

Committee:	Schools Forum
Meeting Date:	15 th October 2019
Title:	Approval of Central School Services Block (CSSB) 2020-21
Author:	Sonya Harban and Adrian Orr
Decision making / consultative / information:	Decision Making
Who can vote?	All members with voting rights

What is the Forum being asked to decide?

1. DfE guidance means that each year the Schools Forum need to approve the continuation of the long-standing CSSB budgets as previously agreed by Schools Forum as shown below. Schools Forum are therefore asked to approve the continuation of the following CSSB budgets:

- Termination of Employment Costs £65,000
- Contribution to Combined Budgets £6,555,387
- On-going Responsibilities £2,219,306

Reason for recommendation

2. The budgets funded by the CSSB fund services that fall under the on-going responsibilities of the Local Authority or are contributions towards service budgets for which no other funding is available that have been agreed by Schools Forum previously. Without continuation of these service budgets, the relevant services provided to schools would cease and schools would need to source individually.

Alternative options

3. Schools Forum could decide not to approve the continuation of these budgets and distribute the money else-where. This would put at risk a number of services that schools would struggle to manage individually, and so is not offered as an option by the Local Authority at this stage.

Who will be affected by this decision?

4. All schools and pupils in Suffolk.

Main body of the Report

5. This paper sets out the rationale and reasoning for the local authority seeking Schools Forum approval for the statutory and historic commitments that call upon the Central Schools Service Block (CSSB) element of the Dedicated Schools grant (DSG).
6. There can be a common misperception that the schools block is in some way “top-sliced” to meet the costs of centrally provided services. Whilst this is the case where de-delegation requests are concerned; it is not the case for CSSB. This is funding added to the block following the end of the ESG and is not funding that was ever in school budgets.
7. As Forum members will be aware national funding for schools and local authorities has been subject to significant change in recent years.
8. The DfE previously provided a grant to local authorities, the Education Services Grant (ESG) to support their statutory education functions and duties. These functions were set out in the non-schools education budget, as prescribed in the Regulations made under SSFA 1998. The ESG was removed nationally in September 2017, with part of the funding being re allocated as additional funds within the Dedicated Schools Grant. As a consequence, many of the types of expenditure made by local authorities around their statutory functions, that were previously funded by ESG, have now been added to Schedule 2 of the 2017 Regulations, to enable DSG to be spent on them.
9. The CSSB in effect brings together:
 - funding previously allocated through the retained duties element of the former Education Services Grant
 - funding for ongoing central functions; and
 - historic commitments previously held within the Schools Block based upon decisions made by Schools Forum’s prior to 2013
10. Where local authorities hold duties in relation to all schools (as set out in Schedule 2, Parts 1 to 5 of the School and Early Years Finance Regulations 2017), all schools must be treated on an equivalent basis.
11. There is a requirement however that Schools Forum approves this funding and the attached appendices provide the background and evidence to support forum to approve this financial commitment
12. The CSSB for Suffolk for 2019-20 is made up of those elements as shown below:

Historic Commitments:			
Termination of Employment costs		£65,000	
Contribution to Combined Budgets		£6,555,387	
			£6,620,387
On-going Responsibilities (based on £ per October census pupil count)	£23.90	92,858	£2,219,306
Total			£8,839,693

13. The CSSB budget for 2020-21 will only differ in the element in relation to on-going responsibilities, as this is based on the pupil number count on the October census. Spend on historic commitments cannot be increased from the previous year.

14. The most recent DfE guidance states that the element relating to historical commitments will be reduced from 2020-21, although at this stage we have had no confirmation if this will be progressed and if so, at what level.

15. When reductions are introduced, Schools Forum will need to agree with the Local Authority how these service reductions should be managed.

Historic Commitments

16. For Suffolk, there are 2 elements in the historic commitments block that require Schools Forum approval.

17. The budget for termination of employment costs has already been decreased in 2019-20 to £65,000 to represent the level of spend in the 2018-19 financial year. The current forecast for spend in 2019-20 shows that expenditure is likely to be at a similar level and so the budget should continue as is.

18. There are a range of services that fall under the category of contribution to combined services:

School Admissions	£122,560
General Landlord Duties	£646,240
CAMHS	£170,100
Headteacher Association Support	£94,500
Virtual School	£374,722
Education & Learning	£1,780,039
Early Help	£2,460,416
School Support	£698,875
<i>Hold against HNB/DfE savings requirements</i>	<i>£207,935</i>
	£6,555,387

19. These are all long-standing agreements which allow a range of pooled services to continue so that schools do not have to source these at an individual level. Annex A describes each service and the impact of their discontinuation.
20. As the budget for termination of employment costs was reduced in 2019-20, these un-committed monies have been held to offset the overspend against the High Needs Block. If the CSSB is indeed reduced by the DfE in 2020-21, this could be used against the total savings required without impacting on the other services delivered through the CSSB.
21. The Local Authority requests that the historical commitments budget is therefore continued as above in order to safeguard these services.

On-going Responsibilities

22. The rate at which Suffolk is funded for on-going responsibilities (as with historical commitments) is based on the previous levels of expenditure prior to the introduction of the National Funding Formula. This means that the level of funding received is 32% lower than the average of other shire authorities, equating to £0.711m.
23. The services under the responsibility of the LA they hold for all schools and academies that are funded from this element of the budget were previously funded by the Education Support Grant, and are described at Annex B. The budgets are summarised under the following headings:

Statutory and Regulatory Duties	£1,271,406
Asset Management	£460,350
Other On-going Duties	£487,550
	£2,219,306

24. Any increase in this element of the CSSB to reflect a change in pupil numbers will be used to offset inflationary increases. If this element of the budget decreases, the Local Authority will need to manage within its current resources.
25. The Local Authority requests that the on-going commitments budget is therefore continued as above in order to safeguard these services.

Annex A

School Admissions £122,560

The Admissions Service works closely with all schools to ensure that admission arrangements across the county are lawful and that places are offered in an open, transparent and fair way. The service is required to:

- Consult on Suffolk's Admission Arrangements, including the policy for community and voluntary controlled schools and the Co-ordinated Admissions Scheme for Schools in Suffolk under the School Admissions Regulations. We liaise with Own Admission Authorities (OAA) when we consider that their proposed arrangements may not comply with the School Admissions Code (SAC).
- Determine Suffolk's Admissions Arrangements.
- Check all of the OAA admission policies by the statutory deadline. This is a growing area of work. We refer any Determined Admission Arrangements for OAAs that we suspect are unlawful to the Schools Adjudicator as this is a requirement for Local Authorities under the SAC.
- Co-ordinate the normal admission rounds for the normal year of entry. All applications have to be entered, matched and verified on our database. There are several data sharing points throughout the process as OAAs with their own oversubscription criteria rank their applications. We must make offers on behalf of all Admission Authorities and other Local Authorities to Suffolk children on statutory national offer days.
- Maintain the number of pupils on roll at each school so that we can advise parents. Whilst we do not co-ordinate in-year admissions, our work has increased and has become much more complex, as we seek to maintain a fair process across Suffolk.
- Have a Fair Access Protocol (FAP), agreed with the majority of schools in Suffolk to ensure that – outside the normal admissions round – unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. Where a school refuses to admit a child with challenging behaviour even though it has places available, we are required to refer this through the FAP. However, another growth and time-consuming area of our work is verifying that refusals under paragraph 3.12 of the SAC are compliant. FAP decisions are made at the In-Year Fair Access Panels (IYFAP). Three panels are held every four weeks.
- To provide information for parents on admissions arrangements, including how and when to apply. This includes information on our website and the composite prospectus (Admissions to Schools in Suffolk guide and the Directories of Schools in Suffolk) which are also published on our website, including admissions policies for OAA schools.

What will be the impact if Schools Forum does not agree to this proposal?

The council has a range of statutory functions with regard to admissions and without this funding it could not meet its duties to parents and schools. The admissions team would not be able to function if this funding was reduced. There would be significant risks to meeting statutory duties, including the offer of school places to learners in the normal year of entry, safeguarding and supporting vulnerable learners. As well as impacting on the council's ability to meet its duties there would be significant impact on children and families and on schools. There is a real risk of an additional burden of work falling on headteachers.

General Landlord Duties £646,240

Health and Safety compliance is a complex and challenging area, and we have a collective responsibility to ensure that children are educated in a suitable and safe environment.

Suffolk County Council takes its responsibility to Suffolk's school children seriously, and through its wholly owned company VERTAS LTD, the Landlord Assurance and Support (LAS) function is being offered to schools and academies to ensure you have the right support when you need it the most.

The core LAS benefits to all.

- 1) A team of experts in Suffolk school buildings who you can trust.
- 2) Rapid response in cases of emergency including 24/7/365 access to assistance.
- 3) Advice and co-ordination of premises management, health and safety matters and the provision and co-ordination of intelligence and data to inform SCC in the effective management of the education estate.
- 4) Bespoke property management packages, available to buy from a trusted provider, with services delivered through managed contractor arrangements to provide qualified engineers and trades.

This funding is only a part of the full cost of running the Vertas Property Management (VPM) team. This means we have difficult decisions to make around how we make the best use of that money to support the schools in Suffolk.

For Academies, responsibilities for Premises Management and Health and Safety sits with them. This means that Academies get the Core LAS offer, but in order to have any more specific help or service from the LAS, you need to purchase services direct. Whilst supporting services are paid for in addition to the LAS funding, you still have the peace of mind that VPM are a trusted service, backed by SCC, with years of experience in dealing with premises issues and health and safety matters in Suffolk schools. You also know that there are Property Advisors, supported by robust contractor arrangements able to respond to emergency situations who are available to speak to you on the telephone.

For maintained schools, who are still part of the County Council, responsibility for Premises Management and Health and Safety is shared between the school and the County Council. For this reason, the VPM team deliver the following services for maintained schools.

- A. Asbestos Management
- B. Statutory Compliance Review
- C. Condition Survey and Review
- D. Display Energy Certificates
- E. Premises Management Training

Crucially, there is currently no SCC contingency to cover this shortfall if the funding is not maintained. There is more detail on what would be lost if this funding is not maintained later in this paper, but there is a risk that the Core LAS offer will not be available to any school in Suffolk, and the maintained schools may have to go to market to satisfy their health and safety obligations, including at times of emergency.

This may create an inconsistent and unstable response in the application of health and safety across schools, and increase unnecessary time spent by school leaders obtaining quotations and resolving matters from less experienced and trusted traders. There are some examples later where the emergency response function of the VPM Core LAS offer showed the value of the team with their rapid and effective response with examples of an unsafe ceiling, and asbestos.

By agreeing to this proposal, schools, academies and the Council can collectively ensure that the Landlord Support and Assurance service is maintained for the benefit of the children of Suffolk.

Vertas Property Management team- benefits of Core LAS offer.

The VPM Team

Continuation of this funding will ensure that the Landlord Assurance and Support Service continues to be delivered via Vertas Property Management and the knowledge and experience of their expert teams can be retained and developed. The VPM team and the support they provide has been developed over many years, working with both Academies and Maintained Schools and provides general day to day property support and advice. The historically agreed CSSB budget is used in its entirety to contribute towards the overall costs of the VPM "front line" Property Advisers and support staff, ensuring they remain available to all Maintained Schools and Academies to ensure schools remain healthy safe and open.

Rapid Response in cases of emergency

The funding ensures that the VPM team are on hand to assist and advise whatever the situation. This is particularly important in emergency situations when they are able to advise, support and implement initial action to make safe. We hope that this is never needed, but there have been cases recently when VPM have had to attend quickly to provide crucial support.

In this respect this service acts like an insurance policy and, should it ever be needed, can step in to provide initial support and assistance at critical times.

Examples where VPM has Stepped into Help in Emergency Situations:

Building Fabric Failure – A partial collapse of the ceiling in the nursery area of an Academy was reported to the Property Adviser. The Property Adviser organised a structural engineer to attend site to investigate the reason for the collapse. The contractor responsible for the construction of the school was called to site and immediately implemented repairs in the nursery and in other classrooms on site having ceilings of the same type. By having access to the Property Adviser, who in turn was able to call on resources to investigate and rectify the issue enabled a swift resolution to the situation. Following on from this incident the VPM team undertook further investigations, including reference to SCC historic records, to identify whether any other schools in Suffolk have ceilings of the same construction/type.

It was recognised by a senior SCC officer who, having been in meetings most of the day, was grateful that decisions were made in a timely manner and by the time they became aware of the situation it had already been dealt with.

Water Hygiene and the Control of Legionnaires Disease - A pupil mentioned to their parents that there was discoloured water coming from some taps in a school. The parents in turn contacted the Environmental Health Team at their local council asking them to investigate. Following on from this the HSE were notified of the issue and started their own investigation into the water hygiene procedures in place at the school.

The school was able to seek support from the Property Adviser who worked closely with them, and the maintenance contractor responsible for the water hygiene, to ensure all the relevant documents were in place. An inspector from the HSE met with the Property Adviser and their line manager and this issue was discussed at length.

Following this the Property Adviser helped the school introduce amended procedures and processes to incorporate details of actions completed, by whom and when to satisfy the HSE concerns.

It's interesting to note is that during the meeting with the HSE the inspector asked questions on several issues other than Water Hygiene, including asbestos management, electrical testing and general health and safety. Although responsibility for Water Hygiene here rests with the school. The knowledge and experience of the Property Adviser enabled all HSE questions to be answered adding the assurance required by the school to satisfactorily enable the matter to be closed.

Advice and co-ordination of health and safety matters.

As well as practical support and advice this service can “signpost” Schools and Academies to online resources, suppliers and other bodies who are able to offer further assistance and if required, can support discussions with the HSE.

The team proactively communicate with schools and academies to share information and alerts on key Health and safety matters.

Some examples of this approach include:

- 1) The Grenfell Tower Fire – following this tragedy the council reviewed all schools within in Suffolk to identify potential areas of risk. Whilst it is understood that the DfE approached academies directly for this information the County Council, as landlord, asked VPM to complete a review of all records held for both Maintained Schools and Academies, as well as visiting sites as required, providing more robust and detailed information.
- 2) Concrete failures associated with Reinforced Autoclaved Aerated Concrete (RAAC) products. Again, all records held relating to Maintained Schools and Academies were reviewed in relation to RAAC products and where the use of such products was identified further investigations were completed at these sites.
- 3) Investigate and collate information requested from DfE, such as the Asbestos Management Assurance Process (AMAP). The County Council holds historic records, and these can be accessed through this service, saving school leaders valuable time. Follow up site visits by the HSE to schools following this exercise have been supported by VPM.
- 4) H&S advice and information is made available to all Suffolk schools through the Suffolk Learning website on a range of topics including Property issues.
- 5) Relevant H&S alerts are provided to all schools through the Suffolk Learning website and Suffolk Headlines (weekly schools email) e.g. HSE visits re Asbestos
- 6) Property related H&S advice and guidance in emergency circumstances.

The Council and VPM act as a conduit for communicating changes to statutory requirements and offer practical advice on how to respond in such circumstances.

Examples of this include:

- 1) Regulations governing oil storage
- 2) The control of Legionella (Water Hygiene)
- 3) Asbestos Management
- 4) Gas testing
- 5) Electrical Test & Inspection (T&I)
- 6) TM44 regulations relating to air conditioning systems

The Property Advisers are uniquely placed to identify risks in schools and share this knowledge with other sites across the education estate.

Flexible packages you can upgrade to.

Vertas Property Management offer a range of service packages, that can be purchased, to fully support Maintained Schools and Academies in meeting their statutory duties in the areas of planned preventative maintenance and health and safety. In addition, they offer a flexible range of “Bolt-on Services” to support Maintained Schools and Academies.

What will be the impact if Schools Forum does not agree to this proposal?

Not providing this funding does not mean that the County Council will fill the gap, there is no contingency money available to fulfil this work.

The funding for this service is essential to ensure that SCC are able to retain the Vertas Property Management team. Not agreeing to this funding would lead to the following;

- A) Vertas would not be able to maintain its core staff at the levels necessary to provide the LAS offer of support and consequently the VPM team would inevitably be downsized and refocussed and lose its specialist knowledge of school issues. Once lost it is unlikely the team could be re-created at the same cost and skill level as existing.
- B) This means schools will have to purchase a service from the market. This also opens up other risks and issues, as the quality of the suppliers on the market varies greatly. As was experienced by a school previously. (See example 1 below).
- C) Any urgent requests for support would be dealt with as per other customer needs. The team of advisors would not necessarily be available to respond to emergencies.
- D) It means that any advice, or co-ordination benefits would also not be available, meaning that there is potential for an un-coordinated and inconsistent approach across Suffolk.
- E) Other services that Vertas currently offer, such as maintenance packages to ensure statutory compliance in the areas of planned preventative maintenance and health and safety would not be available and both Academies and Maintained Schools would have to make alternative arrangements.
- F) The responsibility and the time to organise contractors, specialist services, as well as potentially dealing with the HSE would all fall to the school, without the Landlord Assurance and Support service being in place.

- G) You would not benefit from any of the assurance principles as set out in the previous section but would still retain responsibility for Health and Safety of the school buildings you use. In the example below the negative publicity for a school of such an incident should not be underestimated nor the potential for substantial fines from the HSE.

Example 1

Asbestos Incident - A contractor employed directly by a school to complete lab refurbishments disturbed asbestos in floor ducts and vinyl floor tiles in three labs. They also removed gas taps although they were not “Gas Safe” registered and left the pipework with open ends. A Landlords Consent Form was completed for the work and the site were advised

to appoint a CDM Coordinator, which they did not do, consequently no F10 form was submitted to the HSE. The contractor provided no risk assessments or method statements and no pre-start meeting was held. After a few days the school became concerned with the contractor and contacted the Vertas Property Management team. As the contractor had negligently disturbed asbestos, the SCC Asbestos Emergency Plan was promptly put into action. With Property Adviser support the contractors were asked to attend site to make the areas safe, which they did in conjunction with one of SCCs approved specialist asbestos removal contractors. At this point the asbestos contractor informed the HSE of the incident who have now investigated the situation but at this time the outcome is still not known. Due to the confidence in VPM, the asbestos on site was managed safely and compliantly with the CDM regulations in the schools.

CAMHS £170,100

Research clearly demonstrates the need for a child to have good emotional wellbeing and mental health in order to learn and to develop positive relationships,

(Future in in Mind: March 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf

Thrive Elaborated, Press CAMHS, November 2015

The Link between pupil health and wellbeing and attainment, Public Health England, November 2014)

Primary Mental Health Workers (PMHWs) are commissioned from Norfolk and Suffolk Foundation Mental Health Foundation NHS Trust. In East and West Suffolk they are currently within the Suffolk Wellbeing Service and in Waveney they are integrated within the child and family mental health teams.

PMHWs work closely with schools to facilitate timely and supported response to pupils presenting with emotional, behavioural and mental health difficulties, to ensure they receive the right support, develop resilience and prevent escalation of need. Most significantly, teachers and other staff are supported to develop their skills and confidence in recognising and dealing with mental health issues and in turn provide better outcomes for their children and young people.

The DSG funding contributes to the Primary Mental Health Worker service. Schools (primary and secondary) can contact PMHWs directly for consultation, guidance and support in responding to children presenting with emotional wellbeing, behavioural or mental health concerns.

The service offers easily accessible psycho-educational interventions as well as short term pieces of therapeutic individual and group work through PMHWs, Children's Wellbeing Practitioners and Cognitive Behavioural Therapists with the possibility of developing further therapeutic approaches in the future (for instance specialist work on trauma). The service works closely with their partners, 4YP, in the identification, assessment and referral on of young people who would benefit from counselling with trained counsellors.

If a child or young person is assessed by the PMHW as likely to benefit from a more specialist intervention a referral to the NSFT specialist service will be made and supported by the PMHW.

PMHWs offer a planned consultation session at least once a term with high schools to discuss individual children concerns or group / whole school development needs relating to pupil wellbeing. Where possible planned consultation sessions are also made available for primary schools.

PMHWs also work closely with SCC Children's Services Early Help teams, including school nurses and CAF / TAC processes, to ensure a collaborative approach in meeting the needs of children with more complex presentations.

Each primary and secondary school has a named PMHW to facilitate ease of communication and working relationships. When the named PMHW is absent for any reason there is still access to the service and other PMHWs through the main office phone contact numbers. The lists giving contact details and named PMHWs for schools are circulated to all schools through Suffolk Headlines, repeated whenever there is a change in the allocation.

PMHWs are also linked to GP practices, again to facilitate good communication and support for GPs when they are concerned over a child's emotional wellbeing or mental health. Whilst schools can consult and refer directly to the Emotional Wellbeing Hub themselves it is recognised that many parents will go to their GP first so the provision of the linked GP PMHW facility is beneficial in making sure that appropriate collaboration can take place between GP, school and family.

In addition to one to one work the service also offers webinars and group interventions which include 'Timid to Tiger' aimed at parents of anxious primary school children, 'building resilience in children' a webinar aimed at supporting both parents and teaching staff, 'Exam Stress' webinars and classroom based sessions for 13-18 year olds with self esteem or low mood.

A PMHW was located in the Emotional Wellbeing Hub which commenced on the 16th April 2018, however this post is currently vacant and the Emotional Wellbeing Hub are exploring alongside the PMHW Clinical Team Lead, Samantha Beresford, how this gap in provision can be recruited to and best practice promoted. The Hub provides a single point of access and referral for all children and young people with emotional, behavioural or mental health needs, offering consultation, triage and signposting / referral to the most appropriate service. The function of the Hub is still being developed to improve efficiency and the PMHW role is key to ensuring that the needs of families and schools are taken in to account during triage and decision making.

The Emotional Wellbeing Hub only covers East and West Suffolk but the PMHWs in Waveney can be accessed through the NSFT access points for Norfolk and Waveney.

Waveney also benefits from a PMHW service provided by Norfolk and Suffolk Foundation Trust, commissioned by SCC. Although under a different management structure, PMHWs offer the same level of collaborative support to schools and early help teams in the Waveney Area.

There are two PMHW posts covering the Waveney area; one sitting with Under 14s and one with the Youth Team. The roles are full time but when part time clinicians have been in the roles some duties are met within the wider team.

For the Under 14s Team, the role has recently gone out to advert due to the post holder leaving the Trust. This has given us an opportunity to re-define and shape the role with feedback from Waveney Primary Schools and consider how best to audit the role and its' impact moving forwards.

Until July 2019 the role was filled by a 0.6wte Mental Health Practitioner who had worked within the Waveney CAMH Service for many years. The practitioner made contact with each of the Primary Schools in Waveney and set up termly consultations for most, some were

more regular if they were particularly struggling with their students and others were less regular. The consultations involved;

- 1:1 discussions with school staff about their concerns about a child or group of children
- More generalised discussions around mental health
- Joining meetings with parents to offer support around an understanding of mental health
- Training to staff where requested.

The consultation was flexible to include an anonymous consultation where the school was unable to gain parental consent to share information. This provided benefit to the schools and allowed them to talk through some of the children they were most worried about.

The plans for the role going forwards are;

- To consider term time working if a part time practitioner is successful in post. This would give more time to schools when needed.
- A clear recording system so that consultations are logged each visit and give clear indication of the time and purpose.
- Evaluations forms for schools to complete to feedback on the consultation and any suggestions they have
- More training offered to staff teams
- Consideration of clustering small, rural schools to maximise attendance at consultation and make best use of time.
- Support to schools around running groups for young people with anxiety if appropriate

These plans will be considered with commissioners and schools in East and West Suffolk to ensure the core offer of the PMHW service is consistent across the whole of the County.

All Suffolk CCG's are currently developing their mental health strategies and service re-design in collaboration with the Local Authority and other key partners, including education. There is a specific priority of children's mental health which will build on recent transformation and service development and will take account of Government policy developments such as the investment into developing mental health support teams for schools. Suffolk is currently benefiting from a number of pilots to develop whole school approaches for promoting emotional and mental health and wellbeing in staff and pupils and increased competency and confidence in effective early response when problems arise, funded by the Emotional Wellbeing Transformation Budget and Ipswich Opportunity Area. In addition, commissioners have successfully bid for funding available from Government to establish Mental Health Support Teams in Suffolk, one in the East and one in the West of the County. These teams will include specifically trained Education Mental Health Practitioners, located within schools and supported and supervised by a mental health clinician within the Mental Health Trust.

Suffolk PMHWs will be an integral part of these developments in schools, ensuring seamless pathways of advice, guidance and intervention for children, young people and families and support for staff.

What will be the impact if Schools Forum does not agree to this proposal?

The funding from the DSG for the PMHW service contributes directly for staff, their salaries, supervision, continuous professional development and other on-costs such as travel expenses. £170,000 pays for around three full time posts.

In total there are 2 whole time equivalent (wte) PMHWs for the Waveney area and 14 wte for East and West Suffolk. Funding for the remainder of the service comes from the Clinical Commissioning Groups and Suffolk County Council.

Each PMHW has responsibility for two or three secondary schools and the primary schools in the area of those secondary schools. PMHWs also work with Pupil Referral Units and special schools. Each PMHW therefore has responsibility for around 20 – 25 schools, and it is recognised the service is stretched to meet the demand even with the current level of staffing. A key role is therefore consultation and support to develop school staff confidence and skill in responding to need themselves.

If funding is ceased it will result in a number of staff being lost to the service with undoubted ramifications for the capacity of the service to respond in a timely way to referrals and requests for consultation, support and training and reduce the direct support available to children and young people and their parent/carers.

Headteacher Association Support £94,500

The local authority, LA, is committed to supporting strong headteacher associations who can foster and support great leadership in the diverse family of schools in Suffolk. The Suffolk Primary Headteachers Association and the Suffolk Association of Secondary Headteachers play a vital role in supporting and encouraging high levels of collaboration, strong relationships, and the shared commitment to create a sector led improving system.

Representatives from both associations have been instrumental in the project team that developed the headteacher peer review process ready for implementation in September 2018. The associations have also been direct routes of communication which impacted positively on establishing high numbers involved in the peer review process. As The Suffolk Learning and Improvement Network moves into its second year, the Associations have representation on the Board.

Feedback from the headteacher associations has been considered as part of decision making regarding the improvement or development of LA services.

Financially supporting the two associations creates inclusivity, allowing every leader in the county irrespective of their school's circumstances, to be part of the work and opportunities available through the associations.

- Continuation of good and improving communication across both primary and secondary sectors with Local Authority, CEOs network and a range of other forum/working parties.
- School leaders are updated and contacted (Primary weekly update is now circulated to over 300 school leaders in Suffolk, a number of LA officers use this to promote and inform school leaders)
- Increased partnership work- this has been beneficial for joined up thinking and action. SPHA & SASH have the capacity via their Executive Officer/Director to influence and encourage collaboration. Work is carried out in a phase neutral manner.
- One to one meetings with school leaders provides confidential coaching and mentoring. Both Executive Officer/Director provide support for schools leaders as a bespoke package. "Thank you so much for all your help. I do feel much stronger and have a sense of control back." Feedback from a school leader
- Conferences- termly conferences are organised by both associations. High quality speakers, sharing of best practice, networking opportunities are all blended together to ensure each conference meets the needs of school leaders. "Inspiring and motivating" "Brilliant, best I've ever seen" "thanks for arranging this as it has definitely met my need" Evaluations from Autumn 2018 Primary Heads Conference

- “It was an outstanding conference. Christine and Simon were both truly inspirational. I am sure everyone thoroughly enjoyed the sessions and gained hugely from them. It was also a great opportunity to spend time with colleagues away from the school environment. It was lovely to meet some of our new colleagues and other senior leaders from schools. This network of senior leaders is important to us all. It was a real reminder of how important SASH is. I know I have gained hugely from colleagues over the years. I thought the idea of a joint conference with the CEOs next year was an excellent idea and I would certainly be keen to be involved
- Many thanks for organising the event. I know how much time and effort went in to ensuring that it was so successful.
- Finally it was humbling to hear ‘Mushy’ tell his inspirational story and a great reminder of the impact educators can have on the lives of students. What it is all about!!” Feedback from Secondary Headteachers’ Summer Conference 2019
- The voice of school leaders is heard on a number of boards e.g. SLIN, Schools Co-ordination Group, RtB, Safeguarding Board, SEND, Schools Forum, IFYAP.
- Both Executive Officers/Directors will visit newly appointed school leaders, share with them the work of the associations and ensure that they make connections quickly
- Monthly meetings with LA ensure that LA officers have increased awareness of current issues in schools. In addition, LA officers also have the opportunity to suggest to Executive Officer/Director when a school leader may need support. This is a very open and honest two-way path
- SASH/SPHA Director/Officer actively promote LA working and opportunities provided
- SASH/SPHA Director/Officer work county wide. Membership encompassed all schools in a diverse publicly funded system

What will be the impact if Schools Forum does not agree to this proposal?

The number of primary school leaders engaging with the association is increasing. The well-established and positive work of the associations would be reduced without this resource. There is a high risk of a more fragmented system, a greater likelihood of some leaders being isolated and there could be a negative impact of our shared ambition for system led improvement.

- Lead to a fragmented system and isolation of school leaders, there will be less opportunities for young people in Suffolk
- There will be a negative impact on the well-being of Suffolk school leaders
- The voice of all Suffolk Leaders will not be heard, only the voice of a few
- Reduction of one to one support for school leaders
- No conferences/networking opportunities
- Reduced communication between primary and secondary phases

Virtual School £374,722

The educational outcomes for Children in Care remain significantly below all pupils across every Key Stage. The funding provides a team to work with The Virtual School Head and our schools to diminish this difference in these pupil’s outcomes. The impact of the Virtual School can be seen in the improved educational outcomes of this vulnerable group, which are publicly available via statistical first releases and are also summarised below:

1. Improved outcomes for Suffolk Children in Care in Key Stage 4:

Av. Progress 8	2016	2017	2018
Suffolk CIC	-1.39	-1.01	-0.99
National CIC	-1.14	-1.17	-1.24

The average progress 8 score for Suffolk children in care has improved and is above that of children in care nationally.

% Achieving GCSE Maths and English at grade 5+	2016	2017	2018
Suffolk CIC	x	5.4	11.1
National CIC	x	7	8

A higher percentage of children in care in Suffolk achieve strong passes in English and Mathematics than children in care nationally.

2. Improved outcomes for Suffolk Children in Care in Key Stage 2:

% Achieving expected standard RWM*	2016	2017	2018
Suffolk CIC	26	52	70
National CIC	44	57	61

**Excluding pupils with EHCPs in specialist provision*

The percentage of Suffolk CIC achieving the expected standard has increased and is above national level for children in care.

- Improvements to the Personal Education Plan (PEP) - Every child in care must have a Personal Education Plan (PEP) as a part of their care plan and it is the responsibility of each school's governing body to ensure that there is a designated teacher in place to implement this plan in school. In 2016 the Virtual School established an online PEP and has provided continued training to designated teachers to improve the quality of education provision for this vulnerable group. PEP compliance has now increased from 84% in July 2016 to 97% in July 2019. Quality of the planning has also increased with less than 5% of Summer 2019 being judged as poor in comparison to 25% in Summer 2017 as the Virtual School has supported and challenged schools to provide even more effective education for our children. Improved progress measure demonstrate that the Virtual School has been effective in supporting schools in meeting their duties and responsibilities towards children in care.
 - Improved approach - Robust monitoring and evaluation were carried out in 2018/19 through a schedule of support and challenge visits to every education setting where a Child in care attends. This looked at how the setting was maximising their resources to best support this vulnerable group. A total of 380 school visits to just over 220 educational setting were carried out during the academic year 2018/19.
3. Extension to the Virtual School's Statutory Duties - The Children and Social Worker Act 2017 extended the statutory duties of the Local Authority to support children who leave care on a relevant order (Adoption, Special Guardianship, Child Arrangement Orders). Meeting these duties does place an additional burden on the Virtual School. The Suffolk Virtual School's strategic approach of improving outcomes through school improvement supports the Virtual School Head to meet these extended statutory duties without needing to request any increase to its DSG allocation.

What will be the impact if Schools Forum does not agree to this proposal?

The duties of the Virtual School Head are clearly set out in the statutory guidance Promoting the education of looked after children (February 2018) and the Children and Social Worker Act 2017. The funding outlined in the proposal enables the creation of the team that supports the Virtual School Head to successfully carry out these statutory obligations. Reduction or withdrawal of this funding will reduce the Local Authority's capacity to fulfil the statutory duties as outlined. This would include the discontinuation of:

- the timely and accurate collection of attendance data for every child in the care of Suffolk County Council
- delivery of training to teachers, social workers and foster carers to better meet the learning needs of children in care.
- guidance, support and challenge towards achieving a high-quality Personal Education Plan for every child in care.
- a flexible approach to additional funding for personalised programmes of support for pupils in crisis or requiring funding in excess of the pupil premium plus.
- the provision of information and advice in relation to previously looked after children.
- the timely response by members of the Virtual School to ensure children in care attend a good school or setting that is able to meet their educational needs.
- the continued employment of a team whose interventions ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school.
- the ability for the Local Authority to employ a team with sufficient skills and knowledge to provide the necessary support and challenge to ensure all children in care make good progress in school and achieve outcomes that are in line with their peers.
- the ability to meet the additional duties placed on the Virtual School in relation to previously looked after children would be significantly diminished. Whilst the Virtual School can manage the additional burden without requesting additional funding the additional duty does make the continuation of the existing funding even more important.

Education and Learning £1,780,039

This resource will be used by the Council Officers to impact on / working with school leaders to meet the statutory requirements held by the council for all Suffolk pupils irrespective of the type of school they attend. These duties were formerly funded through the Education Support Grant (ESG). Whilst the DfE removed the ESG, its retained duties were transferred to the Central Schools Service Block (CSSB). The council strategy to meet its statutory requirements around 'high quality' education is set out in the Raising the Bar ambitions that Every child, including those who are vulnerable or need extra help, has a good start in life and the best opportunities to thrive, develop and achieve and that every young person is given the support they need to achieve their full potential and become a confident and successful adult.

All children in Suffolk deserve a good education. Many, but not all, Suffolk pupils currently experience a good education. In July 2019 Ofsted had judged 80% of Suffolk schools and settings to be good or better. This is below national. The most recent figures released by Ofsted in June 2019 show that as at March 2019, 85% schools nationally were judged good or better.

At the end of August 2018, 79% of Suffolk schools were judged good or better compared to 86% nationally, based on the refined reporting criteria Ofsted began to use in 2018. Whilst this shows that the % schools judged good or better nationally has declined and in Suffolk it has increased so that the gap is closing, there are still fewer Suffolk schools judged good or better than nationally.

Pupils in schools with historic judgements of good or better are at risk of not receiving a good education. 77% Suffolk schools inspected in the 2018-19 academic year improved to or retained good or better; 83% LA maintained schools and 73% academies. Whilst this improved from 70% in 2017-18; 78% LA maintained schools and 62% academies, it indicates the risk for pupils. Leaders in nearly a quarter of schools were not able to evidence the criteria for good, many of which declined from their previous judgement of good or better. This resource has and will continue to be used to provide support for school leaders including governors, to retain or improve to good or better.

The % of Suffolk schools judged outstanding has declined from 16% in July 2018 to 13% in July 2019. Nationally, the Chief inspector is calling for a change to the legal status of exempt schools recognising the risk of schools not being visited by Ofsted. The framework may have changed three or more times since a school showed how it met the criteria for outstanding when it was inspected. Nationally, over 80% of outstanding schools inspected following Ofsted's risk assessment have declined at inspection. Whilst this decline is not as stark in Suffolk it is still a risk as schools trigger inspection as a result of Ofsted's risk assessment.

This resource will be used as stated above to fulfil the Local Authority's (LA) statutory duties in relation to the quality of education. The LA has statutory roles and responsibilities that relate to all Suffolk pupils who attend publicly funded schools. The Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services 2013 refers to the responsibility to promote educational excellence for all pupils and be ambitious in tackling underperformance. The LA also has a statutory role, as set out in section 13A of the 1996 education act to promote high standards for all pupils and to promote the fulfilment of learning potential.

The statutory guidance does not specify how these responsibilities should be fulfilled. In Suffolk, the resource allocated by the DfE through the CSSB will be used by the council to ensure school leaders are supported in their essential work so that all pupils in Suffolk attend a school that is judged by Ofsted as good or better and that the strong outcomes achieved by some are consistent across the county so that the improvement overall accelerates to be above national, and in that way, will fulfil the LA's statutory roles and responsibilities.

Schools Forum agreement is sought, so that the council can meet its statutory duties to ensure all pupils in publicly funded schools receive the quality of education they deserve. These services are designed to reflect the principles of respect for the autonomy of school leaders and the recognition of school leaders as the drivers of school improvement.

We adapt and refine the design of school improvement activity in Suffolk to best meet the needs and landscape we work in. Through Raising the Bar 2018-20, the council has responded to feedback from school leaders and shown its commitment to supporting system led school improvement and ensuring the strengths in the education community in Suffolk are shared wider.

There are key strands that this resource will be used to support, to promote the conditions for a self sustaining school improvement system – the Suffolk Learning and Improvement Network; school to school support and bespoke school improvement support for individual schools.

Over the last academic year 2018-19, the model to support school leaders of Suffolk schools has strengthened through the work of the Suffolk Learning and Improvement Network (SLIN).

This school led system of peer review and joint practice development has been designed by school leaders in Suffolk. Leaders in 85 schools joined in wave 1 and over 20 schools have signed up to join in wave 2. The resource from school's forum ensured that all schools received funding to support their involvement so that no schools were unable to join due to budget constraints. This funding supported the peer review and joint practice development provided by the Teaching schools through the StSSP.

At the end of the first year of SLIN it is clear that there is a commitment to the model and principles alongside some challenges for individual schools to engage fully with all aspects of the Network. Reflecting the collaborative nature of SLIN, Officer time and resource, working with Suffolk school leaders, has been essential to ensure the successful launch; operational running; evaluation and quality assurance that underpins a robust and successful school improvement initiative is in place.

Whilst the peer review has provided a welcome external view of the focus of the visit, it is clear that there is a wider range of evidence that informs the holistic view of the school, reflecting the criteria in Ofsted's inspection framework including the quality of education; safeguarding; the intent, implementation and impact of the curriculum and the strength of leadership including middle leaders and governance. Complementing the peer review with the work of LA Officers ensures a whole school evaluation can be used to identify strengths to share wider and where the criteria are met, to inform the use of LA intervention.

School leaders tell us that they are committed to contributing to supporting improvement beyond their schools whilst recognising that they need to ensure their school has the capacity to enable them to do this. School leaders balance putting the needs of pupils in their schools first with working with other schools to support their improvement. This resource has and will be used to promote and create the conditions for collaboration so that expertise can be shared. Through the work of the Standards and Excellence team, working with school leaders in their schools and in analysing evidence and data; and the work of the peer review as part of SLIN, strengths and effective practice to share wider will be identified and shared with the StSSP so that schools can access 'what's worked' and support between schools will be able to be facilitated. As the capacity of schools to provide this support for others strengthens, this will have an impact on reducing the number of pupils attending schools vulnerable to RI or inadequate. Through SLIN, the StSSP and the strengths identified by LA Officers working with schools who take up the offer of SEO visits, the number of schools who have supported improvement beyond their school has had a positive impact and this collaborative approach towards the pupils of Suffolk is recognised and at the heart of SLIN and Raising the Bar.

The end of the DfE Strategic School Improvement Fund meant that Suffolk pupils would no longer be able to benefit from this improvement support. The DfE has set out its school improvement offer to schools 2019-20. The amount of support a school receives will depend on how many RI judgements it has received. This support will contribute to improving the % Suffolk schools judged good or better where schools have received RI judgements. This support is not designed to support school leaders in preventing their schools declining to RI.

The resource provided by school's forum has been used in the academic year 2018-19 to successfully support school leaders in addressing risks that would lead to their school declining at inspection.

Support through the DfE offers is provided by NLEs. Within Suffolk there are significant strengths across the system that we have used to build capacity and facilitated school to school support. This has included but not been exclusive to, the use of NLEs and added widespread capacity by using many strengths identified from local knowledge and evidence. In this way the resource has been used to facilitate all schools sharing their strengths and contributing to a schools' led system of improvement.

The DfE also offer support through the 'Emergency Fund'. A small number of Suffolk schools have benefitted from this resource and support has been provided once the application has been processed and approved by the DfE. Without the earlier council intervention some schools would have been waiting for support which would have delayed school improvement. Consequently, Ofsted would have not seen the improvements that were possible through council intervention. More children would be educated in schools not judged good or better.

The design of the school improvement system in Suffolk must take account of Suffolk's characteristics. Suffolk covers an area of 1468 square miles. It has schools ranging from large urban to small, sometimes geographically isolated, rural with travel time between, variable. This has an impact on school to school support. Complementing this, Council officers are able to provide a county wide service and gather essential, evidence-based intelligence about the strengths that exist in all of Suffolk schools.

Information from this intelligence is used collaboratively through the StSSP to inform professional development offers that match local priorities and provide targeted school-based support. This resource will also continue to be used to enable LA Officers to facilitate school leaders in all publicly funded schools working together on locality priorities, reflecting the unique features of each of the 6 localities we work to. Whilst the priorities may be similar, the features and contexts of the localities is very different and solutions must reflect the contexts in each locality.

Local Authority Officers school improvement support reflects the aim to support leaders, including governors, in their drive to achieve their ambition for the pupils who attend their schools. Support is bespoke and agreed with school leaders to be focussed and targeted on the needs of each school. The capacity created by this resource, approved by School's Forum has resulted in schools benefitting from additional visits where needs have been identified to prevent the risk of the school meeting the criteria for intervention.

Suffolk implements the DfE Schools Causing Concern 2018 guidance to intervene in schools which meet the criteria. To prevent the need for the use of warning notices and highest level intervention, Suffolk has designed a process of early challenge and support. This is the high level action (HLA) process.

HLA is taken where evidence indicates that intensive and targeted activity must happen to ensure that the pace of improvement accelerates. This support and challenge have tackled the factors putting schools at risk of poor Ofsted outcomes often enabling school leaders to evidence 'good' or preventing a decline to inadequate. Pupil outcomes in these schools have also increased at a rapid pace. Consequently, the pupils in these schools are more likely to receive a good education. Fewer schools have met the criteria over the last academic year (8 compared to 27 in 2017-18) which has contributed to the capacity for system wide improvement and school to school support.

Attainment of the expected standard in reading, writing and mathematics at the end of key stage 2 for schools receiving HLA:

HLA in Spring Term 2018 to Autumn Term 2018			HLA in Spring Term 2017 to Autumn Term 2017			HLA in Spring Term 2016 to Autumn Term 2016			
2019	2018	2017	2019	2018	2017	2019	2018	2017	2016
55	<i>44</i>	<i>51</i>	62	57	<i>46</i>	55	<i>57</i>	53	<i>37</i>

Schools receiving HLA show significant improvements in the term directly following HLA (shown in bold on the table) and sustained improvements in the following year. The performance information in the year preceding HLA is shown in italics.

There is a difference in performance information for LA maintained schools and academies in Suffolk as shown on the table below:

	Suffolk			Gap to equivalent National figures		
	2019	2018	2017	2019	2018	2017
LA maintained schools	65	63	60	-1	-3	-2
Academies	59	57	51	-6	-7	-10

The gap between LA maintained schools in Suffolk and LA maintained school nationally has narrowed and was just 1% below in 2019.

The gap between academy schools in Suffolk and academy schools nationally has also narrowed but remains much wider at 6% in 2019.

The table below shows the percentage of pupils achieving the expected standard in reading, writing and mathematics in schools engaged with the Suffolk Learning and Improvement Network (SLIN) compared with schools not involved:

	Schools engaged with SLIN			All Suffolk schools		
	2019	2018	2017	2019	2018	2017
RWM EXS+ %	62	62	59	61	61	57

There is little difference in the performance of schools involved with SLIN and those not involved with SLIN. This is to be expected as the program began in the Autumn term of 2018. It is anticipated that there will be impact in the 2020 outcomes to build on the positive impact and foundations established in the first year of the program. A further 25 schools have joined SLIN in year 2 (starting their first reviews in Autumn 2019) increasing the number of schools involved to 105.

Leaders of 210 publicly funded schools have valued the support from LA Officers and have received support funded at no additional cost through the school improvement strategy.

The work to date has enabled leaders who have chosen to engage, to work together on a solution focussed approach particularly around improving outcomes for the Suffolk pupils who are most vulnerable.

The LA welcomes the work of the Children’s Commissioner in shining a light on vulnerable groups. In 2019-20, Education and Learning will be adopting the Children’s commissioner’s definition of vulnerable groups to support leaders in the identification, planning provision for and ensuring positive impact for these most at risk pupils.

The following table shows the attainment of pupils who are deemed disadvantaged by the DfE’s definition. While all gaps narrowed in 2019 from 2018 and the trend over several years is a narrowing of the gap, there is still much important work to do with these pupils and other pupils considered vulnerable.

Disadvantaged	Suffolk			Gap to National		
	2019	2018	2017	2019	2018	2017
RWM EXS+ %	47	45	41	-4	-6	-6
Reading EXS+ %	58	59	56	-4	-5	-3
Writing EXS+ %	64	61	63	-4	-6	-2
Maths EXS+ %	63	57	56	-5	-7	-7

These benefits will be secured through support and challenge for all school leaders including governors by:

- Ongoing school improvement support through the headteacher peer review process and Standards and Excellence Officer (SEO) visits to schools and settings. This ensures all school leaders influencing the quality of education for Suffolk pupils are supported in their improvement work and enables the LA to fulfil its statutory roles and responsibilities; know its schools well and intervene in a timely and bespoke manner to prevent decline.
- School leaders, including governors; officers and the School to School Support working together to address locality priorities with activity matched to reflect the particular needs and context of each locality across Suffolk. This approach has been successful in bringing together academy and maintained school leaders to work on shared priorities. It provides an opportunity to secure national funding, for example the successful bid to the Laurel Trust, to add additional resource for locality intelligence and resources to inform Suffolk school improvement
- LA Officers and headteacher peer review and StSSP identifying strengths to share wider based on a range of first hand and up to date evidence to grow the capacity for school to school support.
- LA; StSSP and the SLIN board will work together on processes for early identification and intervention to vulnerable schools and setting

What will be the impact if Schools Forum does not agree to this proposal?

The service and school improvement strategy will require immediate and significant change. The aim for all children to attend a good or better school and will not be achieved and the LA

will not fulfil its statutory roles and responsibilities informed by current and up to date evidence.

The essential support for the SLIN will diminish and risk the effectiveness and impact of the network and the collaborative support between school leaders for improvement. This could potentially cause isolation for school leaders. The strength of school leadership needed within the system as a whole to secure capacity for self-sustaining improvement will not be achieved. The SLIN headteacher peer review process will be negatively impacted and, school-led sustainable improvement of Suffolk education will be at risk.

The LA will not know its schools well. This means that intervention will not be timely or bespoke. Strengths and vulnerabilities will not be identified swiftly and school leaders will not receive the support and challenge in their leadership of school improvement. The LA will have reduced evidence on which to identify schools where intervention is needed to secure essential improvement. The evidence will be based on historical published data and therefore not secure the timely improvement needed for pupils currently at the school nor put this historic data into a current context. The support provided by Officers will cease and schools will need to secure support themselves from each other.

The value for money that is secured through timely intervention informed by LA current evidence will be at risk. More costly school improvement activity will be needed as weaknesses are not addressed swiftly and escalate to wider inadequacies.

The alignment of the Teaching Schools and StSSP professional development offer with evidence informed by Suffolk school's up to date needs will diminish or cease.

There will be an inequality between the outcomes for Suffolk pupils. There will continue to be a gap between where Suffolk pupils are achieving strongly and where Suffolk pupils are underachieving. Overall, Suffolk pupils will continue to achieve less well than they may do if they were educated in other parts of the country.

With the new inspection framework being implanted from September 2019, there is a risk that school leaders including governors, will not be confident to show inspectors evidence to support a good or better judgement and the improvement seen in the % good or better schools will not be sustained. More outstanding schools will be at risk of declining.

Early Help £2,460,416

The Early Help and Parenting Teams sit within the wider Early Help Service and provide a range of evidence-based interventions (for example Video Interactive Guidance) for children, young people and families who do not meet the threshold for statutory intervention.

Early Help Teams; provide support predominately through CAF/ Family Network Meetings using the Signs of Safety Framework. EH Family Support Practitioners work with children and families within their homes and community to minimise the impact of a range of stressors including; domestic violence, financial issues, and family breakdown. CAF assessments are completed by a range of agencies, and schools remain the highest referrer. The presenting issues identified at referral include; emotional wellbeing, bereavement, potential homelessness and substance misuse. Work is also completed on cases which no longer meet the threshold for a statutory service, and which are transferred from Social Care.

Figures are only available for the period from November 2018 to August 2019 as the Local Authority moved over to a new recording database, Liquid Logic. During this period a total of 3417 CAFs were completed and of these 42% originated in a school or learning environment. Education remains the main source of CAF assessments which are then

picked up in the Early Help Teams. (Extrapolating from average figures this percentage would increase if the whole year was considered)

The Early Help Triage team continues to ensure consistency of support and advice for all education settings regarding CAF assessment and they have completed approximately 25 telephone consultations each month. This figure increased during the adoption of the online Portal for referral, providing direct advice and support to those professionals completing the CAF assessments.

The use of the Signs of Safety Framework ensures that there is a clear focus in the plans and a strong throughput of cases, empowering families to explore their networks and resources. It is encouraging to see CAF numbers have continued to rise month on month, with the exception being in August where the reduction in referrals from schools, in the holiday period, enabled the balance between cases being opened and closed to shift.

The majority of CAFs continue to have underlying needs and stress factors which are multiple and complex. Early Help teams have increased their bi-weekly meetings with Consultant Social workers in Social Care to discuss the threshold for intervention and in the majority of teams these meetings now are held weekly. Further joint assessment and transfers between the two services are managed in a planned way to minimise the impact on the child, young person, or family. Where a case is held at CAF level and there are concerns which do not necessitate an immediate safeguarding response by the referring agency (in line with their individual safeguarding policy) then it is expected that there will be a discussion in a transfer meeting. Transfer meetings have also included Pastoral or Family Support staff from education settings, and these have been seen to be positive in ensuring a better sharing of information and planning.

Work with parents and carers is complemented by individual and group work with children and young people focussing on; improving self-esteem, reducing sexual exploitation, anger management, reducing risk of offending and transition to adulthood.

Recognising that many of the young people who become NEET also have complex needs there has been a change in the way that services are offered to this cohort. Youth Support Workers and Specialist Youth Support Workers have been replaced by Young Persons Workers and Early Help Coaches and the work is now organised in Adolescent CAFs – these focus on the transition needs of the young people and supporting them in attaining or remaining in employment, education and training. Numbers of Adolescent CAFs have also steadily increased during term time. The Young Persons Workers have worked closely with Education settings to identify those at risk of NEET and where necessary have brokered Adolescent CAFs. Suffolk's NEET figures have shown an improvement and whilst there is still work to do, this is positive. Individual areas have also developed a range of re-engagement provision for this cohort and initial feedback has been positive as to the effectiveness of these measures.

Further changes have been introduced from September 2019. Having won the bid to deliver the Health Child Programme 0-19 Suffolk has looked at how services have been delivered and made some key changes. This has moved some of the Family Support Practitioners out of the Health and Children's Centres and into the Early Help Teams, refocussing their work on the 0-19 age range and building some capacity within the teams. The remaining Children's Centre Family Support Practitioners have become Healthy Child Practitioners and will no longer hold CAF, CIN, CP or CIC work, instead working closely with Health colleagues to deliver a range of targeted services, as well as clinics and groups. This change in focus will enable families to access the support they need at the right time.

Responding to concerns over the School Nursing arrangements the new redesign recognises the importance of School Nursing. The redesign will lead to a 32% increase in full time equivalent School Nursing staff, with an allocated nurse for each school. The increase in establishment will be facilitated by the employment of additional Community Staff Nurses and across the County the 5 School Nursing Teams will be made up of a skill mix of School Nurses, Community Staff Nurses and Child Health Screening Practitioners.

Parenting Support Programmes provide parents and carers with the skills to understand and manage their children's behaviour and support better communication and relationships within families. This results in children who are school ready, emotionally stable and able to take full advantage of their education – reducing school exclusion and emotionally-based school refusal. During the 2018-19 school year the County Parenting Team and colleagues from Early Help and other agencies, including schools, have continued to deliver evidence-based programmes for parents with children from birth to 19 (Solihull, Webster Stratton, Triple P, Strengthening Families and Caring Dads). These include evidence-based group programmes and workshops delivered in schools, children's centres and community venues. Over 2200 parents self-referred or were referred by an agency (many of these coming through CAF/Early Help, but also schools, Health, Social Care and others). Self-referrals are encouraged for all programmes except Caring Dads which is referral-only.

From 2nd September 2019 all referrals and recording for parenting programmes will be fully integrated with the Liquid Logic system now used by Early Help and Social Care. Liquid Logic users can refer directly within the system, and other agencies as well as parents and carers will be able to refer via the CYP portal. Details are now on CYP Headlines and will also be sent to schools directly. This will enable the referral process to be more streamlined, making it easier to see progress of referrals, and to target provision where waiting lists are building up. Our inbox parenting@suffolk.gov.uk will still be available for queries and advice.

We are in the second year of the E-SEE national research project led by York and Exeter universities examining the impact of the Incredible Babies and Incredible Toddlers programmes (Webster Stratton) on the social and emotional wellbeing of young children and parents. We now have Early Help 16 staff trained in these programmes and plan to continue delivery after the project ends in 2020.

SEND: under the Triple P 'umbrella' a range of programmes and seminars are offered for parents and carers of children and young people 0-19. One of the most popular is the Stepping Stones programme for parents of children with additional needs. 15 programmes were delivered during the last school year and this term's programmes have filled very quickly. Many families have children diagnosed with ASD/ADHD or are in the assessment process. The Early Help Service has played an active part with Public Health, NSFT and other agencies in the development of the Neurodevelopmental Pathway and agreement has been reached for the parenting team and ADHD team to deliver co-ADHD half-day workshops for parents (post-diagnosis), with 3 already planned for the autumn term.

Staff training: The Early Help Service bid successfully for funding from the Department of Work and Pensions to raise awareness of the social, emotional and academic impact on children and families of parental conflict. From October 2019 we will also be offering free face-to-face and e-learning training for staff (including schools) on recognising this and developing skills to support families, as well as opportunities for management awareness and Train the Trainer. (This will complement the existing Triple P Family Transitions group programmes for parents going through divorce and separation). School staff have also been attending network meetings and Pastoral Support sessions organised by the Early Help and Parenting teams, as well as free training in the Solihull Approach 'Understanding Your Child's Behaviour' and in delivering the Solihull Group.

Online and digital support: We have significantly increased opportunities for families to access the Solihull Approach this year with the purchase of a countywide licence where any Suffolk residents can sign up to 3 free online courses covering pregnancy and birth, the first year of life, and understanding your child. We will be sending out more information to schools from early September in advance of the October launch – as they can play a crucial part in advertising this to their parents. WhatsApp groups continue to offer ongoing support for those who have completed groups, including significant peer support. The new free TIG app, developed for the Ipswich Opportunity Area for parents of under-5s in Ipswich, is now available via Apple or Google app stores.

Domestic Abuse: The Caring Dads programme for fathers who have been perpetrators of domestic abuse is now in place and providing excellent outcomes. This is coordinated through the Parenting Team and delivered by accredited group leaders from Early Help, Social Care, Probation and voluntary agencies. Many of the referrals are for the most vulnerable families with about 80% of coming from Social Care, and others from CAFCASS and Early Help. There was a substantial rise in referrals in 2018-19 over the previous year., with many of the men referred having contact with several children (both their own and those of partners). 6 x 17 week programmes ran last year in Lowestoft, Ipswich and Bury St Edmunds. The Freedom Programme (for victims of domestic abuse) and Helping Hands (for children affected by it) continue to be successfully delivered by Early Help staff as well as by voluntary agencies. Additional facilitators were trained in Helping Hands this year, and more Freedom Programme training is planned by the end of 2019 to meet current demand.

Groups are cost-effective and have well-researched short and long-term benefits (e.g. reducing need for further services and interventions later in life, as well as promoting early learning in the home). See Early Intervention Foundation, https://www.eif.org.uk/what-its-about/parenting-families/?&page_manualSearch=2. Additional benefits for families include confidence building and fostering positive relationships within the family and the wider community, including with schools. Parents' pre- and post-group assessments regularly show significant decreases in parental depression, anxiety and stress scores and improved confidence. Work continues to increase parental voice, eg through building stronger links with parent/carer organisations and offering more drop-in Parent Hubs in schools and community venues.

What will be the impact if Schools Forum does not agree to this proposal?

The DSG funding provides a large proportion of the funding for the Early Help and Parenting Service. Without this resource, the Early Help Teams would have to focus on supporting the Social Care Fieldwork teams with families supported through Child in Need, Child Protection and Child in Care plans.

This would not only mean that they stop accepting CAFs but they would not be able to support those families where they are no longer on a Child in Need plan to transfer smoothly to a universal service (the equivalent of 624 CAFs for the November 2018 to August 2019 period which Liquid Logic allows us to report on). As has previously been stated this in turn would impact on the casework led by school based pastoral staff and impact on classroom support time and teaching capacity. Links to voluntary organisations, housing and financial support for parents would need to be made directly by schools. Advice and information would need to be accessed via the MASH helpline. We envisage that the number of children who are school ready would reduce and the behaviour of the more vulnerable children who are not getting early intervention would have an impact on the attainment of children as a whole cohort.

Parenting programmes are recommended as part of the pathway to CAMHS in line with NICE guidelines. Without the DSG grant this pathway would only be supported if the child was

subject to a CIN or CP plan. Any additional programmes/seminars/parenting training and support for schools would need to be accessed via Schools Choice.

School Support £698,875

Education settings require timely responses, robust assessment information, fair funding and access to specialist provision so that they can deliver high quality education and support for the children and young people that they are responsible for.

This funding is used to part fund the staff team that manage the processes relating to the drafting and review of Education, Health and Care Plans for children and young people aged 0 to 25. This includes consideration of all referrals made by families and education settings which number in excess of 1000 per annum, and subsequently for those agreed, the co-ordination of advice working in partnership with the young person and family, education settings, social care and health practitioners. This service is also responsible for children and young people at risk of, or permanently excluded from education settings

As of September 2019, the number of children and young people with EHCPs in Suffolk is 5157 – an increase of 786 in 12 months and one that is expected to continue to grow. For the academic year 18/19, 715 assessments were completed compared to 569 in the previous year. All EHC Plans must be reviewed at least annually, and between 30 to 40% of these require some amendments. In parallel we have implemented the new high needs funding system in 2018/2019 and for the new academic year, reviewed and clarified the admissions process to specialist settings and will lead IYFAP under the revised protocol.

In April 2018, the Family Services Team was launched in order to improve delivery of the services specified in the Children's and Families Act 2014 and set out in the SEND Strategy and action plan. This also absorbed the functions of the previous local offers broker role who had been responsible for. This, coupled with a reduction on administration, has increased frontline practitioners and importantly reduced the number of different practitioners that education settings need to engage with.

There is evidence that these changes to service are now embedded and beginning to have a positive impact on the ability to manage greater numbers of assessments, complete more assessments and review all EHC Plans with the statutory timeframes.

The funding also supports the activities necessary to ensure the equitable allocation of high needs funding within the high needs block. This includes moderation and banding assessment and review and provision of the data required for the allocation of top-up funding to schools. The number of pupils requiring top-up funding has increased term on term, and we are now supporting over 3,500 pupils in mainstream schools as well as all specialist placements within the local offer. Finally, this funding supports the administration and co-ordination of the CAF / TAC process.

What will be the impact if Schools Forum does not agree to this proposal?

If this funding was not available to part fund team undertaking the work for EHCPs and associated assessments, we would not be able to sustain and continue to build upon the improvement in performance regarding timeliness and quality of SEND advice and information to schools or to support the recent innovations to support early intervention, such as the Multi Agency Assessment Programme and the inclusion Surgery Consultations offered to all schools or the improvements in management of specialist admissions and the increased support for SENCOs. It would be necessary to reduce the service provided significantly and school SENCOs would be required to undertake many aspects of the key-working, co-ordination and partnership working across services that inform the development

of the EHCP, the reviews and the ongoing support to the child around the EHCP. If the team supporting the HNB were not in place this would reduce our capacity to implement the new high needs funding system, with its reduced bureaucratic requirements on schools and to distribute funds in a timely and responsive way.

Annex B

Statutory and regulatory duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> • Director of children’s services and personal staff for director (Sch 2, 15a) • Planning for the education service as a whole (Sch 2, 15b) • Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22) • Authorisation and monitoring of expenditure not met from schools’ budget shares (Sch 2, 15c) • Formulation and review of local authority schools funding formula (Sch 2, 15d) • Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e) • Consultation costs relating to non-staffing issues (Sch 2, 19) • Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f) • Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17) • Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21) 	<ul style="list-style-type: none"> • Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 57) • Budgeting and accounting functions relating to maintained schools (Sch 2, 74) • Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 58) • Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 59) • Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 60) • Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 61) • Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 62) • Functions related to local government pensions and administration of teachers’ pensions in relation to staff working at maintained schools under the

Responsibilities held for all schools	Responsibilities held for maintained schools only
	<p>direct management of the headteacher or governing body (Sch 2, 63)</p> <ul style="list-style-type: none"> • Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 76) • HR duties, including: advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Sch 2, 64); determination of conditions of service for non-teaching staff (Sch 2, 65); appointment or dismissal of employee functions (Sch 2, 66) • Consultation costs relating to staffing (Sch 2, 67) • Compliance with duties under Health and Safety at Work Act (Sch 2, 68) • Provision of information to or at the request of the Crown relating to schools (Sch 2, 69) • School companies (Sch 2, 70) • Functions under the Equality Act 2010 (Sch 2, 71) • Establish and maintaining computer systems, including data storage (Sch 2, 72) • Appointment of governors and payment of governor expenses (Sch 2, 73)

Table 9a: Central services responsibilities held by local authorities (statutory and regulatory duties)

Education welfare

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> • Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 2, 20) • School attendance (Sch 2, 16) • Responsibilities regarding the employment of children (Sch 2, 18) 	<ul style="list-style-type: none"> • Inspection of attendance registers (Sch 2, 79)

Table 9b: Central services responsibilities held by local authorities (education welfare)

Asset management

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> • Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch 2, 14a) • General landlord duties for all buildings owned by the local authority, including those leased to academies (Sch 2, 14b) 	<ul style="list-style-type: none"> • General landlord duties for all maintained schools (Sch 2, 77a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have: <ul style="list-style-type: none"> • appropriate facilities for pupils and staff (including medical and accommodation) • the ability to sustain appropriate loads • reasonable weather resistance • safe escape routes • appropriate acoustic levels • lighting, heating and ventilation which meets the required standards • adequate water supplies and drainage • playing fields of the appropriate standards • General health and safety duty as an employer for employees and

Responsibilities held for all schools	Responsibilities held for maintained schools only
	<p>others who may be affected (Health and Safety at Work etc. Act 1974)</p> <ul style="list-style-type: none"> • Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)

Table 9c: Central services responsibilities held by local authorities (asset management)

Central support services

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> • No functions 	<ul style="list-style-type: none"> • Clothing grants (Sch 2, 53) • Provision of tuition in music, or on other music-related activities (Sch 2, 54) • Visual, creative and performing arts (Sch 2, 55) • Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 2, 56)

Table 9d: Central services responsibilities held by local authorities (central support services)

Premature retirement and redundancy

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> • No functions 	<ul style="list-style-type: none"> • Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 2, 78)

Table 9e: Central services responsibilities held by local authorities (premature retirement and redundancy)

Monitoring national curriculum assessment

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> No functions 	<ul style="list-style-type: none"> Monitoring of National Curriculum assessments (Sch 2, 75)

Table 9f: Central services responsibilities held by local authorities (monitoring national curriculum assessment)

Therapies

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> No functions 	<ul style="list-style-type: none"> This is now covered in the high needs section of the regulations and does not require schools forum approval

Table 9g: Central services responsibilities held by local authorities (therapies)

Other ongoing duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> Licences negotiated centrally by the Secretary of State for all publicly funded schools (Sch 2, 8); this does not require schools forum approval Admissions (Sch 2, 9) Places in independent schools for non-SEN pupils (Sch 2, 10) Remission of boarding fees at maintained schools and academies (Sch 2, 11) Servicing of schools forums (Sch 2, 12) Back-pay for equal pay claims (Sch 2, 13) Writing to parents of year 9 pupils about schools with an atypical age of admission, such as UTCs and 	<ul style="list-style-type: none"> No functions

Responsibilities held for all schools	Responsibilities held for maintained schools only
studio schools, within a reasonable travelling distance ¹⁰ (Sch 2, 23)	

Table 9h: Central services responsibilities held by local authorities (other ongoing duties)