

SLOUGH SCHOOLS' FORUM
6th July 2017
High Needs Block 2017-18
(Directorate of Children Learning and Skills)

1 PURPOSE OF REPORT

To inform Schools' Forum (SF) on progress made with the High Needs Block budget centrally retained budget for 2017-18.

Background

1.1 February SF was consulted on the proposed High Needs Block (HNB) budget for 2017-18. To conclude the consultation officers were requested to provide further information regarding the centrally retained budget of £2.432m. In particular:

- Savings proposals to contribute to the estimated overspend of £481k as set out in Appendix A of the February report; and
- To simplify the descriptions of what the centrally retained budget of £2.432m will be spent on.

2 RECOMMENDATIONS

2.1 The School Forum review the information provided and gives a view on progress to date with the centrally retained budget allocation for 2017-18.

3 REASONS FOR RECOMMENDATIONS

3.1 The DFE requires local authorities to inform and consult the SF on how it proposes to determine the central spend from the high needs DSG block and this was commenced at the February SF.

4 SUPPORTING INFORMATION

4.1 The High Needs Block Task Group (the task group) met on 20th June and reviewed progress made with regard to the further information sought by SF set out in paragraph 1.1 above. Appendix A provides an update.

4.2 The task group will oversee work during the summer to identify the required budget reductions and a further update will be provided to the October meeting.

4.3 The table below summarises the proposed savings to date over the three service areas within the centrally retained high needs budget.

Title	2017-18 Budget	Revised Budget	Saving
Support for Inclusion	1,802,045	1,748,045	£54,000
SEN Support Services	584,230	584,230	£0
SEN Transport	46,340	0	£46,340
Total	£2,432,615	£2,332,275	£100,340

5 ALTERNATIVE OPTIONS CONSIDERED

5.1 Not applicable.

6 SUPPORTING INFORMATION

6.1 The High Needs Block is one of three blocks within the Dedicated Schools Grant (DSG).

7 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Monitoring Officer

7.1 The relevant legal provisions are contained within the main body of this report.

Section 151 Officer – Strategic Director of Resources

7.2 The financial implications of the report are outlined in the supporting information.

Access Implications

7.3 There are no access implications.

8 CONSULTATION

Principal Groups Consulted

8.1 None.

Method of Consultation

8.2 Not applicable.

Representations Received

8.3 Not applicable.

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APPENDIX A

Service	2017-18 Original Budget	Savings	2017-18 Revised Budget	Service Provided
Speech and Language	0.252	0.000	0.252	Service commissioned from Arbour Vale School
Educational Resources services	0.107	0.000	0.107	Provides direct educational support for Children looked after
Sensory Impairment	0.470	-0.090	0.380	Services to support pupils within schools with sensory needs Consortia
Education other than at school	0.131	0.000	0.131	Services to support Haybrook "Apollo" Provision.
Contribution to the SEN team	0.182	0.000	0.182	Contribution to support the work of the SEN team
Financial Support	0.055	0.000	0.055	Contribution to financial support for SEN Services. This pays for 1 FTE Accountant/ Finance Officer to work exclusively on SEN related services.
Behavioural Support	0.164	0.000	0.164	Services commissioned from Littledown school to support behavioural issues in schools.
Hard to Place Protocol	0.267	0.030	0.297	This is funding allocated to schools to support entry into school of hard to place pupils. This is a very useful arrangement to secure placements which are sustainable. The secondary Fair Access Protocol has been reviewed and the primary protocol will be reviewed in autumn 2017. The protocols determine how funding is allocated to schools. There is pressure on this budget due to increasing numbers of hard to place pupils.
Vulnerable Children	0.062	0.006	0.068	The Attendance Service receives funding to provide support for vulnerable groups including school refusers, teenage parents, gypsies, travellers, Roma children and young people with medical needs. Additional support for traveller pupils has been commissioned from RBWM
Early Years Inclusion	0.070	0.000	0.070	Funding for Advisory Teachers to cover early years' private, voluntary and independent (PVI) sectors in identification, assessment, intervention, prevention support and advice.
Access to Education	0.043	0.000	0.043	This funding is for the School Access Officer who arranges education for hard to place and excluded pupils and for the monitoring of home education provision. The Access Officer seeks to avoid the breakdown of pupil places in school, and acts as a broker to re-engage pupils at the same school or facilitate managed moves to other schools of parental preference. The monitoring and assessment of home education is currently shared across the Attendance Team with commissioned support from a school. The cost of commissioning has increased due to an increase in the number of home educated pupils. The cost of the Education Access Officer has risen to meet increasing demand

Service	2017-18 Budget	Revisions	Revised 2017-18 Budget	Service Provided
Support for children with autism	0.186	0.000	0.186	This funding covers the cost of ASD team members to provide outreach information, advice, guidance, support and training to all Slough schools supporting the inclusion of children and young people with autism as indicated in the service level agreement.
Support for children with special educational needs		0.000	0.000	To fund SEN specialist teachers and early years' specialist support workers. This area is undergoing changes at the moment as it moves towards providing a consultant model of support and challenge to address educational standards and closing the achievement gap.
	0.062	0.000	0.062	Provides support for children with learning difficulties and disabilities through the Children's Centres provision, including family support.
	0.118	0.000	0.118	Support, advice and training through the early years advisory service for children with learning difficulties and disabilities. These team members are engaged with assessment provision and also do home visiting.
	0.218	0.000	0.218	Support, advice and training for schools through advisory teachers.(This area of work is undergoing a period of transition from direct assessment and support for pupils in schools to a model which places greater emphasis on a strategic approach to SEND in schools. This will result in a reduction in the assessment of pupils and direct support, alongside an increase in strategic work around: identification, assessment, (early) intervention; advice; preventative work; professional development and training; systemic work: considering the profile, organisation and structure of SEND within the school; schools fulfilling statutory requirements around SEND, accessibility and equality issues; the place and status of SEND within the Senior Leadership Team; Budget commitment to the developing SENCO network 100k
SEN Transport	0.046	-0.046	0.000	To provide transport mainly for under 5s with substantial SEN to access specialist provision from an early stage of development. This is to give children a high quality early start in receiving special help to reduce greater difficulties during their development and a reduction in later costs.
Total	2.433	-0.100	2.332	