDACI A	£945	£0	£0	£950
Secondary IDACI B	£740	£0	£0	£745
Secondary IDACI C	£690	£0	£0	£695
Secondary IDACI D	£630	£0	£0	£635
Secondary IDACI E	£450	£0	£0	£450
Secondary IDACI F	£340	£0	£0	£340
Low prior attainment (LPA)				
Primary LPA	£1,170	£0	£0	£1,175
Secondary LPA	£1,775	£0	£0	£1,785
English as an additional language (EAL)				
Primary EAL	£590	£0	£0	£595
Secondary EAL	£1,585	£0	£0	£1,595
Mobility				
Primary mobility	£960	£0	£0	£965
Secondary mobility	£1,380	£0	£0	£1,385
School-led Funding				
Lump sum				
Primary lump sum	£134,400	£8,006	£1,915	£145,100
Secondary lump sum	£134,400	£8,006	£1,915	£145,100
Sparsity				
Primary sparsity	£57,100	£0	£0	£57,400
Secondary sparsity	£83,000	£0	£0	£83,400
Premises				
Split sites	£80,600	£0	£0	£81,000



5.1.3 We cannot provide draft LFF figures until the DFE have published either draft or final funding allocations and funding factors for 2025-26. Following these publications, the factors can be applied to the DFE budget setting tool, the Authority Proforma Tool (APT) which is expected to be issued in December, to see if any unallocated funds remain.

5.1.4 It is recommended that the following principles are followed for 2025-26 budget setting:

- To use the NFF factors and rates for setting the budget for 2025-26.
- To use the maximum MFG permitted.
- After running the formula, if there are unallocated funds, these are allocated through raising the rates for Basic Entitlement (AWPU), subject to the maximum permitted.
- if the limit to changes to the Basic Entitlement rates is reached, any further funds should be applied to the other factors within the LFF and then if there is still some excess it can then be applied to the Growth Fund.

Item 4

**Table 1: Provisional factor values in 2025 to 2026**

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Primary income deprivation affecting children	£680	£0	£0	£685
Primary IDACI B	£515	£0	£0	£520
Primary IDACI C	£485	£0	£0	£490
Primary IDACI D	£445	£0	£0	£445
Primary IDACI E	£285	£0	£0	£285
Primary IDACI F	£235	£0	£0	£235
Secondary IDACI A	£945	£0	£0	£950
Secondary IDACI B	£740	£0	£0	£745
Secondary IDACI C	£690	£0	£0	£695
Secondary IDACI D	£630	£0	£0	£635
Secondary IDACI E	£450	£0	£0	£450
Secondary IDACI F	£340	£0	£0	£340
Low prior attainment (LPA)				
Primary LPA	£1,170	£0	£0	£1,175
Secondary LPA	£1,775	£0	£0	£1,785
English as an additional language (EAL)				
Primary EAL	£590	£0	£0	£595
Secondary EAL	£1,585	£0	£0	£1,595
Mobility				
Primary mobility	£960	£0	£0	£965
Secondary mobility	£1,380	£0	£0	£1,385
School-led Funding				
Lump sum				
Primary lump sum	£134,400	£8,006	£1,915	£145,100
Secondary lump sum	£134,400	£8,006	£1,915	£145,100
Sparsity				
Primary sparsity	£57,100	£0	£0	£57,400
Secondary sparsity	£83,000	£0	£0	£83,400
Premises				
Split sites	£80,600	£0	£0	£81,000

Meeting / Date	<b>SCHOOLS FORUM 11 December 2024</b>	Agenda Item	<b>5</b>
Report Title	<b>Proposal for a Locality-Based Model to Support Children and Young People with SEND</b>		
Decision/Discussion/ Information	For Discussion and Decision		
Report Author/ Contact details	<a href="mailto:Eve.McCloughlin@walthamforest.gov.uk">Eve.McCloughlin@walthamforest.gov.uk</a> <a href="mailto:Kashif.nawaz@walthamforest.gov.uk">Kashif.nawaz@walthamforest.gov.uk</a> <a href="mailto:Cheryl.Eyre@walthamforest.gov.uk">Cheryl.Eyre@walthamforest.gov.uk</a>		
Appendix	Appendix 1: Indicative data currently available (Dec '24) Appendix 2: Draft Locality Plan Model for schools Appendix 3: Current Early Help and Family Hub offer		

## 1. SUMMARY

- 1.1** This report outlines the proposal for developing and implementing a locality-based model to support children and young people with Special Educational Needs and Disabilities (SEND) in Waltham Forest. The model aims to enhance early identification and support, foster collaboration among professionals, and create a financially sustainable system. The proposal aligns with the Early Help response to SEND, ensuring a cohesive approach to supporting families and children.
- 1.2** The locality based model aims to ensure that pupils thrive at school, feel valued, visible, and supported to be included in their local communities. The aim is to prepare them for a happy, healthy, and productive adulthood by accessing universal, targeted and specialist support/services in their local area without the need for an EHCP where possible.

## 2. RECOMMENDATION

### 2.1 Schools Forum to:

- 2.1.1 Discuss the proposed locality-based model for SEND support.  
2.1.2 Provide feedback and recommendations for the implementation plan.  
2.1.3 Approve the development of the pilot phase of the locality-based model.

## 3. REASON

- 3.1** The locality-based model addresses the growing demand for SEND support and the need for a more sustainable and effective system. By enhancing early identification, fostering collaboration, and improving resource utilisation, the model aims to provide better outcomes for children and young people with SEND who require special education provision.

## 4. BACKGROUND

- 4.1** The SEND system in Waltham Forest has seen a significant increase in demand, with a 14% growth in EHCPs over the past year. The current system struggles to meet this demand effectively, leading to financial pressures and inconsistent support across schools. The proposed locality-based model aims to address these challenges by leveraging existing expertise and resources within the community.
- 4.2** The SEND Code of Practice is clear that there should be a graduated approach to supporting children/young people who have learning and developmental delay, and those that may need special educational provision.

The SEND Code of Practice also makes it clear that the principles for education health and care plans should be applied to planning for all children and young people with SEN.

- 4.3 Section 25 of the Children and Families Act 2014 relating to children with SEND also states:  
Promoting integration  
(1)A local authority in England must exercise its functions under this Part with a view to ensuring the integration of educational provision and training provision with health care provision and social care provision, where it thinks that this would-
- (a) promote the well-being of children or young people in its area who have special educational needs or a disability, or
  - (b) improve the quality of special educational provision
- 4.4 Our aim, in line with this, is to develop and implement a locality based model that sets out the support available to schools across education, health and care (social care/Early Help/family support) at every level of a graduated approach. The Locality Plan will be developed and delivered by a range of stakeholders across education, health and care.

## **5. Proposal Overview**

- 5.1 The locality-based model for supporting children and young people with SEND in Waltham Forest is designed to address the increasing demand for SEND support and create a more sustainable and effective system. This report sets out 2 strands of work:
- Early Identification and Holistic and Inclusive Support via a locality based model
  - Effective financial management which supports sustainability and best value

An summary of each strand, funding arrangements and anticipated outcomes for each strand are set out below.

## **6. Early identification and holistic and inclusive support via a locality based model**

### **6.1 Summary of proposal**

- 6.1.1 The implementation of a locality based model will be carried out in two phases. The initial phase will deliver the aims set out in section and inform phase 2 proposals
- 6.1.2 Set up a multi-agency working party to develop and embed a locality based model which incorporates a holistic, inclusive graduated approach to supporting children and young people on SEN Support (therefore without an EHCP), in line with the SEND code of Practice requirement by providing education, health and care (social care/Early Help/family support) at every level of a graduated approach.
- 6.1.3 The locality based model will enable children and young people to make expected levels of progress by empowering professionals, parents/carers and the child/young person (as appropriate) by providing

timely and appropriate information, advice and training, sharing good practice and collaborating on how pupils' needs can be best met. The model will also increase consistency in decision-making across schools, making better and more effective use of the human and financial resources available which will support a more financially sustainable school system.

- 6.1.4 The model provides a structured approach to SEND support across Universal, Targeted, and Specialist Support, starting with high-quality teaching and reasonable adjustments, progressing to SEN Support Plans, and involving specialized assessments and interventions for higher needs. The locality model will build on the models and principles in the Early Years Inclusion pathway, develop and implement an approach for school aged children.
- 6.1.5 A draft Locality Plan Model for schools is set out at **Appendix 2**
- 6.1.6 There will be an increased focus on high-quality, inclusive teaching and reasonable adjustments by developing and implementing Ordinarily Available Practice (OAP)/reasonable adjustments. This ensures that the majority of children and young people's needs are met through differentiated and personalized teaching.
- 6.1.7 Training Specialist Teachers, Educational Psychologists, Health professionals and Early Help professionals to deliver locality based information, advice and training and share best practice informed by data, trends, needs, demands
- 6.1.8 Emphasizes the coordination of specialist support, multi-agency collaboration, and sharing best practices to ensure effective and consistent support.
- 6.1.9 Mapping of current provision across education, health and care (social care, Early Help, family support across (current Early Help and Family Hub offer is set out in **Appendix 3**) a range of internal and external services/partners and gathering evidence of any gaps in provision to inform SEND commissioning/support/funding.
- 6.1.10 Monitoring of quality, impact, outcomes of specialist support provided and best value/value for money
- 6.1.11 Recruiting/allocating appropriate resource (details tbc) to work with Teachers, SENCO's, EP's, Health, Early Help and parents/carers across a locality to maximise awareness and increase take up of appropriate support/services, act as a critical friend/provide constructive challenge, QA SEN Support plans and agree appropriate next steps (including whether it is appropriate to apply for an EHCPA)
- 6.1.12 Introduce local multi-agency (education, health and care/family support) area panels that meet regularly to ensure consistent decision-making across schools and partner services. These panels will include representatives from education, health, and social care to discuss individual children and young people's plans and agree on appropriate next steps, as well as act as a critical friend/offer constructive challenge
- 6.1.13 Ensure that professionals, parents/carers and the child/young person (as appropriate) are involved in developing and delivering the requirements of an effective holistic SEN Support plan
- 6.1.14 Encourage early intervention and enhance collaboration among the Council and internal partners, schools, the NHS, Care (CSC, Early

Help, Family Hubs), VCS and other service providers by implementing a locality model centered around the North, Central, and South regions of the Borough.

- 6.1.15 Improve the information available regarding the Local Offer on the Councils website for children/young people requiring SEN provision who's needs can be met via a Locality offer and without the need for an EHCP
- 6.1.16 Explore opportunities to co-locate professionals to support families/ have a SEN presence in LA Welcome/Family hubs and enable community drop ins.
- 6.1.17 Identify and secure funding to deliver the Locality Plan offer in the longer term
- 6.1.18 High-quality SEN support services will be commissioned based on robust data and identified needs. This approach ensures that resources are allocated efficiently and represent best value, addressing the specific requirements of children and young people with SEND.

## 6.2 Funding

- 6.2.1 The intention is to allocate £50,000 from Early Years DSG reserves to develop all age Ordinarily Available Practice (OAP) resources for schools as part of the **universal element** of the locality based model. These resources will include quality teaching expectations and details of appropriate interventions and support for children across various areas such as communication and interaction, cognition and learning, social, emotional and mental health, and sensory/physical or medical needs.
- 6.2.2 Reallocate £200,000 from the Early Years centrally retained services to the High Needs Block (HNB) to fund Speech and Language Therapists (SaLTs) as part of the **targeted element** of the locality based model. These therapists will provide locality-based support to professionals supporting statutory schools age children and young people on SEN Support and SEN Support Plus plans (arrangements are already in place for this support in the EYFS).
- 6.2.3 Reallocate £191,000 from HNB funding previously used for Early Years SEND Support and Inclusion Officers to develop the SEND Support Plus **specialist element** of the Locality Plan.(see 6.1 above)
- 6.2.4 Conduct financial planning to identify the funding required to deliver targeted and specialist support as part of a locality based model on an ongoing basis. This includes gathering evidence of gaps in provision to inform SEND commissioning and schools' CPD plans.

## 6.3 Anticipated impact/outcomes

- 6.3.1 We anticipate that the locality-based model will not only affect levels 1 and 2 but also have a notable impact on level 3 funded EHCPs. By providing more robust support at the SEN Support level, we expect to reduce the number of young people requiring EHCPs, thereby alleviating some of the financial pressures associated with higher-level funding. Implementing the locality-based model is projected to result in an annual reduction of 10% in the rate of growth of Education, Health, and Care Plans (EHCPs)

maintained by the Borough. This reduction will be achieved through early identification and intervention, reducing the need for EHCPs by providing timely and effective support at the SEN Support level. Following the implementation of a graduated approach, there will be an increase in the number of appropriate EHCP applications. This ensures that only those children who genuinely need an EHCP receive one, while others receive adequate support through SEN Support Plans.

- 6.3.2 **Appendix 1** provides detailed data on the current expenditure for Education, Health and Care Plans (EHCPs) by banding levels. This data highlights the amounts we are currently paying at levels 1 and 2, which are the areas where we expect the locality-based model to have the most significant impact. At the January 2025 Schools Forum meeting, we aim to present projected modelling data to demonstrate the potential financial and operational impacts of the proposed model.
- 6.3.3 Aims to improve early identification and support, ensure consistent decision-making and collaboration, achieve financial sustainability, and provide holistic support addressing educational, health, social, and emotional needs.
- 6.3.4 Annual reduction in the rate of growth of EHCPs maintained by the Borough
- 6.3.5 Increase in the number of appropriate EHCPs following implementation of a graduated approach (as appropriate)
- 6.3.6 High quality SEN support services are commissioned based on robust data and need which represent best value
- 6.3.6 Number of EHCPs the LA maintains (reduce) as well as the number of pupils on SEN Support (increase)
- 6.3.7 A range of high quality information, advice and training available for professionals, parents/carers and children/young people which meets needs and enables more children/young people to make expected levels of progress without the need for an EHCP
- 6.3.8 Professionals, parent/carers and children/young people (as appropriate) are involved in the SEN support plans
- 6.3.9 High quality information available as part of the Local Offer in relation to the Locality based model offer
- 6.3.10 Parents/carers and children/young people able to assess information and support in relation to special education provision locally e.g. Family Hubs
- 6.3.11 Development of proposal for phase 2 of the locality based model

## **7 Effective financial management which supports sustainability and best value**

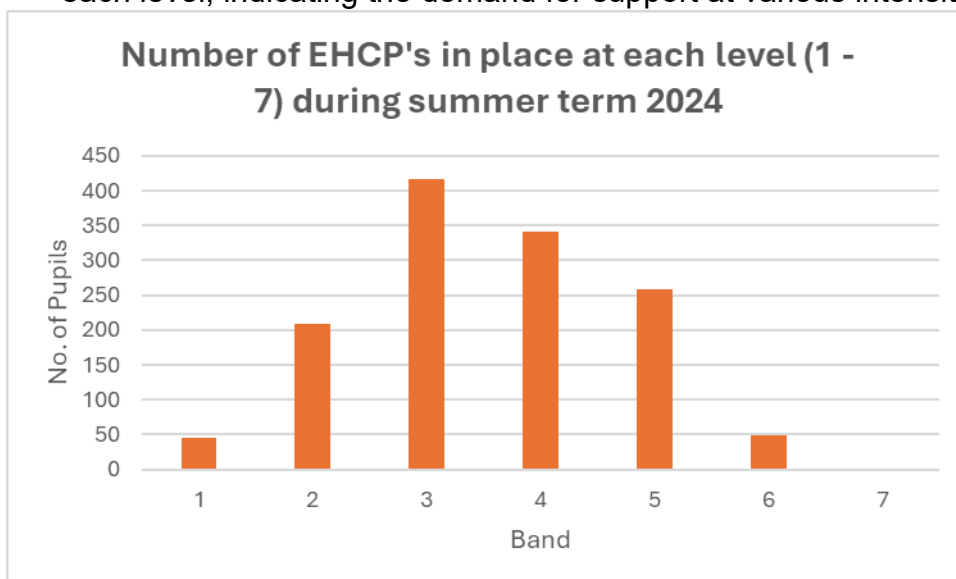
### 7.1 Summary of proposal

- 7.1.1 We are clear that the success of the locality based model is reliant on a number of other factors. Therefore the following pieces of work will run concurrently with phase 1 of the development of a locality based model as part of a wider piece of SEND transformation work that the LA is undertaking. By integrating these initiatives, we aim to create a cohesive and sustainable system that provides high-quality support for children and young people with SEND, ensuring better outcomes and more efficient use of resources.

- 7.1.2 **Developing Sufficiency of Places / Commissioning of Places:**  
Once the locality teams are operational, we will commission a specified number of places, leading to projected savings. A cost comparison between in-borough and out-of-borough placements will be conducted to highlight potential financial benefits.
- 7.1.3 We are committed to improving the efficiency of the Local Authority (LA) in delivering SEND services. This includes streamlining processes and ensuring that resources are used effectively to meet the needs of children and young people with SEND.
- 7.1.4 Resources have already been secured to address the existing backlog of EHCP assessments. This effort will work in tandem with the locality-based model to ensure timely and effective support for all children requiring SEND services.
- 7.1.5 We will analyse the cost differences between in-borough and out-of-borough placements, focusing on both mainstream and special settings. This will help us understand the financial benefits of supporting more children within the borough.
- 7.1.6 We will compare the costs associated with different types of placements, such as special schools and Specialist Resource Provisions (SRPs), to identify potential savings and efficiencies.
- 7.17 By examining the current top-up costs for EHCPs at various levels, we will model the expected reductions in these costs as more children are supported at the SEN Support level.

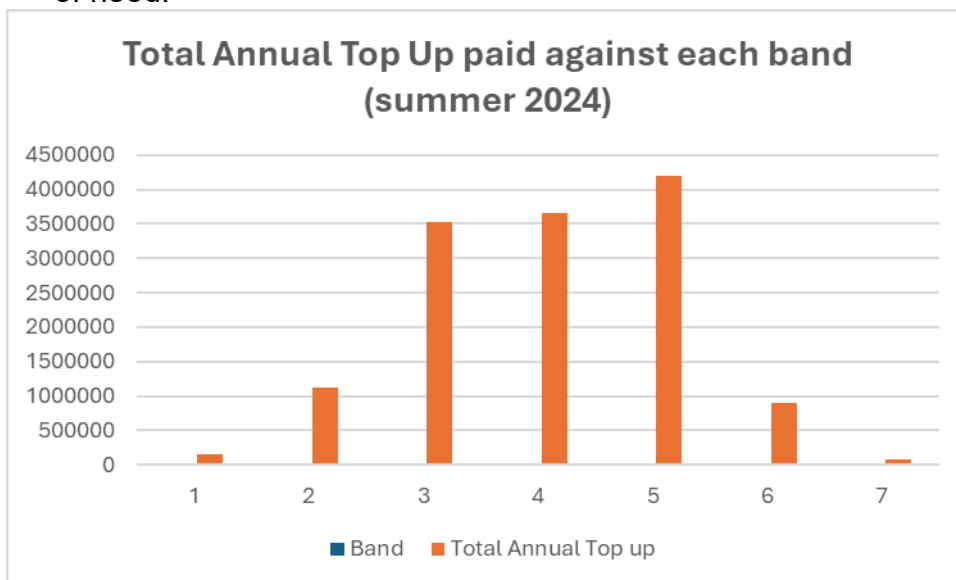
## 8. Current Trends

- 8.1 **Number of EHCPs by Band:** This graph shows the distribution of EHCPs across different bands. It highlights the number of pupils with EHCPs at each level, indicating the demand for support at various intensities.

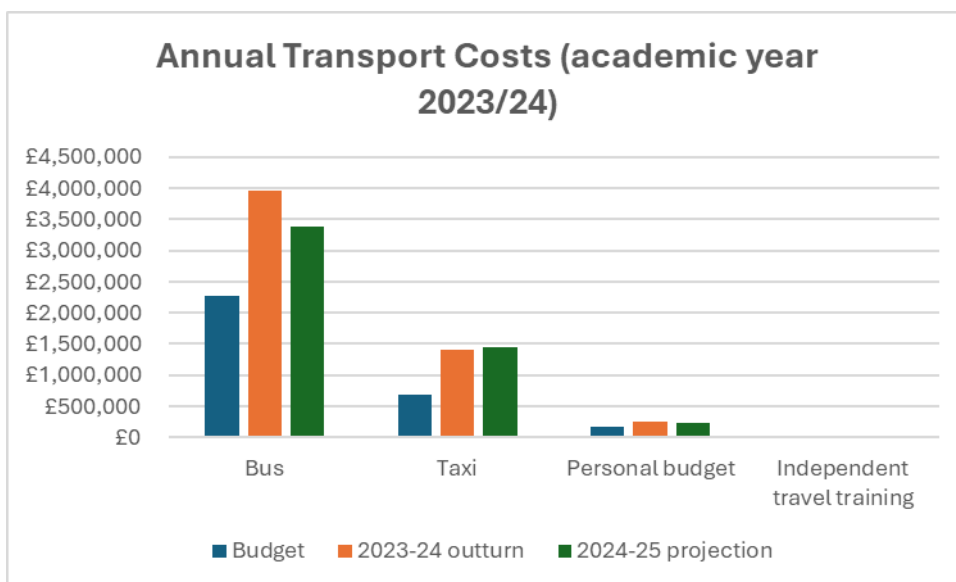




**8.2 Total Annual Top-up Cost by Band:** This graph illustrates the total annual top-up costs associated with EHCPs at each band. It provides insight into the financial challenge of supporting pupils with different levels of need.



**8.3 Annual Transport Costs for SEN Pupils:** This graph shows the transport costs for SEN pupils, broken down by transport type (bus, taxi, personal budget, and independent travel training). It highlights the significant expenses associated with transporting SEN pupils.



## **8. Conclusion**

8.1 The proposed locality-based model for supporting children and young people with Special Educational Needs and Disabilities (SEND) in Waltham Forest represents a significant step towards creating a more effective and sustainable system. By focusing on early identification and support, fostering collaboration among professionals, and ensuring financial sustainability, the model aims to provide better outcomes for children with SEND.

The alignment with the Early Help response to SEND further strengthens the proposal, ensuring a cohesive approach to supporting families and children during key transition periods. The intended benefits of the model, including improved early identification, enhanced collaboration, financial sustainability, and holistic support, highlight its potential to address the current challenges faced by the SEND system in Waltham Forest.

As we move forward with the implementation of this model, it is crucial to continue engaging with stakeholders, gathering feedback, and making necessary adjustments to ensure its success. By working together, we can create a supportive and inclusive environment where all children and young people with SEND can thrive and reach their full potential.

## Appendix 1: Indicative data currently available (Dec' 24)

**1.)** Number of EHCP's in place at each level (1-7) during summer term 2024 (as this is the point when most children are in their place-particularly early years) and total annual cost of EHCP top up for each level

Band	Pupils	FTE	Total Annual Top up
1	46	45	£149,071
2	209	201	£1,113,053
3	417	406	£3,531,834
4	341	336	£3,665,846
5	259	255	£4,194,833
6	49	48	£898,246
7 (2)	2	2	£70,740
<b>Total</b>	<b>1,323</b>	<b>1,294</b>	<b>£13,623,623</b>

**2.)** Number of EHCP's in place at each level and by each year group in in Borough mainstream schools during summer term 2024 and total annual cost of EHCP top up for each level

AY/Band	1	2	3	4	5	6	7	Total
Recep	1	17	43	61	27			
1	4	15	53	46	31	1		
2	1	17	42	22	18	1		
3	6	22	37	16	11	2		
4	1	24	34	8	9			
5	6	22	40	16	3	1		
6	11	25	33	17	5			
7	3	12	22	17	2			
8	4	10	17	17	5		1	
9	1	6	21	11	5			
10	3	11	13	4	3			
11	1							
12								
13				1				
14	3	10	26	65	21			
<b>Total EHCP's</b>	<b>45</b>	<b>191</b>	<b>381</b>	<b>301</b>	<b>140</b>	<b>5</b>	<b>1</b>	<b>1064</b>
Top Up Cost (£)	149,071	1,060,253	3,314,334	3,286	2,313,151	96,289	22,000	10,236,384

**3) Summary of out of borough placements for school age pupils in mainstream or special settings**

<b>Type of Setting</b>	<b>No. of placements</b>	<b>Total cost of placements (£)</b>	<b>Average cost of placement (£)</b>
<b>Mainstream</b>	108	1437563.78	13310.78
<b>Special</b>	114	5587829.98	49016.05
<b>Total</b>	222	7025393.76	31645.92

## Appendix 2: Draft Locality Plan Model for schools

SEND Code of Practice: The principles for education health and care plans should be applied to planning for all children and young people with SEN. (*holistic education, health and care-social care. Early Help/family support at all levels of graduated approach*)

### Step 1: Universal

SEND Code of Practice- High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Delivery method: Ordinarily Available Practice/ Reasonable adjustments

School improvement advice and package of information, advice and training

### Step 2: Targeted

SEND Code of Practice -Special educational Provision. Where a child or young person has SEN but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances. In deciding whether to make special educational provision teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Delivery Method: SEN Support plan- Funded by schools notional budget. Assess, Plan, Do Review cycle

Majority of support and interventions delivered by the school and accessing school improvement advice and package of information, advice and training

### Step 3: Specialist -SEN Support plan plus

**SEND Code of Practice-** For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

Funded by schools notional budget as well as accessing specialist information, advice, support and training via LA commissioned education and family support services, health services and voluntary sector.

- Specialist Teachers, EP's, Health professionals (Schools Nurses, SaLT's, Occupational Therapists, Physiotherapists, CAMHS, Community Nursing Team etc) and Early Help/Family Hubs supporting/empowering professionals to meet the needs of children and young people, as well as supporting children/young people and their families with special education needs in areas such as, neuro-diversity (including Autistic Spectrum Conditions, ADHD, dyslexia, dyspraxia, dyscalculia, dysgraphia), Social Emotional and Mental Health (SEMH), speech, language and communication, hearing impairment, vision impairment, multi-sensory impairment as well as behaviour and relationships.

Processes and procedures in place which deliver the following:

- Facilitate/Co-ordinate specialist support, maximising on available information, advice and training
- Facilitate/Co-ordinate holistic multi-agency panels/meeting to discuss individual CYP's SEN support plans across education, health and family support
- Quality Assuring of SEN Support Plans
- Individuals who act as a critical friend/provide constructive challenge
- Sharing/disseminating best practice (peer to peer/sector led support)
- Gathering evidence of any gaps in provision to inform SEND commissioning/support/funding
- Monitoring of quality, impact, outcomes of specialist support provided and best value/value for money
- Dip sampling implementation of high quality SEN Support Plans
- Recommending whether it is appropriate to proceed to EHCP assessment request and assisting with collating

### Step 4: Education Health and Care Plan

SEND Code of Practice: Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs. The education professionals that have been supporting the child/family will be asked to provide information as part of the EHCP assessment.

## Appendix 2 Draft Locality Plan Model for schools

SEND Code of Practice: The principles for education health and care plans should be applied to planning for all children and young people with SEN. (*holistic education, health and care-social care, Early Help/family support at all levels of graduated approach*)

### Step 1: Universal

SEND Code of Practice- High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Delivery method: Ordinarily Available Practice/ Reasonable adjustments

School improvement advice and package of information, advice and training

### Step 2: Targeted

SEND Code of Practice -Special educational Provision. Where a child or young person has SEN but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances. In deciding whether to make special educational provision teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Delivery Method: SEN Support plan- Funded by schools notional budget. Assess, Plan, Do Review cycle

Majority of support and interventions delivered by the school and accessing school improvement advice and package of information, advice and training

appropriate information, advice and training

### Step 3: Specialist -SEN Support plan plus

**SEND Code of Practice-** For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

Funded by schools notional budget as well as accessing specialist information, advice, support and training via LA commissioned education and family support services, health services and voluntary sector.

- Specialist Teachers, EP's, Health professionals (Schools Nurses, SaLT's, Occupational Therapists, Physiotherapists, CAMHS, Community Nursing Team etc) and Early Help/Family Hubs supporting/empowering professionals to meet the needs of children and young people, as well as supporting children/young people and their families with special education needs in areas such as, neuro-diversity (including Autistic Spectrum Conditions, ADHD, dyslexia, dyspraxia, dyscalculia, dysgraphia), Social Emotional and Mental Health (SEMH), speech, language and communication, hearing impairment, vision impairment, multi-sensory impairment as well as behaviour and relationships.

Processes and procedures in place which deliver the following:

- Facilitate/Co-ordinate specialist support, maximising on available information, advice and training
- Facilitate/Co-ordinate holistic multi-agency panels/meeting to discuss individual CYP's SEN support plans across education, health and family support
- Quality Assuring of SEN Support Plans
- Individuals who act as a critical friend/provide constructive challenge
- Sharing/disseminating best practice (peer to peer/sector led support)
- Gathering evidence of any gaps in provision to inform SEND commissioning/support/funding
- Monitoring of quality, impact, outcomes of specialist support provided and best value/value for money
- Dip sampling implementation of high quality SEN Support Plans
- Recommending whether it is appropriate to proceed to EHCP assessment request and assisting with collating evidence to support application

### Step 4: Education Health and Care Plan

SEND Code of Practice: Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs

The education professionals that have been supporting the child/family will be asked to provide information as part of the EHCP assessment.

### Appendix 3: Current Early Help and Family Hub offer

#### **Universal/Universal + : Family Hubs & Best Start in Life Offer**

##### **Tier 1 of the [Thresholds document](#)**

1. Activities for under 5's
2. Birth Registration
3. Debt & welfare advice
4. Domestic Abuse support
5. Early Language & Home Learning Environment
6. Free early education & childcare
7. Health Visiting
8. Housing
9. Infant Feeding Support
10. Intensive targeted family support
11. Public Health services
13. Midwifery & maternity
14. Nutrition & weight
15. Oral Health
16. Parent infant relationships
17. Parenting Support
18. Reducing parental conflict
19. SEND support & services
20. Stop smoking
21. Substance misuse
22. Support for separating and separated parents
23. Youth justice services
24. Youth Services

#### **Targeted General support - Tier 2 of the [Thresholds document](#)**

Early Help Referral required with families consent

Delivery Method: Short term family support

The Early Help service is provided on the basis of an assessment called Our Family Journey (OFJ) and it involves listening to the family to find out what their needs are and what is working well in their family's life across the following areas:

Relationships, Mental Health, Health & Wellbeing, Young Carers, Employment & Training, Parenting & Child behaviour, Finance & Money, Alcohol & substance misuse, Offending behaviour, Learning & Education

Can act as Lead professional that will keep the family informed, listen to their views and support them. The named worker will also coordinate all the services supporting the family.

If multiple services are needed, a Team Around the Family Team will be formed, which will be organised and facilitated by Early Help and include input from education, health and family support professionals/services

Training on use of the Our Family Journey document as a holistic support planning tool

Family Leads for schools offer

#### **Targeted + : Support for Children & Young People with an SEND Support Plan or EHCP**

Early Help Referral required with families consent

Delivery Method: Families supported for between 12 and 24 months ( length of support tbc)

Receive all of the general Early Help service plus:

Early Bird and Cygnet programmes for post autism diagnosis to support communication and interactions

Parent Navigator support

Further work to be completed to finalise details of additional support/services

Meeting / Date	<b>SCHOOLS FORUM 11 December 2024</b>	Agenda Item	<b>6</b>
Report Title	<b>Services for Maintained Schools 2025-2026 (ESG)</b>		
Decision/Discussion/ Information	For Discussion and Decision by Maintained School members of Schools Forum (primary, secondary, special, and the PRUs only)		
Report Author/ Contact details	<b>Kevin Smith, Strategic Finance Advisor</b>  <b><u>kevin.smith@walthamforest.gov.uk</u></b>		
Appendices	<b>Appendix A:</b> Responsibilities local authorities hold for maintained schools <b>Appendix B:</b> Illustration of the cost to each maintained school		

## 1. SUMMARY

- 1.1 This report requests that maintained schools continue to allow the Local Authority (LA) to retain centrally funding towards the costs of services that maintained schools cannot perform for themselves. These services include preparing annual consolidated accounts and performance information; pensions administration; and health and safety and asset management responsibilities.

## 2. RECOMMENDATIONS

### 2.1 Maintained School members of Schools Forum (primary, secondary, special and the PRUs) to note:

- 2.1.1 That there are a number of services that that local authorities have to provide for maintained schools which they cannot perform themselves.
- 2.1.2 Academies are required to perform these functions for themselves or pay their MATs to do so for them.
- 2.1.3 The agreement between maintained schools and the Local Authority in response to the cessation of the Education Services Grant (ESG) that maintained schools would contribute towards the cost of functions that they cannot perform for themselves.
- 2.1.4 If the LA and Schools Forum are unable to reach a consensus on the amount to be retained by the local authority, the matter can be referred to the Secretary of State.



## **2.2 Maintained School members of Schools Forum (primary, secondary, special and the PRUs) to agree:**

2.2.1 To allow the Local Authority to retain centrally no more than 0.5% of any maintained schools' budget share expressed as a per-pupil amount; with a matching per-place amount applied to the maintained special school and the PRUs in financial year 2025-26.

## **3. REASON**

3.1 LAs can fund some services relating to maintained schools only from maintained school budget shares with the agreement of maintained school members of the Schools Forum.

3.2 The relevant maintained schools' members of the Schools Forum: primary, secondary, special and pupil referral units (PRUs), should agree the amount the LA will retain.

3.3 If the LA and Schools Forum are unable to reach a consensus on the amount to be retained by the LA, the matter can be referred to the Secretary of State.

## **4. BACKGROUND**

### **4.1 Education Services Grant Exit Strategy**

4.1.1 The Education Services Grant received by the local authority for 2016-17 was £2.6 million. This grant ceased in 2017-18. It comprised two elements: Retained Duties (for all schools and academies) funded at £15 per pupil and General Duties (for maintained schools only) funded at £77 per mainstream pupil and significantly more per place for the PRU and the maintained special school.

4.1.2 The Retained Duties funding was transferred to the Dedicated Schools Grant and now forms part of the Central School Services Block (CSSB) but the General Duties funding ceased.

4.1.3 The cessation of the ESG appeared to be linked to a proposed Education White Paper that was to redefine the relationship between schools and local authorities, but this never came about, and the statutory responsibilities of the LA have not reduced although the funding for them was removed.

4.1.4 In 2017-18 Schools Forum agreed an ESG exit strategy with the LA which included maintained schools agreeing that the LA retain centrally £19.78 per

pupil towards the costs of services that maintained schools cannot perform themselves (such as preparing annual consolidated accounts and performance information; pensions administration; and health and safety and asset management responsibilities); and the LA ensuring that services are supported by dealing with the remaining shortfall through its Medium-Term Financial Strategy.

- 4.1.5 The rate of £19.78 per pupil was retained centrally in 2017-18 and was not changed in 2018-19, 2019-20 or 2020-21.
- 4.1.6 In 2017-18 £19.78 per pupil was chosen as it was less than 0.5% of any maintained school's budget share and compared very favourably with the 5% top-slice common in MATs and the £77 per pupil lost when the ESG ceased.
- 4.1.7 The list of responsibilities local authorities hold for maintained schools that may be funded from maintained school budgets with agreement of the maintained school members of the schools forum is attached as Appendix A.
- 4.1.8 The LA proposes to set a revised amount per pupil to be retained centrally in 2024-25 and, as in 2022-23 and 2023-24, that this should not be set at no more than 0.5% of any maintained school's budget share.
- 4.1.9 An illustration of the amounts proposed to be retained centrally from the budget share of each maintained school in 2024-25 is attached as Appendix B. These figures will be updated when the DFE releases the 2024-25 APT with the October 2023 census and the budget allocations for 2024-25 are confirmed.

## **4.2 Methodology permitted**

- 4.2.1 LAs should set a single rate per 5- to 16-year-old pupil for all mainstream maintained schools, both primary and secondary; in the interests of simplicity, this should be deducted from basic entitlement funding.
- 4.2.2 No adjustments are allowed to other factors, and the rate will not include early years or post-16 pupils, who are funded through different formulae.
- 4.2.3 LAs can choose to establish differential rates for special schools and PRUs, if the cost of fulfilling the duty is substantially different for these schools. The rate will be expressed per-place rather than per-pupil for special schools and PRUs.
- 4.2.4 As with de-delegation, the amount to be held by the local authority will be determined after MFG has been applied.
- 4.2.5 Services can also include administrative costs and overheads relating to these services for:

- Expenditure related to functions imposed by or under Chapter 4 of Part 2 of the 1998 Act (financing of maintained schools), the administration of grants to the authority (including preparation of applications) and, where it's the authority's duty to do so, ensuring payments are made in respect of taxation, national insurance and superannuation contributions
- Expenditure on recruitment, training, continuing professional development, performance management and personnel management of staff who are funded by expenditure not met from schools' budget shares and who are paid for services
- Expenditure in relation to the investigation and resolution of complaints
- Expenditure on legal services.

### **4.3 Schools that convert to academy status**

- 4.3.1 If a school converts to academy status, the ESFA will recoup the amount retained for that school from the local authority's DSG for the remaining months of the financial year that the school is an academy.
- 4.3.2 The academy will be reimbursed in its monthly general annual grant (GAG) payment from the point of conversion.
- 4.3.3 Unlike for de-delegated services, there will be no phased transfer of funding following conversion so there will be immediate recoupment of this part of the budget.
- 4.3.4 For example: if a school converts on 1 January 2024 (three months prior to the end of the financial year), ESFA will recoup three twelfths of the retained amount relating to that school.

## **Schools operational guide: 2024 to 2025, Updated 6 October 2023**

### **50.2 Responsibilities held for maintained schools only**

#### **School improvement**

- expenditure related to core school improvement activities of local authorities with respect to maintained schools (Schedule 2, paragraph 53)

#### **Statutory and regulatory duties**

- functions of local authority related to best value and provision of advice to governing bodies in procuring goods and services (Schedule 2, paragraph 58)
- authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Schedule 2, paragraph 59)
- monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Schedule 2, paragraph 60)
- internal audit and other tasks related to the local authority's chief finance officer's responsibilities under Section 151 of the Local Government Act 1972 for maintained schools (Schedule 2, paragraph 61)
- functions under regulations made under section 44 of the Education Act 2002 (Consistent Financial Reporting) in so far as the functions related to maintained schools (Schedule 2, paragraph 62)
- investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Schedule 2, paragraph 63)
- functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Schedule 2, paragraph 64)
- HR duties, including advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Schedule 2, paragraph 65)

- determination of conditions of service for non-teaching staff (Schedule 2 , paragraph 66)
- appointment or dismissal of employee functions (Schedule 2, paragraph 67)
- consultation costs relating to staffing (Schedule 2, paragraph 68)
- compliance with duties under Health and Safety at Work etc Act 1974 (Schedule 2, paragraph 69)
- provision of information to or at the request of the Crown relating to maintained schools (Schedule 2, paragraph 70)
- school companies (Schedule 2, paragraph 71)
- functions under the Equality Act 2010 (Schedule 2, paragraph 72)
- establish and maintaining computer systems, including data storage (Schedule 2, paragraph 73)
- appointment of governors and payment of governor expenses (Schedule 2, paragraph 74)
- budgeting and accounting functions relating to maintained schools (Schedule 2, paragraph 75)
- retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Schedule 2, paragraph 77)

### **Education welfare**

- inspection of attendance registers (Schedule 2, paragraph 80)

### **Asset management**

- general landlord duties for all maintained schools (Schedule 2, paragraphs 78a & b (section 542(2)) Education Act 1996; School Premises (England) Regulations 2012) to ensure that school buildings have:
  - appropriate facilities for pupils and staff (including medical and accommodation)
  - the ability to sustain appropriate loads
  - reasonable weather resistance
  - safe escape routes
  - appropriate acoustic levels
  - lighting, heating, and ventilation which meets the required standards
  - adequate water supplies and drainage
  - playing fields of the appropriate standards

- general health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974)
- management of the risk from asbestos in community school buildings
- Control of Asbestos Regulations 2012

### **Central support services**

- clothing grants (Schedule 2, paragraph 54)
- provision of tuition in music, or on other music-related activities (Schedule 2, paragraph 55)
- visual, creative, and performing arts other than music (Schedule 2, paragraph 56)
- outdoor education centres (but not centres mainly for the provision of organised games, swimming, or athletics) (Schedule 2, paragraph 57)

### **Premature retirement and redundancy**

- dismissal or premature retirement when costs cannot be charged to maintained schools (Schedule 2, paragraph 79)

### **Monitoring national curriculum assessment**

- monitoring of National Curriculum assessments (Schedule 2, paragraph 76)

### **Therapies**

- this is now covered in the high needs section of the regulations and does not require schools forum approval

### **Additional note on central services**

Services set out above will also include administrative costs and overheads relating to these services (regulation 1(4)) for:

- expenditure related to functions imposed by or under chapter 4 of part 2 of the School Standards and Framework Act 1998 (financing of maintained schools), the administration of grants to the local authority (including preparation of applications) and, where it is the local authority's duty to do so, ensuring payments are made in respect of taxation, national insurance, and superannuation contributions

- expenditure on recruitment, training, continuing professional development, performance management and personnel management of staff who are funded by expenditure not met from schools' budget shares and who are paid for services
- expenditure in relation to the investigation and resolution of complaints
- expenditure on legal services

2024-25 Estimate uses 2024-25 Pupil Numbers and Pupil characteristics. It is a Base Line estimate only  
 Per Pupil Estimate uses October 2023 census

School Name	24-25 Actual (Baseline: 24-25 Post MFG Budget)	NOR As at October 23	Per Pupil	MAX 0.5% of budget share
			£25.00 for Services to Maintained Schools	
	<b>£122,818,985</b>	<b>19,461.00</b>	<b>£486,525</b>	0.40%
Chase Lane Primary School	£3,783,679.39	625.00	£15,625.00	0.41%
Whitehall Primary School	£2,233,859.58	416.00	£10,400.00	0.47%
Downsell Primary School	£2,560,972.57	367.00	£9,175.00	0.36%
Newport School	£3,990,757.16	770.00	£19,250.00	0.48%
Chapel End Infant School and Early Years Centre	£1,352,009.49	204.00	£5,100.00	0.38%
Edinburgh Primary School	£1,547,011.12	248.00	£6,200.00	0.40%
Greenleaf Primary School	£2,184,365.23	413.00	£10,325.00	0.47%
Handsworth Primary School	£2,111,260.69	422.00	£10,550.00	0.500%
Thorpe Hall Primary School	£1,883,771.16	335.00	£8,375.00	0.44%
The Winns Primary School	£3,146,700.55	578.00	£14,450.00	0.46%
Oakhill Primary School	£1,031,529.98	179.00	£4,475.00	0.43%
Henry Maynard Primary School	£3,907,317.20	761.00	£19,025.00	0.49%
South Grove Primary School	£2,625,960.49	420.00	£10,500.00	0.40%
Dawlish Primary School	£1,045,381.18	175.00	£4,375.00	0.42%
Gwyn Jones Primary School	£2,065,296.75	397.00	£9,925.00	0.48%
George Tomlinson Primary School	£2,408,142.81	444.00	£11,100.00	0.46%
Mission Grove Primary School	£3,988,933.39	729.00	£18,225.00	0.46%
Coppermill Primary School	£1,154,614.96	201.00	£5,025.00	0.44%
Stoneydown Park School	£3,151,453.73	585.00	£14,625.00	0.46%
Parkside Primary School	£3,400,539.59	624.00	£15,600.00	0.46%
The Jenny Hammond Primary School	£2,129,088.34	397.00	£9,925.00	0.47%
Ainslie Wood Primary School	£2,169,618.93	402.00	£10,050.00	0.46%
Barn Croft Primary School	£1,114,773.78	189.00	£4,725.00	0.42%
Chingford CofE Primary School	£2,136,343.50	413.00	£10,325.00	0.48%
St Mary's Catholic Primary School	£1,116,115.63	212.00	£5,300.00	0.47%
St Joseph's Catholic Junior School	£829,127.72	138.00	£3,450.00	0.42%
St Joseph's Catholic Infant School	£645,822.75	98.00	£2,450.00	0.38%
Our Lady and St George's Catholic Primary School	£1,847,533.02	309.00	£7,725.00	0.42%
St Patrick's Catholic Primary School	£1,962,822.33	361.00	£9,025.00	0.46%
Frederick Bremer School	£7,234,927.73	888.00	£22,200.00	0.31%
Heathcote School & Science College	£7,422,497.84	919.00	£22,975.00	0.31%
Willowfield School	£7,207,223.16	974.00	£24,350.00	0.34%
Leytonstone School	£7,425,538.96	1,029.00	£25,725.00	0.35%
Walthamstow School for Girls	£6,483,596.93	898.00	£22,450.00	0.35%
Kelmscott School	£7,939,231.49	1,035.00	£25,875.00	0.33%
Holy Family Catholic School	£7,579,943.61	1,002.00	£25,050.00	0.33%
Buxton School	£8,001,221.78	1,161.00	£29,025.00	0.36%
Belmont Park		57.00	£1,425.00	
PRUs		86.00	£2,150.00	



Meeting / Date	<b>SCHOOLS FORUM 11 December 2024</b>	Agenda Item	<b>7</b>
Report Title	<b>Central School Services Block 2025-26</b>		
Decision/Discussion/ Information	For Discussion and Decision by all		
Report Author/ Contact details	<b>Kevin Smith, Strategic Finance Advisor,</b>  <b><u><a href="mailto:kevin.smith@walthamforest.gov.uk">kevin.smith@walthamforest.gov.uk</a></u></b>		
Appendices	<b>Appendix A: Responsibilities local authorities hold for all schools and academies</b>		

## 1. INTRODUCTION

- 1.1 This report requests that Schools Forum agrees to continue to allocate the Central Schools Services Block available after local authority teachers' pensions grant and copyright licences to: the Admissions service; support to Schools Forum; and the LA's Retained Duties.

## 2. RECOMMENDATIONS

- 2.1 Schools Forum **to agree:**

- 2.1.1 To retain centrally £745,000 from the CSSB in 2025-26 and allocate to the Admissions service.
- 2.1.2 To retain centrally £37,000 from the CSSB in 2025-26 to provide support to Schools Forum.
- 2.1.3 To retain centrally the balance of the CSSB in 2025-26 (after the deduction for copyright licences and LA teachers' pensions grant) to support the LA's Retained Duties.

## 3. BACKGROUND

- 3.1 The Schools revenue funding 2024 to 2025 Operational guide states that responsibilities held by local authorities for all schools are funded from the Central Schools Services Block, with the agreement of Schools Forums. The expectation for 2025 to 2026 is that the guidance will be similar, please see Appendix A for more details on the funding that will be added to this block funding.

- 3.2 Schools Forum approval is required each year to confirm the amounts on each line.
- 3.3 The CSSB is the fourth funding block in the Dedicated Schools Grant, the others being the Schools, Early Years and High Needs Blocks. The CSSB was introduced in 2018-2019 to fund local authorities for the statutory duties that they hold for both maintained schools and academies.
- 3.4 The CSSB comprises funding for:
- The LA's Retained Duties, previously funded by the Education Services Grant (ESG) before it was abolished;
  - Copyright Licences previously top-sliced from the Schools Block by the DFE;
  - The Admissions Service previously funded from the Schools Block;
  - Support to Schools Forum administration previously funded by the Schools, Early Years and High Needs Blocks; and
  - Residual funding for historic commitments, previously top-sliced from the Schools Block (**none** in Waltham Forest)
  - The Teachers Pay and Pensions Grant for LA services: Adult Learning; the Music Service; and the Hive (formerly Suntrap Outdoor Education Centre)
- 3.5 The LA's Retained Duties included in the CSSB are set out in Appendix A, the current allocation for 2024-25 and initial allocation for 2025-26 are shown in the table below:

**INDICATIVE CENTRAL SCHOOL SERVICES BLOCK 2025-26**

Service	Initial 2024-25	Actual 2024-25	Initial 2025-26
Schools Forum	£37,000	£37,000	£37,000
Admissions	£745,000	£745,000	£745,000
LA Teachers Pay and Pensions	£155,139	£155,139	£155,139
Retained Duties	£369,956	£385,059	£388,816
Centrally Employed Teachers (CET)			£6,682
<b>Subtotal available to Council</b>	<b>£1,307,095</b>	<b>£1,322,198</b>	<b>£1,332,637</b>
Copyright Licences	£303,459	£315,927	£379,112
<b>TOTAL</b>	<b>£1,610,554</b>	<b>£1,638,125</b>	<b>£1,711,749</b>

- 3.6 The National Funding Formula for central school services provides funding for local authorities to carry out central functions on behalf of compulsory school

age pupils in maintained schools and academies in England. It funds ongoing responsibilities which all local authorities must deliver for all pupils in maintained schools and academies.

#### **4. Education Services Grant (ESG) Exit strategy**

- 4.1 The Education Services Grant received by the local authority for 2016-17 was £2.6 million. This grant ceased in 2017-18. It comprised two elements: Retained Duties (for all schools and academies) funded at £15 per pupil and General Duties (for maintained schools only).
- 4.2 £623,000 from the ESG was transferred to the Dedicated Schools Grant and now forms part of the Central School Services Block (CSSB).
- 4.3 The cessation of the ESG appeared to be linked to a proposed Education White Paper that was to redefine the relationship between schools and local authorities, but this never came about, and the statutory responsibilities of the local authority have not reduced although the funding for them was largely removed.
- 4.4 In 2017-18 Schools Forum agreed an ESG exit strategy which included Schools Forum pass-porting the Retained Duties funding back to the LA for the LA's statutory duties to all schools and academies and the LA dealing with the remaining shortfall through its Medium-Term Financial Strategy.
- 4.5 The LA proposes that Schools Forum continues its commitment to pass-porting Retained Duties funding back to the LA for the LA's statutory duties to all schools and academies which had been transferred to the CSSB.

#### **5 Regulations**

- 5.1 Where local authorities hold duties in relation to all schools (as set out in the School and Early Years Finance (England) Regulations), all schools must be treated on an equivalent basis.
- 5.2 Local authorities should not be treating voluntary aided schools, foundation schools, or academies, differently from maintained schools in the services they provide to them; this is set out in the DSG conditions of grant.
- 5.3 Schools such as voluntary aided schools, foundation schools, and academies, cannot therefore be charged for services that are provided free of charge to community and voluntary controlled schools, and paid for out of the centrally held DSG.

- 5.4 For example, although admissions appeals are not a duty that the local authority holds in relation to all schools, the department would still expect all schools to be treated fairly and equitably by the local authority.
- 5.5 This does not include funding that has been retained centrally from maintained school budgets only where some statutory duties relate to community and voluntary controlled schools only.
- 5.6 However, in these situations, local authorities should not charge voluntary aided and foundation schools if requested to provide services to these schools and where there is no charge to community and voluntary controlled schools for the same service.

## Summary policy note for schools and high needs national funding formula 2025 to 2026

Extract from the above paper

### 6. Funding levels: CSSB

The CSSB within the DSG provides funding for local authorities to carry out central functions on behalf of maintained schools and academies. The CSSB is comprised of 2 distinct elements: ongoing responsibilities and historic commitments. For 2025 to 2026 the formula for allocating this funding follows the same approach as in 2024 to 2025.

The CSSB will continue to fund local authorities for the ongoing responsibilities they deliver for all pupils in maintained schools and academies. The total provisional funding for ongoing responsibilities is £342 million in 2025 to 2026.

£338 million of this is calculated using a simple per pupil formula, the structure of which is unchanged from 2024 to 2025. 90% of the funding will be distributed through a basic per pupil factor, and 10% of the funding through a deprivation factor based on the proportion of pupils eligible for free school meals within the past 6 years (FSM6) in mainstream schools. This includes funding from the centrally employed teachers (CET) elements of the TPECG and CSBG, alongside funding for copyright licences which was issued separately in 2024 to 2025, which has now been rolled into the 2025 to 2026 CSSB.

A further £4 million will be provided to cover additional exceptional copyright license costs in 2025 to 2026. The additional funding each local authority will receive in respect of copyright licences will be calculated as 7.1% of their copyright licence costs in 2024 to 2025.

Local authorities are protected so that the maximum year-on-year per pupil reduction in ongoing responsibilities is at -2.5% and a cap is set at the highest affordable rate of 2.98%.

In 2025 to 2026, for those local authorities that receive it, historic commitments funding will continue to reduce by 20% on 2024 to 2025 allocations, the same rate as in previous years. We will also continue to protect any local authority from having a reduction that takes their total historic commitments funding below the total value of their ongoing prudential borrowing and termination of employment costs.

Further details of the methodology used for the CSSB formula will be included in the 2025 to 2026 NFF technical note, which will be published alongside the NFF allocations.

## Background

Schools operational guide: 2024 to 2025, Updated 6 October 2023

### 50.1 Responsibilities held for all schools

#### Statutory and regulatory duties

- Director of children's services and personal staff for director (Schedule 2, paragraph 15a)
- planning for the education service as a whole (Schedule 2, paragraph 15b)
- authorisation and monitoring of expenditure not met from schools' budget shares (Schedule 2, paragraph 15c)
- formulation and review of local authority schools funding formula (Schedule 2, paragraph 15d)
- internal audit and other tasks related to the local authority's chief finance officer's responsibilities under Section 151 of the Local Government Act 1972 except duties specifically related to maintained schools (Schedule 2, paragraph 15e)
- consultation costs relating to non-staffing issues (Schedule 2, paragraph 19)
- plans involving collaboration with other local authority services or public or voluntary bodies (Schedule 2, paragraph 15f)
- standing Advisory Committees for Religious Education (SACREs) (Schedule 2, paragraph 17)
- provision of information to or at the request of the Crown other than relating specifically to maintained schools (Schedule 2, paragraph 21)
- revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Schedule 2, paragraph 22)

#### Education welfare

- functions in relation to school attendance (Schedule 2, paragraph 16)
- responsibilities regarding restrictions on the employment of children (Schedule 2, paragraph 18)
- functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Schedule 2, 20)

#### Asset management

- management of the local authority's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Schedule 2, paragraph 14a)
- landlord responsibilities, including those in relation to land leased to academies for schools (Schedule 2, paragraph 14b)

#### Other ongoing duties

- licences negotiated centrally by the Secretary of State for all publicly funded schools (Schedule 2, paragraph 8); this does not require schools forum approval
- operation of the system of admissions and appeals (Schedule 2, paragraph 9)
- fees or expenses payable in connection with the attendance of non-SEN pupils at schools not maintained by any local authority (Schedule 2, paragraph 10)
- remission of boarding fees at maintained schools and academies (Schedule 2, paragraph 11)
- servicing of schools forums (Schedule 2, paragraph 12)

- back-pay for equal pay claims (Schedule 2, paragraph 13)
- writing to parents of year 9 pupils about schools with an atypical age of admission, such as UTCs and studio schools, within a reasonable travelling distance (Schedule 2, paragraph 23)

#### **Historic commitments**

- capital expenditure funded from revenue (Schedule 2, paragraph 1)
- prudential borrowing costs (Schedule 2, paragraph 2(a))
- termination of employment costs (Schedule 2, paragraph 2(b))
- contribution to combined budgets (Schedule 2, paragraph 2(c))
- special educational needs transport costs (Schedule 2, paragraph 2(d))

Meeting / Date	<b>SCHOOLS FORUM 11 December 2024</b>	Agenda Item	<b>8</b>
Report Title	<b>Early Years Block: Early Years funding formula planning for free education payments for under 2s, 2, 3 and 4 year-olds for 2025-26</b>		
Decision/Discussion/ Information	For information		
Report Author/ Contact details	<b>Eve McLoughlin, Assistant Director, Early Years &amp; Childcare</b> <b>Tel: 020 8496 3576</b> <a href="mailto:eve.mcloughlin@walthamforest.gov.uk">eve.mcloughlin@walthamforest.gov.uk</a>		
Appendices	<b>Appendix A:</b> E-Mail to early years providers regarding Early Years Task and Finish Group, 27 September 2024  <b>Appendix B:</b> Terms of Reference Early Years Task & Finish group - 2025-26		

## 1. SUMMARY

1.1 This report sets out the proposed plan for the development of the early years funding formula for free education payments for under 2s, 2, 3 and 4 year-olds for 2025-26

## 2. RECOMMENDATIONS

### 2.1 Schools Forum to note:

2.1.1 The proposed timeline set out in Table 1 should form the basis of development of the 2025-26 early years funding formula (EYFF).

2.1.2 That an Early Years Task and Finish Group (EYTFG) has been established as set out in Appendix A and B to review and make recommendations on:

- The 2025-26 Early Years Block funding;
- The wider consultation with all FEEE providers regarding the 2025-26 Early Years Funding Formula (EYFF) for under 2s, 2, 3 and 4 year-olds; and
- The 2025-26 provider EYFF hourly payment rates for under 2s, 2, 3 & 4 year-olds.

2.1.3 The DfE's EYNFF operational guidance states that at least 96% of the Early Years Block funding of the DSG in respect of under two, two and three and four year olds MUST be passed through to providers.



### 3. REASON

- 3.1 The LA is required to consult annually with Schools Forum on arrangements for Early Years provision.

### 4. BACKGROUND

- 4.1 The DfE/ESFA have not yet published Early Years Block budget allocations for 2025-26. Allocations are usually published around mid-December.
- 4.2 The LA will work on the basis that the funding arrangements for 2025-26 financial year will be based on the January 2024 census counts and plan for 2025-26 accordingly.

### 5. PLAN FOR THE DEVELOPMENT OF THE 2025-26 EYFF

- 5.1 The proposed plan is outlined below in Table 1 below:

<b>Date</b>	<b>Action</b>
27 September 2024	Expressions of interest sought from all providers of free early education to become a member of the EYTFG. (Appendix A)
6 October 2024	Closing Date for expressions of interest for EYTFG
16 October 2024	Schools Forum Meeting High Needs Block update
7 November 2024	First meeting of the EYTFG
Mid-December 2024	Expected publication by DfE/ESFA of provisional 2024-25 Early Years DSG block allocations
11 December 2024	Schools Forum Meeting, Schools Block and HNB
13 December 2024	Second meeting of the EYTFG
7 <sup>th</sup> January to 12 <sup>th</sup> January 2025	Online consultation with all FEEE providers on the proposed EYFF and group question and answer sessions run for providers
13 January to 16 January 2025	Analysis of consultation responses

17 January 2025	Final meeting of the EYTFG
5 February 2025	Report to Schools Forum on the proposed EYFF 2025-26 for approval

## **6. CONSULTATION**

- 6.1 An online consultation is planned between in early January 2025. Providers will be made aware of the consultation via the Early Years newsletter on the Hub website. In addition, e-mails will be sent to all Chairs of Governors, Headteachers and Ofsted registered PVI sector providers advising them of the consultation as well as a link to the online survey.
- 6.2 Q&A sessions will also be held during the consultation week which providers can attend should they wish to.
- 6.3 EYTFG members will also be required to make their respective sector aware of the consultation and encourage them to respond. A hard copy of the consultation questions will be made available to enable respondents to discuss and agree a collective response before submitting their answers online.

## **Appendix A**

**E-mail regarding Early Years Task and Finish Group, 27 September 2024**

**HAVE YOUR SAY ON EARLY YEARS FUNDING IN 2025/26**

**DEADLINE FOR RESPONSE SUNDAY 6 OCTOBER 2024**

FAO: Managing Directors / Headteachers, Chairs of Trustees / Sole Traders / Operation Managers and Finance Leads

Dear All,

In line with the LA's statutory duty and as notified to the Borough's Schools Forum, I will be setting up and chairing an Early Years Task and Finish Group with FEEE providers across all sectors.

The remit of this group will be to **review and make recommendations on:**

- The Early Years Block 2025-26 funding;
- The wider consultation with all FEEE providers regarding new 2025-26 Early Years National Funding Formula (EYNFF) for under 2s, 2, 3 & 4 year-olds;
- The 2025-26 Early Years National Funding Formula (EYNFF) hourly payment rates for under 2s, 2, 3 & 4 year-olds

In order to ensure the effectiveness of the group it is important that we have diverse membership across range of roles within schools/settings. We are hoping to achieve proportionate representation from the sector based on the number of places provided by the respective provider type, this equates to the following number of representatives from each sector:

- 2 Maintained Schools (including Maintained Nursery Schools)
- 2 Academies
- 5 PVI providers
- 1 Childminders

Expressions of interest to be part of this group are invited from Senior Leaders from School and PVI sector providers who:

- Are fully up to date with their Headcount returns, in line with the FEEE Financial procedures; and
- Have a good working knowledge of early years funding.

Members will be expected to disseminate information from the Early Years Task and Finish group to their respective sector and to collate their views for presentation at the Early Years Task and Finish Group. The membership of this group will also include LBWF service managers and officers.

**We encourage those of you who provide free early education places to under 2s, 2, 3 & 4 year-old children to become actively involved to ensure that your sector is truly represented and your opinions are heard.**

Representatives will be expected to be able to attend all meetings between November 2024 and February 2025, so please do not express an interest in

becoming a part of this group if you are unable to commit to attendance during this period.

**Key dates:**

- 10am to 12pm Thursday 7 November 2024
- 10am to 12pm Tuesday 10 December 2024
- 10am to 12pm Tuesday 21 January 2025

**All expressions of interest should be returned by email no later than midnight on SUNDAY 6 OCTOBER to [FEEEprovision@walthamforest.gov.uk](mailto:FEEEprovision@walthamforest.gov.uk)**

If we have more applicants than available places on the group, applicants will be asked to provide a pen portrait of no more than 200 words by Friday 11 October 2024 to be circulated to all FEEE providers to decide on electing a representative for that group. The providers will need to submit their vote by 15 October 2024. The final group members will be announced on Monday 21 October 2024.

**Appendix B**



**London Borough of Waltham Forest**

**Terms of Reference**

**Early Years Task and Finish Group**

**2025/2026**

## **1. ESTABLISHMENT**

The Early Years Task & Finish Group (the Group) is established as a time limited sub group of Waltham Forest School's Forum. As such, all principles will closely align with those of the Schools Forum.

The Early Years Task & Finish Group and Waltham Forest School's Forum will work together as strategic partners to co-operate on matters falling within the aims and objectives of the group.

This Group will, wherever possible, try to achieve consensus between the key partners providing Free Early Education in the Borough in line with the relevant statutory guidance.

## **2. AIMS AND OBJECTIVES OF THE GROUP**

The aim of the Group is to take make recommendations to Schools Forum, based on wider consultation with FEEE providers operating in the Borough, and in line with the Governments statutory guidance on matters regarding:

- The Early Years Block 25-26 funding;
- The wider consultation with all FEEE providers regarding new 2025-26 Early Years National Funding Formula (EYNFF) for under 2s, 2,3 & 4 year olds;
- The new 2025-26 Early Years National Funding Formula (EYNFF) hourly payment rates for under 2s, 2,3 & 4 year olds; and
- The impact/implications of any new statutory requirements

Decision Making Powers of the Group:-

- The Group do not have decision making powers
- The Schools Forum may refuse or approve the recommendations of the Group subject to modifications.

## **3. MEMBERSHIP OF THE GROUP**

It was aimed to achieve 10% representation from the sector currently delivering FEEE places. The final membership and composition of the Group is based on the number of operational FEEE providers that expressed an interest in becoming a member of the group in line with the published criteria before the deadline date of 6 October 2024. In order to ensure the effectiveness of the group it is important that we have diverse membership across range of roles within schools/settings.

Only Provider Representative Members have a vote. There must be at least 1 member from each sector for a vote to be held.

The final Provider Representative Membership is agreed as:

- 3 Maintained Schools (including Maintained Nursery Schools)
- 2 Academies
- 5 PVI providers
- 1 Childminder

Total = 11 members

The Voting Members of the Group are:

**Voting Members:**

Sector	Name	School/Setting Name	Email Address
<b>Maintained Schools (including Maintained Nursery Schools*</b>	Pam Johnson	George Tomlinson School	<a href="mailto:Pamela.Johnson@georgetomlinson.waltham.sch.uk">Pamela.Johnson@georgetomlinson.waltham.sch.uk</a>
	Kate Jennings/Helen Currie	Mission Grove School/FANS MNS	<a href="mailto:katie.jennings@missiongrove.org.uk">katie.jennings@missiongrove.org.uk</a> , <a href="mailto:helen.currie@fans.waltham.sch.uk">helen.currie@fans.waltham.sch.uk</a>
	Michele Brown	Newport Primary School	<a href="mailto:mb@opossumed.org">mb@opossumed.org</a>
<b>Academies</b>	Maureen Okoye	Arbor Academy Trust	<a href="mailto:Maureen.Okoye@arboracademytrust.co.uk">Maureen.Okoye@arboracademytrust.co.uk</a>
	Paul Acheson	Thomas Gamuel School	<a href="mailto:p.acheson@thomasgamuel.net">p.acheson@thomasgamuel.net</a>
<b>PVI term time providers</b>	Hawa Hansa	Noor Islam Preschool	<a href="mailto:Hawa.Hansa@NOORULISLAM.ORG.UK">Hawa.Hansa@NOORULISLAM.ORG.UK</a>
	Pam Chapman	Shernhall Pre-School	<a href="mailto:shernhallpreschool@btinternet.com">shernhallpreschool@btinternet.com</a>
<b>3 to 4 PVI year-round / full day-care providers</b>	Michelle Bradforth	Sunbeams Day Nursery	<a href="mailto:michelle_sandle@hotmail.co.uk">michelle_sandle@hotmail.co.uk</a> , <a href="mailto:office@sunbeamsdaynursery.co.uk">office@sunbeamsdaynursery.co.uk</a>
	Thomas Handley	Kids Aloud Nursery	<a href="mailto:kidsaloud@hotmail.co.uk">kidsaloud@hotmail.co.uk</a> , <a href="mailto:nappygang@hotmail.co.uk">nappygang@hotmail.co.uk</a>
	Hannah McCarthy	Footsteps Day Nursery	<a href="mailto:hannah@footsteps-nurseries.com">hannah@footsteps-nurseries.com</a>
<b>Childminders</b>	Donia Duffy	LBWF (Representing Childminders)	<a href="mailto:Donia.duffy@walthamforest.gov.uk">Donia.duffy@walthamforest.gov.uk</a>

### Non-voting members - LBWF Officers:

<b>LBWF staff</b>	<b>Eve McLoughlin</b>	Assistant Director of Early Years and Childcare
	<b>Elisha Brett</b>	Deputy Head of Early Years Childcare and Business Development
	<b>Vira Yurchenko</b>	Finance Officer
	<b>Gurpreet Kataora</b>	Head of School Business Support

### Non-voting Advisors to the group to attend as and when required / invited:

	<b>Kevin Smith</b>	Strategic Finance Advisor – Finance Team (High Needs Block & Early Years Block)
	<b>Kashif Nawaz</b>	Assistant Director – SEND Service (Special Educational Needs & Disabilities)

Clerk to the meeting is Vira Yurchenko: [vira.yurchenko@walthamforest.gov.uk](mailto:vira.yurchenko@walthamforest.gov.uk)

Members are appointed to the Group for the period November 2024 to March 2025.

A member ceases to be a member of the Group if he or she resigns from the Group or no longer occupies / is a member of the office or body which he or she was nominated to represent.

Observers will be able to attend meetings to ask questions and contribute to the discussion but will not be able to vote. Voting members will be able to vote on their behalf.

Observers must provide details of their intention to attend the meeting to the clerk in advance of their attendance;

Officers employed by the Local Authority / Families Directorate who have a role in the strategic development of Early Years and associated services are non-voting members of the Group.

They will provide advice to the Group on professional issues, including reports before them, matters of procedure and advice and guidance on changes to Government guidance or policy and make recommendations on the EYNFF.

## 4. MEETINGS AND PROCEEDINGS OF THE GROUP

All meetings papers, agendas and minutes are will be made available to the group. Communication links will also be set up on The Hub to enable sector representative to share information with and receive feedback from their respective sector.

Meetings will be held at suitable venues in the Borough as may be considered appropriate in the circumstances. The decisions as to where to hold meetings shall ultimately lie with the Chair of the Group.

The Group shall meet no less than 3 times during the period November 24 and March 25.

The Group may establish and set terms of reference for subcommittees and working groups as required, subject to first obtaining the advice of the Chair of the Group as to the necessity for such arrangements.

Members who fail to attend two consecutive meetings without a satisfactory explanation will have their membership reviewed by the Group.

## **5. Agenda Planning / Despatch of Papers**

The responsibility for setting the agenda for the Group lies with the Chair. The Chair shall ensure that all matters falling within the remit of the Group are placed on an appropriate agenda for consideration by the Group in a timely manner.

In this regard meetings need to be scheduled at appropriate points in order to enable the Group to consider outcomes of local consultations and national announcements. The frequency and timing of meetings shall be agreed in advance of the next meeting.

Items for inclusion on the agenda for the Group (submitted by a member of the Group) must be submitted to the Chair of the Group not less than 10 working days before a scheduled meeting of the Group

Agendas and reports will generally be circulated by the Chair of the Group at least 5 working days before the meeting to which they relate.

## **6. Quorum**

The quorum for any Group meeting shall be at least 40% of the membership. At least one representative of each of the sectors must be present.

## **7. Declaration of Interests**

Members of the Group will have regard to the Local Code of Conduct for Members.

Interests whether personal or pecuniary, should be declared at the outset of the meeting and before the item is discussed. A member with a pecuniary interest or disclosable pecuniary interest (DPI) beyond or over and above those interests of the generality of the group they represent) shall declare that interest as soon as it becomes apparent. The member may be present for the introduction of the Item and presentation of a report by the presenting officer, make representations, answer questions and give evidence in response to that presentation before leaving the room. A member with a pecuniary or disclosable pecuniary interest (DPI) may not take part in the Group's debate on the item, the decision and/or vote.



In considering whether or not to declare a pecuniary or disclosable pecuniary interest, a member of the Group should apply the following test: 'Would a member of the public, knowing the facts of the situation, reasonably think the member might be influenced by the interest?' A pecuniary or disclosable pecuniary interest would include the situation whereby a proposal uniquely affects either a school/setting at which they are a head teacher / governor/Managing Director or Business owner or which their children attend / close family members are employed at.

If a member knows, or ought to know, that they will have a pecuniary or disclosable pecuniary interest in any matter being discussed by the Group they are encouraged to send a substitute (nominated in accordance with the Constitution) to the meeting in their place.

## **8. Decision Making Procedures**

The Group shall always seek to operate on a consensus basis. If it is not possible to reach a consensus, members will be required to undertake a formal vote on the matter before them. Each member will have one vote. Votes cast will be carried on a simple majority basis which will be recorded. In the event of an equal number of votes for and against a proposal this will be recorded.

## **9. Clerk to the Group**

The Group will be clerked by an employee of the Council. The specific responsibilities of the Clerk will be to:

- convene meetings of the Group;
- arrange accommodation for meetings;
- co-ordinate and act as secretariat to meetings;
- copy, circulate and dispatch appropriate papers;
- publish papers on The Hub website;
- make and maintain a record of the Membership and all proceedings of the Group.

## **10. FREEDOM OF INFORMATION**

Request for Information under the Freedom of Information Act (FOIA) 2000 will be handled in accordance with the Council's published procedures for dealing with such requests. Any Member of the Group receiving a request under the FOIA will be required to pass that request to the Chair of the Group within 24 hours of receipt of that request in order that the Education Support Service may deal with the request on behalf of the Group within the 20 working day time limit.

## **11. COMPLAINTS / DISPUTES**

The Group is intended to be a collaborative, co-operative body and needs to ensure that no particular sector or member is unduly favoured. Problems and issues should normally be debated and resolved at the Group meetings.

However, if parties feel that these have not been resolved, the following process should be followed and minutes taken.

Stage 1: Complaints from member/s of the group or issues of non-compliance with the terms of reference will in the first instance, be referred in writing to the Chair of the Group. The parties who are in dispute will meet with the Chair of the Group who will investigate and attempt to reach satisfactory resolution through discussion with the representative/s concerned.

Stage 2: In the event of satisfactory resolution not being reached, the matter will be referred to the Chair of Schools Forum for a final decision.

## 12. Local Code of Conduct for Members

All Members must comply with the following standards when carrying out your official duties:

- a. To act solely in the public interest and never improperly attempt to or actually confer an advantage or disadvantage on any person or improperly act to gain financial or other material benefits for themselves, their family, friends or close associates.
- b. Not to place themselves under a financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- c. To make all decisions on merit when carrying out public duties, such as making public appointments or awarding contracts.
- d. To be accountable for their decisions to the public and to cooperate fully with whatever scrutiny is appropriate to their office.
- e. To be open about their decisions and actions and the decisions and actions of their authority and Members should be prepared to give reasons for those decisions and actions.
- f. When using or authorising the use by others of the resources of this authority, ensure that such resources are not used improperly for political purposes (including party political purposes) and members must have regard to any statutory guidance made under the Local Government Act 1986.
- g. To comply with the law (including the Council's Access to Information Rules) in respect of the disclosure and confidentiality of information held by the Council and to seek advice before disclosing personal or other confidential information.
- h. To treat others with respect and not to bully or harass any person.
- i. To promote and support high standards of conduct when serving in their office, particularly those set out in a. to h. above, by leadership and by example.

Meeting / Date	<b>SCHOOLS FORUM 11 December 2024</b>	Agenda Item	<b>9</b>
Report Title	<b>Funding Agreement of commissioned Alternative Provision places 2025-28</b>		
Decision/Discussion/ Information	For Discussion and Decision by all		
Report Author/ Contact details	Lindsay Jackson, AD Access, Participation and Inclusion		
Appendix	Appendix A: School contributions FY25-28		

## 1. SUMMARY

1.1 This report feeds back from the Task and Finish group set up to review and provide recommendations on the three-year agreement to cover the period 2025-26 to 2027-28 for mainstream school contributions to commissioned Alternative Provision places.

## 2. RECOMMENDATIONS

2.1 Schools Forum to agree:

2.1.1 The principles of the Schools Agreement as outlined in 5.1

2.1.2 Primary schools agreement outlined in 5.6.1

2.1.3 Secondary schools agreement outlined in 5.6.2

### 2.2 Schools Forum to note:

2.2.1 No school can be forced to agree to contribute to the 3-year agreement. However, schools are asked to note the following:

- the 3 year commission provides financial stability to the borough's PRUs and protects the quality of the service delivered,
- the collective approach to this commission provides financial protection to all mainstream schools by spreading costs across all schools,
- the full cost of the commissioned places must be covered by the schools therefore the per pupil cost will increase should any schools opt out,

2.2.2 Schools who choose not to opt-in to the mainstream school agreement will not be able to access any of the intervention places managed by FAP. Interventions,

whilst still being considered and managed via FAP will have to be paid by the school on a spot-purchase basis. The spot-purchase price of intervention places will be charged at the same level as set by the Hawkswood Group for other Local Authorities or schools outside of Waltham Forest.

2.2.3 Secondary schools currently have access, via FAP, to intervention places commissioned within St Raphael, based at Holy Family School, and The Oak, based at Heathcote School. These commissions end in August 2025. The Task and Finish Group have agreed that these commissions should not be included in the 'core' Schools Agreement outlined in this paper. Secondary Heads will continue to consider any further place needs through the Secondary Heads Group in Spring 2025.

2.2.4 Hawkswood Primary, Hawkswood Secondary, and Belmont Park are also commissioned to deliver places for children with EHCPs by the SEND service. These places are managed by the SEND panel and will be reviewed and commissioned as part of the SEND Place Commission.

### **3. BACKGROUND**

3.1 In February 2021, Schools Forum agreed to move to a three-year funding cycle to support the implementation of the Waltham Forest Alternative Provision framework, developed with headteachers and approved by Cabinet in January 2020.

3.2 The Alternative Provision framework aims to keep children within mainstream schools through trauma-informed school-based interventions – tiers 1 to 3 – which reduce the numbers of children and young people being excluded and progressing through to tiers 4, 5 and 6. This tiered approach is as follows:

- Tier 1: Self-help for children and building inclusion capacity in schools
- Tier 2: School-based inclusion offer
- Tier 3: School-based interventions for children at risk of exclusion
- Tier 4: Short-term interventions including Day-6 provision
- Tier 5: Medium-term alternative provision
- Tier 6: Long-term alternative provision

3.3 The current 1-year agreement was agreed in October 2023 as an extension of the previous 3-year agreement for Alternative Provision commissioned places. This was to enable the Task and Finish Group to further consider the impact of COVID on the needs of children and schools and to seek alignment with the development of the new SEND place commission.

3.1.4 Over the previous four years the funding model sought to provide a phased approach to resolve historic issues with the funding of Alternative Provision by:

- Bringing full transparency into the contributions of schools and the LA,

- Providing stability and security to both PRUs and mainstream schools by moving away from annual agreements for commissioned numbers and funding
- supporting mainstream secondary schools manage the significant increase required to ensure their contributions were at the appropriate level through a decreasing subsidy funded through the clawback of excluded students and underwritten by the High Needs Block (please see 5.3 for more details),
- Promoting fairness within the funding model to ensure that financial risk is spread equally across the schools and the LA, and
- Committing to the shared protection of vulnerable children through a pooled agreement and the delivery of high-quality interventions that aim to successfully enable young people to return to mainstream provision.

#### 4. Current funding agreement FY2021-22 to 2024-25

4.1 **Commissioned places:** Over the last four year period the Local Authority and mainstream schools have commissioned the following number of PRU and Alternative Provision places all of which are processed and monitored via FAP:

School	Phase	Commissioned places
<b>Hawkswood Primary PRU</b>	KS1 and KS2	20 places
<b>Total Primary AP places</b>		<b>20 places</b>
<b>Hawkswood Secondary</b>	KS3 and KS4	20 places*
<b>Burnside PRU</b>	KS3 and KS4	46 places
<b>Belmont Park Special School</b>	Non-Assessment (children with EHCPs)	20 places
	Assessment (children being assessed for EHCPs)	10 places
<b>Total Secondary AP places</b>		<b>96 places</b>
<b>Total places</b>		<b>116 places</b>

4.1.1 Within the current agreement signed off in February 2021 and again as a 1-year extension in October 2023, Primary schools contribute to a total of 20 places.

4.1.2 Within the current agreement updated and signed off in October 2023, secondary schools contribute to a total of 96 places.

## 4.2 Current per place funding

4.2.1 The place funding of the Alternative Provision commissioned places is currently made up of two elements: the 'core' funding of £10,000 per place from the Local Authority, paid for via the High Needs Block, and the mainstream school contribution outlined in 4.2.2.

4.2.2 As per the current agreement, the mainstream school's contribution has increased each year in accordance with inflation as outlined below:

	<b>Mainstream school contribution per place</b>	<b>LA core place funding per place</b>	<b>Total per commissioned place funding</b>	<b>Detail</b>
<b>Year 1 2021-22</b>	£13,000	£10,000	£23,000	
<b>Year 2 2022-23</b>	£13,390	£10,000	£23,390	3% inflation added
<b>Year 3 2023-24</b>	£14,006	£10,000	£24,006	4.6% inflation added to follow increases in AWPU received by mainstream schools
<b>Year 4 2024-25</b>	£14,650	£10,000	£24,650	Further 4.6% on the assumption school funding will increase by 4.6% for 2024-25

## 4.3 Secondary subsidy:

4.3.1 A core aim of the previous 4 years has been to realign mainstream school contributions, which had fallen significantly under true cost of Alternative Provision delivery, especially in the secondary phase.

4.3.2 Due to the significant rise in cost to secondary schools seen in 2021/22 it was agreed to provide a reducing subsidy over the three-year agreement at which point the subsidy was to be removed.

4.3.3 The subsidy supporting the secondary contributions is funded through the clawback from excluded pupils, and those who leave school for any other reason who are receiving education funded by the LA by another (non-school) provider. The

clawback of this funding from schools, includes AWPU and any deprivation funding (FSM, FSM ever 6, IDACI) and AEN funding (Mobility, EAL3, Low Prior Attainment).

4.3.4 In February 2021, the analysis into the last 'normal' full academic year was for 2018/19, and showed there had been 85 permanent exclusions which would have generated £223k clawback funding from schools. It was estimated at this time that approximately £300k clawback would be generated each year from schools. It was therefore agreed to use the estimated clawbacks to subsidise secondary contributions by: £500k in the first year of the agreement (financial year 2021-22), £300k in the second year of the agreement (financial year 2022-23), and £200k in the third year of the agreement (financial year 2023-24). By the end of the 3-year agreement secondary contributions it was agreed that a secondary subsidy would no longer be provided.

4.3.4 This subsidy was agreed to be underwritten by the High Needs Block. The High Needs Block 'topped up' the subsidy supporting secondary school contributions by a total of £227,518 in 2021-22 and £93,771 in 2022-23.

4.3.5 As part of the 1-year extension agreed by School's Forum in October 2023 it was agreed that the subsidy would continue to FY24-25 at the level of £200,000. This was continued to be paid for via the clawback of permanently excluded students and any shortfall was to be held within the Alternative Provision programme budget which is an allocation from the High Needs Budget.

4.3.6 Following this, the subsidy for the secondary school contribution will cease on 31<sup>st</sup> March 2025. From 1<sup>st</sup> April 2025, the clawback from excluded pupils, and those who leave school for any other reason who are receiving education funded by the LA by another (non-school) provider will be used by the Local Authority to support the payment of placements for children who have been permanently excluded.

**4.4 Additional Alternative Provision Places currently not held within the Schools Forum Commissioned Agreement.** In addition to the commissioned places outlined in 4.1 the Local Authority commission a number of other providers to deliver alternative provision education placements. The task and finish Group discussed and considered all of these and agreed the following:

#### **4.1.1 Alternative Provision satellite sites in mainstream schools.**

The creation of Alternative Provision satellite sites in mainstream secondary schools was part of the Inclusion and AP strategy agreed by Cabinet in January 2020. Therefore, AP satellite units were built in the following four secondary schools: Heathcote school, Holy Family School, Kelmscott School and Willowfield School. The commissioning of these places has sat outside of the Schools Forum agreement and places have been paid for in full by the Local Authority, from the High Needs Budget. For the 2024/25 budget it was agreed these places would be paid at



£15,000 per place. These commissions are due to end in August 2025. These commissions provide short/ medium term intervention places managed via FAP for children on roll in mainstream secondary schools, with children returning to their referring school at the end of the placement. Therefore it was agreed by the Task and Finish Group that this commission should be paid for by schools, as a school intervention. Due to potential links to the SEND Place Commission the Task and Finish Group agreed that discussions regarding the commission of these places should be taken separately to this Schools Forum discussion.

<b>Provider</b>	<b>Commissioned places 2024/25</b>	<b>Next steps</b>
The Oak at Heathcote School	15 short/medium term intervention places	Current commission ends August 2025. Secondary Heads to clarify and agree any further commission
St Raphael's in Holy Family	12 short/medium term intervention places	Current commission ends August 2025. Secondary Heads to clarify and agree any further commission
<b>Total commissioned places</b>	<b>27</b>	

#### **4.4.2 Places for Year 11 children newly arrived to the country who have refugee status or who have never been education in the UK and have low English language skills**

Children accessing these places are eligible for places within the mainstream school system however due to the level of language support need and the timing of their arrival access to a full and successful educational offer is challenging. In recent years the Local Authority has supported Sir George Monoux to become a 14-19 provider, which has enabled funding to be claimed from the ESFA for children placed on roll before 1<sup>st</sup> November. The college has worked with the service to create a condensed curriculum and has succeed with strong outcomes and pathways for children placed here. To support the Council's commitment to being a borough of Sanctuary this commission is intended to be extended for the next 3 year period paid for via the College Placement allocation of the High Needs Block.

<b>Provider</b>	<b>Commissioned places 2024/25</b>	<b>Next steps</b>
Sir George Monoux College (Alps)	50 places	Current commission to end August 2025. Commission to be negotiated for next 3 year period 2025/6-2027/28

<b>Total</b>	<b>50 places</b>	
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#### 4.4.3 Alternative Provision via Colleges

The Local Authority has commissioned alternative provision places from a variety of colleges for use by the service to meet the Local Authorities duties to children who have been permanently excluded but who may not be able to be placed in our PRU provision. This is paid for via the College Places allocation from the High Needs Block. These places have also been accessed by mainstream schools seeking alternative provision intervention places for children on their roll. Funding for places filled by children on roll in a mainstream school is clawed back by the service. A recent review of these commissions has highlighted that there is not enough variety in provider, location, course or therapeutic/support offer to meet the needs of children. It is therefore intended that the current commissions will not be extended but will be replaced with a commission framework for the oncoming 3 year period. This commissioned framework would seek to increase the number of providers, including PRUs outside of Waltham Forest, and enable spot purchasing of places from Quality Assured providers against a pre-agreed cost per place. Further discussions on this will take place via the WF Inclusive Schools and AP Heads Group.

	<b>Commissioned places 2024/25</b>	<b>Next steps</b>
<b>College of Haringey, Enfield and North East London (CONEL)</b>	12	Current commission to end August 2025. Will be supported to join a commissioned framework for the next 3 year period 2025/26-2027/28
<b>Big Creative Education</b>	12	Current commission to end August 2025. Will be supported to join a commissioned framework for the next 3 year period 2025/26-2027/28
<b>Total</b>	24	

## **5. Commission Plan 2025/26 to 2027/28**

5.1 The Task and Finish Group have recommended that a vote is held on the 'core' commissions for Out of mainstream and Alternative Provision places which are driven by the following:

- 5.1.1 Local Authorities hold statutory duties regarding provision of suitable full-time education for permanent excluded children, day 6 provision and children not on a school roll who need to be educated outside of mainstream.
- 5.1.2 Schools hold statutory duties for children on their school roll whilst they access alternative provision, with the understanding that children return to their referring school when interventions are completed or in the rare circumstances that a placements fails.
- 5.1.3 Schools will take a collective approach to the commissioning of alternative provision and intervention placements, focusing on responses to priorities highlighted through local data and trends, to meet children's needs and share the financial pressures.
- 5.1.4 Whilst it is acknowledge that no school can be forced to contribute to the School's agreement it is agreed that those schools who do not opt in will not have access to places commissioned via this agreement other than via spot purchased placements, which will be at a significantly higher cost.

5.2 The Task and Finish Group agreed that the tiered approach as outlined in the Inclusion and AP Strategy, January 2020, should be retained to ensure that inclusion and early intervention remains a focus to ensure children remain in mainstream education for as long as possible.

5.3 The Task and Finish Group were advised of the intention of the Education Directorate to create a SEND Place Commission plan to meet the needs of children with EHCPs, this includes seeking opportunities to increase the number of in-borough places. It was highlighted that the 30 places commissioned from Belmont Park for interventions for children without EHCPs impacted on the number of places for children with EHCPs with SEMH as their primary need. Therefore, the Out of Mainstream and Alternative Provision plan has been developed in parallel to the development of North Birkbeck Road becoming a satellite site to Burnside PRU, with the intention that this newly built facility becomes an intervention space for children placed via FAP. This will see the Alternative Provision commission currently provided at Belmont Park cease in August 2025 and the new Alternative Provision intervention places commissioned to Burnside PRU to be delivered from North Birkbeck Road from September 2025. The SEND place commission at Belmont Park will be negotiated by the SEND service separately.

5.4 For the 3-year commission 2025/26 to 2027/28 the Task and Finish Group agreed the following:

- 5.4.1 All placements for children who have been permanently excluded or require Day 6 provision will be paid for by the Local Authority via the Out of Mainstream and Alternative Provision allocation, funded by the High Needs Block
- 5.4.2 Core intervention placements for children on roll in mainstream schools will be paid for by schools through this collective Schools Agreement.
- 5.4.3 Within the proposed 3 year agreement the LA has agreed to pay for additional places which would not ordinarily fall to them but where there is a significant priority need for the places linked to other areas of LA policy, strategy or

transformation. In the next 3-year agreement these places have been highlighted as: Places for Year 11 children newly arrived to the country who have refugee status or who have never been education in the UK and have low English language skills as outlined in 5.4.2, and Children with externalised behaviours with EHCPs.

5.5 Therefore Schools Forum are asked to support the following planned commission of PRU and Alternative Provision places for the 3 year period 2025/26 to 2027/28:

Need	Phase	Expected Provider	Responsible body	Commissioned places
Day 6 provision and PRU places	KS1 & KS2	Hawkswood Primary PRU	LA	10
Short/medium interventions ('internalised' and 'externalised' behaviours)	KS1 & KS2	Hawkswood Primary PRU	Schools	10
<b>Total Primary Commissioned places</b>				<b>20<sup>i</sup></b>
Need	Phase/ Year group	Expected Provider	Responsible body	Commissioned places
Places for newly arrived to the country who have refugee status or who have never been education in the UK and have low English language skills	Year 11	Sir George Monoux College	Eligible for mainstream places but agreed to be paid for by LA for next 3 year period	50
Day 6 provision and PRU places	KS3	Burnside PRU / North Birkbeck Road	LA	26
Day 6 provision and PRU places	KS4	Burnside PRU / North Birkbeck Road	LA	26
Short/medium interventions for children with EHCPs on roll in mainstream schools ('externalised' behaviours)	KS3 & KS4	Burnside PRU / North Birkbeck Road	Schools but agreed to be paid for by LA for next 3 year period	8
Short/medium interventions ('internalised' behaviours)	KS3 & KS4	Hawkswood Therapeutic (PRU)	Schools	20
Short intervention KS3 Turnaround ('externalised' behaviours)	KS3	Burnside PRU / North Birkbeck Road	Schools	8
Short/medium interventions	KS4	Burnside PRU / North	Schools	8

('externalised' behaviours)		Birkbeck Road		
<b>Total Secondary Commissioned places</b>				<b>146<sup>ii</sup></b>

**5.6 INDIVIDUAL SCHOOL CONTRIBUTIONS 2025-26 to 2027-28** Appendix A provides the model for contributions per school for the next three years starting from April 2025 based on school NOR from the October 2024 census and commissioned numbers for 2025-26 to 2027-28 (as outlined in 5.5). Calculations are based on an assumed increased per place cost of 4.9% each year, however this will be reviewed and confirmed annually in line with schools budgets.

**5.6.1 Individual primary school 'top-up' contribution:** Based on the proposed commission the primary schools agreement will pay for 10 KS1 and KS2 intervention places equating to a total primary school contribution of £257,839. Divided by the 22,769 primary pupils as per October Census 2024 this equates to £11.36 per pupil for the financial year starting 1<sup>st</sup> April 2025. Please note: this is a per pupil reduction of £1.19 from the £12.55 per pupil paid in financial year 2024/25.

**5.6.2 Individual secondary school "top-up" contributions:** Based on the proposed commission the secondary schools agreement will pay for 36 KS3 and KS4 intervention places equating to a total secondary school contribution of £930,882.60. Divided by the 13,874 secondary students as per October Census 2024 this equates to £67.10 per pupil for the financial year starting 1<sup>st</sup> April 2025. Please note: this is a per pupil reduction of £16.47 from the £83.57 per pupil paid in financial year 2024/25.

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<sup>i</sup> Please note that SEND also commission 8 places from Hawkswood Primary for medium/long term intervention places for children with EHCPs. These places will be reviewed and recommissioned by the SEND service as part of their SEND Place Commission

<sup>ii</sup> Please note that SEND also commission 6 places from Hawkswood Therapeutic PRU for medium/long term intervention places for children with EHCPs. These places will be reviewed and recommissioned by the SEND service as part of their SEND Place Commission

APPENDIX A

**Commissioning and Funding of PRU & AP Assessment places - Individual School contributions - Primary**

**Overview of commissioning**

AP Tier	Need	Current / New	Expected Provider	Commissioned places	Current charge per place		Statutory		Placing Board	Questions / notes
							LA	Schools		
<b>Local Authority Statutory duties - places for children who have been permanently excluded</b>										
Tiers 4 to 5	Day 6 provision and PRU places - KS1 & KS2	Current	Hawswood Primary	10			X		FAP	To be paid by APMI service
Tiers 4 to 5	School-based inclusion offer - medium/long term Intervention places: <b>Children with EHCPs and high level mental health needs</b>	Current	Hawswood Primary	8			Commissioned by SEND Service		SEND Panel	For information only. These are places commissioned by the SEND service for children with EHCPs and do not form part of the AP place commission.
			<b>Total LA commissioned places</b>	18						
<b>School Purchased places - children who are at risk of exclusion/ require medium-term support as per AP tier</b>										

Tiers 4 to 5	School-based inclusion offer - Short/medium term Intervention places: 'Internalised' & 'Externalised' behaviours	Current	Hawkswood Primary	10	£ 25,857.85	£ 258,578.50		X	FAP	To be paid by school contributions
		<b>Total School commissioned places</b>		<b>10</b>						

**Per Pupil cost**

School Commissioned places	Primary NOR October 2024	Total cost of school commissioned places	Per pupil cost (based on all school buy in)
10	22,769	£258,578.50	£ 11.36

School Commissioned places	Primary NOR October 2024 minus the children in schools who historically do not buy in	Total cost of school commissioned places	Per pupil cost (based on school who historically buy in)
10	19,883	£ 258,578.50	£ 13.01

**based on all primary school buy in**

School Name	NOR October 2024	2025-26	2026-27	2027-28

**B) Indicative cost to individual**

School Name	NOR October 2024	2025-26	2026-27	2027-28

Difference to cost: All schools buying in vs historic buy in

Chase Lane Primary School	614	£6,972.95	£ 7,314.63	£ 7,673.05
Whitehall Primary School	407	£4,622.14	£ 4,848.62	£ 5,086.20
Downsell Primary School	353	£4,008.88	£ 4,205.32	£ 4,411.38
Newport School	788	£8,949.00	£ 9,387.50	£ 9,847.49
Chapel End Infant School and Early Years Centre	198	£2,248.61	£ 2,358.79	£ 2,474.37
Edinburgh Primary School	186	£2,112.33	£ 2,215.83	£ 2,324.41
Greenleaf Primary School	406	£4,610.78	£ 4,836.71	£ 5,073.71
Handsworth Primary School	419	£4,758.42	£ 4,991.58	£ 5,236.17
Thorpe Hall Primary School	335	£3,804.46	£ 3,990.88	£ 4,186.43
The Winns Primary School	583	£6,620.90	£ 6,945.32	£ 7,285.64
Oakhill Primary School	196	£2,225.89	£ 2,334.96	£ 2,449.38

Chase Lane Primary School	614	£0	£ -	£ -	£ 6,972.95
Whitehall Primary School	407	£0	£ -	£ -	£ 4,622.14
Downsell Primary School	353	£0	£ -	£ -	£ 4,008.88
Newport School	788	£0	£ -	£ -	£ 8,949.00
Chapel End Infant School and Early Years Centre		£0	£ -	£ -	
Edinburgh Primary School	186	£0	£ -	£ -	£ 2,112.33
Greenleaf Primary School	406	£0	£ -	£ -	£ 4,610.78
Handsworth Primary School	419	£0	£ -	£ -	£ 4,758.42
Thorpe Hall Primary School	335	£0	£ -	£ -	£ 3,804.46
The Winns Primary School	583	£0	£ -	£ -	£ 6,620.90
Oakhill Primary School	196	£0	£ -	£ -	£ 2,225.89



Henry Maynard Primary School	724	£8,222.18	£ 8,625.07	£ 9,047.70
South Grove Primary School	413	£4,690.28	£ 4,920.10	£ 5,161.19
Dawlish Primary School	180	£2,044.19	£ 2,144.35	£ 2,249.43
Gwyn Jones Primary School	404	£4,588.07	£ 4,812.88	£ 5,048.71
George Tomlinson Primary School	490	£5,564.74	£ 5,837.41	£ 6,123.44
Mission Grove Primary School	716	£8,131.33	£ 8,529.76	£ 8,947.72
Coppermill Primary School	172	£1,953.34	£ 2,049.05	£ 2,149.45
Stoneydown Park School	582	£6,609.54	£ 6,933.41	£ 7,273.15
Parkside Primary School	619	£7,029.74	£ 7,374.19	£ 7,735.53
The Jenny Hammond Primary School	384	£4,360.94	£ 4,574.62	£ 4,798.78
Ainslie Wood Primary School	403	£4,576.71	£ 4,800.97	£ 5,036.22

Henry Maynard Primary School	724	£0	£ -	£ -	£ 8,222.18
South Grove Primary School	413	£0	£ -	£ -	£ 4,690.28
Dawlish Primary School	180	£0	£ -	£ -	£ 2,044.19
Gwyn Jones Primary School	404	£0	£ -	£ -	£ 4,588.07
George Tomlinson Primary School	490	£0	£ -	£ -	£ 5,564.74
Mission Grove Primary School	716	£0	£ -	£ -	£ 8,131.33
Coppermill Primary School	172	£0	£ -	£ -	£ 1,953.34
Stoneydown Park School	582	£0	£ -	£ -	£ 6,609.54
Parkside Primary School	619	£0	£ -	£ -	£ 7,029.74
The Jenny Hammond Primary School	384	£0	£ -	£ -	£ 4,360.94
Ainslie Wood Primary School	403	£0	£ -	£ -	£ 4,576.71

Barn Croft Primary School	172	£1,953.34	£ 2,049.05	£ 2,149.45
Chingford CofE Primary School	418	£4,747.06	£ 4,979.67	£ 5,223.67
St Mary's Catholic Primary School	210	£2,384.89	£ 2,501.75	£ 2,624.33
St Joseph's Catholic Junior School	125	£1,419.58	£ 1,489.13	£ 1,562.10
St Joseph's Catholic Infant School	91	£1,033.45	£ 1,084.09	£ 1,137.21
Our Lady and St George's Catholic Primary School	306	£3,475.12	£ 3,645.40	£ 3,824.03
St Patrick's Catholic Primary School	333	£3,781.75	£ 3,967.05	£ 4,161.44
Buxton Primary	372	£4,224.66	£ 4,431.66	£ 4,648.82
Lime Academy Larkwood	562	£6,382.41	£ 6,695.15	£ 7,023.21
Yardley Primary School	480	£5,451.17	£ 5,718.28	£ 5,998.47

Barn Croft Primary School	172	£0	£ -	£ -	£ 1,953.34
Chingford CofE Primary School	418	£0	£ -	£ -	£ 4,747.06
St Mary's Catholic Primary School		£0	£ -	£ -	
St Joseph's Catholic Junior School	125	£0	£ -	£ -	£ 1,419.58
St Joseph's Catholic Infant School	91	£0	£ -	£ -	£ 1,033.45
Our Lady and St George's Catholic Primary School	306	£0	£ -	£ -	£ 3,475.12
St Patrick's Catholic Primary School	333	£0	£ -	£ -	£ 3,781.75
Buxton Primary	372	£0	£ -	£ -	£ 4,224.66
Lime Academy Larkwood	562	£0	£ -	£ -	£ 6,382.41
Yardley Primary School	480	£0	£ -	£ -	£ 5,451.17

Davies Lane Primary School	825	£9,369.20	£ 9,828.29	£ 10,309.87
Hillyfield Primary Academy	1131	£12,844.32	£ 13,473.69	£ 14,133.90
Emmanuel Community School	145	£1,646.71	£ 1,727.40	£ 1,812.04
Willow Brook Primary School Academy	606	£6,882.10	£ 7,219.32	£ 7,573.07
The Woodside Primary Academy	1073	£12,185.64	£ 12,782.73	£ 13,409.09
Chapel End Junior Academy	250	£2,839.15	£ 2,978.27	£ 3,124.20
Riverley Primary School	404	£4,588.07	£ 4,812.88	£ 5,048.71
Sybourn Primary School	440	£4,996.91	£ 5,241.75	£ 5,498.60
Thomas Gamuel Primary School	304	£3,452.41	£ 3,621.58	£ 3,799.03
Walthamstow Primary Academy	178	£2,021.48	£ 2,120.53	£ 2,224.43
Roger Ascham Primary School	367	£4,167.87	£ 4,372.10	£ 4,586.33

Davies Lane Primary School	825	£0	£ -	£ -	£ 9,369.20
Hillyfield Primary Academy	1131	£0	£ -	£ -	£ 12,844.32
Emmanuel Community School		£0	£ -	£ -	
Willow Brook Primary School Academy		£0	£ -	£ -	
The Woodside Primary Academy		£0	£ -	£ -	
Chapel End Junior Academy		£0	£ -	£ -	
Riverley Primary School		£0	£ -	£ -	
Sybourn Primary School	440	£0	£ -	£ -	£ 4,996.91
Thomas Gamuel Primary School	304	£0	£ -	£ -	£ 3,452.41
Walthamstow Primary Academy	178	£0	£ -	£ -	£ 2,021.48
Roger Ascham Primary School	367	£0	£ -	£ -	£ 4,167.87

Longshaw Primary Academy	204	£2,316.75	£ 2,430.27	£ 2,549.35
Salisbury Manor Primary School	286	£3,247.99	£ 3,407.14	£ 3,574.09
Woodford Green Primary School	193	£2,191.82	£ 2,299.22	£ 2,411.89
Whittingham Primary Academy	354	£4,020.24	£ 4,217.23	£ 4,423.87
Mayville Primary School	277	£3,145.78	£ 3,299.92	£ 3,461.62
St Saviour's Church of England Primary School	345	£3,918.03	£ 4,110.01	£ 4,311.40
St Mary's CofE Primary School	575	£6,530.05	£ 6,850.02	£ 7,185.67
Barclay Primary School	1175	£13,344.01	£ 13,997.87	£ 14,683.76
Selwyn Primary School	620	£7,041.09	£ 7,386.11	£ 7,748.03
George Mitchell School	376	£4,270.08	£ 4,479.32	£ 4,698.80
Primary Total	22,769	£258,578.50	£271,248.85	£284,540.04

Longshaw Primary Academy	204	£0	£ -	£ -	£ 2,316.75
Salisbury Manor Primary School	286	£0	£ -	£ -	£ 3,247.99
Woodford Green Primary School	193	£0	£ -	£ -	£ 2,191.82
Whittingham Primary Academy	354	£0	£ -	£ -	£ 4,020.24
Mayville Primary School	277	£0	£ -	£ -	£ 3,145.78
St Saviour's Church of England Primary School	345	£0	£ -	£ -	£ 3,918.03
St Mary's CofE Primary School	575	£0	£ -	£ -	£ 6,530.05
Barclay Primary School	1175	£0	£ -	£ -	£ 13,344.01
Selwyn Primary School	620	£0	£ -	£ -	£ 7,041.09
George Mitchell School	376	£0	£ -	£ -	£ 4,270.08
Primary Total	19,883	£0.00	£0.00	£0.00	£ 225,803.34

APPENDIX A

**Commissioning and Funding of PRU & AP Assessment places - Individual School contributions - Secondary**

AP Tier	Need	Current / New	Current /Possible	Commissi oned	Current charge per place		Statutory responsibility		Place allocating route	Questions / notes
							LA	Schools		
<b>Local Authority Statutory duties - places for children who have been permanently excluded</b>										
Tiers 4 to 5	Day 6 provision and PRU places - KS3	Current	Burnside PRU / North Birkbeck Road	26			X		FAP	Increased due to NBR satellite site providing overflow/ RA places
Tiers 4 to 5	Day 6 provision and PRU places - KS4	Current	Burnside PRU / North Birkbeck Road	26			X		FAP	Increased due to NBR satellite site providing overflow/ RA places

Tier 4 to 3	School-based inclusion offer - medium/long term Intervention places: <b>Children with EHCPs on roll in mainstream schools with externalised behaviour needs</b>	NEW	Burnside PRU / North Birkbeck Road	8				X	FAP	Due to children being on roll in mainstream schools this should be a school-based intervention, however due to priorities highlighted in the Annual report regarding children with EHCPs and current strains in the system highlighted via the T&F group, AMPI is offering to commit to this intervention for 3 years for schools who buy into the Tier 3-5 interventions outlined in B and C below.
Tier 4 to 4	School-based inclusion offer - medium/long term Intervention places: <b>Children with EHCPs with chronic mental health needs</b>	Current	Hawkswood (Therapeutic) PRU	6			Commissioned by SEND Service		SEND Panel	For information only. These are places commissioned by the SEND service for children with EHCPs and do not form part of the AP place commission.

	Tier 2	School-based inclusion offer: <b>New YR11 arrivals to UK with low English skills which would limit their ability to succeed in mainstream secondary education</b>	Current	Sir George Monoux college	50				X	Currently Mainstream admissions	Children in this group are eligible for places within mainstream schools. As a borough of sanctuary the LA acknowledges the quality of the provision provided in Alps and the challenge individual schools would face in matching this therefore it is proposed to continue for the next 3 years, after which this will be reviewed.
				<b>Total LA commissioned places</b>	<b>116</b>						
<b>School Purchased places - children who are at risk of exclusion/ require medium-term support as per AP tier</b>											
<b>A</b>	Tier 4 to 5	School-based inclusion offer - <b>Short/medium term Intervention places: 'Internalised' behaviours</b>	Current	Hawkswod (Therapeutic) PRU	20	£ 25,857.85	£ 517,157.00		X	FAP	Continuation of current offer

B	Tier 3 to 5	KS3 Turnaround intervention - short term intervention for children with 'externalised' behaviours	NEW	Burnside PRU / North Birkbeck Road	8	£ 25,857.85	£ 206,862.80		X	FAP	Offer developed based on discussions at the T&F Group and the data and priorities highlighted via the Annual report for AY 23/24
C	Tier 3 to 6	KS4 Behaviour intervention - short/medium term intervention for children with 'externalised' behaviours	NEW	Burnside PRU / North Birkbeck Road	8	£ 25,857.85	£ 206,862.80		X	FAP	Offer developed based on discussions at the T&F Group and the data and priorities highlighted via the Annual report for AY 23/24
D	Tier 3 to 4	School-based inclusion offer - Short/medium term Intervention places: 'Internalised' behaviours	Current & New	Satellite sites x 4 sites		£ 15,000.00	£ -		X	FAP	Current commissions are due to end August 2025 in The Oak (15) and St Raphael (12). AP units were also built in Kelmscott and Willfield. The number of places to be commissioned through these units needs to be agreed by secondary schools



	Total School commissioned places	36	£930,882.60
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Per pupil cost

	School Commissioned places	Secondary NOR October 2024	Total cost of school commissioned places	Per pupil cost
Core offer A, B & C	36	13,874	£930,882.60	£ 67.10
Satellite sites D	0	13,874	£ -	£ -
	36		£930,882.60	£ 67.10

As agreed in the Task and Finish group on 13th June the school Forum report would ask secondary schools to vote for the core offer (A,B & C) whilst Heads clarify their ask of the satellite site offer (D)

Indicative cost per school

School Name	NOR October 2024	A, B & C	D		Total cost for individual schools across the 3 year agreement if A, B and C are bought in by		
					Yr 1 2025-26 (for A,B,C&D)	Yr 2 2026-27 (for A,B,C&D)	Yr 3 2027-28 (for A,B,C&D)
Frederick Bremer School	884	£59,312	£ -	£ 59,312.40	£59,312	£62,219	£65,267

Heathcote School & Science College	897	£60,185	£	-	£ 60,184.64	£60,185	£63,134	£66,227
Willowfield School	1,010	£67,766	£	-	£ 67,766.43	£67,766	£71,087	£74,570
Leytonstone School	1,021	£68,504	£	-	£ 68,504.48	£68,504	£71,861	£75,382
Walthamstow School for Girls	895	£60,050	£	-	£ 60,050.45	£60,050	£62,993	£66,080
Kelmscott School	1,085	£72,799	£	-	£ 72,798.59	£72,799	£76,366	£80,108
Holy Family Catholic School	961	£64,479	£	-	£ 64,478.75	£64,479	£67,638	£70,952
Buxton Secondary	747	£50,120	£	-	£ 50,120.32	£50,120	£52,576	£55,152
South Chingford Foundation School	621	£41,666	£	-	£ 41,666.29	£41,666	£43,708	£45,850
Eden Girls' School Waltham Forest		£0	£	-	£ -	£0	£0	£0
Connaught School for Girls	608	£40,794	£	-	£ 40,794.05	£40,794	£42,793	£44,890

Eden have not historically bought in therefore forecast estimated costs remove 617 children from the calculations

Norlington School and 6th Form	783	£52,536	£ -	£ 52,535.76	£52,536	£55,110	£57,810	
Lammas School and Sixth Form	549	£36,835	£ -	£ 36,835.41	£36,835	£38,640	£40,534	
Highams Park School	1,202	£80,649	£ -	£ 80,648.76	£80,649	£84,601	£88,746	
Chingford Foundation School	1,142	£76,623	£ -	£ 76,623.03	£76,623	£80,378	£84,316	
Walthamstow Academy	880	£59,044	£ -	£ 59,044.02	£59,044	£61,937	£64,972	
George Mitchell School	589	£39,519	£ -	£ 39,519.23	£39,519	£41,456	£43,487	

<b>SECONDARY TOTAL</b>	<b>13,874</b>	<b>£930,883</b>	<b>£ -</b>	
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<b>£930,882.60</b>	<b>£976,496</b>	<b>£1,024,344</b>	
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