

<b>Committee:</b>	Schools Forum
<b>Meeting Date:</b>	2 October 2018
<b>Title</b>	Central school services block funding and de-delegation
<b>Author:</b>	Sonya Harban, CYP Strategic Finance Partner Michael Quinton, Senior Service Accountant
<b>Decision making / consultative / information:</b>	Decision making
<b>Who can vote?</b>	Central School Services Block - all members of Schools Forum with voting rights (i.e. all schools, academy and non school members)  De-delegated – by phase – primary and secondary maintained schools members only

**What is the Forum being asked to decide?**

1. Schools Forum is asked to approve separately the continuation of each of the services funded from the Central School Services Block (CSSB) for all schools and academies as detailed in Annexes a-k.
2. Schools Forum is asked to approve that the reduction in budget allocated for the termination of employment costs is left uncommitted and moved to reserves as a contribution to the continuing pressures against the High Needs Block.
3. It should be noted that central expenditure requires Schools Forum approval.
4. Schools Forum is also asked to agree the de-delegation of funding back to the Local Authority for the continuation of each of the following services detailed in Annexes l-o: Intervention Fund) Behaviour Support Services, Support to under-performing ethnic groups including bilingual learners and Trade Unions, by phase for maintained primary and secondary schools.
5. It should be noted that de-delegation for mainstream schools requires Schools Forum approval.

**Reason for recommendation**

6. The CSSB provides funding for LAs to carry out a wide variety of central functions including statutory duties that are provided for all pupils in state-funded schools and academies. It was introduced in 2018-19 to bring together:

- funding previously allocated through the retained duties element of the Education Services Grant (ESG)
  - funding for ongoing central functions previously top-sliced from the Schools Block
  - residual funding for historic commitments, previously top-sliced from the Schools Block
7. Funding for de-delegated services is allocated through the funding formula but can be passed back i.e. de-delegated, for maintained mainstream primary and secondary schools.
  8. Schools Forum are required to approve each funding line separately each year for services funded from the central school services block (CSSB) and the de-delegated services.
  9. The DfE have indicated that they expect to reduce the CSSB from 2020-21 to reflect the anticipated reduction in costs of historical commitments. Other than the termination of employment costs, and a proposed small decrease on the Headteacher Association Support, there has not been a reduction in spend by the LA on those service areas that rely on an element of CSSB to maintain their current service levels. Given this level of uncertainty, it would be prudent to not reduce the CSSB total until more guidance has been received.
  10. The overall percentage of funding that is attributable to the services funded from the CSSB and de-delegation equates to only 2.5% of the total schools block allocation.

### **Alternative options**

11. This paper and its annexes describe a range of functions and activity carried out by Suffolk County Council around its duties to children, families and standards in schools, as well as outcomes achieved over the last year. If funding for these areas of work was stopped or reduced there would be an immediate impact on service delivery and in a number of cases some of the burden of that work would fall on leaders and staff in schools.
12. Suffolk County Council and the wider schools' community continue to work well in partnership to maximise the outcomes for the children of Suffolk. This joint work progressed even further in 2017-18 with developments such as the Suffolk Learning Improvement Network (SLIN) and the joint work with the headteacher associations. If the requests for retention of central funding are declined, the LA can appeal to the Secretary of State. An appeal would have to be made in this situation, because a refusal by Forum would place an unacceptable financial risk on the LA, with significant potential impact for some schools, since the services would still have to be performed. For these reasons, alternative options are not being proposed.

### **Who will be affected by this decision?**

13. The children and young people of Suffolk who attend state funded educational institutions.
14. All schools and academies will be affected by the decision regarding the services that will be funded from the central school support block (CSSB).
15. The decision whether a service should be de-delegated by phase will apply to all maintained mainstream schools in that phase.
16. De-delegation is not an option for academies, special schools, nurseries or PRUs.
17. Where de-delegation has been agreed for maintained mainstream primary and secondary schools, it is the Department's presumption that the LA will offer the service to those schools and academies in their area which are not covered by the de-delegation. Academies will continue to receive a share of funding for these services in their delegated budget.
18. The service providers will also be affected by the decision if Schools Forum decide to withdraw approval of the funding. If no DSG funding is made available for the services set out in the paper, they will cease to be provided.

## **Main body of the Report**

### **Central School Services Block**

19. As part of the recent schools funding reforms, the DfE have created a new, fourth DSG block; the central school services block (CSSB), to combine funding previously allocated through the Education Services Grant (retained statutory duties element) and funding for ongoing central functions and historic commitments which were previously top sliced from the schools block as "centrally retained" funding.
20. The total funding received through the CSSB is based on historic commitments agreed by the DfE based on a baseline exercise completed by all LAs, with funds for ongoing responsibilities allocated based on numbers of pupils.
21. Based on the initial allocations provided by the DfE, the CSSB will increase to £8.82m in 2019-20. The budget for 2018-19 is £8.77m.
22. The duties and responsibilities that are funded by the CSSB require the approval of Schools Forum on an annual basis (with the exception of licences that are negotiated centrally by the Secretary of State for all publicly funded schools).
23. Table 1 below summarises by each service heading, the adjustments to the 2018-19 budgets originally agreed by Schools Forum, and the recommended budgets based on the provisional 2019-20 CSSB funding allocation:

Table 1:

Centrally Retained DSG Contribution to Services:		Actual Full Year Budget 2018-19	Budgets Approved by Schools Forum Oct 2017	Hierarchy Budget Adjustments	Recommended Full Year Budget 2019-20
*	Regulatory & Other Statutory	£1,664,694	£1,569,227	£95,467	£1,711,087
***	Hold for HNB overspend contribution	£0	£0	£0	£178,600
	General Landlord Duties	£646,240	£646,240	£0	£646,240
	Admissions	£137,560	£137,560	£0	£137,560
	Servicing of Schools Forum	£2,550	£2,550	£0	£2,550
**	Termination of employment costs	£250,000	£250,000	£0	£65,000
**	CAMHS	£170,100	£170,100	£0	£170,100
* **	Education & Learning	£1,780,039	£1,799,846	-£19,807	£1,780,039
**	Headteacher Association Support	£103,100	£103,100	£0	£94,500
* **	Early Help	£2,460,416	£2,452,678	£7,738	£2,460,416
**	Virtual School	£374,722	£373,779	£943	£374,722
* **	Schools Support	£698,875	£706,389	-£7,514	£698,875
	CSSB	£8,288,296	£8,211,469	£76,827	£8,319,689
	Copyright Licences	£485,000	£485,000	£0	£500,000
	<b>Total CSSB</b>	<b>£8,773,296</b>	<b>£8,696,469</b>	<b>£76,827</b>	<b>£8,819,689</b>

\* Budgets corrected and updated from those reported for increased CSSB in 2018-19. Reflect historical commitment previously agreed but transferred between management headings for service continuity

\*\* the budget cannot exceed the value agreed in the previous funding period and no new commitments can be entered.

\*\*\* reduced spend on termination of employment costs. Hold for contribution to HNB if termination costs confirmed

24. The budgets shown for 2018-19 have been adjusted to take into account the additional CSSB, which was not included in the Schools Forum report when the 2018-19 budgets were originally agreed. The corrected total is based on the confirmed allocation from the DfE based on the agreed historical commitments of £6.62m, as well as the element due which reflects actual pupil numbers.

25. The costs of copyright licences have increased based on pupil numbers, and so this budget heading (and funding received from the DfE) has been increased accordingly. There is no requirement for Schools Forum to agree this budget change.

26. The regulations state that funding for historical commitments cannot exceed the expenditure in the previous year. This has resulted in a recommended significant reduction to the budget line for the termination of employment costs. It is recommended that all other budgets remain at the same level as 2018-19, with the exception of ongoing and statutory and regulatory services, for which funding is based on pupil numbers. It should be noted that this budget line will be adjusted should the final CSSB not match the provisional allocation of £8.82m.

27. The pressures facing the High Needs Block – both locally and nationally, are well documented. There is also uncertainty as to the future level of CSSB funding, as the DfE are anticipating that they will reduce this block from 2020-21 as they assume historical commitments agreed against this funding will reduce. Funding guidance allows for Schools Forum to agree that the reduction in the budget required for the termination of employment costs be left unallocated to increase the DSG reserves that will need to be used to offset the projected overspend on the High Needs Block. This should be seen as a one-off contribution in 2019-20 until the future funding levels of the CSSB and associated commitments are confirmed.
28. Each respective service is described in the attached annexes and includes an estimated cost per pupil (based on the 2018-19 pupil numbers; this will change once the actual pupil numbers for 2019-20 are known), an explanation of the benefits of the service, the impact if Schools Forum do not agree the funding, how the expenditure will be monitored and how the impact of the proposal will be evaluated.
29. Schools Forum is asked to agree, as in previous years, that this portion of DSG can continue to be used to fund the services so that they continue to provide support for children, families and schools.

### **De-delegated Services**

30. De-delegated services are for maintained schools only (and is not an option for academies, special schools, nursery schools or PRUs).
31. The funding for de-delegated services is allocated through the formula but the funding is then passed back for maintained mainstream primary and secondary schools with Schools Forum approval.
32. The decision to de-delegate a service in 2018-19 related to that year only. New decisions are required for any service to be de-delegated in 2019-20.
33. For 2019-20, the recommendation is to retain the same level of per pupil funding for the services.
34. The table (Table 2) below sets out the current amount per pupil and provides an indication of the financial impact on a school for each de-delegated service.

Table 2

De - delegation: cost to a school	Contingency		Behaviour Support Services	Ethnic Minorities	Trade Union
	Primary	Secondary			
	£	£	£	£	£
Per pupil	11.00	9.68	12.18	1.91	1.50
Primary School - pupil numbers					
100	1,100		1,218	191	150
210	2,310		2,558	401	315
315	3,465		3,837	602	473
630	6,930		7,673	1,203	945
Secondary School - pupil numbers					
600		5,808	7,308	1,146	900
900		8,712	10,962	1,719	1,350
1200		11,616	14,616	2,292	1,800

35. The following table (Table 3) summarises the DSG budgets for de-delegated services in 2018-19 and compares to the 2017-18 budgets. These budgets reduce year on year due to pupil numbers reducing in maintained schools due to academy conversions. Schools Forum also agreed to reduce the secondary contingent rate per pupil from £11.00 to £9.68 which has reduced this budget further.

Table 3

De-delegated Service	2017-18	2018-19
Intervention - Primary		£326,505
Intervention - Secondary		£60,335
Intervention (schools in financial difficulties) – <i>Annex L</i>	£635,108	£386,840
Behaviour support services - <i>Annex M</i>	£527,309	£437,448
Support to underperforming ethnic groups and bilingual learners – <i>Annex N</i>	£82,690	£68,598
Trade Unions – <i>Annex O</i>	£64,940	£53,873
<b>Total</b>	<b>£1,310,047</b>	<b>£946,759</b>

36. These budgets will reduce again for 2019-20 to reflect the number of pupils recorded in the October 2018 census and further academy conversions. Final totals will be reported to the January 2019 meeting prior to submission to the

DfE. As the total of de-delegated budgets reduces over the financial year due to academy conversions, there is a potential for expenditure to be higher than that originally planned for. These overspends have in the past been set against underspends within the centrally retained (now CSSB) budgets, and are not significant sums.

37. Each respective service is described in the attached annexes and includes the cost per pupil, an explanation of the benefits of the service, the impact if Schools Forum do not agree the funding, how the expenditure will be monitored and how the impact of the proposal will be evaluated
38. Schools Forum members for primary maintained schools and secondary maintained school must decide separately for each phase whether a service should be de-delegated.
39. Schools Forum is asked to agree, as in previous years, that the funding for these services is de-delegated to enable the services to continue.

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Regulatory and other statutory duties	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£1,664,694	£1,711,087
<b>Which phase does this support?</b>	Primary	Secondary
	√	√
<b>Estimated amount per pupil £</b>	Primary	Secondary
	£18.55	£18.55
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>A DfE consultation proposed that the retained duties element of the former Education Support Grant ESG would be transferred from local authorities' base budget to a new DSG block i.e. the central school services block, to fund the statutory and other duties previously funded by the ESG retained rate. This will be implemented in 2018-19. It should be noted that this is purely a technical change to the way in which the Local Authority receives the funding for the ESG retained duties and that the funding is not additional funding for schools.</p> <p>This funding is central to the council's statutory duties with regard to education. It provides for the local authority's leadership and management costs, the costs of the infrastructure function, including the school place planning, schools' infrastructure, the schools finance team, the council's Standing Advisory Council for Religious Education (SACRE) duties and contribution to internal audit requirements.</p> <p>In an educational landscape that has changed significantly since 2010, the council has not lost any statutory duty and is still held to account by the public, Ofsted and the DfE for the provision of excellent education for all children of compulsory school age. It also has to make sure that every child has access to school place whilst also ensuring fair access to school places. The council must also ensure that the needs of vulnerable pupils are met; and act as a champion for all parents and families and in shaping school provision in a local area.</p>		
<b>What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).</b>		
Other arrangements would have to be made to meet the statutory and regulatory duties but it would not be possible to fulfil the duties in the current manner with significantly		

reduced resources. Therefore, the local authority would create a schedule of charges for all schools.

**How will the expenditure be monitored?**

The expenditure is monitored against the budget on a monthly basis and appropriate action is taken to address any adverse variances.

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

The funding is used to fund the local authority's role in supporting the provision of excellent education for all children of compulsory school age; this includes children with SEND.

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Asset management – general landlord duties	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Andrew Brown (Facilities Management Client Manager – Corporate Property)	01473 264250	andrew.brown@suffolk.gov.uk
<b>Annual budget £</b>		2019-20
		£646,240
<b>Which phase does this support?</b>	Primary	Secondary
	√	√
<b>Estimated amount per pupil £</b>	Primary	Secondary
	£7.00	£7.00
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>Services carried out under the general heading of Landlord Services are delivered to ensure that Schools and the County Council comply with Health and Safety legislation and can meet statutory obligations.</p> <p>Centrally retained funding is used as set out under the “responsibilities held for all schools” heading below which is an extract from the ESFA “Schools revenue funding 2018-19 operational guide”. The references are to current Schools and Early Years Finance (England) regulations 2017.</p> <p><b>Responsibilities Held for all Schools</b></p> <ul style="list-style-type: none"> <li>• General landlord duties for all buildings owned by the local authority, including those leased to academies (Schedule 2, 14b)</li> </ul> <p><b>Responsibilities Held for Maintained Schools Only</b></p> <ul style="list-style-type: none"> <li>• General landlord duties for all maintained schools (Schedule 2, 76a &amp; b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have: <ul style="list-style-type: none"> <li>• appropriate facilities for pupils and staff (including medical and accommodation)</li> </ul> </li> </ul>		

- 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 others who may be affected (Health and Safety at Work etc. Act 1974)
  - Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)

Landlord Services include:

- Asbestos Management, which involves maintaining an asbestos register and providing management support in case of an incident involving asbestos
- Statutory Compliance review
- Condition Survey and review, including building fabric and mechanical and electrical installations. This is used to build capital improvement programmes of work
- Energy Display Certificates
- Access to a Property Advisor (PA) and 24/7 professional and technical property management advice and support
- Premises Management Training

All procedures involved in the above services are accredited to Quality Management ISO9001 standards which is annually audited by external auditors.

If these funds continue to be provided then these services can continue to be delivered by Corporate Property via a contact with Vertas Property Management. Corporate Property and Vertas Property Management have the expertise to ensure that these services are delivered as required and compliance is maintained.

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

Funding for this service is essential to ensure that the Council and Schools can continue to comply with Health and Safety legislation and can meet statutory obligations associated with running the buildings used by schools. Without this funding there is a significant risk that the service would not be able to be maintained at the necessary level.

**How will the expenditure be monitored?**

As the provision of this service is undertaken by Vertas Property Management, the Corporate Property Team monitor the delivery of the function through close contract management and regular contract management meetings. The contract with Vertas includes a number of performance measures which Vertas must comply with and because the service involves compliance with statutory obligations there are clear tangible outcomes that are monitored. As statutory obligations change the service is changed accordingly to ensure ongoing compliance.

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

The most efficient and effective way to ensure compliance with these statutory obligations is to coordinate and deliver this service centrally through one team. Non-compliance is not an option and would most likely lead to significant fines and risks to the effective and safe running of Suffolk Schools.

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Other ongoing duties - admissions	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Jan Scott, Senior Infrastructure Officer, Admissions & Transport	01473 264657	Jan.scott@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£137,560	£137,560
<b>Which phase does this support?</b>	Primary	Secondary
	X	X
<b>Amount per pupil £</b>	Primary	Secondary
	£1.49	£1.49
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>The Admissions Service works closely with all schools to ensure that admissions arrangements across the county are lawful and that places are offered in an open, transparent and fair way. The service is required to:</p> <ol style="list-style-type: none"> <li>1. Consult on Suffolk's Admission Arrangements, including the policy for community and voluntary aided schools and the Coordinated Admissions Scheme for Schools in Suffolk under the School Admissions Regulations. We liaise Own Admission Authorities (OAA) when we consider that their proposed arrangements may not comply with the School Admissions Code (SAC).</li> <li>2. Determine Suffolk's Admissions Arrangements.</li> <li>3. Refer any Determined Admission Arrangements for OAAs that may be non-compliant to the Schools Adjudicator.</li> <li>4. Co-ordinate the normal admission rounds for the normal year of entry. All applications must be entered on to 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 to Suffolk children on statutory national offer days.</li> <li>5. 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.</li> <li>6. 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. This is managed at In-Year Fair Access Panels (IYFAP). Three panels are held every four weeks.</li> <li>7. To provide information for parents on admissions arrangements and how to apply. This includes a composite prospectus (Schools in Suffolk Booklets and Directories</li> </ol>		

of Schools in Suffolk). Information must also be published on our website, including admissions policies for OAA schools.

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

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.

**How will the expenditure be monitored?**

The budget is monitored on a monthly basis.

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

Admission Arrangements in Suffolk must comply with legislation. Therefore, we thoroughly check all policies. We also have an EIA in place to ensure that arrangements support the following characteristics protected by the Equality Act 2010:

Disability	Age	Sex (gender)
Gender reassignment	Marriage/civil partnership	Pregnancy/maternity
Race	Sexual orientation	Religion/belief

Admissions arrangements must also comply with the Human Rights Act 1998 and the School Standards and Framework Act 1998.

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Other ongoing duties – Servicing of Schools Forum	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	Adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>		2019-20
		£2,550
<b>Which phase does this support?</b>	Primary	Secondary
	√	√
<b>Estimated amount per pupil £</b>	Primary	Secondary
	£0.03	£0.03
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
This funding is in connection with the authority's functions under section 47A of the 1998 Act (establishment and maintenance of, and consultation with, schools forums). It funds the costs of administration of the meetings and the costs of the meeting venues and refreshments.		
<b>What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).</b>		
It is appropriate that the costs of Schools Forum should be funded from DSG income.		
<b>How will the expenditure be monitored?</b>		
The expenditure is monitored on a regular basis and the costs associated with Schools Forum have been reduced over recent years (lunch is no longer provided, use of SCC venues where possible and recently, the agreement to only circulate electronically Schools Forum papers to most members).		
<b>How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).</b>		
Schools Forum meetings will continue to be administered as currently.		

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Other ongoing duties – Termination of employment costs	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£250,000	£65,000
<b>Which phase does this support?</b>	Primary	Secondary
	√	√
<b>Estimated amount per pupil £</b>	Primary	Secondary
	£2.75	£0.70
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>This is an historic commitment. The funding is used to meet the cost of termination of employment (ongoing pension costs) where the decision to charge these costs to the schools budget was agreed by Schools Forum prior to April 2013.</p> <p>65,0</p> <p>This funding has been approved by the DfE and is included within the baseline exercise to calculate the CSSB.</p> <p>The expenditure has been monitored and the commitment has reduced to £65,000.</p>		
<b>What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).</b>		
There is no alternative source of funding to meet the termination of employment costs previously agreed by Schools Forum.		
<b>How will the expenditure be monitored?</b>		
The expenditure is monitored against the budget on a regular basis and it is expected that the funding commitment will continue to decrease in future years.		
<b>How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).</b>		

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Child and Adolescent Primary Mental Health Services	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
<b>Sara Blake Assistant Director Transformation Children's Services</b>	01473 260761	Sara.blake@suffolk.gov.uk
<b>Annual budget £</b>		2019-20
		£170,100
<b>Which phase does this support?</b>	Primary	Secondary
	YES	YES
<b>Amount per pupil £</b>	Primary	Secondary
	£1.84	£1.84
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>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 Mind: March 2015 <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf</a> Thrive Elaborated, Press CAMHS, November 2015 The Link between pupil health and wellbeing and attainment, Public Health England, November 2014)</p> <p>Primary Mental Health Workers (PMHWs) are commissioned from Norfolk and Suffolk Foundation Mental Health Foundation NHS Trust. In East and West Suffolk they are within the Suffolk Wellbeing Service and in Waveney they are integrated within the child and family mental health teams.</p> <p>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.</p> <p>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.</p>		

When a child is assessed by a PMHW as requiring a clinical intervention to meet their need this will be provided by the service. The PMHWs are supported by a small team of psychology assistants who provide group work / one to one work with children under a PMHW's direction and supervision.

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.

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 will have 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 PMHW service 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.

There have been some developments with the service over the last 12 months. The service was previously based on Primary Mental Health Workers input with more limited access to interventions. The service now offers easily accessible psycho-educational interventions as well as short term pieces of therapeutic individual and group work through PMHWs, assistant psychologists and Cognitive behavioural therapists with the possibility of developing further therapeutic approaches in the future (for instance specialist work on trauma). The service work closely with their partners 4YP in the identification, assessment and referral on of young people who would benefit from counselling with trained counsellors. The development of the stepped approach is a major extension and broadening of the offer to children, young people and their families and will offer more choice and targeted help for users and the service now offers more direct individual work to children, young people and their families than ever before

In addition to one to one work the service also offers webinars and group interventions which include 'timid 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.

There is also a PMHW in the new Emotional Wellbeing Hub which commenced in the 16<sup>th</sup> April 2018. 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 PMHW role is key within the Hub to ensure that the needs of families and schools are taken in to account during triage and decision making.

It is noted that the Emotional Wellbeing Hub only covers East and West Suffolk but similar arrangements are already in place in Waveney. Although under a different management

structure, PMHWs offer the same level of collaborative support to schools and early help teams in the Waveney Area.

All Suffolk CCG's are currently developing their mental health strategies or 'case for change' with Ipswich and East and West Suffolk CCG due to produce this in late Autumn 2018. There will be a specific priority of children's mental health which will build on recent transformation and service development and will take account of policy developments such as the recently published green paper Transforming Children and young People Mental Health

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf)

The green paper recommends a designated senior lead for mental health in every school (with training) and mental health support teams to work with schools and other relevant professionals. A number of trailblazer sights are being developed. Suffolk was not able to bid to be part of the trailblazer however funding has been sought from the CCG Transformation funding to fund pilot programmes across West and Ipswich and East Suffolk. The outcome of the bids will be known in late September. The intention is to develop an evidence base to support any future investment in school based models that would complement the existing PMHW roles. The West will focus in the development of a model currently in place in Thurston and the Ipswich and East bid is VCS led by Suffolk MIND.

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

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 decreased or 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.

**How will the expenditure be monitored?**

The expenditure contributes to a fixed contractual budget made up of funding from SCC, Clinical Commissioning Groups and the DSG.

Activity and outcomes achieved by the expenditure are monitored through an agreed monitoring framework, reported on a quarterly basis to Local authority and CCG commissioners.

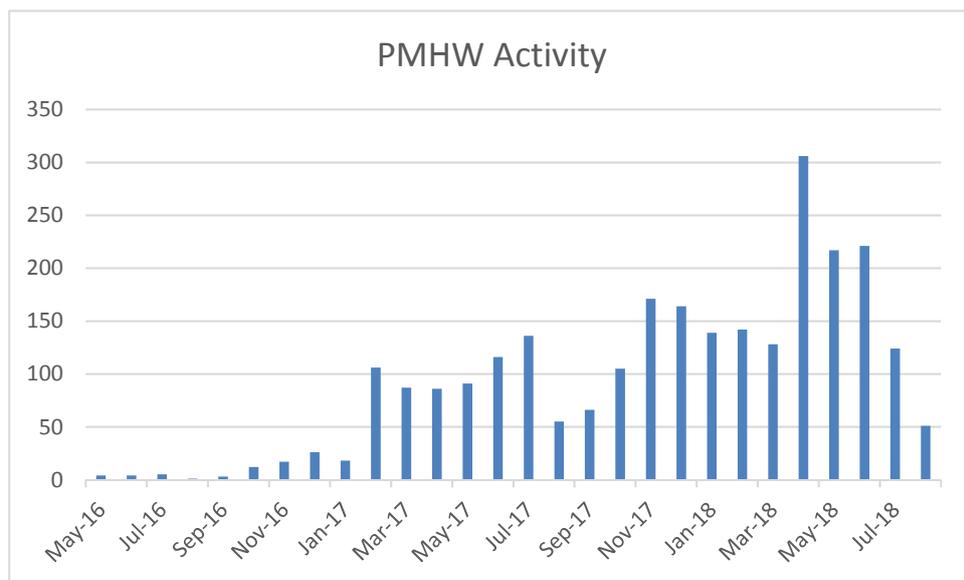
The monitoring will continue for the lifetime of the contract for the Service. Any change in waiting times, consultation activity or service user satisfaction as a result of reduced capacity within the Service if the funding is stopped will therefore be identified.

**Activity data**

Please see below activity data from IAPTUS regarding referral numbers. IAPTUS records capture individual patient data and does not reflect all the consultation work of PMHWs with schools. There is an increasing trend in referral numbers in the last year. Figures for referrals over a four month period illustrate the rise in referrals. In February, March and April and May 2017, monthly figures totalled 370 whereas in 2018 this has increased to 794 for the same 4 month period, an increase of over 100% in activity.

(Please be aware that up until February 2017 our service was transitioning between two recording systems so the early figures are not an accurate reflection of referrals up until February 2017 as most were recorded on Lorenzo.

From February 2017 the data accurately reflects numbers of formal referrals into our service).



**Treatment Pathway**

The data in the table below demonstrates the numbers of patients in all the different treatment pathway stages currently recorded on IAPTus.

Care Pathway - Stage (patient currently in)	No. of Referrals
Partners Referral Received (2)	2

Partners Triage (1)	<a href="#">1</a>
CYP Groups (40)	<a href="#">40</a>
CYP Triage (18)	<a href="#">18</a>
CYP WL PMHW (9)	<a href="#">9</a>
CYP WL CWP (2)	<a href="#">2</a>
CYP WL Assessment (340)	<a href="#">340</a>
CYP WL AP (20)	<a href="#">20</a>
CYP WL Consultation (7)	<a href="#">7</a>
CYP WL IPT (4)	<a href="#">4</a>
CYP Consultation (14)	<a href="#">14</a>
CYP Assessment (229)	<a href="#">229</a>
CYP WL CBT (18)	<a href="#">18</a>
10 Day Letter Stage (2)	<a href="#">2</a>
CYP Treatment (169)	<a href="#">169</a>
CYP Review (14)	<a href="#">14</a>

**Note:** This data does not include Waveney, data has not been supplied.

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

The service doesn't currently capture or report on outcomes for children and young people. As part of the review of the local Transformation Plan and the Mental Health Case for Change the intention is to develop a framework which will capture outcomes based on the ACE model (accessible, compassionate and effective) that is being developed for the Emotional Wellbeing Hub. As part of a review in the contract management and performance reporting commissioners will also be seeking richer information in relation to where the referrals originate, demographic information of the child/young person in order to better understand the impact of the service.

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Education and Learning	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£1,799,846	£1,780,039
<b>Which phase does this support?</b>	Primary	Secondary
	Yes	Yes
<b>Amount per pupil £</b>	Primary	Secondary
	£19.30	£19.30
<b>What are the benefits to children in Suffolk by Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>All children in Suffolk deserve a good education. In July 2018 Ofsted had judged 79% of Suffolk schools and settings to be good or better, this is below national. The mechanism for calculating the % of good or better schools changed in 2018, the measure now includes the Ofsted outcomes for all schools prior to sponsorship by an academy trust. The legacy of inadequate inspections is now incorporated, and this makes a direct comparison with 2017 Ofsted outcomes invalid. The rate of improvement in good or better was twice the rate in Suffolk schools than national. The resource provided by Schools' Forum will be used by the council to ensure school leaders continue to be supported in their vital work to lead improvements so that all Suffolk schools and settings are judged by Ofsted to be good or better and to ensure the rate of improvement in pupil outcomes in Suffolk accelerate where it is below national and continue to improve where they are above national.</p> <p>The resource contributes to providing the range of services that are essential for the council to fulfil its statutory duties with regard to all children in state funded education. ". These services are designed to reflect / model school leaders as drivers of improvement and at the same time add capacity to system leadership in Suffolk.</p> <p>The preferred model of both the DfE and the council for school improvement is one that utilises the full range of resources and expertise existing within the local education community. While sustainable school-based improvement is an aspiration for us all it is clear that this must be crafted carefully so that the local school community are enabled to provide support without impacting the capacity for continual improvement in their own school. At the same time under performance in the system needs to be addressed rapidly</p>		

The recent SSIF grants were welcomed as an opportunity to target resources for school improvement. As each round of applications progressed, schools involved were careful to bid for funding that matched their capacity to deliver. The DfE model for providing improvement resources did not recognise or accommodate the possibility that school capacity might be compromised in certain locations. Consequently, some opportunities for funding will have been missed. In some cases, in Suffolk, in order to commission the support that schools required council officers had to approach schools beyond the established partnership or use external consultants. Without 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.

It is right that schools should focus on their core purpose and put their pupils first; headteachers cannot be expected to sacrifice the quality of teaching in their own schools while providing outreach. At the same time, it is also essential that schools are able to collaborate and share expertise in order to continue their journey of school improvement. There are many schools who manage very successfully to do this today and their role in the improvements seen in Suffolk are recognised. The long-term aim is to increase the number of good or better schools able to provide outreach while reducing the number of schools vulnerable to being judged RI or inadequate at their next inspection. This resource will be significant in ensuring the work started continues so that this is achieved.

The earliest model of academy trusts saw chains of schools growing widely across England. Currently the DfE encourages academy trusts to develop in a local community so that support is easily accessible, and distance is never seen as a barrier. Suffolk is a big county, school to school support can impact school staff capacity if they are required to travel long distances. Council officers are able to provide a county wide service and gather essential intelligence about the strengths that exist and are developing in all of Suffolk schools. Information from this intelligence is used collaboratively through the StSSP to develop training offers that match local priorities and target school-based support.

The resource requested will go towards providing support and challenge through the developing SLIN headteacher peer review process plus officer support and challenge for all LA maintained schools plus any academies who choose to take up the LA offer.

The council's approach to school improvement is set out in the Raising the Bar (RtB) Strategy. This strategy is proactive, timely, and effective. It is proven to make an impact on outcomes for children in Suffolk including those academies that have chosen to engage with the offer. It explains that the headteacher review process is a key driver towards embedding school improvement as a sustainable school-based improvement strategy. The investment of officer time and resources are essential in ensuring that this system develops through a shared vision for expectations supported by high quality training and robust quality assured processes. A project team of headteachers have developed the handbook, quality assurance processes and been part of the recruitment process. The first phase consists of <98> schools and academies. It is anticipated that in two years' time the majority of school improvement dialogue will occur through the headteacher review process with council officers supporting and challenging those that need intervention. The need for intervention will be identified through the headteacher peer review process and quality assured by the Suffolk Learning and Improvement Board. This process is in development which relies on SF funding to progress. The ultimate model is that all school leaders in Suffolk will have the opportunity to work with local school leaders in a supportive and challenging professional review system. This would mean that all school leaders would have the opportunity to work with their peers to share the very best that Suffolk can provide children in their education.

School improvement involves a wide range of expertise that provides any combination of bespoke support for senior leadership, governance, middle leaders, curriculum, finance and safeguarding. The developing model based on headteacher peer review is not yet ready to provide this full range of support and challenge. The council's strategy for school improvement ensures that officers from the full range of services are enabled to work with schools as soon as the evidence identifies that school leaders will benefit from support and challenge. Where the regular offer to schools is not judged as sufficient for need the council implements the high level action process (HLA) with impact in 27 schools this year. HLA is taken where school leaders and council officers identify that well focussed actions must happen to ensure that the pace of improvement increases. This support and challenge has tackled the factors putting the school at risk of poor Ofsted outcomes and improving pupil outcomes at a rapid pace. Consequently, the children in these schools are more likely to receive a good education.

Support will be provided for locality priorities as set out in locality plans that include academy, maintained and free schools. The success of this localised co-constructed work has improved educational outcomes as well the wellbeing of children through projects such as the restorative practice work in L&W and the maths working group in the west.

The collaboration with academy trusts that the DfE has appointed to sponsor maintained schools will continue as will support for maintained schools joining a MAT. The council recognises that school improvement must continue regardless of the additional focus that school leaders have during any conversion process. This resource will ensure that council support is well focussed to assist the school and the trust in advance of the conversion. This work has included leadership and governance interventions to support the smooth transition to academy conversion while minimising negative impact in classrooms.

The net effect of this work to date has set a rate of improvement seen in outcomes for all Suffolk pupils that matches the national rate. This will be built on and further accelerated so that pupil outcomes at all key stages and for disadvantaged and SEND pupils exceed national. Improvement is faster in LA maintained schools and academies engaging with the LA school improvement strategy. The impact of the HLA process on supporting leaders to secure improvement in outcomes and sustain this improvement is also evident.

Council officers will continue to act as advocates for all Suffolk pupils in their support and challenge for school leaders to secure this continued improvement.

Key Stage 2 National Performance Indicator	Suffolk 2018	Suffolk 2017	2017-2018 difference	National 2018	2018 Suffolk-National difference	2017 Suffolk-National difference
% expected RWM	60	57	+3	64	-4	-4
% expected reading	72	70	+2	75	-3	-2
% expected Writing	75	74	+1	78	-3	-3
% expected Maths	71	70	+1	76	-5	-5

Average Scaled Score in	104	104	0	105	-1	0
Average Scaled Score in Mathematics	103	103	0	104	-1	-1

Key Stage 2 National Performance Indicator	2018 LA Maintained	2018 Academies	2017 LA Maintained (national LA)	2017 LA academies (national academies)
% achieving the expected standard in R, W & M	63	57	60 (62)	51 (61)

Key Stage 2 National Performance Indicator	2018 Academies (at May 2017)	2018 Academies receiving SEO visits	2018 Academies receiving no SEO visits
% expected RWM	57	61	55

KS2	Schools subject to high level action between spring 2017 – autumn 2017			Schools subject to high level action between spring term 2016 – autumn term 2016		
	2018	2017	2016	2018	2017	2016
RWM EXS %	57	46	48	57	53	37

Joint work with LA officers and school leaders has prevented good schools at risk from declining to RI or inadequate.

Leaders of some academies have valued the same support from the LA and have received support funded at no additional cost through the school improvement strategy.

**The percentages of good or outstanding schools are:**

	Sep 2017	July 2018
Suffolk (all with a judgement)	87%	79%
Suffolk including convertors' old judgements	88%	79%

National	89%	86%
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**\*Most recent national figure available from 30 June 2018**

The LA will promote high standards in primary and secondary education through the school improvement strategy. The well-developed work with school leaders including governors and academy sponsors and principals, will promote educational excellence for all children and young people and be ambitious in tackling underperformance.

Responsibilities in terms of safeguarding, fair access to services as well as educational excellence will be strengthened beyond basic statutory duties with the potential to support leaders in academies as well as LA maintained schools.

The LA will be able to continue to use a broad range of evidence to inform its use of statutory powers of intervention as set out in the 2016 schools causing concern guidance to ensure that intervention is swift and timely to secure the essential improvement for pupils currently at the school.

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

- The performance information review process through the headteacher peer review process or Standards and Excellence Officer (SEO) visits to schools and settings. This enables the LA to know its schools well and intervene in a timely and bespoke manner
- School leaders, including governors; officers and the School to School Support working together on co-constructed locality education plans to address Suffolk and locality priorities. 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 to add additional resource for locality intelligence and resources to inform Suffolk school improvement
- LA and StSSP working together on successful bids to bring additional funding to target for school improvement with clear lines of accountability and success criteria
- LA and StSSP continue to work together along with the newly formed SLIN board on processes for early identification and intervention to vulnerable schools and settings
- LA and StSSP continue to work together along with the newly formed SLIN board on processes for identification of excellence to strengthen the growing school centred approach to school improvement

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

The service will require a rapid re-structure. The council will not achieve its aims for all children to attend a good or better school.

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 effective collaboration with Teaching Schools and StSSP will diminish or cease.

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 High Level Action process will continue without support and challenge from officers working with school leaders. School leaders will be dependent on each other for support and the capacity of school to school support will be impacted.

There is the potential that where school leaders are unsure about the community of support they will feel isolated and vulnerable.

There will be an inequality between the outcomes for Suffolk pupils. Suffolk pupils will continue to achieve less well than their peers in other parts of the country.

School improvement can be costly where significant inadequacies are not acted on quickly enough. Swift intervention by council officers and intensive support impacts financial resources so that funding is directed to pupils and they receive the education they are entitled to.

The improvement seen in the % good or better schools will not be sustained. There is the potential for more schools judged as inadequate and more pupils to experience inadequacies in aspects of their education.

The current evidence gained from council work with school leaders tells us that there is a risk of a significant number of schools currently judged good or better declining at their next inspection. Without the full range of the current support and challenge there is the risk that the % good or better schools could decline to 67% in the summer of 2019.

Opportunities to secure additional funding to support school improvement will be missed. The evidence currently shared and used to make strategic plans for local improvements will not be available.

The strength of school leadership needed within the system as a whole to secure capacity for self-sustaining improvement will not be achieved. The good start to establishing a headteacher peer review process will be negatively impacted and, school-led sustainable improvement of Suffolk education will be at risk.

#### **How will the expenditure be monitored?**

- Monthly and quarterly budget reports
- Line manager 1:1 meetings – strategic leads
- Monthly E&L leadership meetings
- Priority Schools meetings
- School Accountability Board meetings
- *Suffolk Learning Improvement Network information*

#### **How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

- % of schools judged good or better by Ofsted better than national
- The rate of improvement in the % of schools judged good or better improves at a faster rate than national
- The attainment gap between disadvantaged pupils and their peers is substantially reduced and on track to be eradicated

- Suffolk position rises annually from 100 to 38 or higher out of 152 local authorities
- Improvements in all key measures in K1, KS2 and KS4. Outcomes consistently strong across Suffolk with variances addressed
- HT peer review strengthens school leadership, impact of pupil outcomes and raises aspirations for all pupils
- HT peer review and SLIN board identify where the LA needs to use its powers of intervention and take high level action in a proactive way to prevent decline
- Appropriate and effective intervention support school leaders in addressing vulnerabilities and preventing decline
- Governor peer review strengthens school leadership, impact on pupil outcomes and raises aspirations for all pupils
- Governor vacancies will reduce

The StSSP impact measures will demonstrate their capacity to lead school improvement effectively

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Headteacher Association Support	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr Assistant Director Education and Learning	01473 264709	Adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	103,100	94,500
<b>Which phase does this support?</b>	Primary	Secondary
	√	√
<b>Estimated amount per pupil £ (2019-20)</b>	Primary	Secondary
	£1.02	£1.02
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>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.</p> <p>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.</p> <p>Feedback from the headteacher associations has been considered as part of decision making regarding the improvement or development of LA services.</p> <p>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.</p>		
<b>What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).</b>		
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.

**How will the expenditure be monitored?**

The expenditure and impact will be monitored against the budget. There are monthly liaison meetings between the headteachers associations and the LA to ensure effective communication, collaboration and problem solving.

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

- No decline in membership
- Strong collaboration between school leaders from all types of government funded schools and settings
- Support for school leaders from school leaders
- Developing and growing sector led improvement activity
- Strong and effective links between the headteacher associations and the LA

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Early Help	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Anita Farrant Head of Nursing and Early Help	07710365622	anita.farrant@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£2,452,678	£2,460,416
<b>Which phase does this support?</b>	Primary	Secondary
	Yes	Yes
<b>Amount per pupil £</b>	Primary	Secondary
	£26.68	£26.68
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>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 <i>do not</i> meet the threshold for statutory intervention.</p> <p><u>Early Help Teams</u>; 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. 271 education settings completed CAF assessments over the 2017/2018 academic year and 3704 children and young people (the majority of whom were at school or a PRU) had a Lead Professional from the Early Help team. On average the Early help team work with 1800 to 2000 children at any one time.</p> <p>The Early Help Family Support Practitioners also complete Return Interviews for young people who have been reported missing and have no statutory involvement from Social Care. This includes working with many of the vulnerable young people who have been highlighted by the schools. The work explores reasons for the missing episode and risk factors – such as risks of exploitation. Where necessary additional support may be identified.</p> <p>Additionally, the Family Support Practitioners are involved in the Parenting Programmes (further detail below) and develop/deliver group work where there are identified needs, such as Helping Hands and Why Try? During the summer they also support the Activity</p>		

Programme to try and prevent young people from entering care or those at risk of exploitation.

During this academic year the Key Performance Indicators were changed for CAF cases to measure how we are working with families in an Early Help setting across Suffolk. This has enabled us to ensure that services are delivered in a timelier manner to families and that cases do not drift. In scrutinising these KPIs on a monthly basis teams are able to address any issues. This also indicates that performance is improving – for example cases allocated to a worker within three days of notification to the team has improved to 84%.

In addition, we seek feedback from the families and young people at the end of our involvement and the majority provide positive feedback. During the last year the number of cases which were closed as a result of having needs met, or partially met stood at 67.4% (Partially met was 7.6% and includes cases such as where there is an outstanding medical need awaiting an appointment with a Paediatrician, but that all other actions have been completed.). The remaining 32.6 % includes those cases which were transferred to Social Care, were provided with Advice and Guidance or signposting, left the County or declined support but did not meet the threshold for statutory intervention.

Following the establishment last year of the EH Triage team the turnover of CAFs received has significantly improved. 97% of CAFs are processed within one working day. They provide a consistency of support and advice for all education settings regarding CAF assessment. In addition to triaging the referrals they have completed telephone consultations each month – The number of duty calls logged from January to July 2018 was 336. Average 41 a month. Highest month January with 77 and lowest month April with 38.

The Triage Team are also working closely with the newly established Emotional Wellbeing Hub to ensure that where there is an identified need that would not meet the threshold for a Mental Health Service then discussions can be had as to which service would be most appropriate to meet the need. This may include an Educational establishment or could lead to involvement with the Early Help team. Numbers for this are increasing.

As the majority of CAFs have underlying needs and stress factors which are multiple and complex, Early Help teams have weekly meetings with Consultant Social workers to discuss the threshold for intervention. Where necessary this may reduce to bi-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. These meetings also include input from Children's Centres and where necessary have included Family Support Workers from Educational Establishments to improve the decision making and information sharing.

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. The recently restructured Young People's Workers lead on transition work and focus on supporting young people to remain in employment, education and training. Over Suffolk the NEET figures continue to improve but we still lag behind our statistical neighbours, so this will continue to be a focus for the service. The current model of working has recognised that many of the young people who are at risk of NEET or who are NEET have a number of challenges and may need a more holistic approach to enable them to make a successful transition. Therefore, the model uses the CAF framework to ensure that plans take into consideration the wider issues around transition, such as mental health, housing, family

etc. This is underpinned by the Signs of Safety approach which encompasses all the work across Children's Services.

Parenting Support Programmes (delivered as seminars or group work) 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 2017-18 school year the County Parenting Team and colleagues from Early Help and other agencies, including schools, have continued to deliver the offer of programmes for parents with children from birth to 19 (Solihull, Webster Stratton, Triple P and Strengthening Families). These include 81 evidence-based group programmes and 16 workshops delivered in schools, children's centres and community venues. 60% proportion CAF 16% Social Care. Self-referrals are encouraged for all programmes except Caring Dads which is referral-only.

Suffolk is part of a national research project examining the impact of the Incredible Babies and Incredible Toddlers programmes (Webster Stratton) on young children's social and emotional wellbeing. This will run until 2020. As well as the potential long-term benefits to children and their families in the trial, this means more staff have been trained and programmes can be offered more widely in future.

The Triple P Stepping Stones programme for parents of children with additional needs has continued to be very popular since its introduction in Suffolk in 2016 and 122 parents attended, the majority with children with a diagnosis of ASD. The Triple P Family Transitions Programme, which focuses on the impact of divorce and separation on children, is also growing in numbers, with @ 40% of those attending fathers and other male carers.

Online Triple P programmes (both 0-11 and Teen versions) are now available across Suffolk, and taken up by parents who find it difficult to attend a group. School staff have also been able to attend network meetings and Pastoral Support sessions organised by the Early Help and Parenting teams, as well as free programme training in the Solihull Approach, Solihull Group and Strengthening Families (attended by young people 10-14 and their families). We are expanding our Train the Trainer work this year so that we can offer further training in group facilitation skills. We value the opportunity to run courses and workshops with colleagues from schools, Health, student social workers and assistant psychologists, and feedback indicates there are benefits all round in terms of professional development and expertise that can be shared with parents.

A rolling programme of Caring Dads (specifically designed for fathers who have been perpetrators of domestic abuse) is now in place and providing excellent outcomes. 6 x 18 week programmes ran last year between Lowestoft, Ipswich and Bury St Edmunds. The Freedom Programme (for parents who are victims of domestic abuse) and Helping Hands (for children who have witnessed domestic abuse) continue to be delivered and provide positive evaluation. We are hoping to expand the provision of Helping Hands across Suffolk during 2018-19.

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). Additional benefits for families include confidence building and fostering positive relationships within the family and the wider community, including with schools. Parents are encouraged to complete pre- and post-group assessments; these regularly show significant decreases in parental depression, anxiety and stress scores and improved confidence with parenting issues. We

are conscious of the need to monitor and develop our offer in line with parents' wishes and needs, and also of constraints on attendance such as finances, work commitments, transport and childcare. As well as developing our online offer, during the past year we have built stronger links with parent organisations to work on reducing these barriers, opened more drop-in Parent Hubs in schools and community venues, and started several parent-led WhatsApp groups for parents attending programmes for ongoing support.

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

The DSG funding provides a large proportion (31%) 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). 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. Without the EH Triage there will be no access to advice and guidance via a 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.

This will impact on the capacity of teachers and headteacher's to devote to teaching and on the attainment and progress of their pupils as they will need to fill these gaps or fund them from their existing budgets.

**How will the expenditure be monitored?**

The Early Help Service is monitored internally through, monthly supervision, KPIs, and Audit (overseen by the Suffolk County Council Quality and Assurance team). External inspection is overseen by Ofsted.

The recent Ofsted inspection of Children's Services (2017) was very positive and noted; *'excellent examples of TAC (FNM) plans, CAF examples were good quality with targeted actions, Meetings chaired sensitively using Signs of Safety. The voice of the child was heard.'* Schools spoken to by Ofsted consistently reported high levels of satisfaction to Ofsted; *'clear procedures for accessing Early Help, advice needed was given promptly, Staff in Early Help teams are very knowledgeable, Family Support Practitioners were reported to be effective and know families well.'*

This was further enhanced at the Annual Engagement Meeting with Ofsted this year on 26<sup>th</sup> July, which highlighted a *"mature and coherent Early Help offer"*

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

Regular feedback is obtained from children young people and their parents/carers with the majority of feedback being positive. (CAF Triage are now routinely contacting closures 2 months in arrears to gather and increase our rate of feedback as is started to be seen in the figures )

EH Practice Managers will continue to be available to support School Based pastoral staff, including supporting networks for the workers in the schools. There will also be support from the Triage CAF Helpline. We are working to establish an explicit feedback system for education settings.

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	Suffolk Virtual School	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Matthew Cooke	07720 210415	matthew.cooke@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£373,779	£374,722
<b>Which phase does this support?</b>	Primary	Secondary
	X	X
<b>Amount per pupil £</b>	Primary	Secondary
	£4.06	£4.06
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>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 pupil outcomes. The recent impact being outlined on the Virtual School Head report available on the SCC website by accessing the Suffolk Virtual School webpages. The impact is also summarised here:</p>		
<p><b>1. Improved progress outcomes for Suffolk Children in Care in Key Stage 4:</b></p>		
	<b>2016</b>	<b>2017</b>
<b>Av. Progress 8</b>	-1.39	-1.01
<b>Av. Maths Progress Score</b>	-1.15	-0.58
<b>Av. English Progress Score</b>	-1.37	-1.13
<p><b>2. Improved outcomes for Suffolk Children in Care in Key Stage 2:</b></p>		
	<b>2016</b>	<b>2017</b>
<b>RWM</b>	22.6%	36.4%
<b>Av. Reading Progress Score</b>	-0.8	1.3
<b>Av. Writing Progress Score</b>	-2.8	2.2
<b>Av. Maths Progress Score</b>	-3.6	-1.8
<p><b>3. Improvements to the Personal Education Plan (PEP)</b></p> <ul style="list-style-type: none"> <li>Every Child in Care must have a Personal Education Plan (PEP) as a part of their care plan. 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. Compliance has now increased <b>from 84%</b> in</li> </ul>		

July 2016 to 96% in July 2018. Quality of planning has increased with fewer than 5% of Summer 2018 being judged as poor in comparison to 25% in Summer 2017.

#### 4. Improved approach

- Robust monitoring and evaluation was carried out in 2017/18 through a schedule of support and challenge visits to ensure every education setting, where a Child in Care attends, is maximising their resources to best support this vulnerable group. A total of 350 school visits to just over 220 educational setting were carried out during the academic year 2017/18.

#### 5. 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). The Suffolk Virtual School's strategic approach of improving outcomes through school improvement enables the Virtual School Head to meet these extended statutory duties with no additional resources. However, the statutory guidance relating to the act, published in February 2018 for enactment in September 2018 places an additional burden on the Virtual School which will further stretch the Virtual School's limited resources.

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

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.
- the timely response by members of the Virtual School to ensure children in care attend a good school or setting 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 more in line with their peers.
- 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.

**How will the expenditure be monitored?**

Budget responsibility lies with the Virtual School Head and is monitored through monthly meetings with AD

Additional Scrutiny is offered by the Virtual School's Governing Body

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

- Continued monitoring of every child's attendance and attainment at school
- Outcomes reported in the DfE's statistical releases for Children in Care
- Robust quality assurance of each Child in Care's Personal Education Plan and continued monitoring and evaluation of PEP compliance.
- Monitoring each child in care's post 16 destination
- Scrutiny by the Virtual School Governing Body
- Scrutiny by the Children in Care Council

DSG CENTRALLY RETAINED PROPOSAL 2019-20		
<b>Title of proposal</b>	School Support	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Judith Mobbs	0777 570 6002	Judith.mobbs@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£706,389	£698,875
<b>Which phase does this support?</b>	Primary	Secondary
	X	X
<b>Amount per pupil £</b>	Primary	Secondary
	£7.58	£7.58
<b>What are the benefits to Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p><b>SEND and High Needs Block</b></p> <p>This funding is used to part fund the staff team that manage the processes relating to the development, issuing and review of Education, Health and Care Plans. This includes the assessment of need for a plan, the co-ordination of advice working in partnership with the school and the family. Currently the number of children with EHCPs in Suffolk is 4100 – a number that continues to grow year on year. There was a 124% increase in the numbers of requests for plans between the calendar year 2016 and 2017 which was a challenging volume growth to accommodate. The team also works closely with School SENCOs and families to develop well evidenced submissions and to ensure effective support for the school and the pupil involved.</p> <p>The funding also supports the costs of the 'HNB Hub' which undertakes the termly census of high needs pupils, undertakes moderation, and provides 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 dealing with over 3,500 pupils each term.</p> <p>Over the last year we have remodelled the teams that undertake both these roles as part of the SEND Strategy and action plan. As a result we have increased the number of frontline caseworkers and reduced the spend on administration. This means that we have increased the capacity for working directly with schools on individual children's needs, including at annual review. These new changes are fully operational from September 2018. These changes have also increased the efficiency of the services enabling us to absorb the additional demands of increasing volumes of work. We have also integrated the work of the former local offer brokers into this service to reduce duplication. In parallel we have developed the new high needs funding system and will implement these arrangements from Sept 2018. This will result in a more equitable distribution of top-up funds.</p>		

**CAF and TAC**

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? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

**SEND and High Needs Block**

If this funding was not available to part fund team undertaking, the work for EHCPs and associated assessments we would not be able to introduce the new approach to casework and improve the support to schools where a child has an EHCP, as set out in the SEND action plan. 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 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 funding system and the management and reporting systems for oversight of the HNB and also to distribute funds in a timely and responsive way. Financial control measures recently put in place would have to be reduced and this would increase the risk of further pressures on the HNB.

**CAF and TAC**

If this funding was not available this work would have to fall upon schools when they were referring a child for a CAF assessment.

**How will the expenditure be monitored?**

New processes have been implemented since April 2017 for the rigorous monitoring of all spend within the Inclusion Service and HNB. This includes regular reporting to the high needs working group and schools' forum. Oversight of the use of this funding will be monitored and reported on as part of these processes.

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

The impact of the work of the SEND team will be evaluated through feedback from schools and families about their experiences with the development and management of EHCPs and access to high needs funding through surveys and ongoing feedback. We also monitor performance of this service via regular management data reporting. The overall performance of the teams who support the distribution and management of the HNB will be evaluated through our effectiveness to manage the HNB effectively going forwards. This is something that is being reported regularly to Schools' Forum as part of the oversight of the HNB.

DSG DE-DELEGATED PROPOSAL 2019-20		
<b>Title of proposal</b>	Intervention (schools in financial difficulties)	
<b>Contact Name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr Assistant Director Education and Learning	01473 264709	adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£386,840	tbc
<b>Which phase does this support?</b>	Primary	Secondary
<b>Amount per pupil £</b>	Primary	Secondary
	£11.00	£9.68
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>Schools can find themselves in financial difficulties for a variety of reasons. Not all the reasons for these difficulties can be predicted or planned for. Additionally, schools with significant performance challenges can face specific problems around leadership, governance, staffing, HR and finance.</p> <p>The contingency fund protects LA maintained schools from the potentially disproportionate impact of the circumstances set out above. As part of section 13A of the 2006 Education and Inspections Act the council has a duty to ensure a high standard of education and must intervene to address concerns using its range of statutory interventions. The council has a responsibility to ensure that the schools it maintains are provided with the appropriate support and challenge to address financial concerns and this fund supports that duty, by ensuring there is an appropriate centrally held resource to draw upon to ensure children receive and appropriate education.</p>		
<b>What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).</b>		
<p>Individual schools would need to carry the full cost implications of any of the issues set out above. In many cases, the scale of these costs would have significant impact on the efficient running of the school and the quality of education provided to children. Governors and school leaders would be placed in very challenging circumstances that they may be unable to resolve. In the most challenging circumstances the viability of some schools would be put in doubt and if a school had to be closed this would have significant impact on surrounding schools who would potentially have to take in additional pupils.</p>		

**How will the expenditure be monitored?**

- Monthly and quarterly budget reports
- Line manager 1:1 AD Education and Learning and the Strategic Lead Resolution
- Fortnightly Priority Schools Review Meetings
- Suffolk County Council School Improvement Accountability Board

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

- The effective and efficient use of the funding and the impact on schools performance as judged by the Suffolk County Council School Improvement Accountability Board.
- The trend in the % of schools of financial concern

## DSG DE-DELEGATED PROPOSAL 2019-20

<b>Title of proposal</b>	County Inclusion Support Service	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Jan Welsh	07860831197	Jan.welsh@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£437,448	tbc
<b>Which phase does this support?</b>	Primary	Secondary
	yes	yes
<b>Amount per pupil £</b>	Primary	Secondary
	£12.18	£12.18

**What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).**

Overview

The County Inclusion Support Service (CISS) was launched in April 2017, as a result of the merger between the County Inclusive Resource (CIR) and the Behaviour Support Service (BSS). Following a consultation regarding the Inclusion Services, CISS was restructured and a new model of the service was launched in April 2018 to support the delivery of the SEND strategy and accompanying action plan 2017 – 2020.

CISS is an outreach service for pupils in mainstream school with a diagnosis of Autism, traits of Autism with no diagnosis, Social, Emotional and Mental Health (SEMH) difficulties and all associated behaviours. Qualified Teachers and Specialist Inclusion Assistants support school staff with the inclusion of pupils successfully referred to the service through 1:1 modelling, advice and guidance and staff training. CISS Business Support Officers provide administrative support and make bespoke visual resources to enhance effective inclusion for pupils on caseload.

There are currently 1,259 pupils on the core CISS caseload. Pupils receive a varying level of CISS support according to their level of need. Once referred to the service, pupils remain on caseload until the end of year 11 without the need to re refer.

The number of pupils being referred to the service at each termly meeting continues to grow.

**Number of pupils referred to CISS**

June 2017	November 2017	February 2018	% increase
126	184	201	59%

CISS are working in 225 schools across Suffolk and the number of schools making new referrals each at each termly referral meeting is increasing.

**Number of schools referring to CISS**

June 2017	November 2017	February 2018	% increase
87	95	105	21%

This increase in referrals correlates with the data from the SEND sufficiency plan regarding the increase in the number of children with complex needs.

CISS is integral to the SEND strategy 2017 – 2020. A key priority of the strategy is to: “Extend outreach services to support children to continue to access mainstream education where appropriate, and provide this support earlier.”

The SEND Action plan, which accompanies the strategy, sets out how CISS will be extended into an early intervention service supporting mainstream schools with the effective and appropriate inclusion of vulnerable SEND pupils, with the aim of reducing the number of pupils who reach ‘crisis point’ and go on to need alternative and specialist provision.

As part of the action plan, Inclusion Surgeries have been piloted across the county enabling schools to access advice and guidance regarding pupils not currently on caseload. In September every school in Suffolk will be offered a half termly Inclusion Surgery with a CISS Teacher.

In addition, following a successful bid to NHS England, an income stream has been secured to employ Family Support Practitioners to strengthen the work of school staff and CISS Teachers by supporting families of children and young people on caseload.

The proposed allocation of funds from the DSG de delegated fund is essential to the overall funding of CISS this year and will continue to be essential moving forwards as the service transforms into an early intervention service.

The benefits to agreeing this proposal are:

- Schools will continue to receive support for vulnerable SEND pupils with a range of difficulties through 1:1 modelling, advice, guidance, training and work with parents in school.
- School staff will continue to benefit from Specialist CISS Teachers sharing skills and knowledge, enabling mainstream staff to enhance inclusion within their schools. They will also have access to peer to peer solution focussed work to improve outcomes for pupils.
- Schools will have access to support for pupils referred to the service from year R to year 11 without the need to re refer. Schools will benefit from support with transition planning for pupils on caseload.
- School staff will continue to benefit from support with working with parents/carers of pupils on caseload.
- CISS will be able to extend its early intervention offer to schools in line with the SEND strategy. Inclusion surgeries will be part of the early intervention offer (regular half termly meetings offered to every school in Suffolk where advice and guidance re inclusion can be accessed).
- Access to support from Family Support Practitioners for identified families of children and young people on CISS caseload.
- As part of the SEND strategy CISS will work in partnership with the Education and Learning team to ensure there is support for schools to improve inclusive practice.

The results of a quality assurance survey conducted with Suffolk schools in the summer term 2018 are as follows:

	Excellent	Good	Satisfactory	Poor	Inadequate
Quality of CISS support	75%	22%	3%		
Quality of CISS advice and feedback	79%	19%	2%		
Impact of CISS interventions	55%	40%	5%		
Impact of CISS inclusion surgeries	76%	18%	6%		

A wealth of qualitative feedback was also captured through the survey:

“A really professional service with practical strategies that can be implemented easily... and have an impact. A wealth of expertise and knowledge.”

“Colleagues from CISS have been integral in supporting with our inclusion and ability to work with highly vulnerable children”

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

If this proposal is not agreed there will be the following impact:

- The offer of support to schools and their pupils will be significantly reduced and this may:
  - Be detrimental to outcomes for pupils across Suffolk
  - Be detrimental to the inclusive practice of schools across Suffolk
  - Increase fixed term and permanent exclusions
  - Increase pressure on the High Needs Block funding as more children and young people may require alternative or specialist provision. This would mean there would be a need to ask schools' forum to move more funds into high needs block as there would be more demand for specialist places.
- Suffolk County Council will be unable to fulfil their commitment in the SEND strategy and accompanying SEND action plan to establish an early intervention service to improve outcomes for vulnerable SEND pupils in Suffolk.

**How will the expenditure be monitored?**

In the newly restructured Inclusion Services, the management team led by Judith Mobbs, will scrutinise budgets on a monthly basis and the CISS budget will be part of this process.

The CISS budget will be presented to the High Needs Working Group when they meet.

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

CISS will have the following measures in place which will be used in the future to evaluate the impact of the proposal:

- Annual triangulated assessment data: Assessments will measure progress in key areas (engagement, motivation, well being etc) and school staff, parents/carers and pupils will all feed into the assessments. The information will give quantitative data.
- Thrive programme: All CISS Teachers are Thrive trained. Where appropriate CISS Teachers will use Thrive assessments to measure the impact of Thrive support programmes that they have put in place.
- A Quality Assurance survey will be sent out to all schools in Suffolk gathering qualitative and quantitative data about the effectiveness of CISS in supporting them with inclusive practice and improving outcomes for pupils on caseload.
- All CISS CPD delivered to schools will be evaluated.

DSG DE-DELEGATED PROPOSAL 2019-20		
<b>Title of proposal</b>	Support to underperforming ethnic groups and bilingual learners	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2018-19
	£68,598	Tbc
<b>Which phase does this support?</b>	Primary	Secondary
	Yes	Yes
<b>Amount per pupil £</b>	Primary	Secondary
	£1.91	£1.91
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>Suffolk County Council provides support for Gypsy, Roma and Traveller (GRT) pupils who live in the county in order for them to overcome the barriers to accessing school through the work of a Gypsy Roma &amp; Traveller Engagement Officer. This includes visits to sites and encampments, work with early years settings, the health care trust and with family centres as well as schools to ensure the speedy application and enrolment and ongoing attendance of GRT pupils in Suffolk schools. Nationally pupils from Gypsy and Traveller backgrounds underachieve and frequently have poor and interrupted education. Latest research from the EPI suggests they are, on average, at least two years behind white British pupils. In Suffolk, their performance is widely variable but often higher than their peers nationally, despite achieving significantly less well than other pupils.</p>		
<b>GRT outcomes</b>	<b>KS2</b>	<b>KS4</b>
<b>Suffolk 2015</b>	50-69%	0%
<b>National 2015</b>	30-44%	8-17%
<b>Suffolk 2016</b>	5%	40%
<b>National 2016</b>	13-19%	10-21%
<b>Suffolk 2017</b>	18%	0%
<b>National 2017</b>	16-20%	19-24%
<p>This strand of work has become more necessary and complex with increased numbers of eastern European Roma pupils, many of whom have not accessed schooling until entering the U.K., and almost all having English as an additional language (EAL). A notable success of this work has been the high percentage of GRT pupils attending early years settings and schools, including some continuing into secondary education. An area of focus with the GRT Engagement Officer has been to maintain a robust database of GRT pupils in Suffolk settings, working with school leaders and health and support services to ensure the LA has an accurate view of the extent of support and the level of need. Through this work, trust is built with the GRT families. They are encouraged to declare</p>		

their status and enrol their children in local schools. Regular, timely and effective communication between the Engagement Officer and the receiving school ensures better preparation to receive a child and therefore builds understanding and confidence between all stakeholders. The link between attendance and achievement for families is sensitively strengthened, with parents treated as equal partners. The risk of children missing education is therefore minimised. GRT pupils nationally are over-represented in pupils being electively home educated and not in school, often likely to leave formal education at the end of Key Stage 2.

This resource is also used to address inequalities through providing schools high quality guidance on how to recognise, prevent and deal effectively with stereotyping and prejudice. This work has been highly successful in increasing the rigour with which schools monitor the performance of minority groups. Specialist guidance has been developed to support schools to prevent, record and act when prejudice related incidents occur, and in providing a curriculum which promotes diversity and understanding.

The third strand for this resource is for further development to support schools in meeting the learning needs and improving outcomes for pupils with EAL. This is essential in ensuring a narrowing of the attainment gap for this vulnerable group of learners. A significant number of pupils with EAL arrive in the UK part way through their secondary schooling. Nationally these pupils are on average over a year behind. Schools need support with strategies to integrate pupils as quickly as possible; to provide learning resources and experiences which enable learning alongside peers in the classroom. EAL pupils need to quickly develop skills which enable their access to more formal qualifications. This will support their better integration into life in the UK, maximising their skills, opportunity and prospects. This way they are likely to make a significant contribution to the workplace and to society in this country.

<b>EAL outcomes</b>	<b>KS2</b>	<b>KS4</b>
<b>Suffolk 2015</b>	88%	52%
<b>National other 2015</b>	91%	54%
<b>Suffolk 2016</b>	41%	53%
<b>National other 2016</b>	53%	62%
<b>Suffolk 2017</b>	59%	63%
<b>National other 2017</b>	61%	64%

It is proposed that some of the resource is used to raise the achievement of EAL pupils by developing effective and timely school to school, specialist EAL support and through the vulnerable learners' sections of each locality plan. This would enable schools to share expertise and improve practice so that all Suffolk pupils, regardless of their school setting and English language level, achieve their full potential. Standards and Excellence officer visits continue to focus on the achievement of all groups of vulnerable pupils and leaders' actions to address gaps in learning and in end of key stage attainment. This is enabling school to school support, promoting communication and joint work between schools across pyramids and, crucially, is increasing levels of confidence and expertise. The impact of this will be measured in pupils' outcomes as the programme develops.

Suffolk's Raising the Bar Strategy of peer reviews (both within SLIN and those arranged within the locality plans focusing on vulnerable learners) will include a focus on outcomes for underperforming ethnic groups and bilingual learners where appropriate to the school, and the support and challenge of the Standards and Excellence team will ensure that

leaders are measuring the impact of their actions on improving the outcomes of all vulnerable groups, and this will include a focus on ensuring school leaders make best use of the advice and support the Gypsy, Roma, Traveller Engagement Officer to improve the engagement and outcomes of GRT pupils at their schools.

**What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).**

- Gypsy, Roma and Traveller children would arrive in schools and settings where support would have to be sought from other schools. More enquiries from these communities would be directed at school and settings putting extra demands on leaders and staff
- Reduced application and attendance of Gypsy, Roma and Traveller pupils at school and nursery, leading to poorer outcomes at all key stages. Increased percentage of pupils who are electively home educated, potentially impacting on adult literacy and numeracy skills which lead to limiting adult career choices.
- Prejudice related incidents in schools which are not robustly managed could potentially lead to on-going tensions within schools which escalate into communities; safeguarding concerns in schools which do not manage these incidents effectively, affecting pupil and adult safety and impacting on Ofsted inspection outcomes. More calls on Police services.
- Outcomes and progress for pupils with EAL vary widely across Suffolk, with pupils from some schools significantly underachieving, potentially impacting on onward journeys, career and life opportunities; pockets of poor social mobility and inequalities would increase.

**How will the expenditure be monitored?**

- Monthly and quarterly budget reports
- Line manager 1:1 meeting – strategic leads
- Monthly E&L leadership meetings
- Priority Schools meetings
- School Improvement Accountability Board meetings
- School to school support partnership

**How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).**

- The attainment gap between underperforming ethnic groups and bilingual learners and their peers is substantially reduced and on track to be eradicated.
- Reduced numbers of referrals to the police about prejudice related incidents, schools are identified as taking effective action when these incidents occur so that safeguarding is robust.
- Officers to contribute to the monitoring of impact of leaders' actions following school to school support on improving the quality of provision for EAL learners and to develop sharing of good practice through locality plans.

DSG DE-DELEGATED PROPOSAL 2019-20		
<b>Title of proposal</b>	Trade Unions	
<b>Contact name &amp; job title:</b>	<b>Contact tel:</b>	<b>Contact email:</b>
Adrian Orr – Assistant Director (Education & Learning)	01473 264709	adrian.orr@suffolk.gov.uk
<b>Annual budget £</b>	2018-19 (for information)	2019-20
	£53,873	tbc
<b>Which phase does this support?</b>	Primary	Secondary
	√	√
<b>Amount per pupil £</b>	Primary	Secondary
	£1.50	£1.50
<b>What are the benefits of Schools Forum agreeing this proposal? (Please give details of the service provided).</b>		
<p>There is collective trade union membership for maintained schools provided by this funding which negates the need for maintained schools to all make their own separate trade union membership arrangements with a range of staff unions. This arrangement is intended to make support school leaders and there are clear benefits to being able to work collectively with all appropriate unions for both school leaders and the county council and retaining this arrangement supports in managing the risk of an additional burden of activity falling upon school leaders and governors.</p>		
<b>What will be the impact if Schools Forum does not agree to this proposal? (Please explain the consequences for the funding and delivery of the service(s) provided if the request is not approved).</b>		
<p>Schools will need to make their own arrangements for trade union membership and negotiations. It is likely that school leaders will need to undertake additional activities such as negational around policy, which currently is facilitated by the LA.</p>		
<b>How will the expenditure be monitored?</b>		
<p>The expenditure is monitored against the budget on a regular basis.</p>		
<b>How will the impact of the proposal be evaluated? (Please also include an equalities impact assessment for children or other people who have one or more of the protected characteristics under the Equality Act 2010).</b>		
<p>Headteachers themselves will need to decide upon the effectiveness of this arrangement although there is a high probability that if such an arrangement was not in place school leaders would need to undertake additional work against a backdrop of already heavy work-loads.</p>		