



SCHOOLS FORUM February 2022

Report sponsor: Andy Smith, Strategic Director of People Services and Alison Parkin, Director of Financial Services & Deputy Section 151 Officer
Report author: Janice Hadfield, Head of Finance

ITEM 02/22

Proposed Schools Block Transfer 2022-23

SUMMARY

- 1.1 The purpose of this report is to set out the proposal to transfer £0.303m (0.14%) of the school's block of the Dedicated Schools Grant to the High Needs Block in 2022-23.
- 1.2 No further transfer request for a decision from the Secretary of State on a 2022-23 transfer is planned.

RECOMMENDATIONS

- 2.1 To note the indicative allocations of the Dedicated Schools Grant as detailed in this report.
- 2.2 To approve a transfer of £0.303m from the Schools Block to the High Needs Block.

SUPPORTING INFORMATION

3.1 Dedicated Schools Grant

Local authorities receive Dedicated Schools Grant (DSG) which funds schools and other pupil related services.

The Dedicated Schools Grant (DSG) for Derby is split into four blocks: Schools Block, Early Years Block, High Needs Block and a Central School Services Block.

The 2022-23 allocation for the DSG is £285.803m and is made up of four blocks of funding:

- Schools Block £213.306m (includes £1.39m NNDR details at point 3.2)
- Central School Services Block £2.848m
- High Needs Block £50.981m
- Early Years Block £18.668m

Schools Block – has two separate allocations and funds delegated budgets to mainstream schools and academies and also provides local authorities with funding to meet the revenue costs arising from the basic need to provide additional mainstream school places.

High Needs – funds provision for pupils with special educational needs and other services such as the Specialist Teaching Services, provision for pupils unable to attend school because of medical needs or exclusions.

Early Years – the entitlement to free early years education for disadvantaged 2-year-olds and for 3- & 4-year-olds and the service that supports that provision.

Central Schools Services Block – introduced in 2018 this block funds local authority statutory duties on behalf of pupils in maintained schools and academies and certain costs incurred on behalf of schools such as copyright licences for maintained schools and academies.

- 3.2 Prior to 2018/19 local authorities had full flexibility to transfer funding between blocks, this has largely been from Schools to High Needs. Under the 2018/19 school funding reform, which saw the introduction of the National Funding Formula (NFF) for schools and High Needs, the Department for Education (DfE) limited the ability to transfer funding from the Schools Block to High Needs.
- 3.3 Since 2018/19 local authorities are able to transfer up to 0.5% of the gross Schools Block to High Needs following the approval of the Schools Forum. Should the Schools Forum not approve a transfer approval can be sought from the Secretary of State. A transfer of greater than 0.5% of the gross Schools Block can only be made with the approval of the Secretary of State. There are no restrictions on transfers between other blocks. Approval for a transfer is only for the year it is enacted; further approvals are required annually.

Local authorities wishing to make a transfer should also consult local maintained schools and academies, and the school's forum should take these views into account before making their decision. It is important that any consultation sets out the full amount of the proposed transfer.

- 3.4 The requirement for such a transfer is £0.303m, this is made up of £0.053m for the SENDIASS service and £0.250m for speech, language, and communication needs.
- 3.5 The requirement to transfer £0.053m, for the SENDIASS service which works closely with parents and families with pre-mediation to prevent tribunals, avoid out of authority placements and associated costs. This will retain capacity in the team for this essential work to help reduce pressures on the HNB.
- 3.6 **The requirement** to transfer £250k to support schools to provide a Graduated Response (GR) to children with Speech, Language, Communication Needs (SLCN) to achieve their potential outcomes.
- High level of need that currently escalates to EHCP and tribunal level. Reduced parental confidence in support provided. Some settings struggle to meet the needs of SLCN
 - Current GR project underway has identified areas of good practice, recognition of needing help with supporting SLCN but mixed levels of understanding of how to meet this need, lack of co-ordinated responses and sharing of success.

Expected Impact/Outcomes

- Improved SLC environment for all children in schools. Demonstrated by SLCN policy and/or curriculum that is starting to be embedded across the school
 - Explore use of ‘communication friendly schools’ tools (ICAN, Balanced System or similar) to evaluate
 - Increased confidence of staff to embed supporting SLCN into everyday practice in the classroom
 - This will be demonstrated via questionnaire feedback pre and post project, lessons plans will indicate how SLC is differentiated to meet the needs of children
 - Increased confidence of families in having children’s SLCN met by the setting
 - This will be demonstrated by parental feedback, reduced demand for EHCPs, case studies.
 - Children with SLC will be accessing the curriculum with increased success.
- 3.7 Consultation details. Head teacher representatives for all phases were consulted on 14.1.22 before bringing the proposal to fund Speech and Language Therapy services and agreed that this is an area of need across the city. A full city-wide consultation will be implemented following agreement by this forum.

<p>For more information contact: Background papers: List of appendices:</p>	<p>Janice Hadfield Janice.hadfield@derby.gov.uk</p>
--	---

