

Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP

Telephone 01572 722577 Email: governance@rutland.gov.uk

Ladies and Gentlemen,

A meeting of the **SCHOOLS' FORUM** will be held Via Zoom - <https://us06web.zoom.us/j/86215742356> on **Thursday, 9th December, 2021** commencing at 4.00 pm when it is hoped you will be able to attend.

Yours faithfully

Mark Andrews
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

1) WELCOME AND APOLOGIES RECEIVED

2) MINUTES AND ACTIONS FROM THE PREVIOUS MEETING

To confirm the minutes and actions of the meeting of the Schools' Forum held on the 16th September 2021
(Pages 5 - 10)

3) ANNUAL ELECTION OF CHAIR & VICE-CHAIR

To receive an update regarding the recent membership elections and to vote for the positions of Chair and Vice-Chair.
(ITEM FOR DECISION)

(10 MINUTES)

(Pages 11 - 12)

4) FUNDING UPDATE

To receive a report from Andrew Merry detailing the Schools' Budget 2022-23 forecast and requesting a 0.5% transfer between the School Block and the High Needs Block
(ITEM FOR DECISION)

(15 MINUTES)

(Pages 13 - 16)

5) DSG RECOVERY PLAN: UPDATE

To receive a report from Louise Crookenden-Johnson
(ITEM FOR INFORMATION)

(10 MINUTES)

(Pages 17 - 28)

6) EARLY YEARS PATHWAY: UPDATE

To receive an update from Louise Crookenden-Johnson
(ITEM FOR INFORMATION)

(10 MINUTES)

(Pages 29 - 32)

7) ANY URGENT BUSINESS

(5 MINUTES FOR FINAL AGENDA ITEMS)

8) FORWARD PLAN FOR 2021/22

(Pages 33 - 34)

9) MEETING DATES

- Thursday, 3rd March 2022, 4.00 – 5.00 p.m.

It will be confirmed nearer the date/time if the meeting will be held virtually or in person.

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DISTRIBUTION

MEMBERS OF THE SCHOOLS' FORUM:

Name	Representing
Mrs A Chambers	Academies
Mr S Cox	Special Schools
Mrs M Darlington	PVI
Mr J Harrison	Post 16 Provision
Mrs S Milner	Academies
Mr G Morphus	Trade Unions
Mr C Smith	Academies
Mr B Solly	Academies
Mrs F Wilce	Maintained Schools
Mr S Williams	Academies
VACANT	Academies (Governors)
VACANT	Dioceses

DEPUTIES:

Name	Representing
Mr A Menzies	Dioceses
Mrs C Johnston	Maintained Schools
Mrs H Stockill	Academies (Governors)
Mrs K Smith	Special Schools
Mrs L Milnes Mrs D Chipman	PVI
VACANT	Trade Unions
VACANT	Academies
VACANT	Post 16 Provision

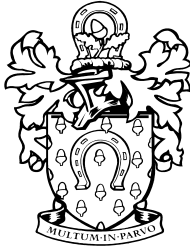
OFFICERS:

Dawn Godfrey	Strategic Director of Children and Families (DCS), RCC
Gill Curtis	Head of Learning and Skills, RCC
Bernadette Caffrey	Head of Early Help, SEND and Inclusion, RCC
Andrew Merry	Finance Manager, RCC
Louise Crookenden- Johnson	SEND Capital Programme Manager, RCC

ATTENDEES:

Councillor D Wilby	Portfolio Holder for Education and Children's Services
Councillor P Ainsley	Chair of Children and Young People Scrutiny Committee

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Minutes of the **MEETING of the SCHOOLS' FORUM** held via Zoom on Thursday, 16th September, 2021 at 4.00 pm

PRESENT:		Representing
1.	Mr C Smith (Chair)	Academies
2.	Mr S Cox (Deputy Chair)	Special Schools
3.	Mrs A Chambers	Academies
4.	Mrs M Darlington	PVI
5.	Mr B Gale	Trade Unions
6.	Mr R Gooding	Academies
7.	Mrs S Milner	Academies
8.	Mrs F Wilce	Maintained Schools
9.	Mr S Williams	Academies

IN ATTENDANCE:		Representing
10.	Councillor D Wilby	Portfolio Holder for Education and Children's Services
11.	Councillor P Ainsley	Chair of Children and Young People Scrutiny Committee

OFFICERS:		TITLE:
12.	Dawn Godfrey	Strategic Director of Children and Families (DCS), RCC
13.	Gill Curtis	Head of Learning and Skills, RCC
14.	Bernadette Caffrey	Head of Early Help, SEND and Inclusion, RCC
15.	Andrew Merry	Finance Manager, RCC
16.	Louise Crookenden-Johnson	SEND Capital Programme Manager, RCC

ABSENT:		
17.	Mr G Thompson	Dioceses

1 **WELCOME AND APOLOGIES RECEIVED**

The Chair welcomed everyone to the meeting. There were no apologies received for the meeting.

2 **MINUTES AND ACTIONS FROM THE PREVIOUS MEETING**

The minutes of the meeting of the Schools' Forum held on the 17th June 2021 were confirmed as a true and accurate record of the meeting.

Action 1

Mr R Gooding and Mrs S Milner to determine what was needed from the Local Authority to aid future discussions regarding funding and arrange a meeting of the working group before the summer break or in early September.

Mr Gooding confirmed that the working group had met but that they were waiting for information from Andrew Merry. Andrew Merry apologised for the delay, which was due to the Finance Team being short-staffed but that the required information should hopefully be available by the end of September.

ACTION: Andrew Merry

Action 2

Andrew Merry stated but that he would double-check the regulations to confirm that:

- a) money from the central block funding could not be transferred to the high needs funding*
- b) money could be transferred from the early years funding to support the high needs funding.*

Mr Gooding reported that he had not received any information regarding S106 and CIL funding. Andrew Merry confirmed that he was currently verifying the information but would send the confirmed information as soon as possible.

Mr Gooding reported he had also sent a freedom of information request to Andrew Merry regarding CIL and S106 funding but had not received anything. Andrew Merry confirmed he would action this as soon as possible and would notify the Forum.

ACTION: Andrew Merry

The Chair requested that Andrew Merry completed the above actions and sent the requested information as a matter of urgency.

Andrew Merry confirmed that S106 has money allocated specific for the costs of education and that CIL does not.

3 REVIEW OF THE TERMS OF OFFICE AND CONSTITUTION

A report was received from Gill Curtis, Head of Learning and Skills regarding the Terms of Office for Schools' Forum members and a review of the Rutland School's Forum Constitution. During the discussion, the following points were noted:

- The new Chair was not voted for as it was unanimously agreed that the current Chair would continue in office until the next meeting as the Forum currently had vacancies and the aim was to recruit new members from which a Chair could be recruited from.
- It was proposed to amend the term of office for the different Forum members so that the recruitment process would be staggered rather than most of the Forum members come up for re-election all at the same time as was the current situation.
- The Chair proposed that Schools' Forum members from Academies or Schools should have a 4-year term of office, while Non-School members should have a 3-year term of office.
- Gill Curtis confirmed that an updated version of the constitution would be circulated with the minutes and published to the Council's website and that notification regarding the new elections would be sent presently.

RESOLVED:

That the Rutland Schools' Forum Constitution and Rules of Conduct be amended so that members representing Academies or Schools would have a 4-year term of office and Non-School members would have a 3-year term of office.

4 FUNDING UPDATE & FINAL OUTTURN POSITION FOR 2021/22 DSG

A report was received from Andrew Merry to update the Schools' Forum on the Schools' Funding position. During the discussion, the following points were noted:

- Main area of overspend for 2020/2021 was the High Needs Block due to the increased demand for the service.
- Funding for the Early Years' Service remained uncertain.
- Additional High Needs' Provisional Funding of £397K would be received.
- Overall, this would leave a surplus of £50k for the year 2022/2023, which could be used to help balance this year's deficit.
- Schools' Funding Block had been increased by £0.4m for 2022/23
- A draft funding statement for 2022/23 would be issued to all schools by the end of September 2021.

RESOLVED:

That the Schools' Forum noted the forecast position for the 2021/22 Dedicated Schools Grant

5 DSG RECOVERY PLAN

Two reports were received from Louise Crookenden-Johnson. A report about the Nurture Intervention Pilot and an update report on the DSG SEND Recovery Plan. During the discussion, the following points were noted:

- Rutland SEND Recovery Summit would be held on 2nd November 2021, 9.00 – 5.00. Venue to be confirmed.
- Louise Crookenden-Johnson thanked the Forum for their support in extending Caroline Crisi's hours as the Education Inclusion Partnership Development Officer
- The Speech, Language and Communication contract with Leicestershire Primary Trust was now actively engaged.
- Uppingham Community College had been confirmed as the preferred provider to work jointly on ensuring that children with EHCP's remained in secondary schools when they progressed through from the primary schools.
- The pilot aimed to support 6 students with nurture interventions. Louise Crookenden-Johnson confirmed that the total number of interventions undertaken had been 16. There were 9 through on-site interventions and 7 through outreach support from the Nurture hub staff.
- It was confirmed that the Nurture Pilot had proved successful in Rutland. It had ensured that many children stayed in mainstream education and had reduced the costs to the High Needs Budget.
- The aim was for nurture intervention to become standard practice within the next academic year.
- Mrs S Milner reported that Table 2 within the report was incorrect and should be as follows:

Table 2

The following schools have accessed Nurture Hub support for children since the pilot commenced:

On-site interventions at Edith Weston	Outreach into child's school
Oakham x 2 Langham Brooke Hill x 2 2 x in-county Service family moves 1 x OOC move Stamford School	St Nicholas Oakham x 2 Uppingham x 2 Whissendine English Martyrs

RESOLVED:

- a) The Schools' Forum noted the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and projects designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- b) That Schools' Forum noted the planning and progress to address the increased demand for secondary places for pupils with SEND.
- c) That Schools' Forum noted the Nurture Pilot, one of the key projects that formed part of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and initiatives designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- d) That Schools' Forum agreed the proposed next steps towards sustainability for Nurture arrangements.

6 SEND FUNDING

Discussion requested by Mr R Gooding. During the discussion, the following points were noted:

- Mr Gooding stated that information was still to be sent by Andrew Merry, as stated under Action 1.
- It was proposed that a Task and Finish Group should be established to discuss the subject matter in greater detail.
- It was suggested that the Group should be led by Bernadette Caffrey with SENCO's from schools in attendance.
- Councillor Wilby informed attendees that any issues could be sent to him so that he could raise them with personnel higher up the political ladder.
- Andrew Merry confirmed that he would speak with Mr Gooding regarding the information required about the SEND funding and that he would allocate a member of the Finance Team to attend meetings of the Task and Finish Group.

ACTION: Andrew Merry

7 SCHOOL CAPACITY (SCAP) AND PUPIL PLACE PLANNING

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

- SCAP report had been finalised and should be ready for publication in December 2021.

- A formal report would be given to the Forum by Jon Weller, Business Intelligence Manager at the March 2022 meeting.
- Mr Smith reported that all planning was in a 'fluid' state due to the rejection of the Council's Local Plan.

8 ANY URGENT BUSINESS

Mr Smith informed attendees that this was Mr Gale's last meeting of the Schools' Forum. Mr Gale confirmed that he would be retiring after many years of service. Mr Smith formally thanked Mr Gale for all his hard work and support and wished him a very happy retirement.

9 FORWARD PLAN FOR 2021/22

The Forward Plan for 2021/22 was discussed. No changes were made.

10 MEETING DATES

- Thursday, 9th December 2021, 4.00 – 5.00 p.m.
- Thursday, 3rd March 2022, 4.00 – 5.00 p.m.

PROPOSED AGENDA

- Election of Chair and Deputy Chair
- Schools Budget 2022-23 forecast and request for a 0.5% transfer between the School Block and the High Needs Block.
- School Teachers' Pay
- Update – School Improvement Commissioned Programmes
- SEND Needs Assessment

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The Chairman declared the meeting closed at 5.00 pm.

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SUMMARY OF ACTIONS

No.	Ref.	Action	Person
1.	2	Mr Gooding confirmed that the working group had met but that they were waiting for information from Andrew Merry. Andrew Merry apologised for the delay, which was due to the Finance Team being short-staffed but that the required information should hopefully be available by the end of September.	Andrew Merry
2.	2	Mr Gooding reported that he had not received any information regarding S106 and CIL funding. Andrew Merry confirmed that he was currently verifying the information but would send the confirmed information as soon as possible. Mr Gooding reported he had also sent a freedom	Andrew Merry

		of information request to Andrew Merry regarding CIL and S106 funding but had not received anything. Andrew Merry confirmed he would action this as soon as possible and would notify the Forum.	
3.	6	Andrew Merry confirmed that he would speak with Mr Gooding regarding the information required about the SEND funding and that he would allocate a member of the Finance Team to attend meetings of the Task and Finish Group.	Andrew Merry

DISTRIBUTION

MEMBERS OF THE SCHOOLS' FORUM:

Name	Representing	Term of Office	
		Starting	Ending
Mrs A Chambers	Academies	April 2021	March 2024
Mr S Cox	Special Schools	Nov 2021	Oct 2024
Mrs M Darlington	PVI	Nov 2021	Dec 2021
Mr J Harrison	Post 16 Provision	Nov 2021	Oct 2024
Mrs S Milner	Academies	Nov 2021	Oct 2024
Mr G Morphus	Trade Unions	Nov 2021	Oct 2024
Mr C Smith	Academies	Nov 2021	Oct 2024
Mr B Solly	Academies	Nov 2021	Oct 2024
Mrs F Wilce	Maintained Schools	April 2021	March 2024
Mr S Williams	Academies	Nov 2021	Oct 2024
VACANT	Academies (Governors)		
VACANT	Dioceses		

DEPUTIES:

Name	Representing	Term of Office	
		Starting	Ending
Mr A Menzies	Dioceses	Jan 2019	Dec 2021
Mrs C Johnston	Maintained Schools	March 2018	Feb 2021
Mrs H Stockill	Academies (Governors)	June 2019	May 2022
Mrs K Smith	Special Schools	Jan 2020	Dec 2022
Mrs L Milnes Mrs D Chipman	PVI	Feb 2020	Jan 2023
VACANT	Trade Unions		
VACANT	Academies		
VACANT	Post 16 Provision		

OFFICERS:

Dawn Godfrey	Strategic Director of Children and Families (DCS), RCC
Gill Curtis	Head of Learning and Skills, RCC
Bernadette Caffrey	Head of Early Help, SEND and Inclusion, RCC
Andrew Merry	Finance Manager, RCC
Louise Crookenden-Johnson	SEND Capital Programme Manager, RCC

IN ATTENDANCE:

Councillor D Wilby	Portfolio Holder for Education and Children's Services
Councillor P Ainsley	Chair of Children and Young People Scrutiny Committee

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SCHOOLS' FORUM MEETING

9th December 2021

SCHOOLS FUNDING UPDATE

1 INTRODUCTION

1.1 The purpose of Schools' Forum is to advise local authorities on the operation of the local Schools' Budget and its distribution among schools and other bodies. This paper updates the Forum on the Schools' Funding Position and asks for a decision in two areas:

- Transfer 0.5% from Schools Block to High Needs Block for 2022/23
- Inflationary increase to the rates paid to mainstream schools from the high needs block

2 SCHOOLS FUNDING 2021/22

2.1 The table below summarises the forecast position on the Dedicated Schools Grant for 2021/22 as of 30th November.

	Schools £000	High Needs £000	Early Years £000	Central Schools £000	Total £000
Surplus/(Deficit) Carry Forwards from 2020/21	19	(576)	118	51	(388)
DSG Allocations prior to recoupment	27,579	4,579	1,833	174	34,165
Transfer between blocks	(132)	132			0
Academy Recoupment	(25,523)	(262)			(25,785)
Expenditure in Year					
Schools' allocations	(1,940)				(1,940)
Nationally Agreed School Licences				(39)	(39)
Admissions Service- staffing costs				(69)	(69)
Statutory & Retained Duties				(65)	(65)
Education for under 5's			(95)		(95)
3- & 4-Year-Old Funding			(1,613)		(1,613)
2-Year-Old Funding			(128)		(128)
SEN Placements		(4,352)			(4,352)
Recovery Plan Expenditure		(264)			(264)
Education Otherwise		(169)			(169)
Special Needs Teaching		(91)			(91)

Early Years Inclusion		(49)			(49)
Under/(Over) spends in 2021/22	(15)	(476)	(3)	1	(494)
Surplus/(Deficit) Carried Forward to 2022/23	4	(1,052)	115	52	(882)
Percentage of DSG	0.00%	3.08%	0.34%	0.15%	

2.2 The main uncertainty for the DSG is linked to two main areas:

- The High Needs Block – The main reason the High Needs budget is overspending is due to the level of demand for the service. The Council has seen an increase of 14 Education, Health and Care Plans (EHCP) since the start April. In addition to this the Council have 9 cases currently undergoing assessment and a further 10 cases referred to Panel. The forecast does include an estimate for these cases.
- Early Years Funding – Funding for the Summer and Autumn Terms is normally based on the January 2021; however, the position has changed to be based on specific numbers for the term(s), collected from local authorities and from the school census. The spring 2022 term will be based on the January 2022 census as normal. The spring term 2021 term will be based on the January 2021 Census but the DfE will fund up to 85% of January 2020 if numbers fall below this. This budget is showing a slight deficit in year, but as funding returns to pre-pandemic methodology, this is likely to change.

3 HIGH NEEDS FUNDING INCREASE IN RATES

3.1 Background

- 3.1.1 The rates paid for mainstream element 3 funding have not been subject to an inflationary rate increase for a number of years. As part of the High Needs Funding Working Group an action was to present how much an inflationary uplift would cost the high needs block.
- 3.1.2 As can be seen from the table in 2.1 there is no funding available for the uplift so any decision to increase the rates would further add to the deficit position.
- 3.1.3 It is unlikely that there will be increases in funding in the future that will cover any increase and recover the existing deficit.
- 3.1.4 If the deficit continues to rise it could result in the Council requesting delegation of more than 0.5% transfer from the schools to meet growing costs
- 3.1.5 As per the High Needs Operational Guide the Local Authority bear the ultimate responsibility for decisions on top up funding. The Council are consulting with Schools' Forum on what schools feel is the best option taking into all factors (available funding, fairness of rate and impact on schools funding).

3.2 Inflationary Methodology

- 3.2.1 Consumer Price Inflation (CPI) has been used to calculate the inflation. The ONS index has been used to understand the amount of Inflation to apply.

3.2.2 Consumer Price Inflation (CPI) is the speed at which the prices of the goods and services bought by households rise or fall. Consumer price inflation is estimated by using price indices. One way to understand a price index is to think of a very large shopping basket containing all the goods and services bought by households. The price index estimates changes to the total cost of this basket. Most of our price indices are published monthly.

3.2.3 The inflation index as of April 2015 was 99.9 and as of April 2021 this has increased to 110.1. The table below shows the impact of this increase on general rates

Rate Type	Current rate Payable	Revised Rate (after inflationary Increase)	Increase
Nursery Rate	£10.00	£11.02	£1.02
Teaching Assisting Rate	£11.16	£12.30	£1.14
Teacher Rate	£38.80	£42.76	£3.96

3.2.4 The inflationary uplift will also be applied to top ups on the following provisions

- Catmose College DSP
- Oakham DSP
- The Parks

3.2.5 The mainstream provisions that have recently opened (Uppingham ERP and the Nurture Provision) have not been included as they have only recently agreed the level of funding with the Council.

3.2.6 The total cost of the increase if this was backdated to 1st April 2021 would be c£170k. This is not included within the forecast in 2.1.

3.2.7 Schools' Forum do have options as to how to proceed. These options are

- Not to apply any increase and continue with the current rates due to the position on the High Needs Block.
- Apply the new rates from the start of Term 3
- Agree alternative increases
- Apply new rates from the 1st April 2021

3.2.8 The High Needs Working Group is looking at revised banding model going forward so rates beyond 31st March 2022 have not been reviewed.

4 RECOMMENDATIONS

4.1 Agree to transfer 0.5% from the schools' block to the High Needs Block in financial year 2021/22.

4.2 Recommend to the Local Authority an option on inflationary increases on Mainstream Funding Rates (0-16) from the High Needs Block

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SCHOOLS' FORUM MEETING

9th December 2021

DSG SEND Recovery Plan update

1. Purpose

- 1.1 To update members of Schools Forum on the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and projects designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- 1.2 To inform Schools Forum about the planning and progress to address the increased demand for secondary places for pupils with SEND.

2. Financial Business case and Context

- 2.1 The projected financial deficit on DSG by March 2022, is predicted to be in the region of £822k. The High Needs cumulative deficit is projected to be about £1m. There has been additional Government funding over the last few years, but this hasn't kept pace with either inflation or been in line with the growing demand driven by parental choice.
- 2.2 Whilst the High Needs Budget continues to run a deficit, costs will be met by schools since local authorities have no legal responsibility in this area which means that while this continues schools are footing the bill.
- 2.3 Local Authorities in this situation are strongly encouraged to have a management plan in place, Rutland has the SEND Recovery Plan overseen by the SEND Programme Board and reporting regularly to Schools Forum.
- 2.4 Local Authorities and its statutory partners await the outcome of the national review of the SEND Code of Practice and the new SEND Ofsted inspection Framework.
- 2.5 This Recovery plan was designed collaboratively and set in action following a Schools Summit with schools in November 2018, setting out the challenges and potential solutions. A second Schools Summit took place in early November 2021 to understand the regional picture, determine working groups to impact on pressure points and focus input from schools for the next phase of SEND Recovery plan activity.
- 2.6 Schools Forum commits £357k yearly as part of a 5-year plan to change practice, start to halt the rise in year-on-year pressures and begin to address the budget deficit. The actions commenced in January 2020.
- 2.7 Success measures for this type of work, regionally, are predicated on reducing the need for any authorities' use of independent school places, review and reform of the 'Education Health and Care Plan (EHCP) offer', and in Rutland the SEND Recovery Plan projects are particularly focused on reviewing and reforming early years pathways, reforming commissioning practices to address sufficiency problems and

action to help schools reduce inaccurate identification of children wrongly labelled as having SEND which can otherwise lead to underachievement, regionally this has been identified as sometimes due to a poorly designed or taught curriculum.

- 2.8 The success of all the projects is also dependent on the willingness and commitment of schools to work collaboratively, engage, test and believe that the alternative evidence-based approaches will have the impact required. Impact from programmes such as these is known to be influenced or undermined by a lack of confidence and resilience of partners to apply the change in practice.
- 2.9 There is also likely to be an impact on the SEND Recovery plan outcomes not yet quantifiable as a result of the pandemic in increasing SEND and Inclusion demand. The number of EPCPs continues to rise, with 274 EPCPs and 20 cases in the assessment process.
- 2.10 To support decision making and project investment, the SEND Recovery Plan uses a financial business model to track high needs expenditure. This has demand-based assumptions which include:
- **The total budget for the recovery projects for 2021/22 is £357k**
 - High needs funding will increase by 5% annually.
 - A recurring 0.5% transfer from the schools' block.
 - Increase in placement costs which has been extrapolated using the change in EHCP plans over the last few years.
 - Updated average placement costs based on latest information.
- 2.11 The financial model also assumes success factors such as proportionate reduction in special school placements. The group of projects are evaluated together within the recovery plan so there is an assumed impact and no guarantees specific to each project.

3. SEND Recovery Plan Projects

- 3.1 RCC commissions services on behalf of Schools to get support for staff and adjust practice in each school, to provide assessment of needs at the earliest stage, help staff support parents and coach practical evidence-based interventions.
- 3.2 There is a significant opportunity to reduce high cost placements and therefore reduce the high needs budget being drawn away from the mainstream school sector across all phases
- 3.3 The key projects that make up the SEND Recovery Plan and that have been activated to support this work are;

4. The Education Inclusion Partnership and Sector Led Panel

- 4.1 The range of projects within the SEND Recovery Plan, are delivering a number of initiatives new to Rutland, and which are intended to increase capacity within mainstream schools by assisting schools to act early where they see a child's social emotional and mental health (SEMH) needs are escalating and put in place support or

evidence-based interventions that may prevent children moving into the SEND system and thus help children to continue successfully in mainstream education without the need for an EHCP

- 4.2 Specialist SEMH teachers are linked to schools as the first place to raise any concerns about a child's needs and get expert input prior to any case level work being commissioned through the EIP panel
- 4.3 The Education Inclusion Partnership draws on existing Rutland resources and commissions interventions where there is a gap in services, it has purchased interventions such as specialist tutoring, specialist counselling, speech and language therapy, additional specific psychological interventions. This is detailed in the Toolkit of Resources, clearly outlined, and regularly updated for schools to make services easy to find on the Local Offer site.
- 4.4 Primary Phase Panel meets monthly to allocate resources for cases that need specific action- a coordination and assessment function helps make sure these are targeted and manages the process to activate resources.
- 4.5 100 children have now been considered through this sector led panel process. The work is designed to address the gaps that schools identified at the start of the Recovery plan period. To build knowledge, skills, confidence, and expertise to swiftly activate resources. It is expected that in time that staff will have improved confidence and understanding of need and may not require a panel, it may be possible to commission directly from academy or school funds or pool resources at a local level and utilise these directly. All primary schools are now accessing resources through the panel for particular cases with parental consent.
- 4.6 A senior Speech, Language and Communication provides 3 days a week from Leicestershire Primary Trust (LPT). This specialist has begun building relationships with Early Years settings and coaching friendly communicating environment skills in order to impact avoidable language delay. This is to supplement statutory work and to work at a lower level of need, for example, facilitating individual or group work for vocabulary, social use of language. They are also beginning work with Secondary School teams.
- 4.7 There is universally positive feedback for the work that this primary schools led partnership, detailed feedback is collected three times a year, most recently in Summer 2021 and shared with Schools Forum in September 2021 update report as well as at the second Schools Summit held earlier in November 2021.
- 4.8 These are the priorities for the remaining academic year, (2021 – 2022) to underpin progress in positive education inclusion practice;
 - Secondary EIP arrangements bringing a small team around particular identified children - this is reported to be having some significant impact in the school where it is beginning to be embedded.
 - Primary inclusion practice, utilising the EIP commissioned interventions which are continuing positively
 - Value for Money and the Early Years Inclusion Pathway commissioned work- in particular in partnership with Oakham CE and The Parks and now focussing the

next phase of work on wider Early Years providers. This is the subject of a separate update report to SF December 2021

- Play Therapy interventions have been trialled with two different providers in the Autumn term 2021.
- SENCo network for Primary and Secondary SENCos will continue to develop peer support and expertise in collaboration with Rutland Learning Trust and draw on regional Whole Schools SEND resources.

5. Nurture Evidence Based Practice

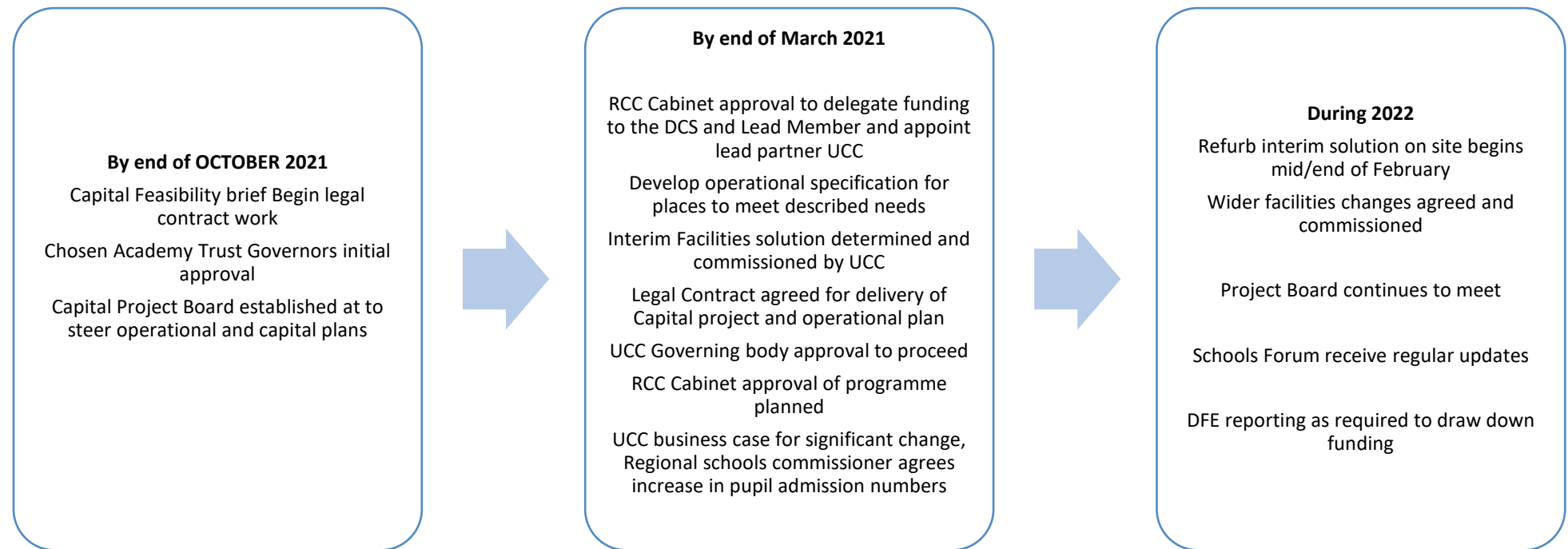
- 5.1 Nurture practice has been piloted successfully in Rutland in partnership with Edith Weston Primary School part of the Brooke Hill Academy Trust. Nurture interventions are evidence-based programmes for specific children to increase their emotional wellbeing, intended for primary school children who have difficulties coping in mainstream classes and may be at risk of underachievement and disrupting their education and that of others. They support children's mental health and wellbeing and can lead to improved self-esteem and enhanced school achievement and attainment.
- 5.2 The Nurture pilot was initially designed to support up to 6 students yearly on site at Edith Weston and further equip Rutland primary schools to confidently assess attachment needs and help build the confidence of all schools to provide Nurture practice and interventions on their own school site, in order to specifically prevent children's exclusion or escalation out of the mainstream school system. One of the children assisted through a Nurture intervention moved from a high-cost placement (circa £75k yearly)
- 5.3 In September 2021 Schools Forum received a report detailing the impact over the 16 months of the Nurture pilot including through the pandemic restrictions. 16 individual children and their associated schools had been supported with Nurture interventions. 9 received (or continue to receive) on site interventions (agreed through the multi-agency panel) and 7 children through outreach support from the Nurture hub staff.
- 5.4 RCC are developing an agreement with Edith Weston Primary school to bring Nurture into standard practice as agreed at Schools Forum in September 2021. This will secure these successful interventions for Rutland and focus on further propagating sustainable Nurture practice across Rutland schools.

6. Department for Education - [High Needs Provision Capital Allocations](#)

- 6.1 Part of the SEND Recovery plan is to grow the capability and capacity of Secondary schools for 'what is ordinarily available in local schools'. The Department for Education (DfE) have provided Capital grant funding programmes to help increase mainstream school places and maintain children with SEND in mainstream provision locally. RCC are working with our parent representative group to build reassurance among parents and building SEN confidence in local school transition arrangements
- 6.2 In February 2021, analysis indicated that the number of children with Education Health and Care plans requiring Secondary school places in coming years, were significantly larger cohorts than had been supported in prior years. The presenting risk with larger groups of children with SEND, being that they may not transition positively into their

Secondary school place and could escalate unnecessarily into more specialist (higher cost) provision.

- 6.3 Following discussion about the Secondary school pressures at Schools Forum, direct approaches were made to each of the Secondary Schools. The DCS and Head of Service met with Head teachers and SEND leaders outlining the needs of the children to be met. Following this, each school was invited to submit an Expression of Interest, examined by key RCC officers, Rutland Parent Carer Voice representatives and experienced professionals from another out of county school. It was determined that the High Needs Provision Capital Allocations (HNPCA) and remaining capital funds will help enable any facilities modification required to provide additional mainstream facilities to support children to remain in education locally.
- 6.4 The new development, working with Uppingham Community College as a lead partner, with a working title for the facilities of 'Mainstream plus' provision is aiming to enable more children with EHC plans to transition from Primary education effectively and thrive in local mainstream Secondary phase education. A business rationale for placement and to ensure that the arrangements can meet children's needs and are sustainable is in development
- 6.5 A feasibility report has been commissioned by RCC to explore options with the UCC site. The UCC Project Board is now meeting monthly and reports to the SEND programme Board, work on the how the education provision will look is underway to assist operational and business planning and an interim solution for facilities is expected to be in place for September 2022 to take the first cohort of 10 students. Further facilities development will follow once operational plans are determined more fully. A total available Capital budget for this work is £821,500.
- 6.6 The high-level Capital project planning has been revised to take account of recent changes as follows,



7. Next Steps

- 7.1 Continue to implement each project and monitor success, measuring outcomes for children and gathering feedback from schools with a view to determining next steps.
- 7.2 Actively review the financial impact of the Recovery Plan projects on the High Needs Block deficit for which there will be further detail in January 2022
- 7.3 Utilise the learning and actions from the Task and Finish Group to review and revise the SEND funding formula and use of Teaching Assistant hours and work toward more creative use of the funds. It is important to note that dependent on the recommendations of this group there could be further implications by putting more pressure on the HNF if it requires an uplift to the funding formula.

APPENDIX A

Recovery Plan Risk and Issues Log Summary

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
SEND CP 39	13/06/2019	Recovery Plan project	Nurture-A single nurture provision or approach encourages overreliance and increase in referrals from other schools and underlines collective response to support children with SEMH needs	Issue	2	2	4	Schools Forum commitment to all school training and collective response to Nurture practice
SEND CP 40	13/06/2019	Recovery Plan project	Nurture-Communication of the model and how the school is perceived, positively or negatively, which can influence parental choice of a school for their child.	Issue	2	3	6	Effective communications strategy, and liaison with parents. Staff training. Support form whole school communities and wider partnership.
SEND CP 41	13/06/2019	Recovery Plan project	Nurture-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.	Risk	2	2	4	Effective communications strategy, and liaison with parents. Staff training. Covid requirements are impacting how practice can be supported in EW with the Nurture provision- bubbles mean that additional staffing has been needed revised downward risk on 17/12/2020 Risk escalating as more children are placed, outreach to other schools assists practice elsewhere. This risk rating likely to increase June 2021
SEND CP 42	13/06/2019	Recovery Plan project	Nurture-Small scale limits the levels of peer learning across the school system.	Issue	4	2	6	Schools Forum commitment to all school training and collective response. This is further mitigated by the Boxhall all schools training being

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
								offered in Autumn Winter 2020-21 and mop up planned once teaching staff have more capacity in April 2021. Outreach support continues.
SEND CP 49	19/08/2019	Recovery Plan project	There is a risk that the potential for positive impact on the SEND system cannot be quantified in measurable cost avoidance and therefore cannot be shown to impact the HNB recovery plan	Risk	3	3	9	<p>This overall impact of reduced pressure on HNB -risk remains, although other key benefits and outcomes that the programme set out to achieve are very likely to be delivered. Wider system change will be slower.</p> <p>Overall saving to be revisited to ensure no double counting.</p> <p>Measures/Key indicators for the Service delivery Plan linking to transitions into Yr7 and Post 16 and an evaluation timetable will be put in place.</p> <p>The Covid Pandemic has put additional pressures on the SEND systems with increased plans being requested. Impact evaluation planned for June 2021. The uplift in requests for assessment needs to be reflected</p>
SEND CP 52	21/10/2019	All	Risk that investment from the High Needs Budget to make the savings is ceased, which would affect all projects and would result in none or fewer of the benefits anticipated to be associated with the projects being realised	Risk	3	3	9	<p>Clear benefit realisation strategy including financial incentives outlined and communicated to Schools Forum to allow continued investment.</p> <p>Schools Forum reports 13/02/2020, 1/06/2020 and planned for 10/12 and 11/02/2021 17/06/2021 set out progress.</p> <p>The Covid Pandemic has put additional pressures on the SEND systems with increased plans being requested. Impact evaluation planned for June 2021. Qualitative impact and feedback contained in EIP coordinator reports</p>

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
								monthly. EIP panel sector led oversee spend and impact.
SEND CP 63	18/01/2021	Recovery Plan project	There is a rising risk of pupils requiring a secondary specialist type placement impacted by school PAN for the 2021/22 academic year.	Risk	3	4	12	Working with schools to determine options for 2021/22 academic year. Project plan in development. Additional Capital funding proposed grant from DfE HNPCA £500k requires plan to be published by 30/6/2021 (now complete)
SEND CP 65	19/04/2021	Recovery Plan project	There is a risk that none of the Secondary Schools is prepared to develop sufficient Specialist Mainstream places to meet EHCP need in coming years	Risk	3	4	12	Meetings with all Secondaries have been arranged as well as a workshop to confidentially discuss each of the children in the 2022 cohort to help inform the planning and EOI stage, to help design suitable facilities and utilise the Capital resources available to grow secondary places
SEND CP 66	19/04/2021	Recovery Plan project	There is a risk that a suitable model cannot be found to accommodate all children with SEND and an EHCP needing education places locally in coming years.	Risk	3	4	12	Meetings with all Secondaries have been arranged as well as a workshop to anonymously discuss the 2022 cohort to help inform the planning and EOI stage, to help design a suitable facilities and utilise the Capital resources available to grow secondary places
SEND CP 68	19/04/2021	Recovery Plan project	There is a risk that School leaders do not engage with the Regional Whole SEND programme	Risk	1	3	3	EIP developments should assist this work. Some schools already taking up Whole School SEND model, need targeted approach.

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
SEND CP 69	19/04/2021	Recovery Plan project	There is a risk that the Primary SENCo network, which is crucial to leading practice change for inclusion in schools does not have good attendance following establishment of the new Super Hub arrangements	Risk	2	4	6	Caroline Crisi and Lizzie Papworth working with RLT schools on supporting an effective network post Rutland Learning Trust (RLT), working with Resilient Rutland to fund training and Regional Whole SEND programme. Building on the work of the RLT.
SEND CP 70	19/04/2021	Recovery Plan project	There is a risk that Cabinet do not agree to an extension and direct award of the EIP Coordinator contract, and this leads to delays in implementing change and loss of commitment from schools	Risk	2	4	6	Open and productive contract negotiations with the EIP coordinator. Cabinet report seeking approval to extend and direct award is planned for June. SF report requests approval to progress. Cabinet report in preparation. Approved, this will close once commissioning timeline is clear
SEND CP 71	17/05/2021	Recovery Plan project	There is a risk that Edith Weston is unable to continue the Nurture interventions Pilot since they have admitted additional SEND pupils and this is impacting capacity on site	Risk	2	6	12	Paper to Board on 18th June to explore options to continue the Nurture approach. Paper to SF for September 2021 meeting re future plans
SEND CP 72	17/05/2021	Recovery Plan project	There is a risk that development work for OCE and The Parks does not lead to a viable and sustainable early years solution	Risk	3	6	18	SEND Consultancy to bring update report to June Board. KIT meetings continue with OCE. Awaiting firm Governor body plan to enable work plan for academic year 2021-22

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
SEND CP 74	17/05/2021	Recovery Plan project	There is a risk that Edith Weston Trust do not choose to continue to deliver the Nurture interventions following pilot	Risk	2	6	12	Work over Summer 2021 to evaluate the savings and start to develop a future viable model for Schools Forum consideration.
SEND CP 77	19/07/2021	Recovery Plan project	There are reported building industry problems as a result of Covid, this could affect the UCC build programme timelines. In relation an architect to carry out the work, capacity, availability and materials	Risk	2	6	12	This will need to be explored and contingencies drawn up as part of the feasibility process. Important to appoint an experienced practitioners



SCHOOLS' FORUM MEETING

9th December 2021

EARLY YEARS PATHWAY: UPDATE

1 PURPOSE

- 1.1 To update members of Schools Forum on the work to examine the Early Years Pathway and plan for best use of resources since the last report in February 2021.

2 CONTEXT AND PURPOSE OF THE PROJECT

- 2.1 The work mandated by Schools Forum is firmly aligned to the Rutland SEND and Inclusion Strategy, and the intention to support and develop an integrated pathway that draws on all the skills and resources at the county's disposal, utilised to help all providers in the Early Years sector to meet children's needs and set children on a suitable and inclusive learning path.
- 2.2 The project also planned to explore the previously expressed causes for concern between the LA and Executive Head teacher at Oakham Church of England Primary School(OCEPS); that the funding arrangement for The Parks was based on historic arrangement and not fit for purpose, that planning for places could be improved and that delivery agreements needed to be put in place¹ so that The Parks' operating model² was clear and could be communicated It was also important that the project addressed the need for all parties in Early Years across Rutland to grow the skills and resources to support and identify children with emerging needs and support families at the earliest stage of development. It was agreed that external facilitators would be best placed to enable the work.
- 2.3 RCC appointed SEND Consultancy as part of the SEND Recovery plan resources to support a collaborative process, bring wider perspective for Rutland and offer SEND experience from the regional perspective, to focus on the wider Early Years pathway with The Parks as a key resource for inclusionary support. The work included a need to deliver both financial security and the enabling of the all the OCEPS provisions to be well-placed for future development.
- 2.4 SEND Consultancy describe their work as being an "honest broker". They bring a high level of expertise in SEND, inclusion and also in senior leadership, governance and professional coaching support; two having been special school Head teachers, all three members having worked in school improvement for schools; and all three having worked for NASEN- the National Association for Special Educational Needs, with one

¹ revised SLA for each was required, as the categories of need do not reflect current SEND Code of Practice (2015) descriptors of need, i.e., communication and interaction (ASD and wider spectrum needs); cognition and learning (rather than the non-normative moderate learning difficulties category of need).

² The OCEPS site holds three separate special provisions within the schools: Parks under 6 special school (7.5 fte pupils on roll) and the two DSPs for Autism and for MLD- 20 places in total.

as CEO and two as education lead officers. All three have LA officer experience and two have a 'lived' experience with immediate family members with additional needs/disabilities.

3 PROJECT PHASES

- 3.1 Spring 2019 - Rutland County Council commissioned SEND Consultancy to undertake an initial review of arrangements and provisions for children experiencing SEND in Rutland within Early Years and primary aged children.
- 3.2 Reviewers spent time in Rutland in detailed review of the costs and cost pressures within the Parks specialist provision and Oakham Primary school Designated Special Provisions (DSPs), looked at aspects of Early Years practice within the county, including meeting with EY providers and child minders; meeting with the Inclusion Team for Early Years. They worked with Rutland Information, Advice and Support Services, (SENDIASS), to uncover the nature of 'pressure points' in early and primary years provision, hearing from them about the views and needs expressed by parents and carers, and spent time within Oakham/Parks provisions with leaders to find out what was working well, and what the next steps to innovative practice and provision for early years and primary aged children could look like in Rutland going forward.
- 3.3 This initial work helped to shape the priorities for the next phase of the project, and a working group was started at the end of 2019 which included the Chair of Governors, Parent governor, Executive Head teacher, SENCo lead, the team from SEND Consultancy and RCC Head of Early Help, SEND and Inclusion and Project Management capacity.
- 3.4 Alongside this investment of Schools Forum through the SEND Recovery plan an additional financial input of £50k (under a Memorandum of Understanding between RCC and OCEPS provided from RCC as a one-off payment to enable capacity to engage in the process, to allocate to school-based activity which supported the work of this project.

4 ACTION PLAN

- 4.1 This phase began with a day's visioning in September 2020, where OCEPS, RCC and SEND Consultancy came together virtually. The features of this vision included:
 - Knowledge rich and purposeful curriculum.
 - Continuing to build a centre for excellence in SEND across the sector.
 - Expert Outreach in the area.
 - Participation of and co-production with children and families in decision making about their support.
 - Collaboration between education, health, and social care services – services working together
 - Special educational provision is made available for those who need it
- 4.2 Further develop strategic partnership and discussion about how to bring a model to meet these aspirations led to a twice monthly Keeping in Touch (KIT) meetings to

deliver a shared action plan.

- 4.3 Phase 1 of the Action plan (to March 2021) had specific actions designed to make sure all partners were confident and ready for Phase 2 development work
- Work was initiated on developing an interim SLA for the DSP in November 2020, however following a number of iterations it was sit aside to concentrate capacity on forging the sustainable model.
 - Professional coaching for key leaders to support transitional and transformation process was provided.
 - Collaborative and reflective review of Oakham C of E Primary school and The Parks SEND offer,
 - Development plan created and actioned to prepare school for the delivery of the revised offer for SEND
- 4.4 Phase 2 was designed to provide an agreed model of future provision which is aligned with appropriate pupil support pathways of admission and exit.
- 4.5 The Local Area and Oakham C of E primary school are ready to ensure a successful transition to a refreshed and agreed model of working to support children from the earliest years.
- 4.6 Agreed and well understood local expectations of what the LA is commissioning and what the schools should provide to improve outcomes for children. In order to reduce out of County placements of pupils with SEND, adopting an invest to save approach in developing new ways of working.
- 4.7 In February 2021 Schools Forum received an update report from SEND consultancy setting out the work achieved so far and some of the risks and issues encountered.
- 4.8 A reminder too of the impact of the pandemic on capacity and ability to achieve some of the required tasks should be duly noted.
- 4.9 In March 2021 OCEPS set up a task group as a subset of the Governing body to take forward the work OCEPS wished to pursue in working up a model and business plan for a suitable option, examining other provision models, and considering financial requirements. The LA also offered support to this work.
- 4.10 SEND Consultancy meanwhile supported strategic planning work in the school and helped consider how the finances were currently configured, cross charging between the Primary school and The Parks and potential for any changes to these to potentially improve the financial position. They also proposed 5 possible tangible future models as a starting point for the group.
- 4.11 In June 2021 OCEPS provided a preferred model (Option 6) to be explored in light of the findings from research at other settings and the available finances.
- 4.12 It emerged in July 2021 that OCEPS were exploring academisation and expressed the plan to uncouple the federation between OCEPS and The Parks so that a new model of operation could be pursued.
- 4.13 In an exchange of communication between OCEPS governing body, RCC and SEND

Consultancy all reaffirmed the need to work on an integrated pathway that draws on all the skills and resources at the county's disposal, utilised to help all providers in the Early Years sector to meet children's needs and set children on a suitable and inclusive learning path.

5 NEXT STEPS AT NOVEMBER 2021

- 5.1 SEND Consultancy will assist in developing a business and operational plan based on Option 6 and a reduced meetings schedule should enable capacity for OCEPS to undertake remaining research tasks such as examining how other settings deliver a broader offer and shaping financial models to help flesh out future developments and are still pertinent to the development of a fresh offer.
- 5.2 Meetings with OCEPS and SEND Consultancy in the coming weeks will help understand the potential impact, timeline and associated dependencies brought about by the OCEPS academisation process and a focus for the short term on shaping a suitable operational model which is still the outcome sought by all partners.

Schools Forum Forward Plan: 2021/22

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	Information	A Merry
	DSG Recovery Plan	Information	L Crookenden Johnson
	DfE/ ESFA funding announcements <i>(when necessary)</i>	Information	A Merry
	School Capacity (SCAP) Returns	Information	G Curtis
	Review of Forward Plan and dates of next meeting	Decision	Chair
June 2021	SEND: Extension of Contract	Discussion	L Crookenden Johnson
16 September 2021	Final outturn position for 2021/22 DSG	Information	A Merry
	Annual Election of Chair & Vice-Chair	Decision	G Curtis
	Annual Review of the Constitution and Rules of Conduct	Decision	G Curtis
09 December 2021	Annual Election of Chair & Vice-Chair	Decision	G Curtis
	Schools Budget 2022-23 forecast and request for a 0.5% transfer between the School Block and the High Needs Block.	Decision	A Merry
	Early Years Pathway: Update	Information	L Crookenden Johnson
03 March 2022	Annual Review of Schools Forum Membership - Elections	Decision	G Curtis
	Finance – 2022/23 funding update	Information	A Merry
	Annual SCAP Return	Information	J Weller
	SEND Needs Assessment	Discussion	B Caffrey

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