



## SCHOOLS FORUM

Wednesday, 9 March 2022 at 4.00 pm

Meeting to be held via: **Microsoft Teams**

<b>MEMBERSHIP:</b>	Mr M. Vlahakis	Primary Head Teacher, Cadmus Family of schools
	Mrs C. Draper	Primary Head Teacher, Short Heath Federation
	Mrs J. Garratt	Primary Head Teacher, Walsall Wood
	Mr S. Davies	Primary Head Teacher, Christ Church CE (C) JMI School
	Mrs N. Boys	Primary Academy Head Teacher, Lodge Farm
	Mr M. Moody	Primary Academy Representative, Goldsmiths and Rivers Academies
	Mrs S. Bowen	Secondary Maintained Head Teacher, St. Thomas More Catholic School
	Mr A. Seager	Secondary Academy Head Teacher, Bloxwich Academy
	Mrs H. Keenan	Secondary Academy Head Teacher, Brownhills Academy
	Mr W. Downie	Secondary Academy Head Teacher, Streetly Academy
	Mrs L. Foster	Primary Governor, Short Heath Federation
	Mr M. Fox	Primary Governor, Kings Hill Primary
	Mr I. Baker	Secondary Academy Governor, Grace Academy
	Mrs C. Fraser	Special School Head Teacher, Castle Business and Enterprise College
	Mrs E. Phillips	Academy Special School, Phoenix Academy
	Mr C. Bury	Principal, The Ladders School, Alternative Provision
	Ms J. Barr	Special School Governor
	Ms M. Turley	Nursery Head Teacher, Ogley Hay Nursery
	Mr T. Hopkins	PVI Representative
	Mr S. Pritchard-Jones	Pupil Referral Unit representative
	Vacancy	16-19 School Forum Representative
<b>OBSERVERS:</b>	Councillor C. Towe	Cabinet Portfolio holder for Education and Skills
	Mr A. Orlik	Observer, C of E Diocese
	Ms S. Guy	Observer, National Education Union

**Quorum – 8 members**

## A G E N D A

1.	Welcome and explanation of rules of procedure for virtual meeting	
2.	Apologies	
3.	Minutes – 18 <sup>th</sup> January, 2022 – <b>enclosed</b>	
4.	Matters arising from the Minutes: To consider any matters arising from the minutes which do not occur elsewhere on the agenda.	
5.	Late items (urgent) to be introduced by the Chair.	
6.	Local Government (Access to Information) Act 1985 (as amended): To agree that the public be excluded from the private session during consideration of the agenda items indicated for the reasons shown on the agenda.	
7.	Update on SEND and EHCP Performance – <b>To Follow</b>	
8.	Special Provision Work and Action Plan - <b>Enclosed</b>	
9.	Proposed High Needs Funding Formula - <b>Enclosed</b>	
10.	High Needs Funding working Group - <b>Enclosed</b>	
11.	Proposed Early Years Funding Formula for two, three and four year olds - <b>Enclosed</b>	
12.	School Improvement Grant (SIG) and Local Authority School Improvement Monitoring and Brokering (LAMB) Grant Changes – <b>To Follow</b>	
13.	Correspondence – to receive any other items of correspondence that might be of interest or have an effect on the Forum:	
14.	Forward Plan – <b>enclosed</b>	
15.	Late items (if any)	
16.	Date of future meeting:  • 21 June 2022 at 4.00 pm	

## The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012

### Specified pecuniary interests

The pecuniary interests that are specified for the purposes of Chapter 7 of Part 1 of the Localism Act 2011 are the interests specified in the second column of the following:

Subject	Prescribed description
Employment, office, trade, profession or vocation	Any employment, office, trade, profession or vocation carried on for profit or gain.
Sponsorship	<p>Any payment or provision of any other financial benefit (other than from the relevant authority) made or provided within the relevant period in respect of any expenses incurred by a member in carrying out duties as a member, or towards the election expenses of a member.</p> <p>This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Regulations (Consolidation) Act 1992.</p>
Contracts	<p>Any contract which is made between the relevant person (or a body in which the relevant person has a beneficial interest) and the relevant authority:</p> <p>(a) under which goods or services are to be provided or works are to be executed; and</p> <p>(b) which has not been fully discharged.</p>
Land	Any beneficial interest in land which is within the area of the relevant authority.
Licences	Any licence (alone or jointly with others) to occupy land in the area of the relevant authority for a month or longer.
Corporate tenancies	<p>Any tenancy where (to a member's knowledge):</p> <p>(a) the landlord is the relevant authority;</p> <p>(b) the tenant is a body in which the relevant person has a beneficial interest.</p>
Securities	<p>Any beneficial interest in securities of a body where:</p> <p>(a) that body (to a member's knowledge) has a place of business or land in the area of the relevant authority; and</p> <p>(b) either:</p> <p>(i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or</p> <p>(ii) if the share capital of that body is more than one class, the total nominal value of the shares of any one class in which the relevant person has a beneficial interest exceeds one hundredth of the total issued share capital of that class.</p>

## **Schedule 12A to the Local Government Act 1972 (as amended)**

### **Access to information: Exempt information**

#### **Part 1**

#### **Descriptions of exempt information: England**

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).
4. Information relating to any consultations or negotiations, 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.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the authority proposes:
  - (a) to give any enactment a notice under or by virtue of which requirements are imposed on a person; or
  - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.
8. Information being disclosed during a meeting of a Scrutiny and Performance Panel when considering flood risk management functions which:
  - (a) Constitutes a trades secret;
  - (b) Its disclosure would, or would be likely to, prejudice the commercial interests of any person (including the risk management authority);
  - (c) It was obtained by a risk management authority from any other person and its disclosure to the public by the risk management authority would constitute a breach of confidence actionable by that other person.

## Schools Forum

**Minutes of meeting held on Tuesday, 18 January 2022 at 4.00 pm**  
**Digital Meeting via Microsoft Teams**

### Schools Forum Members Present:

Mr M. Vlahakis	Primary Head Teacher, Cadmus Family of schools
Mrs C. Draper	Primary Head Teacher, Short Heath Federation
Mrs J. Garratt	Primary Head Teacher, Walsall Wood
Mr S. Davies	Primary Head Teacher, Christ Church CE (C) JMI School
Mr M. Moody	Primary Academy Representative, Goldsmiths and Rivers Academies
Mrs S. Bowen	Secondary Maintained Head Teacher, St. Thomas More Catholic School
Mr A. Seager	Secondary Academy Head Teacher, Bloxwich Academy
Mrs L. Foster	Primary Governor, Short Heath Federation
Mr M. Fox	Primary Governor, Kings Hill Primary
Mr I. Baker	Secondary Academy Governor, Grace Academy
Mrs C. Fraser	Special School Head Teacher, Castle Business and Enterprise College
Mrs E. Phillips	Academy Special School, Phoenix Academy
Mr C. Bury	Principal, The Ladders School, Alternative Provision
Mr T. Hopkins	PVI Representative
Mr S. Pritchard-Jones	Pupil Referral Unit representative

### Officers Present:

Mrs S. Rowe – Executive Director of Children's Services  
Ms J. Nash – Interim Head of SEND  
Mr R. Thomas – Head of Access  
Mr R. Walley – Technical Accounting, Treasury Management & Education Finance Manager  
Mr L. Haynes – Deputy Head of Finance - Corporate  
Mr N. Picken – Principal Democratic Services Officer

### Observer Present:

Councillor C. Towe	Cabinet Portfolio Holder for Education and Skills
Sharon Guy	
Mrs Kate Bargh	North Star Federation

		Action
<b>1.</b> <b>18.01.22</b>	<b>Welcome</b>  The Chair opened the meeting by welcoming everyone and explaining and rules of procedure and legal context in which the meeting was being held. He also directed members of the public viewing the meeting to the papers, which could be	

	<p>found on the Council's Committee Management Information System (CMIS) webpage.</p> <p>Members confirmed they could both see and hear the proceedings.</p>	
<p><b>2.</b> <b>18.01.22</b></p>	<p><b>Apologies</b></p> <p>Apologies for absence had been received from Mr A. Orlik, Mrs S. Kelly, Ms M. Turley, Mr W. Downie and Mrs H. Keenan.</p>	
<p><b>3.</b> <b>18.01.22</b></p>	<p><b>Minutes – 7 December, 2021</b></p> <p>The Schools Forum received the Minutes of the meeting held on 7 December, 2021 (see annexed).</p> <p>Councillor Towe requested that his name be included within the list of apologies.</p> <p>The Chair put the recommendation to the vote and it was:</p> <p><b>Resolved:</b></p> <p>That the Minutes of the meeting held on 7 December, 2021, a copy having been previously circulated to each Member of Schools Forum, be approved and signed as a true record subject to the inclusion of Councillor Towe within the list of apologies.</p>	Noted
<p><b>4.</b> <b>18.01.22</b></p>	<p><b>Matters Arising from the Minutes of 7 December, 2021</b></p> <p>Mrs Draper clarified that the work on Autism Outreach Development, mentioned in items 7 &amp; 8 of the Minutes as submitted, was undertaken by the Children and Young Peoples Autism Early Intervention Project Group.</p>	
<p><b>5.</b> <b>18.01.22</b></p>	<p><b>Late Item/s (urgent) to be introduced by the Chair</b></p> <p>Substitutes at Schools Forum – requested by Helen Keenan</p> <p><b>High Needs Funding Working Group</b></p> <p>Cathy Draper reported that the Working Group had been re-established and would continue to meet frequently until the summer term. It was suggested that this item be included on the Forward Plan.</p>	<p>Neil Picken to provide report to March meeting.</p> <p>Neil Picken to include on Forward Plan.</p>

<p><b>6.</b> <b>18.01.22</b></p>	<p><b>Local Government (Access to Information) Act 1985 (as amended)</b></p> <p>The Schools Forum noted that there were no items for consideration in the private session.</p>	
<p><b>7.</b> <b>18.01.22</b></p>	<p><b>Update on the SEND Local Area Improvement Programme and EHCPs – enclosed</b></p> <p>The Forum considered a report on the SEND Local Area Improvement Programme and EHCP's. It was requested that the Stock Take information be circulated as it was corrupt within the papers circulated. It was also asked why the embedded elements had disappeared.</p> <p>In relation to the compliance update, it was asked whether the goal of 60% of EHCP's in January, 2022 being issued within 20 weeks, was achievable. The Interim Head of SEND confirmed that the goal to achieve this was by 1<sup>st</sup> March, 2022. This would be achievable as the team's way of working had been transformed. Casework was 1 child, 1 case officer but work to break down tasks involved in each case and a team based approach adopted. This included focussed tasks, specific roles and timeframes for completion which were monitored on a weekly basis. This had improved performance during January, 2022 and the aim was to clear the backlog by 1<sup>st</sup> March, 2022.</p> <p>This progress was acknowledged but assurance sought that improvements were sustainable in the long term. It was also asked whether the quality of Plans would be captured. The Interim Head of SEND advised that a working group would commence in coming weeks and would review the quality and purposefulness of the Plans. The template would also be reviewed and redesigned with input from schools, parents and other stakeholders. A new Quality Assurance framework had also been established based on EHC journeys which went much deeper than previous frameworks.</p> <p>In terms of specialist provision, SEND sufficiency, it was asked whether there were any timelines for the review to be completed. The Interim Head of SEND advised that she would seek clarity and provide this information to Schools Forum Members. Mrs Draper advised that she and Kate Bargh, Head of North Star Federation were working on a 6 month part time secondment to the local authority to develop this. The Specialist Provision Review Group was due to commence again week commencing 24<sup>th</sup> January, 2022 and timetabled to meet every 3 weeks thereafter. Work commenced prior to Christmas 2021 to revise and update the action plan which was now complete. There were a number of work streams, many of which had commenced. It was clear that were urgent needs</p>	<p>Judith to seek clarity from Sharon Kelly and re circulate/respond.</p> <p>Judith to circulate information.</p>

	<p>for September and the short, medium and long term but assurance was given that improvements should be seen quickly over the current term, into the summer term and beyond.</p> <p>Clarity was sought on how the process had changed to that of a previous review. Mrs Draper confirmed that this review follows on from that review as it was undertaken some time ago. It was important to establish what the needs were in Walsall, places available in special schools and specialist provisions and then looking at the gap. The review was now at the planning stage as to how to address this. She clarified that it was moving on at pace and suggested that Schools Forum should be updated at every meeting, as part of the SEN update.</p> <p>Discussion moved onto the Local Offer (which was no longer) during which it was asked whether there had been any feedback on this from schools or parents. The Interim Head of SEND explained that the Local Offer would come as part of Milestone 5 which was part of the transformation stage. Once the recovery had been tackled and overcome the backlog there would be more time and scope to be more transformational. Other authorities which had won awards for their local offer would also be reviewed in order to learn from best practice. It was asked why many elements were green and purple if there was still a lot of work to complete. The Interim Head of SEND stated that a number of improvements had been made and the authority were at the good stage of 'good to great to aspirational' whilst noting that there was always room for improvement. It was confirmed that a part of the project was to taking the project to transformation. Part 1 is about achieving pathways and part 2 is transforming EHCP pathways.</p> <p>Mr Seager referred to special school places and demand and asked whether information was available in relation to spaces available. Cathy Draper confirmed that this formed part of the work of the Special Provision Review Group. The number of EHCP's were known and modelling was being used to predict future demand. Mr Seager requested sight of the data as it was useful for Heads to be informed. Mrs Draper agreed that it was important and highlighted that the Specialist Provision Review Group Membership included all special school heads, other settings such as Pupil Referral Units and short stay schools plus primary and secondary representation and so this was the vehicle for feedback. Simon Rogers, as the secondary representative would have access to the information and feedback. Mrs Draper explained that the current level of provision was known but acknowledged that there were insufficient places available. Mrs Draper agreed to provide an update on the progress of the SPRG at next meeting.</p>	<p>Clerk to include as standing item.</p> <p>To be included within future SEN update reports.</p>
--	---	---



	<p>Mr Seager referred to the shortage of Educational Psychologists and queried whether the team were now fully staffed. The Interim Head of SEND explained that locums were being used to ensure that the team was at full capacity. To support the recovery project 4 additional Educational Psychologist would be appointed to complete this project by 1<sup>st</sup> March, 2022.</p> <p>The Chair referred to 2 federations which offer an advisory role that could help with reducing the EHCP backlog and offered to arrange a meeting to discuss this. The Interim Head of SEND welcomed the invitation.</p> <p>The number of F4 forms being sent into schools was discussed. Mr Seager stated that these often related to the same children that Senco are working hours on and asked how the number of forms could be reduced. He explained that 5 schools had received forms for the same child which generated a lot of work. The Interim Head of SEND explained that she intended to discuss this with the Head Teacher Working Group as she understood it was a time consuming exercise for all. Any review would need to have regard to the legalities and code of practice which sets out the authorities statutory duties in terms of notifications. It was accepted that this could be undertaken in a more efficient way at an earlier stage. Mr Seager asked whether anything could be implemented in the interim whilst the review was undertaken suggesting a communication to all schools. The Interim Head of SEND agreed to speak with the team and advise Schools Forum.</p> <p>Mrs Draper acknowledged progress made on the stock take but noted that there was no information in relation to the quality on any of the areas. Referring to the Local offer, feedback had been received from FACE that there was some concern. There remained some issues with co-production and EHCP timeliness. These needed to be addressed as it was likely that SEND would have an inspection within the next month. Referring to the dashboard for timeliness and annual reviews Mrs Draper asked whether more recent data was available. The Interim Head of SEND confirmed that figures from December were available.</p> <p>Mrs Draper referred back to the earlier discussion on Educational Psychologists noting that the provision intended for the Spring Term now had to stretch to the Summer term meaning less sessions in school this academic year. This was due to Educational Psychologists focus being moved to EHCP timeliness. The impact included difficulty in predicting high needs funding and reports not being provided to schools in a timely manner.</p>	<p>Judith to speak to team</p>
--	--	--------------------------------

	<p>A discussion followed on recruitment and retention of Educational Psychologists. It was explained that appointing Educational Psychologists Assistants was being considered. The Interim Head of SEND explained that whilst use of Locums was required as the Authority was in middle of a recovery process, a recruitment drive for permanent staff would be carried out once the backlog had been cleared.</p> <p>The Chair commented that some years ago Academies had offered the concept of having their own Educational Psychologists as a larger group of schools, which would offer a different working environment and help retention. He asked whether this may be something the LA would consider. The Interim Head of SEND agreed to discuss this with the Director for Access and Inclusion.</p> <p>Mr Bury sought clarity that the target to complete EHCP's was 60% - 80%. The Interim Head of SEND clarified that the timeliness target was 60% and that the national average is 56%. Mr Bury stated that last year this target was only achieved this for 3 months of a year. Whilst he understood that the national average was 56%, this still wasn't good and he questioned whether the bar of 60% was too low. The Interim Head of SEND explained that ECHP plans spanned a number of teams and professionals, which could explain the national target of 56%. All processes have been reviewed internally to improve performance and work would be carried out with other contributors/agencies to continue to improve. Mr Bury accepted the complications but expressed concern that targets were not being met, despite it being 2 years since the Inspection.</p> <p>The Chair stated that there were some advisory reports that had been accepted as part of EHCP's and suggested a meeting with Kate Bargh and the Interim Head of SEND to speed up processes.</p> <p>Mrs Draper referred to pathways - milestone 1 and stated that it would be useful to have this circulated to school along with a family tree of staff, as there was confusion amongst schools with regard to who to contact. The Interim Head of SEND explained that she intended to provide briefings to schools in February, 2022.</p> <p>In closing, the Chair referred to milestone 3 which noted that 750 missing annual review papers and asked why this was the case. The Interim Head of SEND stated that this related to schools and other agencies. There was a backlog of circa 1000 and a part of that are children that haven't had review papers sent from school. Without this paperwork, a review</p>	<p>Judith to speak to Director (A &amp; I)</p> <p>Chair to arrange mtg.</p> <p>Judith to arrange briefings with schools in February, 2022.</p>
--	--	--

	<p>cannot start. This process needed to be reviewed as some Local Authorities don't have review papers.</p> <p><b>Resolved</b></p> <p>That the update be noted.</p>	
<p><b>8. 18.01.22</b></p>	<p><b>Final Mainstream School Funding Formula for 2022/23 – enclosed</b></p> <p>At the request of the Chair, Mr Walley Technical Accounting, Treasury Management &amp; Education Finance Manager provided an overview of changes to funding factor values.</p> <p>Mrs Draper reminded colleagues that it had previously been agreed that when the budget share was known for the coming year, the funding formula working group would be re-established. This would assist when setting 3 year budgets. The Chair sought clarity as to when the outcome of the government consultation was due. Mr Haynes, Deputy Head of Finance (Corporate) confirmed that the working group should be re-established once the allocations were understood and also the outcome of the governments consultation on finalising the implementation of the national funding formula. This had not yet been received but was expected imminently. It would be prudent to await the outcome before convening a meeting of the working group, which would be reconstituted with the same membership as previously agreed.</p> <p><b>Resolved</b></p> <ol style="list-style-type: none"> <li>1. To note the overall level of DSG funding.</li> <li>2. To note the funding factor values for 2022/23 to ensure that allocations to mainstream schools via the local funding formula are affordable within the funding that is available (updated values are set out at Appendix A).</li> <li>3. To endorse and recommend the formula (as set out at Appendix A), including the changes to funding factor values set out within the report, to the Director of Children's Services, the portfolio holder for Education and Skills, and the ESFA.</li> </ol>	<p>Lloyd to convene working group when the outcome of government consultation received.</p>
<p><b>9. 18.01.22</b></p>	<p><b>Approval of Central Expenditure Budgets for 2022/23</b></p> <p>At the request of the Chair, Mr Walley Technical Accounting, Treasury Management &amp; Education Finance Manager provided an overview of the report.</p>	

	<p>Mr Hopkins commented that it was helpful that in terms of central early years expenditure it was welcomed that the Authority had not chosen to retain the full 5%, which is the maximum allowed to be kept. This will ensure that more money goes into the direct hourly rate for those children in receipt of 2, 3 and 4 year old funding. Mr Haynes confirmed that this had been the consistent approach since the National Early Years Funding Formula came into play. This was to ensure that maximum funding to frontline providers.</p> <p><b>Resolved</b></p> <p>That tables 1 and 2, as set out in the report as submitted, to form the basis for central expenditure for the 2022/23 financial year.</p>	
10. 18.01.22	<p><b>Correspondence</b></p> <p>None</p>	
11. 18.01.22	<p><b>Forward Plan</b></p> <p><b>Resolved:</b></p> <ol style="list-style-type: none"> <li>1. That the following items be included within the Forward Plan:- <ol style="list-style-type: none"> <li>a. High Needs Funding Updates;</li> <li>b. Feedback from the Funding Formula Working Group; and</li> </ol> </li> <li>2. That the Forward Plan be noted.</li> </ol>	Neil Picken
12. 18.01.22	<p><b>Late Items</b></p> <p>There were no late items for consideration.</p>	
13. 18.01.22	<p><b>Date and Time of future meetings</b></p> <ul style="list-style-type: none"> <li>• 9 March 2022 at 4.00 pm (It was agreed that the date of this meeting be changed from 8 March due to another meeting being scheduled for that date/time and it only being possible to live stream one meeting.)</li> <li>• 21 June 2022 at 4.00 pm</li> </ul>	

The meeting terminated at 5.23 pm.

Signed .....

Date: .....

## **END SPECIALIST PROVISION ACTION PLAN**

**School Forum  
9<sup>th</sup> March 2022**

### **Specialist Provision Review Group - Update**

#### **1. Purpose of report**

1.1 To provide Schools Forum with an update on progress made by the Specialist Provision Review Group.

#### **2. Recommendations**

2.1 That Schools Forum note the work undertaken by the Specialist Provision Review Group.

#### **3. Detail**

Leads: Rob Thomas, Kate Bargh & Cathy Draper    Updated: February 2022

The work of the special provision review group aims to improve current processes and reorganise current provision to support better outcomes for children and young people (CYP) with SEND in Walsall. The work within this action plan aims to offer short, medium and long-term solutions. The expectation is that this work encompasses all sectors; education, health and social care and is co-produced with CYP and families working to the 'better together' principle.

The revised action plan is divided into clear themes that all interweave and have equal importance to the overall vision of improving outcomes for CYP with SEND:



Each of these key strands of work can to support inclusive practice and the

be grouped into two themes - the protocols review of specialist settings.

**Inclusive Practice:**

The equity of inclusive practice across the Borough is the highest priority. This is essential for the whole the education sector from EYFS to Post 16 ensuring we are preparing our CYP adequately for adulthood. Much of this work will involve reinforcing the SEND Code of Practice (CoP) and establishing clear protocols, support and pathways for all partners, including Education, Health and Social Care to support mainstream settings with the full inclusion of CYP with SEND. Working collaboratively with partners will allow greater opportunities to work in a more coordinated and efficient way.

**Review of Specialist Settings:**

Whilst our inclusive vision and the legal presumption is that all children including those with SEND have a right to mainstream education, we must ensure that children with significant and complex SEND have the opportunity to attend a specialist setting in a timely way. A review of current specialist places (special schools and resourced provisions) will focus on the immediate and future needs. An accurate picture of the data will enable provision to support the needs of CYP in the short, medium and long term. This will also include a full review of out of borough places that are used for SEND placements.



Key Area	Key area description	Key Priorities	Timeline
1	<b><u>SEND Specialist Provision Group:</u></b> Re-establish Specialist Review Sub Group/ Project Group	<ul style="list-style-type: none"> <li>Establish working groups linked to key actions within this plan.</li> <li>Develop stakeholder engagement and communication plan.</li> <li>Ensure all information gleaned from this work</li> </ul>	Group re-established in January 2022, work will be ongoing during 2022 -2023.
2	<b><u>Data:</u></b> Share 'Gap Analysis' Establish a central point for all sources of data.	<ul style="list-style-type: none"> <li>Refine Gap Analysis (refine baseline and projections)</li> <li>Share the most recent gap analysis with the group as the basis for next steps.</li> <li>Establish a central data point e.g. SEND, Census, EYFS Head Count, admissions, etc. for great efficiency.</li> </ul>	Ongoing data analysis during 2022-2023 to plan resources, training and places.
3	<b><u>Inclusive Practice:</u></b> Support inclusive practice across the education sector- EYFS- Post 16	<ul style="list-style-type: none"> <li>Establish clear protocols through SENCo Forums, SEND briefings for Headteachers via virtual Headteacher meetings to reinforce the SEND Code of Practice (CoP).</li> <li>Offer an overview of support to settings, to be updated regularly and shared with all settings to support mainstream settings to support children with SEND.</li> <li>Using the expertise within schools offer a range of central training opportunities to further support schools.</li> </ul>	<p>Overview of support for school shared in Jan '22 and developed further with schools and re-shared Feb' 22.</p> <p>Central course menu developed by Summer Term 2022.</p>
4	<b><u>High Needs Funding:</u></b> Re-establish the HNF Working Group work plan for 2022/23.	<ul style="list-style-type: none"> <li>Review HNF 12 months in.</li> <li>Re-establish moderation and review processes.</li> <li>Explore funding options in Early Years and Post 16</li> <li>Needs update on success and pitfalls of funding and implications for future spend from High Needs Block.</li> </ul>	Ongoing work during 2022-2023. Work in Spring/Summer 2022 will impact on funding in April 2023.
5	<b><u>Contributions from Health:</u></b> Review current Health issues and contributions towards EHCPs.	<ul style="list-style-type: none"> <li>Review CCG SLAs with schools/LA and contributions to medical needs as identified in HNF Review.</li> </ul>	Initial discussions to commence during February/March 2022 with Education, Health and Social Care Commissioning.
6	<b><u>0-25 Service Pathways:</u></b> Establish clear service pathways and provision across education, health and social care to enable an all age disability service.	<ul style="list-style-type: none"> <li>Compilation and challenge of existing service pathways with all partners (education, health and social care).</li> <li>Audit and compile existing pathways.</li> </ul>	Working group established and work streams to create a flow chart to show clear service pathways from February – April 2022.

7	<p><b><u>Specialist Inclusion Support Service (SISS):</u></b> Explore opportunities of developing a specialist inclusion support service (SISS).</p>	<ul style="list-style-type: none"> <li>Review existing provision and commissioned services utilised by education settings.</li> <li>Explore options of a commissioned and traded services model or as de-delegated service plus traded.</li> <li>Using the 'School Support Overview' document develop a traded service offer to supplement developments in specialist inclusion support services, through our specialist provisions.</li> <li>Evaluate current HI/ VI provision and assess whether multi-sensory provision could be developed as part of a wider outreach support offer.</li> </ul>	<p>Using information gleaned from 'Inclusive Practice' and the '0-25 Service Pathway' work streams as SISS to be developed over Summer Term 2022 ready for implementation in Autumn Term 2022.</p>
8	<p><b><u>Review of EYFS and Post 16 transition arrangements</u></b></p>	<ul style="list-style-type: none"> <li>Establish review of processes and capacity in both EYFS and Post-16</li> </ul> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>EYFS Inclusion Planning Group (G consisting of education and health) to map out 0-5 plan – including HNF, quality assurance, training, EYFS toolkit.</li> </ul> <p><b>Post -16:</b></p> <ul style="list-style-type: none"> <li>Map out current pathways and develop gap analysis.</li> <li>Review the provision for young people 'not in education, employment and training' (NEETS) and educational progression with adult Social Care and Health.</li> </ul>	<p>EYFS: Working group via the Early Years Inclusion Planning Group commenced in Summer Term 2021 and will be ongoing during Spring and Summer Terms 2022.</p> <p>Launch of 0-5 EYFS Toolkit, with associated training to be launched from May 2022.</p> <p>Post -16: Working group established in February. Work ongoing during Spring and Summer Terms 2022.</p>
9	<p><b><u>Primary to Secondary transition - Team Around the Child</u></b> Pilot a TAC type model to support transition for children with SEND from Year 6 to Year 7/8/9</p>	<ul style="list-style-type: none"> <li>Establish a primary to secondary transition 'Team Around the Child' (TAC) model as a pilot to support children with SEND in their transition from Year 6 to Year 9.</li> </ul>	<p>Working group established. Initial data collected to establish the pilot.</p> <p>Transition of Year 6 pupils to begin in April 2022 to new secondary school with education, Health, Social Care and families ready for September 2022. This support will continue until 2025.</p>

10	<b><u>Reduce the number of out of borough (OOB) placements.</u></b>	<ul style="list-style-type: none"> <li>Establish a multi-agency project team (with reps from Health and Social Care) to provide a detailed programme for reducing OOB specialist placements and feed into an invest to save business proposal to increase sustainable Walsall provision.</li> </ul>	Working group established. Data collection and next steps will be a focus during February –April 2022.
11	<b><u>Establish Capacity of Existing Specialist Provision</u></b>	<ul style="list-style-type: none"> <li>Review capacities of all special schools and alternative provision (AP) utilising conversations, assessment and BB104 building bulletin.</li> </ul>	Work commenced in 2021 and will be ongoing during 2022-2025 to meet short, medium and long term needs.
12	<b><u>Evaluate Options to meet identified need</u></b> Explore increasing commissioned numbers. Explore the development of the satellite/hub model.	<ul style="list-style-type: none"> <li>Review of surplus capacity in school estate accommodation</li> <li>Review of available properties/ potential capacity</li> <li>Prioritised proposals to deal with short term requirements</li> </ul>	Work commenced in 2021 and will be ongoing during 2022-2025 to meet short, medium and long term needs.
13	<b><u>Review Designations of existing Special Schools, including AP and Specialist provision</u></b>	<ul style="list-style-type: none"> <li>Commence a review of special school provision in Walsall.</li> <li>Re-designation of special schools as identified in gap analysis.</li> <li>Develop short, medium and long term solutions.</li> </ul>	Work with special schools regarding review of places and designation to take place from February 2022 ready to meet immediate need in Autumn Term 2022.
14	<b><u>Review Designation and provision of ARP, PRU &amp; AP provision</u></b>	<ul style="list-style-type: none"> <li>Commence a review of current ARPs/PRU provision in Walsall.</li> <li>Re-designation process of schools identified and setting up on new Satellites/Hubs/Unit provisions (pilot initially) in light of gap analysis.</li> <li>Review of SLAs, financing and charging arrangements etc. including entry and exit procedures and quality assurance.</li> <li>Explore the current alternative providers (AP) providers – ongoing quality assurance.</li> </ul>	<p>Review of current ARP/PRU provision commenced in 2021. Work in establishing new resourced/unit provisions to be begin following data gap analysis.</p> <p>Expressions of interest during February/March 2022 ready for opening in Autumn Term 2022.</p>

#### 4. Financial implications

4.1 The financial implications cannot be predicted at this time as this will be dependent on ongoing work through Spring and Summer Term 2022 and beyond.

#### 5. Legal Implications

5.1 The working group shall adhere to the Department for Education's Schools Revenue Funding 2021 to 2022 operational guide and High Needs Funding Operational Guide 2021/2022.

## **6. School Improvement**

6.1 As part of making any decisions regarding possible changes to the funding formula, the potential impact on the desired outcomes of the Walsall school improvement programme should be considered.

## **7. Members eligible to vote**

7.1 There are no matters arising from this report that require voting.

## **Schools Forum 9 March 2022**

### **Proposed High Needs Local Funding Formula 2022/23**

#### **1. Purpose of Report**

- 1.1 To provide Schools Forum with a proposed Walsall High Needs Funding Formula for schools supporting pupils with identified special educational needs and disabilities (SEND) for which there are no proposals to change any part of the formula that was implemented in 2021/22, with the exception of increasing top-up rates for special schools and pupil referral units who will not receive the new Supplementary Grant that mainstream and nursery schools will receive in 2022/23 to reflect the increase in national insurance costs in 2022/23 due to the Heath & Social Care Levy.
- 1.2 A revised High Needs Funding Formula was approved and implemented in 2021/22 which saw the introduction of a new bandings model to support all pupils with EHCP's. This was in line with the Walsall Rights 4 SEND guidance document which was written following the formation of the High Needs Working Group working alongside SEND officers. The new bandings model is based on the different areas of primary need which correlate to the SEND Code of Practice. The top-up rates are set out in detail in Appendix A of this report.
- 1.3 The High Needs Working Group has recently reconvened to complete further moderation around the new bandings model and to look at other areas of SEND with a view to potentially recommending future changes, for example, Early Years High Needs Funding and Post 16 High Needs Funding. The group will report back to Schools Forum in the summer term 2022.

#### **2. Recommendation**

- 2.1 That School Forum note the work undertaken by officers and the working group to successfully implement the new bandings for all EHCP's and their commitment to further moderate the documents, and recommends the Local High Needs Funding Formula that is proposed for 2022/23.
- 2.2 That the Schools Forum recommend the proposed local high needs funding formula to Cabinet, to seek approval and agreement to implement the proposed model from 1 April 2022.

#### **3. Background**

- 3.1 The High Needs Funding Formula is the local process that is utilised to allocate the High Needs Block of the Dedicated Schools Grant (DSG) funding that the Council receives, to the providers of support to children with additional needs in the Borough of Walsall.
- 3.2 A working group of the Schools Forum, comprising of representatives from all school phases and sectors has recently reconvened to further moderate the banding model and other areas of SEND, to ensure funding is child centred, needs based, transparent, equitable and affordable across all areas of high needs.

- 3.3 The methodology behind the model was developed through extensive work with schools and partner services, led by the Schools Forum High Needs Funding working group.
- 3.4 Funding for PRUs and ARPs has not yet been included in the review work undertaken to date, funding in these areas will continue to be allocated using the existing model for 2022/23, with a further review of the funding formula for these provisions then due to take place during 2022/23.

#### **4. Financial modelling and affordability**

- 4.1 The High Needs Block funding allocation has seen significant increases since 2020/21, however due to year on year increases in the number of EHCPs and the support given to pupils with more complex educational needs and disabilities the block remains under potential pressure.
- 4.2 The completion of regular DSG monitoring is carried out to ensure potential risks are quickly identified and mitigating actions put in place. This detailed monitoring has prevented unfunded DSG deficits to date.
- 4.3 With further EHCP growth forecast for 2022/23, financial modelling indicates that circa 13% growth is affordable based on the published High Needs Block allocation for 2022/23. This is based on average placement costs so this percentage may fluctuate depending on the individual needs of the new EHCPs.
- 4.4 Top-up rates for special schools and pupil referral units have been increased to reflect the additional national insurance costs in 2022/23 due to the Health & Social Care Levy. Mainstream schools and nurseries will receive a Supplementary Grant to fund these additional costs in 2022/23. Special schools and pupil referral units will be funded through their top up rates. The increase averages 1% on each band and is affordable within the current model.
- 4.5 The High Needs Block allocation also includes funding for historic cost pressures for Teachers' pay and pension in high needs settings. Special schools are allocated funding via their top-up rates as the costs are included within the formula, however, guidance requires that for Alternative Provision Free Schools a separate payment based on their published place numbers - rather than being based on actual numbers supported through top up as with special schools. The proposed rates that are applicable for Alternative Provision Free Schools are set out in Appendix A of this report.

#### **5. Financial implications**

- 5.1 The proposed funding formula for 2022/23 is estimated to be affordable within the totality of funding that is available within the High Needs Block of DSG that is paid to the authority.
- 5.2 The implementation of the current banding model has resulted in changes to funding allocations to some schools. This is one of the areas of action the working group are looking at. The authority will continue to work with those schools that do see a reduction in funding to help them plan for the impact of this.

## **6. Legal implications**

- 6.1 The DfE has prescribed the way in which schools should be financed for the 2022/23 financial year. These guidelines are set out in the Schools Revenue Funding 2022 to 2023 operational guide. The purpose of these arrangements is to help secure greater consistency in the way in which high needs funding is distributed to schools. The Council is bound to adhere to the rules issued by DfE.

## **7. School Improvement**

- 7.1 As part of making any decisions regarding possible changes to the high needs funding formula consideration should be made of the potential impact on the desired outcomes of the Walsall school improvement programme. The outcomes for pupils with SEND are in need of improvement in order to close the gap between themselves and other pupils in terms of both progress and attainment. This is to enable them to have the best chances as they move into adulthood.

## **8. Members eligible to vote**

- 8.1 The School Forum roles and responsibilities document clarifies that Schools Forum should provide views on and inform any changes to high needs funding arrangements. This report therefore seeks Schools Forum's views and requests their recommendation of the proposed high needs local funding formula for 2022/23 for approval.

# Proposed High Needs Top-up Rates 2022-23

SEND Band	Special Schools High Needs Top-up Rates 2022/23 £	Mainstream Schools High Needs Top-up Rates 2022/23 £
SEMH Band 1,2 & 3 – funded by school budget	n/a	n/a
SEMH Band 4	n/a	4,181
SEMH Band 5	n/a	6,847
SEMH Band 6	16,485	10,392
SEMH Band 7	21,486	17,075
C&L Band 1,2 & 3 – funded by school budget	n/a	n/a
C&L Band 4	n/a	3,095
C&L Band 5	n/a	4,611
C&L Band 6	5,985	11,800
C&L Band 7	14,368	15,312
C&L Band 8	25,048	20,388
SLCN Band 1,2 & 3 – funded by school budget	n/a	n/a
SLCN Band 4	n/a	3,326
SLCN Band 5	n/a	6,891
HI Band 1,2 & 3 – funded by school budget	n/a	n/a
HI Band 4	n/a	4,611
HI Band 5	n/a	6,847
HI Band 6	10,032	9,923
HI Band 7	14,368	14,471
VI Band 1,2 & 3 – funded by school budget	n/a	n/a
VI Band 4	n/a	5,375
VI Band 5	n/a	8,407
VI Band 6	n/a	15,006
VI Band 7	n/a	17,432
MSI Band 1,2 & 3 – funded by school budget	n/a	n/a
MSI Band 4	n/a	6,216
MSI Band 5	n/a	10,764
MSI Band 6	20,913	16,643
MSI Band 7	35,942	18,159
Physical Band 1,2&3 – funded by school budget	n/a	n/a
Physical Band 4	n/a	3,791
Physical Band 5	n/a	6,745
Physical Band 6	19,814	13,718
Physical Band 7	23,377	18,432

## Teachers' Pay & Pension historic costs – rates for Alternative Provision Free Schools

Funding	Period	Rate per place
Teachers' Pay	April to August	£72.91
	September to March	£102.08
Teachers' Pension	April to August	£202.06
	September to March	£282.89

Payments will be based on the actual published place number for the relevant period, less any places already being paid by the authority via top-up.



## School Forum

9<sup>th</sup> March 2022

### High Needs Funding Working Group - Update

#### 1. Purpose of report

- 1.1 To provide Schools Forum with an update on progress made by the High Needs Funding Working Group, including the main areas of focus and an indicative timetable.

#### 2. Recommendations

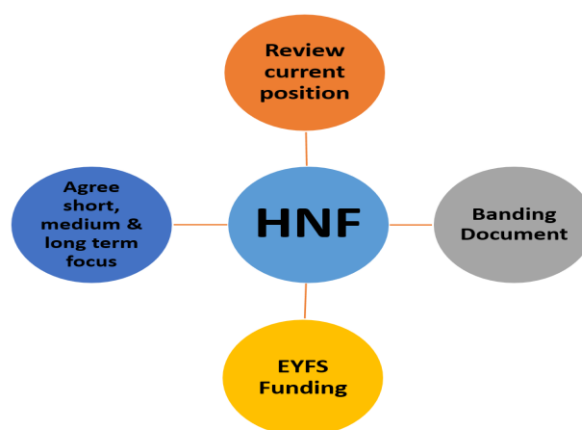
- 2.1 That Schools Forum note the work undertaken by the High Needs Funding Working Group.

#### 3. Detail

- 3.1 Members of Schools' Forum will be aware of the piece of work undertaken by members of Forum, alongside Local Authority officers, around redeveloping our local mechanism for funding those children with SEND. Over a period of time, we went through transitional funding arrangements whilst developing a working model for agreement and implementation.
- 3.2 As a result, we developed the Getting it Right 4 SEND guidance document. This document sets out each area of need into different bands, dependent on the level or complexity of need. It sets out what that need might be, how it might present, and how that need could be appropriately met. This then translates into a level of funding, drawn from the high needs block, in order that appropriate provision can be in place for every child with an entitlement to additional funding.
- 3.3 With this in mind, and as part of the work of the Specialist Provision Review Group currently underway, further work is now being undertaken.
- 3.4 The Specialist Provision Review Group is working on the following strands:



Here we focus on the High Needs Funding Strand, which looks like this:



3.5 The High Needs funding group has been reconvened. We meet every three weeks. Group membership has expanded to make sure we have all those we need involved. Participation has been really positive.

3.6 The following actions have thus been identified and summarised here:

Description.	Actions	Progress
<b>1. Review Current Position</b>	Gather feedback on funding from: <ul style="list-style-type: none"> <li>• Headteachers – impact of funding</li> <li>• SENCos – impact of review on funding</li> <li>• EHCP team – use of document and does it support decision making</li> <li>• EPs – use of document</li> <li>• Finance – current spend and trends over time.</li> <li>• Parents views</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback sought and received from a good number of schools and SENCos</li> <li>• EPs and SEND team have input their opinions and we have an overview of spend over time.</li> <li>• We also have predictions of anticipated increase over time</li> <li>• We still need more views from parents.</li> </ul>
<b>2. Banding Document</b>	<ul style="list-style-type: none"> <li>• Gather feedback on banding document from SENCos and EHCP team</li> <li>• Moderate a sample of EHCPs through assessment and through annual review</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback sought and received from all sectors</li> <li>• Further work needed on moderation of a sample group – this is in hand</li> </ul>
<b>3. EYFS Funding</b>	<ul style="list-style-type: none"> <li>• Trial current banding document with early years settings and moderate</li> <li>• Take feedback</li> <li>• Develop an appropriate model if needed and trial again</li> <li>• Take through consultation process</li> <li>• Model funding against banding</li> <li>• Take recommendations to Schools' Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Work has already started on this through the EYFS SEN team.</li> <li>• Toolkit developed and trialled against children to measure effectiveness.</li> </ul>

- 3.7 Feedback, in brief tells us that schools feel that overall they have received less funding than they have historically. In reality, this is not the case. The table below shows average per pupil funding changes. This data illustrates that on average primary schools have gained funding compared to secondary schools who have lost funding. The moderation exercise will explore this disparity.

Phase of Education	Average Funding Change Per Pupil 2021/22	Full Year Effect Average Cost Change Per Pupil
Primary	+£352	+£538
Secondary	-£443	-£749

- 3.8 Feedback has been wholly positive on the effectiveness of the banding document and how supportive it is to schools in enabling the right support to be in place to meet children's needs. This gives us a positive starting point to work from. We can accept that the model we have is fit for purpose overall, we can review financial modelling to ensure we still have it right.
- 3.9 Now that we know what we already have works, we can extend the scope of this work into Early Years. As shown in the plan above, work has already started on this. Thanks to colleagues who have supported us with this work.
- 3.10 A working model of a comparable 'banding document' is being trialled with early years specialists including colleagues from the PVI sector as well as maintained nursery heads and SENCos. Once that is agreed and consulted on, we will start financial modelling to develop an agreed approach.
- 3.11 Our colleagues in finance have identified the timescales around financial modelling and routes through Schools Forum needed. See Appendix A.

#### **4. Financial implications**

- 4.1 The financial impact of any potential changes to the High Needs Funding Formula cannot be predicted at this time as this will be dependent on modelling which will be undertaken in summer 2022.

#### **5. Legal Implications**

- 5.1 The DfE has prescribed the way in which schools should be financed for the 2021/22 financial year. These guidelines are set out in the Schools Revenue Funding 2021 to 2022 operational guide. The purpose of these arrangements is to help secure greater consistency in the way in which high needs funding is distributed to schools. The Council is bound to adhere to the rules issued by the DfE.

#### **6. School Improvement**

- 6.1 As part of making any decisions regarding possible changes to the funding formula, the potential impact on the desired outcomes of the Walsall school improvement programme should be considered.

#### **7. Members eligible to vote**

- 7.1 There are no matters arising from this report that require voting.

## Authors

Cathy Draper

Richard Walley

Finance Manager – Technical Accounting, Treasury Management & Education Finance

☎ 01922 650708

✉ [richard.walley@walsall.gov.uk](mailto:richard.walley@walsall.gov.uk)

**High Needs Funding Formula Review – Outline Timetable**

<b>Area</b>	<b>Deadline</b>	<b>Lead Officer(s)</b>	<b>Other Officers / Input required</b>
Presentation to all Heads with update on High Needs Funding Review and revised timetable	Feb 2022	Cathy Draper	Working Group
Update provided to Heads forums (primary, secondary, special)	Feb 2022	CD	
Banding document finalised	March 2022	EYFS SEND team	Working Group
Update and banding document shared with Heads forums (primary, secondary, special)	March 2022	CD	
Locality drop in events to provide training on new banding model and completing audit	April 2022	EYFS SEND team	
Live team meeting to introduce new banding model to sencos	April 2022	EYFS SEND team	
All Audits completed and returned from schools (primary, secondary and special)	May 2022	Working Group	
Provision specification provided for bands for financial modelling	April – May 2022	Working group	
Analyse data and plan moderation	May 2022	EYFS SEND team	
Data based moderation with partners	June 2022	Working group	SENCos
Phase 2 of moderation – validation, refinement and challenge with schools	July 2022	Identified moderator group	
Final audit data to finance	July 2022	CD	Lloyd Haynes / Richard Walley/Louise Meredith
Financial modelling of outcomes of moderation and ensure affordability within High Needs funding	July – August 2022	CD Finance	EHCP Manager/ Working Group

Finalisation of model and development of consultation process	September 2022	CD	Working Group
Drafting of reports for Schools Forum and Cabinet (and reporting to DMT/CMT) – principles and consultation Draft approved by ED	September 2022	CD Working group	Finance
Reports dispatched for CMT	September 2022		
Reports dispatched for Cabinet	September 2022		
Consultation with/report to School's Forum on recommendations	September 2022	CD Working group	Finance
Report to Cabinet to seek agreement to consult on proposed model	October 2022	CD	Finance
Consultation with all stakeholders (schools, parents and services) on proposed model	1 <sup>st</sup> November – early December 2022	CD Working group	
Review of outcomes of consultation and impact on proposals	December 2022	CD Working group	Finance
Drafting of reports for Schools Forum and Cabinet (and reporting to DMT / CMT) – Final Outcome Post Consultation  Draft Approved by ED	January 2023	CD	Working group
Reports Dispatched for CMT	January 2023		
Release of Schools Forum Report	January 2023	CD	Finance
Consultation with / report to Schools Forum on recommendations	January 2023	CD / Lloyd Haynes	Finance / Working Group
Release of Cabinet Report	February 2023	CD	Finance
Report to Cabinet to seek agreement on new funding formula	February 2023	CD	Finance
Implementation of revised funding formula	1 April 2023	CD/Finance/Schools (for	Finance

		budget setting)	
Ongoing review / reporting arrangements	Beginning in April 2023	CD	Finance

**School Forum**

**9<sup>th</sup> March 2022**

**Proposed Early Years Funding Formula for two, three & four years olds - 2022/23**

**1. Purpose of report**

- 1.1 The Early Years funding formula is the local process that is utilised (informed by national early years funding guidance) to allocate the Early Years block of the Dedicated Schools Grant (DSG) funding that the Council receives to the early years providers in Walsall.

**2. Recommendations**

- 2.1 That Schools Forum note the work undertaken by officers and approves and recommends the Early Years Funding Formula that is proposed for 2022/23 to Cabinet.
- 2.2 Schools Forum are asked to note that this recommendation will then be reported to Cabinet on 16th March 2022 to seek their approval.

**3. Background**

- 3.1 The Early Years National Funding Formula (EYNFF) was introduced in April 2017 to deliver affordable, flexible and high quality childcare for all parents and children via a funding system which is fair for providers and local authorities.
- 3.2 Early Years Block of the Dedicated Schools Grant (DSG) is paid over to local authorities, who have a statutory duty to ensure sufficient early years places are available to meet the requirements in their area, and this funding is then paid by the local authority to providers based on the actual number of hours of funded childcare that is delivered.
- 3.3 In England all children aged 3 & 4 are currently entitled to 570 hours of funded childcare per year (normally provided as 15 hours per week over the 38 week school year). Additionally the 2017 funding reforms expanded provision for 3 and 4 year old to include a 30 hour entitlement for working parents.
- 3.4 A further element of the EYNFF is funding of free entitlement for disadvantaged 2 years olds. Unlike funding for 3 & 4 year olds, which must be allocated via a local early years funding formula, local authorities are encouraged to fund providers on the basis of a flat hourly rate.
- 3.5 Early Years Funding operational guidance sets out the funding factors permitted within the local funding formula for early years and the requirement of a 95% pass-through of funding to early years providers, thereby limiting the amount of funding that can be retained by the local authority to fund central expenditure on early years entitlement to a maximum of 5%.



#### 4. Proposed Early Years Funding Formula

- 4.1 Operational guidance sets out the funding factors that are permitted within the early years local funding formula, these include a universal hourly base rate, a mandatory deprivation factor, discretionary supplements and additional funding in respect of maintained nursery schools.
- 4.2 Table 1 therefore sets out the proposed areas of the Early Years Funding Formula (EYFF), highlighting the estimated cost of each area to be funded from the allocation of £20.835m of Early Years Block Funding of the DSG that will be received in 2022/23, with a narrative describing each area set out below the table.

<b>Table 1 – Proposed Early Years Expenditure</b>	
<b>Provision</b>	<b>Estimated Cost against Early Years Block of DSG for 2022/23 (£m)</b>
Universal and additional hours for 3 and 4 year olds	15.194
Deprivation Supplement	0.136
Entitlement hours for 2 year olds	3.105
Maintained Nursery Schools Supplement (MNSS)	1.399
Early Years Pupil Premium (EYPP)	0.287
Disability Access Fund (DAF)	0.124
SEN Inclusion Fund (SENIF) 3&4 years olds	0.070
SEN Inclusion Fund (SENIF) 2 years olds	0.020
Central expenditure on early years entitlement	0.500
<b>Total</b>	<b>20.835</b>

##### Universal and additional hours for 3 and 4 year olds

- 4.3 The operational guidance includes a requirement to pay a universal hourly base rate to all early years' providers for the provision of free entitlement hours for 3 & 4 year olds. The universal hourly base rate must, in all cases, be multiplied by the hours of attendance of children at each setting – up to a maximum of 570 hours of funded childcare per year (or a maximum of 1140 hours for those children eligible for the additional offer for working parents).

##### Deprivation Supplement

- 4.4 Deprivation is a mandatory supplement local authorities must use in their Early Years Funding Formula to recognise deprivation in their area. Operational guidance does not set out how funding for deprivation is to be allocated and this is determined locally.
- 4.5 Currently the EYFF allocates deprivation funding on the basis of the proportion of children recorded on January census and headcount, whose postcode falls within band A of the Income Deprivation Affecting Children Index (IDACI). The calculated proportion is applied to each terms estimated nursery pupil numbers to arrive at a notional number of disadvantaged part time equivalent pupils for each provider.

#### Entitlement hours for 2 year olds

- 4.6 As with 3 & 4 year old funding, the funding for disadvantaged 2 year olds is paid on the basis of a flat hourly base rate.
- 4.7 Unlike the funding requirements for 3 & 4 year olds, there is no regulatory pass through rate in respect of early years block funding for 2 year olds and similarly there are no requirements in respect of mandatory or discretionary supplements.

#### Maintained Nursery Schools Supplement

- 4.8 This represents an element of additional funding for maintained nursery schools, known as the Maintained Nursery Schools Supplement (MNSS). The funding is allocated within the Early Years block of the DSG to be paid as a variable lump sum, based on the capacity of each maintained nursery school. The supplement provides some funding protection to nursery schools following the introduction of the universal hourly base rate, which had the effect of reducing the hourly rate of funding nursery schools previously attracted.
- 4.9 Currently the MNSS is a transitional supplement which was expected to be withdrawn at the end of the 2019/20 academic year, however the withdrawal date has been extended on a number of occasions and has recently been deferred again to March 2023.

#### Early Years Pupil Premium (EYPP)

- 4.10 The Early Years Pupil Premium (EYPP) gives early year providers additional funding to support disadvantaged 3 & 4 year old pupils who are in receipt of the universal 15 hours entitlement and are in receipt of any one of the benefits criteria detailed in Early Years Operational Guidance.

#### Disability Access Fund (DAF)

- 4.11 The Disability Access Funds (DAF) was introduced to support disabled 3 & 4 year old children accessing their early years free entitlement. DAF funds can be used, for example, to support providers in making reasonable adjustments to their settings.

#### Central Expenditure on Early Years Entitlement

- 4.12 As set out in 3.5, the maximum amount of funding that can be retained centrally is 5% of the early years block. The £500k retained budget, equating to 2.4% was approved by Schools Forum at their meeting on 18th January 2022 and reflects the cost of providing central services in support of the early years entitlement for 2, 3 and 4 year olds.

#### Special Education Needs Inclusion Fund

- 4.13 In addition to the funding areas shown in table 1, there is a requirement for local authorities to operate a Special Educational Needs Inclusion Fund (SENIF) for 3 & 4 year olds with SEN who are taking up free entitlement.
- 4.14 SENIF for 2 year olds is not a funding requirement, however local authorities can choose to establish a fund as part of their provision should they wish to do so and an agreement to fund SENIF for eligible 2 year olds as part of Walsall's early years provision is in place.
- 4.15 SENIF is to be used to target children with lower or emerging SEN. Children with more complex needs and those in receipt of an education, health and care plan will continue to be funded via the high needs block of the DSG.

#### Detailed Funding Factor Values

- 4.17 Appendix A below confirms the proposed funding factors and their values for the 2023/23 Early Years Funding Formula.
- 4.18 It should be noted that the early years guidance also permits a number of additional discretionary supplements including rurality; quality; flexibility and English as a second language, however none of these permitted discretionary supplements feature in the proposed Early Years Funding Formula.

### **5. Financial implications**

- 5.1 The exact financial impact on individual providers cannot be predicted at this time as this will be dependent on actual hours of funded childcare that are delivered during 2022/23.
- 5.2 Current financial modelling indicates that the proposed financial arrangements set out in table 1 would be affordable within the Early Years Block funding provided within the Dedicated Schools Grant for 2022/23. It should be noted that, as the January census data is not yet available, prior year data has been used in the funding model to estimate affordability, however updated modelling will be undertaken once the January 2022 census data is available – but it should be noted that any risk associated with this is minimal as if the January census shows a significant increase in the number of hours provided then this would attract additional funding to the authority to then pass on to providers.
- 5.3 A universal base hourly rate of £4.64 per hour for 3 & 4 year olds would equate to an increase of 8 pence per hour to 2021/22 rates, the flat base rate for disadvantaged 2 year olds of £5.45 per hour is an increase of 5 pence per hour from 2021/22.
- 5.4 Historically the £500K contribution to central early years expenditure, as detailed in paragraph 4.12 of the report, has been funded in its entirety from the 3 & 4 year old hourly rate, however the central costs incurred do support the early years entitlement for 2, 3 & 4 year olds. An adjustment has therefore been made to the proposed rates for 2022/23 to take account of this historic anomaly with the introduction of a proportionate split in the funding formulae to fund these central costs. For 2022/23 this has therefore resulted in a smaller

increase in the 2 year old hourly rate than the increase proposed for 3 & 4 year old providers. However this is a one off impact to ensure the funding formula is more equitable, and as set out above the 2 year old hourly rate proposed does still represents an increase year on year from 2021/22.

- 5.5 Indicative budget shares are proposed to be issued to all providers in March 2022, the local authority will utilise the January census data to calculate the initial indicative budget. These will just be indicative summaries at this point, and any actual payments made to providers throughout the financial year of 2022/23 will however be made based upon actual hours delivered at settings.

## **6. Legal Implications**

- 6.1 The DfE has prescribed the way in which early years providers should be financed for the 2022/23 financial year. These guidelines are set out in the Early Years Entitlement 2022 to 2023 operational guide, and can be found at the following link:

<https://www.gov.uk/government/publications/early-years-funding-2022-to-2023/early-years-entitlements-local-authority-funding-of-providers-operational-guide-2022-to-2023>

- 6.2 The purpose of these arrangements is to help secure greater consistency in the way in which funding is distributed to early years providers. The Council must follow the rules issued by DfE within The School and Early Years Finance (England) Regulations, and the proposed Walsall local early years funding formula sets out how funding will be allocated to early years providers in Walsall within the prescribed arrangements
- 6.3 Following the meeting of Schools Forum the proposed financial arrangements will be reported to Cabinet for decision on 16th March 2022, with the outcome communicated with all early years providers in Walsall.

## **7. School Improvement**

- 7.1 As part of making any decisions regarding possible changes to the funding formula, the potential impact on the desired outcomes of the Walsall school improvement programme should be considered.

## **8. Members eligible to vote**

- 8.1 All elected members with voting rights are eligible to vote on this matter.

## Appendix A

### Proposed Early Years Funding Formula 2022/23

Funding Factor	Unit / Description	2021/22 Rate / Value	2022/23 Rate / Value
Early Years Entitlement for Disadvantaged 2 year olds	Per Hour	£5.40	£5.45
3 & 4 year olds - Universal Hourly Base rate	Per Hour	£4.56	£4.64
Deprivation Supplement – mandatory	Fixed annual sum per notional disadvantaged child – derived from numbers recorded on January 2021 census & mapped by postcode to IDACI band A.	£570 pa p/p	£570 pa p/p
Maintained Nursery Schools Supplement for 3 & 4 YO provision (transitional factor)	Variable lump sum per nursery school based on published capacity of nursery school.	Range: £137.6k to £174.4k	Range: £146.9k to £186.7k

### Other Early Years Funding

Funding	Description	2021/22 Prescribed Rate	2022/23 Prescribed Rate
Early Years Pupil Premium (EYPP)	Additional funding to support disadvantaged 3 & 4 year-old children who meet the prescribed criteria	0.53 per hour of universal free entitlement	0.60 per hour of universal free entitlement
Disability Access Fund (DAF)	For children in receipt of disability living allowance – support access to free entitlement for 3 & 4 year-olds.	£615 pa lump sum	£800 pa lump sum

### Special Education Needs Inclusion Fund (SENIF)

Funding	Description	2021/22 Rate	2022/23 Rate
Special Education Needs Inclusion Fund (SENIF) for 3 & 4 year olds - mandatory	SENIF is targeted funding for children with lower or emerging SEN needs who are attracting 3 & 4 year old free entitlement	£640 per term	£640 per term

Special Education Needs Inclusion Fund (SENIF) for 2 year olds – optional local factor	SENIF is targeted funding for children with lower or emerging SEN needs who are attracting 2 year old free entitlement	£640 per term	£640 per term
---	---	------------------	------------------

# WALSALL

## SCHOOLS FORUM

### FORWARD PLAN OF DECISIONS

The forward plan sets out decisions which the Schools Forum intend to take over the following 4 months. Preparation of the forward plan helps the Schools Forum to programme its work. The purpose of the forward plan is to give plenty of notice and an opportunity for consultation on the issues to be discussed. The plan is updated in the middle of each month with the period of the plan being rolled forward by one month and republished. The plan is available for public inspection at the First Stop Shop, Civic Centre, Darwall Street, Walsall. Copies of the plan can be obtained from Democratic Services, Walsall MBC, Council House, Lichfield Street, Walsall, WS1 1TW. The forward plan can also be accessed from the Council's website at [www.walsall.gov.uk](http://www.walsall.gov.uk).

Please note that the decision dates are indicative and are subject to change. Please contact the above addressee if you wish to check the date for a particular item.

The Schools Forum agenda and reports are available for inspection by the public 7 days prior to the meeting of the Forum. The papers can be seen at First Stop Shop at the Civic Centre, Walsall. The papers are also available on the Council's website referred to above shortly before the meeting. Background papers are listed on each report submitted to the Schools Forum and members of the public are entitled to see these documents unless they are confidential. The report also contains the name and telephone number of a contact officer. These details can also be found in the forward plan.

Meetings of the Schools Forum are open to the public and take place at a venue within Walsall. Occasionally there are items included on the agenda which are confidential and for those items the public will be asked to leave the meeting.

[www.walsall.gov.uk](http://www.walsall.gov.uk)





**FORWARD PLAN OF DECISIONS TO BE TAKEN  
BY SCHOOLS FORUM  
FROM SEPTEMBER 2021**

<b>DECISION TO BE CONSIDERED</b>	<b>BACKGROUND PAPERS AND CONTACT OFFICER</b>	<b>DATE ITEM TO BE CONSIDERED</b>
SEND Improvement Programme	SEND Team Manager	Standing Item for each meeting
EHCP Performance Framework / Timelines	SEND Team Manager	Standing Item for each meeting
Election of Chair and Vice Chair for 2021/22	Democratic Services Officer	September 2021
School Music Service	Walsall Music Education Hub & Service. Walsall Arena & Arts Centre (Forests Arts Centre)	September, 2021
Update on Local Government Pension Scheme Charges (if required)	Finance Manager	October, 2021
SEND Improvement Programme (Standing Item for each meeting)	SEND Team Manager	October, 2021
EHCP Performance Framework / Timelines (Standing Item for each meeting)	SEND Team Manager	October, 2021
Proposed for Mainstream Schools Local Funding Formula 2022/23	Finance Manager	October, 2021
Maintained Schools Delegation	Finance Manager	October, 2021

Review of Maintained Schools Balances 2020/21	Finance Manager	October, 2021
Review of Dedicated Schools Grant – update on 2021/22 Forecast Position	Finance Manager	October, 2021
Strategic Education and Inclusion Board Update on Impact of Board	Chair of Walsall Strategic Education Inclusion Board and School Governance Manager	October, 2021
SEND Improvement Programme (Standing Item for each meeting)	SEND Team Manager	December, 2021
EHCP Performance Framework / Timelines (Standing Item for each meeting)	SEND Team Manager	December, 2021
SEND Improvement Programme (Standing Item for each meeting)	SEND Team Manager	January, 2022
EHCP Performance Framework / Timelines (Standing item for each meeting)	SEND Team Manager	January, 2022
Mainstream Funding Formula 2022/23	Finance Manager	January, 2022
Central Expenditure Budgets 2022/23	Finance Manager	January, 2022
SEND Improvement Programme (Standing item for each meeting)	SEND Team Manager	March, 2022
EHCP Performance Framework/Timelines (Standing item for each meeting)	SEND Team Manager	March, 2022
High Needs Funding Formula 2022/23 (if required_	Finance Manager	March, 2022

Proposed Early Years Funding Formula for Two, Three and Four Year Olds (if required)	Finance Manager	March, 2022
De-delegation	Director of Access & Inclusion	March, 2022
SEND Improvement Programme (Standing item for each meeting)	SEND Team Manager	June, 2022
EHCP Performance Framework / Timelines (Standing item for each meeting)	SEND Team Manager	June, 2022
Schools Forum Annual Report	Democratic Services Officer	June, 2022
Constitution/Substitutions/Dates & Venue for 2022/23 meetings	Democratic Services Officer	June, 2022
High Needs Funding Working Group	Primary Head Teacher, Short Heath Federation	March/June, 2022