

Item 4**TITLE OF REPORT: De – Delegation Options****Purpose of the Report**

Over the past several years Schools Forum has agreed to the de-delegation of primary funding to support the existing Primary Behaviour Support Team (formally In School Support). Last year School Forum also agreed to the de-delegation of funds to create a post for an educational psychologist to work to the primary Fair Access process.

The purpose of this report is to bring to Schools Forum an update on existing services (FAP EP and Primary Behaviour Support) that they currently fund through de-delegation so that they can consider further de-delegation for the 2016/17 financial year.

Background

1. Revenue funding arrangements for schools have changed following the school funding review which started in 2013/14. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.
2. However there are some areas that schools have the option for de-delegation.

These are:-

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits)
 - b) Behaviour Support Services
 - c) Support for ethnic minority pupils or underachieving groups
 - b) Free School Meals (FSM) eligibility
 - c) Insurance
 - d) Library and museum services
 - e) Licences/subscriptions
 - f) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)
3. For each of these areas, it would be for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.
 4. The decision would apply to all maintained schools in that phase and would mean that the funding for these services was removed from individual school budgets before they are issued to schools. There can be different decisions for each phase.

5. Academies, special schools and nursery schools can buy back into these services if they wish too.

Primary Behaviour Support Team

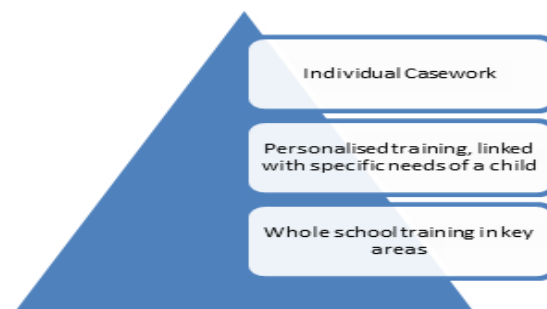
6. The Primary Behaviour Support Team work with primary schools, mainly on early intervention in the area of behaviour. The team consists of 4 special needs teaching assistants and two teachers. They work principally with primary aged children in their school setting offering 1:1 support alongside consultancy for primary heads. This work includes assessment of pupils' needs, strategies, whole class modelling, small group and individual support and training for staff where this is identified as a need.
7. The work of the team is non statutory and since April 2013, the special needs support assistants element of the team has been subject to a buy back arrangement.
8. The buy-back was calculated on the basis of a 100% uptake by the primary schools.
9. Since 2013 funding is also provided from the High Needs Block for the two teacher posts (to maintain consultancy and guidance for all primaries).
10. During the 2014/15 academic year over 50% of primary schools received input from the team in a number of areas including
 - a. Behaviour management, advice and assessment
 - b. Bereavement
 - c. Anger management
 - d. Self esteem, emotional support, friendship
 - e. ADHD
11. Of the 54 cases which were closed at the end of the 2015 academic year;
 - a. 46 children's behaviour had improved
 - b. 1 child was returned to school action following a managed move
 - c. 1 child received a single plan
 - d. 2 children were placed in Bede ARMS
 - e. 4 children were placed in specialist provision
12. Staff provide transition support in the summer term for Y6 children to aid in their successful transition to secondary school.
13. Staff have also delivered training to school staff on challenging behaviour, behaviour management and playground behaviour and to foster carers on anti-bullying and ADHD.

Primary Fair Access Educational Psychologist

1. Every local authority is required to have in place a Fair Access Protocol (Schools Admissions Code 2012 article 3.9), developed in partnership and agreed with the

majority of its schools, in which all schools (including Academies) must participate since it is binding on all schools.

2. The purpose of Fair Access Protocols is to ensure that, outside the normal admissions round, unplaced children/young people, especially the most vulnerable, are found and offered a place as quickly as possible to minimise the time they are kept out of school.
3. In 2014 Schools Forum agreed to de-delegate funds for an Educational Psychologist to work to the primary Fair Access Panel.
4. In 2014/15 academic year there were 60 children referred to the primary Fair Access Panel, of which 53 were appropriate referrals. Of these 53 children, 12 children (in 12 schools) have received support from the educational psychologist.
5. Types of support/intervention from the educational psychologist included:
 - a. Initial observations and assessment
 - b. Advice to schools and staff
 - i. SEN needs
 - ii. Behaviour
 - iii. Anxiety
 - c. Transition
 - d. Training
 - i. Behaviour
 - ii. Attachment
 - iii. Anger management
 - e. Problem solving workshops
 - f. Attending TAF/review meetings
 - g. Preparing resources to support children
6. Outcomes from educational psychologist support include:
 - a. Moving to a EHCP (3 children)
 - b. Training/problem solving workshops (2 children)
 - c. Settled children (2 children)
 - d. School decided that no input needed (following initial referral)
7. Proposals for further work include the development of a pyramid model of intervention to ensure that all schools benefit from input from the educational psychologist.



Proposal

8. It is proposed that Schools Forum de-delegate funding for 2016/17.
9. Proposed de-delegation values are:-
 - a. Fair Access Educational Psychologist £4.50 per pupil (primary only)
 - b. Primary Behaviour Support £ 7.50 per pupil (primary only)

Recommendations

10. That School Forum provides feedback from mainstream maintained primary schools and makes a decision on the de-delegation of funds to continue with the Primary Fair Access Educational Psychologist and the Primary Behaviour Support Team special needs assistants.

For the following reason(s):

11. To ensure that all children and young people in Gateshead receive an education that is suitable and appropriate to their needs and abilities.
12. To enable schools to receive the support to accurately identify the needs of children and young people and implement support strategies as/when appropriate

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