

# **Children, Young People and Family Support Scrutiny and Policy Development Committee**

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**Thursday 27 September 2012 at 2.00 pm**

**To be held at the Town Hall, Pinstone  
Street, Sheffield, S1 2HH**

**The Press and Public are Welcome to Attend**

## **Membership**

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Councillors Gill Furniss (Chair), Andrew Sangar (Deputy Chair), Jayne Dunn, George Lindars-Hammond, Talib Hussain, Karen McGowan, Mohammad Maroof, Lynn Rooney, Nikki Sharpe, Stuart Wattam, Rob Frost, Keith Hill and Colin Ross

## **Education Non-Council Members**

Jules Jones, Gillian Foster, Joan Stratford and Alison Warner

**Sheffield Local Involvement Network**  
(Observer)

## **Substitute Members**

In accordance with the Constitution, Substitute Members may be provided for the above Committee Members as and when required.

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## **PUBLIC ACCESS TO THE MEETING**

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The Children, Young People and Family Support Scrutiny Committee exercises an overview and scrutiny function in respect of the planning, policy development and monitoring of service performance and other general issues relating to learning and attainment and the care of children and young people within the Children's Services area of Council activity. It also scrutinises as appropriate the various local Health Services functions, with particular reference to those relating to the care of children.

A copy of the agenda and reports is available on the Council's website at [www.sheffield.gov.uk](http://www.sheffield.gov.uk). You can also see the reports to be discussed at the meeting if you call at the First Point Reception, Town Hall, Pinstone Street entrance. The Reception is open between 9.00 am and 5.00 pm, Monday to Thursday and between 9.00 am and 4.45 pm. on Friday, or you can ring on telephone no. 2734552. You may not be allowed to see some reports because they contain confidential information. These items are usually marked \* on the agenda.

Members of the public have the right to ask questions or submit petitions to Scrutiny Committee meetings. Please see the Council's website or contact Democratic Services for further information.

Scrutiny Committee meetings are normally open to the public but sometimes the Committee may have to discuss an item in private. If this happens, you will be asked to leave. Any private items are normally left until last. If you would like to attend the meeting please report to the First Point Reception desk where you will be directed to the meeting room.

If you require any further information about this Scrutiny Committee, please contact David Molloy, Scrutiny Policy Officer on 0114 2735065 or email [david.molloy@sheffield.gov.uk](mailto:david.molloy@sheffield.gov.uk).

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## **FACILITIES**

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There are public toilets available, with wheelchair access, on the ground floor of the Town Hall. Induction loop facilities are available in meeting rooms.

Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

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**CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY  
DEVELOPMENT COMMITTEE AGENDA  
27 SEPTEMBER 2012**

**Order of Business**

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- 1. Welcome and Housekeeping Arrangements**  
To include a welcome to the newly appointed Parent Governor Representative
- 2. Apologies for Absence and Substitute Members**
- 3. Exclusion of Public and Press**  
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest**  
Members to declare any interests they have in the business to be considered at the meeting
- 5. Public Questions and Petitions**  
To receive any questions or petitions from members of the public
- 6. Minutes of Previous Meeting**  
To approve the minutes of the meetings of Committee held on 28 June 2012
- 7. Raising of the Participation Age**  
Report of the Executive Director of Children, Young People and Families
- 8. Fostering and Adoption**  
Update on the Adoption Service following new regulations and guidance
- 9. Policy Update**  
Policy Update - July, August and September 2012
- 10. Dates of Future Meetings**  
All to be held at 2.00 pm in the Town Hall- 25 October 2012, 22 November 2012, 24 January 2013 and 28 March 2013.

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**ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS**

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The existing Standards regime will be abolished from 1<sup>st</sup> July, 2012 by the Localism Act 2011. From this date, the way that your interests need to be registered and declared will change. Prejudicial and personal interests will no longer exist and they have been replaced by Disclosable Pecuniary Interests (DPIs).

The Act also requires that provision is made for interests which are not Disclosable Pecuniary Interests and requires the Council to introduce a new local Code of

Conduct for Members. It is intended that provision will be made in the new Code for dealing with “personal” interests.

The Regulations in relation to Disclosable Pecuniary Interests have only recently been published by the Government and guidance is being developed for circulation to you prior to 1<sup>st</sup> July.

If at all possible, you should try to identify any potential interest you may have before the meeting so that you and the person you ask for advice can fully consider all the circumstances before reaching a conclusion on what action you should take.

Advice can be obtained from Lynne Bird, Director of Legal Services on 0114 2734018 or email [lynne.bird@sheffield.gov.uk](mailto:lynne.bird@sheffield.gov.uk)

# Agenda Item 6

## **CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY DEVELOPMENT COMMITTEE**

**Meeting held Thursday 28<sup>th</sup> June 2012**

**PRESENT:** Councillors Gill Furniss (Chair), Andrew Sangar (Deputy Chair), Jayne Dunn, Rob Frost, George Lindars-Hammond, Keith Hill, Talib Hussain, Karen McGowan, Lynn Rooney, Colin Ross, Nikki Sharpe and Stuart Wattam.

**Education Non-Council Members:**

Jules Jones, Joan Stratford, Gillian Foster and Alison Warner

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**1. APOLOGIES FOR ABSENCE**

- 1.1 An apology for absence was received from Councillor Mohammad Maroof, and no substitute Member was appointed.

**2. EXCLUSION OF PUBLIC AND PRESS**

- 2.1 There were no items where the public and press were excluded.

**3. DECLARATIONS OF INTEREST**

- 3.1 There were no declarations of interest from Members upon agenda items.

**4. PUBLIC QUESTIONS AND PETITIONS**

- 4.1 Louise Blake, the parent of a pupil at Meadowhead School, referred to a petition containing 106 signatures regarding zero-fare travel passes for children from the Bradway area to Meadowhead School which she had presented to the Committee originally in February 2012. She reiterated the inconsistencies that existed in the current arrangements and asked Members to consider the case for all children in the area to be considered on equal and fair grounds. She commented that she had not as yet received a full response from the Committee with regard to the representation she had made back in February regarding safe routes to school (in particular, Greenhill Parkway), and she wished to know whether any progress had been made on the findings of any such investigation.

- 4.2 **RESOLVED:** The Policy Officer (Scrutiny) and the Chair to liaise with officers from Children, Young People and Families Service to provide Ms. Blake with a full response, and involve the following bodies, as appropriate :- Cabinet Highways Committee and Admissions Committee.

**5. MINUTES OF PREVIOUS MEETINGS**

5.1 The minutes of the meetings held on 16<sup>th</sup> May 2012 and on 26<sup>th</sup> April 2012 were approved as correct records, subject to the inclusion of a further bullet point in section 6.8 of the minutes of 26<sup>th</sup> April, as follows:-

- Members' expressed concerns around increased school autonomy and the importance this placed on the role of School Governors.

**6. CHILDREN, YOUNG PEOPLE AND FAMILIES (CYPF) PRIORITIES 2012-13**

6.1 The Executive Director, Children, Young People and Families, Dr. Sonia Sharp, reported upon priorities for the CYPF Portfolio over the coming year. She reported that there would be a greater emphasis upon improving the quality of learning and skills, enabling safe, healthy and strong families and ensuring that children and young people were active and engaged.

6.2 She reported upon nationally recognised initiatives such as Every Sheffield Child Articulate and Literate (ESCAL), and stated that attendance in schools was improving, with persistent absenteeism reducing. She stated that Sheffield City Council's Children's Services were seen as 'good and improving', and that some services, such as the Fostering and Adoption Service, had been rated by Ofsted as being 'good with outstanding features', which meant the Service had made a dramatic improvement over recent years.

6.3 Dr. Sharp went on to report that more children and young people were successfully engaging with education, employment and training and that the number of children not in education, employment or training (NEET) was at an historic low, despite the economic downturn.

6.4 She spoke about the challenges currently facing the City Council, which included the reorganisation of the NHS around GP practices, with a greater role for local government in public health, and in turn, children's health. These changes had to be delivered within the context of national reform; in a way in which changes to service delivery were seamless for clients.

6.5 Members' comments and questions were answered as follows:-

- 6.6
- Dr. Sharp acknowledged that there was still a great deal of work to be done to bring secondary school standards up to where they should be.
  - There had been extremely effective results from the 'Lead Headteachers' programme.
  - There were problems with schools 'unofficially' excluding children, where pupils were being 'asked to stay at home' which was hindering progress being made.
  - There had been significant improvements in educational standards achieved by Looked After Children, although there was more to do in terms of ensuring these trends remained positive.
  - Members were unanimous in their view that the Multi-Agency Support Teams had been an excellent innovation; catching problems early and

helping to work with families at a preventative stage rather than problems being referred to Social Services (Sheffield now had the second lowest number of children in care in the UK).

- The 'bar was to be raised' with regard to Ofsted reports, and Sheffield must respond to this change.
- There were still problems with parents feeling that sports and social activities were too expensive for their children to attend.
- There was still a significant gap to close in terms of the results from children from BME backgrounds, children with learning difficulties and children who received Free School Meals, as all these groups were underperforming at present. There were particular concerns around the educational performance of Somali boys.
- It was essential to ensure that CYP issues such as breastfeeding remained a priority under the new Clinical Commissioning Group structure.
- There was a potential impact of the proposed welfare reforms on families already struggling, and reports from various charities had shown a recent increase in the uptake of food parcels.
- Pressure was being applied from Central Government for Sheffield to reduce the length of time taken for an adoptive family to be found for children, but Dr. Sharp was adamant that this should not compromise the existing systems, which had only seen one adoptive family breakdown in the last 2 years.
- There was still a great deal of work taking place around Early Years work, especially with regard to consistencies in standards of child minding services. It was essential to get things right at this stage; otherwise time in primary schools would be spent playing 'catch up'.
- The importance of successfully continuing to get statistics and information from Academies was emphasised, in order for the City Wide Learning Body to function effectively.
- Members expressed concerns over the number of days lost through exclusion, and Dr. Sharp reported that many schools now chose to 'segregate' children from their classmates instead of sending them home for excluded periods, so that the pupils could continue to attend and learn.
- Concerns were raised around some Headteachers being replaced with 'in-house' arrangements if they left, and Members were clear that any such posts should be advertised nationally in order to secure the very best candidate.
- Although the importance of affordable family holidays was acknowledged, some Members expressed concerns around parents taking their children out of school for holidays to avoid the high cost of summer holiday flights and accommodation. Some Members felt that taking authorised leave in this manner was insulting to the school.
- It was noted that some secondary schools had begun to focus on individual pupil tracking of performance and were moving towards personalised target setting.
- There was a continued drive towards excellent standards of teaching in

secondary schools, as it was felt that 'mediocrity' had been acceptable for too long.

- Dr. Sharp was keen that the Academies agenda focused on 'increased accountability' rather than 'increased autonomy'. Members stressed the need for complete openness and transparency under the new Academies arrangements, although it was clear that they could not be forced to provide this information against their will. Dr. Sharp added that the Executive Director, Children, Young People and Families had a statutory role to ask such questions about schools' performance.
- Some Members felt that the six week holidays were too long and that children's education suffered as a result of this extended break.

6.7 **RESOLVED:** That the Committee;

(a) congratulates Dr. Sharp for the successes achieved during her term as Executive Director, Children, Young People and Families and wishes her the best of luck in her new role, and

(b) requests that the Assistant Director, Policy and Performance, provides figures as to where Sheffield sits nationally with regard to school attendance by Looked After Children.

## 7. **POLICY UPDATE**

7.1 The Policy Officer (Scrutiny) provided a detailed update upon some key developments in Education Policy, for Members' information, including:-

- £500,000 scholarship scheme launched for Special Educational Needs support staff
- Reform of alternative provision – consultation
- The future role of local authorities in school improvement
- Schools causing concern
- Improving attendance at school
- Statutory framework for the Early Years Foundation Stage
- Guidance on Exclusions from maintained schools, academies and Pupil Referral Units in England
- DfE – Statutory Guidance for schools and local authorities on careers guidance and consultation on extending the age range
- SOLACE Filling the Gap: the Championing Role of English Councils in Education

7.2 **RESOLVED:** That the Committee notes the contents of the report now submitted.

## 8. **SUGGESTIONS FOR THE SCRUTINY WORK PROGRAMME 2012-13**

8.1 Following the presentation by the Executive Director, Children, Young People and Families and the subsequent discussion, suggestions for the Scrutiny Work Programme for 2012/13 were as follows:-



- 8.2
- Priorities/objectives in the context of wider national education reforms
  - The issue of youth unemployment in relation to NEET levels
  - Outcomes for Looked After Children and other vulnerable groups
  - The pace of the Academies Programme across the City and the introduction of Free Schools
  - The effectiveness and workings of the City Wide Learning Body and the strategic role of the Local Authority
  - The new adoption 'score card' system
  - Attainment
  - Early Years Review, and the quality of learning for under 4's
  - Exclusion (especially with relation to BME groups)
  - Underachieving of vulnerable groups
  - Effective Careers guidance and the role of the two Sheffield Universities
  - The Gifted and Talented programme
  - Anorexia and obesity and effect it has on school performance
  - School attendance

- 8.3 **RESOLVED:** That the items now discussed and agreed be added into the Work Programme for meeting dates to be agreed by the Policy Officer, in consultation with the Chair and Deputy Chair, if possible.

## 9. **DATES OF FUTURE MEETINGS**

- 9.1 It was noted that future meetings of the Committee would be held at 2.00 pm in the Town Hall on the following dates: 27 September 2012, 25 October 2012, 22 November 2012, 24 January 2013 and 28 March 2013.

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## Report to CYPF Scrutiny Committee 27 Sept 2012

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**Report of:** Jayne Ludlam

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**Subject:** Raising the Age of Participation – the challenges for Sheffield and how these are being met

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**Author of Report:** Tony Tweedy, Director, LLSC (2296140)

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**Summary:** Since the formation of the Coalition in 2010, there have been a series of far reaching policy shifts that have impacted on both the course and career choices that young people make at 16. There is some evidence that these measures are beginning to alter significantly the choices that young people make at 14, 16 and 18 years of age. For instance, the number of school age students pursuing vocational qualifications is falling at a time when there is little meaningful alternative for that 20% or more of young people that are unlikely to perform well on an unremitting diet of GCSEs; the number of 16-18 year olds who are Not in Employment, Education or Training (NEET) remains stubbornly persistent both nationally and in Sheffield; the take up of apprenticeships remains low; and the proportion of young people that hold the qualifications necessary to progress to HE but who are choosing not to do so is rising. It becomes increasingly important therefore that young people and those, such as parents, carers, teachers and peers who influence them, are well informed and equipped from Key Stage 4 onwards with the good quality information, advice and guidance necessary to ensure that they make the right choices, to improve their chances of success and to reduce the likelihood that they will drop out of post-16 education and HE.

There are obvious educational grounds for the City Council seeking to ensure that young people make the right learning choices. The introduction of the Raising of the Participation Age now adds a statutory requirement to the local authority's drive to ensure that every 16-18 year old is in some form of meaningful education, employment or training. This paper sets out some of the key measures that are being introduced by *Learning for Life*, the city's 14-24 Learning Partnership to address the emerging challenges associated with RPA.

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**Type of item:** The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	

Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	<b>x</b>
Other	

**The Scrutiny Committee is being asked to:**

— Scrutiny is asked to consider and comment on this report

**Background Papers:**

List any background documents (e.g. research studies, reports) used to write the report. Remember that by listing documents people could request a copy.

**Category of Report:** OPEN

Most reports to Scrutiny Committees should be openly available to the public. If a report is deemed to be 'closed', please add: **'Not for publication because it contains exempt information under Paragraph xx of Schedule 12A of the Local Government Act 1972 (as amended).'**

## Report of the Director of Lifelong Learning, Skills and Communities

### **Raising the Age of Participation – the challenges for Sheffield and how these are being met**

#### **Introduction**

- 1.1 Since the formation of the Coalition in 2010, there have been a series of far reaching policy shifts that have impacted on both the course and career choices that young people make at 16. These include:
- a reaffirmation of the previous government's legislative commitment to **raise the age of participation (RPA)** in learning to 17 years of age by 2013 and 18 by 2015
  - the replacement of the Education Maintenance Allowance made available to all 16-18 year olds in learning who met the eligibility criteria with reduced **Education Bursary** provision distributed partly at the discretion of the learning provider to eligible young people
  - the transfer of responsibility for organising and delivering **Careers Guidance** for young people from local authorities to individual schools, academies and colleges from September 2012
  - the removal of funding for **Education-Business Partnerships** following the Emergency Budget
  - the affirmation by DfE that schools and academies are not required to organise **work experience** for their students in Key Stage 4 but advice to post-16 providers that this should form part of their programmes
  - the acceptance in full by the Secretary of State for Education of the **Wolf Report** including the recommendation that the curriculum up to the age of 16 should focus on traditional GCSE subjects, especially English and maths, at the expense of vocational qualifications
  - the withdrawal of the majority of, but not all, **vocational qualifications** from the list of those eligible for school performance tables at Key Stage 4 and a reduction of the points value of some of that which remains eligible
  - a drive to increase the number of **apprentices** recruited by employers and an increase in the Skills Funding Agency budget to reflect this
  - the introduction of a series of national programmes including the **Youth Contract** (DWP), **the ESF NEETs programme** (Skills Funding Agency) and **Talent Match** (the Big Lottery) designed to tackle the rising tide of NEETs and youth unemployment
  - the introduction of a charge to undergraduates of **HE course fees** up to a ceiling to £9,000 with the exception of disadvantaged students who qualify for remission
  - the announcement of **the City Deal** that, in pursuit of the localism agenda, invited cities and their city-regions to seek 'licensed exceptions' to existing national policy frameworks, funding regimes and procedures in a number of areas including skills.
- 1.2 There is some evidence that these measures are beginning to alter significantly the choices that young people make at 14, 16 and 18 years of age. For instance, the number of school age students pursuing vocational qualifications is falling at a time when there is little meaningful alternative for that 20% or more of young people that are unlikely to perform well on an unremitting diet of GCSEs; the number of 16-18 year olds who are Not in Employment, Education

or Training (NEET) remains stubbornly persistent both nationally and in Sheffield; the take up of apprenticeships remains low; and the proportion of young people that hold the qualifications necessary to progress to HE but who are choosing not to do so is rising. It becomes increasingly important therefore that young people and those, such as parents, carers, teachers and peers who influence them, are well informed and equipped from Key Stage 4 onwards with the good quality information, advice and guidance necessary to ensure that they make the right choices, to improve their chances of success and to reduce the likelihood that they will drop out of post-16 education and HE.

- 1.3 There are obvious educational grounds for the City Council seeking to ensure that young people make the right learning choices. The introduction of the Raising of the Participation Age now adds a statutory requirement to the local authority's drive to ensure that every 16-18 year old is in some form of meaningful education, employment or training. This paper sets out some of the key measures that are being introduced by *Learning for Life*, the city's 14-24 Learning Partnership to address the emerging challenges associated with RPA.

## **2. The Raising of the Participation Age**

- 2.1 The Education and Skills Act (2008) signalled that all young people would be required to remain in education or training up to the age of 17 by 2013 and to 18 by 2015. Education and training, under the Act, encompasses:
- full-time education – school, FE, home education
  - work based learning – apprenticeships and advanced apprenticeships
  - part-time accredited education or training for the equivalent of one day a week if employed, self employed or volunteering for more than 20 hours.

This commitment was reinforced by the coalition government in the Spending Review and the White Paper *The Importance of Teaching*.

- 2.2 RPA also introduces destination measures recording where young people are in March in the year after they leave school or college and the proportion of a school or college's students that went on to participate in education, employment or training the year after they left that institution.

### **2.3 Sheffield's RPA Plan**

In preparation for the introduction of the RPA in 2013, the city's *Learning for Life* partnership has developed and adopted a plan that addresses those critical elements necessary to improve post-16 participation in education and training. This is based on the work that the local authority initiated in 2011/12 when it was one of the Department of Education's (DfE) RPA trial areas. Here, the local authority, working with DfE, identified those key measures seen as necessary to engage and retain in education and training those young people completing Key Stage 4. These included:

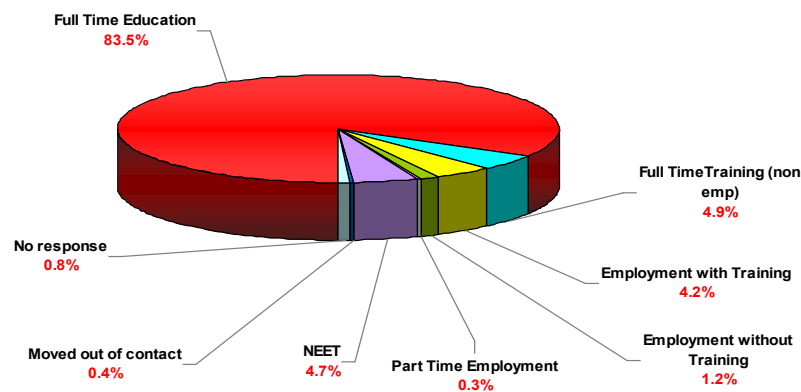
- raising the awareness of RPA and its implications
- developing a transition entitlement for those leaving school or moving from one post-16 activity to another
- understanding the cohort and its needs and aspirations
- ensuring the mix and balance of post-16 provision made available to 16-18 year olds was able to meet these needs and aspirations
- focusing on the provision of high quality, relevant and motivating post 16-provision and support for those young people who are most likely to disengage.

- 2.4 These measures have now been taken forward in the Sheffield RPA Plan (see appendix 1) and are supported by everyday practice in the city's secondary schools and academies. For instance, the RPA plan is being used as an assessment tool by schools, colleges, academies, Sheffield Futures and specialist services for young people to measure how they are each prepared for RPA in 2013, a Risk of NEET Indicator (RONI) has been adopted by institutions to help identify those young people in school who are most likely to disengage and there is collaboration between specialist services to provide improved 'wrap around' support for the most vulnerable of these learners.
- 2.5 The delivery and impact of the RPA Plan will be monitored through an RPA Steering Group that will report to the city's *Learning for Life* Partnership.

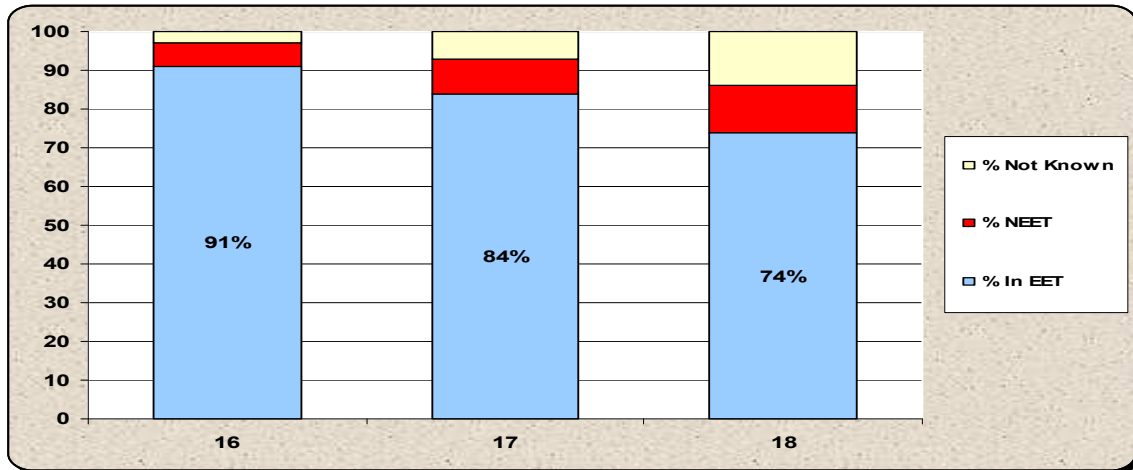
### 3. Meeting the needs of young people Not in Education, Employment or Training (NEET)

- 3.1 The main challenge in meeting the statutory requirements of RPA is less about ensuring that school leavers progress to some form of post-16 education or training and more about ensuring that they are retained in meaningful activity beyond the age of 17.
- 3.2 As in most areas of the country, Sheffield's retention of young people at 16 in education or training is improving, however, by the age of 17 the number of those retained in education or training is less encouraging and the city's NEETs figures reflect this. The situation has deteriorated further by the age of 18.

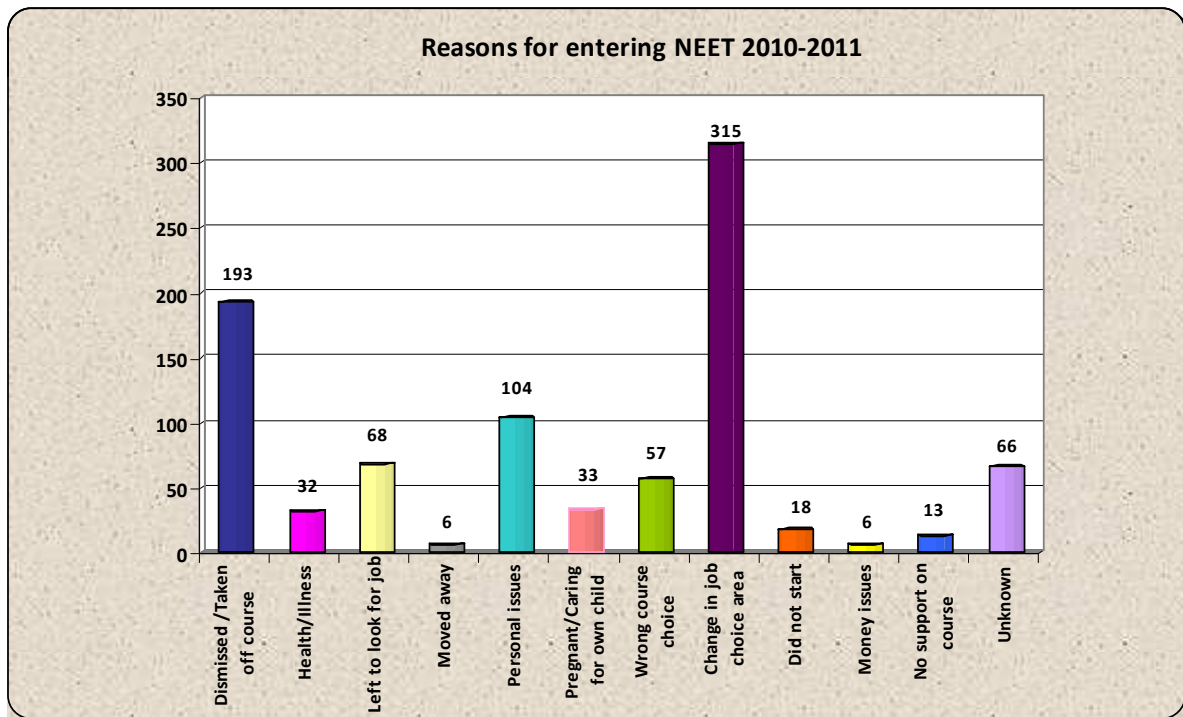
City Wide - 2011 Y11 Destinations



Sheffield 2011/12:



3.3 An in depth analysis of why young people leave post-16 provision has been undertaken. Some of the reasons are unforeseen but patterns emerge, as illustrated in the table below.



3.4 To address these issues resulting in disengagement from education employment or training, Lifelong Learning, Skills and Communities (LLSC) has commissioned a range of innovative provision from a wide selection of providers in the city under its *Future:proof* brand.

3.5 In this it has been supported through two rounds of bidding by ESF funding awarded to LLSC by the Skills Funding Agency (SFA) to tackle NEETs. The programme has built up an extensive network of 33 quality assured providers across the city, and has, to date, delivered a learning or training experience to more than 1,200 16-18 year old NEETs since 2008. The providers, drawn from the public, private and third sectors, have been selected to join the commissioning framework through a robust selection procedure through which they have been required to demonstrate a track record of delivery, an



innovative approach to the needs of the NEETs cohort and high quality delivery. Providers on the framework can expect to be connected to disengaged young people wherever their specific provision is judged to be the best option for the individual.

- 3.6 The success rate of *Future:proof* is significant because the courses that can be selected from the framework allow provision to be tailored to the needs of the most challenging young people and those most likely to disengage. As a result, 65% of young people engaged by *Future:proof* either progress into mainstream provision at college, take up an apprenticeship, or move into employment with training. The SFA sees the model as a national exemplar for how to keep challenging teenagers and the most vulnerable in learning.

#### **4. Community Youth Teams: supporting young people into education, employment and training**

- 4.1 Providing good quality learning and support programmes for teenagers who have disengaged is one thing but the first task is for schools and academies to use the RONI to identify to the Community Youth Teams (CYTs) those young people most likely to disengage and who are therefore in need of early intervention and for the same teams to reconnect with school leavers who are NEET and no longer involved with the educational system.
- 4.2 Community Youth Teams (CYTs) were established in April 2012 following the redesign of all youth services and the reorganisation of Sheffield Futures. The CYTs have brought together Youth workers employed by Sheffield Futures, prevention workers from the Youth Justice Service and officers from other services including the Police, Health and the Sexual Exploitation Service. CYTs are organised as three locality-based teams (North, East & West). The teams are targeted at more vulnerable young people in need of additional support, in particular young people who are NEET or at risk of being NEET, young people engaged in behaviours that damage themselves or the communities in which they live and those who are at risk of offending. Community Youth Teams therefore play a pivotal role in reducing the number of young people who are NEET.
- 4.3 In September 2012, the CYTs introduced a new delivery model for identifying and supporting NEET young people into appropriate post-16 learning provision. A key feature of the model is the introduction of a small 'tracking' team which is dedicated to contacting young people. Teenagers who have recently become NEET and are ready to move on into a new opportunity are fast tracked into appropriate provision through close partnership working with post-16 learning providers and employers. This part of the service is delivered by Sheffield Futures at Star House. Star House also has a daily duty system where young people are able to drop in and speak to a qualified advisor who can support them into an available opportunity.
- 4.4. In addition, young people with complex needs e.g. young people who are Looked After or young people who have learning difficulties or disabilities are supported on a one-to-one basis into appropriate learning, training or employment opportunities by specialist qualified advisors.
- 4.5 The needs and aspirations of all other NEET young people are assessed by qualified advisers who provide one-to-one, or group work support which both prepares young people for moving into a new learning or employment

opportunity. This includes work to strengthen interview skills; CV writing as well as support for any wider difficulties that a young person may have which is holding them back from accessing appropriate provision. For example, a young person may access counselling or a group work programme which is aimed at building confidence and self esteem.

- 4.6 Part of the remit of Community Youth Teams is to offer informal learning opportunities through youth work provision thereby supporting the overall aim of reducing the number of NEET young people in the city. CYT workers already have a role in engaging with hard-to-reach young people who are NEET. This involves home visits to encourage and support young people back into provision. In addition, several youth clubs run by CYTs offer popular homework clubs for young people after school. The teams are also keen to develop partnerships with community-based study support providers and other learning initiatives. For example, the North Community Youth Team is currently exploring an opportunity to work with the ESCAL (Every Sheffield Child Articulate & Literate) programme as it has been recognised that youth clubs and youth support services provide informal learning settings which may be more attractive to some young people who struggle to engage in a formal school setting.
- 4.7 The CYTs recognise the value of working alongside parents and carers to support NEET young people into learning and training. As a result, the CYTs are undertaking a consultation workshop with the BME Parents Assembly in November and CYTs will be seeking parent and carer views on how they can be both involved in the work of the teams and made aware of the opportunities available for their children.

## **5. Careers Guidance (Information, Advice and Guidance)**

- 5.1 Making young people and those who have most influence over them, such as parents, carers and teachers, aware of the range of opportunities available and helping them to make the right choices with good quality and independent advice and guidance is widely recognised to be of vital importance in securing good outcomes for teenagers. Poor decision making about course choices and career paths too often leads to attendance, behaviour and attainment issues whilst young people are in education and, later, can increase the chances of unemployment.
- 5.2 There have been major policy changes with regard to Information, Advice and Guidance (IAG) for young people since the advent of the Coalition. One of the first acts of the new government, following the Emergency Budget, was to dissolve the Connexions service and to remove the ring fence of youth budgets. The result was that in Sheffield, as well as all over the country, the resources made available to support youth work and IAG was reduced dramatically as part of the necessary spending reductions undertaken by local authorities.
- 5.3 Following this, the Education Act (2011) established the intention, by September 2012, to remove the responsibility and the funding for local authorities to organise universal IAG for young people and, instead, transferred the requirement to offer 'Careers Guidance' to schools and colleges. The exception to this change of roles was the continued duty for local authorities to provide targeted IAG to the most vulnerable of young people. It was this requirement that, in part, led to the creation of the CYTs.

- 5.4 The new duty on schools and colleges, from the start of this academic year, requires them to provide their learners with access to independent careers guidance. To support schools to plan for and manage their new statutory duty and to protect the interests of young people during this transfer of responsibilities, Sheffield City Council put in place transitional funding for the financial years period March 2011–March 2013 inclusive to ensure that each school could expect the continued support of a Personal Adviser provided by Sheffield Futures.
- 5.5 At the same time Secondary Heads, with the support of CYPF, tasked its Curriculum Managers Network that is made up of representative Deputy and Assistant Heads from across the city to develop both a Careers Guidance Entitlement, setting out what young people should be able to expect of any school under the new arrangements, and a self assessment framework that allows each school to gauge how far the arrangements that it is putting in place for Careers Guidance meet this entitlement and the Ofsted inspection requirements. The self-assessment asks schools to consider their readiness in terms of leadership and management, delivering the entitlement, the arrangements put in place to support the most vulnerable and those most likely to disengage and the institution's plans for staff training and continued professional development. Schools are combining this self-assessment with their use of the city's RPA plan to provide a summary of strengths, weaknesses and recommendations for action in each institution with regard to the new challenges they face in terms of the introduction of RPA and Careers Guidance.
- 5.6 The aim of the transitional funding has been to allow Sheffield Futures sufficient time to develop a fully traded service in Personal Adviser support to schools and to allow schools the time to undertake the necessary budget planning. All secondary schools and colleges have used the one day per week of Personal Adviser support made available by Sheffield Futures through the City Council's transition funding to provide face to face guidance to Year 11 students, and have been strongly encouraged to top this up with additional days of Careers Guidance support, provided by Sheffield Futures, to be met from school budgets. To date 16 (60%) of the Sheffield secondary schools have bought some form of support from Sheffield Futures but the remainder have yet to declare their intentions. As part of the transition, schools are developing consortium models in the south east (involving three 11-16 schools and a 3-16 school) and the north west (involving two 11-16 schools and an 11-18 school) to buy the services of a Sheffield Futures Personal Adviser.
- 5.7 In the academic year 2011-12, as a result of the transition arrangements, Sheffield Futures provided Personal Adviser guidance to 2,216 Year 11 students (about half the Y11 cohort) using the free day to schools funded by CYPF and supplied a further 1,105 students with Careers Guidance paid for by the schools.
- 5.8 A significant change resulting from the transfer of responsibilities, the reduction in funding and the reduced time that Personal Advisers can devote to any institution is that only a small number of schools now invite the advisers to parent evenings and options events. This is particularly concerning as, in the main, parents still have the biggest influence on the course and career choices their children make. As a consequence, CYPF and Sheffield Futures are discussing ways in which parents and young people can be encouraged to access high quality information about courses, careers and labour market

opportunities independently using the city's *Sheffield Interactive* portal [www.sheffieldinteractive.co.uk](http://www.sheffieldinteractive.co.uk).

5.9 In summary, schools have been given an additional duty that can have a considerable bearing on the outcomes and life chances of young people but without the funding previously allocated to the IAG function. They are seeking to meet this duty whilst balancing the considerable and competing demands made upon their budgets. At the same time schools and colleges will be required to play their part in delivering RPA and the extent of their success in doing so will be made transparent by the publication of destination measures for each institution. CYPF and Sheffield Futures are working with schools and colleges to provide the city-wide plans, self-assessment tools and new ways of working, such as the use of the RONI, to help them meet these challenges. In addition, both CYPF and Sheffield Futures have undertaken far reaching redesigns of their services, including the creation of multi-agency, co-located CYTs and a traded service in Personal Adviser support that can provide a more focused, effective and sustainable model of support to young people, their parents and carers and the school staff who teach and advise them.

## 6. Recommendation

Scrutiny is asked to consider and comment on this report.



## Report to CYPF Scrutiny Committee 27th September 2012

**Report of:** CYPF Provider Services

**Subject:** Adoption Service

**Author of Report:** CYPF Provider Services

**Summary:**

- Update on the Adoption Service following new regulations and guidance from the government

**Type of item:** The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	√
Other	

**The Scrutiny Committee is being asked to:**

Note the report and its contents

**Background Papers:**

List any background documents (e.g. research studies, reports) used to write the report. Remember that by listing documents people could request a copy.

- Adoption Service Ofsted Inspection Report June 2011
- Adoption Service Dataset 2011/12
- An Action Plan for Adoption: tackling delay

**Category of Report:** OPEN

## **1. Introduction/Context**

- 1.1 Sheffield Adoption Service was subject to an Ofsted inspection in June 2011. In common with 805 of adoption agencies in England and Wales, the overall judgement was 'good' with some outstanding features.

## **2. Main body of report**

### **Government Adoption Action Plan**

- Government Action Plan published March 2012 introduced reforms to adoption to speed up process for Looked After Children (LAC) and Adopters and make it easier for foster carers to adopt. The aim of this was to reduce the time for children who wait to start their life with their adoptive family and for adopters who want to offer LAC a home.
- The Adoption Scorecard will be introduced to measure adoption agencies timeliness. For children who are adopted this will look at:
  - time from becoming a LAC to placement with the adoptive family
  - from time of LAC to decision about adoption as a plan for the child
  - time from decision about adoption to actual placement with their adoptive family.
- The time is measured in days and it is expected that targets for these will be progressively challenging over a 3 year period, for example, in 2008/11 the national average time from a child entering care to moving to an adoptive family was 625 days. In Sheffield it was 562. The threshold for 2010/13 has been set at 639 days as acceptable performance however will be expected to be set to improve to 426 days in 2013/16.
- In 2014 the government will publish targets about time lines for adopters in terms of time taken from people registering an interest in adoption to being approved as adopters and time taken from decision of suitability to adopt to matching with a child or children.

### **Sheffield Response**

- Sheffield has taken a number of actions to ensure that the agency will be able to meet the challenges ahead in improving timeliness. This has been balanced with continuing to ensure quality for each child, whilst maintain the current low level of placement disruption, high numbers of children placed for adoption, in particularly the more challenging to place. These being older children with additional needs and emotional and behavioural difficulties of sibling groups.
- Permanency tracking meetings and processes have been introduced and being embedded across the service
- Performance Clinic has been held.

- Whole system review undertaken recognising that adoption is the end process of safeguarding and that the whole system impacts on timelines for children who are adopted. This process begins from initial referral and assessment through the court processes, identifying the right adopters and finally the need for robust post adoption support to ensure continued stability for children.
- A series of workshops have taken place analysing 'what works' and what needs to develop and change. This was a multiagency event involving birth parents, adopters, foster carers, young people, social workers and their managers, senior managers, representatives from court and adoption panel, health, education & mental health services and other professionals who form the system that supports adoption for children.
- This culminated in a final event on 10<sup>th</sup> July 2012 involving elected members. A number of key themes have emerged from the workshops and these will form a continuing action plan. This will be subject to ongoing monitoring and review and be held to account by the proposed Adoption Reference Group.
- Regulations will and have changed to support some of the changes required some of which are in the process of being implemented.
- Panel Processes have been revised to comply with the new regulations with the new process implemented from the 1<sup>st</sup> September 2012. The primary change is that the Adoption Panel will no longer have a role in the agency's process of deciding whether a child should be placed for adoption.
- Post Adoption Support Services are being reviewed as are the recruitment, training and assessment processes for prospective adopters. A new Prospective Adopter Report is planned to be introduced. This will focus on the skills and experiences of the prospective adopter in a more task focused way that should speed up the assessment process. A training session will be delivered by BAAF in September.
- Links have been made with LA's in the region and across the country to share good practice and a regional workshop is planned for October 2012.
- Sheffield Hallam University are keen to work with the authority to evaluate the effectiveness of post adoption support in using Theraplay as a model to support families. The University have agreed to undertake an initial evaluation on whether Theraplay is having a positive impact on adopted children and families in Sheffield. This will inform decisions as to whether the LA should invest in this model that currently appears to be an effective model of support for a number of families that are receiving this intervention.
- A meeting was held in August 2012 with the Judges from Sheffield Family Courts with the LA's legal services and senior managers from CYPF. This was to update the Judges on the work the local authority

had been undertaking in regard to the workshops and the implementation of the forthcoming changes for the adoption process.

- Individual cases have been reviewed and have had adoption plans confirmed or alternative permanency plans progressed.
- PAS are working closely with Adoption Business Support. This is to streamline systems that will support social workers and provide quality performance and management information that will allow better tracking of the timelines of the child's journey to adoption.

## Statistics

1. Adopted & Placed for adoption within 12 months of Agency decision	<b>8</b>	<b>61.54%</b>
2. Adopted but not placed within 12 months of agency decision	<b>5</b>	<b>38.46%</b>
3. Placed for adoption within 12 months of agency decision	<b>21</b>	<b>65.63%</b>
4. Placed for adoption but not within 12 months of agency decision	<b>11</b>	<b>34.38%</b>
5. Not yet placed for adoption and over 12 months since agency decision	<b>22</b>	<b>28.21%</b>
6. Not yet placed for adoption but under 12 months since Agency Decision	<b>56</b>	<b>71.79%</b>
<b>Total</b>	<b>123</b>	

Children made subject to a 'Should Be Placed for Adoption' (SHOBPA) Decision and outcomes

Year	Total no of children with a SHOBPA	Children linked/placed with adopters	No of SHOBPA recinds	No of children disrupted	No of children adopted
Current position as at quarter 1	110	39	2	0	13
2011/12	60	40	11	0	45
2010/11	55	37	7	2	45
2009/10	44	45	5	3	41
2008/09	48	41	9	0	55

NB children may have SHOBPA decision/link/adoption in different years the accounting is taken as at end of March each year and will fluctuate throughout the year as the plan for children may change from adoption for various reasons, for example, family rehab or SGO with extended family or foster carers, long term foster placement.



## **Adopters 2011/12**

Initial Enquiries	169
Attended an Information Evening	92
Expressed an Interest to Adopt	31
Adopter Assessments	23
Adopter Approvals	17

## **Adopters 01.04.12 – 31.08.12**

Initial Enquiries	69
Attended an Information Evening	48
Expressed an Interest to Adopt	13
Adopter Assessments	4
Adopter Approvals	20

### **3 What does this mean for the people of Sheffield?**

- 3.1 Children thrive in stable and loving families. Sometimes birth parents are unable to care for their children themselves. Getting the best possible care for those children is one of the LA's most important responsibilities.

Delays in the adoption system cause lasting harm for vulnerable children, and may rob them of their best chance of the love and stability of a new family.

This action plan sets out proposals for tackling the current delay in the adoption system and outlines plans to accelerate the whole adoption process so that more children benefit from adoption.

The LA has responded to the Government's Action Plan as outlined above in the main body of the report. The LA will continue to drive forward and implement the findings from the workshops to ensure that the child's journey is undertaken in a timely manner whilst ensuring the best outcome.

### **4. Recommendation**

- 4.1 The Committee are being asked to note the report and its contents.

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## Report to CYPF Scrutiny Committee 27<sup>th</sup> September 2012

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**Report of:** CYPF Provider Services

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**Subject:** Fostering Service

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**Author of Report:** Liz Spaven, Fostering Service Manager, 35155

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**Summary:**

- Update on the Fostering Service developments following a financial investment in the service to increase the number of foster carers within the city and the retention strategy of the current cohort of foster carers
  - Outcome of the Fostering Service Ofsted Inspection, October 2011.
- 

**Type of item:** The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	√
Other	

**The Scrutiny Committee is being asked to:**

Note the report and its contents

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**Background Papers:**

- Fostering Service Ofsted Inspection Report October 2011 (received by the service in December 2011)
- Fostering Service Ofsted Self Assessment October 2011
- Foster Carer Skill Levels (updated 2012)
- Fostering Service Business Case 2010
- Fostering Service Key campaign 2012
- Fostering Service Annual Ofsted Datasets

**Category of Report:** OPEN

## **1. Introduction/Context**

- 1.1 This report is being presented following a request from the Board and in compliance with the Fostering Service National Minimum Standards (25).

## **2. Main body of report**

- 2.1 Two Ofsted Inspectors undertook the Fostering Service Inspection from the 3<sup>rd</sup> – 7<sup>th</sup> October 2011. Prior to this, the Service submitted a Self Assessment and Data Set document that identified areas of progress in service delivery since the previous Inspection in March 2009. As part of the Inspection process a range of questionnaires were distributed to stakeholders for the Inspectors to obtain feedback. The Inspector observed the Fostering Panel on the 4<sup>th</sup> October 2011.
- 2.2 During the inspection, the Inspectors spoke directly to a staff from within the Fostering Service, Foster Carers, children and young people, Service Manager - Permanence and Through Care Team, Fieldwork Social Workers and Managers, Head of the Virtual School for LAC, Independent Reviewing Service Manager, Lead Councillor for Looked After Children, Assistant Directors – Provider and Fieldwork Services and the Fostering Service Manager.
- 2.3 The Inspectors also audited a selection of children's files, foster carer's files and had significant amounts of evidence available to support statements within the self assessment.
- 2.4 Against the 6 Standards the following ratings were given:

Being Healthy	-	Good
Stay Safe	-	Outstanding
Enjoy and Achieve	-	Good
Making a Positive Contribution	-	Outstanding
Economic Well Being	-	Good
Organisation	-	Good

The overall rating of the Fostering Service was 'Good'.

- 2.5 The Fostering Business Case was implemented in October 2010 following a review of the Fostering Service. The Business Case involved reviewing the current payment structure to foster carers, the training and support given to foster carers and the marketing activity. The aims and objectives of the Business Case were:
- To improve recruitment and retention of local authority foster carers
  - To increase the capacity of foster carers within the service
  - To reduce the cost of using external agencies
  - To provide more placement choice for children who need looking after by the local authority resulting in children remaining within the city
  - To improve outcomes for Looked After Children.

- 2.6. To enable the skill level payments to be financially viable a decrease was made in regard to the allowance fee to foster carers to the recommended government figures. This also took in to consideration the impact the Lewisham Judgement could have on the local authority. This is a court case that challenged the basis that where a child was cared for by a family member or was subject to a Special Guardianship Order or Residence Order the allowance rate paid was lower than the allowance payment made to foster carers. The court agreed that this was not just, therefore the local authority had a responsibility to increase the amount paid to 'other carers' to match the allowance paid to foster carers. The effect of reducing the allowances will reduce the potential cost on the local authority in increasing payments to 'other carers'.
- 2.7 The recruitment and retention of foster carers is a corporate priority, and is recognised as such in the Corporate Plan. This Communications Plan supports the Business Case and continues to support the Fostering Service in the recruitment of additional foster carers and the retention of its current foster carers. The Fostering Campaign was launched in January 2011 and continues. This has included TV and radio advertising, web activity, adverts at Sheffield International Venues, bus and train station, JCD sites and attendance at community events across the city. Information Evenings continue to be scheduled every 6 weeks.

The retention of foster carers is crucial for the Business Case to continue to be successful. Various retention initiatives are in place:

- Priority housing initiatives
- Increase in 'refer a friend' fee
- Skill Level progression
- Increased learning & developments opportunities for foster carers
- Celebration events for foster carers
- Events for Looked After Children, foster carers and birth children
- Increased Support Groups
- Foster Forum web based communication tool
- Voices Of Foster Carers Group
- Foster Carers Open Forums

Engagement with the current cohort of foster carers has been essential and continues to be pertinent to the on going success of the Business Case.

Recruitment activity and the retention of foster carers over the last 3 years is:

As at 31 <sup>st</sup>	Number of newly	Number of new	Total number of
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<b>March of each year</b>	<b>approved foster carers</b>	<b>placements</b>	<b>approved foster carers</b>
2009/10	27	35	223
2010/11	37	45	250
2011/12	39	47	272

### **3 What does this mean for the people of Sheffield?**

- 3.1 It is important that Looked After Children are cared for within the city. Sufficiency: Statutory guidance on securing sufficient accommodation for looked after children seeks to improve outcomes for looked after children and young people by providing guidance on the implementation of section 22G of the Children Act 1989. This section requires local authorities to take steps that secure, so far as reasonably practicable, sufficient accommodation within the authority's area which meets the needs of children that the local authority are looking after, and whose circumstances are such that it would be consistent with their welfare for them to be provided with accommodation that is in the local authority's area, 'the sufficiency duty'.

The sufficiency duty requires local authorities to do more than simply ensure that accommodation be 'sufficient' in terms of the number of beds provided. They must have regard to the benefits of securing a range of accommodation through a number of providers. The accommodation must also meet the needs of children.

By continuing to increase and retain the number of foster carers within the city outcomes for Looked After Children are enhanced and it ensures that the local authority is complying with its statutory duties.

### **4. Recommendation**

- 4.1 The Committee are being asked to note the report and its contents

**CYPF Scrutiny and Policy Development Committee**

**Policy Update**

**JULY/AUGUST/SEPT 2012**

**1. School funding reform: arrangements for 2013-14**

- a) The DfE has published the final school funding arrangements for 2013-14 following a series of consultations on funding reform in preparation for the introduction of a national funding formula in the next spending review period.
- b) The most recent of these set out proposals for the 2013-14 financial year. The main features of the arrangements are:
  - o The introduction of 3 notional blocks through which local authorities will be allocated funding in the Dedicated Schools Grant (DSG) – a **schools block; early years block; and, high needs block**
  - o Maximum delegation of funding to schools
  - o Reduction in the number of factors that can be used in local formulae to distribute funding from 37 to a maximum of 10
  - o Changes to the composition and operation of Schools Forums

*Simplification of the local funding arrangements*

- c) The development of new local formulae under these arrangements is highly likely to result in changes to each school's budget share
- d) In order to limit the impact of these changes and to provide stability and protection for schools, a minimum funding guarantee of -1.5% per pupil in 2013-14 and 2014-15 will be put in place
- e) Local authorities should work on the basis that services within the notional Schools Block and the funding for them should be delegated to schools in the first instance. In most local authorities, this will mean more delegation to schools than there has been in the past
- f) There are 3 exceptions to this, including some changes to existing exceptions and some further exceptions related to growth in pupil numbers, equal pay back=pay and non SEN places in independent schools:
  - o **Where maintained schools collectively agree** (through the Schools Forum) that a service should be centrally funded because it provides better value or pools risk. Academies can choose to buy into these services by local agreement, and there will no longer be any need for a Local Authority Central Spend Equivalent Grant (LACSEG) calculation. The specified items are:
    - Allocation of contingencies (but only for exceptional unforeseen costs, schools in financial difficulties, and additional costs related to new, reorganised or closing schools)
    - Administration of free school meals eligibility
    - Insurance
    - Licenses or subscriptions
    - Staff costs or supply cover
    - Support for minority ethnic pupils or underachieving pupils
    - Behaviour support services
    - Library and museum services
  - o **Historic commitments** where there has been agreement with the Schools Forum to use the Schools Budget to fund costs which would normally be

- met from general local authority funding (e.g. redundancy costs) or where local authorities have funded capital from revenue (e.g. the capitalised costs of equal pay arrears, or to supplement capital funding), which does not require Schools Forum approval
- o Expenditure on some services related to **statutory functions of the local authority** (e.g. the co-ordinated admissions scheme, the carbon reduction commitment and administration of the Schools Forum) will also be allowed
- g) Two further exceptions will be allowed (with agreement from the Schools Forum): equal pay back-pay (for staff in schools and academies) and non-SEN places in independent schools (where local authorities choose such placements due to pressure on state school places)
- h) In addition, local authorities will be able to create a ring-fenced growth fund from the DSG in advance of allocating school budget shares to support growth in pupil numbers to meet basic need (for the benefit of both maintained schools and academies). They will be required to produce criteria for the allocation of any growth fund (which must be agreed by the Schools Forum) which must also be consulted on the total sum to be top sliced in each phase
- i) The 9 formula factors that can be used for distributing the notional Schools Block are:
- (i) **Basic per-pupil entitlement** (mandatory): at a single rate for primary pupils, but local authorities will be able to apply different age-weighted pupil units for Key Stage 3 and key Stage 4. Initially there will be no minimum threshold for pupil-led factors, but this will be reviewed next year
  - (ii) **Deprivation** (mandatory): to be based on free school meal (FSM) data, IDACI data, or both
  - (iii) **Looked after children** (optional): if used, primary and secondary schools will attract the same rate
  - (iv) **Low cost, high incidence special educational needs** (optional): if applied, this factor will be based on prior attainment. For primary schools there will be 2 thresholds (either all pupils who do not achieve 78 points or all pupils who do not achieve 73 points or more in the EYFS Profile). For secondary schools the threshold will be pupils who fail to achieve Level 4 or above in both English and maths at Key Stage 2
  - (v) **The notional SEN budget** (mandatory): local authorities will be required to give mainstream schools a notional SEN budget from the Schools Block, which might be made up of funding from the basic per-pupil entitlement, deprivation and low cost, high incidence SEN factors. From this notional budget, mainstream schools will be expected to meet the needs of pupils with low cost, high incidence SEN and contribute, up to a level set by the local authority, towards the costs of provision for pupils with high needs
  - (vi) Support for pupils with **English as an additional language** (optional): local authorities will be able to provide support for a maximum of 3 years from when the pupil enters compulsory education in England. They will be able to allocate different rates for EAL pupils in primary and secondary schools
  - (vii) **Lump sum** (optional): local authorities will be able to allocate a lump sum of the same amount to all schools in their area (to support small schools). In 2013-14 the limit of this sum will be £200,000 but this may be changed in 2014-15



- (viii) **Split-sites, rates and PFI** (optional): local authorities may apply additional factors to reflect the costs of operating on split sites (a cash sum), rates (based on actual costs) and PFI arrangements (a cash sum)
- (ix) **Exceptional premises factor** (by agreement with the Education Funding Agency): local authorities can request that this is included for exceptional premises (i.e. less than 5% of the schools in the local authority) with additional costs (e.g. listed buildings, farm buildings, rented buildings)
- j) Other factors that local authorities will be able to take into account are post-16, where local authorities have used DSG for 6<sup>th</sup> forms they will be allowed to honour this commitment in 2013-14 but no new commitments or increases in expenditure will be allowed. Also, pupil mobility where local authorities will be able to apply a factor based on the number of pupils entering schools at non-standard entry points
- k) Now that the final formula factors are defined, local authorities can finish developing their local formula and start to consult the Schools Forum and others. The DfE has updated its formula to reflect changes, and a final version will be issued, as will confirmation of the information the DfE will collect on the pro-forma and the more detailed table underpinning it
- l) The timetable for the DSG is unchanged. Local authorities must submit the provisional Schools Budget pro-forma to the Education Funding Agency by the end of October
- m) The minimum funding guarantee (MFG) has been set a -1.5% per pupil for 2013-14 and 2014-15. Post-16 funding, allocations from the notional High Needs Block, including those for named pupils with SEN, and the lump sum will be automatically excluded – in addition, allocations made through the early years single funding formula and for rates will be excluded
- n) Free Schools, University Technical Colleges and Studio Schools opening in 2013-14 will continue to use the 'ready reckoner' to plan 2013-14 budgets. They will be funded in accordance with local formulae and the impact of any difference between planned and realised budgets will be limited by providing a protection of -1.5% on a like-for-like basis
- o) Final details of funding for FE and Sixth Form Colleges which make full-time provision for 14-16 year olds are still being finalised, and further details will be given in the Autumn

*Improving the way that local areas are funded*

- p) Final arrangements are generally as described in the March consultation paper, but in response to queries from local authorities about children who defer entry to reception classes, the DSG will be uplifted to reflect differences in reception pupil numbers between October and the January counts of the previous academic year, and Regulations will allow local authorities to apply this uplift to all schools with reception classes, reflecting what happened in each school the previous year
- q) The DfE plans to consult later in the summer, alongside the DCLG's consultation on the business rates retention scheme, on options for the transfer of funding for the central education functions currently included in LA Block LACSEG from LA Formula Grant to the DfE. The Education Funding Agency would then distribute this funding as a separate un-ringfenced grant to local authorities and Academies in proportion to pupil numbers

*Improving arrangements for funding pupils and students with high needs*

- r) The new high needs funding arrangements ('Place Plus') will be introduced for all providers in the schools sector from April 2013, including local authority

maintained schools, special and Alternative Provision Academies. They will be phased in for mainstream Academies by September 2013 (new arrangements for providers in the FE sector will be introduced from the start of the 2013-14 academic year)

- s) The final arrangements are generally in line with those proposed in the March consultation paper. Arrangements which have been clarified following consultation are:
- (i) The DfE will recommend that, when discussing top-up funding for Alternative Provision settings, providers and commissioners will calculate half-termly rates for short-term placements and daily rates for part-time placements
  - (ii) When placing pupils in AP for fixed-term exclusion, early intervention or off-site direction, mainstream schools and Academies will not be required to repay AWPU (as they will in cases of permanent exclusion), but will pay top-up funding to AP settings
  - (iii) A new approach to hospital education from April 2013 will involve top-slicing the current spend on each hospital education setting from the national DSG and passporting the funding to providers through the maintaining local authority, ending the need for inter-LA recoupment, and enabling the Education Funding Agency to fund any providers that convert to Academy status. It is intended to use the same arrangements for hospital education for young people aged 16-18 provided in the 7 secure forensic psychiatric units

*Simplification of the arrangements for the funding of early years provision*

- t) The DfE will shortly publish short, clear, non-statutory material to help local authorities improve their funding arrangements, best practice examples from local authorities, and even local authority-level data on the funding, take-up, quality and outcomes of early education provision
- u) From 2013-14, all providers of free early education, including Academies currently funded for early education by the Education Funding Agency, will be funded by local authorities on common principles through the Early Years Single Funding Formula (EYSFF)
- v) Currently, the MFG applies to the whole school budget (including early education funding) in primary and infant schools with nursery classes.
- w) In future, the early years budget (based on the January census, not the October one) will be excluded from MFG. Instead, the DfE proposes to introduce a specific MFG for all providers of free early education for 3 and 4 year olds but is supportive of local authorities using the EYSFF to level the playing field between different types of behaviour. So, where necessary, it will be possible for local authorities to apply to suspend the early education MFG (with a presumption that applications that improve the fairness of funding between providers will be approved). The early education MFG will also be set at -1.5% but only the per-hour base rate will be included
- x) The DfE will shortly make a final announcement on the transitional arrangement for 2013-14 that will be put in place ahead of ending the 90% floor funding for free early years education for 3 year olds from 2014-15. A separate consultation will shortly seek views on how funding for early education for 2 year olds could be allocated to local authorities