

DEVON EDUCATION FORUM

22 January 2020

Present:-

Schools Members

Primary School Head teachers

Mr M Boxall	Exeter Children's Federation
Mr C Butler	Otter Valley Federation (<i>Substitute Member</i>)
Mr A Dobson	Marwood Primary
Mr P Walker	First Federation Trust

Primary School Governors

Mr L Cottrell	Tavistock Primary (<i>Substitute Member</i>)
Mr M Dobbins	Exmouth Marpool Primary
Ms M Wallis	Whimble School (Chair)
Mr A Hines	Rydon Primary (Education SW Trust) (<i>Academy Member</i>)

Secondary School Head teachers

Mr R Haring	Ivybridge CC (<i>Academy Member</i>)
Ms L Heath	Uffculme Academy Trust (<i>Academy Substitute Member</i>)
Ms A Mitchell	The Ted Wragg Multi Academy Trust (<i>Academy Member</i>)
Mrs J Phelan	Cullompton CC

Secondary School Governors

Ms J Elson	Exmouth CC (<i>Academy Member</i>)
Mrs J Larcombe	Uffculme Academy Trust (<i>Academy Member</i>)
Mr A Walmsely	The Ted Wragg Multi Academy Trust (<i>Academy Member</i>)

Nursery School

Mrs S Baker	Westexe
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Special School HeadTeacher

Ms S Pickering	Millwater School
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Special School Governor

Mrs F Butler	Marland School
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Alternative Provision

Mr R Gasson	WAVE Multi Academy Trust (<i>Academy Member</i>)
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Non-Schools Members

Mr R Gurney	Teachers Consultative Committee
Ms S Lockwood	Exeter Diocesan Board of Education (<i>Substitute Member</i>)
Mrs L Wright	Early Years Private, Voluntary & Independent
Mr B Blythe	PETROC

Observer

Councillor J McInnes	Cabinet Member – Children's Services and Skills
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Apologies

Mrs A Blewett	Kings Nympton Primary
Ms M Marder	The Ted Wragg Multi Academy Trust (<i>Academy Member</i>)
Mr J Searson	Exeter Diocesan Board of Education
Mr J Stone	Denbury Primary
Mrs T Sturtivant	Tiverton High
Ms F Wood	Tiverton Federation (<i>Substitute Member</i>)

133 Minutes

DECISION:

That the minutes of the meeting held on 20 November 2019 be signed as a correct record.

134 Devon School Leadership Services (SLS)

DISCUSSION:

The Chair considered this item as a matter of urgency further to recent developments and for DEF to consider the next steps to progress the matter.

Further to the Heads' Liaison Group on 13 January 2020 when this matter was discussed, DAPH and DASH (Devon's primary and secondary Headteacher associations) formally requested that DEF recognised Devon School Leadership Services (SLS) as a new entity and successor primary and secondary headteachers' organisation.

The transition period was planned to take place during the Summer Term of 2020 when the existing phase associations would be wound up and Devon SLS CIO would take on the roles. From April 2020 the phase association budgets would be operating as one.

DAPH and DASH would now discuss with the County Treasurer how the LA would delegate and monitor the funding.

DECISION:

(a) that DEF recognises that Devon School Leadership Services Charitable Incorporated Organisation (charity number 1186756) would take on the functions of DAPH and DASH, including representation on statutory boards; and

(b) that the funding be passported to Devon SLS to achieve these functions in line with the October 2019 School Funding Consultation, subject to agreement regarding the funding delegation/monitoring role of the LA.

ACTION:

County Treasurer (Adrian Fox)

135 Matters Arising from the Last Meeting and Report back on Issues Raised with Cabinet/f40 Funding Group

DISCUSSION:

The Cabinet Member - Children, Schools & Skills reported on his ongoing work as Chair of f40 group regarding fairer funding and high needs national funding issues.

136 Membership

DISCUSSION:

Members noted that the DAG Autumn Term election had confirmed Adrian Hines as a Primary Academy and Alex Walmsley as a Secondary Academy representative, although other vacancies still remained.

137 Head of Education & Learning Update

DISCUSSION:

The Head of Education & Learning reported on:-

(a) Learner Services, currently with Babcock LDP (ending 2022)

The preliminary survey results (closed 14 January 2020) on what future services School leaders and Governors wished to see when the current contract ended, were tabled. These results were also in line with the service themes the LA was proposing, with the addition of mental health support.

(b) Ofsted Children's Services Inspection

Members noted the Inspection was in week 2 of 3. So far front door and early help services had been examined with positive feedback to date on these areas.

(c) Attracting Teachers to Devon Recruitment Campaign

Details had been circulated with the agenda with the total cost of £10,000, or a part package could be considered. Members would welcome the total package to address the difficulties in recruiting and retaining specialist teachers and more experienced school leaders.

DECISION:

(i) that the total package be approved @ £10,000, to be funded 50% by LA and combined 50% by DAPH/DASH (% proportion to be agreed by the associations); and

(ii) that a small working group from schools be convened to agree the detail and final website.

ACTION:

(c) Head of Education & Learning (Dawn Stabb), DAPH/DASH for working group and/or HR (Samantha Mullins)

138

Finance

(a) Finance Update

DISCUSSION:

The Forum considered the report of the Chief Officer for Children's Services and County Treasurer (DEF/20/01) regarding the Dedicated Schools Grant (DSG) 2020/21 Budget Planning including:-

ESFA Schools Funding allocation announcement;

Schools Block;

Central Services Block;

High Needs Block (with detailed explanation of funding shortfall, demands and planned actions);

Early Years Block;

Other School Grants; together with the

Month 8 (2019/20) Budget Monitoring position.

The Forum also noted the respective minutes of the Schools Finance Group (SFG) of 8 January 2020.

Members noted that the High Needs Budget Table 2 (section 4 of the report) should read 2020/21 (not 2019/20).

Budget monitoring report month 8 (2019/20) forecasting overspend had increased by £1.2m to £21.5m but early indications for month 9 was showing a more stable position.

Following DEF's last meeting regarding members' concern that schools (via the DSG) were anticipated to pick up HNB costs associated to post 16 places, the County Treasurer reported on his discussions at f40 regarding the Forum's concern over schools picking up 18-25 HNB

costs as part of a DSG Deficit Recovery Plan for 2019/20 and response from ESFA 21 January 2020 to the Forum's letter seeking clarification on this matter.

DECISION:

(i) that the Dedicated Schools Grant (DSG) 2020/21 ESFA announcement on 19 December 2019 on Schools Funding allocations 2020/21 (as set out in section 1 of report DEF/20/01) be noted;

(ii) that the Schools Block, Central Services, High Needs Block, Early Years Block and Other School Grants for 2020/21 (as set out in sections 2 to 6 of report DEF/20/01 respectively) be noted; and

(iii) that Month 8 DSG monitoring position (2019/20) (as set out in section 7 of report DEF/20/01) be noted.

(b) Transferring of Funding to the High Needs Block

DISCUSSION:

The Forum additionally considered the report of the Chief Officer for Children's Services and County Treasurer (DEF/20/02) *as appended to these minutes*, following further consultation with schools 6-19 January 2020, regarding schools' views on a one-year transfer of 0.5% (£2m) from the schools block to the high needs block (HNB) in view of the significant high needs budget pressures. 60% (221 schools) responded, with 86% (191 Schools) disagreeing to the transfer (evenly split primary/secondary phase).

The report outlined two options:-

-Option 1: Not agree the transfer, where underlying HNB budget issues were not going away and this delayed the process and risked the shortfall becoming bigger as actions were delayed.

-Option 2: Agree the transfer, to enable the authority to fully cost plans and develop potential support to reduce the demand on high cost places. Officers recommended this option to transfer as inevitability planned action was required to managed the HNB continued demand.

The Head of Education & Learning also reported on extensive work being carried out in conjunction with partners, including health services to reduce the impact on the HNB including early intervention and early years initiatives.

Members recognised the LA was in a very difficult position and that this was reflected nationally. Work continued with the f40 campaign group, Devon MPs and DfE as supported by the LA and DEF. DEF was committed to working with the LA to find a way forward following the results of this consultation.

Following a short adjournment members reconvened and:-

DECISION:

(a) that whilst the Forum could not support Option 2, i.e. the transfer of 0.5% (£2m) from the Schools Block to the High Needs Block at this stage (noting that 86% schools did not support this), the Forum was supportive of partnership and collaborative working with the LA and others to find a solution; and

(b) that up to £100k be approved, to be transferred from the Schools Block to High Needs Block to employ an external adviser to plan, cost and evidence invest to save, outreach and other short and long term initiatives to manage the continued demand on the HNB, with the findings required prior to the annual schools funding arrangements consultation with schools in October 2020.

(Vote: Schools, Academies and PVI members)

ACTION:

County Treasurer (Adrian Fox) and Head of Education & Learning (Dawn Stabb)

139

Standing (and other) Groups

The Forum received the following minutes of its standing groups:-

DISCUSSION:

(a) Schools' Finance Group (SFG)

Minutes of the meeting held on 8 January 2020 (also considered under Finance Update minute above).

DECISION:

That in receiving the SFG minutes, DEF also noted that 2020/21 Premiums would be reduced by 20% for teachers and 10% for support staff cover.

DISCUSSION:

(b) School Organisation, Capital and Admissions (SOCA)

Minutes of the meeting held on 3 December 2019.

SOCA had brought to DEF's attention the following two items:-

- Seeking endorsement to the revised Designated Area Protocol; and
- Seeking a joint letter to be sent to the new Secretary of State regarding the Admissions Code.

DECISION:

(i) that the revised Designated Area Protocol as considered by SOCA on 24 September 2019 be endorsed;

(ii) that a joint DEF/LA letter be sent to the new Secretary of State requesting that in the next revision of the Admissions Code, the DfE add clear guidance to schools seeking information before a child is placed on roll, whilst ensuring the child's rights remains the focus of the document.

ACTION: (b) (ii) Head of Education & Learning (Andrew Brent)

140

Dates of Future Meetings

Meetings to be held at County Hall, Exeter, at 10am (unless otherwise specified):

Wednesday 18 March 2020.

Wednesday 17 June 2020

Wednesday 18 November 2020

Wednesday 20 January 2021

Wednesday 17 March 2021.

<https://democracy.devon.gov.uk/mgCalendarMonthView.aspx?GL=1&bcr=1>

The Meeting started at 10.00 am and finished at 12.15 pm

The Schools Forum web is www.devon.gov.uk/schoolsforum

REPORT OF THE COUNTY TREASURER AND CHIEF OFFICER FOR CHILDREN'S SERVICES

Recommendations

It is recommended that DEF:

- a) That schools forum vote option 2 to transfer 0.5% on the basis that it is an inevitability that planned action will be required to manage the continued demand on the High Needs Block.
All to vote

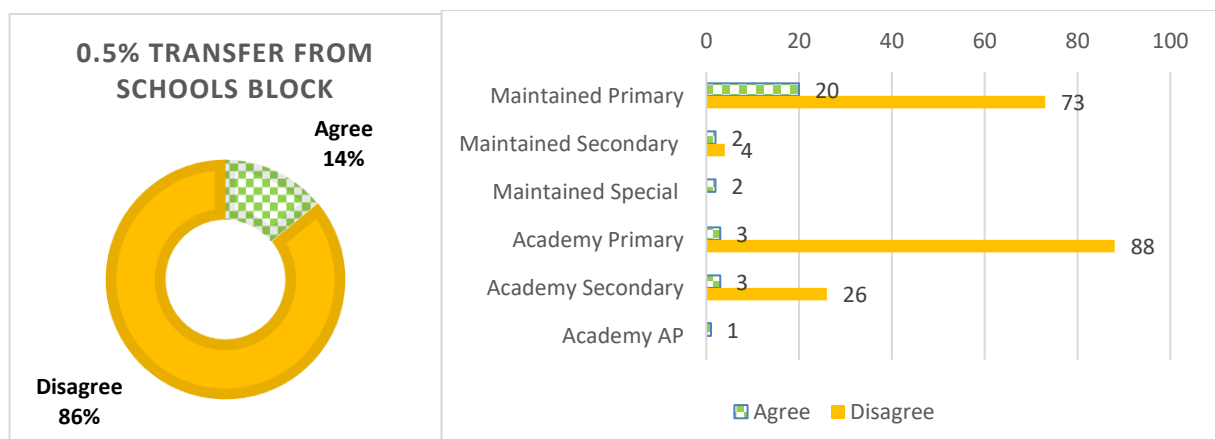
Dedicated Schools Grant 2020/21: 0.5% Transfer of Schools Block to High Needs

1. Introduction

- 1.1. Devon continues to see the demand on the High Needs Block rise as the number of Education Health Care Plans (EHCP) increase and the complexity of need of the children increases. The funding shortfall for 2020/21 at the time of completing the budget process is £23.8 millions in the DSG and relates in the main to the High Needs Block.
- 1.2. On the 20 November 2019 the Devon Education Forum (DEF) discussed the outcomes of the DSG Schools Funding consultation for 2020/21. In particular the views that had been sought by schools on the one-year transfer of 0.5% or £2 millions from schools block to high needs block.
- 1.3. In light of this lengthy discussion and as a result of suggestions put forward by SFG members on the 6 November 2019 around potential ways that the schools could accept a 0.5% transfer from schools to high needs. It was agreed by the forum that a further consultation would be held to ask outright for the additional funding of 0.5%. It was clear by the Forum that this was to be used to pump prime or fund alternative solutions rather than to reduce the overall deficit of the DSG.

2. 0.5% Transfer of schools Block to High Needs

- 2.1. A follow up consultation was sent out to schools which ran from 6 – 19 January 2020 to seek schools views on the transfer. At this time supporting documentation was sent alongside the question to provide clarity on where the authority currently were with the funding and also how the adjustment would affect each school. These documents are included in Appendix A.



Minute Item 138

- 2.2. In all, 221 schools have responded to the consultation, 60% of all schools compared to 105 schools, 29% in the earlier full consultation.
- 2.3. The table above shows that 191 schools (86%) disagreed to the transfer of 0.5% to the High Needs block. This was broken down as 161 (88%) primary schools and 30 (86%) secondary schools.
- 2.4. It is clear from the written responses (Appendix B) that many of the schools had not understood the overall question that was being posed or had not fully appreciated the initial information provided the supporting documentation.
- 2.5. Some responses have stated that they are seeing funding reductions from the transfer when in fact the reductions are as a result of a school's falling roll for the coming year. This will occur regardless of the decision to transfer.
- 2.6. As mentioned, the suggestions were put forward by SFG and the paper set out the general principle to enable the shaping future plans in line with the funding available as well as the needs of the education community.
- 2.7. One model already discussed is to train and leave schools secure to deliver specific provision, re-integrating children into classroom to maintain a mainstream placement. This would see SEN staff offering support to ensure provision being specified in EHCPs can be delivered in schools, for example Play therapy, Mental Health support, Mentoring or Counselling. This could see Plus Package funding in addition to the support along with access to advice during the placement.
- 2.8. In addition to the above suggestion additional places have be planned within the current maintained and academy special schools, plus the request for a new academy special school through the Free School Programme. This has been well documented in recent months and included in section 7 of Appendix A.

3. Option 1: Not agree the transfer

- 3.1. The underlying issues for the High Needs Block are not going away at present and the impact to not agree the transfer means that this delays the process. This will result in waiting for such plans to be included within the recovery plan after March 2020.
- 3.2. The risk is that the scale of shortfall becomes ever bigger as actions cannot be put in place sooner.

4. Option 2: Agree the transfer

- 4.1. Agreeing the transfer enables the authority to fully cost plans to bring online potential support to be agreed through a working group that can benefit children across the county. This will potentially reduce the demand on high cost places going forward and reduce funding demands.
- 4.2. The risk is that provisions do not fully engage and adding to funding pressures.

5. Recommendation:

That schools forum vote for option 2 to transfer 0.5% on the basis that it is an inevitability that planned action will be required to manage the continued demand on the High Needs Block.

All to vote

MARY DAVIS
County Treasurer

JO OLSSON
Chief Officer for Children's Services

Please ask for: Adrian Fox
Adrian.fox@devon.gov.uk

Evidence to support the proposal to transfer funding to the High Needs Block

Response to this question is required by 11:45pm Sunday 19th January 2020

1. Question to schools on transferring 0.5% to the High Needs Block

Following a discussion at Devon Education Forum (20th November 2019) relating to the views given by schools, as part of the consultation process, on transferring funding from Schools to High Needs we have been asked to share the following proposal with schools and seek your support.

Devon requests school approval to transfer 0.5% of the Schools block to High Needs to be used to pump prime additional outreach support for Primary and Secondary schools so that they can accommodate the needs of individuals who have specific provisions identified within their mainstream Education Health Care Plan (EHCP). This proposal is to facilitate this through central support teams or where possible funding to the school to buy in the support needed. **This transfer would not be used to offset the current deficit position.**

2. Improving parental confidence

To bring about a sustainable reduction in demand for specialist provision we need to build parental confidence in delivering the support specified in the EHCP. Schools have reported to us the one of the barriers to doing this is the difficulty they have in providing some of the more specialist elements (e.g. play therapy) within current staff capacity. Devon's low level funding of per pupil funding exacerbates this point but even when the High Needs Block (HNB) funds this support schools are not able to recruit for the small number of hours needed. The proposal therefore for how the 0.5% transferred funding would be spent would be to pump prime a central resource that could provide this outreach work and support schools to meet the EHCP requirements. This in turn would build parental confidence that the child's needs were being met.

Improving parental confidence in SEN systems, processes and in the ability of mainstream schools to support individuals is essential to managing demand.

3. How would schools be affected?

Of Devon's 352 schools 89 would see no change in their funding from increasing the Basic Entitlement (AWPU) as per proposal 5 of the recent consultation nor by agreeing to the transfer of 0.5% to the High Needs Block.

For 59 of these schools this is due to the implementation of the Minimum Per Pupil Funding (MPPF) where the funding is brought up to £3,750 per primary pupil or £5,000 per secondary pupil. For the remaining 30 schools it is due to Minimum Funding Guarantee (MFG) protection.

The [attached comparator](#) shows the 3 funding scenarios:

- a) the move to full implementation of the National funding Formula
- b) increase to the Basic Entitlement (AWPU) across all phases
- c) reduction to the Basic Entitlement (AWPU) to enable 0.5% transfer to HNB.

Minute Item 138

4. Movements between the blocks

In 2019-20, the High Needs budget for putting in place educational provision is just over £70m. We are currently forecasting an overspend on this budget of approximately £21.5m. Further detail is provided in tables 2 and 3 at the end of this report.

It is clear from these tables that the number of individuals who require support with their Special Educational Need or Disability is rising exponentially and HNB funding, provided by the Government (which is based on historic spend and deprivation factors) is not keeping pace with demand. In common with many other local authorities, Devon has sought to address the sufficiency of the High Needs funding by seeking transfers from the Schools Block into the High Needs Block. In the last two years the requests for the one-off transfers have been declined.

Having the facility to transfer funding from the Schools Block on a one-year only basis, in the context of rising demand year after year, isn't particularly helpful. It means that the gap between expenditure and recurring funding is becoming wider each year. This however, is the only tool local authorities have available to increase the funding within the High Needs block and one that we are obliged to consider each year.

5. What pressures have the movements funded?

The DSG transfer in (2016-17) and funding from the local authority (in 2018-19) have been used to support the overall High Needs budget rather than any specific pressure. Tables 2 and 3 at the end of this document evidence the overall High Needs budget pressure, and they show that the growth in those individuals with the most profound and complex needs who typically attend specialist settings (special schools, both maintained and independent) accounts for the greatest proportion of the budget pressure.

6. Why is the budget not adequate to cover the cost pressures?

The cost pressures arising from the growth in those individuals with the most complex needs have far exceeded the additional funding provided by Government, as illustrated in table 1 below.

Table 1 showing additional funding and key cost pressures

	2018-19 £m	2019-20 Projected £m
Additional Funding		
- Transfer from Schools Block (one-off)	£0.0m	£0.0m
- Additional grant funding from Government	£1.5m	£1.5m
Sub Total - Additional Funding	£1.5m	£1.5m
Cost pressures (baseline 2017-18 value)		
Special Schools – Devon	£4.5m	£6.3m
Mainstream SEN	£0.0m	£2.5m
Alternative Provision	£0.0m	£0.6m
Independent Special Schools	£1.1m	£12.1m
Sub Total – Cost Pressures	£5.6m	£21.5m
In Year surplus or (deficit) balance	(£4.1m)	(£20.0m)
Funding from Local Authority	£2.8m	£0.0m

There are several factors that are putting pressure on the High Needs budget. There continues to be a significant increase in the number of individuals newly issued with an Education, Health and Care Plan (EHCP) as shown in the table below.

	Jan 15	Jan16	Jan17	Jan18	Jan 19	Nov 19
Pupils with a statement / EHCP	3,572	3,510	3,718	4,093	5,162	6,328

This is not unique to Devon; the nationally available data suggests that this issue is being experienced in many other local authorities to varying extents.

- The DSG covers the age range in the code of practice (0-25). However, the extension of pupils' statutory SEND from 0 to 25 year of age, where it was previously 5 to 18, has not been fully funded by the Government and it is contributing towards our High Needs budget pressure.
- A greater proportion of those with EHCPs are being educated in the independent special schools rather than mainstream or special schools due to the availability of spaces as well as severity of their needs. In addition, the availability of special school places within our neighbouring LAs of Plymouth and Torbay have reduced as their demand has also increased.
- Between 2014 and 2019 there was an increase of 81% individuals with EHCPs in Devon, compared to a national increase over the same period of 45%. Some of this difference will be explained by the faster growth rate of Devon's pupil population to the rest of the Country.
- The percentage of individuals with an EHCP where the child attends school (from the total population) remains higher than the national average. Currently 3.5%, compared to 3.1% nationally. This is putting pressure on all types of school.
- Increased demand on special school placements due to parental preference.
- There has been a 35% increase between 2018-19 and 2019-20 (forecast) in the number of individuals with an EHCP attending Non-Maintained Special Schools (NMSS) or Independent Schools. These additional individuals account for £7.2m of the current expenditure forecast within the High Needs budget, at an average annual cost per placement of £50,000
- Devon has higher than average number of individuals with EHCPs who have a primary need of SEMH – 23.8% compared to national 13.3% This is clearly impacting on the use of the Independent sector placements, where SEMH needs account for 41% of the placements; 252 placements costing £13.5m
- Whilst the percentage of cases going to tribunal in Devon is currently lower (1%) than the national average (1.6%) the actual number has increased. These cases are predominately found in favour of the parental preference for a school and the majority for an independent setting.

7. Managing the High Needs budget.

We understand that transferring additional funding into the High Needs budget is not the only solution to this national issue. This has been recognised by Government who, alongside the additional national investment of £780m have launched a major review into support for individuals with SEN. This review aims to improve the services available to families who need support, equip staff in schools and colleges to respond effectively to their needs, as well as ensuring greater consistency of support and provision across the country.

The Government have said that the review will look at how the SEND system has evolved since 2014, how it can be made to work best for all families and ensure quality of provision is the same across the country. It will also explore the role of health care in SEND in collaboration with the Department of Health and Social Care; How we strike the right balance of state-funded provisions across inclusive mainstream and specialist places; Understanding what is causing the demand for

Minute Item 138

education, health and care plans; and ensuring that public money is spent in an efficient, effective and sustainable manner, placing a premium on securing high quality outcomes for those individuals who need additional support.

The review is expected to conclude with action to boost outcomes and improve value for money, so that vulnerable children have the same opportunities to succeed, as well as improving capacity and support for families across England.

Our SEND strategy and our response to the WSoA focusses in supporting pupils needs in a time and effective so they are able to engage in mainstream settings with confidence. This in turn will help reduce pressure on the High Needs budget whilst meeting childrens needs. However, these local initiatives will not be able to solve the funding challenge without reform to the national system and we have been clear about this in our previous consultations on this subject and in our response to the Government's SEND Call for Evidence.

Action we have taken locally includes

- Commissioned 149 additional places in Devon Maintained Special Schools since September 2018.
- Funded a new academy special school in Tiverton which opened in September 2019 with 35 places expanding to 60 places from September 2020.
- Opening a further new special school in September 2020, eventually offering 120 places.
- Reviewing our commissioning arrangements with independent providers to achieve greater value for money for each placement within the sector including block payment arrangements.
- Put in place block payment arrangements for independent schools
- Subject to budget ratification £15 millions secured from the corporate budget which along with a special free school bid will secure 300 additional places and further reduce demand in the independent sector.

8. Mainstream Inclusion

Working with mainstream schools to build capacity and improve inclusive practices. This work included some of the following activities:

- Increasing opportunities for developing more in-school provision to support individuals with additional educational needs, working with schools to maximise resources and opportunities through partnerships; and

Working with mainstream schools to identify the barriers to inclusive practice and to jointly create an agreed county wide approach to inclusion.

If we were able to support more of the less complex children through the provision of outreach work in mainstream schools more of the complex children could be placed in our state funded special schools rather than the more expensive independent sector.

9. Affordable provision through developing collaborative working.

We are working with our special schools to develop additional capacity by creating satellites provision.

Further Education sector continues to work closely with us to support a range of students with SEND, ensuring that the provision offered meets the demand and needs of students today and in the future.

10. Contribution from Health and Social Care partners

Children's Social Care has worked collaboratively with SEND to implement Joint Agency Commissioning Panel (JACP) and similar process with Adults Social Care

Further review is being undertaken by Children's Services with Clinical Commissioning Groups (CCGs) to support in meeting their statutory responsibilities for individuals with SEND.

11. Summary of the request:

Following a discussion at Devon Education Forum (20th November 2019) schools are being asked to approve a transfer of 0.5% from the Schools Block to High Needs.

The authority is already committed to increasing the maintained and academy special school provision through capital injection of funds for 300 places.

Schools are being funded using the National Funding Formula factors for 2020-21 and with the reduction being made to the basic entitlement if the transfer is made. Schools will not see its funding fall lower than plus 1.84% through Minimum Funding Guarantee except where pupil numbers have reduced.

This transfer would not be used to offset the current deficit position. It is to be used to pump prime additional outreach support for Primary and Secondary schools so that they can accommodate the needs of individuals who have specific provisions identified within their mainstream Education Health Care Plan (EHCP). This proposal is to facilitate this through central support teams or where possible funding to the school to buy in the support needed.

Do you agree or disagree to the planned transfer of 0.5% from the Schools Block to High Needs?

Response to this question is required by 11:45pm Sunday 19th January 2020

Table 2: High Needs Pupil / Student Numbers

Type of school	2016/17 Actual	2017/18 Actual	2018/19 Actual	2019/20 as at Nov'19 Forecast
Mainstream - maintained & academy EHCPs	1,430	1,369	2,074	2,299
Mainstream - maintained & academy Non-Stat	754	674	22	0
Mainstream - maintained & academy - Total	2,184	2,043	2,096	2,299
Resourced provision or SEN Units	73	73	69	66
Devon Maintained Special Schools & Academies	1,047	1,086	1,170	1,291
NMSS or Independent Special schools	316	376	461	617
Post 16 - FE Colleges & sixth forms	257	344	441	542

Table 3: High Needs Budget expenditure

Type of school	2016/17 Actual	2017/18 Actual	2018/19 Actual	2019/20 as at Nov'19 Forecast
Mainstream - maintained & academy	£10.01m	£9.14m	£7.99m	£9.7m
Resourced provision or SEN Units	£2.64m	£2.01m	£1.34m	£1.35m
Devon Maintained Special Schools & Academies	£25.47m	£25.45m	£29.91m	£32.14m
NMSS or Independent Special schools	£14.77m	£16.85m	£20.40m	£29.56m
Post 16 - FE Colleges & sixth forms	£0.931m	£0.869m	£1.53m	£2.19m

To be noted

ISP Numbers do not include duplicates, but does include leavers to give total numbers of pupils supported during the financial year

Comments to the consultation.

Disagree to transfer (190 schools disagreed)

1. Our school faces significant legacy issues that are likely to impact in 2020/21. Any funding reduction in the face of budget pressures and potential increases to the entry-level salaries of teachers would be harmful. Whilst acutely aware of pressures from SEND, we feel that the cost to our school (value of funding foregone) is too great in terms of cost / benefit trade-off.
2. This is not the time to remove money from schools who are trying to manage their own SEN needs in school and have a serious lack of funding.
3. We disagree because moving funds from the school block into the HNB hides an issue that needs to be addressed with the DfE regarding under funding of the High Needs element. Schools in Devon have remain historically underfunded and taking additional funds from the Schools Block exacerbates this issue and will leave less in the baseline schools block moving forward.
4. HNB money should sit with the schools and the DfE should be contacted if there is a shortfall.
5. We are in a deficit budget and I can't afford to lose any of our basic entitlement.
6. I disagree as two things need to happen. Capacity needs to improve in specialist provision, instead of using private schools where costs are higher. Secondly, more funding needs to be given to all Devon schools to facilitate the adequate and proportionate staffing levels required to provide timely, proactive interventions to support any needs identified.
7. Cuts to direct school budgets only result in more strain on the high needs block further down the line as we cannot meet children's needs in the first instance.
8. Inadequate risk management or control measures in place for this money.
9. I disagree with taking funds when resources are stretched already. I understand the problem and can clearly see that the options are limited, but I do not agree that funds should come from here.
10. Our school budget share is under significant pressure without it being top-sliced to provide the High needs block. We have nowhere to go to add to our funds, and are being told to make economies. If we hadn't had to make economies by not replacing our valued and highly skilled SEN teaching assistants the children in our care would have the support to which they are entitled. Yet again, the proposal is to withhold support for our non-SEN children to provide support for SEN. It may not be being used to prop up the overspend of

SEN, however we doubt that we will see any support from this. We cannot keep having our funding cut! If the core funding is insufficient, we cannot keep trying to make efficiencies to make it look as though we are coping when we are not!

11. As a small school, we need every penny extra to stay in the position that we are now. Balanced and productive. In order to continue to deliver what is necessary for an excellent standard of education for our pupils we have worked extremely hard to always balance our budgets and to streamline where possible. After looking at our figures on the HCSS portal the difference between receiving the estimated full allocation of the funding formula versus the 0.5% allocation to the high needs budget is the tipping point for us to remain balanced rather than run into deficit.
12. This money should be coming from central government rather than being sliced from school budgets.
13. With the implementation of the NFF Wynstream / Montgomery is seeing a reduction in the school budget share. There are significantly high numbers of pupils whose needs are met through developed programmes, trained support staff which are already depleted to a point where the needs of the pupils are difficult to meet. The school can not get through the application process for the EHCPs for current pupils due to the volume of paperwork and numbers. The school is currently appointing an additional SENCO to support this. The reduction in the model of -£42 761 adds to the present shortfall of £150 000 in 20/21. We are currently exploring budget recovery which may include redundancy, to add further to this by removing the 0.5% is unthinkable. Additionally, while we may benefit from the 'taxed' monies moving from all schools, this will create additional paperwork for SENCO to access these funds, swamping them further. I whole heartedly disagree with the proposal.
14. Discussed at SLT prior to my response.
15. the funding should come from government
16. I disagree that the money should be used.
17. We feel strongly that the budgets are already stretched to capacity and we need this money to meet the needs of the children we have. We feel that the money would be better spent and have more impact if it was allocated by the school.
18. School budgets are incredibly tight and we cannot afford for the majority of children to lose out because of this proposal.
19. It has not been sufficiently proven that the pre-existing money has been well-managed so it seems illogical to give more to be distributed centrally.
20. There isn't enough information on what specialist support we would get in return for the money. We can provide a great deal of the children's needs detailed in EHCPs within our school through using EHCP funding- a play therapist seemed to be the only extra resource described- I'm not sure if this is a widely requested service? As a larger school we can provide a great deal of in house support for our 420 pupils, and in fact is a reason why many SEN pupils have chosen to move to our school. A reduction in our budget may potentially mean losing the ability to provide this for ourselves, putting more pressure on external services which vary wildly in quality and aren't always easily available in North Devon. Using

our funding we are providing a dedicated LSA for speech, language and mental health as well as a team of highly skilled LSAs in supporting high need children to be in a mainstream school, these children would need to be in specialist provision without our staff. If keeping more children in mainstream schools is the goal, cutting our funding will not help us to continue this. I am delighted that there is to be a review of independent provision- this seems to me to be the least value for money- hopefully the new DCC run specialist provision will continue to be developed as the problem widens. I am delighted that there will be an expansion of specialist provision which is not independent- are any of these in North Devon? Having had experience with some independent providers I know how incredibly expensive these can be.

21. We do not support the transfer of 0.5% as we believe the money in the schools block is for All children and not to fill the hole made by the funding gap in high needs block. Which ever way you look at your explanation the transfer it is to be used against the deficit. If the deficit wasn't as big as it is the LA would be putting the funding in to provide schools the vital support needed for the children rather than taking from the schools block.
22. I am not in agreement with the transfer of 0.5 from the school Block
23. This will not make a big enough difference in reducing the number of plans, the money going to schools will allow them to support children with EHCPs. The impact on school budget is too great resulting in loss of resources to support children (staff)
24. Once funding from the schools block has been removed, the reduced amount forms the basis for any baseline calculations, suppressing future funding to schools. We believe that schools are best placed to manage their own funding in the interests of their students. We do not have confidence that the funding would be spent as efficiently or as effectively as it would be by schools. Schools can ill afford to see any reduction in their funding.
25. Feniton Primary school would not support the transfer from the DSG to High Needs Block. The principle of the DSG is that this funding is for the education of all children, NOT to top up a funding gap or problems created by the inadequacies of the 2014 code of practice.
26. Tipton St. John Church of England Primary school would not support the transfer from the DSG to High Needs Block. The principle of the DSG is that this funding is for the education of all children, NOT to top up a funding gap or problems created by the inadequacies of the 2014 code of practice.
27. Schools are feeling the impact of increased staffing costs and are having to look at reducing staffing. After looking through the support rationale it does not increase capacity in a sustainable way. In addition there will be a lag in setting up the provision - recruitment takes time. I feel that this is not the best value of money. We would welcome a 0.5% transfer between blocks if the money was used on strategic, sustainable approaches to provision. In this instance, I cannot support this in good faith as I feel that schools that are struggling with finance are going to be disadvantaged further.
28. We do not support the transfer of funding to Higher Needs Block as the funding is intended for the Education of ALL children,

29. I am resubmitting a response on behalf of Uffculme Primary School as the HT, Jo Dentith was not aware that this is a one year, one off project. We would be more likely to support a transfer if the money was providing additional maintained special school and AP places.
30. It is an ill thought through unrealistic plan to provide outreach to schools to try and keep more SEND children in mainstream provision but it's a one year only project with no guarantees of any impact. There is no evidence historically of making any of these initiatives work.
31. I think the special needs funding should be funded correctly from Central Government and not taken away from main funding. Moving money across does not deal with the underlying problem of special needs being under funded.
32. Whilst it is understood that the proposed transfer is a planned one-year 'pump-priming' exercise, the level of uncertainty surrounding the deliverability of the project undermines the validity of the request. Based on current provision and waiting lists it appears highly unlikely that the necessary staffing levels could be recruited in the proposed timeframe. In addition to this, the evidence base is very thin as to whether such a project would actually have the hoped for impact.
33. Given the weak track-record of the last few years for achieving value for money when transferring funding from the Schools Block to the High-Need Block, I do not feel that we can support this latest request for an initiative which is essentially untried and untested."
34. We would not support the transfer from the DSG to High Needs Block. The principle of the DSG is that this funding is for the education of all children, NOT to top up a funding gap created by the inadequacies of the 2014 code of practice.
35. This is a really, really difficult decision to make. Although we totally agree that more funding needs to be available for Devon's SEND provision we cannot afford to pay for it from funding coming to our school. Our school would lose £6,000, not a huge amount but we just can't afford to lose it. We feel that Devon, and all LAs, need to make a bigger effort to highlight how the funding cuts made to many services over the last decade have led desperate parents and schools to resort to applying for EHCPs to ensure that children receive the support that used to be a part of the everyday offer that schools provided. Devon need to make even more efforts to state to Government that education funding is not good enough. The Government need to be properly funding support services, schools and LAs.
36. Our school has significantly more children with EHCPs compared to national averages. We have 11 with 4 pending and possible 4 more in our intake next year. This represents 7% of our children. We employ a wellbeing practitioner and access support from our CAIRB. In addition we employ a THRIVE based practitioner. We work hard to accommodate needs where other local schools may not be so inclusive. It is always a struggle for us to fund the basics rather than the expert parts- ie the initial £6000 for the plan. There is always a shortfall here. We do have children from time to time who we do need to request alternative provision for but I do not feel this transfer of funds would change that or make their inclusion any more meaningful or prevent us from seeking an alternative.
37. I am concerned that 'pumping' prime services by taking 0.5% from the high needs block does not support a long term plan to support SEN pupils. It is not clear how this transfer will have a demonstrable impact on the issue of the funding problem.

38. I am concerned about the on-going affordability of this additional service on a budget block that is already over-stretched. This does not appear to be a sustainable solution, is there a reliance on funds being transferred each year to sustain this?
39. Having read the evidence, I do not feel that this money would make a significant difference to the pupils in our school where as the reduction in our funding will make a very big difference. In our school, the money we would lose would be used to support EHCP pupils and others directly without having to apply for it centrally. This would have a far greater impact on our parent's confidence to address the needs directly of pupils.
40. Many of our schools are seeing minimal increases through the NFF due to the erosion of historic funding for disadvantage. Further loss in the face of potential increases to the entry-level salaries of teachers would be harmful. Whilst acutely aware of pressures from SEND, we feel that the cost to our trust (value of funding foregone) is too great in terms of cost / benefit trade-off.
41. At a time where the LA spend huge amounts of money on Babcock and where schools have difficult budgets, I think this is less than reasonable. I would also add that once all the fixed costs are paid in a school, 0.5% of the 'variable' budget is a considerable amount and is money that cannot be used for school improvement if it is extracted by the Local Authority. In a school with 95% of it's budget spent on 'fixed' costs this would be 10% of what is left. Is there a link between this and educational attainment in Devon?
42. I'd would prefer to use the money to provide adequate support for the children in my schools rather than paying for sporadic external support .
43. I fully understand the rationale, care greatly about improving the provision and support of our high needs pupils which has been far from good enough, like to support the Authority and see in my school first hand the difficulty and impact of having children identified as requiring specialist/alternative provision stay in mainstream education. However, I cannot in good conscience support a proposal which 'takes' money away from all other children. Only by refusing this can we lobby to address the wider issue that high needs provision across the country and particularly in Devon, is not adequately funded by the Government.
44. I do not see how O-25 can ensure that there is fairness of access to this proposed additional resource to support EHCPs and how accountability for equality and quality will be maintained.
45. I do not have confidence in the efficacy of any 'central support teams' in providing real support in the school setting.
46. Further to the email 'Request to transfer' via DASH. For the avoidance of doubt, we recognise that the removal of 0.5% for High Needs would make no difference to Chulmleigh College's budget, but disagree with this proposal because the net effect is to make Chulmleigh College dependent on the minimum funding level. We are almost in a position where we will no longer get minimum finding level as a result of our significant growth. We have worked relentlessly over the last 5 years to be liberated from special treatment further to the decisions made by Schools Forum in the past. Please view this comment alongside our previous answer. We believe the removal of 0.5% from bigger secondary school budgets is

wrong, particularly in light of the fact that DCC have had much time to plan for this budget and schools are living with cut budgets."

47. The full school budget share is needed by the school
48. Schools need their full budget share
49. With the implementation of the NFF Countess Wear is seeing a significant reduction in the school budget share. In addition, there are high numbers of pupils who have significant needs and poor levels of existing funding for these children reduces our capacity to provide appropriate and expected provision. Historically the school has received a significant influx of pupils with high needs due to managed moves and recommendations by the local authority. Placing more funds into the High Needs Block will exacerbate our frustration. The application process for EHCP's is already lengthy due to high numbers and volume of paperwork. In many cases, the EHCP paperwork for many of our newly placed children with high need from other settings has not been started. Countess Wear are already working with a high deficit whilst trying to achieve improvements and meet the needs of children. The exploration of budget recovery will include possible redundancy. The removal of 0.5% will create a totally untenable situation with regards working to meet the needs of our children. I whole heartedly disagree with the proposal.
50. Clyst Heath is part of Connect Federation and will be operating a single budget from April 2020. Countess Wear is a big loser under this proposal and so Clyst Heath are disagreeing with the proposal to transfer of funds to the High Needs Block. Whilst we may benefit from the 'taxed' monies moving from all schools, this will create additional paperwork for SENCO to access these funds thus increasing a workload which is already too heavy and cumbersome in nature. I whole heartedly disagree with the proposal.
51. I would have to lose 3 TAs to balance budget- we are already working at breaking point.
52. My school does not lose out any funding as a result of the transfer of this money. However, I have disagreed because of the principle. I appreciate that the strain in the system necessitates this type of thinking and solution. I don't want to see our most vulnerable children miss out or suffer. However, the funding and education system is to blame for this situation. The problems schools face are: in the way EHCPs are being funded (we don't have £6k waiting around); the increase in SEND numbers (changes in society and expectations on pupils contribute to this); the expectations on schools to do more than they are capable of (especially with SEMH); and the massive lack of funding in Devon and in schools in general. Funding and provision needs to change, or the expectations on the outcomes for children who are high need. There needs to be radical thinking here, not just moving money from where it is already needed, to where it is being used inefficiently. I do appreciate the local authority is in a very difficult position. I wanted to give honest feedback though."
53. Our business manager has worked out we will lose £8135
54. Having already had a budget stretched to the limit in the last few years I cannot continue to run my school with further money being withdrawn from us.
55. Removing further money from schools block would make things more difficult to manage in an already stretched school would be counterproductive in helping to raise standards.

56. The proposal is not acceptable
57. I do not agree to this proposal
58. With 14 (rising to potentially 25 within the next 12 months) children with an EHCP within the Federation, the projected reduction of approximately £20,000 for 2020-2021 is a significant amount of money. Whilst accepting that the funds would be used to pump prime additional outreach support for children with an EHCP, it is really difficult to be confident that the needs of our pupils would be best met by us losing £20k rather than us receiving this money and allocating it accordingly.
59. Funding should not be reduced for any schools. It would adversely affect Buckfastleigh.
60. our business manager has worked out £2393 will be lost from the budget
61. Schools are on their knees and the extra AWPUP still does not bring us up to anywhere near the level of funding we require. To take some from us under the excuse 'you are getting an increase so can afford it' shows a complete lack of understanding. As a Trust your proposal would cost us about 51K. We need this money, desperately, just to reduce the annual overspend. Devon needs a robust and longer term solution to the problems with the High Needs Funding. This 0.5% transfer wouldn't make a dent in the deficit, nor would it probably be enough to even do what you are proposing doing with it. We are better having the money at the chalkface and taking responsibility ourselves for how we spend it - on high needs students or otherwise. Also, your communication of surprise that some schools voted against the proposal when their school's individual funding would not be affected suggests that you are encouraging schools to make selfish voting decisions based on the implications for their school and their pupils alone. This is divisive and encourages an "I'm alright Jack" attitude amongst Devon Heads.
62. This will have an adverse effect on our already stretched school budget.
63. The school is committed to financially supporting high need students in another way.
64. I am not convinced that the support fund is fully planned and losing roughly £35 from each pupil's funding would across all 5 schools in our federation would mean we lose £33,600 from the budget we already use to support In-reach work across all of our 5 schools for those children with Special Educational Needs.
65. Although the evidence to support the proposal highlights a number of key steps to improve outcomes for children with SEND needs which many schools would welcome (e.g outreach work and the children with the most complex needs being placed in state funded provision rather than the independent sector), my main concern is that by agreeing to the transfer again, there is a real fear that this will normalise the situation brought about by ongoing under-funding from central government, as is stated in the evidence provided in the section which explains why the budget is not adequate to cover the cost pressures. I am sure all schools would be in agreement that the high needs block should and must now receive an increase in funding if the increasing deficit is ever to be reduced. However to take further monies from the DSG will have an impact upon all pupils including those children with SEND, particularly those awaiting assessment, as current whole school funding remains inadequate given the offer schools are required to make for all families and their children. To agree to this transfer would appear to negate any claim on central government to commit to properly

funding all schools and local authorities in meeting the needs of the young people they serve.

66. Whilst I agree that there needs to be more funding available for the High Needs Block and I welcome the proposal to create more special school provision, I don't believe that money should be taken from the schools block. Central government needs to make more funding available for High Needs Block and recognise more fully the huge pressure that it is under. I also have some concerns about the pump priming of central resources available for outreach work and how effective this may be. I think there needs to be more clarity on exactly how this would work in practice before I would feel confident that the funding would be used more effectively centrally, than it would be used by schools.
67. The transfer will remove £35 per pupil from 263 Devon schools (primary and secondary.) Marwood School has a falling roll and would see a real loss in funding for 2020 / 21. This would mean reduced provision for young people here. The proposed outreach support can only be for one year before such a transfer would need to be voted on again as in current annual finance consultation. The proposals are not detailed enough, nor do they start early enough in the Summer Term 2020 to have a measurable impact before the process would have to start again. Devon will have to agree a recovery plan with the ESFA due to the size of the 2019/20 budget deficit. The implications of making a transfer for outreach work and not counting it against the deficit could mean that funding is still required from schools block to address the deficit.
68. I understand why this is being seen as an option and I value this work and the support it could potentially provide my SEND children, however I really feel that the Government needs to be told that this is not good enough. We should not have to be having our budgets sliced further to try and support our most vulnerable children. The 1:1 support or specialist provision needs to be able to happen in school each day to provide the support our most vulnerable need all the time. If investment in education was a real priority Headteachers, like myself, could employ experienced, specialist providers to work in school all year round, building relationships with children and families and supporting my dedicated teaching staff to provide the best provision possible.
69. This money is vital to my school. We are already feeling under funded for the number of high needs children in our school. This money being removed from our budget would mean we would not be able to pay for a play therapist/ behaviour specialist to work with our children directly. Plus, I am concerned this will not benefit my school, as we already struggle to get support from central agencies as the Thresholds/ waiting lists are too big.
70. Unaffordable for the Trust
71. From what I understand at a cost of £35/ child the school's budget would be short of c.£15k which is the cost of a good TA for the ever increasing number of children who we are needing to provide support to. We are stretched thin and have a small deficit budget and are working hard for our families. To rob Peter to pay Paul seems unjust when we are at the 'front line' and have been screaming out (with Devon CC and DAPH and DASH) for fair funding to bring us in-line with London boroughs for per pupil income.
72. The funding formula cannot meet the current needs at present.

73. Whilst we are very aware of the difficulties around the escalating HNB costs and therefore the need to try to implement structures and systems to address this, we do not agree with the proposal as stated. The proposal is too nebulous. What would the 'additional support' be? Where is the evidence that such support would be successful? How would you ensure that the provision would reach all areas and not be centered around the areas of highest population? How can you guarantee longevity, sustainability and productivity from what is a 'pump priming initiative'?
74. We would prefer to see infrastructure development that ensures more appropriate provision is provided across Devon. Infrastructure that allows more specialist places being available to our youngsters. We would welcome the increase in places within our mainstream special schools, the addition of new special schools that genuinely serve all parts of Devon, and with it the increase in specialist staff who can best serve the needs of our youngsters. We accept this infrastructure development would require more than a one off 0.5% transfer but it could be a start. Once we see a sustainable model that addresses the increase in SEND need, we believe schools would be much more welcoming of plans which would have a lasting impact. If this were to be the case we would be supportive of a transfer between blocks but unfortunately we believe this proposal lacks clarity, sustainability and any evidence of potential impact and success. We are therefore not in support of the proposal.
75. Schools are in a better place to procure services quickly and simply without additional applications, evidencing and paperwork, which would have to be undertaken by already hugely busy schools.
76. This proposal was discussed at length at a Governors' Finance committee meeting and it was felt that funding outreach workers is an inefficient use of resources.
77. Governors and senior school staff feel strongly that SEND funding needs to be addressed properly by central government and recognition given to the fact that not all children with SEND are able to access an appropriate education in a mainstream setting. We have a very good record on inclusion but know that occasional access to outreach workers will not prevent the need for some children to be educated in a specialist setting.
78. Whilst this would be valuable and perhaps necessary outreach support, in this case funding needs to be sought from other sources. Having looked at the funding calculator we feel that we cannot agree to the 0.5% transfer of funds for additional services to the High Needs Block. We really value the services within the 0-25 team but unfortunately due to a couple of lower cohorts in 18/19 and 19/20 then we would face potential redundancies. We looked at the current services that we buy as we currently contract an art therapist as part of our provision and this would be a potential saving but we would still be at a loss of £6000 which we sadly are unable to afford in the next budget.
79. We have a high number of children with EHCPs who would benefit from support from play therapists and workers from special schools. However we currently already contract an art therapist with an annual cost of about £3000 so instead of taking 0.5% of our budget then we would prefer to buy this in as a traded service. We understand that many schools, including Stoke Canon, need more support for the children with complex needs but we have very limited budgets and a loss of £5000 would mean staff cuts.

80. Whilst I understand and agree with the need to fund the High needs block, this funding should be coming from Central government and not from individual schools whom continue to struggle to meet all children's needs on a daily basis due to reduced funding. It conveys the wrong message to DCC and Central government, suggesting we are in a positive financial position that enables us to support this when we are clearly not.
81. We're going to lose money... and things are already extremely tight. I believe a further reduction will impact negatively on our pupils. I don't think there's been enough information provided to help us make this decision, nor in good enough time - with only a day or two's working time to reply. My Governors are at a loss at how to respond appropriately as they don't feel they have enough information or time to do so. I'd question what DCC and the Government are doing to support schools and the High Needs block, to protect funding in years to come.
82. I have thought very carefully about my response and consulted with our partner primary schools and local special school. I think the proposal to top slice is made with good intentions and to try and provide extra resources for mainstream schools to prevent the need for students to go into expensive alternative provision. This is honourable. Unfortunately I think the additional £2 million will be spread to thinly and create difficulties in how we assign those resources fairly across such a huge number and range of schools in Devon. Speaking with our local special school I think, for us, we would be better putting that money into some sort of inclusion provision in our own area to meet the needs of our students which we can be held accountable for and be in control of.
83. This will reduce our school budget.
84. The DSG uplift has been long awaited, and is for schools to help their budget issues that have occurred for many years. Schools have waited a long time for additional funds which they are desperate for.
85. The EHCP process takes so long that we spend a significant amount of money from our budget on high needs pupils before the school is awarded any additional funding, often this can be for most of their time in our infant setting. It can be eighteen months to gather the evidence required as part of the process prior to submitting a request and the EHCP process itself from submitting request takes at least twenty weeks. We are struggling to find the funds to provide for the children during this waiting period and are doing our best to avoid exclusions of vulnerable children.
86. The amount generated will not solve the root problem. Schools are struggling more than ever before because the current system is broken and the amount of money spent on private placements is obscene and not sustainable.
87. The process prior to submitting the paperwork for an EHCP is eighteen months or more. Then there is at least another five month wait to issue an EHCP. During this time the high needs child must be provided for from the school budget which creates huge problems and impacts upon the education of the whole school.
88. Schools are struggling to fund their provisions effectively with funding as it stands. By taking further funds away from the Schools Block to High Needs further compounds the issues within schools. Whilst we appreciate that the High Needs block requires additional funding, this should not be taken directly out of the schools block placing schools at a further dis-

advantage. Although, we see the bigger picture of moving the funds into the high needs block, schools are already using DSG funding to top up shortfalls in SEND/EHCP/High Needs funding. This is particularly relevant in our own setting where we are funding additional staffing and resources for our most vulnerable students. This issue is exasperated for schools that are not full to PAN and fully inclusive.

89. The Trustees considered this carefully at a Board meeting. Whilst we fully understand the National challenge in SEN funding which resulted in High Needs overspend we also feel that the movement of money aimed at per pupil funding would have a potential further detrimental impact on a school's capacity to meet the needs of children in their schools. We acknowledge that all schools may not be impacted, however, we believe that a local resolution to a National problem will not create the clarity for central Government to understand the need to provide additional funding required to support the overspend on High Needs Block. As such the vote to not support was done on the belief that central Government needs to have as much pressure applied upon it to resolve this issue.
90. We will have less money to support the identified children (equivalent to losing a member of the support staff) with the money we loose and we have to support the children for the whole school week.
91. I am not in support of a suggestion that has not yet been designed or staffed. This will not have the immediate impact needed for the our schools current position. There is nothing to say how the children in my school are going to benefit from the resource. I feel the design does not yet show robustness nor sustainability. Is this really the best way to 0.5%!I would support a 0.5% transfer if this money would to be used on some long term infrastructural change to support SEN youngsters for next year in my area. I am in support of more special school placements and provision or outreach within my area to impact on my pupils. We sought advice when in 2018 to be informed there was nothing available in this part of Devon.
92. It is unclear what the income raised will be used for. We are concerned this could result in a project being delayed and then having little impact. More details of proposed plans would have been helpful. We are also concern any deficit reduction plan may also require a transfer of funds in the future.
93. With 14 (rising to potentially 25 within the next 12 months) children with an EHCP within the Federation, the projected reduction of approximately £20,000 for 2020-2021 is a significant amount of money. Whilst accepting that the funds would be used to pump prime additional outreach support for children with an EHCP, it is really difficult to be confident that the needs of our pupils would be best met by us losing £20k rather than us receiving this money and allocating it accordingly.
94. Unfortunately unable to open the supporting evidence folder despite trying on several occasions.
95. Schools are in a better place to procure services quickly and simply without additional applications, evidencing and paperwork, which would have to be undertaken by already hugely busy sencos.
96. The funding formula cannot meet the current needs at present.

97. the funding should come from government

Agree to transfer (30 schools agreed)

1. I agree to this somewhat reluctantly in that it is asking schools in one of the most poorly funded Local Authorities to pay for the government's lack of investment. We also have a significant deficit budget moving forward and are having to make serious cuts to the provision we can offer in school to support SEND pupils of our own. We would be supporting children in schools who are in a much stronger position financially than ourselves. However, I also know that it is about helping children in Devon and I appreciate the need to work in partnership with the Local Authority and to trust the fact that you would use the money fairly and effectively.
2. Devon's special school Teaching School Alliance has made an outreach proposal similar to purchased arrangements in similar LA's which have been able to demonstrate a positive impact on inclusion data.
3. Effective outreach can substantially enhance inclusive education. Devon's special school teaching school alliance has created a proposal for the LA to consider. The breadth of expertise across the Alliance allows for a wide range of support, under the Teaching School/ LA school improvement relationship with the in-built KPI/QA processes.
4. As far as the principle of transferring money from schools block to high needs block, I think it probably should happen as these are some of our most vulnerable children that mainstream schools are struggling to meet the needs of. A concern however is how the deficit will be repaid. Are Devon as a local authority addressing this, are they working with central government on a plan to repay the deficit, is there a plan?
5. In our context, we see the growing number of CYP with SEND and requiring EHCPs and specialist interventions. We recognise the need for greater funds for the High Needs Block to support the most vulnerable CYP. Having read the evidence, I do not feel that this money would make a significant difference to the pupils in our school where as the reduction in our funding will make a very big difference. In our school, the money we would lose would be used to support EHCP pupils and others directly without having to apply for it centrally. This would have a far greater impact on our parent's confidence to address the needs directly of pupils.
6. In the commissioning of this outreach work it is imperative that there is quality assurance. Accepting that there are varying thresholds across numerous schools in Devon makes this a significant challenge. Schools that provide high quality education for SEN pupils should be recognised and supported accordingly.
7. Due to the fact we have minimum funding guarantee on our budget this will not impact on our budgeting. We have met with Babcock's finance to discuss our current budget and raised questions that we are happy with the outcomes of. That being said, if our min guaranteed funding was to cease in future years, we would not be in a position to agree.
8. Without this funding I cannot see how the needs of the most vulnerable and challenging students can be effectively met

9. I hope this will see help to see a significant improvement in provision with quality providers to address this present shortfall.
10. Agreed, but in doing this will the DfE take school budgets in Devon at a lower value when calculating future AWPU? Also agreed on the basis that this is not for the deficit but is to be used for proactive projects to better meet the needs of young people, as proposed.
11. On the condition that it is a one off request and that as a school with an above national average number of SEN children, the benefit is quickly evident for our SEN pupils.
12. It is vitally important that this will provide a service that is sufficient to benefit all schools. This must be a one off request to set up the hub and should benefit lots of schools, not just a few. Will this be closely monitored and shared openly. (As with other services, eg Ed Psych, the service often does not have the capacity to match demand even when it is paid for).
13. Within our school, we have a high and increasing number of pupils with additional needs, and are struggling to access the right support for them. By agreeing to this, we would want assurances that the services promised cover the whole of Devon, and rurally distanced schools are not compromised by the services they receive because of travel time.
14. I support the transfer of 0.5% from the Schools block in line with the supporting evidence
15. Whilst not fully supportive of this move as I don't feel it is addressing the correct issue, I do see that this is proactive and is needed. The option to say no would just defer the issue and the problem will continue to remain and grow.
16. We would rather say no, as any reduction in budget is hard hitting.
17. There is little choice really as the service needed for the higher needs children is essential.
18. While this will have a negative impact on our own budget, I feel a morale obligation to agree the transfer in order to support the needs of other pupils.
19. I am delighted that there will be an expansion of specialist provision which is not independent- are any of these in North Devon? Having had experience with some independent providers I know how incredibly expensive these can be.
20. With a focus on meeting the needs of our vulnerable pupils within local provision.
21. Will there be sufficient support across all 352 schools to actually support individual pupils to remain in maintained schools?
22. Will schools be expected to keep pupils who require special schools because County are now giving this extra support? Will it be used against us when we are trying to get the best for the child which could mean alternative provision?
23. There are many schools who are having to support diabetic children with extra 1:1 support and EHCPs are not being accepted (even if the child's needs are requiring other adult support therefore stopping the learning of other children at times) can anything be done about putting some pressure on Health to recognise their responsibility to help support these children in school.

24. We need to be able to fund the outreach support programmes that a few of our students need to access, this has a big impact on meeting their needs, both in and out of school.
25. I understand the need for further funds to support schools with children who have EHCPs.