

HILLINGDON SCHOOLS FORUM
Tuesday 21 May 2024 at 1pm via videoconferencing

Membership: Tony Eginton (Chair), Phil Haigh (Chair of Sub-Groups), Shabana Aslam, Kate Needs, Kris O'Sullivan, Mel Penney, Carly Rissen, John Buckingham, Jim Edgecombe, Dan Cowling, Jenny Rigby, Harshinder Buttar, John Garner, Nicola Edwards, Nicola Kelly, Helen Manwaring, Liam McGillicuddy, Ben Spinks, Sudhi Pathak, Paul Chambers, Elaine Caffary, Naazish Haq, Jonathan Jacob

Shadow Reps/Observers: Debbie Gilder, Eleesa Dowding, Jo Palmer, Graham Wells, Bryony Smith, Pearl Greenwald

Officers: Ndenko Asong, Sailesh Patel, Danny Doherty, Andy Evans, Dan Kennedy, Abi Preston, Michael Hawkins, Julie Kelly, Philip Ryan, Marina Evangelou, Kate Boulter (Clerk)

AGENDA

	Item	Approx. time	Lead	Update
1	Welcome, apologies & opening comments.	13.00 – 13.10	Chair	
2	Any Other Urgent Business	13.10 – 13.15	Chair	
3	Minutes of meeting held on 20 March 2024	13.15 – 13.20	Chair	Minutes
4	Matters arising from meeting on 20 March 2024	13.20 – 13.30	Chair	Oral
5	Schools Forum Membership & Constitution a) Membership update (Academies)	13.30 – 13.40	Chair	Oral
6	Feedback from sub-groups/working groups. a) High Needs Funding Group – deferred to this meeting: Item 6(a) SRPs & Designated Units b) EY meeting 16 May 2024	13.40 – 13.50	PH PH	Report Oral
7	Items for Decision and Noting a) DSG Budget Outturn 2023/24 & Update on High Needs Safety Valve b) Training for Schools Forum, Heads & Bursars and Service	13.50 – 14:30	SP DD	Report Report
8	Information Items a) School Balances 2023/24 – For Information: item will be subject of a paper to the July meeting. b) Schools Mobility Factor: • National Funding Formula (NFF) incorporates 0.1% provision for Mobility. • Pupil classed as mobile if start date is non-traditional (i.e., September) over the last 3 years. • Funding is paid per mobile pupil where school threshold is over 6% in the Full Year • Included in Schools Block paper to SF (17 Jan 2024) c) EHCP Threshold Payments (Exceptional Funding) 2023/24 d) Policy on Support for Schools in Financial Difficulty e) Hillingdon Place Factor – Standard Operating Procedure	14:30 – 14.45	SP DD DD/SP AP AP	Report Per note on Item 8b) Report Policy SOP
9	For note – agenda items for next meeting as per forward plan	14.45 – 14.55	Chair	Oral
10	AOB (if any)	14:55 – 15.00	Chair	Oral

HILLINGDON SCHOOLS FORUM

Minutes of the meeting held on Wednesday 20 March 2024 at 1pm via Teams

Voting members

NAME	ORGANISATION	ATTENDANCE	TERM ENDS
Maintained Nursery (1)			
Shabana Aslam	McMillan Early Childhood Centre	PRESENT	Sep 2026
Maintained Primary - Schools (4)			
Kris O'Sullivan	Deanesfield Primary School	PRESENT	Sep 2024
Kate Needs	Lady Banks	PRESENT	Sep 2027
Mel Penney	Glebe Primary School	PRESENT	Sep 2027
Carly Rissen	Colham Manor	PRESENT	Sep 2024
Maintained Primary - Governors (4)			
John Buckingham	Glebe Primary School	PRESENT	Sep 2024
Jim Edgcombe	Whiteheath Junior School	PRESENT	Sep 2024
Tony Eginton	Minet Infant & Nursery School & Hillside Junior School	PRESENT	Sep 2024
Phil Haigh (IN THE CHAIR)	Cherry Lane Primary School & Meadow High School	PRESENT	Sep 2024
Maintained Secondary (1)			
Dan Cowling	Oak Wood School	PRESENT	Sep 2026
Maintained Special (1)			
Jenny Rigby	Meadow High School	PRESENT	Sep 2027
Academies (9)			
Harshinder Buttar	Lake Farm Park Academy	PRESENT	Sep 2027
John Garner	Ruislip High School	PRESENT	Sep 2026
Nicola Edwards	William Byrd	PRESENT	Sep 2028
Nicola Kelly	Charville	PRESENT	Sep 2024
Helen Manwaring	The Willows	PRESENT	Sep 2027
Liam McGillicuddy	Bishopshalt	PRESENT	Sep 2027
Ben Spinks	Middlesex Learning Partnership	PRESENT	Sep 2028
(2 vacancies)			
Special Academies (1)			
Sudhi Pathak	Eden Academy Trust	APOLOGIES	Sep 2026
Alternative provision (1)			
Paul Chambers	The Skills Hub	PRESENT	Sep 2027
Private Voluntary & Independent Early Years Providers (2)			
Elaine Caffary	4 Street Nursery	PRESENT	Sep 2024
Naazish Haq	Little Companions	PRESENT	Sep 2027
14-19 Partnership (1)			
Jonathan Jacob	Global Academy	PRESENT	Sep 2028
Other attendees (non-voting)			
Independent Non-Maintained Special School			
Debbie Gilder	Pield Heath School		NOT REQUIRED
Shadow Representative (Maintained Primary - Schools)			
Eleesa Dowding	Harmondsworth		NOT REQUIRED
Nicky Bulpett	Ruislip Gardens		PRESENT
Shadow Representative (Maintained Primary - Governor)			
Jo Palmer	Hillside Infant School and Hillside Junior School		PRESENT
Graham Wells	Colham Manor Primary School		NOT REQUIRED
Maintained Special			
Pearl Greenwald	Hedgewood School		NOT REQUIRED
Bryony Smith	Hedgewood School		PRESENT
Officers			
Ndenko Asong	LA Finance		PRESENT
Bharti Bhoja	LA Finance		PRESENT
Kate Boulter	Independent Clerk		PRESENT
Danny Doherty	LA Finance		PRESENT
Julie Kelly	LA Director of Children's Services		PRESENT
Sailesh Patel (SAP)	LA Finance		PRESENT
Abi Preston	LA Director of Education & SEND		PRESENT
Philip Ryan	LA Early Years		PRESENT
Observers			
None			

		ACTION
1.	<p>APOLOGIES & OPENING COMMENTS</p> <ul style="list-style-type: none"> Due to the Chair (TE) experiencing difficulties with his IT connection, it was agreed that the Vice Chair (PH) would chair the meeting. Apologies were accepted and recorded in the attendance list (above). The Chair confirmed the meeting was quorate and could proceed to business. 	
2.	<p>ANY OTHER URGENT BUSINESS</p> <ul style="list-style-type: none"> Teachers Pay and Pension Grants. 	
3.	<p>MINUTES OF PREVIOUS MEETING</p> <p>The minutes of the meeting held on 17 January 2024 were AGREED as a correct record of the meeting.</p>	
4.	<p>MATTERS ARISING</p> <p>All matters arising appeared elsewhere on the agenda.</p>	
5.	<p>SCHOOLS FORUM MEMBERSHIP UPDATE</p> <ul style="list-style-type: none"> Jonathan Jacobs, new 16-19 partnership representative, was welcomed to his first meeting . The nominations process for the two academy representative vacancies was under way with a closing date of 27 March 2024. An update would be provided at the next meeting. 	AP/KB
6.	<p>FEEDBACK FROM SUB-GROUPS & WORKING GROUPS</p> <p>(a) EARLY YEARS FUNDING GROUP – 7 FEBRAURY 2024</p> <p>At the last meeting of Schools Forum, it was agreed that a decision on which funding formula to use for the early years budget 2024-25 would be delegated to the Early Years Group. The Group had met on 7 February 2024 for a single agenda item meeting to discuss the options. There were no minutes of the meeting and further details of the options discussed and decision reached were provided in the officer’s report for agenda item 8a (see Minute 8a).</p> <p>(b) HIGH NEEDS FUNDING GROUP – 7 MARCH 2024</p> <p>The Forum noted the draft minutes of the High Needs Funding Group held on 7 March 2024. It was noted that the phase transfer completion rate Year 6 to Year 7 was 98% by 15 February 2024, not 93% as stated in the minutes (Minute 4).</p>	
7.	<p>ITEMS FOR DECISION</p> <p>None.</p>	
8.	<p>INFORMATION ITEMS</p> <p>(a) EARLY YEARS 2024-25 BUDGET & HOURLY RATES</p> <p>The Forum considered a report which set out the matters discussed and agreed by the Early Years Funding Group at its meeting held on 7 March 2024. The Group had been tasked by Schools Forum to:</p> <ul style="list-style-type: none"> review alternative options for delivery of the Early Years particularly the expanded entitlement; evaluate and model the financial implications of alternative options for allocating the Early Years funding for 2024-25; base the recommendations on the feedback from the consultation with Early Years providers. <p>The Group had received the results of the consultation with EY providers, which had run from 18 January to 2 February 2024, and which had sought views on two funding options (Option 1 or 2). The majority of consultation respondents had supported Option 2 and single hourly rates for all 2 years old and SEN and SEN inclusion supplement for all provisions. The Group had therefore agreed that the 2024-25 funding hourly rate to be allocated to providers be based on Option 2 and apply a single hourly rate for all 2 year olds and a SEN inclusion supplement percentage for all provisions.</p> <p>A table showing the recommended allocations and provider hourly rates for 2024/25 based</p>	

	<p>on these principles was provided in the report. The Forum noted that, as a result of the decision-making being delegated to the Early Years Group, it had been possible to get budget information to PVIs much earlier this year. The Forum NOTED the report.</p>	
	<p>(b) HIGH NEEDS BUDGET 2024-25 The Forum considered a report which detailed the proposed High Needs budget for 2024-25 based on information received so far:</p> <ul style="list-style-type: none"> • The initial High Needs funding allocation for Hillingdon (published 19 December 2023) was £65.760m before any recoupment by the DfE, which represented a 4.91% increase from last year’s funding allocation. • The additional 3.4% grant funding for special schools’ high needs received in 2023-24 had been rolled forward as part of the baseline funding for the 2024-25 allocation. Estimates of the additional payments to be made to the Borough’s special schools were provided in the report. • Hillingdon had seen a 14.28% increase in commissioned places within the Borough in order to meet the demand for SEN places and keep provision as local as possible. • Funding increases were not keeping pace with the increase in demand for high needs support. Hillingdon was forecasting a £13 million overspend in the High Needs block after Schools Block contribution and other funding. A £13 million year end deficit was projected. <p>The Forum commented:</p> <ul style="list-style-type: none"> • In response to a question regarding contingency payments for schools that went over PAN, officers advised that there was not a set figure for funding places over PAN. Discussion would take place between the LA and the school to understand and agree the additional cost of places over PAN. <p>The Forum NOTED the report.</p>	
	<p>(c) CENTRAL SCHOOL SERVICES BLOCK 2024-25 BUDGET At its last meeting, Forum had agreed that the Chair could approve by Chair’s Action the Central School Services Block (CSSB) allocations for 2024-25. The Chair advised that the report had only become available the previous week, and the proposal was therefore put to this meeting. The Forum considered the report which set out the services and support which the Council proposed to fund from the 2024-25 CSSB grant together with the budget allocations. The CSSB allocation for 2024-25 was £2.429K, which represented a reduction of £51K compared with last year. The CSSB provided support to maintained schools and academies by funding ongoing responsibilities and historic commitments. It brought together funding previously allocated through the retained duties element of the Education Services Grant (ESG), funding for ongoing central functions such as admissions previously top sliced from the schools block, and residual funding for historic commitments previously top sliced from the schools’ block. The Forum commented:</p> <ul style="list-style-type: none"> • At the last meeting, under a discussion on the Schools Block, the Forum had agreed not to contribute towards the cost of General Education Duties carried out by the Council on behalf of maintained schools at a rate of £10.93 per pupil, and not to contribute to the proposed contingency fund to assist maintained schools in financial difficulty. Officers advised that the LA had submitted disapplication requests to the Secretary of State, which had been agreed. • The Forum observed that the outcome of disapplication requests reversing decision of the Forum should be formally reported to the Forum rather than arise informally during discussions. <p>The Forum APPROVED the CSSB budget allocations for 2024-25.</p>	<p>AP</p>
	<p>(d) DSG MONTHLY OUTTURN MONTH 9 The Forum considered a report which stated that the Dedicated Schools Grant (DSG) monitoring position for Month 9 was an in-year overspend of £12,820K when compared to the budgeted position, which was consistent with the position at Month 7. Officers advised that the Month 10 position being reported to Cabinet that week reiterated the position. The Forum commented:</p>	

	<ul style="list-style-type: none"> • The deficit position had not changed since the last report to Forum three months ago. • In the past, the Forum had received budget forecasts taking account of the Safety Valve Agreement, but these had stopped. The Forum requested that the forecasts resume, and officers agreed to provide a forecast for the next meeting. • Schools had contributed £2million from the Schools Block which had very little impact on the overall High Needs deficit, but had a significant impact on schools which were operating with reduced funding. Officers advised that the government had decided to leave the high needs deficit with the LA, however there was a clear trend in rising demand for EHCPs and rates which was driving costs up, despite the significant work being done by the LA to reduce costs. • A huge amount of money was being spent on independent schools which had high unit charges. It was difficult to repatriate children from independent settings back into maintained so cost savings were unlikely once a child was placed in independent provision. Officers advised that whilst the focus was on finding more cost-effective settings for children and young people, the LA did not intend to take children out of independent placements and would not take action that was detrimental to children to save money. • The Forum noted that this was the first year that no children had been placed in independent settings at phase transfer, which very positive, however the position could change if parents appealed the place offered. Officers advised that the LA would continue to use independent settings if that was the best place for a child to meet their specific needs. • Schools were observing an increase in demand for EHCPs at earlier ages and it was difficult to see how the deficit would be reduced when demand was growing. Clear data was needed on the growth of EHCPs and type of needs to be met. Officers advised that data was improving and consideration was being given to investing in a new system to improve data further. <p>Officers advised that the LA was still in negotiation with the DfE regarding a revised Safety Valve Agreement. Cost savings could not be made more quickly as there would be too much impact on schools and children. Savings could be accelerated by reducing top-up funding, however that was not a feasible option and not one that Schools Forum would agree.</p> <p>The Forum NOTED the report.</p>	DD
	<p>(e) UPDATE ON FINAL SCHOOL BUDGETS & SCHOOLS BLOCK DE-DELEGATION</p> <p>In an oral update, officers reported that budget statements had been sent to mainstream schools and would be sent to special schools the next day. As stated earlier in the meeting, the Secretary of State had approved the LA's de-delegation request in relation to General Education Duties as LAs had a statutory requirement to provide those services for schools.</p>	
	<p>(f) SCHOOLS FORUM TRAINING</p> <p>In an oral report, officers advised that training for Forum members was being explored and three possible elements had been identified which would be delivered by an external provider in the Autumn term:</p> <ul style="list-style-type: none"> (i) A two-hour online training session for Forum members which would cost £495. (ii) A quote be obtained for the above session to be customised to extend beyond two hours and cover more technical detail. (iii) A quote be obtained for the agreed training to be extended to school heads. <p>The Forum commented:</p> <ul style="list-style-type: none"> • Training for Forum members had been an agenda item for two years and was urgently required. • Extending the training to school heads was not a priority unless it could be done without increasing the cost or delaying the delivery of training to Forum members. • A number of members could not recall seeing the induction handbook produced last year and this would be re-circulated to current members and sent to new members when they joined. <p>The Forum AGREED that a report on the three training options outlined above, with costings, would be provided for the next meeting.</p>	KB

9.	<p>FOR NOTE – AGENDA ITEMS FOR NEXT MEETING – AS PER FORWARD PLAN The Forum noted that agenda items were set out on the Forward Plan.</p>	
10.	<p>ANY OTHER BUSINESS <u>Teachers Pay and Pension Grant</u> The Forum NOTED a report which confirmed the methodology and arrangements for both Teachers Pay (TPAG) and Pension (TPECG) which were announced by the DfE on 19 December 2023 and 11 March 2024 respectively. National funding would be £900million for TPAG and £1.1billion for TPECG, however detailed school level allocations and conditions of grant had not yet been published.</p>	

The meeting closed at 2.45pm



HILLINGDON
LONDON

**BANDED FUNDING MODEL FOR
PUPILS WITH AN EDUCATION,
HEALTH AND CARE PLAN.**

Hillingdon Banded Funding Model

- 1.0 This is the mechanism by which the Local Authority will allocate top up funding for pupils with special/additional educational needs at a level that requires an Education, Health and Care (EHC) Plan.**
- 1.1 Pupils who do not have EHC Plans but have been identified as having special/additional educational needs (SEN/AEN) will have provision from within the funding already available in mainstream school budgets. These pupils would not be placed in a resource base or special school.
- 1.2 The top up bands relate to pupils who will generally have EHC Plans. Top up funding will be provided which, together with the place funding for that school, will enable the required provision to be delivered. This is made up as follows:
- in mainstream school the place funding comprises the Element 1 funding (i.e. the Age Weighted Pupil Unit) plus £6k from the Additional Educational Needs (AEN) budget (Element 2).
 - in a resource base (SRP) at a mainstream school the place funding is £10k.
 - in a special school the place funding is £10k.
 - in alternative provision the place funding is £8k but rising to £10k.
- 1.3 Bands are progressive in nature and provision at lower bands should be arranged in addition to that which is described for higher bands. Please note that each list is intended by way of example and is not exhaustive.
- 1.4 A small school/unit weighting factor will apply to top up funding in special schools as appropriate. This is set out in Appendix 1. Funding for educational therapy provision is included in top up funding in SRPs and special schools where this is identified as educational provision. The Local Authority and Clinical Commissioning Group commissions therapy for pupils in mainstream schools and non-educational therapy provision in SRPs and special schools.

2.0 Pupils without EHC Plans

Provision is made through place funding plus up to £6k from the school's own budget which can deliver up to 12 hours of Learning Support Assistance (LSA)

2.1 This includes pupils with:

- learning difficulties, speech and language difficulties, sensory impairment, physical disability or social, emotional and mental health difficulties, who require small teaching groups largely within the class for a large proportion of the day together with a differentiated curriculum.
- speech and language difficulties following programmes set by a speech and language therapist, e.g. language delay, auditory perception difficulties, basic skills development, speech and language disorders, requiring additional teaching.
- physical difficulties requiring additional teaching support, assistance in toileting, feeding, IT access, assistance to ensure mobility, posture and self-organisation, but with some independence.
- sensory impairment who require additional teaching support and/or support with aids/equipment.
- social, emotional and mental health difficulties or social communication difficulties requiring small group support in a consistent and well-structured environment.
- medical problems but able to manage medication with supervision.
- a need for increased supervision during PE, breaks or off-site activities to ensure safety.
- a need for repetition and reinforcement of instructions.

2.2 Schools will be expected to arrange provision such as:

- differentiated work in the classroom and in homework, including production of materials
- support in the use of care of specialist equipment
- support to manage medication
- access to adult supervision when needed
- access to an individual workstation where necessary
- access to aids, adaptations and equipment to facilitate access for disabled pupils
- regular contact with parents/carers to support progress and parental confidence (in which case, use of the Achievement for All structured conversation is recommended)
- access to support services as appropriate to the pupil's needs (please see the note *Expectations on Mainstream Schools* for more detail about this)
- access to personal support for part of each day including toileting and feeding
- access to in-class support on a daily basis e.g. within a small group in the classroom
- withdrawal for intensive individual or small group teaching for specific programmes for short periods
- delivery of the National Curriculum at a slower pace with an emphasis on basic skills
- opportunities for practical experiences to support reinforcement and over-learning
- implementation of programmes designed by therapists e.g. speech and language therapy, occupational therapy, physiotherapy, and release of staff to be trained by therapists
- a personalized curriculum with regular monitoring
- teacher oversight with stringent measurement of impact of interventions delivered

termly planning with support services and therapists including systematic and regular communication, joint target setting, an agreed Lead Professional/Key Worker following the Early Support principles with regular Team Around the Child (TAC) or Team Around the Family (TAF) meetings to review My Support Plan.

3.0 **Qualifying needs**

It is recognised that diagnosis alone is not a reliable predictor of the impact of a condition on a child's functioning, performance and participation at school.

Pupils may have one or more developmental (before birth) or acquired (during or after birth) conditions which may be acute, chronic, fluctuating or life-threatening in nature. It is important to understand both the nature of the condition/s and the impact on the ability of the child to function in an educational setting.

3.1 **The nature of the condition**

Conditions regularly seen in school include the following. All may vary in severity.

- Specific learning difficulties and cognitive impairments
- Learning disabilities
- Physical disabilities
- Physical health / medical conditions
- Emotional and / or mental health conditions
- Language and communication difficulties
- Sensory impairments
- Social interaction difficulties
- Behavioural difficulties.

3.2 **Impact on function and participation**

Functional areas where performance may be affected by these conditions include, but are not limited to:

- **self-care**, including feeding, toileting, changing outfits, medication etc.
- **independence skills** e.g. getting to and from school, mobility around school and in classroom.
- **engaging with the curriculum and learning**, e.g. ability to attend, tolerate distractions in the environment, follow instructions, organise self and immediate environment (desk, chair, books etc), produce expected amount of work most of the time.
- **participation in the school day** e.g. managing transitions (beginning and end of the day, between activities / lessons), tolerance of planned and unexpected changes (e.g. different teachers), adapting to a variety of settings (different classrooms, dining hall, classroom, gym, playground etc).
- **play and leisure skills**, e.g. having a range of interests, ability to use unstructured play times safely, willingness to try out new or different activities.
- **social interactions with peers and staff** e.g. making needs known, verbal and written communication skills, collaborate in a group, observe spoken and unspoken rules.

3.3 **Level of need and risk**

The severity of the condition and the impact on the child's functioning will affect the level of need. They may also produce behaviours which pose a risk to the safety of the child and/or others. This is an important consideration when determining the level of care and support required. The level of need may alter over a period of time and will be reviewed at least annually by way of the annual review process.

Hillingdon Banded Funding Model

Banding		Top Up Funding
BAND 1		£2.2k - equivalent to 17 hours of LSA in a mainstream school.
BAND 2		£3.7k - equivalent to 20 hours of LSA in a mainstream school.
BAND 3		£6.1k - equivalent to 25 hours of LSA.
BAND 4		£8.5k - equivalent to 30 hours of LSA.
BAND 5		£10K.
BAND 6		£15K.
BAND 7		£20k.
BAND 8		£25k
BAND 9		£30k

Band	Band descriptor	Top up funding of
1.	<p>A specific condition from those listed in 3.1 above with a mild to moderate impact on function. Function is significantly affected in at least one of the areas listed in 3.2 above within the school environment.</p> <p>**Special schools and SRPs would not be expected to admit pupils at Band 1. **</p> <p>4.1 Examples include, but are not limited to pupils with:</p> <ul style="list-style-type: none"> • learning difficulties, to include communication difficulties, physical disability, speech, and language disorder and/or sensory impairment. • impaired physical control who require assistance for some basic needs to develop independence. • behaviour difficulties which require support to avoid potentially damaging situations and those that require support in social situations to avoid distress or anxiety. <p>4.2 Schools will be expected to arrange provision such as:</p> <ul style="list-style-type: none"> • elements of personal care. 	<p>£2.2k - equivalent to 17 hours of LSA in a mainstream school. This means £6k from school budget and £2.2k from the LA.</p>

Hillingdon Banded Funding Model

	<ul style="list-style-type: none"> • small group support for most of the day with opportunities for individual work under the direction of the teacher. • adult support to facilitate communication with others and interaction in the environment 	
2.	<p>A specific condition from those listed in 3.1 above with a moderate to severe impact on function. Function is significantly affected in at least one of the areas listed in 3.2, within the school environment. These difficulties are likely to impact on functioning in the home environment and outside school.</p> <p>**Special schools and SRPs would not be expected to admit pupils at Band 2. **</p> <p>5.1 This includes pupils with:</p> <ul style="list-style-type: none"> • learning difficulties, which include communication difficulties, physical disability, speech, and language disorder and/or sensory impairment. • limited physical control requiring assistance for basic needs to develop independence. • requirements for special facilities e.g. reproduction of materials using Braille, signing facilitators. • behavioral difficulties requiring significant support to avoid potentially damaging situations and difficulties requiring significant support in social situations to avoid distress or anxiety. <p>5.2 Schools will be expected to arrange provision such as:</p> <ul style="list-style-type: none"> • a high level of personal care. • staff with skills in Braille, or willing to learn. • staff able to sign, or willing to learn. • small group support for most of the day with opportunities for individual work under the direction of the teacher within the whole class. • adult support to facilitate communication with others and interaction in the environment. 	<p>£3.7k - equivalent to 20 hours of LSA in a mainstream school. This means £6k from school budget and £3.7k from the LA.</p>
3.	<p>One or more specific conditions from those listed in 3.1 above with a severe impact on function. Function within the school environment is significantly affected in at least one of the listed areas in 3.2. The condition impacts also on function in the home environment and outside school.</p> <p>6.1 This includes pupils with:</p> <ul style="list-style-type: none"> • complex learning difficulties including communication difficulties, physical disability, speech and language disorder, sensory impairment and/or associated behavioral, emotional, and social difficulties. It is likely that pupils will have difficulties in more than one area of need. 	<p>£6.1k - equivalent to 25 hours of LSA. This means £6k from school budget and £6.1k from the LA.</p>

Hillingdon Banded Funding Model

	<ul style="list-style-type: none"> • sensory or physical impairment that limits access to the curriculum and normal life of the school without constant adult support, including occasional need for 2:1 staffing. • social, emotional, and mental health difficulties who have poor concentration, frequent temper outbursts, who are verbally abusive to peers and adults. Their behavior presents as a barrier to their learning or that of their classmates, despite the implementation of an effective school behavior policy and personal/social curriculum, with extended involvement of support services. Pupils may also have difficulties at home. <p>6.2 Schools will be expected to arrange provision such as:</p> <ul style="list-style-type: none"> • a high level of personal support for care needs including some 2:1 staffing for hoisting etc. • implementation of individual programmed under the direction of the teacher with some specific teaching input. • access to appropriate therapy with staff to deliver programmed. • small teaching groups for significant parts of the day. • A staffing ratio of 1:1 for significant parts of the day to meet specific needs and support inclusion. • A curriculum broken down into small steps including within the engagement model (previous P levels). 	
<p>4.</p>	<p>At least one and probably two or more conditions from those listed in 3.1 above with a severe impact on function. Function is significantly affected in more than one of the listed areas in 3.2 within the school environment. The condition impacts on function in the home environment and outside school. The young person presents a low risk of harm (including accidental) to self.</p> <p>7.1 This includes pupils with:</p> <ul style="list-style-type: none"> • complex learning difficulties and/or other significant needs such as medical, physical, behavioural, social, sensory, communication and interaction. It is expected that pupils will have difficulties in several areas of need. • profound and multiple learning difficulties with significant care needs. • challenging behaviours linked to learning and social communication difficulties. • emotional needs linked to mental health difficulties. <p>7.2 Schools will be expected to arrange provision such as:</p> <ul style="list-style-type: none"> • sensory stimulation. • a high level of production of materials for pupils with sensory needs as well as requiring some support for mobility around the school site. 	<p>£8.5k - equivalent to 30 hours of LSA. This means £6k from school budget and £8.5k from the LA.</p>

Hillingdon Banded Funding Model

	<ul style="list-style-type: none"> • a curriculum broken down into small steps often within the engagement model (previous P levels). • support with communication through gesture, eye pointing, symbols or very simple language. • small class/teaching groups with additional support at ratio of 1:1 at other times. • individual programmes which could include use of interactive online learning leading to integration into small groups. 	
5.	<p>At least one and probably two or more conditions from those listed in 3.1 above with a severe impact on function. Function is significantly affected in more than one of the listed areas in 3.2 within school. The condition impacts on function in the home and outside school. A low risk of harm (including accidental) to self. The level of these difficulties will be more severe than those envisaged for Band 4.</p> <p>8.1 This includes pupils with:</p> <ul style="list-style-type: none"> • an inability to function in a class group even with significant assistance. • persistent and challenging behaviour requiring regular or frequent physical intervention. • highly complex, profound, and multiple learning difficulties encompassing several areas e.g. medical, physical, sensory. • a high dependence on adult support for all area's activities. • a profound sensory impairment, but not necessarily including learning difficulties. • potentially life-threatening medical conditions requiring regular personal support available throughout the day. <p>8.2 Schools will be expected to arrange provision such as:</p> <ul style="list-style-type: none"> • small class groups with additional support at a ratio of at least.1:8, with 1:4 immediately available to assist at times, possibly without notice. • requirements for individual programmes and implementation of therapeutic interventions and care provision. • access to appropriate communication aids and resources. 	£10K, Plus £10k from school budget.
6.	<p>One or more conditions from those listed in 3.1 above with a severe to very severe impact on function. Function is significantly affected in more than one of the areas listed in 3.2 above within the school environment. It also impacts on function in the home environment and outside school. Behaviours pose a moderate risk of harm to self or others. They may be unpredictable and / or infrequent.</p> <p>9.1 This includes pupils with</p>	£15k, Plus £10k from school budget.

Hillingdon Banded Funding Model

	<ul style="list-style-type: none"> • profound sensory impairment (may not have learning difficulties) e.g. blind and/or profoundly deaf as well as profound physical disability. • multi-sensory impairment, i.e. blind and deaf. • social communication difficulties with severe learning difficulties and challenging behaviour. • significant sensory processing difficulties. <p>9.2 Schools will be expected to arrange provision such as:</p> <ul style="list-style-type: none"> • specialist intensive teaching in small groups and individually throughout the day. • a staffing ratio of at least 1:1 always, and 2:1 at times. Small class groups with additional support at a ratio of at least 1:1 and 2:1 at times either due to behavioural outbursts or needing two adults to be present for medical interventions etc. • implementation of individual programmes devised by a multi-professional team through the Team around the Child. 	
<p>7.</p>	<p>Two or more conditions from those listed in 3.1 above with a severe to very severe impact on function. Function is significantly affected across most areas in 3.2 above within in the school environment. The condition impacts on function in the home environment and outside school. Behaviours frequently pose a risk of harm to self or others that is moderate or more.</p> <p>10.1 This includes pupils with:</p> <ul style="list-style-type: none"> • extremely challenging behaviour unable to cope in a school setting even with support. • extremely complex learning difficulties requiring a high level of 2:1 staffing for at least parts of the day. <p>10.2 Schools will be expected to arrange provision such as:</p> <ul style="list-style-type: none"> • individual programmes which could include off-site activities leading to gradual reintegration into a school setting. • learning through creative activities with a high level of adult support. • engagement in short term or part time programmes with other providers. • Staff trained to work with young people with extreme and persistent challenging behaviour and an understanding of current research and practice in this area. • a high level of contact with parents/carers and other professional e.g. therapists to ensure a consistent approach with agreed targets. 	<p>£20K Plus £10k from school budget.</p>

Hillingdon Banded Funding Model

<p>8.</p>	<p>Multiple conditions from those listed in 3.1 above with a high level of complexity and a severe to very severe impact on function. Function is significantly affected across most areas in 3.2 above and there is an inability to cope with any aspect of the school environment. The condition impacts on functioning in all settings outside school. Behaviours frequently pose a high risk of harm to self or others.</p> <p>11.1 This includes pupils with:</p> <ul style="list-style-type: none"> • severe learning difficulties combined with extremely challenging behaviour (linked to any diagnosis) and possibly medical needs; these pupils will require a constant and consistent level of care with highly trained and experienced members of staff. <p>11.2 Schools will be expected to arrange provisions such as:</p> <ul style="list-style-type: none"> • staff trained to work with pupils with autism and related difficulties requiring a consistent approach throughout the school day with a ratio of 2 adults to 1 pupil for most of the day. • a high level of contact with parents/carers to ensure consistency of approach and the ability to model strategies wherever possible. • a high level of communication with other professionals involved with the child, to ensure a consistency between settings; joint target-setting is likely to be required with careful monitoring, through a Team around the Child/Family. 	<p>£25K, Plus £10k from school budget.</p>
<p>9.</p>	<p>Multiple conditions from those listed in 3.1 above with a high level of complexity and a severe to very severe impact on function. Function is significantly affected across most or all areas in 3.2 above and there is an inability to cope with any aspect of the school environment. The condition impacts on the ability to function in all settings. Behaviours constantly pose a high level of risk of harm to self or others. The level of care required is constant and consistent with requiring the presence of highly trained and experienced members of staff.</p> <p>12.1 This includes pupils with:</p> <ul style="list-style-type: none"> • severe and complex learning difficulties and medical needs with resulting extremely challenging behaviours, requiring a constant, consistent, and high level of care with highly trained and experienced members of staff. <p>12.2 Schools will be expected to arrange provision such as:</p> <ul style="list-style-type: none"> • staff trained to work with pupils requiring a consistent approach throughout the school day at a ratio of 2:1, with additional support at times. This may include nursing support (funded through Continuing Health). 	<p>£30k, Plus £10k from school budget.</p>

Hillingdon Banded Funding Model

	<ul style="list-style-type: none">• a high level of contact with parents/carers to ensure consistency of approach and the ability to model strategies wherever possible.• a high level of communication with other professionals involved with the child to ensure a consistency between settings with joint target setting and monitoring, through a Team around the Child/Family.	
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SEN Designated Units

Definitions:

DfE in 'School census – guide for schools and local authorities', 2017/18 has the following descriptions:

Specially resourced provisions:


Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school. They are usually for pupils with EHC plans but could include pupils with SEN support.

SEN Units:

SEN Units are special provisions within a mainstream school where children with SEN are taught mainly within separate classes. They cater for a specific type or types of SEN (e.g. ASD) and are usually for pupils with an EHC plan.

Main differences & expectations:

Specially Resourced Provision	Designated SEN Unit
Pupils spend at least 50% of their time in mainstream classes (with support, as required)	Pupils spend most of their time in the Unit, joining mainstream peers for some aspects of school life e.g. assembly or PE, depending on needs
Pupils admitted to SRPs will have a level of SEN need which requires additional support to that available in the mainstream setting	Pupils admitted to SEN Units will have complex levels of need that cannot be addressed solely in the mainstream setting
These are mainstream provisions with some additional resources for a particular type of SEN (e.g. ASD)	These are specialist provisions for a particular type of SEN within a mainstream school
They are not special provision and can be described as mainstream schools with a specialism	SEN Units usually have no separate legal entity

	London Borough of Hillingdon Schools Forum 21 May 2024
Title	DSG Outturn Report 2023-24
Agenda Item	7(a)
Report by	Danny Doherty
Appendices	N/A
Recommendation(s)	To Note the details of the report.

1. Dedicated Schools Grant (£25.6m Overspend)

1.1. The Dedicated Schools Grant (DSG) Outturn shows an overspend of £25.6m which is on the High Needs Block. This includes an increase of £10.5m compared to the position previously reported. It followed from a SEN consultation with the Schools Forum (October 2023) which highlighted the need for a joint review of SEN placements with each of the schools.

1.2. The review found a gap in SEN EHCP commitments totalling over £10.5m over 802 placements not in the system and made up of:

- (1) Historic or prior years commitments totalling £6.3m over 485 placements
- (2) In-Year commitments totalling £4.2m over 317 placements

The review, led by the SEN Service and Finance very effectively identified and removed the gaps, updated the system, corrected the payments commitments with the schools and put in place a robust set of procedures, process, checks and monitoring controls to prevent any potential repeat.

1.3. The introduction of a Live Finance Tracker is central to both monitoring and sustaining the controls and to tracking and forecasting performance and costs. The Dashboard provides a consolidated suite of Insights across activity, performance, spend and unit costs (Appendix A sets out the key features of the Tracker which extracts and reconciles placement details from the core systems including the Case Management (EHMS), payments and contract management (ContrOCC) and the Oracle Financial Ledger.

Table 1: DSG Income and Spend Summary

Funding Block	Outturn		Variance £'000	Variance (As at Month 10) £'000	Change from Month 10 £'000
	Reported Budget	Actual			
	£'000	£'000			
Dedicated Schools Grant Income	(348,931)	(348,931)	0	0	0
Schools Block	266,069	266,069	0	0	0
Early Years Block	26,511	26,511	0	0	0
Central Schools Services Block	2,938	2,938	0	0	0
High Needs Block	55,693	79,018	23,325	12,820	(10,505)
Total Funding Blocks	2,280	25,605	23,325	12,820	(10,505)

2. Dedicated Schools Grant Income (nil variance)

- 2.1. There was no material difference in the amount of DSG received by the LA from the DfE compared to the final DSG allocation due.

3. Schools Block (nil variance)

- 3.1. The Schools Block includes all funding paid directly to mainstream schools as part of their delegated budget share, including the funding recouped by the ESFA and paid to mainstream academies.
- 3.2. There is also a growth contingency fund which is funded from the Schools Block. Schools that are expanding, in agreement with the local authority, to meet basic need pupil population growth, receive additional funding to provide financial recompense throughout the relevant financial year to cover the cost of this agreed and planned growth.

4. Early Years Block (nil variance)

- 4.1. Two-year-old funding was adjusted in July to reflect the number of children accessing the entitlement based on the January 2021 census. The 3 and 4-year-old funding for both the universal and the additional free entitlement was also adjusted in July following the January 2021 census.

5. Central School Services Block (nil variance)

- 5.1. The published DSG budget allocations confirmed a 20% decrease in the Central School Services Block provided for historic commitments. For FY 2023-24 this resulted in a £135k reduction in funding. This reduction in funding only increases the pressure on the services being funded by the central school services block.

6. High Needs Block Pressures – Key Drivers (£25.6m overspend)

- 6.1. The overspend reflects ongoing pressures in the cost of High Needs placements, largely driven by inflationary factors which are not reflected in the funding from the DfE.
- 6.2. Across Local Authorities the scale of mounting DSG deficits has clearly emerged as a national issue, with projections for a £4bn deficit across the country forming a key strand to lobbying by sector bodies such as the LGA and London Councils.
- 6.3. As highlighted above the HN position reflects ongoing pressures in the cost of placements, driven by inflationary factors which are not reflected in the funding.
- 6.4. Top-up costs present a key pressure showing a 30% increase in year-on-year expenditure because of the work around data cleansing and improvements in the payment processes highlighted in section 1 above.
- 6.5. The LA also spent an additional £3m on contingency DSG payments including an increase in the cost of threshold payments as well as additional payments to schools with over place numbers.
- 6.6. Inflationary pressures across the sector have continued to increase and are impacting on the costs of High Needs placements within each type of school setting as we continue to preserve these services to pupils with High Needs. Overall, the SEN service experienced a combined demand and inflationary increase of over 18% compared to 2022/23 after adjusting for the prior year cost identified by the review.

- 6.7. Measures are in place to reduce the number of high cost Out of Borough Independent placements which present the largest unit cost within the High Needs Block, costing 58% more on average than In Borough Independent placements. These structural improvements will take time to deliver as there is a significant time lag between implementing new policies and the benefits being released.
- 6.8. The challenge of mounting DSG deficits is a national issue with London Councils estimating that deficits could rise across London to almost £300m during 2023-24. The number of students with Education, Health and Care Plans (EHCPs) and those requiring SEN support has risen substantially over the past year and is expected to continue to rise through to 2025-26 with no changes in either statutory responsibilities or the funding regime expected in the near future.

Table 2: Summary extract of DSG HN Spend comparison.

	Outturn	Last Year Outturn	YoY Change	% Change
Top-Ups and Place Funding	54,188,468	37,885,780	16,302,688	30%
Independent, FE & Post 16 Placements	16,603,078	16,707,621	-104,544	-1%
Alternative, Tuition, Hospital & Therapy Provision	2,015,542	2,239,476	-223,934	-11%
Other SEN Expenditure	2,925,432	-201,201	3,126,633	107%
Total	75,732,520	56,631,676	19,100,844	25%

7. Safety Valve

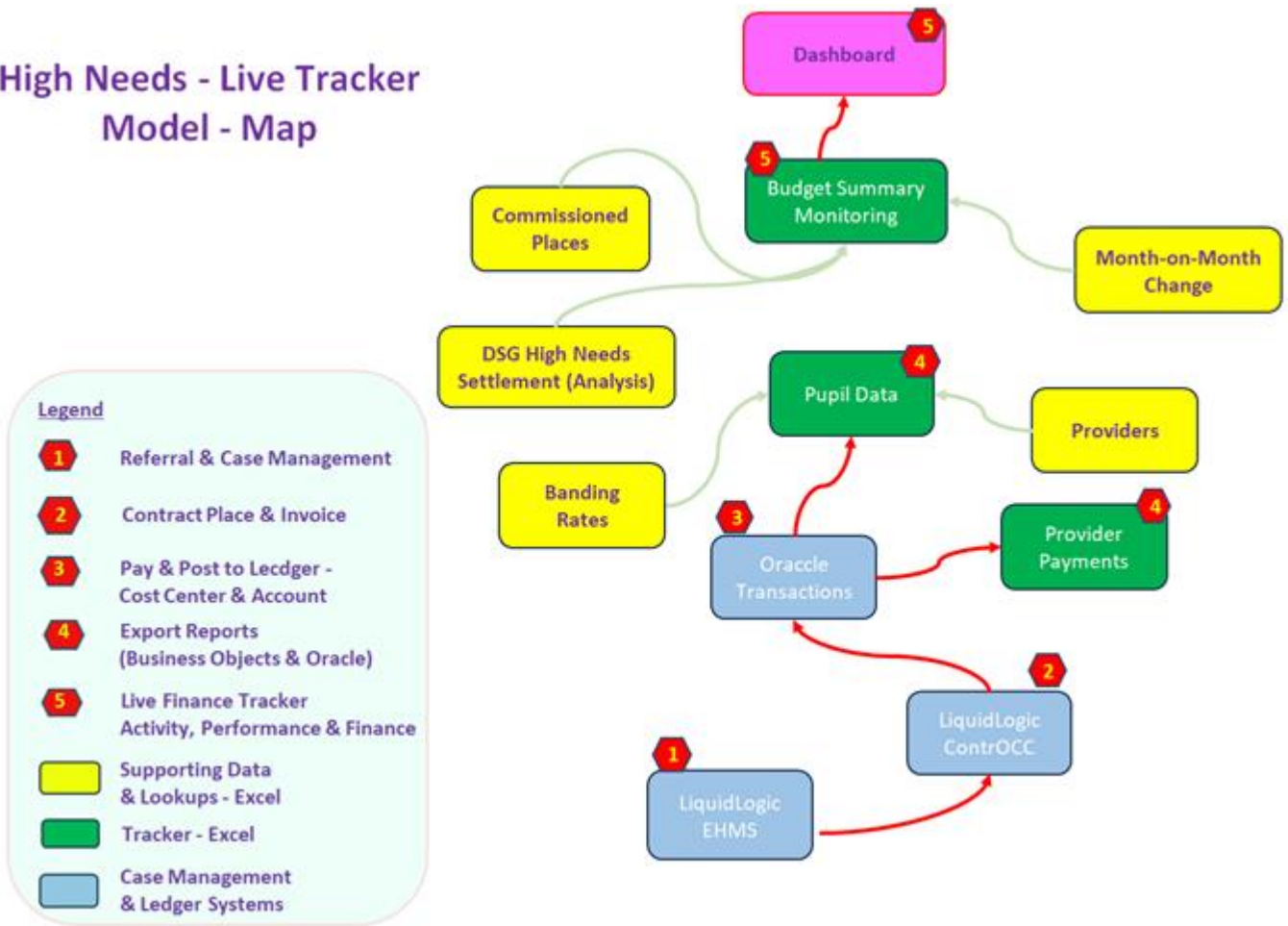
- 7.1. The Council submitted an updated DSG Management Plan to the DfE in December 2023 as part of the DfE's Safety Valve programme. Discussions with the DfE and DHLUC around the Business Case and Delivery Plan are ongoing and are specifically focussed on exploring the cost benefits of a shorter- or longer-term agreement and alternative funding approaches.
- 7.2. While the authority is progressing the discussions with the DfE and DHLUC, Finance is updating the Financial Model, and the service is progressing with delivery of the Safety Valve targets and savings.

8. Conclusion

- 8.1. The sole material variance on the DSG outturn remains the High Needs Block where inflationary pressures on individual placements are significantly outstripping funding made available by the DfE through the DSG.
- 8.2. With continuing high levels of inflation exacerbating this in the new year. There is no standard mechanism for the DSG to be varied to reflect inflationary pressures and therefore the shortfall represents a continuing and on-going challenge in the context of budget management.

Appendix A:

High Needs - Live Tracker Model - Map



Schools Balances 2024/25

Table 1: Summary by Type, Number and Deficit / Surplus


Ref	A	B	C	D	E	F	G	H	I
		Number		Opening Balance		In-Year		Closing Balance	
				£'000		£'000			
1	Type	Deficit	Surplus	Deficit	Surplus	Deficit	Surplus	Deficit	Surplus
2	Nursery		1		(261)		4		(257)
3	Primary	7	38	385	(10,961)	402	1,146	787	(9,815)
4	Secondary	1	1	2,350	(804)	(365)	507	1,985	(298)
5	Special		2		(2,419)		(1,257)		(3,676)
6	Grand Total	8	42	2,735	(14,446)	36	399	2,772	(14,047)

Table 2: Individual School Balance

	DfE	Type	Opening Balance (Surplus) / Deficit	In-Year - (Surplus) / Deficit	Closing Balance (Surplus) / Deficit
			£'000	£'000	£'000
McMillan Nursery	1000	Nursery	(261.268)	4.032	(257.236)
Bourne	2003	Primary	(91.850)	44.878	(46.971)
The Breakspear	2004	Primary	(228.502)	(86.150)	(314.651)
Colham Manor P	2010	Primary	(285.190)	(284.866)	(570.056)
Coteford Infant	2012	Primary	8.972	82.217	91.189
Deanesfield	2016	Primary	(875.641)	143.308	(732.332)
Field End Infant	2019	Primary	(212.978)	92.667	(120.311)
Glebe	2020	Primary	(609.772)	187.537	(422.235)
Harefield Junior	2023	Primary	(205.925)	(27.423)	(233.348)
Harefield Infant	2024	Primary	(94.864)	23.992	(70.871)
Harlyn	2025	Primary	(365.343)	81.694	(283.650)
Harmondsworth	2026	Primary	(67.880)	77.610	9.731
Heathrow	2029	Primary	(225.919)	25.149	(200.770)
Lady Bankes Primary	2032	Primary	(82.621)	108.535	25.914
Minet Junior	2036	Primary	(932.193)	(265.813)	(1,198.006)
Minet Infant	2037	Primary	(580.370)	51.944	(528.426)
Newnham Junior	2038	Primary	(99.848)	55.881	(43.967)
Newnham Infant	2039	Primary	(124.731)	105.848	(18.883)
Whitehall Junior	2052	Primary	(420.130)	(16.212)	(436.342)
Whiteheath Junior	2054	Primary	(146.904)	105.277	(41.627)
Yeading Junior	2059	Primary	(133.178)	(9.622)	(142.800)
Yeading Infant	2060	Primary	(828.717)	606.949	(221.768)
Highfield	2063	Primary	(104.969)	(55.009)	(159.978)
Rabbsfarm	2064	Primary	(428.797)	423.925	(4.872)
Warrender	2065	Primary	(232.542)	(61.706)	(294.248)
Whitehall Infant	2069	Primary	(248.327)	175.440	(72.887)
Whiteheath Infant	2074	Primary	(236.640)	35.983	(200.657)
Frithwood	2076	Primary	17.332	45.772	63.104
Ruislip Gardens	2080	Primary	(436.119)	(114.466)	(550.585)
Cherry Lane Primary	2084	Primary	(181.786)	(63.131)	(244.917)
BWI	3300	Primary	520.383	(192.175)	328.209
Holy Trinity	3302	Primary	55.622	(63.609)	(7.988)
Dr Triplett's CE	3307	Primary	(570.563)	(145.025)	(715.588)
St Swithun Wells RC	3400	Primary	14.494	78.487	92.981
Botwell House	3401	Primary	(545.620)	109.304	(436.316)
St Bernadette RC	3402	Primary	(34.330)	18.807	(15.523)
St Catherine RC	3403	Primary	(86.572)	(4.849)	(91.421)

SF 21 May 2024 - Item 8(a) School Balances

	DfE	Type	Opening Balance (Surplus) / Deficit	In-Year - (Surplus) / Deficit	Closing Balance (Surplus) / Deficit
St Mary's RC	3404	Primary	(95.374)	(41.578)	(136.952)
Sacred Heart RC	3405	Primary	(176.887)	29.192	(147.695)
Oak Farm Primary	5200	Primary	(25.316)	201.183	175.867
Grange Park Junior	5202	Primary	(161.192)	(124.969)	(286.161)
Grange Park Infant	5203	Primary	(241.715)	124.145	(117.569)
Hillside Infant	5204	Primary	(46.092)	(1.620)	(47.713)
Hillside Junior	5205	Primary	(93.070)	16.336	(76.734)
St Andrew's CE	5208	Primary	(209.917)	(57.018)	(266.936)
Hayes Park	5211	Primary	(423.981)	110.339	(313.642)
Oak Wood	5409	Secondary	2,350.124	(365.161)	1,984.962
Harlington	5411	Secondary	(804.419)	506.739	(297.679)
Meadow	7004	Special	(1,289.905)	(183.559)	(1,473.465)
Hedgewood	7009	Special	(1,129.139)	(1,073.657)	(2,202.796)

	<p>London Borough of Hillingdon Schools Forum 21 May 2024</p>
<p>Title</p>	<p>EHCP Exceptional Threshold Payments</p>
<p>Agenda Item</p>	<p>8c</p>
<p>Report by</p>	<p>Ndenko Asong (NAsong@Hillingdon.gov.uk)</p>
<p>Appendices</p>	<p>None</p>
<p>Recommendation</p>	<p>To note the contents of the report.</p>

1. Introduction

- 1.1. The High Needs (HN) funding model allows for top-up funding to be paid by the LA to schools to meet the needs of children with EHCP in addition to the resources the schools have from direct schools block funding including notional SEN.
- 1.2. It is understood that some schools attract disproportionate numbers of pupils with EHCP which in certain circumstances can be challenging from a resource perspective.
- 1.3. The LA has established the EHCP Threshold Funding to further support these schools with disproportionate numbers of pupils with EHCP.
- 1.4. The application of this threshold funding is in line with DfE guidance which states that any such outcome can only be applicable to a minority of schools.

2. How Funding is Calculated

- 2.1. Only mainstream schools (academies and maintained) are eligible to receive the exceptional threshold payment.
- 2.2. The applicable Number on Roll (NoR) used for the calculation is the NoR at the October census 2023 which has been used in the ATP for calculating the schools funding. The NoR is adjusted for the number of pupils in any non-eligible sub-set of the school (e.g. designated unit).
- 2.3. All pupils with an EHCP in a school count towards the eligibility of the threshold payment apart from pupils in a special resource provisions or designated units. The number of EHCPs is the count of the full-time-equivalent (FTE) taken in spring.
- 2.4. The threshold is reviewed annually and set by the Director of Education & SEND. A threshold of 3.5% of the school population was applied which is in line with the level set for 2023/24.
- 2.5. On this basis schools received £6k per FTE above the set threshold for the year.

SF 21 May 2024 – Item 8 (c): EHCP Threshold Payments

- 2.6. The threshold payment should be considered part of the core funding for the school and put towards supporting all pupils with SEN and should not be allocated to individual pupils.
- 2.7. In 2023-24 a total of £804k was paid to twenty-one schools representing about a quarter of our schools in the borough.

Table 1 - EHCP Exceptional Threshold Payments 2023-24

	EHCP above NoR %	3.50%
	Financial Year	23 - 24
ESTAB	Row Labels	
3123300	Bishop Winnington-Ingram CofE Primary School	£ 17,580.00
3125206	Charville Academy	£ 14,310.00
3122084	Cherry Lane Primary School	£ 60,720.00
63122012	Coteford Infant School	£ 47,880.00
3122011	Coteford Junior School	£ 123,090.00
3122019	Field End Infant School	£ 14,760.00
3122020	Glebe Primary School (Hillingdon)	£ 24,090.00
3122023	Harefield Junior School	£ 2,010.00
3122025	Harlyn Primary School	£ 23,790.00
3122026	Harmondsworth Primary School	£ 19,890.00
3125211	Hayes Park School	£ 114,840.00
3125205	Hillside Junior School	£ 18,540.00
3123302	Holy Trinity CofE Primary School	£ 12,090.00
3122028	Lake Farm Park Academy	£ 44,010.00
3125405	Northwood School	£ 780.00
3122064	Rabbsfarm Primary School	£ 7,890.00
3122080	Ruislip Gardens Primary School	£ 34,650.00
3124023	Ruislip High School	£ 43,500.00
3125208	St Andrew's C of E Primary School	£ 2,310.00
3122035	St Martin's Church of England Primary School	£ 82,440.00
3125402	Vyners School	£ 95,160.00
	Total	£ 804,330.00



HILLINGDON
LONDON

Place factor commissioning for special schools, and mainstream schools with Specialist Resource Provision (SRP), Designated Units (DU) and Assessment Centres - Standard Operating Procedure

Introduction

This document sets out the operational procedure within Hillingdon Council for the commissioning of the number of places within specialist provision in Hillingdon, in accordance with the High Needs Funding Operational Guidance published annually by the DfE. The process applies equally to maintained and academy special schools, mainstream schools with Specialist Resource Provision (SRP), Designated Units (DU) and Assessment Centres (referred to in this document collectively as resource provisions), sited within the geographical area covered by Hillingdon Council.

For special schools and mainstream schools with resource provisions, the process is pertinent to the numbers of pupils who have been issued with an Education, Health, and Care Plan ('EHCP'), as admission to all such schools is determined through the naming of that school in Section I of an EHCP.

Local authorities in their commissioning activity and strategic planning placements in special schools and resource provisions are required to follow the processes and procedures as set out in the [Department for Education's \('DfE'\) High Needs Funding Operational Guidance](#) which is published in September in advance of the financial year to which it pertains.

Responsible Officers

The decisions on how many places to commission each school year in each special school and resource provision is made, in consultation with schools, by the following officers:

- SEND Lead Commissioner, SEND Service, Children's Services
- Finance Officer, School Finance Team, Children's Services
- SEND Service Manager

(together referred to hereafter as '*Designated Officers*')

The Designated Officers are required to seek approval of the planned commissioned places with:

- Director of Education and SEND, Children's Services
- Head of Finance (Children's), Finance

Net Capacity of Special Schools

The net capacity of a Special School or specialist provision is governed by the guidance – '[Area guidelines for SEND and alternative provision](#)' which is Building Bulletin 104 - dated December 2015. This denotes the maximum number of children who can access a setting based on the size of the building and the needs of the children.

In a Special School, the assessment of capacity is dependent on the needs of the children attending that school. The focus should be on assessing the total capacity of the school, with supporting information on the capacity of each teaching space and the methodology used (ambulant/non ambulant etc). The school itself is best placed to assess the capacity and to review it on a regular basis as the pupils on roll change, although the net capacity will limit the number of children as detailed above, based on the buildings being used.

If there is any impact on the capacity available, the special school must inform the SEND Commissioning Manager of any proposed changes that may impact on the place planning decisions. This will be discussed through the consultation process for establishing the commissioned number of places for the following year. All parties will agree the number of commissioned places, and if these will be increasing or decreasing during this process.

This information will inform the number of places available, identify accommodation requirements for the future and ensure that the pupils are taught in a safe environment.

The information on capacity will then be considered within the Operational Procedure, described below.

Operational Procedure

The following timeline will be used to determine the number of places to commissioned at education settings each year, but of course meetings and discussions will continue to take place outside these dates as requested or necessary. Meetings may be requested by education settings or by the Council.

The guidance and the actual process that needs to be followed is slightly different according to the designation of the education setting, and the following Providers are subject to the process below, where any changes must be notified to the ESFA as detailed in the DfE guidance on high needs places.

<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2023-to-2024/high-needs-place-change-process-academic-year-2023-to-2024>

Providers in scope of the place change notification process through the ESFA

The following providers are funded from a local authority's DSG, via ESFA, and are, therefore, within scope of the place change notification process:

- mainstream primary and secondary academies with special units, resourced provision or sixth forms
- mainstream free schools with special units, resourced provision or sixth forms

- studio schools
- university technical colleges (UTCs)
- special academies
- special free schools
- alternative provision (AP) academies
- further education (FE) colleges
- independent learning providers (ILPs)

The process should be used to notify ESFA of changes to the number of funded high needs places, hospital education places and changes to the hospital education per place funding amount at the above schools and colleges.

Any other Providers (i.e., maintained schools or colleges) will follow the same process to agree places set out in this document, but any changes to the number of commissioned places is managed locally, and does not need to be notified to the ESFA.

Stage 1 – July/ September

SEND Commissioning Manager and Finance Officer meet to review the current commissioned places for the current academic year and the likely requirements for the next academic year, commencing in the September to follow.

The Designated Officers will consider:

1. The current number of pupils formally commissioned in the current academic year in each setting.
2. The current position of places occupied in each setting.
3. The variation of numbers between the two (in-year changes).
4. The import and export balance, i.e. those pupils living in Hillingdon but educated in specialist state-funded special and resource provisions in mainstream schools sited in the geographical areas of other Local Authorities (export) and those living in other Local Authority areas educated in a Hillingdon-sited state-funded special and resource provision in mainstream schools.
5. The projected numbers of leavers in each setting in the following July.
6. Any information available about numbers of any pre-agreed admissions for the following September.
7. The current allocation of High Needs Places from the DfE.
8. The net capacity of the school, as informed by the schools' audit.
9. Any other information on trends over time, including demographic, policy, or legal changes.

Stage 2

The Designated Officers will determine from the above considerations a proposal for all settings of the number of places that the LA intends to commission for the following academic year.

Stage 3 - September

Each setting is individually consulted by the SEND Commissioning Manager as to the proposed number and invited to make comments on the proposal and any considerations that have led to the proposal or might affect it.

The consultation is carried out in the form of a standardised letter, individualised for each school, that contains details of the previously commissioned numbers, the current occupancy, and the proposed number of commissioned places for the following September. The letters are sent by email direct to the Headteacher of each school and the setting will have an opportunity to respond to the proposal put forward.

Stage 4 - October

The Designated Officers will meet to discuss the consultation response from the settings. If the feedback suggests that there should be a change and finalise the proposed numbers in the light of them. If there is still disagreement with the school over the commissioned numbers after their feedback has been discussed with the Designated Officers, then the schools' reasons and concerns, together with their own proposals as to the number of commissioned places, will need to be submitted alongside the LA's proposed commissioned figures for the Director of Education and SEND to review.

Stage 5 – by end of October

The proposals are submitted to the Director of Education and SEND and Head of Finance (Childrens) for approval.

Stage 6 - November

The approved proposals are submitted by School Finance to the Education Skills and Funding Agency ('ESFA') by their stipulated date in November for academies only.

Stage 7 - January – March

In January each year the ESFA will publish the outcomes of the proposals and their approval status. A two week window follows where settings and LAs can raise any significant issues in accordance with the process as set out in the DfE High Needs Funding Operational Guidance.

The ESFA do not require the information for maintained schools as the LA has local flexibility to change their place numbers. However, the information is submitted via the Authority Proforma Tool (APT) as required under section 251 where local authorities are required to prepare and submit to the Secretary of State for Education a section 251 budget return, which is an education and children and young people's services budget statement for a prescribed period.

Mid to late January

DfE responsibility is to:

- publishes the outcomes of the place change notification process
- 2-week enquiry window opens for issues relating to the published outcomes
- publishes the ILR R14 data for the relevant year
- writes to relevant local authorities confirming outcome of hospital education funding requests

Local authorities responsibility is to:

- check published outcomes are correct and raise any significant issues as detailed above

Schools and colleges responsibility is to:

- check the published outcomes are correct and raise any significant issues as detailed above

The submitted numbers are discussed and ratified by the Schools Forum and formally notified by School Finance to each setting to inform their delegated budgets for the coming financial year.

Stage 8 – Early February

Local authorities:

- 2-week enquiry window closes for issues relating to the published outcomes

Schools and colleges:

- 2-week enquiry window closes for issues relating to the published outcomes

Stage 9 - March

DfE:

- issues the 2023 to 2024 high needs allocations to FE colleges, free schools, academies, NMSS, SPIs (funded by ESFA in academic year 2022 to 2023) and ILPs, including those with changes requiring a deed of variation in place by 9 December 2022

Schools and colleges:

- check the 2023 to 2024 allocations are correct, inclusive of high needs place numbers (ESFA may not change place numbers if not previously notified through the place change notification process)

Where pupil and student numbers differ from allocated places

The [Department for Education's \('DfE'\) High Needs Funding Operational Guidance](#) is clear that from time to time, the number of places that are occupied does not match the number of places funded. In most cases, the variance between place numbers and pupils or students is small, or only has a marginal impact on the cost of the provision.

By applying the ESFA guidance (section 9), place funding should not be withdrawn if an individual does not occupy a funded place and a local authority may not seek to recover funding for places it considers unused in the previous or current academic year.

High Needs Funding – Operational Guidance:

(part of section 9 – High Needs Place Funding)

'If the number of pupils or students agreed as having high needs by the resident local authority exceeds the number of funded places, the school or college should approach the provider local authority. In practice, that could result in the

school or college incurring additional costs in making special provision not met through the top-up funding amount normally paid.

We expect the provider local authority to engage with the school or college to agree how the costs of the additional special provision required are to be met and these conversations should take place as early as possible. The provider local authority should not automatically be charged an additional £10,000 or £6,000 (the relevant place funding amount) per pupil or student. The amount should reflect the actual costs of making additional special provision available, which may only be marginal. Importantly, the provider local authority and the school or college should seek to agree how those costs are to be met'.

Providers should not be charging additional set place funding of £6,000 or £10,000 per pupil attending above the commissioned places when agreeing to admit pupils with EHCPs. If a school or college has significantly exceeded the number of places commissioned by the Council, they should contact the SEND Lead Commissioner to discuss what actual costs have been incurred and provide supporting evidence. A meeting will be arranged where these costs will be discussed, and agreement will be reached between the Council and the provider on any additional payment to be made, where appropriate, to cover these costs.

The number of places to be commissioned for the following year will also be reviewed during the standard process laid out above, and any increase will be implemented as necessary if this is expected to be a long-term situation.

Pupils resident in other Local Authority areas and Hillingdon pupils attending special schools in other LA areas.

This section sets out Hillingdon Council's position on the responsibility for funding high needs places (place funding only), whether agreed in advance through the Authority's annual place return or agreed as in addition to that number or otherwise.

The Council's position matches the [ESFA guidance](#) which can be found on the GOV.UK website.

In short, there remain two elements to the funding of high needs students:

- the place element, and
- the pupil element.

This is an important distinction as they are funded in different ways.

According to ESFA guidance (page 20-24), the commissioning Authority (the Authority in which the pupil resides) is not responsible for the payment of place funding for additional places at a school in another provider Authority's area (the area in which the school is located). All places are adjusted for via the "Import / Export Adjustment". This is a document released by the ESFA in June each year that summarises all the pupils from each local authority attending a particular school. It results in a net adjustment to local authority funding for that academic year. This process is carried out retrospectively and does not match financial years which creates a lag for any adjustments.

It uses Census Data and ILRs (Individual Learner Records) from January to establish which pupils are in respective settings and the local authority they are resident in. Funding for places is deducted from the commissioning authority and passed through to the provider Authority.

Therefore, a school's own host local authority, as the provider Authority, should discuss and agree with a school how much they will fund for the additional places, to avoid making payment twice by the local authority in which the child or young person is resident.

The host provider local authority should not automatically be charged an additional £6,000 or 10,000 per pupil or student (dependent on setting type). The amount should reflect the actual costs of making additional special provision available, which may only be marginal, and an agreement will be reached between Hillingdon Council and the setting on how those costs are to be met.

The commissioning local authority should therefore reject any funding requests which include funding for additional places from a school and ask that they contact the host local provider Authority to arrange payment for all commissioned places.

May 2024 (version 1)