



Northumberland County Council



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Wellbeing and Community Health Services Group

Education and Skills Service

Meeting: High Needs Sub Committee of the Schools Forum
Date: Monday 20th June 2022
Time: 9.30am
Venue: Virtual Teams Meeting

<p>Present: Graham Wilkins Chair and Governor at St Wilfrid’s RC Primary School Colin Pearson Director, 3 Rivers Trust Graeme Atkins Headteacher, Hadrian Learning Trust Mike Deane-Hall Headteacher, Wooler First and Glendale Middle Keith Faulkner Vice Chair and Governor at Collingwood Alan Hardie CEO, NCEA Trust Carrie Hodgson Executive Headteacher Prudhoe West Academy Andrea Mead Headteacher Hillcrest Ben Watson Governor, St Roberts RC First School Nicola Threlfall, Headteacher Embleton Vincent Edwards CE Primary Deborah Wylie Headteacher – Cramlington Village Primary School Emma Miller Dep Headteacher & SENCO, Pegswood Primary School</p>	<p>Audrey Kingham Service Director Education and Skills David Street Deputy Director of Education Sue Aviston Head of Schools Organisation and Resources Nicola Taylor Head of Inclusive Education Services Bruce Parvin Education & Skills Business Manager Abigail Russell Principal Accountant</p>
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Notes Lisa Headington

Start time:		Action:
1.	Welcome and Introductions	
2.	In Attendance See above	
3.	Apologies: Fay Hartland, Neil Rodgers, Andrew Thelwell, Daljit Lally	
4.	Declaration of personal or pecuniary Interest in any agenda item. No declaration of pecuniary interest declared by members.	

5.

HN FUNDING UPDATE

BP confirmed LAs received notification of additional supplementary DSG funding to be distributed to schools. .

In relation to the schools' block, there was essentially prescriptive advice on how this should be distributed to individual schools, but that wasn't the case for high needs. Proposals were originally sent to High Needs committee and the wider schools forum in March, consulting on the best way to distribute funds. that

Maintained special schools, the PRU and special academies receive funding via combination of place funding and individual student top up funding.

Economies of scale are possible within the larger special schools, which meant that the smaller special schools faced some individual challenges because there is no lump sum as in mainstream school funding. A couple of options were outlined on the paper, based on a lump sum and a hybrid based on lump sum and place funding. The was that a flat lump sum rate of £70,000 be introduced.

AM queried place numbers used for Hillcrest and BP clarified that these were based on potential future numbers in September 22 and appreciated that may not be the case.

DW expressed that how much her school was struggling at the moment financially to cover the needs of the children. BP suggested the meeting considered that in conjunction with the element of the paper around the notional SEN payments to mainstream schools.

GA queried whether it was perhaps more appropriate to have an allocation based on numbers rather than on the lump sum. BP clarified this was too late for the standard DSG legislation. It will be consolidated into the main grant for 23/24 and beyond. This also provided an opportunity to move closer to the mainstream schools funding model where there is a lump sum element involved.

GA agreed this made sense and asked how the £70,000 figure had been calculated. BP confirmed this was the pro-rata element of the Supplementary DSG funding, based on special school spending from the main High Needs DSG.

Moving on to deal with the proposals to increase the additional notional SEN payments, BP shared the figures below, to clarify the differences between 21/22 and 22/23 :

Changes to Notional SEN Calculations :

	<u>2021/22</u>	<u>2022/23</u>
FSM	35%	0%
FSM6	35%	100%
IDACI	35%	100%
Lump Sum	5.50%	0%

	<p>Low Prior Attainment 100% 100%</p> <p>Threshold to access Additional Notional 100% 50%</p> <p>The reduction in the notional funding is essentially a reduction to the threshold it's about making it easier for a school to access additional funding. Committee was reminded that notional funding, isn't additional allocation from the ESFA or any other funding body. It's based on funding elements within your school funding formula, the data in the illustrative appendix was based on the summer 21 position, and numbers would be reviewed ahead of the payment for the Summer Term.</p> <p>CH commented the proposals was very welcome including the changes to notional funding. DS welcomed points made and supported the position of trying to get more high needs funding into mainstream schools. He acknowledged it was tight and indicated he was happy to meet with DW</p> <p>GW asked DS to liaise on with CH and DW and report back any observations to high needs and school forum. BP proposed the recommendation that NCC distribute the additional funding for 22/23 on the basis of the lump sum for our special schools and special academies and the Pupil Referral unit and we introduce the revised Notional funding distribution funding with effect from the summer term 2022.</p> <p>GW asked members if they agree with the proposed recommendation.</p> <p>All agreed.</p> <p>GA asked for clarification on how the notional SEN budget was calculated to be circulated with the new proposals, this was agreed by BP. BP confirmed any pupils receiving STAR funding would count in terms of the notional threshold.</p>	
<p>6.</p>	<p>SEN GREEN PAPER: "SEND REVIEW Right Support, Right Place, Right Time"</p> <p>NT shared her presentation to members, the slides for which have been circulated. The review has identified a "vicious cycle" of late intervention, low confidence and inefficient resource allocation which is driving a number of challenges.</p> <p>SEN data from 2021 suggests is that the system is still not delivering value for money despite the huge injections of resource over the last few years into the high needs block. There is still unmet need, poor outcomes for children, young people with SEND, not just academic attainment in terms of outcomes, but it's data around adults with SEN in meaningful employment. It's about attendance data. It's about exclusions data.</p>	

	<p>The review has identified three main challenges:</p> <ul style="list-style-type: none"> • outcomes for children with SEN or in AP are poor • navigating the system for SEN and AP is not positive for children, young people and families.; and • unprecedented investment is still not delivered. <p>There are links within the presentation to click on for further information. In terms of the next steps for the local authority NT outlined there has been an initial meeting to pull together a collaborative response and a workshop. We will be submitting our overall coordinated response in a timely way so that our viewpoints are recorded within the process. There are 22 consultation questions in total and schools, groups of schools and Trusts are encouraged to respond in their own right, because it's really important that all perspectives are heard. GW congratulated NW and recommended that all reviewed the Green Paper and considered responding.</p> <p>GW queried if we, as a school forum are going to submit a response or if that's going to be done through the LA?</p> <p>BP confirmed a LA response would be submitted. Given the vast breadth of membership, views may be different. It may be difficult to capture that on behalf of Schools Forum, which is why we're drawing it to the attention of all schools' forum members if they want to submit individual responses.</p> <p>CP on the reference to "families of schools" asked if there was a place for a special school in multi academy trust of mainstream schools?</p> <p>NT confirmed this was being discussed with some officers during the week, the opportunity for sharing expertise across specialist provisions and mainstream can't be understated. It was thought the DfE will be actively encouraging MATs to be mixed MATs.</p> <p>CP stated that he felt special schools wanting to be part of a special school MAT was the wrong approach, they should be sharing practice with mainstream schools. Integration was also important between health, social services and education.</p> <p>NT indicated it was pretty much as it should be locally in Northumberland. Colin, we have really strong relationships with the CCG and with children's social care. CP was very encouraged by this, as these integrations are absolutely essential.</p> <p>DW indicated that while it's good news to hear that there's an integration at strategic level, on the ground there's still some way to go. We've got a new project starting in the southeast where there's a senior social worker who's starting to build up some meetings with local heads just to try and provide that better streamlined communication, which I'm really excited by. But that's just in its early stages and it's a pilot.</p> <p>NT There has been a move and just within this last academic year for each of our</p>	
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	<p>special schools to have an allocated social worker and named social worker, they won't be working all the cases but serve as a main point of contact. NT was interested to receive feedback from the pilots.</p> <p>GW recommended all to look out for the paperwork and thanked them for their attendance this morning.</p> <p>The meeting closed at 10.29 a.m.</p>	
7.	<p>Date of Next meeting Next Schools Forum Meeting Wednesday 6th July 2022 at 9.30am.</p>	