



Contact: Sangeeta Brown
Resources Development Manager
Direct: 020 8379 3109
Mobile: 07956 539613
e-mail: sangeeta.brown@enfield.gov.uk

THE SCHOOLS FORUM

Wednesday, 6th December, 2023 at 5.30 pm
Microsoft Teams Virtual Meeting

1. **AGENDA 06-12-23** (Pages 1 - 86)

This page is intentionally left blank

SCHOOLS FORUM

Meeting to be held from **17:30** on **Wednesday 6 December 2023**

Microsoft Teams Virtual Meeting

Schools Members:

Governors: Ms A Amofo (Primary), Mr T Hellings (Primary), Ms C Davies (Special), Mr J Donnelly (Secondary),
 Headteachers: Ms K Baptiste (Primary), Ms J Gumbrell (Secondary), Ms N Husband (Primary), Mr D Smart (Primary), Ms T Day (Secondary), Ms G Taylor (Special), Ms C Fay (Pupil Referral Unit)
 Academies: Ms H Thomas (Chair), Ms S Ellingham, Mr A Livingston, Ms A Nicou, Ms Z Thompson, Mr S Way, Vacancy

Non-Schools Members:

16 - 19 Partnership	Mr K Hintz
Early Years Provider	Ms A Palmer
Teachers' Committee	Mr T Cuffaro
Education Professional	Mr A Johnson
Head of Admissions	Mr I Hewison
Overview and Scrutiny Committee	Cllr M Greer

Observers:

Cabinet Member	Cllr Abdul Abdullahi
School Business Manager	Vacant
Education & Skills Funding Agency	Mr G Nicolini

MEMBERS ARE ASKED TO TRY AND JOIN THE MEETING FROM 17:20.

THIS WILL ALLOW TIME TO RESOLVE ANY CONNECTION DIFFICULTIES THAT MAY ARISE IN JOINING THIS MEETING AND ENABLE A PROMPT START AT 17:30

AGENDA

(Target time)

(17:30)

1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

- (a) Apologies for absence
- (b) Membership

The Forum is advised that a nomination has not been received for the vacancy for an academy representatives. Nominations will continue to be sought for this vacancy.

2. DECLARATION OF INTEREST

Members are invited to identify any personal or prejudicial interests relevant to items on the agenda. A definition of personal and prejudicial interests has been attached for members' information.

(17:35)

3. MINUTES AND MATTERS ARISING FROM THE MINUTES

- (a) School Forum meetings held on 4 October 2023 (*attached*)
- (b) Matters arising from these minutes.

(17:40)

4. ITEMS FOR PRESENTATION & INFORMATION – ANNUAL / UPDATE REPORTS

- (a) SWERRL: Enfield Primary Behaviour Support Service – Annual Report (*attached*)
 - Mr Mark Maidens to present
- (b) London Councils School Finances and School Places Report (*attached*)

(18:00)

5. ITEMS FOR DISCUSSION AND/OR DECISION

- (a) Enfield Nurture Group Outreach and Support Model (*attached*)
- (b) School Funding Arrangements – 2023/24 and Responses to Consultation Responses to consultation (*attached*)
- (c) Central Services Schools Block and De-delegation – 2024/25 (*attached*)
- (d) Funding for local authorities to support maintained schools in financial difficulty: 2023-24 (*to follow*)

(18:55)

6. WORKPLAN (*attached*)

7. ANY OTHER BUSINESS

8. FUTURE MEETINGS

- (a) Date of next meeting is Wednesday 17 January 2024 at 5.30pm on MS Teams.
- (b) Dates of future meetings are detailed below.

Date	Time	Venue	Comment
06 March 2024	5:30 - 7:30 PM	In person	
03 July 2024	5:30 - 7:30 PM	TBC	
02 October 2024	5:30 - 7:30 PM	TBC	
04 December 2024	5:30 - 7:30 PM	TBC	
05 March 2024	5:30 - 7:30 PM	TBC	

9. CONFIDENTIALITY

To consider which items should be treated as confidential.

Schools Forum Membership List

Name		Sector	Organisation	Member / Sub Since	End of Term
Ms A Amofo	G	P	Freezywater St Georges / Latymer All Saints	Summer 2022	Spring 2026
Mr T Hellings	G	P	Tottenhall Infant	Spring 2020	Summer 2024
Ms C Davies	G	Sp	Russet House	Spring 2021	Autumn 2024
Mr J Donnelly	G	S	St Ignatius	Autumn 2023	Summer 2027
Ms C Fay	H	PRU	Orchardside	Required	
Mr D Smart	G	P	De Bohun	Autumn 2023	Summer 2027
Ms N Husband	G	P	Firs Farm	Autumn 2023	Summer 2027
Ms K Baptiste	H	P	St Monica's	Autumn 2023	Summer 2027
Ms T Day	H	S	Bishop Stopford's	Spring 2021	Autumn 2024
Ms J Gumbrell	H	S	Enfield County School	Spring 2022	Autumn 2025
Ms G Taylor	H	Sp	Russet House	Autumn 2020	Summer 2024
Ms H Thomas	H	A	Alma - Attigo	Autumn 2022	Summer 2026
VACANCY		A			
Ms A Nicou	CEO	A	Connect Education Trust	Autumn 2023	Summer 2027
Ms Z Thompson	H	A	Oasis Hadley	Summer 2020	Summer 2024
Ms S Ellingham	CFO	A	North Star Academy Trust	Spring 2021	Autumn 2024
VACANCY		A			
Mr S Way	G	A	ELT Partnership	Summer 2022	Spring 2026
Ms A Palmer		EY	Right Start Montessori	Summer 2022	Spring 2026
Mr K Hintz		P16	CONEL	Autumn 2015	Summer 2019
Mr T Cuffaro		All	Union	Summer 2017	Spring 2024
Mr I Hewison		All	Local Authority	By Appointment	
Ms A Johnson		All	Local Authority	By Appointment	
Cllr M Greer		All	Chair of Overview & Scrutiny	By Appointment	
Cllr A Abdullahi	O	All	Cabinet Member	By Appointment	
VACANT	O	All	School Business Manager	Nominated	
Mr G Nicolini	O	All	EFSA	By Appointment	

Key

G – Governor
 H – Headteacher
 O - Observer
 P – Primary
 S – Secondary
 Sp – Special
 Ac – Academy
 EY – Early Years
 P16 – Post 16

This page is intentionally left blank

MINUTES OF THE SCHOOLS FORUM MEETING

Held on Wednesday 4 October 2023 at 17:30 on Microsoft Teams

Governors:

Ms Adelaide Amofo
*Mr Tim Hellings**
Ms Caroline Davies
*Mr John Donnelly**

Headteachers

Ms Tammy Day*
*Ms Jennifer Gumbrell**
*Ms Kate Baptiste**
*Ms Celeste Fay**
*Ms Nuala Husband**
*Mr Dominic Smart**

Ms Gilly Taylor

Academies:

Ms Helen Thomas (Chair)*
Ms Susan Ellingham
*Mr Aaron Livingston**
*Ms Androulla Nicou**
*Ms Zoe Thompson**
*Mr Stephen Way**
Vacancy

Schools' Members

Primary
Primary
Special
Secondary

Secondary
Secondary
Primary
Pupil Referral Unit
Primary
Primary
Special

Non-School Members

Mr Kurt Hintz
*Ms Angela Palmer**
*Mr Tony Cuffaro**
*Mr Andy Johnson**
*Mr Ian Hewison**
*Cllr Margaret Greer**

16-19 Partnership
Early Years Provider
Teachers' Committee
Education Professional
Head of Admissions
Overview & Scrutiny Committee

Observers

Cllr Abdul Abdullahi
Vacancy

Cabinet Member
School Business Manager

Also, present:

Mr Peter Nathan, Director of Education
Mr Steve Muldoon, Assistant Director of Finance
Mr Neil Best, Head of Strategic Resources & Partnership - Education
Mrs Sangeeta Brown, Education Resources Manager
Ms Coral Miller, Finance Manager – Schools & Education
Ms Claire Docherty, NEU
Ms Danusia Brzezicka, Resources Co-Ordinator
Ms Christiana Kromidias, Early Years Team Manager
Mr Andrew Laurence, Head of Commissioning, CYP & Public Health

Clerk's notes

Ms Christiana Kromidias left the meeting at 5.44pm
Cllr Margaret Greer left the meeting at 6.44pm

Mr Peter Nathan, Director of Education chaired the meeting until the Chair for the municipal year 2024/25 had been elected.

1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

- (a) Apologies for absence were received from Ms Gilly Taylor and Ms Susan Ellingham.
(i) Composition of the Forum

NOTED that no changes were needed to the composition of the Forum following the

assessment of the pupil numbers from the January Pupil Census.

(ii) Vacancies and other changes

NOTED that:

- a. Mr John Donnelly, Mr Dominic Smart, Ms Nuala Husband and Ms Androulla Nicou's terms of office were renewed for another term as members of the Schools Forum.
- b. Mr Marc Lewis had left Wren Academy and had been replaced by Mr Aaron Livingston. Mr Aaron Livingston agreed to take over from Mr Aaron Lewis's position on the Schools Forum as an Academy Representative.
- c. Following Ms Jo Fear's retirement after 46 years of service, Mr Ian Hewison joined the Schools Forum as a non-school member.
- d. There was a vacancy for an Academy Representative and a vacancy for a School Business Manager observer. Nominations will be sought for these vacancies.

2. **DECLARATION OF INTEREST**

Members were invited to identify any personal or prejudicial interest relevant to items on the agenda.

NOTED that no declarations were received.

3. **ITEM FOR DECISION**

Chair and Vice Chair

REPORTED with the cancellation of the Summer term Schools Forum meeting, a Chair and a Vice-Chair were not appointed for the municipal year 2024/25.

The Forum was advised that Ms Thomas had agreed to continue as Chair and Ms Nicou as Vice-Chair for the rest of the municipal year 2024/25.

RESOLVED to the appointments of Chair and Vice-Chair for the rest of the municipal year 2024/25:

- Ms Helen Thomas as Chair of the Schools Forum
- Ms Androulla Nicou as Vice-Chair of the Schools Forum

Ms Thomas thanked Mr Nathan and chaired the remainder of the meeting.

4. **MINUTES AND MATTERS ARISING FROM THE MINUTES**

RECEIVED the minutes of the Schools Forum meeting held on 8 March 2023.

NOTED that:

- (a) Minutes were a correct record of the meeting.
- (b) There were no matters arising from the minutes.

5. **ITEMS FOR PRESENTATION**

(a) **Early Years: New Framework (attached)**

This item was presented by Ms Christiana Kromidias, Early Years Team Manager

RECEIVED a report from Ms Kromidias of the key highlights from the Early Years: New Framework report.

REPORTED:

- (i) Changes to the Nursery Funding Entitlement will occur in the following phases:
- April 2024: 15 hours of childcare over 38 weeks to eligible parents of 2 year olds
 - September 2024: 15 hours of childcare over 38 weeks to eligible parents of 9 to 36 month olds
 - September 2025: 30 hours of childcare over 38 weeks to eligible parents of 9 to 36 month olds
- (ii) An initial allocation will be paid to LAs based on the January 2023 censuses. A final adjustment will be made to payments using updated January 2024 censuses in Summer 2024

NOTED:

- (i) The DfE were also considering a change to the percentage retained for central services from 5% of funding for three and four year olds to 3% but this would include both three and four year olds and two year olds. There was a concern because take up was like to be low in the first year and the impact this would have for the service.
- (ii) The Forum was advised that no capital funding was being provided to support these changes.

There were no questions, and Mr Nathan highlighted that these were significant changes, and the LA will monitor the offer carefully for potential impacts on space and capital expenditure for equipment, refurbishments, and new buildings.

Ms Kromidias was thanked for attending the Forum and her presenting her Early Years Framework report.

RESOLVED to monitor requirements and costs resulting from the new Nursery Funding Entitlement.

ACTION: MRS BROWN

(b) Children's Centre – Annual Report (attached)

This item was presented by Mr Andrew Laurence, Head of Commissioning, CYP & Public Health.

RECEIVED a report from Mr Laurence of the key highlights from the Enfield Children's Centre Annual Summary report.

REPORTED:

- (i) The Children's Centre in Enfield was a commissioned service, led by De Bohun Primary School, with a single team operating across five main sites located at De Bohun, Eldon, Carterhatch, Raynham and Hazelwood. The service co-delivered with a range of partners operating for 48 weeks a year with a capacity to see up to 220 children every week.
- (ii) The service was recommissioned in 2018 for a period of five years. The Children's Centre was comprised of 12 Family Support Workers who worked with families as part of their caseload (with a maximum capacity of 20) and referrals were received via Early Help Triage.

The total funding the programme received was £440k of which £975k was from the DSG.

- (iii) There was a funding shortfall in 2022/23 because of having to meet the cost of the pay awards. This was met from an underspend accumulated during the COVID pandemic. These funds had also been used to run more stay and plays so increasing provision for families affected by the pandemic to access. Due to the reduced reserves, the service was unable to continue to run at full capacity and meet the ongoing cost and additional costs associated with the latest pay award.

- (iv) The Children's Centre was developing a Family Hub offer, by rolling out a service at the new Ponders End Youth Centre.

In response to questions the Forum was advised that further updates on the funding of this service will be reported to the Forum.

RESOLVED to provide an update for the Forum at a future meeting.

ACTION: MRS BROWN

Mr Lawrence was thanked for attending the Forum and presenting the Children's Centre annual report.

(c) Audit – Annual School Audit Report (attached)

This item was presented by Mrs Sangeeta Brown, Education Resources Manager.

RECEIVED a report from Ms Young, Head on Internal Audit & Risk Management that had been sent to Headteachers, Chair of Governors and Chair of Finance/Resources.

REPORTED

- (i) The audit programme followed the Schools Financial Value Standard headings by testing whether schools were compliant with the requirements of the Scheme for Financing Schools, Finance Manual for Schools, data security, asset management and business continuity practices.
- (ii) The Council monitored the implementation of internal audit actions closely and all overdue actions were reported to both the Assurance Board and the General Purposes Committee. If it was deemed that the responses received were insufficient and/or satisfactory progress had not been made, then the Director of Education was informed.
- (iii) An analysis of the actions arising from full audits showed the total number of actions agreed in 2022-23 had decreased from 143 to 105 in 2021-22, which was in line with expectations as fewer full scope audits were carried out in 2022-23.
- (iv) Schools Cyber Security audit - a questionnaire sent received 54 responses from the 55 sent to maintained schools. The key findings were presented, and schools were recommended to:
- A. present and discuss the report at a Governing Body meeting.
 - B. review their own arrangements against the DfE standards on schools' cyber security, user accounts and data protection and the National Cyber Security Centre Cyber Essentials.
 - C. develop an action plan for improvement, to be monitored regularly by the Governing Body.
 - D. attend audit and fraud training delivered by experienced officers
 - E. source ongoing social interventions to support peer relationships formed in the ASU when students transition back to school.

In response to questions, it was stated that cyber security was disruptive for schools because it led to loss of data.

It was commented that schools were responsible for online and data security and the ESFA arrangements required schools had three backups of data in place to prevent and manage any possible loss. The three backups were a copy of the data held at the school, one copy in the cloud and the third held on a portable disc not at the school.

The Forum noted the outcomes from the audits carried out maintained schools.

6. ITEMS FOR DISCUSSION & DECISION

(a) Schools Budget Outturn 2022/23

This item was presented by Ms Coral Miller, Finance Manager – Education.

RECEIVED a report summarising details of the DSG outturn position for 2022/23 including

confirmation of the final DSG allocation from the EFA as at March 2023.

REPORTED the DSG cumulative deficit position for 31 March 2023 of -£12.618K.

NOTED the DSG budget remained under considerable pressure due to ongoing high needs overspends. The Forum was advised due to some variations there was a slight underspend during the last quarter, which had resulted in the deficit being lower than the amount projected in January 2023.

The Forum noted the outturn position for 2022/23 and the increase in the accumulative deficit.

(b) Schools Balances 2022/23

This item was presented by Mrs Brown, Education Resources Manager.

RECEIVED a report confirming the total balances held as at 31 March 2023, an update on actions taken for schools reporting surplus balances above the threshold of 5% and £100k and an update on actions taken to support schools in deficit.

REPORTED

- (i) School revenue balances at 31 March 2023 totalled **-£1.336k** (including community facilities). An overall decrease in balances of £949k accounted by the change in balances for each sector as follows:
 - A. Secondary: increase of £1,133k, the range had narrowed and from -42 to 4.6% to -32 to 6.3% with 4 schools experiencing a drop in pupil numbers
 - B. Primary: of £1.982k, the range had widened from -25% to 9.9% to -37 to 9.1% with 35 schools experiencing a drop in pupil numbers
 - C. Special: decrease of £100k, the range had widened from 3 to 8 to 2.4% to 10.7%.
- (ii) Four schools had balances above both thresholds. The use of these balances were discussed with Education Resources Group and the recommendation not to recycle was supported.
- (iii) Eighteen schools had reported a deficit position at the year-end. The Authority was following the process agreed with the Forum to develop and agree a deficit recovery plan with these schools.
- (iv) The continuing decline in mainstream pupil numbers and increase in number of pupils eligible for Free School meals.

NOTED

- (i) More schools were likely to experience financial difficulties due to increasing inflationary and costs pressures, unfunded pay awards and declining numbers on roll. It was stated that officers were working with schools in line with the process agreed with the Forum.

The current projections indicated that the birthrate was continuing to decline. Pupil numbers were being monitored.
- (ii) It was commented for secondary schools there were other additional external factors other than just pupil numbers, these included new schools opening or some expanding in the borough when the additional places were not required.

The Forum noted the 2022/23 year end position for maintained schools and the increase in the deficit for the overall balances held by maintained schools.

(c) Responses to consultation: Mainstream Schools Top-up Funding

This item was presented by Mrs Brown, Education Resources Manager

RECEIVED a summary of responses for the proposed local arrangements for funding top ups for pupils with Education, Health Care Plans (EHCPs) in mainstream schools.

REPORTED as agreed with the Forum, a consultation document was published outlining the proposal to increase the hourly rate to £15.50 and move to a banding system to allocate

funding to pupils with EHCPs. In total 36 responses were received by the deadline.

NOTED

- (i) Banding descriptors would be developed for supporting pupils below band A and above band E
- (ii) Some existing plans from a variety of schools would be tested against the new criteria to ensure there were no inconsistencies or ambiguities.
- (iii) The new banding system would be introduced from April 2024 to assess new requests for support and those requiring an assessment as part of the annual review process.

The Forum noted the feedback following consultation and supported the increase in the hourly rate and arrangements for introducing banding system to allocate top up funding to pupils with EHCPs.

(d) Schools Funding Arrangements (2024/25)

This item was presented by Mrs Brown.

RECEIVED a report providing a summary of the national arrangements published by the DfE and the areas for review to inform local arrangements.

REPORTED the funding arrangements for 2024/25 included indicative allocation for the DSG using October 2022 Pupil Census data and also a response to the consultation from mainstream schools on the National Funding Formula (NFF) carried out in Autumn 2022.

NOTED:

- (i) Schools Block: for 2024/25, national increase in funding for mainstream schools NFF was 2.7% per pupil. Enfield's overall indicative allocation was £316.4m, an increase of 2.57%.
- (ii) High Needs Block: for 2024/25, national increase was £440m in 2024/25.
- (iii) Early Years Block: for 2024/25, no information had yet been published. However, the DfE had confirmed early years settings would receive a one-off supplementary grant to support cost pressure. The grant totalled £204m and covered the period from September 2023 to March 2024.
- (iv) Central Services Schools Block (CSSB): for 2024/25, Enfield's indicative allocation was £2.4m with a small increase for statutory functions and, in line with the policy of phasing out historic functions a 20% reduction.
- (v) DfE consultation responses for 2024/25 NFF for mainstream schools confirmed:
 - A. NFF for growth/falling pupil roll funds
 - B. Introduction of NFF for schools located on split sites
 - C. Continuing to enable transfer of up to 0.5% from Schools to High Needs Block
 - D. Development of a national approach to calculate individual schools notional SEND budgets
- (vi) The Schools block increase was being added to the following formula factors: per pupil, FSM Ever 6 and the lump sum.
The minimum per pupil funding levels were being retained and had also been increased.
- (vii) The arrangements for national factors that were being introduced were as follows:
 - A. Growth: factor that funded schools where they had agreed with the Authority to open an additional class in order to meet basic need. It was uncertain at this stage if this factor would be used locally.
 - B. Falling Rolls: removal of the restriction that only schools judged Good or Outstanding at their last Ofsted inspection could be supported. However, in order to assess eligibility, there was a new requirement that data from the school capacity survey (SCAP) be used to confirm pupil places were required within the next 3 – 5 years. For this reason, it was uncertain at this stage if this factor would be used locally.

- C. Split sites: NFF for schools located on two or more sites based on a formula using lump sum (£54,300) and distance measure (up to £27,100). For 2024/25, schools would be protected against any losses and gains would be capped.
- D. It was confirmed funding up to 0.5% could be transferred from Schools to High Needs Block. In previous years, Enfield transferred 0.5% from the Schools block to fund schools with above average number of pupils with EHCPs. The Forum was asked to confirm if they were agreeable for the Authority to consult on continuing for 2024/25 with the transfer to support schools with above average number of pupils with EHCPs.

RESOLVED to consult stakeholders on transferring 0.5% from the Schools to the High Needs Block to support schools with above average number of EHCPs.

ACTION: MRS BROWN

(e) Schools Budget – Update (2024/25)

This item was presented by Ms Miller

RECEIVED an update on the Dedicated Schools Grant 2024/25 with the final budget settlement expected in December. The data used for the projections was based on the October 2022 census and will be updated with the published October 2023 census data.

REPORTED the DSG budget position, for 2023/24, as at the end of Quarter 1 (June 2023) projected an in-year overspend of £2.62m with a cumulative deficit of £17.9m. The report being presented to the Forum provided the draft budget position and other updates on the Schools budget for 2024/25.

NOTED

- (i) For 2024/25, the indicative DSG allocation was £423.036m, a net increase of £10.972m across the four funding blocks.
- (ii) Early indication of pupil numbers was showing a reduction from 49,322 on 2023/24 to 48,791 for 2024/25, an overall reduction of 531 pupils.
- (iii) Allowing for the 0.5% transfer, the indicative amount available within the Schools Block was £314.78m. The illustrative model presented allowed for 0.5% minimum funding guarantee and assumed the continuation of 0.5% transfer.
It was stated the increase for individual school was likely to be between 0.5 – 2% with primary schools most likely receiving minimum increase. The Forum expressed their concern that the increase would not support the current cost pressures facing individual schools.

RESOLVED an update on the Schools budget position would be provided when the final budget settlement and dataset had been received from the DfE.

ACTION: MS MILLER

7. WORKPLAN

RECEIVED and **RESOLVED** to update Workplan from this meeting.

8. ANYOTHER BUSINESS

- Scheme for Financing Maintained Schools 2023/24
REPORTED that the Scheme had been published and a copy could be found on the [Enfield Website](#) or the Hub.
- Schools in financial difficulties
REPORTED a number of schools were experiencing cashflow issues either due to being deficit or insufficient funds to meet planned expenditure. The Authority was planning to send a letter to all schools outlining revised processes to support cashflow issues and arrangements to seek a rolling credit agreement due to a structural deficit. The aim of the changes was to formalise any agreements between a school and the Authority.

It was stated that that the Authority was not in receipt of funds either from the DSG or the

DfE to manage these credit agreements. The Forum was notified, in line with the Scheme for Financing, the Authority would be charging interest of 1% above the base rate for any requests for additional funds from January 2024.

The school representatives noted the update and it was requested from the Authority that any funding related to SEN pupils be paid in a timely manner as this would assist schools with their cashflow.

- Programmes Supporting High Needs Pressure

- Delivering Better Value (DBV)

- The Authority was due to receive a grant of £1m to support interventions to support the high needs pressure.

- Change Partnership Programme

- Enfield was working with three other London authorities and the delivery of this programme should provide £4m in total for the authorities involved in this programme.

9. **FUTURE MEETINGS**

NOTED that:

(a) Date of next meeting is Wednesday 6 December 2023 at 5.30pm on MS Teams.

(b) Dates of future meetings are detailed below.

Date	Time
17 January 2024	5:30 - 7:30 PM - online
06 March 2024	5:30 - 7:30 PM – in person
03 July 2024	5:30 - 7:30 PM - online
02 October 2024	5:30 - 7:30 PM - online
04 December 2024	5:30 - 7:30 PM - online
05 March 2025	5:30 - 7:30 PM - TBC

10. **CONFIDENTIALITY**

No items discussed within the agenda were to be treated as confidential.



Enfield Primary Behaviour Support Service

SWERRL Team

Strengthening **W**ellbeing, **E**mothional health, **R**elationships, and **R**eadiness for **L**earning



Annual Report

2022-2023



OVERVIEW



Enfield's Primary Behaviour Support Service **SWERRL** Team

(**S**trengthening **W**ellbeing, **E**motional health, **R**elationships and **R**eadiness for **L**earning)

- SWERRL are a multi-disciplinary team offering critically preventative, specialist social, emotional and mental health (SEMH) perspectives to support Enfield's 70+ mainstream primary schools. We respond to calls and requests for involvement from Enfield primary schools, in order to offer preventative intervention to minimise permanent exclusion and its harmful impact for primary-aged pupils.

The practical 'hands-on' and consultative support of the Service offered directly to schools, informs their mental health understandings and practices towards pupils, their families, and staff. As such, we are a key contributor to Enfield's wider mental health, wellbeing and THRIVE strategies

We have long incorporated **trauma-informed perspectives** as central to our approach to pupil's SEMH needs, which we have continued to develop to underpin all aspects of our work. We are a key contributor to the **Enfield Trauma Informed Practice in Schools and Settings (ETIPSS)** initiative. SWERRL staff are ETIPSS champions supporting schools in their own journey to becoming trauma-informed, as recommended in the Enfield Poverty and Commission Report (January 2020)

The work of SWERRL **can be broken into FOUR strands:**

- **STRAND 1 – Strategic collaborative work with partner services including borough wide training**
- **STRAND 2 – School staff development through training, consultation, coaching and modelling**
- **STRAND 3 – Targeted support for CYP**
- **STRAND 4 – Work with parents**

SERVICE VALUES

SWERRL Team KEY VALUES + UNDERPINNING ATTITUDES	
COMPASSION	EQUALITY
POSITIVITY	CONNECTION
OPENNESS	GROWTH

SERVICE AIMS

The SWERRL Team aim to help all those supported to become the **best they can be**: by being enabled to stay within, or expand their 'window of tolerance'; to achieve emotional regulation, and to maximise their capacity for engagement in learning and in positive social interaction.

Window of Tolerance
The optimal zone of arousal in which a person is able to take in information and process it, make decisions and generally handle activity

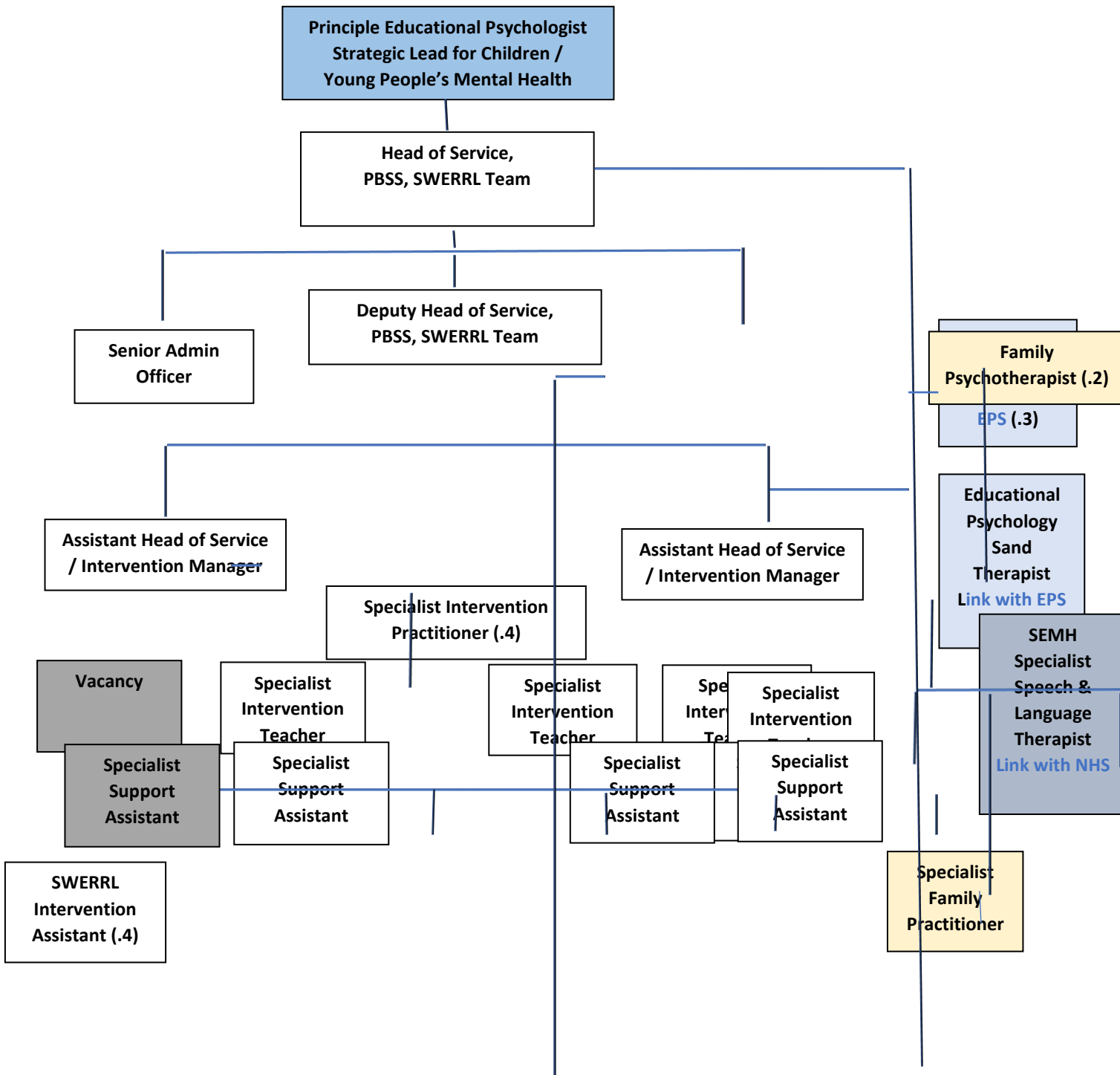
[The Window of Tolerance Animation by Beacon House - Bing video](#)

The work of the SWERRL Team seeks to achieve this by modelling a trauma-informed approach, and:

- promoting learning environments in which people can experience a sense of 'felt-safety'
- promoting relationships which offer security and trustworthiness
- promoting attitudes of open-mindedness and acceptance to replace positions of judgement and condemnation
- providing regulatory opportunities which acknowledge the importance of the 'mind-body' connection, and neuro-sequential intervention approaches
- providing opportunities for repair and restoration when things go wrong, and to recognise the learning that is available when mistakes are made
- providing opportunities for psycho-educational learning that helps us to deepen our self-awareness and increase our reflectivity.

Enfield Primary Behaviour Support Service SWERRL Team Staffing Structure

Strengthening Wellbeing, Emotional health, Relationships, and Readiness for Learning



Highlights for 2022-2023

- ✓ Enfield's **ZERO** permanent exclusion rate at Primary level, is below the national average [the lowest rate possible], **for the FIFTH year in a row**
- ✓ . In 2022-2023 all individual pupil 'Requests for Involvement' made to the SWERRL Team, were steered away from permanent exclusion as a result of our intervention. This has been the case for over eleven years in succession. Historically, primary permanent exclusions have been from Enfield resident pupils attending Out-of-Borough schools, or did not have Primary Behaviour Support Service involvement prior to exclusion.
- ✓ Despite wider economic challenges from the cost of living crisis, and barriers resulting from the knock-on effects of the pandemic, the Service has continued to deliver:
 - Preventative outreach support with increased opportunities for online staff consultation and strategic meetings
 - Preventative parent support via in-person meetings, telephone and Microsoft Teams calls
 - Incredible Years Parenting Programme
 - Preventative onsite programme
- ✓ Staff Professional Learning sessions as part of:
 - An intensive **SWERRL ARC** modelling Intervention (**SAMI**)
 - The **ETIPSS** programme
 - Bespoke school training
- ✓ The Service continued to participate in wider strategic developmental groups and Activities including:
 - Schools Mental Health Network
 - Mental Health Support Teams Steering Group
 - **Enfield** Trauma Informed Practice in Schools Steering group
 - Multi-agency Consultation Meetings (MAC Mtgs)
 - Primary Fair Access Panel
- ✓ SWERRL Team staff participated in an intensive package of training mixing external-online and in-house delivery to support their **trauma-informed** understandings, practices and applications to Service policy.

Requests For Involvement (RFI)

Schools requesting our involvement must initially complete a 'Request for Involvement' form. This could be for a strategic intervention (Strategic Based School Intervention referral form) or a request for individual pupil involvement. This has a requirement of parental consent with a signature. For individual work schools are also required to complete a Pre-BRAQ (Baseline Review and Assessment Questionnaire), that gives rise to evaluative data.

All 'Requests' are discussed in weekly 'Requests for Involvement' (RFI) meetings, where the issues are considered and an initial response determined. This was a change from previous practice where RFI's were discussed fortnightly. This has meant that issues can be dealt with more efficiently. The support offered is bespoke and varies depending on the circumstance and needs identified. The aim of our intervention is always to improve school staff's understanding of the child's SEMH needs and promote a trauma informed approach to their response. Interventions outcomes seek to support school staff to feel better able to include and support the child's needs, and where individual planning can continue to work towards development of the child's personal and self-regulatory skills.

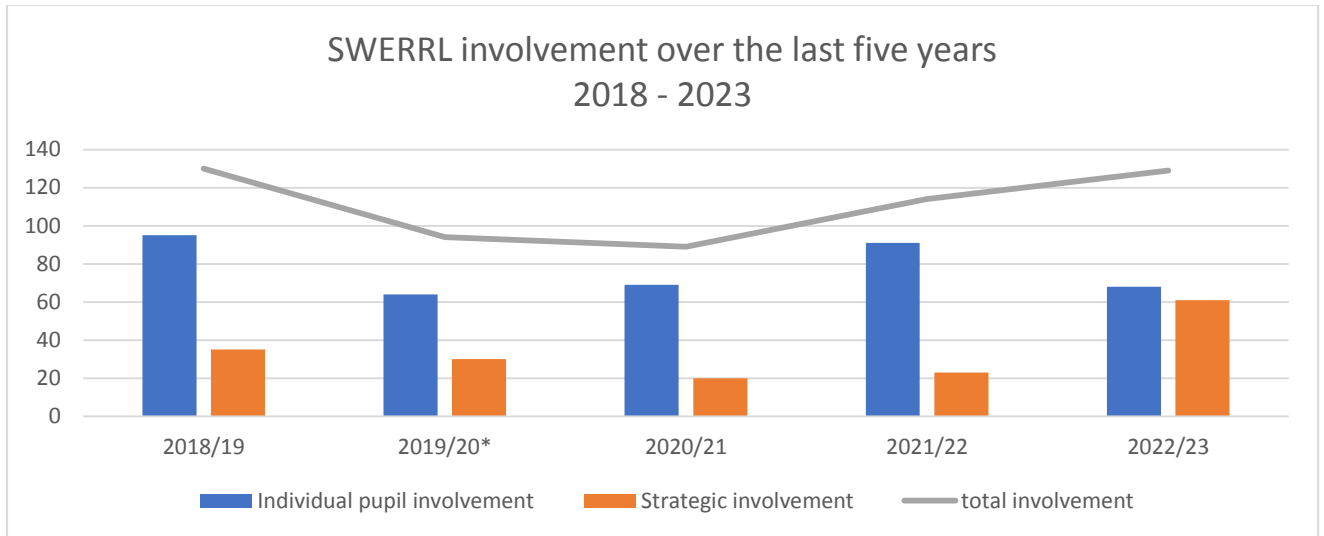
The SWERRL Team are responsive to need and demand, and the number of schools making Requests, and the number of Requests being made by each school varies from year to year.

In total, the number of 'Requests for Involvement' from schools in 2022-2023 was 129. This reflects a return to more typical numbers pre-COVID. The table below shows the trend over the last five years, and shows the difference in individual pupil involvement and strategic school involvement.

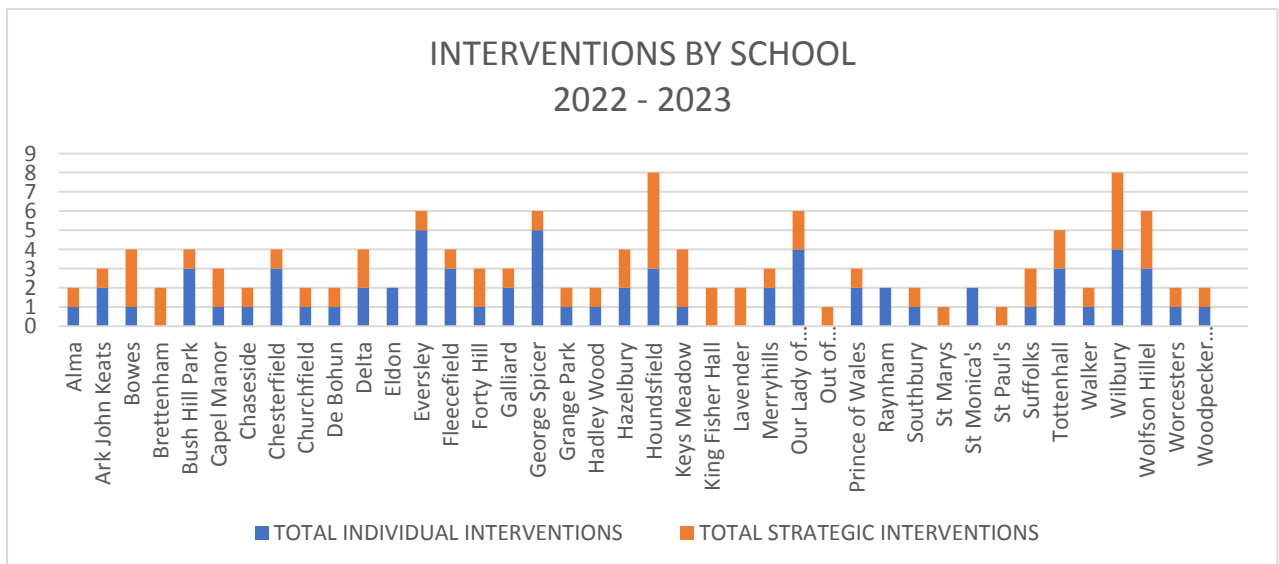
Year	2018/2019	2019/2020*	2020/2021	2021/2022	2022/2023
Numbers of individual pupil involvement	95	64	69	91	68
Numbers of strategic school involvement	35	30	20	23	61
Total numbers of involvement	130	94	89	114	129

- *Impact of COVID*

The charts below demonstrates SWERRL involvement over the last five years. As can be seen the difference between strategic work and direct individual pupil work has decreased as SWERRL interventions become more trauma-informed and ARC-aligned.

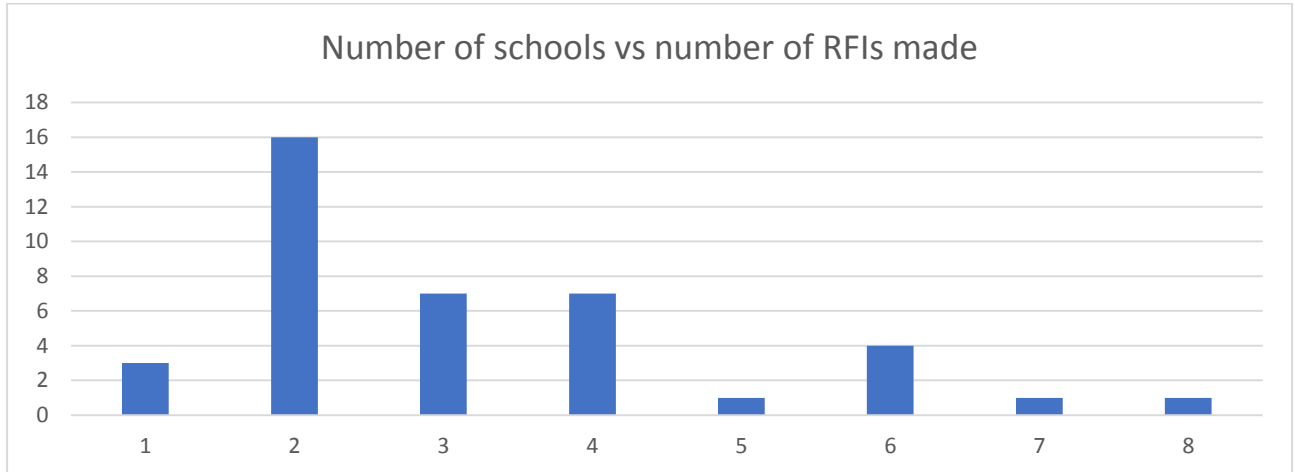


Out of 70 primary schools 40 schools requested SWERRL involvement.



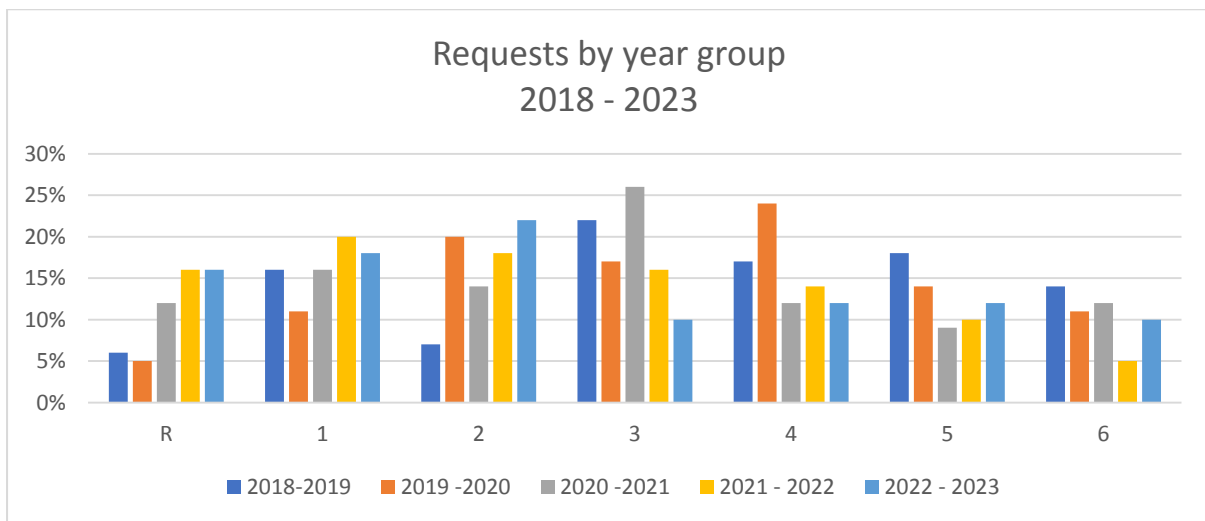
- 3 schools made 1 RFI
- 16 schools made 2 RFI's
- 7 schools made 3 RFI's
- 7 schools made 4 RFI's
- 1 school made 5 RFI's
- 4 schools made 6 RFI's
- 1 school made 7 RFI's
- 1 school made 8 RFI's

This is shown in the chart below.



Whilst certain schools are consistent 'Requesters' in each academic year, in general the schools making Requests varies from year to year, in response to escalated situations or the emergence of a particular challenge.

The graph below shows the trend since 2018 of requests by year group. There would appear to be an increase in requests made for pupils in Reception, Year 2, 5 and 6. All of these year groups are at transition stages between key stages in primary. It is not surprising that pupils who have experienced developmental trauma would find transition difficult with associated "acting out" behaviours.



Requests by Ethnicity

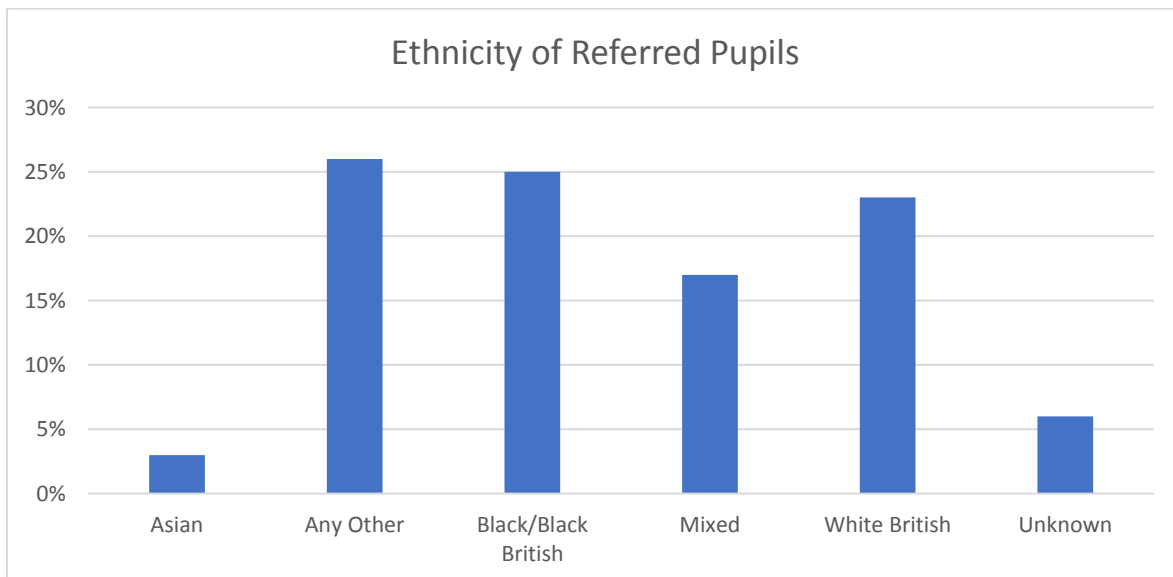
Using the key below, the ethnicity data for requests is shown in the following graph:

White British	White British
Black/Black British	African, Caribbean, any other Black background or those identified as Black British
Mixed ethnic background or dual identity	As described
Asian/Asian British	Indian, Pakistani, Bangladeshi, Chinese and any other Asian background
Any other ethnic group	European, Middle Eastern and Arab, or any identified as White other background, and any other background
Unknown	No ethnicity data was received

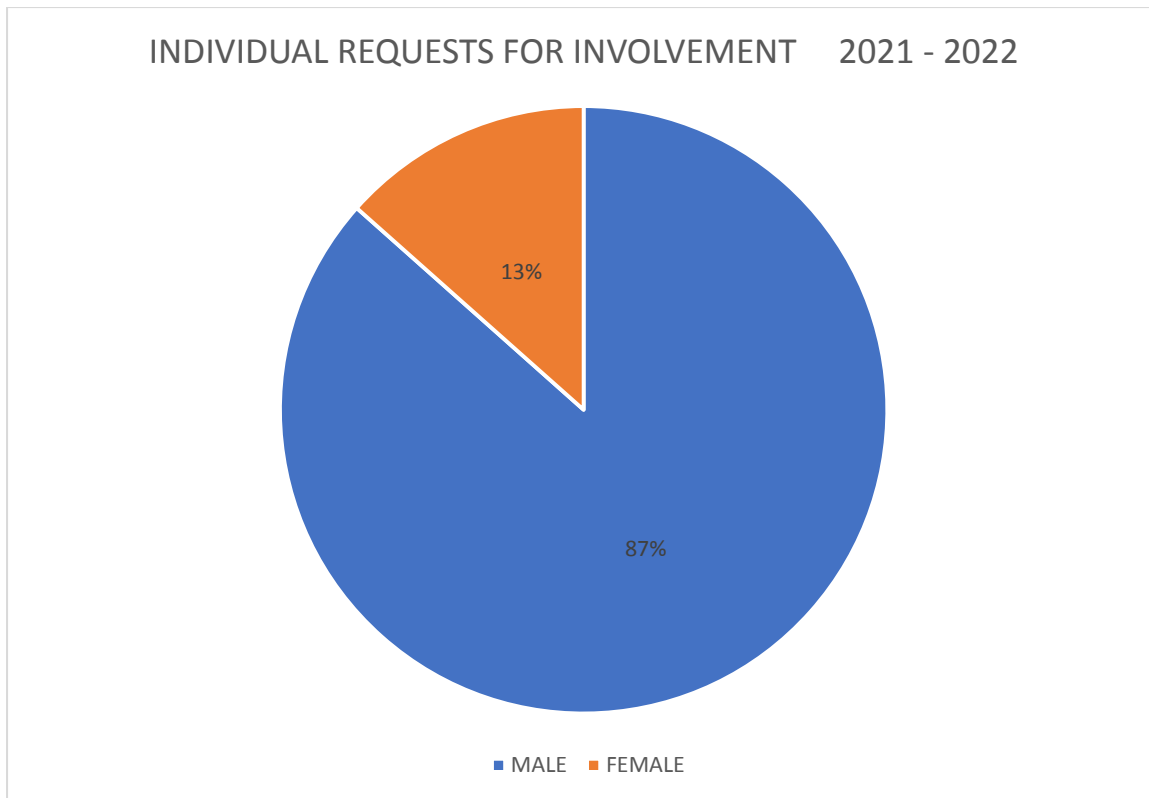
When those of Black and mixed ethnicity are combined, they constitute approximately 50% of individual RFIs.

The SWERRL Team will carry forward an ambition to raise awareness of inequality and unconscious bias in school approaches. This links with the Council's and Education department's priority for providing staff Professional Learning related to this area.

The trauma-informed practice training gives particular attention to the potential of significant adverse effects on children and families resulting from acts of racism and continuous micro-aggressions.



Requests by Gender



Boys continue to constitute the vast majority of Requests. This most likely reflects that typically boys are more usually presenting with 'acting out' [**hyper-arousal**] type responses to stress. The more aggressive and disruptive nature of this behaviour creates a more immediate challenge.

This raises two fundamental issues of concern and consideration:

- a. Are the detrimental impact of more 'internalised' [**hypo-arousal**] type responses to stress being overlooked ?
- b. Are boys, generally, more vulnerable to activated-stress, subsequent dysregulation and less sympathetic responses in the school-environment, and why might this be?

The Service continuous to pursue an academic understanding of these gender differences and incorporate that awareness into their training offer to schools.

It is a complex picture but one that is reflected nationally. It is likely that social norms and social conditioning remain key factors in how gender expectations are played-out.

What makes boys more inclined toward violence and what can we do to stop it? It's a vast and complicated issue, but in part it comes down to an enduring stereotype that boys can't or shouldn't feel emotions as expansively or openly as girls.

Better by Today publication 28th Feb 2018

"Our unconscious biases direct our behavior in powerful ways, and even though you may be certain that you have no gender biases whatsoever, you may be surprised by the nuances of how these biases operate."

Pavkovic

Multi-Disciplinary Involvement

Multi-disciplinary involvement is an integrated element of both outreach and on-site intervention work

In the academic year of 2021-22 SWERRL consisted of the following multi-disciplinary staff

1 x Systemic Family Psychotherapist (0.1)

1 x Specialist Family Practitioner (IAPT qualified) (1.0)

1 x Speech & Language (Sp&L) (0.2)

1 x Educational Psychologist (0.2)

2 x Student Sandplay Therapists (0.2)

The following graph displays the number of pupils the multi-disciplinary team were involved with.

Whilst sometimes the 'therapeutic work' can be particularly instrumental in supporting the individual pupil or family to engage with a process of change, it is invariably intensive and typically requires sustained intervention over time.



STRAND 1

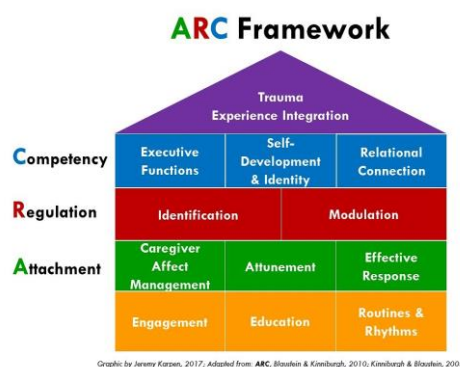
STRATEGIC COLLABORATIVE WORK WITH PARTNER SERVICES INCLUDING BOROUGH WIDE TRAINING

1. E-TIPSS



ETIPSS offers a structured approach to trauma-informed practice through an established Attachment, Regulation and Competency (ARC) model framework. Although the SWERRL Team has independently worked from a Trauma-informed lens for many years, we are now fortunate to be part of a strategic ambition for Enfield to apply more universally trauma informed awareness and practices. The work of the SWERRL Team supports the strategic development and implementation of ETIPSS (Enfield Trauma-Informed Practice in Schools and Settings), in order to promote a growing and sustainable approach to incorporating trauma-informed awareness and practices across Enfield schools.

The introduction of a 'unified' Trauma –Informed approach in ETIPSS has really helped to elevate and progress our ambition to support schools in moving forward from traditional behaviour frameworks which we have long viewed as unsuccessful and more pointedly 'detrimental' to the pupils we have understood to have 'trauma- based' adverse experiences.



The ARC model provides a recognisable and reputable framework to understand pupil's challenging behaviour in the context of survival adaptive and stress-triggered responses. It gives us a shared language to communicate complex and often abstract concepts in relation to neuroscientific, psychiatric and psychological understandings that ultimately lead us to practical trauma-informed responses which are respectful of the science involved and respectful of the impact of the child's challenging life experiences

We work with EPS ETIPSS co-ordination, in partnership with a wider ETIPSS champions' network, and alongside Kati Taunt (as external UK ARC TIPS consultant/trainer), as well as integrating ARC-aligned modelling within our own Service practices, as well as in our school-based CPD training, consultation and intervention delivery.

CHAMPIONS HAVE ATTENDED:

12 Network Meetings throughout the year.

CHAMPIONS HAVE SUPPORTED:

3 Primary implementation schools (Starksfield, Hadley Wood and Eversley)

CHAMPIONS HAVE CO-DELIVERED:

3 additional bespoke borough-wide ETIPSS training sessions.

Although, this is currently additional to our requested Interventions from schools, the work is being fully integrated into our SWERRL offer to schools. Procedures, processes and documentation have been "ARC-aligned" during 2022 -23.



2. COSIE

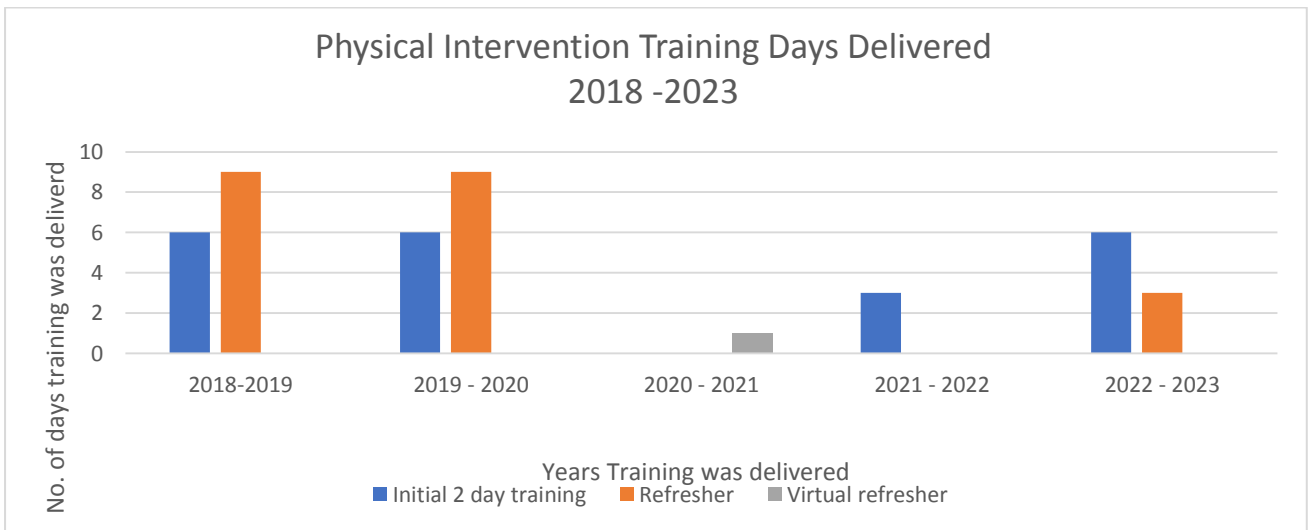
**(Creating Optimally Safer and Inclusive Environments) -
Physical Intervention Training and Enfield's Restraint
Reduction Network**

COSIE (Creating Optimally Safer and Inclusive Environments) is an 'umbrella' term for training, which supports schools in Enfield's intentions to promote 'restraint reduction' ambitions. The SWERRL Team lead on the development, delivery and support for restraint reduction-based Physical Intervention Training for mainstream schools. SWERRL Team members of staff have trained and qualified as **PRICE Training Instructors (PRICE Training: are a national 'Restrain Reduction Network' certified training organisation)** This helps to promote a strategic continuity across the Borough as the majority of Enfield Special School provisions have also bought-into PRICE Training as their chosen approach to physical intervention training for their staff, and as supportive to Enfield's restraint reduction ambitions.

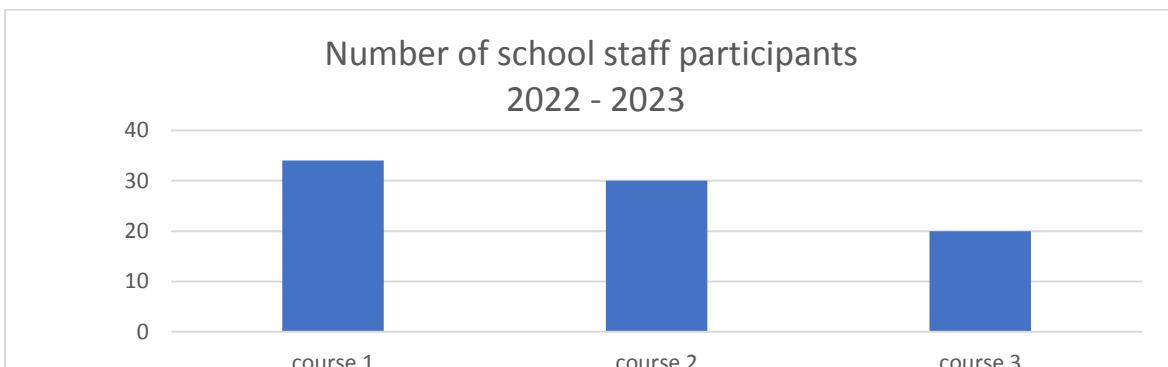
In 2022 -2023, the SWERRL Team had 4 **PRICE TRAINING** trained instructors. This was down one from the previous academic year due to a member of staff leaving the Service at the end of the 2022 academic year. In addition, the Service only had 3 instructors during the Spring term of 2023 due to the Head of Service being off on long-term sick leave.

During 2022 -23 the SWERRL Team reviewed the previous years’ newly devised 2 day initial certificated training and the 1 Day annual refresher. This was done in line with H&S and Restraint Reduction Network standards. The PRICE Training version is being delivered under the umbrella heading of **COSIE** (Creating Optimally Safer and Inclusive Environments). Additionally, SWERRL have continued to work with PRICE Training to ensure they have a suitably adapted training for mainstream schools that is also commensurate with the promotion of trauma-informed practices aligned to ETIPSS.

During 2022 – 2023 SWERRL offered 3 2-day courses and 3 1-day refresher courses. Each training course was oversubscribed and the following data demonstrates the number of people borough wide that accessed physical intervention training over the past 5 years.



Each of the training sessions had between 20-35 school staff participants. Staff attending the session have ranged from Classroom TAs, Inclusion Support Staff, Class Teachers, ARP staff, SENCOs and Inclusion Managers, AHTs, DHTs and Headteachers. All participants were from Enfield mainstream primary schools.



COSIE x2 Day Course Evaluations

On a scale of 0 to 10 where 10 is the highest value participants were asked to rate their confidence in de-escalating challenging situations at the end of the training.

In November 2022 **100%** identified their confidence as **7** and above, **12%** scored **10**

In February 2023 **100%** identified their confidence as **8** and above, **27%** scored **10**

In May 2023 **100%** identified their confidence as **8** and above, **40%** scored **10**

Example comments: *Clear instructions with relevant information about why actions are done to ensure safety.*

On a scale of 0 to 10 where 10 is the highest value participants were asked to rate their confidence if needing to physically intervene in an unsafe situation at the end of the training.

In November 2022 **100%** identified their confidence as **6** and above, **12%** % scored **10**

In February 2023 **100%** identified their confidence as **8** and above, **27%** scored **10**

In May 2023 **100%** identified their confidence as **8** and above, **40%** scored **10**

Example comments: *I found the physical interventions extremely helpful as it helped me develop skills and confidence on how to keep myself, children, and staff safe in an unsafe situation.*

In response to the question “What was helpful about the session.” here are examples of the many positive responses

- ✓ *The techniques and strategies were taught and explained very clearly. Very supportive.*
- ✓ *The different ways that you can de-escalate in different situations.*
- ✓ *It was useful to practise the techniques. Input on Trauma Informed Practice was very helpful.*
- ✓ *Really informative and great delivery.*
- ✓ *I feel more confident to de-escalate a situation. If I am unable to de-escalate and it's unsafe, I feel more confident to use physical intervention.*
- ✓ *Understanding the neuroscience behind early-stage trauma.*
- ✓ *Very practical, lots of opportunities to practice techniques.*
- ✓ *The practice and range of instructions*
- ✓ *Lots of practise and not too many different techniques – big focus on de-escalating without physical intervention.*

Additional Comments – included:

- ☺ *My confidence has definitely grown.*
- ☺ *Thank you! Brilliant instructors and useful course.*
- ☺ *Really great training, I feel really confident in keeping myself and the children safe.*

3. SENIOR MENTAL HEALTH LEAD NETWORK MEETINGS

The SWERRL Team also contribute to the regular Senior Mental Health Network meetings which provide a supportive and developmental forum for the growing number of school's designated Senior Mental Health Leads in School. This is an important development in schools strategic ability to recognise and respond to pupils' ever increasing mental health challenges. It is helpful to make a contribution to the network agendas and to make connections with these key members of school staff.

The HoS has attended and contributed to 8 Network meetings across the academic year.

4. PRIMARY FAIR ACCESS PANEL

The Primary Fair Access Panel offers primary school Headteachers and other school strategic staff a supportive multi-disciplinary forum to discuss pupils at significant risk of permanent exclusion. It offers a preventative strategic response, aiming to support Headteachers seeking to avoid permanent exclusion. The SWERRL Head of Service and SWERRL link-EP play a key role in these meetings to bring an informed 'curiosity' about the underlying SEMH and 'trauma' needs of the pupils presented. They can provide solution-focused based responses alongside other colleagues on the panel. Often the panel discussion will give rise to further, more direct support, via MAC meetings instigated and facilitated by the SWERRL HoS and SWERRL link-EP

The HoS and SWERRL-Link EP attended 9 FAP meetings across the academic year.

In addition, in 2022-2023 8 MAC meetings were requested and permanent exclusion was avoided in 100% of cases. Multi-agency Consultation Meetings (MAC Meetings) – Schools are encouraged to formally request these meetings, via a 'MAC Request form' when a decision to permanent exclude is imminent. The Head of SWERRL helps the school to instigate an urgent multi-agency meeting, other involved agencies are invited where possible and where applicable, otherwise the SWERRL link EP will be invited as a minimum. The meeting is with Senior school staff and seeks to support an immediate re-appraisal of the situation and to consider an alternative pathway to permanent exclusion.

"Child on point of being excluded made immense progress with behaviour following involvement with the SWERRL team." Enfield Headteacher



STRAND 2

SCHOOL STAFF DEVELOPMENT THROUGH TRAINING, CONSULTATION, COACHING AND MODELLING

This strand of SWERRL work does not involve named pupils, and as such does not require parental permission. Schools complete a single page 'Request for School-Based Strategic Involvement', outlining the bespoke nature of the request being made.

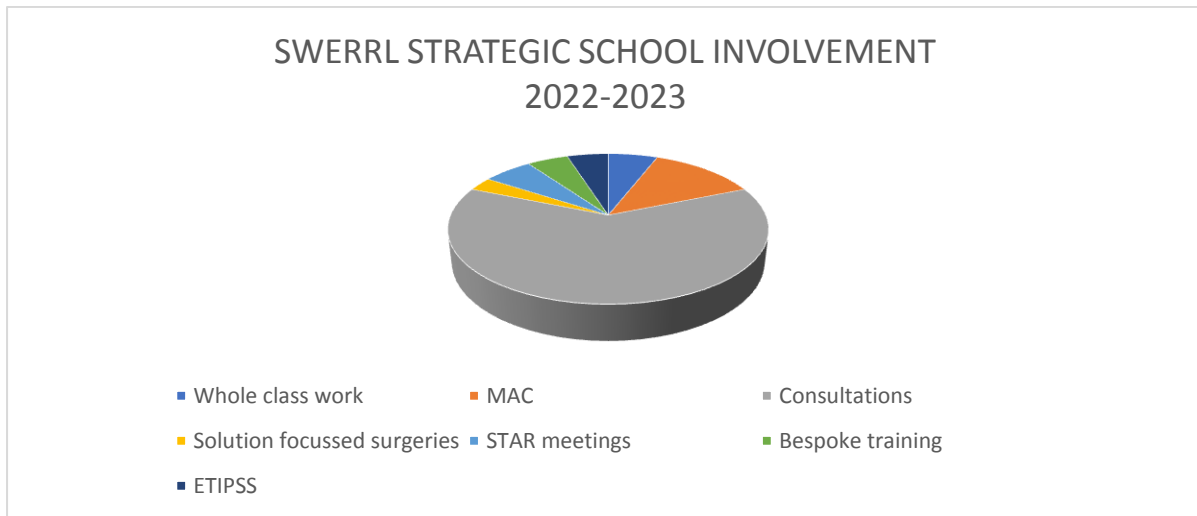
SWERRL Intervention Managers will arrange further discussion with school leadership members, to negotiate a shared understanding of the request and further confirm some details of the steps to be taken.

As well as strategic requests for involvement for specific year groups or whole school, SWERRL receives a number of requests for consultative support. We attend and contribute to the following forums for consultative support:

- **Consultative Meetings /Discussions (Cons)** – *SWERRL attend various consultative meetings, sometimes alongside other agencies and colleagues, to provide a specialist SEMH perspective, in order to support the school in its strategic thinking and planning.*
- **Team around the Child** meetings (TAC) – *SWERRL staff attend school-based TAC meetings where they have involvement, and in order to bring a specialist SEMH perspective. These are sometimes initiated by other agencies involved with the family of a pupil known to the SWERRL Team.*
- **Outside Agency Meetings (O/S)** – *SWERRL staff attend various multi-agency meetings initiated by the school or in some cases by Social Services.*
- **STAR meetings** – *These are regular, structured 'strategic' meetings, instigated by the SWERRL Intervention Manager, which seek to support schools who seem to have higher levels of Requests, or higher level of need. They can help a school maintain a strategic perspective on their SEMH cases, and can help manage priorities when SWERRL availability is more limited than the demand.*
- **Solution-focused Surgeries**– *These are 'strategic' discussions with school staff around a particular pupil; when a fresh, solution-focused perspective is needed. SWERRL leadership staff facilitate the meetings and use the school-staff input to review current understandings, planning and intervention approaches.*

In 2022-2023 there were **61 Strategic requests** which is an increase on 23 strategic requests in 2021 – 2022.

The chart below shows the distribution of types of strategic based involvement:



Using strategic and consultative approaches has become extremely relevant and essential in the post pandemic era. The ability to have structured, in-person or online conversations, using Microsoft Teams meetings has become invaluable to allow the Service and school to work in a flexible way.

Consultative support from the SWERRL team can take many forms and allows members of the team to apply and share the specialist nature of our perspective, which is further informed by our ‘lived-experience’ of working directly with Enfield primary-aged pupils who are presenting with symptoms of complex-trauma and typically either have experienced, or continue to experience, extremely challenging life experiences including many ‘Adverse Childhood Experiences’ (ACES).

A school SENCO provided the following testament:

“The SWERRL Team’s advice was invaluable for helping us set up our neuro sequential intervention in school. They were very knowledgeable and able to share their extensive experience about strategies and routines to best meet children’s needs. Their support enabled us to start a provision that is able to meet children’s SEMH needs and help adults to co-regulate emotional states for children. It is really supportive to know there is someone willing to support us and answer any questions or difficulties that we encounter now the intervention is set up and running.”



STRAND 3

TARGETED SUPPORT FOR CYP

For individual targeted support for children and young people schools are required to complete a “Request for Individual Pupil Involvement” which also included a Pre-BRAQ (Baseline Review and Assessment Questionnaire), that gives rise to evaluative data.

SWERRL individual pupil work is ‘therapeutically-informed’, but focuses on practical application of these ideas in schools, and ‘on the ground’ approaches that better enable school’s to provide the supportive **relationships** that are critically needed to offer ongoing ‘healing’ experiences for vulnerable pupils. This goes beyond merely ‘managing’ the pupil’s misbehaviour. We do not subscribe to ‘quick fixes’, but rather recognise the typically profound complexities of **needs** underpinning children’s challenging behaviour.

Interventions for individual pupils include:

- SAMI – (SWERRL ARC MODELLING INTERVENTIONS)
- 1:1 pupil interventions
- SWERRL Observation Report including recommendations.
- Family work
- Intensive “onsite” interventions
- Therapeutic interventions

1. SAMI (SWERRL ARC MODELLING INTERVENTIONS)

In 2022 -2023, SWERRL undertook 17 SAMI sessions with individual pupils.

SWERRL staff plan and deliver weekly bespoke sessions to model the approach.

(This may initially be with the pupil individually, but with a view to having peers join the experience at a later point). **The sessions offer:**

- consistently structured session plans offering a relational-based learning experience
- integrated cooking, art, construction and other practical engagement...combined with play-based, storytelling, sensory and mindful activities which support emotional co-regulation
- modelled NEUROSEQUENTIAL approaches. This offers a developmentally informed, biologically-respectful model to working with at-risk children, developed by Bruce D. Perry, MD, PhD, which steers us through a **Relate, Regulate and Reason** sequence of responses
- direct involvement of school staff to nurture their awareness and skills and support their developing practice.

The SAMI intervention is provided in **partnership** with school, who will need to be signed up to:

- Developing trauma-informed perspectives and practices in relation to pupil's social, emotional and mental health needs,
- An attitude of inclusion that brings a compassionate approach towards pupils who are struggling to be successful in school, with a non-judgemental curiosity about how we can understand their experience
- Commitment of the class teacher to join a weekly Consultation session with SWERRL staff. Bringing openness to understanding trauma-informed practice, and how it can be incorporated in their delivery to support pupil wellbeing. Engagement with the importance of adult self-care, and with the importance of positive communication and partnership with parents
- Commitment of the class teacher to join a weekly Consultation session with SWERRL staff. Bringing openness to understanding trauma-informed practice, and how it can be incorporated in their delivery to support pupil wellbeing. Engagement with the importance of adult self-care, and with the importance of positive communication and partnership with parents
- Identifying a member of support staff who has a designated role working in positive relationship with the identified pupil. This member of staff also has an openness to their own professional learning and is committed to join the sessions with the pupil, as well as joining the follow-up Coaching & Liaison session with SWERRL staff
- Agreement to attend a shared Review Meeting where all contributions and outcomes can be evaluated.

□

2. On-Site Interventions

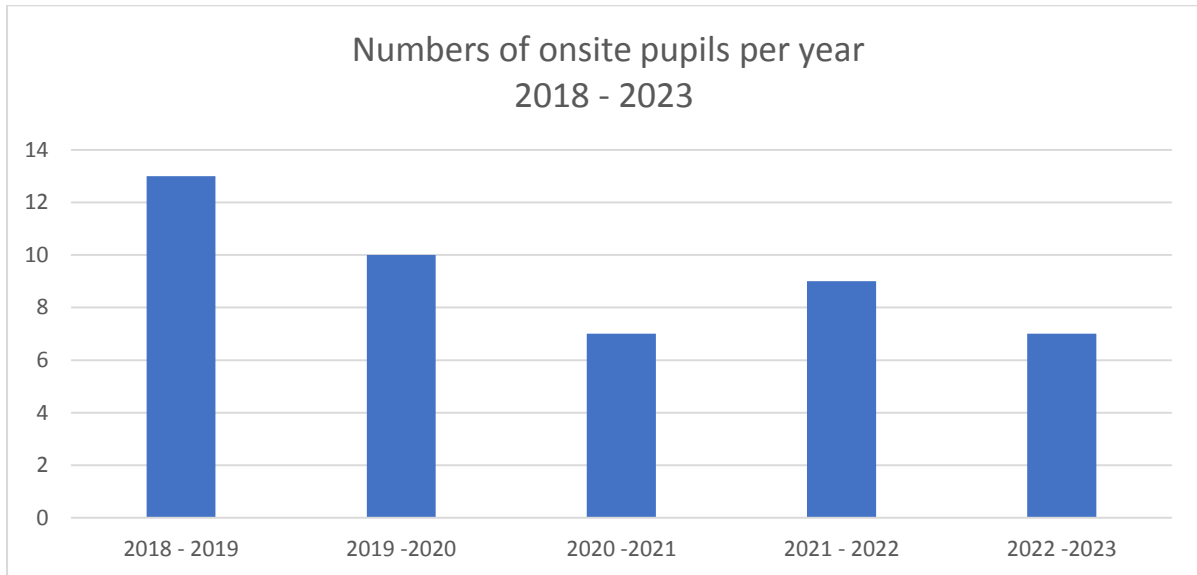
For the academic year of 2022 – 2023 SWERRL provided intense on-site intervention for **8 pupils**.

In previous years the average on-site intake is around 12-15 pupils. The lower numbers this year has been due to an increase in strategic work with schools. This has enabled schools to better use OAP (ordinarily available provision) and include pupils more in school.

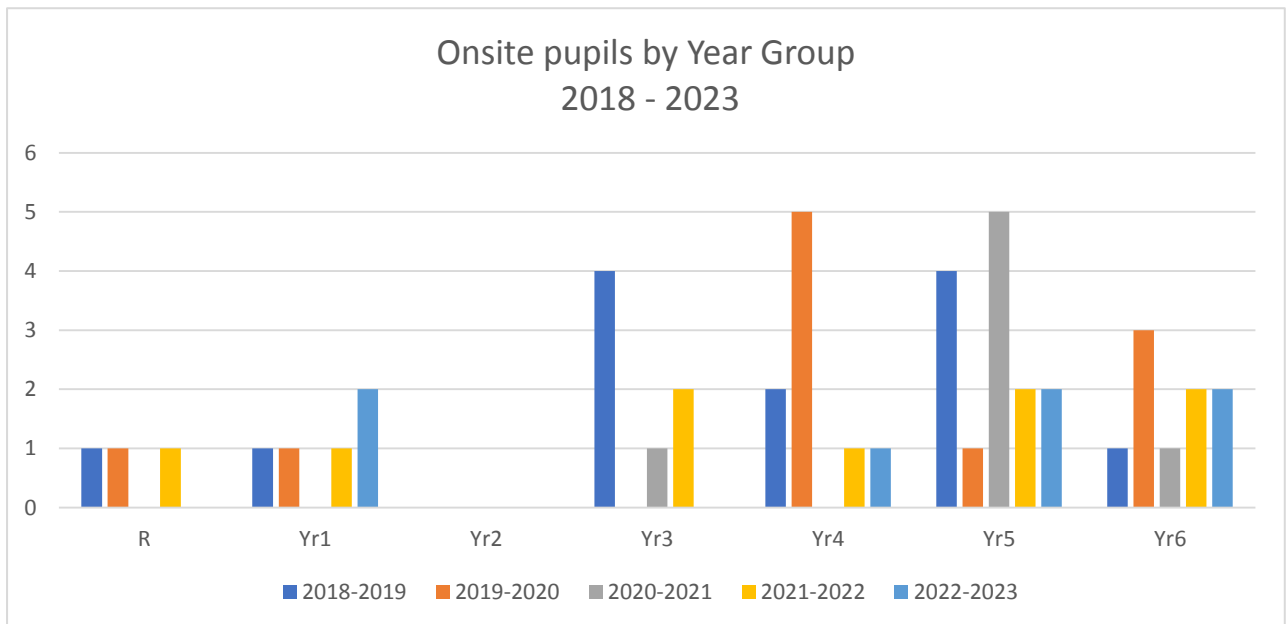
Particular attention was given to supporting re-integration opportunities for pupils within their mainstream environment. Attention was given to working alongside an identified key school support staff member. This provided an intensive and practical Professional Learning opportunity for those school staff to gain understandings about the nature of our work and how that applied to supporting their identified pupil. This went hand-in hand with practical experience of working alongside SWERRL staff and their onsite attending pupil.

The pupils were supported in their developing emotional-regulation skills via a psycho-educational programme and various motivational activities. Some of the pupils were also able to access a weekly session of therapeutic support whilst attending onsite.

Alongside attendance at SWERRL, a ‘parent group’ was offered to 3 parents who attended weekly. After a session with the Specialist Family Practitioner and the Deputy Head of Service, parents joined their child in a cooking session with the aim being to strengthen the relationship bond, for parents to see modelled practice from SWERRL staff, and for the pupil to have a positive affirmatory experience.

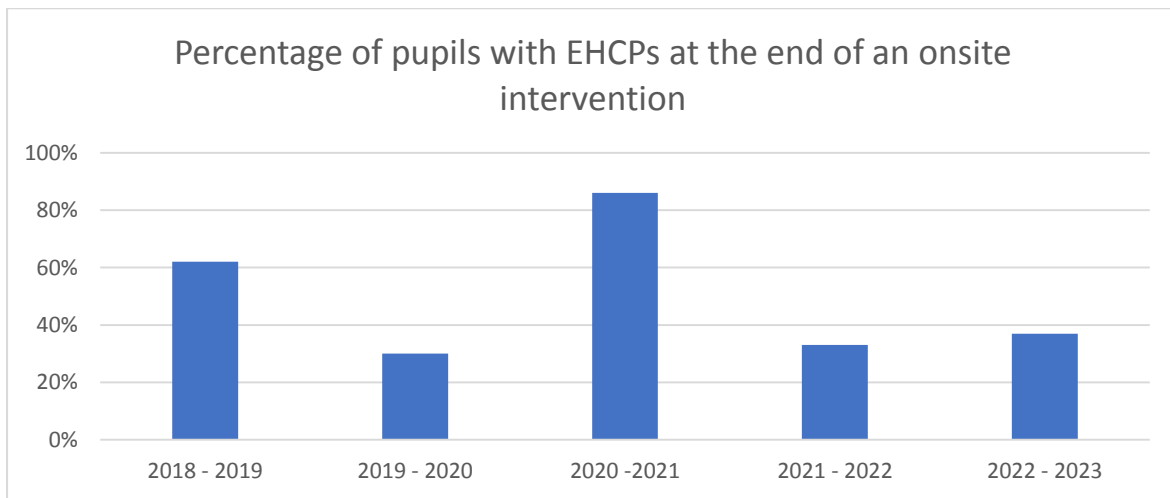


Comparison by year group



As a pre-statutory service all 8 pupils that attended the on-site intervention did not have an Education Health Care Plan (EHCP) at the start of the intervention. The graph below demonstrates their status at the end of the intervention. It shows a trend of pupils not having an EHCP by the end of the onsite intervention. The inclusion of school staff in the

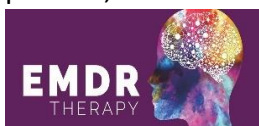
intervention by offering consultation and modelling is enabling schools to better understand and support pupils' SEMH needs without needing an EHCP.



100% of the pupils attending onsite have successfully re-integrated into an educational setting.

3. THERAPEUTIC INTERVENTIONS

The SWERRL Team has an experienced Family Psychotherapist who is able to offer Family Systemic-based Therapeutic intervention, as well as being a qualified EMDR therapist (Eye Movement Desensitizing and Reprocessing Therapy), providing support to parents, families and individual pupils where appropriate.



The SWERRL Team also has two AIST students, offering a creative arts-based Sandplay therapy, who can offer time-limited, individual therapeutic intervention to a small number of pupils



Association of Integrative Sandplay Therapists

All individual pupil requests were at some level of risk of permanent exclusion. All pupils referred to the SWERRL Team avoided permanent exclusion.

There were zero permanent exclusions made in the last FIVE academic years quoted.

“SWERRL always respond in a timely manner in times of high concern. This response with understanding is much appreciated and respected by all school staff. It is so helpful to have “fresh eyes” unpick a situation and offer strategies to move forward.”

Enfield School SENCO

STRAND 4

WORK WITH PARENTS



Incredible Years Parenting Programme

October 2022 – February 2023

Background

The Incredible Years Parenting programme is an extensively researched, 12- 14-week evidence-based programme recommended within the NICE guidelines and co-led by CYP-IAPT trained leaders. The course is based on well established psychological principles including attachment and social learning theories.

Two IY programmes were offered in the 2022 – 23 academic year. The first programme was delivered face to face at Bush Hill Park Primary school between October 2022 – February 2023. A second IY programme was delivered in the same way at the same venue between February 2023 – July 2023.

The initial assessment/pre-base line measures were carried out during a walk-in coffee morning prior to the start of both programmes.

REFERRALS		
	No of children reached	No of families reached
PROGRAMME 1: OCTOBER 22 – FEBRUARY 23	17	8 (2 families dropped out after 3 sessions & 2 others after 5 sessions).
PROGRAMME 2: FEBRUARY 23 – JULY 23	22	12 (1 family dropped out after 3 sessions due to work commitments).
TOTAL	29	20

IMPACT OUTCOMES

The data below shows the impact outcomes from parents who took part in the Incredible Year's Programme.

PROGRAM 1: OCTOBER 22 – FEBRUARY 23

Pre-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **16/25**. Post-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **22/25** **Average progression of 6.**

Pre-intervention score for the Goal Progress Chart was an average of **2/10**. Post-intervention score for the Goal Progress Chart was an average of **7/10**. **Average progression of 5.**

Pre-intervention score for the Family Star was an average **59/80**. Post-intervention score for the Family Star was an average **65/80**. **Average progression of 6**

PROGRAM 2: FEBRUARY 23 – JULY 23

Pre-intervention score for the Brief Self-Efficacy Scale (BPSES) was an average of **19/25**. Post-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **23/25** **Average progression of 4.**

Pre-intervention score for the Goal Progress Chart was an average of **5/10**. Post-intervention score for the Goal Progress was an average of **8/10**. **Average progression of 3.**

Pre-intervention score for the Family Star was an average **63/80**. Post-intervention score for the Family Star was an average **71/80**. **Average progression of 8.**

FEEDBACK FROM PARENTS

Below are some of the responses from parents when asked 'What were the main benefits of the Incredible Years Programme?'

"Brunilda & Shelina are excellent teachers, they are supportive and empathic and have so much wisdom to share".

"The structure of the programme makes it easy to implement with real results".

"I feel I have learned a lot on my parenting path and that I am well equipped with the IY book and on-line materials".

"The IY programme is delivered with warmth and compassion and I have learned so much".

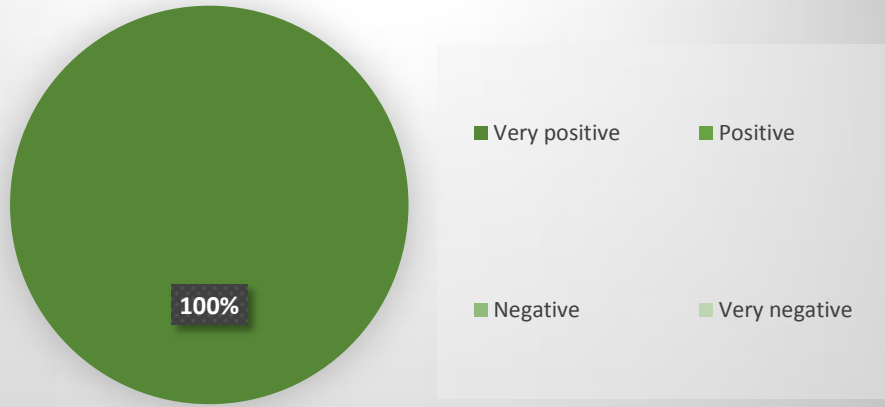
"I have learned different techniques and approaches especially dealing with angry children".

"I have found ways to better my relationship with my child and not take his dysregulation to heart".

"It has been a pleasure being part of this group with so many lovely other parents and I will miss it".

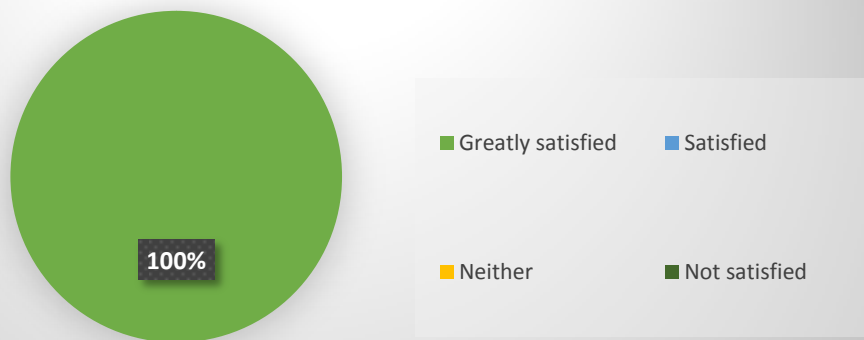


Rating of achieving my goal for my child/family



100% of parents would “strongly recommend” the IY Programme to their friends and relatives

Rating input of group leaders and overall programme



FUTURE CONSIDERATIONS

- The SWERRL Team is at a moment of transition in terms of staffing. The Head of Service will be retiring at the end of October. The current Deputy has been successful in the promotion to Head of Service. Additionally, one of the Assistant Heads has retired at the end of the Summer term. Two new teachers have been appointed to existing vacancies. The Deputy Head post remains a vacancy. Hence, recruitment will be a priority for the start of 2023 – 2024.
- As a result of the changes to staffing, there will need to be a consolidation of team cohesiveness. 20% of SWERRL staff will either be new to the Service or new in post. Whilst this could provide a challenge, it is also an opportunity to bring a freshness to the team.
- The SWERRL team will need to continue to adapt ways of working to make interventions financially viable. Working in a strategic multi-partnership way will be essential to achieving this. In doing so, we would hope to be an essential service in enabling schools to use OAP (Ordinarily Available Provision) better, hence reducing the need for EHCPs.
- As school's have returned to full-operation post-Covid we anticipate increasing demand going forward. The impact of lock-down and the pandemic experience, on staff and pupil's mental wellbeing is starting to be seen with pupils in Keystage 1, in terms of children's lack of readiness to return to full school attendance and engagement. The outlook is that for some there will be increased anxiety, higher levels of stress-related symptoms and diminished resilience. This will inevitably be manifest in pupil's dysregulated behaviours and potentially in school staff's heightened reactions. In addition, the cost-of-living crisis, as an additional socio-economic contributor to family stress, then meeting a heightened financial stress and staffing pressures within schools, could result in less capacity to cope and an 'explosive' increase in SEMH demand and rising exclusions.
- It is also anticipated that there will be growing demand for the SWERRL Team time allocated to both:

-COSIE Training (Creating Optimally Safer and Inclusive Environments), assuming that reduced restrictions will continue to allow the essential face-to-face nature of the training when introducing 'safe' physical intervention techniques.

The regulations for physical intervention training are such that a minimum of two qualified members of staff are required to deliver to a group of 24 staff, as additional Refreshers become necessary, as more staff become qualified. This increases the demand in SWERRL staff time.

-ETIPSS (Enfield Trauma Informed Practice in Schools and Settings) delivery.

Members of the SWERRL Team who are ETIPSS Champions, are likely to be in increased demand to support training delivery to schools, provide consultant support as 'implementation' school numbers grow and they develop their practices. Supporting strategically through ETIPSS champion's network meetings, and Primary POD facilitation also all impinge upon SWERRL staff time. However, this could be in line with the Service to work in a more strategic way.

As specialist staff the Service has finite staffing resource and attention will need to be given to the management of capacity.

- The SWERRL Team will continue to give attention to how successfully the impact of its work can be measured, in ways that capture the nuances and complexities of social and emotional development and progress.

As pupils with SEMH and trauma-based needs that are often arising from complex environmental and relational experiences (which are typically ongoing), supportive intervention may need to be multi-faceted. Substantial Impact can sometimes only be achieved with ongoing long term consistency of approach. Pupils are subject to varying degrees of stress, dependent upon context, we will therefore, continue to emphasise the importance of stable and supportive school-environmental factors as being key to progress. Pupil's experience of 'trauma' is not quickly integrated, and the 'repair' process requires the ongoing presence of supportive and 'attuned' adult -relationships. The importance of school staff having the capacity of understanding, skills and attitude to provide this, remains paramount to overall outcomes and success.
- In other respects, we look forward to the establishment of an effective Local-Authority case-management system to enhance and support our record-keeping and data analysis.

"Thank you for all of your support. We value your service very much and, with the increasing number of children with SEMH needs that are coming into school, you are an essential service."

"As a school we have benefited hugely from the knowledge and strategic problem solving approach by the SWERRL Team. Many children over the years have been enabled to stay in school/class with a reduced risk of exclusion and increased self-esteem and ability to regulate behaviour."

This page is intentionally left blank

Schools Forum meeting: 6 December 2023

Report number: 10b

Item number: 4b

School Finances & School Places

November 2023

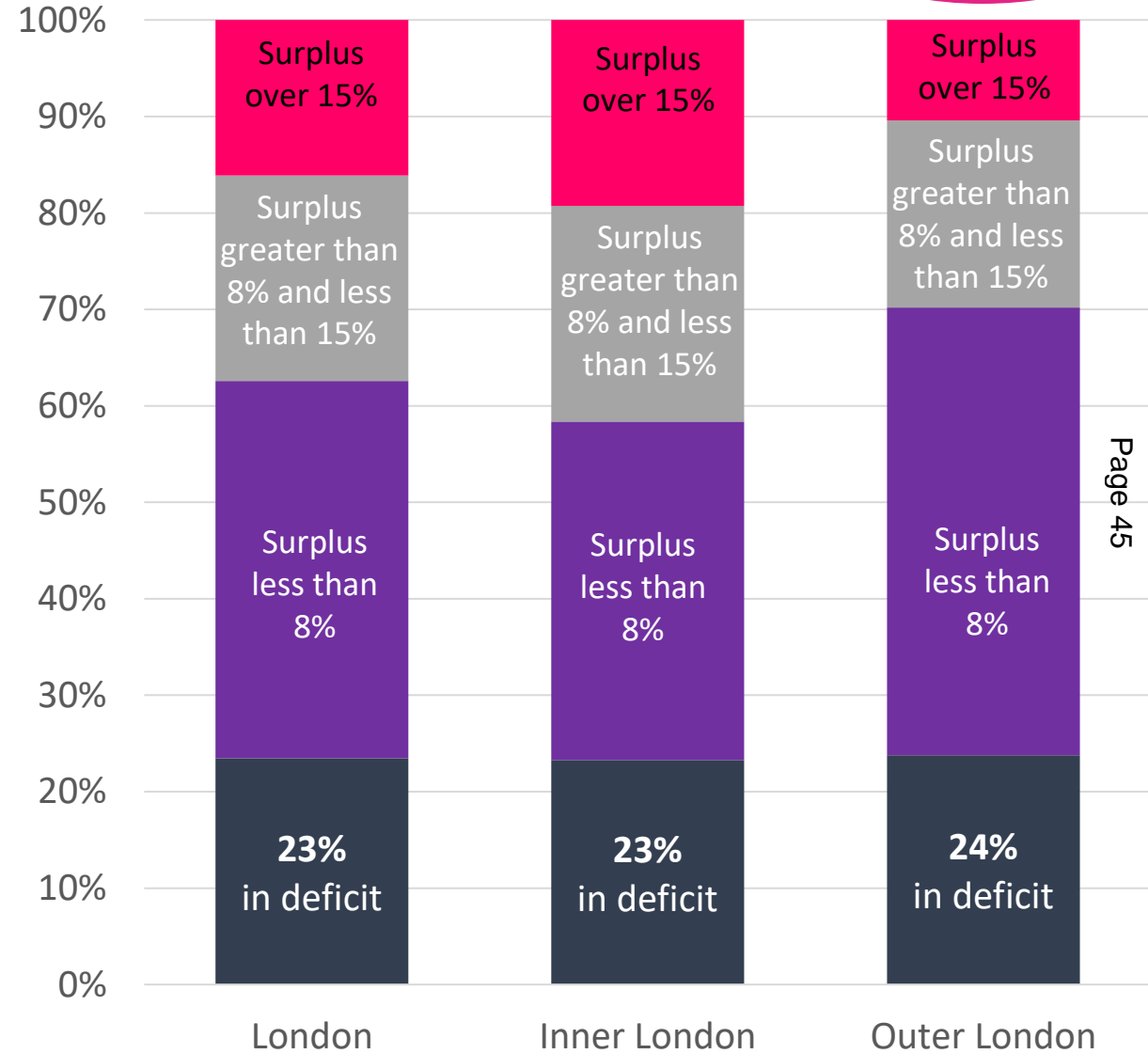
School Deficits Survey

- In September 2023 London Councils sent out a survey to investigate funding pressures across London's schools. 31 boroughs responded.
- In 2022-23, approximately $\frac{1}{4}$ of all maintained schools in London are in deficit.
- The majority of London's maintained schools are either in deficit or have less than 8% surplus budgets.
- There doesn't appear to be a clear correlation between school place demand and areas with the most deficits, which suggests that other factors are also contributing to pushing schools into deficit.

Maintained school balances (2022-23)



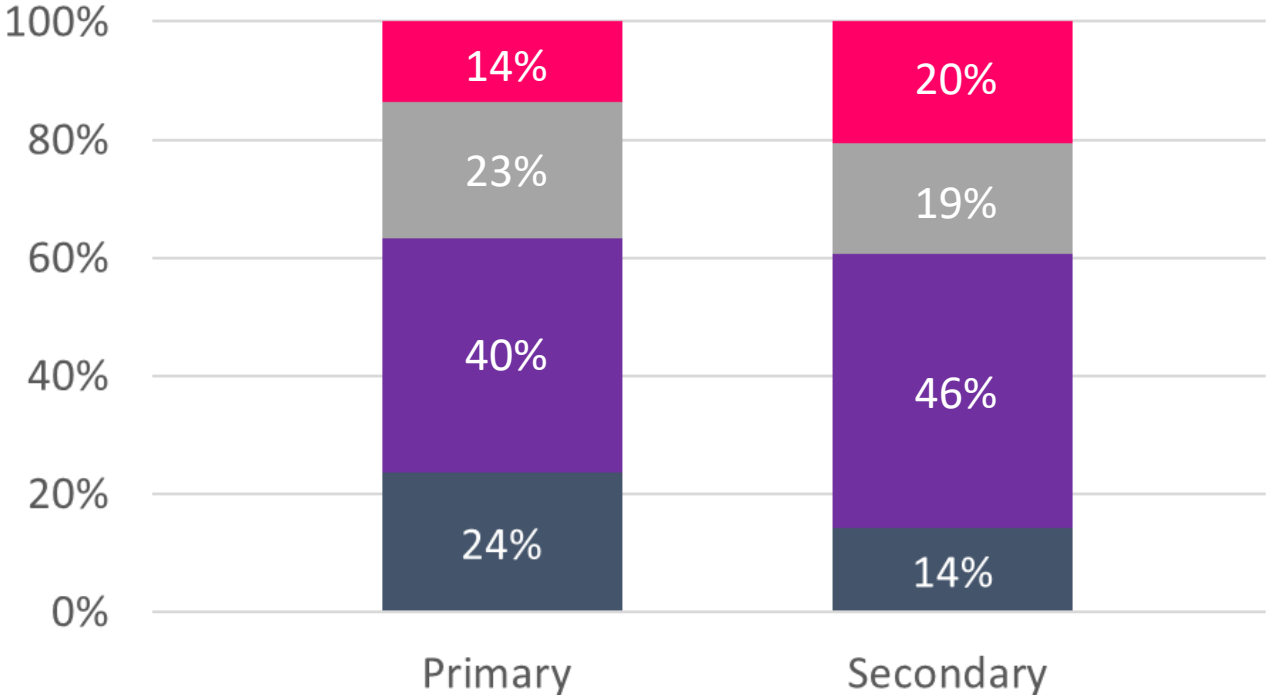
- Schools in deficit
- Schools with surplus balances < 8% of their budget
- Schools with surplus balances > 8% and < 15% of their budget
- Schools with surplus balances > 15% of their budget



Across primary and secondary, those with surplus balances within 8% of their budget constitute the largest share of their school type across London.



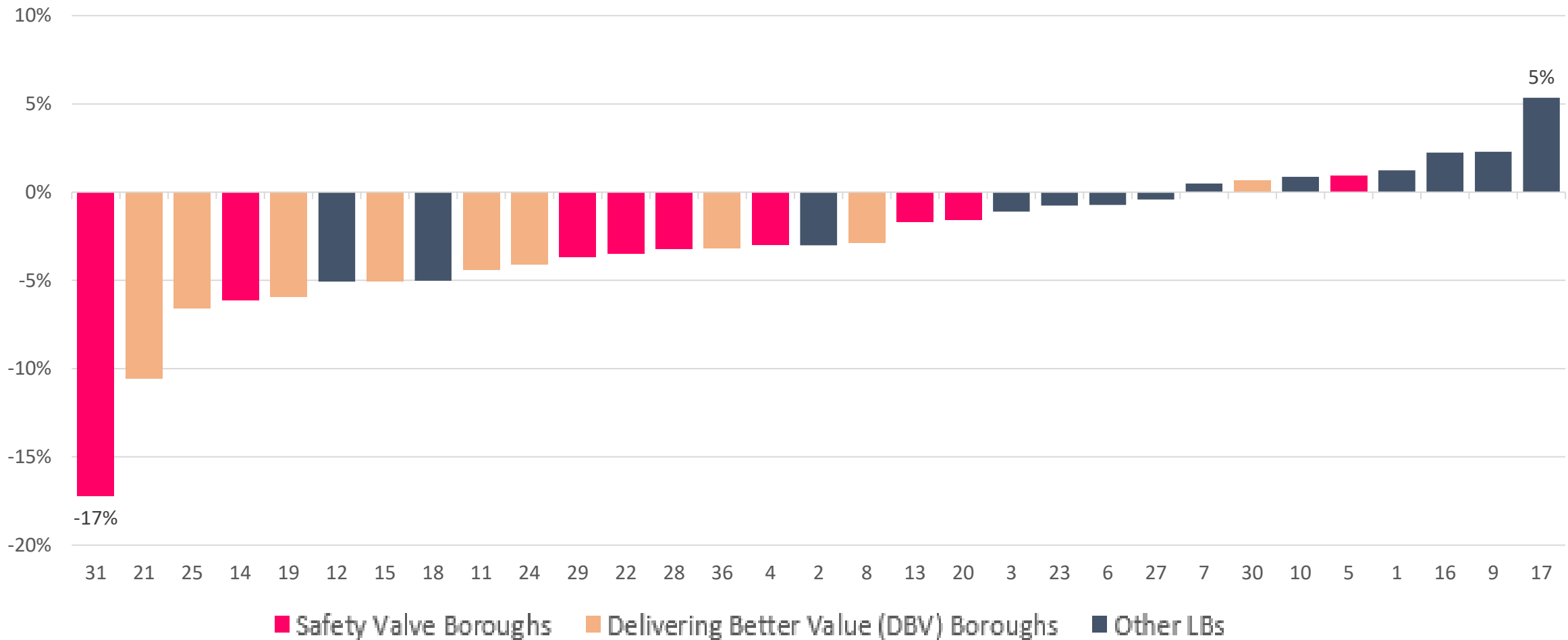
Percentage of Primary and Secondary Schools in Deficit and Surplus (2022-23)



- Schools with surplus balances > 15% of their budget
- Schools with surplus balances > 8% and < 15% of their budget
- Schools with surplus balances < 8% of their budget
- Schools in deficit

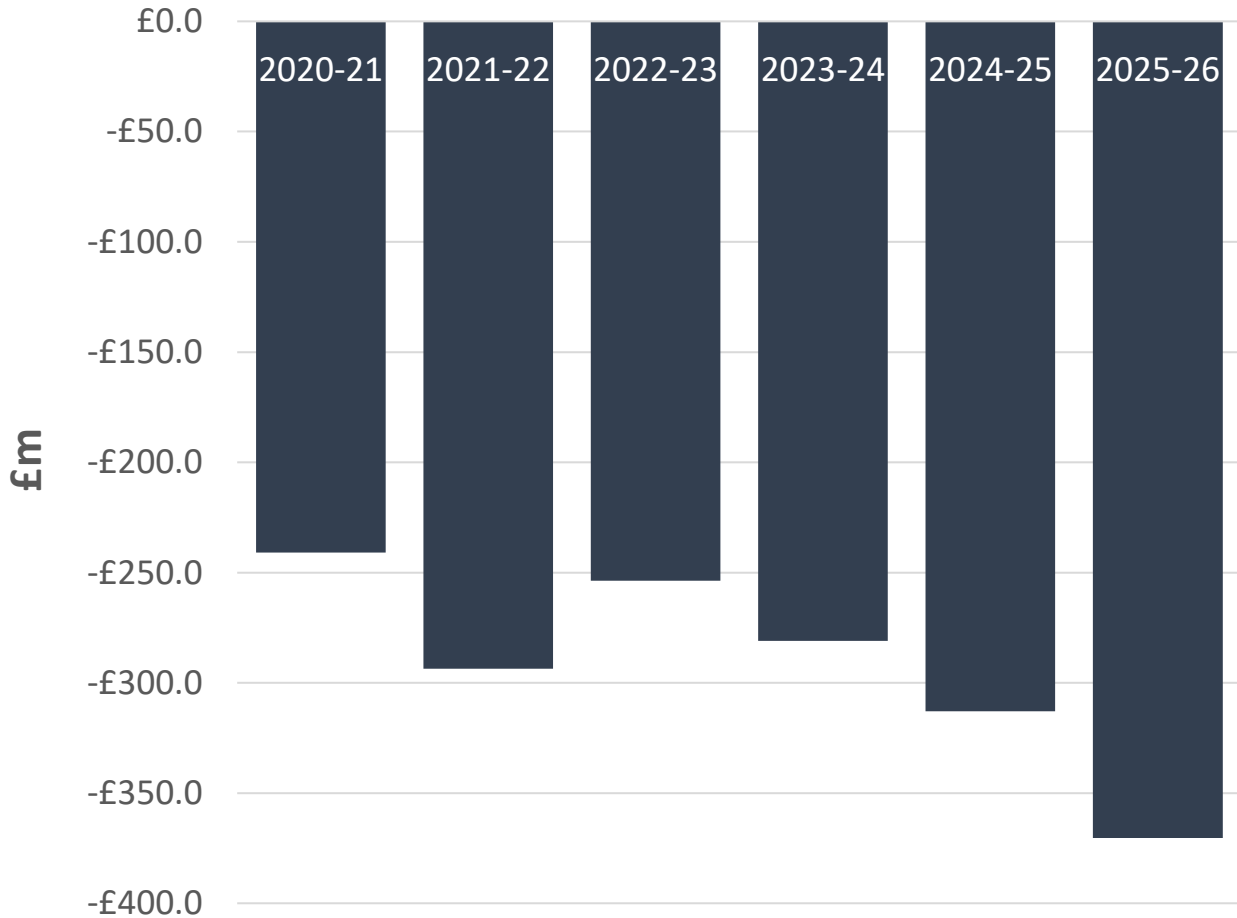
- For the 31 LBs who responded, forecast accumulated surplus/deficits as % of their DSG allocation range from **-17% to +5%** in 2023-24.
- The London average stands at **-3%**.

Borough breakdown of DSG Deficit as a % of overall DSG allocation (2023-24)

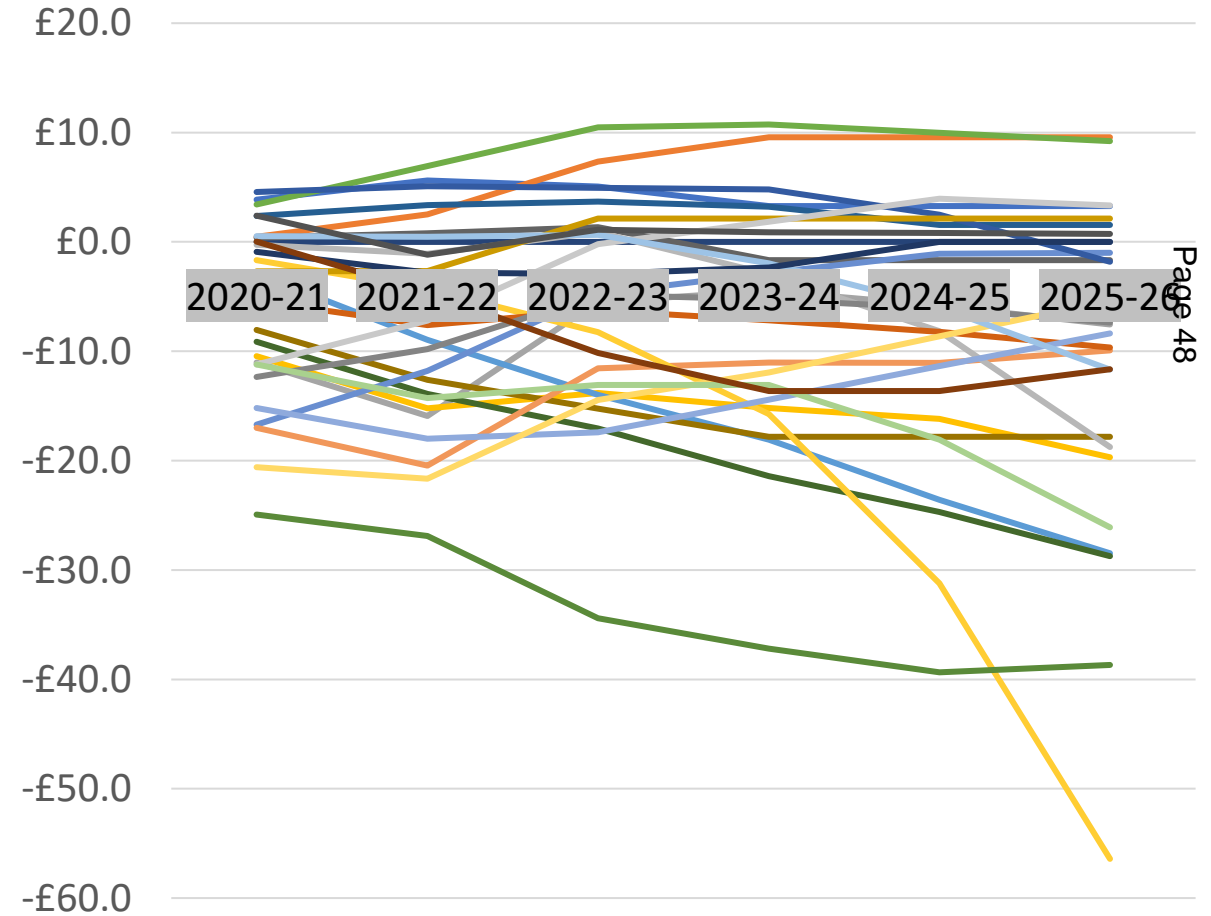


- By 2025-26, it is estimated that London boroughs overall will face an accumulated deficit of -£370.3m, £129m further into deficit than its 2020-21 position.
- In 2025-26, 23 LBs are projecting an overall DSG deficit.

London accumulated DSG Deficits over time



Borough breakdown of accumulated DSG deficit over time



N.B. Pan-London deficit figures exclude boroughs forecasting surplus budgets.

Additional DfE funding for schools in financial difficulty

- £40m of additional funding will be made available in 2023-24, of which £20m will go to LAs with the most significant maintained school deficits. The remaining £20m will be used to top up the existing financial support to academies.
- 12 of the 35 selected LAs are London boroughs. London will receive £5.8m of the £20m made available, equivalent to c. 29% of the total additional funding.
- The Department currently has no plans to provide similar additional fund in 24-25.
- The funding distributed to London equates to only c. 2% of its total forecasted deficit position in 23-24 (accumulated deficits of £281m).

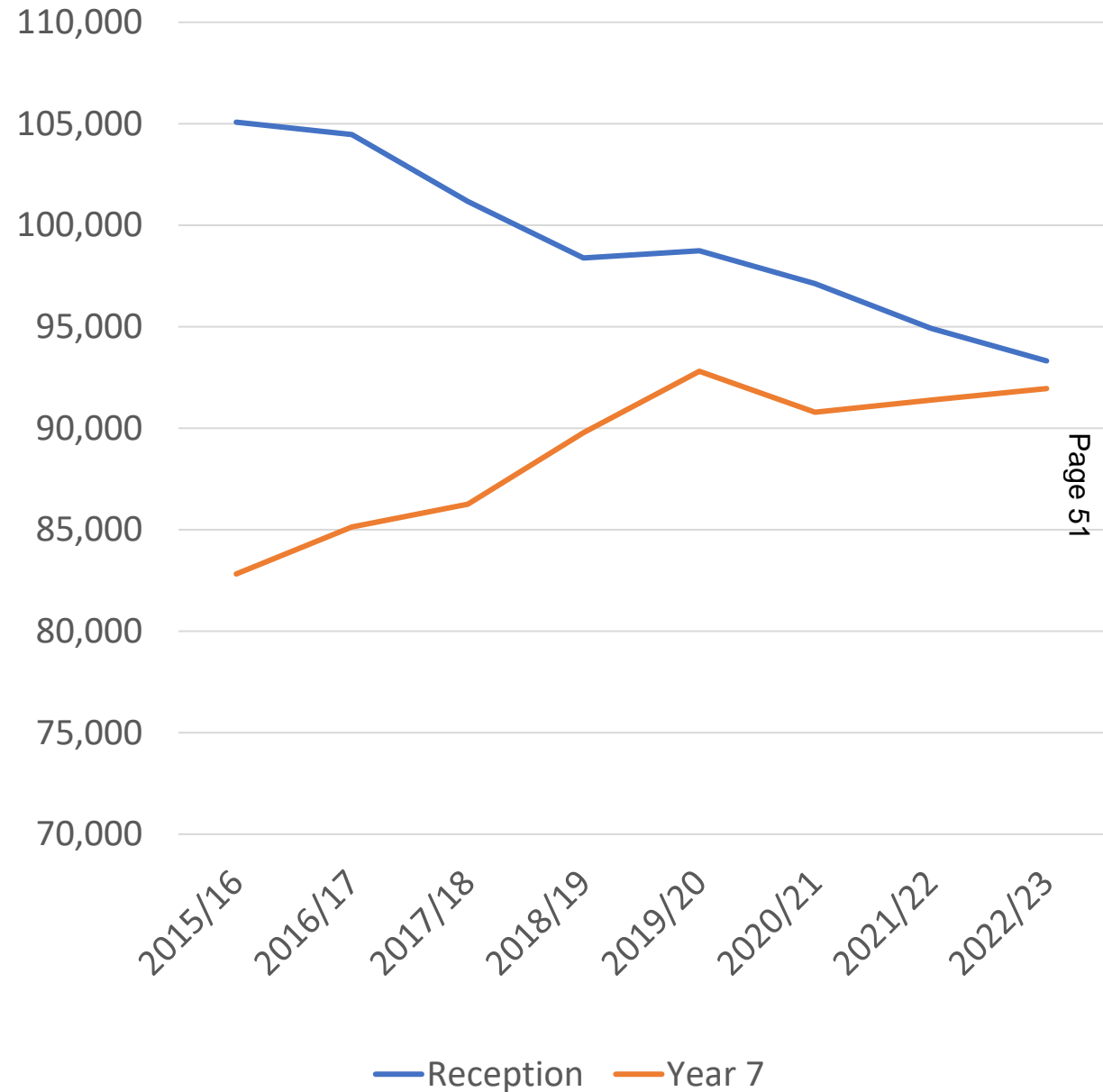
School Places Survey

- London Councils published its report [Managing Surplus School Places in London \(2023\) | London Councils](#) that includes analysis of the borough four year forecasts of demand for reception and Year 7 school places, as well as a policy implications of this analysis and recommendations for central and local government on how we need to work together to mitigate impact of these challenges.
- We have updated the figures with the 2023-24 SCAP returns.
- We received SCAP returns for mainstream schools from all 32 boroughs.

Percentage Change in Total Number of Live Births 2008 - 2021



London pupil headcount from school census



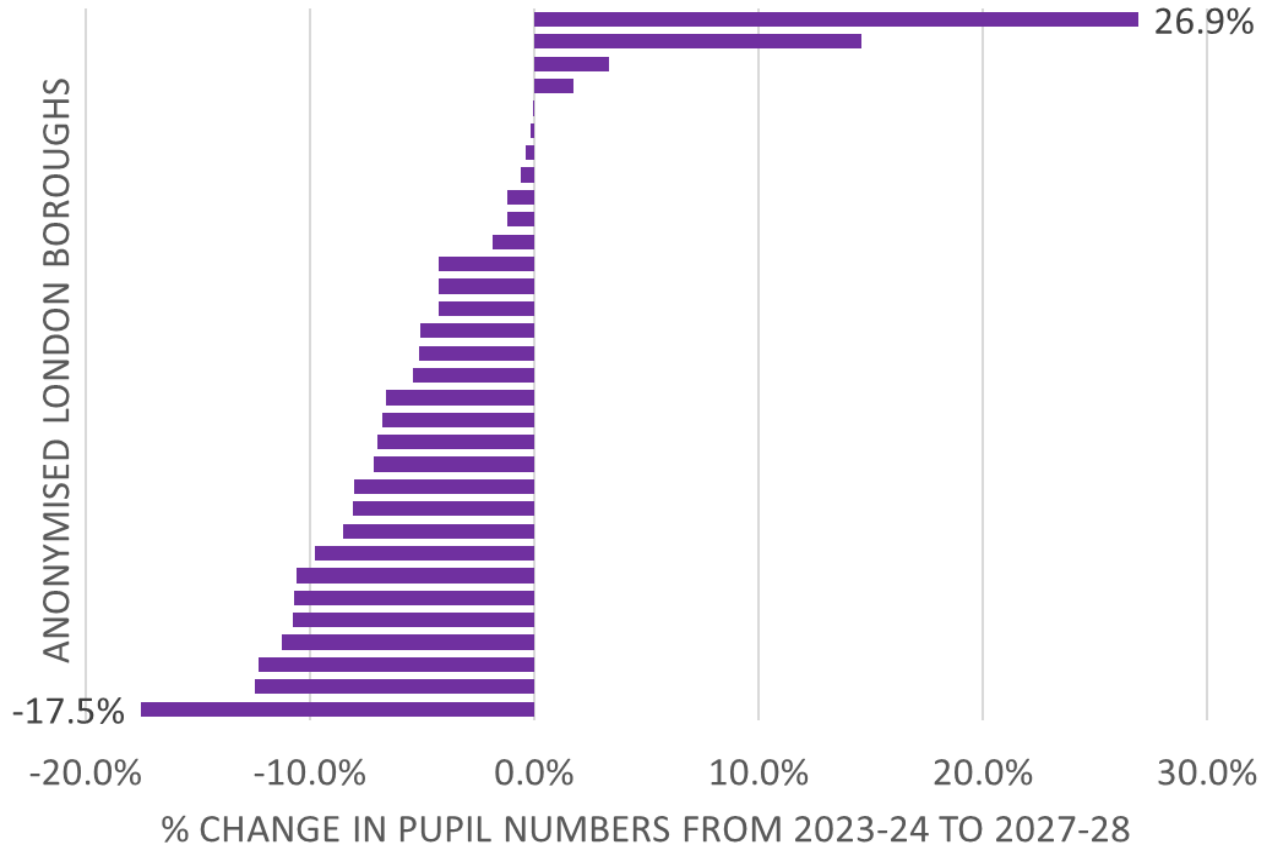
Key headlines from this year's SCAP data

- Between 23/24 and 27/28, there is a forecast drop in demand of 4.4% (reception) and 4.3% (Y7) average across London – this masks some larger decreases, but includes a small number of areas of growth.
- Demand is broadly in line with the decrease in the birth rate but some areas have experienced more of a drop due to changes in the local population.
- When comparing the data from 2022 SCAP returns, it seems that the overall picture for reception has slightly improved, while it has got slightly worse for the year 7 student population.
- There is quite a sizeable inner-outer London difference. Inner London boroughs are projecting 8% drop at reception level and a 6.7% drop at Y7 level, while outer London boroughs are projecting a respective 3.1% and 3.4% drop.

Most boroughs expect to see a decline in reception pupil numbers from 2023-24 to 2027-28

- Overall, there's less of a projected decline for reception compared to last year's projections (4.4% this year compared to 7.3%).
- There is considerable range across the boroughs at reception level (-17.5% to +26.9%).
- Inner London boroughs are expected to experience this drop most intensely.

Percentage Change in Reception student Numbers
from 2023-24 to 2027-28

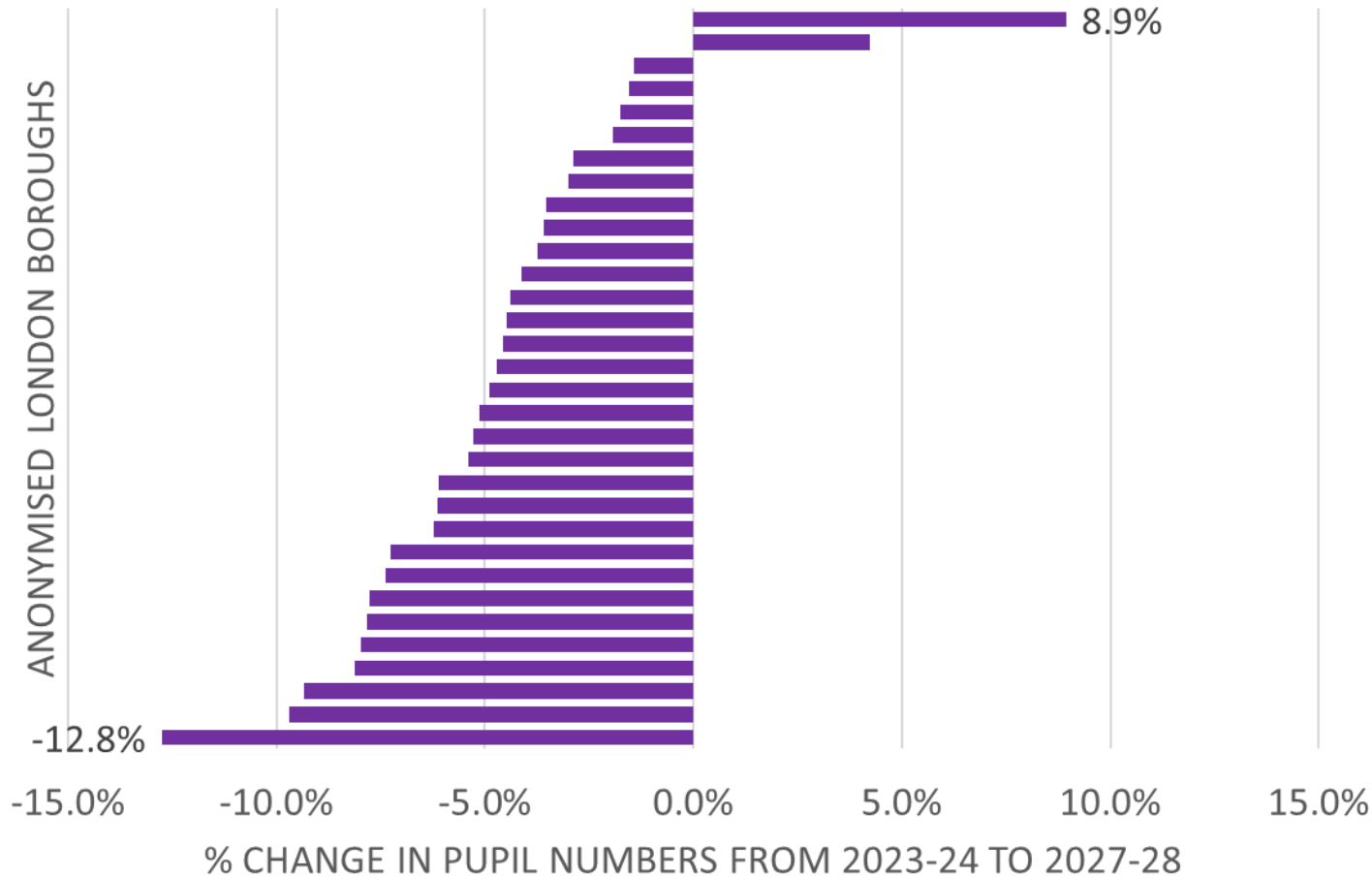


	Reception student number change from 2023-24 to 2027-28
London total	-4.4%
Inner	-8.0%
Outer	-3.1%
North Central	-2.5%
North East	-5.9%
North West	-7.0%
South East	-4.8%
South West	-2.7%

London is expected to see a 4.3% drop in Year 7 pupils between 23/24 and 27/28

- This is more of a decline for Y7 compared to last year's figures which projected a 3.5% drop.
- Only 2 boroughs are due to see an increase from 2023-24 to 2027-28.

Percentage Change in Y7 student Numbers from 2023-24 to 2027-28



	Y7 student number change from 2023-24 to 2027-28
London total	-4.3%
Inner	-6.7%
Outer	-3.4%
North Central	-3.2%
North East	-4.5%
North West	-5.5%
South East	-5.6%
South West	-2.9%

Key messages

- Local authorities are working hard with schools to mitigate impact of falling rolls on children. However, schools with declining rolls are facing more financial pressure, on top of existing **budgetary challenges**. Some may have to close or merge with other schools.
- We are concerned about the long term impact this turbulence will have on **school standards**.
- We are calling for the government to give local authorities **more powers** over admissions/ places planning system, including managing reductions in pupil numbers in all local schools.
- Demand for school places is cyclical so there is a need to **protect education assets** for the next increase in birth rate and subsequent rise in demand for school places.
- London Councils and the APPG for London secured a **debate in Parliament** on 7 June on the drop in demand for school places in London. As a follow up, on 18 October Florence and Cllr Kaya Comer-Schwartz met with the Minister for schools.
- **Lead Members** discussed school places and finances on 2 November and flagged the importance of continuing to lobby for more powers re places planning and the need for boroughs to have **local plans / strategies** in place. They noted the need to keep an eye on schools with small surplus budgets.

Any questions?

London Borough of Enfield



**Education Resources Group
Schools Forum**

**Meeting Date 28 November 2023
Meeting Date 6 December 2023**

Subject: Enfield Nurture Group Outreach and Support Model

Cabinet Member: Cllr Abdullahi

Report Number: 11

Item: 5a

Purpose of Report

1. This report provides an update on the delivery of the part-time Nurture Groups and outlines proposals for extending the reach of Nurture Groups.

Recommendations

2. The Forum is asked to note the update and provide their views on the proposal to extend the reach of Nurture Groups.

Relevance to the Council's Corporate Plan

3. The Council has oversight and responsibility for the High Needs Block. As part of the Corporate Plan this proposal aims to address the priority linked with safe, healthy and confident communities which requires children and young people to reach their full potential by:
 - Developing high quality early years education and support to ensure the best start in life for all children in Enfield.
 - Developing partnerships between schools across the borough, so that all schools are good or outstanding and we improve outcomes for all learners.

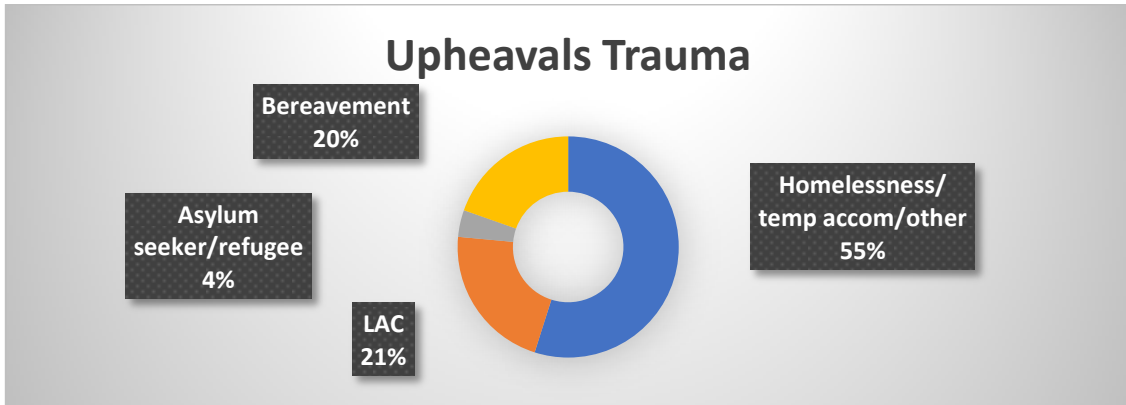
Main Consideration for the Schools Forum

4. BACKGROUND

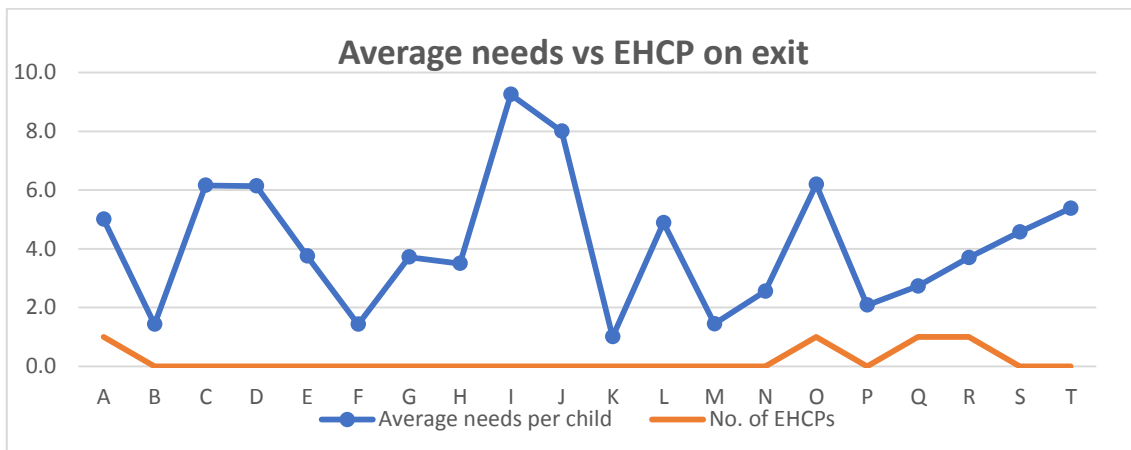
- 4.1 Nurture Groups (NG) are evidenced-based intervention groups, which aim to support children with SEMH and attachment difficulties over four school terms by building trust and filling gaps to aid development.
- 4.2 A review of Enfield Nurture Group commissioning was undertaken in 2019 in consultation with Schools Forum and the Education Resources Group. It was agreed at that time that all existing full time Nurture Groups be decommissioned, and new Nurture Groups would be commissioned on a part time basis (50%) for pupils in Key Stage 1. The new groups would be commissioned for a three-year period using revised criteria. The revised criteria would use Key Stage 1 free school meals (KS1 FSM) data to identify schools eligible to host a Nurture Group.
- 4.3 The overall funding available for Nurture Groups enabled up to 25 schools to be commissioned and also a centrally funded Nurture Group outreach programme to be developed to support any schools who did not meet the eligibility criteria. A multi-disciplinary team support the work of the groups and ensure good pupil outcomes through training, consultation, monitoring and audit.
- 4.4 As agreed with the Forum, the delivery of Nurture Groups was reviewed. The remainder of this report provides an update and details the outcomes from the review and also includes proposals to further extend the reach of Nurture Groups. Attached at appendix 1 is some feedback from a recent survey.

5. FINDINGS

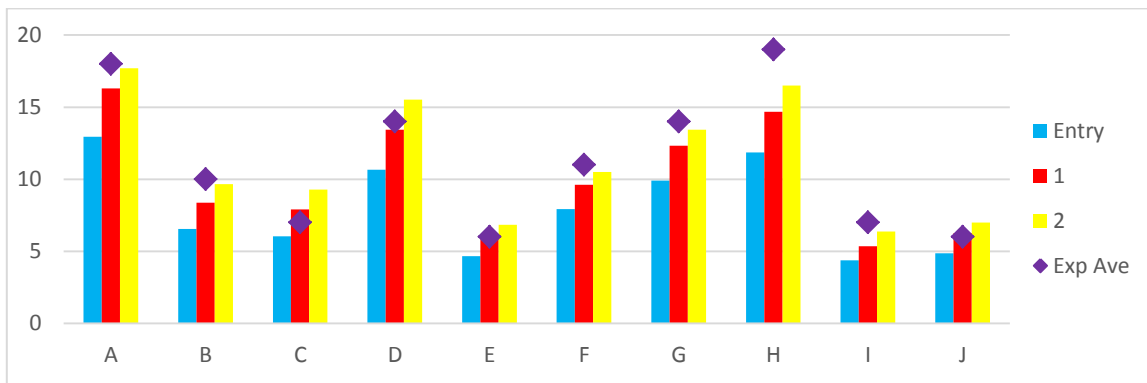
- 5.1 Currently, twenty schools have been successful in bidding to host a Nurture Group. The impact of the work of the groups is positive and has shown the effectiveness of the intervention on pupil outcomes (see data highlights below).
- 5.2 In 2022- 2023, 220 children attended the groups. 26 possible needs, including Adverse Childhood Experiences (ACES) are identified. On average, a child attending has 4.4 presenting needs. An example of the needs considered is seen below:



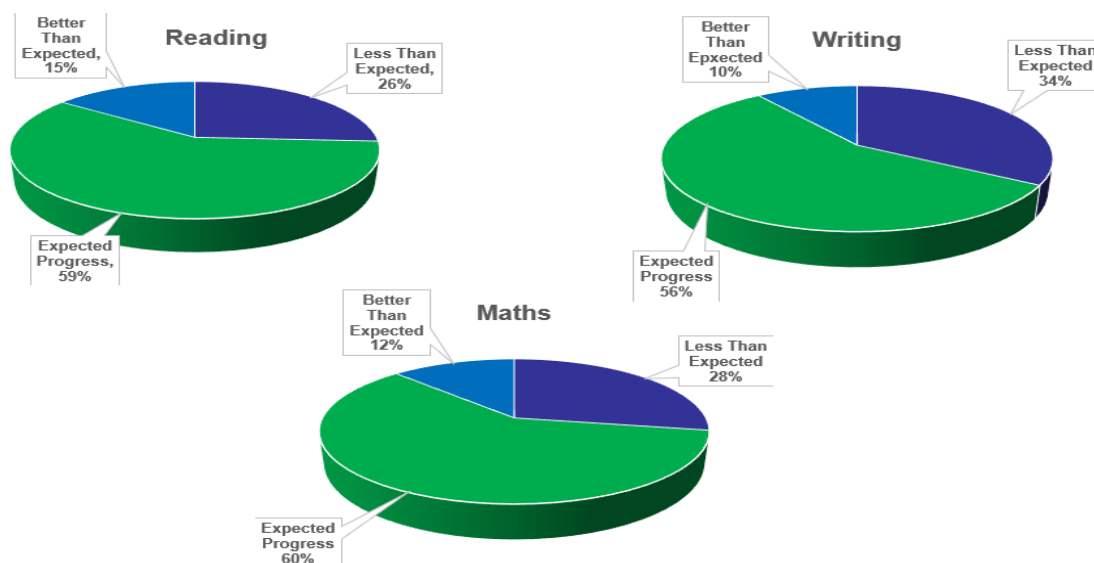
Despite the high level of need indicated above, relatively few children require an EHCP:



Boxall Profile progress is strong, with the cohort reaching age related expectations in 7 out of 10 strands by the end of their time in the group.



Academic progress is also very good, as illustrated below:



6. PROPOSAL

6.1 Commissioning of Nurture Groups Sept 2024 – June 2027

Based on prior experience of commissioning the groups and to increase the reach in the forthcoming commissioning period, a graduated offer should be considered. Previously KS1 FSM data was used to ascertain deprivation. However, due to changes to FSM funding, the aim is to either use KS1 FSM data, whole school FSM data, or IDACI data. The exact measure will be decided upon after school census data has been validated. This is to ensure that NGs are being targeted where need is greatest.

It is proposed the LA continues to use deprivation data to ascertain eligibility for a core group of schools. Consideration will also be given to other schools so that schools with need, but perhaps lower levels deprivation, can also bid for a group. The graduated offer will be based on a banding system. (Support for the groups is detailed under Elements 3 and 4 in the table below).

It is proposed that the prioritisation of groups is targeted (supported in Element 3 below) as follows:

- Band 1: 15-20 schools with the highest rates of deprivation
- Band 2: schools with lower levels of deprivation than in Band 1

The following eligibility criteria will be considered in order to ensure that we offer the right support, in the right place, at the right time:

- Deprivation data indicating higher level of need in comparison to other schools in the borough.
- A minimum of 10 pupils at KS 1 are on the SEN register, SEN Support (K) for SEMH or attachment challenges.
- Availability of an appropriately resourced and located room, with easy access to school facilities.
- Long term whole school commitment and support of the governing body.
- Agreement to adhere to the requirements set out in the LA Operational Policy and Procedures, and the Service Level Agreement.
- School's policy for SEND recognises and includes the role of the Nurture Group.

- Individual schools are responsible for managing the arrangements for staffing and resources within the funding provided.

6.2 Nurture Outreach Offer

When taking into account the positive NG data highlighted above, it is suggested that the second element of the NG offer is an extended outreach offer that aims to increase the reach of NG practice by developing programmes and interventions for across all schools.

It is proposed that a two-pronged outreach offer is made that offers:

- Whole class practical nurturing strategies programme (see Element 1)
- NG lite – a nurturing intervention group model (see Element 2)

Both of these elements of the outreach offers seek to fill an identified gap in the current provision and will complement the existing offer available for schools. These elements continue to promote inclusive practise, support our Inclusion Charter and are complimentary to the inclusive, nurturing lens of our wider SEND offer.

7. FOUR ELEMENTS FOR NURTURE GROUPS

7.1 So far, the following three elements of the Nurture Group offer have been outlined. The final element is monitoring and assessment of delivery and during the Sept 2024 – June 2027 commissioning period to inform further developments and improvements to the Nurture Group offer.

7.2 Table 1 summarises how the four elements will be managed and supported.

Table 1: Details of outreach support covered by the four elements.

Element 1: Universal Whole class practical nurturing strategies training and support programme			
Actions	Purpose	Expected Outcomes	Cost
Create a training and support programme for mainstream schools to enable staff to understand how to implement nurturing and attachment principles in practise within the whole class.	A collection of practical, whole class nurturing strategies is curated and packaged as a series of central or whole school training sessions, supported after the training sessions by a team of professionals to embed the practice within a whole school, or identified classes within a school.	Programme including model, support, baseline and progress data is designed.	£5,000
Delivery of training sessions in up to 10 schools each year	Schools are provided with the tools to provide a nurturing, attachment aware classroom environment for all children, including those with additional nurture needs.	More staff understand how to have a nurturing approach. They know what to say and do to signal trust, safety and nurture.	£15,000
Create and deliver an outreach offer comprised of a central team to support schools taking part in the programme to offer consultation, modelling and team teaching.	Staff are supported to carry out and embed the practical suggestions in their classrooms so that all children feel included and can access education.	More classrooms become nurturing in their approach, enabling more children to be included.	£30,000
Impact assessments or measures are curated or designed to evaluate the programme. These would include specific data around key children in terms of their attachment/ nurture and wider data such as behaviour and attendance measures.	Initial, termly and end of programme assessments are developed and populated. They are submitted to the central team for analysis.	Outcomes for identified children within each class are gathered, analysed and reported on to demonstrate the impact of the programme. Qualitative information is gathered and presented alongside.	£10,000
			Total: £60,000
Element 2: Targeted NG Lite Outreach programme for schools not eligible for a group			
Actions	Purpose	Expected Outcomes	Cost

Design outreach NG intervention model supported by training and consultation package. Work in consultation with school and other colleagues.	Lighter touch NG provision is available for those schools not currently accessing NG, or as a bridging intervention where a school already has a NG.	Intervention programme including model, support, baseline and progress data is designed.	Already completed
Pilot the intervention	Pilot is carried out in a sample of schools	Pilot groups completed, and NG outreach intervention is finalised.	£3,000
Evaluate pilot and review intervention as needed.	Impact of intervention is measured and adapted where necessary.	NG outreach intervention meets demand and has impact.	£1,500
Publicise the intervention and enlist schools	Schools are hosting the intervention group	Schools have enlisted.	£500
Support up to 10 schools through the outreach programme each year.	A nurture offer is extended to children in schools that do not have an LA commissioned group, extending the reach of the funding	Pupil outcomes are enhanced	£20,000
Monitoring and data collection	Groups are quality assured	Impact of the groups is analysed and reported	£5,000
Total £30,000			
Element 3 - Targeted Support and Consultation with up to 25 commissioned groups			
Actions	Purpose	Expected Outcomes	Cost
Develop, review and deliver mandatory induction training for all new members of NG staff. This will be delivered over several modules for effective online or face to face delivery. 6 sessions delivered twice each year. Training modules developed, advertised and delivered. Feedback sought on completion.	NG are a specialised Wave 3 intervention for pupils with attachment needs and should be delivered by attachment aware staff who have a sound understanding of the attachment principles that should be woven through its pedagogy.	New NG staff: <ul style="list-style-type: none"> Understand attachment needs Know strategies to support pupils with attachment needs Know and understand the six nurture group principles Know how to use the Boxall Profile for assessment, planning and monitoring of outcomes	£4,000
Develop and deliver central training and support modules for all Enfield NG staff, 9 events per year.	Provide ongoing support and development for NG staff so that they are able to effectively facilitate this unique intervention and maximise pupil outcomes.	NG staff are up to date on best practise models for part time NGs.	£3,250
Develop, facilitate and deliver termly review sessions for sharing of expertise. NG Peer Network groups set up.	Share monitoring findings. Share best practice models.	Staff have made links with groups of NG colleagues	£1,500
Multi-Disciplinary EY SEND Team to offer support visits to schools.	Model and share best practise. Encourage and facilitate attachment- aware approaches. Encourage timely referral to health or other services. Offer specialist support for groups of children. Feedback to in school line-management.	Schools have received visits; suggestions have been made and acted upon. Up to 3 visits per school per year	£16,250
Whole school training on the work of the NG and/or attachment styles.	Wider school staff understand the purpose of the group and have an introduction to attachment styles. Attachment aware practise is communicated.	Attachment awareness begins to permeate whole school practice.	£5,000
Annual NG Monitoring framework is reviewed, monitoring is carried out and results are analysed	Groups are quality assured and areas for development are identified and addressed.	Groups meet LA NG criteria	£12,500

Annual Data framework is reviewed annually Data is collected and analysed	Analysis of the success of the groups, areas for development are identified and addressed	Data is collected and analysed NG impact is reported	£6,500
			Total £49,000
Element 4 - Continuous review of NG provision leading into subsequent cycle of commissioning.			
Actions	Purpose	Expected Outcomes	Cost
Enfield NGs logo developed and used NG is included in relevant documents NG Twitter feed is created and monitored	NG profile is raised	Appropriate schools agree to host a group	£1,000
Consultation session with SENCO/ SLT to ascertain needs, discuss potential impact, facilitate peer support	Needs are ascertained and impact of NGs is shared	Appropriate schools bid successfully	£1,000
Review of current NG provision and commissioning processes	Survey eligible schools to ascertain successes and areas for development. Liaise with Schools Forum and other boards regarding the development of the groups.	Necessary changes are identified	£2,000
			Total £4,000

8. FINANCIAL IMPLICATIONS

8.1 The above costings do not include the cost of hosting a NG, which is £29,850pa per group.

The total cost for 25 commissioned NGs and the above proposed will see the available budget increase by £25,000. The Forum is asked to note and confirm their agreement for this increase and the overall pressure it will create for the High Needs block.

9. CONCLUSION

- 9.1 The proposals outlined and costings above are intended to meet the key objective of promoting inclusion on a universal and targeted basis so that children's attachment and nurture needs are met within their mainstream school, and as far as possible they are educated within their mainstream class. This will enable children to build trusting relationships, promoting security and structure which may have been missing in their early care for a variety of reasons without the need for specialist intervention.
- 9.2 Each proposal supports and compliments other strands of Enfield's inclusive offer and the nurture group work is supported by evidence of good pupil outcomes across a range of areas. Similar pupil outcome data will be available for the outreach models.
- 9.3 The intention is that this work will potentially reduce or delay the need to issue EHCPs, therefore providing the right support, in the right place, at the right time for Enfield children with SEMH and attachment needs.

APPENDIX 1 – ENFIELD NURTURE GROUP SURVEY SUMMER 2023

It is a fantastic resource to be able to access and the variety of support available is wonderful

The support that the team offers has helped me to be able to accommodate the varying need in my group more effectively.

The monitoring process was supportive and has provided clear areas of development for our nurture group.

The knowledge and understanding that comes with having and running a nurture group spreads throughout the school particularly for those staff who have children with significant SEMH needs. It is a vital part of the school community.

Training has been very beneficial to the whole school, not just the nurture group.

I am very lucky to have seen a large number of nurture pupils reintegrate successfully back into class and move on through the school using the strategies they were taught in nurture to regulate and reset themselves. It's lovely to see them doing so well emotionally and academically.

There have been noticeable differences in the children who have attended our nurture provision both emotionally and academically. They are more ready for learning and their improved sense of self has been noted by school staff and home.

This page is intentionally left blank

London Borough of Enfield**Education Resources Group
Schools Forum****Meeting Date 28 November 2023
Meeting Date 6 December 2023****Subject: School Funding Arrangements – 2023/24 and Responses to
Consultation****Cabinet Member: Cllr Abdullahi****Report Number: 12****Item: 5b****Purpose of Report**

1. This report details:

- A summary of responses received to proposals contained in the consultation document on the transfer and use of the 0.5% from the Schools to the High Needs block for 2024/25;
- Proposals for providing supplementary funding to special schools for pupils requiring additional support above the upper threshold;
- Arrangements for reviewing special school place funding;
- Requirements on consulting proposals for the local early years formula.

Recommendations

2. The Schools Forum are asked to:

- Consider the request and confirm agreement to the transfer of 0.5% from the Schools to the High Needs block to support schools with above the calculated average number of pupils with Education, Health and Care Plans (EHCPs);
- Consider and comment on the request from special schools for supplementary funding and a review of special school funding;
- Note the possibility of a consultation on early years funding arrangements being carried out during the Spring term.

Relevance to the Council's Corporate Plan

3. The Council has an oversight of the DSG and is responsible for the management and allocation of funding to all schools in their area. The Council has to ensure the local arrangements are in line with the regulations governing school funding and aim to meet the needs of Enfield's children and young people (CYP).

Main Consideration for the Schools Forum**4. BACKGROUND**

At the last meeting, the Forum was asked to confirm their support for consulting on the 0.5% transfer from the Schools to the High Needs block to support schools with high number of pupils with EHCPs.

In addition, following a discussion with special school, it has been requested that consideration be given to some changes to the arrangements for special schools funding. Separately, a review be carried out of the special school place funding arrangements implemented in September 2022 because of the change in need of the pupils attending special schools.

This report provides a summary of responses received and seeks the Forum's views and agreement on the proposed 0.5% transfer from the Schools block for 2024/25. As well as outlining the proposals in relation to special school funding.

5. SUMMARY OF RESPONSES TO CONSULTATION ON 0.5% TRANSFER FROM SCHOOLS TO HIGH NEEDS BLOCK

- 5.1 Schools were asked to respond on the proposal to transfer 0.5% funding from the Schools to the High Needs Block to support schools with an above calculated average of pupils with ECHP. The proposal sought no changes to the current methodology for calculating and allocating the funding.
- 5.2 The consultation document was published on 23 October 2023. By the deadline of Friday 17th November, no responses had been received.
- 5.3 The lead representatives of the primary and secondary headteachers' associations, who are also members of this Forum, were contacted to advise them that no responses had been received and whether their sector still supported the proposal to transfer 0.5% from the Schools to the High Needs Block. It was confirmed that the sectors still supported the transfer of 0.5%.
- 5.4 The Forum are advised that the calculation for informing the average will not include pupils in Additionally Resourced Provision or Special Units.
- 5.5 Therefore, with the support of the two sectors, the Forum is asked to confirm their agreement to the 0.5% transfer from the Schools to High Needs block to support schools with above a calculated number of pupils with EHCPs.

6. SPECIAL SCHOOL PLACE FUNDING

- 6.1 During 2021/2022, independent consultants were engaged to carry out reviews of the place funding arrangements and assess the financial position and type of needs supported at each special school.
- 6.2 Following discussion of possible funding models, it was agreed that an activity based average cost model should be used as the basis for funding for special schools, that considered:
 - Expenditure on classroom staffing requirements for pupils with different levels of need;
 - Expenditure on other staffing including leadership teams and administrative staff;
 - Non staffing costs, for example on premises and resources;
 - Any significant school-specific costs.
- 6.3 Modelling was undertaken based on the profile of pupil needs at each school, assumptions about the adult/pupil ratio required for different levels of needs and analysis of actual costs incurred, as well as moderating the analysis using financial benchmarking data for other similar schools.
- 6.5 The Independent Consultant in determining costs used actual data on staffing and non-staffing costs across the special schools in 2020/21, which was the latest data available. An average classroom teacher salary of £57,502 (UPS1) and average TA salary of £24,705 was used as the basis of calculation. These were the local average salaries ascertained through the expenditure analysis.
- 6.6 To inform the financial model and associated costs, an audit was carried out in each special school to assess the range of pupil needs that were met by the school against a set of agreed level descriptors at the time of the review. This audit was subject to quality

assurance and was agreed to be a fair and reasonable reflection of the range of needs at each school. The level descriptors are attached as Appendix 1.

- 6.7 Following some adjustments to protect small schools and cap larger schools, as well as any adjustments from the audit, Table 1 summarises the change in place funding that were presented and supported by the Forum.

Table 1: Summary of changes in special school place funding rates

School	Basic top up	Pay & Pension grant	Total top up	New rate
Durants	£14,000	797	14,797	15,985
Fern House	£15,101	726	15,827	17,496
Oaktree	£9,496	726	10,222	10,433
Russet House	£12,875	781	13,656	15,001
Waverley	£15,478	726	16,204	17,802
West Lea	£8,781	803	9,584	9,798

The new rates excluded the 2023/24 supplementary pay grant and were implemented from September 2022.

- 6.8 The special school headteachers have stated, since the audit, pupil needs have changed and they consider some pupils to be above the highest descriptor level. They have requested a mechanism that enables school to access supplementary funding for pupils above the highest level descriptor be introduced and also another pupil audit be carried out. In addition, they viewed the place funding rates for their schools to be insufficient to meet the costs associated in supporting pupils at their schools.
- 6.8 The Authority view is to separately assess each element of the issues raised by the special school headteachers.

(a) Additional Support for Pupils Above the Highest Descriptor Level

It is proposed that an amount from the High Needs block is earmarked to fund pupils to be supported above the highest descriptor level. Any requests for additional funding is assessed by a panel that consists of a special school headteacher, officers from the SEN Service and, where appropriate, other lead professionals. The rationale for introducing a panel is to ensure consistency and fairness when considering individual requests.

The Forum are advised that the formation of this panel and consequent allocation of additional funds will add further pressure to the High Needs block.

(b) Pupil Audit

The Authority is looking to engage an independent consultant to carry out the pupil audit as this will ensure transparency and fairness.

(c) Place Funding Review

Following the pupil audit and if there are no further updates on the national place funding system, it is proposed that an independent consultant carries out a place funding review.

6. As last year, information relating to the Early Years block has not yet been published, therefore it is unclear if a consultation on the Early Years NFF will be required. The current presumption is that a consultation may be required early in the Spring term when confirmation has been received of the arrangements in relation to the proxy indicators to be used and associated data to inform the NFF and also whether all or some of the one-off early years supplementary grant paid will be added to the NFF.

Main Considerations for the Schools Forum and Council

7. The local arrangements for delegating funding to schools are in line with statutory, national and local requirements.

Financial Implications

8. The recommendations in this report will be subject to the resources available. The final position will not be available until the DfE have published the budget settlement for 2023/24.

Conclusions and Recommendations

9. The Forum are asked to:
 - (a) Note and confirm their support to the transfer of 0.5% from the Schools to the High Needs block.
 - (b) Note the proposals in relation to special schools funding and confirm their support to:
 - The proposal to form a panel to consider requests for supplementary money for pupils requiring support above the highest descriptor level;
 - Engage an independent consultant to carry out an audit of pupil needs at each special school;
 - If required, engage an independent consultant to carry out a place funding review.
 - (c) Note the possibility of a consultation on early years funding arrangements being carried out during the Spring term.

Report Author: Sangeeta Brown, Education Resources Manager,
sangeeta.brown@enfield.gov.uk

Date of report: November 2023

Appendices: None

Background Papers:

School funding regulations and DfE operational and guidance documents

School funding consultation document and responses

Schools Forum and Education Resources Group reports from previous meetings

LEVEL DESCRIPTORS FOR SPECIAL SCHOOLS**Level 1:**

Pupils at Level 1 will have moderate learning and cognition difficulties. They will have much greater difficulties than their peers in acquiring basic literacy, numeracy and social skills. Their understanding of concepts will be poor. They may have associated speech, language and communication difficulties and/or behaviour difficulties potentially leading to disruption. Their learning difficulties may be complicated by additional sensory or physical impairments.

Attainments will be significantly below expected levels in most areas of the curriculum. They are likely to be working at pre-National Curriculum levels at the end of Key Stage 1 and at early National curriculum levels at Key Stage 2 and secondary. Where there has been standardised testing of cognitive functioning, pupils will be assessed as significantly below average, below the 2nd percentile.

Pupils at Level 1 will require the following provision:

- A broad, subject-based curriculum significantly differentiated and personalised, which emphasises the development of literacy, numeracy, social and communication skills
- Practical learning experiences to help generalise skills into real life settings/situations
- Teaching by staff with appropriate specialist expertise and training in planning and delivering programmes for pupils with SEND
- A structured and supportive environment which will promote social independence and independent learning
- Support/advice from external agencies may be required, with support programmes being carried out by staff in school
- A suitable learning environment with adapted resources and equipment
- A staffing ratio of generally no greater than 1:8 giving opportunities for occasional individual and small group support, as required

Level 2

Pupils at Level 2 will have moderate cognition and learning difficulties and they will also have a high level of additional needs.

As for Level 1, pupils at level 2 will have attainment significantly below expected levels in most areas of the curriculum, at pre-National Curriculum or early National Curriculum levels dependent on age. Where there has been standardised testing of cognitive functioning, pupils will be assessed as significantly below average, below the 2nd percentile.

Pupils at Level 2 will have other significant factors in addition to their cognitive and learning difficulties, which will greatly impact on their ability learn and to make progress. These factors may include one or a combination of the following:

- Behaviour and social/emotional needs
- Significant social/communication needs which may include a diagnosis of autism
- Physical, sensory or medical needs requiring regular support
- Significant speech, language and communication needs, as assessed by a speech and language therapist
- Personal care needs

Pupils at Level 2 may also have SEMH as their primary need. They will show challenging behaviour and difficulties in social interaction with adults and other children. They will need support to manage their own behaviour and reflect on the consequences for others. In some cases, they will have poor self confidence as a learner and a low level of self-esteem, making

them emotionally vulnerable. They may require planned support for mental health difficulties, requiring therapeutic intervention and/or medication to assist emotional regulation.

In addition to the provision at Level 1, pupils at Level 2 will typically require the following:

- Specialist programmes to address additional needs, including behaviour programmes and language/communication programmes
- Advice and intervention from a range of therapists or external agencies may be required which will need to be delivered through regular individual or small group support
- Multi-agency planning across school, home and care settings
- A secure and safe school environment with enhanced staffing for out of school activities
- Planned health and safety measures in place throughout the day
- Staff trained in specialist approaches including supporting pupils with additional medical needs, social and communication needs and social, emotional and mental health needs
- A staffing ratio of generally no greater than no greater than 1:4 which may include occasional 1:1 support to deliver specialist programmes and/or manage challenging behaviour

Level 3

Pupils at Level 3 have a range of needs as follows:

- Pupils with autism as their primary need. They are likely to experience sustained difficulties in social interaction which may lead to challenging and inappropriate behaviours with adults and other children. They may have severe impairment in the functional use of language. They are likely to have high levels of stress impacting on learning and ability to cope in social situations as well as lack of flexibility in thinking and resistance to change. They will have low levels of attainment across the curriculum as for pupils at Levels 1 and 2, or an inconsistent, spiky profile of needs
- Pupils who have severe cognitive impairments. They are likely to have associated difficulties in mobility and co-ordination, communication and the acquisition of personal and social independence skills. At pre-school level, functioning will normally be below half of their chronological age on most areas of development. Pupils of school age are likely to be working to at pre national curriculum levels during their primary years or beyond. Where there has been standardised testing of cognitive functioning, pupils will be assessed as below the 1st percentile.
- Pupils who have severe physical difficulties and associated learning needs. They are likely to have complex needs including the requirement for medical intervention. They may have limited personal care skills and are likely to have a lifelong disability. They may have associated neurological problems and a range of cognition and learning needs. Some will have severe communication difficulties and may require alternative and augmentative communication systems.
- Pupils who have severe social, emotional and mental health difficulties as their primary need. They are likely to show a range of behaviours which, through their nature, persistence and severity, have a significant negative effect on their learning, emotional wellbeing and social interaction. They may have been diagnosed with mental health difficulties or other medical conditions, requiring treatment and specialist multi-agency support.

In addition to provision at Level 2, pupils at Level 3 will typically require the following:

- Significant adaptations to teaching and learning approaches in all areas of the curriculum
- Daily individual and small group teaching by teachers with specialist training and experience
- Concepts and skills will need to be taught systematically in multiple contexts
- Specialist teaching areas including therapy rooms and adapted outdoor areas
- Some pupils will require access to a soft play area, sensory room or hydrotherapy pool
- Some pupils, particularly those with ASD, will require a setting where distractions are reduced, where there is a predictable routine and an emphasis on a visual aspect to learning
- Some pupils will require specialised equipment and communication aids
- Some pupils will require high levels of support in structured and unstructured settings to maintain the health and safety of themselves and others
- Many pupils will require regular therapy support in order to ensure an integrated education/therapy provision; some will need access to medical staff throughout the day
- An overall staffing ratio of generally no greater than 1:2.3 giving opportunities for regular individual support, as required

Level 4

Most pupils at Level 4 have profound and multiple learning difficulties. They will have cognitive, sensory and/or physical impairments which will have a major effect on their ability to engage in the process of learning. They are likely to have associated difficulties in the development of communicative competence and may display highly challenging behaviour. This will include pupils with:

- Multi-sensory impairments
- Complex and possibly life-threatening medical needs
- Unstable and unpredictable behaviour associated with their impairment or medical condition

Some pupils at Level 4 will have severe learning difficulties or autism as their primary need coupled with a high level of additional needs and challenging behaviour. They are likely to require intensive support to manage their emotional regulation and to keep themselves and others safe.

In addition to the provision at Level 3, pupils at Level 4 will typically require the following:

- Skilled and intensive intervention throughout the school day from appropriately trained adults with experience in working with pupils with high level needs
- A specialist learning environment that allows adequate floor space, storage, acoustic and lighting
- Appropriate hygiene and changing facilities including use of hoists where required
- Frequent therapy support to ensure an integrated therapy/education provision
- A high level of co-ordinated multi-agency support is likely to be required
- Some pupils will require significant medical support such as gastrostomy and tracheotomy care from trained and experienced staff
- Some pupils will require communication aids and staff trained in alternative and augmentative education

- An overall staffing ratio of generally no more than 1:1.75 with regular 1:1 support to deliver specialist programmes, manage unpredictable/challenging behaviour and/or to manage personal care needs

Level 5

Pupils at Level 5 will require even more intensive and frequent support to keep themselves and others safe. They will have complex cognitive, sensory, social communication and/or physical needs which have a major effect on their ability to engage in the process of learning. In addition, they will have severe social, emotional and mental health needs, frequently displaying behaviours that challenge and which places themselves or others at significant risk of physical harm. They will require frequent intervention from specialist therapeutic services.

In addition to the provision at Level 4, they will typically require the following:

- Constant monitoring, support, care and supervision to manage the safety of themselves and others
- A highly individualised learning environment and carefully managed small group or individual teaching throughout the day
- To maintain safety, physical intervention is likely to be required on a regular basis, involving more than one adult. Without such support, their severe and complex needs may give rise to significant harm to themselves or others, or even life-threatening situations. Staff will need to be trained appropriately in emergency situations and in a range of specialist teaching strategies and interventions
- A specialist adapted learning environment will be required giving access to one to one teaching areas and secure outdoor play areas
- A very high level of multi-agency planning and support is likely to be required involving medical/nursing services, therapy services, social care, psychology services and/or specialist CAMHS services
- An overall staffing ratio of generally no more than 1:1.4 giving frequent opportunities for individual support throughout the day

London Borough of Enfield

Education Resources Group
Schools Forum

Meeting Date 28 November 2023
Meeting Date 6 December 2023

Subject: Central Services School Block and De-delegation

Cabinet Member: Cllr Abdullahi

Report Number: 13

Item: 5c

Purpose of Report

1. This report:
 - Provides information on the planned use of the Central Schools Services block (CSSB);
 - Requires maintained schools representatives to consider and agree the central services available for de-delegation.

Recommendations

2. (a) The Forum is asked to confirm their approval for the continuation of the central services detailed in paragraph 5 and listed in Table 1.

(b) The maintained schools members are asked to consider and approve the de-delegated services as detailed in paragraph 6 and listed in Table 2. It is recommended if any service is not agreed for de-delegation, then the change is implemented from September 2024.

Relevance to the Council's Corporate Plan

3. The Council has oversight and responsibility for statutory duties for all schools and de-delegated services for maintained schools. To enable the Council to deliver statutory duties to all schools, it is important to maintain the use of resources listed in this report.

The changes in school funding regulations has led to removal of all funding to support the Council's responsibilities for maintained schools. To access any funding from the Schools Block to support these functions, maintained schools must agree to de-delegate funding. If this is not forthcoming, then the Council will expect individual schools to take over responsibility for these functions, but there will be a cost to the Council for monitoring and any follow up actions to ensure this was being done. Any change in services being de-delegated could lead to redundancies resulting in additional costs for the Council.

Consideration for the Schools Forum

4. Background

- 4.1 In previous years, the Schools Forum has been provided with information on the central services funded from the DSG. In line with the regulations, the Forum has then been asked to either confirm or provide a view on the proposed use.

In their latest guidance the DfE has confirmed, for 2024/25, there are no changes to the responsibilities covered by the Central Schools Services block (CSSB).

- 4.2 The CSSB was introduced as part of the school funding reforms and brought together funding for:
 - Retained duties for all schools, academies and free schools element of the Education Services Grant (ESG);
 - Ongoing central statutory functions, such as admissions (for all maintained schools)
 - Historic commitments for all schools, academies and free schools.

The CSSB does not include funding for the Authority's general regulatory duties for maintained schools that were previously funded from the ESG. These services can continue but have to be provided as de-delegated services. Appendix A provides a summary of the statutory and regulatory duties.

- 4.3 The DfE has recently published the indicative allocations for 2024/25. The remainder of this report details the allocation and outlines potential changes for 2024/25.

5. Funding

- 5.1 The CSSB is made up of two elements: statutory duties and historic commitments. For 2024/25, the two elements will be funded as follows:

(a) Statutory Duties:

Funding is allocated to LAs based on a national funding formula. The proxy factors used for formula are pupil numbers and Ever 6 free school meals eligibility.

Enfield's per pupil percentage change for ongoing statutory duties was an increase of 1.75%. However, if pupil numbers recorded on the October 2023 Census decrease at the same rate as October 2022, then there per pupil increase will reduce. As the funding mainly pays for staff, the increase is insufficient to meet cost pressures such as pay awards, etc.

(b) Historic Commitments:

Funding for historic commitments was original introduced to provide services that benefitted and enabled pupils to continue to access education. Following the introduction of the school funding reforms, this element was removed from the regulations. Since the removal of historic commitments from the regulations, the DfE has implemented a year on year 20% reduction in funding with a view that all support for historic commitments will cease when the funding reforms are fully implemented or when contractual arrangements such as prudential borrowing come to an end. Children's Services will continue to assess and manage the on-going reduction in funding for historical commitments and adapt the services accordingly.

Table 1 details the services the Authority plans to fund from the CSSB.

Table 1: Planned Use of CSSB

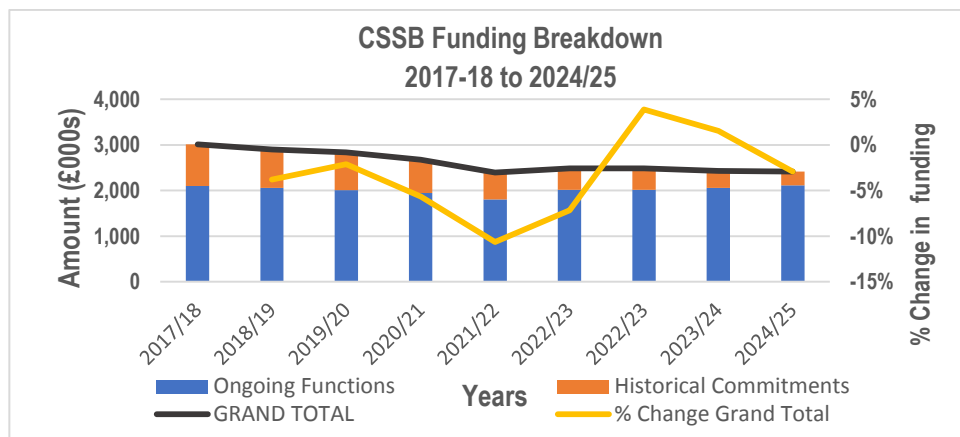
Areas of Funding	2022/23	2023/24	2024/25	Var	Comments
	Actual		Indicative	Var	
	£000s				
Education Welfare	385	385	385	0	
Admissions	515	515	515	0	
Appeals	139	139	139	0	
Central Licenses	226	226	226	0	
Management & support	664	702	759	44	
Place Planning	90	90	90	0	
Ongoing Functions	2,019	2,057	2,114	44	
Prudential Borrowing	227	218	207	-11	Annual repayments reduction
Joint Services for Disabled Children	23	23	23	0	
Out of School Activities	37	37	37	0	
Parenting Support Service	104	20	0	-20	
Adolescent Support Ser.	76	76	32	-20	
Historical Commitments	467	373	299	-75	
GRAND TOTAL	2,486	2,430	2,413	-31	

It should be noted that the on-going duties are based on an indicative allocation. The final budget settlement will be adjusted to reflect October 2022 Pupil Census data.

Graph 1 illustrates actual and indicative funding since the CSSB was introduced in 2017/18. As will be seen, from 2017/18 to 2023/24, there is potential decline of -1.5% in overall funding. This

is because when there has been an increase in the formula factor rates, it has been offset by a reduced amount being provided to reflect declining pupil numbers.

Table 1: Funding for the CSSB



5.2 The Forum is asked to confirm their agreement to these services continuing to be funded.

6. De-delegated Services for Maintained Schools (2023/24)

6.1 Previously, the Education Support Grant (ESG) funded general duties provided to maintained schools. When ESG funding ceased, local authorities were required to seek approval for money to be de-delegated from maintained schools to continue to provide services covered by ESG. The regulations require annual approval for de-delegation. It should be noted that academies are not included in this process and may buy these services from the Local Authority from their allocated budget share

6.2 Since 2021/22, the primary sector has chosen not to de-delegate a number of services and therefore primary schools are responsible for managing the activities covered by these services.

6.3 With regards the individual de-delegated services, detailed below is an update on the service and arrangements for 2024/25:

- (a) CLEAPSS: All schools are required to subscribe to this service. In line with the anticipated annual increase by CLEAPSS, for 2024/25, it is proposed to increase the per pupil rate by 1p for all schools. Separately, secondary schools will be charged for radiation protection adviser at £60 per school.
- (b) Long Service Awards: For 2024/25, the Council is proposing to cease provision of long service awards from 1 April 2024. Therefore, this service will no longer be available for de-delegation.
- (c) Trade Union Facilities Time: The report, attached at appendix A, summarises an update on the service provided to schools. As will be seen from this report, the cost of the service has not changed for a couple of years. In addition, the GMB union have requested that they would like an allocation of facilities time for their members. Both these changes add a further financial pressure on the current budget. For 2024/25, it is proposed that the funding released from cessation of long awards is redirected to support the increase in cost for facilities time. This will result in an increase to £3.46 per pupil, which is an increase of 30p per pupil. However, this change would not add an additional burden on maintained schools.
- (d) School Improvement Support: This section provides an update on how the de-delegated funds are managed by the Service:
 - A. E27 expenditure for the nine maintained secondary schools;
 - B. School improvement;
 - C. Schools in difficulty fund.

This expenditure is for the financial year 2023/24. There has been no spend yet, as it is used within the academic year 2023/24.

- A. E27 is an expenditure code in consistent financial reporting (CFR) and attached to school improvement work. This money is discussed with the school's link adviser and a commissioning plan is drawn up to spend that money on appropriate school improvement activity. This process creates opportunities for school to school support and linking into borough priorities. Each school spends the money that was put in, and this is tracked via the commissioning plan. Working this through the LA allows for more opportunities for joint work and school to school support.
- B. This budget support the core work of the service and the increased number of visits by the link adviser to the LA maintained secondary schools.
- C. The "school in difficulties fund" can be likened to insurance. Should there be an issue in one of these schools, this fund allows the School Improvement Service to respond with extra support from council officers or external experts. Secondary schools that are rated as amber or red in the categorisation process will be given extra support paid for from this fund. A commissioning plan will be used to track expenditure.

In consultation with the nine schools a commissioning plan will be drawn up to spend any unspent money from this fund, across the nine schools. This will enable economy of scale and joined up improvement work between the LA and the schools. Innovative projects, supporting, the schools' and borough priorities will be planned.

- (e) General Data Protection Regulation (GDPR): The Service has requested a slight increase from £3.13 per pupil to £3.20 per pupil for 2024/25. This is to meet additional costs associated with the pay award.

- 6.4 Table 3 summaries the de-delegated services and cost per pupil agreed by the primary and secondary sectors for 2023/24 and proposed costs for 2024/25.

Table 2: De-delegated Services

Areas of Funding	Sector	2023/24	2024/25	Comment
		Amount PP / FSM	Amount PP / FSM	
		£	£	
Licenses & Subs - CLEAPPS	Prim & Sec	0.16	0.18.5	Statutory requirement
Free School Meals Eligibility	Prim & Sec	6.4	6.4	
NQT Recruitment Support & Applicant Tracking System	Secondary	0.87	0.00	Not available for de-delegation
Union Duties	Prim & Sec	3.16	3.46	
School Improvement Service	Secondary	4.31	4.31	
School Improvement Service	Secondary	11.94	11.94	
Support for Schools in Difficulties	Secondary	4.31	4.31	
General Data Protection Regulation	Prim & Sec	3.13	3.20	Statutory requirement
Long Service Awards	Prim & Sec	0.30	0.00	Not available for de-delegation

- 6.5 Whilst de-delegation is mechanism used for mainstream schools, it should be noted for special schools there is no such requirement and funding as per the schedule above is charged to the High Needs Block.
- 6.6 The maintained school representatives are asked to confirm the central services to be de-delegated from 1 April 2024. It should be noted where a service is not de-delegated, then any existing de-delegation arrangements will cease on 31 August 2024.

Report Author: Sangeeta Brown

Date of report October 2023

Background Papers: Previous Schools Forum reports, DfE guidance documents and regulations governing school funding.

TRADE UNION FACILITIES TIME - DE-DELEGATION

What does facilities time pay for?

The monies which is de-delegated or paid into by Academies under an SLA pay for the release costs of local representatives of teaching and support staff unions to support their members in investigation meetings, and attendance at disciplinary hearings, sickness capability hearings, grievance investigations and other staffing issues within schools. They also are able to participate in statutory and collective consultation, together with supporting resolution in individual cases.

Why participate in Facilities time?

Trade union representatives have a statutory right to reasonable paid time off from employment to carry out trade union duties, and to undertake trade union training. Therefore, rather than have staff in every school who are released for this purpose, the centralised function allows the staff who are released to be reduced, and for those who are carrying out the role to learn the policies and procedures and understand the role of the Union support for colleagues.

- provides access to an effective route for statutory and collective consultation and bargaining
- access to branch officials from NEU, NASUWT, UNISON and GMB unions
- access to a framework and structure for schools to manage industrial relations
- promotes and maintains partnership working, best practice and consistency
- facilitates early resolution and reduces risk of disputes and Employment Tribunal claims
- eliminates and reduces the need for schools to establish, agree and co-ordinate release arrangements and paid time off for duties and training
- eliminates or reduces cover and supply costs and resource implications
- reduces the disruption to lessons and children's education caused by releasing school-based representatives for meetings
- reduces the demands on local or workplace representatives.

Were the service not to be provided trade union representatives employed within the school would be entitled to undertake the full range of functions and training from their respective union. It is estimated that a school-based representative for a school would need cover for approximately 8 days of training per official, and there could be at least one representative per union, potentially more.

What if we do not participate in Facilities time?

Additional staff would be recruited to be union representatives within schools requesting time off for training. As stated, as part of the ACAS code staff have a right to be given reasonable time off for union training. There is no definition of 'reasonable', however a well-informed representative is potentially more helpful to employee relations than a poorly informed one, hence it could be as many as 8 days a year.

From other Authorities, where there is no facilities time central agreement there have frequently been found to be difficulties. Either a) the school representative steps up to provide support or b) the regional area provides support.

In a) the issues are that the representative needs to be given time for training, they are not as experienced and are not remote from the school. The combination of the above means that they are less likely to resolve the situation quickly or amicably, for example any agreement that may speed up process or settlement agreements.

In b) it is often that this is not swift, which means that schools either have to try to progress with limited support, putting the school at risk of challenge of an unfair process, or they have to wait, which delays for all and causes additional stress for all involved.

Following these issues most authorities have then reinstated the facilities time for all to spread the cost and allow the expertise outside the school

What is the Trade Union Allocation?

The time allocation for representatives as agreed by Schools Forum a number of years ago is as follows:

Number of members	No. of Days per week paid time off
2000+	5 days
1500-1999	4 days
1000-1499	2.5 days
750-999	2 days
500-749	1.5 days
250-499	1 day
100-249	0.5 days
<100	0

And in addition, half days for Health and Safety for the largest unions of NEU, NASUWT and Unison, half days for Union Learning Representation for NEU and NASUWT

The current allocation is therefore:

Trade Union	No. of Days per week paid time off
NEU (2000+)	6 days
Unison (1500+)	4.5 days
NASUWT (1000+)	3.5 days
Voice the Union (<100)	0
NAHT (<100)	0
GMB (unknown)	0
ASCL (<100)	0

Additionally, to ensure that there was no detriment to any Headteacher/School releasing a representative under facilities time, it was agreed that the full cost should be re-imbursed, not a fixed amount up to a maximum.

What's the cost for the Financial Year 2024/25?

Unfortunately, there are still a few parameters that cannot be finalised, and some which will always have to be estimated, such as salary increase and who the representatives will be in Sept 2024.

The per pupil charge has been held for a couple of years whilst there have been different representatives but also increasing numbers of academies buying into the SLA and hence spreading the cost of the representatives. Sadly in the current financial year, the monies are likely to be slightly under that which was required.

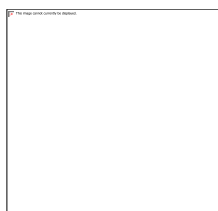
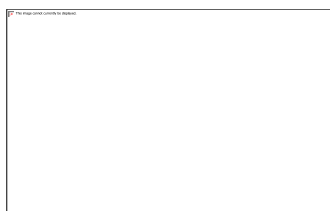
Therefore, due to the increased costs of salaries the charge will need to rise to £3.30 per pupil in primary and secondary (KS3 and KS4) with post-16 being invoiced separately for the same charge, based on the Oct 23 census.

However, there has been a request from GMB that they use their allocated facilities time. Current membership numbers have been requested but they have suggested that they could be due 2.5 days term time as their allocation based on their estimates. If this were to be the case then the cost may need to rise to £3.62 per pupil, but this would be confirmed.

Whilst these may seem like high rises in these difficult times the amounts have been compared, both in terms of release time and with regards to amount per pupil with other authorities. It has been found that the release time is in line with or lower than other Boroughs and the per pupil cost is significantly lower in some cases.

What is the unions position with regards to de-delegation?

Below is a letter from 3 of the unions which they have asked to be passed onto Schools Forum setting out their rationale as to why de-delegation support all schools



Dear Director,

We are writing on behalf of all employees working in your local authority area who are members of NAHT, ASCL and the National Education Union (NEU).

Acting in accordance with advice issued by the Local Government Association and the National Employers' Organisation for School Teachers, the vast majority of schools made the right decision last year by agreeing through their Schools Forum to 'de-delegate' funding for supply cover costs, including for trade union facilities time.

We believe that the central retention and distribution of this funding is the most effective and efficient arrangement, and we would like to work with you to ensure that this arrangement continues. Discussions are now taking place in your authority on funding arrangements for supply cover costs from April next year and we are asking you to pass the information in this letter to members in your Schools Forum and to encourage them to vote for de-delegation of funding arrangements for supply cover costs.

Successive governments have recognised the importance of good industrial relations and have legislated to provide a statutory basis for facilities time as follows:

- Paid time off for union representatives to accompany a worker to a disciplinary or grievance hearing.
- Paid time off for union representatives to carry out trade union duties.
- Paid time off for union representatives to attend union training.
- Paid time off for union 'learning representatives' to carry out relevant learning activities.
- Paid time for union health and safety representatives during working hours to carry out health and safety functions.

These provisions are contained within the Employment Relations Act 1999 and the Trade Union Labour Relations (Consolidation) Act 1992 and the Safety Representatives and Safety Committees Regulations 1977.

NAHT, ASCL and NEU have members and union representatives in academies as well as maintained schools within your local authority area and, in addition to seeking your support for de-delegation, we are seeking your agreement for the local trade union funding arrangement to be formally extended to academies within your local authority boundary.

As the DfE Advice on Trade Union Facility Time acknowledges, the trade union recognition agreement between the authority and the recognised unions will have transferred to each academy school as the new employer of the transferred staff as part of the conversion process to academy status under TUPE. We believe that, following conversion, academies should also become parties to local authority trade union facilities arrangements.

The academies within your authority will have received funding for trade union facilities time in their budgets and they are permitted to use that funding to buy-back into local authority arrangements. Indeed, many academies across England have already agreed to buy in to local authority trade union facilities arrangements.

Pooled funding will help the local authority and all schools to meet their statutory obligations on trade union facilities time. Setting up a central funding arrangement will allow academies to pay into a central pool if they wish to. But most importantly it will help maintain a coherent industrial relations environment where issues and concerns whether individual or collective can be dealt with more effectively. All these points are echoed in the advice issued by the LGA and NEOST.

We urge you therefore to support the de-delegation of funding for trade union facilities time and to continue or establish (if you did not do so previously) a mechanism whereby academies within your authority are able to buy into a central fund for trade union facilities time. If you agree to do so, we will write to academy principals to encourage them to buy in to your arrangement.

We will be writing to you again later in the year to find out the decisions made by your Schools Forum.

Yours sincerely



**General Secretary
ASCL**



**General Secretary
NAHT**



**General Secretary
NEU**

Statutory and regulatory duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Director of children's services and personal staff for director (Sch 2, 15a)</p> <p>Planning for the education service as a whole (Sch 2, 15b)</p> <p>Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22)</p> <p>Authorisation and monitoring of expenditure not met from schools' budget shares (Sch 2, 15c)</p> <p>Formulation and review of local authority schools funding formula (Sch 2, 15d)</p> <p>Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e)</p> <p>Consultation costs relating to non-staffing issues (Sch 2, 19)</p> <p>Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f)</p> <p>Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17)</p> <p>Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21)</p>	<p>Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 56)</p> <p>Budgeting and accounting functions relating to maintained schools (Sch 2, 73)</p> <p>Functions relating to the financing of maintained schools (Sch 2, 58)</p> <p>Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 57)</p> <p>Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 58)</p> <p>Internal audit and other tasks related to the authority's chief finance officer's responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 59)</p> <p>Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 60)</p> <p>Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 61)</p> <p>Functions related to local government pensions and administration of teachers' pensions in relation to staff working at maintained schools under the direct management of the headteacher or governing body (Sch 2, 62)</p> <p>Retrospective membership of pension schemes where it would not be appropriate to expect a school to meet the cost (Sch 2, 75)</p> <p>HR duties, including advice to schools on the management of staff, pay alterations, conditions of service and composition or organisation of staff (Sch 2, 63); determination of conditions of service for non-teaching staff (Sch 2, 64); appointment or dismissal of employee functions (Sch 2, 65)</p> <p>Consultation costs relating to staffing (Sch 2, 66)</p> <p>Compliance with duties under Health and Safety at Work Act (Sch 2, 67)</p> <p>Provision of information to or at the request of the Crown relating to schools (Sch 2, 68)</p> <p>School companies (Sch 2, 69)</p> <p>Functions under the Equality Act 2010 (Sch 2, 70)</p> <p>Establish and maintaining computer systems, including data storage (Sch 2, 71)</p> <p>Appointment of governors and payment of governor expenses (Sch 2, 72)</p>

Education welfare

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Functions in relation to the exclusion of pupils from schools, excluding any provision of education to excluded pupils (Sch 2, 20)</p> <p>School attendance (Sch 2, 16)</p> <p>Responsibilities regarding the employment of children (Sch 2, 18)</p>	<p>Inspection of attendance registers (Sch 2, 78)</p>

Asset management

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Management of the LA's capital programme including preparation and review of an asset management plan, and negotiation and management of private finance transactions (Sch 2, 14a)</p> <p>General landlord duties for all buildings owned by the local authority, including those leased to academies (Sch 2, 14b)</p>	<p>General landlord duties for all maintained schools (Sch 2, 76a & b (section 542(2)) Education Act 1996; School Premises Regulations 2012) to ensure that school buildings have:</p> <ul style="list-style-type: none"> appropriate facilities for pupils and staff (including medical and accommodation) the ability to sustain appropriate loads reasonable weather resistance safe escape routes appropriate acoustic levels lighting, heating and ventilation which meets the required standards adequate water supplies and drainage playing fields of the appropriate standards <p>General health and safety duty as an employer for employees and others who may be affected (Health and Safety at Work etc. Act 1974)</p> <p>Management of the risk from asbestos in community school buildings (Control of Asbestos Regulations 2012)</p>

Central support services

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>No functions</p>	<p>Clothing grants (Sch 2, 52)</p> <p>Provision of tuition in music, or on other music-related activities (Sch 2, 53)</p> <p>Visual, creative and performing arts (Sch 2, 54)</p> <p>Outdoor education centres (but not centres mainly for the provision of organised games, swimming or athletics) (Sch 2, 55)</p>

Premature retirement and redundancy

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>No functions</p>	<p>Dismissal or premature retirement when costs cannot be charged to maintained schools (Sch 2, 77)</p>

Monitoring national curriculum assessment

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	Monitoring of National Curriculum assessments (Sch 2, 74)

Therapies

Responsibilities held for all schools	Responsibilities held for maintained schools only
No functions	This is now covered in the high needs section of the regulations and does not require schools forum approval

Other ongoing duties

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Licences negotiated centrally by the Secretary of State for all publicly funded schools (Sch 2, 8); this does not require schools forum approval</p> <p>Admissions (Sch 2, 9)</p> <p>Places in independent schools for non-SEN pupils (Sch 2, 10)</p> <p>Remission of boarding fees at maintained schools and academies (Sch 2, 11)</p> <p>Servicing of schools forums (Sch 2, 12)</p> <p>Back-pay for equal pay claims (Sch 2, 13)</p> <p>Writing to parents of year 9 pupils about schools with an atypical age of admission, such as UTCs and studio schools, within a reasonable travelling distance (new addition to CSSB, to be included in 2018 to 2019 regulations)¹</p>	No functions

Historic commitments

Responsibilities held for all schools	Responsibilities held for maintained schools only
<p>Capital expenditure funded from revenue (Sch 2, 1)</p> <p>Prudential borrowing costs (Sch 2, 2(a))</p> <p>Termination of employment costs (Sch 2, 2(b))</p> <p>Contribution to combined budgets (Sch 2, 2(c))</p>	No functions

This page is intentionally left blank

London Borough of Enfield

Schools Forum
Meeting Date 6 December 2023
Subject: Workplan
Cabinet Member: Cllr Abdullahi
Report Number: 15
Item: 6

Recommendation

To note the workplan.

Meetings		Officer
July 2023	CANCELLED	
October 2023	Early Years – New Framework Childrens’ Centre – Annual Report Schools Budget – Outturn (2022/23) School Balances (2020/21) & Budget Review (2022/23) Mainstream Schools Top up Funding: Response to Consultation: School Funding Arrangements (2024/25) Schools Budget: 2024/25 – Update Audit – Annual Update	CK AL CM SB SB SB CM LB
December 2023	Annual reports: SWIRREL 2022-23 London Councils School Finance and School Places Report Enfield Nurture Group Outreach and Support Model School Funding Arrangements – 2023/24 and Responses to Consultation Funding for LAs to support maintained schools in financial difficulty 2023-24 Central Services Budgets & De-delegation	MC / NE-J PN JH SB SB SB
January 2024	Schools Budget: 2023/24 – Monitoring Schools Budget: 2024/25: Update Hearing and Visual Impairment Services – Annual report High Needs Strategy – Update Annual reports: ECASS, E-TIPPS, EASA	CM CM CF SB Var
March 2024	Schools Budget: 2024/25: Update High Needs Places: 2024/25 Annual Reports: West Lea Annual Report 2022-23, Orchardside Scheme for Financing - Revisions	CM SB Var SB
July 2024	Schools Budget – Outturn (2023/24) School Balances (2023/24) & Budget Review (2024/25) Annual report: Outreach Services Annual Audit – Update	CM SB Var LB

Dates of Meetings

Date	Time	Venue	Comment
05 July 2023	5:30 - 7:30 PM	CANCELLED	
04 October 2023	5:30 - 7:30 PM	Virtual meeting	
06 December 2023	5:30 - 7:30 PM	Virtual meeting	
17 January 2024	5:30 - 7:30 PM	Virtual meeting	
06 March 2024	5:30 - 7:30 PM	In person	
03 July 2024	5:30 - 7:30 PM	TBC	
02 October 2024	5:30 - 7:30 PM	TBC	
04 December 2024	5:30 - 7:30 PM	TBC	
05 March 2024	5:30 - 7:30 PM	TBC	

Report Author: Sangeeta Brown, Education Resources Manager
sangeeta.brown@enfield.gov.uk / 0208 132 0450

Date of report 28 November 2023

This page is intentionally left blank