



Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP
Telephone 01572 722577 Facsimile: 01572 758 459

Ladies and Gentlemen,

A meeting of the **SCHOOLS' FORUM** will be held in the Council Chamber, Catmose, Oakham, Rutland, LE15 6HP on **Thursday, 13th June, 2019** commencing at 4.00 pm when it is hoped you will be able to attend.

Yours faithfully

Helen Briggs
Chief Executive

Recording of Council Meetings: Any member of the public may film, audio-record, take photographs and use social media to report the proceedings of any meeting that is open to the public. A protocol on this facility is available at www.rutland.gov.uk/my-council/have-your-say/

A G E N D A

APOLOGIES FOR ABSENCE

1) MINUTES AND ACTIONS FROM THE PREVIOUS MEETING

To confirm the minutes of the meeting of the Schools' Forum held on the 11th April 2019
(Pages 5 - 12)

2) DECLARATIONS OF INTEREST

In accordance with the Regulations, Members are invited to declare any personal or prejudicial interests they may have and the nature of those interests in respect of items on this Agenda and/or indicate if Section 106 of the Local Government Finance Act 1992 applies to them.

3) PETITIONS, DEPUTATIONS AND QUESTIONS

To receive any petitions, deputations and questions received from Members of the Public in accordance with the provisions of Procedure Rule 217.

The total time allowed for this item shall be 30 minutes. Petitions, declarations and questions shall be dealt with in the order in which they are received. Questions may also be submitted at short notice by giving a written copy to the Committee Administrator 15 minutes before the start of the meeting.

The total time allowed for questions at short notice is 15 minutes out of the

total time of 30 minutes. Any petitions, deputations and questions that have been submitted with prior formal notice will take precedence over questions submitted at short notice. Any questions that are not considered within the time limit shall receive a written response after the meeting and be the subject of a report to the next meeting.

(5 MINUTES for items 1, 2, 3)

4) FUNDING UPDATE

a) The DSG 2019/20

To receive a report from Andrew Merry, Finance Manager
(Pages 13 - 14)

b) High Needs

c) Early Years

To receive a verbal update regarding the Early Years budget including feedback from the Early Years Work Party

(10 MINUTES)

d) Other Financial Updates

To receive an update from Andrew Merry, Finance Manager
(ITEM FOR INFORMATION)

(5 MINUTES)

5) DSG RECOVERY PLAN

To receive a report from Andrew Merry and Kevin Quinn
(ITEM FOR INFORMATION)

(10 MINUTES)

(Pages 15 - 30)

6) REVIEW OF THE CONSTITUTION AND RULES OF CONDUCT

A review of the current constitution and rules of conduct
(ITEM FOR DECISION)

(10 MINUTES)

(Pages 31 - 48)

7) PUPIL PLACE PLANNING: UPDATE (INC. SCHOOL CAPACITY (SCAP) RETURNS

To receive a verbal update from Gill Curtis, Head of Service, Learning and Skills, RCC and Jonathan Weller, Business Intelligence Manager
(ITEM FOR INFORMATION)

(5 MINUTES)

8) ANY URGENT BUSINESS

(5 MINUTES FOR FINAL AGENDA ITEMS)

9) FORWARD PLAN FOR 2019

(Pages 49 - 50)

10) MEETING DATES

- Thursday, 10th October 2019, 4.00 – 5.00 p.m., Council Chamber

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DISTRIBUTION

MEMBERS OF THE SCHOOLS' FORUM:

Name	Representing
Mr C Smith (Chair)	Academies
Mr S Milner (Vice Chair)	Academies
Mrs A Chambers	Academies
Mr S Cox	Special Schools
Mrs M Darlington	PVI
Mr B Gale	Trade Unions
Mr R Gooding	Academies
VACANT	Academies
Mr R Shore	Post 16 Provision
Mrs F Wilce	Maintained Schools
Mr S Williams	Academies
Mr J Woodhead	Dioceses

DEPUTIES:

Name	Representing
Mr A Menzies	Dioceses
Mr B Solly	Academies
Mrs C Johnston	Maintained Schools
Mr J Harrison	Post 16 provision

OFFICERS:

Mr M Andrews	Strategic Director for People, RCC
Ms D Godfrey	Deputy Director – Childrens Services, RCC
Ms G Curtis	Head of Service, Learning and Skills, RCC
Mr A Merry	Finance Manager, RCC
Mr K Quinn	Service Manager, Early Help, RCC
Miss J Narey	Business Support, RCC

ATTENDEES:

Cllr D Wilby	Portfolio Holder for Lifelong Learning, Early Years, Special Educational Needs and Disabilities, Inclusion
Cllr J Dale	Councillor, RCC

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Rutland County Council

Catmose Oakham Rutland LE15 6HP
Telephone 01572 722577 Facsimile 01572 75307

Minutes of the **MEETING of the SCHOOLS' FORUM** held in the Council Chamber, Catmose, Oakham, Rutland, LE15 6HP on Thursday, 11th April, 2019 at 4.00 pm

PRESENT:		Representing
1.	Mr C Smith (Chair)	Academies
2.	Mrs A Chambers	Academies
	Mr B Gale	Trade Union
3.	Mrs F Wilce	Maintained Schools
4.	Mr J Woodhead	Diocese
5.	Mr S Cox	SEN Headteacher

IN ATTENDANCE:		Representing
6.	Mr D Wilby	Portfolio Holder for Lifelong Learning, Early Years, Special Educational Needs & Disabilities, Inclusion
7.	Mr M Andrews	Strategic Director for People, RCC
8.	Ms G Curtis	Head of Service, Learning and Skills, RCC
	Mrs B Caffrey	Head of Early Help, SEND and Inclusion
	Mr A Merry	Finance Manager, RCC
	Mr K Quinn	Service Manager, Early Help, RCC
9.	Miss J Narey (Clerk)	Business Support, RCC

APOLOGIES:		Representing
10.	Mrs S Milner (Deputy Chair)	Academies
11.	Mr B Solly	Academies (Deputy)
12.	Mr J Harrison	Post 16 Provision (Deputy)
13.	Mrs M Darlington	PVI
14.	Mr R Shore	Post 16 provision
15.	Mr R Gooding	Academies
16.	Mr S Williams	Academies

1 MINUTES AND ACTIONS FROM THE PREVIOUS MEETING

Item 7.3 was corrected from Mr Woodward to Mr Woodhead.

The remaining minutes of the meeting of the Schools' Forum held on the 24th January 2019 were confirmed as a true and accurate record of the meeting.

Action 1
Terms of Office

Ms Curtis to produce a briefing paper regarding which academies would have a 3 year term of office and which academies would have a 4 year term of office.

Item on agenda for discussion.

Action completed

Action 2

Ms Curtis, Mr Quinn, Mrs Milner and Mr Smith would meet to discuss how the LA should arrange the Head Teachers' Conference to specifically discuss High Needs, SEND and Early Years.

Meeting held on the 29th March 2019. Minutes of the meeting are included as Appendix 2 of the Recovery Plan: Update

Action completed

2 DECLARATIONS OF INTEREST

No declarations of interest were made.

3 PETITIONS, DEPUTATIONS AND QUESTIONS

No petitions, deputations or questions had been received.

4 FUNDING UPDATE

Reports from Mr Merry were received. During discussion the following points were noted:

A) THE DSG 2018/19 OUTTURN

- i. Total deficit carried over from 2017/18 was £26k. Total deficit to be carried over into 2019/20 was £116k. This equated to a total overspend of 0.4%
- ii. The position regarding the High Needs budget was not improving. However, a recovery plan was not required at this time but a plan was already being drafted due to funding position not improving.
- iii. Mr Merry reported that the position had improved by £94k since Q3 for 3 main reasons:
 1. An underspend of £35k of the high needs incentive fund due to delays in agreeing how this would be utilised
 2. Income of £15k from pupil premium funding allocated to pupils in special schools
 3. £15k reduction in spend on centrally held demand budgets (Education Otherwise, Special Needs Teaching and Early Years Inclusion) and minor adjustments to high needs packages since Q3.

AGREED:

- a. The Schools Forum noted the note the outturn position for 2018/19 Dedicated Schools Grant.

B) THE DSG 2019/20 BUDGET FORECAST

- i. Biggest pressure was from the high needs block.
- ii. When the deficit increases to greater than 1%, a recovery plan will then be required but this process has already begun based on current expenditure plans.

- iii. Early Years data was taken from the January 2019 census. Historically to complete the census data was taken earlier and not actually from January. For 2019/20 the data actually used was the data supplied in January 2019.
- iv. The numbers for Early Years tend to increase during the summer months.

AGREED:

- a. The Schools Forum noted the update on the 2019/20 Dedicated Schools Grant.

C) HIGH NEEDS FUNDING

- i. Covered in the 2018/19 and 2019/20 updates.

5 NEW FINANCIAL OBLIGATIONS

- i. Announcements had been made by the DfE on the two additional funding items for schools.

Teachers Pensions

<https://www.gov.uk/government/publications/teachers-pension-employer-contribution-grant-tpecg/pension-grant-methodology>

- Employer contribution rate of the Teachers' Pension Scheme (TPS) would increase from 16.4% to 23.6% from September 2019
- The grant covers the 7 months of financial year 2019 to 2020 from September 2019
- The Education and Skills Funding Agency (ESFA) would pay the funding for maintained schools to local authorities, who would be required to pay it to individual schools at the rates published.
- The DfE has calculated the total cost of this increase to schools from September 2019 to March 2020 to be £848 million, and would be making this sum available. Before dividing this funding, the Schools Forum set aside £22 million, in order to provide money for the Supplementary Fund.
- Schools would be able to apply to the Supplementary Fund if their grant allocation fell short of their actual pension cost increase between September 2019 and March 2020 by more than 0.05% of their overall budget for this period.
- Further guidance and allocations would be available in the autumn.

Teachers Pay

<https://www.gov.uk/government/publications/teachers-pay-grant-methodology/teachers-pay-grant-methodology>

- The teachers' pay grant was worth £187m in 2018 to 2019 and £321m in 2019 to 2020
- Allocations for financial year 2019 to 2020 would be published in April 2019
- There would be 2 payments, 1 in spring 2019 and 1 in autumn 2019

6 SEND CAPITAL GRANT: UPDATE

A verbal update was received from Kevin Quinn, Service Manager, Early Intervention, SEND and Inclusion. During the discussion the following points were noted:

- i. A project for Uppingham Community College to provide places for children with

communication problems was now in the more detailed planning and finance stage. The college would initially provide 10 places for children with communication problems but in the longer term would have capacity for 15 places.

- ii. A proposal for Rutland County Council to provide £200k as a start-up fund would be put to Cabinet for approval on the 16th April 2019.
- iii. The opening was planned for September 2020 but staff would be in place earlier in order to promote the facility.

7 RECOVERY PLAN: UPDATE

A report was received from Saverio Della Rocca, Strategic Director for Resources and Kevin Quinn, Service Manager, Early Intervention, SEND and Inclusion and presented by Andrew Merry. During the discussion the following points were noted:

- i. The DfE template for the recovery plan has been received. The completed template will be submitted to Schools' Forum for discussion and approval.
- ii. A very productive meeting was held with School Heads on the 29th March 2019, the summary of which was:
 - That, in principle, children with SEND should be supported as far as is possible and appropriate within the least restrictive education environment.
 - That the current funding and support interventions for children with SEND in Rutland were not appropriately distributed.
 - That additional support and funding was needed earlier in the education system with investment in different types of support within and across mainstream schools.
 - That the existing financial framework for schools and the use of 'top ups' for children with EHCPs within mainstream school does not best serve schools in helping meet need and as such require review.
 - To plan a number of intervention models to be presented to schools (as per recovery plan actions) which could be costed in order to demonstrate the potential impact on the high needs budget if implemented.
 - To progress the nurture pilot proposal as outlined, with a view to presenting a business case for school approval.
 - To undertake a financial review which includes exploring set funding models for schools to work together in order to maximise value for money of specialist interventions, this could potentially cross phases to support transition between settings.
 - To research and cost a small pilot project providing specialist education support across a school partnership.
 - To complete the review of DSPs and recommissioning of this provision.
- iii. Kevin and Andrew worked closely at a 5 year budget projection which confirms the anticipated future pressure and which can be used to model potential solutions through investment i.e. the impact a new approach could have on future expenditure within high needs.
- iv. Looking at employing a specialist teacher consultant (as yet to be identified) to work with schools and the Local Authority regarding inclusion in schools and the types of support and provision schools require. Timescales need to be finalised. Active SENCO group already established amongst schools and could feed in to the specialist teacher. It was agreed that further details with timescales where possible should be distributed to all head teachers.

ACTION: Andrew Merry, Kevin Quinn, Gill Curtis

- v. Andrew reported that the Uppingham Community College Project would not result in using the full capital budget.

AGREED

- a. The Schools' Forum noted the requirements of the Recovery Plan (1.6)
- b. The Schools' Forum noted that a draft Recovery Plan would need to be discussed in June and may need to be formally submitted to the DfE (1.12)
- c. The Schools' Forum noted the outcome of various meeting in 1.20 above and the full meeting record in Appendix 2.
- d. The Schools' Forum approved the pilot providing specialist education support across a school partnership.

8 SCHOOL CAPACITY (SCAP) RETURNS

A verbal update on pupil place planning assessment returns was received from Gill Curtis, Head of Service, Learning and Skills. During the discussion the following points were noted:

- i. A meeting was planned with the DfE representative for pupil place planning in order to support Rutland with ensuring pupil place predictions accurately reflect current trends. This would be followed by a meeting with secondary school head teachers to review current admission arrangements and consider alternative options to better reflect the current position. A meeting with primary school head teachers would be done at a later date during the admissions cycle.
- ii. A revised strategic plan would be drafted to reflect this year's SCAP outcomes, with alternative scenarios to reflect the potential impact of proposed housing developments in and around Rutland.
- iii. It was noted that primary schools tend to get increased in-year admissions during years 3 and 4. A number of these were cross-border input i.e. moving children in primary years in order to get places in secondary schools.
- iv. The impact of MOD deployment was difficult to predict accurately as more serving families would be living in the community rather than within the military base

9 NEW ACADEMY REPRESENTATIVE: UPDATE

A verbal update was received from Gill Curtis, Head of Service, Learning and Skills. During the discussion the following points were noted:

- i. The Constitution (approved November 2011⁵ and updated February 2019) states that 'Members of the Forum will serve for three years from the date of their full election to the Forum' so no change to the Constitution was currently required.
- ii. No response to the Academies governor representative had been received in the recent election so leaving the Schools Forum with no governor representative. The Constitution states that 'There must be at least one representative of head teachers and one representative of governors among the schools members' therefore the election process will be repeated at the start of the summer term.
- iii. It was requested that school members promote the vacancy within their own schools.
- iv. It was agreed to review the Constitution and Rules of Conduct at the next meeting.

AGENDA

10 ANY URGENT BUSINESS

Andrew Merry informed attendees that Dawn Greaves, Finance Manager, RCC would be leaving the local authority in May 2019 and that he would be covering for the interim period until a replacement was found. The Chair and the forum formally expressed great thanks to Dawn for all her hard work, expertise and support to the Schools Forum and the local authority.

11 FORWARD PLAN FOR 2019

It was agreed that the Review of the Constitution and Rules of Conduct should be added to the Forward Plan for June.

12 MEETING DATES

The meeting dates for 2019 were confirmed as follows:

- Thursday, 13th June 2019, 4.00 – 5.00 p.m., Council Chamber
- Thursday, 10th October 2019, 4.00 – 5.00 p.m., Council Chamber

SUMMARY OF ACTIONS

No.	Ref.	Action	Person
1.	7 iv	It was agreed that further details regarding the specialist teacher project to work with schools and the Local Authority regarding Early Help and High Needs should be distributed to all head teachers (with timescales where possible).	Andrew Merry, Kevin Quinn, Gill Curtis

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The Chairman declared the meeting closed at 5.03 pm.

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RUTLAND SCHOOLS FORUM: ATTENDANCE RECORD

MEMBERS	20/09/18	24/01/19	11/04/19	13/06/19	10/10/19
Mr C Smith (Chair)	yes	yes	yes		
Mrs S Milner (Deputy Chair)	yes	yes	no		
Mrs A Chambers	yes	no	yes		
Mr S Cox	no	no	yes		
Mrs M Darlington	yes	yes	no		
Mr B Gale	no	no*	yes		
Mr R Gooding	yes	no	no		
Mr R Shore	yes	yes	no		
Mrs F Wilce	yes	no	yes		
Mr S Williams	no	no	no		
Mr J Woodhead	yes	yes	yes		

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DEPUTIES					
Mr A Menzies			NA		
Mr B Solly	NA	no	no		
Mrs C Johnston	NA	yes	NA		
Mr J Harrison		yes	no		

OFFICERS					
Mr M Andrews		no	yes		
Ms G Curtis	yes	yes	yes		
Mr A Merry			yes		
Mr K Quinn	no	yes	yes		
Mr D Wilby	no	yes	yes		

* sent deputy

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SCHOOLS' FORUM MEETING

13TH JUNE 2019

SCHOOLS BUDGET 2019/20 LATEST FORECAST

1 INTRODUCTION

1.1 The purpose of Schools Forum is to advise the local authority on the operation of the local Schools Budget and its distribution among schools and other bodies. This paper updates the Forum on the provisional outturn for the Schools Budget for 2019/20.

2 2019/20 FORECAST OUTTURN

2.1 The table below summarises the 2019/20 DSG Outturn against each of the four blocks.

	Schools £000	High Needs £000	Early Years £000	Central Schools £000	Total £000
Surplus/(Deficit) Carry Forwards from 2018/19	0	(161)	24	21	(116)
DSG Allocations	23,453	3,825	2,034	163	29,475
Transfer between blocks	(117)	117	0	0	0
Academy Recoupment	(21,669)	(176)	0	0	(21,845)
Expenditure in Year	(1,667)	(3,890)	(2,034)	(163)	(7,754)
Additional High Needs Costs not yet placed	0	(100)	0	0	(100)
Under/(Over) spends in 2019/20	0	(224)	0	0	(224)
Surplus/(Deficit) Carried Forward to 2019/20	0	(385)	24	21	(340)
Percentage of DSG	-	(1.3%)	0.1%	0.1%	(1.2%)

2.2 The key points to note are:

- It's early in the year and forecasts are based on estimates;
- The only block forecasting a variance is the High Needs Block; and
- The deficit on the DSG would require the submission of a Recovery Plan to the DfE by June 2020.

2.3 The High Needs Block

2.3.1 As can be seen from the table above, the High Needs budget is showing a potential over spend of £224k. The additional funding announced last year is included in the initial Allocation.

2.3.2 Outside of projected expenditure, an additional £100k has been included for service users the Council has assessed but is still in the process of securing a placement.

2.3.3 This overspend is only likely to keep on increasing as the year progresses as any new packages will just add to the current overspend.

3 RECOMMENDATIONS

3.1 Schools Forum is asked to note the forecast position for 2019/20 Dedicated Schools Grant.

Andrew Merry
Finance Manager
7th June 2019



SCHOOLS' FORUM MEETING

12th June 2019

DSG Recovery Plan

1. Purpose

- To update members of School Forum on the implementation of the DSG Recovery Plan and the progress toward the approved projects which aim to reduce the future pressure on the DSG High Needs Block.
- To seek the views of members on the Recovery Plan, actions and investments utilising the DSG high needs block.

2. Background

As announced in July 2018, moving forward the DfE will require a recovery plan from all local authorities that have an overall cumulative DSG deficit of 1% or more at the end of the financial year.

At the end of the 2018/19 financial year Rutland fell short of being required to submit a formal recovery plan to the DfE, this was in part due to additional funding received from the DfE in year. However, predicted overspend is likely to result in a formal submission in future financial years and therefore there remains a need to have in place a recovery plan to help prevent further pressure. This paper provides:

- An overview of the DSG Recovery Plan.
- An update on the progress of current projects within the Recovery Plan as approved by School Forum in April 2019.
- A 5 year financial projection on the High Needs block based on the Recovery Plan and the agreed projects within.

3. Recovery Plan

As agreed by School Forum in April 2019 work has continued on the development of a recovery plan and the projects which are designed to reduce or avoid future expenditure and pressure on the DSG. *Appendix A* outlines the current proposed Recovery Plan and actions.

The plan has been informed by a school Inclusion Summit held in November 2018 and a Head Teachers workshop held in March 2019 which provided opportunity to discuss new approaches for supporting children with special educational needs, one which ensures that children with SEND are provided the opportunities to be supported effectively within mainstream education.

At the School Forum in April 2019 formal approval was given to progress key projects included within the recovery plan, these were;

1. Nurture Pilot: To implement a nurture pilot project designed to provide early support to children with Social Emotional and Mental Health needs within one primary school.
2. Specialist Teacher: To progress a small pilot project providing specialist education support across a school partnership.
3. Therapeutic Support: To identify and implement evidence based intervention/therapeutic models which could support children with SEND and additional social care needs.
4. Education Inclusion Partnership: To progress a schools inclusion partnership which shares responsibility and coordinates support and solutions for complex cases and children with additional support needs across the school system, both primary and secondary.

4. Current Project Progress

Nurture Pilot

This project provides an opportunity to prevent the escalation of needs and reduce the number of children subsequently placed in high cost specialist provisions. *Appendix B* outlines the business rationale for the nurture project.

The project is progressing and in May 2019 all primary schools were provided with a project specification and a suitability checklist in order to express their interest in delivering the pilot. Following this process 3 schools have expressed an interest and further site visits will now be undertaken during June and July to establish suitability and identify a preferred provider with a view to progressing the project during the 2019/20 academic year.

We are working to implement the project as soon as possible and it is anticipated that the nurture pilot will be ready to begin by March 2020, subject to suitable recruitment and training.

Specialist Teacher

A job description is currently being drafted which will be shared with identified schools with a view to beginning recruitment during summer for implementation early 2020.

It is proposed the project will provide capacity across 2 schools delivering practical advice and support whilst working to identify suitable adaptations and provisions which can be delivered to support inclusive environments for children with additional needs.

Therapeutic Support

We are currently in the process of identifying suitable evidence led programmes which can add capacity and value to the packages of support for children with SEND and additional social care needs. This may include for example Triple P Positive Parenting, Multi-systemic Therapy (MST), Cognitive Behavioural Therapy (CBT), Incredible Years and similar support programmes etc.

Education Inclusion Partnerships

Some schools expressed initial interest in forming a partnership and we are now beginning to seek formal expressions of interests to develop a local partnership, an operational model and shared agreements, which will identify complex cases of young people who might require therapeutic support to maintain their education and social and emotional well-being.

5. Impact: 5 Year Financial Modelling

To inform the Recovery Plan we have produced a 5 year projection of the High Need budget which sets out the likely funding and costs for supporting children within the SEND system over the next 5 years. The model utilises a number of demand based assumptions and highlights the extent of the challenge. Based on the existing and projected future cohort, the High Needs Block is likely to continue to have a significant pressure with an accumulated overspend circa £870k over the next 5 years;

Table A: Model based on the existing and projected cohort						
Table A	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
High Needs DSG B/Fwd Deficit/(Surplus)	59,630.00	255,015.00	510,378.59	763,135.82	779,277.41	863,940.53
Transfer From Schools Block	(114,844.00)	(117,265.00)	(117,265.00)	(117,265.00)	(117,265.00)	(117,265.00)
High Needs Allocation*	(3,776,571.00)	(3,825,116.00)	(3,825,116.00)	(3,825,116.00)	(3,825,116.00)	(3,825,116.00)
Additional Funding			(83,000.00)	(87,150.00)	(91,507.50)	(96,082.88)
Total Cost - Current Cohort	4,086,800.00	4,076,628.30	3,796,287.10	3,472,320.31	3,377,292.75	3,186,748.13
Total Cost - Predicted Movement		121,116.29	481,851.13	573,352.28	741,258.87	857,785.21
High Needs DSG C/Fwd Deficit/(Surplus)	255,015.00	510,378.59	763,135.82	779,277.41	863,940.53	870,010.00

The model provides a useful tool for showing the potential impact of any interventions and system changes on our financial position. For this purpose each project within the Recovery Plan has been modelled to highlight their potential financial impact on the DSG.

The cost avoidance attributed to each initiative includes the cost of delivery. The total project investment required from the DSG is £357k per annum, however as outlined below when applied to the 5 year model, if projects achieve their anticipated outcomes with an applied 75% success rate, the recovery plan could have a positive impact and reduce the DSG overspend by £255k over 5 years;

Table B: Recovery Plan						
Project	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Uppingham Provision (6)	0.00	0.00	42,971.50	42,971.50	4,952.50	(36,066.50)
Nurture (1)	0.00	31,003.00	(27,848.25)	(86,659.86)	(137,324.74)	(142,012.67)
Specialist teacher (2)	0.00	4,155.89	1,863.68	(543.13)	(3,070.29)	(5,723.80)
Therapeutic model (3)	0.00	(20,000.00)	(20,000.00)	(20,000.00)	(20,000.00)	(20,000.00)
Review SEND funding models (4)		39,930.04	(22,196.84)	(26,806.68)	(66,456.76)	(73,279.60)
Review existing DSPs (5)	0.00	0.00	0.00	0.00	0.00	0.00
Develop Education Behaviour Partnerships (7)	0.00	28,775.31	9,412.58	40,035.35	(90,582.37)	(22,011.03)

75% success rate applied	0.00	0.00	33,949.33	42,750.71	108,120.41	104,773.40
Total (cost avoidance)	0.00	133,864.24	18,152.01	(8,252.12)	(204,361.24)	(194,320.20)
Net High Needs DSG C/Fwd Deficit/(Surplus)	255,015.00	644,242.83	915,152.06	923,041.53	803,343.41	615,092.68

**The table provides indicative numbers and timings and will fluctuate according to project start dates etc.*

As can be seen some projects are more likely to achieve cost avoidance than others and the DSG will still remain significantly overspent even if this plan is fully realised. However this plan provides a starting point to test differing approaches and the potential impact these may have as part of an incremental system change to SEND funding arrangements.

The financial model is based on a number of assumptions of success e.g. proportionate reduction in special school placements etc. and it must be noted that each action within the recovery plan factors for assumed impact and there are no guarantees to each element. The success of the above plan is also subject to a number of influencing factors including the commitment of schools to engage, test and commit to alternative approaches.

6. Additional Action - Value for Money & System Review

The Recovery Plan focusses on investing into our school system and shifting funds into earlier support to prevent the escalation of needs. Although the plan may have a positive impact a significant overspend on the DSG is likely to remain and it is imperative we look to progress more quickly and consider a wider system review for SEND.

It is therefore proposed that a value for money review is undertaken of existing expenditure within the SEND service which also looks at the pathways of intervention in the early years, primary and secondary provision.

This review will consider a recommissioning of the pathways of support currently provided including;

- The pathway for children with MLD including options for building capacity within and across the mainstream sector.
- Review and commissioning of early years specialist support for children with complex SEND.
- Review of ASD and MLD provisions and pathways in the secondary sector.

In consideration of this it is proposed that an independent review is undertaken with external expertise commissioned to undertake the review and provide recommendations for potential service change.

7. Next Steps

It is proposed that the actions within the Recovery Plan are progressed during this next financial year with a view to monitoring the impact on the DSG forecast.

8. Recommendations

Members of School Forum provide support for the recovery plan, DSG investments and the value for money review.

Appendix A – Recovery Plan

Following a series of partnership meetings of Head Teachers since November 2018, to discuss the current challenges pertaining the High Needs budget for supporting children with SEND, the following approach has been agreed and will form part of any future direction and projects which are aimed at improving the support available for children with SEND and achieving the outcomes outlined with the SEND and Inclusion Strategy. Our agreed approach is as follows:

1. Children with SEND should be supported, as far as is possible and appropriate, within the least restrictive education environment close to home.
2. That the current funding and support interventions for children with SEND in Rutland are not appropriately distributed and requires redistribution.
3. That additional support and funding is required earlier in the education system with investment in different types of support within and across mainstream schools.

The actions outlined within the recovery plan fall within 3 categories – supporting children early, preventing escalation of needs and cost reduction activities.

SEND Recovery Plan Proposal One: 2018 – 2020							
Key Improvement Action	Expected Outcomes	Risks	Key Milestones	Lead	Start Date	End Date	Progress (RAG)
1. To progress a small nurture pilot within a primary school to support children with emerging Social, Emotional and Mental Health, (SEMH) needs and behaviours which challenge.	<ul style="list-style-type: none"> • Early intervention identifies children and provides support to children with emerging needs, preventing escalation and exclusions and potential for higher cost placements. • Supporting children through nurture is a consistent approach adopted by our schools which supports children who may be vulnerable during their education. • Improved education and life outcomes for children with SEMH with fewer children missing their education or being excluded and placed in high cost provisions. 	<ul style="list-style-type: none"> • May not realise the projected savings due to low numbers and scalability of the project. • May create overreliance on one provider and diffuse responsibility amongst schools 	• Establish business rationale for approval.	KQ	Mar 19	Jun 19	Completed and approved.
			• Develop criteria to identify suitable provider for delivery.	KQ	May 19	Jun 19	Completed, schools given deadline 6 th June.
			• Devise specification for commissioning	KQ/F D/LCJ	Jul 19	Sep 19	Completed and distributed to schools.
			• Review existing capital funding available.	BC/LC J	May 19	Sep 19	Under review.
2. Implement a small pilot project providing specialist education teacher support, advice and research capacity across a school partnership.	<ul style="list-style-type: none"> • Schools receive support to shape and improve inclusive practice in the classroom and across the school. • Service commissioning is informed by local needs. • Increased skills and resource for schools' partnership to build confidence and resilience. 	<ul style="list-style-type: none"> • Inclusive practice is not sustained and not having a longer term impact • This additional resource does not reduce the demand on alternative provision and school top ups. 	• Design role specification and job description for recruitment.	GC	Apr 19	Sep 19	Work underway on job description.
			• Identify school cluster to support post.	KQ/GC	Jun 19	Nov 19	
3. Identify a number of evidence based intervention/therapeutic models to be presented to schools which could support children with SEND and additional social care needs, that challenge schools and that will result in diverting spend on the high needs budget.	<ul style="list-style-type: none"> • Children with SEMH or at risk of exclusion or those that need to resort to specialist high cost placements outside of their communities are supported to maintain their education in their community. 	<ul style="list-style-type: none"> • Realising sufficient financial impact to make this a suitable option • Schools may not commit to invest to save approaches. 	• Design 5 year funding projection to support decision making.	AM/KQ	Dec 18	Apr 19	5 year funding plan in place to support modelling of projects. Meetings to begin modelling planned.
			• Identify children currently at risk or accessing AP provision to profile need.				
			• Present models for approval as and when identified (relates to action 2 above).	LCJ	Sep 19	Jul 20	Desktop research underway

			<ul style="list-style-type: none"> Review CWD budget for invest to save interventions. 	BC	May 19	Sep 19	
4. To undertake a review of our current SEND funding models for schools, single providers and collective funding models and specifically to support transitions between phases and settings.	<ul style="list-style-type: none"> Children are supported earlier in the education system. Value for money in commissioning of services is obtained by schools. Support is maximised across school clusters. Funding and support are available earlier in the system. An established multidisciplinary team, (MDT) model that identifies Health interventions and financial contributions that will reduce the cost on the high needs budget. 	<ul style="list-style-type: none"> Funding increases for schools but this does not lead to reduction in special school provisions. 	<ul style="list-style-type: none"> Undertake research to establish best practice including distribution models of high needs funding for schools. 	LCJ/KQ	May 19	Sep 19	
			<ul style="list-style-type: none"> Identify school clusters for funding arrangements (including cross primary and secondary transition) 	GC/LCJ	Sep 19	Jul 20	
			<ul style="list-style-type: none"> Review early Intervention Fund, including scope for temporary priority response funding. 	KQ	Sep 19	Dec 19	
			<ul style="list-style-type: none"> Review Health contributions to plans. 	DG	Jun 19	Dec 19	
			<ul style="list-style-type: none"> Undertake school bandings and review of top ups. 	KQ	Jun 19	Mar 20	
5. Review existing Designated Special Provisions and funding for EHCPs in Rutland, reviewing value for money and ability and flexibility for providers to meet current or emerging needs of our population.	<ul style="list-style-type: none"> Local provisions are responsive to the existing and emerging needs of children with SEND in Rutland. DSP provisions are utilised to their full capacity and value for money is obtained through each placement. Children, families and parents are confident in local provisions with fewer children resorting to out of county special provisions. 	<ul style="list-style-type: none"> Providers are not adhering to the specifications. Provisions do not meet the needs of children and continued reliance on specialist placements outside of the county. 	<ul style="list-style-type: none"> Meetings with providers to review local needs data and create fit for purpose service specification. 	BC/KQ	Nov 18	Jul 19	Revised spec drafted for Catmose. Work with Oakham remains on-going to define what provision should look like
			<ul style="list-style-type: none"> Financial modelling clear and well developed for each provision accounts for the needs of individual children. 	DSPS / DG / KQ	Nov 18	Jul 19	Meetings on finance yet to be held, data requested from providers.
			<ul style="list-style-type: none"> Provisions revised and implemented, including notifications where required to adjust any provisions. 	BC/KQ	Nov 18	Sep 19	Modelling work for Oakham CofE and Parks likely to require longer term decisions. Catmose spec devised.
6. Utilise the SEND Capital funding to deliver enhanced provision for 10-15 places within secondary school.	<ul style="list-style-type: none"> Additional provision in place to reduce the need for out of county high cost provision. Children have a clear pathway from primary to secondary provisions. Rutland has a Centre of Excellence where inclusive best practice is developed and shared across the school community. 	<ul style="list-style-type: none"> The provision does not achieve savings and increases demand for special provision. 	<ul style="list-style-type: none"> Project board in place leading full project implementation 	LCJ	Nov 17	Sep 20	Project progressing as planned.
			<ul style="list-style-type: none"> Devise a set of Outcome Measures for the provision and the wider impact on the SEND system? 	LCJ	Jun 19	Jul 19	
7. Develop Education Behaviour Partnerships (Complex Case Process) across primary and secondary schools which supports	<ul style="list-style-type: none"> Increased capacity and confidence in schools to support each other to meet needs of children in mainstream provisions. 	<ul style="list-style-type: none"> Schools do not engage consistently and adhere to 	<ul style="list-style-type: none"> Identify a Lead school from the primary and secondary phase to create the Rutland model – clear 	GC	Jan 19	Sep 19	

schools to maintain children's education within the Rutland network when they experience challenging behaviours. Manage hard to place children by having a collective response to individual cases across the school system that is supported by a Team around the Family approach.	<ul style="list-style-type: none"> Increased skills and resource available across school partnerships to respond to demand and to provide resilience. Improved education and life outcomes for children with SEMH with fewer children missing their education or being out of education for considerable periods of time or off rolled. 	agreed models of working.	terms of engagement and outcomes identified.				
			<ul style="list-style-type: none"> Research best practice and models to inform approaches. 	LCJ	Nov 18	Sep 19	
			<ul style="list-style-type: none"> Identify funding to enable partnership involvement and investment. 	BC/SD R	Dec 18	Sep 19	
			<ul style="list-style-type: none"> Develop the team around the family model to address these cases, that is coherent with our MDT approach 	DG	Apr 19	Sep 19	

- Bernadette Caffrey (BC), Andrew Merry (AM), Designated Special Providers (DSP), Gill Cutis (GC), Kevin Quinn (KQ), Darrell Griffin (DG), Louise Crookenden-Johnson (LCJ), Saverio Della Rocca (SDR),

	Action on target and key milestones met
	Potential risk of delay or missing target
	Off target, milestones not met
	Action within timescale.

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Recovery Plan - 5 Year Financial Modelling						
Project	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Uppingham Provision (6)	0.00	0.00	42,971.50	42,971.50	4,952.50	(36,066.50)
Nurture (1)	0.00	31,003.00	(27,848.25)	(86,659.86)	(137,324.74)	(142,012.67)
Specialist teacher (2)	0.00	4,155.89	1,863.68	(543.13)	(3,070.29)	(5,723.80)
Therapeutic model (3)	0.00	(20,000.00)	(20,000.00)	(20,000.00)	(20,000.00)	(20,000.00)
Review SEND funding models (4)		39,930.04	(22,196.84)	(26,806.68)	(66,456.76)	(73,279.60)
Review existing DSPs (5)	0.00	0.00	0.00	0.00	0.00	0.00
Develop Education Behaviour Partnerships (7)	0.00	28,775.31	9,412.58	40,035.35	(90,582.37)	(22,011.03)
75% success rate applied	0.00	0.00	33,949.33	42,750.71	108,120.41	104,773.40
Total (cost avoidance)	0.00	133,864.24	18,152.01	(8,252.12)	(204,361.24)	(194,320.20)
Net High Needs DSG C/Fwd Deficit/(Surplus)	255,015.00	644,242.83	915,152.06	923,041.53	803,343.41	615,092.68

Appendix B – Nurture Business Rationale

Rutland Primary Nurture Provision – Business Case

1. About nurture based intervention

Nurture provision is a focused intervention designed to provide additional support to children within their learning environment, and connecting to their home environment, by addressing children's and families challenges that may be associated with their attachment needs.

Nurture intervention is underpinned by Attachment Theory and the view that children's social, emotional and cognitive development is negatively impacted in the absence of nurturing experiences and effective attachments with primary carers and other adults in their early years. Nurture approaches aim to overcome the negative impacts of this by exposing children to nurturing experiences which show and reinforce positive attachments and the benefits of this.

Who is it for?

Some children do not respond well to adults, the teaching methods or an education environment meaning they can become disengaged in learning. Children can become withdrawn, inward looking or 'act out', displaying aggressive behaviour to people around them. As a consequence children are seen as having behaviours that challenge schools and can put children at risk of exclusion and can affect their long term outcomes.

Children who display such behaviours can also have a negative impact on the learning of other children in the classroom, taking up a disproportionate amount of teacher time and attention. If this is prevalent this can affect the performance of schools as a whole.

Nurture based provision in practice

The model involves offering a dedicated nurturing environment for small groups of children, between 4-6 children, who have been unable to cope within the mainstream environment. The nurture environment focusses on providing children with a safe, warm and accepting space which helps them to develop positive and secure relationships with peers and adults. Children have choices and a sense of control that takes place within clearly discussed boundaries and expectations of behaviour.

Typically a child may start their day within the mainstream class and are collected by the nurture staff and taken to the nurture group which is an explicit and predictable routine for children. Children need to remain connected to mainstream activities with their peers and therefore evidence based models show that children should continue to have access every day to a mainstream class for some provision. Typically support is accessed a minimum of 2.5 hours per day, 4-5 days per week over a period of 1-4 terms.

Activities within the nurture space include emotional literacy sessions, nurture breakfast, news sharing and regular curricular activities. Therapeutic support and advice for families may also feed into the provision which could include, for example, access to Theraplay and Solihull

approach and may also include 'whole family' support delivered through a 'Team around the Family' approach.

The nurture group is delivered by two members of staff trained in evidence based nurture interventions, specifically attachment theory and how to differentiate to meet children's assessed needs and outcomes.

Each child accessing the provision is assessed using the [Boxall Profile](#) which helps to understand a child's social, emotional and behavioural functioning. The profile is used to tailor a range of actions to support children to change their responses to the learning environment. The profile includes individual targets and helps to assess when milestones have been met to identify timing and suitability for reintegration back into mainstream provision.

Dependencies – essential requirements:

- Nurture group methodology is most effective when there is a bridge to home, to reinforce the approach i.e. links to evidence based parenting programmes (Incredible Years, Triple P) to provide wider support to parents and carers.
- Regular involvement and meaningful engagement with parents and carers is key - both support for at home including ideas and equipment to reinforce learning and for parents to provide feedback (feedback and support loop).
- Leadership in schools should focus on developing a nurture relationship and a nurturing environment and not the containment and control of students. School's staff and leadership need to demonstrate a nurturing ethos throughout their work that is supported by the governing body and senior leadership and reflected in the school's policies and procedures, such as an inclusion policy or behaviour policy.
- The nurture approach is likely to be more effective if adopted on a sector wide basis i.e. all schools involved in adopting nurture as an ethos. This avoids potential issues of developing a 'unit' in one or two schools potentially leading to a loss of collective responsibility for a whole school approach and the loss of opportunity to build the skills and confidence of the education workforce.

Benefits of Nurture Approaches:

Where adopted appropriately nurture approaches are effective and are evidenced¹ to have significant benefits for all children and school as a whole and not just for those individual children who receive the specific intervention, for example;

- Children feel safe, confident and secure in school and have improved self-esteem, behaviour and school attendance as a result.
- The model equips children with the tools to do well at school and to build resilience in dealing with the ups and downs of everyday life. Children are better able to manage their emotions, their levels of stress and anxiety and to empathise with others, which reduces the risk of children developing behaviours that impact adversely on their relationships with others, on their education and their well being

¹ <https://www.nurtureuk.org/research-evidence/impact-and-evidence/controlled-studies-nurture-groups>

- Children have improved dispositions to learn and to make academic progress, improved emotional well-being and resilience which can support them to grow into confident and successful individuals.
- The negative impact and disruption on the learning of other children is reduced thereby helping maintain good outcomes for other children and the whole school.
- Pressure on the school’s budget and the high needs budget is avoided as there is less reliance on high cost special school placements and therapeutic interventions.
- All schools can benefit through joint working and shared learning to develop an inclusive practice across the whole school system.

2. Desired Delivery Model

The proposed model, as evidenced in practice, will include the following features:

- Dedicated and bespoke space to deliver nurture based support and groups within schools.
- Small groups 8 to 10 children (smaller depending on the level of need) with a mixed profile of children with a blend of different types of needs e.g. internal and external behaviour, academic difficulties – to maintain the right environment and model appropriate behaviour.
- Dedicated staff trained to the appropriate levels in evidence based nurture interventions, who can identify and support behaviours early to avoid escalation.
- Boxall Profile is routinely used to assess children’s needs and develop their profile and learning goals.
- The model ensures children maintain access to mainstream education and in accordance with needs identified in the profile. Some children will need more time in a nurture provision. All children will access mainstream classroom and curriculum each day.
- Children receive a minimum of 4 half days per week within the nurture provision.
- A nurture based approach and ethos that is inherent throughout the school – evidenced in provisions maps and promoted as part of the schools offer.

3. Need in Rutland – Demand and Costs

Children in Special Schools:

Data analysis shows that there is a need for nurture based in Rutland. Since 2013, 26 children have been identified as having a primary need of Social, Emotional and Mental Health (SEMH) needs and who have subsequently received a placement in a special school. The cost of providing this support is significant, as outlined below;

Special School Placement Costs					
School	Number	Average entry age*	Ave length per place	Ave Charge per place	Actual cost incurred per place to date
Wilds Lodge	17		3.7 years	£54,794	£169,135
Gryphon	9		4 years	£53,290	£188,219
Average			3.85 years	£54,042	£187,354

Average placement cost per year	£54,042
Average cost per child	£187,354
Total Cost since 2013	£4,569,275
Ave cost per year	£507,697

*to be confirmed

Key points to note:

- The data is based only on the analysis of pupils who attend special schools which primarily support children with Social, Emotional and Mental Health needs. This includes children with EHCPs and children who have been excluded from mainstream schools. There are therefore likely other children not included in this data who have SEMH needs and have attended special schools – this requires further data analysis to identify.
- The costs are calculated from expenditure incurred since 2013 and include 2019/20 financial year projections.
- The average placement cost is calculated as the rate for each child and does not represent the actual expenditure per place as this excludes where part year costs have been incurred. The actual cost incurred represents the total average cost per child.
- The average length of time in placement is a ‘snapshot’ average and does not account for future years of children who are still in placement, of which there are 11, meaning the average is likely to be more.
- Children from primary school are in placement longer than secondary children and therefore cost more if placed in special school.
- It is likely that a large proportion of these children may have benefited from a nurture based intervention within their early education in order to prevent the escalation of needs and costs. However not all children identified above would be appropriate for nurture provision due to their age and extent of need.
- Analysis of this data highlights that a high proportion of children with a primary need of SEMH did not transition to mainstream secondary school and instead went directly from primary provision to special school. This suggests that whilst primary early intervention is important, provision in mainstream secondary school offering a nurturing approach to assist transition is essential to prevent needs escalating.
- 16 children have entered special school following a placement at primary school with 10 being placed in special school following secondary provision. This highlights that primary intervention would be an appropriate starting point.

Potential Demand - Emerging Needs:

An initial review of existing children known to and supported by the SEND and Inclusion Service has identified that there are currently 28 children who have emerging needs or are already receiving additional support and may benefit from a nurture based provision;

School Age	Number	Existing Cost per annum
Pre school	6	-
Reception	3	£10,000

Year 1	6	£76,000*
Year 2	3	£0
Year 3	6	£36,600
Year 4	3	£10,000
Year 5	0	-
Year 6	0	-
Year 7	1	£55,000*
Total	28	£187,600
Less special		£67,800

*includes child in special provision

7 children, excluding 2 special school placements, have a cost associated with their education at an average cost of £9,685.

Many of the children identified do not currently have a cost associated with their education, or do not have an Education Health and Care plan in place, as their needs are in the emerging stages. Some of the children are therefore in the process of an Education, Health and Care needs assessment which may result in additional provision, and cost, being required in the future.

Broader Demand

The above figures are for children known to the service as having some educational support needs and are children who may benefit from a nurture based approach. However it is likely there are also other children in the school system who would benefit from this support but have not yet been flagged up as requiring additional support in school. Such children may manage through their education but not necessarily attain the best outcomes possible.

This is likely to include children who may become 'vulnerable during their education' due to adverse childhood experiences impacting on their emotional and cognitive development e.g. bereavement, divorce, poverty, loss of home and stability, abuse, witnessing abuse etc. In identifying potential children this may include the following indicators; children who are looked after, children in need, children on free school meals, children open to early help services, and children with poor attendance.

Analysis of the current primary population looking at potential contributory factors including child protection, children in need, children receiving early help services, free school meals, SEND needs and attendance has identified 5% of the cohort with 2 or more of the above factors (146) who could potentially benefit from support. This does not include wider information not held such as family breakdown, bereavement, substance abuse etc. which may increase risk.

Alternative Provision

In addition to those children identified above there are a number of children who each year receive alternative education provision due to their risk of exclusion, often as a result of behaviours which challenge and associated social, emotional and mental health needs. Currently there are 6 children in secondary school who are receiving alternative provision at a combined total cost of £28,340 per annum.

Conclusion

- The data indicates there is a demand for provision and interventions that support children with social emotional and behavioural difficulties and that there is a cohort of children in Rutland's education and SEND and inclusion system that would benefit from a nurture approach.
- Developing and delivering an evidence based Nurture approach, including dedicated Nurture provision would help support children and families and will help enable children's to maintain their education and to reintegrate in to mainstream learning.
- The cost of not meeting needs is significant with average costs of children in special school placements, some of which may have been prevented, costing £507,697 per year.
- There are likely unknown costs of not providing support, both financially and in terms of wider outcomes for children, which cannot be demonstrated. This is particularly likely for children who have experienced adverse childhood experiences and do not access the SEND service and have 'managed' to navigate school. Additional costs may likely be seen in other services such as local authority children's services, youth justice system and CAMHS.

4. Potential Delivery Model/Option:

Option 1 – One Primary School

Start on a small scale with the introduction of a nurture approach in one primary school to provide intervention at the earliest stage to prevent the escalation of need. Learn from testing what works, what doesn't and grow slowly across the primary sector.

This model would focus on the initial delivery of a nurture based approach within one school in Rutland as a pilot, adopting a model which replicates national practice and incorporates an all school inclusive approach. This model will be underpinned by inclusive practice and provisions which span the school and ensures children's experience is inclusive. All staff will be trained to deliver a nurture based approach and will help grow the opportunities for other interventions throughout the school through staff training and experience within the nurture provision. Under this model it is assumed children would be on roll at the school rather than remain on roll at other schools. The facility would support up to 10 children at any one time, with smaller groups depending on levels of need.

Annual Delivery Costs:

It is estimated that the following funding would be required to set up a nurture provision in one school supporting up to 10 children at any one time and up to 14 children per year:

Item	Total
Nurture Practitioner training	£3,000
Whole school training including Boxhall	£1,500
Ongoing training	£2,000
1 Qualified teacher level 6 with potential TLR	£49,000
1 Nurture practitioner (TA Level)	£21,600

Additional staff cover e.g. TA/ trained back up	£12,000
Additional Therapeutic Support e.g. Educational Psychologist, Thera play, group work programmes.	£10,000
Total Costs	£99,100
Placement Cost - per place PA based on 10	£9,910

Potential one off Capital Costs	Total
Capital refurb and equipment for a nurture space and family space (variable according to existing setting space).	£25,000

Saving Potential:

It is difficult to establish and project the potential costs which could be avoided through this model, however an example is outlined below which is based on current existing and previous cohort of children receiving support and which allows for the blend of needs shown to be successful in a nurture provision;

(A) New Provision Cost	Yr 1	Yr2	Yr3	Yr4	Yr 5	Yr 6	Yr 7
Nurture Provision	(£99,100)	(£101,082)	(£103,104)	(£105,166)	(£107,269)	(£109,414)	(£111,603)
On-going support higher rate (x1 PA)	(£10,000)	(£20,000)	(£30,000)	(£40,000)	(£50,000)	(£60,000)	(£70,000)
On-going support at low rate (x2 PA)	(£5,000)	(£10,000)	(£15,000)	(£20,000)	(£25,000)	(£30,000)	(£35,000)
Total Per Annum	(£114,100)	(£131,082)	(£148,104)	(£165,166)	(£182,269)	(£199,414)	(£216,603)
(B) Cost Avoidance	Yr 1	Yr2	Yr3	Yr4	Yr 5	Yr 6	Yr 7
Special school rate (1PA)	£04,042	£108,084	£162,126	£208,062	£208,062	£208,062	£208,062
Children rec. additional support (x3 PA)	£29,055	£50,846	£72,638	£94,429	£116,220	£138,011	£159,803
Total CA Per Annum	£83,097	£158,930	£234,764	£302,490	£324,282	£346,073	£367,864
Potential Saving (A-B)	(£81,003)	£27,848	£86,660	£137,325	£142,013	£146,659	£151,262

This model assumes:

1. Cost avoidance for 1 special school placement per year based on the average cost and length of stay over a 3.85 year period. Although data shows an average of 2.2 special places per year in primary (3.7 overall) since 2013, 1 place is projected per year based on achieving a balanced mix. Note a child in primary school is more likely to accrue more than 3.85 years in special provision.
2. 3 children receiving additional support as the main cohort within the provision, this is based on the average of total 'known children' number across each academic year at the current average cost. Costs have been reduced by 25% after one year.
3. 4-6 children with no cost reflecting early intervention.
4. Additional on-going costs to reflect transition of children back into mainstream provision.
5. All children are fully reintegrated back into mainstream provision within 1 year.

6. Due to small numbers if one special school cost was not avoided this could have a disproportionate impact on overall projections outlined. This model requires a 60% avoidance success rate for high cost placements to break even.

Benefits:

- Likely to achieve a significant cost avoidance, a total of £610,763 over 7 years, an average of £87,251 per annum.
- This model allows for slow learning and evaluation of outcomes and to develop the model through learning from the trial.
- Provides an opportunity to demonstrate impact to other schools.
- There is less financial risk due to the lower investment levels.
- Minimise the risk to fewer children if the provision ceases or needs to change.
- Likely to be a quicker overall lead in time if dealing with one provider.

Risks, disadvantages and considerations:

- Small scale limits the levels of peer learning across the school system.
- This approach may encourage overreliance on the single nurture provision and increased referrals from other schools and parents and diminishes other schools ability to support children with SEMH.
- Less cost efficiency and lost economies of scale e.g. training costs to small groups rather than across sector.
- Small numbers of children means the financial model is limited and can be impacted by one or two case outcomes.
- School may not be successful in implementing the model due to lack of experience, qualified staff etc. which may deter schools from adopting wider.
- Communication of the model and how the school is perceived, positively or negatively, which can influence parental choice of a school for their child.
- The SEND Regulations, including the requirements within the SEND Code of Practice, and the requirement to support parental preference may undermine the opportunity to place children and therefore cannot guarantee children will take up places.

5. Overall Project Risks

- Cannot change or influence the EHCP legal parameters and school consult process which supports parental preference.
- Schools appetite to continued implementation during the 'learning' phase and potential difficulties as the model is embedded.
- Appetite of all schools in engaging in a preventative approach and the emphasis and ownership being placed on a small number of schools.
- Low numbers meaning the margins for success, and savings, are fine.

RUTLAND SCHOOLS' FORUM

CONSTITUTION AND RULES OF CONDUCT

This constitution gives full regard to legislation current at July 2019 and, in particular, *Schools forum Operational and Good Practice Guide, EfA, September 2018*

Approved at the Schools' Forum meeting: XXXXXX

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RUTLAND SCHOOLS' FORUM

CONSTITUTION AND RULES OF CONDUCT

1. TERMS OF REFERENCE

The Schools' Forum is both a consultative and decision-making body whose purpose is to advise the local authority in line with the Schools' Forum (England) Regulations 2012. In the event that any item within this constitution contradicts these regulations, the regulations will take precedence.

Regulations state that the local authority must consult the schools forum annually in connection with various schools budget functions, namely:

- amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives
- arrangements for the education of pupils with special educational needs in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding
- arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

The Schools Forum must inform the governing bodies of all schools maintained by the local authority of the results of any consultations carried out in relation to the above.

Local authorities will need to discuss with the schools forum any proposals that they intend to put to the Secretary of State to:

- vary the MFG
- use exceptional factors
- vary pupil numbers (Secretary of State approval is no longer required for increases relating to changes in admission limits or reorganisations)
- allow additional categories of, or spending on, central budgets
- amend the sparsity factor
- vary the lump sum for amalgamating schools
- vary the protection for special schools and special academies
- move up to 0.5% from the schools block, where the schools forum don't agree, or move more than 0.5% from the schools block

Proposals will then need to be considered by the Secretary of State

The Schools' Forum can make decisions on the following local authority proposals:

The overarching areas on which schools forums make decisions on local authority proposals are:

- de-delegation from mainstream maintained schools budgets (separate approval will be required by the primary and secondary phase members of schools forum), for prescribed services to be provided centrally
- to create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need), including pre-opening and diseconomy of scale costs, and agree the criteria for maintained schools and academies to access this fund
- to create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund
- agreeing other centrally retained budgets, including for local authority statutory responsibilities (where these relate to maintained schools only, voting is by the primary, secondary, special and PRU members of schools forum)
- funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place, the early years pupil premium and/or free school meals 1 Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended)
- authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure, or from de-delegated services, which is to be carried forward from a previous funding period in the 2018 to 2019 funding year the schools block is ring-fenced. Local authorities require schools forum approval in order to move up to 0.5% from the schools block to other blocks
- in each of these cases, the local authority can appeal to the Secretary of State if the schools forum rejects its proposal.

Revisions to the regulations will automatically be incorporated into the constitution as and when prescribed by the Department for Education and the Schools' Forum will be notified. If changes to the regulations result in there being more than one option or if the changes are optional, the Schools Forum will be consulted prior to making any changes. In any event, the constitution will be reviewed annually in July with a view to implementing any changes in the following September. Changes as a result of review or proposed at any meeting of the Forum, can be agreed by a two thirds majority of members present, subject to the agreement of the local authority.

2. MEMBERSHIP

Schools' Forums must have 'school members', 'academy members' and 'non-school members'. Schools and academies members must number at least two thirds of the total membership of the Schools' Forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category. There must be at least one representative of head teachers and one representative of governors among the schools members.

The structure of the Forum will be reviewed annually, as part of the annual review of the constitution, in July to ensure that the balance is maintained.

Status (May 2019)

Early Years (719 children - 2, 3 and 4 year olds attending EY Provisions, of which 627 receiving funding).

- 18 PVI
- 4 school-based nurseries (non-maintained)
- 27 Childminders

Primary (2773 pupils)

- 15 x academies; 2 x maintained (1x VA/1 x VC)
- Academies 2313 pupils (83%); non-academies 460 pupils (17%)

Secondary (2589 pupils)

- 3 x academies

Plus

- 1 x 6th form free school (247 pupils)

2.1 School Members

Maintained Schools	1	1 representative
Academies and free school	6	6 representatives *
Special Schools	1	1 representative

2.2 Non-School Members

Early Years Private, Voluntary, Independent (PVI)	1	Representative
Post 16 provision	1	Representative (from the FE colleges which serve the County)
Diocese	1	Representative (on behalf of CofE or RC)
Trades Union	1	Representative

* Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. Schools Forum Operational and Good Practice Guide, ESfA September 2018.

Total Membership: 12

School Members: 8 (two thirds); Non-School Members: 4 (one third)

2.3 General Membership Issues

No individual school can have more than one representative on the Forum. Unless otherwise specified in 2.1, each school or academy will need to decide whether they intend to nominate a Headteacher or a Governor/ Trust member before putting themselves forward through the relevant election procedures outlined in Appendix 1 of this constitution.

Schools may only offer a representative for the relevant School Members category and no other categories.

There must be at least one head teacher and one governor representing schools.

Each member will have a single vote.

2.4 Membership Restrictions

Elected members who hold an executive role in a local authority (i.e. a Lead Member / Portfolio Holder) cannot be either a schools member (as a Governor) or a non-schools member of the Forum.

The Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children

Any officer employed by the local authority that has a role in the strategic resource management of the authority cannot be a member of the Forum.

3. MEMBERSHIP TERMS OF OFFICE

Members of the Forum will serve for three years from the date of their full election to the Forum. The election procedures detailed in Appendix 1 will be followed if a member vacancy occurs during the 3 year period or if the structure of the membership changes following the annual review of the constitution.

A Forum member remains in office until:

- a) the member's term of office expires;
- b) the member no longer holds the office which made them eligible for election, selection and appointment to the Forum;
- c) the member resigns from the Forum by giving notice in writing to the authority; or
- d) in the case of a non-schools member, the member is replaced by the authority, at the request of the body which the member represents, by another person nominated by that body; whichever comes first.

Members who fail to attend three consecutive meetings without a satisfactory explanation will have their membership reviewed by the Forum. The Forum has the discretion to remove them from the Forum membership by a vote at the next quorate meeting.

4. OBSERVERS/SPEAKERS

Non-voting observers are entitled to attend and speak at meetings, as follows:

- the Director of Children’s Services (or their representative);
- the Chief Finance Officer (or their representative);
- the Head of Service for Learning and Skills (or their representative)
- the Head of Service for Early Help, SEND and Inclusion (or their representative)
- the Portfolio Holder for Children’s Services (the elected member of the authority who has primary responsibility for children’s services or education in the authority);
- the Portfolio Holder for Resources (the elected member of the Authority who has primary responsibility for the resources of the authority);
- any person who is invited by the Forum to provide financial or technical advice to the Forum;
- an observer appointed by the Secretary of State; and
- any person invited to present a paper or other item to the Forum that is on the meeting’s agenda, with the right to speak limited to matters related to the item presented.

5. SUBSTITUTES

Positions on the Forum are held by named representatives.

Members shall formally appoint one named substitute member from the same group as the member (or in the case of primary and secondary head teachers – two named substitute members) who may attend on their behalf if they are unable to do so.

Substitutes must be named and recorded at the meeting of the Forum annually in September. In the event a substitute is not named at the September meeting, a substitute may subsequently be nominated to the Clerk to the Forum in writing. Failure to nominate a substitute or notify the Council of a nominated substitute in accordance with these provisions shall result in the nomination being null and void. No substitute member may participate in a meeting of the Forum unless the requirements of this paragraph have been met. Substitutes who have been properly named and appointed will have the same rights and responsibilities (including voting rights) as their principal, on whose behalf they are participating in the Forum.

If a member of the Forum is unable to attend meetings, any nominated substitute is permitted per member but the substitute must be from the same membership category, for example a substitute for a maintained primary school member, must be from a maintained primary school.

6. FORUM ADMINISTRATION

6.1 Election of Chair and Vice Chair

Before the first meeting of the new academic year, each Forum member will receive a complete list of members on the Forum via email. Members will then have until the date of the first meeting to make a nomination for Chair and/or Vice-chair of the Forum to the Clerk of the Forum.

All members, schools and non-schools (but not observers), are eligible for election to these positions, but two head teachers, two governors or two non-school members should not hold the positions of Chair and Vice-Chair simultaneously, unless agreed by the Forum.

The Chair and Vice-Chair must not be from the same membership category unless agreed by the Forum.

The Chair and Vice-Chair will be elected every year. An existing Chair or Vice-Chair can be re-elected, but an individual's term of office must not exceed 4 years.

To be elected, the person nominated must receive the majority of votes cast at the meeting. Where there are an equal number of votes cast for each candidate 'lots' will be drawn to determine the winner.

Any person nominated will retain his/her right to vote.

6.2 Voting Procedures

Every item which requires a decision to be made at a meeting of the Forum will be determined by a majority of the votes of members eligible to vote on the issues in accordance with the following:

- only maintained school representatives can vote on school de- delegations;
- all schools, academy and free school members can vote on any other matter, including consultation on the schools funding formula;
- for non-school members:
 - only the PVI representative can vote on the consultation on the funding formula; and
 - all non-school members can vote on any other matter (except de-delegation).

Apart from as detailed above, all members are entitled to vote on all matters put to a vote.

Where a member votes, the member must only cast one vote and each member's vote must have an equal weighting. The Chair will not have a casting vote. In the event of a tie the proposal being voted on will be deemed not agreed and the local authority can request the Secretary of State to adjudicate.¹

If any member requests that their vote is recorded, the minutes of the meeting will record whether he or she voted for or against the item or abstained.

The Forum can choose to appoint working groups / sub groups to examine any matters put before it by the local authority. Any working groups / sub groups will have no decision making powers and will report back to the full Forum so a final response to the local authority can be given / decision taken at a quorate meeting.

6.3 Quorum

The quorum for a meeting of the Schools' Forum is two fifths of current voting members (excluding vacancies) i.e. 5 members when the Forum has full membership of 12 in place. At least one representative of each of the primary and secondary phases of education must be present and voting.

¹ As advised in the Education Funding Agency's 'Schools' Forums: operational and good practice guide for local authorities and members of Schools' Forums', October 2013

Any recommendation to the local authority from a quorate meeting of the Schools' Forum will require the local authority, under the regulations, to give full consideration to that recommendation before making any decisions.

A non-quorate meeting of the Schools' Forum may still consider items which do not require a decision. Where a decision from the Forum is required, the Forum should follow the urgency provision detailed in 6.6.

6.4 Declarations of Interest

Forum members are expected to declare interests in any matter arising in accordance with the Council's Constitution.

All agendas for meetings of the Schools' Forum will include an item inviting members and observers to indicate any interest in any matters under discussion.

6.5 Meetings

6.5.1 Frequency of meetings and distribution of papers

The Rutland Schools' Forum will meet in public normally a minimum of 4 times as specified by the Schools' Forum (England) Regulations 2012.

At the first meeting of the academic year, the Forum will determine the dates and times that it will meet during that academic year.

The standard distribution method for Schools' Forum papers will be via email or an alert to notify members that the agenda is available on the Council's website. Individual members may approach the Clerk to discuss alternative methods to be used.

6.5.2 Access to Information Procedure Rules (including notice of meetings and the publication / exemption of reports)

The Schools' Forum has chosen to apply the Access to Information Procedure Rules, as set out in Rutland Council's Constitution. The Council will give at least 5 clear days' notice of any meeting to be held by posting details of that meeting at Catmose, Rutland and at the venue for the meeting if it is elsewhere. (When calculating clear days, you do not count the day of publication, weekends, bank holidays or the meeting date).

Copies of the agenda and reports will be open to the public and available for inspection at Catmose (as well as on the website) at least 5 clear working days before the meeting. Where reports open to the public are prepared after the agenda has been published they will be made available to the public as soon as the report is completed and sent to members.

The public must be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that confidential information would be disclosed. Confidential information means information given to the Council by a Government Department on terms which forbid its public disclosure or information which cannot be publicly disclosed by Court Order or other legal provision.

The public may be excluded from meetings whenever it is likely in view of the nature of the business to be transacted or the nature of the proceedings that exempt information would be disclosed. Exempt information means information falling within the 7 categories (subject to the qualifications and definitions indicated) detailed in Appendix 2. All categories are subject to a Public Interest Test in that exemption is possible if, and only so long as, the public interest in maintaining an exemption outweighs the public interest in disclosing the information.

6.5.3 Setting the Agenda

A forward plan of all required decisions and consultations with Forum will be issued to all Forum members at the start of the academic year and will be updated throughout the year. The forward plan will be used to determine the agenda for each meeting of the Forum. The Clerk will consult with the Chair of the Forum to draw up the agenda for the next meeting.

Any Forum member can request items to be included on the agenda provided that the request is received by the Clerk by the published draft report deadline for the next meeting. Any papers to be included on the agenda must also be submitted, in the appropriate format, by the draft report deadline specified for the meeting at which it is to be considered.

6.5.4 Minutes

Minutes of all Forum meetings will be written by the Clerk, submitted to the next meeting of Forum for approval, and signed by the Chair as confirmation that they are a true record of the meeting.

6.6 Urgent Business

Urgent reports not included on the agenda will still be permitted providing that reasons for urgency are given and that the Chair of the Forum agrees both that the report is urgent and that she / he is happy to include it on the agenda for consideration. Good practice dictates that this should only be done in exceptional circumstances.

If the local authority requires an urgent decision on a matter before the date of the next scheduled meeting the local authority will determine, in conjunction with the Chair, whether to resolve the issue by emailing Forum members or by calling an extraordinary meeting.

If the urgent matter is resolved by email, the proposal/paper shall be circulated via email to all members of the Forum. The circulation will trigger a period of five working days during which members can give consideration. If before the end of the five-day period any member wishes to raise an issue regarding the content of the paper they should inform the clerk.

The paper will detail the appropriate background to the decision and options available and request a response. Simple majority rules will apply. If there are no objections to the proposal/s the paper will be deemed approved by the Forum on the expiration of the five working days' period. All decisions taken under the five-day rule will be reported to the next available meeting of the Forum.

If the urgent matter is to be resolved by an extraordinary meeting, an extraordinary meeting of

the Forum may be held if at least one third of the Members of the Forum request such a meeting or at the request of the Council. Any request for an extraordinary meeting of the Forum should be submitted to the Clerk to the Forum in writing, listing the members requesting the meeting (if called by members) and any such meeting shall, unless impracticable, be held within 15 working days of any such request being received. If impractical to hold a meeting within 15 working days, the meeting shall be convened as soon as reasonable practicable thereafter.

6.7 Changing Dates / Times of Meetings

The Forum agrees the dates and times of its meetings at the first meeting of the academic year. The resolution regarding dates / times can, therefore, only be changed by another Forum resolution. If the Chair wishes to alter the date / time of a forum meeting the proposed revised date / time should be included on the next agenda for the Forum to agree. If the Chair wishes to alter the date / time of the next meeting, and there is no Forum meeting at which it can be agreed s/he will take the decision in consultation with the Vice-Chair and the Clerk will notify Forum members.

6.8 Clerking

The Strategic Director of People will arrange for governance and administrative support for the meetings of the Schools' Forum.

The Clerk to the Forum will be responsible for election procedures, compiling the agenda for each Forum meeting, distributing papers, ensuring that decisions are taken in accordance with this constitution and relevant legislation, and circulating minutes of the meeting, including publishing on the Council's website.

6.9 Communication

Communication to the wider educational community of the discussions and debates of, and decisions made by, the schools forum is fundamental to effective operation. The more schools and other stakeholders know about the proceedings of the schools forum, the more their work will be an important and central part of the context of local educational funding.

The Local Authority will plan communications on behalf of the Schools' Forum accordingly. Use will be made of existing channels of communication. However, communication with the PVI sector may be more difficult and targeted use will be made of events and gatherings, e.g., regular training activities in early years.

It is fundamental that each member of schools forum represents the views of the group or sub-group that they represent and that all those with an interest in funding work together to ensure that their views are taken into account. Therefore communications directly between members and those they represent is essential; professional associations and phase groups could be suitable channels. This will ensure that schools forum members have an ongoing dialogue with the constituents of their group or sub-group and are therefore well able to represent their views at schools forum meetings.

The schools' forum will also use additional communication processes. These could include:

- drawing schools' attention to the fact that all its agenda, minutes and papers are publicly available on the local authority's website (this should include the publication of formula

- consultation documents);
- an annual report on the proceedings of the schools forum;
 - attendance by the Chair, or other schools' forum member, at other relevant consultative or management groups such as any capital working group; or
 - inclusion of schools' forum information in the Education Bulletin.

6.10 Members' Expenses

The authority must reimburse all reasonable expenses of members in connection with their attendance at meetings of the Forum, in line with the Members Allowances Scheme in Part 7 of the Council's Constitution, and charge those expenses to the schools budget.

6.11 Charging of Schools' Forum's Expenses

The authority must pay the expenses of the Schools' Forum and charge those expenses to the schools budget.

RULES OF CONDUCT

EXPECTATIONS AND RESPONSIBILITIES OF SCHOOLS' FORUM MEMBERS AND THE LOCAL AUTHORITY

Schools' Forum members will:

1. Ensure that any interest in any item for discussion at Forum meetings is declared at the beginning of all meetings, in accordance with Rutland Council's Constitution.
2. Ensure that they are representative of, and present the views of, their elective / nominating group at meetings.
3. Ensure that all reports and other papers distributed are reviewed prior to each individual meeting.
4. Gather views and provide feedback to individual elective / nominate groups in advance of and after Forum meetings.
5. Be responsible to their elective groups for the feedback of items discussed at, and decisions taken, by Forum.
6. Identify any training requirements to the local authority to inform the Forum's induction and training provision.
7. Ensure, through the use of substitutes, that each elective / nominating group is represented at all meetings.
8. Within their representative group, consider nominations for the Chair and Vice- Chair prior to the elections to this position held annually at the first meeting of the Forum at the start of the academic year.

The Local Authority will:

1. Ensure that reports and other documents which require the Forum to make a decision are issued at least 5 clear working days in advance of meetings and minutes within 10 working days after the meeting.
2. Ensure that all Forum meetings are supported and attended by appropriate senior officers relevant to the items to be discussed at the meeting.
3. Provide a Chair's briefing for the Forum Chair and Vice-Chair in advance of the meeting.
4. Publish reports, other relevant documents and minutes of meetings on the Council's website.
5. Through the Schools' Funding team, ensure that the Forum is informed of any proposed changes in legislation that will impact upon the work of the Forum.
6. Provide appropriate training and induction to new Forum members and provide appropriate on-going training to Forum Members to ensure they are able to effectively discharge their responsibilities.

7. Present formal budget proposals for approval at one meeting in the autumn term to enable informed strategic decisions and prioritisation. Ad hoc budget proposals may be presented at other points in the year providing there is a budget contingency set by the Forum or if additional funding becomes available. It will be a condition of all specific funding allocations that the designated lead officer or organisation provides formal feedback (as determined by the Forum) on the actual use of funding to provide accountability and enable the Forum to monitor the use of funds.
8. Keep the Forum informed of strategic developments and service issues which may result in a request for additional funding where the financial impact would fall to be met from the Schools Budget.
9. Facilitate and support workshops and working groups necessary to support both the consultative and decision making responsibilities of the Forum.

ELECTION PROCEDURES

1. School Members

1.1 Primary maintained schools (including Voluntary Controlled / Aided Schools)

The Clerk to the Forum will write to all head teachers and governors inviting nominations. The head teachers will agree the means by which their representative head teacher and governor are selected. Nominations must be submitted to the Clerk to the Forum.

1.2 Academies.

The Clerk to the Forum will write to all head teachers and governors/trustees of Rutland academies to alert them to the need for nominations. It is for the proprietors/trustees to decide how they will select their representative. It is then for the representative group (primary academies) working together to select their group nominees.

There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers.

1.3 Special Schools

The Clerk to the Forum will write to the Head teacher and Chairs of Governors, to invite self-nomination. It will then be for the Head teachers and Chairs of Governors to decide who to put forward as the representative.

2 Non-School Members

2.1 Private, Voluntary and Independent Providers (PCVI)

The Head of Early Years (Children and Families) will write to all Rutland PVI members to invite self-nominations. A ballot will be undertaken at the Early Years and Childcare briefing where the representative to put forward will be agreed.

2.2 Further Education

The Clerk to the Forum will write to the Principals of all 16-19 FE (Further Education) colleges which serve the Council. It is proposed that Rutland Adult Learning and Skills Service be invited to represent Further Education interests on their behalf in the Forum.

EXEMPT INFORMATION CATEGORIES

CATEGORY	QUALIFICATIONS/DEFINITIONS
1. Information relating to any individual.	
2. Information which is likely to reveal the identity of an individual.	
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information)	<p>Information is not exempt information if it is required to be registered under:</p> <ul style="list-style-type: none"> a) the Companies Act 1985; b) the Friendly Societies Act 1974; c) the Friendly Societies Act 1992; d) the Industrial and Provident Societies Acts 1965 to 1978; e) the Building Societies Act 1986; or f) the Charities Act 1993 <p>Information is not exempt if it relates to proposed development for which the Local Planning Authority may grant itself planning permission pursuant to Regulation 3 of the Town and Country Planning General Regulations 1992.</p> <p>'financial or business affairs' includes contemplated, as well as past or current, activities</p> <p>'registered' in relation to information required to be registered under the Building Societies Act 1986 means recorded in the public file of any building society (within the meaning of that Act)</p>
4. Information relating to any consultations or negotiation, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.	<p>'employee' means a person employed under a contract of service</p> <p>'labour relations matter' means:</p> <ul style="list-style-type: none"> a) any of the matters specified in paragraphs (a) to (g) of section 218(1) of the Trade Union and Labour Relations (Consolidation) Act 1992 (matters which may be the subject of a trade dispute, within the meaning of that Act); or b) any dispute about a matter falling within paragraph (a) above; <p>and for the purposes of this definition the enactments mentioned in paragraph (a) above, with the necessary modifications, shall apply in</p>

CATEGORY		QUALIFICATIONS/DEFINITIONS
		<p>relation to office holders under the authority as they apply in relation to employees of the authority;</p> <p>'office holder', in relation to the authority, means the holder of any paid office, appointments to which are or may be made or confirmed by the authority or by any joint board on which the authority is represented or by any person who holds such office or is an employer of the authority.</p>
5.	Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.	
6.	<p>Information which reveals that the authority proposes to give under any enactment:</p> <p>a) a notice under or by virtue of which requirements are imposed on a person; or</p> <p>b) to make an order or direction under any enactment.</p>	
7.	Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.	

VOTING RIGHTS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740721/Schools_forum_powers_and_responsibilities.docx.odt

Schools Forum Forward Plan: 2019

Schools Forum Meeting	Description	Type	Lead
Regular and Administrative Agenda Items	Apologies	N/A	Chair
	Minutes and actions from previous meeting	N/A	Chair
	Declarations of interest	N/A	Chair
	Petitions, deputations and questions	N/A	Chair
	Funding Update: <ul style="list-style-type: none"> • The DSG 2019/20 Outturn • The DSG 2020/2021 Budget Forecast • High needs • Early Years <ul style="list-style-type: none"> ○ 30hr Additional Funding Overview 	Information	S Della Rocca G Curtis
	DfE/ ESFA funding announcements	Information	S Della Rocca
	New Financial Obligations Placed Upon Schools and Early Years Settings	Information	D Greaves
	School Capacity (SCAP) Returns	Information	G Curtis
	Review of Forward Plan and dates of next meeting	Decision	Chair
January 2019	Finance – 19/20 funding update	Information	S Della Rocca
	EYFS Working Party – verbal update by Chair of Working Party	Information	S Milner
April 2019	Alternative use of High Needs Funding	Information	K Quinn
	Recovery Plan: Update	Information / Discussion	S Della Rocca
	SEND Capital Grant: update	Information	K Quinn
June 2019	Final outturn position for 2019/20 DSG	Information	D Greaves
	Demographics Annual Report (inc. pupil place planning)	Information	G Curtis & J Weller
	Review of the Constitution and Rules of Conduct	Decision	G Curtis
October 2019	Annual review of Schools Forum constitution and working practices	Decision	G Curtis
	Annual review of Schools Forum membership	Decision	G Curtis
	Funding update – Schools Budget 2020-21 forecast; School funding formula review	Information	S Della Rocca
	Update – school improvement commissioned programmes	Information	G Curtis

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