

Rutland County Council

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Ladies and Gentlemen,

A meeting of the **SCHOOLS' FORUM** will be held via Zoom - <https://us06web.zoom.us/j/86101580093> on **Thursday, 22nd June, 2023** 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

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 16th March 2023.

SUMMARY OF ACTIONS FROM THE PREVIOUS MEETING

No.	Ref.	Action	Person
1	4	Further detailed feedback regarding the Delivering Better Value Programme would be provided at the next School's Forum meeting.	Dawn Godfrey
2	6	Kathryn Pullan and the other Early Years' managers to meet to collate the budget data for discussion at the next School's Forum meeting.	Kathryn Pullan
3	8	Details of the relevant school staff member to attend the Parent Carer Voice Collaborative Group meeting in June to be sent to the Clerk.	ALL

4	8	Sharon Milner to arrange a meeting of the Rutland headteachers cohort for them to provide feedback regarding the multi-agency guidance.	Sharon Milner
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(Pages 5 - 12)

3) FINANCE UPDATE

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

(15 MINUTES)

(Pages 13 - 14)

4) LEARNING AND SKILLS: FEES AND CHARGES 2023-2024

To receive a report from Gill Curtis, Head of Learning and Skills
[ITEM FOR DECISION]

(5 MINUTES)

(Pages 15 - 18)

5) SEND RECOVERY PLAN

To receive a report from Louise Crookenden-Johnson, SEND Capital Programme Manager
[ITEM FOR INFORMATION]

(10 MINUTES)

(Pages 19 - 24)

6) 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)

(Pages 25 - 26)

7) PUPIL PLACE PLANNING

To receive an update on pupil place planning from Gill Curtis, Head of Learning and Skills
[ITEM FOR INFORMATION]

(5 MINUTES)

(Pages 27 - 28)

8) CONSTITUTION AND RULES OF CONDUCT

Notification from Gill Curtis, Head of Learning and Skills of the Annual Review of the Constitution and Rules of Conduct including the Nomination of Chair and Vice Chair
[ITEM FOR INFORMATION]

(5 MINUTES)

(Pages 29 - 48)

A. ANNUAL REVIEW OF SCHOOLS' FORUM MEMBERSHIP

To review the current membership of the Rutland Schools' Forum and agree any action(s) required.

[ITEM FOR DECISION]

(5 MINUTES)

(Pages 49 - 50)

9) **DELIVERING BETTER VALUE PROGRAMME**

To receive a presentation from Dawn Godfrey, Strategic Director for Children and Families.

[ITEM FOR INFORMATION]

(10 MINUTES)

10) **WORK PLAN 2023-2024**

To review and approve the Schools' Forum Work Plan for 2023-24

[ITEM FOR DISCUSSION]

(10 MINUTES)

(Pages 51 - 52)

11) **ANY URGENT BUSINESS**

(5 MINUTES FOR FINAL AGENDA ITEMS)

12) **MEETING DATES**

Thursday, 5th October 2023, 4.00 – 5.30 p.m. via Zoom - <https://us06web.zoom.us/j/88477167623>

Thursday, 1st February 2024, 4.00 – 5.30 p.m. via Zoom - <https://us06web.zoom.us/j/88550441601>

Thursday, 9th May 2024, 4.00 – 5.30 p.m. via Zoom - <https://us06web.zoom.us/j/88263042018>

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.

MEMBERS OF THE SCHOOLS' FORUM:

Name	Representing
Ben Solly (CHAIR)	Academies
Steve Cox (VICE CHAIR)	Special Schools
Alison Chambers	Academies
Carl Smith	Academies
Fiona Wilce	Maintained Schools
Gary Morphus	Trade Unions
Kathryn Pullan	Private, Voluntary & Independent (PVI) Early Years
Oliver Teasel	Post 16 Provision
Peter French	Dioceses
Sharon Milner	Academies
Stuart Williams	Academies
VACANT	Academies (Governors)

DEPUTIES:

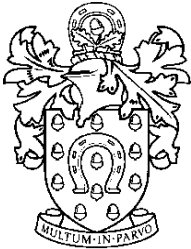
Name	Representing
Andreas Menzies	Dioceses
Jo Ward	Private, Voluntary & Independent (PVI) Early Years
Kay Smith	Special Schools
VACANT	Trade Unions
VACANT	Academies
VACANT	Post 16 Provision
VACANT	Maintained Schools
VACANT	Academies (Governors)

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 Raymond Payne	Portfolio Holder for Children's Services, Homelessness and Housing Policy
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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, 16th March, 2023 at 4.00 pm

PRESENT:		Representing
1.	Mr B Solly (CHAIR)	Academies
2.	Mr S Cox (VICE CHAIR)	Special Schools
	Mr P French	Dioceses
3.	Mrs S Milner	Academies
4.	Mrs K Pullan	Private, Voluntary & Independent (PVI) Early Years
5.	Mr C Smith	Academies
6.	Mrs F Wilce	Maintained Schools

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.	David Wylie	Business Intelligence Officer, RCC
13.	Jane Narey (CLERK)	Scrutiny Officer, RCC

ABSENT:		
14.	Mrs A Chambers	Academies
15.	Mr G Morphus	Trade Unions
16.	Mr S Williams	Academies
17.	Louise Crookenden-Johnson	SEND Capital Programme Manager, RCC

1 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting. The Clerk confirmed that no apologies had been received.

2 MINUTES AND ACTIONS FROM THE PREVIOUS MEETING

The minutes from the meeting held on the 8th December 2022 were approved as an accurate record.

Action 1

Ben Solly and Sharon Milner to attend the meeting of the Collaboration Group on Tuesday, 17th January 2023, 10.00 – 2.00 at the Wisteria Hotel, Oakham to brief them on the provision of SEND (Special Educational Needs and Disabilities) and the EHCP (Education Health Care Plan) banding.

Members were informed that the item was on the agenda for discussion.

Action 2

The Early Years Department for Education (DfE) representative should attend a meeting of the Early Years Working Group – date to be confirmed.

Gill Curtis, the Head of Learning and Skills informed members that she had spoken with the Early Years DfE representative who had confirmed that they were unable to attend a meeting of the Early Years Working Group as it did not fall within their remit but would be happy to respond to any questions from the Group.

3 FINANCE UPDATE

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

- The overspend within the High Needs Block continued.
- This was a national problem and not just a Rutland problem.
- The Council's recovery plan was having a positive impact but demand was outstripping the savings generated from the actions in the recovery plan.
- The mix of the children being funded was different to that of the funding that had been received.
- More 2 year old funding was being spent and less 3 and 4 year old funding was being spent than had been received.
- The January Census would determine the Council's new funding and this would impact the over/underspend in year.

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Bernadette Caffrey joined the meeting at 4.05 p.m.

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- Peter French queried what impact the latest DfE information on special needs education would have so the Strategic Director of Children and Families requested that her agenda item (Delivering Better Value Programme) be taken next as this would update attendees. The Forum agreed that Agenda Item 7 would be the next item discussed.

RESOLVED

That the Schools' Forum:

- a) **NOTED** the contents of the report.

4 DELIVERING BETTER VALUE PROGRAMME

A verbal update was received from Dawn Godfrey, Strategic Director of Children and Families. During the discussion, the following points were noted:

- The Delivering Better Value Programme had been commissioned by the DfE and would support 55 Local Authorities and their local systems to identify the highest impact changes that each system involved could make to better support their local children with SEND and make plans to implement those changes.
- Rutland was one of the 55 local authorities that had been invited to take part in the programme.
- The programme would place children and young people with SEND at the centre of the approach and decision making.
- Phase 1 of the programme, working with the DfE and its partners Newton and CIPFA (The Chartered Institute of Public Finance and Accountancy), had commenced.
- A diagnostic of all SEND information/data including all the financial data was being done to identify the current state of play and see how it could be used more effectively for future forecasting.
- The aim was to stop the year-on-year growth of the budget deficit.
- The first meeting of the Delivering Better Value Programme would be held on Monday, 20th March 2023 for the 55 Local Authorities to feedback the initial findings of their diagnostic investigations.
- It was noted that officers from Rutland's SEND Service and Finance Team had done an amazing job of collating a huge amount of evidence.
- Members were informed that there would be no 'magic wand' but that learning around forecasting would be discussed and used moving forward.
- Case Review Workshops would take place on the 18th, 25th and 27th of April 2023. Schools had been notified of the dates/times and it was noted that it was important for schools to attend to help identify all the challenges being faced.
- Parent and education provider questionnaires would be sent out in the near future regarding a child's journey through the SEND system to help identify what could be changed for the better.
- Further detailed feedback would be provided at the next School's Forum meeting.

ACTION: Dawn Godfrey

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Steve Cox joined the meeting at 4.15 p.m.

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5 SEND RECOVERY PLAN

A report was received from Louise Crookenden-Johnson, SEND Capital Programme Manager and was presented by Bernadette Caffrey, Head of Early Help, SEND and Inclusion. During the discussion, the following points were received:

- The Head of Early Help, SEND and Inclusion emphasised the need for schools and partners to engage in the Delivering Better Value Programme and the work being undertaken by the LA and Ofsted.
- Members were informed that the best way for schools to assist with the process was to attend one of the workshops being delivered in April 2023.
- If anybody had any queries regarding the Delivering Better Value Programme or just wanted further information, they should contact Louise Crookenden-Johnson, SEND Capital Programme Manager [lcrookendenjohnson@rutland.gov.uk] or Helen Chester, Service Manager SEND and Inclusion [hchester@rutland.gov.uk].
- The Head of Early Help, SEND and Inclusion informed members that Rutland County Council had remaining capital funding available as part of the DfE High

Needs Capital allocation and that an Expression of Interest process would be opened later in the year for proposals on how to utilise the funds.

- The main issue regarding SEND was the increasing demand for assessments and plans. Providers were currently managing the capacity but demand on special school places remained high. Conversations were being held with providers and other LA's on finding creative ways of managing the demand.
- Good work continued with the SENCO network but the Schools' Forum was being asked to provide £8k funding to enable it to continue into the next academic year. Steve Cox informed the Forum that the SENCO network had been really good and he endorsed its good work. The Schools' Forum approved the £8k funding and requested details on how the £8k was/would be spent – details attached.

RESOLVED

That the Schools' Forum:

- a) **NOTED** the update to 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 progress with DfE Delivering Better Value review.
 - To propose SEND Capital opportunities to address SEND system needs.
 - To highlight related risks and issues.
- b) Unanimously **APPROVED** the request that the SENCO network continued in its current format at an additional cost to Schools' Forum of £8k yearly.

6 EARLY YEARS WORKING GROUP

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

- The SEND Capital Programme Manager and the Finance Manager had briefed the Early Years Working Group regarding the funding for the next academic year and had agreed to support the SEND Recovery Programme for a year.
- Recruitment briefings to encourage pupils to seek a career in Early Years were being undertaken at Catmose College and Casterton College. Ben Solly confirmed that he would be happy for a recruitment briefing to be held at Uppingham Community College.
- A lot of questions had been raised following the recent budget news but a meeting would be held with the Council's Finance Team to help resolve these queries and issues.
- The main issue was regarding the capacity of current buildings. Many providers did not have the space to be able to take on additional children.
- The hourly rates would increase but no details had been received so it was impossible to state what implications this would have on providers.
- The Head of Learning and Skills confirmed that the implications could be quite dramatic by 2025 if the 9 months funding offer for 2 year olds continued.
- The minimum wage would also increase in April 2023 so increasing costs for providers but it was believed that staff recruitment would remain an issue.

- It was agreed that Kathryn and the other Early Years' managers would meet to collate the budget data for discussion at the next School's Forum meeting.

ACTION: Kathryn Pullan

7 PUPIL PLACE PLANNING

A. ANNUAL SCAP RETURN

A presentation was received from David Wylie, Business Intelligence Officer. During the discussion, the following points were noted:

- Members were asked to note that Lincolnshire County Council overestimated the number of children going to Stamford Welland Academy and underestimated the number of children going to Casterton College.
- The Head of Learning and Skills confirmed that a trend of 3 years was required before the data figures would be noted and that the pressures on secondary school places continued to be high especially for those joining mid-year, which placed additional pressure on the Admission and Inclusion Service.

8 PARENT CARER VOICE COLLABORATIVE GROUP

A verbal update was received from Ben Solly and Sharon Milner regarding feedback from the collaborative group meeting held on the 17th January 2023 and the discussion regarding the EHCP banding. During the discussion, the following points were noted:

- Both confirmed that attending the meeting had been a very useful experience.
- Parents had explained the frustrations they felt with the EHCP banding system.
- Ben and Sharon explained the new banding model and the commissioning work of the Schools' Forum. They detailed how the model worked and the positive impact it was having.
- Concern was expressed by the group regarding inclusivity and the sharing of good practice.
- The Head of Early Help, SEND and Inclusion reported that feedback from the group regarding Ben and Sharon's attendance had been really positive.
- It was noted that the service was working on developing a multi-agency guidance and that a meeting would be held in June 2023 to further discuss this.
- Input from the Parent Carer Voice Collaborative Group continued to be very helpful but it was noted that input from schools and attendance at the June meeting would be most welcome. It was agreed that the details of the relevant school staff member who would attend the meeting should be sent to the Clerk.

ACTION: ALL

- It was agreed that Sharon Milner would also arrange a meeting of the Rutland headteachers cohort for them to provide feedback regarding the multi-agency guidance.

ACTION: Sharon Milner

9 FORWARD PLAN FOR 2022/23

The Forward Plan was discussed. There were no amendments.

10 ANY URGENT BUSINESS

Section 106 Spending

The Head of Learning and Skills briefed the Schools' Forum on the remaining capital funding available as part of the DfE High Needs Capital allocation. During the discussion, the following points were noted:

- Indicative allocations to Children and Young People of £721K of S106 contributions was approved by Cabinet on 13/12/2022.
- An amount of £334,967.41 has not been allocated to a specific capital project to date.
- The amount of £334,967.41 comprises of contributions collected from S106 agreement for developments listed below.

OUT/2010/0954 Land at Uppingham Road, Oakham	£302,123.91
APP/2011/0635 Gunthorpe Farm, Hall Lane, Gunthorpe	£ 4,886.92
2013/0802/FUL South Lodge, The Wisp Braunston	£ 27,956.58

- The S106 agreements are available to view on the Council's planning public access system within the documents section of the planning application.
- As the Council has adopted the Community Infrastructure Levy, no further S106 contributions for Education were anticipated unless there was a site specific need from a new strategic residential development.
- As detailed in Appendix 1 of the Cabinet report, indicative allocations for the Community Infrastructure Levy and Oakham North agreement have been approved leaving remaining amounts of £69k and £168k, respectively.
- Members were asked to note that spending would be a Council decision linked to strategic priorities and there would be a formal application process (details attached). There might also be some limitations as any spend would have to comply with the covenants within the S106 agreement.

11 MEETING DATES

Thursday, 22nd June 2023, 4.00 – 5.30 p.m. (to be confirmed)

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The Chair declared the meeting closed at 5.01 pm.

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SUMMARY OF ACTIONS

No.	Ref.	Action	Person
1.	4	Further detailed feedback regarding the Delivering Better Value Programme would be provided at the next School's Forum meeting.	Dawn Godfrey
2.	6	Kathryn Pullan and the other Early Years' managers to meet to collate the budget data for discussion at the next School's Forum meeting.	Kathryn Pullan
3.	8	Details of the relevant school staff member to attend the Parent Carer Voice Collaborative Group meeting in June to be sent to the Clerk.	ALL

4.	8	Sharon Milner to arrange a meeting of the Rutland headteachers cohort for them to provide feedback regarding the multi-agency guidance.	Sharon Milner
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Schools in England to Benefit from Major Funding Boost

Every state school in England is to receive a cash boost, as primary and secondary schools are allocated extra funding for the next academic year.

The additional cash is part of a £2 billion injection of new funding for schools – being made in both this year and next year – topping up budgets to help headteachers manage higher costs like energy bills and teacher pay. This sits alongside the Prime Minister’s promise to halve inflation.

A typical primary school will receive approximately £35,000 and a typical secondary school approximately £200,000, with the first payments by the 10th May. The majority of this funding is allocated on a per-pupil basis, and disadvantaged pupils attract additional funding to their school. The allocations also factor in differences in wage costs between areas.

Schools can choose how to invest the extra funding; however it is primarily expected to support salary uplifts for teachers and teaching assistants and help with increased running costs, school trips and learning materials.

The boost means that schools budgets are rising by £3.5 billion next year, and funding will be at the highest ever level in real terms per pupil by the next academic year, as measured by the Institute for Fiscal Studies.

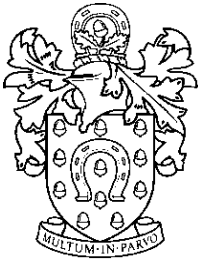
It also means school funding is set to rise faster than forecast inflation in both 2023/24 and 2024/25.

Education Secretary Gillian Keegan said: “I am hugely grateful to all our fantastic teachers, school leaders and support staff for all their incredible work and the immeasurable impact they have on the lives of children every day. Teachers must continue to have the resources they need, and this extra cash will make sure that they do. With school funding set to be at its highest ever level next year, even accounting for inflation, parents everywhere can be confident schools are being supported to let teachers get on and do what they do best - teach.”

The remainder of the £2 billion funding boost will be used to increase Pupil Premium funding rates, which are rising by 5% in 2023-24, to support disadvantaged pupils and local authorities’ high needs budgets which support special schools.

Department for Education and The Rt Hon Gillian Keegan MP
26 April 2023

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SCHOOLS' FORUM

22nd June 2023

LEARNING AND SKILLS:

FEES AND CHARGES 2023-2024

Report from Gill Curtis, Head of Learning and Skills

SCHOOLS

The Learning and Skills Service offers two services to state-funded schools for which there is an annual charge and has undertaken an annual review of fees and charges. **Following a full review, it is proposed that an increase be made for the academic year 2023-24.**

Co-ordination of Admissions

Proposal

An increase in charges is being recommended in line with the Consumer Prices Index for the financial year.

Context

All Local authorities are required by the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2012 to have a scheme in place each year for coordinating admission arrangements for all maintained schools and academies (except special schools and nursery schools) within their area. The scheme must comply with the provisions of the School Admissions Code 2021.

Coordinated schemes are intended to simplify the admissions process whilst reducing the likelihood of any child being left without a school place. Coordination establishes a mechanism that ensures as far as is reasonably practicable that every parent of a child living in a local authority (LA) who has applied to a maintained school is sent a single offer of a school place by their LA.

The Designated Schools Grant (DSG) identifies Admissions as an 'other ongoing duty' to be funded

from the Central Schools Services Block. This covers the basic Admissions expenditure on the operation of the system of admissions of pupils to schools at normal admissions rounds. The LA, using preference data and oversubscription criteria ranking outcomes (including those from own admission authority schools and academies), allocates places for the start of Reception Year (entry to primary school) and Year 7 (entry to secondary school) according to each parent's preference ranking. The LA does not co-ordinate in-year admissions for academies or Voluntary Aided Schools; they are their own admissions authorities.

All schools have the option of choosing from one of three support packages for normal round admissions. The tables below detail each support package along with the cost of each for the 2022-2023 admissions round and the increased cost for the 2023-2024 admissions round based on a 10% increase:

Support Package	Charge 2022-23	Charge 2023-24
<u>Service Level 1</u> Support, Ranking and Distance Measurement: <ul style="list-style-type: none"> Advice and support throughout the admissions round fixed charge: Ranking – based on number of applications received for the school at a cost per hour based on processing time of 5 minutes per application: 	£55.00 £41.00 p/h	£60.00 £45.00 p/h

Below are examples of the cost increases to schools for Service Level 1 in 2023-2024:

- Large primary school purchasing Service Level 1:
 - o 2022-2023 – total cost £321.00
 - o 2023-2024 – total cost £352.50
 - o A cost increase of £31.50
- Secondary school purchasing Service Level 1:
 - o 2022-2023 – total cost £1346.50
 - o 2023-2024 – total cost £1417.50
 - o A cost increase of £71.00

Support Package	Charge 2022-23	Charge 2023-24
<u>Service Level 2</u> Support and Distance Measurement: <ul style="list-style-type: none"> Advice and support throughout the admissions round –fixed charge: Distance measurement fixed charge for primary and secondary schools: 	£55.00 £66.00 – primary £93.00 - secondary	£60.00 £73.00 – primary £102.00 -secondary

Below are examples of the cost increases to schools for Service Level 2 in 2023-2024:

- Primary school purchasing Service Level 2:
 - o 2022-2023 – total cost £121.00
 - o 2023-2024 – total cost £133.00
 - o A cost increase of £12.00
- Secondary school purchasing Service Level 2:
 - o 2022-2023 – total cost £148.00
 - o 2023-2024 – total cost £162.00
 - o A cost increase of £14.00

Support Package	Charge 2022-23	Charge 2023-24
<u>Service Level 3</u> Support Only: <ul style="list-style-type: none"> Advice and support throughout the admissions round –fixed charge: 	£82.00	£90.00

Moderation and Monitoring of Key Stage One and Two Statutory Assessments

Proposal

We are proposing to keep the charges the same for the academic year 2023-2024 and will complete an extensive review into charges for the 2024-25 academic year, to ensure schools are receiving value for money.

Context

All Local Authorities have statutory duties as outlined in the DfE Standards Testing Agency (STA) Assessment and Reporting Arrangements (ARA) for Key Stage One and Key Stage Two. The ARA contains provisions made in terms of Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003. This Order is made by the Secretary of State under powers provided for by section 87 of the Education Act 2002.

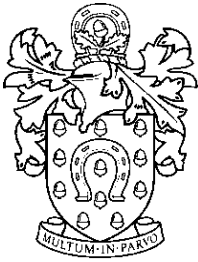
LA responsibilities include:

- ensuring training and advice is available to schools on all aspects of the KS2 tests
- viewing their schools' applications for early opening of the tests or additional time
- making unannounced KS2 monitoring visits to a sample of at least 10% of LA maintained schools and 10% of those academies that have elected to be monitored by Rutland, before, during and after the test period
- undertaking moderation of KS1 and KS2 teacher assessment in 25% of those academies that have elected to be moderated by Rutland and 25% of maintained schools
- informing STA of any irregularities in the test administration or assessment process and discussing next steps to take.

Academies are charged a fixed annual fee to cover both moderation and monitoring activities and attendance at workshops for teachers new to Year 2 and Year 6. However, due to the relatively small numbers of teachers in Rutland, this has historically opened this up to all Y2 and Y6 teachers who wish to attend. Maintained schools do not have to pay for this service for which an annual grant is received.

Academies have an agreement in place with a local authority; this is generally the geographical authority, although Academies may apply to STA if they wish to use an alternative LA. Academies have until early December each year to confirm this arrangement for the following summer term.

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SCHOOLS' FORUM

22 June 2023

DSG SEND RECOVERY PLAN UPDATE

1. Purpose

- 1.1 To update members of the 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 progress with DfE Delivering Better Value review, and emerging themes
 - To propose SEND Capital timeline for further grant opportunities for mainstream schools to meet local needs.
 - 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 demand-based assumptions set out in appendix A.
- 2.2 The total budget for the Recovery projects 2022/23 is £364k, this figure will remain the same for 2023/34.
- 2.3 There has been no uplift in funding since the SEND Recovery Plan projects started and providers were commissioned or public to public contracts arranged. Many of these will be renewed this year in the Summer and RCC and costs will rise, and the implications are set out, for SF review.

SEND RECOVERY PLAN PROJECTS

3. Schools Support Partnership (SSP) formerly Education Inclusion Partnership

- 3.1 Each element of the Recovery plan is designed to build sustainable capacity and capability within schools; to grow skills, expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs, through individual work with children with SEMH to help ensure needs are not missed, misunderstood or misinterpreted. This ensures where possible that children can thrive in mainstream school and remain within their community and reach their own full potential. The SSP was also designed to evidence that children's outcomes into adulthood are improved by maintaining local networks, family and peer groups without the need for an EHCP or where appropriate to provide support as the EHCNA process is expedited. Success is demonstrated through education practitioners exhibiting and expressing confident inclusive practice over time and supporting children effectively at an earlier stage where their needs change or emerge.

- 3.2 Caroline Crisi is the SSP Coordinator, she is a SEMH Specialist teacher with broad experience of delivering partnership work and assesses children's needs. She has a particular expertise in SLCN and the link to behaviours that challenge.
- 3.3 The SSP Primary Model changed in June 2022 to create a more responsive approach where SSP Coordinator continues to write action plan for cases, but interventions are arranged at the earliest opportunity direct with the SEMH specialist teachers linked to each school.
- 3.4 An SSP quality assurance review meeting is convened three times a year by the SSP Coordinator with all primary head teachers and SENCos and the social worker (linked to Virtual School) and Education Lead. This meeting ensures that cases are properly managed and allows for the SSP Coordinator to report back to Primary schools directly on data, gaps in provision and areas for development, using case studies examples to provoke discussion. Attendees shared an overwhelming positive response to delivery and outcomes for children in the meeting in December 2022. The March meeting was postponed and the next was 9th June.
- 3.5 *Secondary phase referrals*, cases are increasing but this is a positive outcome at this stage of development and reflects recent developments with particular schools fully engaging with monthly meetings and raising emerging risk cases for early intervention SSP support. This reflects the pattern with primary where cases rise and then fall as schools gain in inclusion confidence and practice.
- 3.6 Speech Language and Communication specific individual referrals also show a downward trend.
- 3.7 Lunchtime support staff, sessions have been started for SEMH Support and professional development for Midday staff to support pupils during unstructured times and trigger points impacting on classroom engagement.
- 3.8 *Nurture outreach from the Hub at Edith Weston and some places on site in the Nurture Nest*. The additional resources that Schools' Forum mandated has been helpful, there is increased staffing capacity and outreach arrangements are now in line to bring more timely support to all primary schools in line and linked with other SSP processes. All outreach support situations are mandated through the SSP coordinator to provide consistency and monitor impact.
- 3.9 The *monthly Providers meetings* continue, bringing coordination for the best use of collective resources to avoid overlap and overwhelm of schools.

4. Capital developments to support Inclusion practice in Rutland.

- 4.1 Rutland has remaining DfE High Needs Capital allocation designed to meet local SEND priorities. RCC gave delegated authority to the DCS and Lead Member for Children to allocate remaining funds to meet strategic aims.
- 4.2 RCC will open an Expression of Interest process in late Summer/Autumn 2023 to meet priorities for SEND in line with Rutland's Inclusion Strategy and the Government's proposals in the SEND Green Paper and the DfE Special Provision Terms of Grant. Capital and possibly Revenue funding to assist with set up costs is likely to be available.
 - Opportunities to provide Alternative Provision for Rutland students some of whom will not have an Education Health and Care plan but are at risk of being excluded from receiving their educational entitlement. To provide short term interventions

expected to be between 3 months and 2 years, offering a more sustainable alternative to provisions usually commissioned by Rutland.

- Early Years and Primary Mainstream small group facilities that may be utilised as Family Hub facilities as well. Building on the learning from the Secondary mainstream-plus small group arrangements (at UCC) developing Mainstream plus places 2024 onwards.
- Break out spaces in Primary Schools, to enable children's specialist or emerging needs to be met.

4.3 Capital works at UCC have increased facilities for children with EHCPs in Rutland to access mainstream education. The first cohort of children in a small group class of 11 commenced Sept 2022 and will ordinarily provide 10 places yearly. Feedback on progress and impact for students continues to be positive. The arrangement is set out in a legal agreement between UCC and RCC.

5. Delivering Better Value in SEND Services Review

5.1 The DfE Delivering Better Value Review of SEND arrangements in Rutland is as part of Tranche 2 continues. Rutland is one of 55 authorities taking part, and activities to analyse local trends, examine future expected children's needs, and predict demand and best use of available funding have continued apace, activities have included parental and education practitioner surveys, listening forums with small groups of parents and professionals and reviews of cases to focus thinking of outcomes.

5.2 Key themes are emerging and projects that follow this deep examination will add additional transformation resources that could help make Rutland's SEND systems more inclusive and meet the DfE Green Paper intentions and learning and opportunities identified from the recent Ofsted Inspection.

5.3 Any projects considered will be set out in an updated SEND Recovery Plan and the Children and Young Peoples' Partnership Plan associated with Rutland's SEND and Inclusion Strategy.

6. Supporting children early in their education journey- Early Years Pathways

6.1 Early Years, (EY), Providers in the Private Voluntary and Independent sector were in favour of developing greater confidence and practice in inclusion in their workforces. A highly experienced Specialist Teacher, Naomi Collins, is now linked with each setting. A work plan and progress will be reviewed through the Early Years Forum.

6.2 This work also underpins the learning from the recent Local Government Association Mini Review which centred on Speech and Language support. The work that Sarah Patel is offering to Early Years' settings and Primary schools, which is commissioned for Rutland Schools, was pointed to as good practice. Areas for development include:

- Utilising the Recovery Plan as a good vehicle for promoting better partnership working to meet speech and language needs,
- Makes access to Speech, Language and Communication clearer so that all partners and parents understand how to access support,
- and developing a school readiness strategy owned strategically to make sure that children's needs are picked up early and supported appropriately.

6.3 The EY Support Partnership type work is coalescing with the Family Hub developments to ensure consistent support for parents, and increased help for children who develop SEND.

6.4 Additional places are also expected to be available as SEND unit provision places increasing capacity for children with EHCPs at Oakham CofE Primary Academy.

7. SENCO Network

7.1 The SENCo Network offering valued training and sharing good inclusionary practice across schools in Rutland continues. This is funded by the Schools' Forum at a cost of £8k yearly as an additional pressure on the High Needs Budget and coordinated by the SSP Coordinator

8. Key Project Risks and Issues

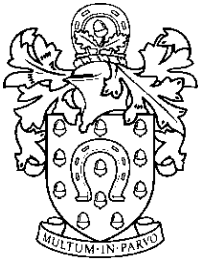
Risks	Mitigating factors
Covid affecting parental anxiety, children and young people's emotional wellbeing and mental health and concern about attending school.	RCC have commissioned Anxiety Related Non -Attendance support (ARNA) all schools are participating. Schools taking up this training and implementing 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 Schools Support Partnership if unsure. This will form part a key session in developing parental understanding of trends and priorities
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
Budgetary pressures, since all SEND Recovery plan Schools Support Partnership purchased interventions are now in demand.	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 if needs escalate. Enable Capital projects that enable local inclusion
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.	Outreach support has been modified, and additional capacity created to support other schools with trauma and attachment issues often presenting as difficult behaviour
Building inclusion capacity in Early Years with the Private Voluntary and Independent sector	A specialist teacher linked to each setting-agreed and funded in the main by the EY Forum and High Needs Budget. Role developed in harmony with Inclusion services.

<p>An increase in permanent exclusions in previous academic year, and a scheduled review of the Fair Access Protocol meeting scheduled with secondary school-leaders and DfE Advisor</p>	<p>Fair Access Protocol arrangements in place is in line with Rutland's stated Inclusion Strategy, maintaining children in local education when their needs escalate.</p>
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Appendix A

The SEND Recovery Plan - Purpose and Assumptions

- a) Schools Forum provides £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.
 - b) All schools in the partnership also contribute a small sum equivalent to £1 per student on roll yearly, a sum of about £3k.
 - c) All projects are predicated on the determination by schools' 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).
 - d) 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.
 - High needs funding to increase by 5% annually.
 - A recurring 0.5% transfer from the schools' block.
 - The 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.
- 8.1 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.
- 8.2 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.



SCHOOLS' FORUM

22 June 2023

EARLY YEARS WORKING GROUP

The Impact of the Spring Budget on the Early Years Sector

The Early Years Working Group met to discuss the impact the proposed changes outlined in the spring budget would have if implemented on all early year's settings and childminders in the Rutland area.

A teams meeting was held and a consultation document was sent to all provisions to ensure everyone had a voice. From this open consultation, the following points and comments have been raised:

- The sector would like to make clear that as a professional body they wish to maintain the exceptionally high standards of education and care currently received by all our young children currently in settings. To do this, we need to be able to pay our highly qualified and experienced staff competitive wages and this cannot be done on the current funding.
- If the funding is increased across the age ranges, this will have a negative impact on additional income such as fees/consumables which are currently being charged to cover daily running costs. I have therefore put the following questions to Andrew Merry on behalf of the sector prior to this meeting and as I am yet to get a response, I am hoping the answers will be part of his report today.

Finance and Funding

1. The DSG underspend that has been published in the public domain. Managers would like to know how and when this will be spent/distributed amongst settings?
2. When will settings be advised of the uplift in funding proposed for September as this will have a major impact on budgets?
3. Central government has awarded £2.4 million to Rutland schools. Will any of this be allocated to the Early Years sector to support them?

We feel that the budget has been planned to encourage and support the needs of working families but not in consultation with a sector already under extreme financial pressure. With this in mind, we would like to see the removal of the word 'FREE' when discussing funding as it is confusing to parents and detrimental to business.

Increase to Ratio's

The proposed increase in ratio's would, if adopted, put additional strain on already overworked staff teams and further impact on the ability for managers to provide CPD opportunities within working hours.

The original purpose of 2 year old funding was to 'narrow the gap'. This new funding criteria will only widen the gap as demand from higher income families will increase and those from poorer backgrounds will struggle as space to accommodate additional 2 year olds may not be possible for all settings.

SEND

The government need to be aware of the increasing number of SEND children currently accessing care and the impact this has on both budget and staffing.

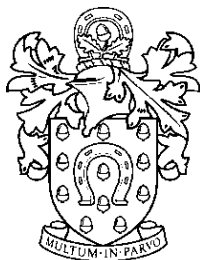
Business Planning/Staffing

Business models for providers will need to change as many will have to look at the amount/flexibility of funded places they can offer going forward. Many settings are already planning for next year but without any clarity on funded income rates this is proving difficult and only exacerbates the staff recruitment issues currently faced by the sector as overstretched budgets struggle to cope with the current cost of living rises.

Conclusion

In conclusion the sector feels that the budget has nothing to offer them as providers and may well impact on the viability of some smaller providers who are already struggling. The feeling is that they should have been consulted by either the DfE or the government before this offer was put in the public domain.

Kathryn Pullan
Early Years Representative



SCHOOLS' FORUM

22 June 2023

UPDATE ON ADMISSION ROUNDS FOR SEPTEMBER 2023

(As at 1 June 2023)

Secondary School Admissions – September 2023

All Rutland resident children have been offered a place at a preferred school. As at the time of completion of this report (01-06-2023), Catmose College and Uppingham Community College (UCC) are oversubscribed with 17 on the waiting list at Catmose College and 20 on the waiting list at UCC. There are 18 places available at Casterton College Rutland (CCR).

Secondary School Admissions Trends over time	September 2023	September 2022	September 2021
Total Rutland resident applications received and processed	355	333	377
Total Rutland resident applications submitted online	340 (96%)	321 (96%)	356 (94%)
1st preference offers to Rutland residents	349 (98.3%)	322 (97%)	349 (93%)
2nd preference offers to Rutland residents	3 (0.9%)	9 (2.5%)	16 (4%)
3rd preference offers to Rutland residents	1 (0.3%)	0 (0%)	2 (0.5%)
Rutland resident - no preference met - alternative offer made	2 (0.5%)	0 (0%)	0 (0%)
Rutland resident - no preference met - no alternative offer made	0 (0%)	2 (0.5%)	10 (2.5%)
Rutland residents offered one of their preferred schools	353 (99%)	331 (99%)	367 (97%)

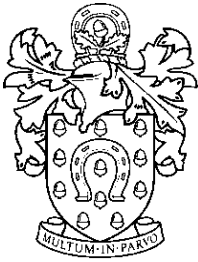
Rutland secondary schools all receive application requests from out of county families. The percentage of secondary school places offered to non-resident students:

School	2023	2022	2021	2020
Casterton College	139/203 68%	142/210 68%	101/180 56%	119/180 64%
Catmose College	41/240 17%	57/240 24%	18/210 9%	26/210 12%
Uppingham Community College	109/180 61%	114/180 63%	101/180 56%	107/180 59%

Primary School Admissions – September 2023

Rutland resident children have been offered a place at a preferred school. There are 3 children on the waiting list at Cottesmore Academy.

Primary School Admissions Trends over time	September 2023	September 2022	September 2021
Total Rutland resident applications received and processed	307	313	344
Total Rutland resident applications submitted online	293 (95.4%)	300 (95.8%)	333 (96.8%)
1st preference offers to Rutland residents	302 (98.4%)	299 (95.5%)	332 (96.5%)
2nd preference offers to Rutland residents	3 (1.0%)	14 (4.5%)	10 (2.9%)
3rd preference offers to Rutland residents	0 (0%)	0 (0%)	1 (0.3%)
Rutland resident - no preference met - alternative offer made	2 (0.6%)	0 (0%)	1 (0.3%)
Rutland resident - no preference met - no alternative offer made	0 (0%)	0 (0%)	0 (0%)
Rutland residents offered one of their preferred schools	305 (99.4%)	313 (100%)	343 (99.7%)



SCHOOLS' FORUM

22nd June 2023

ANNUAL REVIEW OF THE RUTLAND SCHOOLS' FORUM CONSTITUTION AND RULES OF CONDUCT 2023-24

Rutland School's Forum Constitution and Rules of Conduct is reviewed annually with a view to implementing any changes following the first Schools' Forum meeting of the academic year. 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.

The review ensures the document accurately reflects national guidance, which includes Education and Skills Funding Agency's (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

Revisions to Schools' Forum regulations will automatically be incorporated into the Constitution as and when prescribed by the Department for Education, and the Schools' Forum will be notified.

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

Rutland School's Forum Constitution and Rules of Conduct 2023-2024 has been drafted for consideration by Schools' Forum. Following the significant review in June 2022, the only amendment in this version is the school population data on page 5. Although there has been one maintained school converted to academy status since the last review of the Constitution, one maintained school will still be represented at Schools Forum.

Any comments or recommendations for further review should be made in writing to gcurtis@rutland.gov.uk before Friday, July 21st, 2023.

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RUTLAND SCHOOLS' FORUM

CONSTITUTION AND RULES OF CONDUCT 2023-2024

This constitution gives full regard to legislation current at June 2023

<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

For Review by Schools' Forum June 2023

CONTENTS

	PAGE
1 TERMS OF REFERENCE	3
2 MEMBERSHIP	4
2.1 School Members	5
2.2 Non School Members	5
2.3 General Membership Issues	6
2.4 Membership Restrictions	6
3 MEMBERSHIP TERMS OF OFFICE	6
4 OBSERVERS/SPEAKERS	6
5 SUBSTITUTES	7
6 FORUM ADMINISTRATION	
6.1 Election Of Chair And Vice Chair	7
6.2 Voting Procedures	8
6.3 Quorum	8
6.4 Declarations Of Interest	9
6.5 Meetings	9
6.6 Urgent Business	10
6.7 Changing Dates/Times Of Meetings	11
6.8 Clerking	11
6.9 Communication	11
6.10 Members' Expenses	12
6.11 Charging Of Schools' Forum's Expenses	12
RULES OF CONDUCT	
Expectations and Responsibilities of Schools' Forum Members and The Local Authority	13
APPENDIX 1 – ELECTION PROCEDURES	15
APPENDIX 2 – EXEMPT INFORMATION CATEGORIES	16
APPENDIX 3 – VOTING RIGHTS	18

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 (May 2023)

Early Years (745 children accessing early education funding streams; 33 x 2-year-olds, 432 x 3- and 4-Year old Universal Entitlement and 280 x the Extended Entitlement (30 hours) for 3-4 year olds).

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

Primary (2729 pupils)

- 16 x academies; 1 x CEVA maintained school
- Academies 2553 pupils (94%); maintained schools 176 pupils (6%)

Secondary (2944 pupils)

- 3 x academies

2.1 School Members

Maintained Schools	1	1 representative
Academies and free schools	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 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.

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

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

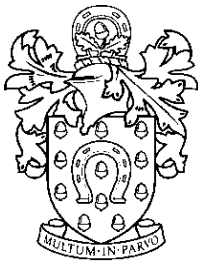
The Clerk to the Forum will write to the Principals of all 16-19 FE (Further Education) and sixth form colleges which serve the Council. As with academies the providers are probably best placed to determine the election process.

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</p>

CATEGORY		QUALIFICATIONS/DEFINITIONS
		<p>apply in 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.	

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SCHOOLS' FORUM

22 June 2023

SCHOOLS' FORUM MEMBERSHIP

The structure of the Forum is reviewed annually as part of the annual review of the constitution in the summer term to ensure that the balance is maintained.

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

It is recognised in the Education and Skills Funding Agency (ESFA) Schools' Forum Operational and Good Practice Guide¹ (March 2021) that there is no requirement for academies members to represent specific primary and secondary phases. However, it is good practice to maintain a representative balance.

At the end of May 2023, there were 2729 pupils on role in Rutland primary schools; 2553 (94%) in the 16 primary academies and 176 in the 1 CEVA maintained primary school. In the 3 secondary academies there were 2944 students in total.

The current membership of Rutland Schools' Forum is shown below:

Name	Representing	Term of Office	
		Starting	Ending
Ben Solly (CHAIR)	Academies	Nov 2021	Oct 2024
Alison Chambers	Academies	April 2021	March 2024
Sharon Milner	Academies	Nov 2021	Oct 2024
Carl Smith	Academies	Nov 2021	Oct 2024
Stuart Williams	Academies	Nov 2021	Oct 2024
Fiona Wilce	Maintained Schools	April 2021	March 2024
VACANT	Governors		
Steve Cox (VICE CHAIR)	Special Schools	Nov 2021	Oct 2024
Kathryn Pullan	Private, Voluntary & Independent (PVI) Early Years	Feb 2022	Jan 2025
Oliver Teasel	Post 16 Provision	April 2023	March 2026
Peter French	Dioceses	Nov 2021	Oct 2024
Gary Morphus	Trade Unions	Nov 2021	Oct 2024

¹

DECISION:

Does the Schools' Forum agree that the current membership arrangements are balanced and continue to reflect the education sector in Rutland? Or does a review of membership need to be undertaken?

ACTION REQUIRED

1. There must be at least one representative of governors among the schools' members. There is currently a vacancy for a Governor representative on the board; a request for nominations for a Governor representative will be sent out to schools at the start of the autumn term. In preparation, could all Schools Forum school members please approach members of your Governing Board to identify potential candidates for this role. This vacancy must be filled prior to the first Schools' Forum of the academic year 2023-2024.
2. Schools Forum has also been notified of the intention of Sharon Milner to step down from Schools' Forum when she retires from headship at the end of this academic year. Nominations will therefore also be requested from the academy sector at the start of the autumn term. Please speak with colleagues who you consider would be suitable for this role.

Note - the ESFA Operational and Good Practice Guide states that academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. There is no requirement for academies' members to be split into primary and secondary sub-groups. However, the LA would encourage academies to consider the pupil proportions across all academies when electing academies' representatives.

3. Schools Forum has also been notified of the intention of Kathryn Pullen to step down from Schools' Forum when she retires at the end of the academic year. Schools' Forum will therefore be seeking nominations from the Private, Voluntary & Independent (PVI) Early Years at the start of the autumn term. Please speak with early education colleagues from the PVI sector who you consider would be suitable for this role.

DRAFT Schools' Forum Work Plan: 2023/24

Schools' Forum Meeting	Description	Type	Lead
Standing Agenda Items for every meeting	Welcome and Apologies		Chair
	Minutes and actions from previous meeting		Chair
	Finance Update	Information	A Merry
	SEND Recovery Plan	Information	L Crookenden Johnson
	Early Years Working Group	Information	PVI Representative
	Pupil Place Planning	Information	G Curtis
	Review of Work Plan and date of next meeting	Discussion	Chair
22nd June 2023	Annual Review of Schools Forum Membership	Decision	G Curtis
	Notification of the Annual Review of the Constitution and Rules of Conduct including the Nomination of Chair and Vice Chair	Information	G Curtis
	Nurture Hub and Practice: Update	Discussion	L Crookenden Johnson
	Delivering Better Value Programme	Information	D Godfrey
	Draft Work Plan for 2023/24	Discussion	ALL
	Learning and Skills: Fees and Charges 2023-24	Decision	G Curtis
5th October 2023	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
	Nurture Hub and Practice: Update	Discussion	L Crookenden Johnson
1st February 2024	Annual Review of Schools Forum Membership	Decision	G Curtis
	Annual SCAP Return	Information	D Wylie
	SCAP Scenario Planning	Information	J Weller
9th May 2024			

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