

MEETING OF THE LANCASHIRE SCHOOLS FORUM TO BE HELD ON THURSDAY 17 OCTOBER 2019

**10.00 a.m. in the Savoy Suite, The Exchange Conference Centre, County Hall,
Preston**

A G E N D A

As agreed at the last meeting in July 2019, Shaun Jukes will take the Forum Chair for the 2019/20 and 2020/21 academic years.

1. Attendance and Apologies for Absence

To be recorded in accordance with the agreed membership of the Forum.

2. Substitute Members

To welcome any substitute Members.

3. Forum Membership (Enclosure)

To note the Forum membership report.

4. Minutes of the Last Meeting held on 4 July 2019 (Enclosure)

To agree the minutes of the last meeting held on 4 July 2019.

5. Matters Arising

To consider any matters arising from the minutes of the meeting held on 4 July 2019 that are not covered elsewhere on the agenda.

6. Recommendations from the Schools Block Working Group (Enclosure)

To consider the recommendations from the Schools Block Working Group held on 24 September 2019.

Paul Duckworth, Head of Service – Education, Quality and Performance (Acting) and Lynsey Austen, South Primary Area Team Leader, Education, Quality & Performance will attend the meeting to provide information about Primary Inclusion Hubs to help inform de-delegation considerations.

Primary and Secondary School members of the Forum will be asked to formally vote on the relevant de-delegation proposals.

7. Recommendations from the High Needs Block Working Group (Enclosure)

To consider the recommendations from the High Needs Block Working Group held on 26 September 2019.

8. Recommendations from the Early Years Block Working Group (Enclosure)

To consider the recommendations from the Early Years Block Working Group held on 1 October 2019.

9. Fraud and Cybercrime Presentation

Hannah Regan, from NatWest Bank, will attend the meeting to provide information on Fraud Prevention and Cybercrime.

10. Schools Forum Urgent Business Procedure

No decisions have been taken using the Forum urgent business procedure since the last meeting.

11. Forum Correspondence

There has been no Forum related correspondence since the last meeting.

12. Any Other Business

13. Date of Future Meetings

To note that the next scheduled Forum meeting will be held at 10.00am on 14 January 2019 at County Hall, Preston.

Lancashire Schools Forum meeting of 17 October 2019 at County Hall, Preston Executive Summary

As agreed at the last meeting in July 2019, Shaun Jukes will take the Forum Chair for the 2019/20 and 2020/21 academic years.

1. Attendance and Apologies for Absence and 2. Substitute Members

To note attendance and apologies for absence and welcome any substitute members.

3. Forum Membership

To note the Forum membership changes since the last meeting.

4. Minutes of the Last Meeting and 5. Matters Arising

To agree the minutes of the last meeting held on 4 July 2019 and any matters arising.

6. Recommendations from the Schools Block Working Group

To consider the recommendations from the Schools Block Working Group from 24 September 2019.

i. Update to Bank Account Guidance

The County Council has been reviewing the Guidance Notes for the Operation of Schools Local Bank Accounts, which includes a proposal to introduce a Cash Flow Advance Loan proforma, and sought Forum views about revised charges for 2020/21.

The Working Group

- a) Noted the report;*
- b) Supported the proposed bank account charges from April 2020.*

A copy of the updated bank account is attached at Appendix A to the report.

ii. Schools Block Funding 2020/21

This report provided information on Government announcements about an additional £14b of funding between 2020/21 and 2022/23, 'for 5-16 schools' and some DfE consultations. Initial analysis was included in the report, but further information is needed before the final implications for Lancashire schools can be fully assessed.

The Working Group:

- a) Noted the report;*
- b) Encouraged individual members to respond to the RPA consultation if appropriate;*
- c) Awaited further information and modelling about the 2020/21 funding arrangements.*

iii.2020/21 De-Delegation Proposals

Following reports to the Forum in the summer term 2019, the 2020/21 de-delegation consultation has been issued to schools. This report provided more details for the Working Group about the proposals and highlighted the main changes from 2019/20.

The Working Group

- a) Noted the report and the interim information provided on the consultation responses to date;*
- b) Noted that primary and secondary school members of the Forum would need to formally vote on each of the relevant de-delegation proposals, by phase, at the Forum meeting on 17 October 2019;*
- c) Requested that further information be provided around the take up and impact of the Inclusion Hub proposals across all district;*
- d) Encouraged individual members to respond to the consultation.*

Further information is included in the Forum report.

Paul Duckworth, Head of Service – Education, Quality and Performance (Acting) and Lynsey Austen, South Primary Area Team Leader, Education, Quality & Performance will attend the meeting to provide information about Primary Inclusion hubs to help inform de-delegation considerations.

Primary and Secondary School members of the Forum will be asked to formally vote on the relevant de-delegation proposals.

iv.Split Site Policy Update

Following a review of the Lancashire split site criteria, a revised criteria for the allocation of split site funding was agreed by the Forum at the January 2019 meeting. Information was provided to the Working Group about the eligibility of schools against the revised policy and the application of the 2020/21 transitional protection criteria.

The Working Group

- a) Noted the report;*
- b) Supported the application of the revised split site arrangements.*

v.DfE Consultation Financial transparency of local authority maintained schools and academy trusts

The DfE issued a consultation on 'Financial transparency of LA maintained schools and academy trusts'. The County Council shared a draft response with the Working Group.

The Working Group:

- a) Noted the report;*
- b) Supported the content of the draft LCC consultation response.*

vi. High Needs Block Provision Task and Finish Group Report

Members were informed that a report from the LCC High Needs Block Provision Task and Finish Group had been produced and had been agreed by the Cabinet. It was originally intended to share the document with the Forum at this round of meetings, but the report now required reevaluation in light of the recent Government funding announcements.

The Working Group will be kept up to date with developments.

The Working Group:

- a) *Noted the report.*

The Forum are asked to ratify the Working groups recommendations.

7. Recommendations from the High Needs Block Working Group

To consider the recommendations from the High Needs Block Working Group from 26 September 2019.

i. Election of a Chair for the High Needs Block Working Group

Peter Higham, headteacher at Great Arley School, was elected as the new Chair of the High Needs Block Working Group.

ii. High Needs/Central Schools Services Block Budget Monitoring 2019/20

Summer term 2019/20 data was used to provide monitoring and analysis for the High Needs Block, Central Schools Services Block and Central items. The forecast High Needs Block budget position at 31 March 2020 predicts an overspend of some £2.6m.

The Working Group:

- a) *Noted the report and the latest budget monitoring position;*
- b) *Noted the comments provided around the forecast overspend and that further information would be provided at the Schools Forum in response to certain queries.*

Further information is provided in the report to the Forum as requested by the Working Group.

iii. High Needs Block Funding 2020/21

Funding announcements from the Prime Minister about school funding included a commitment for £700m extra for children with Special Educational Needs and Disabilities (SEND) in 2020/21. This report provided initial information about the implications for Lancashire and about a Major Review into Support for Children with Special Educational Needs.

The Working Group:

- a) *Noted the report;*
- b) *Noted that more detailed information about the Lancashire implications around funding announcements and government reviews would be provided in due course.*

iv. High Needs Block Provision Task and Finish Group Report

A verbal update on the High Needs Block Provision Task and Finish Group Report was provided for the Working Group, including proposals to develop project plans for each of the options set out in the report agreed by the LCC Cabinet.

The report also made reference to a recent National Audit Office Report: Support for pupils with special educational needs and disabilities in England.

The Working Group:

- a) *Noted the report;*
- b) *Noted that more detailed information would be provided in due course.*

A copy of the 12 recommendations arising from the LCC Cabinet Developing the Approach and Provision for Children and Young People with Special Educational Needs and Disabilities report are provided for the Forum.

The Forum are asked to ratify the Working groups recommendations.

8. Recommendations from the Early Years Block Working Group

To consider the recommendations from the Early Years Block Working Group from 1 October 2019.

i. SEN Inclusion Fund

Information was provided to the Group to indicate that PVI and maintained providers should now have received details of the SEN Inclusion Fund. Members fed back that they did not recall receiving the communications and asked if this information could be checked.

The Working Group:

- a) *Noted the information provided, but asked if the distribution of the Inclusion Fund information could be checked.*

A copy of the guidance documentation and proforma have now been circulated Working Group members.

ii. Early Years Block Budget Pressures

Reports had been presented to previous working group meetings about the financial pressures facing the sector and this report provided an update, including:

- *Forum letter to District Councils lobbying for a reduction in business rates for nurseries;*
- *Lobbying Central Government for Increased Funding.*

The Working Group:

- a) *Noted the report;*
- b) *Noted that further information on Early Years Block funding would be provided in due course.*

iii. Consultation on Discretionary Payments in the Lancashire Early Education Formula 2 Year Old Funding Arrangements

The Working Group were provided with a new an update on the consultation on Discretionary Payments in the Lancashire Early Education Formula 2 Year Old Funding Arrangements, together with an interim analysis of the consultation responses and comments, as at 30 September 2019.

The Working Group

- a) *Noted the report and the consultation responses to date;*
- b) *Recommended that the Forum support the continuation of the existing criteria in the 2 year old offer that aids discretionary groups.*

iv. Payments for Social Services Supported Children

The Working Group Chair provided a verbal update for members in connection with the payments to providers for Social Services Supported Children.

The Working Group:

- a) *Noted the information provided;*
- b) *Supported the ongoing systems issues being subject to further review.*

The Forum are asked to ratify the Working groups recommendations.

9. Fraud and Cybercrime Presentation

Hannah Regan, from NatWest Bank, will attend the meeting to provide information on Fraud Prevention and Cybercrime.

10. Schools Forum Urgent Business Procedure

No decisions have been taken using the Forum urgent business procedure since the last meeting.

11. Forum Correspondence

There has been no Forum related correspondence since the last meeting.

12. Any Other Business

13. Date of Future Meetings

To note that the next scheduled Forum meeting will be held at 10.00am on 14 January 2019 at County Hall, Preston.

LANCASHIRE SCHOOLS FORUM
Date of meeting 17 October 2019

Item No 3

Title: Forum Membership

Executive Summary

This report summarises the changes to the Forum membership since the last meeting.

Forum Decision Required

The Forum is asked to:

- a) **Note the report;**
- b) **Thank Patricia Eastham for her contribution to the Forum;**
- c) **Welcome Ian Ball, Michelle O'Neill, Cathryn Antwis, Jenny Birkin, Katrina Gale, Neil Gurman, Deanne Marsh, Laura Brennan, Peter Higham, Jan Holmes, Gaynor Gorman and Helen Dicker to their first Forum meeting;**
- d) **Welcome Lorimer Russell-Hayes back to the Forum.**

Background

This report provides information on Forum membership issues that have arisen since the last Forum meeting. Details are provided below.

Primary School Governors

Two new primary school governors have joined the Forum from September 2019, to fill vacancies arising from the annual membership review. These new members are:

- Ian Ball, a governor from Euxton CE Primary School;
- Michelle O'Neill, a governor at Lytham CE Primary School.

We have also been informed that primary governor representative Patricia Eastham has resigned from the Forum. Arrangements are in being made to find a replacement and an election process is currently taking place.

Members will wish to thank Patricia for her contribution to the Forum and welcome Ian and Michelle to their first Forum meeting.

Primary School Headteachers

Five new primary school headteacher representatives have joined the Forum for the 2019/20 academic year, filling vacancies arising from the annual membership review. The new headteachers are:

- Cathryn Antwis, headteacher at Frenchwood Primary School;
- Jenny Birkin, headteacher at Adlington Primary School;
- Katrina Gale, headteacher at Yealand CE Primary School;
- Neil Gurman, headteacher at St Mary's CE Primary School, Rawtenstall;
- Deanne Marsh, headteacher at Bacup St Saviour's Primary School

Members will wish to welcome Cathryn, Jenny, Katrina, Neil and Deanne to their first Forum meeting.

Secondary School Governor

The secondary school governor vacancy on the Forum has been filled by Lorimer Russell-Hayes, a governor from Penwortham Girls High School. Members will recall that Lorimer has previously been a member of the Forum

Members will wish to welcome Lorimer back to the Forum.

Special School Governor

Laura Brennan, a governor at Wennington Hall School has been appointed to the special school governor vacancy on the Forum. Laura has already been attending the High Needs Block Working Group as a co-opted member.

Members will wish to welcome Laura to her first meeting of the Forum.

Special School Headteacher

At the Forum meeting in July 2019, a proposal was agreed to allow special school headteachers to nominate an additional representative to sit in the full Forum, following the election of Shaun Jukes as the Forum chair, as Shaun was the only special school Headteacher representative and this would assist with Forum workload and enable the Chair to take a position of neutrality.

Special schools have nominated Peter Higham, headteacher of Great Arley School, as their additional representative.

Members will wish to welcome Peter to his first Forum meeting.

Nursery School Headteacher

Jan Holmes, Headteacher of Walton Lane Nursery School is the new nursery school headteacher representative on the Forum. Members will know that Jan has been a regular attendee at the Forum as a substitute representative.

Members will wish to welcome Jan to her first meeting as the formal Nursery School headteacher representative.

Academy Headteacher

The Lancashire academy principals group has nominated Gaynor Gorman, Principal at Lostock Hall Academy as their new representative.

Members will wish to welcome Gaynor to her first Forum meeting.

Academy Governor

Three nominations were received for the single academy governor vacancy on the Forum and an election process was held in the summer term 2019.

Helen Dicker, Chair of Trustees at Endeavour Learning Trust, was successful in the election process receiving 67% of the valid votes cast, and has therefore been appointed to the Forum.

6 valid votes were cast in the election, representing 13% of eligible votes.

Members will wish to welcome Helen to her first Forum meeting.

LANCASHIRE SCHOOLS FORUM

**MINUTES OF THE MEETING HELD AT
10:00 A.M. ON THURSDAY, 4 JULY 2019
AT THE EXCHANGE, COUNTY HALL, PRESTON**

Present:

Schools Members:

Primary School Governors

Chris Bagguley
Stephen Booth (Vice-chair)
Gerard Collins
Patricia Eastham
Louise Martin
Eleanor Hick
Lesley Millard
Laurence Upton
Robert Waring

Primary School Headteachers

Daniel Ballard
Sarah Barton
Tim Cross (Chair)
Brendan Hassett
Steve Robinson

Secondary School Governors

Janice Astley
Brian Rollo

Secondary School Headteachers

Steve Campbell
Julie Langham

Early Years - PVI

Sharon Alexander
Peter Hindle

Observers

Mark Evans (Unison)
David Fann (NAHT)
Julie Gordon (NEU),
Eric Harrison (NASUWT)
Liz Lavery (ASCL)
Sam Ud-din (LASGB)
Ian Watkinson (NEU),
CC Jayne Rear sub for CC Williamson

Academy Governor

Chris McConnachie
Louise Shaw

Academy Principal/Headteacher

Alan Porteous

Alternative Provision Academy

Special School Academy

Special School Governor

Special School Headteacher

Shaun Jukes

Short Stay Governor

Short Stay Headteacher

Anne Kyle

Nursery School Headteacher

Nursery School Governor

Thelma Cullen

Members:

Other Voting Members

CC David Foxcroft
Michelle Howard

Observers - Members of the Public

Kathleen Cooper

In attendance: Helen Belden
Paul Bonser
Andrew Good
Christine Hurford
Stephen Martin
Neil Rogerson
Kevin Smith

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from: Liz Astbury, Jane Beckford, CC Anne Cheetham, John Davey, Helen Dicker, Angela Johnstone, Julie Langham, Jan Marshall, Sandra Thornberry, Tim Warren, CC Phillippa Williamson and Jill Wright.

2. SUBSTITUTE MEMBERS

CC Jayne Rear attended as a substitute for CC Phillippa Williamson.

3. FORUM MEMBERSHIP

A report was presented updating the Forum on the membership changes since the last meeting.

Annual review of membership numbers

The annual membership review of pupil numbers at primary schools, secondary schools and academies revealed that there are to be 2 places fewer for secondary schools in September 2019. This process will be managed through the annual membership review.

Membership changes

As part of the membership review a number of members are leaving or have left the Forum. These members were:

Kay Burke	Nursery School Headteacher
Keiran Bellis	Primary School Governor
Simon Gillespie	Primary School Governor
Liz Astbury	Primary School Headteacher
Tim Cross	Primary School Headteacher
Janice Reynolds	Primary School Headteacher
Steve Robinson	Primary School Headteacher
Chris Shields	Primary School Headteacher
Jane Beckford	Secondary School Governor
David Swaffield	Secondary School Governor
Sharon Taylor	Special School Governor
Julie Burnside	Academy Headteacher/Principal
Paula Burdess	Unison
CC Susie Charles	LCC Cabinet Member
CC Lorraine Beavers	LCC Labour Group

The Authority is making arrangements to fill vacancies that arise in September 2019, but some new members were welcomed to the July meeting:

CC Phillippa Williamson
Michelle Howard
Mark Evans

New LCC Cabinet Member (represented by
County Councillor Jayne Rear)
The Lancashire Colleges
Unison

CC Jennifer Mein had also re-joined the Forum representing the LCC Labour Group.

Forum Chair from September 2019

One member leaving the Forum was Tim Cross, the current Forum Chair. Nominations to Chair the Forum from September 2019 had been sought in advance of the meeting and one nomination had been received from Shaun Jukes, special school Headteacher.

No other nominations were forthcoming at the meeting and Shaun was duly appointed as Forum Chair for the 2019/20 and 2020/21 academic years.

In these circumstances, members were asked to consider if it was appropriate to allow Special school headteachers to nominate an additional representative to sit in the full forum, as Shaun is the only current special school Headteacher representative and this would assist with Forum workload and enable the chair to take a position of neutrality.

The Forum:

- a) **Noted the report;**
- b) **Welcomed Michelle Howard, Mark Evans and CC Phillippa Williamson to their first Forum meeting;**
- c) **Welcomed CC Jennifer Mein back to the Forum;**
- d) **Thanked Kay Burke, Keiran Bellis, Simon Gillespie, Liz Astbury, Tim Cross, Janice Reynolds, Steve Robinson, Chris Shields, Jane Beckford, David Swaffield, Sharon Taylor, Julie Burnside, Paula Burdess, CC Susie Charles and CC Lorraine Beavers for their contribution to the Forum;**
- e) **Appointed Shaun Jukes as the new Forum Chair for the 2019/20 and 2020/21 academic years;**
- f) **Supported the nomination of an additional special school headteacher representative to sit in the full forum, whilst Shaun is Forum Chair to aid with Forum workload and enable the chair to take a position of neutrality.**

4. MINUTES OF THE LAST MEETING

The Forum agreed the minutes of the last meeting held on 21 March 2019 as a correct record.

5. MATTERS ARISING

a) From item 10 a Insurance costs at Maintained Nursery Schools

Correspondence was presented to the last meeting from the nursery school headteacher representative, requesting the Forum's support as insurance premiums for the sector have seen significant increases in 2019/20.

The Forum offered this support and LCC has now considered the representations and has agreed to:

- apply transitional arrangements to the 2019/20 insurance charges, which will take the form of a £1,000 cap on changes from the 2018/19 charge
- undertake a review of the charging methodology to be applied to insurance charges for 2020/21, which will include benchmarking charging levels against an insurance industry quote for a nursery school.

It was also noted that the DfE provide an insurance scheme for academies and were considering whether this should be extended to allow access to maintained schools.

The Forum is asked to:

- Noted the information;**
- Welcomed the introduction of the transitional protection and the proposed review of the charging methodology for 2020/21.**

6. RECOMMENDATIONS FROM THE SCHOOLS BLOCK WORKING GROUP

A report was presented setting out the recommendations from the Schools Block Working Group from 20 June 2019.

i. 2020/21 De-Delegation Proposals

The school funding framework continues to allow service de-delegations in 2020/21. This report provided information on the proposed continuation of service de-delegations approved in 2019/20 and updated members on the considerations relating to possible new de-delegation options.

Existing de-delegations are:

- Staff costs – Public Duties/Suspensions;
- Museum Service - Primary Schools Only;
- Support for Schools in Financial Difficulty

Members expressed support for a consultation with schools on the continuation of the existing de-delegations

A new delegation relating to primary inclusion hubs was proposed from April 2020 and would be the subject of consultation with schools early in the autumn term 2019.

Initial proposals to consider de-delegation of Copyright Licencing were not now going to proceed following clarification of the regulations.

The Working Group:

- Noted the report;*
- Supported of the proposed 2020/21 de-delegation consultations being issued in September 2019;*
- Requested that the comments on the current operation of primary inclusion hubs be passed to relevant officers.*

After the meeting, the WG comments were passed through to the Inclusion Service. They were around the operation of Inclusion Hubs, including possible flexibilities for some pupils around current 12 week placement levels and some inconsistencies between districts.

The response was that if we give funding to the District Group (DG) they must decide on what that funding will support. Districts will be held to account for outcomes through the steering group and CYP Partnership.

A Districts at a glance document, showing the approaches adopted in each district, had also been produced and this would be shared with members after the Forum meeting.

The Forum endorsed the working groups' recommendations and noted the supplementary information provided.

ii. Trade Union Facilities Agreement

Jeanette Whitham, Head of Schools HR Team, attended the Working Group for this item.

As requested by the Forum, updated information was provided around the trade union facilities time agreement.

Members discussed the information provided and the pros and cons of the current arrangements and the possible options for changing the level of support provided for the facilities time agreement. As the views expressed by members were split, the Working Group recommended that the possible options for this de-delegation were presented to schools as part of the annual consultation.

The Working Group:

- a) Noted the report and the information about the updated Trade Union Facilities Agreement;*
- b) Supported Trade Union Facilities options being presented in the 2020/21 de-delegation consultations with schools.*

iii. Schools Budget Outturn Report 2018/19

The Overall Schools Budget outturn position for 2018/19 showed an overspend of some £1.7m. This report provided further details of the Schools Block outturn position.

A copy of the full Schools Budget outturn report was provided for Forum members.

The Working Group

- a) Noted the report and the 2018/19 Schools Budget final financial outturn position.*

iv. School Balances and Clawback 2018/19

The final outturn position against schools delegated budgets at 31 March 2019 was an overspend of £1.409m. This report provided further details of the Schools Block outturn position.

Information was provided showing analysis of school balances by phase at the end of the financial year 2018/19, and a copy of the full Schools Balances and Clawback Report 2018/19 was provided for Forum members.

The Working Group:

- a) Noted the report;*
- b) Noted the overall position of school balances at 31 March 2019 and the individual school level information provided in the report;*
- c) Recommended that there should be no general suspension of clawback at 31 March 2019;*

- d) *Recommended that the 2 primary school appeals should be supported and therefore no clawback should be applied to these 2 schools;*
- e) *Recommended that there should be no change to the Schools Forum's school balances and clawback arrangements to be applied at 31 March 2020.*

This report had also presented to the High Needs and Early Years Groups. Both of these groups recommended that the application of clawback be suspended at 31 March 2019, which is different to the Schools Block recommendation.

The full Schools Forum considered the recommendations from all three working groups and formally voted on the proposal that clawback should be suspended at 31 March 2019. Voting was restricted to maintained schools members, as clawback provisions are made under Scheme for Financing Schools arrangements. Votes were cast as follows:

- *3 members supported the suspension of clawback at 31 March 2019;*
- *17 members opposed the suspension of clawback at 31 March 2019;*
- *1 members abstained from the vote.*

The Forum therefore decided that there should be no general suspension of clawback at 31 March 2019.

The Forum endorsed the other working group recommendations including support for the clawback appeals at 2 primary schools.

v. Schools Forum Annual report 2018/19

A draft Forum Annual Report for 2018/19 was provided for the Working Group.

The full report was provided for the Forum.

The Working Group:

- a) *Noted the report;*
- b) *Recommend to the Schools Forum that the 2018/19 Annual Report be approved for publication.*

vi. High Needs Block Provision Task and Finish Group

Andrew Good provided a verbal update on the work of the HNB Provision Task and Finish Group.

The Working Group:

- a) *Noted the update;*
- b) *Welcomed the fact that the report would be shared with the Forum in due course.*

Members noted that the report is being finalised internally and will be shared with Forum for comment in due course.

vii. Notional SEN Proposals 2020/21

As part of the ongoing review of High Needs Block expenditure, the LA has formulated a possible simplification to the notional SEN calculation. The report also contained more detailed information on the proposals and their background,

The Working Group:

- a) *Noted the report;*
- b) *Supported the issuing of a consultation to simplify the notional SEN calculation.*

A query was raised about whether there was a need to consult all schools on this detailed and complex issue, but it was confirmed that the School and Early Years Finance Regulations specified that a local authority must consult its schools forum and schools maintained by it about any proposed changes, in relation to the factors and criteria taken into account, and the methods, principles and rules adopted.

viii. Teachers' Pension Scheme (TPS) from September 2019

On 10 April 2019, DfE published information and confirmed that they would be funding maintained schools and academies for TPS increase in 2019 to 2020.

The Working Group:

- a) *Noted the report.*

It was highlighted that this support was only guaranteed for the 2019/20 financial year.

ix. PE and sport premium funding for 2019/20

Following a number of enquiries from schools, the DfE have confirmed that the £320m PE and sport premium will continue in the 2019/20 academic year.

The Working Group

- a) *Noted the report.*

x. Schools Financial Value Standard (SFVS) 2018/19 and 2019/20

SFVS is a statutory requirement for all maintained schools and this report provides information on the 2018/19 SFVS returns and the changes to be introduced for 2019/20

The Working Group:

- a) *Noted the report;*
- b) *Supported the continuation of the current returns timescale and sanctions policy;*
- c) *Supported the proposed funding arrangements for governors attending the briefing sessions;*
- d) *Suggested that information about the new SFVS arrangements could be highlighted via the Chairs' conferences.*

xi. Invoices 'on approval' for on-line resources

Internal Audit have again been alerted to invoices being sent to schools 'on approval' in respect of a yearly subscription providing access to on-line resources.

The Working Group:

- a) *Noted the report.*

The Forum ratified the Working Group's Recommendations

7. RECOMMENDATIONS FROM THE HIGH NEEDS BLOCK WORKING GROUP

A report was presented setting out the recommendations from the High Needs Block Working Group from 11 June 2019.

i. Inclusion Hub Proposals 2019/20

Paul Duckworth, Head of Service – Education, Quality and Performance (Acting) attended the Working Group for this item.

Updated information was provided about the proposals for the use of funding by the District Inclusion Hubs, including strengthened governance and monitoring arrangements.

A supplementary paper had been circulated to members of the WG ahead of the meeting providing additional information and clarification in response to some initial questions that had been raised by members.

The Working Group

- a) Thanked Paul for his report and supplementary information;*
- b) Noted the information provided;*
- c) Expressed support for the strengthened governance arrangements for the project;*
- d) Recommended that the £80k per district Inclusion Hub pump priming allocations for 2019/20 be released to relevant 'banker' schools;*
- e) Welcomed the intention to develop pupil number based allocation as part of the 2020/21 proposals to reflect the differing sizes of district.*

ii. 2019/20 De-Delegation Proposals

The school funding framework continued to allow service de-delegations in 2020/21. This report provided information on the proposed continuation of service de-delegations approved in 2019/20 and updated members on the considerations relating to possible new de-delegation options.

The Working Group:

- a) Noted the report;*
- b) Supported the continuation of existing de-delegations in 2020/21, subject to the annual school consultation;*
- c) Supported the consultation on the de-delegation of primary inclusion hub funding for 2020/21;*
- d) Requested consideration of the methodology to distribute de-delegated inclusion hub funding, if agreed, to districts.*

iii. Schools Budget Outturn Report 2018/19

The Overall Schools Budget outturn position for 2018/19 shows an overspend of some £1.7m. This report provides further details of the High Needs Block outturn position.

The Working Group:

- a) Noted the report and the supplementary information;*
- b) Requested that the commentary on the out-county budget be amended.*

The commentary on the out-county budget had been amended:

Out County - Specialist provision places

This overspend of £3.1m is due in the main to the Inclusion Service being unable to obtain capacity within maintained provision to cope with an increasing number of pupils requiring high needs placement. As provision has not been able to be sourced within the authority's schools more Independent Non-Maintained placements have had to be commissioned causing additional expenditure.

iv. School Balances and Clawback 2018/19

The final outturn position against schools delegated budgets at 31 March 2019 is an overspend of £1.409m. This report provided further details of the High Needs Block outturn position.

Information was provided showing analysis of school balances by phase at the end of the financial year 2018/19, and a copy of the full Schools Balances and Clawback Report 2018/19,

The Working Group:

- a) Noted the report;*
- b) Noted the overall position of school balances at 31 March 2019 and the individual school level information provided in the report;*
- c) Recommended that the application of clawback at 31 March 2019 be suspended, due to the relatively small amounts involved and in recognition of the overall financial pressures across the school sector;*
- d) Recommended that the existing school balances and clawback arrangements continue to be applied at 31 March 2020.*

Members noted that the Forum had debated the suspension of clawback at 31 March 2019 during consideration of the Schools Block recommendations, when the Forum had decided that there should be no general suspension of clawback at 31 March 2019.

v. Schools Forum Annual report 2018/19

A draft Forum Annual Report for 2018/19 was provided for the Working Group.

The Working Group:

- a) Noted the report;*
- b) Recommend to the Schools Forum that the 2018/19 Annual Report be approved for publication.*

vi. High Needs Block Provision Task and Finish Group

Andrew Good provided a verbal update on the work of the HNB Provision Task and Finish Group.

The Working Group:

- a) Noted the update;*
- b) Welcomed the fact that the report would be shared with the Forum in due course.*

vii. Notional SEN Proposals 2020/21

As part of the ongoing review of High Needs Block expenditure, the LA has formulated a possible simplification to the notional SEN calculation.

The Working Group:

- a) *Noted the report;*
- b) *Supported the issuing of a consultation to simplify the notional SEN calculation.*

viii. Teachers' Pension Scheme (TPS) from September 2019

On 10 April 2019, DfE published information and confirmed that they would be funding maintained schools and academies for TPS increase in 2019 to 2020.

The Working Group:

- a) *Noted the report.*

ix. PE and sport premium funding for 2019/20

Following a number of enquiries from schools, the DfE have confirmed that the £320m PE and sport premium will continue in the 2019/20 academic year.

The Working Group

- a) *Noted the report.*

x. Schools Financial Value Standard (SFVS) 2018/19 and 2019/20

SFVS is a statutory requirement for all maintained schools and this report provides information on the 2018/19 SFVS returns and the changes to be introduced for 2019/20

The Working Group:

- a) *Noted the report;*
- b) *Supported the continuation of the current returns timescale and sanctions policy;*
- c) *Supported the proposed funding arrangements for governors attending the briefing sessions.*

The Forum ratified the Working Group's recommendations.

8. RECOMMENDATIONS FROM THE EARLY YEARS BLOCK WORKING GROUP

A report was presented setting out the recommendations from the Early Years Block Working Group from 13 June 2019.

i. Early Years Block Budget Pressures

Reports had been presented to previous working group meetings about the financial pressures facing the sector. This report provided an update on early years budget pressure issues, including

- Lobbying Central Government for Increased Funding
- Forum letter to District Councils lobbying for a reduction in business rates for nurseries
- Possible amendments to the Lancashire funding agreement for settings that receive an Ofsted 'Inadequate' inspection judgement
- Possible cessation of discretionary payments in the local Early Years formula that do not generate equivalent DSG income for Lancashire
- Ongoing Support for the Sector
- Impact on Sufficiency

The Working Group:

- a) *Noted the report and the information provided;*
- b) *Recommended that the Forum letter to District Councils lobbying for a reduction in business rates for nurseries be resent, except for Chorley BC;*
- c) *Recommended that a consultation be issued to providers about the possible cessation of the discretionary payments for additional vulnerable groups in the 2 year old formula, including data on the usage of the different groups, an impact assessment and any transitional arrangements;*
- d) *Recommended that the current policy for supplementary payments in the 3 and 4 year old formula should continue for the time being.*

After the Working Group meeting the letter to district councils about business rates was resent, and 3 additional replies were received from Rossendale, Wyre and Burnley Councils. None of the replies was able to support a reduction in business rates for childcare providers although some did refer to other concessions that may be available, for example 'hardship'.

ii. Early Education Funding Agreement 2019/20

The proposed changes to the Early Education Funding Agreement for the 2019/20 academic year were considered at the Early Education Consultative Group on 24 May and a number of comments and suggestions were made. This report provided information on the final decisions taken by the County Council, which included:

- Adopt option 3 and allow funding to continue until next inspection providing the quality of education is 'good'. In the event that the next inspection remains 'inadequate' cease funding after 4 weeks. Under option 3 where the quality of education is less than 'good' funding would cease 8 weeks after the 'inadequate' judgement is published.
- All settings who receive an 'inadequate' judgement will be required to notify parents of the inspection outcome within 5 working days of it being published. Funding will cease 4 weeks after the 'inadequate' judgement is published where a parent chooses to find alternative provision (status quo).
- All settings who receive an 'inadequate' judgement will be required to submit an action plan within 15 working days of it being published.
- Funding will be reinstated from date of re-inspection, rather than date the judgement is published.
- 'Not met' judgements will be treated in the same way as 'inadequate' judgements.
- Continue to fund new 2, 3, 4 year old funded children during the 'inadequate' funding period (status quo).
- Continue to fund new 2 year old children when a setting is receives a 'requires improvement' judgement (status quo).
- Adopt all other amendments outlined in section 5 of this report.

The Working Group:

- a) *Noted the report and the final decisions taken in connection with the Early Education Funding Agreement 2019/20.*

iii. Schools Budget Outturn Report 2018/19

The Overall Schools Budget outturn position for 2018/19 shows an overspend of some £1.7m. This report provides further details of the Early Years Block outturn position.

The Working Group:

- a) *Noted the report;*

iv. School Balances and Clawback 2018/19

The final outturn position against schools delegated budgets at 31 March 2019 is an overspend of £1.409m. This report provides further details of the Early Years Block outturn position.

The Working Group:

- a) *Noted the report;*
- b) *Noted the overall position of school balances at 31 March 2019 and the individual school level information provided in the report;*
- c) *Noted the ongoing work to stabilise the financial position at maintained nursery schools;*
- d) *Recommended that the application of clawback at 31 March 2019 be suspended, due to the relatively small amounts involved and in recognition of the overall financial pressures across the school sector;*
- e) *Recommended that the existing school balances and clawback arrangements continue to be applied at 31 March 2020.*

Members noted that the Forum had debated the suspension of clawback at 31 March 2019 during consideration of the Schools Block recommendations, when the Forum had decided that there should be no general suspension of clawback at 31 March 2019.

v. Schools Forum Annual report 2018/19

A draft Forum Annual Report for 2018/19 was provided for the Working Group.

The Working Group:

- a) *Noted the report;*
- b) *Recommend to the Schools Forum that the 2018/19 Annual Report be approved for publication.*

vi. Schools Financial Value Standard (SFVS) 2018/19 and 2019/20

SFVS is a statutory requirement for all maintained schools and this report provides information on the 2018/19 SFVS returns and the changes to be introduced for 2019/20

The Working Group:

- a) *Noted the report;*
- b) *Supported the continuation of the current SFVS returns timescale and sanctions policy;*
- c) *Supported the proposed funding arrangements for governors attending the briefing sessions;*
- d) *Noted that officers would raise the nursery benchmarking issue at future national and regional events with DfE.*

The Forum ratified the Working Group's recommendations.

9. RECOMMENDATIONS FROM THE APPRENTICESHIP LEVY STEERING GROUP

A report was presented setting out the recommendations from the Apprenticeship Levy Steering Group from 13 June 2019.

A number of reports around Apprenticeship Levy Finance were provided, including:

- Transfer of Unspent Levy Funds Update;
- Teacher Qualification Update;
- Apprentice Ambassadors;
- Finance Position;
- Engagement with Schools;
- Part time Learners.

The Working Group:

- a) *Noted the report and the latest financial forecast;*
- b) *Congratulated the Apprenticeship team on their national recognition;*
- c) *Recommended that their suggestion that the 25% transfer of Levy funds to support relevant training at non-levy paying schools in Lancashire, should be extended to academies and early years PVI providers, in order to prevent unspent funding being returned to central government. (Subject to confirmation of the eligibility of these areas against the Regulations and the practical and resource implications for the Team).*

Members debated the proposals and some members indicated that they had not been aware that the apprenticeship levy funding was at risk of being returned to central government. Other members raised specific questions and queries on specific apprenticeship levy matters.

The Forum:

- a) **Noted the report;**
- b) **On balance, agreed that it was preferable for unspent funding to be used locally to support non-levy paying establishments rather than funding being returned to central government, and understood that there were some barriers to the 'transfer' process, for example aided schools that buy into the BTLS payroll service being classed at the same employer as LCC.**
- c) **Supported the prioritisation of spending of apprentice levy funding on levy paying schools.**

Officers agreed to pass on the specific school issued raised to the Apprenticeship Levy Team.

10. DfE CALL FOR EVIDENCE: FUNDING FOR SEND AND THOSE WHO NEED AP

The DfE have issued a Call for Evidence around the Provision for children and young people with special educational needs and disabilities, and for those who need alternative provision: how the financial arrangements work.

A draft Schools Forum consultation response had been prepared in conjunction with the Forum Chair's Group and with input from the FE sector for questions related to 16-19 provision. It was noted that Questions 11 – 15 are specifically aimed at responses from schools, so are not answered in the draft Forum submission.

A copy of the response had been circulated in advance and no additional comments had been received.

The Forum:

- a) **Approved the Forum response for submission to the DfE;**
- b) **Supported the circulation of the Forum response to Lancashire schools, with an encouragement for schools to respond.**

In addition, members were asked to consider responding individually to the Call for Evidence, to ensure that Lancashire concerns and ideas are fed through in this consultation.

The consultation document is available from <https://consult.education.gov.uk/funding-policy-unit/funding-for-send-and-those-who-need-ap-call-for-ev/>

11. FORUM CORRESPONDENCE

There were no items of Forum related correspondence to consider at this meeting.

12. ANY OTHER BUSINESS

a) Tim Cross

As noted earlier in the Membership item, amongst those members leaving the Forum was Tim Cross, headteacher of Bolton-le-Sands CE Primary School. Tim has been a Forum member since its inception in January 2003, became Chair of a working group in 2015 and Chair of the full Forum in 2016.

Tim has been Chair of the Forum perhaps through its most difficult period, as school funding has become increasing tight and flexibilities available to the Forum have reduced. Principles of fairness and equity across the county, regardless of phase or location, have been fundamental to Tim's chairmanship.

The Forum expressed sincere thanks to Tim for his leadership and direction throughout this period.

13. DATE OF FUTURE MEETINGS

The next scheduled Forum meeting will be held at 10.00am Thursday 17 October 2019 at County Hall, Preston.

LANCASHIRE SCHOOLS FORUM

Date of meeting 17 October 2019

Item No 6

Title: Recommendations of the Schools Block Working Group

Appendices A and B refer

Executive Summary

On 24 September 2019, the Schools Block Working Group considered a number of reports, including:

- Update to Bank Account Guidance;
- Schools Block Funding 2020/21;
- 2020/21 De-Delegation Proposals;
- Split Site Policy Update;
- DfE Consultation Financial transparency of local authority maintained schools and academy trusts;
- High Needs Block Provision Task and Finish Group Report.

Recommendations

The Forum is asked to:

- a) Note the report from the Schools Block Working Group held on 24 September 2019;
- b) Ratify the Working Group's recommendations.

Background

On 24 September 2019, the Schools Block Working Group considered a number of reports. A summary of the key issues and recommendations arising from the Working Group's considerations of the items are provided in this report.

1. Update to Bank Account Guidance

The County Council has been reviewing the Guidance Notes for the Operation of Schools Local Bank Accounts, which includes a proposal to introduce a Cash Flow Advance Loan proforma.

Bank account arrangements include 2 charges first introduced in April 2017, following consultation with the Forum. These were:

- A charge for establishing a new school bank account;
- An annual maintenance charge for operating a school bank account.

The charges were introduced in order to obtain a contribution to the additional costs incurred by the County Council in establishing and maintaining school bank accounts, but did not provide full cost recovery.

At the time of introduction, it was also noted that there was still a cost saving in operating a bank account compared to the relevant charges levied to non-bank account schools for the services they receive from the County Council, for example the Accounts Payable SLA charges non-bank account schools to process invoices and to operate an imprest account. Although it was acknowledged that schools take on additional responsibilities internally when they operate a local bank account.

At April 2017, the charges levied for bank account schools accounted for approximately 50% of the estimated cost to LCC. The charges have subsequently been increased and currently stand at:

- £500 to set up a new school bank account;
- £350 annual maintenance charge for operating a school bank account.

In reviewing the charges for the next financial year, some key factors have been considered:

- Recently, schools establishing a bank account have needed considerable additional support over and above that originally envisaged in setting the charge. This has particularly involved additional work for Schools Financial Service (SFS) staff to visit the schools and rectify problems and ensure that relevant returns are submitted to the County Council, as required by the Scheme for Financing Schools;
- The maintenance charge is still not achieving full cost recovery.

In response to these issues, the following charges are proposed for April 2020:

Set up a new school bank account – Proposed 2020/21 Charge £1,000

A charge of £1,000 will be made prior to 31 March in the year of application. In addition to the existing training and support, schools will receive extra support from a nominated schools finance officer in operating a new bank account. This support will include:

- Onsite training prior to 31 March;

- First two months reconciliation to Oracle and submission of month end files to the Authority.

This enhanced service, which includes additional on-site support from SFS, should enable schools to transition more smoothly into the operation of their new bank account without placing considerable unscheduled demands on the service.

It was noted that schools buying into the highest level of the SFS SLA automatically receive a monthly visit from their finance officer, so would receive a discounted charge.

Annual maintenance charge for operating a school bank account. – Proposed 2020/21 Charge £500

An annual maintenance charge of £500 will be made via invoice in May each year.

This charge is still at a level below the average cost to a school of the Accounts Payable SLA.

Members sought clarification of the services provided, which included reconciling local bank records into the county council's accounts, investigation and correction of errors, reconciling payroll, ensuring completion of statutory VAT returns, offering support and guidance etc.

The Working Group

- a) **Noted the report;**
- b) **Supported the proposed bank account charges from April 2020.**

Subsequent to the Working Group meeting, the review of the bank account guidance has been completed and a copy of the revised document is attached at Appendix A.

2. Schools Block Funding 2020/21

On 30 August 2019, announcements from the Prime Minister set out an additional £14b of funding between 2020/21 and 2022/23, 'for 5-16 schools'.

The announcements indicated that £2.6b of the additional funding will be available in 2020/21. Funding will then increase by £4.8b for 2021/22, and £7.1b for 2022/23, compared to 2019/20. The funding includes £700m extra for children with Special Educational Needs and Disabilities (SEND) in 2020/21, although the split of funding in subsequent financial years has not been announced.

The PM's announcement confirmed future minimum pupil funding (MPF) levels for primary and secondary schools:

- For secondary schools, the MPF level will be £5,000 per pupil from 2020/21 (compared to £4,800 per pupil in 2019/20);
- The primary school MPF level will rise to £3,750 per pupil in 2020/21 and to £4,000 per pupil in 2021/22 (compared to £3,500 per pupil in 2019/20).

The Government have indicated that they expect to publish more detailed information in October 2019, which will include:

- Provisional National Funding Formula (NFF) allocations (which will be based on October 2018 pupil data).

- Local Authorities' Primary Unit of Funding (PUF) and Secondary Unit of Funding (SUF);
- The precise factor values in the schools NFF for 2020/21.

October announcements are also expected to include information about the level of Central Schools Services Block (CSSB) allocation.

Final Dedicated Schools Grant Allocations for 2020/21 are expected in December 2019.

Ahead of the October 2019 announcements, some initial information about the 2020/21 arrangements has been provided:

- Schools Block funding factors are expected to increase by 4% over 2019/20 levels, with the exception of:
 - The free school meals factor, which will be increased at inflation as it is intended to broadly reflect actual costs;
 - Premises funding will continue to be allocated at local authority level on the basis of actual spend in the 2019/20, with an RPIX increase for the PFI factor only.
- The funding floor will be set at 1.84% per pupil,
- There will be no gains cap in the NFF, unlike the previous two years, so that all schools attract their full core allocations under the formula;
- A technical change to the mobility factor is being introduced, so allocations are on a formulaic approach, rather than on the basis of historic spend;
- Growth funding will be based on the same methodology as this year, with the same transitional protection ensuring that no authority whose growth funding is unwinding will lose more than 0.5% of its 2019/20 schools block allocation;
- LAs will continue to set a Minimum Funding Guarantee in local formulae, which in 2020-21 must be between +0.5% and +1.84%;
- LAs can transfer up to 0.5% of their School Block to other blocks of the DSG, with schools forum approval. To transfer more than this, or any amount without schools forum approval will require DfE approval.

In addition, the DfE have indicated that the teachers' pay grant and teachers' pension employer contributions grant will both continue to be paid separately from the NFF in 2020-21. The rates that determine the 2020-21 allocations will be published in due course.

The Government are also providing:

- an extra £400m for 16-to-19 education, which will include a raise to the base rate of funding, from £4,000 at present to £4,188 next year;
- an additional £66m to increase the hourly rate paid to maintained nursery schools and other childcare providers who deliver on the government's free childcare offers.

The Government announcements have indicated that they still intend to move to a 'hard' NFF and as a first step to hardening the formula, the government will make the use of the national minimum per pupil funding levels, at the values in the school NFF, compulsory for local authorities to use in their own funding formulae. DfE have launched a consultation about the methodology to be used and circumstances in which local authorities can request to disapply the use of the minimum per pupil levels. As Lancashire has already adopted the NFF methodology, including the use of the previous MPF levels, this compulsory change to the

2020/21 formula will not have significant implications and the DfE's proposed methodology seems reasonable.

A further Government consultation connected to school funding that has been issued and this relates to 'Extending the Academies Risk Protection Arrangement (RPA) to Local Authority Maintained Schools (LAMS)'. Academies are able to buy into a government Risk Protection Arrangement that offers insurance style cover. The consultation is seeking views on extending the self-insure arrangement currently operational for academy trusts (ATs) to the local authority sector.

The County Council is currently considering the implications for our school insurance arrangements.

Diocesan authorities and individual schools may also wish to submit responses to the consultation.

Lancashire Implications of the Government Funding Announcements

As we have definitive information about the revised MPF levels, the County Council has undertaken some initial analysis around the allocations.

Table 1 below shows the number of Lancashire schools in receipt of MPF in 2019/20 and that would qualify at the revised levels, split into primary and secondary and the overall level of funding increase that would be required to meet the revised allocations compared to 2019/20. Table 2 below provides information based on the percentage of schools eligible for MPF.

Table 1: Number of schools in receipt of MPF	No. of primary schools to receive MPF	No. of secondary schools to receive MPF	Total funding	Difference to 2019/20
2019/20 MPF rate primary = £3500 Secondary = £4800	38	0	£1,057,496	-
2020/21 MPF rate primary = £3750 Secondary = £5000	121	43	£18,385,055	£17,327,559
2021/22 MPF rate primary = £4000 Secondary = £5000	227	43	£29,713,035	£28,655,540

Table 2 Percentage of schools in receipt of MPF	% of primary schools to receive MPF	% of secondary schools to receive MPF	Total impact
2019/20 MPF rate primary = £3500 Secondary = £4800	8%	0%	7%
2020/21 MPF rate primary = £3750 Secondary = £5000	25%	52%	29%
2021/22 MPF rate primary = £4000 Secondary = £5000	47%	52%	48%

It was noted that this modelling does not take account of the proposed increases in the other National Funding Formula (NFF) factors, which will reduce the number of schools receiving allocations based on MPF and additional modelling will be undertaken once more details are available.

We would also expect to benefit from the change to the mobility factor being introduced in 2020/21. So far, NFF allocations for this factor have been based on historic spend. As Lancashire did not use the mobility factor prior to NFF introduction we have not received any funding. We would expect to receive some mobility based allocations for 2020/21. In some cases, Lancashire schools that receive an allocation may also receive MPF funding from April 2020 and mobility allocations may not therefore increase formula levels above that already being received.

Future Developments

Some brief information about other funding developments in future years has been suggested, which includes:

- Teachers Pay and Teachers Pensions Grants to be included in the NFF from 2021/22;
- Proposals are being considered to pay school rates centrally in future years.

The Working Group discussed the various DfE announcements and consultations.

The additional funding for schools was welcomed but members noted that the final impact on individual school budgets for Lancashire schools was not yet known.

In connection with the Risk Protection Arrangement, it was highlighted that the Lancashire insurance offer to schools includes a series of lots to allow schools to purchase all or some of their insurance cover from the county council, which enables aided schools to purchase their property insurance from their own diocese, but other cover can be bought from LCC. It was not clear if this facility would be available from the RPA.

There is also limited information about the claims process under the RPA and whether the provision of local integrated support for claims will be available, as is currently available from the county council. One academy representative informed the group of having used the RPA on a number of occasions and reported that the process was straightforward and prompt in dealing with claims. An offer was made to provide additional details in order to inform County Council considerations.

Individual members were encouraged to respond to the Extending the Academies Risk Protection Arrangement consultation if they had any views to express.

The Working Group:

- a) Noted the report;**
- b) Encouraged individual members to respond to the RPA consultation if appropriate;**
- c) Awaited further information and modelling about the 2020/21 funding arrangements.**

Subsequent to the meeting, information was provided about the RPA claims process from an academy that had used the function for different claims types and this feedback had been provided to the LCC insurance team.

3. 2020/21 De-Delegation Proposals

Following reports to the Working Group/Forum in the summer term 2019, the 2020/21 de-delegation consultation has been issued to schools and a copy of the consultation document was provided for members. Some of the key issues for 2020/21 were discussed with the working group:

Staff costs – Public Duties/Suspensions

The proposals again include options around the treatment of the trade union facilities time costs, providing options to:

- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation using the same policy as 2019/20;
- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but with a reduced Trade Union Facilities Time contribution to reflect a smaller workforce;
- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but without any Trade Union Facilities Time contribution;
- Completely discontinue the 'Staff Costs - Public Duties/Suspensions' de-delegation.

The consultation documentation included representations on behalf of the teacher unions and from Unison.

A further element within the proposals for this de-delegation is that the costs need to rise in order to take account of a previous year overspend of circa £150k, which was attributable to the suspension element of the budget.

In order to respond to the overspend, it was proposed that the de-delegation costs would need to increase by £0.50 per pupil and £50 on the lump sum, providing the following 2020/21 de-delegation costs, for a continuation of the 2019/20 policy:

	Primary	Secondary
	£	£
Rate per pupil	3.00	5.50
Lump sum	450.00	450.00

The de-delegation costs reduce if other options are agreed from April 2020, and details were provided in the consultation document.

Museum Service

As usual, this de-delegation is provided for primary schools only and the service offer and costs are in line with those for 2019/20, with an estimate of £1.97 per primary school pupil from April 2020.

Support for Schools in Financial Difficulty (SIFD)

The service offer for 2020/21 included an enhanced proposal relating to the inclusion of financial health checks for schools. Other elements of the SIFD support remain unchanged.

This enhanced proposal had been developed in response to comments from Lancashire schools and the Schools Forum and proposals in a DfE consultation on the Financial Transparency of local authority maintained schools.

In conjunction with other statutory processes, like the Schools Financial Value Standard (SFVS), it is intended that this health check will enhance the existing Lancashire SIFD processes and provide additional early warning for schools heading towards financial difficulty. The overall aim of the health check is to help prevent schools falling into a deficit budget position and/or help target additional support/training.

It is proposed that the supplementary health check service is funded by an addition to the SIFD De-delegation to ensure maximum coverage of maintained primary and secondary schools. If this service were to be offered as a further option on the SFS traded menu there is a concern that schools that would most likely gain from the health check would be the ones least likely to purchase it. The de-delegation option offers a mechanism to ensure systematic coverage of all maintained schools in the county, even those that do not currently purchase any services from SFS.

The final outcome of the DfE Financial Transparency consultation is still awaited, but the Government's documentation indicates that any new requirements would be introduced from April 2020. Costings for the Lancashire health check proposal have therefore been estimated at this point, but could be subject to change depending on the final requirements in any DfE announcements. The current estimate suggests that the addition to the charges would be £0.73 per pupil for both primary and secondary schools. This would provide a revised 2020/21 charging structure, as set out below:

	Primary	Secondary
	£	£
Rate per pupil	5.91	12.05
Lump sum	1,000.00	1,000.00

Primary Inclusion Hubs

This new de-delegation is proposed for the first time for 2020/21, for primary schools only.

The consultation document provided further details of the 2020/21 proposals, which have been developed in consultation with the Forum and primary schools. The de-delegation proposals from April 2020 follow on from the 2019/20 arrangements where pump priming funding was agreed by the Forum, and included the strengthened governance arrangements discussed at previous meetings.

It was proposed that the de-delegation costs for 2020/21 would be calculated at individual school level on the basis of an amount per pupil and allocated to each district on the basis of pupil numbers (rather than a lump sum per district). This approach was favoured by the Forum to reflect the varying number of pupils being supported in different districts.

The proposed cost of this de-delegation in 2020/21 is set out below

	Primary	Secondary
	£	£
Rate per pupil	11.00	0
Total De-delegation	1,000,000	0

Consultation Responses

Consultation responses have been requested by 11 October 2019, so that an analysis can be shared with the Schools Forum on 17 October when formal de-delegation voting will take place.

At the Working Group, an interim analysis of the responses to date were reported. The majority of responses for the 'staff costs' de-delegation currently favoured Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation using the same policy as 2019/20. Responses to date also favoured continued de-delegation of the Museums Service and Schools in Financial Difficulty and the new inclusion Hubs proposals for 2020/21. It was noted however that the number of responses was relatively low.

Members discussed the proposals and responses around the Inclusion Hub proposals and requested that further information be provided about the take up and impact of the 2019/20 Inclusion Hub developments across all districts, to help inform deliberations on 17 October. Some members did comment that the funding for the 2019/20 pump priming allocations were only agreed in July 2019, so there has been limited time for developments to have had significant impact to date.

The Group also asked if it would be possible to provide receive an update about secondary school inclusion developments and timescales.

The Working Group

- a) Noted the report and the interim information provided on the consultation responses to date;**
- b) Noted that primary and secondary school members of the Forum would need to formally vote on each of the relevant de-delegation proposals, by phase, at the Forum meeting on 17 October 2019;**
- c) Requested that further information be provided around the take up and impact of the Inclusion Hub proposals across all district;**
- d) Encouraged individual members to respond to the consultation.**

In order to assist members' considerations, additional information is provided in Appendix B, which includes:

- i. A copy of the 2020/21 De-delegation Consultation Document;*
- ii. An updated analysis of consultation responses, as at 9 October 2019 (a final position of consultation analysis will be provided to the Forum on 17 October, as part of the voting process);*
- iii. A copy of anonymised consultation comments received to date (any further written submissions will be reported to the Forum on 17 October 2019);*

- iv. *Additional information about Inclusion Hubs, as requested by the Working Group. Please note that the Inclusion Hub Steering Group is not scheduled to meet until 1 November 2019 and district meetings have been taking place in advance of this date. In order to meet the deadline for circulating Forum papers, it has been necessary for some district representative to collate information prior to their local meetings and information is not yet available for two districts (2 & 13). If further information is received in advance of the Forum, this will be circulated for members.*

Paul Duckworth, Head of Service – Education, Quality and Performance (Acting) and Lynsey Austen, South Primary Area Team Leader, Education, Quality & Performance will attend the meeting to discuss the Primary Inclusion Hubs information to help inform de-delegation considerations.

Primary and Secondary School members of the Forum will be asked to formally vote on the relevant de-delegation proposals.

4. Split Site Policy Update

Following the receipt of two split site funding requests in 2018/19, the Forum asked that a review of the Lancashire split site criteria be undertaken. A series of reports have subsequently been presented to Working Groups and the Forum, culminating in a revised criteria for the allocation of split site funding being agreed by the Forum at the January 2019 meeting. A copy of the revised policy was provided for the Working Group.

The Forum also supported transitional arrangements to accompany the introduction of the new policy. Due to the timing of the decision to agree the new policy, transitional arrangements in 2019/20 allowed full protection of the split site allocations made in 2018/19. This included protecting the 2 original requests against the old split site criteria.

For 2020/21, schools in receipt of a split site allocation in 2018/19, will receive the higher of either, their allocation against the revised criteria, or 50% of their 2018/19 allocation.

The revised policy will be fully implemented in 2021/22.

Information about the revised split site arrangements was sent directly to schools in receipt of split site funding and information about the revised policy was issued to all schools.

Correspondence has subsequently been received from four additional schools requesting consideration against the revised split site policy.

This application information, together with data about the 11 schools currently in receipt of a split site allocation has been reviewed against the revised policy and eligibility against the new criteria has been assessed. Agreed transitional arrangements have also been applied to calculate a proposed split site allocation for each school in 2020/21.

A table was provided showing anonymised information about the eligibility of each of the 15 schools against the three split site criteria levels under the revised policy and the application of the 2020/21 transitional protection criteria. Data was also included about the historic allocations in the 2017/18 base year, before the split site review commenced and about the

payments schools received in 2019/20, which were calculated as 100% of the allocation made under the previous eligibility criteria.

Of the four new applications for assessment, three have been judged to qualify in 2020/21 and one has been judged ineligible. All but one of the schools that currently qualify for split site allocations continue to be eligible for split site funding in 2020/21, but the level of allocation changes to reflect the revised policy.

One supplementary issue noted was that the authority is developing a new eform which will in future be available via the Schools Portal for any schools to complete if they believe they become eligible for split site funding.

The Working Group

- a) Noted the report;**
- b) Supported the application of the revised split site arrangements.**

5. DfE Consultation Financial transparency of local authority maintained schools and academy trusts

On 17 July 2019, the DfE issued a consultation on 'Financial transparency of LA maintained schools and academy trusts'.

The Government website provides the following preamble to the consultation:

"The purpose of this consultation is to outline the current financial transparency arrangements for academy trusts and maintained schools, and to consider possible changes. While both types of school are now funded through a specific grant – the DSG for maintained schools and General Annual Grant for academy trusts – current financial transparency arrangements are different and provide different levels of assurance.

The Department has been looking at ways of improving transparency in the financial health of LA maintained schools, and believe that a number of transparency measures currently used in the academy trust sector could be adapted for LA maintained schools."

The County Council intends to submit a response to this consultation and has produced a draft which was shared with the working group.

Members considered the LCC response from a school perspective and were supportive of the draft submission. No edits to the LCC draft were suggested by the group.

The Working Group:

- a) Noted the report;**
- b) Supported the content of the draft LCC consultation response.**

6. High Needs Block Provision Task and Finish Group Report

Members were informed that a report from the LCC High Needs Block Provision Task and Finish Group had been produced and had been agreed by the Cabinet.

It was originally intended to share the document with the Forum at this round of meetings, but the report now requires reevaluation in light of the recent Government funding announcements.

The Working Group will be kept up to date with developments.

The Working Group:

- a) Noted the report.**

Guidance Notes for the Operation of Schools Local Bank Account

Updated August 2019

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SECTION 1: INTRODUCTION

These guidance notes have been written specifically to ensure consistent accounting practice in all of the bank account schools.

- 1.1 Regulations under Section 48 of the School Standards and Framework Act 1998 require the Authority to include within its Scheme for Financing Schools a provision which permits any school covered by the scheme to request that it operates its own local bank account. Please refer to section 3.5 of the Authority's Scheme.
- 1.2 Schools wishing to operate cheque book arrangements must apply to the Authority by 31 December in any year in order to commence at the start of the following financial year on 1 April. They must complete the application found in **Appendix A** which must be authorised by both the Head Teacher and the Chair of the Governing Body of the school.
- 1.3 A financial health check will be completed prior to approval. The risk assessment may not prevent a school from operating a local bank account.
- 1.4 The Authority may refuse or delay a request for a local bank account where a school is experiencing considerable difficulty in maintaining a balanced budget or where significant deficit balances are brought forward from previous years. This will only apply following discussions with the Head Teacher of the school.
- 1.5 It is a requirement that suitable representatives from each school will have attended Finance 6 training sessions before the bank account becomes operative. The cost of this course will be covered by the "Set up charge".
- 1.6 The Authority will charge for both the set up and ongoing maintenance of authority processes to facilitate the school operating a bank account.

Set up charge

A charge of £1,000 will be made prior to 31 March in the year of application. Schools will receive additional support from a nominated schools finance officer for the first two months of operating a bank account. This support will include:

- Onsite training prior to 31 March
- First two months reconciliation to Oracle and submission of month end files to the Authority

An annual maintenance charge of £500 will be made via invoice in May each year

Any increase in these charges will be agreed at Schools Forum prior to the start of the financial year.

SECTION 2: PREPARING FOR BECOMING A BANK ACCOUNT SCHOOL

2.1 Internal Management within the School

The scheme requires a network of financial systems that incorporate a degree of financial control, including separation of duties. There should be a clear management and organisational structure, to effect and manage the financial systems.

2.2 Separation of Duty/Internal Control

It is important to ensure that there is an adequate separation of duty incorporated into the operation of the financial systems. The designated members of staff authorised to sign cheques should not have authority to authorise orders or certify accounts for payment.

If You Can:	Then You Can:	But You Can't:
Authorise Orders	Order Cheques Sign Cheques	Authorise Invoices Hold Stock of Cheques Prepare Cheques for Signature Reconcile Bank Account
Authorise Invoices	Hold Stock of Cheques Prepare Cheques for Signature Reconcile Bank Account	Order Cheques Sign Cheques
Sign Cheques	Order Cheques Authorise Orders	Authorise Invoices Hold Stock of Cheques Prepare Cheques for Signature Reconcile Bank Account

2.3 Cash Flow Management

By having a local bank account the school takes on responsibility for its own cash flow management. The school will need to ensure that it has sufficient funds accessible prior to engaging in a financial transaction. A particular issue arises in respect of the need to fund the cost of VAT on payments, until such time as reimbursed by the Authority.

Schools will need to take into account the payments for SLA's which commit more in the earlier part of the year.

On application to request Bank Account status schools will be asked to complete a Cash Flow forecast for the first term, in excel format, to the best of their abilities. Please see **Appendix B**.

2.4 School Financial Management Information Software

The appropriate Financial Management Information package to be used by a school is a matter for each school, but the Scheme for Financing Schools

specifies that whatever system a school chooses, they must be able to provide the County Council with their Accounts in the required format, or meet the costs of modification.

Most schools continue to use Finance 6 to record their financial information. For schools who wish to use an alternative package the costs associated with any development work to ensure new systems can provide data to the Authority in the required format are estimated at around £4,000 the first time a new supplier is engaged by a Lancashire school.

2.5 Security of the System

In order to maintain the integrity of information on the schools financial management information system, it is necessary to ensure that security measures are put in place. Schools must ensure that back up procedures are regularly followed.

SECTION 3: SETTING UP A LOCAL BANK ACCOUNT

3.1 Choice of Financial Institution

The opening of all accounts must be authorized by the Governing Body. Schools may use any UK Clearing Institution, either Bank or Building Society:

School bank accounts - approved financial institutions

Major High Street UK Banks (members of the Clearing Banks Committee)

- Barclays
- Lloyds
- HSBC
- National Westminster
- Royal Bank of Scotland
- Halifax
- Yorkshire Bank
- The Co-operative
- Nationwide Building Society
- Santander UK

Building Societies (members of the Building Societies Association and have a presence within Lancashire)

- Skipton

The Principal Accountant, Schools Finance must be informed of all financial institutions used and the number and types of all accounts opened.

The Account name must include "Lancashire County Council" or "LCC". If not the mandate must state that the Local Authority is the owner of the funds in the accounts. The accounts terms and conditions must state that the LA is entitled to receive statements and that it can take control of the account if the school's right to a delegate budget is suspended by the Local Authority. This complies with Section 3.5.1 of the Scheme for Financing Schools.

Schools will retain interest earned on their accounts and bear any charges made by their bank.

Applications to open bank accounts and bank mandates must be authorised by the Governing Body and copied to the Schools Development Team. The Governing Body must also authorize the arrangements covering the operation of the accounts including any transfers between accounts and cheque signing arrangements.

Schools are advised to consider the following when making a decision on a financial institution and the type of account to open:

- Arrangements for investing large credit balances and notification for moving balances between accounts or a high interest account
- The position regarding bank charges

3.2 Investments and Carry Forward Balances

Investments and other surplus funds, including carry forward balances, may only be made directly to the schools approved bank account which should provide no risk to the capital sum. Investment must not be arranged through any intermediaries. Any interest received will accrue to the school bank account.

Schools must use only one institution for the operation of local banking arrangements but are free to choose the number and nature of accounts held.

3.3 No Overdraft or Loans

Schools must not make arrangements for overdrafts or loans and must not offer any security to a bank.

3.4 Bank Stationery - Cheques

Schools can order their own cheque books or preprinted cheque stationery in the correct format.

Cheques must be kept locked in a safe or cabinet when not in use. The issue and use of keys must be strictly controlled with no more than two keys being held independently by staff who are not authorised cheque signatories. Keys must not be left when the premises are closed.

Schools must maintain a stock record of cheques held. The serial numbers of cheques must be examined immediately upon receipt and recorded in the stock record. The cheques must be verified monthly to the stock record, which must be certified by a member of staff who is not involved in the cheque control procedures. Any discrepancies must be investigated and if not resolved must be notified immediately to the Head of Schools Development.

Cheques must never be pre-signed nor have pre-printed signatures. Authorised signatories should not have access to blank cheques nor prepare cheques for signature. Spoilt cheques must be crossed through and retained for audit purposes.

For Audit purposes samples of paid (cleared) cheques should be available for return on request from the financial institution. Any charges arising from such requests will be met from the school's own delegated budget.

Adequate procedures must be established to allow control over the writing-off, amendment, re-direction or cancellation of un-cleared cheques returned by the financial institution, payee, or other agency for whatever reason. When a replacement cheque is issued, the payment record should be endorsed with reference to the original cheque but no further entry should be made in the accounting record, in order to avoid "double-counting" the expenditure.

If a cheque remains unpaid after six months there is a requirement to credit any VAT as directed in S26A VAT Act 1994.

Adequate procedures must be established regarding action to be taken in respect of misappropriated or lost cheques in order to eliminate the possibility that lost or stolen cheques are cashed. These procedures should cover the responsibility to contact the financial institution to place a stop on the cheques, to obtain indemnities from the payee before a replacement cheque is issued and to ensure that stopped cheques are not subsequently paid, and, in cases where misappropriations or irregularities are suspected, to notify the Head of Schools Development and liaise with the Police.

3.5 Bank Stationery – Paying in Slips

Pre-numbered bank paying-in books, with two part slips, must be used for banking income. The source of income and total should be entered on all retained bank paying-in slips. Where banking includes cheques then a record should be kept showing for each cheque:

- the name of the drawer
- the nature of the income (including coding details)
- the amount

3.6 Credit/Debit Cards

The Governing Body must authorize any cards to be used having considered potential risk over and above that of the purchase order system and appropriate controls over usage.

A Credit/Debit Card Policy should be approved by full Governors this will include the following details:

- A list of authorised users
- Restrictions on the use of the cards' spending limits
- Written instructions on the scope and use of the cards
- See sample policy in **Appendix C**

Documenting proof (including a VAT receipt) of any goods purchased with the card including details of the nature and cost of those goods, should be returned to the person responsible for recording credit card transactions after each purchase.

Transactions should be reconciled to statements regularly and must be by someone other than a card signatory.

The balance on the Credit Card must be cleared in full by the due date each month, to ensure that the use of these cards is not considered to infringe the borrowing restrictions imposed on schools. It is suggested that a direct debit is set up to help ensure payment is automated to clear the balance each month.

3.7 Direct Debit/Standing Orders

Schools can make payments by Direct Debit and Standing Orders and the following procedures apply:

Schools that use Lancashire County Council Payroll services must pay by Direct Debit for employee salary costs. This will be a number of days after the salary payment date.

The Governing Body should approve every Direct Debit being set up and also confirm annual approval to all Direct Debits

Only authorised officers should be able to sign Direct Debit request forms. A copy of the request form should be held by school.

Persons authorised to sign Direct Debit request should not be responsible for clearing suspense/monitoring bank statements.

3.8 BACS Payments

The Governing Body must approve the use of BACS to make payments from the schools bank account.

There are important security issues to consider and adequate internal control procedures need to be in place to minimise risks.

Only authorised officers should be able to request/make BACS payments.

A print off of all BACS payments should be retained at the school and signed by an authorising officer who does not have the authority to make or authorise a payment.

3.9 Use of Internet Banking by Schools

Any use of internet bank facilities by a school and appropriate controls needs to be approved by the Governing Body. Access should be by authorised users only under password protection.

Internet banking function could be used for:

- Viewing information only e.g. to assist with monthly bank reconciliation
- Transferring money between accounts
- BACS payment
- Setting up Direct Debits

A print off all transactions must be retained at the school and signed by an authorising officer.

3.10 Internet Ordering

The Governing Body should approve the use of internet ordering and appropriate controls and limits agreed.

It is recommended that internet orders are placed only with reputable companies and supplier details are checked before an order is placed.

Other checks should include:

- Suppliers web site will include information on the company's terms and conditions of trading which should be checked beforehand
- Delivery costs/arrangements are clear
- A full description of the goods is provided
- The price includes tax and how to make payment

3.11 Recovery of VAT

It is important that the documentation received by the school is adequate for VAT recovery purposes ie a valid tax invoice with the VAT shown separately where the invoice value exceeds £250. The invoice must be addressed to the school.

Schools should be aware of the strict regulations in respect of VAT that will affect the procedures they will adopt under the Local Bank Account scheme. The procedures are consistent with advice and guidance for the operation of local bank accounts issued by the DfE after consultation with HM Revenue and Customs.

Further guidance about VAT and latest updates can be found from the following link: [Schools' Portal](#)

SECTION 4: FUNDING OF THE BANK ACCOUNT

4.1 Initial Advance to the Bank Account

Schools which have accumulated credit balances will have these transferred to their bank account on 1 April. This will be based on an estimate supplied by and agreed with the school. This will subsequently be adjusted to reflect the actual opening balance when this has been determined after the schools outturn figures have been issued. Such adjustments will be added/deducted from the monthly advances.

At the start of the first year of operating with a full cheque book facility, schools will have a pro payment/deduction to their May funding allocation which will cover the accruals raised at the end of the previous financial year.

4.2 Termly and Monthly Advances of Budget Share

Budget share means the school's budget share as determined by the Authority under arrangements made in accordance with section 47 of the School Standards and Framework Act 1998.

Schools will receive payments into their bank account on 15th of each month. These payments are summarised below.

Schools Budget Block	paid in 12 equal instalments on 15th of each month
High Needs Block	Paid in 12 instalments on 15 th of each month with termly adjustments made to reflect June, November & January count
Early Years	Paid in 12 instalments on 15 th of each month and termly adjustments made to reflect June, November & January count.
PPG	Paid in 12 instalments on 15 th of each month based on a provisional figure, adjustment to reflect under/over will be made generally around January
Exclusions/ Inclusions	deducted/paid after termly certificates issued
Sixth Form Funding	Paid in 12 instalments on 15th of each month April to July based on prior years August to July funding agreement from ESFA August to March based on current years August to July funding agreement from ESFA

School will receive a remittance advice via email from Accounts Payable before the payment is made. This will show a breakdown of the total payment and listing of each allocation and which subjective code this needs to be allocated to on the schools finance system.

4.3 VAT Refunds

Bank account schools are deemed to be part of the Local Authority for VAT purposes and must not attempt to register for VAT in connection with activities involving the use of the delegated budget.

Goods and services sold by the school may be subject to VAT. Schools must collect tax from the purchaser. Goods and services bought by the school may be liable to VAT and school must pay tax to the supplier. VAT must be correctly accounted for on the financial management system.

Schools will be reimbursed VAT via the Local Authority on a monthly basis after the month end returns have been received. The Local Authority will use the "Trial Balance" to calculate the VAT due to/from school by. This will be the net movement on the "VAT" codes in each period.

SECTION 5: PROCESSING EXPENDITURE

5.1 Ordering and Receipt of Goods

The same procedures as non-cheque book schools will apply for ordering and receipt of goods/services.

- All ordering and receipt of goods and services should be processed via the schools financial management information system

- The selection of the supplier, obtaining of quotations and issuing of contracts for goods and services must be in accordance with the requirements of the Scheme for Financing Schools

5.2 Payment of Invoices

Invoices should be recorded on the school's financial management system. All invoices will be paid inclusive of VAT which will be subsequently reversed. Invoices from Lancashire County Council will not have VAT included.

There must be an audit trail for each payment from the order/invoice/payment. All records must be retained at school so that documents can be inspected by the Internal Auditors and External Auditors if required.

5.3 Retention of Documents

The Authority's requirements for retention of records generally do not exceed those required for VAT or any other statutory purposes. However, schools need to be aware that any external funding source may stipulate further requirements.

Further guidance about the retention of records is available from the link below:

<https://www.lancashire.gov.uk/media/898749/retention-of-financial-documents-final.pdf>

5.4 Payroll Processed through the Local Authority

The Authority makes the initial payment of net pay to employees from the Authority's bank account and process a direct debit to recover gross pay and employers' contributions from the school's bank account. Under this arrangement, accounting for pay transactions would be automatically fed into Oracle centrally. This recovery of funds by the Authority may in some circumstances only be affected after the Oracle period end date; this will be a number of days after the salary payment date. In the event of a delay an interest charge may be made.

5.5 Payroll Processed using an external provider

Schools that do not purchase the payroll service from Lancashire County Council must ensure that contracts with third party payroll providers are appropriate to the requirements governing the role of the Local Authority, which remains the legal employer, for pension purposes, of staff in maintained schools. The Authority is accountable to the relevant statutory agencies, including Her Majesty's Revenue and Customs (HMRC) and the administrators of the Local Government and Teachers Pension Schemes.

At year end additional information will be required:

- Breakdown of staff salaries over £50k
- Breakdown of any exit packages made in year
- Summary of Payroll breakdown by period

5.6 Petty Cash

Any school opting to open a bank account will have their imprest account withdrawn. These schools will need to return their advance before the end of March. Further information is available in the "Guidance for New Bank Account Schools" which is sent to all new bank account schools prior to 1 April.

A new petty cash account can be set up to pay for minor purchases. Schools should keep cash held on site to a minimum.

All transactions must be recorded on the schools financial management system and supporting information stored as appropriate.

5.7 Central Charges/Reimbursements

All payments/receipts will need to be made through the bank.

Previous arrangements for payments to utilities will no longer apply and schools will need to notify utility companies that bills should be sent direct to school.

Local councils should be contacted to ask for rates bills to be addressed to the school however these should still be sent via the County Council's Estates team who will then pass the invoice immediately to the school. This is to ensure a checking and appeals service with correct central records for the following year's budget. School can make arrangements with their Local Council to arrange to pay the rates bill by 10 installments.

If the school does find they have been charged/reimbursed by journal in error they should contact the originator and request an invoice/payment is raised.

SECTION 6: PROCESSING INCOME

6.1 Receipting and Banking of Income

All income must be receipted and banked promptly, in full, and in the form in which it was received.

Income must be recorded in a permanent record/computerized accounting system as soon as possible after receipt. This record, and copy receipts, must be retained for audit purposes.

All cash and income must be receipted on the schools financial management system and analysed for VAT purposes using the relevant VAT code.

Payments into the school bank account must be made using a paying-in book, and not individual slips with copy paying-in slips to be retained in the book.

Income intended for Unofficial School Funds must not be banked in the school bank account. Contributions from Unofficial School Funds must be receipted using the official receipt and identified on the record of income, stating the purpose for which it was made.

6.2 Raising Invoices

Schools who operate their own bank account can no longer use the services of Lancashire County Council to raise invoices on their behalf. Schools will need to make arrangements to raise invoices for services/lettings. See **Appendix D - Draft Debt Collection policy.**

SECTION 7: FINANCIAL RETURNS & RECONCILIATION

7.1 Introduction

The Authority has a statutory requirement to include all payments and income, made through the schools bank account, in its financial system Oracle. This data will form part of the Authority's Final Accounts.

Schools with a bank account will need to send this information through on a monthly basis by the 10th of the following month.

Schools should be aware that they are still required to submit monthly information throughout the school holidays.

7.2 Month End Returns & Close Down

The following financial returns are required on a monthly basis:

- Cash & Bank Reconciliation Statement
- Trial Balance by ledger code
- Unreconciled Items
- Journal Audit Trail

Once the month end process has been completed and all documents sent it is important that the period is closed to ensure no further transactions are entered in prior periods. Failure to do so could mean transactions are entered onto the schools financial system that will not then reconcile to Oracle.

Further information can be found in the Guidance for New Bank Account Schools which is sent to all new bank account schools prior to 1 April.

7.3 Reconciliation to Oracle

Schools will continue to receive Oracle transaction and payroll reports.

The data transferred on the Journal Audit Trail from Finance 6 into Oracle will include all bank account transactions. It will, therefore, be possible to balance each subjective code exactly to Oracle by simply checking the totals.

Oracle will always be a month behind the schools finance system e.g.:

Finance 6 is always one month ahead of Oracle.

- Open Balance Finance 6 = Closing Balance Oracle

For LCC Payroll users

- Payroll codes Close Balance Finance 6 = Closing Balance Oracle

SECTION 8: YEAR END

8.1 Year End Returns and Reconciliation

Schools will need to ensure they adhere to the year-end guidance which will be issued in January. Submission of the March files will be before the end of March and before Easter holidays if schools break up early.

Additional Year End returns to be sent electronically:

- Copy bank statement
- Bank Analysis
- Accruals: Debtor/Creditor; Receipts/Payments in advance
- Assurance letter

Additional Information from Schools using external payroll provider

- Payroll Returns
- Remuneration in excess of £50k per annum & exit packages

8.2 External Audit Year End

School cash balances are considered a material value in the Authority's financial statements and will be audited in line with the audit approach to Lancashire C.C. main accounts. The External Auditors may, as part of their audit work, request additional information in relation to transactions that have been processed through schools bank accounts including copy orders and invoices. It is therefore important to ensure that a comprehensive system is implemented for the filing, retention and potential inspection of all documents.

SECTION 9: ACADEMY CONVERSIONS AND CLOSING SCHOOLS

9.1 Academy Conversions

On conversion to an Academy the maintained schools bank account must be closed within 6 weeks and the balance transferred back to the Local Authority. This is because the cash belongs to the Authority. The Academy must open a new bank account and should notify the Authority of the account details.

9.2 Closing School

Schools that hold a bank account and will cease to be in operation will need to ensure the bank account(s) held by the school are all closed three months prior to closure. Further details on the process can be found at the following.

SECTION 10: SUSPENSION OF BANK ACCOUNT

- 10.1 Where there is substantial or persistent failure to comply with the agreed procedures, the Head of Financial Management Development & Schools will have the authority to suspend the Local Bank Account until the position is rectified to their satisfaction. Further information is provided below.

	Trigger 1 Supportive	Trigger 2 Intervention	Trigger 3 Removal of Local Bank Account facility
Criteria:			
Return of monthly returns: Journal Audit Trail, Trial Balance, Unreconciled items, Cash & Bank reconciliation	One month late without satisfactory explanation	Additional month late or any further misses without satisfactory explanation	Persistent, continuing or multiple delays
Failure to close down period on Finance system	One month	Additional month	Continuing to not consistently close down periods after several months
Adverse Internal/ External Audit in relation to the Local bank account	N/A	N/A	Unacceptable operation of bank account
Action to be taken:			
Schools Financial Services	<p>Notify school and reason for trigger being met, request corrective action and formal response from school.</p> <p>Identify whether training needs are required by the school and organise formal training session, for which a charge may be levied to the school.</p>	<p>Notify school and reason for trigger being met. Request formal response from school of corrective action being taken. Schools Financial Services may request to visit school to rectify position and correct / amend accounting records, a charge will be levied recognising resource utilised to resolve issues..</p> <p>Review training received and its effectiveness.</p> <p>Reinforce with on the job training provided by School Financial Services for which a charge may be levied to the school.</p>	<p>Seek approval by the Head of Financial Management Development & Schools to proceed</p> <p>Notify school of action to be taken and charge for closing bank account</p> <p>Notify Internal Audit</p> <p>Retrieval of key documentation and closure of bank account</p>

APPENDIX A

SCHOOLS REQUEST TO OPERATE A BANK ACCOUNT

School No		School Name	
-----------	--	-------------	--

Date approval to operate a bank account agreed at Governors meeting (Please send minute (s) of governors meeting for approval of operating a bank account when available.)	
It is a requirement that the school meet the segregation of duties as detailed in the guidance notes. Please confirm whether the school can or will be able to meet this requirement.	YES/NO
If there are any concerns or issues in meeting the above requirement please provide all relevant details on an additional page.	
The school's finance system and Oracle must be reconciled on a regular basis and any discrepancies resolved. If there are any issues or concerns on reconciliation, these must be notified to the Authority. Please confirm that the school will have processes and procedures in place to achieve this.	YES/NO
The school must submit all monthly submissions as detailed in the guidance notes by 10th day of each month. Please confirm that the school will have processes and procedures in place to achieve this.	YES/NO
The school is responsible for managing its own cash flow and must ensure that they maintain and regularly update an annual cash flow statement. The authority will provide a cash flow template for the school to use. On occasion the authority may ask for a copy of this statement. Please confirm that the school will have processes and procedures in place to achieve this.	YES/NO
Head teacher's Certification	
Chair of Governors Certification	
Date	

Please return via email by 31 December to: ctcypsabt@lancashire.gov.uk

APPENDIX B – Cash Flow Template

CASH FLOW FOR (YEAR); (SCHOOL NAME)												
	April	May	June	July	August	September	October	November	December	January	February	March
Opening Bank Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CASH INCOME:												
Monthly Advance												
Termly Top Up												
VAT Reimbursements												
Monthly cash income forecast or:												
Income banked WK1												
Income banked WK2												
Income banked WK3												
Income banked WK4												
Income banked WK5												
Other (enter description)												
Other (enter description)												
Total Cash Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENDITURE:												
Payroll												
Monthly expenditure forecast or:												
Chq Run Wk1												
Chq Run Wk2												
Chq Run Wk3												
Chq Run Wk4												
Chq Run Wk5												
Direct Debits WK1												
Direct Debits WK2												
Direct Debits WK3												
Direct Debits WK4												
Direct Debits WK5												
Other (enter description)												
Other (enter description)												
Total Expenditure	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Closing Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Bank statement balance												
Difference	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

APPENDIX C

DRAFT CREDIT CARD POLICY – BANK ACCOUNT SCHOOL

1. CREDIT CARD SECURITY
 - 1.1 The head teacher shall be responsible for the application for the credit card which must be in the name of the school.
 - 1.2 There should be one credit card account with a bank or building society on the list of approved institutions with whom bank account schools are authorised to hold an account.
 - 1.3 The credit card and account details will be held in the school safe.
 - 1.4 The PIN number should be held securely and separately to the credit card.
 - 1.5 Any member of staff who requires the credit card must sign for and return the card to the school bursar as soon as practical after use. The bursar must sign to acknowledge return of the card. The dates of removal and return of the card must also be recorded.
 - 1.6 The account authorised signatories shall be members of the Senior Management Team and two signatures will be required for all transactions.
 - 1.7 The bank should be informed immediately if a credit card is lost or stolen.
 - 1.8 All obsolete and outdated cards must be destroyed in a secure manner.
2. USE OF CREDIT CARD
 - 2.1 Use of the credit card will be restricted to circumstances where:
 - No other method of purchasing goods or services is available
 - Discounts may be obtained by ordering/paying for services on line by credit card.
 - 2.2 A use of credit card request form detailing the proposed expenditure must be completed by the budget holder and authorised by two members of the Senior Management Team before any transaction can take place.
 - 2.3 When the expenditure is committed from the school's budget, a cash book journal will be raised from the appropriate SIMS Finance 6 cost centre and authorised by the head teacher or deputy head teacher.
 - 2.4 The overall credit card limit should not exceed £10,000. The Governing Body may agree a higher limit in special circumstances on a temporary basis.
 - 2.5 A transaction limit of £500 (excluding VAT) will normally apply. This may be exceeded in certain circumstances (e.g. booking air travel) by prior agreement with the authorised signatories.
 - 2.6 When purchasing items via the internet, strict controls will apply. All transactions must be processed using school computer systems in accordance with LA guidelines. A hard copy of the receipt shall be printed from the internet site and passed to the bursar for reconciliation purposes.
 - 2.7 The credit card must not be used for obtaining cash.
 - 2.8 The credit card must not be used for personal purchases. All goods and services must be supplied to the school.
3. PAYMENT OF CREDIT CARD STATEMENTS

- 3.1 The school bursar shall be responsible for the payment of balances and the reconciliation of credit card statements against school budget share cost centres and all receipts and invoices.
- 3.2 All statement balances will be paid in full by direct debit by the due date.
- 3.3 All receipts/vouchers must be attached to the statements to provide a clear audit trail. VAT receipts must be requested, where appropriate, to ensure compliance with VAT rules.
- 3.4 The school bursar must ensure that all refunds for returned goods are re-credited to the card account.

APPENDIX D

DRAFT - DEBT MANAGEMENT POLICY

- 1.0 INTRODUCTION
- 1.1 The Governing Body is responsible for ensuring that procedures are in place for the recovery of any outstanding debt.
- 1.2 This policy sets out procedures for debt recovery and for the write-off of any debt which is deemed to be irrecoverable.
- 2.0 POLICY
- 2.1 Payment should be obtained as and when goods and services are provided wherever possible; in particular where the value of the goods and services is relatively small, ie less than £100.
- 2.2 Where payment is not received at the time when the goods or services are delivered an invoice will be raised as soon as possible but normally within 10 days after a debt becomes due.
- 2.3 Invoices will require payment within 30 days from the date of issue.
- 2.4 A first reminder will be issued if no payment is received within 30 days.
A final reminder will be issued 14 days after the initial reminder stating that legal action will be considered if payment is not received within 14 days.
- 2.5 At each Governing Body/Finance Committee meeting, the headteacher is required to inform the governors of any debt which is still outstanding after the 14 day period following the final reminder together with any proposed action. This may be a referral to a debt collection agency, to solicitors for legal action or to write-off the debt if there is no realistic prospect of debt recovery being successful or if further action is not cost-effective.
- 2.6 Outstanding debt of up to £100 may be written-off by the headteacher provided that the appropriate follow-up action outlined above has been taken and the details of the debtor, amount of write-off and reason for no further action being taken is reported to the Finance Committee for information at their next meeting.
- 2.7 Write-off of outstanding debt in excess of £100 must be approved by the Finance Committee following submission of details of the debt by the headteacher together with reasons for no further action being taken.

Head Teacher	
Chair of Governors:	
Date:	
Review Date	

Consultation on Service De-delegations 2020/21

Executive Summary

Recent announcements by the Government have referenced additional funding being made available for schools in 2020/21. We are awaiting further details about how these announcements will impact in Lancashire.

The DfE have previously confirmed that 2020/21 will continue the 'soft' National School Funding Formula (NFF) arrangements first introduced in 2018/19. This is where the allocations for each Local Authority (LA) are calculated on the aggregated individual school NFF amounts, but the LA's local formula still applies in making actual allocations to schools.

The soft NFF arrangements will allow the continuation of de-delegation arrangements in 2020/21, subject to consultation with primary and secondary schools and approval of the Schools Forum.

This consultation is seeking views about which services should be de-delegated, including a continuation of services de-delegated in 2019/20, which were:

- Staff costs – Public Duties/Suspensions;
- Museum Service - Primary Schools Only;
- Support for Schools in Financial Difficulty.

The consultation also proposes the de-delegation of an additional service in 2020/21, relating to:

- Primary Inclusion Hubs.

It is extremely important to the County Council and the Schools Forum to be able to reflect the views of Lancashire schools when making decisions about de-delegation arrangements for 2020/21, as these decisions are binding on all primary and secondary schools.

De-delegations are not permitted for academies, special schools, nursery schools or PRUs, however, some services will be offered as a buy-back and separate information will be provided about these options, where appropriate.

Please let us know your views on the de-delegations proposals for 2020/21, by completing the consultation questionnaire available [here](#), **by 11 October 2019:**

If there are any proposals to change the funding formula or transfer funding from Schools Block to High Needs Block in 2020/21 that emerge once we have further details from the DfE on the schools funding arrangements, a further consultation will be issued seeking schools' views

2020/21 DE-DELEGATION PROPOSALS

The school funding framework continues to allow service de-delegations in 2020/21. As per the funding arrangements in recent years, de-delegated services must be allocated through the formula but can be de-delegated for maintained mainstream primary and secondary schools, subject to consultation with schools and with Schools Forum approval.

De-delegations apply to a limited range of services where central provision for maintained schools (but not academies) may be argued for on the grounds of economies of scale or pooled risk. These services and their funding are delegated to schools and academies in the first instance, however if maintained primary and secondary schools in a phase agree, via a majority vote through the Schools Forum, the services can be provided centrally by returning the funding to the Local Authority. The final net delegated budget available to each school would then exclude these amounts.

For 2019/20, the Schools Forum approved a number of de-delegations, following consultation with schools. However, service de-delegations must be approved on an annual basis and this consultation document sets out proposals for 2020/21 and seeks your views.

Proposals for 2020/21 include the 3 services that were approved by the Forum in 2019/20 plus proposals for one additional de-delegation in the primary sector:

Services that were agreed in 2019/20 are:

- Staff costs – Public Duties/Suspensions;
- Museum Service - Primary Schools Only;
- Support for Schools in Financial Difficulty.

The new proposal relates to:

- Primary Inclusion Hubs

This consultation document provides information on the proposed de-delegation service offers and charging structures from April 2020, and possible service options where these are available. Supplementary information providing additional details around the proposals are included in various appendices and annexes.

Decision taken by the primary and secondary school members of the Schools Forum will be binding on all schools in that phase, so it is important that members are aware of the views of schools when they are making the de-delegation decisions.

De-delegations are not permitted for academies, special schools, nursery schools or PRUs, however, some services will be offered as a buy-back arrangement and separate information will be provided about these options where appropriate.

1. Staff costs – Public Duties/Suspensions

The 2019/20 de-delegation consultation presented a number of Staff Costs options, particularly around the trade union duties following a review of the Trade Union Facilities Time Agreement.

In accordance with the most popular option from school responses, the Forum agreed to support the 2019/20 staff costs de-delegation at the level of service provided in previous years.

For the 2020/21 consultation, the Forum have again recommended that a series of options be presented for consideration by schools.

Background information, which was shared with the Schools Forum in June 2019, provided an update about the Trade Union Facilities Agreement and a copy of this report is attached at [Appendix A](#). The report includes background information about the historical position of the facilities time agreement, the legal requirements, recent union amalgamations and number of school staff supported from the de-delegation.

The options available for this de-delegation in 2020/21 are:

- a) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation using the same policy as 2019/20;
- b) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but with a reduced Trade Union Facilities Time contribution to reflect a smaller workforce;
- c) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but without any Trade Union Facilities Time contribution;
- d) Completely discontinue the 'Staff Costs - Public Duties/Suspensions' de-delegation.

One key issue to note across all the options is that this de-delegation was overspent in 2019/20. The overspend was contained from within previous years underspends, but will require an increase in the de-delegation charge from April 2020 in order that the budget is sustainable going forward. An overspend of circa £150k was attributable to the suspension element of the budget, which was partially offset by an underspend on the trade union duties expenditure, leading to a net overspend of circa £70k.

Further details on each of the options are provided in the following sections, which also includes the relevant adjustments to the de-delegation charges that are proposed for 2020/21 under each of the options.

a) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation using the same policy as 2019/20

One option available in 2020/21 is to continue the 2019/20 de-delegation arrangements using the same policy as applied in 2019/20.

The 2019/20 'Staff Costs - Public Duties/Suspensions' de-delegation incorporated reimbursement to schools for staff costs associated with duties including:

- Magistrates/Justices of the Peace;
 - Jury Service;
 - Attendance at Court/Tribunal as a Witness;
 - Teachers who are Governors of schools other than their own;
 - Territorial Army/Royal Naval Reserve/Royal Air Force Reserve;
 - Trade Union Duties under the County Council's Facilities Time Agreement.
- And, if a member of staff is suspended from duty.

The total 2019/20 de-delegation budget equated to circa £672,000, including public duties, trade union duties and suspensions.

In order to respond to the 2019/20 overspend, the de-delegation rates would need to increase from April 2020, by £0.50 per pupil and £50 on the lump sum. The estimated costs of this option in 2020/21 at school level are set out below, based on 2019/20 pupil numbers.

	Primary	Secondary
	£	£
Rate per pupil	3.00	5.50
Lump sum	450.00	450.00

Advantages of this option

- The Facilities Agreement for teacher trade unions demonstrates the commitment that the schools and Schools Forum have towards fostering and maintaining good relations with employee representatives;
- Continuing the 'Staff Costs - Public Duties/Suspensions' de-delegation will assist in maintaining the very positive relationships with the trade unions when dealing with issues affecting staff in schools in addition to financially supporting schools for staff undertaking other public service duties;
- In the current financial climate in the school sector, with significant numbers of schools facing financial difficulties, the input from trade union representatives to assist with school reorganisation proposals will be in greater demand and it may be counterproductive to reduce the support available by decreasing the level of the de-delegation;
- This option minimises the risks financially and otherwise on individual schools of needing to provide time off for school based trade union representatives during working time to deal with casework in their own school and of bearing such costs, which would need to be met from individual schools budgets.

Disadvantages of this option

- The number of school staff covered by the de-delegation has reduced in recent years as the number of academies in Lancashire has increased, but

this option does not reflect that change (figures are provided below in option b);

- Other options for the Staff Costs de-delegation reduce its costs, which would release some funding back to individual school budgets;
- It does not take into account Trade Union members paying fees and subscriptions to their associations that provide for Regional Officials to deal with very serious casework matters;
- From 1 April 2018, the County Council withdrew all funding for trade union representatives. From this date, workplace representatives have been required to undertake the role within their service areas, supported by regionally/nationally funded colleagues. The continuation of any Facilities Time Agreement funded by the de-delegation is not necessarily consistent with the County Council's decision.

b) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but with a reduced Trade Union Facilities Time contribution;

A second option for consideration proposes to continue the Staff Cost de-delegation in 2020/21, but to reduce the Trade Union Facilities Time contribution.

FTE teacher numbers in Lancashire in 1999, the year after Blackpool and Blackburn LAs went unitary, are broadly similar those in 2010. Since 2011, the number of teachers covered by the Facilities Time Agreement has been affected as schools convert to academies.

Based on the most recent School Workforce data, the number of teaching staff in Lancashire Schools is 10,063. Of these, 14% (1,419) are based in Academy (former maintained) schools. When a school converts to become an Academy, they are no longer able to draw on the Facilities Agreement funding, unless they arrange a separate buy-in arrangement. Despite this, there has been no equivalent reduction in the number of funded FTE trade union representatives.

This option proposes to reduce the financial contribution to support the Facilities Time Agreement in line with the % of staff now employed in academies (14%).

A UNISON post, which provides support for support staff in schools, is also funded from this de-delegation, and this proposal would require a reduction in their allocation equivalent to 14%.

In 2019/20, the trade union budget represented circa £472k of the total Staff Costs de-delegation. A realignment of the trade union costs element of the de-delegation would equate to the following school level savings in 2020/21 compared to the cost of maintaining the de-delegation at 2019/20 service levels, as set out in a) above. (Based on 2019/20 pupil numbers):

- £0.50 per pupil in primary schools;
- £0.50 per pupil in secondary schools.

Advantages of this option

- This option realigns the costs of the 2020/21 Facilities Time Agreement to one equivalent to that when the agreement was originally created in terms of teaching staff supported and reflects the number of staff now employed in academies that are no longer covered by the agreement;
- All parts of the school sector are facing considerable costs pressures and this proposal shares that burden with the unions benefitting from the de-delegation;
- A significant level of funding would still be provided for the Facilities Time Agreement, so the existing benefits of the de-delegation arrangements should, for the most part, be able to continue;
- A reduced amount of funding would be deducted from individual schools budgets, as set out above;
- Going forward, if de-delegations remain allowable, the level of contribution for the Facilities Time Agreement could perhaps be reviewed annually on the basis of any changes to the number of staff being supported and the budget position of Schools Forum.

Disadvantages of this option

- The level of funding released on a school by school basis is relatively small, and given that demand for union support in budget driven reorganisations is likely to increase as school funding gets tighter, it may be a better use of resources to leave the de-delegation at the 2019/20 level;
- Any decrease in the level of funding provided for the Facilities Time Agreement risks increasing demand on individual schools to provide time off for school based trade union representatives.

c) Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but without any Trade Union Facilities Time contribution

Another option for consideration is to continue the Staff Costs de-delegation, but without the Facilities Time Agreement contribution.

This option would release circa £472k costs associated with the Facilities Time Agreement into individual school budgets. This would equate to the following school level savings in 2020/21 compared to the cost of maintaining the de-delegation at 2019/20 service levels, as set out in a) above. (Based on 2019/20 pupil numbers):

- £1.80 per pupil in primary schools plus £270 lump sum;
- £3.30 per pupil in secondary schools plus £270 lump sum;

Advantages of this option

- This option would provide a more substantial level of funding to release into individual school budgets;

- It would mirror the decision taken by the County Council to withdraw funding for trade union representatives;
- Regional Trade Union officials would still be available to provide support with serious casework matters;
- The de-delegation would still provide insurance type cover to schools for other 'public duties and suspensions'.

Disadvantages of this option

- The relationships with Lancashire level trade union officials could be lost; as would considerable local knowledge and expertise that benefits employee relations in Lancashire schools;
- There would be greater demand on individual schools to provide time off for school based trade union representatives during working time to deal with casework in their own school, the costs of which would need to be met from individual schools budgets;
- Delays could be caused in resolving HR issues in schools, particularly where the school must rely on the availability of regional officials to manage HR casework;
- The occurrence of costs on individual schools would not be even, and schools facing the prospect of reorganisations due to budgetary constraints would face a higher risk that their budgeted resources would be needed to release staff to undertake trade union duties and activities.

d) Completely discontinue the 'Staff Costs - Public Duties/Suspensions' de-delegation

A final option for consideration would be to discontinue this de-delegation completely. This would mean that no staff costs de-delegation funding is collected from school in 2020/21 and would equate to the following school level savings in 2020/21 compared to the cost of maintaining the de-delegation at 2019/20 service levels, as set out in a) above. (Based on 2019/20 pupil numbers):

- £5.50 per pupil in secondary schools;
- £3.00 per pupil in primary schools;
- Plus lump sums of £450 per school for both phases.

However, it is important to note that if this service is not de-delegated the County Council has no proposals to develop a traded service and schools would need to make their own arrangements.

Advantages of this option

- This option provides the largest saving against the 2019/20 de-delegation costs;
- In a given year, some schools do not benefit from this de-delegation, if they have no cause for trade union involvement, no staff undertaking public duties and do not suspend anyone from duty;

- This option also mirrors the decision taken by the County Council to withdraw funding for trade union representatives;
- Regional Trade Union officials would still be available to provide support with serious casework matters;

Disadvantages of this option

- The relationships with Lancashire level trade union officials would be lost; as would considerable local knowledge and expertise that benefits industrial relations in Lancashire schools;
- There would be greater demand on individual schools to provide time off for school based trade union representatives during working time to deal with casework in their own school, the costs of which would need to be met from individual schools budgets;
- Delays could be caused in resolving HR issues in schools, particularly where the school must rely on the availability of regional officials to manage HR casework;
- The occurrence of costs on individual schools would not be even, and schools facing the prospect of reorganisations due to budgetary constraints would face a higher risk that their budgeted resources would be needed to release staff to undertake trade union duties and activities;
- The 'insurance' type cover offering protection for individual school budgets from this de-delegation would be lost, and some schools risk considerable additional costs if they have staff who undertake significant levels of public duties or are suspended.

Further Information from Trade Unions

In response to the consideration of the de-delegation options for 2020/21, trade union colleagues have submitted further information setting out their positions on the facilities time issue and the advantages the agreement provides.

The teacher trade unions have produced two joint papers. The first is a paper titled 'In Defence of Pooled Facility Time' and provides a summary of the legal context and some practical advantages of the current system from the unions' perspective. This paper is attached at [Appendix B](#).

A second document on behalf of the teacher unions is a position paper that sets of the union's view about the benefits of the facilities time agreement in more detail, including some possible costing at school level if the agreement were not in place. This document is attached at [Appendix C](#).

[Appendix D](#) is a paper from Unison setting out their position on the benefits of facility time. This paper incorporates a copy of a 2016 TUC commissioned report from Bradford University about the benefits of paid time off for trade union representatives. The Unison submission also suggests that the balance of representatives supported through the facilities time agreement should be reviewed to be based on membership numbers in Lancashire schools, which would suggest that a greater share of the funding should be allocated to Unison.

Q1. What is your preferred de-delegation option for 'Staff Costs - Public Duties/Suspensions' in 2020/21?

- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation using the same policy as 2019/20;
- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but with a reduced Trade Union Facilities Time contribution to reflect academisations and union amalgamations;
- Continue the 'Staff Costs - Public Duties/Suspensions' de-delegation but without any Trade Union Facilities Time contribution;
- Completely discontinue the 'Staff Costs - Public Duties/Suspensions' de-delegation;
- Not Sure.

Please note that charges quoted in this section may vary marginally, based on pupil numbers from the October 2019 school census.

2. Museum Service (Heritage Learning Team) - Primary Schools Only

The Schools Forum have historically supported the work the Heritage Learning Team undertakes for primary schools to help meet the national curriculum and to support wider cultural learning and learning outside the classroom. With the emphasis being placed on cultural education by the government's Culture White Paper, it is proposed that this budget continues to be de-delegated in 2019/20 to ensure that this service is maintained.

The money currently de-delegated is used by the Heritage Learning Team and pays for the creation, design, curriculum development and resourcing of the learning sessions provided across LCC's museums, Outreach, Lancashire Archives and a range of partner museums across the county. Learning is offered both at the museums and as outreach into schools. It also covers staff training for the freelance deliverers and the on-going monitoring/evaluation of the quality standards. The funding also enables new sessions to be developed in response to requests from teachers and curriculum changes. Free monthly CPD events are also offered to teachers at museums across the county and as INSET days in school. The Heritage Learning Team also offer a free Curriculum development service to help inspire and engage. The Heritage Learning Team holds five Sandford Awards for excellence in Heritage Education, recognising the high quality and relevance of the sessions it offers to schools. The service has also been able to offer longer term projects to schools across Lancashire, including 'Lancashire Sagas' 'When Lancashire Sings', 'Sounds of Identity', 'Trench Brothers' and the new 2019/2020 'Lancashire Sparks' Literacy Project. Developments for 2019/2020 will include new STEAM sessions across the county, a range of new special events, the new Lancashire Schools Storytelling Festival and funded projects covering a range of cross curricular themes. The funding also supports the Heritage Learning Outreach programme, bringing 28 different themes and topic into schools.

The schools loans service offered by the Heritage Learning Team is a subscription scheme, but the charges are kept to a minimum, covering delivery and collection of loans boxes. Support from the de-delegated money enables development and

resourcing of new loans boxes in line with the curriculum and teacher requests. During the last academic year, this has included new resources linked to Prehistory, Anglo Saxons, WWI, Romans, Seaside, Vikings and Explorers.

Schools will continue to receive a small charge for museum visits, but only to cover the cost of paying the freelance delivery staff. Continued de-delegation will mean current charges for school visits, outreach sessions and loans boxes will again be held during the coming academic year.

Lancashire County Council recently chose to find new operators for five of its museums. The learning team have continued delivery at all these museums, ensuring Lancashire schools can still access high quality sessions at Helmshore and Queen Street mills, the Museum of Lancashire, Judges Lodgings and Fleetwood museum.

If delegated, this service would only allocate just under £2.00 per pupil. If a traded service were to be offered the central service would only remain viable if all schools entered into the arrangement. On this basis, the authority would suggest that if schools would wish to see the service continue, the primary school museums budget should be de-delegated.

The proposed cost of this de-delegation in 2020/21 is provided in the table below (based on 2019/20 pupil numbers)

Museum Service

	Primary	Secondary
	£	£
Rate per pupil	1.97	0.00
Lump sum	0.00	0.00
Total De-delegation	185,650	0

Q2. Do you support the de-delegation of the Museums Service in 2020/21? (Primary schools only)

- **Yes;**
- **No;**
- **Not Sure.**

3. Support For Schools In Financial Difficulty

There are some changes proposed to this de-delegation for 2020/21. The proposals look to provide an enhanced School Financial Health Check element from April 2020, which is being developed in response to comments from Lancashire schools and a recent DfE consultation on the Financial Transparency of local authority maintained schools. Further details of the additional element to this de-delegation are provided below, after the section which reminds schools of the service offer included in the 2019/20 de-delegation.

Current Proposals that will continue into 2020/21

Currently support for schools in financial difficulty is offered in a number of ways which include:

- Brokering school to school support with schools sharing expertise at various levels e.g. leadership, teaching, subject leadership, assessment, curriculum models;
- Providing teaching and learning support through teaching and learning consultants e.g. bespoke professional development for teachers;
- Providing financial management support for schools e.g. complex recovery plans;
- Providing HR and financial support to enable schools to reduce staffing;
- Providing one off financial support, via a bid to the schools forum to enable the school to develop a sustainable recovery plan.

There are occasions when schools do not have sufficient resources available to meet the needs of their pupils and in these cases the Schools in Difficulty fund provides schools with the resources to help them overcome the challenges they are facing. There are clear, published eligibility criteria for access to these funds and these are managed on behalf of Schools Forum by the School Improvement Challenge Board (SICB). The funds are provided in order to help schools to raise achievement and create sustainable improvements in the quality of provision.

The de-delegation also includes some Termination of Employment costs (formerly Premature Retirement Costs), which can be a useful mechanism to facilitate staffing reorganisations in schools, particularly when they are in financial difficulty.

Current evidence indicates that this approach is well received and highly valued by headteachers and governors. The partnership between schools and the local authority has also proved invaluable in helping schools to improve the quality of provision in a sustainable way. This is evident in the proportion of schools that have improved to gain a good Ofsted judgement with over 92% of schools judged good or better in their latest inspection. This is above the national average (89%), the North-West average (90%), and places us second against our statistical neighbours.

It is important to note that if this service is not de-delegated, the County Council has no proposals to develop a buy-back service to support schools in financial difficulty and schools would need to make their own arrangements.

The proposed cost of this de-delegation in 2020/21, based on a continuation of existing provision, is provided in the table below (based on 2019/20 pupil numbers).

Support for Schools in Financial Difficulty

	Primary	Secondary
	£	£
Rate per pupil	5.18	11.32
Lump sum	1,000.00	1,000.00
Total De-delegation	962,158	573,063

Additional Service 2020/21 Service Offer

The proposals set out in this section provide information on an enhanced service that it is proposed to offer from April 2020 as part of the Support For Schools In Financial Difficulty De-delegation. The additional service would provide a School Financial Health Check for all maintained schools and is being developed in response to comments from Lancashire schools and the Schools Forum and proposals in a recent DfE consultation on the Financial Transparency of local authority maintained schools.

This process would involve providing a periodical health check to assess the controls operated by schools in regard to their finances. This service would not be part of Lancashire's current traded offer. The aim being for each school to receive a financial health check on a three year rolling cycle, which would provide a detailed financial assurance and compliance check against a wide range of financial measures.

These arrangements would provide assurance for all concerned around the financial health of each maintained school and the financial controls that are in place. In conjunction with other statutory processes, like the Schools Financial Value Standard, it is intended that this health check will enhance the existing Lancashire Schools in Financial Difficulty processes and provide additional early warning for schools heading towards financial difficulty. The overall aim of the health check is to help prevent schools falling into a deficit budget position and/or help target additional support/training.

It is proposed that the supplementary health check service is funded by an addition to the Schools in Financial Difficulty De-delegation to ensure maximum coverage of maintained primary and secondary schools. If this service were to be offered as an option on a current traded menu there is a concern that schools that would most likely gain from the health check would be the ones least likely to purchase it. The de-delegation option offers a mechanism to ensure systematic coverage of all maintained schools in the county.

The final outcome of the DfE Financial Transparency consultation is still awaited, but the Government's documentation indicates that any new requirements would be introduced from April 2020. Costings for the Lancashire health check proposal have therefore been estimated at this point, but could be subject to change depending on the final requirements in any DfE announcements. The current estimate suggests that the addition to the charges set out above would be £0.73 per pupil for both primary and secondary schools, based on October 2018 pupil numbers.

This would provide a revised 2020/21 charging structure, as set out below:

Support for Schools in Financial Difficulty Including additional School Financial Health Check

	Primary	Secondary
	£	£
Rate per pupil	5.91	12.05
Lump sum	1,000.00	1,000.00
Total De-delegation	1,031,277.47	603,943.53

As with other de-delegations, it is intended that the enhanced Schools in Financial Difficulty de-delegation would be made available to nursery schools, special schools and PRUs, as a group buyback in 2020/21. The Financial Health Check would also be made available to academies, on request, at a charge to be determined.

Q3. Do you support the de-delegation of Support for Schools in Financial Difficulty in 2020/21, including the School Financial Health Check proposals?

- **Yes;**
- **No;**
- **Not Sure.**

4. Primary Inclusion Hubs (Primary Schools only)

A new de-delegation is proposed for the first time for 2020/21, for primary schools only.

This proposal relates to **Primary Inclusion Hubs**.

The establishment of Inclusion Hubs of primary schools in each district is designed to;

- reduce exclusions;
- improve attendance for pupils at risk of exclusion;
- ensure that pupils' needs are better met by a 'local' offer;
- provide high quality training for staff in schools;
- share good practice and sign-post schools to expertise;
- develop an agreed set of principles within each district that promotes educational inclusion and reflects the local challenges and expertise;
- bring together schools and local authority teams (Social Care, Inclusion, School Improvement and the Children and Family Wellbeing Service) to work together to address particular issues in a locality.

Primary schools will be aware that Inclusion Hub proposals have been developed by School Improvement Services colleagues in consultation with headteachers in each district. These local arrangements feed through into county wide governance and monitoring structures. Further details about the Primary Hub model operating in 2019/20 is provided at [Appendix E](#).

For 2019/20, the inclusion hub developments were funded with a pump priming allocation of £80k to each district. These allocations were agreed by the Schools Forum from the existing Commissioned Alternative Provision Services Budget. Due to the ongoing pressures in the High Needs Block budget, it was recognised that the funding for 2020/21 would need to be considered as a de-delegation.

It is proposed that the de-delegation costs for 2020/21 would be calculated at individual school level on the basis of an amount per pupil and allocated to each district on the basis of pupil numbers (rather than a lump sum per district). This is to reflect the varying number of pupils being support in different districts.

The proposed cost of this de-delegation in 2020/21 is set out below

Primary Inclusion Hubs

	Primary	Secondary
	£	£
Rate per pupil	11.00	0
Total De-delegation	1,000,000	0

Q4. Do you support the de-delegation of funding for Primary Inclusion Hubs in 2020/21?

- **Yes;**
- **No;**
- **Not Sure.**

Responding to the consultation

It is extremely important to the County Council and the Schools Forum to be able to reflect the views of Lancashire schools when making decisions about de-delegation arrangements for 2020/21, as these decisions are binding on all primary and secondary schools.

Please let us know your views on the possible de-delegations for 2020/21 by completing the consultation questionnaire available [here](#), by **11 October 2019**, so that responses can be reported to the Schools Forum on 17 October:

REPORT TO SCHOOLS FORUM - TRADE UNION FACILITIES AGREEMENT (JUNE 2019)

The Facilities Agreement for teacher trade unions demonstrates the commitment that the Schools Forum and Council have towards fostering and maintaining good relations with employee representatives. As an Authority, we enjoy very positive relationships with the trade unions when dealing with issues affecting staff in schools.

In June 2018, a report was submitted to Forum for consideration of the level of trade union facilities agreement funding, which had been set in 1998 and had remained at the same level, despite the fact that 13% of teachers were employed in Academy schools and therefore not covered by de-delegation decisions, including access to paid local trade union officials via the Facilities Agreement.

In October 2018, Forum voted on the staff costs de-delegation and decided to continue the de-delegation in 2019/20, at the existing level. This had also been the option receiving the highest overall response from schools during the Forum consultation process.

However, Forum members agreed to keep the contribution level of the facilities time agreement under review, as some members had supported the option to reduce the level in line with the teacher numbers/union reorganisation adjustment. This report has been prepared to provide the current position and allow Forum members to re-consider this issue.

Historical position

The current level of funding was set in 1998, when Blackburn and Blackpool became unitary authorities and 25% of Lancashire teachers transferred out of Lancashire Authority. At this time, the number of FTE facilities posts was reduced from 15 to 12.

In approximately 2010, the Council took a decision to reduce the number of centrally funded UNISON representative posts by 2 FTE. At that time, due to the increasing numbers of support staff in schools and the fact that the Equal Pay and terms and conditions reviews were ongoing, Schools Forum agreed to fund one post for a schools UNISON officer. This arrangement has remained in place ever since.

Funding position

On an annual basis, schools are asked whether they wish to de-delegate funding for Public Services duties. The large majority of this budget funds facilities time equating to 12 Full Time Equivalent (FTE) teaching posts for the four main teaching unions – NAHT, ASCL, NASUWT and NEU, and the 1 FTE post for UNISON.

In addition to the representatives funded by the Schools Forum, many schools have workplace representatives who may deal with HR casework for their school. The cost of any release for school representatives is met by the school budget and not by the Schools Forum.

Each trade union also has regional officials, funded by their association. Within Lancashire, experience shows that the regional officials deal with very serious casework matters, usually where a member's employment is at risk.

Contractual position

All trade union representatives retain the terms and conditions of employment associated with their substantive post, including their grading level, any contractual enhancements and access to the pension scheme that applied to their substantive post. There is not a single set rate for the role of trade union representative.

Current allocations

The current allocations to the five unions (from the 12 FTE) were determined as a result of membership numbers when the initial agreement was written, and were not changed following the amalgamation of NUT and ATL. These allocations are as follows:

Union	NAHT	ASCL	NEU	NASUWT	UNISON
No. of FTE representatives	1.6 FTE (13%)	1.2 FTE (10%)	6.0 FTE (50%)	3.2 FTE (27%)	1 FTE
Membership numbers*	608 (5%)	204 (2%)	6,480 (49%)	5,868 (45%)	5886

* Membership numbers have been taken from historical reports over the period 2013-18

Each union determines how its allocation is split between its nominated representatives. Currently the representation is provided by 12 serving teachers, 12 retired teachers, 2 supply teachers and 1 member of support staff. 12 of the 27 representatives are currently engaged on facilities time for more than 50% of their working hours.

Based on the most recent School Workforce data, the number of teaching staff in Lancashire Schools is 10,063. Of these, 14% (1,419) are based in Academy (former maintained) schools. When a school converts to become an Academy, they are no longer able to draw on the Facilities Agreement funding, unless they arrange a separate buy-in arrangement. Despite this, there has been no equivalent reduction in the number of funded FTE trade union representatives.

Trade Union duties and activities

The legislation in relation to trade unions provides examples of Trade Union Duties and Trade Union Activities.

Trade Union Duties include:

- Providing advice and guidance to trade union members relating to recruitment and selection, discipline, grievance, capability and attendance issues, and terms and conditions of employment

- Formal and informal consultation and negotiation - this includes the County Union Secretaries forum
- Restructures, reorganisations and redundancy consultation
- Preparing for and representing trade union members at formal hearings

For representatives, Trade Union Activities may include:

- Branch, area or regional meetings of the union where the business of the union is under discussion;
- Meetings of official policy making bodies such as the executive committee or annual conference;
- Meeting full-time officials to discuss issues relevant to the workplace;

The legal position in relation to trade union duties and activities and whether representatives are entitled to be paid for them is outlined below.

Legal position

There is no statutory requirement to provide specific funding solely for trade union duties and activities. The law requires that individual schools allow reasonable time off for trade union representatives during working time to be released from their workplace to undertake trade union duties and activities. If this occurs, the school will be compliant with the Trade Union and Labour Relations (Consolidation) Act 1992.

An employer who permits union representatives time off for trade union duties must pay them for the time off. However there is no statutory requirement that union representatives be paid for time off taken on trade union activities.

In addition, employees can take reasonable time off to undertake the duties of a Union Learning Representative (ULR), provided that the union has given the employer notice in writing that the employee is a ULR. The functions for which time off as a ULR is allowed include analysing, arranging, promoting and undergoing training.

The *Conditions of Service for school teachers in England and Wales* (Burgundy Book) requires individual local authorities to negotiate locally on the maximum amount of leave with pay that can be permitted for carrying out trade union duties.

The Trade Union (Facility Time Publication Requirements) Regulations 2017 came into force on the 1 April 2017. These regulations place a legislative requirement on relevant public sector employers to collate and publish on an annual basis:

- Number of employees who were relevant union officials during the relevant period
- The percentage of working time that employees who were relevant union officials spent on facility time
- The percentage of the total pay bill that is spent on facility time
- The time spent on paid trade union activities as a percentage of total paid facility time hours

Financial implications

The total annual budget provision for funding under the Trade Union Facilities Agreement amounts to circa £472k including oncosts. If a decision is taken to reduce the current level of funding, it would result in a saving to the Schools Forum. However, there may be indirect costs incurred by schools, as they may need to release school-based representatives to undertake trade union activity within their school, and provide representation to fulfil the statutory obligations.

Approximately 16% of the total allocated funding was not used during the 2018-19 academic year. This equates to 365.5 days.

County Council's position

With effect from 1 April 2018, the County Council withdrew all funding for trade union representatives. From this date, workplace representatives have been required to undertake the role within their service areas, supported by regionally/nationally funded colleagues.

HR implications

If Forum took a decision to reduce funding for the Facilities Agreement, then the serving teacher funded officers that would no longer be funded would return to their substantive posts in their schools. Any retired/supply teacher funded officers in that position would have their casual contracts brought to an end. The UNISON representative would return to their substantive role. It should be noted that some of the representatives have been away from a substantive teacher role for many years and therefore may require a period of re-introduction and/or training to enable them to transition back into a school-based role, in addition to being a workplace union representative.

Decision required

Forum are asked to consider whether the existing number of representatives (12 FTE) should be reviewed. Forum may wish to consider the fact that 14% of teachers now work in schools that do not fall under the facilities agreement, and that 1.9 FTE facilities time was not used during the last academic year. This is despite the fact that overall HR casework statistics within the Schools HR Team are not reducing.



In Defence of Pooled Facility Time

Dear Colleagues

There are provisions within The Employment Provisions Act 1999, The Trade Union Relations (Consolidated) Act 1992 and The Safety Representatives and Safety Committees Regulations 1977 for the following;

- Paid time off for trade union representatives to accompany workers to disciplinary, capability, attendance or grievance hearings.
- Paid time off for trade union representatives to carry out administrative trade union duties e.g. reading and disseminating union documentation.
- Paid time off for trade union representatives to attend trade union training.
- Paid time off for trade union learning representatives to carry out relevant learning activities.
- Paid time off for trade union health and safety representatives during working hours to carry out health and safety functions.

This is a legal entitlement for trade unions

Currently, Lancashire Schools do not have to be separately billed by each and every union for these legal responsibilities to be

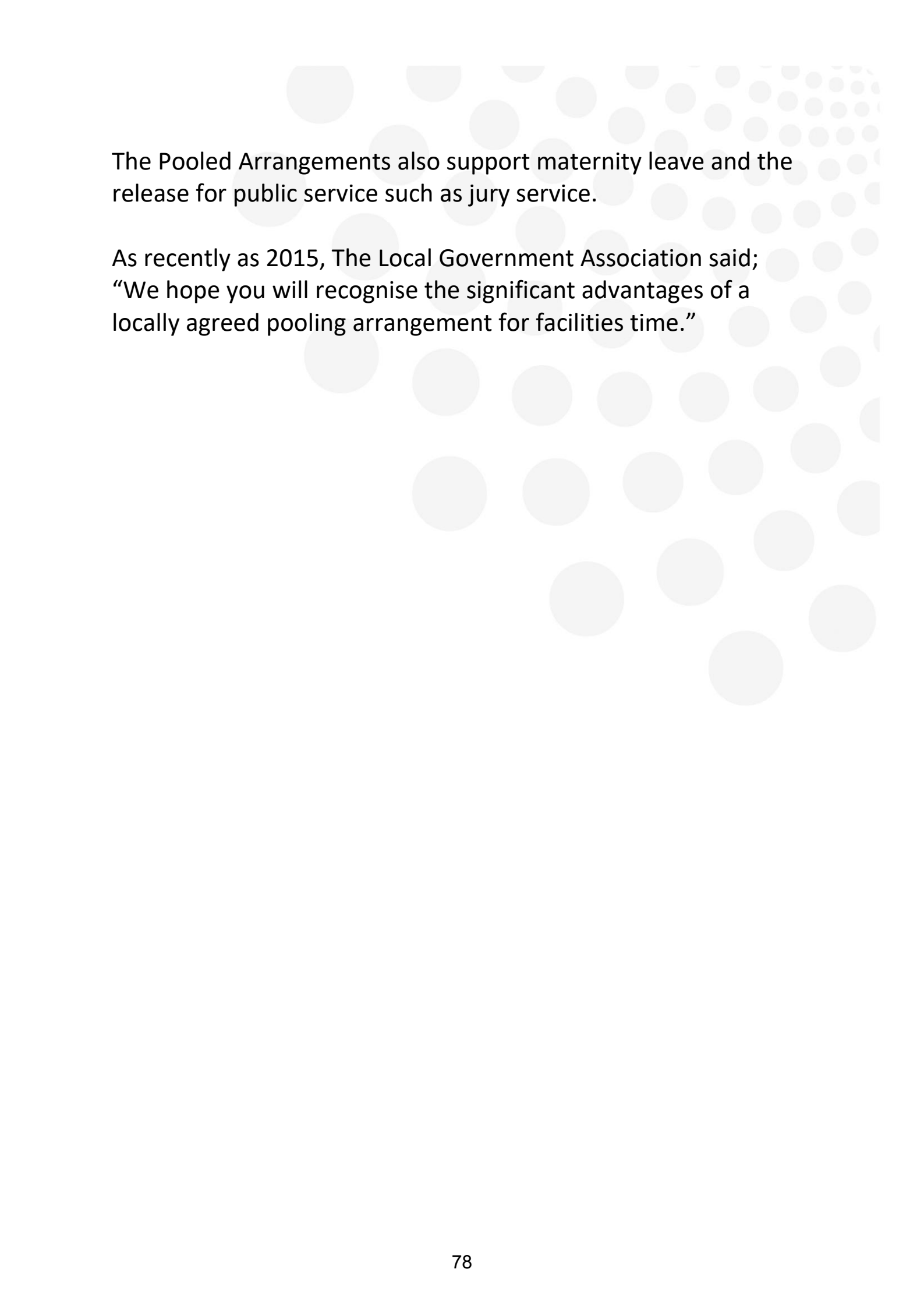
fulfilled each time there is a problem or a consultation involving any or all of the four recognised unions.

The pooled arrangements in place because of de-delegation of the monies involved allows this to take place with no disruption and no extra work for individual schools.

The extra workload on individual schools would be significant if we moved away from pooled arrangements. Imagine the costs to a school that had to have all its union reps (including of course headteacher representatives) trained to a level that would allow them to negotiate with the Local Authority on Policies and would allow them to support their members in that school with complaints and grievances. What would happen, for example, if two members of staff from the same union were involved in the same dispute? Where would the other union rep come from?

How many school reps would want to take on the responsibility of defending a colleague when that colleague's employment or career progression was at risk? That is an awesome responsibility.

The present arrangements also allow for experienced trade union representatives, who understand the local context, without necessarily working in the school, to resolve issues, often informally, before they impact on schools. Lancashire has significantly fewer employment tribunal cases than similar authorities because of the good working relationships between Schools HR and The recognised Trade Unions. Issues are often resolved before they become issues. Jeanette Whitham has the present casework officers on speed dial ! Who does she call if facilities time is lost? 600 schools and 4 recognised unions potentially in every school? 3000 union reps?



The Pooled Arrangements also support maternity leave and the release for public service such as jury service.

As recently as 2015, The Local Government Association said; “We hope you will recognise the significant advantages of a locally agreed pooling arrangement for facilities time.”



POSITION PAPER ON BEHALF OF THE TEACHER TRADE UNIONS FOR LANCASHIRE SCHOOLS' FORUM ON THE FUNDING OF FACILITIES' TIME

1. INTRODUCTION

This paper provides detailed information about Facilities' Time for representatives from the teaching unions which we hope will serve as a reminder to those who currently pay into the facilities fund and persuade those who don't to reconsider their position, based on the huge benefits the system brings to schools. The Local Authority Facilities' Time Fund is currently collected by Lancashire Local Authority through the process of de-delegation by Schools' Forum for maintained schools and from Academies which decide to buy-in to the pooled arrangements rather than operate their own systems. This method of funding facility time for representatives is in place in all North West local authorities and is not only the most cost-effective method but also ensures smooth running of all employment related matters without delay and provides the foundation of professional, working relationships between employers and their employees' teacher trade unions.

This paper has been prepared following a recent discussion at a Schools' Forum meeting about future funding arrangements where further information was requested. The current practice across the Local Authority enables schools to discharge their legal obligations in respect of release for trade union duties in a time-tested, practical and cost-effective way. It also consistent with existing practice that is in place across the entire North West region.

2. THE LEGAL POSITION

Union representatives have had a statutory right to reasonable paid time off to carry out trade union duties since 1975, and most of the current provisions come under the Trade Unions and Labour Relations (Consolidation) Act 1992, introduced by the then Conservative government. Guidance on the practical application of these provisions is provided in the recently revised ACAS Code of Practice 'Time Off for Trade Union Duties and Activities'.

In Lancashire, local elected trade union officials and local representatives have used this legal entitlement to time off from their substantive posts effectively to undertake trade union duties, including:

- negotiating with employers;
- resolving individual and collective casework;
- health and safety work; and
- training.

Clearly it is a legal requirement for all employers to provide a reasonable amount of time off with pay to undertake these very important trade union duties. It is not a question of whether an employer wishes to pay or not, but rather what the best mechanism is for employers to discharge this legal obligation.

3. THE BENEFITS OF FACILITIES TIME

Employers' organisations, including the CBI and NEOST, recognise the value of Facilities' Time and the work of trade union representatives using that Facilities' Time, estimating that for every £1 spent on Facilities' Time, the employer saves between £3 and £9 on reduced staff absence, informal early resolution of potential disputes, and avoidance of legal and industrial action (see Case Studies section later).

The Lancashire Facilities' Time arrangements have helped schools to save significant amounts of time and money through the pooled funding of Facilities' Time by de-delegation of school budgets money over the longer term. This is supported by a recent study carried out by the Department for Business, Enterprise and Regulatory Reform which found that:

- Dismissal rates are lower in unionised workplaces with union reps – this resulted in savings for employers related to recruitment costs of at least £107m per annum
- Workplace-related injuries are lower in unionised workplaces with union reps resulting in savings to employers of £126m-371m per annum.
- Employment tribunal cases are lower in unionised workplaces with union reps resulting in savings to government of £22m-£43m per annum.

Although the perception of employers is often that the trade unions exist simply to support employees who are under threat of a disciplinary procedure, many employees raise concerns in relation to whether their treatment by the employer is just and equitable. This is an area of employment relations over which the employer has significantly less control and if good employer/employee relations are not established and maintained, the employer can be surprised when the workforce expresses their discontent.

Employees who are discontented with actions taken by their employer have the right under Employment Law to raise their concerns with their trade union and employer and this may be done individually or collectively, sometimes it may be both. These concerns often relate to bullying and harassment, objections raised about restructuring proposals, claims of discrimination or that the employer has been negligent in their duty of care.

This report includes recently experienced case studies detailing an individual case of alleged discrimination, and a collective dispute case together with details of the costs that an employment tribunal awarded against one of the parties involved in another case.

These case studies show clearly that in addition to the generally damaging issues for schools around the public arena that being taken to an Employment Tribunal represents, these situations can cost employers a great deal in time and money. The trade union representative has a vital role in working with the employer to achieve the best outcome and resolve issues as locally and informally as possible. This undoubtedly reduces the risks of litigation and is a benefit that assists all schools. We believe that the benefits of funding Facilities' Time centrally far outweigh the costs involved and are urging all schools and academies in Lancashire to make, or continue to make, this commitment in recognition of the universal benefits involved.

Although all unions employ regionally based staff to deal with high level cases, resolutions being found at the earliest opportunity are always the most beneficial to all parties. This is why supporting paid time off for local union representatives makes so much business sense. There would be no advantage to the employer in waiting for a full-time officer to become available every time a low level negotiation needs to be carried out. Indeed, it is often a significant disadvantage because nothing can happen locally in the meantime and involving a full-time officer prematurely has a tendency to escalate any situation somewhat precipitously by definition. Local union officers have a much better understanding of the schools in our area and can form positive working relationship with individual headteachers and key local authority officers such as the Schools' HR team.

Fortunately, in Lancashire, due to the tried and tested current Facilities' Time Agreement, the vast majority of cases are resolved at the informal local level which prevents disputes escalating to the Employment Tribunal level, saving very significant amounts of time, money and stress for all concerned.

4. CASE STUDIES

Case Study 1 - Costs for a Discrimination Case in a North West School

The North West may be thought of as an area with few black and minority ethnic teachers and a relatively low level of equality issues on a more general level. However, experience has shown that the frequency of cases where these teachers feel that they suffer from discrimination is actually relatively high, particularly when assessed against the local demographics. Discrimination claims can include not only race discrimination but also discrimination on the grounds of faith or belief which can be quite wide ranging. The legislation also allows claims for alleged discrimination on grounds of sex, disability, sexuality and age, all of which may also be pursued as separately identified cases against a school. Employees can also pursue claims for victimisation where they have made a complaint of discrimination (whether internally or externally) and feel they received treatment that victimised them in response to that complaint.

Other key pieces of legislation that teachers pursue claims under include the Fixed Term Employee Regulations, the Part Time Worker Regulations, the Agency Worker Regulations, Unfair Dismissal and Unfair Selection for Redundancy. These are the commonest claims the trade unions generally handle for teachers, although there are other heads of law that could be relied upon.

This case study demonstrates the costs associated with a case where a teacher in a North West school believed that he was being discriminated against on grounds of

race and disability. This teacher raised the issue of race discrimination with the school but was not satisfied with the way in which his complaint was handled or resolved. This led to extreme stress and anxiety which after a period of time manifested itself in physical illness diagnosed as severe and chronic irritable bowel syndrome and severe migraines. This teacher was then off sick for a considerable length of time resulting in the school commencing procedures to dismiss the teacher on grounds of ill health. This teacher was convinced that his illness was caused by the racial discrimination he experienced in his workplace and intended to take a claim for unfair dismissal and discrimination on the grounds of race and disability to employment tribunal. There was medical evidence to support this view for legal purposes.

The case was eventually settled by way of a compromise agreement after more than 18 months of meetings and negotiation.

The local union representative spent in the region of 168 hours or approximately 24 days over 18 months on this case. The associated cost of release from normal duties at the respective supply rate is £2,340.

Had the member not had union representation, he would undoubtedly have taken the case to tribunal. The union would have covered the member's legal costs but the school would have had to prepare and defend themselves in an employment tribunal which would have been listed as a 5 day hearing. The legal costs for the school would have been solicitor's fees of approximately £20,000 plus VAT. Since the case involved two strands of discrimination, the school would have considered using a barrister. Barristers' fees are at least £1,500 per day (and may be much more) so including preparation time this could easily have been in the region of a further £10,000 plus VAT.

The potential costs of this case had it not been resolved by the intervention and support of the trade union concerned have been assessed as follows:

Union rep	24 days @ £130 per day supply rate	£ 3,120
Solicitor's fees		£ 24,000
Barrister's fees		£ 12,000
TOTAL		£ 39,120

Further associated costs for the school would have been the time for staff in the school in preparing for the case and being witnesses at the hearing. If we take conservative figures of:

Headteacher	12 days @ annual salary of £90,000	£ 2,959
Admin support	12 days	£ 657
Witnesses x 8	2 days per person @ supply rate	£ 2,080
TOTAL COST		£ 5,696

If the school in question had been a maintained school or an academy paying into the facilities budget, their annual rate for this would have been **£2,040**.

If the school were releasing their school rep to support this member at an hourly rate the cost would have been **£4,244**. This represents a saving of **£1,452** even with no additional costs as indicated above. However, a School Representative can neither advise on nor represent a member in an employment tribunal claim.

By settling via a compromise agreement rather than having to represent themselves at employment tribunal, **the school saved at least £39,120** before consideration is given to any award that would have been made if the member won his claim. The teacher would not have signed a compromise agreement without union support and would certainly have continued to pursue his intended course through the employment tribunal if not given timely and competent advice regarding case prospects and settlement terms by his trade union. The employment tribunal service is well-known for being inundated with claims from unrepresented claimants with little understanding of legal processes and ultimately poor case prospects, whereas none of the teacher trade unions would ever support a member in pursuing a claim without reasonable prospects of success being clearly assessed and identified. The trade union rep's input into this at an early stage is a key element that needs to be supported properly by schools.

Paying into the facilities budget saved this school at least £40,572 after taking into consideration their contribution to the facilities budget.

Case Study 2 – Dispute Resolution Case

Whether they are an employer or a trade union representative, everyone is generally committed to transparent, effective and positive employment relations. This is stipulated under recognition agreements but in any case is a good practice model. Dispute issues do occasionally arise within a school, usually around working conditions or practices or the introduction of new measures, and the maintenance of positive employment relations in that context becomes especially critical.

It is in the interests of all employees and employers to resolve potential dispute issues as near to their point of origin as possible and with the minimum amount of conflict and disruption occurring. Schools want to see matters resolved in a timely and effective manner so that their focus can return to the proper business of teaching and learning and the management of their establishment. It is also the wish of every trade union to work in such a manner.

For these reasons, all parties always work hard to achieve agreement and constructively negotiated outcomes that are mutually beneficial and agreeable. If it is to be achieved successfully, this takes time (and therefore money.) Without that commitment to resources being given, any dispute that came to the attention of the unions, no matter how trivial it may be in its origins, would translate immediately into collective balloting activity and/or collective employment tribunal applications, which we do not see as being in the interests of schools or members. This is particularly relevant in the initial stages as all evidence demonstrates that disputes are most capable of constructive resolution at their early phase.

Below is an outline of a dispute issue that arose in a school which we have analysed for time spent and costs to illustrate how and why we believe the intervention of trade union representatives saves schools considerable time and money.

Context and Progress of Dispute:

The school wished to change its Directed Time formula to lengthen the school day. In addition, there was a wish to introduce one late finish per week (5pm) for teachers in exchange for leaving earlier (2pm) on a Friday afternoon once a month. Although the members understood the school's rationale and were not totally unhappy about all of the proposals, the effect of the school's proposal overall was to add 35 minutes to each teacher's contact time each week. This they were extremely unhappy about and the view of all three unions involved was that this would breach the relevant teacher conditions if implemented.

There was a mix of locally-based representation, with two out of the three main teacher unions having a School Representative. Joint and separate members' meetings had been held to consult and discuss the issues and, in the case of the represented unions, indicative ballots had been conducted because there was a strong request made for industrial action in response to the proposal from members almost immediately. These meetings had demonstrated virtually unanimous support for action to oppose the proposals being requested and both the local reps were asked to take this up with the Headteacher immediately. There had been one local meeting to discuss the situation but this had not gone well: the reps had essentially refused to discuss the proposals because it was outside of their union defined remit to do so, but had informed the Headteacher that everyone was upset, ballots were being requested and he had no prospect of implementing his proposal. The Headteacher had become extremely defensive and had stated that he intended to complain about the behaviour of both reps to their respective unions.

At this point, the matter was referred to the Local Secretaries, all of whom worked at other schools. There was also consultation with the Regional Officers of the unions, both paid and elected. A joint Secretaries' letter was produced detailing the concerns expressed by members and sent to the Headteacher and Chair or Governors. A meeting was requested as a matter of urgency to discuss the situation and see if it might be resolved. In the case of one union, there was also 'behind the scenes' involvement from their National Officers because of the potential for a formal dispute.

In tandem with this, the Headteacher wrote a letter to each of the unions formally complaining about the attitude of the local reps. This greatly complicated the situation and led to an almost irretrievable break down in relations locally because of the entrenchment of positions. However, it was believed he may have done this in the heat of the moment, so the Headteacher was contacted by telephone by one of the Local Secretaries and was persuaded to withdraw these complaints in favour of assistance towards a dispute resolution process, since no progress could ever have been made otherwise.

An initial dispute meeting was held with the Headteacher, three Governors, a Personnel Officer from the school and a HR Adviser from the relevant Local Authority. At the first meeting, the key issues from each side were explored in a controlled and appropriate manner, agreement was reached regarding how the negotiating process would be facilitated and barriers to progress each side felt existed were identified. This meeting took 4 hours and included specifications from each side for a joint document to agree how the resolution process would go forwards. This was drafted and shared afterwards, outside of the meeting process and it was used to inform all of the meetings that followed. The document took around 6 hours to produce, consult and come to agreement upon.

There followed a series of six further meetings, all of around 3 hours duration, in which negotiations continued and progress was achieved. The trade union side also held a joint pre-meeting for an hour before each of these to ensure continuity and assist progress of the dispute. Eventually, it was possible to come up with a re-negotiated proposal that met the needs of both the school and its teacher employees and the school was able to implement this positively for the following September after an effective consultation exercise to complete the process.

Commentary and Costing

The involvement of the locally based Association/Branch contacts in this dispute was absolutely crucial to its successful resolution. Without it, there could not have been the same level of commitment to a joint process and partnership to succeed in getting to a satisfactory resolution. The local representatives at the school were under significant pressure from their members and the Headteacher found it very difficult to negotiate on his original proposal because of the way in which it had been introduced and responded to right at the beginning. All of the reps' time was funded via the existing facilities arrangement, which would not be possible without the LAFTP continuing in Trafford Authority.

There was also considerable activity involved outside of the meeting schedule, to ensure good liaison and communication at all levels and a continuing commitment to the process. This time also included the drafting and sharing of documents, for both the school and the members the school was under an obligation to consult with. In this case, the three Secretaries met together and undertook those activities jointly, to maximise the best use of their available facilities time.

As travel time also had to be factored in reps were absent from their schools for longer than just their contact time, for several this was a whole day at a time just to attend the meetings in themselves.

Had the local representatives been unable to assist the situation because of the lack of appropriate facilities support, then the situation would have relied on the employed officials of the three unions becoming involved in the alternative. This would have inevitably made the dispute appear much more serious and high-level than it needed to be, particularly at the outset. In the case of at least one union involved, it would also have necessitated the direct involvement of the General Secretary because a dispute was declared and then the procedure outlined in the Burgundy Book would have been invoked, meaning nothing could be changed or negotiated upon until there had been a National/Local Deputation meeting. That involves a large number of people and can take months to see through to fruition. It is also likely there would be a simultaneous ballot for industrial action if this route were to be taken.

Had it been adopted, that approach would have severely limited capacity for resolution on both sides, it ran the risk of missing locally-based knowledge and intelligence and the whole situation would have taken much longer, become intractable and would have remained extremely difficult to resolve.

In addition, owing to their wider level of functioning and resulting commitments, it is highly probable that all of the employed officials would struggle to find many days and times on which they could all be available which would also suit the school. The school would then have had to meet with each union separately (in the case of at least one union after the National/Local Deputation process had taken place.) In that circumstance, assuming the pattern of meetings above, the Governors, the

Headteacher, the Personnel Officer and the HR representative would have to attend three times as many dispute meetings – even if there were only the seven above that were actually needed to resolve this case, this would amount to twenty-one meetings to resolve the issue overall. That has a significant cost implication for the school, even without anything else being accounted for.

As it was, since facilities funding was available to the key local activists of each union, the costs to the school were as follows:

3 x secretaries attending 7 meetings, inc pre-meets Facilities funded – 84 hours total	NIL COST
2 x local reps attending 7 meetings, inc pre-meets Facilities funded – 58 hours total, inc 1 hour for liaison/prep	NIL COST
Secretaries (3) and reps (2) consulting with employees Facilities funded 4 mtgs – 80 hours total	NIL COST
Secretaries drafting reports, agreements, updates etc Facilities funded – 30 hours total	NIL COST
Time spent travelling to/from school (assuming 1 hour each way) for Secretaries x 3 Facilities funded – 66 hours total	NIL COST

Had the school not been part of its local authority's LAFTP, and assuming supply cover costs at a figure of £130 per day (approx. £21.66 per hour), these costs would have been:

3 x secretaries attending 7 meetings 84 hours total	£ 1,819
2 x local reps attending 7 meetings 58 hours total	£ 1,256
Secretaries (3) and reps (2) consulting with employees 80 hours total	£ 1,733
Secretaries drafting reports, agreements, updates etc 30 hours total	£ 650
Time spent travelling to/from school 66 hours total (assuming 1 hour each way)	£ 1,429
GRAND TOTAL COST TO SCHOOL	£ 6,887

(NOTE: Both tables assume that the consultation with employees is a cost that falls to the employer because of the legal obligation to consult where new contractual proposals are being negotiated in recognised workplaces.)

Had the school been an academy paying into the facilities fund to support the resolution activity by the local trade union reps, their costs for this would have been the schools delegated sums – this would range from £633 for 300 pupils up to £1,899 for 900 pupils in a school.

On the figures above, this would represent a saving of between £6,254 and £4,988 in a single year after taking into account the school's contribution to the fund.

Costs Not Included Above

These figures only represent costs for trade union and/or member consultation time, they do not include any time that was required for school or Local Authority representatives to engage in and seek to resolve the dispute amicably, so the true business costs would have been considerably higher, probably at least twice the amount indicated above. For the purposes of this case study, we have only assessed the trade union time and costs as these are the figures we would present to any school that decided not to purchase the facilities of the Local Union Representatives as invited.

Further to the costs indicated above, without Local Union Secretarial intervention, it is extremely likely that this dispute would have proceeded into a legal arena at a very early stage, with the possibility of failure to consult claims being lodged by all three unions on behalf of each and every member (almost every teacher working there in this case.) Instead of this, the facilities fund enabled constructive attempts to be made by our Secretaries to resolve it as locally as possible. Had that not been available, the spectre of accumulating legal costs is raised immediately for any school, even before any tribunal process takes place, as in the case study example given above. Had such claims been lodged and won by the three unions involved, the award for failure to consult may have been quite considerable in a dispute case as it is calculated on the basis of amount awarded for each member who is part of the relevant bargaining group.

This case study was costed only on the basis of the real trade union time taken to resolve it. We believe it demonstrates clearly that the benefits to a school of purchasing facilities time far outweigh the costs of any significant dispute resolution activity, even where no recourse is taken to legal proceedings by either party. In that context, it represents very good value for money to a school.

5. FACILITIES TIME POTS VERSUS ALTERNATIVE MODELS

As explained earlier, it is not a question of whether an employer wishes to pay or not, but rather what the best mechanism is for employers to discharge this legal obligation.

It has been suggested that alternative systems of fulfilling the legal obligation to provide Facilities' Time for union duties should be explored. A common misconception

is that local union officers are employed by their unions and funded by membership subscriptions – this is not the case. Local Officers are elected and are employed by local schools and released to undertake union work which is mutually beneficial to the employer.

a. 'Pay As You Go' System

One Multi-Academy Trust has suggested that schools/academies could be billed at an hourly rate of £30-40 per hour for any casework done in their establishments, perhaps with the option to book time in blocks of 10 hours and/or pay a small annual retainer (eg £200). We do not believe that this system is viable for the following reasons:

- It will not be possible for schools to budget for such costs as it cannot be predicted how much time will be needed for cases each year;
- Casework (like maternity leaves) does not fall evenly between schools and between years. Some years schools may find they save money and do not need the service of union reps at all but in other years the costs could vastly exceed the current formula allocations;
- The time spent doing cases that involves meetings with Heads and HR etc is only the tip of the iceberg with union officers spending a great deal of extra time meeting with members and preparing for meetings;
- There is also a lot of time spent resolving members' concerns informally and management will not be aware that this has taken place until unions have to account for this time spent;
- There is a risk that it will create a perverse incentive to escalate rather resolve cases in order to ensure that there is sufficient funding to meet the current FT bill;
- This will create a great deal of extra administration in operating this invoicing system;
- This system does not provide any funding for the other duties of union reps such as meetings with the LA, Policy Development, Health & Safety etc.

b. 'Home Grown' Reps

Other MATs have suggested their preferred model is that, rather than paying into their LA Facilities' Time pots, members of their own schools' staff could become 'chain reps' and be given time out of class to undertake union duties on behalf of their colleagues. This suggestion has some merit and is supported in principle by some unions.

However, there are some serious obstacles to making this work in practice:

- All the unions are struggling to find volunteers to act as official School Representatives, because many staff are afraid to 'put their heads above the parapets' and see becoming union reps as potentially detrimental to their personal career progression, let alone wishing to become 'super reps' for whole MATs;
- School/Chain Reps will need considerable training to develop the level of knowledge and expertise of our current team of local officers. A minimum of 10 days per year will be required for every rep for every union in every school for this to even begin to be feasible;

- There is a frequent turnover of school reps as staff move jobs which means finding and training new school-based reps is always going to be a constant battle;
- Some casework is simply not appropriate for school-based reps to undertake, such as redundancy situations where reps have a vested interest in the outcome of staffing reduction consultations for example, or when reps themselves are involved in sensitive situations or concerns about confidentiality arise.

6. TRAINING

Should schools choose not to buy in to collective facilities arrangements, each school will need to be trained to an appropriate level. Reps are entitled to paid time off for training.

The ACAS code for training of trade union reps states, "It is necessary for union representatives to receive training to enable them to carry out their duties. Such training will enable them to undertake their role with greater confidence, efficiency and speed and thus help them work with management, build effective employment relations and represent their members properly."

The Burgundy Book states that accredited representatives of recognised teachers organisations are entitled time off for functions connected with the training of teacher representatives including attendance at training courses arranged by the recognised teacher organisations at national, regional or authority level for this purpose.

We would anticipate that each school would need a union rep, health and safety rep and union learning rep (ULR) for each union, although it is likely that the head teacher unions will not have a ULR or H&S rep in each school as well as a workplace rep. Whilst the provision of training for an equality rep has not been included it is possible that there would be at least one equality rep from each union within the chain. These reps would need to be released for training as follows and this pattern reflects the costs in the table below:

Union Role	Year 1	Year 2 onwards
School Representative	10 days	4 days
School Union Learning Rep.	5 days	2 days
School Health & Safety	5 days	3 days

Table of associated costs for release of reps for training*:

Year 1	Days per rep	Cost of supply @£165/day per rep for teaching unions	Days overall (teaching unions)	Cost of supply
Union rep	10	1,650	40	6,600

ULR	5	825	15	2,475
H&S rep	5	825	15	2,475
Total	20	3,300	70	11,550
Support Staff	Days per rep	Cost of Cover @54/day per rep for support staff unions	Days overall (Support Staff unions)	Cost of Cover
Union rep	10	540	50	2,700
ULR	5	270	10	540
H&S	5	270	10	540
Total	20	1080	70	3,780
Grand Total	40	4,380	140	15,330

Subsequent years † (approx)	Days per rep	Cost of supply @£165/day per teaching union rep	Days overall (4 unions)	Cost of supply
Union rep	4	660	16	2,640
ULR	2	330	6	990
H&S rep	3	495	9	1,485
Total	9	1,485	31	5,115
Support Staff Unions	Days per rep	Cost of cover @54per day per rep	Days overall (2unions)	
Union rep	4	216	16	864
ULR	2	108	4	216
H&S rep	3	162	6	324
Total	9	486	26	1,404
Grand Total	18	972	78	6,519

*These figures represent minimum costs **per school** based on M6 and are subject to variation as the release of representatives of the Heads unions will be substantially more.

† These figures are for representatives who remain in post after year one. Should a new rep be elected each year then year one figure would apply.

7. NATIONAL EXECUTIVE MEMBERS

Whilst the work of National Executive Members is often undertaken outside of Lancashire the benefits of this work are reaped by Lancashire schools and the LA. Our efforts campaigning nationally recently to fight cuts to school funding have had a positive impact locally.

Likewise, over the years there have been a number of national funding streams we have helped LA officers access (such as the Schools' Access Initiative) which have benefitted Lancashire schools.

We would support a joint funding agreement with other LAs in the North West to spread the cost of National Executive Members more fairly and would encourage Lancashire to explore such a system with its NW neighbours.

8. CONCLUSION

We firmly believe that the current system of shared funding of FT through de-delegation by Schools' Forum remains the most cost effective and viable way of meeting this legal entitlement and will continue to benefit the schools, staff and pupils of Lancashire.

We hope that the case studies described above will provide sufficient detail for Principals, Headteachers and Governors to appreciate the real cost savings that paying into local authority facility time pots brings. The costs of de-delegation/buy-in are very modest compared to the very real risk of disputes escalating, and represent the most affordable best-value option for schools. We believe that it is an investment well worth making to secure peace of mind and positive employment relations regarding the issues discussed in this report.

We very much hope you will be persuaded by this information as well as your stated support for trade unions. We are now asking you to commit your schools to funding this agreement on an annual basis so the local officers of all unions can work with you in the best interests of the schools, the pupils, and our members across Lancashire Local Authority, for the future.

Thank you for taking the time to read this report we hope it has been useful to you and your school or academy.

Schools Facility Time 2020/21 **UNISON Submission**

This report is UNISON's submission to the Schools Forum review of Trade Union Facility Time in Schools. UNISON is the largest public sector trade union in the UK with 1.4 million members and has hundreds of thousands of members working in schools. UNISON represents and organises all non-teaching staff in schools (school support staff) and is the largest trade union for school support staff in the UK.

Although only the level of funding of facility time appears to be part of this review it is worth highlighting that UNISON believe the current system of shared funding of facility time through de-delegation is the best and most efficient system to operate facility time and allow schools to meet their statutory obligations on facility time. It also demonstrates the commitment of school employers towards maintaining good and constructive industrial and employee relations. UNISON have included for completeness representations and reasons for this in an annex to this submission.

The current arrangements are over 20 years old and are not reflective of today's modern school workforce. That is to say that school support staff make up a very large proportion of the school workforce, yet facility time is granted almost exclusively to teacher organisations. There should be a greater allocation of facility time to UNISON to acknowledge the important role of support staff in the school workforce and given UNISON's membership numbers.

UNISON's representations

Method of providing facility time

UNISON believe the current system of shared funding of facility time through de-delegation by Schools Forum remains the most efficient and viable way of Schools meeting their statutory obligations on facility time and it helps maintain good and constructive industrial and employee relations. There is no need to vary this system.

Overall level of facility time

One option in the report appears to be that the amount of funding for facility time be reduced to reflect the numbers of teaching staff who have transferred to academies – around a 14% reduction. UNISON is not supportive of a reduction in the overall level of facility time for reasons set out in the annex.

Current allocations of facility time

UNISON has long stated that the current allocations of facility time are unfair on school support staff. Schools have for many years now employed both teaching and non-teaching staff and both groups of staff are equally entitled to trade union representation. The current allocations of facility time do not reflect today's school workforce and does not recognise the important role of support staff. The role and numbers of support staff has greatly developed and increased since School Facility Time was last reviewed over 20 years ago.

This review of School Facility Time should take this into consideration when looking at allocation of facility time to each trade union. UNISON currently has the least amount of facility time (1fte) despite having the second largest membership in schools.

As a portion of facility time went unused last year then some of this unallocated facility time should be allocated to UNISON given UNISON's membership numbers in schools.

If allocation of facility time is to be looked at then a form of proportionality based on membership would be a fairer method.

A fairer version of the table produced for the Forum of current allocations of facility time would be as follows;

UNION	NAHT	ASCL	NEU	NASUWT	UNISON
No. Of FTE Representatives	1.6 FTE (12%)	1.2 FTE (9%)	6.0 FTE (46%)	3.2 FTE (25%)	1 FTE (8%)
Membership Numbers	608 (3%)	204 (1%)	6480 (34%)	5868 (31%)	5886 (31%)

Cost of UNISON facility time

It is also worth recognising that any additional facility time granted to UNISON would likely cost less than a teacher trade union because UNISON members are in general paid less.

Conclusion

- The current system of shared funding of facility time remains the best way for Schools to meet their statutory obligations and maintain good employee and industrial relations;
- UNISON is currently massively under resourced based on the Schools Forum's own figures. Some of the unused facility time could be granted to UNISON. In any event the allocation to each trade union of facility time should not discriminate between teaching and non-teaching staff and should be based on some form of proportionality based on membership numbers.
- Additional facility time allocated to UNISON would likely cost less than teaching trade unions because support staff are paid lower salaries in general.

General Benefits of facility time and the shared funding of facility time.**Statutory rights to paid facility time**

There are three main trade union roles with statutory rights to time off and these are the traditional trade union workplace steward/rep, union learning reps and union health and safety reps. There are also some other legal time off rights where someone is representing a trade union.

An employer must give trade union representatives paid time off to carry out their trade union duties as per the Trade Union and Labour Relations (Consolidation) Act 1992 (TULRCA). Examples of duties are;

- Negotiations with the employer;
- Functions which the employer has agreed may be performed by the trade union;
- Receiving information and being consulted on redundancies, business transfers or pensions changes;
- Training in industrial relations matters.

Time spent in negotiations/collective bargaining is set out in TULRCA as involving;

- Terms and conditions of employment or physical conditions of work;
- Recruitment, suspension, dismissal;
- Allocation of work;
- Discipline;
- Trade union membership or non membership;
- Facilities for trade union reps and officers;
- Procedural matters – eg consultation.

Trade union side meetings are also an example of a trade union duty as union reps need to meet separately from management to discuss and share information. In addition to statutory provision there is substantial case law which clarifies the right to paid time off and there is guidance set out in the ACAS Code of Practice.

Union health and safety reps have paid time off rights under the Health and Safety at Work Act 1974. Health and safety reps must be permitted time off under the Safety Representatives and Safety Committee Regulations 1977 (SRSCR). They have similar rights to time off as other representatives however the SRSCR defines safety reps as having “functions” rather than duties and an employer must permit them time off with pay “as shall be necessary”.

This time off covers;

- attending meetings;
- undergoing training;
- investigating hazards and dangerous occurrences;

- investigating complaints and welfare at work;
- making representations to the employer.

There other matters set out within the SRSCR also. The Health and Safety Executive (HSE) also provide guidance that adds to the time that union health and safety reps need to take off.

Union learning reps (ULR) help open up learning opportunities for union members and supports them during the learning along with encouraging and developing a learning culture in workplaces. ULR has a right to paid time off under TULRCA to carry out their duties. ULR duties involve analysing learning/training needs, arranging and promoting learning/training and consulting with the employer about these matters.

All reps have rights to time off when acting as a companion. The statutory right to be accompanied at a grievance or disciplinary hearing allows workers to request and have a union rep/officer as a companion. Paid time off used in this way by a rep is equivalent to a trade union duty and is part of facility time and the employer must permit a rep to take the paid time off. This extends beyond the hearing to meeting with the employee in advance for example.

There are also extensive statutory obligations on employers to consult when making collective redundancies under TULRCA. This consultation is with the trade unions and must be sufficient and meaningful with a view to reaching agreement. The employer must provide specified information to the trade unions and the employer must consider representations from union reps and reply to them. Reps need reasonable paid time off in order for this to be achieved and the rights for this are set out in TULRCA.

There are similar statutory obligations on an employer under the Transfer of Undertakings (Protection of Employment) Regulations. Here employers are required to inform and consult with representatives. Again, paid time off is required to achieve this.

In addition, following the recent decision of the Court of Appeal in UNISON, Vining & Ors v LB Wandsworth & the Secretary of State, trade unions have a right to be consulted under article 11 of the European Convention on Human Rights on any workplace issue which affects their members.

Where reasonable paid time off is not granted claims can be brought in the employment tribunal and there is case law which expands upon the legislation as written. In addition where an employer fails to properly collectively consult over redundancies or TUPE transfers there exists a punitive measure called a protective award can be brought for each employee affected which can result in massive financial penalty to the employer of 90 days gross pay in collective redundancy situations or 13 weeks pay for transfers.

Benefits of facility time in general and the current shared funding system

The cost argument

UNISON recognises the obvious financial challenges facing schools. Trade union facility time is often described as a cost and in very simple terms a cost can be

associated with a member of staff being fully or partly released on a permanent basis. There are two issues with that simplistic measure;

1. it does not factor in the benefits of trade union facility time in general and the efficiencies realised in shared funding of facility time through de-delegation , a matter which is elaborated upon elsewhere in this report; and
2. those released on facility time via this system, either partly or wholly, carry out duties which schools would be obligated to grant paid time off for anyway from their own budgets.

Therefore, simply reducing the amount spent on facility time would not generate the expected savings for schools and would in UNISON's experience create additional costs, a matter elaborated upon elsewhere in the report.

Benefits of facility time

Notwithstanding that reps have a statutory right to paid time off as set out above there are benefits arising from paid facility time in general. The Trades Union Congress (TUC) has commissioned reports and analysis of the Government's own data from their Workplace Employment Relations Study (WERS). One such TUC report by Bradford University from 2016 is included as an annex. Key points to note from this report are;

- Research commissioned by the trade union UNISON found that facility time;
 - Improved workplace relations and helped build the reputation of the employer as a good place to work.
 - Union representation enabled earlier intervention in relation to complaints, grievances and disciplinaries, which stopped them escalating which was less costly to the employer and the taxpayer as a result of reduced staff and legal costs.
 - Union reps enabled better communication with staff during restructuring and redundancy processes, which led to greater understanding of management's rationale for the changes and reduced industrial action.
- In 2007 the then Department for Business Enterprise and Regulatory Reform (BERR – now BIS Department for Business Innovation and Skills) found the following benefits from trade union facility time based on WERS data from 2004;
 - Dismissal rates were lower in unionised workplaces with union reps – this resulted in savings related to recruitment costs of £107–213m pa.
 - Voluntary exit rates were lower in unionised workplaces with union reps, which again resulted in savings related to recruitment costs of £72–143m pa.
 - Employment tribunal cases were lower in unionised workplaces with union reps resulting in savings to government of £22–43m pa.
 - Workplace-related injuries were lower in unionised workplace with union reps resulting in savings to employers of £126–371m pa.
 - Workplace-related illnesses were lower in unionised workplace with union reps resulting in savings to employers of £45–207m pa.
- This gave £327-977m in savings across all sectors with around 60% being public sector equating to £223-586m pa.

- Updating this to 2014 figures to reflect the reduction in the size of the public sector and taking into account changes in real values gives a benefit of £250-674m to the public sector.
- Using the Taxpayers Alliance estimated total cost of public sector facility time (£108m in 2012-13) means **that for every pound spent on facility time, the accrued benefits have a value of between £2.31 and £6.24.**

There are clear benefits based on the Government's own data of paid trade union facility time in improving the working environment, promoting good and safe working practices free from discrimination and working with the employer to save jobs, protect services, retain skills and avoid compulsory redundancies.

UNISON believes in maintaining decent working relationships with schools to resolve any issues at the earliest possible stage and in the main the above benefits have been borne out in schools through that relationship.

Benefits of shared funding of facility time and the issues and risks if reduced

There are clear benefits to trade union facility time in general. UNISON believe the current system of shared funding of facility time through de-delegation by Schools Forum remains the most efficient and viable way of Schools meeting their statutory obligations on facility time. If the current system were to be substantially changed or reduced, then the cost of facility time is a cost that individual schools would ultimately incur through local school representatives having to be trained and released instead.

The current system ensures that there are highly trained and knowledgeable union representatives available for schools to work with to fulfil their legal obligations. It allows for good working relationships to be built between the reps and schools which assists in resolving workplace issues at the earliest possible stage. This then saves the school both the difficulty and cost of workplace issues escalating. UNISON believes that there are currently good working relationships with schools and UNISON have worked effectively and professionally with schools and LCC HR Officers. Given the pressures and challenges that schools face UNISON believe that having experienced and knowledgeable trade union representatives available will benefit Lancashire Schools.

If there were no de-delegation funding of facility time, then every school would need to have their own trade union representative and each school would have a legal obligation to release these staff during the school day with paid time off for any trade union duties required. Having to release representatives on an "as and when" basis for trade union duties and training would be an inefficient method to implement facility time arrangements for schools and cause additional difficulties around cover during the school day. This would also lead to disputes around granting of facility time and release of representatives.

Whilst some schools do already have local representatives it is usually those representatives with facility time funded through the current system that undertake the majority of trade union duties – for example representation or consultations – allowing for minimal disruption to schools.

UNISON expect that if the current arrangements are substantially changed or reduced then this will result in a need for UNISON to retrain existing representatives across Lancashire Schools and recruit and train new representatives. This will be necessary to ensure there are representatives available when members need them but also when schools need them too. Paid time off would have to be granted by each school for a substantial number of representatives to be trained.

In the event of a school not having a local rep there will be a considerable delay in having issues resolved or meetings heard. Contrary to the Forum report in UNISON there are no regional officials who would automatically step in to cover and this will result in delays addressing employee relations and industrial relations issues.

Considering the above the following risks of substantially changing the current arrangements are highlighted;

- The desired savings will not be realised, and it may actually increase costs;
- A possible worsening of industrial and employee relations;
- Disruption of day to day employee relations matters such as disciplinary hearings;
- Lack of staff engagement and consultation resulting in a less engaged and demotivated workforce;
- More workplace issues, disputes and accidents resulting in greater cost through more demand on time and increased litigation against schools;
- Increased disputes and issues relating to requesting facility time itself, including increased claims brought against schools at the employment tribunal;
- Schools struggling to meet their legal obligations to consult, including increased claims brought against schools at the employment tribunal;

Primary Inclusion Hubs

Appendix E

Primary Inclusion Hubs

Paul Duckworth

Head of Service – Education, Quality and Performance (Acting)

May 2019

Background

There is a shared vision in Lancashire to ensure children and young people achieve their potential, ambitions and aspirations. In order to achieve this we need to work together locally to ensure that schools are able to better meet the needs of all pupils; and as a result reduce the number of exclusions.

A number of developments are being implemented to deliver the vision, including the establishment of 'Inclusion Hubs' of primary schools in each local area. A review of secondary SEMH support and alternative provision took place in 2018/19 with the aim of developing a system-led approach, which is in alignment with the developments in the primary phase. The recommendations from the review are being implemented in partnership with secondary leaders.

Intended Outcomes

The establishment of Inclusion Hubs of primary schools in each district is designed to;

- reduce exclusions;
- improve attendance for pupils at risk of exclusion;
- ensure that pupils' needs are better met by a 'local' offer;
- provide high quality training for staff in schools;
- share good practice and sign-post schools to expertise;
- develop an agreed set of principles within each district that promotes educational inclusion and reflects the local challenges and expertise;
- bring together schools and local authority teams (Social Care, Inclusion, School Improvement and the Children and Family Wellbeing Service) to work together to address particular issues in a locality.

Resource

Each district has been allocated £80K from 1 April 2019 – 31 March 2020. The use of this funding is to be agreed by the local DSG (District Strategic Group) who will also monitor spending and the impact on the agreed intended outcomes.

The spending plans need approval from the School Improvement Area Team Leaders before the release of funds is authorised.

Funding can be used in a range of ways to support inclusion, for example to provide staff training, advice and support packages and alternative provision.

Process

Autumn Term 2018

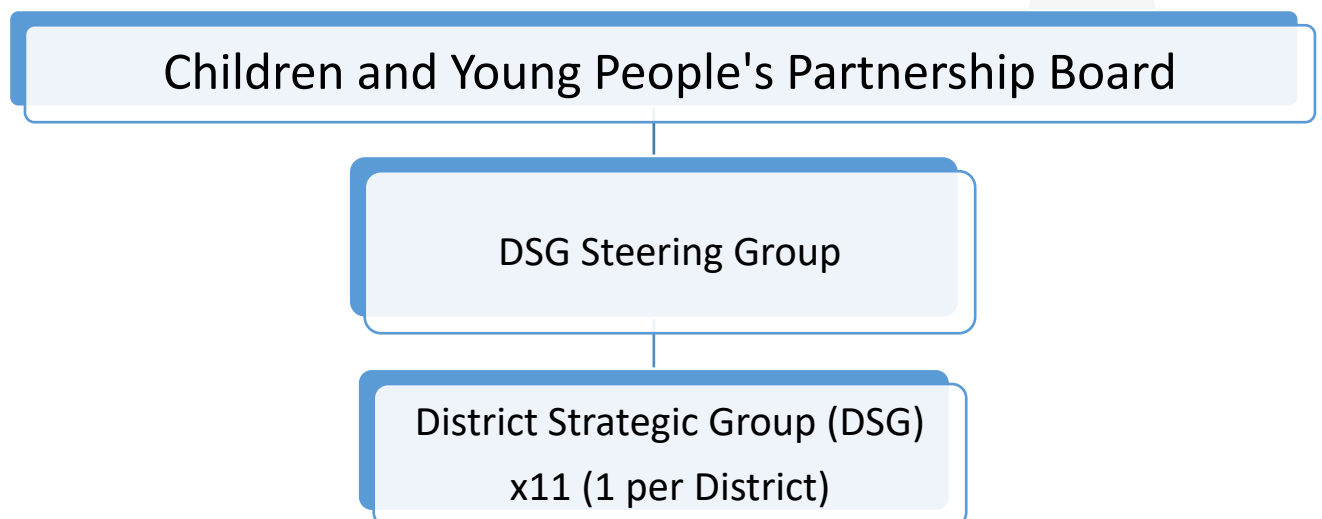
District headteachers met with the Head of Service (Education, Quality & Performance) and the Area Team Leader for that district in order to outline the purpose and proposed funding for each hub.

Spring Term 2019

Further meetings of headteachers developed the district offer, bringing together representatives from different clusters within the district.

The first meetings of the DSGs (District Strategic Groups) took place in April 2019, whereby nominated headteachers formed a strategic group to agree the intended impact of their plans, the specific activities that they wished to fund and to establish their next steps. These were recorded in a District Agreement Form.

Oversight and reporting



The Chair of the DSG Steering Group (nominated by headteacher members) will report on the use of funding and impact to the Children and Young People's Partnership Board.

DSG Steering Group – to meet termly

to include the lead headteachers (nominated by the DSG) from each district, and representatives from School Improvement, Inclusion, Children's Social Care &

Children and Family Wellbeing. This Steering group will also invite representation from the Local Area Partnerships.

The first meeting of the DSG Steering Group will take place on 13 June 2019, when all district lead headteachers have been nominated and local plans put in place.

District Strategic Group (DSG) – to meet at least termly

One group per district with a lead headteacher and representation from local neighbourhoods and a range of schools. This meeting will be supported by local team leaders from the LA services listed above.

Primary Inclusion Hubs

Template DSG Agreement Form

DSG AGREEMENT FORM

District	
Nominated lead HT for the District <i>will be a member of the LA Steering Group</i>	
Fund-holding school <i>for transfer of the district fund (£80K)</i>	
Members of the DSG	
Agreed Terms of Reference	<ul style="list-style-type: none"> - <i>Meet regularly - at least termly</i> - <i>Promote the District Agreement</i> - <i>Hold each other to account for delivering on the District Agreement</i> - <i>Promote cross-service working to meet the needs of the pupils in the district</i> - <i>Monitor and evaluate the impact of the District 'offer'</i> - <i>Report regularly on funding & impact to the LA Steering Group</i> - <i>Share best practice and work collaboratively on cross-district solutions</i>
Proposed use of the funding	
Intended Impact	<ul style="list-style-type: none"> - <i>reduce exclusions</i> - <i>interventions/outreach support/placements are successful in meeting children's needs</i>

	<ul style="list-style-type: none"> - <i>improve attendance for pupils at risk of exclusion</i> - <i>all schools have access to relevant training and take-up is high</i> - <i>there is a clear directory of support drawn from schools across the district and this is being used well by schools as a source of advice and support</i>
Key Actions/Next Steps	
Signed/Dated by nominated lead HT	

This form should be submitted to the Area Team Leader

District 1, 2, 4, 6 – Paul Duckworth

District 7, 8, 9 – Lynsey Austin

District 11, 12, 13, 14 – Jane Pythian

Date received by ATL	
Date approved – for funding to be transferred to the fund-holding school	

List of headteacher members of the County-wide **DSG Steering Group**

District	District	Lead Headteacher	School
1	Lancaster & Morecambe	Roger Shone	Moorside Primary, Lancaster
2	Wyre	Carolyn Thackway	Charles Saer Primary, Fleetwood
4	Fylde	Joe Dryland	Kirkham St Michael's CE Primary
6	Preston	Lynne Slater	Lea Community Primary, Preston
7	South Ribble	Mike Mitchell	Seven Stars Primary, Leyland
8	West Lancashire	Natalie Watts	Parbold Douglas Academy, Parbold
9	Chorley	Karen Marshall	Manor Road Primary School, Clayton-le-Woods
11	Hyndburn	James McBride	West End Primary, Accrington
12	Burnley	Louise Renshaw	Rosegrove Infant School, Burnley
13	Pendle	Nicola Walker	Gisburn Road Primary, Barnoldswick
14	Rossendale	Lynne Elder	St Joseph's RC Primary, Bacup

Schools Forum 17 October 2019

Item 6 Schools Block De-Delegation Recommendations Appendix B (ii)

Analysis of de-delegation consultation responses, as at 9 October 2019

(Totals may be affected by rounding)

(A final position of consultation analysis will be provided to the Forum on 17 October, as part of the de-delegation voting process)

Analysis of Responses						
Question 1: What is your preferred de-delegation option for the Staff Costs - Public Duties/Suspensions in 2020/21?						
	Total Responses	Continue at the 2019/20 levels	Continue but reduce Trade Union Facilities Time contribution	Continue but no Trade Union Facilities Time contribution	Completely discontinue	Not sure
All schools	126	101 80%	13 10%	2 2%	4 3%	6 5%
Primary	104	85 82%	9 9%	1 1%	3 3%	6 6%
Secondary	12	9 75%	2 17%	0 0%	1 8%	0 0%
Other	10	7 70%	2 20%	1 10%	0 0%	0 0%
Question 2: Do you support the de-delegation of the Museums Service in 2020/21? (Primary schools only)						
	Total Responses	Yes	No	Not sure		
Primary	104	68 65%	22 21%	14 13%		
Question 3. Do you support the de-delegation of Support for Schools in Financial Difficulty in 2020/21?						
	Total Responses	Yes	No	Not sure		
All schools	126	85 67%	29 23%	12 10%		
Primary	104	70 67%	24 23%	10 10%		
Secondary	12	11 92%	0 0%	1 8%		
Other	10	4 40%	5 50%	1 10%		
Question 4. Do you support the de-delegation of funding for Primary Inclusion Hubs in 2020/21?						
	Total Responses	Yes	No	Not sure		
All schools	126	69 55%	32 25%	25 20%		
Primary	104	60 58%	30 29%	14 13%		
Secondary	12	4 33%	1 8%	7 58%		
Other	10	5 50%	1 10%	4 40%		

Schools Forum 17 October 2019

Item 6 Schools Block De-Delegation Recommendations Appendix B (iii)

Written de-delegation consultation responses (anonymised)

(Any further written submissions will be reported to the Forum on 17 October 2019)

Staff costs – Public Duties/Suspensions

a) From a Lancashire Primary School Governor and Forum member

The need for continuing facilities time

It is important that LA officers present the facts to the forum and for the forum to decide and LA officers must refrain from offering their personal opinion.

The aim of the Trade Union Act 2016 is to modernise the UK industrial relations framework to better support an effective and collaborative approach to industrial relations, balancing the interests of TUs with interests of the wider public sector. The facility time regulations currently adopted in Lancashire help fulfil these. Any worsening of these of the terms would reduce the level of fulfilment, with inevitable negative consequences.

While more can, and should, be sought, there has already been some financial contributions from academies (non-maintained schools) and some expressions of interest, with at least one request from a free school (previously non-maintained), to contribute to the 'pool', which demonstrates the value that schools place on the pooling of FT: that it is far more cost effective, it contributes to good industrial relations within workplaces and to a good working relationship with the employer and employee. Reasons for pooling facility time initially included: cost efficiency and to reduce disruption in the school by having potentially three workplace-based representatives from each professional association regularly taking time out of the classroom for training (there are typically 3 to 5 days of training every year for every school rep), meetings to resolve workplace issues, health and safety matters, etc. To be clear, any under-spend in any year of the notional budget allocated, due eg to too few officers being able to claim from it, is always retained by forum and NOT by the unions. There is no need to reflect a temporary under-use by a permanent reduction in allocation.

It would be extremely irrational to make any reduction to the facilities time and jeopardise those excellent relationships alluded to by the Head of Schools HR.

Representatives from Lancashire's teachers' professional associations are able to work with you and your staff colleagues when workplace issues arise and intervene at an early stage before the matter escalates. This includes support for Head Teachers in meetings when there is an issue between them and Governing Boards.

With a reduction of facilities time there would be a significant likelihood in workplace issues being escalated more quickly and consequential breakdown in working relationships, resulting in an 'unhappy' workplace for everybody.

This is a time when we should all be working together for our pupils and not taking a divisive approach.

I urge the forum to not vote for a reduction of facilities time funding.

Primary Inclusion Hubs

b) From a Lancashire Primary School Headteacher

I have just responded to the de-delegation consultation regarding nurture hubs. I have had to answer 'not sure' and there is no space to add comments regarding this.

I am a massive supporter of the idea of nurture hubs and indeed was on the initial working party for xxxx district. As I am passionate about it I actually spent time telling my governors about it and the schools forums intention to de-delegate the funding. They were of course interested and supportive but when I said it would theoretically cost £11 per pupil at a total cost to the school of £2200 they were very interested in the finances!! I have utilised IDSS support one year for nurture support and xxxx Thrive model another year. Neither of these services totalled £2200 for the year. I appreciate if we had a higher number of children then we may get 'Value for money' but currently the governors don't see that cost as Value for money for our school situation (e.g. v.low PP/SEN numbers). As the governors and I disagree - (knowing that the money would support 'other' schools) I felt I had to answer 'not sure'! Perhaps if there were options around funding such as one SLA for 'telephone support only' and another for full packages etc - but I realise each hub is working in a slightly different way.

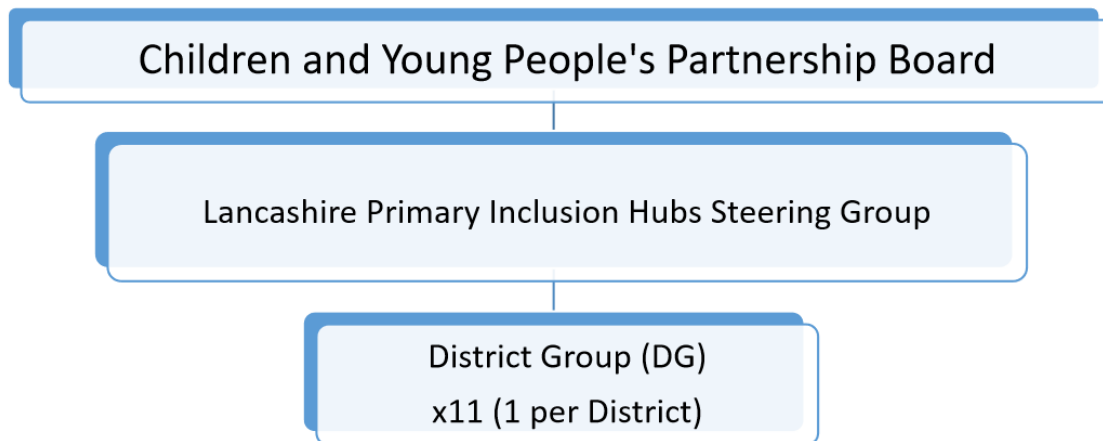
Anyway, thought it was worth sharing how this has played out at xxxx Primary School.

Inclusion Hub Information – Schools' Forum October 2019

Please find enclosed information in respect of the Inclusion Hub project.

In many cases, in order to meet the deadline for Schools' forum, it has been necessary for the representative to collate this information prior to the meeting of their District Group (DG). The steering group met initially in June and will meet again on 1st November 2019.

The agreed structures for reporting in respect of the project are as follows.



- A representative of the Steering Group (nominated by headteacher members) will report on the use of funding and impact to the Children and Young People's Partnership Board.
- Lancashire Primary Inclusion Hubs Steering Group – to meet at least termly to include the lead headteachers (nominated by the DG) from each district, and representatives from School Improvement, Inclusion, Children's Social Care & Children and Family Wellbeing. This Steering Group will also invite representation from the Local Area Partnerships.
- District Group (DG) – to meet at least termly. One group per district with a lead headteacher and representation from local neighbourhoods and a range of schools. This meeting will be supported by local team leaders from the LA services listed above. Initial DG Meetings are scheduled for throughout April and May 2019

Information included as follows:

1. Contextual information: district data – pupil numbers and school numbers
2. Exclusions data comparison: 1/4/18 – 1/10/18 compared to 1/4/19 – 1/10/19
3. Districts at a glance
4. District summary of project so far

Pupil/School information by district

Pupils on roll – academic year 19/20

		NOR by Year Group 2019/20							
School District		R	1	2	3	4	5	6	Total
Burnley		1091	1146	1155	1178	1163	1195	1187	8115
Chorley		1401	1344	1438	1417	1465	1369	1395	9829
Fylde		581	649	688	729	720	670	657	4694
Hyndburn		1043	1023	1103	1075	1124	1088	1117	7573
Lancaster		1470	1486	1526	1563	1607	1543	1443	10638
Pendle		1220	1204	1250	1245	1302	1260	1280	8761
Preston		1861	1795	1750	1709	1807	1780	1752	12454
Ribble Valley		515	659	654	703	637	718	739	4625
Rossendale		874	886	868	896	901	920	866	6211
South Ribble		1248	1188	1201	1222	1267	1162	1235	8523
West Lancs		1203	1201	1253	1263	1289	1276	1258	8743
Wyre		1046	1027	1056	1081	1077	1073	1089	7449
District Name	No Schools								
Burnley	30								
Chorley	50								
Fylde	25								
Hyndburn	35								
Lancaster	52								
Pendle	37								
Preston	54								
Ribble Valley	32								
Rossendale	31								
South Ribble	39								
West Lancs	56								
Wyre	42								

School Ty	Area	District	district no	FP Male (I)	FP Male (F)	FP Female	FP Female	Total FP (I)	Total FP (F)	Days Lost	Rate per %	Perm Excl.	Perm Excl.	Perm Excl.
1ST APRIL 2018 TO 1ST OCTOBER 2018														
Primary	EAST	Hyndburn	11	48	23	8	5	56	28	157	13.95	5	0	5
Primary	EAST	Burnley	12	43	29	5	3	48	32	129	10.14	4	0	4
Primary	EAST	Pendle	13	27	20	3	3	30	23	102	8.81	1	2	3
Primary	EAST	Rossendale	14	22	12	2	2	24	14	87	10.27	1	0	1
Primary	EAST	EAST	EAST	140	84	18	13	158	97	475	10.9	11	2	13
1ST APRIL 2019 TO 1ST OCTOBER 2019														
Primary	EAST	Hyndburn	11	24	18	3	3	27	21	64	14.1	1	0	1
Primary	EAST	Burnley	12	31	21	1	1	32	22	121	8.88	3	0	3
Primary	EAST	Pendle	13	13	13	0	0	13	13	40	4.02	0	0	0
Primary	EAST	Rossendale	14	16	12	6	2	22	14	102	12.07	2	0	2
Primary	EAST	EAST total		84	64	10	6	94	70	327	8.89	6	0	6

Improved across all measures

School Ty	Area	District	district no	FP Male (I)	FP Male (F)	FP Female	FP Female	Total FP (I)	Total FP (F)	Days Lost	Rate per %	Perm Excl.	Perm Excl.	Perm Excl.
1ST APRIL 2018 - 1ST OCTOBER 2018														
Primary	NORTH	Lancaster	1	31	20	5	3	36	23	102	8.51	1	0	1
Primary	NORTH	Wyre	2	46	23	6	5	52	28	91.5	13.97	0	1	1
Primary	NORTH	Fylde	4	10	5	2	1	12	6	37.5	11.96	1	0	1
Primary	NORTH	NORTH tot		87	48	13	9	100	57	231	11.16	2	1	3
1ST APRIL 2019 TO 1ST OCTOBER 2019														
Primary	NORTH	Lancaster	1	33	23	1	1	34	24	97	7.24	4	0	4
Primary	NORTH	Wyre	2	31	20	9	7	40	27	106	14.28	0	0	0
Primary	NORTH	Fylde	4	8	7	2	2	10	9	21.5	8.97	0	0	0
Primary	NORTH	NORTH tot		72	50	12	10	84	60	224.5	9.75	4	0	4

Total fixed period exclusions – increased (+3)

Days lost to FP exclusions – improved

Permanent exclusions – increased (change in pattern – all from Lancaster)

School Ty	Area	District	district no	FP Male (I)	FP Male (F)	FP Female	FP Female	Total FP (I)	Total FP (F)	Days Lost	Rate per %	Perm Excl.	Perm Excl.	Perm Excl.
1ST APRIL 2018 TO 1ST OCTOBER 2018														
Primary	SOUTH	Preston	6	94	54	11	9	105	63	223.5	20.73	4	0	4
Primary	SOUTH	South Rib	7	37	23	5	2	42	25	72.5	13.65	0	0	0
Primary	SOUTH	West Lanc	8	28	16	1	1	29	17	68.5	14.68	0	0	0
Primary	SOUTH	Chorley	9	49	27	1	1	50	28	157.5	16.1	4	0	4
Primary	SOUTH	SOUTH tot		208	120	18	13	226	133	522	17.09	8	0	8
1ST APRIL 2019 TO 1ST OCTOBER 2019														
Primary	SOUTH	Preston	6	93	53	6	5	99	58	220.5	16.41	4	0	4
Primary	SOUTH	South Rib	7	29	16	0	0	29	16	65.5	12.26	1	0	1
Primary	SOUTH	West Lanc	8	17	12	2	2	19	14	53.5	10.14	1	0	1
Primary	SOUTH	Chorley	9	56	27	1	1	57	28	114.5	17.64	4	1	5
Primary	SOUTH	SOUTH tot		195	108	9	8	204	116	454	15.11	10	1	11

Total fixed period exclusions – improved

Days lost to FP exclusions – improved

Permanent exclusions – increased (Preston static, increases in SR, WL and Chorley)

DISTRICTS AT A GLANCE

District 1

Funding to stepping stones who have drawn up a system outlining the support for schools. Universal support (£500 per school) is being funded. Additionally levels of support are identified and DG will fund half of this work including placements for pupils if agreed through the short-stay school panel. DG members have been invited to join the panel. Cluster funding is also contributing to this model

District 2

Funding to Stepping stones for the universal offer for all schools in the district. Additional support from Stepping Stones will initially be charged to the school with a decision made by the DG as to whether this support can be funded by the DG. The group has also identified elements of professional development to be planned.

District 4

The group are still in discussion with Stepping Stones and the DG need to meet again to confirm plans. It is likely that the universal offer from Stepping Stones will be funded for the schools in the district. Half termly behaviour surgeries are also planned supported by Stepping Stones and behaviour mentors from the schools. The behaviour mentors will work across the district to provide professional development. Through Stepping Stones, 20 packages of tier 2 support has been agreed. Additional support for placements with a contribution of 50% from each school is also part of the plan.

District 6 – Preston Schools' Inclusion Promise

The DG have agreed that 60K of their funding will be allocated to Golden Hill and 20K to training. Schools have still bought in the universal £500 level of support from Golden Hill but after that support is funded 50% by the DG and 50% by schools. An audit of training needs and expertise has also been developed with a focus on school to school support.

District 7

This is a model primarily focused on training and support. Golden Hill will support half termly clinic meetings where colleagues from each school bring pupils for discussion to agree a plan of support. This will include signposting to appropriate services. 4 mini clinics will meet half termly. A key aim of the work is to build a more collaborative network. The other aspect is focused on professional development with a questionnaire distributed to establish priorities. Additionally a conference will be arranged through Lostock Hall Teaching School. Staff release is being funded to attend the cluster sessions.

District 8

Kingsbury School (ASD specialist) is leading in this district and working with Elm Tree School. Initial referrals will be received by a staff member from Kingsbury with a follow up visit to the school. From this support will be agreed from either Kingsbury or Elm Tree. The period of work with the pupil/school has not yet been determined. A further programme of professional development is to be planned and offered across the district. This initiative will be up and running from September when finance has been received and staffing can be put in place as a result.

District 9 - Chorley Inclusion Support Service (CISS)

This is also a referral system – leading school is Highfield (Andrew Proctor). Two assistant EPs employed now and have begun work. Initial form for referral and then the development of a bespoke package for the child/school to support professional development for staff involved. The assistant EPs are working under the supervision of an experienced EP. Assessments will contribute to the process to help professionals identify potential difficulties which may manifest themselves in/or be contributing to the behaviour.

District 11

This is a wide and varied area with some distance between schools.

Agreed 3 tier approach:

1. Focused on staff professional development.
2. Temporary reset placement that could potentially move to a permanent placement in a different school
3. Specialist support fund

The next steps is to develop a full package outlining the detail of the approach to communicate with all HTs across the district. There are a number of questions that still need to be explored. It was noted that this type of approach including temporary resent placements would need to be reflected in the behaviour policy of those schools involved. Helen Smith agreed to send through the information to support answers for some of these questions. Please feed back to Helen if you have any other queries...

District 12 – Burnley Inclusion Voice

An audit of skills has taken place across the schools. 12k prioritised for training using information drawn from the audit information and focused on shared needs. This model is a phased approach starting with school to school support. 4 partnership satellite groups – based on locality or existing pathways of communication have been established. School to school support within the satellite group (phase 1)

Phase 2 – panel to meet half termly – to consider how funding can be used to support. Statement of intent, panel process, referral to panel, agreement form, directory of support. Strong structure of accountability.

District 13

Commissioned the teaching school to provide a comprehensive CP programme for all staff. Directory of school based skilled staff of expertise and qualifications. Exploring 'train the trainer' approaches to ensure sustainability over time. Buying additional EP time to provide half termly consultations. Directory of additional services. Considering how pupils across the district can access forest school

District 14

Commissioning Cribden House to identify an inclusion co-ordinator who will provide initial support over the telephone. Panel process which could lead to specialist input for a range of staff within Cribden House e.g. family support. Have agreed school to school support in terms of a reset

placement; school to school agreement drawn up as well as statement of intent. Key message has been responsibility for all pupils within the district.

District: 1		Lead: Roger Shone			
<p>District offer in summary: The funding was delegated to Stepping Stones</p> <ul style="list-style-type: none"> • Training to be made available to areas / clusters within District 1 • Universal offer of free telephone support • Schools can request more detailed support (Outreach) eg site visit, consultation, TA sessions, attendance at TAF meetings (£900, with £450 funded by the DSG) • Initial 12 week placements will be jointly funded by the school and the DSG (£1250 each) <p>The DG has formulated a statement of its aims on behalf of the schools in District 1.</p>					
<p>Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received</p> <p>There have been a total of 14 referrals to Stepping Stones, with 9 of those at 'Outreach level'. There are currently 18 District 1 pupils on placement at Stepping Stones</p> <p>There are currently 7 planned training events planned up until April next year.</p>					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
17			17		3
Placements since April					
10			10		4
<p>Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil</p> <p>Initially take up was a little slow as there was a little confusion about funding and provision in April / May. However, schools and Stepping Stones now report greater confidence about the process for seeking advice and making referrals.</p> <p>As a DG, fixed term exclusions rates at a school level are not known. However, at the last meeting the group planned to persuade schools about the benefit of sharing these because it was felt that it was at this level we could make further progress with exclusion rates.</p> <p>A wider benefit has been that through the formulation of the DG there is a broader conversation about exclusion and the sharing of good practice which will hopefully go on to have an impact.</p>					

District: 4	Lead: Joe Dryland				
District offer in summary: <ul style="list-style-type: none"> • Please see attached document 					
Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received Referrals for District 4 are less than previous years but it is difficult to say what the rest of the financial year will bring. Placements are broadly in line with previous years – obviously there is a lot of the year left.					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil Referrals are still being made to Stepping Stones and we are well within the numbers already paid for. Feedback from schools is that we have a very clear system of support within the district. CPD has not yet taken place but the take up is good. Behaviour Mentors from the district will follow up training to support and assess impact. There have not been any permanent exclusions from district 4 schools.					



DISTRICT 04 ALTERNATIVE PROVISION SUPPORT

DATE: REVIEW APRIL 2019 TO PRESENT DATE

Update on PRU

There are currently 27 children on placement at Stepping Stones, 15 of whom have EHC Plans. Alison Dodd is having discussions with SEND regarding appropriate provision for these children.

Permanent exclusions are higher than any previous years. Six children have been permanently excluded, 3 of which were prior to April 2019.

Overview of Expenditure to Date

Area (Approved by DG)	Total Cost
Universal Offer £500 x 24	£12,000
Outreach Direct Work Total	7200
Placements 50% paid by hub for 1 st 12 week block only	2060
EXPENDITURE TO DATE INCLUDING UNIVERSAL OFFER	£21,260
EXPENDITURE TO DATE EXCLUDING UNIVERSAL OFFER	£9,260

Outreach

Adjustments have been made to the 'Request for Support' referral form, to include indication whether the referral is a preventative intervention, or for a child at risk of permanent exclusion.

Area	Quantity of Support Provided	Number of Schools accessing	Cost to district hub	Cost to schools	TOTAL COST
Universal Offer	2	2	As above	0	0
12 hour package (silver) Teacher consultancy – report, planning meeting, weekly support and review	8	7	7200	0	7200
1 day consultancy including report	0	0	0	0	0
Other e.g. attendance at TAF meetings	0	0	0	0	0
			7200	0	7200

TRAINING

Training has been commissioned by D4 as follows:

9/10/19 AN INTRODUCTION TO ACE'S – MORNING & AFTERNOON SESSIONS

30/10/19 UNDERSTANDING ASC AND ADHD – STRATEGIES TO SUPPORT– MORNING & AFTERNOON SESSIONS

5/2/19 MANAGING BEHAVIOUR TO ENABLE INCLUSION– MORNING & AFTERNOON SESSIONS

To date these sessions have 35 delegates from 15 schools. It should be noted that 2 of these schools are High Schools from D4.

PERMANENT EXCLUSIONS

There have been no permanent exclusions from D4.

PLACEMENTS

27 Children are currently in placement, 18 of whom were admitted after April 2019. 3 from D4

2 of these have been admitted from District 4 since April 2019.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
District 04	0	1		0	2			3
					TOTAL			18

PLACEMENT TOP UP COSTS – TO DISCUSS

Child	School	Current Situation	DSG Decisions
Child 1		Placement 3. Not ready to return. School have paid full amount for 2 placements.	

BEHAVIOUR SURGERIES

It was agreed at the last DG2 meeting that Behaviour Surgeries at Kirkham St Michaels (D4) and Stepping Stones (D1) were not geographically accessible to D2 colleagues, therefore two surgeries were arranged for October and January at Charles Saer Primary. A reminder was sent out to all schools by SS's with the option of any schools being able to access any of the surgeries, booking required.

Charles Saer Primary, Fleetwood	Wed 2/10/2019
Stepping Stones PRU, Lancaster	Tues 8/10/2019
Kirkham St Michaels Primary	Wed 13/11/2019
Stepping Stones PRU, Lancaster	Tues 19/11/2019
Charles Saer Primary, Fleetwood	Wed 29/1/2020
Stepping Stones PRU, Lancaster	Tues 4/2/2020
Kirkham St Michaels Primary	Wed 18/3/2020

The D4 Surgery in June 2019 was attended by 6 staff from 4 schools, with the following feedback:

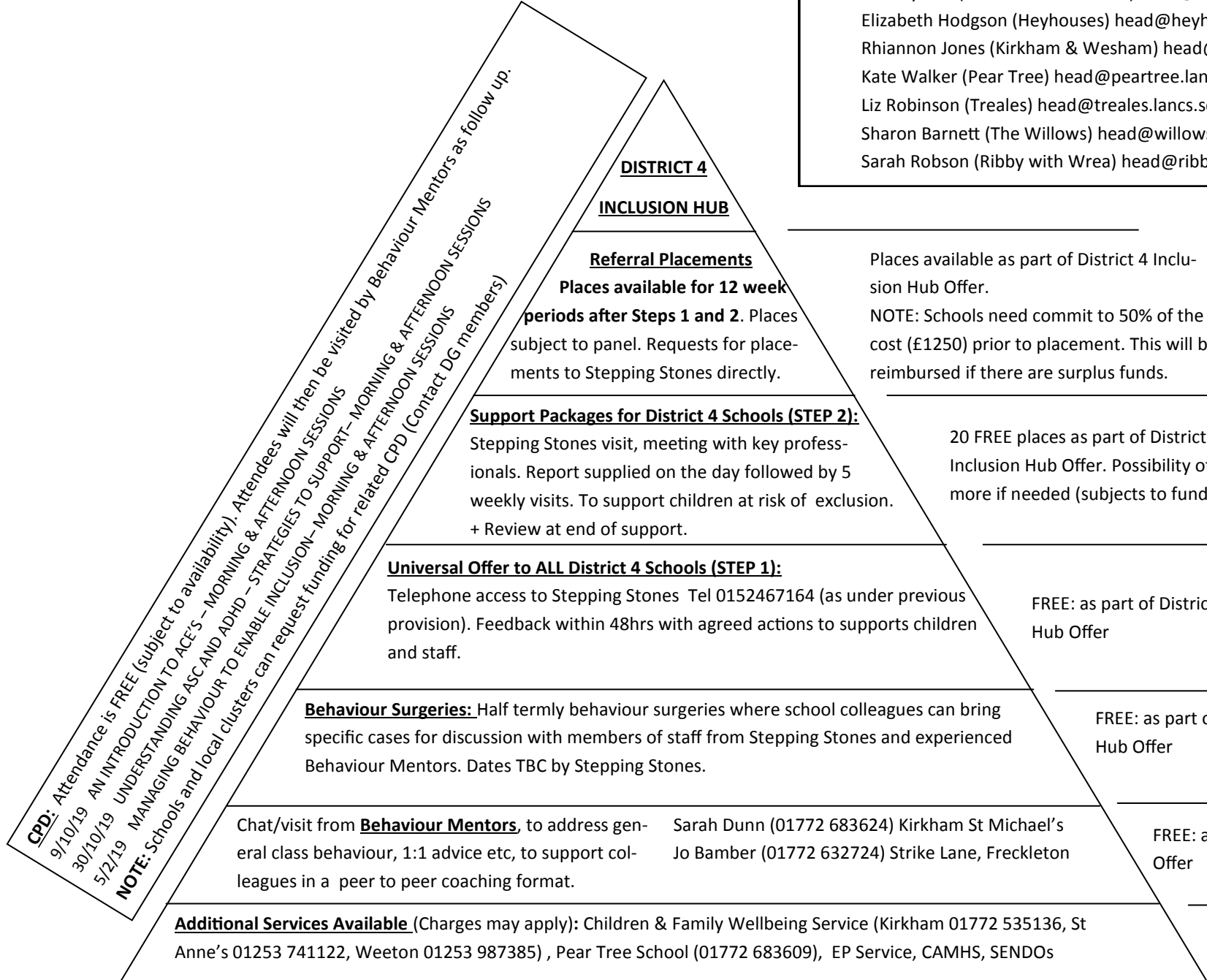
<ul style="list-style-type: none">• Thanks for the session. Very informative of new structure.
<ul style="list-style-type: none">• Thank you. Great to share & look at resources.
<ul style="list-style-type: none">• Looking forward to discussing pupils at future surgeries.
<ul style="list-style-type: none">• Great to borrow new resources.
<ul style="list-style-type: none">• These sessions are always useful.

NEXT STEPS

Alison Dodd meeting with Local Authority to discuss:

- 1) funding of children who require more than placement,
- 2) provision for the children who have EHC Plans

2019-2020 Members of District 4—District Group (DG)
 Lead: Joe Dryland (Kirkham St Michael’s) head@st-michaels.lancs.sch.uk
 Elizabeth Hodgson (Heyhouses) head@heyhouses.lancs.sch.uk
 Rhiannon Jones (Kirkham & Wesham) head@kirkhamwesham.lancs.sch.uk
 Kate Walker (Pear Tree) head@peartree.lancs.sch.uk
 Liz Robinson (Treales) head@treales.lancs.sch.uk
 Sharon Barnett (The Willows) head@willows.lancs.sch.uk
 Sarah Robson (Ribby with Wrea) head@ribby-with-wrea.lancs.sch.uk



CPD: Attendance is FREE (subject to availability). Attendees will then be visited by Behaviour Mentors as follow up.
 9/10/19 AN INTRODUCTION TO ACE’S – MORNING & AFTERNOON SESSIONS
 30/10/19 UNDERSTANDING ASC AND ADHD – STRATEGIES TO SUPPORT – MORNING & AFTERNOON SESSIONS
 5/2/19 MANAGING BEHAVIOUR TO ENABLE INCLUSION – MORNING & AFTERNOON SESSIONS
NOTE: Schools and local clusters can request funding for related CPD (Contact DG members)

Places available as part of District 4 Inclusion Hub Offer.
 NOTE: Schools need commit to 50% of the cost (£1250) prior to placement. This will be reimbursed if there are surplus funds.

20 FREE places as part of District 4 Inclusion Hub Offer. Possibility of more if needed (subjects to funds).

FREE: as part of District 4 Inclusion Hub Offer

FREE: as part of District 4 Inclusion Hub Offer

FREE: as part of District 4 Inclusion Hub Offer

District:6		Lead: Lynne Slater			
District offer in summary: <ul style="list-style-type: none"> • 60K of funding will be initially allocated to Golden Hill and 20K initially to training. • Schools have still bought in the universal £500 level of support from Golden Hill and further support is funded 50% by the DG and 50% by schools. • An audit of training needs and expertise has also been developed with a focus on school to school support. • A 'Pyramid of support' that offers a graduated approach to supporting children is currently being 'fine-tuned' to share with DG6 HTs 					
Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received <ul style="list-style-type: none"> • Sign up to charter low - but as yet 'whole package' has not been rolled out to Preston HTs • 100 HTs and teachers from Preston schools attended our first 'DG6 Talks inclusion event' • HTs from district group have been involved in meetings re : supporting vulnerable Y6s going from mainstream primary to High school and 'send4change' 					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
(From GHIST) 6x silver packages 14x gold packages 10x placements					
Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil <ul style="list-style-type: none"> • Evidence of good partnership working and commitment between DG HTs, Suzanne Oakley (EP), Sue Payne (GHIST) • Positive feedback post following 'DG Talks ...' 					

District: 7		Lead: Mike Mitchell			
<p>District offer in summary: This is a model primarily focused on training and support.</p> <p>Support</p> <p>A. 4 mini clinics will meet half termly ('chaired' by the mini-cluster lead and supported by GHIST colleagues).</p> <ol style="list-style-type: none"> 1. Discuss case studies of pupils vulnerable to exclusion (brought by schools) suggesting: <ol style="list-style-type: none"> a) A plan of support b) signposting to appropriate services c) strategies to reduce the risk of exclusion both immediately and in the longer term 2. Share good practice across the cluster (things that have worked / resources) 3. Identify training needs of the school staff in the cluster and make arrangements for those training sessions to take place in the most effective way 4. Identify schools with good practice in place who could support other schools by support visits to the requesting setting, offering visits to their own setting or sharing training and resources 5. Develop a collaborative network of support (face to face, phone call and email contact) <p>cost:</p> <ol style="list-style-type: none"> i. £3200 to GHIST to attend 6 meetings a year for all four mini-clusters within the district ii. £80-100 per teacher/staff release to attend the cluster iii. £150 per teacher/staff release to visit settings for support <p>B. Specific support for schools, who are in financial difficulties, with pupils on the verge of exclusion in order to access higher level provision from outreach services or access potential respite placements (discussions on-going with regard to criteria and process for support)</p> <p>Cost: Currently unknown as depends on need</p> <p>Professional development</p> <ol style="list-style-type: none"> 1. a questionnaire distributed to establish priorities 2. a conference for the whole district will be arranged through Lostock Hall Teaching School (focused on key areas that need developing to increase schools' capacities to manage challenging behaviours) 3. mini-cluster training with twilights for all staff to attend training focused on attachment, de-escalation and other key training needs in the local cluster <p>cost:</p> <ol style="list-style-type: none"> i. £400 per twilight session (EP / consultant support) ii. £2000 (approximate) for whole district conference 					
<p>Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received</p> <ul style="list-style-type: none"> • Early days - initial meetings attended by 16 schools in total • Schools in attendance enthusiastic about the way ahead but realised needed time to discuss processes and ensure effective systems are in place • Positive opportunity to share ideas for supporting pupils and managing challenging behaviour • Keen for a twilight training session to take place in November 					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP

Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil Too early yet to identify impact (DG due to meet next week)					

District:	8					Lead:	Natalie Watts				
District offer in summary:											
<ul style="list-style-type: none"> • Core offer of outreach support via WISH (West Lancashire Inclusion Support Hub) • Work of the hub led by Kingsbury school with support from Shares and Elm Tree • Behavioural referral help line will be first port of call • Advice will be offered /observations booked in/ referral to Kingsbury or Elm Tree as appropriate • School will be able to access follow up sessions with evaluation and report forms. • Additional support can be bought in after this process • Additional training sessions will be offered for staff at schools in the district to access. This will support the developing capacity within school to meet the needs of pupils within the district 											
Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received											
34 referrals received from 15 different schools; all of these have been translated into visit by WISH staff. 5 of these have been referred to Elm Tree. Some referrals have had a second visit. CPD core offer has been sent out. There have been some technical issues with the mechanism for booking places which are being addressed. Moving forward ways of getting information directly to SENCOs will be considered.											
Breakdown of individual pupils accessing support (number of pupils)											
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP						
34 (no breakdown as yet)											
Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil											
Schools are on the whole receptive and very pleased with the support they are receiving and practical strategies advised. They report these being implemented and some positive impact already. There can, however, be some resistance to advice given. Clarity in expectations and commitment from all partners is being reiterated to support pupils.											

District: 9 (Chorley)		Lead: Karen Marshall			
<p>District offer in summary: Through Highfield Primary School Early intervention and identification of pupils displaying SEMH. Assistant psychologists working under the supervision of Educational Psychologist to carry out assessments to identify any underlying SEN and then formulate strategies. They would then work with staff in the school to implement these and review. Alongside this whole district ELKLAN training for SENCOs and cluster training sessions on SEMH issues.</p>					
<p>Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received Project started in June and initially referrals were slow in summer term. We therefore accepted some referrals at a more advanced stage. Referrals have increased since September. Currently 25 schools have signed up for the ELKLAN training. The other training will be advertised at Autumn 2 cluster meetings.</p>					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
25	0	0	25	0	0
<p>All pupils referred for SEMH, however many also have communication and learning needs. 3 other pupils have had referrals rejected as they do not meet criteria and the school have already had pupils referred in.</p>					
<p>Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil Feedback from schools is positive. They like the speed of the response and the input of the assistants. However, there are issues with some schools understanding of the issues hence the reason for further training sessions to be offered. Another issue identified is that in small schools they do not have the funding or staff numbers to implement all the strategies fully. There is also a number of pupils referred with social communication needs. There have been 2 permanent exclusions of pupils who were referred in the summer term.</p>					

District: 11	Lead: James McBride				
<p>District offer in summary:</p> <p>Formal agreement and supported RESET Placements for children experiencing issues in their current setting. Financial Support for specialist interventions that are commissioned by the requesting school (Max £600) Free CPD for all schools within the district.</p>					
<p>Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received</p> <p>All headteachers have received a comprehensive pack of information that the Group worked hard to produce.</p> <p>Currently 22 schools of the 60 in the district have returned the agreements; many are taking it to FGB meetings which take place after half term.</p> <p>Two training events have been postponed due to lack of take up, however there was an issue with the booking links in the original documentation. This has now been rectified. There are four training sessions that are live for bookings however registration for these is low, the highest being 15 bookings and the lowest being 6.</p> <p>To date only one completed application for specialist funding has been received and the DG is aware of three other schools considering making applications.</p> <p>DG has been contacted directly by headteachers and alternative provision provider to provide advice on inclusion and support. The cases presented warranted support and intervention that do not meet the criteria for the Hub.</p> <p>There are plans in place to further develop the CPD offer, one of which could be offered as an E-Learning module. These will be discussed at the next group meeting.</p>					
<p>Breakdown of individual pupils accessing support (number of pupils)</p>					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
0	0	0	0	0	0
<p>Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil</p> <p>Too early to identify this due to no specific events or interventions being completed.</p>					

District: 12		Lead: Louise Renshaw			
District offer in summary:					
We are a network of schools providing a system of local support. Our shared expertise can be accessed mutually to better respond to the needs of individual children. (school to school/district responses). We are committed to inclusion and as such will also develop our understanding of the barriers that affect children' ability to access mainstream learning.					
Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received					
<ul style="list-style-type: none"> We currently have approx. 35 schools within our cluster/satellite support groups (this is now cross-phase including Nursery Schools/High school representatives/links. We have agreement forms from 5 schools + the 'implied' agreement from the 6 panel/DSG member schools. We have two lots of training booked for those across District 12: The first training course (Mental Health: ACEs, Anxiety, Attachment etc) is fully booked and has been set up to enable lots of staff from each school to attend. The second course (Behavioural needs of Modern Children) currently has 43 people on register (14 of the member schools). We have four satellite groups: Number of referrals: Satellite Group 1 – two currently being followed up Satellite Group 2 – one referral for support – Phase 1 school to school Satellite Group 3 – Satellite Group 4 – three referrals for support – Phase 1 school to school and two (from pupil access around placing children in schools -referred to school advisor for follow up). 					
Breakdown of individual pupils accessing support (number of pupils)					
TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
	2		6		
Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil					
Our aim to further develop our understanding of the barriers affecting children's ability to access mainstream provision through CPD, has led to a good 'take up' of training opportunities. Feedback I have received to date regarding 'Understanding the Behavioural Needs of Modern Children' has been particularly positive. ("Enlightening and good to have professionals from special backgrounds there too"). Colleagues are looking forward to the next three sessions.					
As you state in your email, we are still relatively in our infancy: Evaluation forms have been sent to schools who have had school to school support. Our processes and feedback from other services/professional clusters will be discussed at our next DSG meeting. The data shared at the first District Group meeting with the 13 districts, re exclusions and the benchmark figure, will be discussed at our next meeting so that we can analyse and look at any reduction in FP exclusions for particular pupils who have accessed support/and overall figures.					

One examples of feedback from one of our satellite groups:

We have had fresh pair of eyes for 2 children with behaviour strategies the theme showing our use of the busy box and nurture class provision. We also currently have a managed move after sharing strategies then a fresh start for the child but that is problematic and he will go to the panel. His problems are extreme behaviours in terms of refusal, aggression, damage to property and verbal/physical towards other children".

District: 14

Lead: Lynn Elder

District offer in summary:

District 14 have agreed to follow a model where an Inclusion Hub Co-ordinator, identified through Cribden House School, supports the districts needs in terms of early intervention through school to school support, classroom staff support, one to one child support, family support and multi-agency referral. All support will be documented and maintained through Cribden House. The model aims to assist schools through the staffing model below:

Inclusion co-ordinator – commissioned from Cribden House.

A skilled and experienced teacher with credibility and significant experience of managing challenging behaviour in an SEMH setting. An effective, confident communicator who can advise schools and headteachers how to implement workable solutions and respond to crisis situations.

Roles and responsibilities:

- Establish communication links with all District 14 primary schools; and have clear understanding of range of schools.
- Build effective working relationships with all District 14 primary schools
- Observe child/children, offer advice and produce a report
- Deploy commissioned staff to a school to work with a child/staff/family for targeted work with a clear action plan.
- Maintain a current list of agencies/teams/organisations; and send to schools at start of each half term.
- Signpost and liaise with other agencies/teams/schools for training and support eg Therapeutic interventions, Forest Schools, Lego therapy
- Impact reporting half-termly to DSG on work of all commissioned staff – in person half-termly and written format termly
- Written termly report to be circulated to all District 14 primary schools after termly DSG meetings.
- Identify district needs in terms of staff professional development.
- Co-ordinate training based on needs analysis using skills from across the district or external agencies; deliver training as appropriate.
- Complete and maintain a database of staff skills, expertise and qualifications across all District 14 primary schools.

Commissioned support staff skills will need to include the ability to:

- Experience within an SEMH setting
- Experience of providing outreach support.
- Able to model behaviour management strategies in school
- Report to Inclusion Co-ordinator
- Write and implement personalised action plans with clear workable strategies
- Observe pupils
- Able to provide schools on strategies and resources
- Work directly with families or liaise between family and school
- Signpost and support families to access other agencies and services
- Work to improve attendance by addressing barriers

- Facilitate some of the 'temporary placement' arrangements ' eg transport
- Deliver professional development

Administrative Support

Experienced and effective administrative staff with good organisational skills and experience of managing outreach provision.

Roles and responsibilities

- Support Inclusion co-ordinator with email/telephone communication when off-site
- Track/log the visits, training and support to schools and generate reports for DSG
- Maintain skills, expertise and qualifications database
- Maintain the database of external agencies, teams etc
- Manage the accounts for the 'Inclusion Hub' fund and report to DSG
- Provide support for evaluations, questionnaires as requested by DSG.

The District have also agreed to support each other through a district support network, where schools will offer to take children for periods of time to offer the child other experiences outside of their own setting, where they can tap into specialised interventions and support that may not exist within their own setting.

A skills audit of all schools within the district will be collated and distributed to strengthen school to school support, allowing schools to access specialist support themselves and building their own staff development.

Early indications of engagement e.g. sign up to charter/pledge; attendance at training events; referrals received

All schools within the district have agreed to share information and support the local offering. Cribden have received 7 referrals for support since the beginning of the school year. 2 schools have been involved in school to school support.

Breakdown of individual pupils accessing support (number of pupils)

TOTAL	COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL AND EMOTIONAL MENTAL HEALTH	SENSORY OR PHYSICAL	EHCP
7	2		4		1

Early indications of impact: e.g. feedback from schools, other services, reduced FP exclusions for a pupil

This support mechanism is in its early stages of support, commencing the beginning of September 2019. Feedback received so far indicates that the schools that have accessed the provision have found the support invaluable in supporting staff and children through difficult situations.

LANCASHIRE SCHOOLS FORUM

Date of meeting 17 October 2019

Item No 7

Title: Recommendations of the High Needs Block Working Group

Appendix A refers

Executive Summary

On 26 September 2019, the High Needs Block Working Group considered a number of reports, including:

- Election of a Chair for the High Needs Block Working Group;
- High Needs/Central Schools Services Block Budget Monitoring 2019/20;
- High Needs Block Funding 2020/21;
- High Needs Block Provision Task and Finish Group Update.

Recommendations

The Forum is asked to:

- a) Note the report from the High Needs Block Working Group held on 26 September 2019;
- b) Ratify the Group's recommendations.

Background

On 26 September 2019, the High Needs Block Working Group considered a number of reports. A summary of the key issues and recommendations arising from the Working Group's considerations of the items are provided in this report.

1. Election of a Chair for the High Needs Block Working Group

At the Schools Forum meeting in July 2019, the previous chair of the working group, Shaun Jukes, was elected as chair of the full forum. Shaun has therefore given up his role as Chair of the Working Group.

Members were asked to elect a new Working Group Chair.

The Working Group:

- a) **Elected Peter Higham, headteacher at Great Arley School, as the new Chair of the Working Group;**
- b) **Thanked Shaun for his leadership during his time as Chair.**

2. High Needs/Central Schools Services Block Budget Monitoring 2019/20

Summer term 2019/20 data was used to provide monitoring and analysis for the High Needs Block, Central Schools Services Block and Central items. Details against individual budget lines, information on budget adjustments and the reasons for significant variances were provided for the Working Group.

The forecast High Needs Block budget position at 31 March 2020 predicts an overspend of some £2.6m.

It was noted that when considering the 2019/20 Schools Budget, the Forum recommended that a proposal to devalue the Weighted Pupil Number (WPN) rate from the academic year 2019/20 was not taken forward, and it was agreed that the shortfall in funding should be met by the use of Dedicated Schools Grant (DSG) reserves. In budget monitoring terms this decision accounts for circa £1.3m of the forecast year end overspend.

The remainder of the forecast overspend related to increased demand and cost pressures across the High Needs Budget. An element of growth was built into the 2019/20 budget and this has been supplemented by savings elsewhere in the original budget. However, the growth figure was always considered to be a conservative estimate of the likely increased demand and was constrained in the original budget setting process by the pressures on the HNB budget envelope.

The latest forecast is predicting that the growth, combined with the cessation of the WPN devaluation proposal, will result in the circa £2.6m overspend by 31 March 2020.

Attention was drawn to the Hospital Education budget line, which forecasts a circa £30k overspend by 31 March 2020, due to increased staffing costs. This related to the relocation of mental health services from the Junction to the Cove. Forum had received previous reports about the move but an NHS restructure was now complete and the number of patients had increased from 10 to 18 meaning extra staffing was required.

As this change was happening part way through the year, the full year costs in 2020/21 will be above the forecast overspend for 2019/20. It was intended that a comprehensive report will be presented to the Working Group in December 2019, seeking support to increase the budget for this statutory service in light of the expanded provision.

Members considered other aspects of the monitoring and posed some questions around:

- The treatment of the funding to cover the decision not to introduce a reduction in the WPN value from September 2019 in accounting terms;
- The trend in Out County expenditure in recent years and comparisons to national spending;
- Spending on the nursery school PFI contribution in the central items budget;
- Explanation and the figures relating to the forecast overspend on Alternative Provision and the level of intervention capping.

Officers offered explanations around the WPN accounting and nursery PFI Issues and agreed to provide more information at the Schools Forum meeting in connection with the other questions raised.

The Working Group:

- a) **Noted the report and the latest budget monitoring position;**
- b) **Noted the comments provided around the forecast overspend and that further information would be provided at the Schools Forum in response to certain queries.**

Further Information is provided below for the Forum in connection with the queries raised.

Out County Expenditure

As requested, the table below compares the National gross expenditure for 'Top-up and other funding - non-maintained and independent providers' taken from Government Section 251 data and provides a comparison with Lancashire information.

Year	Lancashire Out County Budget- Gross Expenditure	National 'Top-up and other funding - non-maintained and independent providers' Gross Expenditure
2014/15	£11,201,041	£883,732,000
2015/16	£12,134,816	£939,950,000
2016/17	£11,218,827	£1,017,105,000
2017/18	£14,140,187	£1,120,716,000
2018/19	£17,122,902	N/A

Notes

- *The national increase in expenditure between 2014/15 and 2017/18 equates to 27%;*
- *The equivalent Lancashire figure is just below the national rate, at 26%;*

- Lancashire has faced a significant increase in expenditure in 2018/19 and we anticipate that this will be mirrored across the Country, as demand and cost pressures on the HNB have intensified, however National S251 Outturn data has not yet been published for 2018/19.

Alternative Provision Budget Monitoring

The budget monitoring report presented to the Working Group specified that intervention capping had been introduced in the autumn term at 21 pupils and this has subsequently been updated. The number of intervention places has been capped at 154 funded places, as illustrated below:

PRU	Funded Intervention Places
A	0
B	11
C	0
D	4
E	47
F	18
G	5
H	7
I	13
J	49

These places were capped at the 2018/19 Autumn Census (i.e. the latest possible census before setting the 2019/20 budget). The cap was not implemented until this September 2019, hence the forecast overspend in the budget monitoring could include additional intervention to the end of the summer term, but not going forwards. Other increases will relate to statutory provision.

The capping was introduced as a temporary measure, in response to a circa £2m overspend on the PRU budget in 2018/19, until the outcomes from the ongoing AP reviews are published and put into practice.

3. High Needs Block Funding 2020/21

On 30 August 2019, announcements from the Prime Minister set out an additional £14b of funding for schools between 2020/21 and 2022/23, 'for 5-16 schools'.

Of particular interest to the High Needs Block, the announcements included a commitment for £700m extra for children with Special Educational Needs and Disabilities (SEND) in 2020/21. We understand that this will be distributed as additional funding in the High Needs Block.

The DfE indicate that this additional funding will ensure that

"every local authority will receive an increase of at least 8% per head of 2 to 18 population through the funding floor. This minimum increase in 2020-21 allocations will be based on local authorities' high needs allocations in 2019-20, including the additional £125 million announced in December 2018. Above this minimum increase, the formula will allow local authorities to see increases of up to 17%, again calculated on the basis of per head of population"

We are still awaiting further details of how this allocation will impact on Lancashire's Dedicated Schools Grant (DSG) income and any operational changes to the High Needs Block funding requirements for April 2020. However, initial analysis by the County Council indicates that Lancashire's share of the extra £700m HNB nationally may be circa £14m in 2020/21. This additional funding would cover our latest forecast overspend in 2020/21, which is approximately £13.2m.

The level of increase attributable to the High Needs Block in subsequent years have not been specified, but will be set out by DfE ahead of 2021/22 financial year.

Major Review into Support for Children with Special Educational Needs

On 6 September 2019, the Government launched a major review into support for children with SEND.

The review will look at and put forward new actions on:

- the evidence on how the system can provide the highest quality support that enables children and young people with SEND to thrive and prepare for adulthood, including employment;
- better helping parents to make decisions about what kind of support will be best for their child;
- making sure support in different local areas is consistent, joined up across health, care and education services, and that high-quality health and education support is available across the country;
- how we strike the right balance of state-funded provision across inclusive mainstream and specialist places;
- aligning incentives and accountability for schools, colleges and local authorities to make sure they provide the best possible support for children and young people with SEND;
- understanding what is behind the rise in education, health and care (EHC) plans and the role of specific health conditions in driving demand; and
- ensuring that public money is spent in an efficient, effective and sustainable manner, placing a premium on securing high quality outcomes for those children and young people who need additional support the most.

The Working Group:

- a) Noted the report;**
- b) Noted that more detailed information about the Lancashire implications around funding announcements and government reviews would be provided in due course.**

4. High Needs Block Provision Task and Finish Group Report

A verbal update on the High Needs Block Provision Task and Finish Group Report was provided for the Working Group.

It was noted that the report had been agreed by the LCC cabinet/management team, as it had been intended to provide a copy to this cycle of Forum meetings. However, the proposals now needed to be re-evaluated in light of the recent Government funding announcements.

Further explanation about the implementation of the report recommendations going forward. It was proposed that each of the recommendations would be taken forward as a specific project. Each project would be subject to a project plan, and would have a project lead, a finance contact and a school(s) representative from across phases/sectors.

The current recommendation around broadening inclusion hub proposals was highlighted.

Confirmation was provided that further information would be provided to the Forum as the process continued.

By way of further background information, a recent National Audit Office Report: Support for pupils with special educational needs and disabilities in England was provided for members. Comment was made that many of the contributor factors to the financial pressures nationally are similar to those that have been identified in Lancashire.

The Forum Chair also made reference to a recent cabinet report 'Developing the Approach and Provision for Children and Young People with Special Educational Needs and Disabilities', which had agreed a '12 point plan'. It was suggested that this information could be shared with members.

The Working Group:

- a) Noted the report;**
- b) Noted that more detailed information would be provided in due course.**

A copy of the 12 recommendations arising from the Developing the Approach and Provision for Children and Young People with Special Educational Needs and Disabilities report are provided at Appendix A.

Cabinet Report: Developing the Approach and Provision for Children and Young People with Special Educational Needs and Disabilities

Agreed principles to be used as a framework to develop the operational approach and provision for children and young people with special educational needs and disabilities in Lancashire:

- a. Improving outcomes for children and young people with Special Educational Needs and Disabilities;
- b. Enhancing provision which supports children and young people attending a mainstream school;
- c. Implementing system led solutions to meet the needs of children and young people in their local community with support provided by education settings where possible;
- d. Securing integrated pathways across mainstream, alternative and specialist provision and into adult services to secure and improve good transition planning for young people as they move from placement to placement;
- e. Ensuring the efficient use of resources, maximising the capacity of good and outstanding local specialist provision and reviewing underutilised provision to address the unsustainable budget pressures within the High Needs Block;
- f. Developing a consistent offer, which provides choice and ensures equity of access;
- g. Sharing information to inform decision making and ensure accountability;
- h. Learning from and responding to the findings and recommendations of inspections and reviews;
- i. Considering capital investment opportunities to meet predicted increase in population growth and changing needs;
- j. Extending the size, age range and the school population served by existing special schools where possible to improve use of resources;
- k. Reducing the amount of travel to school time for children and young people where possible, engaging providers in developing and supporting travel arrangements; and
- l. Working collaboratively with neighbouring councils to seek to maximise efficient use of resources where possible.

LANCASHIRE SCHOOLS FORUM

Date of meeting 17 October 2019

Item No 8

Title: Recommendations of the Early Years Block Working Group

Appendix A refers

Executive Summary

On 1 October 2019, the Early Years Block Working Group considered a number of reports, including:

- SEN Inclusion Fund;
- Early Years Block Budget Pressures;
- Consultation on Discretionary Payments in the Lancashire Early Education Formula 2 Year Old Funding Arrangements;
- Payments for Social Services Supported Children.

Recommendations

The Forum is asked to:

- a) Note the report from the Early Years Block Working Group held on 1 October 2019;
- b) Ratify the Group's recommendations.

Background

On 1 October 2019, the Early Years Block Working Group considered a number of reports. A summary of the key issues and recommendations arising from the Working Group's considerations of the items are provided in this report.

1. SEN Inclusion Fund

Information was provided to the Group to indicate that PVI and maintained providers should now have received details of the SEN Inclusion Fund, including the appropriate forms and guidance documentation. The SEND Partnership have been asked to upload the details of the Inclusion Fund onto the Local Offer.

Members fed back that they did not recall receiving the communications and asked if this information could be checked.

The Working Group:

- a) Noted the information provided, but asked if the distribution of the Inclusion Fund information could be checked.**

Subsequent to the meeting confirmation was received that a SEN Inclusion Fund communication had been issued from the Area South Specialist Teaching Service (Preston, South Ribble, West Lancs and Chorley) and had been added to the Local Offer website.

Confirmation was awaited about the communications from other areas.

A copy of the guidance documentation and proforma have now been circulated Working Group members.

2. Early Years Block Budget Pressures

Reports had been presented to previous working group meetings about the financial pressures facing the sector and this report provided an update.

Forum letter to District Councils lobbying for a reduction in business rates for nurseries

The Forum had previously written to District Councils lobbying for a reduction in business rates for nurseries and asked that this communication be resent, as only one reply had been received.

In response to the resent communication replies had been received from a further 6 district councils and feedback had also been received from a meeting of the Lancashire Chief Finance Officers' meeting, at which LCC and all district councils represented.

The content of the responses received and the feedback from discussions at the Chief Finance Officers' meeting all followed a similar theme. The district councils were sympathetic to the difficulties facing providers but indicate that they are not able to offer any rates exemption for nursery settings largely due to their own financial constraints, but they highlight that there are often existing exemption schemes available for which providers could apply, for example Small Business Rate Relief, Charity Relief or Hardship Relief.

Lobbying Central Government for Increased Funding

Responses to previous correspondence to central government lobbying for additional early years funding for Lancashire referred to the Government's Comprehensive Spending Review being used to determine spending across all departments.

Following changes in the Government, the new Chancellor, Sajid Javid, published a 2019 Spending Round on 4 September 2019. The Spending Round (no longer a "Review") included:

"The Government will also increase early years spending by £66million...
...to increase the hourly rate that's been paid at maintained nursery schools and other childcare providers who deliver on the government's free childcare offers."

At this stage, we have no further details about how this funding will be allocated or the share that Lancashire may receive.

It was noted that officers intended to continue to raise Lancashire early years finance issues with DfE early years funding officials at national conferences on school funding later in the term. It was also understood that previous evidence submitted to DfE will still be considered as part of future spending reviews. In addition, Lancashire continued to feed into national funding groups through our designated regional representatives.

It was confirmed that the Council continued to monitor the impact of funding pressures on the sufficiency of early years places in the County, which was now being undertaken on a monthly basis. The latest monitoring revealed a small net increase in the number of FEE providers.

The Working Group:

- a) Noted the report;**
- b) Noted that further information on Early Years Block funding would be provided in due course.**

3. Consultation on Discretionary Payments in the Lancashire Early Education Formula 2 Year Old Funding Arrangements

Following discussions at previous working group meetings, a consultation had been issued around the possible cessation of discretionary payments in the local Early Years formula that do not generate equivalent Dedicated Schools Grant (DSG) income for Lancashire.

Consultation documentation was published to maintained settings via the schools portal and to PVI providers via email on 9 September 2019, and the closing date for responses is 11 October 2019. A copy of the consultation document was provided for the Working Group.

It was noted that when the consultation was being finalised it was determined that any funding released from a cessation of the discretionary 2 year old payments should be redistributed to 2, 3 and 4 year olds. This was because the costs for the policy have been met from the overall Early Years Block funding we receive, which covers the 2 year old places and also the 3 and 4 year old offer.

It was therefore estimated that the funding released may allow the funding rate to be increased by about 1 pence per hour on the 2 year old base rate and the 3 and 4 year old

base rate for future years. This could provide increases in the 2 year old base rate from £5.00 per hour to £5.01 per hour and the 3 and 4 year old base rate from £4.13 per hour to £4.14 per hour.

This 1 pence per hour figure is less than the amount that was originally quoted to be redistributed within the 2 year old offer only, as there are much larger numbers of children supported in the 3 and 4 year old offer, including the extended hours.

An interim analysis of the consultation responses, as at 30 September 2019, was provided for the Group, together with the comments received by the same date. A copy of this information is provided at Appendix A.

The Group consider the response analysis and comments received.

On balance, members supported the continuation of the existing criteria in the 2 year old offer that supports discretionary groups.

It was noted that final consultation results and comments would be reported to the Schools Forum on 11 October 2019.

The Working Group

- a) Noted the report and the consultation responses to date;**
- b) Recommended that the Forum support the continuation of the existing criteria in the 2 year old offer that aids discretionary groups.**

4. Payments for Social Services Supported Children

The Working Group Chair provided a verbal update for members in connection with the payments to providers for Social Services Supported Children.

It was highlighted that during a recent review of the Chair's setting it was noted that there were a number of outstanding invoices due to be paid by LCC CYP support services, for children they had agreed to pay for. All were overdue and one was from the previous financial year.

Following initial enquiries, the setting had to threaten court action before progress was made, but the setting had now been paid.

Enquires were made to other settings and feedback revealed a similar picture of slow/non-payment from LCC, to the extent that some settings will no longer deal with the council.

Whilst all settings should now be being paid within 20 days, the Chair's investigations revealed a number of system issues remain with the payment process for social services placed children in early years settings and the service is continuing to work on improvements.

Members thanked the Chair for his efforts in resolving the situation. Finance officers also agreed to raise the ongoing system issues through internal Council channels.

The Working Group:

- a) Noted the information provided;**

b) Supported the ongoing systems issues being subject to further review.

Subsequent to the meeting, the Chair submitted a list of system issues together with a draft proforma that could possibly be used to provide clarity about relevant payment arrangements that were agreed.

The issues

- 1. Lack of clarity as to where invoices from settings should be sent.
 - a. They should only be sent to cypsupportfinance@lancashire.gov.uk.*
 - b. Do not send them to case/social workers.**
- 2. Childcare providers do not get preapproved for a specific sum against a specific order number. The order number and amount are approved retrospectively.
 - a. If a provider sends an invoice, CYP finance now send a confirmation acknowledgement with the order number for future reference and the amount they will be paying.*
 - b. Payments are now being received within 20 days of first sending the invoice or 10/15 days of receipt of the order confirmation.**
- 3. There is no formal agreement to engage a provider for a specific child. It appears somewhat casual that the specific terms are not agreed at the start. E.g. this child, for these hours, for this period of time etc.*
- 4. Who is authorised by LCC to place an order on a provider?*
- 5. To avoid confusion a single page procedure should be given to each provider engaged by LCC for this specific child care.*

CYP support finance say they are undergoing a review of this process and it has highlighted other areas that need reviewing.

Early Years Consultation about changes to the 2 Year Old eligibility Policy in Lancashire

Responses to 30/09/19

Analysis

a) Continue the existing criteria in the 2 year old offer that supports discretionary groups	36	58.1%
b) Cease support for all the discretionary groups in the 2 year old offer from April 2020	23	37.1%
No response entered	3	4.8%
Total responses	62	

Comments

- As a Childminder in a low income area most of my early years places are filled with children eligible for funding, the reduced hourly rate makes it hard to provide the service I like to offer and going forward I might not be able to sustain the loss and may have to stop accepting children on funding, which would be a shame for them as they get so much out of attending a childminding setting.
- If funding for military families ended that would affect the sustainability of our setting.
- "Maybe"1p?? Seriously!??
- 1 pence increase will not make a difference to the underfunded rates, whereas maintaining the support for discretionary groups will make a significant difference for those individuals.
- A 1p increase to cease support for the discretionary groups would have no benefit on what is an already dismal level of funding for 2 and 3-4yr olds. Proper levels of funding need to be attributed to childcare providers and urgently in order to meet the expected levels of quality and support.
- It is a very sad state of affairs that the only way Lancashire can increase funding is at the expense of another (more vulnerable) group. I do not feel that robbing Peter to pay Paul is a long term answer to the woefully inadequate allocation of money from central government. Maybe more robust lobbying and questioning from Local Authorities would be a starting point. If a 'gold star' early years sector is what is wanted then the government needs to start matching its rhetoric.
- Neither option is really viable. The government should just up funding for both groups or just go back to 15 hour funding for both groups.
- Why are children of service personnel in this group?
- An extra 1p per hour?
- Because of the financial shortfall for education we are having to provide more one to one support than ever before for children on the autistic spectrum, significant speech and language etc. because there is no provision or specialist staff to support these needs. In 33 years I have never had so many children presenting with problems like this and this is putting a financial strain on my settings funds. As the base rate paid for the provision that nurseries have to offer is totally inadequate.