

GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 12 December 2024 at 2.00 pm in the Microsoft Teams

From the Chief Executive, Dale Owens

Item	Business
1	Apologies
2	Minutes (Pages 3 - 8) The Forum is asked to approve as a correct record the minutes of the last meeting held on the 7 November 2024
3	De-Delegation Ethnic Minority and Traveler Achievement Service (Pages 9 - 14) Report by Julie McDowell, Education Schools and Inclusion
4	De-Delegation Emotionally Based School Avoidance (Pages 15 - 20) Report by Julie McDowell, Education Schools and Inclusion
5	Fair Access Educational Psychologist (Pages 21 - 26) Report by Paula Nagel, Principal Education Psychologist
6	De-Delegation SEMH Support (Pages 27 - 34) Report by Colin Jackson, Education Schools and Inclusion
7	De-Delegation Trade Union Facility Time and Maternity Credits (Pages 35 - 38) Report by Carole Smith, Resources and Digital
8	Date and Time of Next Meeting Thursday 9 January 2025 via Microsoft Teams.

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GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 7 November 2024

PRESENT:	Peter Largue (Chair)	Trade Union Representative
	Sarah Diggle	Secondary Maintained Governors
	Mark Barrett	Maintained Secondary Headteachers
	Councillor Sheila Gallagher	Elected Member
	Steven Haigh	Secondary Academy Headteacher
	Jill Hutton	Maintained Nursery School
	Rebecca Matthews	Alternative Provision Academy
	Mustafaa Malik	Primary Headteachers
	Jacqui Ridley	Maintained Primary Governors
	Julie Vincent	Special Academies

IN ATTENDANCE:	Terence Appleby	Gateshead Council
	Philip Cole	Gateshead Council
	Suzanne Dunn	Gateshead Council
	Kelly Flavin	Gateshead Council
	Councillor Gary Haley	Gateshead Council
	Kate Lowes	Gateshead Council
	Carole Smith	Gateshead Council

7 **APOLOGIES**

Apologises for absence received from Julie Goodfellow and Michelle Richards.

8 **MINUTES**

The minutes of the meeting held on the 19 September were agreed as a correct record.

9 **EARLY YEARS INCLUSION FUND CONSULTATION**

The Forum received a report on the outcome of the Early Years Inclusion Fund consultation to use the EYIF to establish 2 early years assessment hubs, with the remainder of the fund to be distributed to settings.

Over 140 consultations sent out on 20 September 2024 with only seven being returned by the deadline. A list of the results was presented in appendix 1.

RESOLVED:

- i. That the Schools Forum approved the use of EYIF to set up two early years assessment hubs, £47,188 for the financial year 2024/25 and

- £168,791 for the financial year 2025/26.
- ii. That the School Forum approved the retention of £8,500 for 2024/25 to allocate to providers that identify needs of new children moving into the area throughout the year, assessed by Areas SENCO.
 - iii. That the Schools Forum approved the allocation of the remaining EYIF £484,550 fund using the ACORN score multiplied by the summer term actual hours and the Autumn term interim hours for all entitlements.

10 EARLY YEARS BUDGET GRANT

The School Forum received a report on the outcome of the consultation on the proposed allocation of the Early Years Budget Grant.

The EYBG was announced in July 2024 followed by the allocations and operational guidance published on the 17 September 2024.

The EYBG funding was made available to Local Authorities with school based early years provision as school-based providers are more likely to incur specific costs related to teacher pay. A proportion of the grant will be directed towards maintained nursery schools.

Allocations to LA's were based on the value of the previous Teachers Pay Grant that was rolled in to early years funding for 2024/25. Unlike previous years the DfE have left the allocation methodology to local authority discretion.

RESOLVED:

- i. The School Forum notes the consultation document, results and comments in the appendix.
- ii. The School Forum approved the allocation of funding to nursery classes in school-based providers that have teachers that are paid on teacher's terms and conditions, and that settings are staffed on a teacher ratio of no more than 1:26
- iii. The School Forum approves the allocations are based on Spring 2024 hours.
- iv. The School Forum approves the maintained nursery element of the EYGB be allocated to Bensham Grove Nursery school as Gateshead only maintained nursery school.

11 GROWTH FUND PROCEDURE

The School Forum received a report for the proposed updates on the Gateshead's Growth Fund Procedure.

The reasons for the proposed updates for the Growth Fund Procedure for 2024:

- To enable funding to follow the child for children moving from closing primary

schools

- To provide funding to schools taking pupils via the fair access process (FAP) for both primary and secondary pupils where there is no funding available from a preceding school. The Department for Education (DfE) have been asked for guidance on this point to ensure that this is allowable, a response has not yet been received from the DfE.

The main updates to note are:

- The deletion of the reference to reception and year seven pupils
- The addition of children moving into schools via the fair access process (FAP) to be eligible for growth funding
- The addition of a section of closing school
- Updates to the values for lead in costs and maximum values to be claimed for growth
- Deletion of the sentence that growth funding for pupils from closing schools will be at the average per pupil finding of the school
- The inclusion of data from the admissions team to be used to calculate growth funding
- The update of dates and funding rates in the examples

There was a discussion within the forum to clarify if this would be a one-off payment of if the money follows the child through school. The forum was informed that this would be a one-off payment as the following year the child becomes part of the schools funding system.

A further query was raised if this payment applies to children who are retrospectively placed through FAP. Currently, finance are not aware this happens but will take this query away to speak to the education team to resolve and bring the answer back to the Forum.

RESOLVED:

- i. That the School Forum approves the updates to the Growth Fund Procedure.
- ii. Update to be provided when a response from the DfE has been received.

12 DSG MONITORING - QUARTER 2

The Forum received a report on Quarter 2's Dedicated Schools Grant (DSG) projected outturn position for 2024/25.

The Council's budget for 2024/25 is £123.352m with a projected final outturn for the year of £125.750m an overspend of £2.398m. The High Needs Block is projected to overspend by £2.448m an increase of £0.271m, this is due to:

- +£1,290k Top ups
- +£312k Support for Inclusion

- +£542k Alternative Provisions Services

The balance of the DSG reserves on 31 March 2024 was £2.719m factoring in the in-year overspend of £2.398m and the Early Years clawback for 2023/24 of £0.131m, it is forecast the balance will decrease to £0.190m on 31 March 2025.

The projections include the teachers pay away of 5.5% from September, however, it does not yet factor in any Local Government pay award for 2024/25, this has now been confirmed as £1,290 per FTE. This will put further pressure on the budget and reserve position. All areas of spend are under review.

RESOLVED:

- The School Forum notes the report.

13 SCHOOL FUNDING UPDATE

The School Forum received a verbal update on School Funding.

- Late November – The DfE aims to publish schools, high needs and central school services blocks allocations for schools and local authorities and all supporting documents on the national funding formulas (NFF), (including the schools operational guide and NFF technical note) for 2025 to 2026
- December – Dedicated Schools Grant (DSG) allocations will be published
- 22 January – APT submission
- February – all maintained to be notified of their school budget shares
- Current teachers pay and pension grants, and the mainstream core schools budget grant will be mainstreamed into the schools block of the DSG.
- AP and special schools will have a single core schools budget grant (CSBG) replacing the teachers pay and pension grants and the current CSBG for special and AP.
- The DfE anticipate further funding for the increase in NI contributions, and this will be provided by a grant outside of the NFF -further details to follow during 2025/26
- Full 12 months of the 2024 teachers pay award will be mainstreamed into the DSG
- Pupil premium will increase for 2025/26
- Other “core elements” of funding will increase for 2025/26
- Provisional mainstream schools NFF factor values have been published – Gateshead closely follows the NFF factor values – we will not know until we get the DSG allocations and the APT if all of the 25/26 NFF factor values are affordable
- The DfE have provided a breakdown of where the additional grants and the CSBG have been mainstreamed into the NFF factor values
- Minimum Funding Guarantee (MFG) for mainstream school will be between -0.5% and 0%
- Up to 0.5% of the schools block can be top sliced
- Overall HNB funding is increasing by 9% - some of this funding will be for the special and AP CSBG – methodology to be published before the end of 2024.
- The HNB NFF will remain the same
- The HNB will increase by at least 7% per 2 to 18 year old head of population – gains will be limited to 10% per head
- Special schools MFG will continue to apply (excluding NMSS & independent

- schools) and will be set at 0%, and applies only to schools place and top up funding.
- Centrally employed teachers elements of teachers pay and pension grants and CSBG will be rolled into CSSB for 2025/26.
 - Some additional funding in the CSSB for copyright licences
 - Maximum reduction in funding for ongoing responsibilities (the majority of funding calculated on pupil numbers) will be protected on a per pupil amount of -2.5%, the cap on increases will be set at 2.98%
 - CSSB historic commitment funding will decrease by a further 20% - this will most probably be a funding pressure for Gateshead,

14 DATE AND TIME OF NEXT MEETING

Thursday 12 December at 2pm via Microsoft Teams

Chair.....

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Title of Report: De–Delegation Ethnic Minority and Traveller Achievement Service (EMTAS)

Report of: Helen Fergusson, Strategic Director, Children’s Social Care and Lifelong Learning

Purpose of the Report

1. To provide Schools Forum with an update on the background and service delivered by EMTAS so they can consider de-delegation for the financial year 2025-2026.

Background

2. The Service consists of:
 - Higher Level Teaching Assistants (HLTA) (FTE 2.0) one of whom supports educational outcomes for pupils from Gypsy, Roma and Traveller (GRT) communities and another who is multi-lingual.
 - 2 x Bi-Lingual Specialist (FTE 2.0).
 - Up until 31st August 2023 the Service had an Equality and Diversity Officer (FTE 0.2) who supported wider themes including community cohesion and monitoring and responding to hate crimes. This post is currently vacant.
3. The core Service offer is:
 - Assessment of language skills for pupils with English as an additional language.
 - Targeted support for pupils with English as an additional language or from Gypsy, Roma and Traveller communities.
 - Where appropriate, advise on English as an additional language development, good practice and specific provision for underachieving children that fall within the remit of EMTAS service.
 - Work with school staff when requested to develop policy.
 - Support colleagues to develop their knowledge of the linguistic and cultural backgrounds of children and their families that fall within the scope of the EMTAS service.

4. Funding for the Service is through de-delegation and is available to all mainstream maintained Primary schools. Academies and special schools can buy into the services through Northeast Services to Schools.
5. January 2024 census data shows that Gateshead has seen a decline in ethnic minority and Gypsy Roma and Traveler children attending our schools: down from 15.6% (January census 2023) to 13.6% (January census 2024). The most recent census equates to 3726 pupils out of 27327 pupils.
6. Although there is an overall ethnic minority and Gypsy, Roma, Traveller % of 13.6% (January census 2024) there are wide variations between individual schools. Every school now has more than one pupil who identifies as belonging to an ethnic minority. As in previous years, the schools with the highest percentages of pupils from an ethnic minority background are those in the centre of the borough.
6. The single largest ethnic group after White British is Black or Black British (1047 pupils), followed by Asian or Asian British (980 pupils); any other ethnic background (877 pupils) and mixed/dual background (822 pupils). The number of pupils identified as mixed/dual background is up from 759 pupils last year.

Asian or Asian British	Black or Black British	Mixed/Dual background	Any other ethnic group
980	1047	822	877

7. The number of pupils from a Gypsy, Roma or Traveller background has stayed stable from the previous census (37 pupils). The highest numbers of Gypsy, Roma and Traveller pupils are in Kingsmeadow. This is followed by Brandling, Caedmon, Emmaville, Kelvin Grove, South Street and Thorp. However, 16 schools, including three secondary schools and two special schools, have pupils from a Gypsy, Roma or Traveller background.
8. The census 2024 data shows that pupils identified as having a first language that is other than English is 10.2% (January census 2024) of the school population in line with 10.29% identified last year (January census 2023). This equates to 2821 pupils in the January 2024 census (2,829 pupils January 2023). There are at least 19 different languages spoken as a first (or home) language. The most common languages spoken are all dialects of Arabic, followed Kurdish. 7 pupils have identified British Sign Language (BSL) as their first language, this is like last year (6 pupils).

2023-2024 EMTAS service

9. EMTAS have offered assessment, advice and support to pupils who are asylum seekers from the Embassy Hotel and those arriving through home office refugee programmes: ARAP, UKRS and HfrUK for up to 4 weeks. EMTAS supported approximately 47 of these pupils.
10. Mainstream maintained primary schools with more than 20% EAL pupils have ongoing contact with an allocated EMTAS officer. The Service supported 11 schools in this way. Mainstream maintained primary schools with less than 20% EAL pupils use the referral form to request the core services.
11. We have received 177 direct referrals from school.
12. Over the same period 2 secondary academies and one maintained Secondary have maintained an annual SLA with the Service. A further four primary academies have bought into the service.
13. Headteachers and EAL leads have had access to information and resources on the educationGateshead Hub and work was progressed to develop a more sharply focused set of assessment tools from KS1-KS4. The team have also developed a network across the local area.
14. A member of the Education Support Service, in which EMTAS sits, continued to monitor and offer advice and guidance to schools around hate incidents. These were reported via a dedicated section of the Council's on-line system.
15. EMTAS remains part of the National Association for Language Development in the Curriculum (NALDIC) and attends the northeast regional interest group meetings.
16. EMTAS has assessed 30 students to access GCSE, GCE qualifications and 'A' levels in their heritage language. They were supported by the EMTAS through this process.

Results 2024:

Language in GCSE	Grade 5+	Grade
Arabic	10	
Bengali	1	
Chinese	4	
Persian/Farsi	2	
Portuguese	1	
French	1	
Spanish	1	
Tamil	1	
Greek	1	
Turkish	3	
'A' Level Arabic	5	3 A*, A, B

Proposal

17. To enable EMTAS to continue providing these services to schools, children and young people in Gateshead, schools should de-delegate funding.
18. The de-delegation model is more closely linked to English as an Additional Language funding. This funding is anticipated to increase for 2025-26 £595 per English as an additional language pupil.
19. It is proposed to maintain the de-delegation levels from 2018-19 of £3.00 for all maintained mainstream primary school pupils with an additional amount of £250 for each primary English as an additional language pupil, which is a reduction of £10 from 2024/25.
20. These levels of de-delegation have been calculated on the basis that all primary schools both maintained, and academy schools buy into this service.

Recommendations

22. It is recommended that Schools Forum notes the work undertaken by EMTAS to support the educational achievement of ethnic minority and Gypsy, Roma, Traveller pupils in Gateshead schools and approves the de-delegation of funding for EMTAS at the rates of £3.00 (£3.00 2024/25) for every maintained

mainstream pupil and £250 (£260 2024/25) for each primary maintained mainstream English as an additional language pupil.

For the following reasons:

23. To note the work undertaken by EMTAS to support the educational achievement of ethnic minority and Gypsy, Roma, Traveller pupils in Gateshead schools.

24. To approve funding for the Service to continue supporting pupils and schools in Gateshead.

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Title of Report: **Emotionally Based School Avoidance (EBSA) Learning Mentors**

Report of: **Helen Fergusson, Strategic Director, Children’s Social Care and Lifelong Learning**

Purpose of the Report

1. To provide Schools Forum with an update on the Emotionally Based School Avoidance (EBSA) Learning Mentor service so they can consider de-delegation for the financial year 2025-2026.

Background

2. The service consists of:
 - 1xEmotionally based School Avoidance Learning Mentor (FTE 1:0)
 - 1xEmotionally based School Avoidance Learning Mentor (FTE 0:8)
3. The service is to promote pupils to attend well so they can progress academically, socially and emotionally. This is by offering intervention, strategies and cascade good practice to reduce the emotionally based barriers.
4. This can include but is not limited to:
 - Thrive intervention
 - Self-esteem work to help build confidence and resilience.
 - Transition support between phases; classes and back into school after a period of elective home education.
 - Reintroduction to school strategies to help pupils overcome fears and anxieties.
 - Emotional Literacy intervention to help a pupil express their feelings.
 - Signposting to other organizations/services that may be helpful to the pupil and family in consultation with schools.
 - Regular meetings between the EBSA Learning Mentor, pupils, parents and schools and a written report at the end of the support to summarize support and offer any additional advice.

5. The service is focused on those pupils that:

Still attending school but attendance is a concern and there is compelling evidence that this is due to emotionally based school avoidance. This level of support may only include providing schools with advice, support and guidance to support the pupil to remain in their educational setting but may also include some 1:1 support. This is usually for a 6-week period.

Not attending school and there is compelling evidence that this is due to emotionally based school avoidance supported by appropriate evidence. This support is for up to 6 weeks.

In receipt of home and hospital tuition and transitioning back into their educational provision if it felt this would be in their best interests. This support is time limited for up to 4 weeks.

Full commitment is needed by the pupil, family and school when EBSA is allocated.

6. Allocation of an ESBA Learning Mentors continues to be via a school led referral to Education Inclusion Panel (EIP) which is multi-disciplinary panel that meets monthly.
7. Funding for the Service is through de-delegation and is available to all mainstream maintained Primary schools and our one maintained Secondary. Academies can buy into the service through Northeast Services to Schools. Last academic year 7 out of the 9 Secondary Academies bought into this service and River Tyne Academy. 7 out of the 18 Primary Academies also bought into the Service. This year the uptake has been reduced, and we currently have 2 secondary Academies and 1 primary Academy that have purchased the service.
8. We hypothesise that most pupils with emotionally based school avoidance may present as absent due to 'illness.'
9. Coupled with the change in the primary reason given by parents who chose to electively home educate as the mental health of their child or needs not being sufficiently well met, this illustrates a picture of some of our pupils struggling in ways that we may not have seen traditionally.
10. This is recognized by government through the DfE publication of Summary of responsibilities where a mental health issue is affecting attendance and Support for pupils where a mental health issue is affecting attendance effective practice examples (February 2023) as well as the updated guidance Promoting and supporting mental health and wellbeing in schools and colleges (update May 2024) and Public Health's Promoting children and young

11. people’s mental health and wellbeing - A whole school or college approach
(update Nov 2023)

2023-2024

12. 30 pupils were carried forward from 2022-2023 caseload.

There were a further 87 referrals made to Education Inclusion Panel for EBSA Learning Mentor Support in 2023-2024. 22 of these referrals were not appropriate. Of the 65 appropriate referrals 22 pupils (34%) were identified as having SEN and 5 pupils (8%) had an EHCP.

13. Appropriate cases referred 2023-2024

Reception	Year1	Year2	Year3	Year4	Year5	Year6
	1	1	5	3	6	6

Year 7	Year 8	Year9	Year 10	Year 11
11	12	8	9	3

12. EBSA cases closed at any point in 2023-2024 (87)

Attending school/improved attendance	Allocated H+H	Non-engagement	Other
41 (47%)	22 (25%)	14 (16%)	10 (11%)

Proposal

14. Based on the support provided to Gateshead schools the buyback values for schools will be set at £1.50 per pupil for primary schools (2024/25 £1.30) and £3.00 per pupil for secondary schools (£2.60 2024/25).

Recommendations

15. It is recommended that Schools Forum agrees the dedelegation and buyback proposals for the EBSA service for the financial year 2025/26 at £1.50 per pupil for primary schools and £3.00 per pupil for secondary schools.

For the following reason(s):

16. To enable the EBSA service provision to all schools that financially support the service.

CONTACT: Julie McDowell

Ext. 8644

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Title of Report: Primary Fair Access Educational Psychologist

Report of: Helen Fergusson, Strategic Director, Children's Social Care and Lifelong Learning

Purpose of the Report

1. To bring to Schools Forum the request for de-delegated funding from maintained primary schools to continue to fund the post for the fair access panel (FAP) educational psychologist (EP)

Background

2. 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.
3. 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.
4. A significant proportion of children who come through the PFAP have special educational needs and/or disabilities (SEND). The Primary Head Teacher Cluster Representatives felt strongly that schools who agree to admit these pupils should have as much support as possible. As such, in April 2015 all Primary Head Teachers agreed to de-delegate funds for a full time Educational Psychologist (EP) to work into the Primary Fair Access Panel (PFAP) to address the need for assessment, training and support when individual children are being placed in schools.
5. The workload and responsibilities relating to the PFAP EP post have been distributed across the Psychological Service so that all EPs have taken on work coming through from PFAP. This distribution of the PFAP EP workload across the service enables us to offer quicker response times when pupils are referred and also allows the breadth of knowledge and skill held across the service to be brought to the PFAP EP role. The workload and responsibilities of the PFAP EP include:
 - Representing the Psychological Service at the Primary Fair Access Panel. This includes reading panel papers, contributing to discussions, assessing requests for PFAP EP time, coordinating agreed requests for

PFAP EP time (including EP allocation and liaison with schools), preparing monthly update documents detailing the PFAP EPs work to be distributed with the minutes of each panel meeting, and monitoring the use of PFAP EP time (including case and training data) which is then summarised within the monthly update documents and an annual report.

- Coordinating the PFAP EP on call rota to ensure frequent EP availability for preliminary involvement/visits at short notice and then undertaking this work as it arises. On call involvement/visits aim to explore the needs of individual pupils whose initial presentation suggests a significant level of SEND (including those at potential risk of permanent exclusion) prior to them coming to PFAP for discussion and placement.
- Individual casework. This can include direct assessment work with pupils, consultations with teachers/parents/carers, bespoke training, problem solving discussions, group work with pupils, therapeutic interventions with pupils, attending case meetings, report writing, etc.
- The development, coordination and delivery of an annual training programme for school staff relevant to the needs of the pupils who are placed via PFAP.
- Frequent liaison with colleagues from the Education Support Service and within the Psychological Service regarding PFAP EP work, including monitoring and evaluation.

Preliminary Involvement/Visits

6. This year there was one child with a seemingly significant level of undocumented need which required further information to be gathered prior to placement discussions. The PFAP EP completed a home visit with an Education Support Officer (ESO) to observe the child in their home setting and gather details about their developmental history and presenting needs from parents. The PFAP EP and ESO then they collaboratively mapped this information onto the SEND Thresholds to offer an approximation of the child's reported needs. This offered the panel additional information to consider when placing the child and gave the receiving school a sense of how to begin to understand and meet this child's needs upon arrival.

Individual Pupil Referrals: Accepted Referral Data

7. When pupils with additional or complex needs are discussed at PFAP meetings, it is often acknowledged that they may benefit from requesting PFAP EP time once they have settled into their new school placement. To date, the PFAP EP has accepted **189** individual pupil referrals overall. During academic year 2023-2024, **14** cases were still ongoing from academic year 2022-2023 and **22** new referrals were initiated, totalling **36** active cases with the PFAP EP this academic year.

Table 1: Year group of the 22 pupils referred to PFAP EP this academic year.

Year Group*	Number of Pupils
Reception	2
Year 1	2
Year 2	4
Year 3	3
Year 4	5
Year 5	4
Year 6	2

* Not all pupils were placed within their chronological year group upon entering their new school.

The primary needs of these pupils have been loosely categorised in Table 2. However, please note that it is difficult to categorise very complex pupils into one category of need only and particularly as some are still undergoing assessment with a view to identifying and meeting their needs.

Table 2: Primary area of need for the 22 pupils referred to PFAP EP this academic year.

Area of Need	Number of Pupils
Communication and interaction (including Autism & EAL)	11
Social, emotional and mental health	5
Cognition and learning	4
Sensory, physical and/or medical	2

The outcomes of each case referred this academic year are summarised in Table 3, although several cases are still ongoing and so their overall outcome is yet to be established.

Table 3: Outcomes of each case referred to the PFAP EP this academic year.

Outcome	Number of Pupils
Pupil's needs identified and being met in mainstream school at SEN support level	3
Pupil's needs identified and being met in mainstream school with an Education, Health and Care Plan	2
Pupil's needs identified and now being met in special school with an Education, Health and Care Plan	0
Education, Health and Care Needs Assessment planned/underway and outcome of this is yet to be determined	10
Assessment in early stages and ongoing	7

Details of how the PFAP EP has responded to each individual referral can be found in the monthly PFAP Summary of EP Involvement documents attached to the minutes of every PFAP meeting.

Annual Training Programme: Data

8. In January 2016 the panel agreed to roll out an annual PFAP EP training programme in key areas identified as relevant to pupils placed via the PFAP. This was developed in recognition of the fact that all mainstream primary schools contribute funding to the PFAP EP post but pupils coming through the panel tend to be clustered within certain geographical areas and so not all schools access PFAP EP time for individual casework.
9. To date, **102** live training courses have been offered across the authority with **over 2,000** attendees. However, the COVID-19 pandemic resulted in the training programme for academic year 2021-2022 moving online via the Services for Schools platform. At the request of Head Teacher Cluster Representatives, the training programme has continued to be delivered online since as this enables school staff to access the training at their convenience rather than arranging to release staff for training courses delivered at specific times. Since 2021-2022, Services for Schools has logged 465 online views/bookings of the FAP EP training courses, representing a **minimum of 465 staff** receiving training as this could be viewed individually, in groups or as full school staff teams.
10. This academic year the training topics selected as pertinent to the ongoing issues in schools, especially in relation to the pupils placed with them via PFAP, were:
 - Anxiety: Early identification and effective intervention.
 - Trauma Informed Practice.
 - Managing Strong Emotions.
11. This training was again available via Services for Schools, now utilising their eLearning Portal, with individual staff accounts being used to sign up and gain initial access to the courses. The number of individual accounts which made a 'booking' to gain access to course content is summarised in Table 4.

Table 4: Number of bookings made to gain access to each training course.

Training Course	Number of Bookings*
Anxiety: Early identification and effective intervention.	17
Trauma Informed Practice.	12
Managing Strong Emotions.	17
Total: 46	

* Each booking can be viewed individually, in groups or as whole staff training events.

12. The total number of bookings for this academic year is **46**. However, as previously discussed, it is not possible to state exactly how many staff accessed the training courses as they can be viewed by individuals, groups or

whole schools once booked and can also be revisited several times. As such, this number likely represents a **minimum number of attendees**.

13. A more detailed breakdown of the work of the Primary Fair Access EP can be found in the annual report dated July 2024.
14. Overall, schools continue to value the PFAP EP role, with the individual casework and training undertaken by the PFAP EP being evaluated as high quality and leading to increased identification of the needs of pupils and the support they require to ultimately improve their outcomes. The PFAP EP working at both the individual and systemic level also supports our mainstream primary schools to better understand and meet the needs of their complex pupils in general, not just those placed via the Primary Fair Access Panel.

De-Delegation

15. De-delegation is the agreed top slicing of funding from mainstream maintained schools. Services funded via de-delegation must be offered to academies on the same basis as mainstream maintained schools.
16. The calculation for de-delegation for the FAP EP has been calculated on the basis that all mainstream primary schools in Gateshead buy into this service including academies. The de-delegation has been calculated on the basis that primary academies will also buy into this service at the level of £5.75 per pupil.
17. These levels of de-delegation have been calculated on the basis that all primary schools both maintained, and academy schools buy into this service.

Proposal

18. It is proposed that Schools Forum de-delegate funding for 2025/26.

Proposed de-delegation values are: -

- Fair Access Educational Psychologist £5.75 per pupil (primary only) (2023/24 and 2024/25 £5.50).

Recommendations

19. That School Forum approves the de-delegation of funds for the Primary Fair Access Educational Psychologist

For the following reasons: -

20. To ensure that all children and young people in Gateshead receive an education that is suitable and appropriate to their needs and abilities.

To enable schools to receive the support to accurately identify the needs of children and young people and implement support strategies as/when appropriate.

Title of Report: De–Delegation HINT SEMH Intervention Service

Report of: Helen Fergusson, Strategic Director, Children’s Social Care and Lifelong Learning

Purpose of the Report

1. The purpose of this report is to bring to Schools Forum an update on the HINT SEMH service that they currently fund through de-delegation so that they can consider further de-delegation for the 2025-6 financial year.

Background

2. Revenue funding arrangements for schools have changed. It is now not permissible for LAs 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.
3. 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) SEMH 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)
4. For each of these areas, it is for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.
 5. The decision would apply to all maintained schools in that phase and would mean that the funding for these services is removed from individual school

budgets before they are issued to schools. There can be different decisions for each phase.

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

HINT SEMH TEAM

7. The HINT SEMH team (previously known as Primary Behaviour Support) provide advice, guidance, support and intervention to enable children and young people with social, emotional and mental health needs overcome barriers to learning to make good academic, personal and social progress. The team has specialisms in the areas of childhood trauma, attachment and ADHD.
8. The team consists of 4.6 FTE specialist SEMH Higher Level Teaching Assistants and 3.0 FTA Advisory Teachers.
9. Schools refer pupils to the service and Advisory Teachers undertake assessments and provide advice to support pupil progress. Where there is identified need and agreement, there can be a period of intervention from a Higher Level Teaching Assistant to work with the pupil in enhancing self-esteem, equipping them with a range of strategies to help themselves and providing a trusting adult for coached self-reflection. The team also provides additional services outlined further below.
10. The work of the team is non-statutory. Since April 2013 funding has been provided from the High Needs Block for the Advisory Teacher posts (to maintain consultancy, assessments and guidance) and the specialist SEMH Higher Level Teaching Assistants' element of the team has been subject to a buy-back arrangement.

Service Summary 2023-4

11. In September 2023 a 1.0 FTE Advisory Teacher was appointed to a new post to provide advice guidance and support to secondary schools and for those pupils in upper Key Stage Two with SEMH needs moving to secondary schools. This post is funded from the High Needs Block.
12. In 2021-22 there were 55 pupils from primary schools referred to the service. In 2022-3 there were 82 pupils from primary schools referred to the service. In 2023-4 there were 101 pupils referred to the service by primary schools. This represents an increase of 84 per cent within two academic years. This rise does not include the additional 28 pupils referred to the service from secondary schools in 2023-4.

Referrals in 2023-4 academic year were composed of –

Stage	Percentage of Referrals 2023-4
Reception	15 per cent
Key Stage One	18 per cent
Key Stage Two	44 per cent
Key Stage Three	21 per cent
Key Stage Four	2 per cent

13. The rise in the number of referrals is reflective of the increase in SEMH needs in schools and serves as a testament to the valued work of the team.

14. Overall, schools continue to refer for:

- SEMH assessment and management – acting out, withdrawn, aggression, noncompliance, refusals, trauma and attachment needs.
- Thrive assessment.
- Social skills.
- Self-esteem and anxiety.
- Feelings management.
- Friendship/social problems.
- Advice with issues such as ADHD.
- Emotional support.
- Teacher and whole class support.

Training

15. In 2023-24 the team offered centrally-held training in –

- An introduction to managing classroom behaviour.
- An introduction to restorative approaches for behaviour management.
- Creating effective classroom climates for positive behaviour in Early Years and Key Stage 1.
- An introduction to adverse childhood experiences and insecure attachment.
- Understanding ADHD.
- Understanding relationship difficulties and the role of the key adult.
- Understanding sensory processing and creating a sensory friendly environment.
- Identifying SEMH needs, implementing quality first teaching and targeted support within the Gateshead SEND Thresholds.

There is an equitable package of training for the 2024-5 academic year.

Online Unnamed Surgeries

16. Online Unnamed Surgeries are part of the early identification and support offer. They are hosted by Advisory Teachers and afford opportunities for school staff to have a professional dialogue about a pupil or pupils they need advice for. The surgeries moved to self-service portal in September 2024 for school staff and advice imparted from the service can be implemented in (and out) of classrooms the same day. In 2022-23 there were 55 SEMH surgeries accessed by 23 schools. In 2023-4 there were 94 SEMH surgeries accessed by 35 schools, an increase of 71 per cent and 52 per cent respectively.

Primary Fair Access Panel

17. The service team leader continues to attend and contribute to the Primary Fair Access Panel and the team have also supported a number of referrals through this route.

SEND Resources Panel

18. The service has representation on the SEND Resources Panel, ensuring the provisions for the pupils with the highest levels of SEMH needs are appropriate.

ARMS

19. The service has supported a number of children in ARMs provision and continues to provide advice on the suitability of ARMs provisions for individual pupils.

Professional Development

20. The team constantly strive to upskill, improve and keep abreast of recent developments in education, behaviour and social/emotional aspects of learning.

21. All staff are THRIVE trained. All staff are also Team Teach trained and undertook various training courses last year. Thrive is a leading provider of support for children and young people's social and emotional development. Grounded in established neuroscience, attachment theory and child development, the Thrive Approach has been developed over the past twenty-five years and draws on a wealth of experience in social work, psychotherapy and education. Thrive provides adults with the tools, skills and insights needed to help children and young people become more emotionally resilient and better placed to engage with learning and life.

Outcomes (Quantitative) 2023-4

22. Over 90 per cent of pupils referred remained in their mainstream schools in the last academic year. This has cemented a three-year trend of increasing numbers of pupils remaining in their home school following support and intervention. Whilst there has also been a rise in the number of pupils referred to the service who receive an EHCP for SEMH needs, more pupils with an EHCP are staying in mainstream schools (a rise of 50 per cent of referrals in the last two academic years). The team work hard to promote inclusion and to support schools to be able to better understand and manage different needs within their setting so that pupils can remain there and be successful. In 2023-4 of the 129 pupils supported by the service only one was permanently excluded.

Outcomes (Qualitative) Data 2023-4

Pupils

23. "I have enjoyed working with d (HLTA). She has been easy to talk to and it has been fun." Year 4 Pupil.

"I want to keep having these sessions after Christmas." Year 6 Pupil.

"It's been fun. At the start it was hard to talk but now it's a lot easier." Year 4 Pupil.

"I will miss you." Year 5 Pupil.

Schools

24. "It felt like M (HLTA) became part of our own team and provided brilliant reassurance and on-the-job training for our TAs. M (HLTA) quickly got to know W well and recognised his traits and quirks and was able to offer practical and theoretical advice to all staff. She also supported us when communicating with his parents." Primary School.

25. "L (HLTA) was extremely helpful and went above and beyond in her role. She recognised straight away that this was a tricky cohort and managed to incorporate intervention around team building/working with others to support other children as well. She offered helpful advice to multiple members of staff and I could tell that she wanted to really make an impact. Finally, she built a fantastic rapport with D and became a trusted adult who could change his attitude and behaviour." Primary School.

26. "L has benefitted significantly from the SEMH interventions - they have given him a chance to discuss and reflect upon his behaviour, triggers and coping strategies which have had an impact both in class and on the yard. Since the beginning of this academic year L has presented as a calm and content young

man who is happy and is making excellent choices around all aspects of school life.” Primary School.

27. “The HLTA was excellent at communicating with staff members as well as B herself. She built a fantastic relationship with her and completely met her needs well. She was such a great support system regarding B and offering advice that we could do in school too.” Primary School.
28. “The staff were struggling with this child’s behaviour – we could find no ‘triggers’ at all. He was very near to exclusion. L (HLTA) has been a superb influence in school. She worked with N and staff alike, adding advice when needed for him to cope in the classroom outside of her sessions. L (HLTA) has had a huge impact on both staff (training and advice), and N. He has now built a trusting relationship with his class teacher and TA. N is now nearly full time and has coping strategies which he will use. As always, I have valued the input given. Thank you for your support with N, he has come so far.” Primary School.

De-Delegation

29. The HLTA intervention arm of the service is vital to the continued success of the SEMH service. HLTA interventions are based on relational-approaches providing pupils with the safe space they need with an adult not from the school to explore aspects of their social, emotional and mental health and to secure re-engagement with learning.
30. In September 2024 the Advisory Teacher arm of HINT moved into a credits system. Schools receive credits to exchange for different levels of HINT packages of Advisory Teacher support. The number of credits a school receives is based on a formula that considers the school roll, the number of pupils on the SEND register and the IDACI (income deprivation affecting children index). This has provided a more equitable service to schools based on need. It also refines the periods for an SEMH assessment, report and feedback.
31. The HLTA intervention arm of the service does not sit within the HNB credits system and it is proposed the service continues to be funded via de-delegation. The HLTA intervention arm of the service is much more labour-intensive, with pupils generally receiving weekly intervention over a period of at least a half a term and sometimes longer. Without de-delegated funding this arm of the service would cease.
32. Historically the funding formula for de-delegation was derived from a per pupil figure and a figure for each pupil with prior low attainment. There is correlation between deprivation and SEMH needs. Of the 48 schools which have received HLTA intervention in the last two years, those with the highest number of SEMH referrals which went on to receive HLTA intervention were in the top quartile of the deprivation index for the Local Authority.

33. It is proposed that the HLTA intervention arm of the service is funded on a more equitable formula matching school needs. That formula includes the school roll and Free School Meal 6 data, which is a more reliable indicator of deprivation and potential SEMH needs than the previously used low prior attainment figure. This formula is more closely aligned with the HINT HNB Credits system.

Proposal

34. It is proposed that the de-delegation basis be changed from an amount per pupil and lower prior attainment to an amount per pupil and FSM6.

It is proposed that Schools Forum de-delegate funding for 2025-6

Proposed de-delegation values are:

- SEMH Support (4.6 FTE HLTAs) £8 per pupil (primary only) estimated funding £84,528 (2024/25 £4.00 per pupil £43,980 £).
- SEMH Support (4.6 FTE HLTAs) £30 per FSM6 pupil (primary only) estimated funding £104,550 (2024/25 £35 per lower prior attainment pupil £142,520).

These amounts could change if the data in the updated Authority Proforma Tool (APT) is significantly different to 2024-5 APT data.

Recommendations

35. That School Forum approves the de-delegation of funds for the SEMH HLTA intervention arm of the service.

For the following reason(s):

36. To ensure that all children in Gateshead receive an education that is suitable and appropriate to their aptitude, needs and abilities.

37. To enable pupils to benefit from interventions to support their SEMH needs and to reduce suspensions and permanent exclusions.

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Title of Report: De-Delegation Trade Union Facility and Maternity Credits Time

Report of: Darren Collins, Strategic Director, Resource and Digital

Purpose of the Report

1. The purpose of the report is to bring to Schools Forum options for them to consider for de-delegation so that maintained schools by phases (primary and secondary schools) can consult with their sector on the options for de-delegation.

Background

2. De-delegation is the process by which Schools Forum can agree for the LA to centrally hold funding for specific purposes.
3. Revenue funding arrangements for schools changed following the school funding review which commenced 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.
4. 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 and growing schools)
 - b) Behaviour Support Services
 - c) Support for minority ethnic minority pupils or underachieving groups
 - d) Free School Meals (FSM) eligibility
 - e) Insurance
 - f) Library and museum services
 - g) Licences/subscriptions
 - h) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)
5. For each of these areas, it is for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.

6. The decision will apply to all maintained schools in that phase and will mean that the funding for these services will be removed from the formula before school budgets are issued. There can be different decisions for each phase.
7. Academies, special schools, the behaviour support service and nursery schools can buy back into these services if they wish to.
8. This report brings proposals for Staff Costs –Maternity Credits and Trade Union Facility Time (TUFT).

Maternity Credits

9. Under the current Maternity Credits scheme, schools can claim from week 7 to week 18 for maternity or adoption leave at a specified daily rate depending on the staff role.

Trade Union Facility Time

10. The TUFT credits facilitate the recognised trade union reps undertaking the following duties on behalf of all schools and individual members as required:-
 - Attendance at LA meetings and briefings re policy decisions
 - Attending school based meetings to resolve staffing issues, facilitate return to work interviews, capability meetings and disciplinary meetings
11. Having a central Trade Union resource will benefit all schools as it will negate the need for additional training for staff in every school, ensure a consistent approach and bring economies of scale savings.

Proposal

12. It is proposed for the January submission of the APT the level of de-delegation is maintained for TUFT and maternity credits at the below rates (the same levels as 2024/25):-
 - Maternity Credits £8.50 per pupil
 - Trade Union Facility Time £4.50 per pupil

Recommendations

13. That School Forum agrees on behalf of their respective phases on the possible areas of de-delegation and brings their views to enable Schools Forum to decide on de-delegation.

For the following reasons:

14. To enable Schools Forum to decide on mainstream school de-delegation for TUFT and Maternity Credits and enable mainstream school budgets to be calculated.

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