

## READING BOROUGH COUNCIL

### REPORT BY CHILDREN, EDUCATION AND EARLY HELP SERVICES

<b>TO:</b>	Reading Schools Forum		
<b>DATE:</b>	19 <sup>th</sup> October 2017	<b>AGENDA ITEM:</b>	6
<b>TITLE:</b>	Breakdown of High Needs Block function and spend		
<b>SERVICE:</b>	Children, Education & Early Help Services	<b>WARDS:</b>	All
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#### 1. PURPOSE AND SUMMARY OF REPORT

##### 1.1 This report provides:

- a breakdown of the actual and forecast spend against each line of the High Needs Block (HNB);
- the detail of the numbers of pupils supported by each element where available;
- key issues;
- next steps.

#### 2. RECOMMENDED ACTION FOR SCHOOLS FORUM

- 2.1 To note the detail of functions currently funded through the High Needs Block.  
 2.2 To note the spend and forecast spend from the High Needs Block for 2017/2018.  
 2.3 To comment on and agree next steps

#### 3 POLICY CONTEXT

- 3.1 The Council has strategic aims to establish Reading as a learning city and a stimulating and rewarding place to live and visit, to promote equality, social inclusion and a safe and healthy environment for all. Education and the funding of education is a key factor in the achievement of this aim.

#### 4 BACKGROUND

- 4.1 At the May 2017 Schools Forum Meeting the Forum received a report summarizing the issues surrounding the HNB and the comparisons with other Local Authorities. It was agreed that a working group would be established to examine further the level of expenditure on the high needs block of the dedicated schools grant (DSG) and report back to the Schools Forum proposals for a strategic plan to reduce the structural overspend over time.

**Classification: OFFICIAL  
High Needs Block**

- 4.2 In July 2017 Reading Borough Council’s ACE Committee approved a 5 year Special Educational Needs and Disability (SEND) Strategy. Strand 1 of this Strategy incorporates the analysis of data and information, including financial information, to inform future provision and joint commissioning. In order to avoid duplication it has been agreed that this group will have the nominated Schools Forum representatives on it as well as other key representatives, and report back to Schools Forum as recommended. Terms of Reference (TOR) for this group are attached as Appendix 1.
- 4.3 HNB allocation to LAs for 17/18 was announced in December 2016 which includes:
- HNB baseline for 2017/2018;
  - additional top up allocated on the basis of the 2 - 19 population forecasts for 2017/2018.

High Needs Block	2017/2018 allocation
Base line (which includes £839,100 from Schools Block 16/17 to fund the deficit)	£17,670,000
Top Sliced for Academies for EFSA to pay direct	(£1,766,000)
Uplift growth	£525,000
Total indicative DSG including the £839,100	£16,429,000

Total indicative DSG excluding the £839,100	£15,589,900
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- 4.4 The table below shows the summary of how this has been allocated in 2017/2018

High Needs Block allocation	£15,589,900
Centrally retained forecast costs	£891,100
Hospital & Medical	£181,000
Central Contracts (Sensory and Speech)	£539,000
Post 16 (Colleges and PRU)	£820,000
Maintained Base Funding (includes Manor project)	£2,470,000
Cluster Funding	£250,000
Other Alternative	£822,000
Maintained mainstream schools EHCP top up allocation	£1,036,800
Special school allocation	£5,400,000
Independent	£2,900,000
Early Years allocation	£280,000
<b>Total</b>	<b>£15,589,900</b>

4.5 This table shows the current forecast deficit position if no action is taken

Deficit situation	£m
16-17 Deficit B/forward	3.397
Budget From Schools Block 16-17	0.839
Budget from Schools block 17-18	0.920
Start of 17-18 Deficit variance	1.638
Current Estimated 17-18 in year forecast	2.584
Estimated Deficit at 31 <sup>st</sup> March 2018	4.222

4.6 It is recognized that a significant amount of work was done by Schools Forum members with Reading Families Forum which led to reports in May 2015 and January 2016. A review of the updated data and identification of key actions following review of finance and data will ensure that this work is built on.

4.7 The report has been considered by a sub group of the SEND Strategy and their feedback has been incorporated into this report.

## 5 CURRENT AND FORECAST SPEND FROM HIGH NEEDS BLOCK

	Description	17-18 Budget	17-18 Estimated end of year forecast based on current/past activity and forecasts for remainder of year	Variance
<b>6</b>	<b>Centrally retained forecast costs</b>	<b>891,100</b>	<b>851,100</b>	<b>(40,000)</b>
6.1	Strategy	336,900	311,900	(25,000)
6.2	ASC Support Service + Outreach	105,000	90,000	(15,000)
6.3	Hard to Place Fund	50,000	50,000	-
6.4	Travellers Education	35,000	35,000	-
6.5	Personal Education Allowance	38,200	38,200	-
6.6	Central costs for Cranbury + other Departments	226,000	226,000	-
6.7	Transport Contribution	100,000	100,000	-
<b>7</b>	<b>Hospital and Medical</b>	<b>181,000</b>	<b>157,500</b>	<b>(23,500)</b>
7.1	Cranbury Hospital Funding	147,500	147,500	-
7.2	Medical Hospital Tuition (Tier 4)	33,500	10,000	(23,500)
<b>8</b>	<b>Central Contracts</b>	<b>539,000</b>	<b>549,000</b>	<b>10,000</b>
8.1	Sensory Consortium	300,000	310,000	10,000
8.2	S&L + Occupational (RBC Main Contract)	239,000	239,000	-
<b>9</b>	<b>Post 16</b>	<b>820,000</b>	<b>860,000</b>	<b>40,000</b>
9.1	Post 16 Colleges	500,000	540,000	40,000
9.2	Cranbury Base Funding post 16 (32 Places)	320,000	320,000	-
<b>10</b>	<b>Maintained Base Funding</b>	<b>2,470,000</b>	<b>2,470,000</b>	<b>-</b>
10.1	Cranbury Base Funding (100 Places)	1,000,000	1,000,000	-
10.2	E P Collier Base (12 Places)	120,000	120,000	-
10.3	Holybrook Base (32 Places)	320,000	320,000	-
10.4	Phoenix Base (56 Places)	560,000	560,000	-
10.5	Blessed Hugh Farringdon Base (16 Places)	160,000	160,000	-
10.6	Christ The King Base (21 Places)	210,000	210,000	-
10.7	Manor (project funded as 10 places)	100,000	100,000	-

**Classification: OFFICIAL  
High Needs Block**

	<b>Academy Base Funding</b>		<b>90,000</b>	<b>90,000</b>
10.8	Prospect (30 places)	£1,650,000 funded from £1,766,000 EFSA top slice. Increase required for Avenue place expansion	-	-
10.9	Highdown (10 places)		-	-
10.10	Avenue (125 places)		£90,000	90,000
10.11	Thames Valley Free School (50 places not part of top slice)		-	-
<b>11</b>	<b>Cluster Funding</b>	<b>250,000</b>		
11.1	Cluster funding	250,000	263,267	-
<b>12</b>	<b>Other Alternative</b>	<b>822,000</b>	<b>772,000</b>	<b>-</b>
12.1	Cranbury additional Funding lump sum (Non Statement)	652,000	652,000	-
12.2	Haven - Reading Girls' School	170,000	170,000	-
<b>13</b>	<b>Maintained mainstream schools EHCP top up</b>	<b>1,036,800</b>	<b>1,160,300</b>	<b>123,500</b>
13.1	EHCP top up - Mainstream Provision	1,036,800	1,160,300	123,500
<b>14</b>	<b>Special School Allocation</b>	<b>5,400,000</b>	<b>7,423,900</b>	<b>2,023,900</b>
14.1	Special Schools	4,600,000	6,842,900	2,242,900
14.2	Resource Units	800,000	581,000	(219,000)
<b>15</b>	<b>Independent Placements</b>	<b>2,900,000</b>	<b>3,247,000</b>	<b>347,000</b>
15.1	Specialist placements in independent and non-maintained special schools	2,900,000	2,900,000	-
15.2	Other independent alternative placements	-	347,000	347,000
<b>16</b>	<b>Early Years</b>	<b>280,000</b>	<b>280,000</b>	<b>-</b>
16.1	Snowflakes	100,000	100,000	-
16.2	Early Years - Portage	120,000	120,000	-
16.3	Early Years Inclusion Funding	60,000	60,000	-
	<b>TOTAL of High Needs Block Overall</b>	<b>15,589,900</b>	<b>18,174,067</b>	<b>2,584,167</b>
	<b>Previous years' deficit</b>	<b>1,759,400</b>	<b>3,397,133</b>	<b>1,637,733</b>
	<b>Total of HNB overall plus deficit</b>	<b>17,349,300</b>	<b>21,571,200</b>	<b>4,221,900</b>

## 6. CENTRALLY RETAINED COSTS

### 6.1 Strategy (£336,900)

6.1.2 This budget contributes towards the salaries of 4 posts retained by the Local Authority. 1 post is currently vacant. This element of the budget needs further review as part of the SEND Strategy work in order to determine next steps.

### 6.2 Autistic Spectrum Condition (ASC) Support Service and Outreach (£105,000)

6.2.1 The 2 part time teachers in the ASC support service retired in August 2016. It was agreed to consider other options for this function.

6.2.2 The headteacher of Christ the King Catholic Primary School and lead officers met in the summer term 2017 to consider ways of supporting mainstream schools in better meeting the needs of children with ASC. The headteacher proposed that the school's ASC resource manager could be backfilled and released to fulfil the ASC advisory role at a cost of £40k. He was asked to consult with other headteachers regarding this proposal.

6.2.3 The Reading Primary Heads Association (RPHA) was consulted and all headteachers at this meeting supported this proposal. Other headteachers were consulted by email, and all of those that responded were supportive of this proposal (19 in total).

6.2.4 Part of this work will include setting up geographical support networks across Reading to offer support to all RBC schools.

6.2.5 The retained service is managed through the Educational Psychology Service and consists of a term time only support worker and 2 part time massage therapists. The 2 therapists are fully funded by other income.

6.2.6 No decisions have yet been taken regarding the use of the balance in this budget. The SEND Strategy work will help determine next steps.

### **6.3 Hard to Place (HTP) (£50,000)**

6.3.1 Where appropriate to a pupil's needs, schools can request up to £1,900 for each child admitted under this category either as a Managed Move from another school or re-integration from the PRU (Cranbury College).

6.3.2 Some in-year admissions are brought retrospectively to the Pupil Admission Meeting (PAM) which administers the secondary Fair Access Protocol (FAP) or requested by primary schools for pupils who move into the area and are found to be a H2P category and schools need to put in additional short term support.

6.3.3 Sometimes PAM agrees to fund packages of support which may include individual tuition and Alternative Provision (usually outdoor learning or auto skills) to re-engage pupils who have been out of school or who need short-term support to avoid permanent exclusion. 2 secondary pupils and 1 primary pupil were funded in the last financial year (2016-17)

6.3.4 22 pupils were placed through the FAP in 2015/2016, 3 primary aged and 19 secondary aged.

6.3.5 24 pupils were placed through the FAP in 2016/2017, 4 primary aged and 20 secondary aged.

6.3.6 £13,300k has been spent to date this financial year on 7 H2P claims. Historically most of the spend is from September to March.

### **6.4.1 Traveler Education (£35,000)**

6.4.1 The service provides a strategic overview of all known Gypsy Roma Traveller (GRT) pupils in mainstream education in Reading. They visit all known schools with GRT pupils at least twice a year to:

- ensure school is familiar with GRT culture;
- discuss GRT pupil's behaviour, social integration, parental support;
- monitor attendance;
- discuss interventions/strategies if required;
- monitor pupil progress.

- 6.4.2 The service supported 37 schools in 2015/2016 and 40 schools in 2016/2017.
- 6.4.3 The service supports the assessment of GRT pupil's needs and offer regular support when needed with priority given to:
- new GRT arrivals to Reading/returning to Reading;
  - pupils struggling to access curriculum;
  - pupils with poor attendance who need to catch up.
- 6.4.4 The service worked with 29 pupils in 2015/2016 (6 in KS1 and 23 in Key Stage 2) and 41 pupils in 2016/2017 (22 in Key Stage 1, 18 in Key stage 2 and 1 in Key Stage 3).
- 6.4.5 The service makes home/site visits with the Education Welfare officer to:
- encourage improved attendance;
  - discuss any issues/problems raised by school;
  - assist parents who need it with school applications.
- 6.4.6 The service also meets with other agencies involved with the GRT community, and delivers workshops to schools, university students and other agencies.

**6.5 Personal Education Allowance (Virtual School) - £38,200**

- 6.5.1 This contributes towards the 136k from schools block (combined services) for the Virtual school (previously named Care Matters team)
- 6.5.2 Pupil premium (£368k) and additional High needs Block funding goes towards those pupils with statements / EHC plans.

**6.6 Central overheads**

- 6.6.1 This covers the cost of council overheads, including overheads for Cranbury College.

**6.7 SEND transport contribution (£100k)**

- 6.7.1 This contributes to the total SEND transport spend which was £1,945,088 in 2016/2017. In 2016/2017 these were attributed as set out in the table below:

Independent Day Placement	340,490	17.5%
Independent Residential	7,768	0.4%
Special - Reading	572,214	29.4%
Special - Non Reading	624,371	32.1%
Resource - Reading	151,971	7.8%
Resource - Non Reading	134,249	6.9%
Mainstream - Reading	14,191	0.7%
Mainstream - Non Reading	29,793	1.5%
College	20,993	1.1%
Other	49,050	2.5%
<b>Total</b>	<b>1,945,088</b>	<b>100.0%</b>

**7. Hospital and Medical**

**7.1 Hospital Education - £147,500**

7.1.2 This budget funds a teaching team at the Royal Berkshire Hospital. This service is hosted by Cranbury College and works with the pupil's host school to provide education for children in hospital. It is funded to support pupils from any Local Authority area who are in hospital.

**7.2 Other hospital funding - £33,500**

7.2.1 This budget funds the cost of pupils' education while they attend tier 4 specialist independent mental health hospital provision. Pupils are referred by CAMHs and this is commissioned by NHS England. The Council is not always made aware of admissions and discharges. The independent hospital invoices the Council.

7.2.2 All of the pupils accessing this provision were Key Stage 4 or Post 16 and charges relate to 2 hospitals. Pupils accessed 163.5 days of education provision in 2015/2016 at a cost of £28,213 and 208.5 days of education in 2016/2017 at a cost of £31,963.

7.2.3 There have not been any invoices received to date this financial year. Consideration is being given to processes that can be put in place to ensure that the Council is made aware of all admissions and discharges. This will enable the budget to be monitored and managed more effectively.

7.2.4 The hospitals should liaise with the pupil's school to ensure they are able to continue with their courses and can successfully reintegrate back into their school on discharge.

**8. Central Contracts**

**8.1 Sensory Consortium - £300,000**

8.1.1 Sensory Consortium is a joint arrangement with Windsor and Maidenhead and Berkshire Local Authorities. This contract is currently under review.

8.1.2 The tables below shows the case load numbers for academic year 2016/2017 by SEND Stage and level of need for both the Visual Impairment (VI) service (including MSI) and the Hearing Impairment (HI) Service.

**8.1.3**

	VI/MSI					TOTAL
	Mild	Moderate	Severe	Profound	Unclassified	
Pre-School	5	4	5	2	6	22
SEND Support	13	3	1	1	0	18
Statement/EHC Plan	1	8	6	4	1	20
<b>TOTAL</b>	<b>19</b>	<b>15</b>	<b>12</b>	<b>7</b>	<b>7</b>	<b>60</b>

8.1.4 Of those identified at SEND Support, 9 are primary-aged and 9 are secondary aged.

8.1.5 Of those with a statement or EHC Plan, 15 are primary-aged and 5 are secondary aged.

8.1.6

HI						
	Mild	Moderate	Severe	Profound	Unilateral	TOTAL
Pre-School	7	7	1	7	-	22
SEND Support	26	13	1	-	18	58
Statement/EHC Plan	10	8	0	2	-	20
<b>TOTAL</b>	<b>43</b>	<b>28</b>	<b>2</b>	<b>9</b>	<b>18</b>	<b>100</b>

8.1.7 3 of the pre-school children moved out of the area in year (1 with a severe loss and 2 with a profound loss).

8.1.8 Of those identified at SEND Support, 40 are primary-aged and 18 are secondary aged.

8.1.9 Of those with a statement or EHC Plan, 12 are primary-aged and 8 are secondary aged. 1 of the secondary aged pupils is at an Independent School.

8.1.10 5 pre-school, 4 primary and 4 secondary pupils were seen and did not require further monitoring/support.

8.1.11 3 further students were at college, 2 with a mild hearing loss and 1 with a severe hearing loss.

8.1.12 The level of visual and hearing loss will determine the nature and regularity of visits.

## **8.2 Speech and Language (SALT) and Occupational Therapy (OT) Contract - £239,000**

8.2.1 The contract value is £350k. High Needs Block funds £239k towards the contract (68% of the contract value).

8.2.2 The services provide universal, targeted and individualised support.

UNIVERSAL - empowering those people around the children to be better able to identify speech, language and communication needs (SLCN) and to feel confident to know how to support these children and promote their language development.

TARGETED - support to schools to establish targeted groups for children with identified needs who will benefit from group intervention. These may be set up by the therapist, run jointly with a member of school staff and then passed to the member of school staff to take forward.

INDIVIDUALISED - work with individual pupils to assess their level of need, provide individualised therapy plans and/or programmes. Therapy may be delivered by the therapist, the Learning Support Assistant (LSA), or a therapy assistant (often alongside class-based strategies and training).

8.2.3 The SALT case load figures reported below do not reflect the children and young people who receive universal and targeted intervention.



8.2.4 The figures below also do not reflect the following:

- Training to school and setting staff to enable them to support access to the curriculum and functioning within the school/early years environment;
- The internal transfers between settings and school services;
- Support in triage, the online CYPIT toolkit or integrated assessments.
- Time spent on supporting tribunal related work.
- Time spent on assessments of children attending out of area placements.

8.2.5 Please note the data below is as provided as it is received. It is anticipated that data will be provided in a different way in future.

<b>1 JANUARY 2016 - 31 MARCH 2016 (3 months)</b>			
	<b>SALT - Mainstream, special and resources</b>	<b>OT Services</b>	<b>Physiotherapy (PT) Services</b>
<b>Children on the active caseload</b>	852	88	52
<b>New users entering service</b>	31	5	2
<b>Users discharged</b>	92	4	2
<b>1 APRIL 2016 - 30 JUNE 2016 (3 months)</b>			
<b>Children on the active caseload</b>	818	86	52
<b>New users entering service</b>	17	3	0
<b>Users discharged</b>	70	4	1
<b>1 JULY 2016 - 31 OCT 2016 (4 months)</b>			
<b>Children on the active caseload</b>	885	84	51
<b>New users entering service</b>	22	5	4
<b>Users discharged</b>	99	20	7
<b>1 November 2016 - 28 Feb 2017 (4 months)</b>			
<b>Children on the active caseload</b>	840	81	53
<b>New users entering service</b>	41	9	2
<b>Users discharged</b>	86	7	0
<b>1 March 2017 - 30 April 2017 (2 months)</b>			
<b>Children on the active caseload</b>	858	75	55
<b>New users entering service</b>	42	4	1

Total Users discharged	55	9	2
<b>1 May 2017 - 31 July 2017 (3 months)</b>			
Children on the active caseload	797	65	53
New users entering service	34	12	2
Users discharged	95	22	6

## 9. Post 16 - £500,000

### 9.1 Post 16 colleges

9.1.2 The number of SEND pupils supported by high needs funding in colleges rose from 40.3 FTE in 2015/2016 to 99.7 FTE in 2016/2017.

9.1.3 The costs rose from £375,127 in 2015/2016 to £436,541 in 2016/2017. This increase is mainly attributable to the changes in funding for high needs in post 16 and the transition of Learning Disability Assessment to EHCps.

9.1.4 The majority of students attend Reading College (74.1 FTE)

9.1.5 Officers are in the process of confirming with the colleges the numbers on roll. Once confirmed this will enable forecasts to be made for this budget.

### 9.2 Cranbury Base Funding Post 16

9.2.1 Cranbury College is funded for 32 places in their Post 16 provision (Called "vision") - £320,000

## 10. Maintained school base funding (Pre 16)

10.1 The table below reflects the numbers on roll at **January Census** of each year and the number on roll in each school/provision at end of July 2017. Special schools admit children throughout an academic year and pupils so some places may have filled later in the academic year. Schools receive £10k per place for each place regardless of how many pupils are on roll.

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High Needs Block**

10.2 - 10.7

	Funded Places 2015	Vacant places	Funded places 2016	Vacant places	Funded places 2017	Number on roll Jan 17	Number on roll July 17
<b>Maintained Schools (£2,470,000)</b>							
Cranbury (PRU Pre-16)	100		100		100		96
E.P. Collier Primary (SpLD)	12	3	12	0	12	11	10
The Holy Brook School (SEMH)	32	3	32	4	32	26	32
Phoenix College (SEMH)	64	10	64	13	64	50	56
Blessed Hugh Faringdon Catholic Secondary (ASC)	16	2	16	1	16	19	18
Christ the King Catholic Primary (ASC)	21	2	21	1	21	22	21
Manor Primary	10	5	10	9	10	1	1

10.8 - 10.10 £1,766,000 EFSA top slice is apportioned as set out in the table below. Some of this is received back through the Post 16 grant.

School	Pre-16	Post 16	Funding
Avenue	116	9	1,250,000
Phoenix	-	8	80,000
Prospect	30	-	300,000
Highdown	7	3	88,000
John Madejski	-	1	6,000
Reading Boys	-	2	12,000
Blessed Hugh	-	3	18,000
Reading Girls	-	2	12,000
	153	28	1,766,000

10.8.1 The place and occupancy levels at January 2017 Census are set out below. Required academy places are sent to the EFSA on an annual return.

Academies (places funded by EFSA from top slice and Thames Valley Free School funded directly by EFSA)							
	Funded Places 2015	Vacant places	Funded places 2016	Vacant places	Funded places 2017	Number on roll Jan 17	Number on roll July 17
Prospect School (MLD)	30	5	30	4	30	25	24
Highdown (VI)	10	2	10	3	10	5	5
The Avenue School (Special School)	122	7	125	6	125	128	129
Thames Valley School (ASC)	35	5	36	-10	50	0	0

## 11. Cluster Funding - £250,000

11.1 Cluster Funding is aimed at enabling schools to agree local spending to support pupils within their area so that their needs can be met at SEND support.

## 12. Other alternative provision

12.1 **Cranbury additional funding (£652,000)** is currently paid as a lump sum. Cranbury should be funded in the same way as a school and work needs to be undertaken to properly calculate the budget for each element, benchmark with other PRUs and set up a service level agreement and reporting mechanism.

12.1.2 Over the academic year 2016/2017 Cranbury supported 201 pupils who were either excluded or a managed move, the largest proportion of who were in years 10 and 11.

12.1.3 In addition Cranbury supports pupils through in reach and outreach in partnership with the pupil's host school. Schools are charged directly for this element of their work.

12.1.4 Schools fund the support for pupils who are unable to access education because of their medical needs. This is delivered by Cranbury College's teaching team.

12.1.5 As part of the SEND Strategy, work will be undertaken with schools and other partners to review options for future models of delivery.

## 12.2 Haven Reading Girl's School (£170,000)

12.2.1 The Haven Centre (based at The Reading Girl's School and as of 1 September 2017 part of the Baylis Trust) provides time-limited specialist social and emotional support to girls from year 5 to year 9 who have social, emotional and mental health (SEMH) difficulties and who need support to build resilience and develop the right skills to successfully access mainstream education.

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High Needs Block**

- 12.2.2 In the autumn term of the academic year 2016/2017 The Haven supported 3 year 6 pupils from Reading maintained primary schools and 4 year 8 pupils from out of borough schools.
- 12.2.3 In the spring term of the academic year 2016/2017 The Haven supported 3 year 6 pupils and 1 year 7 pupil from Reading maintained primary schools, and 4 year 8 and 1 year 5 pupils from out of borough schools.
- 12.2.4 In the summer term of the academic year 2016/2017 The Haven supported 4 year 6 pupils from reading maintained primary schools and 22 pupils in transition in Reading. They also supported 1 year 5 pupil and 2 year 8 pupils from out of borough schools as well as 5 out of borough pupils in transition to secondary.
- 12.2.5 Due to the low numbers of Reading pupils accessing this provision and the fact that Cranbury College can also provide support for girls with additional needs, the Council is in discussion with Baylis Trust regarding terminating the agreement. Steps will be taken to ensure that provision is in place for any girls currently accessing the provsiion.

**13. EHCPs/STATEMENTS IN MAINSTREAM SCHOOL - £1,036,800**

- 13.1 £1,083,246 was spent on top ups in Reading and other authority mainstream schools in 2015/2016 and £1,151,825.
- 13.2 £6,694 was allocated to Reading Nurseries in 2015/2016 and £11,575 in 2016/2017
- 13.3 £774,124 was allocated to primary schools in 2015/2016, £649,820 to Reading schools and £124,304 to schools outside of Reading. £795,656 was allocated to primary schools in 2016/2017, £644,630 to Reading primary schools and £151,026 to schools outside of Reading.
- 13.4 £302,427 was allocated to secondary schools in 2015/2016, £177,966 to Reading schools and £124,462 to schools outside of Reading. £344,595 was allocated to secondary schools in 2016/2017, £182,079 to Reading secondary schools and £162,516 to schools outside of Reading.
- 13.5 This budget has been forecast using information on new starters and placement moves, and allowed some costs for plans made final between now and 1 April.

**14. SPECIAL SCHOOL AND SPECIALIST PROVISION TOP UP - £5,400,000**

- 14.1.1 The budget allocated to special school top up is £4,600,000 and is forecasted to overspend by £2,242,900. This is mainly due to top up at Thames Valley School now being correctly coded to this area as a special academy. In previous years it had been funded through the independent and non-maintained budget, which was not the correct line.

14.1.2 The table below shows the top up spend in Reading special schools in 2015/2016 and 2016/2017.

Reading Special	Spend 15-16	Spend 16-17	Pupil FTE 15-16	Pupils FTE 16-17
Avenue	2,089,829	2,166,285	107.1	107.3
Holybrook	421,688	402,249	24.8	23.7
Phoenix	405,141	413,646	31.4	34.3
TVS	513,103	548,820	16.9	20.3
<b>Total</b>	<b>3,429,761</b>	<b>3,531,000</b>	<b>180.2</b>	<b>185.5</b>

14.1.3 The table below shows the top up spend in the special schools outside of Reading in 2015/2016 and 2016/2017 where significant numbers of pupils are placed

Non-Reading Special	Spend 15-16	Spend 16-17	Pupil Days 15-16	Pupil Days 16-17
Brookfields	1,833,166	1,663,866	134.8	129.1
Addington	358,400	283,132	27.2	25.2
Northern House	254,498	158,497	11.8	9.7
Bishopswood	94,000	118,000	7.7	8.3
<b>Total</b>	<b>2,540,064</b>	<b>2,223,495</b>	<b>181.5</b>	<b>172.3</b>

14.1.4 The table below sets out the top up values and ranges for special schools in Reading (cost above £10k place funding)

School	Top up
Holy Brook	£17k
Phoenix	£13k
Thames Valley	£22,560 - £38,000
The Avenue (22 Bands)	£3,199 - £24,000

14.1.5 The table below sets out the top up values and ranges for special schools outside of Reading where Reading pupils are placed, the largest number being placed at Brookfields.

School	Top up
Brookfields (22 Bands)	£2,199 - £21,474
Addington (4 bands)	£2,213 - £37,779
Northern House (was Southfields)	£10,000
Bishopswood	£12,000

14.2.1 The budget allocated to specialist provision top up is £800,000 and is forecasted to underspend by £219,000. This is mainly due to empty places in some provisions.

14.2.2 The table below sets out the top up values for specialist provisions in Reading mainstream schools.

School	Top up
Blessed Hugh Faringdon Secondary	£5,146
Christ The King	£6,727
E.P Collier Primary	£1,718
Highdown Secondary	£11,534
Manor Primary	£1,800
Prospect Secondary	£2,722

**15. Out of Authority (OOA) independent and non-maintained special schools (NMSS) - £2,900,000**

15.1 The table below sets out the number and types of placements in independent and non-maintained special schools, and the estimated 17/18 financial year costs. Allowance has been made for an additional £106,715 of cost on possible future placements. Further placements will increase this forecast cost. All new requests for placements are scrutinized by senior leaders, and managers are required to provide evidence of all of the options considered with costings. The profile and costs are monitored by senior leaders on a monthly basis. The FTE is calculated based on start dates. The majority of pupils placed in OOA and NMSS are in day placements.

Placement type	Total FTE	Day FTE	38W Weekly boarder FTE	38w termly boarder FTE	52 week FTE	Estimated 17/18 cost
Independent	33.0	23.6	2.7	0.5	6.3	£ 1,864,329
NMSS	22.3	16.3	3.0	-	3.0	£ 928,956
<b>Total</b>	<b>55.3</b>	<b>39.9</b>	<b>5.7</b>	<b>0.5</b>	<b>9.3</b>	<b>£ 2,793,285</b>

15.2 There is a further £347,000 forecast costs against other independent providers, including tuition packages.

**16. Early Years - £280,000**

16.1 **The Snowflake Centre - £100k** is based at New Bridge Nursery School and supports children with high functioning ASC.

16.2 **Early Tears Portage Team - £120k** This amount contributes to the costs of a team of 6 staff (4 full time and 2 part time) and is based within the Educational Psychology Service. The team provides advice and support to children with SEND and their families from identification until transition to school.

16.3 **Early Years Inclusion Fund - £60k** This is managed through applications and funds support for children to be included in early years' settings.

**17. KEY ISSUES**

- Continued overspend in High Needs Block

- Funded vacant places in some specialist provisions
- Low use of some funded services
- Lack of service level agreements and structured reporting mechanisms on a number of services
- Numbers of children accessing out of authority placements (maintained and independent schools) would suggest that Reading does not have the right pattern of provision locally to meet the needs of Reading children and young people.

#### **18. NEXT STEPS**

- Consider whether early years functions should be funded from early years block.
- Review possible additional sources of income to support High Needs Block functions and ensure all elements meet requirements of School Funding Regulations.
- Review specialist provisions including funded projects taking into account occupancy, and alternative models of delivery.
- Using developed templates, write SLAs and monitoring frameworks for all provisions and commissioned services.
- Strand 3 of the SEND Strategy are focusing on operational models for outreach and school to school support, starting with ASC and SEMH, taking account of current gaps, including those identified in secondary.
- Carry out benchmarking review with other Local Authorities of top up funding for specialist places, to include banding descriptors/admissions guidance.
- Using data report identify which elements we need to consider stopping, reducing or increasing and where we need to focus resources.
- Review all external placements and consider development/changes to Reading provision to meet needs more locally.
- Seek clarification on SALT contract.
- Write SLAs for all commissioned services and specialist provision which include clear reporting mechanisms.
- All new contracts and retendered contracts will ensure tight clear specification, service level agreements and contract monitoring, including financial monitoring.