

DE-DELEGATION 2017/18

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1. Purpose

To give the **maintained primary** school members of the Schools Forum the opportunity to agree to de-delegate funding during the 2017/18 financial year for the specific purposes outlined in this report.

2. Recommendations

- 2.1 That **maintained primary** school members agree (by way of a vote) to de-delegate £472k funding from the Age Weighted Pupil Unit (AWPU) or Free School Meal Allocation (FSM) or the deprivation allocation (IDACI) for the following items:

Service	2017/18 Amount £'000	Amount Per Pupil £	Amount per FSM Pupil £	Amount per IDACI Pupil £
Contingency	0	0	n/a	n/a
Administration of free school meals eligibility*	0	n/a	0	n/a
Behaviour support services*	301	n/a	n/a	18.94
Facilities time (teaching staff)*	18	0.93	n/a	n/a
Facilities time (support staff)*	30	1.54	n/a	n/a
Total Facilities time*	48	2.47	n/a	n/a
Support for minority ethnic pupils *	123	6.32	n/a	n/a

* These services could be purchased by academies, special schools, nurseries and PRUs

- 2.2 That **maintained secondary** school members agree (by way of a vote) to continue to hold de-delegated funding for the following item (no further de-delegated funding is required as there is anticipated to be a carry forward from 2016/17):

Service	2017/18 Amount £'000	Amount Per Pupil £	Amount per FSM Pupil £	Amount per IDACI Pupil £
Administration of free school meals eligibility*	0	n/a	0	n/a

* These services could be purchased by academies, special schools, nurseries and PRUs

3. Background

- 3.1. Maintained schools can collectively agree, annually through a vote at the Schools Forum, that a service should be centrally funded because it provides better value or pools risk. This only applies to specific items as set out in The School and Early Years Finance Regulations 2015.
- 3.2. For any item not de-delegated, the service or contingency will not be provided by the Local Authority from 1 April 2017. Schools will be expected to procure the service using their school budget share. Schools will also not be able to call on any contingency payments as the local authority will not be permitted to hold any DSG funding centrally for contingency unless it has been de-delegated.
- 3.3. For any item that is de-delegated an amount will be deducted from the school budget share to create a central budget held by the Local Authority ring-fenced within the DSG. This deduction would apply to all the maintained schools within the sector. It does not apply to academies, special schools, nurseries and PRUs, although they may be offered the opportunity to buy into any de-delegated service by local agreement.
- 3.4. If there is an underspend on any of the budgets de-delegated in a previous year, the balance will be carried forward and used for the purpose it was originally de-delegated. See Annex 5 for a breakdown of balances brought forward from 2015/16 and forecast balances in 2016/17.

4. Issues

- 4.1 The following services are offered to maintained primary schools for de-delegation in 2017/18:
 - Contingency - Contingencies to cover exceptional costs and schools in financial difficulty have been set up for 2017/18 by utilising underspends from prior years. See Annex 5 for further details.
 - Administration of free school meal eligibility – see Annex 1
 - Behaviour support services – see Annex 2
 - Facilities time – Annex 3
 - Support for minority ethnic pupils – Annex 4

Administration of free school meal eligibility

The Education Access department provides an online Citizen Portal to enable parents/carers to determine eligibility for Free School Meal and Pupil Premium. The portal which is a supported IT system interrelates with the Department of Work and Pensions data source and provides applicants with an instant eligibility result. If eligible, parents or carers are given a reference number. This number can be taken directly to school, either on a mobile device or as a printed email. This is confirmation for the school of the entitlement. In addition the Education Access Team issues a monthly PDF report to all schools. The report updates all changes of eligibility including notification of families who are no longer eligible.

Social, Emotional and Mental Health Difficulties Specialist Inclusion and Intervention Team

The request is for de-delegated funding to be agreed for another year to enable the SEMH Partnership Team's role to continue.

What we have achieved: 2015/16 - Casework:

Number of requests for involvement	% at risk of permanent exclusion	% that remained on roll after involvement
110	68	90

Casework has become increasingly complex requiring more intensive involvement, examples of this include:

- 50% of a Specialist Teacher's cases were also known to Children's Social Care or Children and Families Practice
- 22 visits were made by a Specialist Teacher to support an individual case at high risk of Permanent Exclusion to enable them to be maintained in school
- 6 visits totalling 10 hours made by a Specialist Teacher to support an individual case to increase their time back in school following a serious incident and a Fixed Term exclusion

Individual cases can vary in length from approx. 6 weeks – where a Specialist Teacher would have made an initial visit and use a Specialist Teaching Assistant to model strategies and give advice in a school to at least 6 months where a Specialist Teacher has worked with a school and then supported a Dual Placement with the Milton Keynes Primary PRU.

Number of Surgery sessions	136
Accessibility: in addition to individual casework there was the introduction of surgeries which increased the consultation and review opportunities for school staff to meet with SEMH Specialist Teachers	

Training sessions delivered	Centralised	School
	9	19

Quality of Training: attendees at centralised training sessions scored the training in the highest two bands on the Evaluation Form for all sessions delivered. Recent comments from course attendees in a primary school included: "Excellent training, delivered in a style that was useful to all the staff regardless of their role in school" and "The training was useful, relevant and delivered in a supportive manner, thank you!"

- Schools requiring a higher level of support: SEMH Specialist Teachers and Teaching Assistants provided high levels of advice to identified settings to focus on school systems and processes and supporting school Targeted Improvement Boards
- Information and Knowledge: attendance at training sessions to enable staff to keep up-to date with current thinking - particularly relevant around the area of 'Attachment' that appears to be having a significant impact in an increasing numbers of cases
- Liaison: working more closely with other LA partners: this includes Children's Social Care, Virtual School, School Improvement Team and Sufficiency and Access – where the particular focus has been helping to support the placement of children via Fair Access Protocol
- Quality of service: in response to the question of "Currently what do you think is working well?" asked of Headteacher's in preparation for the Primary Headteacher's Conference around behaviour in Milton Keynes many of the responses referred to advice from 'Behaviour Support Team'.

What we do:

- Recent restructure – team consists of SEMH Specialist Teachers and SEMH Inclusion and Intervention workers (who replace previous Specialist Teaching Assistants) – changes have been made through the restructure to make the Inclusion and Intervention Team model more robust and to meet the increasing number of children presenting with SEMH
- Now working as part of the SEMH Excellence Partnership with Romans Field School and Milton Keynes Primary PRU - linking with Romans Field School to develop an Outreach model and working with MK Primary PRU and schools for pupils on Dual Placements
- Work will incorporate increased support for families within the family home for primary-aged children to have a positive impact on their behaviour in school
- Continued responsive and evidence based support and advice to schools regarding challenging behaviour and advice regarding exclusions and legislation
- Planned on-going support and advice for individual children in primary schools regarding SEMH
- Co-ordination and management of the work of Inclusion and Intervention Workers in primary schools according to pupil need
- Supporting Permanently Excluded children into mainstream school placed through the Fair Access Protocol
- Strategic whole school work and training on SEMH issues e.g. Attachment, developing emotional literacy, positive behaviour management, Ofsted requirements for behaviour and safety
- Organising half-termly Locality Meetings for school SENCOs to enable training to be delivered and to meet members of the Inclusion and Intervention Team
- Working on Duty Telephone Rota for Inclusion and Intervention Team to offer a first point of contact for advice to schools and settings

What would be the challenge if the money were to be delegated to schools and what schools would be responsible for and have to provide:

- Alternative sources of advice and support for challenging behaviour and for children with ongoing SEMH that is responsive and evidence based and modelling for school teaching assistants currently provided by the Inclusion and Intervention Workers
- Their own specialist staff to deliver training and advice with regard to Ofsted requirements for Behaviour and Safety
- An alternative means of supporting transition for children who have Dual placements at the MK Primary PRU and placed by Fair Access Protocol.

Facilities Time

Over the past few years, the Schools Forum has de-delegated budget provision for the cost of providing cover for professional association representatives representing teaching staff.

Other costs incurred have been met by the Council (these include policy work and the cost of facilities for school support staff); there is no budget available for this to continue.

The Council recommends the continued de-delegation of budget for facilities time because it:

- Enables the council on behalf of maintained schools to develop and consult on HR policy for schools with trade unions, including head teacher reps;
- Ensures that the council and any schools wishing to transfer to Academy status meet their legal obligations to consult with employee representatives;
- Ensures that council employees in schools are able to access their legal right to representation in disciplinary, grievance, redundancy consultation and any other employment matters that might lead to dismissal.

The consequence of not having de-delegation approved is that:

- Each school would have to consult with all recognised trade unions in schools on policy issues;
- Each school would have to develop their own agreement on working with the trade unions;

Each school would have to put arrangements in place to ensure that employees had access to a trade union representative for the trade union that they belonged to be available to attend individual and collective processes as this is their legal right. If they did not have a representative based in their school they would have to give the employee the opportunity to find someone and regional officials would become unavailable due to volume and potentially slow processes down.

Proposed amounts for Maintained Primary schools:

Service	2017/18 Amount £'000	Amount Per Pupil £
Professional Association members (teaching staff)	15	0.77
Policy development, consultation, union representation for school support staff	30	1.54

DfE advice on trade union facility time (Issued January 2014)

- All union representatives who receive facility time to represent members employed in schools should spend the majority of their working hours carrying out their main duties as school employees.
- Employers should ensure that spending on facility time is as efficient as possible.
- There should be full accountability and transparency on facility time given to trade unions.

Support for minority ethnic pupils

Introduction

The work of the EMA (Ethnic Minority Achievement) Network is changing to meet the demands of an increasingly diverse society at local, national and international levels. This is evident in the requests for involvement schools are making to the network. The EMA Network has refined and focussed its offer accordingly through direct contact with schools, a service survey and knowledge of the changing landscape.

The current EMA Network offer includes:

- a considerable training offer for school leaders, teaching and support staff
- in-school consultant support
- direct support on English as an additional language (EAL,) teaching strategies, assessment and tracking progress
- advice about EAL pupils who have special educational needs
- the development of school-based centres of expertise which provide networked support and training to all schools
- liaison, guidance and information relating to: newly-arrived pupils, supplementary schools, culture and faith, as well as Gypsy, Roma and Traveller (GRT) pupils and their families
- specialist support for parents to develop their understanding of the English education system, including parenting advice and guidance
- providing schools with regular updates about changes which affect and ensure improved outcomes for pupils of minority ethnic heritage and their families
- the maintenance and development of a comprehensive specialist resource library with a loan and on-site training facility

Priorities: 2017/18

Aspects of the current offer will remain, but there will be a £66,000 reduction in the request for de-delegated funds from maintained primary schools for 2017/18. The EMA Network will continue to offer a valuable and relevant service, but the priorities are refined.

To continue to improve outcomes for pupils of minority ethnic heritage the EMA Network will:

- offer prompt telephone / email support and guidance to individual schools and settings
- provide termly development opportunities to school leaders, particularly experienced and newly appointed EMA leads and specialists, as well as specialist support staff working with pupils of minority ethnic heritage
- research, plan and deliver a high quality annual conference linked to national developments, school practice and advised by local school needs
- continue to provide a significant lending and reference library for specialist resources

- provide regular EMA up-dates for school leaders through direct contact, regular electronic guidance and information posted on the EMA website
- offer specialist support and guidance on newly-arrived, asylum seekers/refugees, guidance on the assessment of EAL pupils who may also have SEN, SMSC and the hard-to-reach minority ethnic groups, such as GRT
- supporting mainstream schools to make links with supplementary schools so that teaching is complementary and of high quality.

Drivers for the 2017/18 EMA Network priorities

National stimuli:

- growing diversity in the backgrounds of pupils entering schools
- the development of the National EAL school census proficiency assessment, plus country of origin and nationality reporting, and the implications for pupil assessment, monitoring and progress tracking
- changing school systems and the development of different leadership models necessitate the need for there to be a constant focus on the needs of the pupils of Black and minority ethnic heritage, including those from the most vulnerable groups
- recognition that global instability impacts on pupils in schools
- growth in the number of supplementary schools and the impact this has on outcomes in mainstream schools

Milton Keynes' stimuli:

- changing school population, with further broadening of cultural, faith observance and linguistic backgrounds, with new languages, oral traditions, and scarcity of written or familiar cultural artefacts
- continued diversification of new arrivals to Milton Keynes, including asylum seekers and refugees
- new arrivals from areas of global instability and conflict with associated implications, e.g. anxiety, cultural confusion, post-traumatic stress and being new to English
- the EMA Network has seen an increased demand for swift and prompt support where a school has a significant concern about the needs of pupils of Black or minority ethnic heritage, including asylum seekers/refugees and international pupils (new arrivals) who have limited knowledge or understanding of written or spoken English
- increased awareness and emphasis on pupils' social, emotional and mental health needs, including safeguarding linked to pupils' cultural contexts, such as parental discipline
- awareness of the importance of understanding faith and religion so that schools are able to up-hold their statutory duties around British Values, SMSC and safeguarding
- interpretation of local data on pupil backgrounds and achievement outcomes

If money were to be delegated schools would be responsible for and have to provide the following:

- research their own guidance on minority ethnic achievement and English as an additional language
- ensuring that compliance with relevant equalities legislation is interpreted appropriately across the school community, addressing cultural awareness and diversity and also British Values within SMSC
- developing networking between minority ethnic achievement practitioners and with other linked professionals
- respond to and provide for the needs of newly arrived international pupils, especially those who are new to the English education system, speak English as an additional language, are of or are seeking refugee or asylum status
- provide advice on increasingly sensitive cultural and faith issues (e. g. observance, sanctions, attire, curriculum access or content)
- assess whether a pupil with EAL might have special educational needs or whether the priority development area is their stage of English language acquisition
- research, resource and fund all training for all staff on minority ethnic achievement
- ensuring that parents of minority ethnic pupils, including parents from hard-to-reach groups, increasingly address their children's learning needs within the English education system
- develop links with Black and minority ethnic communities which are wider than the immediate school catchment area, due to the mobility of such communities
- identify, trial, compare and purchase appropriate specialist resources (including ICT and staff resources) for both long and short term needs