

Rutland County Council

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

Ladies and Gentlemen,

A meeting of the **SCHOOLS' FORUM** will be held via Zoom - <https://us06web.zoom.us/j/83359094669> on **Thursday, 30th November, 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 5th October 2023.

SUMMARY OF ACTIONS FROM THE PREVIOUS MEETING

No.	Ref.	Action	Person
1	5	Members stated that a Local Authority Finance Officer must be in attendance at all Schools' Forum meetings to answer their financial queries. The Strategic Director of Children and Families confirmed that she would raise the matter with the Strategic Director of Resources.	Dawn Godfrey
2	6	The Strategic Director of Children and Families would arrange for a presentation to be given regarding the Delivering Better Value programme and the National Change Programme to give full details regarding	Dawn Godfrey

		SEND and the High Needs Budget deficit.	
3	6 A	It was agreed that an extraordinary meeting of the Schools' Forum would be arranged towards the end of November/beginning of December.	Ben Solly / Jane Narey
4	6B	It was agreed that the Clerk would email the details from the Early Help Coordinator to all Schools' Forum members for named representatives.	Jane Narey
5	6C	The Chair proposed that the cost of the training licence for the Autism Education Trust should be phased into the DBV programme. The Head of Early Help, SEND and Inclusion confirmed that she would investigate if this was possible and would feedback to the Chair.	Bernadette Caffrey

(Pages 5 - 12)

3) THE DEDICATED SCHOOLS GRANT (DSG) AND THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) RECOVERY PLAN

To receive a report from Andrew Merry, Head of Finance, RCC.
[ITEM FOR DISCUSSION]

(15 MINUTES)

(Pages 13 - 20)

4) FUNDING FOR TRADE UNION FACILITIES TIME

Discussion regarding the funding arrangements for supply cover costs for 2024-2025.
[ITEM FOR DECISION]

(10 MINUTES)

(Pages 21 - 22)

5) NURTURE HUB AND PRACTICE: UPDATE

To receive an update from Penny Rawlings, Head of School, Edith Weston Academy.
[ITEM FOR DECISION]

(10 MINUTES)

(Pages 23 - 30)

6) WORK PLAN 2023-2024

To review and approve the Schools' Forum Work Plan for 2023-2024
[ITEM FOR INFORMATION]

(5 MINUTES)

(Pages 31 - 32)

7) ANY URGENT BUSINESS

(5 MINUTES FOR FINAL AGENDA ITEMS)

8) MEETING DATES

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

Thursday, 9 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.

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MEMBERS OF THE SCHOOLS' FORUM:

SCHOOL MEMBERS		
	Name	Representing
1.	Ben Solly (CHAIR)	Academies (Secondary)
2.	Steve Cox (VICE CHAIR)	Special Schools
3.	Carl Smith	Academies (Secondary)
4.	Craig Charteris	Academies (Primary)
5.	Fiona Wilce	Maintained Schools (Primary)
6.	Stuart Williams	Academies (Secondary & Primary)
7.	VACANT	Academies
8.	VACANT	Academies (Governors)

NON-SCHOOL MEMBERS		
	Name	Representing
9.	Gary Morphus	Trade Unions
10.	Lucy Lewin	Private, Voluntary & Independent (PVI) Early Years
11.	Oliver Teasel	Post 16 Provision
12.	Peter French	Dioceses

Quorum: 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.

DEPUTIES:

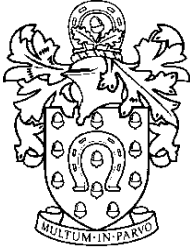
Name		Representing
13.	Andreas Menzies	Dioceses
14.	Kay Smith	Special Schools
15.	Rob Gooding	Academies (Primary)
16.	Steve Flowers	Maintained Schools (Primary)
17.	VACANT	Private, Voluntary & Independent (PVI) Early Years
18.	VACANT	Trade Unions
19.	VACANT	Post 16 Provision
20.	VACANT	Academies (Governors)

OFFICERS:

Name		Title
1.	Dawn Godfrey	Strategic Director of Children and Families (DCS), RCC
2.	Gill Curtis	Head of Learning and Skills, RCC
3.	Bernadette Caffrey	Head of Early Help, SEND and Inclusion, RCC
4.	Andrew Merry	Head of Finance, RCC
5.	Kulwinder Bola	SEND Improvement Programme Manager, RCC
6.	Jane Narey (CLERK)	Scrutiny Officer, RCC

ATTENDEES:

Name		Title
7.	Councillor Tim Smith	Portfolio Holder for Children's Services



Rutland County Council

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Minutes of the **MEETING of the SCHOOLS' FORUM** held via Zoom on Thursday, 5th October, 2023 at 4.00 pm

PRESENT:		Representing
1.	Ben Solly (CHAIR)	Academies
2.	Craig Charteris	Academies
3.	Fiona Wilce	Maintained Schools
4.	Jo Ward	Private, Voluntary & Independent (PVI) Early Years
5.	Oliver Teasel	Post 16 Provision
6.	Peter French	Dioceses
7.	Stuart Williams	Academies
8.	VACANT	Academies (Governors)

IN ATTENDANCE:		Representing
9.	Councillor Tim Smith	Portfolio Holder for Children's Services

OFFICERS:		Title
10.	Dawn Godfrey	Strategic Director of Children and Families (DCS), RCC
11.	Gill Curtis	Head of Learning and Skills, RCC
12.	Bernadette Caffrey	Head of Early Help, SEND and Inclusion, RCC
13.	Jane Narey (CLERK)	Scrutiny Officer

APOLOGIES:		
14.	Steve Cox (VICE CHAIR)	Special Schools
15.	Carl Smith	Academies
16.	Gary Morphus	Trade Unions
17.	Andrew Merry	Finance Manager, RCC
18.	Helen Chester	SEND Capital Programme Manager, RCC

ABSENT:		
19.	Alison Chambers	Academies

1 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting especially the new members: Mr Oliver Teasel, Head of Harington School who was attending as the Post 16 Provision representative, Mr Craig Charteris, CEO of the Brooke Hill Academy Trust who was

attending as one of the Academies representatives and Councillor Tim Smith, who was the new Portfolio Holder for Children's Services.

The Chair informed members that this was Jo Ward's last meeting and thanked her for all her hard work and support.

Apologies had been received from Steve Cox, Carl Smith, Gary Morphus, Andrew Merry and Helen Chester.

2 MINUTES AND ACTIONS FROM THE PREVIOUS MEETING

The minutes of the meeting held on the 22nd June 2023 were approved as an accurate record.

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Mr Craig Charteris joined the meeting at 4.04 p.m.

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Actions from the Previous Meeting

Action 1

The Clerk to investigate if the meeting of the Parent Carer Voice Collaborative Group had been held in June and which members of school staff had attended.

The Clerk informed attendees that the Early Help Coordinator had confirmed that a meeting of the Parent Collaborative Group had been held on the 6th June 2023 at the Wisteria Hotel in Oakham but that no representatives from Rutland schools had been present.

Action 2

Sharon Milner to arrange a meeting of the Rutland headteachers cohort for them to provide feedback regarding the multi-agency guidance.

No update had been received and Sharon Milner had left the Schools' Forum in July so the action was cancelled.

Action 3

Kathryn Pullan to notify the Clerk of her replacement as the Private, Voluntary & Independent (PVI) Early Years representative.

The Clerk confirmed that Early Years providers had been contacted requesting nominations for Schools' Forum representatives. The closing date was Friday, 6th October 2023 and an update would be provided at the next meeting.

Action 4

The Clerk to write to all schools requesting nominations for representatives for Academies and Academies (governors).

The Clerk confirmed the action had been completed and Mr Craig Charteris was the new Academies representative.

3 ANNUAL ELECTION OF CHAIR AND VICE CHAIR

- The Clerk informed attendees that one nomination (Ben Solly) had been received for the role of Chair for the academic year 2023-2024 and that two nominations (Steve Cox and Carl Smith) had been received for the role of Vice Chair.

- A subsequent election was held by members and Steve Cox had received the most votes.

RESOLVED

That the Schools' Forum:

- a) **AGREED** that Ben Solly and Steve Cox would be the Chair and Vice Chair respectively of the Schools' Forum for the academic year 2023-2024.
- b) **AGREED** that the two headteachers (Ben Solly and Steve Cox) could hold the positions of Chair and Vice Chair respectively of the Schools' Forum for the academic year 2023-2024.

4 ANNUAL REVIEW OF THE CONSTITUTION AND RULES OF CONDUCT

- The revised constitution had been presented for consultation at the meeting held on the 22nd June 2023.
- No comments or suggested amendments had been received from members.

RESOLVED

That the Schools' Forum:

- a) **APPROVED** the Schools' Forum Constitution for the academic year 2023-2024.

5 FINANCE UPDATE

A. SCHOOLS' BUDGET 2024-2025

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

- The Finance Member had sent his apologies for the meeting but asked that any queries were sent to the Clerk for the Finance Manager to respond to.

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Fiona Wilce joined the meeting at 4.16 p.m.

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- Members stated that a Local Authority Finance Officer must be in attendance at all Schools' Forum meetings to answer their financial queries. The Strategic Director of Children and Families confirmed that she would raise the matter with the Strategic Director of Resources.

ACTION: Dawn Godfrey

RESOLVED

That the Schools' Forum:

- a) **NOTED** the content of the report.
- b) **AGREED** to continue to transfer the 0.5% to the High Needs Block schools but that a full discussion and a detailed report on the DSG was to be provided by the LA.

B. FUNDING FOR TRADE UNION FACILITIES TIME

A letter was received from the Association of School and College Leaders (ASCL), the National Association of Head Teachers (NAHT) and the National Education Union (NEU) regarding the de-delegation of funding for trade union facilities time. During the discussion, the following points were noted:

- The Clerk informed members that the Trade Unions' representative had sent his apologies for the meeting.
- The Schools' Forum was being asked to vote for de-delegation of funding arrangements for supply cover costs.

RESOLVED

That the Schools' Forum:

- a) **AGREED** that a full discussion and a financial decision regarding the delegation of funding for trade union facilities time could not be made without the Trade Union representative and Local Authority's Finance Manager in attendance at the meeting.

6 **SEND IMPROVEMENT PLAN**

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

- The SEND Improvement Plan was now changing into the Delivering Better Value (DBV) Improvement Programme
- Rutland was part of Phase 2 of the national DBV Improvement Programme, which would run for the next 18 months to 2 years.
- The aim of the programme was to support local authorities in managing the deficit in their High Needs Block funding.
- Diagnostic exercises had been completed to fully understand the pathways within the SEND service.
- Key workstreams were emerging including:
 - improving strategic data and reporting,
 - accelerating confidence within the county's mainstream education placements for children with EHCP's,
 - building additional resources within the School Support Partnership to avoid specialist placements and
 - improving community/parental support.
- A detailed 'Implementation Plan' had been submitted to the Department for Education (DfE) and Rutland County Council (RCC) had been allocated a grant of £1m to deliver the DBV programme – see attached presentation.
- RCC had remaining capital grant of £1.3m to extend and enhance SEND provision in Rutland.
- The next step would be to request 'expressions of interest' from schools for the key projects with the aim to allocate funding from December 2023 onwards.

- The Head of Early Help, SEND and Inclusion thanked school colleagues for all their hard work and support with the recent area SEND inspection and acknowledged the positive inspection outcome for Rutland.
- The Schools' Forum stated that the transfer of 0.5% from the schools' block to the high needs block began as a temporary measure and requested that a written report should be provided for any future discussion/decision regarding the budget deficit.
- Members agreed that the early investment in children via therapeutic work has been revelatory in Rutland as had the work of the School Support Partnership.
- The Strategic Director of Children and Families proposed a presentation to Schools' Forum members regarding the Delivering Better Value programme and the National Change Programme to give full details regarding SEND and the High Needs Budget deficit.

ACTION: Dawn Godfrey

RESOLVED

That the Schools' Forum:

- a) **AGREED** that the Strategic Director of Children and Families would arrange for a presentation to be given regarding the Delivering Better Value programme and the National Change Programme to give full details regarding SEND and the High Needs Budget deficit.

A. NURTURE HUB AND PRACTICE: UPDATE

A report was received from Mrs Penny Rawlings, Head of School at Edith Weston Academy. During the discussion, the following points were noted:

- Craig Charteris declared a pecuniary interest as CEO of the Brooke Hill Academy Trust of which Edith Weston Academy was a member.
- As per the Constitution, he was not allowed to vote but this resulted in the meeting of the Schools' Forum not being quorate so a decision could not be taken.
- It was agreed that an extraordinary meeting of the Schools' Forum would be arranged towards the end of November/beginning of December.

ACTION: Ben Solly/Jane Narey

RESOLVED

That the Schools' Forum:

- a) **AGREED** that the decision would be deferred to an extraordinary meeting of the Schools' Forum - date and time to be confirmed.

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Stuart Williams and Oliver Teasel left the meeting at 4.56 p.m.

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B. SEND PARENT COLLABORATIVE GROUP: UPDATE

A report was received from Lesley Hawkes, Early Help Coordinator at Rutland County Council. During the discussion, the following points were noted:

- Members were asked if anybody would like to join the existing daytime working groups as follows:
 - 1) Understanding Special School Places
 - 2) Ordinarily Available Provision - school staff skills, support and resources
 - 3) Ensuring good Early Years provision for all children (EY rep identified)
 - 4) Aiming High Criteria
- It was noted that the Early Help Service was particularly wanting involvement by school colleagues in the second group – Ordinarily Available Provision.
- It was agreed that the Clerk would email the details from the Early Help Coordinator to all Schools' Forum members for named representatives.

ACTION: Jane Narey

RESOLVED

That the Schools' Forum:

- a) **AGREED** to review the details and submit to the Clerk the names of the identified representatives to join the existing daytime working groups in particular the Ordinarily Available Provision.

C. AUTISM EDUCATION TRUST

A verbal briefing was received from the Chair. During the discussion, the following points were noted:

- The Autism Education Trust was a national organisation.
- The training license for Rutland was held by Uppingham Community College and Oakham CofE Primary School.
- The schools had jointly trained 425 delegates through the Autism Education Trust's programme.
- The Chair proposed that the cost of the training licence should be phased into the DBV programme.
- The Head of Early Help, SEND and Inclusion confirmed that she would investigate if this was possible and would feedback to the Chair.

ACTION: Bernadette Caffrey

7 EARLY YEARS WORKING GROUP

A verbal update was received from Mrs Jo Ward. During the discussion, the following points were noted:

- Financial funding audits had been undertaken at some nursery and pre-school settings which had raised some concerns regarding the attendance of external auditors and the duplication of paperwork.
- The Head of Learning and Skills confirmed that the financial funding audit was a check of the Local Authority's processes for funding and was not about nursery or pre-school settings. Information had been sent to settings in advance of the actual audit but the email had come from Peterborough City Council (PCC) as RCC's audit officers were based at PCC and this may have caused some confusion.

- Confirmation of the funding rates for the 2-year-olds was urgently needed by early years' providers so that financial planning post April 2024 could be made.
- Problems regarding staff recruitment continued but this was a national issue and not just specific to Rutland.
- Staff had voiced their disappointment following a recent Ofsted inspection of a Rutland childminding agency which had resulted in an 'inadequate' finding.

8 PUPIL PLACE PLANNING

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

- The School Capacity survey (SCAP) was currently awaiting approval from the Department for Education (DfE).
- The Head of Learning and Skills had recently met with the DfE Pupil Place Planning Advisor, Admissions Advisor and the Regional Advisor for Schools and had continued to highlight the pressures on Rutland secondary schools.

9 WORK PLAN 2023-2024

The work plan was reviewed. During the discussion, the following points were noted:

- The Head of Learning and Skills confirmed that the annual review of school membership should be reviewed in May and not February.
- Members were requested to send any proposals for agenda items to the Clerk via Democratic Services (democraticservices@rutland.gov.uk).

10 ANY URGENT BUSINESS

There was no urgent business.

11 MEETING DATES

- An extraordinary meeting would be arranged for late November/early December - date/time to be confirmed.
- The next ordinary meeting of the Schools' Forum would be held on Thursday, 1st February 2024 at 4 p.m.

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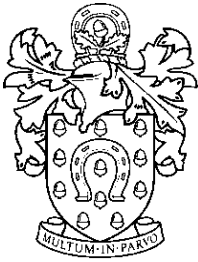
The Chair declared the meeting closed at 5.16 pm.

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SUMMARY OF ACTIONS

No.	Ref.	Action	Person
1	5	Members stated that a Local Authority Finance Officer must be in attendance at all Schools' Forum meetings to answer their financial queries. The Strategic Director of Children and Families confirmed that she would raise the matter with the Strategic Director of Resources.	Dawn Godfrey

2	6	The Strategic Director of Children and Families would arrange for a presentation to be given regarding the Delivering Better Value programme and the National Change Programme to give full details regarding SEND and the High Needs Budget deficit.	Dawn Godfrey
3	6 A	It was agreed that an extraordinary meeting of the Schools' Forum would be arranged towards the end of November/beginning of December.	Ben Solly / Jane Narey
4	6B	It was agreed that the Clerk would email the details from the Early Help Coordinator to all Schools' Forum members for named representatives.	Jane Narey
5	6C	The Chair proposed that the cost of the training licence for the Autism Education Trust should be phased into the DBV programme. The Head of Early Help, SEND and Inclusion confirmed that she would investigate if this was possible and would feedback to the Chair.	Bernadette Caffrey



SCHOOLS' FORUM

30 November 2023

THE DEDICATED SCHOOLS GRANT (DSG) AND THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) RECOVERY PLAN

Report from Andrew Merry, Head of Finance, RCC

DECISION RECOMMENDATIONS

That the Schools' Forum:

1. Agrees to setting up a Finance Sub-Group of the Schools' Forum.
2. Notes the contents of the report.

1 PURPOSE OF THE REPORT

- 1.1 To provide an update on the position of the Dedicated Schools Grant (DSG) SEN Recovery Plan and to recommend the creation of a Finance Sub-Group of Schools Forum.

2 SEN RECOVERY PLAN & INVESTMENT FROM THE SCHOOLS BLOCK

- 2.1 The total budget for the Recovery projects is £364k. This investment from the schools' block was approved at Schools Forum in October and facilitates the Councils recovery plan, specifically:

- Schools Support Partnerships (including Nurture project)

- 2.2 Alongside this the Council also have the additional interventions supporting the recovery plan.

- Capital Developments in SEN Provision
- Early Years Pathway
- Delivering Better Value (DBV)

2.3 Schools Support Partnership (SSP)

2.3.1 Primary Model

The SSP model is further evolving with the new Primary Guidance Flowchart to access support for Social Emotional and Mental Health (SEMH) needs. This ensures the wide range of RCC / non RCC accessible support services are considered before any of the funded toolkit of SSP resources are allocated. Full SSP referrals are decreasing in the

primary phase reflecting the robust Graduated Response followed by schools and the increased level of confidence, knowledge and understanding of SEMH within the wider context of early identification.

Year	Spring Term	Summer Term	Autumn Term	Annual Total	Influencing factors
2020	5	7	37	49	<ul style="list-style-type: none"> Partnership launched 28/01/20. Covid Lockdown March - June Spring referrals paused until summer term processing
2021	17	23	37	77	<ul style="list-style-type: none"> Covid Lockdown Jan - March SSP professionals unable to access schools
2022	31	15	17	63	
2023	18	15	11	44	
Total				233	

The following has been offered and accessed to facilitate this:

- 14 of the 17 Primary schools completed SSP Speech and Language Therapy (SALT) training 'Behaviour and SLCN: Making the Link and Communicating Friendly Environment' audit and action planning.
- A New Sensory Environmental audit support offer is now accessible for schools with action planning for each school.
- The new Nurture Nest Outreach Lead is now established. There is a joined-up approach with the SSP with monthly case discussions and effective communication. Feedback from schools is positive. The model is moving away from generic attachment training to a more bespoke coaching and mentoring strategy model. Support for developing nurturing environments in school is highly effective and positively impacting on the ability to meet the needs of pupils with attachment needs.
- Multi agency approach model (meetings every 3-6 weeks case dependant) for escalation and placement risk is continuing to be an effective method of ensuring a well communicated plan is devised and monitored to prevent exclusion. Currently, 7 primary cases are under this model coordinated by SSP Coordinator.

2.3.2 Secondary Model

- Termly meeting (6 x year) with each secondary school, SSP professionals and Inclusion team discuss current cases and identify new emerging risk.
- Meeting remodelled to encourage referral of early Anxiety Related Non-Attendance cases before entrenched and the window of opportunity is missed.
- Referrals are rising and in some meetings are still raised at crisis level rather than at early stages of concern. This reflects the pattern of the primary phase in the first initial stages of SSP.

- New Rutland Education Access Board (REAB) model will aim to coordinate appropriate pathway for cases at SSP level and those at placement risk.
- SSP SALT universal training and support is fully accessed by each school. Referrals for pupil SALT interventions are high.
- Universal offer of training and development discussed at each meeting.

2.3.3 Early Years Model

- SSP SALT continues to work collaboratively with EY Inclusion team and Early Education and Childcare and EY Specialist teacher. There is joint planning & training delivery with the EY Specialist teacher offering termly consultations resulting in engagement from settings previously hard to reach.
- All settings are now accessing advice/ support and training to support early identification. Drop-in parent SALT sessions ensuring timely accessing of appropriate pathways. Sessions are well attended.
- Thriving Through Change EY phase steering group is ongoing ensuring a robust transition process. Changes to funding access, communication of information and access to resources such as the SEMH specialist teacher team without delay have been developed. 6 EY pupils allocated Higher Needs funding in place at start of school term through the pilot project. Joint tracking will continue. Feedback for the transitional period (summer / autumn 2023) received from schools and settings is overwhelmingly positive.

2.3.4 OFSTED Commentary

The Council had an Area SEND inspection of Rutland Local Area Partnership 15th to 19th May 2023. This inspection received the highest outcome with the following comments supporting the impact these arrangements are having.

- The local area partnership's arrangements typically lead to positive experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership is taking action where improvements are needed.
- Children and young people benefit from an effective school support programme. There has been a significant improvement in the identification and assessment of the needs of children and young people in mainstream schools. For example, pupils who require it benefit from access to speech and language therapy within a few weeks. The anxiety related non-attendance project has led to the accurate identification and coherent support of children's and young people's mental health needs.
- Leaders are ambitious for children and young people with SEND. They have a vision to remove barriers to opportunity, to improve equality of access and to enable children and young people to achieve their maximum potential. The introduction of the targeted school support programme is an example of how leaders are realising this vision.
- Leaders have introduced the school support programme across all primary and secondary schools. This programme has transformed the provision for pupils at the SEND support level. Pupils now have timely assessments and early interventions

from health professionals, which means they can continue to access and benefit from their school placement.

2.4 Capital Developments

2.4.1 RCC will open an Expression of Interest process imminently 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. Our schools have told us the priorities would be:

- To develop and equip, an alternative provision in secondary education 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 – up to 3 class groups across schools, 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.
- To create primary nurturing environments, potentially 8 across county, minor refurbishment through a grant process, to create break out spaces in Primary Schools, to enable children’s specialist or emerging needs to be met.

2.4.2 The three key proposals have the following indicative capital investment allocations:

	Proposal	Amount	Commitment
1	Mainstream Plus Primary 3 class groups. <i>Build and equip- EOI</i>	£600k total	£636k incl contingency and up-front feasibility costs
2	Primary break-out spaces up to 8 across county <i>Equip, minor refurb through straightforward grant type process</i>	£3-6k per site	£50k
3	Alternative Provision development- 1 Secondary site – remaining budget dependent on site. <i>Build and equip - EOI</i>	Remaining budget	Up to £362,580

2.5 Delivering Better Value Programme

2.5.1 Project update provided at the last schools forum
<https://rutlandcounty.moderngov.co.uk/documents/s27608/DfE%20Delivering%20Better%20Value%20SEND%20Recovery%20and%20Capital%20Schools%20Forum%20October%202023.pdf>

2.6 Early Years Pathway

- 2.6.1 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 is now linked with each setting. See 2.3.1 above.
- 2.6.2 This work also underpins the learning from the recent Local Government Association Mini Review which centred on Speech and Language support. 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,
 - Developing a school readiness strategy owned strategically to make sure that children's needs are picked up early and supported appropriately.
- 2.6.3 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.
- 2.6.4 Additional places have been created at the DSP at Oakham Primary Academy - 4 in September 2023 with a further 4 in September 2024, to increase capacity for children with EHCPs.
- 2.6.5 The launch of the public consultation on the future of the Parks Special Nursery School is now live. Full details of the proposals have been published on Rutland County Council's website and can be found at www.rutland.gov.uk/theparks. Comments and representations can be made by emailing: parksproposal@rutland.gov.uk before consultation closes at midnight on Sunday 3 December 2023.

3 FINANCE WORKING GROUP

- 3.1 The Finance Working Group would provide additional support and time to consider information and data in order to inform the development of key budgetary options, recommendations and decisions relating to the Dedicated Schools Grant.
- 3.2 This group if established would operate as a permanent advisory sub-group of the full Schools' Forum. Importantly, it would report to Schools' Forum and would not be a decision-making body.
- 3.3 The key operating principles of the group would be:
- To assess financial information prior to presentation to the Schools' Forum.
 - To consider implications of any financial proposal.
 - To provide considered information and advice to support the work of the full Schools' Forum around financial matters.
- 3.4 Leadership of the group should be provided by a nominated member of the Schools' Forum, who would work with the Local Authority when reports are taken to schools.
- 3.5 Membership of the group could include Finance Officers from schools but would also need representation from the Schools' Forum.

4 CURRENT FINANCIAL POSITION

4.1 The table below summarises the current forecast on the Dedicated Schools Grant for 2023/24.

	Schools £000	High Needs £000	Early Years £000	Central Schools £000	Total £000
Surplus/(Deficit) Carry Forwards from 2022/23	(4)	(1,515)	108	86	(1,325)
DSG Allocations prior to recoupment	30,294	5,656	1,609	198	37,757
Transfer between blocks	(151)	151			0
Academy Recoupment	(29,158)	(310)			(29,468)
Expenditure in Year					
Schools' allocations	(985)				(985)
Nationally Agreed School Licences				(41)	(41)
Admissions Service- staffing costs				(63)	(63)
Statutory & Retained Duties				(94)	(94)
Education for under 5's			(83)		(83)
Early Years Pathway Development			(48)		(48)
3 & 4 Year Old Funding			(1,409)		(1,409)
2 Year Old Funding			(117)		(117)
SEN Funding Maintained Schools and Academies		(3,107)			(2,774)
SEN Funding Post 16		(178)			(137)
SEN Recovery Plan Expenditure		(309)			(378)
SEN Funding - Independent Special Schools		(1,406)			(1,377)
SEN Funding EOTAS & Tuition		(795)			(521)
SEN RCC Recharge		(197)			(197)
Early Years Inclusion (SENIF)		(50)			(50)
Under/(Over) spends in 2023/24	0	(545)	48	0	(304)
Surplus/(Deficit) Carried Forward to 2023/24	(4)	(2,060)	60	86	(1,918)

4.2 The High Needs Block continues to be the biggest area for concern, despite the positive impact from the recovery above.

- 4.3 The Council saw an increase in 35 (12.5%) new EHCPs from January 2022 (SEN2 Government Return) to January 2023. This trend has continued in 23/24 with an additional 33 (11%) EHCP's and is expected to be above the 35 we saw in the previous year by the end of the reporting period.

5 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 5.1 This report gives an update on the recovery plan actions the council is currently undertaking an update on the finances and drivers behind this.
- 5.2 The recommendation to set up a Finance Sub-Group of the Schools' Forum is to give the Forum greater oversight on the position on the DSG and also for schools to impact policy at an early stage.

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Dear Director,

We are writing on behalf of all employees working in your local authority area who are members of NAHT, ASCL and the National Education Union (NEU).

Acting in accordance with advice issued by the Local Government Association and the National Employers' Organisation for School Teachers, the vast majority of schools made the right decision last year by agreeing through their Schools Forum to 'de-delegate' funding for supply cover costs, including for trade union facilities time.

We believe that the central retention and distribution of this funding is the most effective and efficient arrangement, and we would like to work with you to ensure that this arrangement continues. Discussions are now taking place in your authority on funding arrangements for supply cover costs from April next year and we are asking you to pass the information in this letter to members in your Schools Forum and to encourage them to vote for de-delegation of funding arrangements for supply cover costs.

Successive governments have recognised the importance of good industrial relations and have legislated to provide a statutory basis for facilities time as follows:

- Paid time off for union representatives to accompany a worker to a disciplinary or grievance hearing.
- Paid time off for union representatives to carry out trade union duties.
- Paid time off for union representatives to attend union training.
- Paid time off for union 'learning representatives' to carry out relevant learning activities.
- Paid time for union health and safety representatives during working hours to carry out health and safety functions.

These provisions are contained within the Employment Relations Act 1999 and the Trade Union Labour Relations (Consolidation) Act 1992 and the Safety Representatives and Safety Committees Regulations 1977.

NAHT, ASCL and NEU have members and union representatives in academies as well as maintained schools within your local authority area and, in addition to seeking your support for de-delegation, we are seeking your agreement for the local trade union funding arrangement to be formally extended to academies within your local authority boundary.

As the DfE Advice on Trade Union Facility Time acknowledges, the trade union recognition agreement between the authority and the recognised unions will have transferred to each academy school as the new employer of the transferred staff as part of the conversion process to academy status under TUPE.

We believe that, following conversion, academies should also become parties to local authority trade union facilities arrangements.

The academies within your authority will have received funding for trade union facilities time in their budgets and they are permitted to use that funding to buy-back into local authority arrangements. Indeed, many academies across England have already agreed to buy in to local authority trade union facilities arrangements.

Pooled funding will help the local authority and all schools to meet their statutory obligations on trade union facilities time. Setting up a central funding arrangement will allow academies to pay into a central pool if they wish to. But most importantly it will help maintain a coherent industrial relations environment where issues and concerns whether individual or collective can be dealt with more effectively. All these points are echoed in the advice issued by the LGA and NEOST.

We urge you therefore to support the de-delegation of funding for trade union facilities time and to continue or establish (if you did not do so previously) a mechanism whereby academies within your authority are able to buy into a central fund for trade union facilities time. If you agree to do so, we will write to academy principals to encourage them to buy in to your arrangement.

We will be writing to you again later in the year to find out the decisions made by your Schools Forum.

Yours sincerely



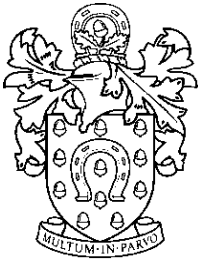
General Secretary
ASCL



General Secretary
NAHT



General Secretary
NEU



SCHOOLS' FORUM

30 November 2023

NURTURE PRACTICE AND UPDATE TO CONTRACT

Report from Mrs Penny Rawlings, Head of School, Edith Weston Academy

DECISION RECOMMENDATIONS

That the Schools' Forum:

1. Notes the updated information on nurturing performance and practice change across the schools.
2. Approves an increase in funding to £190k for Edith Weston as the lead school to accelerate and further develop Rutland schools' practice.

1. Purpose

- 1.1 To update members of Schools Forum on the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives related to Nurture practice and contract revisions designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block:
 - To receive updated information on nurturing performance and practice change across the schools
 - To endorse an increase in funding to £190k for Edith Weston as the lead school to accelerate and further develop Rutland schools' practice.

2. Background

- 2.1 **NurtureUK** is evidenced based practice that can help children who struggle due to poor attachment and or trauma. Supporting children's mental health and wellbeing can lead to improved self-esteem and enhanced school achievement and attainment. Nurturing approach involves supporting specific children to grow and develop their own emotional wellbeing.
- 2.2 More detailed information can be found on a nurture approach and the associated Boxall Profile in Appendix A.
- 2.3 Rutland's piloted nurture approach started midway through the academic year in 2019 with the purpose of modelling excellence in social, emotional and mental health support to children through the use of a nurturing approach as developed by NurtureUK.
- 2.4 Edith Weston Academy, part of the Brooke Hill Academy Trust, received a grant of £26k capital investment through the DfE Special Provision Capital Allocation, administered by Rutland County Council, to modify the classroom and create a purpose built outside

area for Edith Weston to enable children to be effectively supported throughout their school day.

- 2.5 A yearly revenue budget of £99,100 from the SEND Recovery Plan provided for the pilot period and the Schools' Forum opted to continue the successful programme in September 2021. It was identified that the nurture provision required increased funding to ensure we were able to offer effective and appropriate support, including the outreach service. This funding has allowed the provision to grow from strength to strength and the positive impact is evidenced in the number of children and schools that have been supported this academic year, through placements and outreach work.
- 2.6 The overall intention is to foster an evidence based nurturing approach using the Boxall Profile to assess initial needs and track progress. As part of the outreach support, we aim to encourage as many schools in Rutland as possible to adopt a nurturing approach in order to identify and support SEMH needs at an earlier stage and prevent an unnecessary escalation, enabling children to continue to access their education within their mainstream setting. This includes working with parents, external agencies, professionals, upskilling mainstream school staff and creating individualized support plans.
- 2.7 Outreach support to schools is coordinated by Caroline Crisi so that overlap is minimized and monthly meetings take place to enable this. Best intelligence provided on children's situations and practice is in line with the School Support Partnership standards.

3. Current situation with Nurture Nest interventions

- 3.1 Edith Weston Academy employs a small team including a full-time equivalent (FTE) qualified teacher as the Nurture Lead Practitioner, a Nurture HLTA and Teaching Assistants. The Nurture Lead Practitioner oversees and leads the running of the Nurture Hub and delivers the successful outreach service to schools across Rutland, upskilling staff and helping to increase their confidence when supporting children with SEMH needs. The nurture provision continues to offer 4-6 in-house educational placements (subject to an appropriate mix of needs).
- 3.2 The facilities at Edith Weston Academy are known as the 'Nurture Nest' and specifically support children who present with challenging behaviours that require more focused support as they are at risk of permanent exclusion otherwise.
- 3.3 Places at the Nurture Nest are allocated through the multi-agency SEND panel in collaboration with Edith Weston Academy, with the presumption that any sending school be available for the child's return unless they have been permanently excluded. There is a flowchart stipulating the process to access both outreach and a placement. An agreement has been developed which must be agreed and signed by all stakeholders including the referring school and parents.
- 3.4 It is not the intention that Edith Weston Academy's mainstream classes would absorb children who complete their Nest interventions, but instead that they transition back to the mainstream school that referred them initially.
- 3.5 In reality, parental preference and, in some schools, staff actions have led to children being placed full-time at Edith Weston Academy. While this had been anticipated as a risk from the start of the pilot, as more children come through interventions, it is not sustainable for them all to stay at Edith Weston Academy or helpful for family schedules that children move schools permanently.

3.6 Nurture practice at Edith Weston Academy continues to develop and has been highly successful in maintaining children in Rutland over the past four years

- All children were either on part-time timetables or at risk of exclusion/ had been excluded from their school.
- Outreach to Rutland schools - 32 children at 10 primary schools.
- On-site Edith Weston Hub interventions:
 - 6 children who had been at mainstream Rutland primaries have accessed Nest interventions
 - 3 children from out of county/country
 - 1 as part of a transition from independent specialist to mainstream
(We are currently working with a child to transition back to his referring school. This will be the first instance of a children returning to the mainstream school and not being absorbed into Edith Weston Academy's mainstream school).
- 1 child has gone on to require a special school place.
- 2 children have successfully transitioned to mainstream Secondary at UCC (for one child, the SEND team are currently deciding whether to cease his EHCP as he has made a successful and settled transition with no difficulties in his first year).
- 9 exclusions have been averted.

4. Proposal

- 4.1 The Rutland Nurture approach, led by Edith Weston Academy is reliant on the commitment of all schools to upskill and implement nurturing schools practice and help children with attachment and trauma to thrive in their educational community with the help of outreach from practitioners at Edith Weston Academy.
- 4.2 There have been great instances of schools keen to change practice, based on best nurture advice, and a desire to train in NurtureUK practice and to grow more practitioners with Nurture expertise in Rutland. If we wish to seize this opportunity and grow expertise then more capacity is required.
- 4.3 Resources are needed to increase the capacity and speed for outreach and enhance the package of professional development of NurtureUK practice ('Nurturing Schools' Practice) so that Rutland schools' staff gain the confidence and classroom practice to assist children as soon as needs emerge. Speed of response has been shown to be a significant factor as part of all School Support Partnership interventions.
- 4.4 It is proposed that the Schools' Forum increases the financial commitment, providing a further £18,470 funded from additional pressure on the High Needs Budget so that Edith Weston Academy has the capacity to respond to situations quickly before any window of opportunity is passed and help staff in wider Rutland schools to accelerate their inclusionary response. A breakdown of costs is included in Appendix C.
- 4.5 This sum will support the 2 children currently in the Nurture Nest (both excluded from other settings) who are both making progress but are currently working through their individual transition plans to achieve their next steps.
- 4.6 Additional Nurture Nest support is needed at times for children who have had previous access to this specialist provision but who on the whole can cope in a mainstream classroom. The transition requires the referring school to designate a member of

support staff to work at Edith Weston at the beginning of the transition to upskill them and allow them to fully understand the child's needs and how to support them effectively (TA support for this included).

- 4.7 The Nurture Outreach Service has supported 10 schools this academic year. There has been bespoke school training in nurture as well as countywide sessions for Early Years and Primary Schools.

Head of School Update - September 2023

During the 2022-2023 academic year, we spent £142,786 on staff salaries. Due to pay increases, our staffing costs this year will be £153,754, which is an increase of £10,968.

This increase includes a reduction in staffing with the Nurture Team now consisting of the Nurture and Outreach Lead Practitioner, the Nurture HLTA and 2 Nurture TA's.

The new leadership team has embedded a new structure to the provision which means we are able to effectively support the children with the current staffing levels. This means we are able to allocate more funding for external specialists to support our children including (but not limited to) play therapy, Educational Psychology, SALT and Occupational Therapy.

When the Nurture Provision was initially developed, we were able to dig out and create an outdoor space, directly from the Nurture room. This space requires further resources and development to make it the best and most effective provision it can be. Our children require a space that is warm, inviting, engaging and safe to explore whilst they are in the Nurture Nest. We would be able to achieve this with the funding we have requested.

In addition to this, we aim to be a centre of excellence and encourage visitors to our school to model the gold standard in nurture and offer support for other professionals.

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

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

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

The Nurture Outreach Service, led by Edith Weston Academy, is dependent on the commitment from all school leaders to upskill staff and implement a nurture approach in each school. The approach is designed to support children who have SEMH difficulties as a result of childhood trauma or attachment difficulties.

Rutland has also chosen to develop an on-site Nurture Nest for 4-6 children at Edith Weston where children need more intense interventions for a specified period of time. This provision also aims to be a centre of excellence.

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

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

In total, 5 mainstream Rutland schools have accessed support and 24 children have been supported by the Nurture arrangements since it started.

2019-20	2020-21	2021-22	2022- 2023
3	11	10	17

- 15 children at 7 schools have accessed outreach support.
- 3 children who had been at mainstream primaries have accessed Hub Nest interventions. None of these transitioned back to the sending school following closure of the intervention.
- 1 child has gone on to require a special school place.
- Secondary placements

School supported / school that child was transferred from	Occasions / children supported		Total
	Hub	Outreach	
Out of the Country	1		1
Out of county	2		2
Wilds Lodge- <i>supported move</i>	1		1
Brooke Hill	2	6	8
Cottesmore Academy	2	1	3
English Martyrs		2	2
Langham	1	2	3
Oakham CofE	1	6	7
Ryhall		3	3
St Nicolas		3	3
Uppingham		5	5
Whissendine		3	3
Leighfield		1	1
Grand Total	10	32	42

Appendix C – Nurture Costs 2022-2023

Nurture Project 2019-2020 Academic Year Expenditure		
Itemised Cost	2022-23	Notes
Nurture Practitioner training	£2,400	
Whole school training including Boxall Profiling	£5,000	
Ongoing training RCC schools	10,000	
Leadership costs- Head teacher	6,600	0.1 FTE
Staff: 1 Qualified teacher level 6 with potential TLR	£55,000	
Staff: 1 Nurture practitioner (TA Level)	28,533	
Staff: Additional staff cover e.g. TA/ trained back up	17,551	
	17,551	
	17,551	
RCC approved items such as;	4,000	
Therapeutic Support e.g. Educational Psychologist, Thera play, group work.		
General resources	3,500	
Total	£171,186	

Appendix D – Nurture costs proposed 2023-24

Itemised Cost	2023-24	Notes
Nurture training and Marjorie Boxall Award	1400	
Whole school training including Boxall Profiling	1000	
Ongoing training RCC schools	10,000	
Leadership costs- Head teacher	7,777	0.1 FTE
Staff: 1 Qualified teacher level 6 with potential TLR	58,781.98	
Staff: 1 Nurture practitioner (TA Level)	36,422.03	
Staff: Nurture TA	25,387.70	
	25,387.70	
Consumables	1000	
Outreach expenses	1500	
Home visit support (out of hours)	2000	
Play therapy	8,000	
EP	6,000	
Classroom and outdoor environment	5,000	
Total	£189,656.41	

Agenda Item 6

Schools' Forum Work Plan: 2023/24 v6

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 Improvement Plan	Information	K Bola
	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
	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
	Funding for Trade Union Facilities Time	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	H Chester
	Autism Education Trust		B Solly
	SEND Parent Collaboration Group: Update	Discussion	B Solly
30th November 2023	The Dedicated Schools Grant and the Special Educational Needs and Disability Recovery Plan	Discussion	A Merry
	Funding for Trade Union Facilities Time	Decision	A Merry
	Nurture Hub and Practice: Update	Discussion	B Caffrey
1st February 2024	DfE Special Education Needs and Disability & Alternative Provision (SENDAP) Change Programme	Presentation	D Godfrey / Pat Bullen
	Annual SCAP Return	Information	D Wylie
	SCAP Scenario Planning	Information	J Weller
	Area SEND Inspection Report: Next Steps	Discussion	D Godfrey
9th May 2024	Annual Review of Schools Forum Membership	Decision	G Curtis

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