
SCHOOLS FORUM Meeting to be held from 17:30 on Wednesday 11 December 2013

**Venue: Enfield County School, Holly Walk, Enfield EN2 6QG
(NOTE: Sangeeta Brown, Resources Development Manager - 07956 539613)**

Schools Members:

Maintained Schools:

Governors: Ms N Conway (Primary), Cllr I Cranfield (Primary), Mr B Grayston (Primary), Mrs J Leach (Special), Mrs L Sless (Primary), Mr T McGee (Secondary), Mr G Stubberfield (Secondary)

Headteachers: Mrs P Alder (Primary), Vacancy (Secondary), Mr B Goddard (Secondary), Mr G Lefley (Pupil Referral Unit), Mrs S Moore (Primary), Mrs P Rutherford (Secondary), Mr P Smith (Primary), Mrs P De Rosa (Special), Mr R Yarwood (Primary)

Academies: Mr M Lees, Ms R Stanley-McKenzie

Non-Schools Members:

Chair of Children's Services Scrutiny Panel

Cllr R Simbodyal

Early Years Provider

Mrs S Roberts

14-19 Partnership

Mr K Hintz

Teachers' Committee

Mr S McNamara

Assistant Director Education

Ms J Tosh

Head of Behaviour Support

Mr J Carrick

Observers:

Cabinet Member

Cllr A Orhan

Education Funding Agency

Ms B Pennekett

MEMBERS ARE INVITED TO ARRIVE AT 17:15 PM
WHEN SANDWICHES WILL BE PROVIDED
ENABLING A PROMPT START AT 17:30 PM

(Target time)
(17:30)

1. INTRODUCTIONS and APOLOGIES for ABSENCE

To note the withdrawal of Ms Sue Tripp from the Schools Forum as a Special School Representative and to welcome Mr Peter De Rosa as the new nominee to represent Special Schools.

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 (WHITE)

- (a) Schools Forum Meeting held on 16 October 2013 (*attached*)
- (b) Matters arising from these minutes

(17:40)

4. ITEMS FOR DISCUSSION (PINK)

- (a) LA Budget Consultation (2014/15) (*attached*)

(18:10)

5. ITEMS FOR DECISION (BLUE)

- (a) Additionally Resourced Provision (*attached*)
(b) Autism Provision – Update (*attached*)
(c) School Budget (2014/15) - Update (*attached*)
(d) Dedicated Schools Grant: Central Budgets (2013/14–2014/15) (*attached*)

(19:15)

6. ITEM FOR INFORMATION (CREAM)

- (a) Pupil Count- Impact of changes (*attached*)
(b) Pupil Places Strategy (*attached*)

7. WORKPLAN (*attached*)

8. ANY OTHER BUSINESS

9. FUTURE MEETINGS

- (a) Proposed Dates for future meetings
- 22 January 2014 – Venue to be confirmed
 - 5th March 2014 – To be confirmed
 - May 2014 – To be confirmed
- (b) Apologies for absence from the proposed meetings

10. CONFIDENTIALITY

To consider which items should be treated as confidential.

MINUTES OF THE SCHOOLS FORUM MEETING
HELD ON 16 OCTOBER 2013
AT ENFIELD COUNTY SCHOOL

Schools Members

Governors:	Mr B Grayston (Primary), Ms N Conway(Primary), Mrs J Leach(Special), Mrs L Sless (Primary), Mr G Stubberfield (Secondary), <i>Mr T McGee</i> (Secondary), Cllr I Cranfield (Primary)
Headteachers	<i>Mrs P Alder (Primary), Mr B Goddard (Secondary), Mr G Lefley (Pupil Referral Unit), Mrs S Moore (Primary), Mrs S Tripp (Special), Ms P Rutherford (Secondary), Mr P Smith (Primary), Mr R Yarwood (Primary),</i>
Academies	Mr M Lees, <i>Ms R Stanley-McKenzie</i>

Non-Schools Members:

Chair of Children's Services Scrutiny Panel	Cllr R Simbodyal
Early Years Provider	Mrs S Roberts
14-19 Partnership	<i>Mr K Hintz</i>
Teachers' Committee	<i>Mr Stuart McNamara</i>
Assistant Director Education	Ms J Tosh
Head of Behaviour Support	Mr J Carrick

Observers:

Member (Observer)	<i>Cllr A Orhan</i>
Assistant Direct, Commissioning and Com. Engagement	Ms E Stickler
Finance Business Partner	Ms J Fitzgerald
Resources Development Manager	Mrs S Brown
Resources Development Officer	Ms J Bedford

Italics denotes absence

1. **INTRODUCTIONS and APOLOGIES for ABSENCE**

Apologies for absence were received from: Ms Stanley-McKenzie, Mrs Moore, Mr Lefley, Mr Goddard, Mrs Alder, Ms Conway,

MEMBERSHIP:

Reported:

- (a) Following Mr Gow's retirement, Mr Stuart McNamara would be joining the Forum as a Teachers' Union Representative.

The Schools Forum welcomed Mr McNamara to the Forum and noted his apologies from the meeting.

- (b) Ms Janet Cullen had confirmed that she would be resigning as a member of the Schools Forum.

NOTED the membership of the Schools Forum was required to reflect the make-up of the pupil population.

Agreed to delay recruitment to this vacancy until the pupil number information was finalised following the Pupil Census.

Agreed: Mrs Brown

2. **DECLARATION OF INTEREST**

There were no declarations of interest.

3. MINUTES AND MATTERS ARISING FROM THE MINUTES

- (a) Schools Forum meeting held on 11 July 2013
Received and agreed the minutes of the meeting of the Schools' Forum held on 11 July 2013, a copy of which is included in the Minute book.
- (b) Commissioning Group Meetings held on 13 September 2013 and 10 October 2013
Received and noted the minutes of the meeting of the Commissioning Group held on 13 September 2013 and 10 October 2013.
- (c) Matters arising from these minutes
No matters arising from the minutes.

4. ITEM FOR DECISION

- (a) Responses to Consultation on School Funding Arrangements (2014/15)
Received a paper providing details on the Results of Consultation & Proposed Changes to the Consultation Document for Funding Arrangements for Schools and Academies (2014-15), a copy of which is included in the Minute Book.

Reported that the consultation document had been circulated according to timetable agreed by the Forum at their last meeting and only one response had been received to the proposals contained in the document. It was stated the reason for the low response rate may have been due to the short timescale for responding. Due to the low response rate, the report presented to the Forum was a summary of the proposals contained in the consultation document and the Forum was being asked to consider and agree the proposals contained in the report.

Noted:

- (i) The key driver of the Government policy was for as much funding as possible to be delegated on a per pupil basis.
- (ii) The primary pupil premium was increasing from £900 to £1,300 for primary schools but confirmation of the rate for secondary schools was awaited. The rate for children in care had been increased to £1,900.

It was questioned what was meant by one day or more for the funding criteria. It was stated that this change was to ensure any child who was in care irrespective of how long should be recognised for funding purposes. The funding would be allocated based on the information provided on the annual census.

It was confirmed that children in care were deemed to be those children looked after under a care order and they would continue to be under the care of the LA even if they were taken into police custody. Attached to the minutes is the DfE guidance related to this.

- (iii) The DfE had identified two key areas of change for the local funding formula: these were prior attainment and mobility. The current pupil data set had been used to consider the options available which would provide least turbulence and a 'best fit' at individual school level. The illustrative model attached to the report aimed to meet this requirement.
- (iv) The impact of the changes to prior attainment for primary schools would not be known until the Education Funding Agency provided the data set. The change in the criteria for secondary school to pupils who do not achieve level 4 in English or Maths meant far more pupils would attract this funding. It was stated that whilst more pupils would

attract the funding, the modelling indicated that this criteria should be retained in the local funding formula.

It was commented that the use of the assessment data for English based on pupils not achieving Level 4 in either reading or writing would also probably have a similar impact.

- (v) Whilst the changes to use of the mobility criteria would reduce the number of schools attracting this funding, it was proposed to continue to use the criteria because of the turbulence created by the movement in pupils.
- (vi) The Forum were asked to note that in order to facilitate the changes required, the unit rates for each of the factors may not be the same as the current year.

It was confirmed that the final impact of the formula changes would not be known until the data from the October Census had been received from the Education funding Agency.

- (vii) The use of the falling rolls factor was limited to Good or Outstanding schools. The Forum considered this to be an odd use of this factor as it was unlikely schools in this category would have falling rolls. It was stated that there were some secondary schools in Enfield effected by a significant drop in pupil numbers and needed to be supported whilst they recovered their pupil numbers. The regulations enabled the sector representatives on the Schools Forum to agree to support schools in financial difficulties. It was proposed that a local criteria be develop to support schools with a significant fall in roll.

It was questioned why these schools needed to be supported. It was stated that the current pupil projections were showing that there was short term drop in the pupil numbers at secondary but this position would change dramatically as the pupil growth experienced by the primary sector transferred to secondary. Therefore, to ensure there were sufficient secondary places, it was important to support these schools.

It was commented that the situation had been further exacerbated by the opening of new academies and free schools for secondary aged pupils within Enfield and also near the borough boundary. This was because the pupils at these institutions would have traditionally have gone to the existing Enfield schools now experiencing falling rolls.

It was questioned what was considered to be significant. It was stated, at this stage, the trigger for support had not been determined. If the Forum agreed with the principle of supporting schools in financial difficulties due to falling rolls then a criteria would be developed for the sector representatives on the Schools Forum to consider.

The Forum was informed that this proposal had been discussed at the meeting of the Commissioning Group and the group had considered it important to support schools in this position.

Clerks Note: Mr Hintz arrived at this point.

- (viii) The DfE had stated that they required that the level of school's contribution towards each exceptional needs pupil should be set at £6k. It was confirmed locally all schools received £12k as part of the lump sum and this was to support the first two pupils with exceptional needs and then if a school had more than two pupils with exceptional needs then the school would receive the full cost of the support agreed by the SEN Panel.

- (ix) There was a change as to how pupil numbers at a school with specialist unit were calculated for funding purposes. It was stated that the pupil numbers used to calculate the 2014/15 budget share for the main school will be the total number of pupils on roll as reported on the October 2013 Census less the number places agreed for the special unit.

Agreed to the proposals contained in the report.

5. ITEM FOR DISCUSSION

(a) Schools Budget 2012/13 Outturn Report

Received a report providing information on the Schools Budget revenue expenditure for 2012/13, a copy of which is included in the Minute Book.

Noted:

- (i) The Dedicated Schools Grant at the year-end resulted in a carry forward balance of £4.907m which included a departmental underspend of £975k.
- (ii) The Forum sought some clarification regarding the information relating to the cumulative resources contained in the table in paragraph 6.1. It was noted that there was an error in the table and agreed that a revised table would be circulated to the Forum.
- (iii) School balances had reduced in total and detailed analysis was the subject of the next item on the agenda.
- (iv) As part of the budget setting process for 2014/15, consideration would need to be given as to whether the accumulated balances of the Schools Budget should be used for any one-off purpose.

It was stated with the Government's intention to move to a national funding formula, it was still uncertain as to how the Government would do this and so unclear whether it would be a good strategy to delegate the accumulated balances to schools.

It was commented that there still needed to be a level of balances retained for unforeseen pressures and it was suggested that a percentage of the balances be considered for particular one-off allocations.

Agreed:

- (i) to receive the report;
- (ii) the table in paragraph 6.1 would be corrected and circulated with the minutes;
- (iii) the use of the balances carried forward from 2012/13 would be considered as part of the budget setting process.

Action: Mrs Fitzgerald

(b) Schools Balances and Recycling of Balances for Financial Year 2012/13

Received a report providing information on the balances reported by maintained Schools as at 31 March 2012, a copy of which is included in the Minute Book.

Noted:

- (i) The overall balances held by schools had reduced from £17.382m to £15.597m with the biggest reduction in the primary sector.

- (ii) The primary and special schools with balances above 8% and secondary schools above 5% had submitted returns to the Authority confirming their intended use of the accumulated balances. These returns had been analysed and were found to be in line with the agreed criteria as detailed in the Scheme for Financing. Therefore, it was proposed not to recommend any recycling of balances.

It was questioned how the analysis had been carried out to determine there would be no recycling and what prevented schools retaining high balances year on year. It was stated that the criteria as detailed in the Scheme imposed time limits for retaining balances for a particular purpose and this was tested as part of the analysis.

- (iii) The upper threshold for recycling balances would be reduced to 9% for primary and special schools and 5% for secondary schools for 2014/15.

Agreed to receive the report;

Clerks Note: Mrs Leach left at this point.

- (c) Schools Budget 2014/15: Update

Received a report providing information on the issues which would influence the Schools Budget for 2014/15, a copy of which is included in the Minute Book.

Reported an error in Paragraph 9 relating to the pupil premium: this should read: *'the primary rate was increasing to £1,300 per pupil'* and not £1,200 as in the report.

Noted:

- (i) the timetable for setting the budget was similar to last year. The DfE have stated that information about the Dedicated Schools Grant settlement and the final pupil data set would not be available until 18 December. Officers would use local indicative data from the October Census to begin developing the budget proposals for the Forum to consider at their meeting in December and report back to the Forum in January 2014 on any changes following the receipt of the funding and data from the DfE.

It was questioned whether the local data would provide an accurate budget position. It was stated that this process had been followed last year and it had been found to be fairly accurate.

- (ii) It was known that:

- the Dedicated Schools Grant settlement would be flat cash and there would be no inflationary increase;
- the transitional protection for 3-4 year old funding would cease.

It was questioned what was the transitional protection. It was stated that this was the change of funding 3-4 year olds to actual pupil numbers rather than providing protection and funding authorities a minimum of 90% of the pupil population.

There was some concern expressed that there would be no allowance for inflation. It was stated that if there was any headroom in the budget, then consideration may be given to using some of this for an inflation allowance. However, the Forum were asked to note the settlement would be a flat cash and the government's expectation was that schools would look to making efficiencies by reducing administrative costs.

- (iii) It was uncertain if any growth would be provided to support pupils with high needs as their places were not funded in the same way as the Schools block so not based on the October Census.

It was commented that there was growing pressure due to the large increase in the number of pupils with high level of SEN. It was stated as part of the budget planning consideration would be given as to how this need would be met in the coming year.

- (iv) It was questioned where schools were part of the primary expansion programme and there were delays in completing the work and the school was unable to set up their Management Information System in time for the October Census, would the Authority be able to put alternative arrangements in place for the collection of the data. It was stated as these were statutory returns, the schools were required to have a system in place to submit the return but this would be clarified.

Agreed:

- (i) to receive the report and the arrangements for developing the budget for 2014/15;
- (ii) the position on whether there were any alternatives other than the MIS for submitting the October Census data would be clarified;

Action: Ms Wilson

6. ITEM FOR INFORMATION

(a) Additional Resource Provision (ARPs)

Received information and a verbal update on the ARPs, a copy of which is included in the Minute Book.

Reported information was sent to schools inviting them to apply to lodge an initial expression of interest to host an ARP for Pupils with Social Emotional and Behavioural Difficulties.

Noted:

- (i) One school had expressed an interest. It was questioned from the discussions at the last meeting didn't the Authority need two so pupils didn't have to travel too far. It was stated this was the case but the number of ARPs was dependent upon schools hosting them and also the availability of funding to support them.
- (ii) There were many children in early years presenting with behavioural and challenging behaviour and the need for support for children's centres and early years setting. It was commented that there were also pre-natal issues for which preventative measures need to be put in place.
- (iii) The process for ARPs hosting and funding would be the subject of a report for the next meeting of the Forum.

Action: Mrs Tosh

(b) Letter to DfE – Schools with Falling Rolls

Received a letter sent by Andrew Fraser and Brian Grayston to the DfE requesting that the criteria for supporting schools with falling rolls be reviewed to include all schools and not just those categorised by Ofsted as Good or Outstanding, a copy of which is included in the Minute Book.

The Response to the letter was received at the meeting and read to the Forum and a copy is attached to the minutes.

Noted as discussed earlier during the meeting, this position was unacceptable and schools in this position needed to be supported.

Agreed a further letter be sent to the DfE to state their response was not supported by the Forum.

Action: Mrs Brown

7. WORKPLAN

Received the Workplan of the Schools Forum, a copy of which is included in the Minute Book.

8. FUTURE MEETINGS

(a) Date for the next meeting: Wednesday 11th December at 5:30pm – Enfield County School.

(b) Induction Training had been arranged for 13 November 2013 but it was noted no one was able to attend on this date and there was no request for an alternative date to be set.

Agreed if any member wanted any information on the role and responsibilities of the Schools Forum then they should contact Mrs Brown.

Action: Members

(c) Proposed dates for future meetings: 15/ 22 January 2014 – Venue to be confirmed

9. CONFIDENTIALITY

None of the above was regarded as confidential.

Schools Forum 16th October 2013

Agenda Item 5 (a): Schools Budget 2012/13 Outturn Report

At the meeting an error was noted in the table in Paragraph 6.1 of the report and Forum are advised to substitute the revised table below.

DSG Balances 2012/13

	£'000s
Unallocated DSG Balance carried forward 31/03/12	3,845
Plus earmarked project carry forwards	251
Total DSG Balance carried forward at 31st March 2012	4,096
Less: Allocation of balances to 2012/13 budget	(500)
Less: project carry forwards allocated 2012/13	(251)
Net DSG Balance brought forward 01/04/2012	3,345
Add: Underspend carried forward	975
Add: Earmarked project carry forwards	587
Total DSG Balance carried forward at 31 March 2013	4,907
Of which : Uncommitted DSG balance	4,320
Earmarked project carry forwards	587

Dear Resident,

Enfield Council is working hard to balance the 2014-15 budget and aims to freeze the Council Tax for the fifth year in a row, at a time of Government funding reductions as well as increasing demand for services and inflation.

As well as balancing the budget by doing more with less we have tried to reflect your priorities in our spending and in doing so we are pleased to say that we have had record breaking levels of satisfaction with Council services highlighted in an independent poll of residents of the Borough.

We are particularly pleased with the progress made on the Meridian Water development that paves the way for 5,000 new homes and 3,000 new jobs. In addition, £74m of rail investment in the transport infrastructure has recently been secured from the Mayor of London and Network Rail. This, coupled with the estates' renewal programme that includes Ladderswood, Alma and Highmead developments, means Enfield is making real progress in delivering additional and improved homes in settled communities and attracting investors to Enfield, creating employment for its residents.

Over the next three years the Council will continue to invest in our schools, in particular we will provide 4,160 additional primary places through the Primary Expansion Programme.

During the summer we also have seen the completion of a £3.4m refurbishment scheme funded from a Government grant to provide first class youth facilities at Unity Hub @ Craig Park youth centre in Edmonton. Young people were involved in the design and it is an absolutely fantastic building and facility.

The legacy of the Olympics has led to increased levels of young people engaging in active sport, increased membership at our local leisure centres managed by Fusion, expansion of sports and cultural activities for all of our communities and regeneration and employment opportunities within the cultural, leisure and sporting industries.

We are always interested in what services you feel are a priority for you and your family and would like you to complete the questions at the end of this section so that we can ensure that we take full account of your priorities when making decisions.

Cllr Doug Taylor
Cllr Andrew Stafford

Leader of the Council
Cabinet Member for Finance and Property

In last year's Budget Consultation we asked if you had any specific suggestions as to areas for further savings. We received many responses with the most common themes being:

– **Tackle benefit fraud**

We verify all benefit claims with other data held by Enfield Council as well as other Government agencies. We also investigate high risk claims using a cost effective risk based approach and work with the Metropolitan Police to identify and prosecute fraudulent claims. This has resulted in a number of successful prosecutions that include custodial sentences for some offenders.

– **Ensure everything is done to collect debt owed to the Council**

Enfield Council conducted a pilot scheme to target council taxpayers with high value arrears and the ability to pay. As a result Enfield increased the collection of debt by over £1m which was the highest in London and the 4th highest in England.

– **Review the level of staff numbers, pay and structures**

The national pay award for staff on National Joint Council conditions of service was capped at 1% with the exception of those staff paid the London Living Wage. The pay rates for middle managers and above were frozen for the fifth consecutive year. Car Mileage rates were reduced. The number of posts has been reduced and will continue to reduce over the next three years.

– **The need for Translation Services**

Enfield Council has changed the way that it provides translation services. This has achieved savings for the Council through not having its own service. It now has a partnership agreement with Newham Language Shop to supply translation and interpreting services.

– **Energy efficient street lighting**

Enfield has installed new technology that has reduced the borough's electricity consumption for street lighting by 42%.

In addition you prioritised your Council Services and top of the priorities were:

– **Road Maintenance**

During 2013/14, Enfield Council spent £8.35m implementing planned maintenance schemes to improve the condition of Enfield's roads, pavements and highway infrastructure - 18 kilometres of roads will have been resurfaced / reconstructed, 10 kilometres of pavement renewed, and a range of other minor improvements completed. Enfield has continued to provide an increased number of road and pavement repairs each month to deal with potholes and broken paving as well as planting 400 trees along Enfield's roads.

– **Street Cleaning**

Improvements in street cleansing have been achieved by using more sweeping machines, the development of Tidy Teams working in busy areas and ensuring fly-tips are cleared on the same day as we are told about them. Earlier this year residents across the Borough used the Residents Priority Fund to successfully bid for funding to enhance their street cleansing services. Work is also programmed

for later in the year to improve standards to the gateways into and out of the Borough.

– **Waste Collection & Recycling**

The Council completed the wheeled bin roll out in 2012 to all suitable properties. In 2012 officers secured £2.4m Government funding to offer the remaining kerbside properties an opt-in food and garden waste service where they were previously unsuitable and food waste collections from all suitable flats in the Borough. All properties suitable for wheeled bins now have them for refuse, recycling and mixed garden and food waste, and all suitable flats will have recycling and food waste collections by 2014. The success of the service can be seen with the streets having less litter. Recycling rates have increased to over 40% for the first time and all residents in suitable properties are able to recycle mixed dry recyclables and food waste. In addition there is an 88% satisfaction rate with the service, with Enfield having the highest recycling rate in the North London region.

– **Community Safety**

The Council has continued to work in partnership with the Police to reduce crime and improve residents feeling of safety. Our work around gangs and serious youth violence continues and we have seen a 35% reduction in serious youth violence for this year. Our proactive work around youth robbery has seen this fall to its lowest recorded level and has seen us recognised as best practice nationally and internationally for this work. We have also continued to deliver our “Call-in” project, with two more sessions held to persuade young people to quit gangs.

Recognising the impact of crime and community safety on public health, we are working in partnership to tackle those areas of concern, particularly around violence against women and girls. We are rolling out a pilot project to around half the GP practices in the Borough that will help us to identify and support victims of violence at an earlier stage, and thus help people to avoid it happening again.

We have continued to invest in CCTV to make Enfield safer, and have installed new cameras at several sites this year.

– **Social Care Services for Adults and Older People**

Adult Social Care services continue to deliver efficiencies whilst maintaining its core values of working to help keep people safe and delivering good quality services which give people more choice and control. Feedback from the people we work with rates us amongst the best in London (for more information on how we are doing see our local account at Enfield.gov.uk - Local account). We continue to speak with and listen to the people of Enfield in order to understand what our priorities should be, where we do well and what the areas for improvement are.

We continue to improve the quality and accessibility of information and advice about the things that matter to people most so that they can make informed choices. We have introduced technology for the monitoring of homecare services for our most vulnerable people to ensure they are getting the services they need. We are working with our partners in health to provide better preventative services by identifying those people potentially at risk at an earlier stage. More people are being supported through direct payments and breaks for carers. Our enablement service is working with more people to help them achieve independence and our

adult disability services are supporting more people than ever to obtain or sustain paid employment.

– **Public Health**

Local Authorities have a duty to promote the health of their population as detailed in the Social Care Act 2012. With effect from 1 April 2013 the Council has assumed contractual and financial responsibility for Public Health services including Health Checks, Sexual Health Services, School Nursing, Dental Health, Tobacco control and Drug and Alcohol Misuse services.

– **Children's Social Services**

Demand for social services to support Enfield's vulnerable children and families remains high and requires the vigilance of all professionals working directly with children as well as members of the community to ensure the safety of local children. A multi-agency safeguarding hub has been operational since October 2012 to respond to notifications of children who may come to harm unless support services are put in place to help parents to care for their children safely. This development has already helped many local families to prevent family difficulties from reaching crisis point. Where necessary, decisive action is taken by social workers and the police to ensure the immediate protection of children and to put in place plans which will keep children safe from harm in the future. These plans can range from the provision of family support services provided by the voluntary and community sector through to substitute care being provided for some children while others will need to be adopted.

The Financial Position

The Government's programme of reducing national debt and spending is now embedded into the Council's financial planning process. We continue to receive less funding from the government than their formula calculates us as needing. We are clear as to the level of Government funding in 2014/15 but the position from 2015/16 onwards is less clear. This uncertainty about the future funding makes the Council's medium term financial position difficult over the next four years. There are also continuous pressures on the Council in the form of price inflation and demographic changes.

The focus this year is primarily on the 2014/15 budget where there is certainty in funding levels. Enfield Council's Cabinet, on 13th November, agreed a package of savings totalling £3.35m for 2014/15 as part of the work involved to bridge the 2014/15 budget gap of £10.97m. These savings proposals will be introduced as soon as practicable in order to generate the savings as soon as possible.

Members and officers have now identified further savings set out below and will use these savings to bridge the budget gap. These proposals will be presented to and discussed at Scrutiny Panels during December and January. They will then be reported to Cabinet for approval.

The final package of savings proposals will be presented in the budget report to Council in February 2014.

Further Savings Proposals to bridge the 2014/15 Budget Gap.

Details	2014/15
Environment	£000's
Revised waste collection schedules.	(85)
Fleet efficiencies People Transport.	(125)
Grounds Maintenance contract efficiency savings.	(40)
Repairs & Maintenance efficiency savings.	(10)
Environment Savings	(260)
Finance, Resources & Customer Services	
Democratic Services- review of support to Housing governance.	(30)
Contract Renegotiation- Insurance Services.	(250)
Revenues & Benefits project budget savings.	(100)
Contract review savings in office services.	(195)
Administrative & restructuring savings across the department.	(339)
Revenues & Benefits – Improved income recovery.	(120)
Finance, Resources & Customer Services Savings	(1,034)
Housing, Health & Adult Social Care	
Reduction in employee budgets - Housing, Health & Adult Social Care .	(1,423)
Learning Disability Day Care procurement review.	(150)
Learning Disability – Care purchasing procurement efficiencies and continuing to implement a range of interventions including integrated working reviewing care packages to further reduce dependency and contain the on-going cost of care.	(700)
Mental Health - Care purchasing procurement efficiencies and continuing to implement a range of interventions including integrated working and reviewing care packages to further reduce dependency and contain the on-going cost of care.	(74)
Older People/Physical Disabilities-Care purchasing procurement efficiencies and continuing to implement a range of interventions including integrated working and reviewing care packages to further reduce dependency and contain the on-going cost of care.	(876)
Voluntary Organisations - review scope of services.	(115)
Care purchasing price & demand management savings.	(518)
Maximise income collection across department.	(150)
Housing, Health & Adult Social Care Savings	(4,006)
Regeneration, Leisure & Culture	
Savings from management review.	(290)
Regeneration, Leisure & Culture Savings	(290)
Schools & Children's Services	
Safeguarding & Quality Assurance restructure.	(29)
Training Programme efficiencies.	(100)
Commissioning savings.	(936)
Additional Management Review savings.	(45)
Small grants to Voluntary Organisations.	(88)
Traded Services review.	(75)
Joint Service for Disabled Children – efficiencies.	(50)
Review of Looked After Children's Services.	(50)
Schools & Children's Services Savings	(1,373)
Savings across the Council through the introduction of alternative funding arrangements.	(655)
Total	(7,618)

Do you have any comments in relation to the savings proposals set out above:

Please help us to understand your service priorities:
 Do you still agree with your service priorities from last year? Please rank your top three priorities 1(Highest) to 3(Lowest) using the table below (the thirteen categories are the same as last year).

	Ranking 1 to 3 (only 3 rows to be completed)
Children’s social services	
Housing Provision	
Community safety (excluding police)	
Environmental protection	
Schools and pupil support	
Leisure & parks	
Youth services	
Regeneration & planning	
Road maintenance, cleaning & lighting	
Library & museum services	
Voluntary sector	
Waste collection & recycling	
Adult social services & older people	

Do you have any suggestions for making savings or improving efficiency in any Council services.

So that we can understand the feedback geographically across the Borough, please tell us your postcode:

Please return this form to:
 FREEPOST NW5036
 4th Floor
 London Borough of Enfield
 Civic Centre,
 Silver St,
 Enfield,
 EN1 3BR
 You do not need a stamp. Thank You

Or e-mail:
Budget.consultation@enfield.gov.uk

by **30 January 2014**, with comments on the issues in this paper.

MUNICIPAL YEAR 2013/2014 REPORT NO. 17

MEETING TITLE AND DATE:
Schools Forum – 11 December 13

REPORT OF:
Director of Schools & Children's Services

Contact officer and telephone number:
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Item: 5A

Subject:
Additionally Resourced Provision (ARP) in Enfield

1. EXECUTIVE SUMMARY

This report provides a briefing on the Additionally Resourced Provision (ARP) in Enfield.

2. RECOMMENDATIONS

To note and agree to proposed changes contained in this report.

3. Background

Enfield has a long history of funding schools over and above their 'normal' funding allocation to develop additional provision for CYP with SEN/AEN – This includes Nurture Groups (over 25 years), Speech and Language Units, Place to Be and an increasing range of Inclusion Resource Bases(hearing impaired, ASD, behaviour, visually impaired) and Special Schools Outreach provision. The current range of provision is considerable as is their remit and the needs of the pupils within them. We now have over 30 schools that receive some level of additional funding (see attached provision map).

Over time the LA and in some cases the schools themselves had established procedures, protocols and funding formulae but these were not consistent across the whole range of the provision.

In addition some of the ARP had their own exit/entry criteria with individual and specific operational and clear monitoring procedures whereas in some cases these are controlled by the LA or non-existent.

There was no overarching LA framework for this provision and no consistent way of judging effectiveness in terms of impact and/or value for money.

Developing ARP is a strand of the SEN/ Inclusion Strategy and is seen as key in particular aspects of meeting need:

1. Early intervention
2. Increasing mainstream schools' capacity to meet need
3. Facilitating links/support between special schools and mainstream
4. Freeing up spaces in special schools for those with the greatest need
5. Reducing the numbers of CYP going to O/B provision

4. External evaluation

There have been a number of external evaluations of ARPs. The majority have focussed on Nurture Groups. These have included Ofsted Reports, The National Strategy and Reviews commissioned by the LA.

5. ARP review

The most recent review was at the request of Headteachers and Colleagues. Three of the thematic groups were involved in agreeing the review. As the majority of ARPs are funded via DSG, It concentrated on Nurture groups and the Inclusion Resource Bases and only touched on Speech and Language Units. The School's Forum decided that no further ARPs would be set up until the findings of the review had been agreed and acted upon. Following the review a steering group was set up to respond to the recommendations.

This work was mapped out by a conference and several consultation meetings with Headteacher groups. It was led by an ARP steering group which reported to The Early Intervention and Well Being Thematic Group on a termly basis. This group is now in the process of being re-organised and it is intended that it will focus on SEN/AEN pupils and will lead the development and implementation of the new SEN/Inclusion Strategy as the current strategy expires this year.

It was agreed there needed to be:-

- A clear definition of what ARPs were and what they were expected to achieve
- Agreed protocols and procedures across all ARPs
- Published Monitoring guidelines and procedures against clear expected outcomes
- Service level agreements personalised to each ARP and signed by LA HTs GBs
- Transparent and shared funding arrangements.
- Support and training opportunities for ARP staff
- Headteacher Network/Forum

6. Progress Update

- 6.1 Operational Guidelines and procedures** produced and shared with all HTs with ARPs (copy attached). This document contains an agreed definition of ARPs in Enfield and has monitoring guidelines attached as an appendix
- 6.2 The monitoring process** is currently being trialled – Nurture groups already have an agreed process and this was used as the baseline of the ARP process to ensure consistency.
- 6.3 Service Level agreements** are in the process of being drawn up that are individualised for each ARP. It is planned that all of these will be in place for the new year.
- 6.4 Funding Arrangements** are currently being reviewed as part of the new budget for 2014/15. This will ensure that ARPs are funded according to the new national funding arrangements. In order to comply with the new process ARPs will be funded using the pupil place model as the places are determined by the LA via the SEN panel. Nurture groups meet the needs of pupils on the mainstreams schools' role and will be funded as commissioned provision.

(A paper to be tabled to show current funding and proposed changes .First Headteacher network meeting held and update letter sent to all ARP HTs.

7. New developments

- 7.1 Special School Satellite** – This model has been developed in response to the increasing need for provision for Autism in Enfield. The pupils remain on the role of the special school and staff are employed and trained by the special school. However the partnership is planned to benefit the host schools in terms of additional expertise and support provided by the satellite provision. The first satellite ARP is being piloted between Durants Special School and Winchmore Secondary School
- 7.2 New ARP for behaviour** - The Bowes/ Chesterfield Federation met the criteria for the new ARP for Behaviour and it is hoped that they will admit pupils after Easter.

Appendix 1 – provision map

RESOURCES BASES & INCLUSIVE RESOURCES

Eastfield & Debohun Primary (Complex Needs) - 8 places each
 Chesterfield Primary (Complex Needs) - 10 places
 Bowers Primary (Autism) - 6 places
 Galliard Primary (Autism) - 10 places
 Suffolk & Houndstfield Primary (Language Units)
 - 14 places each at KS1, 8 places at Suffolk's for KS2
 Birmsdown Primary (Hearing Impairment) - 10 places
 Chase Secondary (Complex Needs) - 10 places
 Broomfield Secondary (ASD/Aspergers) - 10 places
 Lea Valley High Secondary (Language Unit) - 10 places
 Caterhatch Junior School (SEBD) - 8 places
 Highlands Secondary (Hearing Impairment) - 10 places
 Edmorton County Secondary (SEBD) - 10 places

EARLY INTERVENTIONS

16 Nurture Groups
 53 Tiger Teams
 25 Lass Groups
 Early Years Social Interaction (EYSI)
 Pre-School Support, Early Support and
 Foundation Stage support Team
 10 schools with Place 2 Be
 Chevrots Children's Centre

VOLUNTARY SECTOR LINKS

Enfield Children & Young People's Services
 Enfield Parents and Children
 Enfield Disability Action
 Our Voice, Enfield NAS

Enfield SEN Inclusion Strategy Provision Map As at June 2010

SOCIAL AUTHORITY & MAINSTREAM SUPPORT

Joint Service for Disabled children
 Chevrots
 School Improvement Service and Learning Consultants
 SEN Primary & Secondary Consultants
 Behaviour Support Service (Primary & Secondary)
 Secondary Tuition Centre
 Training & Development
 EPS & CAMHS
 Special School Funding Model
 Access Initiative
 SEN Inclusion Steering Group
 SEN & Complex Issues Panels
 Delegated funding for classroom support & resources
 Monitoring & support from LA Advisors
 Special assistants for personal/medical care
 Home & hospital tuition
 Outreach from special schools
 Link Eps

SPECIAL SCHOOLS

Aylands—Mixed day school for pupils aged 7—16 with emotional and behavioural difficulties. Offers the National Curriculum. 38 places.
 Durants—Mixed day school for pupils aged 4—19 with complex learning needs including ASD. 16 – 19 pupils with ASD only. Curriculum framework that focuses on the ECM 5 outcomes. 95 places.
 Oaktree—Mixed day school for pupils aged 7—19 with complex needs and some SEBD broadly linked to their learning. Developing a resource base for in-reach/outreach for pupils with SpLD. 95 places.
 Russel House—Mixed day school for pupils aged 3-11 with ASD. Accredited for Early Bird Training. Provides outreach and training to other Enfield Schools. 77 places.
 Waverly—Mixed day school for pupils aged 3—19 with severe, profound and multiple learning difficulties. Some pupils may have additional physical and medical needs. School has inclusion team which supports children both in the school and the wider community. 110 places.
 West Lea—Mixed day school for pupils aged 5—19 with a range of complex needs and provision for autistic pupils with specific areas of ability. Offers the national curriculum and Year 11 entry to GCSEs. 95 places.

Additionally Resourced Provision (ARP)

Policy, Operational Procedures and Service Level Agreement

January 2013
Version 1

Additionally Resourced Provision (ARP)

Policy, Operational Procedures and SLA

The following policy and procedures sit alongside the Enfield SEN Inclusion Strategy and the Policy and Procedures document for Nurture Groups.

1. DEFINITION

Additionally Resourced Provision (ARP) is an umbrella term covering a wide range of provision where the Local Authority (LA) commissions resources over and above those allocated to all schools and settings. This is in order to promote inclusion and to increase the LA's capacity to meet the needs of pupils with Special Educational Needs / Special Educational Needs and Disability / Additional Educational Needs (SEN(D)/AEN). The current range of provision includes Nurture Groups, Inclusion Resource Bases, Hearing Impaired Resource Bases, Special Schools Outreach Services, Social and Emotional Behaviour Development (SEBD) Provision and Speech and Language Units. Additional types of provision which would fall within this definition may be developed over time.

There may also be other types of provision which could be considered to be an ARP, such as Place 2 Be, which a school may choose to develop and fund.

ARPs may operate to different models. In most instances a school will be both an ARP Host – i.e. the ARP will be located on the school premises and be the Pupil's Home School – i.e. the pupil will be on their roll. The one school therefore retains responsibility for both the pupil and the operation of the ARP.

In a few instances, namely some language or satellite provision, the pupil may be on the roll of one school and attend an ARP at another or an ARP located at one school may be managed by another (Satellite). Responsibility for the pupil and the management/operation of the ARP will therefore be split. This is explored in detail later in this document.

2. PRINCIPLES

All ARPs will:

- increase the capacity of the LA to meet the needs of pupils with SEN(D)/AEN
- be allocated according to agreed and transparent procedures
- have clear, measurable outcomes
- have agreed lines of accountability
- be regularly reviewed in terms of the child or young person's (CYP) progress
- enable identified pupils to access mainstream education and receive their entitlement to full time education
- be part of 'whole school' provision and as such be embedded within the individual schools' policies and procedures
- increase the skills and expertise of all staff within the setting
- where appropriate have agreed and published admission criteria
- be expected to participate in the sharing and dissemination of good practice
- promote and seek to work in partnership with parents, pupils, professionals and the school community.

3. PURPOSE/AIM OF THE ARP

- 3.1 To raise achievement for identified children and young people by providing specific, clearly targeted additional resources in an inclusive mainstream setting.
- 3.2 To support pupils with SEN(D)/AEN and offer differentiated access to the mainstream curriculum so that they can participate in school life and prepare for a positive future.

4. DESCRIPTION

All ARPs will have a Service Level Agreement (SLA) which defines their specific arrangements, funding and admissions criteria. This will be signed between the LA and the Chair of Governors and will be reviewed and agreed on an annual basis.

The SLA will address the following headings:

- Admissions criteria
- Admission authority
- Governance
- Areas of need/disability
- Numbers of pupils
- Age range
- Staffing ratio and qualifications/training
- Non-school based support (therapies, Educational Psychology (EP) time etc.)
- Specific accommodation/environment/resources
- Annual funding agreement

5. FUNDING

- 5.1 Government changes to the funding of schools will have a specific affect on the future funding of ARPs. Modelling of local arrangements is taking place and final decisions are anticipated during the spring term 2013. It is expected that there will be an in principle move from a "lump sum" allocation for the ARP to a "place plus" allocation as part of the school funding reform.
- 5.2 It is anticipated that ARPs will receive base funding of £10,000 per place. The difference between the cost of the place and the base funding will be provided as a "top up" for each place that is filled. A vacancy factor is being considered to support schools that may have vacant places during the year.
- 5.3 The SLA of the individual ARP will contain the accurate funding information in respect of the agreed specific provision. This will be an open and transparent arrangement which will be reviewed annually.
- 5.4 The additional funding will be fully delegated and form part of the total budget share of the school. The Governing Body will determine how the specific service level agreement will be met and will be held to account by the particular funding authority.

6. REFERRAL PROCEDURES

- 6.1 Where the LA is the admissions authority all referrals will go through SEN Panel. Views will be sought from the Headteacher, the Inclusion Manager/SENCO team and (when appropriate) the school's Educational Psychologist (EP) and relevant therapists in collaboration with the parents and the class teacher. Where appropriate and possible transition plans will be made between primary and secondary provision from year 5.
- 6.2 A range of supporting evidence for the referrals will be made using the agreed paperwork through Panel procedure.
- 6.3 If the ARP is enhanced provision within a particular school, and is only offered to pupils already on the school's roll, eg. a Nurture Group, the referral criteria will be specified, documented and agreed as part of the SLA and be made available to parents.

7. ENTRY/INDUCTION PROCESS

- 7.1 Each school will be responsible for drawing up, reviewing and implementing their own entry/induction process. They must share this with staff and parents to ensure consistency of understanding and provision for vulnerable pupils.
- 7.2 Parents/Carer agreement to the placement is essential.
- 7.3 The composition of each ARP will need to be considered regularly to review and take account of specific needs and the balance of the group.

8. ARRANGEMENTS FOR REVIEW OF PUPIL PROGRESS

- 8.1 The Home School (the school at which the pupil is on roll) is responsible for the ongoing monitoring and tracking of pupils' progress. This will include tracking in line with that carried out for all other pupils. In addition to this specific targets will be set with regard to the ARP in relation to the specific identified needs of the pupil.
- 8.2 Progress of pupils will be reviewed regularly with parents in line with school and statutory procedures. The Home School will be responsible for organising these reviews and, where it applies, liaising with the Host School (the school where the pupil attends the ARP) to ensure appropriate progress or other information is shared. If it is considered appropriate for the Host School to hold a separate review meeting with parents the Home School will be invited to participate.
- 8.3 Dates for reviews will be set at least and communicated at least one month in advance and shared with all partners so that relevant professionals are given the opportunity to contribute or attend. Consultations with the EP and other involved professionals will be arranged as appropriate to facilitate monitoring of progress in meeting ARP targets. All paperwork will be circulated at least two weeks prior to the meeting.
- 8.4 When a pupil has a statement the Home School will also be responsible for carrying out the statutory annual review of the statement.
- 8.5 Pupil progress data will form a key part of any internal/external review of the ARP.

9. REINTEGRATION/EXIT PROCESS

- 9.1 When a Host school considers a pupil is at the point of reintegration into mainstream provision the Host school, in liaison with the Home school, will prepare the appropriate papers for Panel to consider and agree this.
- 9.2 Reintegration for a Statemented pupil will be an item for consideration and discussion at the Annual Review meeting.
- 9.3 Reintegration for a non-statemented pupil will be considered at key stage transition and/or other appropriate points.
- 9.4 Reintegration will be determined through consultation with school staff, ARP staff, parents/carers, EP and other professionals as appropriate.
- 9.5 Once reintegration has been agreed the Host School will be responsible for liaising with the Home School, parents and relevant professionals to provide a transition package which will ensure the successful reintegration of the pupil.

10. PARENT/CARER LIAISON

- 10.1 Establishing positive links with and supporting parents/carers is an essential part of the ARP approach and they will be consulted at all steps in the process. Parents/carers may be offered an annual review and/or be invited to transition meetings regardless of whether their child has a statement.
- 10.2 Staff working in the ARP will set up frequent formal and informal opportunities to communicate with parents/carers.
- 10.3 The Headteacher of the Home School will be responsible for dealing with any complaints from parents/carers concerning the ARP. Where the ARP is hosted elsewhere these concerns/complaints will be raised with the Host School for comment/resolution. Complaints that remain unresolved will be referred through the Home School's normal procedures.

11. ARP GOVERNANCE AND MANAGEMENT ARRANGEMENTS

See Glossary for definitions.

- 11.1 Overall responsibility for the day to day management and governance of the ARP will be with the ARP Host School. How this will be delegated will be different according to the individual nature of the ARP. Different arrangements may be agreed in the case of Satellite provision.
- 11.2 The Governing Body of the Home School, where the pupil is on roll, has the primary responsibility for governance in relation to the pupil.
- 11.3 The LA will facilitate the setting up of the steering group/management committee arrangements for ARPs. These will link ARPs into specified groups which could be provision or funding led e.g. Nurture Groups - Nurture Group Steering Group. The LA will review the grouping/management arrangements regularly to ensure they are effective and meet the needs of the ARPs.

12. MONITORING AND REVIEW OF PROVISION

All ARPs will be subject to regular monitoring and evaluation processes.

12.1 ARP Self Review

The ARP Host School or the Satellite Provider will complete an annual monitoring proforma, see Appendix 3, based on the content of its SLA. This will include information on how the additional funding has been spent, tracking data and good practice. Where there are Home and Host School arrangements, mainly language and Satellite provision, there is an expectation that both will contribute to the review.

12.2 Local Authority Annual Review - Intervention and Support Strategy

Provision for pupils attending an ARP will be monitored and recorded as part of the school's Annual Review, carried out by the School Improvement Adviser (SIA) (see the LA's Intervention and Support Strategy). This will apply to a school which hosts an ARP, for the Home School of a pupil attending an ARP elsewhere and for the provider of Satellite provision.

Outcomes of all School Annual Reviews will form part of an Annual Performance Report to elected Members.

12.3 LA based/Thematic Review

There will be a rolling programme of external reviews, carried out by LA Officers/Peers (see roles and responsibilities), on a thematic/provision basis. The review will focus on the ARP Host School or Satellite provision but will require input from the pupil's Home School.

The purpose of the review will be to

- establish that schools are adhering to the agreed Operational Procedures and Service Level Agreement document
- support school self-evaluation of the quality of ARP in school settings and across the LA as a whole
- support the work of the steering group / management committee in determining the strategic development of ARP in Enfield

Monitoring will be two year cycle and measured against the monitoring framework, see Appendix 4.

The findings of the reviews will be fed back via an annual report to

- School's Forum or appropriate subgroup
- Any other strategic/funding group e.g. Place 2 Be or Health

12.4 External Evaluation process

External evaluation could include Ofsted or academic research. Findings from the evaluation will be fed back to the LA and may, subsequently, form part of a future LA or Thematic Review.

13. ROLES AND RESPONSIBILITIES:

13.1 LOCAL AUTHORITY STAFF

Role of the LA School Improvement Officer, SEN Teaching and Learning Consultants (Secondary and Primary) and the EYSI Manager

- Facilitate the Steering / Management meetings
- Provide support to ARP staff
- Organise and co-ordinate ARP specific training
- Take the lead and disseminate good practice across the LA
- Broker support and partnership working between specialist services e.g. outreach services and ARPs
- Carry out regular monitoring and reviews

Role of the Principal Educational Psychologist

To ensure that the Educational Psychology Service (EPS) has a nominated educational psychologist (EP) to:

- act in a liaison role with all EPs working in ARPs,
- liaise with LA School Improvement staff, SEN Teaching and Learning staff and/or EYSI Manager
- participate in and contribute to steering group/management committee meetings

Role of the School Educational Psychologist

The school's Educational Psychologist working in schools with Home School or Satellite ARP provision will provide support to pupils and staff through:

- attending regular meetings with the headteacher/Inclusion Manager and ARP staff, if required
- offering regular consultations and be involved in the identification of pupils for admission into the ARP, their reviews and re-integration programme
- contributing to alternative action plans where reintegration is not appropriate.

13.2 SCHOOL BASED AND ASSOCIATED STAFF

Role of the Headteacher

The Headteacher, with respect to ARP provision, has overall responsibility for all pupils on the school's roll whether they attend an ARP on the school site or on another site.

Where a pupil is attending an ARP hosted by another school the Home School headteacher is required to liaise with the Host School headteacher.

The Host School headteacher is responsible for the following **except** in the case of Satellite provision where these responsibilities lie with the headteacher of the Satellite provider school or are shared (as indicated) and will be agreed between both headteachers:

- appointment of ARP staff, in liaison with the LA
- oversight of the curriculum planning, monitoring and pupil progress within the ARP
- management of ARP staff as a members of school staff
- ensuring that the ARP staff participate in the school's agreed appraisal/performance management procedures
- ensuring that ARP staff are given opportunities for continual professional development in line with the requirements of their job description
- operational management of the ARP including the arrangements in the case of ARP staff absence and ensuring Health and Safety procedures are followed in accordance with the school's policy. (shared responsibility)
- ensuring that the ARP operates within the guidelines of the school's Policy Statement on equal opportunities and SEN Policy documents. (shared responsibility)
- ensuring that the LA annual return are completed as required for ARPs as appropriate
- ensuring that a senior manager within the Host or Satellite Provider school attends Steering Group meetings
- meet with the school EP to review and plan as necessary

Role of the School SENCO/Inclusion Manager

This will be specific to and managed by the Host or Satellite headteacher (as agreed) with respect to the wider needs of the school but must be in line with the SLA or other agreed ARP guidance.

The statutory requirements in relation to any pupil with a statement, including transition, will be the responsibility of the Home School SENCO/INCO.

Role of the ARP Teacher and ARP Assistant/s

Individual job description will be drawn up by the Host or Satellite school and be made available for the LA based/Thematic Review.

Process for Setting up an ARP

All ARP provision should be predicated on “Need” along with the best use of limited resources, particularly at a time when these resources are reducing.

Consultation with all relevant partners – schools, health, voluntary sector, parents, etc. - will take place as part of the process for developing any new or removing any existing provision.

1. Identification of Additional Provision to meet Need

The need for additional provision may be identified through a range of mechanisms including LA Reviews, school information, SEN Panel, data analysis – local and national, parental views, etc.

The LA, through the mechanism of the Schools Forum, will determine and propose additional ARP requirements and the area(s) of Need which they will address.

2. Identification of Funding

Sources of funding to provide additional ARPs will be identified and may be sought via the following:

- Schools Forum
- External funding or grant schemes
- New National funding arrangements
- A school’s own resources

3. Identification of Location

A transparent bidding process will be communicated to all schools which will include eligibility criteria and the application and assessment process. Any application must be supported by the Governing Body.

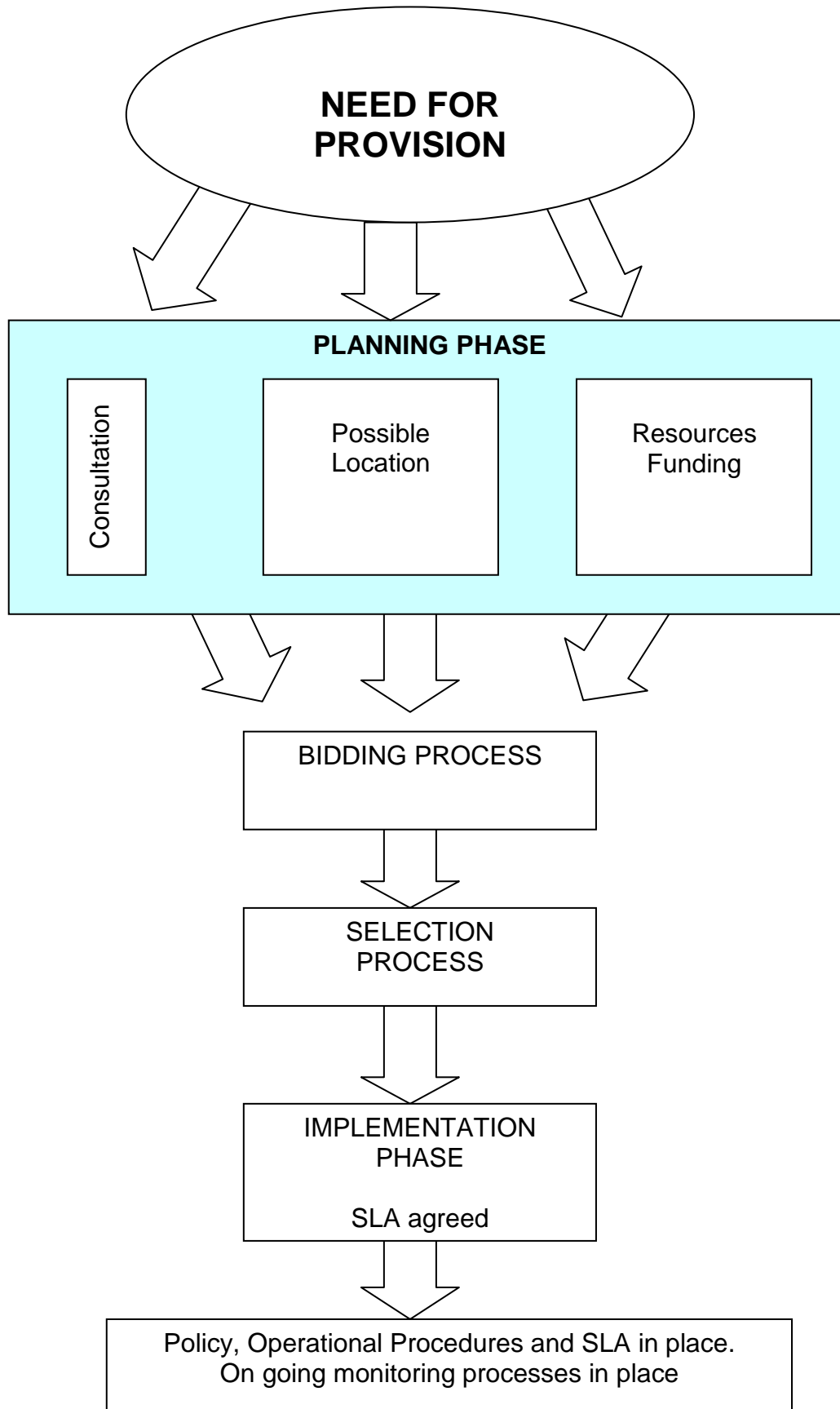
4. Selection Process

The selection of the location/provider will involve key stakeholders including Schools Forum, Thematic Groups, SEN Team, headteachers, LA officers, Health services and the voluntary sector.

5. Implementation

An implementation plan will be agreed and a Service Level Agreement signed between the LA, the headteacher and Chair of Governors.

Process for Setting up an ARP



Additionally Resourced Provision Service Level Agreement

All ARPs will have an individual Service Level Agreement (SLA), see proforma template below, which will describe the specific provision under the following headings.

- Areas of need/disability
- Number and age range of pupils
- Admissions criteria and induction processes
- Admission authority
- Pupil tracking and monitoring arrangements
- ARP Monitoring arrangements
- Staffing ratio and qualifications/training
- Additional Non-school based support (therapies, Educational Psychology (EP) time etc.)
- Specific accommodation/environment/resources
- Funding agreement
- Governance

The SLA will be negotiated initially between the school and the LA with the final agreement being signed by the Host School headteacher (and the headteacher of the Satellite provider where appropriate), Chair of Governors and the Director of Schools and Children's Services.

This SLA will be reviewed annually and amendments to and/or arrangements for the removal of the ARP will be jointly agreed. This will ensure that pupil's needs are met and any change of placement is properly planned and agreed through the SEN Panel process.

The SLA will be used as the basis for monitoring and performance management of the provision. Any agreed actions for improvement will form the base of an action plan and a timeline for delivery will be agreed by all parties.

Service Level Agreement for an Additionally Resourced Provision
 between
London Borough of Enfield Council - Schools and Children's Services
Department
 and
Name of school:

Year

This Service Level Agreement (SLA) has been drawn up between London Borough of Enfield Council's (LBE) **Schools and Children's Services Department** and **XXXX School**. It formalises the arrangements between the two parties in respect of the Additionally Resourced Provision (ARP) as set up and funded by the local authority and located at **XXXX School**.

Scope of the Agreement

This SLA relates solely and exclusively to the operation and function of the ARP.

Type of Provision

The ARP is specifically for the purpose of making provision for Early Years/Primary/Secondary/Key Stage* aged pupils identified as having **XXXX** need resident or eligible for schooling in Enfield. It will serve the needs of pupils across the borough, working in the same way as other Enfield ARPs. This means that it will operate in the same way as other ARPs with regard to the LA being the Admissions Authority, there being no restrictions with regard to the admission of pupils for whom it is intended, particularly those who SEN Panel identify require such a facility.

Purpose

The purpose of the ARP is to make the following additionally resourced provision within a mainstream school setting as part of the authorities SEN Inclusion Strategy aimed at supporting pupils with specifically identified Special Educational Needs.

It is agreed that **XXXX School** will meet the needs of these pupils through their inclusive practice, making whatever arrangements the school, in consultation with the LBE, considers appropriate and effective but making full use of the additional resources delegated to them for this purpose.

Review

All schools hosting an ARP are required to complete an annual Self Review based on the content of this SLA – see Appendix 3 of the Policy, Operational Procedures and SLA document.

The ARP will be subject to other reviews as set out in section 12 of the Policy, Operational Procedures and SLA document.

*delete as appropriate

Name of School	
ARP Areas of need /disability	
Number of Pupils	
Age Range of Pupils	
Admission arrangements	All Admissions will be through the recommendations of the SEN Panel with the LA acting as the Admissions Authority.
Governance	The Governing Body of the Host School / Satellite provider will have responsibility for the governance of the ARP. The Governing body of the Home School of the pupil has the primary responsibility for governance in relation to the pupil.
Entry/Induction process	The school will be responsible for drawing up, reviewing and implementing their own entry/induction processes. These must be shared with staff, parents and, where appropriate, pupils.
Pupil Tracking and Monitoring	The pupil's Home School, ie. the school where the pupil is on roll, is responsible for monitoring progress of pupils attending the ARP and setting specific targets in line with their attendance at the ARP.
Pupil Annual Review	The Pupil's Home School will be responsible for carrying out an annual review of the pupil's progress and advising parents. In the case of a statemented pupil the Home school will also be responsible for carrying out the statutory review of the statement.
Reintegration arrangements	All pupils entering the ARP should do so with the aim of eventual reintegration and plans should be put in place to enable this to happen. When the Host school considers a pupil is at the point of reintegration back into mainstream the Host school, in liaison with the Home school, will prepare appropriate papers for the SEN Panel to consider and agree this.
Staffing Ratios	The ARP should have staff ratios as follows xx teaching xx non-teaching staff The Host/Satellite School will be responsible for ensuring the provision of sufficient, appropriately qualified and experienced staff. The Host/Satellite School is and will remain their employer.
Staff Qualifications, Training and CPD	The Host/Satellite School is responsible for ensuring staff receive all appropriate training and have current, suitable qualifications and experience. It will also provide the supervision and performance management/appraisal.
Additional Non-School Based support	The following additional Non-School Based support will be provided to support the ARP over and above the provision for all schools. Examples here could include EPs, SALT staff, Health specialist
Accommodation / environment	The school will provide suitable accommodation to meet the size of the cohort and needs of individual pupils. It will also be responsible for the provision and replacement of resources.
Funding agreement	The school will receive
Notice to cease	In the event that any party wishes to terminate the SLA written notice must be provided XXX months/terms prior to this coming into effect. Once Notice has been given there will be a period of negotiation to agree closure. The needs of the pupils must be paramount in any decision and agreed termination must allow sufficient time to place pupils receiving the provision at that time through the SEN Panel process.

Monitoring	<p>The ARP will potentially be subject to a number of different review processes as laid out in Section 12 of the LA Policy, Operating Principles and Service Level Agreement document.</p> <p>All ARPs will be required to provide an annual Self Assessment. Notice will be given of borough reviews which will take place over a two year period.</p> <p>The purpose of the review will be to</p> <ul style="list-style-type: none"> • establish that schools are adhering to the agreed LA Policy, Operational Procedures and Service Level Agreement document and their individual SLA • support school self-evaluation of the quality of ARP in school settings and across the LA as a whole • support the work of the steering group / management committee in determining the strategic development of ARP in Enfield <p>Monitoring will be two year cycle and measured against the agreed monitoring framework.</p> <p>The findings of the reviews will be fed back via an annual report to</p> <ul style="list-style-type: none"> • School's Forum or appropriate subgroup • Any other strategic/funding group e.g. Place 2 Be or Health
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Additionally Resourced Provision Annual School Self Evaluation

School	
Type of ARP Provision	
Academic Year	

ARP Staff

ARP Teacher	
ARP Assistant	
School EP	
Others	

Staff completing the Review

Headteacher	
Date	

This form should be returned to Una Archer, School Improvement Service, 7th Floor, Civic Centre or electronically to una.archer@enfield.gov.uk by (date to be advised)

Additionally Resourced Provision Annual School Self Review

With reference to the ARP Policy, Operating Procedures and SLA Guidelines and the school's own SLA please assess how your school is performing against the 7 assessment areas. Please also provide a financial summary of how the additional resources have been used.

1. Whole School Management and Staffing
Issues you may wish to consider in your evaluation response include - How well are you managing the ARP? Are you following the LA guidelines with respect to management, staffing and training? Is there reference to the ARP in whole school policies? What role do outside agencies play?
2. Attendance
Issues you may wish to consider in your evaluation response include – Is there a clear timetable understood and adhered to by all? Are routines for collection from/and or working with mainstream working? Is there good record keeping?
3. Assessment and Resettlement and Evaluation
Issues you may wish to consider in your evaluation response include – Are all records up to date? Do all new pupils have placement records and an induction process? Are regular observations carried out and recorded? Are reintegration plans reviewed regularly? Is pupil progress tracked and how do you use this information? Is this shared with parents, pupils, home school? Do you receive regular updates from other agencies? Are assessments carried out regularly and are these recorded?
4. Environment
Issues you may wish to consider in your evaluation response include – Is the environment suitable and conducive to learning? Is attendance good? Is there a positive relationship in the ARP? Are boundaries clear, understood and enforced?
5. Curriculum and Activities
Issues you may wish to consider in your evaluation response include – Are there sufficient appropriate resources? Are pupils receiving a broad and balanced curriculum according to their needs? Are pupils given sufficient opportunities to progress?

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6. Strategies and Systems

Issues you may wish to consider in your evaluation response include – What strategies and systems to you have in place? Do pupils receive praise? How are parents/carers informed when a pupil receives praise? Is there a clear reward and boundary system and do pupils understand it?

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7. Sharing good practice

Issues you may wish to consider in your evaluation response include – what opportunities are there for ARP staff to share good practice across the school, the community or wider?

--

Other comments

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Use of Financial Resources

Please provide a financial assessment identifying the additional resources the school has been allocated for the provision of the ARP and how they have been used to run the ARP. Please indicate if the school has also used other funding. A separate spreadsheet may be attached.

--

Headteacher	
Chair of Governors	



**Additionally Resourced Provision
Monitoring Framework and Visit Record**

School	
ARP Provision	
Overall Assessment:	

Staff participating in the Review

Headteacher	
SENCO	
School EP	
ARP Teacher	
ARP Assistant	
LA Officer(s)	
Others	

Date	
------	--

ARP Monitoring Framework

Monitoring visits are a joint process between the ARP Host (and Satellite Provider) School and the local authority (LA) to ensure that the provision is operating according to the principles under which it was established and that pupils are receiving the most appropriate provision.

Expected Outcomes

- To establish that all schools with an ARP are adhering to the agreed Policy, Operational Principles and Service Level Agreement (SLA) and its own SLA
- To support school self-evaluation of the quality of the provision in school settings and across the LA as a whole
- To support and inform the work of the LA including the Schools Forum, and steering group/management committees for ARPs, ARP Commissioning groups.
- To influence future provision and funding decisions

Frequency

- 1 monitoring visit per 2 year cycle
- Date to be agreed with school in advance

Process

Information will be collected through

- Observation
- Interviews
- Analysis of records
- Analysis of performance data

Documentation

- ARP Policy, Operational Principles and Service Level Agreement
- Host ARP Service Level Agreement
- Previous Review information, recommendations etc.
- Performance data and other relevant documentation on pupil progress
- Evidence from other professionals (including pupil Home School where applicable)
- Feedback from parents and/or pupils

Format of Review

- Meeting(s) with headteacher /SENCO/Inclusion Manager/ARP staff
- Observation of ARP session
- Audit of records
- Verbal feedback to headteacher and ARP staff

Record of Visit

- Written summary of visit to headteacher and Chair of Governors
- Overall findings will be reported to the steering/management group and will form part of the annual report to the Schools Forum
- A summary of the visit will be provided to the school's SIA, Head of School Improvement and the Assistant Director. Summarised information may also be shared with elected members.

Assessment/Judgement

- The ARP will receive an overall judgement and, where appropriate, recommendations in line with the LA School Intervention and Support Strategy on the following basis
 - Level 1 – self improving ARP
 - Level 2 - requires initial intervention and support to improve
 - Level 3 – requires intensive support to improve

Action Plan for Development, Improvement or Support

- Any areas of agreed development, improvement or support will form the basis of an Action Plan, with agreed timescales, to be drawn up by the ARP.

Area and Standards	Evidence	How Monitored	
A Good ARP.....			
1. <u>Whole School Management and Staffing</u>			
Is operating in line with the LA ARP Policy and Operational Guidelines and the terms of its SLA	Senior Managers and ARP staff are aware of the Guidelines and terms of their SLA and can demonstrate their procedures and practices are in line with this.	Discussion Financial records	
Is located clearly within the policies and structures of the school.	Reference to the ARP in behaviour, inclusion and special needs and other policies.	Discussion	
Takes full account of whole school policies and is fully considered in the whole school development plans and Annual Review.	There may be an additional policy relating to the ARP ARP team work regularly with the SMT and mainstream colleagues to review school policies The work of the ARP is explicit in the school's SEF and/or other evaluation documentation.		
Is staffed appropriately according to the SLA with a minimum level of one full-time, experienced teacher and a full time assistant of whom at least one has completed current, appropriate training	Staff have completed training relevant to the ARP ARP staff are never required to cover for absent colleagues The group does not run with temporary staff Visits by other pupils and adults are carefully planned	Discussion	

Area and Standards	Evidence	How Monitored	
A Good ARP.....			
Is staffed by adults who have and promote a positive attitude towards parents/carers of all pupils and encourage their involvement in activities supportive of the ARP programme	Feedback from parents about their perceptions of the ARP and how well they feel listened to. Parents/carers are regularly invited to join in for ARP activities. Staff support parents in non-contact times. Staff provide ideas/equipment for adult/child activities at home. Staff support parents to develop appropriate management and interaction strategies.	Discussion	
Encourages multi-agency approaches to support pupils and parents	Staff in the ARP regularly discuss and support referrals to outside agencies. Staff liaise directly with outside agencies where appropriate and support interventions wherever possible.	Evidence of outside agency involvement	
<u>2. Attendance</u>			
Has a clear, agreed pattern of attendance whereby pupils attend the ARP full time or for substantial and regular sessions	Timetable is clear. Arrangements and procedures for transport are sufficient, clear and appropriate. Evidence that full time provision is appropriate.	Description of how the group operates Attendance records	
Offers placements /provision appropriate to the pupil's specific needs	Individual pupil records Performance/profile scores Minutes of termly admission and review meetings	Evidence of assessment	
<u>3. Assessment, Reintegration and Evaluation</u>			

Area and Standards	Evidence	How Monitored	
A Good ARP.....			
Ensures that where appropriate pupils attending the ARP remain members of a mainstream class, they register with them when appropriate and attend selected activities.	Shared planning and target setting Regular admission and review meetings Clear communication between ARP and mainstream staff.	Copy of IEP/LSP Description of how communication takes place	
Has clear induction, monitoring, evaluation and reintegration processes with the aim always being to return the pupil to full-time mainstream provision.	Clear induction and resettlement procedures Profiles are completed on entry and exit Use of observation schedules/records to identify progress with behaviour, use of language, social interaction skills Individual reintegration plans exist with clear targets, strategies and responsibilities identified and reviewed Individual pupil records	Who has final say on attendance in the ARP? Examples of observations completed. Records of reintegration discussions	
Is monitored and evaluated as to its effectiveness in promoting the positive social, emotional and educational development of each pupil.	Pupil targets are clearly linked to assessment areas to be developed Use of all other available information and reports e.g. parental and pupil's views, EP and other agency reports etc. Tracking evidence of progression with social, emotional, behavioural and educational and other targets Tracking evidence of educational progression and achievements, including attainments following re-settlement and as they progress through education. Collection of parental and mainstream staff's views of pupil's progress	Copy of pupil's profile Tracking data Home school views Pupil views Parental views	

Area and Standards	Evidence	How Monitored	
A Good ARP.....			
Ensures that the pupil's needs are fully identified, assessed and appropriate provision has been made	Use of observation schedules/records to identify additional needs following admission.	Copy of pupil's profile	
<u>4. Environment</u>			
Supplies a specific, earmarked space and relationships appropriate for the type of provision and identified needs of the pupils	Room/space provides opportunities for learning experiences appropriate to the age and needs of the pupils. Appropriate mechanisms for recording progress. Planning reflects how pupil's learning is understood developmentally. A variety of stimulating activities are planned around individual needs with evidence of adult flexibility to respond to pupil's needs in the here and now. Positive relationships between adults and pupils in which adults show interest in and enthusiasm for developing their learning needs The National Curriculum is explicitly interwoven into all learning experiences.	Observation of room. Timetable Planning.	
Provides a warm, welcoming and educational environment where pupils are accepted and valued.	Emphasis on sharing social experiences Pupils' attendance and time keeping is seen to be good and/or improving Predictable and stable daily routines are known and understood by pupils. Appropriate praise/reward is offered and pupils are encouraged to value the efforts of others as well as their own	Attendance information. Boundaries are set and understood	

Area and Standards	Evidence	How Monitored	
A Good ARP.....			
<u>5. Curriculum and Activities</u>			
Ensures that the requirements of current National Curriculum guidance and legislative requirements are fulfilled.	<p>Joint planning with appropriate staff</p> <p>Planning records indicate good knowledge of individual attainments and set appropriate challenges</p> <p>Classroom resources and routines allow for frequent incidental reinforcement of basic skills.</p> <p>A thematic approach is taken to the curriculum that starts with pupil's direct experience and immediate environment</p> <p>Evidence of both adult and pupil led activities</p>	Example of curriculum planning	
Provides opportunities for social learning through co-operation in a group with an appropriate mix of pupils.	<p>School routines and rules and social and conversational behaviours are explicitly taught and reinforced in small incremental steps</p> <p>Individual and group planning accommodates the level of support required by each pupil at that time and builds in opportunities for challenge that enable progression in the application of skills</p>	Observation	

Area and Standards	Evidence	How Monitored	
A Good ARP.....			
<u>6. Strategies and Systems</u>			
Offers support for pupil's positive emotional, social and cognitive development at whatever level of need the pupils show, by responding to them in a developmentally appropriate way	Pupils are praised explicitly for all achievements Pupils are not criticised for inconsistencies in their performance Staff are able to help pupils regulate their more extreme emotional responses Staff provide experiences which challenge the pupil's specific difficulties Staff model good relationships	Observation Reward systems	
Places an emphasis on communication and language development through intensive interaction with adults and pupils	The emotional literacy of all is supported and developed Adults are skilled at actively listening to pupils. Pupils engage adults through conversation rather than behaviour. Opportunities to model good practice are built into the ARP routines.	Observation	
<u>7. Sharing Good Practice</u>			
Shares good practice across the school and wider professional networks	All staff have an understanding of the work of the ARP and jointly plan for pupils as part of whole school development. Mainstream staff have the opportunity to work with ARP pupils and staff. ARP staff have opportunities to contribute to or seek help from professional support or networking.	Discussion	

Area and Standards	Evidence	How Monitored	
A Good ARP			
<u>Other Information/Evidence/Resources</u>			

GLOSSARY AND DEFINITIONS

AEN	Additional Educational Need
ARP	Additionally Resourced Provision
CYP	Child(ren) and Young Person/People
DSG	Dedicated Schools Grant
EP	Educational Psychologist
EYSI	Early Years Social Inclusion
IEP	Individual(ised) Education Plan
IM	Inclusion Manager
LA	Local Authority
LSP	Learning Support Plan
SEBD	Social, Emotional and Behavioural Difficulties
SEN(D)	Special Educational Need (and Disability)
SENCO	Special Educational Need Coordinator
School EP	School/Link or Allocated Educational Psychologist
SLA	Service Level Agreement
<p>Types of ARP – definitions (these may be amended or develop over time) In most instances a school will be both an ARP Host – i.e. the ARP will be located on the school premises <u>and</u> the Pupil’s Home School – i.e. the pupil will be on their roll. In a few instances, namely some language or satellite provision, the pupil may be on the roll of one school and attend an ARP at another or an ARP located at one school may be managed by another (Satellite).</p>	
ARP/Pupil Host School	The school at which the pupil is receiving additional support/provision. This could be full or part time provision. The Host school has responsibility for the governance and management of the provision
Pupil Home School	The school at which the pupil is on roll. The headteacher and governing body retain responsibility for the pupil.
Satellite ARP / Provider	An ARP run and managed by one school but hosted on the site of another. Day to day management of the provision is agreed and shared, governance lies with the Satellite provider.
Reviews	
All pupils	Schools will monitor and track the progress of all pupils and regularly report this to parents in an appropriate format.
Pupils with Statements	All pupils with a statement must have an Annual Review of the continued appropriateness of the content of the statement, their needs, provision, placement and progress. The Home School is responsible for organising this and ensuring parents and professionals are part of the review. Where possible the views of the pupil should be ascertained.
School Annual Review	All schools will receive a School Annual Review , carried out by the School Improvement Adviser, as described in the School Intervention and Support Strategy. Where a school hosts or provides a Satellite ARP this will form part of its School Annual Review. Where a pupil attends an ARP elsewhere the Home School retains responsibility for monitoring the progress of the pupil and this should be reported in the Home School’s Annual Review.
ARPs	See section 12

MEETING TITLE AND DATE:
Schools Forum – 11 December 13

REPORT OF:
Director of Schools & Children's Services

Contact officer and telephone number:
Jenny Tosh
E-mail: jenny.tosh@enfield.gov.uk

	Item: 5b
Subject: Autism Provision – Update	
Wards: All	

1. EXECUTIVE SUMMARY

This report provides a briefing on the need for additional provision for Autism.

2. RECOMMENDATIONS

The Schools Forum is asked to consider and agree to:

- a) Prioritising DSG SEN funding carried forward from last year for the development and support of Children & Young People (CYP) with autism who are not having their needs met. This would include the possible funding for a LA advisory specialist post for Autism;
- b) The ARP funding allocated for the primary satellite provision be used to increase the Russet House outreach provision to support CYP in mainstream at primary schools.
- c) The growth fund being used to develop temporary provision for autism
- d) A second secondary satellite provision be funded for September 2014.

3. CONTEXT

- 3.1 The Current SEN/Inclusion strategy identified in 2011 that meeting the needs of pupils with Autism and Emotional Behavioural Difficulties were our main priorities to support the increasing numbers and complexity of need. It is clear that that position remains the same in 2013 and that demand continues to rise (See information attached in appendix A). Autism is a particular concern and even though we have increased the amount and quality of provision and expertise in both mainstream and special settings, we are faced with a growing number of young people with complex needs and their families who need more than just a mainstream placement and who need urgent support.

4. CURRENT ISSUES

- 4.1 There is an increasing number of primary aged pupils (approx. 30) mostly Reception , Years 1 and 2 who are exhibiting high levels of need, some who are in mainstream schools but some who are not in any provision yet. The feedback from mainstream schools is that they need help, that they do not feel that they can cope and the placements are at risk of breaking down. The parents are saying that they want something different and are in many cases becoming desperate. The number of places at Russet House have been increased to meet the growing demand and although is now full, the School has agreed to take additional pupils this year.
- 4.2 As approach secondary transfer for 2014 approaches, the current information shows that the numbers of leavers in Year 6 from Russet House are double the number of places available at Durants. In addition, there are Year 6 pupils in mainstream whose needs cannot be met in mainstream secondary schools
- 4.3 There are 3 Additionally Resourced Provision (ARPs) that are specifically designated to take CYP with a diagnosis of Autism and high levels of needs that often means they have limited access to

the mainstream curriculum. Other ARPs also have high numbers of CYP with Autism. They need more specialist support and training.

- 4.4 There are increasing numbers of referrals for support for secondary aged pupils with Autism who are exhibiting mental health difficulties as they go through puberty and make the transition into adulthood.

5. PROPOSED ACTION

Following recent discussions together professionals from schools, schools and children services and relevant health services the following actions have been proposed:

- 5.1 The data indicates the long term need for more specialist provision. The LA is now in the process of putting together a business case to develop an additional school for 100-150 places. The exact format and organisation of this has not been decided as it will depend on possible funding streams;
- 5.2 There is an urgent need to develop some emergency / short term specialist provision and support for the numbers of primary pupils without appropriate placements. Currently, LA officers are working closely with Russet House and Durants Schools to prioritise those most at risk of losing their school place.

It is proposed that Schools Forum agree to:

- the funding that had originally been agreed to set up a primary satellite provision for Autism be used to extend the remit of Russet House's Outreach Service so that they can specifically work with this group of young people to meet their needs and support their current settings.
 - In addition, LA Officers work with schools to identify possible locations for this provision. Any pupils that would be placed in this provision would need to have clear progression routes identified as we cannot risk them being without a permanent school place. The funding of this provision would need be identified and agreed by Schools Forum in the same way as funding is for bulge classes or temporary expansions;
 - a new ARP being opened from September 2014 to urgently provide an immediate solution to address the shortage of secondary specialist places projected for 2014. A number of parents of children with autism are becoming increasingly anxious about secondary transfer. This solution would provide a temporary solution for this year and would again feed into the longer term need for new permanent specialist provision;
- 5.3 The success of the above proposed development requires the collaboration and effective partnership working between the Council, Schools, Health and Voluntary Organisations and much has been achieved already. It is important to build on the many examples of good practice and develop a coherent strategy that supports our children and young people in all settings and at all stages of their learning and development journey. The co-ordination of the above work will require a considerable amount of additional time and expertise and the Council is now looking to set up an Advisory team for Autism that can move this agenda forward. The Schools Forum is asked to support the establishment of a specialist advisor post to support all Enfield schools and settings.
- 5.4 With the Forum's agreement to the above proposal, there will be a clear strategy of supporting children and young people with autism and the financial implications of these proposals will be prioritised into the Schools Budget and will be the subject of a further report at a future meeting of the Forum.

Autistic Spectrum - Enfield Maintained Schools

	January Census Numbers				
	2009	2010	2011	2012	2013
Primary Need					
Primary	147	207	206	226	239
Secondary	79	85	84	90	107
Special	134	151	172	180	198
Secondary Need					
Primary	8	8	9	12	12
Secondary	7	8	4	2	4
Special	3	4	4	11	12
School Roll					
Primary	25943	28692	28659	29461	30337
Secondary	21747	20566	16812	15652	15531
Special	473	471	500	511	529

	January Census Percentages				
	2009	2010	2011	2012	2013
Primary Need					
Primary	0.57	0.72	0.72	0.77	0.79
Secondary	0.36	0.41	0.50	0.58	0.69
Special	28.33	32.06	34.40	35.23	37.43
Secondary Need					
Primary	0.03	0.03	0.03	0.04	0.04
Secondary	0.03	0.04	0.02	0.01	0.03
Special	0.63	0.85	0.80	2.15	2.27
Total Autistic Spectrum Disorder					
Primary	0.60	0.75	0.75	0.81	0.83
Secondary	0.40	0.45	0.52	0.59	0.71
Special	28.96	32.91	35.20	37.38	39.70
All	0.78	0.93	1.04	1.14	1.23

2010 Academy figures not included for Oasis Enfield and Oasis Hadley

2011 Academy figures not included for Oasis Enfield, Oasis Hadley, Kingsmead and Cuckoo Hall

2012 Academy figures not included for Oasis Enfield, Oasis Hadley, Kingsmead, Cuckoo Hall and Enfield Grammar

Pupils with ASD as the primary need with statements maintained by Enfield by year group

PUPILS WITH STATEMENTS OF EDUCATIONAL NEEDS MAINTAINED BY THE ENFIELD LOCAL AUTHORITY WITH PRIMARY NEED OF ASD BY YEAR GROUP						
Year Group	2008	2009	2010	2011	2012	2013
Pre-School	8	5	3	0	8	3
Reception	19	18	16	16	19	17
Year 1	13	26	25	28	26	32
Year 2	18	17	33	24	32	27
Year 3	22	19	21	34	28	34
Year 4	13	24	21	24	37	29
Year 5	13	13	22	27	25	33
Year 6	12	14	13	22	29	26
Year 7	11	11	14	14	25	29
Year 8	8	11	11	14	14	25
Year 9	4	8	11	12	15	15
Year 10	6	5	9	11	14	17
Year 11	4	6	5	11	15	14
Year 12	0	3	4	5	9	12
Year 13	2	0	3	5	3	9
Post 18	0	1	0	3	1	1
Total	153	181	211	250	300	323

Percentage of statemented pupils with ASD as the primary need

Date	Jun-08	Jun-09	Jun-10	Jun-11	Jun-12	Jun-13
ASD	153	181	211	250	300	323
Total Statements maintained by Enfield	1349	1325	1286	1310	1350	1355
Percentage of ASD	11.34%	13.66%	16.41%	19.08%	22.22%	23.84%

MUNICIPAL YEAR 2013/2014 REPORT NO. 19

MEETING TITLE AND DATE:

Schools Forum – 11 December 13

REPORT OF:

Director of Finance, Resources & Customer Services

Contact officer & telephone number:

Jayne Fitzgerald 020 8379 7171

E mail: Jayne.Fitzgerald@enfield.gov.uk

Item: 5c

Subject:

Schools Budget 2014-15 - Update

Wards: All

1. EXECUTIVE SUMMARY

The government funding settlement for 2014-15 has not yet been announced and is expected on 18th December. A draft budget has been prepared based on initial projections of Dedicated Schools Grant (DSG) and estimated census data; this is subject to the actual settlement and dataset in order to finalise allocations. Further reports will be presented to Schools Forum early in 2014 to agree the application of the DSG for 2014-15, including finalisation of the Schools Funding Formula, to enable the timely submission of the funding pro-forma to the DFE.

The report seeks the agreement, by phase, to the de-delegation and pooling of funding to deliver some central services and to the growth fund for 2014/15.

2. RECOMMENDATIONS

(a) The Schools Forum is asked to:

- (i) Note the draft budget position for 2014-15 and the contents of this report;
- (ii) Agree the following recommendations as detailed in paragraphs 3.5.2 to 3.5.4:
 - A. Continuation of the growth fund for 2014/15 at a cost of £1.8m (para 3.5.2).
 - B. Continuation of central provision of 14-16 Practical Learning Options in 2014/15 by pooling budget totalling £111k (para 3.5.3)
 - C. To create a fund for schools with falling rolls through the delegation and de-delegation of a contingency sum. A further report will be brought to Schools Forum in January to confirm the contingency sum for 2014/15 (para 3.5.4)

(b) The Schools Forum sector representatives are asked to agree to the continued de-delegation in 2014/15 of the services detailed in paragraph 3.5.1 Table 3 at the rates set out in the table.

3 Draft Schools Budget 2014/15

3.1 Information outstanding

Census data: The 2014/15 DSG and DfE data sets based on the October 2013 census will not be announced until mid-December and the assumptions built into this report have

been based on the Local Authority's own estimated data from the October 2013 census records. An initial schools budget has been calculated using estimated October 2013 pupil numbers. The profile for the factors used in the funding formula has been based on the October 2012 dataset. As previously reported the unit rates may need to be revised once confirmation of the 2014/15 DSG and October 2013 datasets have been received. The final position on the unit rates to be used in the funding formula will be reported back to Forum for agreement at the meeting in January.

High Needs: The DfE has indicated there will be some changes to the methodology for calculating the 2014-15 DSG allocation for the High Needs Block. These will be announced as part of the general DSG announcements just before Christmas. This uncertainty makes it more difficult at this stage to estimate the High Needs Block allocation for next year. The final High Needs DSG figure is not expected to be announced until March 2014

Two Year Old funding: The two year old free entitlement was introduced from September 2013/14 for the least advantaged children. In the Autumn Statement, the Chancellor announced a further expansion to around 260,000 places nationally from 2014. The expansion of the eligibility will be phased, so that 20% of two year olds will be eligible for the entitlement in 2013, and 40% in September 2014. The DfE have indicated that for Enfield this may equate to an increased target of 3000 places from 1st September 2014, however this number will not be confirmed until the settlement data is received. For 2014/15 funding will continue to be related to the target number of places which could result in a one off budget saving if this number of places is not achieved.

3.2 Pupil Number Data

In order to produce a draft budget pending the release of government datasets, our own census data and data recorded and estimated in relation to early years providers has been summarised.

Table 1 below shows the movement from October 2012 pupil numbers to October 2013 based on our own census data. The table shows that whilst early years and primary pupil numbers are increasing, there is again a decline in secondary pupil numbers.

Primary numbers continue to increase but the rate of increase has reduced: Between Oct12 and Oct13 the increase was 551 compared to 1326 between Oct11 and Oct12.

Secondary numbers continue to decrease and the rate of decrease has increased. Between Oct12 and Oct13 the decrease was -372 compared to -72 between Oct11 and Oct12

Table 1: Pupil Number Data

Sector	Census October 2012	Census October 2013	Variance
Early Years*	3,235	3,345	110
Primary	28,967	29,518	551
Secondary	17,505	17,133	-372
Total	49,707	49,996	289

*Early Year numbers based on estimated net numbers funded for DSG in 2013-14 and 2014-15

3.3 Estimated DSG and Budget Pressures

Table 2 below shows the estimated DSG for 2014/15 and potential budget pressures. It should be noted that this is a draft budget position based on the information currently available and this will be revised as soon as any outstanding information is confirmed.

Table 2: Estimated DSG and Budget Pressures

2013/14	£'000
Latest Allocation from DfE	290,629
Estimated EY Adjustment for Jan 2014	233
Estimated Total Funding 2013/14	290,862
2014/15 Estimated DSG	
Early Years (3-4 Year Olds)	13,204
Schools (5-15 Year Olds)	241,952
High Needs (assumed at 2013/14 levels)	29,597
Two Year Old funding	9,029
Total Estimated DSG	293,782
Estimated Variation in DSG	2,920
Known Pressures:	
Demographic Changes:	
Schools	56
Early Years - 3 and 4 year old provision	640
Two Year Old places	1614
Growth fund –additional contribution to fund	20
Rates - revaluations and inflation (3.2%)	180
Total known pressures	2,510
Total Surplus in Budget	410

Assumptions in Table 2 should be noted as follows:

- DSG allocations will be 'flat cash' based on 2013-14 rates which in were previously based on 2012-13 expenditure levels
- Schools Block element of DSG has been based on indicative pupil numbers data from the October 2013 census and will be revised when the DfE dataset is received in December. The profile for the factors used in the funding formula has been based on the October 2012 dataset.
- Early Years Block element of DSG has been based on estimated numbers in PVI and Maintained settings for January 2014 and January 2015

- Two Year Old Funding: Estimated DSG is based on the indicative target places of 3000 and budget requirement on a maximum of 2000 places. This will be reviewed when the final data is available and may result in a narrowing of the headroom.
- Reception Uplift – The DSG allocation includes funding for ‘reception uplift’ which is the increase in the number of reception pupils on roll between the Oct and Jan Census. This adjustment is made a year in arrears. In our 2013-14 DSG allocation we received funding for 170 pupils (increase Oct11 to Jan12). In 2014-15 we estimate that we will receive funding for 32 pupils (increase Oct 12 to Jan13). The increase is much lower as more provision was available in September 2013 to meet pupil demand. This results in reduced DSG funding of £0.717m in 2014-15
- Transitional Protection for three year old funding ended in 2013-14 resulting in reduced DSG funding of £1.259m in 2014-15.

Pressures

Known pressures have been included in Table 2:

- Demographic Changes
The Local Authority is required to fund schools for the increase in pupil numbers in all settings. The estimated cost including Primary Schools, Secondary schools, Early Years Provision and Special Schools provision is approximately £696k which includes the full year effect of primary pupil growth and special school places.
- Growth Fund
As part of the new funding arrangements a growth fund was established in 2013/14 with the agreement of the Schools Forum to continue to provide funding to schools expanding due to pupil growth. The methodology has been reviewed in year and some minor changes were agreed by Schools Forum at the October 16th meeting. The estimated cost of funding pupil growth in 2014-15 on this basis is £1.8m, a small increase of around £20k on 2013/14.
The Growth Fund can only be used for the purpose of supporting growth in pre 16 pupil numbers to meet basic needs. Any under spend on the growth fund has to be distributed in school budget shares the following year.
- Rates
The Schools Funding Regulations require Local Authorities to fund the cost of rates on an actual basis. The inflationary increase in rates for 2014/15 is estimated to be 3.2% which equates to approximately £115k. A further pressure of approximately £65k has been identified in respect of revaluations, giving a total pressure of £180k.

Risks

The report has identified some areas which are currently not confirmed and therefore remain as potential risks, e.g. funding for High Needs. Expenditure forecasts are currently being updated in view of the implementation of the new regime from September 2013 and this may also result in currently unidentified pressures.

In relation to the two year old funding allocation, work is on-going in developing the extended two year old entitlement and the latest estimate for 2014-15 indicates that the funding required is less than the potential funding within the DSG releasing around £2.5m. This is one off headroom and depends upon the final settlement and confirmation of funding forecasts. As the scheme is progressed and more places are paid for this headroom will reduce. With effect from 2015-16 it is anticipated that the funding allocation for two year olds will be based on participation so this level of surplus is unlikely to

continue beyond 2014/15. This will result in a considerable pressure in the overall budget that will need to be addressed.

3.4 Use of Reserves

Once the outstanding information is available and the final budget position has been confirmed it may be appropriate to utilise a proportion of the accumulated DSG reserve of £4.3m.

3.5 Services provided by the Local Authority from de-delegated budgets and pooled budgets

3.5.1 De-Delegated services

Under the Schools and Early Years 2012 regulations certain services can be provided centrally if the schools forum, on behalf of the maintained schools in a phase, gives agreement to the de-delegation of part of their budget to fund the service. This approval for de-delegation is required on an annual basis. It should be noted that academies are not required to agree to this process, but may buy back services from the Local Authority from their allocated budget share.

It is proposed that the following services continue to be centrally maintained on the basis of economies of scale and consistency in support across the Authority. It should be noted that each service can only be centrally supported if sufficient levels of service are de-delegated.

Table 3: De-delegated services 2014/15

Budget	Sector	Total Budget	Allocation per pupil / FSM *
		£	£
Licenses & Subscriptions	Prim & Sec	97,960	2.10
Free School Meals Eligibility	Prim & Sec	69,770	5.51
Maternity	Prim	253,180	8.58
	Sec	81,300	4.75
Staff Advertising	Prim & Sec	13,920	0.30
Primary Pool	Primary	16,870	0.57
Union Duties	Prim & Sec	82,620	1.77
Public Duties	Prim & Sec	1,990	0.04
Library & Museum Services	Prim	20,670	0.70
Long Service Awards	Prim & Sec	4,930	0.11

Budgets will be delegated on a per pupil basis with the exception of the Free School Meal Eligibility assessment budget which will be allocated on FSM eligibility. The per pupil allocations shown above are based on indicative data from the October 2013 census and will be revised once the DfE dataset has been received but the changes are expected to be minimal. The maximum level of de-delegation per pupil is £14.58 per pupil secondary and £19.68 per pupil primary which is low compared to other local authorities. Benchmarking data for 2013-14 indicates that the national median is £40 per pupil.

It is recommended that budgets for all items remain at 2013-14 levels for 2014-15 with the exception of Licences and Subscriptions where the budget has been increased by £40k to reflect the actual cost of the DfE recharge for the licences (Copyright Licencing

Agency and Music Publishers Association). This funding was provided centrally in 2013-14 after agreement by Schools Forum in January 2013 so is not a growth item.

3.5.2 Growth fund

As noted above the estimated cost of funding pupil growth in 2014-15 based on the methodology previously agreed by School's forum is £1.8m and Forum are also asked to agree the de-delegation of this sum in 2014/15.

3.5.3 14-16 Practical Learning Options: In 2013/14 Schools Forum agreed the de-delegation of £111k to provide this service centrally. Under the 2012 regulations this service cannot be provided through de-delegation, however in order to continue to provide this service centrally Schools Forum are asked to agree instead to pool budgets to the same amount of £111k.

3.5.4 Contingency Fund for Schools with Falling Rolls: Forum previously agreed to establish a fund to support schools with falling rolls. In order to establish this fund it is necessary to delegate and de-delegate the proposed funding as a contribution to contingency. Agreement is requested to the principle of creating a fund through this process and the actual amount to be allocated will be reported back to Forum in January for final agreement.

a) It is recommended that the sector representatives agree to the continued de-delegation in 2014/15 of the services detailed in Table 3 at the rates set out in the table.

b) It is also recommended that Forum agree to:

- i) The continuation of the growth fund for 2014/15 at a cost of £1.8m.**
- ii) Continue funding the central provision of 14-16 Practical Learning Options by pooling budget of £111k in 2014/15.**
- iii) Create a fund for schools with falling rolls through the delegation and de-delegation of a contingency sum.**

4 Other Schools Funding

4.1 Pupil Premium

The DfE have announced that in 2014/15 the primary rate will increase from £900 to £1,300 per eligible pupil. Information about the secondary rate has not yet been formally announced but it has been indicated that it will be only an inflationary increase and not in line with the primary rate increase. Initial indications are that this may result in a secondary rate of £935 per pupil in 2014/15. On 1 October 2013, the DfE published a press release rate announcing that Looked after Children would receive £1,900 per pupil.

4.2 Sixth Form Funding

Sixth form funding – Details of the 2014/15 post 16 funding arrangements are yet to be released with the national funding rate yet to be agreed by the DfE. The Education Funding Agency have committed to continuing the funding methodology introduced for the 2013/14 allocations. Decisions relating to the funding rate and the application of formula funding protection will determine individual allocations.

Learner number statements will be released in January 2014.

School Improvement and ICT

Total DSG Funding £585k

School Improvement Service – Core offer funded in part by DSG - £515,000

The core services are provided by a number of teams in school improvement. The money received from the DSG funds a large proportion of this work. This includes:

- Early Years Support
- Cross Phase support for Primary, Secondary and Special Schools
- Direct Curriculum Support for Literacy, Numeracy and Science
- Direct Advice and Support for children and young people with additional needs
- School Improvement Advisor for all schools
- Support with HT performance management
- Intensive leadership support
- Reviews of Governances in schools that require them.

The core service provides support and advice to all schools re:

- Any external assessment of schools
- Leadership and management concerns including governance
- The quality of teaching and learning
- The quality of provision and the breadth of the curriculum offer to all.

In order to deliver the above, the service to broker and commission additional expertise during as required. This is co-ordinated and quality assured centrally (this may be from schools or external providers)

- All schools will have a School Improvement Advisor who will provide the elements of the SIP role that schools valued and ensure that information regarding levels of support needed are fed back to SIS so that support can be provided or brokered in proportion to identified need.
- All schools receive core subject support.
- All schools will have access to the data dashboard as appropriate to each setting.

Core funding

The following list is the activities that have taken place:

- SIA visits to all schools x 2 as a minimum.
- Primary Headteacher briefings termly.
- Attendance at HT phase conferences
- In school training
- Supported School reviews
- Pre ofsted support
- School based Governor trainings
- Recruitment support senior staff and headteacher in schools

- Lilac training
- National training/dissemination events
 - New Ofsted
 - New curriculum
 - KS1 and KS2 Moderation
- Rapid response for schools various issues.
- Termly Core Subject training
 - Secondary English Network
 - Secondary Maths Network
 - Secondary Science Network
 - Cross Phase EMA Network
 - Primary Numeracy Network
 - Primary Literacy Network
 - Primary Science Network
 - New to Year 6 Training
 - New to Year 2 Training
- 100% moderation workshops at EYFS, KS1 and KS2
 - Training and standardisation meetings in addition to the statutory sample

Priorities for 2013 - 14 Aim to:-

- Continue to develop the Enfield learning family
- Build on successes of 12/13 in terms of collaborative relationship with LA
- Continue to offer the SIA role and HT performance management support
- Develop range of curriculum support in conjunction with teaching schools
- Support schools and Governing Bodies with the new Ofsted framework
- Ensure that all schools are above the floor targets
- Supporting all schools to be at least good.

Impact of the core service

- Providing the SIA role has mean that all schools have been visited, information on schools has been collated, support has been brokered and a system of rapid response has been developed.
- Headteachers and Governors have received a rapid response to requests for help with urgent issues and support for recruitment and interviews of senior staff
- Results have continued to improve. Service is tailored to need through partnership with schools.
- Increasing numbers of schools judged to be good and outstanding; the LA support has been praised in inspection reports.
- All work set up with schools is monitored and the impact is evaluated. Schools have positively evaluated the impact of support; this can be supported by increasing results, improvements in the quality of teaching and governance.
- Partnerships with schools have increased; school to school support has developed, increasing numbers of school staff involved in improvement activities. Closer links have been established with the two local teaching school alliances.
- Service has collated records of all interventions and is more able to measure improvements.

ICT funding £69,856

This funding is used to:

- Part funds the costs of the Learning Consultant for MIS and Data.
- Cover running costs associated with the Enfield Data Dashboard.
- Subsidise the Fisher Family Trust resources

This ensures that all schools are able to access data and use it effectively with their staff and governors.

Schools' Workforce Training and Development

DSG Allocation £73k

Activities

In order to continue to raise attainment and improve standards in Enfield schools and settings we have to ensure that our teachers and others in the schools' workforce are highly skilled and well equipped to meet the needs of our children and young people. The funding previously agreed by schools forum has been used to enable the Schools' Professional Development Manager to work in partnership with schools to:

- Consult regarding the content , planning and delivery of the central CPD programmes for teachers, school leaders, School Business Managers, school support staff and governors
- Offer advice and support to schools regarding the recruitment , retention and development of school staff
- Attend local, regional and national networks in order to identify grants and scholarships available for the development of the schools' workforce
- Research, broker , commission and quality assure training providers to ensure best value not only for the central programme but also in response to requests from individual schools
- Carry out evaluations of the training provided to inform decisions regarding future training programmes
- Implement a succession planning strategy that offers valuable opportunities for school leaders to develop their expertise and retain excellence within Enfield
- Support the continuing development of a self improving school system by encouraging and coordinating the development of additional capacity within Enfield schools to contribute to high quality Professional Development opportunities for other teachers in the Borough, for example the work of the two recently established Teaching Schools as well as professional development initiatives led by NLEs from other Enfield schools
- Develop a significant partnership with the London College of Leadership of Learning at the Institute of Education(a world leader in the provision of teacher education, development and research) enabling us to endorse aspects of our programme through the IOE

Impact

- Feedback from schools regarding the training programmes continues to be very good, an even higher proportion of schools buy back into the training programmes has enabled an expansion of the central programme to include an even broader offer in response to requests from schools eg Programmes for developing Outstanding teaching (OTP); Innovative Leadership of Professional Development; specialist middle leaders programme for Special schools; Programmes targeted at teachers in second or third year of teaching to

ensure retention of the best teachers to Enfield; School Business Managers' Development Programme

- New OFSTED framework inspects schools' CPD provision and impact on outcomes for pupils, data provided by SIS on level of engagement with training programmes lends support to positive judgements for Enfield schools with regard to the professional development of their staff. Increasing proportion judged good or outstanding
- Continue to work with schools to support all aspects of workforce development. Publically acknowledged by the CEO of the National College of Teaching and Leadership for the exemplary partnership between the SIS Professional Development and those Enfield schools contributing to school based training
- Continuation of the trend for more schools to generate income by delivering on Enfield's Professional Development Programmes
- An expansion of school leadership training eg high levels of take up of the new national qualification for middle leaders(NPQML) and senior leaders(NPQSL)
- High completion rates for NQTs (now averaging 280 new teachers a year)
- Aspiring to Headship; enabling talented Enfield school leaders to access relevant programmes and make maximum use of the available sponsorship
- Positive and productive partnerships established with the Enfield Teaching School Alliance and the Gateway Teaching School Alliance increasing capacity for ITT, CPD, school to school support, research and development, talent spotting and succession planning, increasing numbers(20 plus) of Specialist Leaders of Education

Parent Support Service

DSG Allocation £890k

Description of the combined service

Confident Parenting is a key factor in enabling children and young people to do well at school, reduce exclusions, stopping them from becoming involved in crime or anti-social behaviour and improve life chances. To improve aspiration and life opportunities for children and young people, parents and carers must be supported and empowered to parent effectively. Sometimes parents need much more in depth professional support to manage challenging behaviours as parenting can be extremely challenging.

The Community Parent Support Service is a Borough wide service line managed within the Parenting Support Service. It is now well established and continues to meet local need in consultation with parents, carers, children & young people. The service supports parents primarily to manage challenging behaviours both in and out of school. Bridging the gap between the school and the home environment joining up interventions and support offered within school and across communities.

The Community Parent Support Service offers:

1. In depth clinical case work for those families that do not meet Children in Need (CIN) social care threshold. These are vulnerable families with complex needs who are offered 1:1 weekly home visits from a Community Parent Support Advisor for an initial 6 week period. Work is reviewed every 6 weeks, with further action plans developed as appropriate. All staff members are trained to use a solution focussed therapy framework, in line with recommendations from the Monroe report and have monthly clinical supervision based on a reflective model in line with Munroe recommendations. Every Parent Support Advisor holds approximately 10 cases.
2. A duty service (Monday – Friday 9am -5pm) offering short term crisis intervention via telephone counselling, duty appointments either in the office or at home. Some families are offered more in depth interventions as outlined above.
3. Co-ordination and delivery of accredited parenting programmes across the Borough including planning and evaluation in line with the Monroe recommendations. Brief details of the courses offered are below -
 - The Strengthening Families Strengthening Communities Parenting programme (SFSC) is an inclusive evidence-based parenting programme, for parents of 3-18 year olds, designed to promote protective factors which are associated with good parenting and better outcomes for children.
 - Escape is a programme designed to help parents with teenagers improve the way they communicate with their young people in order to win their cooperation. It helps parents explore strategies for dealing with difficult behaviour and set clear boundaries around acceptable and unacceptable behaviour in a way that suits the whole family.

- Speakeasy is a course designed to equip parents and carers with the skills to talk positively about sex, relationships and sexuality with their children and be ready to answer their child's questions as they arise. During the course parents are given up-to-date information on contraception and sexually transmitted diseases.

Programmes have been delivered in approximately 30 schools this year. The service also coordinates accredited parenting programmes in Turkish and Polish as well as in English to meet the diverse needs of the community. Each of these has specific aims and objectives and evidence based outcomes. Professional and self referrals are accepted.

Bespoke programmes on a range of parenting issues are also offered to schools. The course content is decided in consultation with the school to meet the expressed needs of the parents. These courses have included managing challenging behaviour both inside and outside of school, ensuring children are ready for school, bedtime routines, internet safety, boundary setting and sex and relationships.

4. Clinical supervision based on reflective model (in line with Munro's recommendations) to support pastoral staff within schools, thus driving high quality professional interventions with children, young people and parents. This work is underpinned by the Children's Workforce Development Strategy. Clinical supervision is a formal arrangement which enables practitioners to discuss their work regularly with another experienced practitioner. It has been found to improve workforce development supporting practitioners to maintain and promote standards of care. It has also been found to improve practitioners self confidence and job satisfaction leading to improved services and outcomes for parents and children.

5. Direct work with Secondary Schools formalising use of parenting contracts/orders as a means of support to families with children showing problematic behaviour within schools in order to reduce permanent exclusions. Currently the Parent Commissioner sits on the Behaviour Panels in a number of secondary schools. A Community Parent Support advisor meets with the family and school, following the panel to agree a parenting contract and action plan and regularly review progress. This is underpinned by delivery of an accredited parenting programme within the school every term. This work supports the Council's recommendations that were drawn up as a result of the Council commission to examine the cause of the August 2011 disturbances.

Through behaviour panels in schools a number of families are identified to attend the Gangs Call In (see below). This partnership work between Schools, Parent Support Service and Gangs Call In is directly aimed to prevent serious youth crime, improve attendance and reduce exclusions.

6. Direct parenting support to Enfield Gangs Call-in by visiting parents before the call-in to encourage parents to attend court with their young person. The Community Parent Support Service attends each Gangs Call-In, travelling with the parents to and from the court. Following on from the call-in parents are given a bespoke Community Parent Support telephone number to ring to access direct parent support. The service, in partnership with other providers, is actively involved in supporting families to identify and implement a clear and safe exit strategy. It also identifies and works with younger children in the family who are on the perimeter of gang activity. This work helps to ensure that our young people are safeguarded, and contributes towards the reduction of crime and anti-social behaviour supporting children and young people to remain in employment, education or training.

7. From 2007 until 31st March 2013 approximately 3437 CAFs (now known as Early Help forms) have been recorded manually. Over 865 CAFs have been completed and logged from 1st April 2012 until 31st March 2013. 700 of these were completed by school based staff.

The Parent Support duty service offers bespoke support to school staff, to help coordinate and arrange Team Around the Family Meetings, as appropriate, and offer consultation on any aspect of Integrated Working.

8. The service delivers training for SENCOs and School based staff on CAF completion, the role of the Lead Professional, Information Sharing, and Enfield's Single Point of Entry to ensure clarity and awareness of assessment and referral procedures.

9. The service offers a weekly Roma , Eastern European (EU) drop in session. The focus of these sessions is to enable members of the Roma/EU community to access services through direct provision, support and signposting with a particular emphasis on identifying children missing from school and supporting the families to ensure they are registered and attend. The aim is to break down barriers to integration, increasing awareness of local services and support networks.

10. The Community Parent Support Service provides a senior member of staff to work each day in Enfield's Single Point of Entry (SPOE) which is a multi-agency service for professionals to access early targeted support. The professionals in the SPOE share information and jointly assess risk taking decisions regarding the right response. This enables the Parent Support Service to be part of the decision making team ensuring the support given is coordinated with other services including schools to maximise its impact.

Education Outputs – expected & actual measures and achievements for 2012/13:

From 1st April 2012 to 31st March 2013 the Community Parent Support Service has worked with **over 2,030** parents and families across Enfield which consisted of group work, 1:1 case work within a solution focussed therapy framework, duty appointments, telephone consultations, parenting programmes and contracts and gangs work.

1. The service has worked with 112 complex cases requiring 1:1 work between April 2012 and March 2013 with a current open case load of approximately 100 families. The main presenting concerns were around the Child/Young Persons behaviour and issues regarding the emotional health of the child/young person and/or the parent and the need to Improve the child's development and educational attainment.

The overall outcomes for these cases were significant improvements in the child's behaviour and in the physical and emotional health of the child and family which also led to increased school attendance and the child's ability to enjoy and achieve. Each family is asked for their comments and views on the work that has been carried out and asked to fill out an evaluation form in order to develop and improve service delivery. 100% of parents reported that they felt listened to and would use the service again if they needed to. They all stated that they would recommend the service to other parents needing support.

2. The duty service enables Community Parent Support Advisors to respond and offer interventions urgently. This service directly underpins and supports the work regarding parenting contracts and orders as we are able to complete home visits very quickly (sometimes on the same day) particularly if a parent has not attended Behaviour Panel or if we are supporting a re-integration meeting or a managed move. Some families are offered more in depth 1:1 interventions as outlined above. Approximately **1,000** families are supported through the duty service. Parents also self-refer.

3. 628 parents participated in workshops and parenting programmes from 1st April 2011 until 31st March 2012. With **198** parents having completed and graduated from an accredited parenting programme. After each programme an evaluation takes place.

4. 30 Clinical Supervision sessions were given to pastoral staff in schools. Each member attending group supervision once a month during the academic year.

5. Behaviour panels and reviews have worked with **146** families in 8 secondary schools with **50** of those families being supported with Parenting Contracts.

6. **60** young people have attended **4** gangs call in from April 2012 to March 2013. The Community Parent Support Service has completed over **45** home visits and continues to work directly with schools, youth offending and other services in order to support the whole family to safeguard and protect children, families and communities.

7. The service continues to support schools to embed Integrated Working. In the last year **80** supportive contacts have been made to Primary Schools, **25** to Secondary Schools and 1 visit to a Special School. Feedback from the schools has been that they have welcomed the support and found it beneficial. School practitioners also ring the Parent Support Service duty line to gain support and guidance on any aspect of Integrated Working processes.

8. 3 bespoke training sessions were given to school based staff and SENCos on Integrated Working, referral processes and safe and secure information sharing. **77** school based staff attended.

9. Over the past 11 months **44** drop in sessions have been held by the Community Parent Support Service for Roma and Eastern European families. **270** individuals have accessed the drop ins. Of these individuals 151 were Polish Roma, 82 were Romanian Roma, and 37 were Eastern European which included Hungarian, Slovakian, Bulgarian and Lithuanian individuals.

32 school aged children from within these families were found to not be accessing any education. All of these have been supported to successfully start school.

Educational Outcomes – evaluation of the impact and effectiveness of receiving the support for 2012/13:

Outcomes from 1:1 work with whole family:

When working with a family, contact is always made with schools in order to ensure that attendance and attainment are a high priority when improving outcomes for all of the children in the family.

Of the 112 complex cases each family is asked for their comments and views on the work that has been carried out and asked to fill out an evaluation form to develop and improve service delivery. An analysis of outcomes for the one to one work is measured against 4 outcomes: Health, Education: Safety and Poverty.

Below is the measure of the percentage of the main outcome for each of the cases.

- **Education** - 58% of families had been helped with promoting positive relationships with schools directly improving their child's attendance and enjoyment of education and also to encourage recreational learning activities. Of these families 12% were helped to actively participate in community life (including schools) and understand their rights and responsibilities.
- **Health** - 27% of families had been helped to develop healthy lifestyles. This included their physical, mental, emotional and sexual health which impacted upon improving parent/child relationships school attendance and reducing exclusions (both fixed term and permanent).
- **Safety** - 7% of parents were helped to ensure their child stayed safe from harm
- **Child Poverty** 8% of families was helped to gain the knowledge they needed for employment and economically independent living.

Outcomes from the accredited parenting programmes delivered in schools:

- A significant increase in parent's ability and confidence to find solutions and deal with their family

challenges effectively.

- An ability to work in partnership with professionals (particularly schools) to build on their families' strengths.
- A rise in their child's achievement and attendance at school.
- Increased parental interest and involvement in their children's education.
- A significant increase in the likelihood of listening to their children and asking them for their opinions and ideas.
- A significant decrease in the likelihood of threatening, hitting or criticising their children.

Outcomes from the clinical supervision programme:

As school pastoral support staff face ever increasing complex family situations, good quality supervision becomes more important. Clinical supervision strengthens the development of the schools workforce. It offers direct support to staff dealing with daily challenges of managing complex issues enabling practitioners to discuss their work regularly with another experienced practitioner. This promotes standards of care within school settings, improves practitioners self confidence and job satisfaction leading to improved services and outcomes for children, young people and parents.

All school pastoral staff that have participated have said:

- They would recommend clinical supervision to their colleagues and felt that every practitioner should have access to clinical supervision.
- The sessions helped them to review their practice in a way that they would not have otherwise have done.
- They have increasing confidence in their manager's awareness of the potential that clinical supervision has for improving their practice.
- The reflective framework that was used gave structure to the sessions and was useful.
- Individual supervision agreements helpful.
- Their line managers felt that every practitioner should have access to clinical supervision.
- Line Managers all understood the purpose of clinical supervision and were aware of the potential it had for improving practice.
- Line Managers would all be prepared to continue to release their staff for clinical supervision in the future.

Outcomes from the parenting contract/orders being formalised between schools, families and the Community Parent Support Service include:

- Improved attendance by parents at Behaviour panels
- Increased parental involvement in understanding their roles and responsibilities to improve their child's behaviour both in and out of school.
- Transparent action plans and reviews reviewed every 6 weeks, formulated through contract between school, parents and parenting support service to improve behaviour.
- A significant increase in parent's ability and confidence to find solutions and deal with their family challenges effectively.
- Improved relationships between parents and professionals (particularly schools) to build on their families' strengths.
- A rise in their child's achievement and attendance at school.
- Increased parental interest and involvement in their children's education.
- Contribute directly to keeping the permanent and fixed term exclusions as low as possible
- 85% of families being supported with a parenting contract were supported to successfully remain within their education setting

Outcomes from the Roma, Eastern European Drop In Sessions

Roma's are the most excluded and disadvantaged ethnic minority in Europe with average life expectancy just under 50. They have the lowest educational attainment of all ethnic groups. This group is also proven to be affected by economic disadvantage, child poverty, destitution and homelessness.

270 families have accessed the group and been supported to claim their entitlements to benefits, helped to sign on with GPs and other health services and access community services.

Importantly **32** children, whose parents have attended the drop in, have been supported to successfully find school places and attend school.

Education Outputs – expected measures and achievements for 2013/14 :

From 1st April 2013 to 31st March 2014 the Community Parent Support Service will continue to directly support parents and families across Enfield to help children and young people to do well at school, reduce exclusions, stopping them from becoming involved in crime or anti-social behaviour and improve life chances. This will be achieved by offering whole families in depth clinical interventions to include group work, 1:1 case work within a solution focussed therapy framework, duty appointments and telephone consultations.

The service will continue to co-ordinate and deliver accredited parenting programmes within schools, including ESCAPE, Strengthening Families Strengthening Communities and Speakeasy. Increasing parental confidence and aspiration, re-establishing parents as the power base within families and enabling parents to be much more proactive in challenging and managing children's behaviours. It is hoped that we will be able to increase the number of accredited parenting programmes that can be delivered in mother tongue to specific community groups where English is not the first language.

The service will continue to improve workforce development within schools offering clinical supervision to pastoral school staff. Within the next financial year it is hoped to extend the offer of supervision within individual schools to whole schools pastoral teams.

The service will directly contribute to reducing exclusions both permanent and fixed term by encouraging more schools to use formalised parenting contract/orders in order to improve parenting capacity and reduce incidents of challenging behaviours both in and outside of school.

The service will continue to promote parental involvement with the Gangs Call-In engaging directly with parents either at home or within schools to support the whole family to safeguard and protect children, families and communities in order to improve life chances for children and young people.

Enfield has recently introduced a locally tailored and simplified 'CAF' process called 'Early Help' The service will continue to embed these new integrated working practices, supporting schools and improving partnership working by offering direct on site help to school staff and with the coordination of Team Around the Family meetings.

The service will continue to deliver group training for SENCOs and School based staff on Early Help processes, Integrated Working, the SPOE and safe and secure information sharing.

The service will continue to give the very detailed support to Roma and Eastern European families at the weekly drop in sessions to enable them to access services through direct provision, support and

signposting. A major focus of this work is to ensure that children missing education attend and achieve at school.

The service will continue to provide a Senior member of staff to work on a daily basis in the SPOE to ensure parenting support is offered to families referred into the SPOE and that effective liaison regarding these families is made with schools.

Education outcomes – expected impact from the support to be provided for 2013/14

An analysis of outcomes for the one to one work is measured against 4 outcomes:

- Education
- Health
- Safety
- Poverty

Specifically impacting upon attendance, attainment, reduced risk of exclusions (permanent and fixed term), reducing family conflict and breakdown by strengthening parenting capacity and increasing protective factors for children and young people.

The parenting programmes achieve a number educational outcomes including:

- Strengthening family cohesion
- Strengthening the parent
- Increasing parental involvement with schools.
- Improving attendance
- Offer tried and tested strategies to manage behaviour helping parents work in partnership with schools so there is consistency at school/home
- Reduce substance abuse by acknowledging unsafe practices and offering prevention and intervention services
- Reducing stress on daily routines
- Helping parents re-establish control, set safe boundaries and identify safe and effective discipline practices
- Reducing chronic family conflict
- Helping the child succeed in school and community
- Promoting how stronger families contribute to safer communities

Clinical supervision strengthens the development of the schools workforce. As school pastoral support staff face ever increasing complex family situations, good quality supervision becomes more important. It offers direct support to staff dealing with daily challenges of managing complex issues enabling practitioners to discuss their work regularly with another experienced practitioner. This promotes standards of care within school settings, improves practitioners self confidence and job satisfaction leading to improved services and outcomes for children, young people and parents.

By expanding the numbers of schools formalising the use of parenting contracts it is expected that there will be:

- Improved attendance by parents at Behaviour panels
- Increased parental involvement in understanding their roles and responsibilities to improve their child's behaviour both in and out of school.
- Transparent action plans and reviews reviewed every 6 weeks, formulated through contract between school, parents and parenting support service to improve behaviour.

- A significant increase in parent's ability and confidence to find solutions and deal with family challenges effectively.
- Improved relationships between parents and professionals (particularly schools) to build on their families' strengths.
- A rise in their child's achievement and attendance at school.
- Increased parental interest and involvement in their children's education.
- Contribute directly to keeping the permanent and fixed term exclusions as low as possible

By continuing to give the very detailed support to Roma and Eastern European families at the weekly drop in sessions it is expected that further children will be identified as missing school and that these will be supported to attend.

The SPOE is presently collecting and analysing data on the effect it is having in providing effective support and to children, young people and their families

Appendix D

Description	Amount	Details of spending & achievements
Contribution to Capital Programme	£1,506,400 Comprises £84,350 for feasibility studies and other works and £1,422,050 for the DSG contribution to the Capital Programme.	The budget provides central funding for feasibility studies undertaken by the Authority in advance of schools projects being accepted into the Capital Programme The major part of the actual expenditure in 2013/14 (£75k) has been on building works at St Mary's Centre to accommodate a further temporary intake of primary pupils. For some years a contribution has been made from the DSG to the cost of the Primary Places Programme. In 2013/14 around £1.2m is being used as a contribution to the Capital Programme (pupil places). The balance of £200k will be used to offset the cost of temporary classrooms at Garfield Primary School which is being wholly revenue funded ahead of the major redevelopment of the School.
Description	Amount	Details of spending & achievements
Hire of external premises	£51,740	This budget was originally set up for the hire of external facilities such as storage containers and off site facilities for schools such as car parks and church halls In more recent years the budget has been used to fund temporary classrooms hired at a number of schools pending the completion of permanent works. In some cases the expenditure is reimbursed at the end of the financial year by application of a Capital Reserve. In 2013/14 the actual expenditure includes hire charges for temporary classrooms at Chesterfield, Garfield, Grange Park, Highfield and Russet House Schools and Oasis Academy Hadley.
Description	Amount	Details of spending & achievements

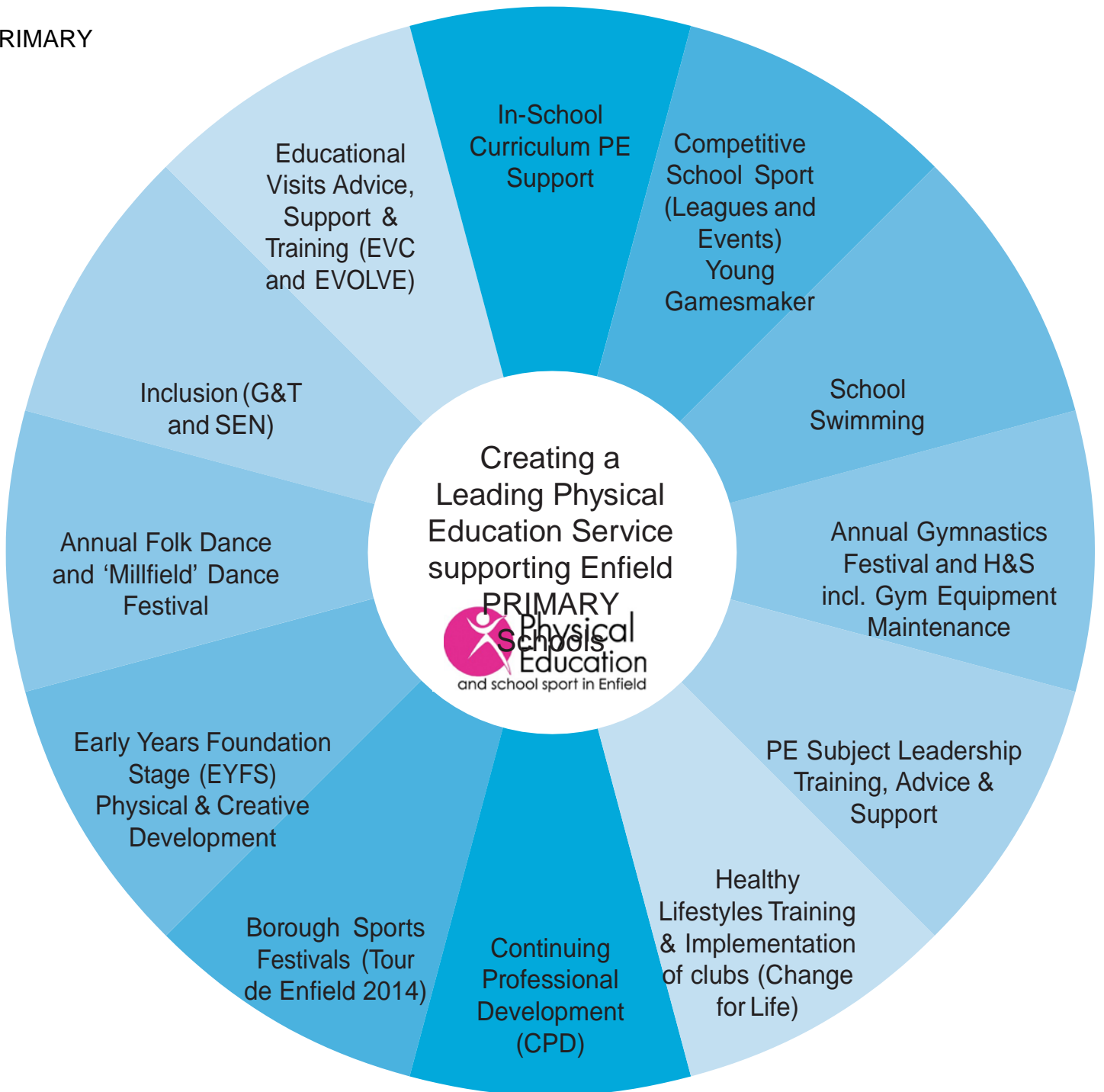
Appendix D

Corporate Repairs and Maintenance - Primary & Secondary	£307,262	<p>This is a centrally retained budget used strategically by the Authority for repairs and maintenance projects in primary and secondary schools usually of an urgent or emergency nature or for works to prevent closure of buildings due to failure of heating or electrical services etc.</p> <p>The budget is also used for any costs arising to cover the consequences of basic need projects ie to provide for building work and additional furniture & equipment for Key Stage 2 classes following decisions by the Authority to direct schools to admit additional class/classes in earlier years.</p> <p>In 2013/14 the main costs incurred have related to the provision of a new electrical supply to Galliard Primary School, the demolition of time expired hutted classrooms at Carterhatch Junior School, emergency heating works at Broomfield School and fire precautions at Chace Community School.</p>
Description	Amount	Details of spending & achievements
Playing Fields	£10,890	This budget is retained centrally for maintenance and other costs (ie rates) relating to playing fields which are “unattached” from school sites such as Bell Road, Tile Kiln Lane ,Tottenham East and Woolmer Road .

DSG Allocation £184k

PE development and support service

PRIMARY



Tables 1 & 2 Participation data

	Title	No. of Pupils	No. of Schools	No. of Staff
Competitive Sport (League and Events)	Football (League)	560	56	
	Girls Football (League)	280	28	
	Netball (League)	550	55	
	Tag Rugby (League)	300	30	
	Boys Football (Tournament)	150	15	
	Girls Football (Tournament)	140	14	
School Swimming	Competitive Galas (Summer Term)	1976	52	
	Water Safety Talks	2061	54	
Annual Gymnastics Festival and H&S Gym equipment maintenance service	Annual Gymnastics Festival	960	42	
	H&S Gym equipment maintenance		67	
PE Subject Leadership	Briefings (Spring Term)		62	
	Briefings (Summer Term)		64	
	Briefings (Autumn Term)		56	
Induction NQT and in-school PE support	Dance		63	
	Games		41	
	Outdoor/Adventurous		28	
	Health and Safety		121	
	Gymnastics		84	
Athletics		32		
Healthy Lifestyles Training & implementation of clubs (Change for Life)		480	24	
Borough Sports Events	Inspire Park (Summer Events)	2036	62	
EYFS Support	Physical and creative development Training of staff		35	
Primary Educational Visits in 2013	See attached (Data collected from EVOLVE)			

	Title	No. of Pupils	No. of Schools	No. of Staff
Continuing Professional Development (CPD)	Higher Level TA Course			22
	Lunchtime Play Leaders Training			186
	Educational Visits Training			58
	Whole School (Staff Meeting) INSET:			
	Creative curriculum/Dance		8	162
	High Quality PE		11	253
	Gymnastics skills/Apparatus		13	281
Athletics/Multi-Skills		8		135
	Games		10	182
Early Years Foundation Stage (EYFS) Physical Development	Outdoor Play Equipment Advice		8	
Annual Folk Dance and 'Millfield' Dance Festival	Folk Dance Festival	900	27	
	Dance Festival	1035	55	
Inclusion (G&T and SEN)	SEN support for HQ sport and dance		10	25
	TAs support for EBD, VI, ASD, CP, Hearing Impaired 5-19 years	20	1	
	Whole School Staff meetings	3		65

SECONDARY



	Outcomes		
Termly Heads of PE Meetings	Briefings on Health and Safety in Fitness Testing, New National PE Curriculum , New Inspection Framework and 'What makes an Outstanding PE Lesson'.		
NQT Health and Safety Support	In 2012/13 7 Secondary PE NQT's were inducted on Health and Safety and High Quality Teaching and Learning. All 7 were also observed teaching in their settings and feedback given.		
Borough Sports Events	Gym and Trampolining Festival	No. of pupils 535	No. of schools 17
Physical Education 'Health Check'	1 day review of PE Department		
Leadership Academy/Young Leaders Qualifications	Accredited courses are planned and provided for KS4/5 students. Examples of courses completed in 2013 include: Gymnastics judging Trampoline judging Football - mini whistlers Dodgeball leaders Netball umpire Tag rugby referee Basketball official Sportability (goalball/boccia) First Aid	No. of pupils 24 20 21 17 19 27 19 15 14	
Continuing Professional Development (CPD)	Heads of PE Forums. Outdoor and Adventurous Activities Courses.		
School Games Organiser (SGO)	Competitions delivered for girls and boys basketball, volleyball, sportshall athletics,gymnastics, trampolining and indoor rowing - many of which will lead into the London Youth Games.		

	Outcomes
School Club links/Satellite Club development	Hockey, Volleyball and Golf in process of being set up as part of Sport England Satellite Club initiative.
Educational Visits Advice	See separate sheet for data.
Young Leadership Volunteering Opportunities	All Heads of PE are invited to nominate gifted and talented sports students to be part of the Enfield Leadership Academy and support running events in the Borough.
Dance Network	Termly meeting to share practice and look at local and national initiatives. Dance Festival also discussed.

Enfield Schools Educational Visits 2013

1/1/2013- 18/11/2013

Statistical Summary

Info: The following tables provide a statistical summary of all 'Approved' and 'Processed' visits (including repeats) within the specified date period. Participant Data presented is calculated on the "Intended Number of Attendees data".

Summary

Total number of visits	1668
Total number of participants	56902
Total number of days	2291
Total number of participant days	75749

Breakdown by Visit Type

	Overseas	Residential	Adventurous (external)	Adventurous (own staff)	Other
Total number of visits that included Visit Type	66	191	239	29	1295
Total number of different establishments	21	56	51	6	33
Total number of participants	1980	6350	7123	872	45870
Total number of days	334	814	571	80	1295
Participant Days	1980	25197	7123	872	45870

Breakdown of Overseas Visits

Destination	No.	Establishments
Andorra		Enfield County,
Austria	2	Chace Community, Highlands,
Belgium		Enfield County,
Bulgaria	2	Hazelbury Junior,
Croatia		YSS HEART Team,
Czech Republic		Grange Park,
France	20	Chace Community, Edmonton County, Enfield County, Eversley, Hadley Wood, Highlands, Southgate, St Anne's RC VIA, St John's CE, St Michaels CE VIA, West Grove, Winchmore,
Germany	4	Enfield County, Keys Meadow, Oakthorpe, St Matthew's CE VIA,
Iceland	2	Chace Community, Enfield County,
Italy	4	Chace Community, Edmonton County, Eversley, St Anne's RC VIA,
Poland	5	Edmonton County, Hazelbury Junior, Winchmore,
Romania		Eversley,
Slovenia		Eversley,
Spain	9	Bush Hill Park, Chace Community, Enfield County, Southgate, St Paul's CE, Winchmore,
Switzerland		Chace Community,
Costa Rica		Highlands,
Peru		Chace Community,
India		St Anne's RC VIA,
Malaysia		Winchmore,

Breakdown by Purpose

Visits by Purpose

	Main Purpose	Secondary Purpose (<i>optional</i>)	Total
PE / Sport	260	56	316
English/Drama	177	31	208
History	105	11	116
Science	103	43	146
Environmental Education	58	17	75
Geography	56	24	80
RE	49	2	51
Mathematics	48	12	60
Art	40	14	54
Reward	37	13	50
Duke of Edinburgh	36	4	40
Modern Foreign Language	33	1	34
Citizenship	29	44	73
Music	29	6	35
Aim Higher	26	13	39
PSHE	26	72	98
IT	25	1	26
D&T	22	13	35
Adventure Education	20	22	42
Exchange	20	3	23
Career Education	17	14	31
Business Studies	12	4	16
Biology	11	1	12
Media/Film Studies	11	9	20
Work Experience	6	1	7
Leadership/Team Development	4	54	58

Disabled Children's Playschemes

DGS Allocation £74k

<p>Description of the service</p>	<p>Introduction</p> <p>The Joint Service for Disabled Children ('Joint Service') is an important collaboration of social care, health and education specialists that work alongside the 'Our Voice' Parent Forum, the Disability Forum and other voluntary groups and organisations to support and promote opportunities for all disabled children and their families in Enfield. The Joint Service aims to promote the health, safety and wellbeing of disabled children and young people, ensuring they can fully participate in family and community life, enjoy themselves with friends and make decisions about their own lives.</p> <p>As an established multi-agency team, the Joint Service works with the following partners to support and promote opportunities, and to improve the life chances of all disabled children and their families in Enfield: parent groups including 'Our Voice' parent forum; disabled children and young people including the Young People's Consultation Forum; housing services; wheelchair and occupational therapy services, adults' learning and care management services, CAMHS, SEN Services, Special Schools, Play Development, Sports Development and voluntary groups.</p> <p>It is committed to:</p> <ul style="list-style-type: none"> • Ensuring that it listens to all disabled children, acts on their views, and provides them with choices. • Ensuring that all disabled children and their families are supported to take part in and enjoy local community life, wherever possible using local childcare facilities, leisure and recreational activities. • Ensuring that parents and carers are supported to become equal partners in making decisions about service development and priorities, so they and the Joint Service can work together to 'get better'. • Ensuring that it provides parents and carers with timely information. <p>Short Breaks</p> <p>Disabled children and their families have the same human rights as others, including the right to the same quality of life as those who do not live with disability. All families are different, requiring different levels of support and different types of short breaks depending on the age and needs of their child. Local and national research demonstrates that short breaks are a priority for families with disabled children.</p>
<p>Services funded</p>	<p>The allocated extended school's budget is part of a wider budget which is used to both provide and commission a range of short break activities, including:</p>

	<p>Cheviots Play scheme</p> <p>Venue costs/caretaking</p> <p>Cheviots Out of School and Weekend Groups</p> <p>Commissioned Out of School Activities.</p>
<p>Educational Outputs; measures and achievements for 2012/13</p>	<p>Numbers of children attending Cheviots play schemes – Easter and half terms = 155.</p> <p>Numbers of children attending After School and Weekend Groups = 162</p> <p>Numbers of children attending Commissioned Out of School Activities = 765</p> <p>These are not unique numbers; some of these children have attended a number of activities.</p> <p>In total in 2012/13, 792 individual children accessed a range of short break activities.</p>
<p>Educational Outcomes – evaluation of the impact and effectiveness of receiving support for 2012/13</p>	<p>Outcomes</p> <p>Outcomes to be achieved are different for children and young people, parents and carers, and include:</p> <p>Disabled Children and Young People:</p> <ul style="list-style-type: none"> • Have had more opportunities to be with friends and do things they enjoy; • Have tried a wide range of play, leisure, cultural, recreational, sporting and social activities • Have had significantly greater opportunities to access mainstream community based activities and services with non-disabled peers, and feel safe, included and confident in doing so; • Have had the opportunity to acquire life skills that equip them for fulfilling lives as young adults. <p>Parents and carers:</p> <ul style="list-style-type: none"> • Through regular short breaks from caring, or support with their caring responsibilities, are less stressed and better able to live ‘ordinary lives’; • Are better able to manage sleep and behaviour issues without recourse to increasingly frequent overnight breaks; • Are confident that their children will be safe and their needs met whilst accessing a wide range of activities and settings, including mainstream settings with non-disabled peers;

	<ul style="list-style-type: none"> • Are better prepared for and more confident about managing the 'letting go' that is required of parents as young people approach adulthood.
Educational Outputs; expected measures and achievements for 2013/14	<p>These activities support children and young people to:-</p> <ul style="list-style-type: none"> • acquire life skills that equip them for fulfilling lives as young adults • access mainstream provision and mix with non-disabled peers. • ensure disabled children and young people experience consistent support within their own communities which contributes to their overall learning experience.
Educational Outcomes – expected impact from the support to be provided for 2012/13	See above

HEART

DSG Allocation £42k contributes to the overall costs of the service

Report of the Virtual School Head (October 2013)

The Virtual School in Enfield is part of Enfield's multi-disciplinary and multi-agency Health and Education Access and Resource Team (HEART). A 2013-14 Team Plan/Report is available for the whole team.

Introduction to HEART

The Health and Education Access and Resource Team (HEART) was established in 2001 to *promote the educational, social, emotional and physical development of children and young people in public care to Enfield*. It is a pioneering, multi-agency initiative which contains the following elements:-

- A Child and Adolescent Mental Health Service which works to improve the mental health and well-being of children in care and, with their social workers and foster carers, to contribute to care planning, placement stability and the prevention of placement breakdown; particularly for children in transition (i.e. coming into care, in short term placement, between fostering and permanency).
- An Education Service which manages the "Virtual School" and works with social workers, foster carers and teachers to develop the educational achievements and attendance of children in Enfield's care; providing advice and training on education in general, as well as on specific issues that relate to developmental, learning, social and behavioural needs. Additional advice, assessment and intervention are available from the team's educational psychologist and looked after children are also prioritised for intervention in the generic educational psychology service.
- A Health Service which ensures that health assessments are completed, with individual health care plans for every child and young person. Advice and training are provided to other health workers, social workers and foster carers on the health needs of children in care.
- A Connexions Service which aims to develop young people's skills and confidence and to support them in finding further education or training or work opportunities, particularly as they approach leaving school and/or leaving care.

HEART Staffing

LA Staff	FTE	Health (LA funded)	FTE
HEART Manager & Virtual School Head for LAC – Jon Harris	0.5	Consultant Psychiatrist – Dr Mark Nathan	0.5
Deputy Head of the Virtual School/Education Officer – Natalie Stephenson (from 1.1.13)	1.0	Clinical Psychologist – Dr Dan Keren (some additional sessions from Dr Julian Powys)	0.5
Education Welfare Officer – Sandra Brown	0.4	Health (Mental Health Trust funded)	
Educational Psychologist – Joyce Iszatt	0.5	Child & Adolescent Psychotherapists - Miriam Creaser (from 17.4.13) Corinne Aves	0.4 0.2
Connexions Personal Adviser – Arianne Rivera (Sept 12 – June 13) Jennifer Grey (July 13 -)	0.6 for HEART	Designated Nurse – Mary Murrill	0.2
Administrators: Lorraine Brown(TH) Glennis Barnes (CBH)	1.0 0.2	Lead Specialist Nurse – Denise Bowman	1.0
Family Psychotherapist – Jean Walker	0.2	Specialist Nurse – Pauline McElduff (to Aug 13) Emma Savage (from Jan 14)	0.8
CAMHS Practitioner (In-Step Scheme) – Ana Spoladore (maternity leave from 1.2.13); Paulette Grant (from 22.4.13)	0.5	Health Administrator – Jae Coverdale	18 hours

In addition HEART staff included support from two Graduate Psychologists on voluntary placement during 2012/13 (Leila Mazi and Rebekah Boyd)

Health staff also link with: Dr O Enaigbe, Designated Doctor (0.17); Dr A Withanachchi, Lead Doctor (0.17); & Dr N Feuchtwang, Medical Adviser for Adoption (two sessions a month + adoption panel)

Education - Enfield's Virtual School for Looked After Children

1. Context

- The Virtual School offers advice, guidance or direct involvement to support the education of young people in care to Enfield (including those placed out-borough), working with school staff, social workers and foster carers on a wide range of educational issues.
- Paul James, Education Officer for LAC, left us in August 2012 to take up a school Deputy Headship. In September and October the post was covered on a part-time basis by Margery Brooke-Williams who had held a similar position in Barking & Dagenham. We could not cover the role for November and December but were fortunate to recruit Natalie Stephenson to the post of Deputy Head of the Virtual School. She started in January 2013.
- In November 2012 the pilot Ofsted inspection of Enfield LAC Services reported that: *Effective systems are in place to record and monitor educational progress for children of school age both in and out of borough. Educational outcomes, as measured by Key Stage 2 and 4 results, have improved for three successive years, with Key Stage 4 results outperforming both statistical neighbours and the national average. Attendance of children looked after is good, most recently recorded at 88%, and is monitored on a daily basis both within and out of the borough..... HEART ensures that relevant support services are identified swiftly and appropriately in the majority of cases. However, the overall quality of PEPs is too variable, ranging from very good completion showing progress made over time with clear learning objectives, to incomplete plans with weak target setting and poor recording of children's views.* (paras 12/13)

2. Attainments

- In the 2012 summer exams 23% of the Year 11 cohort (22 eligible to be recorded in the DfE "Outcome Indicators") achieved 5 A*-C GCSEs including English & Maths and 50% achieved these GCSEs without both English and Maths. These results consolidated the gains made in 2011 on previous figures and were also significantly higher than the England (15% & 37%) and London (17% & 37%) averages. In fact of those students attending mainstream schools over 80% achieved 5 good GCSEs.
- We now (October 2013) have provisional results for the 2012/13 Year 11 cohort:-

Children	Statement	Mainstream school	Enfield school	1 GCSE**	5 GCSE** (A*-C)	5 GCSE** (A*-C with Eng & Maths)

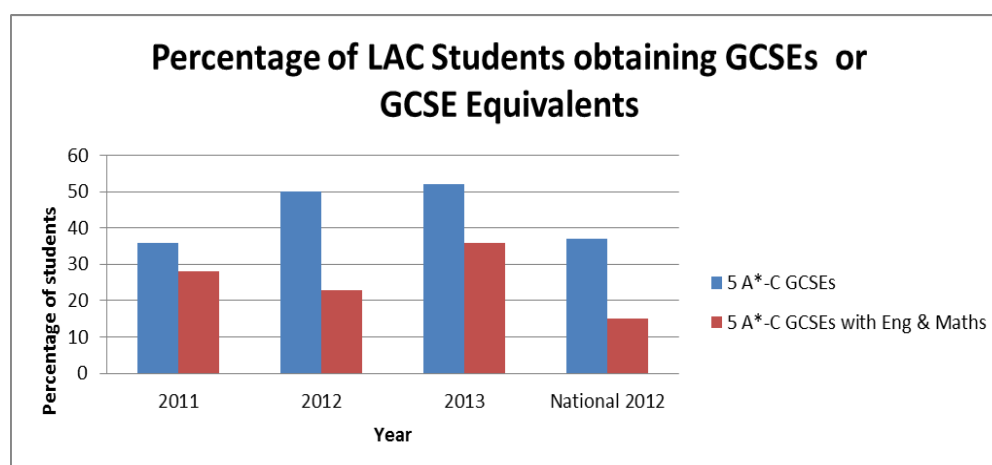
25 in care for 12 months on 31.3.13	7 = 28%	18 = 72%	12 = 48%	21 = 84%	13 = 52%	9 = 36%
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** = or GCSE equivalent

These results continue to build on the 2012 figures, particularly with regard to students who achieved good grades in Maths and English and we can confidently predict that they will be above the national LAC averages. For mainstream schools only (n = 16), **81%** obtained 5 A*-C GCSEs and **56%** obtained them including English & Maths in 2013.

Nevertheless they were still 5 students who did not make the expected levels of progress based on their KS2 results, in most cases due to significant emotional and/or behavioural difficulties impacting on their school engagement and reflecting disruptions in their current or previous family lives.

- We can now look at GCSE achievement data for the past 3 years and compare Enfield figures with the national average for 2012:-



Cumulative Enfield LAC figures for 2011- 13 (n = 72) are **46%** obtaining 5 A*-C GCSEs and **29%** obtaining them including English & Maths. The average number of A*- C GCSEs obtained in mainstream Enfield schools = 6.3 and in mainstream out-borough schools = 5.8 indicating a slight bias in favour of achievement in the former.

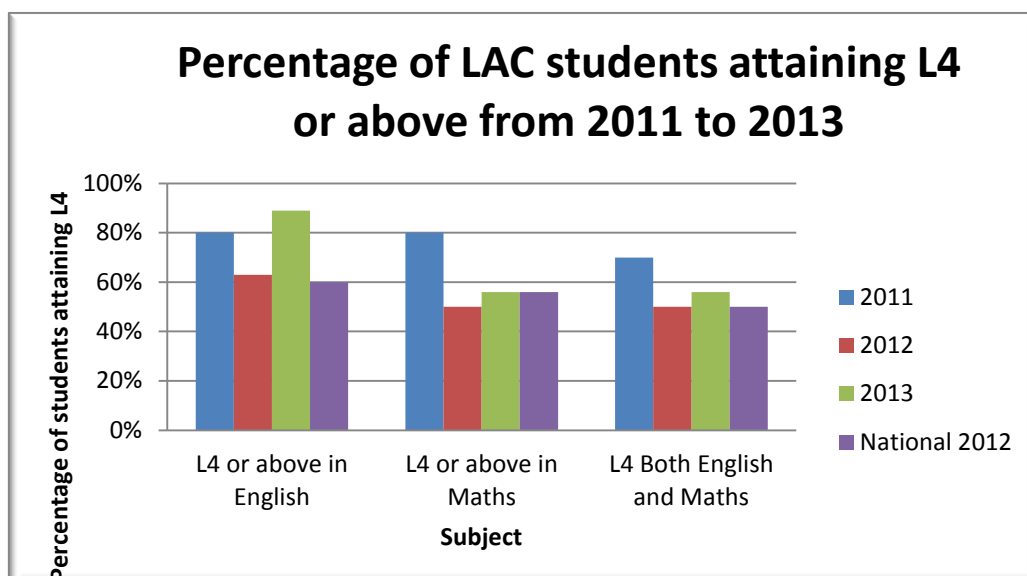
- Measures have been put into place to support the achievements of the Key Stage 4 cohort. These include: extra tuition arranged through their schools (using the Pupil Premium Grant or other funding) or by the Virtual School (using funding set aside for *discretionary education support allowances*); additional information gathered via Personal Education Plan reviews or through questionnaires sent to their schools; and ongoing casework from the Deputy Head of the Virtual School and other members of the Virtual School and the wider HEART team, particularly with students at risk of exclusion or school refusal.

- At Key Stage 2 (Yr 6) the eligible cohort (8) in 2012 was too small to be recorded in the DfE Outcome Indicators. Two (25%) had SEN statements. Our records show that 63% of our children achieved Level 4 in English, 50% in Maths and 50% in both – the 2012 figures for England and London are 60%, 56%, 50% and 67%, 60%, 54% respectively. However our cohort was too small to draw any significant conclusions from it on its own.
- We now (October 2013) have provisional results for the 2012/13 Year 6 cohort:-

Children	Statement	Mainstream school	Enfield school	English Level 4	Maths Level 4	Both Level 4
9 in care for 12 months on 31.3.13	44%	89%	22%	89%	56%	56%

Compared with the 2012 national and London statistics our Maths results are average but our English results significantly above. However, again, the cohort is only small. Only one child did not achieve a level 4 in English – a pupil with a statement for learning difficulties in a special school. All bar this one child made two levels (or more) of progress in English from Key Stage 1. The same child plus two others did not make two levels of progress in Maths. However three others achieved level 5s in both English and Maths.

- We can now look at KS2 achievement data for the past 3 years and compare Enfield figures with the national average for 2012:-



Cumulative Enfield LAC figures for 2011- 13 (n = 27) are **78%** attaining Level 4 in English, **63%** in Maths and **59%** in both with no significant difference between attainment in mainstream Enfield schools and that in mainstream outborough schools.

3. *Projects and Interventions*

- From May to September we bought in the Letterbox Scheme to provide a monthly book and maths activity parcel for 8 Year 4 and 11 Year 5 children. Feedback was positive but costs are high and we intend to revert to our own “home grown” scheme for 2013/14. This will also provide the opportunity to “tailor” the books to the skills and interests of the individual children.
- We have participated in a project initiated by Highgate School in collaboration with neighbouring Virtual Schools to encourage looked after young people, with the support of their carers and social workers, to develop the confidence and ambition to apply for higher education. Highgate are seeking charitable funding to create a programme that will run from Year 6 to Year 13. A pilot morning for Year 6s was held in April. Only one Enfield looked after child attended (as most of that cohort reside out of London) but it is hoped to increase representation in the future by widening access to the current Year 6.
- Between January & March 2013 we bought in the “**Text Now**” scheme to support foster carers in encouraging and motivating their young people to read more books at home. Key elements included an initial training session for carers (which received very positive feedback) and the opportunity for the young people to obtain credits for books to choose on line. Eight young people of early secondary school age and their carers started on the scheme although only five completed it. An evaluation of outcomes in terms of literacy progress was undertaken as part of the project.

Average chronological age at start of programme	12 years 6 months
Average reading age at start of programme	13 years 8 months
Average gap between reading age and chronological age at start of programme	1 year 2 months above chronological age
Average chronological age at end of programme	12 years 9 months
Average reading age at end of programme	15 years 5 months
Average gap between reading age compared to chronological age at end of programme	2 years 8 months above chronological age
Average gain in reading age	1 year 10 months

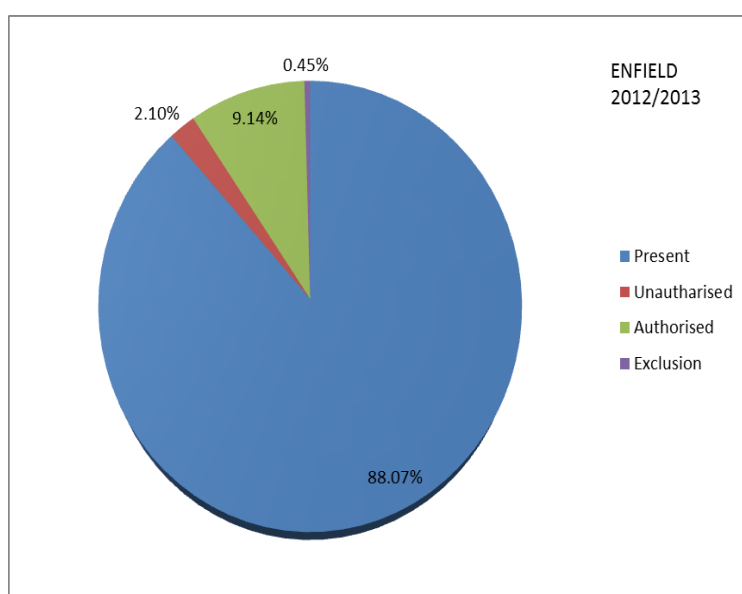
However analysis of the data indicates that those students who sustained an engagement with the project and made gains in their reading age were those whose skills were already average or better. The project did not seem to reach those who were in most need in terms of literacy.

- A small transition working party has continued from 2011/12 with the Virtual School EP & EWO together with a LAC Team Manager to identify ways in which our children can be supported in their transition to secondary school.
- We continue to receive support from the LA's Information & Communications Manager in providing statistical information for improving future outcomes through targeted support (e.g. additional tuition). We have not found alternative online tracking and predictive systems such as the Fischer Family Trust system or RAISEonline particularly economic or effective. We therefore continue to rely on our own spreadsheets to record data on our school age children, organised in year cohorts, as a "virtual school". These are updated every month by our Admin Officer from information held in the full "LAC lists" that Social Care hold plus key stage data direct from schools or central databases. In 2013/14 this information will be supplemented by attainment data supplied by Welfare Call.
- Through the Virtual School Enfield has continued to offer each young person in care at risk of not achieving national SATs & GCSE standards a (up to) £500pa Discretionary Education Support Allowance (DESA). Approximately 30 applications were processed in 2012/13. Apart from additional English and Maths tuition the support funded has ranged from music tuition to school trips, riding lessons and swimming lessons.
- Total spend on education support "packages" and DESAs was approximately £62K in the 2012/13 financial year.

- The Virtual School contributed to the Achievement Days for Looked After Children in October 2012 (and in 2013) and provided a free book for each of the participants.
- The Virtual School has also supported the Education Champions Scheme following the review in 2011 – helping to match young people with suitable “champions” (i.e. senior officers from the local authority and including the Chief Executive and Director of Children’s Services). In 2012/13 up to 25 young people were supported by 23 Champions. A dedicated online “group” folder was set up so that the social worker for any young person on the scheme could access relevant information about any of the Champions who could provide assistance (e.g. by offering expertise, signposting training or leisure opportunities or just demonstrating interest and commitment). However in October 2013 it was decided to “rest” the scheme pending a further review (taking into account other opportunities that are now available to our young people).

4. Attendance & Exclusion

- In response to concern about children missing education (for whatever reason) and a required action arising from an earlier Ofsted report to improve our tracking of fixed term exclusions the Virtual School commissioned a national organisation in 2010, Welfare Call, to contact all the schools our LAC attend on a daily basis in order to provide us with up to date information with regard to absences and exclusions. Concerns are then quickly discussed and followed up by members of the Virtual School. Welfare Call also provides us with performance data on a monthly basis. Our attendance rate for 2012/13 was 88.07% (compared with 89.88% in 2011/12 and 86.38% in 2010/11).
- Below is an analysis of attendance for 2012/13



- From September 2012 to July 2013, 113.5 days were lost to exclusions (compared with 163.5 and 153.5 in the same periods in 2011/12 and 2010/11). N.B. Enfield have had no permanent exclusions of a looked after student since 2008. A decision by a Head to permanently exclude one of our students with an SEN statement was endorsed by her governors in 2012 but challenged by the Virtual School (with legal support from the Council) and subsequently withdrawn prior to Appeal. The Virtual School have also been involved in decisions about managed moves to avoid permanent exclusions. The EWO in the Virtual School team tracks and responds to information from Welfare Call with regard to exclusions and significant absences as quickly and effectively as possible - notifying the social worker and offering intervention from the Virtual School if needed.
- When a young person is out of school for any significant time or requires additional support to prevent exclusion/reintegrate after exclusion The Virtual School has engaged with alternative education providers in order to set up & monitor appropriate “packages” of educational support. We have developed strong links with the education programmes provided by London Care Solutions and the Junction Project. These “packages” are in addition to support provided through the “Discretionary Education Support Allowance” process (see below).

5. *Personal Education Plans and Pupil Premium*

- Rates for completed and updated Personal Education Plans (PEPs) have dipped below 80% on occasion. However procedures for alerting SWs to PEPs due and recording them once completed are constantly being reviewed and at end March 2013 95% were up to date. The Principal Social Worker and the Deputy Head of the Virtual School have recently revised (September 2013) the PEP forms to make them more accessible and clearer to complete. Training is currently (October 2013) being rolled out to all social work teams to familiarise them with the new forms and to ensure that PEPs meet the pilot Ofsted requirements (November 2012) of both including the views of the child/young person in all cases and demonstrating that their progress has been reviewed appropriately as a basis for relevant target setting. This will be followed by training offered to designated teachers. A “mini guide” to PEPs has been developed and is available to all social workers and Enfield designated teachers. The Deputy Head also samples 20 - 40% of the PEPS each month, using an agreed instrument, and provides feedback to both social workers and designated teachers to ensure quality. The Deputy Head, the EWO and the EP in HEART have also attended PEPs when the social worker has been inexperienced or unavoidably absent; or where there have been specific concerns about behaviour or attendance.
- Discussions have taken place with Education Finance about the distribution of the Pupil Premium Grant for Looked After Children (£623 for 2012/13 and £900 for 2013/14). In borough schools received this in their budget statements in the summer 2012; however, because of financial safeguards, the system for transferring money to out borough schools is more complex although all such schools should have received the PPG by the end of March. Alternative providers have been asked to account to the Virtual School for the use of these monies before it is released. A “mini guide” on

the PPG has also been produced for social workers and designated teachers to explain the process and provide recommendations on appropriate ways to spend it.

6. *Educational Psychology*

- Twenty one assessments and interventions with looked after children and young people (from 3 to 17 yrs) with complex educational needs carried out by the HEART/Virtual School EP (and up to eight others by the Enfield school EP with support from the HEART EP as required) in 2012/13. These have often led to longer term work involving consultation to social workers, school staff, EP and HEART colleagues and support to the professional network. In one case the Enfield EP identified serious weaknesses in the provision being offered to a LAC student placed outborough. The student was moved to more appropriate educational provision and (after the weaknesses had been confirmed by Ofsted) action was taken to secure a refund of fees. Consultation and liaison has also been provided in other cases - especially with respect to children about to transition to school (or between schools) and those whose education needs to be considered within their developmental context. The HEART/Virtual School EP also works closely with CAMHS colleagues and the specialist nurses in HEART, and has been involved in planning and/or providing training to foster carers, designated teachers and other school staff. The successful Development Day on *Working Together to Support Children and Young People in Care Using Solution Focussed Approaches* for foster carers, social workers and designated teachers on 26.2.13 was presented by a colleague in Enfield EPS who is also a national trainer in Brief Therapy and related approaches.

7. *Connexions/Post 16 Education*

- The HEART Connexions PA has continued to focus on our 14-17 year olds and their transition from statutory education to post 16 provision. Currently (October 2103) she is working with 23 young people, either directly or indirectly. Young people 18 years or above are supported by the Connexions PA working with the Leaving Care team.
- A “Young Apprentice Project” was established with the Youth Support Service to develop the lifeskills of young people in care. A 3 day residential was held at Liddington, Swindon and 7 of our young people attended. They seemed to enjoy the experience and asked if they could go again. Connexions sessions on goal setting/barriers, skills/abilities, and CV writing were delivered.
- The Connexions PAs are currently (October 2013) involved in the planning of a ‘Participation Initiative’ for our young people looked after/leaving care. This will be delivered in November. The young people will be involved in activities and projects that they can join will be promoted – e.g. Kratos (Children in Care Council), Duke Of Edinburgh Award, E18HTEEN Project (see below) etc. Seven of our young people are also currently involved in a work experience project developed by the Connexions Service.

- 2012/13 has been the second year of the “E18HTEEN” Project. This has continued to be funded by the Mayor of London’s Sports Participation Fund with contributions from the participating Boroughs: Barnet, Haringey, Waltham Forest and Enfield. The Project is led by the Tottenham Hotspur Sports Foundation and is supported by Enfield’s Leaving Care team; it provides individual mentoring, a range of sports related activities and progression pathways to further education and training to 16 -19 year old in or leaving care. Enfield has made its full quota of 40 referrals to the project and 33 of the young people have engaged with their mentor, many of whom would otherwise not be in any form of education, employment or training. An internal review in 2012 gave a positive evaluation of the impact of the Project. A successful bid has been made to the Postcode Heroes Trust for further funding in order to secure the future of the project for a further three years.
- The Virtual School has provided some additional support to the education of post 16 care leavers funding tutors to support GCSE resits, A level preparation etc.

8. *Liaison*

- Members of the Virtual School (mainly Natalie Stephenson, Deputy Head of the Virtual School) have attended the Placement panel on a weekly basis in order to ensure that all decisions are informed by an educational perspective. The Virtual School & HEART is also often represented at SEN Panels, Fair Access Panels or Complex Issues Panels by the team manager/Virtual Head. We continue to use the revised decision-making protocol for students who both have SEN statements and are in care and also refer to statutory guidance from the DfE to ensure our LAC get priority for admission to suitable schools. Delays in the school admission of our young people resident in other LAs have largely been resolved through liaison (sometimes protracted) with the Admissions Managers, SEN Managers and Virtual Heads for those Authorities. On several occasions the appropriate statutory guidance has had to be drawn to the attention of the relevant admissions authority.
- Because the Virtual School is situated within the multi-agency HEART team the Virtual Head and other members of the education team are easily able to share information with and obtain advice and guidance from CAMHS & Health colleagues. As it also collocated with the LAC and Leaving Care social work teams excellent partnership working practices have also been established with members of those teams.

9. *LAC placed by other Local Authorities in Enfield Schools*

- We are informed on a monthly basis of all looked after children placed by other Local Authorities by Enfield. On several occasions the Virtual Head has been approached by his counterparts for advice, guidance and support with regard to the admission or exclusion of such students and has provided support where he can, including liaison with the Head of the Enfield School Admissions Service and the Fair Access Panels. As the Virtual Head is also a manager in the Educational Psychology Service he has also been able to establish an agreement that all looked after children are prioritised for EP assessment if required.

Work Plan for 2013/14

Activity & Outcomes	Progress (October 2013)	Lead
<p>Support the development of the roles of Virtual School Head and Deputy Head to</p> <ul style="list-style-type: none"> • Ensure a clear & consistent focus on improving the achievements of our young people in care • Forge appropriate links with other agencies & Council services to support the Corporate Parenting agenda 	<p>Through regular meetings:-</p> <p>CPG Placement Panel HEART liaison meeting Education Team CAMHS Team LAC Managers Head of LAC Services</p>	Jon Harris
<p>Continue to gather, record, disseminate and explain information on the achievements of LAC in order to</p> <ul style="list-style-type: none"> • Provide accurate data to Enfield Corporate Parenting Group & LAC Management Group • Provide an evidence base for further planning & intervention • Be prepared for any future external inspections or internal audits 	<p>Attainment report to CPG Sept 13; Attendance & Exclusion report to be finalised by Nov 13; HEART team plan & report of the VSH to be updated Oct 13</p>	Jon Harris/ Natalie Stephenson/Sandra Brown
<p>Maintain achievement levels above national LAC figures i.e. a) the rate of Yr 11s achieving at least one GCSE or equivalent at 75% or above; b) the number of Yr 11s achieving at least 5 higher GCSEs (including English & Maths) at least at 20%; c) at least 60% of Yr 6s reaching Level 4 in English and Level 4 in Maths by:-</p> <ul style="list-style-type: none"> • Strengthening the data held within the Virtual School database • Using the data to target support to 	<p>On the basis of provisional data GCSE and English KS2 targets achieved; 12/13 exclusions</p>	Natalie Stephenson/ Jon Harris/ Sandra Brown

<p>educationally vulnerable students & raise their achievements</p> <ul style="list-style-type: none"> • Monitoring and reducing exclusion & non-attendance rates • Monitoring progress of our 16 – 18yrs cohort and/or those entering HE – particularly in light of the raising of the education participation age to 17 	<p>reduced; educationally vulnerable students monitored through team meetings etc; Welfare Call tracking Yr 12 attendance</p>	
<p>Respond to the pilot Ofsted's required action to "<i>improve the consistency and quality of personal education plans (PEPs) to ensure that they all include clear learning objectives</i>" by :-</p> <ul style="list-style-type: none"> • Ensuring at least 95% are up to date • Redesign PEP forms and update guidance to make the process more accessible • Provide training to social workers and designated teachers • Audit (20% per month) PEPS to ensure they follow a <i>plan, do, review</i> cycle and have clear learning objectives • Linking the PEP with the Pathway Plan for 16-17yr olds 	<ul style="list-style-type: none"> • Ongoing • Achieved Sept 13 • Started Oct 13 • Started Sept 13 – initially 40% • Under review with the Leaving Care manager 	<p>Natalie Stephenso n/Jon Harris</p>
<p>Target literacy skills (and enjoyment of reading) in our LAC aged 7 to 14yrs by</p> <ul style="list-style-type: none"> • Developing a scheme for all our children in Years 3, 4 & 5 to enhance their engagement with reading and literacy • Learning from the current "TextNow" evidence-based motivational reading programme for 10 of our weaker readers in Years 7,8 & 9 and developing an appropriate follow up scheme 	<ul style="list-style-type: none"> • New scheme is planned for the Spring Term 2014 	<p>Natalie Stephenso n/Jon Harris</p>
<p>Support "Corporate Parenting" within Enfield</p>		

<p>by:-</p> <ul style="list-style-type: none"> • Linking at least 20 young people to Education Champions and supporting those links • Attending and contributing to the regular Corporate Parenting Meetings 	<ul style="list-style-type: none"> • Currently “rested” (Oct 13) • VSH attends regularly 	Jon Harris
<p>Increase access to Higher Education for care leavers through</p> <ul style="list-style-type: none"> • Strengthening links with University Outreach Projects e.g. Univ of the Arts, Univ of Herts, Univ of Cambridge • Working with Highgate School and partners in Haringey, Barnet and Camden to make a successful bid for the extension of the “Chrysalis” scheme to young people in care 	<ul style="list-style-type: none"> • Information disseminated to all LAC SWs • Ongoing – further meetings taking place 	Jon Harris
<p>Make best use of the Discretionary Education Allowance (up to £500 p.a.) within available funding by</p> <ul style="list-style-type: none"> • Linking it to student monitoring data held within the Virtual School • Evaluating interventions to inform future planning 	<ul style="list-style-type: none"> • Applications approved at team meetings • Meeting planned with main tuition provider (Oct 13) 	Natalie Stephenson/Jon Harris
<p>Ensure that the 2013/14 DfE Conditions for the LAC Pupil Premium Grant are implemented i.e. <i>the local authority should ensure that they discuss, via their Virtual School Head working in partnership with designated teachers, how the amount for looked after children is to be used by the school to the benefit of the looked after child’s educational needs as described in their Personal Education Plan (PEP)</i>, by:-</p> <ul style="list-style-type: none"> • Disseminating relevant information to schools 	<ul style="list-style-type: none"> • “Mini Guide” Aug 13 • Training Oct 13 	Jon Harris/ Natalie Stephenson

<ul style="list-style-type: none"> • Incorporating relevant information about the Grant in training for social workers and carers • Ensuring its use is planned & monitored through the PEP • Monitoring the impact of the Grant through the Virtual School database and feedback from schools, SWs & carers 	<p>onwards</p> <ul style="list-style-type: none"> • Incorporated in above • Evaluation exercise planned for Jan/Feb 14 	
<p>Use & disseminate Welfare Call information effectively to allow for early and/or preventative action from schools and the HEART team in order to</p> <ul style="list-style-type: none"> • Maximize school attendance (90% target) • Minimize exclusion (below 120 days total days lost) 	<ul style="list-style-type: none"> • 88% current figure • 113.5 days lost to exclusion in 2012/13 	<p>Sandra Brown/ Jon Harris/ Natalie Stephenson</p>
<p>Provide a range of consultation, information & training to Foster Carers, Designated Teachers & Governors etc in order to:-</p> <ul style="list-style-type: none"> • Help them respond to the developmental & learning needs of LAC • Understand their responsibilities according to the relevant Guidance & Legislation 	<ul style="list-style-type: none"> • Mini Guides to VS, PEPs & PPG Aug 13 & training for DTs planned • Article for Governors' Newsletter Feb 13 & training planned for March 14 • Training for carers on Communication with schools planned for Nov 13; on Learning Difficulties Spring 14 	<p>Natalie Stephenson/Jon Harris/Joyce Iszatt</p>
<p>Provide consultations, detailed assessments and interventions, where appropriate, for those young people with complex (including SEN) needs in order to</p> <ul style="list-style-type: none"> • Identify appropriate resources and 	<ul style="list-style-type: none"> • Ongoing by LAC 	<p>Joyce Iszatt</p>

<p>provision</p> <ul style="list-style-type: none"> • Support multi-disciplinary planning • Reduce the risk of school and placement breakdown 	<p>EP & generic EPs</p> <ul style="list-style-type: none"> • Ongoing liaison with schools, SWs, CAMHS etc 	
<p>Use opportunities provided by the Children in Care Council and by PEP meetings and questions in order to:-</p> <ul style="list-style-type: none"> • Increase the amount of feedback we get from our users • Focus our work more closely on the needs and wishes of our young people 	<ul style="list-style-type: none"> • Links made with Children's Rights advocate • Incorporated in PEPs & PEP training 	<p>Jon Harris/ Natalie Stephenson</p>
<p>Provide ongoing individual Connexions support and guidance for approximately 20 young people, who are at risk of being <i>NEET</i>, at any one time in order to:-</p> <ul style="list-style-type: none"> • Ensure that they are engaged in education, employment or training • Ensure that they obtain an accredited qualification 	<ul style="list-style-type: none"> • JG currently working with 23 young people • 	<p>Jennifer Grey</p>
<p>Develop the engagement and motivation of young people to reduce the risk of them falling out of statutory education and/or becoming <i>NEET</i> on leaving school by:-</p> <ul style="list-style-type: none"> • Working with the Youth Support Service to engage young people on the Duke of Edinburgh scheme • Working with the YSS to develop the Young Apprenticeship Project • Planning a specific project to engage care leavers who are also young parents 	<ul style="list-style-type: none"> • Activity day planned for November 2013 • Work experience programme started October 2013 	<p>Jennifer Grey/Liz Chinwada</p>

<p>(Specifically) Ensure 85% of care leavers at 21yrs are in education, employment or training by:-</p> <ul style="list-style-type: none"> • Supporting the development of the Tottenham Hotspurs <i>E18HTEEN Project</i> (including its bid for future funding) • Engaging with external providers e.g. Urban Futures to engage young people at risk of being <i>NEET</i> 	<ul style="list-style-type: none"> • Bid for 2nd phase funding successful • Initial meeting held with Urban Futures October 13 	<p>Jon Harris/ Jennifer Grey</p>
<p>Support Leaving Care to identify & record progress in further or higher education in order to</p> <ul style="list-style-type: none"> • Identify and celebrate the successes of young people • Provide some targeted support for A levels via the Discretionary Education Support Allowance • Identify and support students who have specific learning difficulties 	<p>Ongoing</p>	<p>Jon Harris/ Natalie Stephenson/ Joyce Iszatt</p>

Jon Harris

Head of the Enfield Virtual School for Looked After Children
Heart Team Manager
Assistant Principal Educational Psychologist

October 2013

Skills for Work Service (Work Experience)

DSG Allocation £134,247

In the past few years, increasingly funds have been directed away from the support and challenge of mainstream school sixth forms and towards KS4 and KS5 cohorts that are at risk of becoming disengaged and NEET. This changing focus has significantly shifted support towards disadvantaged young people, looked after children/care leavers, SEN, and teenage parents. In response to this changing government agenda the focus is on disadvantaged groups and meeting the full participation ambitions of the RPA. Now that the Raising of the Participation Age programme is live a greater level of funding is directed at disengaged cohorts.

The Skills for Work Service in partnership with Enfield EBP has been set up as a delivery vehicle to take forward 14-19 flexible study programmes that incorporate work experience and work related learning opportunities. The service works with over 3000 local employers and 30 community and voluntary groups on a regular basis to ensure as many opportunities to develop employability skills and vocational learning are available for children, young people and their families. This work breaks down barriers for young people who do not have access to high quality employers through family contacts and especially those families in second generation unemployment and high risk of continuing this behaviour pattern. The recent government report on work experience identified the use of work experience in both pre and post 16 provision as key in enhancing employability skills, supporting positive destinations and increasing accessibility of employment opportunities to all.

In addition to work experience a range of employment focussed activities has been carried out to support the pathway to local employment. This has also focussed on the development of a vocational curriculum to meet the emerging employment trends local to Enfield, the Cambridge Corridor and commutable distances. This work is in collaboration with local employers, the Regeneration, Culture and Leisure department and JCP to ascertain current employment intelligence

The service is supporting local collaborations between FE colleges, schools and employers to deliver a wider vocational study programme aimed at those who would not have stayed on in education has emerged as a key priority with the onset of RPA. Specific programmes have been developed to give employability skills, vocational qualifications and functional skills for 14+ age pupils to re-engage those most at risk of becoming NEET in partnership with Craig Park Community Centre.

Those most at risk of disengagement include those with SEN – who the service is providing a vital study programme intervention that will prepare them for supported employment with training. The service has developed an effective programme with special school partnerships for supported work experience placements that train the young person in being in the workplace in a safe simulated environment to enable a smooth transition to the real world work experience placement. An example of success is one learner with LDD has secured part time independent permanent paid employment and also attends college part time to further his I.T. skills.

The service delivers both apprenticeships and traineeships. Traineeships are a fore runner to apprenticeships for those not ready to be an apprentice and most at risk of disengagement. The service has worked in close partnership with Highlands School to promote schools as employers of apprentices with 42 apprentices in schools to date. This year we have created specialist Yr 12 placement work experience programme that includes business mentoring and lasts for a term.

The service supports STEM subjects by delivering STEM engagement activities in March with local employers to 3000 primary and secondary pupils. This year the service co-ordinated the Junior Citizens programme to all year 6 children and subsidised coach travel. The service delivers key employer engagement to support curriculum specialist knowledge and employment path choices.

Activity delivered for 2012/13 by Skills for Work Service in partnership with Enfield EBP

2836 work experience placements were delivered.

STEM activities delivered to 3000 primary and secondary pupils

Junior Citizens programme delivered to every year 6 pupil totalling 2829 pupils

First Class Skills delivered to 382 year 5/6 pupils in 7 schools

Enterprise and work related learning delivered to 1100 secondary pupils for 5 schools

An online database of 2800 active employers working with young people.

250 young people trained in apprenticeships or vocational provision that incorporates work experience

5 specialist work experience placements for year 12 pupils with mentoring.

Planned activity for 2013/14 by Skills for Work Service in partnership with Enfield EBP

3100 work experience placements will be delivered.

STEM activities will be delivered to 3000 primary and secondary pupils

Junior Citizens programme will be delivered to every year 6 pupil with a total estimate of 2800 pupils

First Class Skills will be delivered to 480 year 5/6 pupils in 8 schools

Enterprise and work related learning delivered to 1100 secondary pupils for 5 schools

An online Database of 3400 employers working with young people.

The service has already secured paid employment for a learner with LDD and a long term voluntary placement for another learner.

350 young people will be trained in apprenticeships and vocational provision that incorporates work experience

40 specialist work experience placements for year 12 pupils with mentoring.

The service addresses the following priorities and aims in line with the Council Business Plan 2010-2014 and SCS priorities 2013-14:

Fairness for all

1. Tackling the inequalities faced by children and young people in Enfield through a range of interventions
 - a. Addressing the causes of child poverty and facilitating parental support and access to work
 - d. Ensuring fair and equal access to educational opportunities through the provision of support to individual pupils
2. Keeping children and young people safe
 - b. Providing effective safeguarding services, operating to the highest national standards
3. Enabling children and young people to achieve their full potential
 - b. Taking action to narrow the educational achievement gaps between vulnerable and low achieving children and young people and their peers
 - c. High-quality schools and improved educational attainment for all children and young people
 - d. Continuing to improve attendance and behaviour
4. Ensuring we have an effective, suitably qualified and well managed children's services workforce

2. Growth and sustainability

- 2a. A clean, green and sustainable environment
- 2b. Bring growth, jobs, and opportunity to the borough
5. Helping young people to remain in education, employment and training
6. Ensuring young people have the skills they need to achieve economic well-being in adulthood

3. Strong Communities

- 3a. Encourage active citizenship
7. Improving the physical, emotional and mental health of children and young people, and ensuring that they have a healthy start in life
8. Ensuring that children and young people choose not to take part in anti-social behaviour or crime
9. Ensuring a range of positive activities that are affordable and accessible
10. Ensuring young people gain experience in decision-making and in taking responsibility for their own lives

Teacher Recruitment and Development

The DSG funding (£20k) enables staff release time, administrative time and management of appropriate contracts for:

- Attendance at various University 'Teacher recruitment fairs' across London and the South East, where LB Enfield schools are represented and promoted to trainees in their final year of study for B.A. Education degrees, GTP and PGCE courses
- The development of promotional literature about Enfield and the NQT pool for distribution to Universities nationally.
- Development of the schools vacancy website (www.enfieldschools.co.uk) upon which many school vacancies, secondary and primary, are advertised, and through which applicants can source information about the NQT Pool, the Supply Pool, and general information about working in Enfield.
- Co-ordination of NQT Open Days for Primary NQT trainees which have been supported by many schools, giving trainees an insight into working with Enfield Schools, and the opportunity to meet Headteachers/Senior Leaders and current NQTs.
- Administration of a database of Primary NQT applications for schools to access, by appointment.
- Governor Training sessions regarding Succession Planning, Recruitment and Retention issues for schools alongside the SIS team.

The impact of this work includes -

- Raising the profile of Enfield as an excellent place to live and to work across the country at various educational establishments,
- Increasing interest from high quality applicants,
- Extremely low vacancy rates,
- Saving schools many of the costs of national advertising in other media,
- Opportunities for schools to 'showcase' themselves at events such as the Open Days

MUNICIPAL YEAR 2013/2014 REPORT NO. 21

Item: 6a

MEETING TITLE AND DATE:
Commissioning Group – 6 December 13

Subject:
Pupil Count – Impact of Change

REPORT OF:
Director of Schools & Children's Services

Contact officer and telephone number:
Sangeeta Brown
Email: sangeeta.brown@enfield.gov.uk

1. EXECUTIVE SUMMARY

Detailed below is details of a query and response to the impact of using the October Pupil Count instead of the January Pupil Count.

2. How we will be funding schools where children were not placed on roll on time?

The Forum will be aware as part of the School Funding Reforms introduced by the Government, the Pupil Census data used to inform the allocation of the Schools Budget was changed from the January Census to the October Census. Council Members queried what the impact of the change had been for schools in Enfield.

3. Response

The change in pupil numbers would affect individual schools in two ways, either:

- supporting extra pupils by expanding the number of classes in a year group
- pupils being admitted after the normal admission period.

3.1. Analysis

An analysis of the change in pupil numbers has been carried out to assess whether the impact of the change in pupil numbers is supported by the funding arrangements . The table below shows the overall change in pupil numbers during the period October 2012, January 2013 and October 2013:

Sector	Census October 12	Census January 13	Variance October 12 & January 13	Census October 13	Variance October 12 & October 13
Primary	28,967	29,334	367 (1.27%)	29,518	551 (1.9%)
Secondary	17,505	17,654	149 (0.84%)	17,133	-372 (2.1%)
Total	46,472	46,988	516 (1.1%)	46,651	179 (0.39%)

The Forum will note that the change in the pupil numbers has resulted in an increase in pupil numbers between October 2012 and January 2013 for both the primary and secondary sector.

3.2 Funding Changes in Pupil Numbers

The current funding arrangements do not allow in-year adjustments to reflect changes in pupil numbers but do allow as part of the budget setting process for planned and agreed

expansions to be funded, as well as schools reporting mobility.

(a) Planned and agreed expansions:

The change in the pupil numbers for primary sector has supported by the expansion programme and funded by the Growth Fund. From September 2012, 512 new schools places were created to support the increase in pupil numbers. These places were funded according to the criteria agreed by the Schools Forum for the use of the Growth Fund.

(b) Mobility

As part of the funding arrangements for the current year, there is a formula factor to support schools admitting pupils outside the normal admission period. The parameters for this factor was set by the DfE and it allowed for funding to be allocated for any pupil admitted outside the normal admission period in the previous academic year. The table below details the funding which was allocated:

Sector	Funding 2013/14 £000s
Primary	1,440
Secondary	1,131
Total	2,571

4. As can be seen, arrangements are in place to support schools for pupils entering school outside the normal period for admission.

MUNICIPAL YEAR 2013/2014 REPORT NO. 23

MEETING TITLE AND DATE:

Schools Forum – 16 October 2013

REPORT OF:

Director of Schools & Children's Services

Contact officer and telephone number:

Sangeeta Brown – 0208 379 3109

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Agenda – Part:	Item: 7
Subject: Schools Forum: Workplan	
Wards: All	

Recommendation

To note the workplan.

Meetings		Officer
May 2013	Welfare Benefit Reforms Audit Arrangements Review of School Efficiencies (Information) Scheme for Financing (Information)	KR SB SB SB
July 2013	School Funding Review (2013/14) School Funding Arrangements (2014/15) Trade Union Facilities Funding Additional Resources Provision (Information)	SB SB SF JT
October 2013	Schools Budget: 2014/15: Update Responses to consultation on School Funding Arrangements (2014/15) Outturn Report 2012/13 Schools Balances 2012/13 Additionally Resourced Provision Letter to DfE re Falling Rolls	YM SB JF SB SB SB
December 2013	Schools Budget: 2014/15: Update Local Authority Budget (2014/15) Pupil Places strategy Additionally Resourced Provision	YM ES NB SB
January 2014	Schools Budget: 2014/15: Update	YM
March 2014	School Budget 2014/15: Update Scheme for Financing Schools Enfield Traded Services to Schools	YM SB SB
May 2014		

Dates of Meetings

Date	Time	Venue	Comment
9 May 2013	5.30pm – 7.30pm	St Pauls	
3 July 2013	5.30pm – 7.30pm		Training Session - Cancellor
11 July 2013	5.30pm – 7.30pm	St Pauls	
16 October 2013	5.30pm – 7.30pm		
11 December 2013	5.30pm – 7.30pm		
22 January 2014	5.30pm – 7.30pm		
5 March 2014	5.30pm – 7.30pm		
May 2014	5.30pm – 7.30pm		