

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 in the Council Chamber, Catmose, Oakham, Rutland, LE15 6HP on **Thursday, 15th September, 2022** 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/

Although social distancing requirements have been lifted there is still limited available seating for members of the public. If you would like to reserve a seat, please contact the Governance Team at governance@rutland.gov.uk. The meeting will also be available for listening live on Zoom using the following link: <https://us06web.zoom.us/j/87369576044>

A G E N D A

1) WELCOME AND APOLOGIES

2) MINUTES AND ACTIONS FROM THE PREVIOUS MEETING

To confirm the minutes and update the actions of the meeting of the Schools' Forum held on the 30th June 2022

SUMMARY OF ACTIONS FROM THE PREVIOUS MEETING

No.	Ref.	Action	Person
1.	4	It was agreed that the Schools' Forum would receive a report in September 2022 on: <ul style="list-style-type: none">○ Nurture Hub and Practice A report exploring how additional funding could accelerate practice.○ EHCP Proposal for Banding	Bernadette Caffrey

		A report and a presentation from the Sector Led Task and Finish Group	
2.	5	Andrew Merry to discuss the proposed new formula for the High Needs Funding with Dawn Godfrey and Bernadette Caffrey.	Andrew Merry
3.	11	Jane Narey to send out the tracked changes version of the updated Rutland Schools' Forum Constitution to members for their attention.	Jane Narey

(Pages 7 - 14)

3) **ANNUAL ELECTION OF CHAIR AND VICE CHAIR**

To approve the annual election of Chair and Vice Chair
[ITEM FOR DECISION]

(5 MINUTES)

4) **ANNUAL REVIEW OF THE CONSTITUTION AND RULES OF CONDUCT**

To receive the final version for approval from Gill Curtis, Head of Learning and Skills.

[ITEM FOR DECISION]

(5 MINUTES)

(Pages 15 - 32)

5) **FINANCE UPDATE**

To receive a report from Andrew Merry, Finance Manager.
[ITEM FOR INFORMATION]

(5 MINUTES)

(Pages 33 - 34)

a) SCHOOLS' BUDGET 2023-2024

To receive the forecast details for the 2023-2024 schools' budget and a request for a 0.5% transfer between the School Block and the High Needs Block.

[ITEM FOR DECISION]

(5 MINUTES)

6) **SEND RECOVERY PLAN**

To receive a report from Louise Crookenden-Johnson, SEND Capital Programme Manager

[ITEM FOR INFORMATION]

(5 MINUTES)

(Pages 35 - 40)

7) NURTURE HUB AND PRACTICE

To receive a report from Louise Crookenden-Johnson and Sharon Milner exploring how additional funding could accelerate practice.

[ITEM FOR DISCUSSION]

(10 MINUTES)

(Pages 41 - 46)

8) EHCP PROPOSAL FOR BANDING

To receive an update from Helen Chester, Service Manager - SEND and Inclusion on behalf of the Sector Led Task and Finish Group.

[ITEM FOR DISCUSSION]

(10 MINUTES)

9) HOMES FOR UKRAINE (H4U)

To receive an update from Gill Curtis, Head of Learning and Skills on the following:

a) H4U Working Group

b) Funding for Ukrainian children who have entered England via the H4U scheme

[ITEM FOR INFORMATION]

(10 MINUTES)

(Pages 47 - 48)

10) EARLY YEARS WORKING GROUP

To receive an update from Mrs K Pullan or Mrs J Ward, representatives of the Private, Voluntary and Independent (PVI) Early Years.

[ITEM FOR INFORMATION]

(5 MINUTES)

11) PUPIL PLACE PLANNING

To receive an update on pupil place planning from Gill Curtis, Head of Learning and Skills

[ITEM FOR INFORMATION]

(5 MINUTES)

12) FORWARD PLAN FOR 2022/23

To review and approve the proposed Forward Plan

[ITEM FOR INFORMATION]

(5 MINUTES)

(Pages 49 - 50)

13) ANY URGENT BUSINESS

(5 MINUTES FOR FINAL AGENDA ITEMS)

14) MEETING DATES

- Thursday, 8th December 2022, 4.00 – 5.30 p.m. in the Council Chamber and via Zoom - <https://us06web.zoom.us/j/83680892433>
- Thursday, 16th March 2023, 4.00 – 5.30 p.m. via Zoom - <https://us06web.zoom.us/j/81436021541>
- Thursday, 22nd June 2023, 4.00 – 5.30 p.m. via Zoom - <https://us06web.zoom.us/j/86101580093>

The School and Early Years Finance (England) Regulations 2021 amended The Schools Forums (England) (Coronavirus) (Amendment) Regulations 2020 to make permanent provisions to enable schools' forum meetings to be held remotely. This includes (but is not limited to) telephone conferencing, video conferencing, live webcast and live interactive streaming. Where a schools' forum decides to hold a public meeting by remote means only, the forum should provide support or make alternative arrangements so that any interested parties who do not have telephone or online access can attend virtual meetings.

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DISTRIBUTION

MEMBERS OF THE SCHOOLS' FORUM:

Name	Representing
Mr B Solly (CHAIR)	Academies
Mrs A Chambers	Academies
Mr S Cox (VICE CHAIR)	Special Schools
Mr P French	Dioceses
Mr J Harrison	Post 16 Provision
Mrs S Milner	Academies
Mr G Morphus	Trade Unions
Mrs K Pullan	Private, Voluntary & Independent (PVI) Early Years
Mr C Smith	Academies
Mrs F Wilce	Maintained Schools
Mr S Williams	Academies
VACANT	Academies (Governors)

DEPUTIES:

Name	Representing
Mr A Menzies	Dioceses
Mrs K Smith	Special Schools
Mrs J Ward	Private, Voluntary & Independent (PVI) Early Years
VACANT	Trade Unions

VACANT	Academies
VACANT	Post 16 Provision
VACANT	Maintained Schools
VACANT	Academies (Governors)

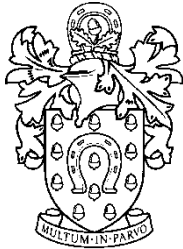
OFFICERS:

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
Jane Narey (CLERK)	Scrutiny Officer

ATTENDEES:

Councillor D Wilby	Portfolio Holder for Education and Children's Services
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Rutland County Council

Catmose Oakham Rutland LE15 6HP
 Telephone 01572 722577 Email: governance@rutland.gov.uk

Minutes of the **MEETING of the SCHOOLS' FORUM** held via Zoom on Thursday, 30th June, 2022 at 4.00 pm

PRESENT:		Representing
1.	Mr B Solly (CHAIR)	Academies
2.	Mr J Harrison	Post 16 Provision
3.	Mrs S Milner	Academies
4.	Mrs F Wilce	Maintained Schools
5.	Mr S Williams	Academies
6.	Mrs J Ward (deputy)	Private, Voluntary & Independent (PVI) Early Years

IN ATTENDANCE:		Representing
7.	Councillor D Wilby	Portfolio Holder for Education and Children's Services

OFFICERS:		TITLE:
8.	Dawn Godfrey	Strategic Director of Children and Families (DCS), RCC
9.	Gill Curtis	Head of Learning and Skills, RCC
10.	Bernadette Caffrey	Head of Early Help, SEND and Inclusion, RCC
11.	Andrew Merry	Finance Manager, RCC
12.	Jane Narey (CLERK)	Scrutiny Officer

APOLOGIES:		
13.	Mrs A Chambers	Academies
14.	Mr S Cox (VICE CHAIR)	Special Schools
15.	Mr P French	Dioceses
16.	Mrs K Pullan	Private, Voluntary & Independent (PVI) Early Years
17.	Mr C Smith	Academies
18.	Mr A Menzies	Dioceses
19.	Louise Crookenden-Johnson	SEND Capital Programme Manager, RCC

ABSENT:		
1.	Mr G Morphus	Trade Unions

1 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting. Apologies were received from Alison Chambers, Peter French, Steve Cox, Andreas Menzies, Kathryn Pullan and Carl Smith.

2 MINUTES AND ACTIONS FROM THE PREVIOUS MEETING

The minutes of the meeting held on the 3rd March 2022 were approved as an accurate record.

There were no actions from the previous meeting.

3 FINANCE UPDATE

A finance update report was received from Andrew Merry, Finance Manager, During the discussion, the following points were noted:

- It was too early in the financial year to accurately forecast for the 2022/2023 budget but an update would be presented at the next meeting.
- Final funding for the High Needs Block has not yet been confirmed but there were an extra 33 EHCP's, which has led to an increase of 12.5%.
- A briefing regarding the final outturn for the Early Years Funding will also be brought to the next meeting.
- The Government was running two support schemes to help LA's regarding the budget deficit. The first scheme was for those in an emergency situation and the second scheme was for those declaring a disadvantage.
- The budget was running at a deficit but this was a national issue and not something specific to Rutland.

4 SEND RECOVERY PLAN

A report was received from Bernadette Caffrey, Head of Early Help, SEND and Inclusion. During the discussion, the following points were noted:

- A new model has been agreed for the Education Inclusion Partnerships (EIP) and these will come into practice in September 2022.
- The development of the secondary provision was progressing and would begin in September 2022 and work was ongoing with schools to make the school transitions for the chosen pupils to be as smooth as possible.
- Demand remains high with approximately 300 education, health and care plans completed with 30 awaiting assessments. 11 requests for assessments were received in just one week.
- The [SEND Green Paper](#), the [Schools' White Paper](#) and the [SEND Ofsted Inspection Framework](#) will all have an impact on SEND services.
- The DfE would also be working with the LA as part of a 'Better Value Review' in the autumn. The SEND Recovery Plan and the locality response to delivering on it, would be assessed as part the review.
- Work on the review of the Parks provision and Early Year Pathway continues.
- The demand for and the pressure in the SEND service was increasing, however increased capacity has been created funded by RCC and the service is actively engaging with parents in a series of workshops.
- The short term and long term impact of COVID and the lockdown on children's emotional wellbeing and their behaviours must be considered.
- SEND support is a specialised role and the staff should be paid accordingly but current funding does not allow this. Recruitment continued to be very difficult.

- It was agreed that the Schools' Forum would receive a report in September 2022 on:
 - Nurture Hub and Practice
A report exploring how additional funding could accelerate practice.
 - EHCP Proposal for Banding
A report and a presentation from the Sector Led Task and Finish Group

ACTION: Bernadette Caffrey

5 HIGH NEEDS FUNDING

A verbal briefing was received from Sharon Milner, Academies Representative. During the discussion, the following points were noted:

- Large numbers of children were attending schools with EHCPs which had large numbers of support hours attached to them.
- 68 children on roll at Edith Weston and 13 of those have EHCPs.
- Some schools were becoming magnets for parents with children with EHCPs and these schools were in danger of being overwhelmed by the demand.
- She confirmed that she had already spoken with Andrew Merry and they were working on a new formula for fairer future funding.
- It was agreed that Andrew Merry would discuss the proposed new formula with Dawn Godfrey and Bernadette Caffrey.

ACTION: Andrew Merry

6 NURTURE

A verbal briefing was received from Sharon Milner, Academies Representative. During the discussion, the following points were noted:

- Nurture support had been successful supporting the children on placement before they returned to their original school.
- Some children were now staying at Edith Weston School as they were unable to return to their original school as they had been permanently excluded.
- The school was struggling with capacity and staffing issues and a solution was required to move forward.
- It was agreed that schools needed to work together and not permanently exclude children and that the children were suitable for mainstream school after receiving support at their placement.
- COVID has had a big impact on children and families and this has had a knock-on effect regarding behaviour in schools, especially with young children.
- Anybody wishing to discuss further, please contact Sharon Milner (sharon.milner@brookehillacademytrust.education)

7 LEICESTERSHIRE PARTNERSHIP NHS TRUST: SEND ANNUAL REVIEW PROCESSES

A written statement from the Leicestershire Partnership NHS Trust was presented by Bernadette Caffrey, Head of Early Help, SEND and Inclusion. During the discussion, the following points were noted:

- There was a new process for annual review contributions including a digital single point of contact for schools to use when requesting annual review contributions.
- EHCP annual review notification should be sent to LPT.EHCAR@nhs.net
- A minimum of 8 weeks' notice was required from the date of the annual review request and the review date.
- Annual review advice from the Leicestershire Partnership Trust would be returned electronically to the school prior to the annual review and a copy would also be shared with parents/carers
- If anybody has any queries, please contact Bernadette Caffrey bcaffrey@rutland.gov.uk or LPT.EHCAR@nhs.net .

8 EARLY YEARS WORKING GROUP

A verbal update was received from Jo Ward, representative of the Private, Voluntary and Independent (PVI) Early Years. During the discussion, the following points were noted:

- The Early Years Working Group (EYWG) met on the 20th June 2022 and new members were in attendance.
- Funding continued to be a major concern.
- Managers were struggling with the business model so this would be reviewed.
- The recent sufficiency audit was discussed but it was agreed that this information had changed since February.
- The recruitment and retention of staff was becoming an increasing problem.
- Further education e.g. colleges were not offering early years training courses so the group would like to attend secondary schools to promote early years as a future career.
- The Chair stated that Rutland schools were very keen to work with the EYWG to identify training courses and possible apprenticeships.

9 PUPIL PLACE PLANNING

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

- 96% of applications for secondary school places were completed on-line.
- This method of applying would continue to be promoted post COVID as it made the process more efficient.
- 97% of applicants received their first choice in secondary schools, and 95.5% of applicants received their first choice in primary schools.
- 358 primary school places were offered, 302 to Rutland residents, 56 to out of county residents.
- 615 secondary school places were offered, 303 to Rutland residents, 312 to out of county residents.
- Homes4Ukraine: 44 children currently on the database for a Rutland school place. 19 children would be in the early years' settings.
- This was putting extra pressure on Rutland schools and a meeting had been arranged with the DfE on Monday, 14th July 2022 to discuss potential extra support. This was a national issue and was not something that was specific to Rutland.

10 CHILDCARE SUFFICIENCY STATEMENT

A report was received from Gill Curtis, Head of Learning and Skills. This item was for information and was not discussed during the meeting.

11 NOTIFICATION OF THE ANNUAL REVIEW

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

- The tracked changes on the Rutland Schools' Forum Constitution could not be seen in the version attached to the agenda pack but only slight changes had been made - nothing significant.
- It was agreed that the tracked changes document would be sent out to members for their attention.

ACTION: Jane Narey

- The constitution would be taken as approved by the Schools' Forum if no comments or queries were received moving forward.

12 LEARNING AND SKILLS: FEES AND CHARGES

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

- Fees and charges were aligned to the cost of living increases but costs were kept as low as possible.
- Key costs were the school admissions and moderation costs
- Any queries should be addressed to Gill Curtis (gcurtis@rutland.gov.uk).

13 FORWARD PLAN FOR 2022/23

The Forward Plan for 2022/23 was discussed and updated accordingly.

14 ANY URGENT BUSINESS

a) Homes for Ukraine (H4U)

Attendees were informed that at the Homes for Ukraine (H4U) DfE meeting on the 27th June 2022, it was announced that the H4U education funding guidance would be published 'imminently' but confirmed that the government was providing additional funding to councils to provide education services for children from families arriving from Ukraine under the H4U scheme. The DfE would allocate funding on a per pupil basis for the three phases of education at the following annual rates:

- Early years (ages 2 to 4) - £3,000
- Primary (ages 5 -11) - £6,580
- Secondary (ages 11-18) - £8,755

These tariffs would include support for children with special educational needs and disabilities (SEND).

The actual funding amounts received by the LA would be based on data received from DLUHC reference the number of children who had arrived in the LA by end of

May 2022. It would then be made quarterly based on updated DLUHC confirmed new figures. It would be paid in full as a one-off payment for each child who entered via the H4U scheme. At this time, there was no funding for children from Ukraine who arrived through any other scheme.

There would be no central guidance on how the money would be distributed and it was for LAs, with their Schools' Forum, to determine what central costs would be required by LA, and how much was passported to education sector.

It was proposed that Schools' Forum set up a SF Working Group with representatives from each sector to work with the LA once the guidance was published.

Note:

LAs would be able to use the funding (for EY, primary and secondary) to support the provision of education and support for H4U children arriving from Afghanistan, with money passported to schools and academies who offered places to children. Also, one of the conditions was that in cases where children were offered a school place in a local authority outside the one in which the child's family was housed, the local authority that received the grant funding would send an appropriate amount to the counterpart authority providing the school place.

- It was proposed that there should be a centralised system for teaching Ukrainian children English.
- It was confirmed that Uppingham College had Ukrainian speaking members of staff currently employed to support Ukrainian families but that it would be good to have something centralised to support all schools and the College would be happy to help.
- A H4U Working Group would be a good idea with the first meeting held week beginning the 4th July. Interested partners should contact Gill Curtis (gcurtis@rutland.gov.uk)

RESOLVED

That the Schools' Forum:

- a) **AGREED** to the creation of a H4U Working Group.
- b) Return to Face-to-Face Meetings
Mr S Williams requested a discussion about the potential return to face-to-face meetings of the Schools' Forum.

RESOLVED

The Schools' Forum **AGREED** that:

- a) Meetings would be held in person where a decision was required.
- b) Meetings would be held virtually where reports were for information only.

15 DATE OF NEXT MEETING

Thursday, 15th September 2022, 4.00 - 5.30 p.m. in the Council Chamber, Catmose, Oakham LE15 6HP

No.	Ref.	Action	Person
1.	4	<p>It was agreed that the Schools' Forum would receive a report in September 2022 on:</p> <ul style="list-style-type: none"> ○ Nurture Hub and Practice A report exploring how additional funding could accelerate practice. ○ EHCP Proposal for Banding A report and a presentation from the Sector Led Task and Finish Group 	Bernadette Caffrey
2.	5	Andrew Merry to discuss the proposed new formula for the High Needs Funding with Dawn Godfrey and Bernadette Caffrey.	Andrew Merry
3.	11	Jane Narey to send out the tracked changes version of the updated Rutland Schools' Forum Constitution to members for their attention.	Jane Narey

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The Chairman declared the meeting closed at 5.13 pm.

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RUTLAND SCHOOLS' FORUM

CONSTITUTION AND RULES OF CONDUCT

2022-2023

This constitution gives full regard to legislation current at May 2022

<https://www.legislation.gov.uk/ukxi/2012/2261/contents> and, in particular,

Education and Skills Funding Agency (ESFA) *Schools Forum Operational and
Good Practice Guide*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/
971710/Schools_forum_operational_and_good_practice_guide_amended_March_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971710/Schools_forum_operational_and_good_practice_guide_amended_March_2021.pdf)

Approved by the Rutland Schools' Forum on the 15 September 2022

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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. The respective roles of Schools' Forums, local authorities and the DfE are summarised in *ESFA Schools' Forum Powers and Responsibilities*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971711/2021_Schools_forums_powers_and_responsibilities.pdf

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 doesn'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' Forum 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
- 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 (April 2022)

Early Years (833 children accessing early education funding streams; 40 x 2-year-olds, 493 x 3- and 4-Year old Universal Entitlement and 300 x the Extended Entitlement (30 hours) for 3-4 year olds).

- 16 x Private, Voluntary or Independent (PVI) providers
- 3 x school-based nurseries (non-maintained)
- 1 x independent school nursery
- 17 x childminders

Primary (2742 pupils)

- 15 x academies; 2 x maintained schools (1x VA/1 x VC)
- Academies 2313 pupils (84%); maintained schools 429 pupils (16%)

Secondary (2817 pupils)

- 3 x academies

Plus

- 1 x 6th form free school (288 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 and 6 th Form 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 March 2021.

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

School members of the Forum will serve for four years from the date of their full election to the Forum. Non-school members 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:

- the funding formula is limited to schools' members, academies members and PVI representatives
- de-delegation is limited to the specific primary and secondary phase of maintained schools' members
- retaining funding for statutory duties relating to maintained schools only is limited to maintained primary, secondary, special and PRU members

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

¹ As advised in the Education Funding Agency's 'Schools' Forums: operational and good practice guide for local authorities and members of Schools' Forums', March 2021

present and voting.

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. The School and Early Years Finance (England) Regulations 2021 amended The Schools Forums (England) (Coronavirus) (Amendment) Regulations 2020 to make permanent provisions to enable schools' forums meetings to be held remotely. This includes (but is not limited to) telephone conferencing, video conferencing, live webcast, and live interactive streaming. Where a schools forum decides to hold a public meeting by remote means only, the forum should provide support or make alternative arrangements so that any interested parties who do not have telephone or online access can attend virtual meetings.

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 reasonably 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 for Children and Families 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.

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 early years settings and 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' Finance 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 local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector. Early years PVI settings need to be represented because funding for the free entitlement for three and four year olds and eligible two year olds comes from the Dedicated Schools Grant, and all settings are funded through the Early Years Single Funding Formula (EYSFF).

The Clerk to the Forum will write to all Rutland PVI members to invite self-nominations. It will then be for the managers from the Early Years' sector to decide who to put forward as the representative

2.2 Further Education

The Clerk to the Forum will write to the principals of all 16-19 FE (Further Education) and sixth form colleges which serve the Council. As with academies the providers are probably best placed to determine the election process.

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>

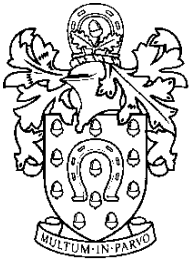
		<p>relation to office holders under the authority as they apply in relation to employees of the authority.</p> <p>‘office holder’, in relation to the authority, means the holder of any paid office, appointments to which are or may be made or confirmed by the authority or by any joint board on which the 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.	

**A large print version of this document is available
on request**



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SCHOOLS' FORUM

15th September 2022

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.

2 SCHOOLS' FUNDING 22/23

- 2.1 The table below summarises the current forecast on the Dedicated Schools Grant for 2022/23.

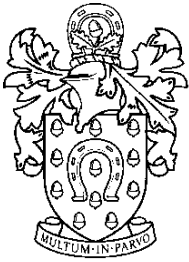
	Schools £000	High Needs £000	Early Years £000	Central Schools £000	Total £000
Surplus/(Deficit) Carry Forwards from 2021/22	1	(1,239)	107	69	(1,062)
DSG Allocations prior to recoupment	28,367	5,272	1,718	184	35,540
Transfer between blocks	(142)	142			0
Academy Recoupment	(26,348)	(310)			(26,658)
Expenditure in Year					
Schools' allocations	(1,877)				(1,877)
Nationally Agreed School Licences				(41)	(41)
Admissions Service- staffing costs				(68)	(68)
Statutory & Retained Duties				(76)	(76)
Education for under 5's			(116)		(116)
3 & 4 Year Old Funding			(1,507)		(1,507)
2 Year Old Funding			(87)		(87)
SEN Funding Maintained Schools and Academies		(2,774)			(2,774)

	Schools £000	High Needs £000	Early Years £000	Central Schools £000	Total £000
SEN Funding Post 16		(137)			(137)
SEN Recovery Plan Expenditure		(378)			(378)
SEN Funding - Independent Special Schools		(1,377)			(1,377)
SEN Funding EOTAS & Tuition		(521)			(521)
SEN RCC Recharge		(197)			(197)
Early Years Inclusion (SENIF)		(30)			(50)
Under/(Over) spends in 2021/22	(0)	(311)	8	(1)	(304)
Surplus/(Deficit) Carried Forward to 2023/24	1	(1,550)	115	68	(1,366)

2.2 The High Needs Block continues to be the biggest area for concern. The Councils recovery plan is having a positive impact, but demand is outstripping the savings we generate from the actions in the recovery plan.

3 RECOMMENDATIONS

3.1 That Schools Forum Note the contents of the report.



SCHOOLS' FORUM

15th September 2022

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:
- To update on the proposed DfE Delivering Better Value review
 - To seek guidance on whether to Schools Forum wish to change the name of the 'Education Inclusion Partnership' to 'Schools Support Partnership'
 - To update on plans for EY pathway work
 - To update on the SEND Capital plans
 - To highlight related risks and issues.

2. Financial Modelling

- 2.1 To support decision making and project investment, the SEND Recovery Plan financial model for high needs expenditure was developed. This utilises a number of demand-based assumptions which include:
- **The total budget for the recovery projects 2022/23 is £364k**
 - High needs funding to increase by 5% annually.
 - A recurring 0.5% transfer from the schools' block.
 - Increase in placement costs has been extrapolated using the change in EHCP plans over the last few years.
 - Update average placement costs based on latest information.
- 2.2 The financial model is based on assumptions of success such as proportionate reduction in special school placements and it must be noted that each action within the recovery plan factors in assumed impact and so there are no guarantees to each element.
- 2.3 The success of projects is also subject to influencing factors including the commitment and capacity of schools to engage, test and commit to alternative approaches. There is also now a demonstrable negative impact on the recovery plan from the pandemic and increase in SEND and Inclusion demand.

3. SEND Recovery Plan Projects

- 3.1 Schools' Forum commits £364k of additional annual investment from the High Needs Block (HNB) with a range of projects and activities designed to increase capacity within mainstream schools to support children and young people with SEND, to be maintained in Rutland Schools as part of the SEND Recovery Plan.

- 3.2 All schools in the partnership also contribute a small sum equivalent to £1 per student on roll yearly, a sum of about £3k
- 3.3 All projects are predicated on the determination by school leaders to grow skills and knowledge in inclusionary classroom practice, to identify children early whose needs might otherwise be missed, misdiagnosed or misinterpreted in order to build sustainable capacity, expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs. The focus is that children are assisted to grow and succeed in mainstream school and to get practical help avoid exclusions and to support children quickly to help de-escalate situations and meet needs earlier to avoid an unnecessary EHCP (or follow a dual approach where this is the right path).
- 3.4 Success for the SEND Recovery plan projects is based on recovering avoidable or unnecessary costs of specialist placements over time, with fewer children escalating out of the local mainstream education system and in line with intentions of the SEND Inclusion Strategy for Rutland and reflective of the line of direction indicated in the Governments intentions set out in both the recent SEND Green Paper and education White Paper.

4. Education Inclusion

- 4.1 Schools Forum approved changes to the Education Inclusion Panel Primary Model in June to create a more responsive approach. In brief the panel system will be ceased and instead the EIP Coordinator will continue to write action plan for cases, but interventions are arranged at the earliest opportunity direct with the SEMH teachers.
- 4.2 There will be as Teams EIP Review meeting chaired (three times a year) by the EIP Coordinator inviting all primary head teachers and SENCOs and the social worker (linked to Virtual School) and Education Lead.
- 4.3 The EIP Coordinator will report back on data, gaps in provision and areas for development, using case studies examples to provoke discussion. It is anticipated that with good attendance all schools will then have a voice and the arrangement will enable robust analysis and quality assurance the use of funding.
- 4.4 The arrangements come into effect in September 2022, this was communicated to schools in May 2022
- 4.5 Recovery Plan contracts have been adjusted to need and a detailed list of the toolkit interventions was provided to SF in June 2022, in brief:
- The EIP Coordination and assessment functions – Caroline Crisi
 - SEMH teachers procured from Leicester City Council
 - Speech, Language and Communication (SLCN) contract with Leicestershire Primary Trust with Early Years providers and Primary continuing to assist in shaping communicating rich environments.
 - Additional SLCN capacity purchased for Secondary interventions from September 2022.
 - Play Therapy contracts supporting attachment and trauma have been increased.
 - A range of interventions spot purchased according to budget from ADHD solutions, CASY counselling, First Class specialist tutoring and psychological interventions from PIP

- Nurture outreach from the Hub at Edith Weston and some places on site in the Nurture Nest, a separate Schools Forum report (September) proposes that further investment be made in this work to respond to demand.

4.6 The monthly Providers meetings continue, bringing coordination for the best use of collective resources to avoid overlap and overwhelm of schools. The SENCo network will require a transitional year during 2022-23, with the withdrawal of Resilient Rutland resources. The valuable joint arrangements will continue funded for one year through Covid funding. The professional development part of the sessions will require an alternative self-funded arrangement from September 2023.

4.7 Public Health funding has been identified to take over Rutland First counselling provided by Relate in schools for a further period from Jan to July 2023.

4.8 Parental Feedback about the EIP

4.8.1 In March 2022 at a public meeting parents expressed concerns and confusion about the purpose of the EIP, as a result RCC set in place some independently facilitated engagement sessions to explore this and other matters with families. One outcome from these sessions was a suggestion that Schools Forum might consider renaming the Education Inclusion Partnership to Schools Support Partnership which it was felt better reflected the purpose of the change programme in building sustainable confidence and expertise into schools' inclusion practice.

4.9 Fixed and Permanent Exclusions

4.9.1 It is worth alerting Schools Forum to changes in one indicator that helps to measure the success of the EIP relating to a reduction in fixed and permanent exclusions. Successful inclusionary support to children with Social, Emotional and Mental Health needs can be measured by children accessing their educational entitlement. In the first two thirds of the academic year 2021-22 Fixed and permanent exclusions were reduced, but against the normal trend they showed a concerning rise in the final part of the year.

5. Mainstream capability to support children with EHCPs

5.1 Rutland's DfE High Needs Capital allocation for 2022/23 and 2023/24 is £1,039,009. This is in addition to the £500k DfE **High Needs Provision Capital Allocations** funding 2021/22 already committed to develop facilities for children with SEND at UCC. No revenue funding has been provided to help with start-up or maintenance of new ways of working.

5.2 The SEND Programme Board provide governance for this work and in line with the changes that the Government wants to make to the special educational needs and disabilities services outlined in the **SEND Green paper**.

5.3 RCC have committed Capital to improving facilities to enable small group teaching for more children with EHCPs to access their learning locally at Uppingham Community College. The Mainstream plus initially a 'proof of concept' arrangement commits to two year groups of 10 learners initially. A Legal agreement protects the capital spend and a Memorandum of Understanding sets out an operating model. Further space has also been identified at UCC.

- 5.4 Before further Capital is committed the SEND Programme Board will examine options, including SEND placement sufficiency and means of securing best value for Rutland. A DfE Delivering Better Value Review of SEND arrangements will take place in 2023, this will look at any further initiatives or transformation programmes that could help make Rutland's SEND systems more inclusive, there may be some grant funding that Rutland can bid for as a result.
- 5.5 Any projects considered will be set out in the SEND Recovery Plan and the Children and Young Peoples' Partnership Plan associated with **Rutland's SEND and Inclusion Strategy**.

6. EY pathways

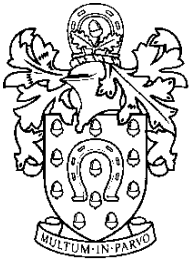
- 6.1 A positive direction of travel has been agreed between RCC, and OCE and The Parks Governing bodies, the culmination of two years shared vision work for early years arrangements. The plans include how best to share sector expertise and SEND resources across LA, Private Voluntary and Independent and maintained EY settings for the benefit of children and families.
- 6.2 Working with the DfE driven Family Hub developments there is an opportunity to gain more consistent support for parents, and increased help to set children who develop SEND on the optimum inclusionary path and where realistically possible to secure their ability to access a mainstream curriculum in education and for children and families to therefore experience, education in their local community, reducing travel and offering a good family life and expectation that they can be happy and successful.
- 6.3 Work begins in earnest in Autumn 2022 with Early Years PVI managers and mainstream Nursery settings to galvanise resources and professional development opportunities, to underpin confidence in inclusion.

7. Key Project Risks and Issues

Risks	Mitigating factors
Covid affecting parental anxiety, children and young people's emotional wellbeing and mental health and concern about attending school	RCC are commissioning Anxiety Related Non -Attendance support (ARNA) over the next year. Schools taking up this training and implementing recommendations will be a significant mitigating factor
Parental pressure for Specialist places	All practitioners can help build confidence, carry reassuring messages about meeting need in mainstream school and consistently seek help at the earliest stages through the EIP if unsure.
Change to existing SEN funding systems is difficult and may be opposed by Schools staff and Parents	Well-constructed business case and inspired leadership required to develop fit for purpose services. RPCV informing practice and Communications strategy. Collaboration sessions with parents seeking positive and possible solutions

<p>Budgetary pressures, since all SEND Recovery plan EIP purchased interventions are now in demand.</p>	<p>Monitor spend carefully adjust intervention allocations accordingly. Utilise first line of support through SEMH link teacher, enable more responsive support so that the window of opportunity to help is not lost as needs escalate.</p>
<p>There is a risk that schools see places at the Nurture hub as a single solution. This is unsustainable and not the intention of the project.</p>	<p>Proposed further investment in 'Nurturing Schools' Practice and outreach across Primary and Secondary schools so this becomes a way of supporting children and families that is more widely adopted to help children with trauma and attachment issues often presenting as difficult behaviour</p>

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SCHOOLS' FORUM

15th September 2022

NURTURE PRACTICE AND UPDATE TO CONTRACT

1. Purpose

- 1.1 To update members of Schools Forum on the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives related to Nurture Practice and contract revisions designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- To receive updated information on Nurturing performance and practice change across the schools
 - To endorse an increase in funding to £172k for Edith Weston as the lead school to accelerate and further develop Rutland schools' practice.

2. Background

- 2.1 'NurtureUK' ¹evidenced practice can help children who have experienced poor attachment or trauma. Supporting children's mental health and wellbeing and can lead to improved self-esteem and enhanced school achievement and attainment. Nurture practice consists of interventions to support specific children to grow their own emotional wellbeing.
- 2.2 More detailed information can be found on Nurture practice and the associated Boxall profiling at Appendix A.
- 2.3 Rutland's piloted Nurture approach started midway through the academic year in 2019 the purpose of the pilot was to model excellence in Social Emotional and Mental health support to children through the use of Nurture UK practice.
- 2.4 Edith Weston Primary part of the Brooke Hill Academy Trust, received a grant of 26k capital investment through the DfE Special Provision capital allocation, administered by Rutland County Council, to modify classroom and outside areas for the Edith Weston to enable parental participation and group learning on site.
- 2.5 A yearly revenue budget of £99,100 from the SEND Recovery plan provided for the pilot period and Schools Forum opted to continue the successful programme in September 2021.
- 2.6 The overall intention has been to foster Nurture practice and use of Boxall profiling in all schools and propagate Nurture practice so that it becomes widely practiced in response to early emerging SEMH needs, work positively with parents and enable children to successfully remain in their school place.

- 2.7 Outreach support to schools is coordinated by Caroline Crisi so that overlap is minimized, best intelligence provided on children's situations and practice is in line with Educational Inclusion Partnership standards.

3. Current situation with Nurture Nest interventions

- 3.1 Edith Weston employs a small team of one 0.4 qualified SEND teacher and teaching assistants, this team have provided both to help schools supporting individual children, imparting confidence and expertise with nurturing skills and practice in Rutland schools and also delivering 4-6 in-house educational placements (subject to an appropriate mix of needs).
- 3.2 The facilities at Edith Weston are known as the Nurture Nest and specifically support children who are deemed at exceptionally high risk of escalating out of mainstream education.
- 3.3 Places at the Nurture Nest are allocated through the multi-agency SEND panel in collaboration with Edith Weston with the presumption that any sending school be available for the child's return unless they have been permanently excluded.
- 3.4 It was never the intention that Edith Weston's mainstream classes would absorb children who complete their Nest interventions but instead that they transition full time back into mainstream class at the sending school.
- 3.5 In reality parental preference and in some schools' staff actions have led to children being placed full time at Edith Weston. While this had been anticipated as a risk from the start of the pilot, as more children come through interventions it is not sustainable for them all to stay at Edith Weston, or helpful for family schedules that children move schools permanently.
- 3.6 Nurture practice at Edith Weston continues to develop and has been highly successful in maintaining children in Rutland over the past three years
- All children were either on part time timetables or at risk of exclusion/ had been excluded (fixed term and permanent) from their school
 - Outreach to Rutland schools-15 children at 7 primary schools
 - Onsite EW Hub interventions:
 - 5 children who had been at mainstream Rutland primaries have accessed Nest interventions
 - 3 children from out of county/country
 - 1 as part of a transition from independent specialist to mainstream
(None of these children transitioned back to the sending school following closure of the intervention.)
 - 1 secondary successful transition to mainstream at UCC

4. Proposal

- 4.1 The Rutland Nurture approach, led by Edith Weston Primary School is reliant on the commitment of all schools to upskill and implement nurturing schools practice and help children with attachment and trauma to thrive in their educational community with the help of outreach from practitioners at Edith Weston.

- 4.2 There have been great instances of schools keen to change practice based on best Nurture advice and a desire to train in NurtureUK practice, to grow more practitioners with Nurture expertise in Rutland. If we wish to seize this opportunity and grow expertise then more capacity is required.
- 4.3 Resources are needed to increase the capacity and speed for outreach and enhance the package of professional development of NurtureUK practice ('Nurturing Schools' Practice) so that Rutland schools staff gain the confidence and classroom practice to assist children as soon as needs emerge. Speed of response has been shown to be a significant factor as part of all Education Inclusion Partnership interventions.
- 4.4 It is proposed that Schools Forum increase the financial commitment, providing a further £72k funded from additional pressure on the High Needs Budget so that EW have the capacity to respond to situations quickly before any window of opportunity is passed and help staff in wider Rutland Schools to accelerate their inclusionary response. A breakdown of costs is included at Appendix C
- 4.5 This sum will support the 4 children currently in the Nest (2 permanently excluded, 2 regular fixed term from other settings and 1 intervention placement) who are all making progress but are not ready for mainstream classrooms currently but may be by the end of this academic year.
- 4.6 Additional Nest support is needed at times for children who have had previous access to this specialist provision but, who on the whole, can cope in a mainstream classroom. (TA support for this included)
- 4.7 The Nurture lead teacher has been supporting 11 schools through outreach work. There has been bespoke school training in Nurture as well as county wide sessions for Early Years and Primary schools. This work will be shared with the teacher in the Nest when an appointment has been made, since Penny has moved into a school leadership position.
- 4.8 Currently there are 4 children based in the school rather than a specialist setting and they are all making good progress.
- 4.9 In addition, the nurturing approach has prevented a further 5 children from either joining or continuing in a specialist provision.

Appendix A – NurtureUK evidence-based practice and Rutland’s approach

The proposed theory of change underpinning Nurture Groups is that if children’s attachment relationships can be enhanced then their emotional and social wellbeing will improve and this, in turn, will lead to improved behaviour that will better place children to access learning opportunities with the end result that their academic scores should increase. Whilst there is some variation in Nurture Group provision, they are all underpinned by the same long-term aim to improve children’s educational outcomes.

The Classic Boxall Model (an assessment tool used to understand the actions required to help a child’s educational and health and wellbeing) is a short-term intervention grounded in Bowlby’s attachment theory, which aims to address barriers to learning arising from unmet attachment needs that can lead to Social, Emotional or Mental Health needs escalating. Work is also undertaken with parents to help them support their child.

The Rutland Nurture Hub, led by Edith Weston Academy is dependent on the commitment from all schools’ leaders to upskill staff and implement Nurture practice in each school, the approach is designed to support children who have insecure attachment or have suffered trauma, and helps children to thrive in their educational community with the help of outreach from practitioners at Edith Weston.

Rutland has also chosen to develop an on-site Nurture Nest for 4-6 children at Edith Weston where children need more intense interventions for a short period of time.

It was always the intention to scale up the ability of the Hub to influence and respond to other schools to prevent any exclusion for this reason and help children to be maintained in school locally, rather than children be moved to EW.

Appendix B– Data related to the children who have received Nurture interventions in Rutland since 2019 both in the Nest at Edith Weston and through outreach to other schools.

In total 7 mainstream Rutland schools have accessed support and 24 children have been supported by the Nurture arrangements since it started.

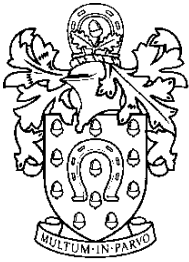
2019-20	2020-21	2021-22
3	11	10

- 15 children at 7 schools have accessed outreach support.
- 3 children who had been at mainstream primaries have accessed Hub Nest interventions. None of these transitioned back to the sending school following closure of the intervention.
- 1 – to mainstream at UCC

School supported/ school that child was transferred from	Occasions/ children supported		Total
	Hub	Outreach	
Out of the Country	1		1
Out of county	2		2
Wilds Lodge- <i>supported move</i>	1		1
Brooke Hill	2		2
Cottesmore Academy	2		2
English Martyrs		2	2
Langham	1	1	1
Oakham CofE	1	3	4
Ryhall		2	2
St Nicolas		3	3
Uppingham		2	2
Whissendine		2	2
Grand Total	10	15	25

Appendix C– Nurture costs, previous years 2019-21 and proposed 2022-23

Nurture Project 2019-2020 Academic Year Expenditure			Proposed funding academic year 2022-23	
Itemised Cost	Notional Allocation	Actual Spent Per Annum	2022-23	
Nurture Practitioner training	£3,000	£825	£2,400	
Whole school training including Boxall Profiling	£1,500	£2,000	£5,000	
Ongoing training RCC schools	£2,000	£1,200	10,000	
Leadership costs- Head teacher			6,600	0.2 FTE
Staff: 1 Qualified teacher level 6 with potential TLR	£49,000	£27,948	£55,000	
Staff: 1 Nurture practitioner (TA Level)	£21,600	£27,793	28,533	
Staff: Additional staff cover e.g. TA/ trained back up	£12,000	£17,123	17,551	P/T Term Time
		£17,123	17,551	
		£17,123	17,551	
			3,500	additional hours Staffing
RCC approved items such as;	£10,000	£10,000 (EP support previous year budget		
Therapeutic Support e.g. Educational Psychologist, Thera play, group work.			4,000	
General resources	£3,000	£1,650 (additional EP buy in to support Nest children)	3,500	
Total	£99,100	£122,930	£171,186	



SCHOOLS' FORUM

15th September 2022

UPDATE ON HOMES FOR UKRAINE EDUCATION AND CHILDCARE GRANT

The DfE Homes for Ukraine education and childcare grant conditions of funding guidance was published on 23rd August 2022 <https://www.gov.uk/government/publications/homes-for-ukraine-education-and-childcare-funding/homes-for-ukraine-education-and-childcare-grant-conditions-of-funding> along with the allocations for Local Authorities.

This Grant can only be used for provision of services for children who have entered via the Homes for Ukraine visa route, and not for those who have entered the country via any other scheme. The per pupil amounts include support for children with special educational needs and disabilities (SEND). If a local authority receives a funding allocation for a child living in their area, but being educated in another area, the DfE expects the local authority to passport an appropriate amount to the local authority in which the maintained school or academy trust is providing the school place.

The first payment, made in August 2022, was a payment in arrears to cover one-quarter of the annual tariff for those aged 2 – 18 who arrived in the authority in the time period 1 March 2022 to 31 May 2022; for Rutland this amounted to £23,800.00.

The remaining payment of three-quarters of the annual tariff (to cover the subsequent 9 months) will be made alongside the payment for arrivals in quarter 2. All future payments after the first quarter will provide the total amount of pro-rata funding per child for the 2022 to 2023 financial year.

Payment amounts are based on the age of the child on the date he or she arrives in the authority. The allocation of funding for each phase of education is:

Phase (Age)	Funding per child	Quarter 1 initial payment amount (March to May 2022)	Quarter 2 (June to August 2022) (Q1 balance payment amount March to May 2022)	Quarter 3 payment amount (September to November 2022)	Quarter 4 payment amount (December 2022 to February 2023)
Early years (2 to 4)	£3,000	Quarter 1 £750	Quarter 1 £2,250 Quarter 2 £2,250	Quarter 3 £1,500	Quarter 4 £750
Primary (5 to 11)	£6,580	Quarter 1 £1,645	Quarter 1 £4,935 Quarter 2 £4,935	Quarter 3 £3,290	Quarter 4 £1,645

Phase (Age)	Funding per child	Quarter 1 initial payment amount (March to May 2022)	Quarter 2 (June to August 2022) (Q1 balance payment amount March to May 2022)	Quarter 3 payment amount (September to November 2022)	Quarter 4 payment amount (December 2022 to February 2023)
Secondary (11 to 18)	£8,755	Quarter 1 £2,189	Quarter 1 £6,566 Quarter 2 £6,566	Quarter 3 £4,378	Quarter 4 £2,189

Local authorities must consult schools about how to use funding to support eligible pupils. To achieve this, Rutland Schools Forum has set up a working party to consider options for recommendation to Schools Forum. The first meeting was set up for 7th July 2022, however the DfE guidance had not been published at that time meaning that suggestions could only be discussed based on limited information available to the group. It was felt that sharing of good practice, and potential pooling of resources to commission additional support could be beneficial, however further discussion would be required as to the distribution of funding would be considered once the Guidance was published.

The group has a further meeting booked on Thursday 9th September which will reflect on the guidance now available and will feedback recommendations to Schools Forum on 15th September 2022.

Schools' Forum Forward Plan: 2022/23

Schools' Forum Meeting	Description	Type	Lead
Standing Agenda Items for every meeting	Welcome and Apologies	N/A	Chair
	Minutes and actions from previous meeting	N/A	Chair
	Finance Update	Information	A Merry
	SEND Recovery Plan	Information	L Crookenden Johnson
	Early Years Working Group	Information	PVI Representative
	Pupil Place Planning	Information	J Weller / G Curtis
	Review of Forward Plan and date of next meeting	Discussion	Chair

30th June 2022	Notification of the Annual Review of the Constitution and Rules of Conduct including the Nomination of Chair and Vice Chair	Information	G Curtis
	Learning and Skills: Fees and Charges	Information	G Curtis
	Pupil Place Planning: update a) Childcare Sufficiency Statement	Information	G Curtis
	LPT SEND Annual Review Processes	Information	B Caffrey
	High Needs Funding	Discussion	S Milner
	Nurture	Discussion	S Milner

15th September 2022 Council Chamber	Schools Budget 2023-24 forecast and request for a 0.5% transfer between the School Block and the High Needs Block.	Decision	A Merry
	Annual Election of Chair & Vice-Chair	Decision	G Curtis
	Annual Review of the Constitution and Rules of Conduct: Final Version for approval	Decision	G Curtis
	Impact of the SEND Green Paper	Information	B Caffrey
	Nurture Hub and Practice A report exploring how additional funding could accelerate practice	Discussion	B Caffrey
	EHCP Proposal for Banding A report and a presentation from the Sector Led Task and Finish Group	Discussion	B Caffrey
	Homes For Ukraine (H4U) a) H4U Working Group: Update b) Update on Funding for Ukrainian Children Who Have Entered England via the Homes for Ukraine Scheme	Information	G Curtis

8th December 2022	EHCP Proposal for Banding A report and a presentation from the Sector Led Task and Finish Group	Decision	B Caffrey

16th March 2023	Annual Review of Schools Forum Membership	Decision	G Curtis
	Annual SCAP Return	Information	D Wylie
	Draft Forward Plan for 2023/24	Discussion	ALL
22nd June 2023	Notification of the Annual Review of the Constitution and Rules of Conduct including the Nomination of Chair and Vice Chair	Information	G Curtis
	Learning and Skills: Fees and Charges	Information	G Curtis