

Bristol Schools Forum

Agenda Tuesday, 8th June, 2021 at 5.00 pm
Virtual Meeting via Zoom

	Start	Item	Action	Owner	Paper
1.	17:00	Welcome	A	Vice Chair	
2.	17:05	Election of Chair To elect a Chair for future meetings of Bristol Schools Forum.	De	Vice Chair	
3.	17:10	Forum Standing Business (a) Apologies for Absence (b) Confirmation meeting is quorate (c) Appointment of new members/Resignations: New Members: Liz Townend – Bristol Diocese Rebecca Watkin – Special School Rep (d) Notification of Vacancies: Academy Secondary Head Rep Academy Primary Governor Rep PRU Governor Rep (e) Declarations of Interest	A	Clerk	
4.	17:15	Minutes of the Previous Meeting (a) To confirm as a correct record (b) Matters arising not covered on agenda	A	Vice Chair	3 - 8
5.	17:20	Working Groups Update To note the following Schools Forum Working Groups: a) Finance Sub-Group – ongoing (approximately 2 times per year) b) Constitution Working Group – ongoing (annual if required) c) High Needs Task and Finish Group – May 2021- May 2022 d) Early Years Task and Finish Group – May 2021- May 2022	A	Vice Chair	
6.	17:25	Dedicated Schools Grant (DSG) Management Plan	C	AH/AM/RD	9 - 44
7.	17:55	Outcome of Review of Alternative Learning Provision (ALP)	Di	AH	45 - 130
8.	18:15	DSG Budget Monitor	Di	AA	131 - 146
9.	18:30	Review of Constitution	De	Vice Chair	147 - 159

10.	18:40	Any Other Business 1. De-delegated Accounts	Di	AA	160
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(*) A = Admin, I = Information, De = Decision required, C = Consultation, Di = Discussion

Clerk: Corrina Haskins email: corrina.haskins@bristol.gov.uk

Chair: (contact via clerk)

FUTURE MEETINGS

Date	Items
September	
November	
January	
March	
May	
July	

Bristol Schools Forum

Minutes of the meeting held on Tuesday, 30th March, 2021

at 5.00 pm at Virtual Meeting - Zoom Committee Meeting with Public Access via YouTube

Present:

Karen Brown	Maintained Secondary Governor Rep, St Mary Redcliffe & Temple
Melanie Bunce	Maintained Primary Headteacher Rep, St Barnabas
Josh Connor	Non School Member, UNISON
Rob Davies	Nursery Governor Rep, Speedwell and Little Hayes Nursery Federation
Trish Dodds	Academy Primary Governor Rep, Fishponds Academy
Simon Eakins	Academy Primary Head Rep, Cathedral Primary
Lorraine Gibbs	Non School Member, UNITE
Simon Holmes	Nursery Head Rep, St Phillips Marsh Nursery
Garry Maher	Non School Member, Diocese of Clifton Rep
Kate Matheson	Maintained Primary Governor Rep, St Barnabas
Aileen Morrison	Pupil Referral Unit Rep, St Matthias Park
Sam Packer	Private Voluntary Independent (PVI) Early Years Rep
Ruth Pickersgill	Academy Secondary Governor Rep, City Academy
Chris Pring	Maintained Primary Headteacher Rep, Cabot Primary
Cedric Sanguinol	Maintained Primary Governor Rep, Bishop Road Primary
Simon Shaw	Maintained Secondary Head Rep, St Mary Redcliffe & Temple
Christine Townsend (Chair)	Maintained Primary Governor Rep, Whitehall Primary
Stephanie Williams	Academy Primary Head Rep, Bannerman Road Community Academy
David Yorath	Academy Secondary Governor Rep, Cotham School

In attendance from Bristol City Council:

Abioye Asimolowo (AA)	Finance Manager (Children’s and Education)
Corrina Haskins (Clerk)	Clerk to Schools Forum
Alison Hurley (AH)	Director of Education and Skills
Denise Murray (DM)	Director of Finance

	Action
1. Welcome	
The Chair welcomed everyone to the meeting.	
2. Forum Standing Business	
a. Apologies for absence Apologies for absence were received from: Rob Endley, Tracy Jones, Cllr Anna Keen, Emma Richards and Sarah Lovell.	
b. Quorate The Clerk confirmed the meeting was quorate.	
c. Resignations	

There were no resignations to report.

d. Appointment of New Members

There were no new members to report.

e. Notification of Vacancies

The Clerk advised of the following Schools Forum vacancies which would be subject to changes following the discussion on the Composition (item 6):

- One Primary Academy Head;
- One Primary Maintained Heads;
- Two Primary Academy Governors;
- Two Secondary Academy Heads;
- One Secondary Academy Governor;
- One Special School Governor.

f. Declarations of Interest

There were no declarations of interest.

3. Minutes of the Previous Meeting

RESOLVED - that the minutes be confirmed as a correct record

Matters Arising

AH confirmed that the Early Years information relating to the Education Transformation Programmed had now been progressed.

In response to concerns raised at the previous meeting in relation to the change in census days to determine Pupil Premium funding, DM confirmed that the profile of this issue had been raised and a letter had been written to the relevant Government department. CP confirmed that he had received a response that the change in dates had been to allow pp funding to be calculated earlier and therefore form part of the budget setting process, however there would be no tangible impact as the schools would not be receiving the figures until June.

4. Update by Director of Education and Skills

AH gave an update as follows:

- It had not been possible to bring the outcome of the Alternative Learning Provision (ALP) Review and Action Plan or the DSG Management Plan to this meeting as more work was required on financial modelling and engagement with partners and stakeholders;
- She proposed the establishment of Forum task and finish groups relating to (1) High Needs Block (including AP) and (2) Early Years with a view to ensuring that the Forum Members were involved in the financial elements of the co-production;
- a work in progress report wasn't considered appropriate due to the need for the joint ownership of the work and actions and to publish the actions without the accompanying plan could create concern and anxiety;
- In view of the challenges of timings, it was proposed that the Schools Forum meeting scheduled for May be replaced by a meeting in June to bring these two reports forward.

The Chair advised that she had been contacted by a member of the public and the Chair of the

People Scrutiny Commission expressing concern that the ALP Review report was not available for this meeting. She questioned why this was not known at the Scrutiny Commission meeting on 8th March, especially in view of the importance and sensitivity around this issue in the community. AH/DM responded that, on internal review, the reports were not ready to be signed off and did not have the appropriate level of engagement with stakeholders and that a delay was necessary to create more meaningful and credible documents. AH also confirmed that People Scrutiny Commission would have an opportunity to scrutinise the detail of the ALP review.

Following further questioning, it was confirmed that there would be sufficient notice of changes post-engagement and the action plan would reflect the timescale and lead-in time for decisions. It was agreed that the timescales would need to be taken into account when agreeing the date of the next Schools Forum meeting. In response to concerns raised about the impact of delay on students and their families, AH confirmed that some of the actions could be moved on quite quickly.

DM confirmed that there was not a specified deadline to submit information, but the Council would look to inform the DfE of the revised timeline and the indicative date for the next stage of the process.

Forum Members agreed that concerns be recorded about the delay in reviewing ALP services and the impact on the lives of the young people and their families.

The following members volunteered to participate in the proposed Task and Finish Groups:

1. High Needs:

Aileen Morrison, Ruth Pickersgill and Christine Townsend.

2. Early Years:

Rob Davies, Simon Holmes and Sam Packer.

It was agreed that the Clerk would contact all Members to ask if anyone else would be interested in participating in the groups.

RESOLVED

- (1) that the update be noted;
- (2) that a High Needs Task and Finish Group and Early Years Task and Finish Group be set up to look at the detail of the DSG Management Plan and ALP Outcome of Review and Action Plan prior to these reports being considered at the next meeting of Schools Forum in June.

5. DSG Budget Monitor 2020-21

AA introduced himself as the new Finance Manager for Children's and Education Services and highlighted the key issues in the report as follows:

- this was the position at the end of period 9, December 2020, and there had not been much movement since the last report;
- The High Needs and Early Years Blocks continued to be the main risks;
- Early Years – there was a significant risk to the expected income from this block arising from lower January 2021 census numbers;
- High Needs – the impact of panel meetings may add further pressure to the budget as

well as import/export adjustments for Bristol children educated outside of the local authority area and children from outside the area educated within Bristol.

Forum Members expressed concern about the Early Years funding situation and asked what the Local Authority had been doing to escalate these concerns. AH confirmed that Bristol City Council was lobbying the DfE on this issue in a number of different forums.

Representatives from Early Years thanked Bristol City Council for its support, in particular the COVID-19 Sustainability Grant which had been welcomed by the sector at this difficult time. It was also acknowledged that COVID-19 had a big impact on the most deprived areas and poorest people and Forum members asked that consideration be given to addressing inequalities in terms of funding mechanisms. Members also raised the issue of the national underspend in Early Years funding of £62m and expressed the view that this should be reallocated to the areas that needed it.

As AP representative, AM also raised a similar funding issue in relation to the AP sector and the impact of the COVID-19 pandemic where the lack of pupil referrals was having an impact on the budget and AP was facing a large deficit. She appealed for help from the local authority to help bridge the gap. AA clarified that in relation to the COVID-19 sustainability grant, the Council did not have any discretion about the government funding but had supported maintained settings in the bidding process.

CP raised the issue of De-delegated funding and undertook to send through a template for having a set of accounts for the services that are de-delegated with a view to this being included on the agenda for the next meeting.

RESOLVED that the report be noted.

6. Composition

AH introduced the report and drew attention to the following:

- The composition was reviewed on an annual basis to take into account any changes in pupil numbers;
- The composition had not changed for a number of years and the proposed reduction in size brought Bristol Schools Forum into line with other areas as well as addressing the ongoing difficulty in filling vacancies;
- The changes had been suggested in consultation with the Council's legal and equalities officers;
- The changes also took into account the priorities going forward in terms of the High Needs block;
- There was minimal change in current membership;
- Any changes could occur when terms of office expired and members would not be asked to stand down if their position was not in the amended composition.

AH responded to comments and questions raised by Forum members as follows:

- *As the number of representatives from high needs has increased, why was consideration not given for parental representation?*
It was felt that non-school representation did not need changing.
- *Concern at the proposal to reduce the representation of maintained secondary school representatives from 1 head and 1 gov to 1 across the board for the following*

reasons:

- *Despite vacancies in other areas, these roles have been filled and representatives have made a valuable contribution to Schools Forum;*
The proposal was made on the basis of data, there are 2 maintained secondary schools and 20 academies and so there was a need to reflect pupil numbers.
- *The 2 maintained secondary schools are both faith schools and so this should also be taken into consideration;*
There are also 2 Diocese non-school members.
- *Why is pupil numbers data taken into consideration for schools and academies places but not published for other positions;*
The regulations require that certain sectors are represented regardless of pupil numbers.
- *There may be a perception that an increase in representatives from AP may be more likely to agree proposals from the LA for budget movement to the high needs block;*
The increase in AP representation reflected previous discussions at the Schools Forum to focus on High Needs. Also, mainstream providers also support pupils with SEND.
- *It was important that Forum members represented their sectors and more work was needed to ensure governors/trustees in the city were engaged in the work of the Forum.*

7. Results of Self Assessment

The Chair proposed that a Task and Finish Sub-Group be set up before June to consider the results of the self-assessment and review the constitution in light of new composition and asked the clerk to make the necessary arrangements.

8. Any Other Business

1. Impact of covid-19 on the budget of AP settings

This was discussed under item 5.

2. Amendment to The School and Early Years Finance (England) Regulations

The Chair reported that the regulations had been amended to make permanent provisions to enable schools forum meetings to be held remotely, with the caveat that consideration be given to how interested parties who do not have telephone or online facilities could access meetings.

In response to questions about how the Council were planning to hold meetings in the future and whether there was a possibility of holding a face to face meeting with virtual access, DM confirmed that the Council was not in a position to deliver hybrid meetings at the moment, but was investigating what technology, room facilities and investment was required to make this an option in the future.

Members agreed that it would not be possible to return to physical meetings in the same way as before the pandemic as the facilities would not allow for social distancing

<p>and it was further agreed that meetings should continue to be held virtually for the remainder of the academic year and the return to physical meetings be considered for September.</p>	
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The meeting closed at 6.40 pm.

Bristol Schools Forum **DSG Management Plan (consultation with Schools Forum)**

Date of meeting:	Tuesday 8 June 2021
Time of meeting:	5pm
Venue:	Zoom

1. Purpose of report

The purpose of the report is to present the first iteration of the DSG Management Plan (“the Plan”) to Bristol Schools Forum for information, consultation, and discussion.

2. Recommendation(s)

The recommendation is that Schools Forum note:

- the baseline position stated in the first iteration of the Plan
- that this is an initial consultation with Schools Forum regarding the Plan following review by High Needs and Early Years Task & Finish Groups
- that the Plan is intended as a dynamic document that will continue to evolve in future iterations
- additional stakeholder engagement, coproduction and engagement is required as the Plan evolves, and must include Schools Forum, education institutions, parents and carers, children and young people, elected members and health partners
- the next version of the Plan will be brought to Schools Forum in September 2021

3. Background

Local Authorities with an overall deficit on their DSG account at the end of a financial year must be able to present a plan to the DfE for managing their future DSG spend. The ESFA have designed a template to help local authorities manage their DSG and Bristol is using the template.

The Plan is intended to help LAs to develop evidence-based and strategic plans covering the provision available for children and young people with special educational needs and disabilities. Completion of the Plan will enable us to:

- comply with paragraph 5.2 of the DSG: conditions of grant 2020 to 2021
- monitor how DSG funding is being spent
- compare data on high needs spend between LAs
- highlight areas that may require a ‘deep dive’ to ensure resources are being used efficiently and best value is secured

- form evidence-based and strategic future plans for the provision of children and young people with SEND
- present complex funding information simply to Schools Forum and other external stakeholders
- provide a consistent reporting format to help us share best practice and initiatives

The template for the Plan is a large and complex Excel file. It includes a mixture of narrative relating to the current and recent position of the DSG, with a focus on the High Needs Block (HNB), actions to be taken, financial performance, SEND data and the ability to undertake benchmarking comparisons with other LAs, including the closest statistical neighbours.

The ESFA expect the plan to be updated and presented at Schools Forum meetings and any subgroups regularly and at least on a termly basis. The ESFA recognise that the management of DSG balances, both bringing spend in line with income and repaying deficits, will take time for some LAs. The template has therefore been developed in such a way that it is intended to be a live document and able to readily track progress. In summary, the Plan is:

- a needs-led tool to aid LAs' management of the DSG
- a DfE requirement for LAs with DSG deficits
- a means of sharing complex information with a range of stakeholders
- a live document that will constantly develop and change

4. Baseline Position

In presenting the first iteration of the DSG Management Plan for Bristol, the 'do nothing' baseline position is a forecast of £70m deficit by 2024/25. This doesn't account for any planned interventions which will have a mitigating impact, the value of which is complex to determine and the subject of ongoing analysis. While delivering much needed improvements in the system, it is unlikely that the combined impact of planned interventions and improvements will address the deficit in full and, set against the current trajectory of demand and increasing costs, the position remains challenging.

Whilst the ESFA tool presents a good aid to DSG deficit management, and a wide range of data is pre-populated, there remains a substantial amount of data for the LA to collate, verify, add and subsequently update. The first iteration of this work is presented as an Appendix¹ to this report but will continue to be developed, alongside a programme of stakeholder engagement, coproduction, and consultation.

¹ Due to the file size and as advised by the ESFA, 3 Summary pages have been extracted from the Management Plan to include as appendices. A full extract of the narrative from the Plan is appended.

5. High Needs & Early Years Funding Task & Finish Groups

Two Task & Finish Groups, comprising representatives from Schools Forum and officers have been established. The key aims of these groups are:

- Understand the structure of the DSG MP, its functionality and benefits
- Review the data and finance baseline, identify gaps and further development
- Develop a clearer understanding of the current and future forecast pressures
- Prepare to report back to Schools Forum on a termly basis

Both groups met during May 2021 and will meet again in Term 6. Terms of Reference and minutes of the first meetings are included as appendices.

6. Equalities Impact Assessment

An Equality Impact Assessment is underway for the planned interventions and initiatives that may contribute to the management of the deficit position. The Education Transformation Programme is the delivery mechanism for the majority of planned activity and it is important to note that there are no savings directly attributable to its programme of work.

7. Financial Implications

No financial implications arise from completing the DSG Management Plan template. It is, however, expected to be a valuable tool in developing an effective response to the DSG deficit recovery requirements. The road to financial recovery will become clearer and more specific as the Plan evolves and becomes fully populated.

The Schools Forum has committed to the management of the deficit by funding the Education Transformation programme by using 0.5% top-slice of the Schools block in 202/21 (£1.396m) and 2021/22 (£1.4m) to fund initiatives and activities that will ensure cost drivers are better understood and outcomes contained in the SEND Written Statement of Actions (WSOA) and wider Education Transformation programme are delivered. There are no explicit savings attributed to these programmes of work. They are, however, expected to deliver improved outcomes throughout the SEND system, achieve value for money and set the course towards financial sustainability over the medium to long-term.

8. Appendices

No.	Document
1.	Schools Forum cover report
2.	Summary Extract of the Plan
3.	Narrative Extract of the Plan
4.	High Needs Funding Task & Finish Group Terms of Reference and Minutes from the first meeting
5.	Early Years Funding Task & Finish Group Terms of Reference and Minutes from the first meeting

SUMMARY: FINANCIAL / CHILDREN AND YOUNG PEOPLE SUMMARY

Financial plan narrative:

- *This is a brief description for managing the pressures on the DSG:*

The key priority for 20-21 focused on addressing a number of significant weaknesses identified in the 2019 inspection of SEND. The delivery of key milestones in the Written Statement of Action (WSOA), particularly in relation to statutory plans, has created significant pressures in the High Needs Block, within a relatively short period of time.

The deficit in High Needs at the end of 2019-20 was £3.5m. The provisional in-year closing position for 2020-21 is £9.1m making a total of £12.6m at the end of 2020-21. At the current trajectory, it is most likely that the deficit will increase further in 2021-22 as full year support costs are met for the additional pupils supported in 2020-21, and as yet more children and young people are newly assessed as in need support in 2021-22 too.

Core deliverables within the WSoA and wider Education Transformation Programme focus on improving inclusive provision across the education sector, strengthening early identification and support and developing a needs-led model for provision. In addition, reviewing current models of funding for alternative provision aims to drive out historic inequitable practice, create consistency across the sector, which is not only responsive and transparent but also delivers best value. Capital investment in SEND provision has been committed. This expands the existing education estate through a number of smaller project and larger programmes to significantly increase capacity in the system.

High needs trends:

- *Strategy for managing the number of CYP receiving individual funding from the high needs block:*

Demand for statutory plans continues to increase and use of provision outside of mainstream settings remains high. Training and support to effectively deliver a robust 'graduated approach', consistently across Bristol's schools and settings is key and central to the current improvements. Ensuring effective support and resources are routinely available, through the use of Element 1 and 2 funding, is fundamental. Integrated, multi-agency models for early help and support is being strengthened through several programmes in the WSoA and wider Education Transformation Programme with the aim to provide timely and effective intervention and reduce escalating needs.

A matrix is being developed based on individual need and provision to meet needs. Funding will be directly related to need and systems will be transparent. There are two parts to the Top Up funding model, the early intervention Top Up funding and the EHCP funding. Early intervention funding will be time specific with a clear focus on outcomes, value for money and the impact of the intervention evaluated.

Outcomes:

- *How the management plan will ensure the best possible outcomes for CYP with SEND in the local area:*

The management plan summarises the key priorities and deliverables from Bristol's SEND Written Statement of Action and wider Education Transformation Programmes. It not only identifies the areas for improvement, but also articulates the associated cost pressures and inter-connectivity across the system. System-wide transformation has already started and focuses on an end-to-end reform from early identification and intervention through to statutory support. The work to date is built on a strong model of partnership working and shared outcomes across education, health, care and third sector organisations, to ensure improvements are aligned and integrated models for working are maximised.

The transformation is placing views and experiences of children and young people at the front and centre and creating increased opportunities for co-production with Bristol's families. Inclusion is at

the core of the education development work with schools and settings, to ensure needs can be met earlier and the right support provided to reduce escalation of need. The ambition to provide timely, needs-led support is underpinning the changes. It is based on ensuring staff across all sectors have the key knowledge, understanding and skills to meet the duties outlined in the SEND Code of Practice and effectively assess the impact and outcome of targeted support. Robust quality assurance measures are being developed to ensure standards are high.

Although these reforms will take time to be fully delivered, the long-term impact of this will be significant and sustainable. Not only in securing improved outcomes for Bristol's children and young people with SEND, but also ensuring funding is appropriately used to deliver best value.

LOCAL AUTHORITY (LA) SPECIFIC NARRATIVE

Key risks and mitigations:

- *Key risks and mitigations are detailed below:*

The key risks are:

1. Insufficient Grant Funding to meet demand or adequately fund the 0-5 (where investment in early help and needs led support is key) and 17-25 year olds where investment in preparation for adulthood is key. Mitigation: lobbying for sufficient funding.
2. Insufficient capital investment by the DfE in local SEN provision. Mitigation: Bristol's short-term specialist sufficiency strategy and £28.7m approved investment in SEND capital programmes.
3. Inclusion of children with SEND in mainstream settings. Mitigation: delivery of WSoA, Education Transformation Programme and launch of the Belonging in Education Strategy.
4. Ongoing increased demand for specialist provision and alternative learning provision. Mitigation: delivery of WSoA, Education Transformation Programme and launch of the Belonging in Education Strategy.

Management Plan support:

- *What support is needed to ensure the Management Plan is delivered effectively:*

To be confirmed (support from the DfE and associated partners is already being provided to deliver key elements of the WSoA).

Overall EHCP data and projected trends:

- *Main drivers statistically regarding all Bristol EHCP rates are as follows:*

Projections derived from a growth model for EHC Plans together with JSNA, school census and other data, indicate numbers of EHC Plans will continue to increase.

Significant rise in requests for EHC Needs Assessments over the last four years (64.7% rise between 2017 and 2020). As at 14 January 2021, 3124 EHC Plans which is an increase of 15.7% over the last year (equating to an increase of 102 EHC Plans) and a 42.5% change over the last four years (increase of 286).

Nationally EHC Plans are increasing with a 10% increase between 2018 and 2019 as shown in the DfE published data.

Strategy and approach to workforce:

- *How education establishments are being supported to meet the needs of CYP with SEND and to promote inclusive practice:*

A programme of transformation is underway within the Education and Skills directorate in Bristol. A key part of that transformation is the local area approach to special educational needs (SEND), arising from the local area CQC/Ofsted SEND inspection in October 2019 and set out in a Written Statement of Action (WSoA) for example:

Capacity and skills gaps identified are being addressed:

- The work of specialist teachers (Autism) was refocussed to early intervention and training to increase knowledge and understanding of ASC, supporting inclusive practice in schools.

- SEND workforce development programme for education frontline staff for example, SENDCOs/ LSAs teachers and leaders (including governors)
- Improved leadership and governance capabilities
- “Belonging Strategy” for the city.
- Project to ensure consistent approach to allocating SEND funding to individual children.
- Ordinarily Available Provision document to articulate what should be available in local schools.
- Co-produced Time for Change project to deliver radical improvements to the EHCP process.
- Support system and workforce development plan for the local area to enable all to understand their responsibilities under the SEND CoP.
- Children and Young People’s Outcomes Framework to ensure provision to meet CYP needs is outcomes focused and effectiveness is measurable.
- Development of a SEND School Improvement Offer.
- Develop the Local Offer website as an information and social media hub.
- Making better use of SEND SLEs to develop mainstream expertise

Strategy and approach to EHCP rates:

- *How we are ensuring we have the provision in place for all CYP with different needs:*

Large scale system change has been undertaken and is on-going in this area. Three key projects are described below.

1. Workforce development programme and ongoing support for mainstream schools to better meet the needs of SEND pupils. Guidance on ordinarily available provision to meet the needs of pupils in schools within schools-based elements of the SEND code of practice.
2. The WSoA sets out the steps being taken *ensure specialist provision is used effectively and there are sufficient appropriate places to meet need*. The programme of work includes reviewing the use of Alternative Learning Provision (ALP) and resource bases, as well as working with schools to develop additional specialist capacity on existing school sites. The planned new placements for September 2020 were delayed due to COVID. Work continues to develop circa 200 new placements for September 2021.
3. The co-produced ‘Time for Change’ programme is designed to transform the EHCP assessment and review process in Bristol, with the new system and approach expected to be in place from September 2021. In parallel, quality standards have been developed and a robust quality assurance process implemented to ensure that high quality plans are being produced routinely. The local area has adopted a person-centred planning approach (PATH) from the start of the needs assessment process. Panels have been reviewed and systems updated to ensure consistent decision making. Further development work is planned for panels.

Managing demand pressures:

- *What is being done to manage demand pressures and the overall increase in numbers requiring support from the high needs block, including the demand from the 20-25 cohort of YP. How is the threshold for EHCP numbers assessed?*

The work with schools is aimed at enabling more children to have their needs met earlier within their mainstream settings by upskilling staff and increasing access to early support:

- Ongoing training and support for teaching staff and SENDCOs to help them meet the needs of children and young people with SEND.
- The appointment of a SEND School Improvement Officer to work directly with schools providing support and challenge where needed and develop outreach from specialist settings.
- Training and support to effectively deliver a robust ‘Graduated Approach’, consistently across Bristol’s schools and settings, is key and central to the current improvements.

- A matrix is being developed based on individual need and provision to meet needs. Funding will be related to need and systems will be transparent.
- Working with Health and Social Care to support CYP and families as needs arise.

Sharing best practice and effective practices:

- *How is best practice and effective practices being shared (including how this is done alongside other local authorities):*

Best practice is shared through the delivery of the WSoA and a commitment to partnership working and coproduction:

- Development of SENDCO networks, (e.g., recent creation of a SEMH group), clusters, SEND surgeries.
- SENDCO and headteacher bulletins and briefings
- Training, including governor training based on the 'every leader a leader of SEND' approach.
- Development and sharing of resources via online technology (YouTube, webinars etc.)
- Working with partners across BNSSG CCG to develop and share best practice e.g., CYP Outcomes Framework
- Engaging in regional networks collaboratives (e.g., commissioning specialist places)
- Accessing support from national experts e.g., Whole School SEND and CDC (Council for Disabled Children)

Assumptions:

- *How have the projected numbers been arrived at? What formula was used to arrive at the calculations and assumptions made (including why these assumptions have been made?):*

The template is for the gross DSG but HNB Recoupment is not included in the pre-populated 18/19 figures, recoupment figures have been added into the 'Other' financial data tab.

Provisional Outturn figures has been used for 2020/21 – this is the last available unaudited financial position. To get 2020/21 data into s251 return format some pro-rata allocations have been used so drilling into the detail might not give true position e.g. the split of top-ups between settings/phases.

For 2021/22 onwards in High Needs, P9 2020/21 has been used as a starting point. The forecast has used statistical trend (using previous years and 2020/21 figures) to forecast for 2021/22 and future years. The following are to be noted:

- Resources & SEN Units tab were kept at the same level as 2020/21
- Historic figures for NMSS or Independent are inconsistent. Therefore, an increase of 24% was applied to 2020/21 figures and then maintained at that level for future years.

Block movements and disapplications:

- *The plan around block movements and disapplications for future years and how these fit into the overall strategy:*

Prior to 2019-2020 funding was moved from Schools Block to HNB to alleviate some of the financial pressure in the HNB. Following discussions at Schools Forum, from 2020/21 onwards the maximum transfer has continued to be made from Schools Block to HNB. This funding, however, has been ringfenced to contribute to the Education Transformation programme not to add to the general funding of High Needs. It is likely that any future transfers would be treated in the same

way and a disapplication request would not be made unless the maximum transfer amount changed.

Previously, any spare money has been moved from CSSB to the HNB (this has been historical funding for prudential borrowing), and this will continue. However, the amount is reducing due to the reduction in historic funding and, in 2021/22, it is likely there could be a shortfall in the CSSB. This funding has been subsumed into the general HNB funding.

The only disapplication that would usually be requested would be for technical reasons (e.g. when schools changing year groups or new schools to ensure MFG values are not artificially inflated).

Population:

- *Assumptions regarding population growth within the local authority and how we have arrived at these calculations, including why we have made these assumptions:*

Bristol's population is projected to increase by 6% over the next decade (2020-30), higher than the England projection of 4%. The number of children living in Bristol will remain stable over the next decade, with some increase in the under 5s offset by a decrease in the over 5s. The number of children is projected to increase from 2030 onwards. The young person population (16-24) is projected to increase by 15% over the next decade.

After a period of unprecedented growth, the reception intake for Bristol peaked in 2016 and has been slowly falling since. This is a result of falling birth rates. Large scale new housing, particularly in south Bristol, has been slower to complete than originally projected and is not yet influencing school intakes.

The 2021 Reception is forecast to be around 5,200. Secondary school numbers continue to increase, with the Year 7 intake projected to peak in 2024/25 at round 4,800.

Governance and commissioning arrangements:

- *Approach to jointly commissioning services for CYP with SEND. How we are using and will continue to strengthen our jointly commissioning arrangements for CYP with SEND.*

Governance and commissioning arrangements are assured through a number of strategic groups and action plans. Bristol North Somerset and South Gloucestershire (BNSSG) Clinical Commissioning Group (CCG) 'Healthier Together' programme includes a Children and Families strand with SEND and Exploring Joint Commissioning operating as work streams. The programmes report to the Executive Board ensuring oversight and buy-in at the most senior level of the CCG. In addition, the CCG and other partners are represented on the SEND Improvement Board to deliver improvements required through the WSoA.

The impact of these arrangements has been the development - with the CCG – of a Bristol Children and Young People's Outcomes Framework which is being embedded into practice and will be translated into performance outcomes through joint commissioning work. There is also agreement through Bristol's SEND Improvement Board to delegate joint commissioning where scale and need allows to the STP commissioner's group which works on a CCG wide footprint.

Arrangements have led to the development of new areas of work relating to Learning Difficulties (LD) and Autism, transition and joint funding to support an earlier intervention approach for children with complex care needs, including those with SEND.

Capital:

- *Plans regarding capital investment and how this will support the overall high needs strategy*

A total of £28.7m in Capital works has been identified to deliver additional capacity and ensure sufficiency for CYP with SEND in the city. The projects will enable CYP to be educated in local provision and avoid high cost external placements which will help to control costs in the High Needs Block. A summary of proposals is set out below:

1. Project Rainbow Phase 3 – £3.05m
2. Redland Green refurbishment - £0.25m
3. Elmfield School for Deaf Children – redevelopment of the BEC – £6.51m
4. Claremont temporary accommodation (decant) - £2.26m
5. Claremont School redevelopment (demolition, refurbishment, new build) – £13.02m
6. Demolition of Elmfield School (to enable land sale) - £0.2m
7. Sensory Support Services (relocation/ refurbishment TBA) - £TBC
8. Tranche 1 minor works in various schools – £0.30m
9. Tranche 2 minor works in various schools – £0.60m
10. Tranche 3 minor works in various schools – £2.51m

The total cost of delivering the projects is £28.7m and funding of £15.6m has already been identified (£11.8m Capital Grant funding and £3.7m in the capital programme already). In order to secure the balance of funding options will be explored with the DfE for the £13.1m remainder of the project cost. This could be utilisation of future capital grant funding or the ability to borrow against the Dedicated Schools Grant as an invest to save proposal.

The SEND minor works tranches will provide a phased response to the need, bringing forward quick wins and high priority projects that will allow the council to place young people with EHCP's in local provision over which the council has a high level of control and influence. This will facilitate a reduced call on the High Needs Block, the ability for the council to deliver on its statutory obligation to provide the places and to ensure that those places are of a high educational quality.

Early Years:

– *These are our key strategies to support early years:*

Key strategies to support early years include:

- Early Years SEN Panel funds providers to ensure children are able to access their early years provision, all age groups 0-4 years and to cover all their hours of attendance.
- Portage Home Visiting Service providing visits to children who meet the criteria – needs in two areas of development.
- Inclusion Team providing support to all early years providers (6 visits a year)
- CPD Programme for all providers including Childminders
- Makaton Training for all providers including Childminders and parents either free or subsidised.
- Joint funded posts with Health – Early Support Practitioners
- Commission with Bristol Autism Team to provide support for children with ASD diagnosis in early years.
- Commission with Educational Psychology Service to provide EP support for children in early years
- Speech and Language Therapy Contract
- Inclusion Officer personal contact made with parents from the DWP list of 2 year olds with Disability Living Allowance (DLA) – currently 84% of these children accessing early years services.
- Consistent support from pre school to end of reception year

The impact of the SEN inclusion fund being retained centrally underpins the ability to plan strategically year on year as a clear framework of support is in place. This ensures:

- funding is targeted to build capacity and support individual need
- a high level of inclusion within early years settings
- capacity to identify and support needs early

- Integrated working between EY and specialist/health services

SEN transport costs:

- *A year-by-year breakdown of SEN travel costs. Please include any breakdown of any costs charged to the DSG.*

Children with SEND represent 80% of those eligible for travel support in Bristol. The cost of providing travel has increased alongside the rate of children with a statutory plan (EHCP) and children are travelling further due to a lack of local provision.

Significant work is underway to ensure that the service provided is as safe and efficient as it can be and a recent Deep Dive has ensured Executive scrutiny of the challenges and opportunities which will continue as we develop a full project with links into the SEND transformation programme.

There are no travel costs charged to the DSG.

SEN other costs:

- *This free text box should provide a summary of other costs charged to the high needs block of the DSG:*

All spend charged to the DSG satisfies the appropriate regulations; the S251 and High Needs Block guidance is adhered to.

PLACEMENTS

Mainstream (mainstream schools or academies placements):

- *These have been/are the key pressures and issues in mainstream and the reasons behind the changes in the data and projected trends for the next 5 years:*

Rising level of need of children with SEND is the LA's key pressure. In addition, historic inconsistencies in the approach to the allocation of funding has further pressurised LA finances.

The high rate of fixed term exclusions and use of alternative learning provision, adds to pressure on the system.

Across the city, parental confidence, in mainstream schools being able to meet the needs of children with SEND is inconsistent and is driving preference for specialist provision. The programmes of work within WSoA are addressing these issues but will take time to have significant impact on demand.

- *Summary of the current strategy and approach to mainstream provision including the proposals to invest long term to meet a wider range of needs:*
- *The approach for managing the demographic demand pressures are:*

Bristol's ongoing commitment to improving local area assessment and support services, as well as targeted and preventative work (within specialist services) in conjunction with improving inclusive practice, particularly within mainstream schooling, is a continued focus for system intervention.

To enact, such system intervention, the following key principles underpin current service initiatives:

- An invest to save approach to provide a range of available provision.
- Developing and improving inclusive practice in which supports learners, with SEND, in mainstream schooling by preference.
- Supporting schools through challenge discussions and encouraging professional development to help shape workforce development and in turn the quality of provision available.
- Early identification of learner needs, so that these are addressed through a city-wide graduated response. As well as developing appropriate and early intervention support.
- A greater focus on placing parents and carers at the centre, through person-centred planning, within the development of commissioned services and provision; quality assurance, self-assessment and feedback cycles will assist to drive improvement across service areas.
- Reviewing statutory services through feedback and quality assurance to improve and integrate provision and promote the health, wellbeing, development and learning of children and young people with SEND.

- *The current initiatives being trialled in mainstream provision and how these are going:*
- *The reasons these initiatives have been chosen:*
- *Level of confidence levels that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

Capital investment bringing additional specialist and resourced provision capacity, will strengthen localism and choice. Choice within a range of mainstream, resourced provision, alternative learning provision, early intervention bases, specialist provision and joint services (school and LA) providing an in-reach offer for pupils, within mainstream schools will enable a system that can respond to the need of the learner; sharing skills and expertise across the city to offer bespoke support. In turn, the expectation is that this will drive down exclusion rates and reliance on high-cost out of county placements, delivering real value to be reinvested.

The Education Transformation Programme maps investment and commitment to improving early identification of learner needs and inclusive practice through:

- Identifying learner need at the earliest point, linking with SEND statutory services to inform city sufficiency and ensure early support for learners to access school.
- Encouraging learners and their families to look beyond their concept of community and place and 'own' the whole city (Belonging Strategy)
- Supporting a city-wide graduated approach (Ordinarily Available Provision and CYP Outcomes Framework)
- Support for schools, enacting challenge discussions and a focus on staff training and development (School Improvement commission), in both mainstream and specialist provision.

All will ensure school staff have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all learners, across the city whilst supported by a responsive (person centred) system. Furthermore, the review and redesign of Element 3 funding mechanisms and review of ALP and early intervention bases will ensure schools can access preventative support to successfully include learners, avoid exclusion and further embed inclusive practice.

Resourced provision or SEN Units placements:

- *These have been/are the key pressures and issues in resourced provision or SEN Units placements and the reasons behind the changes in the data and projected trends for the next 5 years:*

A continued and significant rise in the number of EHCPs and parental preference continues to place considerable pressure on existing specialist provision. This sustained pressure has resulted in widespread capacity issues, within local specialist provision, across all categories of need, more notably within both Autism Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH) cohorts. This trend is prolonged and continues on an upward trajectory. Therefore, a focus has been placed on city sufficiency, through capital investment, to increase places within both special school and resourced provision.

- *Summary of the current strategy and approach to resourced provision or SEN Units placements including proposals to invest long term to meet a wider range of needs:*
- *Approach for managing the demographic demand pressures is:*

Capital investment will strengthen Bristol's commitment to providing local, high-quality specialist provision with quality teaching, learning and positive outcomes for learners, as the primary focus. This investment will aid localism and increase choice for learners and their families reducing the reliance on and demand for high cost, out of city placements.

The ongoing revision of data recording and capture systems, will be key to enable effective mapping of CYP needs, thus giving the ability to better project city demand and allow timely and advanced planning, for CYP with SEND. This coupled with continued investment to develop and improve early identification systems, specialist services targeted and preventative work, a whole city approach to a graduated response and supporting schools through challenge discussions and a focus on staff training and development (mainstream and specialist provision) will be key to enact system change, to meet need across the city in the longer term.

- *The current initiatives being trialled in resourced provision or SEN Units placements and how those are going:*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

In development. Detail to be included in iteration 2.

Maintained special schools or special academies placements:

- *These have been/are the key pressures and issues in maintained special schools or special academies placements and the reasons behind the changes in the data and projected trends for the next 5 years:*

The rise in the number of Statutory Assessment requests, EHCP's and parental preference for a specialist education is placing pressure on all specialist provision, within the city, resulting in widespread capacity issues across all categories of need, but more notably within ASC and SEMH cohorts.

In the last three years the number of issued EHCP's has risen by 37%, in each given year and given the national trend it is likely this will continue.

To address this upward trajectory building parental confidence, within the system, will be crucial. Across the city, parental confidence, in mainstream schools being able to meet the needs of children with SEND is inconsistent and is driving preference for specialist provision. The programmes of work within WSoA are addressing these issues, but will take time to have significant impact on demand.

- *Summary of the current strategy and approach to maintained special schools or special academies placements including proposals to invest long term to meet a wider range of needs:*
- *The approach for managing the demographic demand pressures is:*

Capital investment underpinned by our commitment to continuous development and improvement through the Education Transformation Programme is a timely investment supporting both specialist sufficiency and to facilitate an increase in learners, with EHCP's, accessing mainstream schooling through preference, in the longer term. This invest to save approach will bring real value for Bristol, in the longer term.

- *The current initiatives being trialled in maintained special schools or special academies placements and how those are going:*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

The influence of this approach will not be immediate and therefore pressure on specialist provision is expected to continue, at least over the next three years.

Therefore, ongoing capital support will be critical to support the increasing demand, the range of provision available and thus choice across the city in the short term.

INMSS or independent (non-maintained special schools or independent (NMSS or independent) placements):

- *These have been/are the key pressures and issues in NMSS or independent and the reasons behind the changes in the data and projected trends for the next 5 years:*

The ongoing rise in the number of issued EHCPs resulting in either a preference or an assessed need for a specialist education, continues to place significant pressure on local specialist provision resulting in insufficient capacity, across all need areas, city wide. In turn, this is driving requests for INM specialist placements. In addition, an increase in the complexity of learner need (most notably in both ASC and SEMH cohorts) is adding pressure to already stretched local services and provision resulting in frequent placement breakdowns. Therefore, with limited local specialist services and provision exhausted there has become an increasing reliance on INM provision.

Over the past 12 months, complexity of need and lack of sufficiency for all types of social care placement has resulted in the need to look further afield (out of city) for planned and emergency placements. Many of the receiving local authorities are also experiencing insufficient specialist provision so there is an emerging national picture of complex needs learners either accessing local INM provision, education attached to a care provider or a local tutor services where there is no available local specialist education provision. This means learners are classified as CME over prolonged periods of time, until an appropriate specialist provision can be secured within the placing area. This picture also sees the placement of children and young people in Ofsted registered INM provision requiring high level of monitoring.

The high use of INM placements, including out of city, combined with the LA's increased dependence creates a "seller's market" whereby there is high competition for places driving up expenditure and making it increasingly difficult to negotiate costs or utilise alternative options.

The highest current demand for specialist provision lies in the primary age group with parental expectation that INM placement will continue to either the end of KS2 or KS3. This places additional financial pressure upon the local authority over an extended period.

- *The current initiatives being trialled in NMSS or independent provision and how these are going.*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

A redesign of children's commissioning services, into a combined commissioning team, has facilitated improved joint partnership working and collaborative planning across education, health and care; accompanied by a strengthened focus on improving standards of delivery and outcomes for CYP.

A recommissioning of a framework has commenced within a consortium of LAs giving increased negotiating ability within this market, through a larger combined purchasing power. In addition, costs can be better managed through set uplift processes, setting minimum quality standards at point of tender, which are maintained through the life of the contract, through joined up quality assurance.

The revision of data capture systems enables more effective mapping of CYP needs and gives the ability to better project city demand allowing timely and advanced planning. A dedicated team broker in INM placements, works alongside social care colleagues, to produce outcome-based contracts and monitor effectiveness, through robust quality assurance systems, allowing best value to be asserted

Capital investment, informed by known and projected area need demand, is committed to bring 204 additional specialist education places over the next 2 years. Additional schemes under evaluation could realise another 227 placements over the same time period and will strengthen localism and choice. When considering the average difference in an INM placement against a local provision, at scale, this will deliver real value to be re-invested.

Hospital schools or AP (hospital schools or alternative provision (AP) placements):

- *These have been / are our key pressures and issues in hospital schools or AP and the reasons behind the changes in the data and projected trends for the next 5 years:*

Bristol Hospital Education Service (BHES)

There continues to be a sustained demand for access to provision/tuition by Bristol Hospital Education Service, within a static funding envelope. Additionally, the service is under continued pressure due to increased demand for services. Most referrals to the service are made by clinicians and are not subject to any formal wider strategic planning (joint Health and Education) to reflect increase in demand. Learners with Social, Emotional and Mental Health Difficulties (SEMH) and Autism (ASC) whose needs are not being met in mainstream schools is also having a causal effect on demand.

Alternative Learning Provision (Schools and part time)

There is a sustained increase in the demand for AP school places 2016 – 2019 driven by inconsistent approaches to inclusion in mainstream schools and settings, complexity of need and gaps in sufficient specialist provision across the city.

- *Current strategy and approach to hospital schools or AP provision including our proposals to invest long term to meet a wider range of needs:*
- *The approach for managing the demographic demand pressures is:*

Following an Independent Review of AP/ALP and Report commissioned by the LA in November 2020 (due for publication March 2021), there is significant development planned.

The Action Plan is primarily focussed on the need to define the role of Alternative Provision (AP Schools) and Alternative Learning Provision (ALP part time provision) within Bristol, as part of Bristol's Inclusion

service offer. The plan will hone the development and improvement of planning and management of finances and costs, data, interagency and service collaboration in addition to stakeholder experience will be the forward focus. The ALP Strategy will complement and be complemented by Bristol's Key Strategic Plans.

Approaches for managing the demographic demand pressures for AP/ALP are interlinked with the Action Plan. Work-streams and delivery from this are envisaged as being 12-24 months duration, dependent on resources and as part of the Education Transformation Project.

BHES needs further consideration and will therefore, be subject to a separate review.

- *The current initiatives being trialled in hospital schools or AP provision and how these are going:*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

The initiatives outlined in the Action Plan are at a very early stage. They are underpinned by a clear understanding of the need for joint services and strategic approach to presenting difficulties/challenges, as well as a recognition that cost effectiveness, service quality assurance; good outcomes for vulnerable children and cost effectiveness are integral and essential in equal measure.

Post 16 and FE (Post 16 and further education (FE) placements):

- *These have been/are the key pressures and issues in post 16 and further education and the reasons behind the changes in the data and projected trends for the next 5 years:*

Legislative change has seen an increase of YP, post 19, with EHCPs remaining in education; prolonging financial pressure on the LA.

General Further Education (GFE) College admissions have risen for learners with either an EHCP or who fall within the definition of a High Needs learner. Therefore, increased access to element 3 funding to raise participation, support inclusive practice and meet individual needs is adding further financial pressure.

- *Summary of current strategy and approach to post 16 and further education provision including proposals to invest long term to meet a wider range of needs:*
- *Approach for managing the demographic demand pressures are:*

Raising participation (16-17) and supporting positive post 16 destinations continues to be a priority for the LA. Bristol has demonstrated commitment, through partnership working with local FE colleges, to strengthen the local offer in which encourages learners to remain in the local community reducing need and request for high cost, out of city placements. This is an area of continued development.

- *The current initiatives being trialled in post 16 and further education provision and how these are going:*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

Partnership working with local GFE providers to strengthen the local offer has made local FE placements increasingly more attractive to learners and their families, including the Project Rainbow initiative (a live-in centre for learners aged 16-18), planned transition support between secondary and local FE colleges, emphasis on travel training and developing a wider range of education based courses, and a planned sensory course to accommodate YP with increasingly complex needs. This enables learners to remain in the local community, reducing the need and request for high cost out of county placements; delivering real value to re-invest.

In addition, the inception of the Participation Team to provide a reach out service to YP not in education, training or employment to offer direct advice, guidance and support, CEIAG (careers education Information, advice and guidance) good practice network that is open to operational careers staff in the city to share ideas, events, opportunities and closely linked to the career's enterprise company offer whilst aligning with the Gatsby benchmarks for schools/colleges. In addition, focussed tracking of YP across the city and assistance to facilitate a 'September Guarantee' in which a YP (aged 16-17) are given support to access a local FE college place. The post 16 website updated with apprenticeship vacancies, new courses, events and resources and a virtual learning network group that encourages practitioners who have a cohort of young people and post 16 providers to network and find positive pathways those YP who are not engaging in any 'education, employment, and training' (EET).

This work demonstrates Bristol's commitment to both strengthening the Local Offer as well investing in services promoting opportunities and supporting YP to actively engage. Therefore, increasing EET with the goal of supporting YP to improve their outcomes.

Health, Social Care (health, social care, therapy services and care provision)

- *A summary of the inputs made by partners and the proportion of current costs which are covered for health and social care needs of children and young people (CYP):*

To be developed for iteration 2

- *Initiatives to ensure there are appropriate contributions from health and social care services to ensure the needs of CYP are met:*

To be developed for iteration 2

- *A brief outline of current and future demand for therapy services and arrangements that are in place with health services to manage and meet this demand, including LA input into this service:*

There has been a significant increase in demand for therapy services which are frequently over and above the 'core services' provision commissioned by the CCG.

To meet need, BCC is buying a menu of therapies through the Children's Community Health Partnership (CCHP) contracted provider. BCC is part of the contract management team for CCHP services and monitor the core contract, while the SEND operational team is a link with the provider for additional usage and the framework. A therapies framework, to ensure quality for children and compliance in our processes, is in place.

Summary: Financial / Children and Young People (CYP) narrative

Financial plan narrative

This is a brief description for managing the pressures on the DSG:

The key priority for 20-21 focused on addressing a number of significant weaknesses identified in the 2019 inspection of SEND. The delivery of key milestones in the Written Statement of Action (WSOA), particularly in relation to statutory plans, has created significant pressures in the High Needs Block, within a relatively short period of time.

The deficit in High Needs at the end of 2019-20 was £3.5m. The provisional in-year closing position for 2020-21 is £9.1m making a total of £12.6m at the end of 2020-21. At the current trajectory, it is most likely that the deficit will increase further in 2021-22 as full year support costs are met for the additional pupils supported in 2020-21, and as yet more children and young people are newly assessed as in need support in 2021-22 too.

Core deliverables within the WSOA and wider Education Transformation Programme focus on improving inclusive provision across the education sector, strengthening early identification and support and developing a needs-led model for provision. In addition, reviewing current models of funding for alternative provision aims to drive out historic inequitable practice, create consistency across the sector, which is not only responsive and transparent but also delivers best value. Capital investment in SEND provision has been committed. This expands the existing education estate through a number of smaller project and larger programmes to significantly increase capacity in the system.

High needs trends

Our strategy for managing the number of CYP receiving individual funding from the high needs block:

Demand for statutory plans continues to increase and use of provision outside of mainstream settings remains high. Training and support to effectively deliver a robust 'graduated approach', consistently across Bristol's schools and settings is key and central to the current improvements. Ensuring effective support and resources are routinely available, through the use of Element 1 and 2 funding, is fundamental. Integrated, multi-agency models for early help and support is being strengthened through several programmes in the WSOA and wider Education Transformation Programme with the aim to provide timely and effective intervention and reduce escalating needs.

A matrix is being developed based on individual need and provision to meet needs. Funding will be directly related to need and systems will be transparent. There are two parts to the Top Up funding model, the early intervention Top Up funding and the EHCP funding. Early intervention funding will be time specific with a clear focus on outcomes, value for money and the impact of the intervention evaluated.

Outcomes

How our management plan will ensure the best possible outcomes for children and young people with special educational needs and disabilities (SEND) in the local area:

The management plan summarises the key priorities and deliverables from Bristol's SEND Written Statement of Action and wider Education Transformation Programmes. It not only identifies the areas for improvement but also articulates the associated cost pressures and inter-connectivity across the system. System-wide transformation has already started and focuses on an end-to-end reform from early identification and intervention through to statutory support. The work to date is built on a strong model of partnership working and shared outcomes across education, health, care and third sector organisations, to ensure improvements are aligned and integrated models for working are maximised.

The transformation is placing views and experiences of children and young people at the front and centre and creating increased opportunities for co-production with Bristol's families. Inclusion is at the core of the education development work with schools and settings, to ensure needs can be met earlier and the right support provided to reduce escalation of need. The ambition to provide timely, needs-led support is underpinning the changes. It is based on ensuring staff across all sectors have the key knowledge, understanding and skills to meet the duties outlined in the SEND Code of Practice and effectively assess the impact and outcome of targeted support. Robust quality assurance measures are being developed to ensure standards are high.

Although these reforms will take time to be fully delivered, the long-term impact of this will be significant and sustainable. Not only in securing improved outcomes for Bristol's children and young people with SEND, but also ensuring funding is appropriately used to deliver best value.

Financial summary

Summary of end of year positions

	2018-19 £,000s	2019-20 £,000s	2020-21 £,000s	2021-22 £,000s	2022-23 £,000s	2023-24 £,000s	2024-25 £,000s
Planned DSG position (surplus)/deficit	-£1,962	£2,893	£10,125	£17,791	£30,719	£47,666	£68,629

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Mainstream Total Expenditure	£8,557,930	£7,656,312	£9,303,529	£12,716,209	£13,089,009	£14,501,214	£15,913,419	£17,325,625
Year on year change		-£901,618	£1,647,217	£3,412,680	£372,800	£1,412,205	£1,412,205	£1,412,205
Mainstream Total % change year on year		-11%	22%	37%	3%	11%	10%	9%

	2020-21	2021-22	2022-23	2023-24	2024-25
Mainstream Total Expenditure	£12,716,209	£13,089,009	£14,501,214	£15,913,419	£17,325,625
Year on year change	£3,412,680	£372,800	£1,412,205	£1,412,205	£1,412,205
Mainstream Total % change year on year	37%	3%	11%	10%	9%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Resourced Provision or SEN Units Total Expenditure	£0	£78,000	£48,575	£54,000	£54,000	£54,000	£54,000	£54,000
Year on year change		£78,000	-£29,425	£5,425	£0	£0	£0	£0
Resourced Provision or SEN Units Total % change year on year			-38%	11%	0%	0%	0%	0%

	2020-21	2021-22	2022-23	2023-24	2024-25
Resourced Provision or SEN Units Total Expenditure	£54,000	£54,000	£54,000	£54,000	£54,000
Year on year change	£5,425	£0	£0	£0	£0
Resourced Provision or SEN Units Total % change year on year	11%	0%	0%	0%	0%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Maintained Special Schools or Special Academies placements Total Expenditure	£14,877,006	£23,860,222	£24,745,391	£28,171,425	£29,600,201	£31,488,722	£33,377,242	£35,265,763
Year on year change		£8,983,216	£885,169	£3,426,034	£1,428,776	£1,888,521	£1,888,521	£1,888,521
Maintained Special Schools or Special Academies placements Total % change year on year		60%	4%	14%	5%	6%	6%	6%

	2020-21	2021-22	2022-23	2023-24	2024-25
Maintained Special Schools or Special Academies placements Total Expenditure	£28,171,425	£29,600,201	£31,488,722	£33,377,242	£35,265,763
Year on year change	£3,426,034	£1,428,776	£1,888,521	£1,888,521	£1,888,521
Maintained Special Schools or Special Academies placements Total % change year on year	14%	5%	6%	6%	6%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Non maintained special schools or independent (NMSS or independent) placements Total Expenditure	£8,656,183	£5,802,344	£6,451,549	£7,316,663	£9,083,202	£9,083,202	£9,083,202	£9,083,202
Year on year change		-£2,853,839	£649,205	£865,114	£1,766,539	£0	£0	£0
NMSS or independent Total % change year on year		-33%	11%	13%	24%	0%	0%	0%

	2020-21	2021-22	2022-23	2023-24	2024-25
Non maintained special schools or independent (NMSS or independent) placements Total Expenditure	£7,316,663	£9,083,202	£9,083,202	£9,083,202	£9,083,202
Year on year change	£865,114	£1,766,539	£0	£0	£0
NMSS or independent Total % change year on year	13%	24%	0%	0%	0%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Hospital Schools or Alternative Provision placements Total Expenditure	£6,373,146	£6,374,035	£6,743,131	£8,789,625	£8,899,618	£9,616,471	£10,333,324	£11,050,178
Year on year change		£889	£369,096	£2,046,494	£109,993	£716,853	£716,853	£716,853
Hospital Schools or AP placements Total % change year on year		0%	6%	30%	1%	8%	7%	7%

	2020-21	2021-22	2022-23	2023-24	2024-25
Hospital Schools or Alternative Provision placements Total Expenditure	£8,789,625	£8,899,618	£9,616,471	£10,333,324	£11,050,178
Year on year change	£2,046,494	£109,993	£716,853	£716,853	£716,853
Hospital Schools or AP placements Total % change year on year	30%	1%	8%	7%	7%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Post 16 placements Total Expenditure	£0	£2,027,671	£2,957,261	£3,647,907	£3,776,783	£3,776,783	£3,776,783	£3,776,783
Year on year change		£2,027,671	£929,590	£690,646	£128,876	£0	£0	£0
Post 16 placements Total % change year on year		46%	23%	4%	0%	0%	0%	0%

	2020-21	2021-22	2022-23	2023-24	2024-25
Post 16 placements Total Expenditure	£3,647,907	£3,776,783	£3,776,783	£3,776,783	£3,776,783
Year on year change	£690,646	£128,876	£0	£0	£0
Post 16 placements Total % change year on year	23%	4%	0%	0%	0%

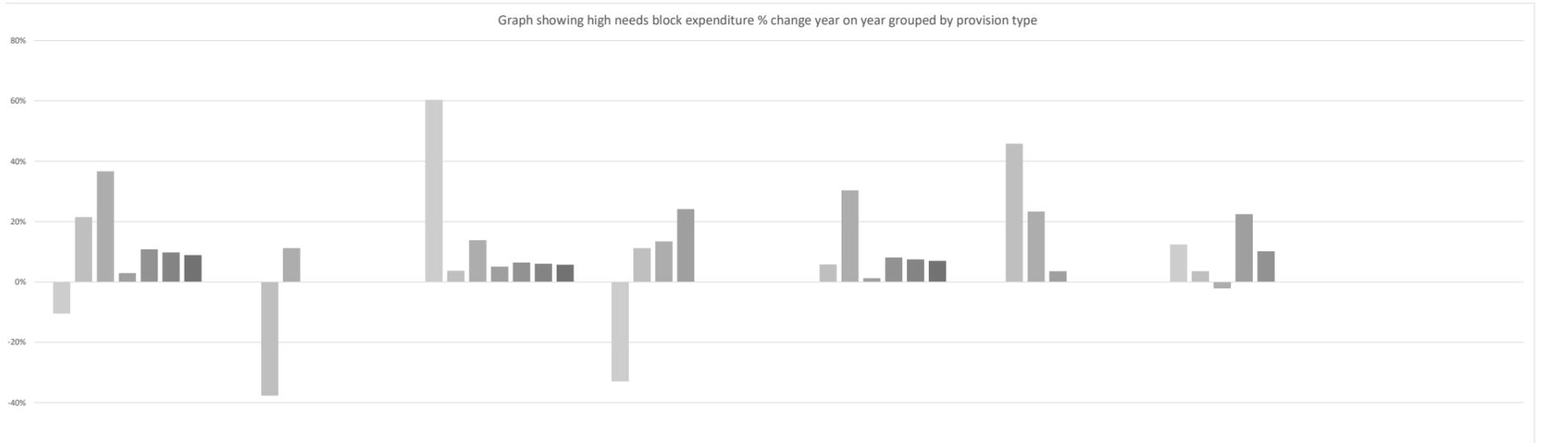
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LA Specific spending Total Expenditure	£8,756,623	£9,840,782	£10,190,625	£9,974,439	£12,215,938	£13,461,271	£13,461,271	£13,461,271
Year on year change		£1,084,159	£349,843	-£216,186	£2,241,499	£1,245,333	£0	£0
LA Specific spending Total % change year on year		12%	4%	-2%	22%	10%	0%	0%

	2020-21	2021-22	2022-23	2023-24	2024-25
LA Specific spending Total Expenditure	£9,974,439	£12,215,938	£13,461,271	£13,461,271	£13,461,271
Year on year change	-£216,186	£2,241,499	£1,245,333	£0	£0
LA Specific spending Total % change year on year	-2%	22%	10%	0%	0%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Health, Social Care, Therapy Services and Care Provision Total Expenditure	£0	£0						
Year on year change		£0						
Health, Social Care, Therapy Services and Care Provision Total % change year on year								

	2020-21	2021-22	2022-23	2023-24	2024-25
Health, Social Care, Therapy Services and Care Provision Total Expenditure					
Year on year change					
Health, Social Care, Therapy Services and Care Provision Total % change year on year					

Graph showing high needs block expenditure % change year on year grouped by provision type



Financial summary

Summary of end of year positions

	2018-19 £,000s	2019-20 £,000s	2020-21 £,000s	2021-22 £,000s	2022-23 £,000s	2023-24 £,000s	2024-25 £,000s
Planned DSG position (surplus)/deficit	-£1,962	£2,893	£10,125	£17,791	£30,719	£47,666	£68,629



Children and Young People (CYP) summary

Children and young people with education, health and care plans (EHCPs) or receiving top ups

All the cells on this tab are either pre populated or calculated from user input on other tabs. There are overview graphs following the table summaries

Total number of EHCPs by age group (with estimated future projections)

Jan	2018	2019	2020	2021	2022	2023	2024	2025
Under 5	40	49	62	99	108	129	151	171
Age 5 to 10	583	555	658	913	971	1,083	1,202	1,326
Age 11 to 15	821	828	932	1,090	1,173	1,285	1,406	1,526
Age 16 to 19	644	677	750	744	776	844	911	1,029
Age 20 to 25	105	171	298	276	245	280	324	344
Total number of EHCPs by Age Group	2,193	2,280	2,700	3,122	3,272	3,621	3,994	4,397

Total number of CYP receiving individual top ups with no EHCP by age group (with estimated future projections)

Jan	2018	2019	2020	2021	2022	2023	2024	2025
Under 5	0	0	111	111	100	90	81	73
Age 5 to 10	0	0	456	488	440	395	355	319
Age 11 to 15	0	0	315	299	268	241	216	194
Age 16 to 19	0	0	169	263	271	279	290	301
Age 20 to 25	0	0	6	62	65	68	72	75
Total number of EHCPs by Age Group	0	0	1,057	1,223	1,144	1,073	1,014	962

Total number of CYP supported by the high needs block with no EHCP or individual top up (with estimated future projections)

Jan	2018	2019	2020	2021	2022	2023	2024	2025
Under 5	0	0	0	0	0	0	0	0
Age 5 to 10	0	0	6	6	7	8	9	10
Age 11 to 15	0	0	21	17	18	21	24	28
Age 16 to 19	0	0	61	75	86	99	114	131
Age 20 to 25	0	0	0	0	0	0	0	0
Total number of CYP by Age Group	0	0	88	98	111	128	147	169

Total number of EHCPs by primary need (with estimated future projections)

Jan	2018	2019	2020	2021	2022	2023	2024	2025
Autistic Spectrum Disorder	0	0	0	0	0	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	0	0	0	0	0	0	0	0
Multi- Sensory Impairment	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	0	0	0	0	0	0	0	0
Speech, Language and Communications needs	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0
Specific Learning Difficulty	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0
SEN support but no specialist assessment of type of need	0	0	0	0	0	0	0	0
Total number of EHCPs by primary need	0							

Published census data - prepopulated

Total number of EHCPs by primary need

2018	2019	2020	
480	519	602	Autistic Spectrum Disorder
74	69	73	Hearing Impairment
91	89	118	Moderate Learning Difficulty
8	7	7	Multi- Sensory Impairment
83	93	82	Physical Disability
92	87	89	Profound & Multiple Learning Difficulty
304	331	364	Social, Emotional and Mental Health
159	144	155	Speech, Language and Communications needs
134	138	133	Severe Learning Difficulty
38	52	44	Specific Learning Difficulty
18	20	25	Visual Impairment
31	30	31	Other Difficulty/Disability
			SEN support but no specialist assessment of type of need
1,512	1,579	1,723	Total number of EHCPs by primary need

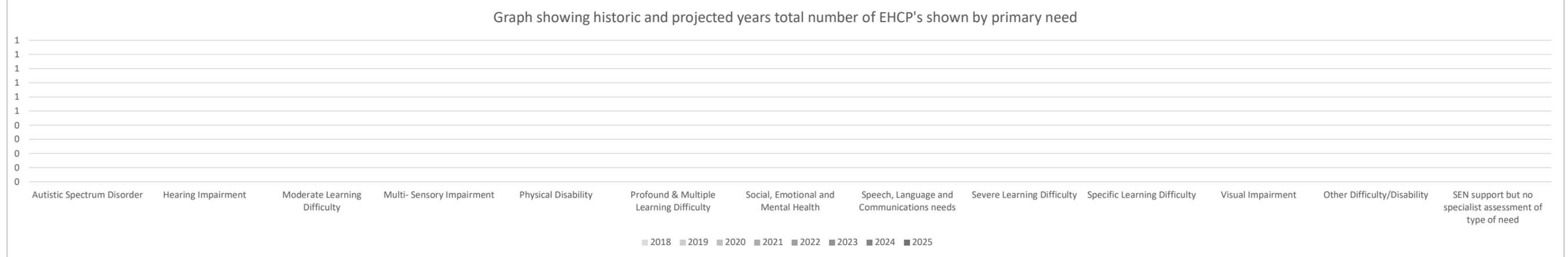
Total number of EHCPs by provision type (with estimated future projections from each placement tab using EHCP age group data)

Jan	2018	2019	2020	2021	2022	2023	2024	2025
Mainstream schools or academies	701	729	802	1,037	1,088	1,196	1,304	1,412
Resourced Provision or SEN Units			21	53	69	77	86	95
Maintained special schools or special academies			862	1,053	1,145	1,270	1,410	1,563
NMSS or independent schools			192	62	105	116	128	142
Hospital schools or Alternative Provision			139	64	69	77	85	98

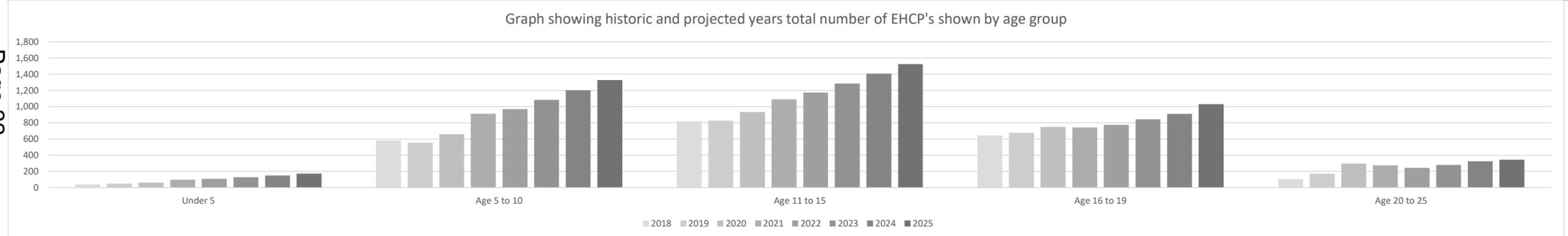
Children and Young People (CYP) summary

	Post 16	470	575	624	712	811	948	
	Other		278	172	173	170	139	
Total number of EHCPs by placement type		701	2,486	3,122	3,272	3,621	3,994	4,397

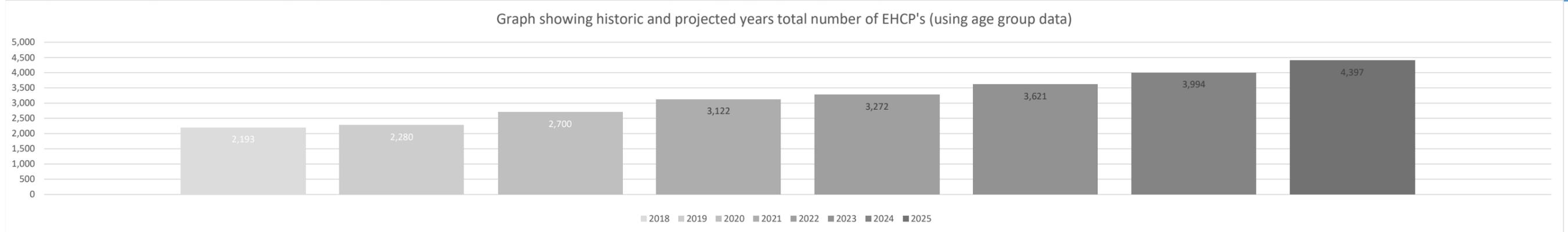
Graph showing historic and projected years total number of EHCPs shown by primary need



Graph showing historic and projected years total number of EHCPs shown by age group



Graph showing historic and projected years total number of EHCPs (using age group data)





Bristol Schools Forum

High Needs Funding Task & Finish Group

MINUTES

Meeting	Date	Time	Location
High Needs Funding Task & Finish Group	11 May 2021	2:00pm	Zoom
In Attendance			
Bristol Schools Forum Members Tracey Jones (TJ) Aileen Morrison (AM) Ruth Pickersgill (RP) Christine Townsend (CT)		Academy Secondary Head Rep, Venturers Trust Pupil Referral Unit Rep, St Matthias Park Academy Secondary Governor Rep, City Academy Maintained Primary Governor Rep, Whitehall Primary	
Bristol City Council Officers Abioye Asimolowo (AA) Su Coombes (SC) Samantha Flowers (SF) Corrina Haskins (CH) Alison Hurley (AH) - Chair for meeting Vikki Jervis (VJ) Rachael Pryor (RP)		Interim Finance Manager Equalities in Education, School Partnerships Education Programme Manager Clerk to Bristol Schools Forum Director of Education & Skills Head of Service for Accessible City Head of Service for Inclusive City	

		Action
1.	Introductions and purpose of the Group Following introductions, AH outlined the purpose of the Group as follows: <ol style="list-style-type: none"> 1. To input into the DSG Management Plan to ensure co-production and joint ownership. 2. To look specifically at high needs block/finance issues relating to the Alternative Learning Provision review and action plan. 3. To meet and feedback to Schools Forum on a termly basis for a 12-month period. The Group noted: <ol style="list-style-type: none"> 1. There was a requirement by the DfE for BCC to produce a DSG management plan. 2. BCC officers had used the DfE toolkit as a starting point to develop the plan although it was a complex document and some other authorities had decided not to use it. 	

	<ol style="list-style-type: none"> 3. The DfE toolkit used language such as “savings” but BCC was clear that it was not a cost saving activity, instead it was about understanding the demands for increased costs, clear forecasting and delivering best value. 4. The funding crisis in SEND was a national problem and BCC had also seen a recent increase as a result of being more compliant in terms of processing EHCPs. 5. BCC officers had drawn up the first iteration containing baseline information and forecasting based on a “do-nothing” scenario. 6. The first step for the Group was understanding and accepting the first iteration of the plan with a view to seeking the support of the Forum to submit the plan to the DfE. 7. The Group would not consider the wider ALP review and action plan in advance of the Schools Forum meeting as there were other co-production sessions focussed on the wider plan and it was important for Forum to be focussed on the financial issues within its remit. <p>Review Terms of Reference</p> <p>The Group agreed the Terms of Reference as circulated in advance of the meeting.</p> <p>Nominate Chair for future meetings</p> <p>AH asked Schools Forum members to consider chairing future meetings in the interests of co-ownership, stressing the importance for the plan to be co-produced and not led by the Council.</p> <p>AM agreed to take on the role of Chair and this was agreed by the Group.</p>	<p><i>AM to chair future meetings.</i></p>
<p>2.</p>	<p>Overview of DSG Management Plan</p> <p>The Group considered the information circulated in advance of the meeting and noted the following:</p> <ol style="list-style-type: none"> 1. The DfE toolkit required some data which was not usually collected and as such, there were potential data inaccuracies and gaps. 2. It was important for data to remain confidential until validated. 3. The summary forecast predicted that, in a “do-nothing” scenario, the DSG deficit would rise to £35m by 2024. 4. Further work was required in some areas e.g. closure of live EHCPs when no longer required such as post- 	

	<p>with officer led baseline; “do nothing” forecast scenario, narrative; validated data and issues raised by the Task and Finish Group.</p> <ol style="list-style-type: none"> 2. Narrative to explain the current position and the use of the DfE management toolkit to underpin improvements rather than to make savings. 3. Forum to see a plan of ongoing work and timescales with more detail on areas such as: <ol style="list-style-type: none"> a. An update on the ECHP matrix and similar works in progress; b. BCC’s response to national concerns about childhood delay in speech and language as a result of the COVID pandemic. 4. There was a role for the Inclusion in Education Group as a wider stakeholder as well as Heads and SENCOs being invited to suggest participants to join the Group. 5. AM to meet with AH before 8 June to discuss details of the presentation to Forum. 6. Moving forward from the first iteration, more input was needed by the Group before the plan could be truly co-owned. 	<p><i>AH to meet with AM prior to 8 June SF meeting.</i></p>
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The meeting closed at 3.42pm

Bristol Schools Forum
High Needs Funding Task & Finish Group
Terms of Reference (FINAL)

CONTEXT

Bristol is carrying a substantial deficit within the High Needs Block; the 2020/21 closing position was £13.4m. The Dedicated Schools Grant (DSG): conditions of grant 2020 to 2021 paragraph 5.2, requires that any local authority with an overall deficit on its DSG account at the end of the financial year must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend.

Bristol has decided to use the DSG management plan template as recommended by the DfE. The plan is designed to help LAs:

- comply with paragraph 5.2 of the DSG: conditions of grant 2020 to 2021
- monitor how DSG funding is being spent
- compare data on high needs spend between LAs
- highlight areas where LAs may wish to review spending
- form evidence-based and strategic future plans for the provision of children and young people with SEND
- present complex funding information simply to Schools' Forums and other external stakeholders
- provide a consistent reporting format to help LAs share best practice and initiatives

A key characteristic of the DSG Management Plan is that it is not a one-off exercise – it is intended to be a dynamic and iterative process which is expected to be engaged with and consulted on widely.

PURPOSE

The purpose of the Bristol High Needs Task & Finish Group (T&FG) is for BCC officers and Schools Forum representatives to work collaboratively to understand, co-produce and jointly own DSG Management Plan (DSG MP). The T&FG will make recommendations and report to the Schools Forum.

WORKING METHODS/OBJECTIVES

Using the DSG MP as a tool, the group will:

- Understand the structure of the DSG MP, its functionality and benefits
- Review the data and finance baseline, identify gaps and further development
- Develop a clearer understanding of the current and future forecast pressures
- Prepare to report back to Schools Forum on a termly basis

Bristol Schools Forum
High Needs Funding Task & Finish Group
Terms of Reference (FINAL)

GROUP MEMBERSHIP

Schools Forum Representatives	Tracey Jones, Venturers Trust Aileen Morrison, Pupil Referral Unit Rep, St Matthias Park Ruth Pickersgill, Academy Secondary Governor Rep, City Academy Christine Townsend, Maintained Primary Governor Rep, Whitehall Primary
<i>Other Key Stakeholders</i>	<i>(not necessarily existing Schools Forum members)</i>
Bristol City Council officers	Alison Hurley, Director of Education & Skills Abioye Asimolowo, Interim Finance Manager Rachael Pryor, Head of Service for Inclusive City Vikki Jervis, Head of Service for Accessible City
Bristol City Council Meeting Support	Corrina Haskins, Democratic Services Officer
Bristol City Council Advisory Support	Samantha Flowers, Education Programme Manager Su Coombes, Equalities in Education, School Partnerships

INDICATIVE TIMETABLE

Activity	Term	Date	Who
T&FG Meeting 1 1. Agree version of MP that is going to SF on 8 June 2. Approve draft Terms of Reference 3. Appoint Chair for future meetings	Term 5	11 May 2021	T&FG
Present baseline position to Schools Forum	Term 6	8 June 2021	T&FG Chair
T&FG Meeting 2 – <i>looking at interventions, impact of projects</i> – <i>Review SEN2 Data summary</i> – <i>feedback from DfE</i> – <i>review and feedback to Section 151 Officer/E&S Director</i>	Term 6	tba	T&FG
Present to School Forum	Term 1	tba	T&FG Chair
T&FG Meeting 3	Term 2	tba	T&FG
Present to School Forum	Term 3	tba	T&FG Chair
T&FG Meeting 4	Term 4	tba	T&FG
Conclusion of T&FG – <i>DSG MP transitions to business-as-usual</i>	Term 5	tba	T&FG Chair



Bristol Schools Forum
Early Years Task & Finish Group

MINUTES

<i>Meeting</i>	<i>Date</i>	<i>Time</i>	<i>Location</i>
Early Years Funding Task & Finish Group	12 May 2021	8:30	Zoom

<i>In Attendance</i>	
<p>Bristol Schools Forum Members Rob Davies (RD) Simon Holmes (SH) Sam Packer (SP)</p> <p>Bristol City Council Officers Abioye Asimolowo (AA) Su Coombes (SC) Samantha Flowers (SF) Richard Hanks (RH) Corrina Haskins (CH) Alison Hurley (AH) – Chair Ruth Taylor (RT)</p>	<p>Nursery Governor Rep, Speedwell & Little Hayes Nursery Nursery Head Rep, St Phillip’s Marsh Nursery Private Voluntary Independent (PVI) Early Years Rep</p> <p>Interim Finance Manager Equalities in Education, School Partnerships Education Programme Manager Head of Service, Learning City Clerk to Bristol Schools Forum Director of Education & Skills Finance Officer</p>

		<i>Action</i>
1.	<p>Introductions and purpose of the Group</p> <p>Following introductions, AH outlined the purpose of the Group as follows:</p> <ol style="list-style-type: none"> To input into the DSG Management Plan to ensure co-production and joint ownership. To look specifically at finance issues relating to Early Years/Early Years SEND. To meet and feedback to Schools Forum on a termly basis for a 12-month period. <p>The Group noted:</p> <ol style="list-style-type: none"> There was a requirement by the DfE for BCC to produce a DSG management plan. BCC officers had used the DfE toolkit as a starting point to develop the plan although it was a complex document and some other authorities had decided not to use it. The DfE toolkit used language such as “savings” but 	

	<p>BCC was clear that it was not a cost saving activity, instead it was about understanding the demands for increased costs, clear forecasting and delivering best value;</p> <ol style="list-style-type: none"> 4. BCC officers had drawn up the first iteration containing baseline information and forecasting based on a “do-nothing” scenario; 5. The first step for the Group was understanding and accepting the first iteration of the plan with a view to seeking the support of the Forum to submit the plan to the DfE; 6. It was important for both the Group and Forum to own the plan and work collaboratively with BCC to review the data and identify gaps as the sector held a lot of knowledge and expertise. 7. Key issues for the Group to consider were: <ol style="list-style-type: none"> a. Early Years Funding from central government. The Early Years block was based on census information with no increments. b. The particular financial pressures for maintained nurseries. <p>Review Terms of Reference</p> <p>The Group agreed the Terms of Reference as circulated in advance of the meeting.</p> <p>Nominate Chair for future meetings</p> <p>AH asked Schools Forum members to consider chairing future meetings in the interests of co-ownership, stressing that it was important for the plan to be co-produced and not led by the Council.</p> <p>RD agreed to meet with AH to discuss this further before making a decision.</p>	<p><i>AH to arrange meeting with RD.</i></p>
<p>2.</p>	<p>Overview of DSG Management Plan</p> <p>The Group considered the information circulated in advance of the meeting and noted the following:</p> <ol style="list-style-type: none"> 1. The DSG budget had moved from a surplus position of £2m in 2018-19 to deficit of £11m in 2020-21 and if it was to move in the same trajectory, there would be a £35m deficit by 2024. 2. PVI nurseries were funded by per unit funding and this had remained static for a few years. 3. It was important to identify areas where there could be further issues and to understand what the drivers were and have clear recommendations of how these could be addressed going forward. 4. The national funding of Early Years was not sustainable, 	

and this needed to be articulated as part of these investigations.

5. The government had committed to prioritise children's early years (May 2021 Queen's Speech) but there was no information about when or how this would happen.

The Group raised the following comments:

1. It was difficult for Forum Members to understand why there was a surplus in the Early Years Block when the majority of maintained nurseries were in deficit.
2. BCC had started to work with nursery settings to move away from their historic deficits to an in-year balance. This was a challenge as nurseries had similar costs to schools but were not funded in the same way. Officers were looking at other models to reduce costs without impacting on quality and visiting each setting with a data pack to ensure information was accurate. There was a commitment from Heads/Governors for change.
The Group agreed that an overview of this work should be referenced in the DSG Management Plan, whilst acknowledging that the different options were being discussed elsewhere. This could be listed alongside the other projects and activity including wider nursery transformation.
3. The nursery transformation was a separate project, but the financial impact needed to be reported to the Group on route to Forum.
4. There was an argument for SEND in Early Years to be funded from the High Needs Block and officers were looking at examples of this from other authorities.
5. The key strategies in the text of the plan had been drafted by officers, and these would have to be developed with the Group for further iterations to ensure co-production and co-ownership.
It was agreed that, once data was available, the Early Years Strategy would be brought back to the next meeting of the Group for input.
6. The plan looked to control costs, rather than make savings by looking at the key drivers and identifying inadequacies within the system.
7. Accessing support for children during Early Years would not only be beneficial to the child but also be cost effective in the long term.
8. It was clarified that the SEND inclusion fund was retained centrally for support such as speech and language rather than everyone in the sector trying to commission services independently.

<p>3.</p>	<p>Agree approach to report back to Schools Forum</p> <p>The Group agreed the following approach for reporting back to Schools Forum and seeking support for the first iteration of the DSG Plan:</p> <ol style="list-style-type: none"> 1. Forum to receive DSG Management plan iteration 1 with officer led baseline; “do nothing” forecast scenario, narrative; validated data and issues raised by the Task and Finish Group. 2. Forum to receive a forward plan of ongoing projects to include timeframes for implementation. 3. AH to arrange a meeting before 8 June Schools Forum with RD and Aileen Morrison (Chair of High Needs Task and Finish Group) to discuss details of the presentation to Forum. 	<p><i>AH/AA to prepare papers for Schools Forum.</i></p> <p><i>AH to arrange to meet AM/RD before 8 June.</i></p>
<p>4.</p>	<p>Any Other Business</p> <p>SP raised a concern about the national shortage of nursery staff and advised that a lot of employees were leaving the sector and it was difficult to recruit new staff as a consequence of Brexit.</p> <p>AH undertook to look into whether the City of Bristol College/UWE could offer students for apprenticeships and consider if there were any further actions BCC could take to support the sector on this issue.</p>	<p><i>AH to speak to Jane Taylor/consider other appropriate actions.</i></p>

The meeting ended at 9.50am

Bristol Schools Forum
Early Years Funding Task & Finish Group
Terms of Reference (FINAL)

CONTEXT

The Dedicated Schools Grant (DSG): conditions of grant 2020 to 2021 paragraph 5.2, requires that any local authority with an overall deficit on its DSG account at the end of the financial year must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend.

Bristol has decided to use the DSG management plan template as recommended by the DfE. The plan is designed to help LAs:

- comply with paragraph 5.2 of the DSG: conditions of grant 2020 to 2021
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A key characteristic of the DSG Management Plan is that it is not a one-off exercise – it is intended to be a dynamic and iterative process which is expected to be engaged with and consulted on widely.

PURPOSE

The purpose of the Bristol Early Years Funding Task & Finish Group (T&FG) is for BCC officers and Schools Forum representatives to work collaboratively to understand, co-produce and jointly own DSG Management Plan (DSG MP). The T&FG will make recommendations and report to the Schools Forum.

WORKING METHODS/OBJECTIVES

Using the DSG MP as a tool, the group will:

- Understand the structure of the DSG MP, its functionality and benefits
- Review the data and finance baseline, identify gaps and further development
- Develop a clearer understanding of the current and future forecast pressures
- Prepare to report back to Schools Forum on a termly basis

Bristol Schools Forum
Early Years Funding Task & Finish Group
Terms of Reference (FINAL)

GROUP MEMBERSHIP

Schools Forum Representatives	Simon Holmes, Nursery Head Rep, St Phillips Marsh Nursery Rob Davies, Nursery Governor Rep, Speedwell & Little Hayes Nursery Federation Sam Packer, Private Voluntary Independent (PVI) Early Years Rep
<i>Other Key Stakeholders</i>	<i>(not necessarily existing Schools Forum members)</i>
Bristol City Council officers	Alison Hurley, Director of Education & Skills Abioye Asimolowo, Interim Finance Manager Richard Hanks, Head of Service for Learning City Ruth Taylor, Finance Officer
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INDICATIVE TIMETABLE

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T&FG Meeting 1 1. Agree version of MP that is going to SF on 8 June 2. Approve draft Terms of Reference 3. Appoint Chair for future meetings	Term 5	12 May 2021	T&FG
Present baseline position to Schools Forum	Term 6	8 June 2021	T&FG Chair
T&FG Meeting 2 – <i>looking at interventions, impact of projects</i> – <i>Review SEN2 Data summary</i> – <i>feedback from DfE</i> – <i>review and feedback to Section 151 Officer/E&S Director</i>	Term 6	tba	T&FG
Present to School Forum	Term 1	tba	T&FG Chair
T&FG Meeting 3	Term 2	tba	T&FG
Present to School Forum	Term 3	tba	T&FG Chair
T&FG Meeting 4	Term 4	tba	T&FG
Conclusion of T&FG – <i>DSG MP transitions to business-as-usual</i>	Term 5	tba	T&FG Chair

Bristol Schools Forum

Alternative Learning Provision (ALP) Statement of Action

Date of meeting:	Tuesday 8 June 2021
Time of meeting:	5pm
Venue:	Zoom

1. Purpose of report

The purpose of the report is to present the Review of Alternative Learning Provision (“ALP Review”) and associated draft ALP Statement of Action (SOA) and co-production proposal to Bristol Schools Forum for information, consultation, and discussion.

2. Recommendation(s)

The recommendation is that Schools Forum note:

- The content and recommendations of the ALP Review.
- The approach Bristol City Council intends to take in response to the ALP Review.

3. Background

An outcome of a Judicial Review in SEND required BCC to review the effectiveness of Alternative Learning Provision (ALP). The review was incorporated into Improvement Priority 4.3 of Bristol Local Area Written Statement of Action (WSoA) for Special Educational Needs and Disabilities (SEND)

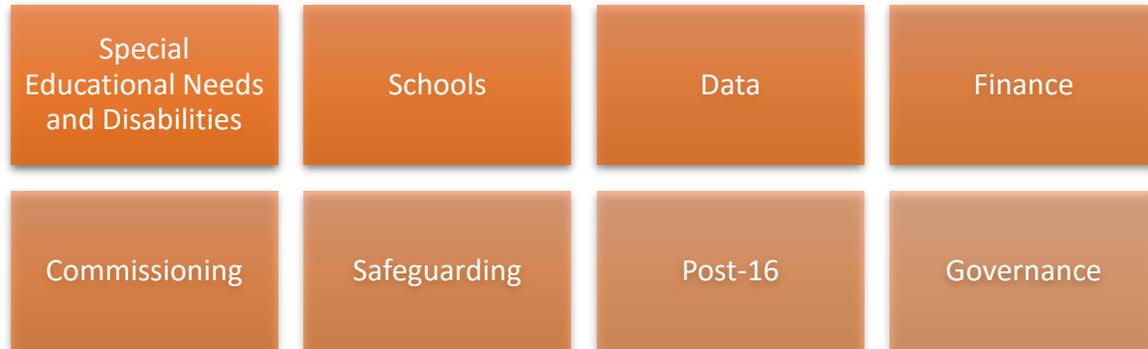
As a response, BCC commissioned an independent review into ALP with the following aims:

- To gain a full understanding of how Alternative Learning Provision is currently being used in Bristol, to enable transparent decision making for future placements and consistency across settings.
- To inform the collaborative approach to specialist education to agree what Bristol would like to achieve with ALP and how it will be used in the future.
- To inform future ALP recommissioning. This links with the Inclusive City Belonging Strategy and the review of Specialist Provision, alongside the ‘Written Statement of Action’ (WSoA) SEND.

This provides momentum for BCC to transform and improve ALP arrangements to better meet the needs of citizens, and is a key part of the reform of the end-to-end SEND system.

4. Summary of ALP Review

The report made **31 recommendations** for improvement in the ALP system. These have been grouped into interlinking themes for delivery.



ALP and SEND refers to the current inter-dependency between SEND and ALP with actions to clarify and strengthen processes and relationships between these two areas. There are extremely high numbers of pupils with SEND with either education, health and care (EHC) plans or proceeding through the EHC Needs Assessment process, currently in ALP. High numbers of pupils going to ALP are also presenting with additional needs, particularly Social, Emotional and Mental Health (SEMH), Speech and Language and low literacy and maths skills.

ALP and Schools is concerned with supporting and challenging schools with the aim of implementing a graduated response to prevent exclusions and reliance on ALP.

ALP and Data indicates improvement is necessary in data capture to facilitate accurate planning and reporting.

ALP and Finance shows ALP is used to cover a deficiency in the number of appropriate SEND placements and links to the current review of element 3 funding. While both the ALP and SEND budgets are from the 'High Need' block, different LA Officers are making different placements. A clear protocol for placing children/young people with an EHC plan into AP needs to be agreed.

ALP and Commissioning mandates a joint ALP and SEND commissioning strategy along with joint quality assurance processes. This links to the recommissioning of ALP in progress.

ALP and Safeguarding covers the strengthening of systems for sharing key information between school and ALP, social and mental health support along with capturing the pupil and parent voice.

ALP and Post-16 will improve careers advice and guidance to young people and is concerned with moving post-16 support from Education and Skills Funding Agency (ESFA) funding back into the Local Authority. It will also cover arrangements for supporting young parents.

ALP and Governance links ALP to actions in progress with respect corporate themes such as the SEND Written Statement of Action and the Belonging Strategy, which will be launched in Spring 2021. There is also the need for clear system-wide strategic leadership of ALP as the ALP Hub has been working in isolation, with insufficient direction or accountability built into structures.

5. ALP Statement of Action

BCC has accepted all the recommendations and the **ALP Statement of Action** sets out BCC's response to the review. It should be noted this is BCC's internal view of the work required and **not the end product**. It is intended to help guide the co-production process.

The final agreed version of the Statement of Action will outline the activity that will occur to deliver against all of the recommendations and the timescales to do so. It will contain agreed milestones for delivery so that progress can be tracked in the delivery phase of the Statement of action.

Delivery will be part of the second phase of the Education Transformation Programme using the governance structure that is in place and progress will be published regularly on the Local Offer.

To deliver an inclusive ALP system that works for all, co-production with ALP stakeholders is required. Information sessions with a range of key stakeholders such as ALP Heads have already taken place.

In addition to the eight delivery themes there will be a cross-cutting co-production workstream. This workstream has two purposes – to co-produce the delivery plan and, once in the delivery phase, to monitor delivery and ensure new systems and processes are fit for purpose. There will be four Reference Groups made up of clusters of stakeholders:



The groups will:

- Review the recommendations and prioritise those which are considered to be most important.

- Review the plans to ensure the right activity is covered and that implementation of the recommendations will be achieved. This is likely to result in changes to the initial planning to produce the final version of the ALP Statement of Action.
- Review the draft recommissioning strategy.

6. Sufficiency

Recommendations from the ALP review relating to sufficiency are contained within the ALP and SEND theme. The table below shows the recommendations in the theme and BCC’s response. It should be noted the response is the starting point for co-production and not the final plan.

6.1 ALP and SEND

Ref.	Recommendation	Summary of response
3	Clear expectations and protocols between ALP hub and SEND teams need to be agreed and clarified.	These recommendations will be delivered through the development of new pathways for the various scenarios when children and young people may be considered for specialist provision and ultimately alternative provision.
11	SEND team do not commission individual bespoke ALP packages. Procurement arrangements need to be agreed by Senior Officers of ALP and SEND.	A review of the consultation process for specialist provision is included along with consideration of out of local authority requests.
12	Sufficiency plan of SEND placements is underway but a plan of how to manage and fund the SEND pupils in ALP provision in the meantime needs to be drawn up and agreed.	BBC plans to introduce Mainstream Awaiting Placement Panel (MAPP) meetings. In the MAPP meeting, the school will have the opportunity to discuss what support they require to meet the needs of children and young people and how to prepare for transition to specialist setting with colleagues from other schools, an Educational Psychologist and representatives from specialist outreach providers.
24	Develop as a matter of urgency a protocol for SEND and ‘high cost’ placements with ALP Hub to enable appropriate placements.	This also links to recommendation 13 in the Finance theme.
14	A system for joint monitoring, quality assurance and co-ordination of all ALP placements with SEND needs to be established.	BCC plans to increase capacity to enable better, more joined up quality assurance of placements. We will also introduce a new standard operating procedure which will be reflected in the commissioning arrangements.

		This recommendation links to recommendation 16 and also the recommissioning of ALP in section 5.5.
15	A review of Top Up (pre EHCP) funding is urgently needed.	BCC will review current funding arrangements and put in place a new funding matrix for element 3 of High Needs Funding. This will build on learning from other comparable Local Authorities to ensure best practice is followed.

7. Finance

Recommendations in the ALP Review relating to finance are contained within the ALP and SEND and ALP and Finance themes. The tables below show the recommendations in the themes and BCC's response. It should be noted the response is the starting point for co-production and not the final plan.

Ref.	Recommendation	Summary of response
15	A review of Top Up (pre EHCP) funding is urgently needed.	BCC will review current funding arrangements and put in place a new funding matrix for element 3 of High Needs Funding. This will build on learning from other comparable Local Authorities to ensure best practice is followed.

Ref.	Recommendation	Summary of response
9	Cost centres and budget lines need to be agreed and match.	Current cost centres and budget lines used for ALP will be reviewed and an appropriate financial structure to monitor spend will be put in place.
10	Officers are unable to meet budget expectations and controls, this needs to be rectified.	The AP/SEND protocol in section 5.1.1 and the alterations to the financial system (recommendation 9) will deliver the changes necessary to implement this recommendation.
13	As a matter of urgency there is a need for a High Needs/Block placement spending protocol/panel.	This links closely with the development of an AP/SEND protocol in section 5.1.1 and will be delivered through the response to those recommendations.

8. Equalities Impact Assessment

An Equality Impact Assessment is underway, the draft of which is included in the appendix.

Summary of significant negative impacts and how they can be mitigated or justified

Changes to the ALP system have the potential to affect CYP both with and without protected characteristics. As the ALP SOA has not yet been finalised, negative impacts will be mitigated through representative Reference Groups.

These groups will co-produce the ALP SOA ensuring their views are incorporated and that the actions included in the plan reduce any negative impacts on people with protected characteristics. Once the ALP SOA moves into the delivery phase the Reference Groups will continue to monitor delivery with a focus on reducing negative impacts.

Summary of positive impacts/opportunities to promote the Public Sector Equality Duty

The changes to the ALP system resulting from the ALP Statement of Action will help to ensure that the educational needs of children and young people (CYP) are met with all CYP in appropriate provision. The key objectives of the programme of work are to implement a fairer system with improved service user experience and transparent decision making. This will benefit all CYP including those with protected characteristics.

9. Appendices

No.	Document
1.	Review of Alternative Learning Provision
2.	Draft ALP Statement of Action
3.	Co-production proposal
4.	Equality Impact Assessment



**REVIEW REPORT – BRISTOL ALTERNATIVE LEARNING PROVISION –
OCTOBER – NOVEMBER 2020**

Commissioned by Bristol City Council

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2 Review Brief

- To gain a full understanding of how Alternative Learning Provision (ALP) is currently being used in Bristol in order to enable transparent decision making for future placements and consistency across settings.
- The review will be used to inform the collaborative approach to specialist education to agree what Bristol would like to achieve with ALP and how it will be used in the future.
- It will also inform future ALP recommissioning. This links with the Inclusive City Belonging Strategy and the review of Specialist Provision, alongside the 'Written Statement of Action' (WSOA) SEND.

3 Methodology

- Online interviews with all current ALP providers at CEO and Head teacher level. Examination of data given, finance information and use of ALP via the Bristol Inclusion Panel (BIP).
- Interviews of wide range of professionals involved with students in ALP and attendance at Local Authority Officer meetings.
- Examination of School's Forum information, strategic plans, previous reviews, checking of Local Authority (LA) website information.
- Data from statistical neighbours, DfE advice and guidance.
- Deep dive of 39 case studies regarding students accessing or who have accessed ALP. Identified by using a cross section of age, gender, ethnicity and post code to select the cases in each of the main ALP settings.
- Meetings with the Chair of the Management Committee of the Bristol Hospital Education. Examination of previous review of the Meriton.

4 Executive summary

4.1 Overall Relationships

Very good relationships exist between schools and ALP Hub, and the whole team is highly thought of. Head of ALP makes excellent connections across professional boundaries and aims to collaborate with all parties involved with the children. There was evidence of good case practice witnessed during a number of team meetings attended. Providers feel well supported by the hub and report effective communications.

Generally, all Local Authority Officers are keen to improve the system for young people and are open to change. They are open about strengths and weaknesses of the organisation, with failures frequently attributed to numerous changes of senior management. There is a positive view that the new Director of Education and Skills has had a good impact on moving issues forward and working with schools. ALP providers report a lack of communication especially from Special Educational Needs and Disabilities (SEND) teams and management. The Providers would like clearer strategic direction. They also report lack of appropriate information on pupils from schools, leading to some inappropriate placements.

4.2 Data

The reviewer found that the data capture given was unreliable and incorrect on many of the fields, leading to difficulties for reporting and planning accurately. The ALP Hub collects separate data, reporting that there are difficulties using the EYES system which prevents them using the central system. The June 2020 data capture was incorrect when tested against other information from Providers and the Hub. The use of ALP over the last few years lacks centrally held data. While there is information in the 2016 ALP commissioning review that established the ALP Hub, the main data for the department is now only held by the ALP Hub team. Different teams within the LA are collecting information on the ALP pupils. For example, Safer Options teams are triaging cases with the police but they report poor health input. However, all this information is not on one IT system as yet and cannot be used for effective case planning and management.

4.3 Strategic Planning

Insufficient and incorrect data makes it difficult to strategically plan ALP. There is a whole system IT development (EYES) which isn't imbedded and requires universal data entry, which, as already mentioned, is not yet the case. The ALP Hub has very good 'separate' data to predict need but there is little evidence this has been used or reported appropriately. There was an ALP review Commissioning Plan in 2016 called 'pushed out learners', where one of the actions was to set up three eight placed KS1&2 provision and Early Intervention Bases (EIB). The base in the South of the City offers eight full time places. while the other base in the North does not offer the full-time provision. North Star developed an alternative offer based on what they could provide practically not what had been originally commissioned. Both provisions are funded on a per-place basis. North Star appear to provide a good outreach and part time programmes but no full-time provision in this area of the City does cause a travel issue for the younger pupils. An area-based needs assessment would help with development and recommissioning ALP in this area. There are a number of strategic plans, both in place and on-going for sufficiency of places across the city and it would be helpful to include the EIBs in the planning. It is worth mentioning the following two plans though there are others. These illustrate the necessary links, the first plan a whole city approach and the second focused on the delivery of the whole city plan; **One City Plan** - Mayor Marvin Rees published the city's first ever [One City Plan](#) on 11 January 2019, a first written attempt to set out the challenge and bring

the city together around its common causes. **The Belonging Strategy** is lead and developed within the Educational Directorate with a central focus of school attendance and inclusion. It is expected to be a joined up, whole system approach to trauma informed practise and adverse childhood experiences. This strategy has yet to be published and was not available for input into this report.

4.4 Cost of ALP

Bristol City Council block-purchase places at most provisions for £10,000 and top-up by £9,330. However, there are 50 commissioned places at £28,000 a place at one ALP provider = £1,400,000, 14 of these places are 'reserved' for SEND pupils with EHCPs and attract additional top-up spending from SEND. The funding for this provider is higher cost than the other providers and it isn't clear that these are 'different' children or if the provision is offering different support. The responsibility for quality assurance of all pupils need to be clarified, in particular for the SEND pupils. The SEND team monitors the EHCPs to ensure that the pupil's needs are met but does not have a quality assurance role around the SEND placements. There have been some examples of the SEND team members arranging bespoke ALP packages and the ALP Hub having little or no knowledge of this process taking place. This makes for two parallel systems for providers and different reporting systems on some of the same pupils. ALP Budget appears to be £3,514,712.67, which includes £600,000 for Early Intervention, though the cost centre only reports £300,000. The total ALP actual spend appears to be closer to £3,940,000 but the cost centres and the budget lines do not match.

Data Capture June 2020 shows a predictive spend of:

£1,300,000 for Block purchase (actual £1,400,000)

£1,200,000 for spot purchasing (which also includes some unknown income from schools)

EIBs = £360,000

(EIB actual £600,000 includes, Lansdown South, North Star and The Nest)

Education 1st = £710,615

The budget includes:

Snowdon Village = £1,083,000

Bristol Futures = £293,053

Learning Partnership West = £1,093,516

BHES Budget is £2,155,000, which (includes £150,000 for the Meriton. The charging policy of £25 a day has been suspended and needs to be reviewed and applied or cancelled.

There are a couple of providers that have gone out of business but total costs of individual programmes before closure were £98,555. (i.e. Hop, Skip & Jump £27,415)

School demands also drive the market but as already explained BCC have no sight of other school spend on ALP and so understanding the complete spend on ALP is impossible.

4.5 Finance

To a large degree the ALP budget is covering lack of SEND placements. While it is an estimate as figures and reporting varies, with approximately 70% of ALP places taken up by pupils who have SEND or are in the process of the assessment for an EHCP and this figure is 58% in the case studies. Some ALP providers are at risk of turning into special schools but are not registered as such. The SEND Budget is clearly increasing (Schools Forum papers 2020) but this cost is not included. The ALP budget is closely connected to the SEND demand, but it is unclear which areas of spend are increasing, at what rate and why. It is normal to have a certain amount of SEND pupils within the ALP but not to see the numbers at this high percentage.

While both the ALP and SEND budgets are from 'High Need' block, different LA Officers are making different placement decisions. A protocol of SEND and 'high cost' placements needs to be agreed with ALP Hub to control this area of spend.

Joint monitoring and co-ordination of all ALP placements would be advisable, some EHCP reviews include ALP Hub staff but a lack of capacity means that this doesn't happen as a matter of course. This usually happens when a pupil is placed in ALP and then undergoes assessment for EHCP. Further examination of this area of work and the cross over between the ALP and the SEND system needs to take place. While there are statutory requirements for SEND pupils, there is no obligation to monitor ALP pupils in the same fashion.

Schools are also able to apply to the Local Authority for pre-EHCP top-up funding which is supposed to prevent the need for further assessment or exclusion. It is reported that a large number of pupils receiving this type of unusual funding have SEMH needs but the exact numbers are unclear. There is also no available data on how preventative this funding support may be or how much is being spent for this provision.

4.6 Quality Assurance (QA)

While all AP schools used are now rated 'Good' from their last Ofsted inspections, there was an issue with the closure of one of the Key Stage 3/4 provisions. This provision has now transferred under the management of another provider, but this happened as an emergency and not as a planned strategy. BCC has to ensure this does not happen in other settings as there were also short notice closures of small AP providers during this financial year. There is a lack of Service Level Agreements across a number settings. There appears to only be one setting with an SLA in place

at the present time. Contract checking and general quality assurance issues for a number of settings need to be resolved. Though the Head of Safeguarding in education accompanies Officers on QA visits it is not clear how often these visits take place and the visits have been suspended due to COVID. Having safeguarding policies from settings is not enough to ensure good safeguarding working practises. The larger Providers are doing additional QA when they are outsourcing individual programmes. Schools are 'rarely' checking providers, tending to leave that to LA. Lack of capacity in the ALP Hub and difficulties for the team to challenge schools and ALP Providers means that the QA is not as rigorous as it needs to be. ALP Hub team is too small to adequately undertake Quality Assurance of ALP. Safeguarding policies are required of settings/providers, but cross triangulation is needed to ensure good practise.

4.7 Information sharing

There are many challenges to good information sharing, some causally linked to poor data capture as not all professionals are using the EYES/IT system. There is a further challenge with schools who use a variety of systems. The professionals interviewed, reported that it is often not clear which other professionals are involved with cases and this makes follow up weak. However, they are aware of the issue and do make efforts to link with other teams when the issues are obvious. A lack of graduated response information to BIP and ALP providers from schools was reported.

However, the small ALP Hub team has had a positive impact on reducing exclusions over the last few years and make strenuous efforts to share information on pupils. Examples of pupils with unmet and unassessed needs were identified by providers. It was referred to as the main reason for inappropriate pupil placements. Pupils accessing ALP are part of the windscreen of LA help and support but are also on the continuum of SEND. SEND is often seen as a destination for pupils rather than part of a journey. A SEMH Pathway would help schools and parents understand what support is available.

4.8 Early Intervention Bases (EIB) and Support to schools

There has been a reduction in the overall exclusions over the last few years and in particular the permanent exclusions, (PEX) which is primarily due to the focus and work from the ALP Hub as already described. However, exclusions are still higher than statistical and City neighbours. (See Appendix 3 - Bristol Exclusions data) The availability of EIB is poorly distributed in some areas of the City. There is more support in North and Central East than in the South of the city. Services have developed over time but may need some restricting, redefining and coordinating in order to address this problem. While there is some evidence of improving outreach from Lansdown during this academic year, this may be a temporary situation due to fewer referrals of pupils during the COVID pandemic. They have recently capped places in order to focus more on outreach. Sufficiency for outreach support for inclusion is an issue, as is service coordination from other LA inclusion teams. As

one Officer remarked 'inclusion can't wait' for COVID to disappear. Further development of EIBs especially for Secondary schools could be further developed but would require funding and agreement from schools.

4.9 SEND

As already stated, there are extremely high numbers of SEND pupils with EHCPs and in the process of having EHCPs in ALP. These are the highest cost ALP placements. There are some issues that need to be considered by BCC before naming ALP on an EHCP, as it should not ideally be named on the plan unless the provision can clearly meet the children or young person's needs. One of the issues for ALP is that they are not resourced and often not trained for the needs as described on EHCPs. Lack of sufficiency in specialist placements is in the process of being addressed but is a long-term planning process. Pupil placement decisions are sometimes poor and with the best intentions on occasions SEND Case Officers are arranging individual high cost bespoke programmes without further discussion with senior ALP officers. High numbers of the pupils going to ALP are then assessed with un-met needs. They go on to have EHCPs but then can't be found placements. The main presenting need is SEMH (Social Emotional Mental Health) though some pupils with ASD/Challenging behaviour have been recorded. Providers report in the case studies high numbers with speech and language problems, along with dyslexia and dyspraxia and potentially other undiagnosed issues. There are 70% of SEND pupils in the total ALP cohort and 58% of case study pupils who had EHCPs or were in the process of obtaining an EHCP.

4.10 Case Studies highlights

- Data supporting highlights will be found in Appendix 1 – Data supporting case study highlights
- High numbers of long-term placements were found rather than revolving door support. However, one setting did say it had better outcome of revolving door cases than the case studies picked for that setting.
- High numbers of pupils who have been moved around the system a number of times to different settings.
- Lack of sufficiency for 'hard to reach' and 'hard to place' children and young people. Children fitting settings rather than settings fitting children.
- For pupils moving schools via 'managed moves' or 'negotiated transfers', without support the chance of success at a new setting is poor.
- Potentially undiagnosed educational needs, especially speech and language problems.
- Schools looking for an ALP place before more than one mainstream school has been attempted.
- Schools being too risk averse and refusing pupils a place based on 'hearsay' of criminality rather than actual evidence.

- Lack of safeguarding information and educational difficulties being forwarded to a child's new school.
- Schools/ALPs offering pupils inappropriate amounts of offsite education due to behavioural issues.
- Some students can have to wait weeks to start at an ALP after being allocated a place at the BIP.
- Lack of graduated response and behavioural support evident at mainstream school level leading to an over reliance on ALP to manage the city's 'hard to place/reach' young people. Information from schools needs to improve.
- Evidence in the form of a young person at one ALP who has been moved around 7 schools for 'extreme' behavioural incidents that all share the same features indicative of past trauma. It is likely that undiagnosed and unaddressed learning and mental health needs have led to numerous school moves and a compounding of issues.
- Obviously, due to the COVID pandemic and time constraints, it has not been possible to hear the pupils or parent voice during this review.

4.11 Post-16 concerns

Lack of transition planning was highlighted for ALP pupils. Large numbers of young people are going onto college with a wide range of 'un-met' needs, some with very poor attendance. Young people who have come out of mainstream schools in their final year/eighteen months, who had support from ALP and other professionals but are then expected to cope in a college environment. Lack of good careers advice and guidance results in many becoming NEET.

4.12 The Meriton (BHES)

Post -16 ESFA funding needs to move out of the budget line and management of personnel transferred to the LA because this funding is targeted at students over 16. There are 15 places at £10,000 and no individual programmes are taking place. Mentoring and support to young parents is reported as positive, but this service is not managed in the appropriate setting/department.

4.13 School Improvement

There is a lack of capacity to support and challenge schools around the area of inclusion/exclusions. ALP Hub does this strategic work as well as all their other duties. There is new SEND School Improvement post starting in January 2021 which will be a positive move forward. However, it will be difficult for this post to also focus on ALP and SEND but there is a need to consider or resource an ALP focus within School Improvement. Lack of resources from LA means schools may not be as 'inclusive' as they need to be, Head of Learning City (School Partnerships), acknowledged that schools need more support and challenge on exclusions and management of behaviour.

4.14 Commissioning review 2016

The 2016 commissioning review of 'Pushed out Learners' did an extensive needs analysis and made clear recommendations. It would be helpful to the LA to return to the report to determine to what extent the actions have been carried out and implemented successfully. It established the ALP Hub and reorganised some ALP, but it appears that not all recommendations have been fully realised.

5 Recommendations

Overall Relationships Recommendation

1. A clear strategic joint SEND/ALP commissioning plan should be published.
2. Protocols regarding graduated respond from schools need to be drawn up.
3. Clear expectations and protocols between ALP hub and SEND teams need to be agreed and clarified.

Data Recommendation

4. Migration onto the one system needs to be successfully completed as soon as possible.
5. A common language is needed to ensure all data input is consistent.

Strategic Planning Recommendation

6. To ensure clear links between plans to reduce duplications and increase opportunities to join work streams together.
7. The One City plan has been recently updated for 2020, the outcomes and actions from this review need to directly link to service planning of ALP.
8. The Belonging Strategy is published.

Cost of ALP Recommendation

9. Cost centres and budget lines need to be agreed and match.
10. Officers are unable to meet budget expectations and controls, this needs to be rectified.
11. SEND team do not commission individual bespoke ALP packages. Procurement arrangements need to be agreed by Senior Officers of ALP and SEND.

Finance Recommendation

12. Sufficiency plan of SEND placements is underway but a plan of how to manage and fund the SEND pupils in ALP provision in the meantime needs to be drawn up and agreed.
13. As a matter of urgency there is a need for a High Needs/Block placement spending protocol/panel.
14. A system for joint monitoring, quality assurance and co-ordination of all ALP placements with SEND needs to be established.
15. A review of pre EHCP funding is urgency needed as this is not a normal part of the SEND code of practise.

Quality Assurance (QA) Recommendation

16. Consider appropriate resource to adequately embed the safeguarding principles and QA process. A dedicated QA post (is being explored and the

- management of that post reviewed). The appointment to this post would allow an independent check on providers.
17. Clarify SLA expectations across all settings.
 18. BCC should ensure that the resources are available to satisfy itself of the financial and educational ongoing viability of providers.

Information sharing Recommendation

19. Establish a SEMH Pathway including common language for reporting and recording.
20. Paperwork and graduated response from schools should be evidenced prior to the BIP referral. Better evidence is needed of previous behaviour and learning supports. (There is a separate review of the BIP taking place which may address this issue)

Early Intervention Bases (EIB) and Support to schools Recommendation

21. A review of early intervention to schools, support advice and challenge to prevent exclusions and reliance on ALP.

SEND Recommendation

22. SEND Written statement of action (WSOA) and sufficiency plan completed.
23. Capital Investment Strategy completed.
24. Develop as a matter of urgency a protocol for SEND and 'high cost' placements with ALP Hub to enable appropriate placements.

Case Studies highlights Recommendation

Most of the issues have been address in other section recommendations except for the following.

25. Clarify expected response timescales with ALP providers.
26. A deeper understanding of the 'hard to reach' and 'hard to place' pupils would be helpful in tailoring better educational, social and mental health support. Obtain the pupil and parent voice.
27. Clarify and strengthen graduated school response, insisting on safeguarding information before placement agreements.

Post-16 concerns Recommendation

28. Improve careers advice and guidance, especially to the group of 'hard to reach' young people going into college settings.

The Meriton (BHES) Recommendation

29. Move budget, staffing and responsibility into the LA.

School Improvement Recommendation

30. Consider how to appropriately support and challenge schools around the areas of inclusion and exclusions.

Commissioning review 2016 Recommendation

31. Carry out a comprehensive needs analysis of ALP.

6 Description of ALP and general outcome findings

6.1 What is the alternative learning provision known as ALP?

It is education outside of school arranged by local authorities and schools for children in KS1, 2, 3 or 4 who are permanently excluded, at risk of exclusion, or for whom mainstream education is inappropriate. Alternative Learning Provision is for Children and Young People of school age who are unable to attend mainstream or special educational settings because of health, emotional or behavioural reasons. It is something in which the pupil participates as part of their regular timetable away from the site of the school and not led by school staff. Schools can use ALP to prevent exclusions or to re-engage students in their education. Schools remain responsible for the students while they remain on their roll.

It includes:

- Pupil referral units
- Hospital education
- Education for children in custody
- Schemes providing full-time or part-time alternative education outside of schools
- Preventative programmes working with individuals or groups of pupils to prevent them from being excluded from school.

Pupil referral units (PRUs) – These are historically maintained by the local authority but are now Academy Trusts. In Bristol all the PRUs are Multi Academy Trusts. They were set up specifically for excluded children as well as those unable to attend mainstream school because of their health needs. Since 2013 the management of PRUs has been delegated from local authorities to PRU management committees and more often now, Management Boards of Academy Trusts. However, the local authority retains responsibility for promoting high standards and has intervention powers to issue warning notices where there are concerns and to drive improvement. Local authorities can no longer open new PRUs.

Alternative provision free schools – These are a relatively new type of school which have academy status and are funded similarly to special schools. They receive direct

funding from central government, as well as top-up funding from the local authority for each child placed by the local authority. The funding is given on a per-pupil basis depending on their level of need. These schools may also charge a per-pupil fee to other schools who arrange for their pupils to attend the free school.

Colleges of further education - These colleges normally cater for young people over 16 but they can also offer courses to pupil's aged 14-16. These courses are usually functional English and Maths as well as vocational courses and are part-time.

Independent alternative learning providers (IAPs) - These are independent projects, which may be charities, limited companies or community interest companies. They usually charge a per-pupil fee paid by the referring mainstream school, PRU or local authority. The IAP may also supplement these fees with their own funds raised by charitable donations, grants and other sources. When providing full-time education, they should be registered with the DfE as independent schools and inspected by Ofsted.

6.2 Local education landscape in Bristol

Bristol is a broadly affluent, ethnically and culturally diverse city with pockets of significant poverty. It is useful, within an increasingly independent Education landscape, to consider Bristol's Statistical Neighbours rather than National or Core Cities when looking at how Bristol is performing with and for its citizens. The Local Authority has a strategic & partnership role as an influencer, rather than an executive function in these endeavours. It is also useful to consider how services and stakeholders can work with each other to improve outcomes. The issues that education establishments face are highly complex, cumulative & impossible to resolve in isolation. Many of these issues are driven by funding pressures as well as the historic & perverse incentives of competition and data driven metrics for successful schools.

6.3 Mainstream schools in Bristol

There are:

- 22 state-funded secondary schools, all of which have academy or independent school status.
- 108 state-funded primary schools

Special schools

- There are 9 special schools for students with special educational needs. Places are determined by the local authority in consultation with parents and are only for students with an Education, Health and Care Plan (EHCP), except for some assessment places.

Schools with SEMH Specialism

- Knowle DGE SEMH Primary, secondary & post-16
- Woodstock SEMH Primary
- Bristol Gateway SEMH Secondary & post-16
- Notton House (residential) SEMH Primary, secondary & Post 16

There is also the Capital Investment Strategy ongoing which is looking at placement sufficiency.

6.4 Alternative Learning Provision – ALP/AP

There are six AP schools in Bristol as well as a number of part time alternative learning providers. All ALP providers rated as 'Good' and have good outcomes for most pupils.

- [Lansdown Park Academy – PRU Learn@ MAT](#)
- [St Matthias Park Academy – PRU Learn@ MAT](#)
- [LPW Independent School – Social Enterprise Trust](#)
- [Bristol Futures Academy – Cabot Learning Federation](#)
- [Snowdon Village City School – Cabot Learning Federation/Bristol Futures](#)
- [Bristol Hospital Education Service](#)
- There is Catalogue of approved ALP called the PALS Catalogue which is available online.
- There are also a number of Resource Bases across the city for students with additional needs. These are located in or next to mainstream schools, funded by the local authority and are run by the host schools and/or one of the special schools listed above.
- Some smaller ALP providers have gone out of business within the last two years. i.e. Hop, Skip & Jump.
- At the time of the data capture there were 212 pupils in ALPs, and this is reported as lower than normal for the time of year due to the COVID pandemic. There are 290 places commissioned.

6.5 Cost of full-time (F/T) and part-time (P/T) provision

[Figure 1 Costs - Percentage of Total REMOVED DUE TO PERSONALLY IDENTIFIABLE INFORMATION]

- This information was taken from the data capture of June 2020. While there may be some errors in the data it gives an indication of the estimate costs of different types of provision in Bristol and shows the variety of placement costs. A closer examination of the pupil outcomes would give a better idea of value for money.
- Information taken from another spreadsheet from the ALP Hub shows full-time provision annual unit cost of Alternative Provision and block contracts vary per place between £28,500 to £9,330. Only one student is showing at Bristol City College, but further checking of the data shows there were a larger number of Early college students at 15 hours/week - £5,184 to £3,750. Pupil referral units average around £19,500, including top-up. One Provider, SEMH special schools & resource bases, had approximate per place funding of £28,000 plus top-up. Also the ALP Hub data shows a total ALP being closer to = £3,940,184
- Cost of part-time provision and group activities/education range from £44 to £240 per day. Also 1:1 activities and education costs anywhere from £25 to £130 per session depending on the Provider.

[Figure 2 -Percentage of Children in ALP by Postcode REMOVED DUE TO PERSONALLY IDENTIFIABLE INFORMATION]

[Figure 3 - Percentage of Children in ALP by Ethnicity REMOVED DUE TO PERSONALLY IDENTIFIABLE INFORMATION]

6.6 Local ALP Provision

Partnership and local systems leadership in Bristol schools are organised into three areas as set out in the map below.

Areas vary in need and levels of deprivation. However, the ALP doesn't appear to have always developed around the same local need. Providers report that their provision has often grown where/when premises and funding has allowed. Needs analysis would give a better idea of need but the 2016 commissioning review did show some trends. The 2016 review identified the need of 270 places which was a short fall of 120 places at that time. There are now 290 ALP places available. While the data capture in June was only showing placement for 212 pupils, this was in the middle of the COVID-19 pandemic and the two-month closure of the BIP. It is unlikely that more places are needed but the types of placement may need revising. There definitely appears to be an imbalance of provision across the City which doesn't match with identified deprivation indices, again this needs further examination.

The 2016 commissioning review recommended the creation a unified pathway for pupils with SEMH. This would make sure that each pupil is learning in the education setting that best suits them, facilitating the right provision at the right time for each child, without the need to permanently exclude. Unfortunately, the pathway appears

school to school support. The local authority has a role in facilitating this system and championing vulnerable groups. This incorporates making sure that inclusion is at the heart of a school-led system and encouraging schools to accept responsibility for pupil needs; making sure that specialist education provision is managed and supported collectively, and that all pupils access education appropriate to their needs. It was not within the scope of this review to examine if these partnerships are in place or having a positive impact on inclusion. The chair of the BIP reported cooperation between schools and a monitoring of pupil placements via the BIP. Alternative provision (AP) is loosely regulated, and information on pupil moves into AP nationally and the reasons for these moves is often scarce. Improving the quality of available alternative provision is difficult as a result of this. The best way of measuring success in ALP is the child's improvement from baseline and questioning if the individual student is doing better in ALP than they were before they came into it. ALP should not form all, or substantially all, of a child's education unless made in a DfE registered school. The survey of the 39 case studies shows a wide variety of outcomes but it is unclear if specific measurable outcomes (other than the Ofsted measures) for each student are put in place at the beginning of these placements. All the Provider's interviewed in Bristol are keen to develop appropriate support and services but see BCC as the strategic leader of that planning. The size and the scope of the Multi Academy Trusts vary greatly but they are all responding to market forces to a lesser or greater extent.

Figure 5 ALP Places

School	Key Stage (s)	Places	Area	Comments: All basically funded at £10,000 with £9,330 top-up
Lansdown Park Academy (PRU) Learn@MAT	2 3	21 30	South Bristol	Also provides outreach services for South Primaries
St Matthias Academy (PRU) Learn@MAT	3&4	65	20 North (KS3) 45 East/Central	KS3, only in North Bristol Mixed KS3&4 in East/Central
Learning Partnership West Independent School	KS4	60	South Bristol	Offer across the City but travel an issue from the North
Bristol Futures	KS4	50	South Bristol	Offer across the City but

Academy (CLF)				travel an issue from the North
Snowdon Village City School (CLF)	KS4	50	East/Central & South	Offer across the City but travel an issue from the North
CLF Nest	KS 1&2	15	East/Central	Offer across the City but travel an issue from the North
Bristol Hospital Education Service (PRU)	All KS	Duel roll and open numbers	City wide School site in the North	1:1 Home tuition, Classes at the North site, Riverside (CAMHS) and tuition in Children's hospital. Support to Young Parents (The Meriton)

Total number of places commissioned = 291 + BHES numbers approx. 500 (250 in-patients and 250 programmes)

6.7 Analysis of Provision

Most of the Alternative Learning Provision (ALP) places are for 14-16-year olds and are at Key Stage 4, in total 160 places. There are some revolving door PRU places for 11 – 13-year olds, North, South and East Central, 70 places. However, a high proportion of places are long term students and have a high percentage of pupils with EHCPs or in the process of being assessed for EHCPs, approximately 70%. Exact figures are difficult to obtain, the LA information differs from that held by providers.

While it is not philosophically good to encourage schools to have primary aged students out of mainstream, there are a small number of students who need this support. There are very few primary age full time ALP places for key stage 1 and 2, 5 to 10-year olds, 14 in total and only in one location. Travel for this age group is a challenge and again the 14 places are mainly taken by students with EHCPs awaiting school placement of those undergoing assessment for EHCP.

There is an increasing focus on **Early Intervention Outreach Support to Primary Schools** from the 3 area early Intervention Bases - North Star Outreach, CLF Nest and Lansdown Park. They are intensifying their advice and guidance to schools, but this is depending on how many students are in full time places within Lansdown and the Nest. North Star does not support students on-site full time but are using the financial resources to support part-time programmes and in-school support. It is not

clear if this provision is based on an area needs assessment or has just grown ad-hoc. It has developed over time and appears to be supporting children well with positive outcomes.

There is anything up to **500 children accessing BHES** service at any one time. Approximately 250 in hospital and 250 spread either, on 1:1 at home, part time programmes and at the Riverside base. All referrals come via health professions and are rarely part of the BIP process.

There is demand on the High Needs SEND block funding of pre-EHCP funding. Schools can apply for to the LA before full statutory assessment which is a support that is both unusual and unmonitored.

6.8 Use of ALP

DfE benchmarks show that **Bristol is a very high user of ALP** against National trends. The increasing pressure on places are blocked to a great extent by SEND children in placements 'long-term'. These are mainly the students with EHCPs awaiting school placement or undergoing assessment for EHCP. The schools commission part time ALP as well as the Local Authority commissioning of part time ALP. Schools are also commissioning directly with ALP providers with no involvement from the Local Authority. How much direct use of ALP schools are using isn't captured and cost is also unknown. Equally, BCC does not have visibility of Academy ALP spend and so cannot know the full market demand. Schools have access to a Provider Catalogue (PAL) produced by BCC. The main ALP settings are included in the twenty-nine providers within the catalogue. BCC quality assure all providers on the list but schools can and will make their own arrangements, especially for part time learning. BCC gives each provider in the catalogue an overall quality score of satisfactory, good or excellent, but these scores are not shown within the catalogue. PALs sets out what the provider can offer to which students and the costs of provision. It is a helpful tool for schools to have some assured settings to support alternative learning. To what extent schools are using the catalogue is anecdotal and how much money is being spent is, as stated, unknown.

6.9 Exclusions

There are two types of exclusions: fixed term exclusions (FTE) and permanent exclusions (PEX). All exclusions are issued on disciplinary grounds – School Behaviour/Exclusions Policy. A fixed term exclusion excludes the pupil from the premises temporarily. Permanent exclusions are where a Headteacher decides to exclude permanently, either in response to serious or persistent breaches of the school's behaviour policy; or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Bristol's FTE in the past have been relatively high, the picture is steadily improving but not for all groups. While there are very few PEX from Bristol Schools with more permanent exclusions of Bristol resident children from schools in other local authorities, there has been a recent rise. Boys feature highly in the numbers, as do children from financially deprived areas, children with SEND and Children and Young People from BAME communities are overrepresented in Bristol's school exclusions. This is highlighted in the heat map below which shows the correlation between social deprivation areas and exclusions. West Brislington is an exception, which may indicate a more inclusive practise in this area or better use of appropriate support services. This is worthy of closer investigations and a sharing of good practice. The increase use of ALP may be in part related directly to the reduction in exclusions over the last couple of years. BAME communities were not found to be proportionally over represented within ALP.

The majority of FTEs are not unsurprisingly from secondary schools. Most Bristol secondary schools work with 'Ready to Learn' or similar 'Behaviour for Learning' as a standard Behaviour Policy. Whilst there appears to be an evidence base that says 'Ready to Learn' is an effective whole school behaviour approach and some schools have described it in positive terms as 'transformational', it does generate high numbers of FTE (at least initially). Whilst some might consider 'Ready to Learn' as a zero-tolerance or no excuses policy its supporters say it does allow for flexibility with some (cohorts of) children. In line with expectation and statutory requirements stating that schools have to take into account disability (discrimination) and equalities factors. Looking at the characteristics of both FTE and PEX pupils this does not always seem to be the case. Some schools are taking a more trauma informed, or relationship based, approach encouraged by the LA. The negative and cumulative life experiences, often driven by trauma (ACEs) and in many cases compounded by unassessed and unmet additional learning, social, communication & mental health needs (special educational needs and disabilities or SEND) cannot always be ameliorated by a year or two in AP. Children have often had multiple exclusions, managed moves, poor attendance and limited engagement in learning, extra familial harm, abuse, criminal exploitation and youth violence. There has been some sharing good practice and the LA intends to step this up with advice & guidance via the **Belonging in Education Strategy**.

Exclusion data below shows the coloration between deprivation and exclusions – see Appendix 3 - Bristol Exclusions data for further data.

Figure 6 Indices of Deprivation

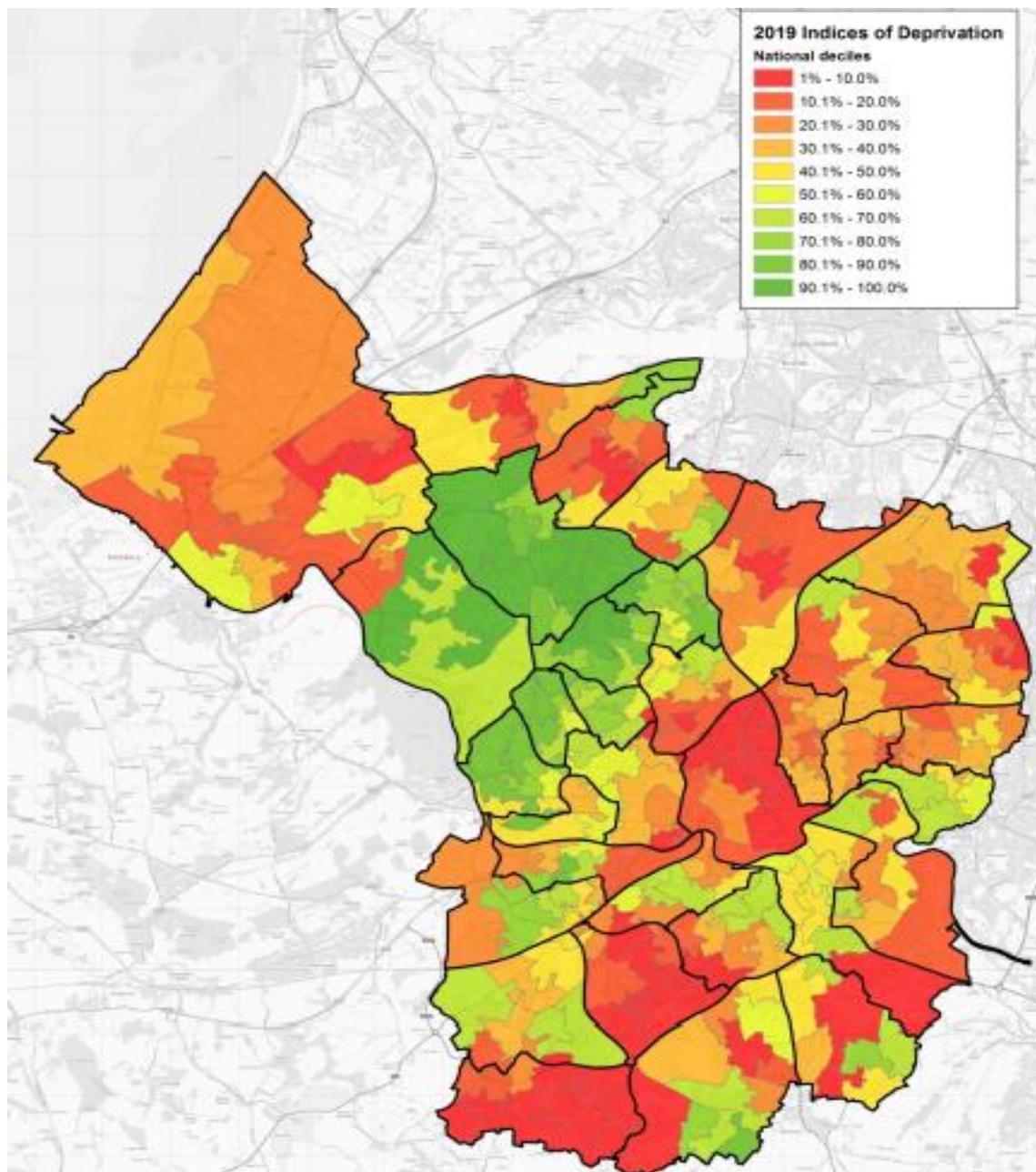
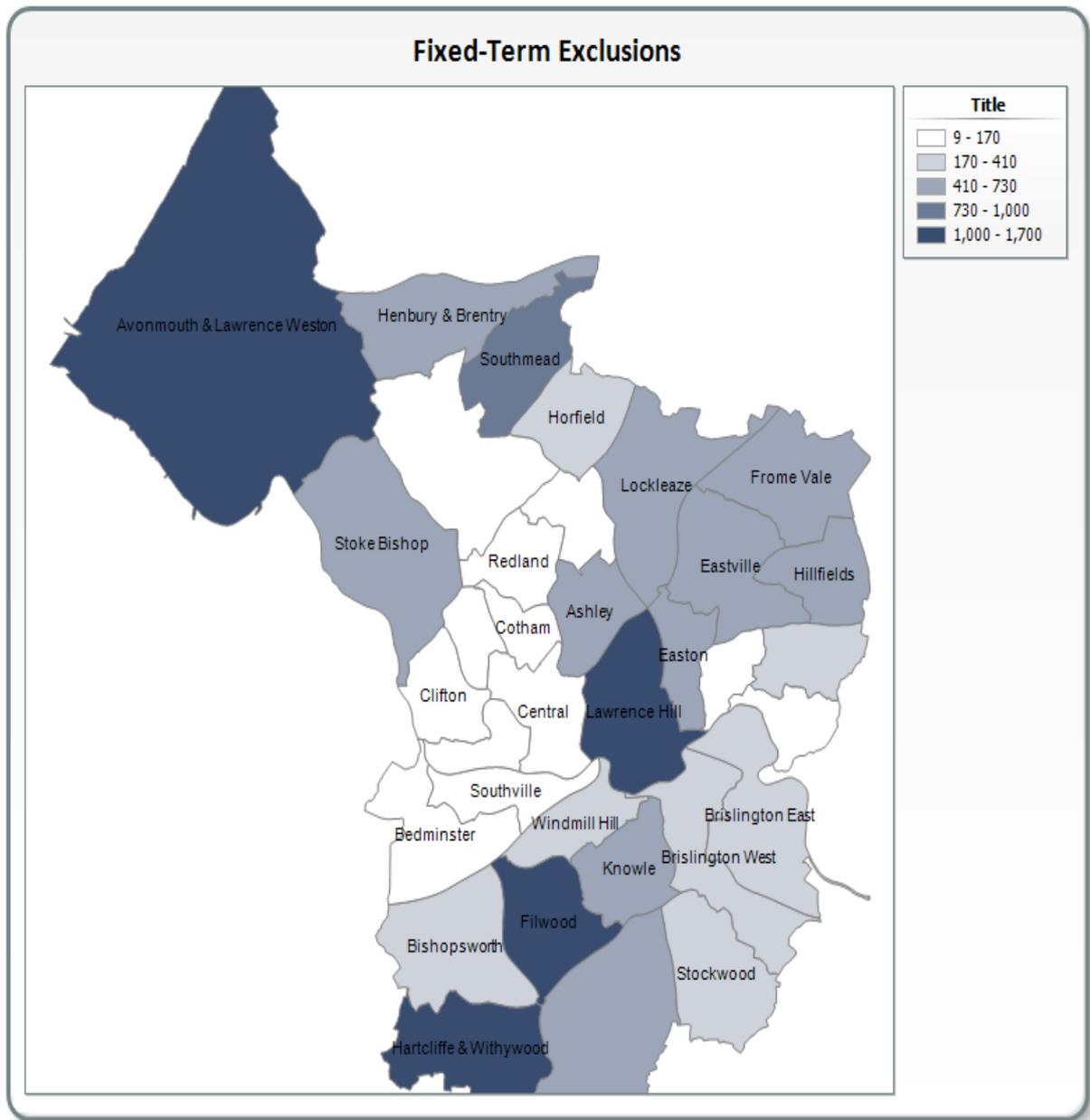


Figure 7 Fixed Term Exclusions



6.10 Fair Access Protocols & Bristol Inclusion Panel

All local authorities must have a Fair Access Protocol, agreed with the majority of schools in its area, which aims to ensure that children who have not been able to secure a school place during the school year are offered a place at a suitable school as quickly as possible. It must also ensure that no school, including those with available places, is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour.

Bristol has a Primary Fair Access Protocol in place for pupils of Reception age through to Year 6 and a Secondary Fair Access Protocol in place for students in Years 7 to Year 11. Bristol's Secondary Fair Access Panel meets every two weeks to find places for children missing education (CME). The Panel is called Bristol Inclusion Panel (BIP) this panel also seeks to find and manage alternatives to PEX. All 22 secondary schools and 5 ALP schools attend, along with other agencies. Students coming to Panel are at risk of permanent exclusion. Students may be found a new mainstream school place, be offered a place for 12 weeks at a PRU, or (for older students in KS4) be offered a place at an ALP school. There is an ongoing and separate safeguarding review of the BIP taking place which is looking into this process in more detail.

Children with EHCPs do not come to Fair Access or Behaviour Inclusion Panels (BIP), though a number of students referred to the panel may have an ongoing SEND assessment.

6.11 Case Studies

As part of the review a deep dive of 39 case studies was undertaken regarding students accessing or who have accessed ALP. Survey proformas were sent to each setting and cases were identified by using a cross section of age, gender, ethnicity and post code. There were many examples of good case work reflecting pupil's attendance and attainment improving. All Providers showed they are committed to the pupils in their care and are passionate about improving their life chances. While some pupils make expected progress, other were coming from a very low starting point. i.e. one student identified in year 10 by the ALP provider's SENCO as having been missing from education since year 6 for a variety of reasons.

Settings reported a lack of graduated response and behavioural support in some mainstream schools, which then can lead to an inappropriate placement. There are pupils moving schools via 'managed moves' or 'negotiated transfers', those without support stand less chance of success at a new setting. Undiagnosed educational needs, especially speech and language problems, were all given as reasons for poor outcomes.

There were high numbers of long-term placements rather than revolving door support in the cohort. One Provider did say it had data on better outcomes of revolving door cases than the case studies picked for that setting. However, there were high numbers of pupils who have been moved around the system a number of times to different settings.

When looking at the cases where outcomes were not so positive, a lack of sufficiency for 'hard to reach' and 'hard to place' children and young people was given as the main reason. In both SEND (EHCP) pupils and late arrivals in key stage 4 pupils the outcomes are the least positive. Children fitting settings rather than settings fitting children. [SENTENCE REMOVED DUE TO PERSONALLY IDENTIFIABLE INFORMATION] There are a large number of pupils at key stage 4 being offered high amounts of offsite education due to behavioural issues. Bespoke

packages are arranged in these circumstances and other agencies appear to be involved with these young people. ALP providers are quality assuring these arrangements but it's unclear if the bespoke package providers are in the PAT Catalogue. There were 58% of case study pupils who had EHCPs or were in the process of obtaining an EHCP.

On the other end of the spectrum the surveys also reported some schools being too risk averse and refusing pupils a place based on 'hearsay' of criminality rather than actual evidence. Some schools looking for an ALP place before more than one mainstream school has been attempted occurred in a small number of cases. Some cases were found where safeguarding information and educational difficulties were not being forwarded to a child's new school. Also, there were some reports from professionals that students can wait weeks to start at an ALP after being allocated a place at the BIP. However, it has not been possible to include the pupil voice or hear the views of parents during this review.

7 REVIEW OF THE MERITON WITHIN Bristol Hospital Education Service (BHES)

7.1 The Meriton

Prior to 2017, The Meriton was a registered PRU which supported young women between the ages of 13-19 to gain an education other than at school. Alongside the educational courses offered, the Meriton provided advice and guidance with housing, benefits, job and college applications. It had teaching and support staff as well as learning mentors, sexual health support and advice, links with health and social care and a 0-3yrs nursery provision on site. The Meriton was transferred under the management of the BHES provision and re-organized in 2017 due to falling number on roll. The service review plan was drawn up as the consequence of significant changes in the needs of school students in Bristol. Specifically, the significant reduction in pre16 young parents due to the pregnancy prevention strategies implemented in schools, increased inclusive practice by education providers and also budgetary constraints due to changes in funding streams available to meet the costs of providing the service to post 16 students at The Meriton. All of these factors led to the review of the service provision and staffing structure. As a consequence, The Meriton was de-registered as a PRU and staff redeployed. The plan agreed in 2017 left an allocation of 1.6fte learning mentors with 0.2 management within the BHES.

The rate of teenage conceptions in Bristol per 1,000 females aged 15-17 years has shown a steep decline since 2007. In 2017, the Bristol rate was 14.8 conceptions per 1,000 girls aged 15-17, statistically similar to the England average of 17.8 per 1,000. In terms of absolute numbers, teenage conceptions (to under 18s) in Bristol fell from 360 in 2007 to 94 in 2017. Conceptions in young women under 16 have also fallen

markedly during the last 10 years; the rate of teenage conceptions per 1,000 females aged 13-15 years old was 1.6 per 1,000 in 2017, similar to the England average of 2.7 per 1,000. There were 10 conceptions within this age group in Bristol in 2017, compared to 73 in 2009. Around half of teenage conceptions in Bristol end in an abortion, and of the 94 conceptions in Bristol in 2017, 51 led to a birth, compared to 206 in 2007.

The present service is mainly a post-16 support service, with a different funding stream coming from ESFA. It does not appear to be appropriately aligned with the remit of the BHES. The work links more directly to that of Children's Centres and community services. It is not an ALP provider service and while the Head of BHES has efficiently managed the service to the best delivery, this is a situation that needs to be resolved. In last year's budget it amounted to £150K in high needs block funding coming directly from the ESFA. The funding is for colleges, Higher Education Institutions, training organisations, Local Authorities and employers to deliver education and training for young people aged 16-19. While the individual mentoring staff may be making good connections with the Bristol young parents, (the reviewer did not examine their work specifically), it is recommended that they need an official route to link their services into Post-16 advice and guidance services.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921382/ESFA_Funded_Adult_Education_Budget_Funding_Rates_and_Formula_2020_to_2021_V3.pdf

8 Other help for children and families in Bristol

- During 2012-2014, the local authority and partners introduced a series of changes to services for children and young people in Bristol. These changes included the following new ways of working:

8.1 First Response

- A single place for people to call if they are concerned about a child or young person, or think they need some help. It aims to provide preventative services to help families early and brings together specialist teams in a joined-up approach to protect vulnerable young people and support parents. First Response may give advice about services available or make referrals to an area-based Early Help Team or to a social work team.

8.2 Citywide area-based 'Early Help' services

- To get the right help to children sooner. There are three area-based Early Help Teams who coordinate requests for help referred from First Response and support those children and families who don't need a social worker, but still require some help.

8.3 Safer Options

- Integrated 0-25 service for disabled and SEN children and young people including council and health staff. The council is a top-performing local authority in the Government's Troubled Families programme. Key workers spend up to six hours a week with families to tackle issues such as youth crime, employability and anti-social behaviour. The programme has contributed to reducing police call outs, domestic abuse and school exclusions. These changes to services have reflected national research and best practice using early support principles. They identify each service or provision within a level spectrum known as universal, targeted or specialist. Children and families can require support in just one area at one time, they can need support in more than one area and they can need support to prevent them moving into the next level. The focus is always on early intervention and prevention in order to reduce the need for specialist services or provision. Access to support is through assessment and the local authority threshold document shows how children and families' needs are assessed and supported. There are also three area-based Education Inclusion Managers based in FiF teams, working with schools and other professionals are mentioned below.

Following the ALP commissioning review in 2016 and other organisational changes, the following services have also been created:

8.4 ALP Hub team -

- The ALP Hub. The small team of five Officers (inclusive of one part-time administrative post) deal with all the City schools and the young people who are residents. They carry out the Local Authority functions and statutory responsibilities for children in Alternative Learning Provision, School Exclusions (fixed-term and permanent) & Fair Access Protocols & Process for potentially complex mid-year admissions of vulnerable children. All 3 areas of responsibility are connected with numerous stakeholders & partners. The ALP Hub is a relatively small but outward facing team with a wide and complex brief. The team has made a positive impact in reducing exclusions across the city.
- Under the Safer Options umbrella three new posts of Education Inclusion Managers have been created in the last eighteen months to build a bridge between schools and other services addressing the issues of knife crime and gang violence. These posts have been in place for just over a year but are showing some promising impacts.

8.5 A City Belonging in Education Strategy

- The Local Authority is working with Bristol City Schools to adopt an ACE aware/ trauma informed approach to inclusion, supporting individuals on a relationship-based approach to behaviour support. This is an ongoing development and has been held up to some degree by the COVID pandemic.

See Appendix 4– Education and Skills Structural Chart and other interventions for other interventions

8.6 Role of local authority and the development of ALP

The role of the local authority has changed significantly in recent years as schools have become more autonomous. The local authority’s core role in the new education landscape is to be:

- a champion for children, especially the more vulnerable
- a commissioner of places
- accountable for performance
- a system leader for learning partnerships.

(See Appendix 2 - Legal and policy context)

There are several risks to the further expansion of Alternative Provision (AP), including increasing perverse incentives for schools. Expansion may encourage schools to move more pupils into AP, when it may not necessarily be in a pupil’s best interests. Such a policy could easily undermine existing SEND support in mainstream schools and reduce the inclusion of vulnerable children.

The high court cases challenging the government’s funding of special needs and DfE has since committed to review both funding and the overall system for SEND and the ‘high needs block’ is an obvious focus for policy change. This is the allocation mechanism through which funding for local authority SEND services, special schools, alternative provision, and top-up funding for schools educating children with greater needs, flows. There are increasing pressures on high needs funding which arise from a number sources. The relevant source to Bristol is the rising SEND pressure which is driven by a combination of:

- Increasing numbers Education Health and Care Plans, (EHCPs) particularly those children with SEMH
- Complex needs and those with autism
- The extension of SEND services to the age of 25 years

Linked to and exacerbating rising need is the tendency of [funding and accountability pressures](#) in mainstream schools, which those schools say are making it more difficult for them to provide adequate SEND support. Even though numbers of permanent exclusions remain relatively low in the Bristol City the national picture is of [rising numbers of permanent exclusions](#) increasing the pressure on specialist

places, and increases in [home schooling or missing education](#) where specialist provision demand cannot be met. The movement of students out of schools via the BIP also masks the numbers of PEX but the experience for the students is often the same. Another source of pressure is the inability of the current high needs allocation formulae to deliver funding that is reasonably consistent from one local authority to another and also flexible in the face of changing needs profiles.

The first point to note is that for alternative provision, no objective basis for determining the “right” number of places has been proposed. By contrast, there is a clear – albeit imperfect – regulated process that controls the flow of children into special schools. And it has been clear for some time that special school places are in shortage. [The number of children with SEND who are out of school has at least doubled since 2010](#), to approximately seven-and-a-half thousand nationally, counting those either awaiting a suitable place or for whom the LA or their parents have made educational arrangements other than a school.

These numbers exclude older children and young people newly eligible for SEND support since 2014 from the latest figures for the purposes of making a reasonable comparison over time, but a similar number of young people over age sixteen are either awaiting a place or not in education, employment or training (NEET).

The regulation of entry to special schools through the SEND Code of Practice performs an important function that is missing from alternative provision, by regulating the demand for places such that children’s best educational interests must be considered before removing them from mainstream school. By contrast, [school exclusions have very weak regulation](#) with the decision vested almost entirely in the hands of the head teacher, who by definition is an interested party, and faces incentives other than the interest of the individual child concerned. As described above, the regulation of school exclusions does not adequately protect children with SEND as a matter of law. Where schools are strongly encouraged not to exclude SEND pupils (with or without EHCPs) there is nothing stopping them from doing so. Often schools may exclude out of frustration when they feel that the Local Authority is not moving forward on a more appropriate placement for the child. The question is does Bristol have a vision for using the present ALP available effectively?

Benefits might be found should BCC develop and communicate a vision with schools for using the present ALP effectively, positioning ALP to support inclusion and schools appropriately and ensuring good systems of quality assurance and accountability.

8.7 Managed moves

Behaviour Inclusion Panels (BIP) were established to oversee the process of Manage moves, reduce permanent exclusions and provide alternatives to

exclusions. It is also important to note that [many children enter alternative provision without having been officially excluded](#), via a process which varies locally, but is known generically as '[managed moves](#)'. The Bristol BIP fulfils these functions accessing revolving door placements in PRUs and manages places into AP schools. It enables joint funding of placements, as well as providing oversight and management of the process. It provides the monitoring of school practice and should advocate in the best interests of the pupils. The LA should take a stance on Managed Moves and Negotiated Transfers as part of a strategy on inclusion. The decision to move a child into ALP via managed move is even less transparent nationally than official exclusion as it is only recorded locally, and is unlikely to face any effective challenge from parents because it purports to have taken place with their consent. It's important to note that the parents waive their right to the exclusion appeal system by agreeing to the referral to the Panel (BIP). It is also worth noting that some managed moves are monitored via the BIP and others are negotiated moves between schools which do not involve the LA. There are clear records of the former but no capacity or means to monitor the latter.

The line between a managed move by parental consent and an [illegal exclusion](#) by coercion is difficult to distinguish due to a paucity of case law. The net result is that we are in the dark about the volume and appropriateness of managed moves, including those into AP. Partial data systems and incomplete regulation mean that complete information on this cannot be extracted from [administrative data](#).

It is reported anecdotally nationally that on occasions parents are allegedly coerced with the threat of permanent exclusion if they did not sign a managed move agreement, but nobody knows how common this is precisely because it is likely to be illegal but is not effectively regulated. The success of these moves is caged by the stability of the new placement and if the pupil does not reappear within the system. Fundamentally the BIP route into ALP is a choice. Also, anecdotally ALP providers, along with schools in Bristol, report that pupils are less traumatised and more positive about transferring to AP via the BIP than going through a permanent exclusion route.

8.8 Different models of provision

The current system includes routes into two kinds of specialist education provision, one more tightly regulated than the other, but each often providing for children with similar underlying needs. The SEND and special school route provide a place until age eighteen and, at least in theory, support until age twenty-five. The alternative provision without EHCP route can result in loss of support after age sixteen and difficulty continuing in education. This is a simplification: there are children with EHCPs without places or placed in ALP, and some children in ALP do transition to further education. But it is a reasonable simplification of what is typical in a complex system. In addition to these two main forms of specialist school provision, a third option exists for pupils with SEND and/or behaviour difficulties: mainstream schooling with additional support and reasonable adjustments.

The weaknesses in the regulation of exclusions and managed moves that currently allow increasing numbers of children to slip out of mainstream schooling fail to reflect the reality that [unmet special needs](#) are an extremely common [underlying cause](#) for [challenging behaviour](#).

To recap, in the absence of a major policy shift, mainstream schooling is supposed to be the default unless a child's needs and best interests are more effectively met in a specialist placement. In terms of regulatory safeguards and transparency, special school provision has advantages over alternative provision, but they are often used interchangeably for educationally vulnerable groups of children. The cost of one being higher than the cost of the other.

Bristol schools face incentives to demand ever more places in AP as a release valve for pressures in school funding and increased attainment expectations and accountability. There is no regulation to act as an effective brake on this demand, unlike for special schools. If alternative provision is expanded significantly, there will be little incentive for schools to improve the support for the inclusion of children with SEND.

9 The Way Forward

A little-known feature of the high needs funding formula is that when new special schools are approved, corresponding extra place funding is channelled to the local authority in question – it is not 'out of pocket'. However, [the same is not true of new alternative provision](#). Free school AP places are direct funded by central government without recourse to the LA for the first two years, but after that £5,833 per place is deducted from the LA high needs budget. This is one reason why LAs have had a say in new provision, over time it drains their budget, and those funds are then not available for providing top-up funding and other support for mainstream schools. With less support available in mainstream, the more AP you have, the more you are likely to need.

High needs funding sits with local authorities, and is not devolved to schools, [as previously envisaged](#). This means that schools do not have to budget for it when moving pupils into AP, which would constrain them to limit their demand. They only have to convince the local fair access panel that the child is at risk of exclusion and if a school says a child is at risk of exclusion, then by definition they are, whatever the accuracy of that assessment.

These conflicts of interest become even worse if one considers, hypothetically, a multi-academy trust (MAT). Under the new policy, that MAT can bid to open new alternative provision under the free schools' programme. The local authority wouldn't be able to block this even though they will be paying towards it from their high needs budget. There is no regulation that restricts children from being moved inappropriately from mainstream schools into this provision. When those children are moved to AP, they no longer count in the school performance tables for that MAT and they are then funded at a higher rate than they were previously, with no checks or balances. It is imperative that BCC works alongside the local provider's to ensure

appropriate provision and all the providers interviewed are very keen for this collaboration to take place. Implementation of this review's recommendations will go some way to ensuring value for money and fair access to ALP.

Bristol needs to keep its eyes firmly fixed on the best interests of the children concerned when planning provision and shaping policies to tackle these issues. The children this concerns are somebody's children and there needs to be a real commitment not to marginalised children with SEMH further. Obviously, it's been a challenging time to carry out this review due to the pandemic but as one Bristol Officer remarked 'inclusion can't wait'. It was a shame that the voices of children and parents weren't able to be captured more widely via this review but some second hand feedback via providers was heard. There is evidence that pupils in ALP are making good progress and have been appropriately supported during this challenging time. What Bristol needs now is not only 'innovators and trailblazers', though these are welcome if they support inclusion, they need the careful development of policy and provision based on empirical evidence.

Finally, apart from the recommendation challenges in section 5 of this report, the reviewer found a great deal of good practise across the city and a real capacity for improvement and change. Grateful thanks to all those who participated.

10 Appendix 1 – Data supporting case study highlights

Figure 8 Reasons for Referral to ALP

Reason for referral	Count	Percentage of total
12-week BFA revolving door as part of Graduated response	1	1%
CME	7	10%
FAP - CME	1	1%
Graduated Response	2	3%
Graduated response - SEND without EHCP	2	3%
ill health (including mental health)	5	7%
PEXED	11	16%
previous exclusion or risk of exclusion	17	25%
Risk of PEX	17	25%
risk to the community	1	1%
SEND with EHCP	2	3%
SEND without EHCP	2	3%

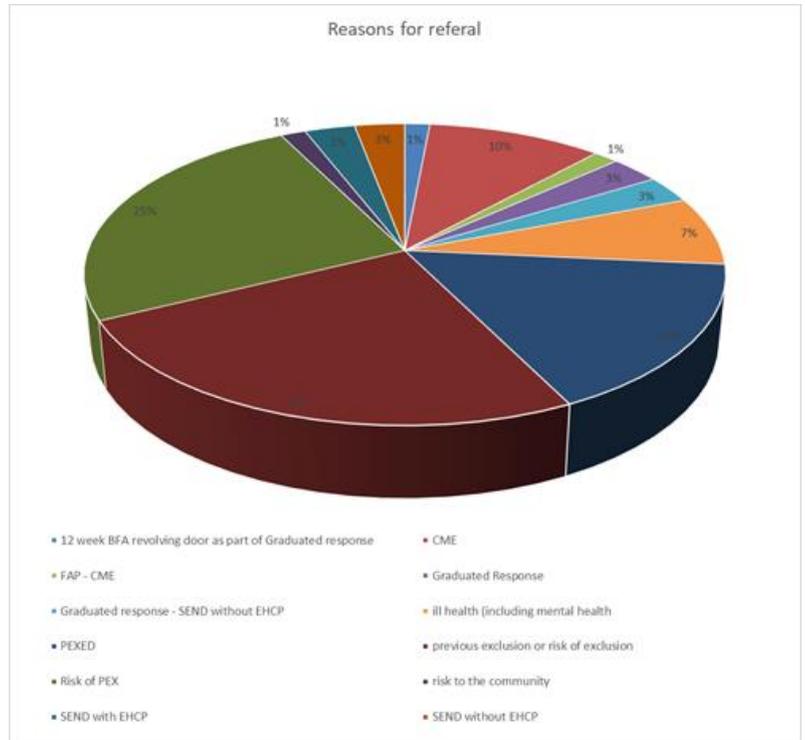
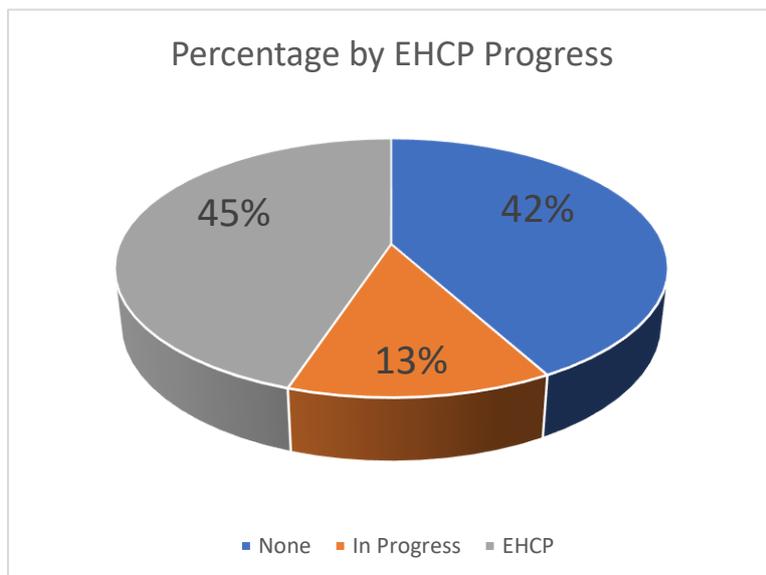


Figure 9 Percentage SEND in Case Studies



EHCP status	Count	Percentage
None	29	43%
In Progress	8	12%
EHCP	31	46%

[Figure 10 Ethnicity in ALP REMOVED DUE TO PERSONALLY IDENTIFIABLE INFORMATION]

11 Appendix 2 - Legal and policy context

11.1 Legal framework

Local authorities' general duties

- Duty to secure sufficient education in the area (s.14-15B Education Act 1996)
- Duty to promote high standards in education (s.13A Education Act 1996)
- Duty to cooperate to promote children's well-being and protect children from harm and neglect (s.10 Children Act 2010) ('safeguarding duty')
- Duty to promote participation of 16-17-year olds in education and training (s.10 Education and Skills Act 2008)

11.2 Safeguarding duties

The Government has defined safeguarding as the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

11.3 Children Act 2004

- Section 10 requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies who exercise functions or are engaged in activities in relation to children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the well-being of children in the authority's area – which includes protection from harm and neglect alongside other outcomes.
- Section 11 places duties on a range of organisations and individuals (including local authorities, schools and contracted service providers) to make arrangements for ensuring that their functions, and any services that they contract out to others, are

discharged with regard to the need to safeguard and promote the welfare of children.
Education Acts

- Section 175 of the Education Act 2002 places a duty on local authorities in relation to their education functions; and on the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) in relation to their functions relating to the conduct of the school or the institution to make arrangements for ensuring that such functions are exercised with a view to safeguarding and promoting the welfare of children.
- Similar duties apply to proprietors of independent schools (which include academies/free schools) and non-maintained schools.

The March 2015 Working Together to Safeguard Children guidance is published here:

- The Children Act 1989 places a duty on local authorities to promote and safeguard the welfare of children in need in their area.

11.4 Local authority duties owed to excluded pupils

Local authorities are responsible for arranging suitable full-time education for permanently excluded pupils, and for other pupils who

- because of illness or other reasons
- would not receive suitable education without such provision

This applies to all children of compulsory school age resident in the local authority area, whether or not they are on the roll of a school, and whatever type of school they attend. When a child receives a fixed-term exclusion of more than five days or a permanent exclusion, the school (in the case of a fixed-term exclusion) and the local authority (in the case of a permanent exclusion) must provide alternative education for the child from the sixth day.

11.5 Alternative Provision Statutory Guidance

- Statutory guidance for local authorities 2016

This detailed guidance sets out the government's expectations of local authorities and maintained schools. It should also be used as a guide to good practice for academies and alternative learning providers. The guidance emphasises that all pupils must receive a good education, regardless of their circumstances and sets out some common features of good alternative provision:

- Supports academic attainment (especially Maths, English and Science)
- Meets specific personal, social and academic needs of each pupil
- Improves pupil motivation, self-confidence, attendance and engagement
- Has clearly defined objectives, including next steps and re-integration
- Has arrangements for working with other relevant services It also outlines that commissioners should:
 - Clearly define the objectives of alternative provision placements and agree them with the provider and parents
 - Regularly review pupil progress and maintain contact with both the pupil and provider
 - Share all relevant information with providers
 - Make sure the alternative provision they use is of good quality
 - Where alternative provision is part-time, make sure it complements current curriculum and timetable
 - Where a pupil returns to school from alternative provision, get a report from the provider and use it to plan re-integration
 - Where a pupil does not return to school, collect information about their destination

Unless the pupil's health means that full-time education would not be in his or her best interests 6 Section 19(1) of the Education Act 1996, as amended by section 3 of the Children, Schools and Families Act 2010 7 Section 100 of the Education and Inspections Act 2006

12 Appendix 3 - Bristol Exclusions data

Figure 11 Updated Bristol Exclusions info from the DfE release for School Year 2018-19

EXCLUSIONS* RANKING of 152 LAs – Statistical Neighbours								
LA Name	201112	201213	201314	201415	201516	201617	201718	201819
Portsmouth **	147	140	132	134	140	133	143	143
Bristol	102	126	138	137	141	142	139	128
Bournemouth	131	136	137	120	134	136	136	140
Plymouth	25	23	28	53	78	71	126	136
Sheffield	112	135	143	138	143	140	125	133
Coventry	65	71	66	58	86	110	104	76
Brighton and Hove	145	148	98	68	114	111	96	70
Derby	91	94	119	108	120	99	91	120
Reading	64	108	93	22	73	106	86	48
Southampton	149	149	128	94	94	77	63	71
Leeds	115	99	105	122	124	128	56	85

*overall fixed term exclusions (FTE) only from all school types primary, secondary and special This does not include permanent exclusions (PEX) **For the purpose of comparison Portsmouth data is included but cannot taken into account. The number of FTEs in Special school is assumed to be as a result of some atypical action or event.

Figure 12 Fixed Term Exclusion Rate

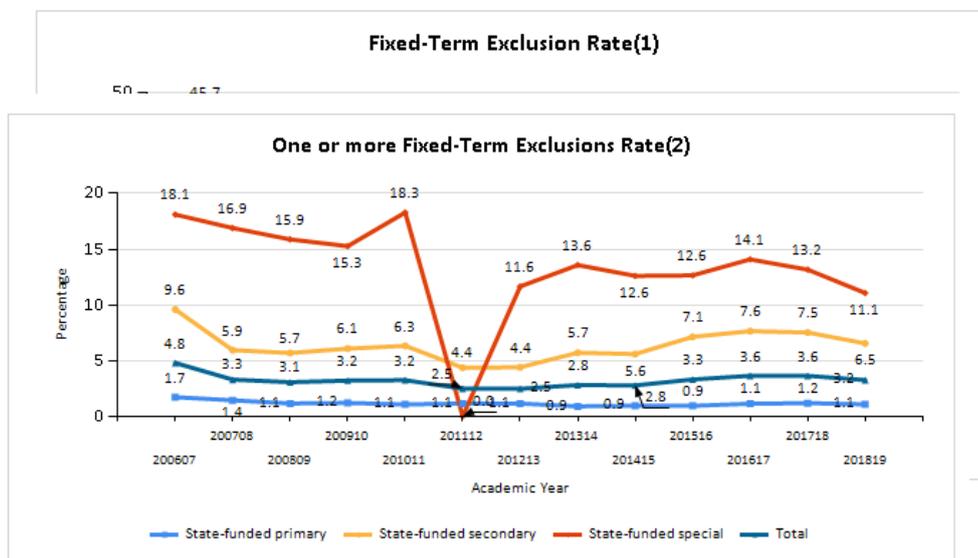


Figure 14 Permanent Exclusions - Bristol

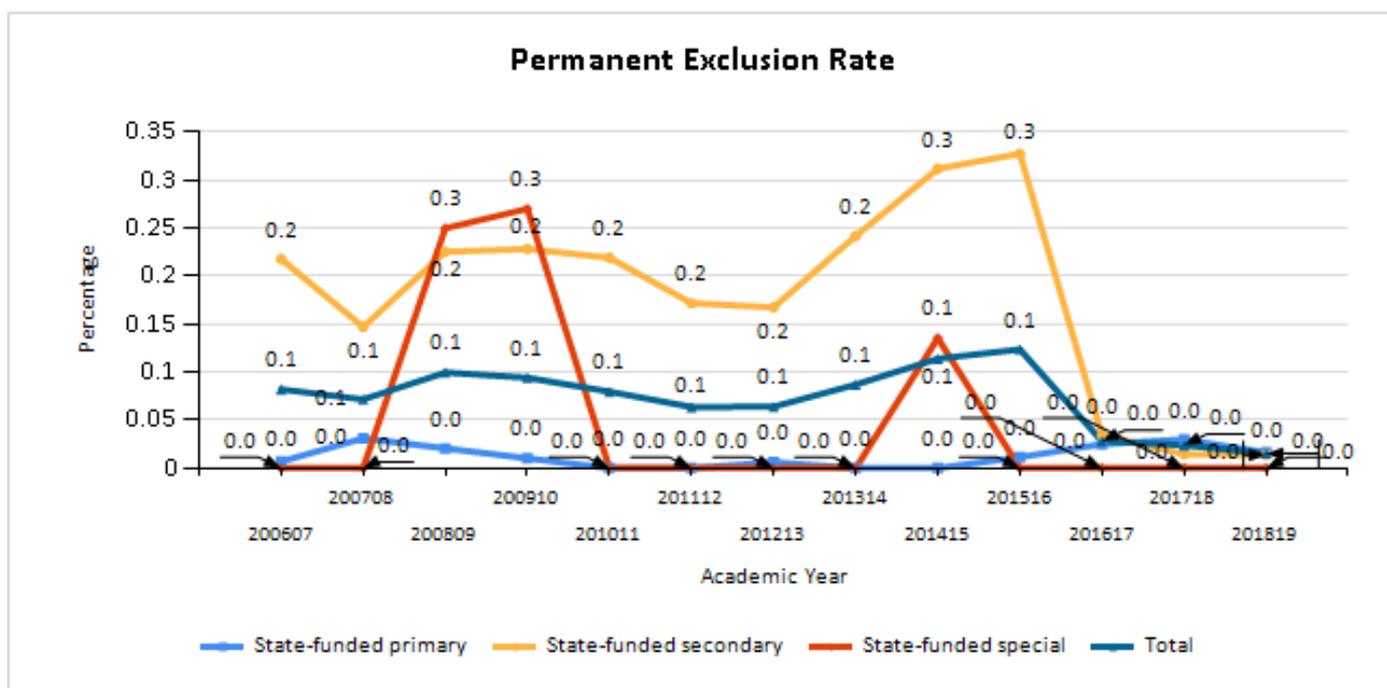
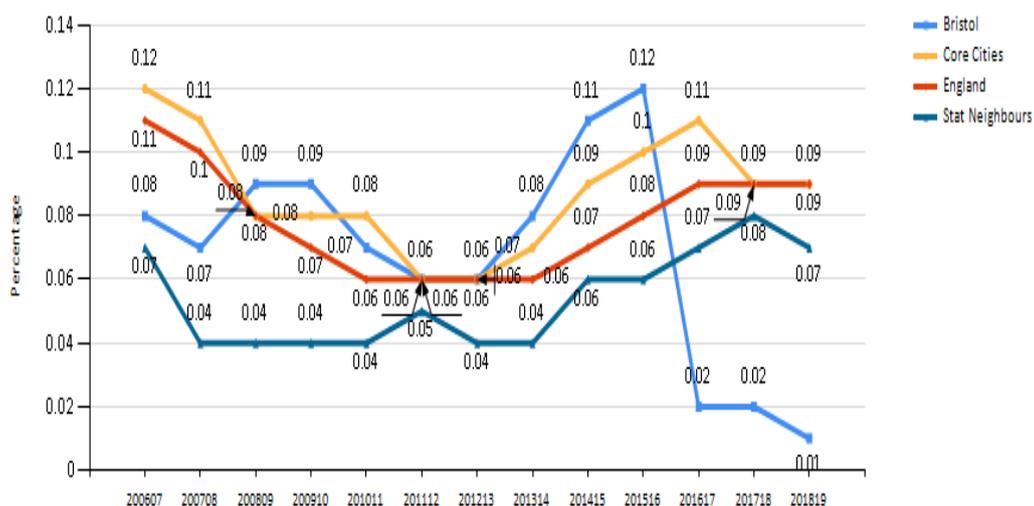


Figure 15 Permanent Exclusions - Bristol, Core Cities, National & Statistical Neighbours



The overall number of fixed term exclusions (FTE) has decreased from 2017-18.

(1) The number of fixed-term exclusions expressed as a percentage of the number of pupils on roll.

(2) The number of pupils with at least one fixed-term exclusions, expressed as a percentage of the number of pupils on roll.

(1) and (2) differ from each other because (2) may include pupils with more than one FTE

Numbers of Permanent Exclusions (PEX) from Bristol Schools are low for all school types and phases compared to Core Cities, National & Statistical Neighbours. Secondary PEX is very low. Primary PEX has reduced since 2017-18.

Figure 16 Bristol Exclusions & Ethnicity

Number of Fixed-Term Exclusions in Total schools

Ethnicity	200607	200708	200809	200910	201011	201112	201213	201314	201415	201516	201617	201718	201819
Any Other	8	12	9	9	6	11	7	5	8	15	17	32	22
Asian Other	14	4	4	8	11	13	7	12	15	10	4	19	17
Bangladeshi	6	11	6	6	8	2	1	3	5	6	2	18	6
Black African	225	170	141	185	169	141	146	197	206	247	225	271	364
Black Caribbean	219	149	147	170	130	124	112	146	160	147	201	217	178
Black Other	116	91	52	61	44	46	51	44	53	68	61	81	71
Chinese	2	1	2	5	3	0	0	1	4	1	3	1	3
Gypsy Roma	1	2	1	5	4	9	1	3	10	7	6	49	85
Indian	17	14	2	8	14	8	4	8	4	6	9	14	22
Irish Traveller	15	4	10	5	2	3	4	6	10	7	26	51	11
Mixed - White/African	41	17	12	13	18	21	39	36	18	40	47	67	66
Mixed - White/Asian	15	9	10	13	19	9	19	11	6	19	22	20	29
Mixed - White/Caribbean	256	207	160	202	147	135	168	210	199	234	296	338	377
Mixed Other	105	50	60	69	77	80	72	99	93	121	95	141	155
Pakistani	66	89	36	55	59	42	48	34	40	77	75	59	55
Unclassified	71	34	31	32	65	35	17	24	49	39	63	90	113
White British	3026	1743	2011	2005	2109	1443	1546	1881	2280	2889	3636	3491	2724
White Irish	28	7	6	2	15	11	13	8	9	14	24	27	12
White Other	43	62	101	97	41	41	32	66	60	98	154	193	173
Total	4274	2676	2801	2950	2941	2174	2287	2794	3229	4045	4966	5179	4483

There was a significant increase in the number of FTEs for Black African and Gypsy Roma children in 2018/19. Also, an increasing 3-year trend in the number of FTEs for Mixed-White/Caribbean & Mixed Other and children not assigned a classification. The overall numbers of FTEs were significantly reduced from 2017/18, particularly for the largest group - White British.

Figure 17 Number of Permanent Exclusions in total schools

Number of Permanent Exclusions in Total schools

Ethnicity	200607	200708	200809	200910	201011	201112	201213	201314	201415	201516	201617	201718	201819
Any Other	0	0	0	0	1	0	0	0	0	0	1	0	0
Asian Other	2	0	0	0	0	0	0	1	0	0	0	0	0
Bangladeshi	0	0	0	0	0	0	0	0	0	0	0	0	0
Black African	1	0	2	2	2	1	1	2	1	5	1	2	0
Black Caribbean	0	6	2	8	0	3	5	3	5	1	0	2	2
Black Other	5	3	2	0	0	0	1	0	4	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0
Gypsy Roma	0	0	0	0	0	1	0	0	1	0	0	0	0
Indian	0	1	0	0	0	0	0	0	0	0	0	0	0
Irish Traveller	0	0	0	0	0	0	0	0	0	1	1	0	0
Mixed - White/African	0	0	0	1	0	0	1	0	1	0	1	1	1
Mixed - White/Asian	2	0	0	0	1	0	0	0	1	0	0	0	0
Mixed - White/Caribbean	3	5	6	5	3	2	5	3	5	1	1	1	0
Mixed Other	2	2	0	1	0	5	1	0	0	1	0	0	0
Pakistani	0	4	1	0	1	0	0	0	1	0	0	0	0
Unclassified	0	2	2	0	0	0	1	1	0	2	0	0	2
White British	20	10	29	28	30	20	17	34	40	55	9	8	4
White Irish	0	0	0	0	0	0	0	0	0	1	0	0	0
White Other	2	0	4	0	1	0	0	2	3	2	2	0	0
Total	37	33	48	45	39	32	32	46	62	69	16	14	9

The number of PEX for children in all categories has decreased year on year since 2016 and remains relatively low. It is possible to assert that the % of the small number of children who were PEX and not White/British is disproportionately high.

13 Appendix 4– Education and Skills Structural Chart and other interventions

- Universal Interventions • Behaviour for learning • Schools behaviour policy and behaviour management framework and Guidance on Bristol's thresholds has been published. There is Provision Guidance being developed but the delivery of this has been affected by COVID.
- Early Help referral through First Response triage • Pastoral Support Plan • SEN Support (formerly School Action / School Action Plus) • THRIVE intervention (THRIVE schools) • Boxall Profiling, leading to Nurture Group intervention (Nurture Group Network schools) • One-to-one learning support • Speech and language referral / intervention Individual pupil THRIVE assessment* (THRIVE schools) (*A universal offer within specific schools Targeted support in mainstream and special schools) Mindfulness programme* (where programme runs) • Nurture group network schools* • Inclusion Services – Systemic advice from Learning Improvement Service,
- Education psychology referral / intervention • Outside engagement worker referral (e.g. Youth Moves / Breakthrough mentoring) / intervention • Autistic Spectrum Disorder Outreach team referral / intervention • School learning mentor / behaviour manager referral, or referral to school attendance / family liaison worker (where available) • Counselling (internal where available, and external through Early Help) • Referral to part-time or sessional alternative learning programme (mostly used in secondary Educational Psychology is a buy back service and varies across the City).
- SEND Services, HOPE Virtual School (CiC), Education Welfare Service, Educational Psychology Service, Safeguarding in Education Team, Gypsy Roma Traveller Service, Bristol Autism Team (Education & Family Hubs), School Partnerships, School Improvement, Alternative Learning Providers, Hospital Education Service, Early Years, Post 16 Education Providers, Place Planning, Data and Assessment, Governor Services, Adult and Community Learning, Young Careers and Pathways, Families in Focus, Safer Options Team, Social Care, Disabled Children's Service, Supportive Parents, Finance, Children's Commissioning Team, Procurement, ICT, EYES, SEND & Education Transformation, Primary Mental Health Care and CAMHS, Health Commissioning, Police and Youth Justice/Youth Offending Team, Voluntary Sector Services, Private Sector Education Specialists, Other Local Authorities and other Local Authority Schools, Bristol Admissions, Targeted Youth Services... along with new providers & professional services as they come along.

14 Appendix 5 - References

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Draft Alternative Learning Provision Statement of Action

1.0 Summary

Bristol City Council (BCC) commissioned an independent review of Alternative Learning Provision (ALP). The review made 31 recommendations for improvement in the ALP system in Bristol. BCC has accepted all the recommendations and this Statement of Action sets out BCC's response to the review and outlines the committed actions that will be taken over the next one and a half years. It should be noted this is not the end product but is intended to help guide the co-production process. Following the reference group sessions, the Statement of Action will be amended to reflect the views of participants.

The final agreed version of the Statement of Action will outline the activity that will occur to deliver against all of the recommendations and the timescales to do so. It will contain agreed milestones for delivery so that progress can be tracked in the delivery phase of the Statement of action.

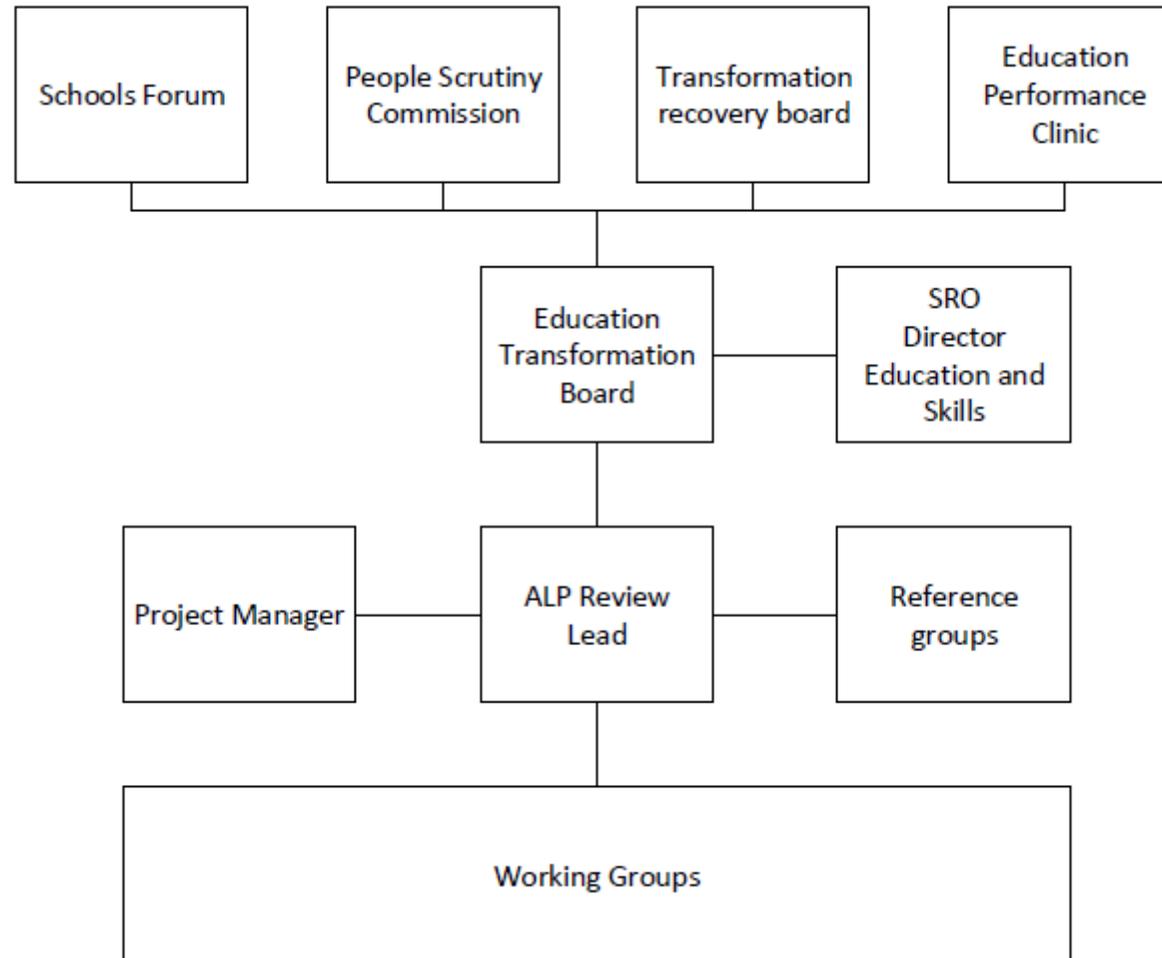
2.0 Governance

The ALP Statement of Action (SOA) will report into the Education Transformation Programme Board. The Board meets monthly and is chaired by Director Education and Skills. The ETP Board is responsible for driving the actions set out in the Statement of Action.

For each of the themes outlined in section 4.0, there will be a lead officer. These roles will be accountable for delivery of the recommendations within those working groups. The working groups will report monthly on progress with key milestones also being tracked.

Many of the recommendations within the report link to planned development work with the Bristol Inclusion Panel (BIP). Dependencies will be maintained between the two areas of work to coordinate and align the two areas of activity.

The SOA will also report into existing governance mechanisms outlined in the structure below.



Progress on the SOA will be published externally on the Local Offer on a quarterly basis.

There will be four **Reference Groups** made up of clusters of stakeholders. These groups are



Each of the groups will initially contribute to developing and amending plans for delivery and make sure areas important to attendees of the groups are covered. Once the Statement of Action is agreed the reference groups will continue to meet regularly to track progress against the plan, sign off deliverables and provide expert advice and guidance.

3.0 Principles

Bristol's Child and Young Person Outcomes Framework identifies four themes, developed with children, young people and their families to help describe and develop individual outcomes:

- Independent Lives
- Family, Friends and Community
- Good Health and Wellbeing
- Learning, Employment and a Positive Contribution

In addressing the recommendations, the actions outlined in this SOA will help us to achieve these outcomes for children and young people with alternative needs. Partners across the local area are working together and with parents, carers and children and young people to:

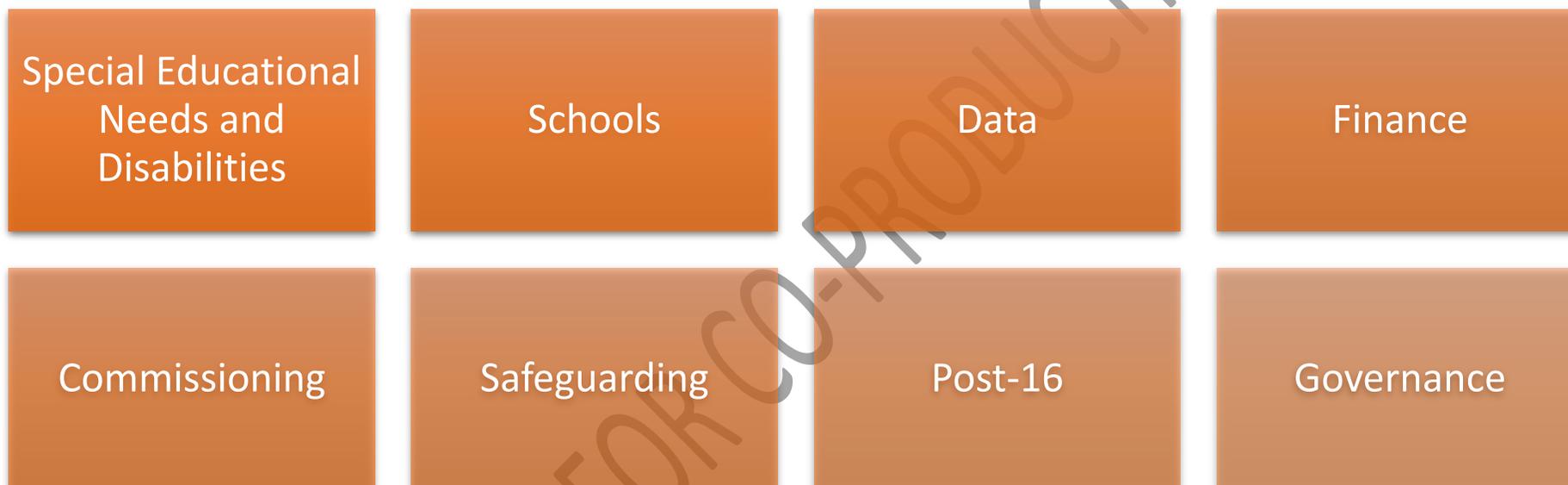


- Better understand Bristol's communities and their needs, so we can reach out and communicate more effectively with all parents and carers and young people, enabling genuine co-production and consistently purposeful engagement and collaboration, to ensure we are putting children, young people and families first; gaining their trust and improving their confidence in the system.
- Develop transparent and effective arrangements for children, young people and families to hold Bristol's leaders, including school leaders, to account for the Local Area, so that there is continuous improvement that meets the needs of our diverse population.
- Ensure all professionals working directly with children and young people in Bristol understand how to recognise when a child might have an alternative educational need and understand Bristol's Local Offer, so that children and young people's needs are identified early, assessed swiftly, and appropriate and effective support is provided when it is needed.
- Ensure that children and young people with disabilities and those with alternative educational needs can access their full entitlement to a good education, feel included, make progress and achieve their full potential.
- Ensure parents and carers, children and young people have a positive experience of the alternative education system, and plans reflect the needs and aspirations of the child or young person, and enable them to reach their full potential and prepare them for adulthood.

DRAFT - FOR CO-PRODUCTION

4.0 Approach

The recommendations in the review have been grouped into 8 interlinking themes for delivery. These themes are:



There will also be a cross-cutting theme of **co-production**. This theme has two purposes – to co-produce the delivery plan and, once in the delivery phase, to monitor delivery and ensure new systems and processes are fit for purpose.

1. **ALP and SEND** refers to the current inter-dependency between SEND and ALP with actions to clarify and strengthen processes and relationships between these two areas. There are extremely high numbers of pupils with SEND with either education, health and care (EHC) plans or proceeding through the EHC Needs Assessment process, currently in ALP. High numbers of pupils going to ALP are also presenting with additional needs, particularly Social, Emotional and Mental Health (SEMH), Speech and Language and low literacy and maths skills.



2. **ALP and Schools** is concerned with supporting and challenging schools with the aim of implementing a graduated response to prevent exclusions and reliance on ALP.
3. **ALP and Data** indicates improvement is necessary in data capture to facilitate accurate planning and reporting.
4. **ALP and Finance** shows ALP is used to cover a deficiency in the number of appropriate SEND placements and links to the current review of element 3 funding. While both the ALP and SEND budgets are from the 'High Need' block, different LA Officers are making different placements. A clear protocol for placing children/ young people with an EHC plan into AP needs to be agreed.
5. **ALP and Commissioning** mandates a joint ALP and SEND commissioning strategy along with joint quality assurance processes. This links to the recommissioning of ALP in progress.
6. **ALP and Safeguarding** covers the strengthening of systems for sharing key information between school and ALP, social and mental health support along with capturing the pupil and parent voice.
7. **ALP and Post-16** will improve careers advice and guidance to young people and is concerned with moving post-16 support from Education and Skills Funding Agency (ESFA) funding back into the Local Authority. It will also cover arrangements for supporting young parents.
8. **ALP and Governance** links ALP to actions in progress with respect corporate themes such as the SEND Written Statement of Action and the Belonging Strategy, which will be launched in Spring 2021. There is also the need for clear system-wide strategic leadership of ALP as the ALP Hub has been working in isolation, with insufficient direction or accountability built into structures.

In addition to the above themes, the ALP Review alludes to additional areas for development, connected with Hospital Education and CYP too ill to attend school, in terms of funding and organisational arrangements. We plan to align delivery of the SOA with further analysis of this area in addition to the actions outlined within this document.

DRAFT FOR PRODUCTION

5.0 Actions

5.1 ALP and SEND

5.1.1 Recommendations

Ref.	Recommendation	Summary of response
3	Clear expectations and protocols between ALP hub and SEND teams need to be agreed and clarified.	These recommendations will be delivered through the development of new pathways for the various scenarios when children and young people may be considered for specialist provision and ultimately alternative provision.
11	SEND team do not commission individual bespoke ALP packages. Procurement arrangements need to be agreed by Senior Officers of ALP and SEND.	A review of the consultation process for specialist provision is included along with consideration of out of local authority requests.
12	Sufficiency plan of SEND placements is underway but a plan of how to manage and fund the SEND pupils in ALP provision in the meantime needs to be drawn up and agreed.	We plan to introduce Mainstream Awaiting Placement Panel (MAPP) meetings. In the MAPP meeting, the school will have the opportunity to discuss what support they require to meet the needs of children and young people and how to prepare for transition to specialist setting with colleagues from other schools, an Educational Psychologist and representatives from specialist outreach providers.
24	Develop as a matter of urgency a protocol for SEND and 'high cost' placements with ALP Hub to enable appropriate placements.	This also links to recommendation 13 in the Finance theme.
14	A system for joint monitoring, quality assurance and co-ordination of all ALP placements with SEND needs to be established.	We plan to increase capacity to enable better, more joined up quality assurance of placements. We will also introduce a new standard operating procedure which will be reflected in the commissioning arrangements. This recommendation links to recommendation 16 and also the recommissioning of ALP in section 5.5.
15	A review of Top Up (pre EHCP) funding is urgently needed.	We will review current funding arrangements and put in place a new funding matrix for element 3 of High Needs Funding. This will build on learning from other comparable Local Authorities to ensure best practice is followed.

5.1.2 Milestones

Milestone	Date
Proposal for ALP & SEND Protocol agreed and signed off by Director Education and Skills	June 2021
Mainstream Awaiting Placement Panel (MAPP) in place	September 2021
New ALP & SEND protocol in place	September 2021
New funding matrix for element 3 of High Needs Funding	September 2021
Quality assurance standard operating procedure in place	August 2022

DRAFT - FOR CO-PRODUCTION

5.2 ALP and Schools

5.2.1 Recommendations

Ref.	Recommendation	Summary of response
2	Protocols regarding graduated response from schools need to be drawn up.	<p>We will work with the schools and settings participating in the BIP process to clarify expectations and evidence required to support the graduated response more explicitly within the referral process. This will ensure more robust, complete and relevant safeguarding information is available to support/improve safe transitions between schools.</p> <p>A clear understanding of what an appropriate response looks like will be developed and good practice shared.</p> <p>This links to recommendation 27 in the Safeguarding theme.</p>
20	Paperwork and graduated response from schools should be evidenced prior to the BIP referral. Better evidence is needed of previous behaviour and learning supports. (There is a separate review of the BIP taking place which may address this issue)	
19	Establish a SEMH Pathway including common language for reporting and recording.	<p>We will review existing early support arrangements within schools with a view to introduce measures to better support settings.</p> <p>An SEMH pathway will be established. This will be supported by the introduction of a SEMH champions network and training across settings to ensure a consistent approach and knowledge transfer.</p>
21	A review of early intervention to schools, support advice and challenge to prevent exclusions and reliance on ALP.	
30	Consider how to appropriately support and challenge schools around the areas of inclusion and exclusions.	

5.2.2 Milestones

Milestone	Date
Audit of existing early support within Schools	October 2021
SEMH pathway in place	January 2022
Establish SEMH champions network	April 2022

5.3 ALP and Data

5.3.1 Recommendations

Ref.	Recommendation	Summary of response
4	Migration onto the one system needs to be successfully completed as soon as possible.	In order to establish the requirements for data recording and reporting a gap analysis must first be completed. Following the analysis, the future data model will be agreed and a delivery plane developed. Further milestones will be dependent on the future data model chosen.
5	A common language is needed to ensure all data input is consistent.	

5.3.2 Milestones

Milestone	Date
Report of assessed options	May 2021
Agreed delivery plan for future data model	June 2021
Further milestones to be determined dependent on data model	TBD

DRAFT - FOR COMMENT

5.4 ALP and Finance

5.4.1 Recommendations

Ref.	Recommendation	Summary of response
9	Cost centres and budget lines need to be agreed and match.	Current cost centres and budget lines used for ALP will be reviewed and an appropriate financial structure to monitor spend will be put in place.
10	Officers are unable to meet budget expectations and controls, this needs to be rectified.	The AP/SEND protocol in section 5.1.1 and the alterations to the financial system (recommendation 9) will deliver the changes necessary to implement this recommendation.
13	As a matter of urgency there is a need for a High Needs/Block placement spending protocol/panel.	This links closely with the development of an AP/SEND protocol in section 5.1.1 and will be delivered through the response to those recommendations.

5.4.2 Milestones

Milestone	Date
Cost centre review completed	September 2021

DRAFT - FOR CO-OPERATION

5.5 ALP and Commissioning

5.5.1 Recommendations

Ref.	Recommendation	Summary of response
1	A clear strategic joint SEND/ALP commissioning plan should be published.	These recommendations will be delivered through the recommissioning of the ALP framework. This process involves developing a full needs analysis of ALP before consulting widely with the sector, families and children and young people to establish the commissioning plan.
17	Clarify SLA expectations across all settings.	
18	BCC should ensure that the resources are available to satisfy itself of the financial and educational ongoing viability of providers.	
31	Carry out a comprehensive needs analysis of ALP.	Alongside the recommissioning, work will be done with ALP academies and maintained schools to develop Service Level Agreements, to ensure consistent expectations of providers of ALP across the city, regardless of funding source or contracting arrangement.
16	Consider appropriate resource to adequately embed the safeguarding principles and QA process. A dedicated QA post (is being explored and the management of that post reviewed). The appointment to this post would allow an independent check on providers.	The commissioning plan will be approved by cabinet before the framework goes out to tender. We plan to increase capacity to enable better, more joined up quality assurance of placements. We will also introduce a new standard operating procedure which will be reflected in the commissioning arrangements. This recommendation links to recommendation 14 in the ALP and SEND theme.
25	Clarify expected response timescales with ALP providers.	We will consult with appropriate internal teams and with ALP providers in order to develop a standard timeline from the decision to commission an ALP placement to the point the CYP starts. This will be incorporated into the recommissioning of ALP.

5.5.2 Milestones

Milestone	Date
Consultation on draft commissioning strategy and draft needs analysis	May 2021
Final needs analysis completed	August 2021
Final ALP/SEND commissioning strategy in place	August 2021
Agreed response timescales in place	September 2021
Start of tender process	December 2021
ALP framework live	September 2022

5.6 ALP and Safeguarding

5.6.1 Recommendations

Ref.	Recommendation	Summary of response
26	A deeper understanding of the 'hard to reach' and 'hard to place' pupils would be helpful in tailoring better educational, social and mental health support. Obtain the pupil and parent voice.	<p>The response to this recommendation is split into two parts – obtaining the pupil and parent voice, and a full review of complex cases.</p> <p>Review of complex cases entails a deep dive to pinpoint barriers to education facing young people. A set of further recommendations will be developed with a view to integrate into the wider programme of work.</p> <p>The commissioning process outlined in section 5.5 will include wide consultation with families and children and young people.</p>
27	Clarify and strengthen graduated school response, insisting on safeguarding information before placement agreements.	This links to recommendations 2 and 20 in section 5.2 and will be delivered through those actions.

5.6.2 Milestones

Milestone	Date
Communications plan for consultation to reach parents and pupils developed	May 2021
Documentation of educational barriers	June 2021
Additional recommendations finalised	September 2021

5.7 ALP and Post-16

5.7.1 Recommendations

Ref.	Recommendation	Summary of response
28	Improve careers advice and guidance, especially to the group of 'hard to reach' young people going into college settings.	In order to improve careers advice and guidance, we will undertake a full review of current practice. A proposal for a new model will be developed before implementation across the sector through service specifications.
29	Move budget, staffing and responsibility into the LA (ESFA Post-16 funding)	We are widening our response to this recommendation by including a review of young parents with a view to implement a new model. This will also cover ESFA Post-16 funding. This process will include a consultation with key stakeholders including young people.

5.7.2 Milestones

Milestone	Date
Current careers pathway mapped	May 2021
New careers pathway agreed	June 2021
Reference group formed	May 2021
Draft model agreed including costings	June 2021
Consultation completed on model	September 2021
Model implemented (including movement of budget and staffing)	December 2021

5.8 ALP and Governance

5.8.1 Recommendations

Ref.	Recommendation	Summary of response
6	To ensure clear links between plans to reduce duplications and increase opportunities to join work streams together.	To ensure clear links between plans and joined up workstreams an ALP Written Statement of Action Board will be established. The remit of the Board will include bringing together the various workstreams to make sure activity is not duplicated. In addition, a full time Business Change Manager for the WSA will be appointed to work across the programme with oversight of all activity.
7	The One City plan has been recently updated for 2020, the outcomes and actions from this review need to directly link to service planning of ALP.	Delivered outside of ALP WSA programme.
8	The Belonging Strategy is published.	Delivered outside of ALP WSA programme.
22	SEND Written statement of action (WSOA) and sufficiency plan completed.	Delivered outside of ALP WSA programme.
23	Capital Investment Strategy completed.	Delivered outside of ALP WSA programme.

5.7.2 Milestones

There are no milestones associated with these recommendations.

6.0 Milestone summary

	Apr 21	May 21	Jun 21	Jul 21	Aug 21	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr-Jun 22	Jul-Sep 22
ALP and SEND			Protocol agreed			MAPP								QA SOP
ALP and Schools							Early support audit			SEMH Pathway			SEMH Network	
ALP and Data		Options appraisal	Delivery plan											
ALP and Finance						Cost centre								
ALP and Commissioning					Needs analysis				Start of tender					Framework live
ALP and Safeguarding		Communications plan	Educational barriers			Additional recommendations								
ALP and Post-16		Existing pathways	New pathways			Consultation			Post-16 model in place					

ALP Statement of Action – Co-production

1.0 Background

Bristol City Council (BCC) commissioned an **independent review of Alternative Learning Provision (ALP)**. The review made 31 recommendations for improvement in the ALP system in Bristol. BCC has completed initial scoping of the work required to deliver against all of the recommendations. However, in order to deliver an inclusive ALP system that works for all, co-production with ALP stakeholders is required. This document sets out how this will be achieved, both in planning the work needed and subsequent delivery of the plan.

2.0 Engagement principles

BCC is currently developing a **Co-Production Charter** which will outline the principles for working with stakeholders to improve services. Until the charter is in place, co-production of the ALP Statement of Action will adhere to the following principles. Once the charter is available this document will be reviewed to ensure best practice is being followed.

In its simplest essence, to co-produce is to make something together. Co-production is not just a word, it's not just a concept, it is a meeting of minds coming together to find shared solutions.

Co-production is about developing more equal partnerships between people who use services, carers and professionals.

The National Co-production Critical Friends Group, a very diverse cross-sector network, agreed this definition:

“Co-production is a relationship where professionals and citizens share power to plan and deliver support together, recognising that both have vital contributions to make in order to improve quality of life for people and communities.”

The Care Act 2014 statutory guidance offers the following definition:

"Co-production" is when an individual influences the support and services received, or when groups of people get together to influence the way that services are designed, commissioned and delivered."

Transformative co-production is when:

- There is movement on from involvement and participation towards people who use services and carers having an equal, more meaningful and powerful role in services.
- People who use services and carers are involved in all aspects of a service – the planning, development and actual delivery of the service.
- Power and resources are transferred from managers to people who use services and carers.
- People who use services, carers and staff are assets and are valued.
- It is recognised that if someone makes a contribution, they should get something back in exchange.
- Frontline staff are seen as a group that needs to have more independence and a greater role in planning services.

3.0 Co-production proposal

In addition to the proposed workstreams to deliver against the recommendations in the ALP Review there will be a **cross-cutting co-production workstream**. This workstream has two purposes – to co-produce the delivery plan and, once in the delivery phase, to monitor delivery and ensure new systems and processes are fit for purpose.

There will be four **Reference Groups** made up of clusters of stakeholders. These groups are:



Each of the groups will initially contribute to developing and amending plans for delivery and make sure areas important to attendees of the groups are covered. Once the Statement of Action is agreed the reference groups will continue to meet regularly to track progress against the plan, sign off deliverables and provide expert advice and guidance.

3.1 Potential attendees

3.1.1 Education settings reference group

Comprised of representatives of the network of ALP providers, mainstream settings and special schools.

- Headteachers of Alternative Learning Provision
- BASHP (Bristol Association of Secondary Heads and Principals)
- Special Heads group
- PHAB – (Primary Heads Association, Bristol)
- HOPE Virtual School

An initial session was held with ALP providers on [23rd February 2021](#). In particular, the group were keen to use the opportunity of the ALP Statement of Action to address how ALP is used in the city with respect to SEND. In October 2020, a survey was sent out to local AP settings, including those not currently on the AP framework. This has been used to inform initial development of the draft [ALP Commissioning Strategy](#) and is reproduced in appendix A.

3.1.2 Children and young people (CYP) reference group

ALP providers will assist in identifying current CYP attending ALP to be part of this group. Mainstream settings will also be asked if there are CYP within their settings who may be appropriate to contribute. Previously basic engagement has occurred with this cohort at the end of 2021 in the form of a survey. This has been used to inform initial development of the draft [ALP Commissioning Strategy](#) and is reproduced in appendix A.

3.1.3 Parent/carers reference group

Along with representatives from parent/carers groups, individual parent/carers outside of these groups will be asked if they would like to be included. Parent/carer organisations include:

- Parent Carer Forum

- Families in Focus
- Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

One of the challenges in engaging parents/carers of CYP in ALP settings outside of the above groups is the [Education Directorate privacy notice](#), which Data Protection have said does not specifically allow contacting parents for the purposes of surveys. Therefore, previous surveys have gone largely through parties like the ones listed, where parents signed up to receive information, however, this skewed the results heavily to parents of Bristol Hospital Education Service (BHES) pupils.

If we want to properly reach a wide range of parents in ALP and engage a representative sample, the privacy notice will need to be updated to explicitly allow engagement of parents.

3.1.4 Other interested parties reference group

An expression of interest to be part of the group has been received from a Councillor. In addition to Members, other groups will be approached to provide representation. These groups are:

- West of England Centre for Inclusive Living (WECIL)
- Council for Disabled Children (CDC)
- SEND Partnership Group
- Belonging and Attendance Group
- Schools Forum
- Foster Carers
- Social Workers

3.2 Resources

Co-production principles in section 2.0 above indicate, that asking CYP to give up their own time should come with some recognition.

Vouchers have been used with a previous young commissioners project - but the organisers of that also flagged that resources were needed for face-to-face meetings (food & drink, meeting rooms, transport (bus tickets), taxis etc.), as well as officer resource cost in recruiting and engaging young people to participate in the first place.

Other resources will likely be needed to distribute the consultation widely, including production of an easy read version.

A budget for this work needs to be established.

3.3 Timescales

BCC will be recommissioning a new ALP framework of ALP providers. This is due to be completed by 1st September 2022. A key part of this work requires consultation on the draft commissioning strategy and proposals before publication of the final commissioning strategy.

ALP recommissioning timeline

Stage	From	To
Consultation on draft commissioning strategy and proposals	24/05/2021	04/07/2021
Publication of final commissioning strategy	07/09/2021	
Opportunity for providers to submit tenders	03/01/2022	25/02/2022
Implementation of new framework	01/06/2022	31/08/2022
New framework and service level agreements start	01/09/2022	

Delivery of the ALP Statement of Action and the recommissioning of ALP are closely linked and so it makes sense to align co-production of the Statement of Action with the consultation. Prior to 24th May 2021 the reference groups will be formed and once in place, sessions will be held with the reference groups to cover both areas.

3.4 Methods

Ideally sessions with the reference groups would be held face-to-face. Initially this will not be possible in order to manage the risk of COVID-19. Therefore, meetings will be held electronically using Zoom/Teams for co-production and consultation events.

During the delivery phase of the Statement of Action it may become possible to hold face-to-face sessions with the reference groups.

4.0 Areas for co-production

4.1 Recommendations from ALP Review

The ALP Review made 31 recommendations for improvement of the ALP system in Bristol. The reference groups will review the recommendations and prioritise those which are considered to be most important.

4.2 Approach

BCC has developed an initial plan for delivery (see section 5.0). The reference groups will review the plans to ensure the right activity is covered and that implementation of the recommendations will be achieved. This is likely to result in changes to the initial planning to produce the final version of the ALP Statement of Action.

4.3 Recommissioning

The consultation for the recommissioning of ALP will obtain the reference groups' views on the draft commissioning strategy. This will result in changes to the strategy to ensure the framework proposals are fit for purpose.

5.0 Initial BCC planning

As a starting point for discussion, a draft [ALP Statement of Action](#) has been developed. This is not the end product but is intended to help guide the co-production process. Following the reference group sessions, the Statement of Action will be amended to reflect the views of participants.

The final agreed version of the Statement of Action will outline the activity that will occur to deliver against all of the recommendations and the timescales to do so. It will contain agreed milestones for delivery so that progress can be tracked in the delivery phase of the Statement of action.

6.0 Appendix A

Reproduced from draft [ALP Commissioning Strategy](#) section 6 Stakeholder Engagement.

Stakeholder Engagement

Proposals in this strategy have been shaped by initial engagement with stakeholders across pupils, parents/carers, providers, schools and other relevant professionals, and engagement work will continue throughout this process, alongside the consultation for this strategy. Results of this initial engagement is set out below.

Pupils

A survey was sent out to all pupils in full-time and part-time AP settings in July 2020, to better understand their experience, with follow-up phone calls for pupils who expressed an interest in further discussion.

In terms of the move into AP, there was a range of pupil experiences, with most pupils saying they got information about the setting before going, but only half feeling they were part of a discussion around which one was best. One pupil felt that they and their parent were given information about a setting including options for moving on, but that once they were in, they felt that these options fell away and the move felt much more permanent than was initially suggested.

Most respondents did not have any particular suggestions on what could have improved their experience starting at AP, although answers that were given focused on meeting staff beforehand and on travel time.

Around half of respondents (52%) were taught in groups of between 3 and 8 pupils, with 48% taught on a one-to-one basis. All pupils who responded were happy with their group sizes.

Pupils were also asked what, if anything changed for them as a result of their learning in AP. A significant minority (33%) said nothing changed for them. Of those who did identify a positive change, the main changes were:

- Behaviour (33%)
- Engagement in learning (22%)
- Confidence/ independence (17%)

Most pupils identified something that had worked well for them in AP. The main responses were:

- Relationship with staff/ consistent staffing (47%)
- Teaching and engagement in learning (18%)
- Support managing behaviour (12%)

Over half of pupils that responded stated that there was nothing that didn't work well for them. Of the pupils who did identify things that didn't work, these included: too much time off-site, feeling stereotyped by staff, distance from home, lessons starting too early, and not being comfortable in large groups. A number of these pose significant challenges for fostering a sense of belonging in their AP school.

Similarly, 42% of pupils did not identify anything that they would change about AP. Of those who did identify specific changes, these included: better facilities especially exercise facilities, more work

experience opportunities, more choice in settings, consistency in the offer (that is, schedules not being changed at the last minute) and more flexible timetabling.

Bristol is currently engaging with young people in mainstream schools to understand their experience of support available and their sense of belonging in school, as well as continuing to seek feedback from pupils in AP to further shape proposals, and ensure the pupil voice is central to any plans for alternative provision.

Parents/Carers

A survey of parents and carers of pupils in AP was published in November 2020 to seek views on their experience of AP. Response rate was low (8 parents/carers), with all pupils attending BHES, which, as a very distinct provision, makes it difficult to conclude more widely (although some pupils did also attend part-time AP commissioned through the current framework). As a result, further engagement will be undertaken with parents and carers.

Most parent/carers thought that the AP was appropriate for the needs of the child (86% agreed or strongly agreed), but results were more mixed when asked if the child made progress in AP (50% agreed or strongly agreed, 25% disagreed or strongly disagreed).

When asked what went well about the AP the child attended, the most common responses were:

- Individualised and flexible learning approaches
- Small class sizes
- Relationship with staff

Whilst smaller class sizes may be harder to replicate in mainstream schools, the benefits of flexible and individualised learning approaches may be an approach for further consideration in mainstream as well as AP settings.

In terms of areas where AP has worked less well, parent/carers highlighted:

- Limited provision (some of which related to COVID-19 limitations)
- Lack of information provided on progress
- Not understanding or supporting the child's SEND

This does show the importance of ongoing engagement with parents and carers throughout pupils' time in AP, not just at the point of referral and move.

Schools

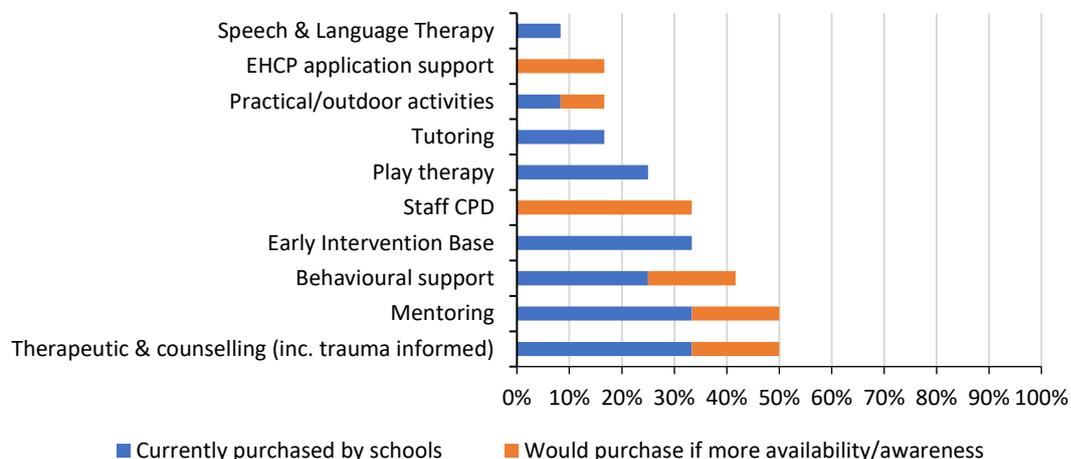
In December 2020, a survey sent out to all Bristol schools asked the main reasons for referring a pupil to AP. The most common responses given by schools were:

- Persistent disruptive behaviour
- Threatening or violent behaviour towards adults or pupils
- Needs unable to be met in mainstream school (often related to SEND)
- Prevention of PEX
- Disengagement with education

Schools were also surveyed about the support offered to pupils in-school prior to referral to external AP. 92% of the 12 responding schools said that they would be interested in purchasing more outreach services through the ALP catalogue if these were available, with the 8% of respondents who replied 'no' to this question highlighting strain on budgets and affordability of these services.

The following outreach services were identified by responding schools, in terms of what is currently purchased and what they would like to purchase if there was more availability or there was clearer information on services they could access (such as those already offered by the local authority):

School outreach support



Needs identified by schools that weren't currently met by the AP market included mental health support for pupils who did not meet CAMHS thresholds, outreach support working with families, and AP for pupils up to Key Stage 2.

Providers

In October 2020, a survey was sent out to local AP settings, including those not currently on the AP framework. Providers on the framework scored the following statements about their experience:

What the framework offered	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel the framework agreement offers a collaborative approach across Bristol schools, alternative learning providers and BCC	13%	27%	47%	13%	0%
I feel the framework agreement offers a consistent referral and placement process	27%	27%	40%	7%	0%
I feel the framework agreement offers stronger assurance around placements being made	27%	7%	53%	13%	0%

In terms of what works well about the current framework arrangement, and what could be improved from a provider perspective, some of the main responses were:

What works well

- Opportunities to collaborate with other providers through the forum
- Clear expectations of service set out in the framework contract
- Catalogue is a mark of quality to promote services
- Good relationship and partnership with ALP Hub
- Opportunity to speak and work directly with senior school leaders

What could be improved

- More pupil information on demographics and need
- More follow-up information once a pupil placement is ended
- Increased training and CPD opportunities provided or advertised through the framework
- Moves into AP earlier in the school year to help relationships with pupils

Whilst the final point in particular is clear from a provider perspective, of primary importance are the needs of the pupil, and opportunities should be given to make mainstream education work.

Other stakeholders

A number of stakeholders interviewed also identified a need for provision that better supported pupils at risk or engaged in Child Criminal Exploitation, serious youth violence and gang involvement, as well as a need for AP that better supported children in care (CiC) returning to Bristol from out of area, in order to support their return to local residential or foster care.

Bristol City Council's Education Inclusion Managers (EIM) were among many stakeholders who were keen to emphasise the importance of early intervention work in keeping pupils in school and preventing pupil exclusions (PEX) or transfers through the Bristol Inclusion Panel (BIP). The success of the EIM's weapons in schools incidents was highlighted as an example of this, with 93% of pupils they worked with remaining in their school after intervention work. A similar scheme related to minor drugs incidents is now planned to be rolled out. The EIMs felt that a wider offer of external providers schools could access or purchase from, as well as a clearer route to publicise these services, would support this work.

7.0 Appendix B

Engagement log

Group	Date	Purpose	Outcome
Internal staff	22/01/2021	Review recommendations and develop response.	Working groups formed to develop ALP Statement of Action.
Special Schools Head Teachers	03/02/2021	Overview and establish how group would like to be involved going forward.	View captured.
AP Heads	23/02/2021	Review recommendations and establish how group would like to be involved going forward.	AP Heads' views captured.
People Scrutiny Commission	08/02/2021	Provide overview of report and next steps.	
Post-16 at Risk Group	27/04/2021	Review safeguarding and Post-16 recommendations and establish how group would like to be involved going forward.	Group's views captured.
Keeping Bristol Safe Partnership - Educational Group	10/05/2021	Review safeguarding recommendations and establish how group would like to be involved going forward.	

Equality Impact Assessment [version 2.9]



Title: Alternative Learning Provision Statement of Action	
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input type="checkbox"/> New <input checked="" type="checkbox"/> Already exists/review <input checked="" type="checkbox"/> Changing
Directorate: Education and Skills	Lead Officer name: Oliver Buell
Service Area: Learning City	Lead Officer role: Project Manager

Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims/outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

An independent review of Alternative Learning Provision (ALP) was commissioned. The review provided 31 recommendations for improvement of the ALP system. Bristol City Council has accepted all the recommendations and will develop and deliver an action plan (the "ALP Statement of Action") to improve the ALP system.

The recommendations cover the following areas:

ALP and SEND refers to the current inter-dependency between SEND and ALP with actions to clarify and strengthen processes and relationships between these two areas. There are extremely high numbers of pupils with SEND with either education, health and care (EHC) plans or proceeding through the EHC Needs Assessment process, currently in ALP. High numbers of pupils going to ALP are also presenting with additional needs, particularly Social, Emotional and Mental Health (SEMH), Speech and Language and low literacy and maths skills.

ALP and Schools is concerned with supporting and challenging schools with the aim of implementing a graduated response to prevent exclusions and reliance on ALP.

ALP and Data indicates improvement is necessary in data capture to facilitate accurate planning and reporting.

ALP and Finance shows ALP is used to cover a deficiency in the number of appropriate SEND placements and links to the current review of element 3 funding. While both the ALP and SEND budgets are from the 'High Need' block, different LA Officers are making different placements. A clear protocol for placing children/ young people with an EHC plan into AP needs to be agreed.

ALP and Commissioning mandates a joint ALP and SEND commissioning strategy along with joint quality assurance processes. This links to the recommissioning of ALP in progress.

ALP and Safeguarding covers the strengthening of systems for sharing key information between school and ALP, social and mental health support along with capturing the pupil and parent voice.

ALP and Post-16 will improve careers advice and guidance to young people and is concerned with moving post-16 support from Education and Skills Funding Agency (ESFA) funding back into the Local Authority. It will also cover arrangements for supporting young parents.

ALP and Governance links ALP to actions in progress with respect corporate themes such as the SEND Written Statement of Action and the Belonging Strategy, which will be launched in Spring 2021. There is also the need for clear system-wide strategic leadership of ALP as the ALP Hub has been working in isolation, with insufficient direction or accountability built into structures.

The ALP Statement of Action (ALP SOA) will be co-produced with stakeholders including education settings, children and young people, parent/carers and other interested parties. This will be achieved through formation of four reference groups which will help to co-produce the plans and also continue to be involved during delivery of the plan.

1.2 Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input type="checkbox"/> The wider community
<input checked="" type="checkbox"/> Commissioned services	<input checked="" type="checkbox"/> City partners/Stakeholder organisations	
Additional comments: Children and young people who either use ALP settings or could potentially use ALP could be affected as changes to the system could alter the setting in which it is most appropriate for them to be educated. The ALP settings themselves could also be affected (these are commissioned services) as well as mainstream education settings.		

1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

Yes **No** [please select]

Step 2: What information do we have?

2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: <https://www.bristol.gov.uk/people-communities/measuring-equalities-success>.

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce/management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment Form](#)

Data/Evidence Source [Include a reference where known]	Summary of what this tells us
<p>Exclusions and ethnicity Number of fixed-term exclusions in total by year by ethnicity. From page 40, Review of ALP.</p>	<p>There was a significant increase in the number of FTEs for Black African and Gypsy Roma children in 2018/19. Also, an increasing 3-year trend in the number of FTEs for Mixed-White/Caribbean & Mixed Other and children not assigned a classification. The overall numbers of FTEs were significantly reduced from 2017/18, particularly for the largest group - White British.</p>
<p>Child population diversity From JSNA Health and Wellbeing Profile 2020/21</p>	<p>Bristol's child population is increasingly ethnically diverse. 28% of Bristol children (under 16) belong to a Black, Asian and minority ethnic/ethnicity group (2011 Census), compared to the Bristol average of 16% BME. Using the alternative definition of diversity, 32% of children belong to the non-'White British' population, compared to the Bristol population average of 22%. Ethnic diversity varies considerably across the city; 53% of children under 16 in the Inner City & East are BME, compared with 21% in North & West and 13% in South Bristol. By ward, the figure ranges from 4% BME in Bishopsworth to 60% in Lawrence Hill.</p>
<p>Pupil demographics From: 2018 inquiry into Alternative Provision</p>	<p>An evidence review by the Education Select Committee found particular groups of children disproportionately more likely to be educated in ALP:</p> <ul style="list-style-type: none"> • Children in care • Children in need • Pupils with SEND • Pupils from economically disadvantaged backgrounds • Pupils from Black Caribbean and Gypsy, Roma, Traveller (GRT) heritage backgrounds
<p>Pupil characteristics From: Snapshot of 140 pupils in full-time ALP in June 2020.</p>	<p>Headline figures from this analysis show that:</p> <ul style="list-style-type: none"> • 69% of pupils in full-time AP are male compared to 49% of secondary pupils in Bristol overall (2020 school census). • 97% of pupils are in Key Stage 4 (38% in year 10, 59% in year 11). • There is a lower proportion of Black, Asian and minority ethnic/ethnicity pupils in full-

	<p>time ALP (17.9%) than in the wider secondary population (29.8%). As per the national picture, there is a higher proportion of pupils from a Black Caribbean or GRT heritage background – although small pupil numbers for these groups mean this is subject to significant confidence intervals. The proportion of White British and pupils of mixed ethnicities is also higher in AP than the wider secondary population.</p> <ul style="list-style-type: none"> • A significant majority of pupils in full-time AP are from South Bristol (63%), compared to 37% of the wider secondary population. This may in part account for the higher proportion of White British pupils in AP, due to the higher White British population in South Bristol. • 43% of pupils in full-time AP were eligible for Free Schools Meals, compared to 21% of the wider secondary population. • 57% of pupils in AP had SEN support needs (SEMH), 22% had a recorded EHCP or EHCP assessment in progress, whilst 20% of pupils had no recorded SEND. 15% of the wider secondary population were recorded as having SEN support needs or an EHCP in the January 2020 census. • The proportion of AP pupils recorded as children in care was almost six times higher than the rate in the wider secondary population, although care should be taken with these figures given the small number of pupils involved. • Similarly, a higher proportion of pupils in AP were recorded as having involvement with Bristol Youth Offending Team than the wider secondary population.
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Additional comments:
 More information on the analysis of pupils in ALP will be set out in the Needs Analysis that will accompany the final version of the Commissioning Strategy currently under development. It will also include an analysis of the differing experiences of fixed-term exclusions across pupil groups.

2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input type="checkbox"/> Marriage and Civil Partnership	<input checked="" type="checkbox"/> Pregnancy/Maternity	<input checked="" type="checkbox"/> Race
<input type="checkbox"/> Religion or Belief	<input checked="" type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation

2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

Although ALP settings are instructed to record orientation and gender identity, none of the pupil information from the June 2020 snapshot recorded a pupil as LGBTQ+ or transgender. This is potentially due to how providers record or ask, rather than indicative of no LGBTQ+ pupils, as 7% of year 10 pupils in the 2019 Bristol Pupil Voice survey identified as gay/lesbian, bisexual or other, and 1% identified as transgender. Consideration will be taken with the new framework on how best to record this information in future. Recommended templates to use are available: [Why we collect equalities information about our services \(sharepoint.com\)](#)

More information on the analysis of pupils in ALP will be set out in the Needs Analysis that will accompany the final version of the Commissioning Strategy currently under development. It will also include an analysis of the differing experiences of fixed-term exclusions across pupil groups.

2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities. See <https://www.bristol.gov.uk/people-communities/equalities-groups>.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing change or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

Engagement has occurred with the following groups:

- Special Schools Head Teachers
- Alternative Provision Heads
- People Scrutiny Commission
- Keeping Bristol Safe Partnership – Education group
- ALP Forum

However, these groups are not representative of Bristol's diverse communities.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

In addition to the proposed workstreams to deliver against the recommendations in the ALP Review there will be a cross-cutting co-production workstream. This workstream has two purposes – to co-produce the delivery plan and, once in the delivery phase, to monitor delivery and ensure new systems and processes are fit for purpose. There will be four Reference Groups made up of clusters of stakeholders. These groups are:

- Education settings
- Children and young people
- Parents/carers

- Other interested parties

Each of the groups will initially contribute to developing and amending plans for delivery and make sure areas important to attendees of the groups are covered. Once the Statement of Action is agreed the reference groups will continue to meet regularly to track progress against the plan, sign off deliverables and provide expert advice and guidance.

As a starting point BCC has produced a draft ALP Statement of Action. It should be noted the document is not the final version and is intended as a starting point of the conversation only. Engagement of the Reference Groups will be at a formative stage as part of co-production, to design the delivery plan before it is agreed.

Key to future engagement is the inclusion of under-represented groups (male/socio-economic/children in care/CYP with SEND) within the reference groups outlined above.

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)

Changes to the ALP system could result in disruption to the education of all CYP attending ALP settings if the agreed actions in the ALP SOA mandate large changes to the system.

- As the ALP SOA has not yet been finalised, negative impacts will be mitigated through representative Reference Groups.

ALP settings are typically smaller than mainstream school with fewer staff and pupils. There is a risk that children with protected characteristics could be marginalised within smaller settings.

- All commissioned services will have a contract which will clearly state the duty of the provider to comply with the Equality Act 2010 including the duty to have due regard to equality objectives. Providers will be required to develop diversity action plans setting out the equality priorities for their service and action to achieve those priorities.

The diverse needs of pupils may not be taken into consideration when placing into ALP.

- Purchasing from the ALP framework at KS4 will allow more choice for students.

Lack of staff cultural awareness and diversity may lead to indirect discrimination against protected groups.

- Service specifications will require that all providers' staff are well trained in equality issues and managing these behaviours.
- Quality assurance and contract management will include discussion of what providers are doing to tackle equalities issues.
- Providers forum will encourage more partnership working between professionals and arenas for discussion of equalities issues.
- Schools and providers should have their own procedures for reporting.

We currently lack sexual orientation and religion data about ALP pupils.

- We will require that providers collect and share full equality data for pupils over the age of 13.

There may be a lack of suitable provision to meet the diverse needs of pupils.

- A flexible framework will allow new specialist providers to join the market in response to emerging needs.

PROTECTED CHARACTERISTICS

Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Disruption to education.
Mitigations:	<ul style="list-style-type: none"> • Funding for participation in Reference Group to cover transport and incentives to attend sessions. • Easy read versions of documentation.
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
Disability	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Disruption to education. • The ALP providers forum will allow professionals to share intelligence about risks affecting groups of girls and boys. • ALP provisions which are lacking in physical space may provoke feelings of claustrophobia. • Children with anxiety and depression have very different needs and will often require different settings from those with very challenging behaviour.
Mitigations:	<ul style="list-style-type: none"> • Funding for participation in Reference Group to cover transport and incentives to attend sessions. • Easy read versions of documentation. • Providers will be required to deliver services in accessible locations and make any reasonable adaptations to comply with the Equality Act 2010 and The Children and Families Act. • Individualised placements will be purchased to meet particular needs. • Monitoring and quality assurance procedures will require providers to evidence distance travelled outcomes for improving mental and emotional health. • Outreach from specialist SEMH providers will allow pupils with SEN to be better supported earlier in mainstream school • The ALP Providers Forum will be an opportunity to share information about other services that promote the emotional health and wellbeing of children and young people with protected characteristics e.g. Freedom Youth LGBTQ service, and Zazi – a partnership between Off The Record (Bristol) and Nilaari targeting BME young people.
Sex	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Disruption to education. • Schools are placing predominantly boys in some vocational ALP settings, and predominantly girls in others (e.g. vehicle maintenance vs hair and beauty). This may be stereotyping gendered career choices. • Some ALP provisions have few pupils of one gender in a cohort of another gender. This can make it harder for providers to meet their pastoral and learning needs. • The location and premises of ALP provision may increase the likelihood of risk for issues that affect girls and boys differently, such as sexual exploitation, substance misuse and street conflict.
Mitigations:	<ul style="list-style-type: none"> • Funding for participation in Reference Group to cover transport and incentives to attend sessions. • We will assess whether providers are offering good quality information and guidance and careers advice. • We will communicate with ALP providers via the providers forum and market development events that there is a need for gender neutral options at KS4.

	<ul style="list-style-type: none"> We will require providers to have robust safeguarding policies and procedures in place and staff training for all protected characteristics. We will require framework providers to have safe, bounded premises, and we will consider the availability of nearby public transport links. The ALP providers forum will allow professionals to share intelligence about risks affecting groups of girls and boys.
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
Pregnancy/Maternity	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
Race	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Disruption to education. Staff may be uncomfortable challenging BME pupils e.g. if they are racist to other BME pupils, because of a lack of knowledge and confidence.
Mitigations:	<ul style="list-style-type: none"> Funding for participation in Reference Group to cover transport and incentives to attend sessions. Providers forum will help workers to share expertise in cultural awareness and diversity. We will require providers to have robust equality and diversity policies in place to actively tackle racism and promote inclusion. Flexible framework will allow new providers in respond to emerging needs.
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> It may be harder for pupils in a smaller ALP setting to openly express religious views or observe religious duties because of a pressure to integrate with their cohort. Staff may lack skills in preventing stereotypes and Islamophobia. Also may be wary of stereotyping so fail to protect Muslim young people who are vulnerable to extremism.
Mitigations:	<ul style="list-style-type: none"> Monitoring and quality assurance of Providers will address issues such as: <ul style="list-style-type: none"> Providing opportunities and facilities for prayer where required. Ensuring staff have adequate cultural awareness training. Allowing CYP with religious beliefs to celebrate festivals and holidays through projects and events. ALP HUB can signpost providers to work with Multi Faith Forums who have specific youth programmes targeting young people from communities who are at risk of exclusion.
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
OTHER RELEVANT CHARACTERISTICS	
Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Disruption to education.
Mitigations:	<ul style="list-style-type: none"> Funding for participation in Reference Group to cover transport and incentives to attend sessions.
Carers	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.

Mitigations:	
Other groups Looked after Children/Care Leavers	
Potential impacts:	<ul style="list-style-type: none"> • Disruption to education.
Mitigations:	<ul style="list-style-type: none"> • Funding for participation in Reference Group to cover transport and incentives to attend sessions.

3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our Public Sector Equality Duty to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

The changes to the ALP system resulting from the ALP Statement of Action will help to ensure that the educational needs of children and young people (CYP) are met with all CYP in appropriate provision. The key objectives of the programme of work are to implement a fairer system with improved service user experience and transparent decision making. This will benefit all CYP including those with protected characteristics.

Step 4: Impact

4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

Summary of significant negative impacts and how they can be mitigated or justified:

Changes to the ALP system have the potential to affect CYP both with and without protected characteristics. As the ALP SOA has not yet been finalised, negative impacts will be mitigated through representative Reference Groups.

These groups will co-produce the ALP SOA ensuring their views are incorporated and that the actions included in the plan reduce any negative impacts on people with protected characteristics. Once the ALP SOA moves into the delivery phase the Reference Groups will continue to monitor delivery with a focus on reducing negative impacts.

Summary of positive impacts/opportunities to promote the Public Sector Equality Duty:

The changes to the ALP system resulting from the ALP Statement of Action will help to ensure that the educational needs of children and young people (CYP) are met with all CYP in appropriate provision. The key objectives of the programme of work are to implement a fairer system with improved service user experience and transparent decision making. This will benefit all CYP including those with protected characteristics.

4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement/action required	Responsible Officer	Timescale
Easy read documentation	Oliver Buell	As required
Ensure representative Reference Groups	Oliver Buell	June 2021
Needs analysis of CYP in full and part time ALP	Alex Bate	September 2021

4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

- Attendance at reference groups.
- Survey of participants of reference groups.

Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the Equality and Inclusion Team before requesting sign off from your Director¹.

Equality and Inclusion Team Review:	Director Sign-Off:
Date:	Date:

DRAFT

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.

Bristol Schools Forum **2020/21 Provisional DSG Outturn**

Date of meeting:	8 th June 2021
Time of meeting:	5.00pm
Venue:	Virtual meeting

1 Purpose of report

- 1.1 This report provides information on the provisional DSG outturn for 2020/21 along with commentaries explaining variances and seeking any indications from Schools Forum on the approach to treating them. This report also includes information on maintained School's year-end balances.

2 Recommendation

2.1 Schools Forum is invited to:

- a) **note the provisional 2020/21 DSG outturn position set out in Table 1, which includes a net in-year deficit of £7.1m, which is a favourable movement of £1.48m from the forecast position at Period 9.**
- b) **note that majority of the pressure is in High Needs Block and the drivers for this cost pressure.**
- c) **note that the total DSG deficit carried forward will be £10.0m.**
- d) **note the number of maintained schools with surplus and deficit balances and the overall position by sector.**

3 Background

- 3.1 Schools Forum has been receiving updates on the 2020/21 DSG financial position throughout the year. At the last update provided to the Schools Forum in March 2021, the DSG (in-year) outturn was forecast to be an £8.593m deficit at the end of Period 9. The provisional outturn showed an improved position (by £1.48m) of £7.1m deficit. This combined with the cumulative deficit brought forward from last year, of £2.891m, gives a total deficit of £10.0m at the end of 2020/21.
- 3.2 The Schools Forum is committed to the management of the deficit by:
- Funding the Education Transformation programme by using 0.5% top-slice of the Schools block in 2020/21 (£1.396m) and 2021/22 (£1.4m) to fund initiatives and activities that will ensure cost drivers are better understood and outcomes contained in the SEND Written Statement of Actions (WSOA) and wider Education Transformation programme are delivered.

- Receiving regularly, the Deficit Management Plan template (as prescribed by the DfE) and using this to make recommendations/suggestions on how to understand costs and deliver best value.

3.3 The summary position of school's finances is provided later including the numbers of schools with surpluses and deficits, the overall financial position of each sector and changes between April 2020 and March 2021.

4 Provisional DSG Outturn 2020/21

4.1 The provisional outturn position is set out in **Table 1** with more detail set out in **Appendix A**.

Table 1: Summary Provisional 2020/21 DSG (all figures in £'000s)							
	b/f	DSG funding/budget 2020/21	2020/21 Provisional Outturn	2020/21 Provisional Variance	Cumulative c/f to 2021/22	In-year variance at P9	Movement Outturn to P9
Schools Block	(174)	272,492	272,047	(445)	(619)	0	(445)
De-delegation	(463)	0	(89)	(89)	(552)	0	(89)
Schools Central Block	0	2,385	2,385	0	0	0	0
Early Years	20	37,119	36,478	(641)	(621)	434	(1,075)
High Needs Block	3,509	60,894	69,994	9,100	12,609	8,159	941
Education Transformation		1,369	557	(812)	(812)	0	(812)
Funding		(374,259)	(374,259)	0	0	0	0
Total	2,892	0	7,113	7,113	10,005	8,593	(1,480)

4.2 **Schools Block (in-year £0.445m underspend, cumulative £0.619m cumulative underspend).** Underspend due to refund of recoupment made in respect of Avanti Gardens of £0.212m and Growth Fund underspend of £0.233m. Detail on Growth Fund Spending is outlined in **Appendix B**.

4.3 **De-delegation (in-year £0.089m underspend, cumulative £0.552m underspend).** Majority of the in-year underspend is due to payments for trade Union facility time being lower than budget. Cumulative underspend is due in the main to non-utilisation of "Schools In Financial Difficulty" balance. This balance hasn't moved as no new funding was de-delegated and there were no financial commitments, this balance is held to provide

additional support to eligible maintained primary schools if required. Further explanation of these balances is set out in **Table 2** below.

	Brought forward 1/4/2020	In-year movement	Carry forward 31/3/2021
Schools in Financial Difficulty	(335)	0	(335)
TU Facility Time	(129)	(95)	(224)
Health & Safety Roving Reps.	1	6	7
De-delegated Services	(463)	(89)	(552)

4.4 **School Central Block (balanced budget).** This block ended the year in a balanced position.

4.5 **Early Years (in-year £0.641m underspend, cumulative £0.621m underspend).** Due to the impact of Covid-19 as well as the late announcement by DfE, that 2021 spring term funding for early year's providers should be based on participation (as done pre-Covid), the Early Year's Block (EYB) underspent significantly in 2020/21.

4.6 The number of hours funded in 2020/21 has decreased by £0.273m (4.45%) when compared with 2019/20. The most significant reduction is in the Spring term when compared to a similar period in 2019/20 where hours paid has reduced by £0.133m (or 7.27%). Table 3 below summarises these changes to the number of hours funded for each of the last 6 terms and the changes between corresponding terms in 2019/20 and 2020/21.

	2019/20				2020/21			
	Summer	Autumn	Spring	Total	Summer	Autumn	Spring	Total
	No of hours							
Maintained Nursery Schools - Universal	627,849	450,895	562,223	1,640,967	615,176	417,164	461,858	1,494,198
Maintained Nursery Schools - Extended	120,739	91,944	112,163	324,846	120,219	70,734	90,659	281,612
PVI (3 & 4 YO)	1,623,598	955,757	990,115	3,569,470	1,628,751	926,930	994,229	3,549,910
2 YO	215,059	224,161	171,282	610,502	196,849	194,249	155,658	546,756
Total	2,587,244	1,722,758	1,835,783	6,145,785	2,560,995	1,609,077	1,702,404	5,872,476
					-26,249	-113,681	-133,379	-273,309
					-1.01%	-6.60%	-7.27%	-4.45%

4.7 Expectedly, payments to providers also reduced in line with the reduced level of activities shown in table 3 above. But the percentage reductions appear to be higher as some of the reductions are not based on participation (e.g. MNS supplement – see the paragraph below) as can be seen in table 4 below.

Table 4: Analysis of EY payments between 2019/20 and 2020/21								
	2019/20 Payments				2020/21 Payments			
	Summer	Autumn	Spring	Total	Summer	Autumn	Spring	Total
	(£)	(£)	(£)	(£)	(£)	(£)	(£)	(£)
Maintained Nursery Schools - Universal	3,063,901	2,200,369	2,743,647	8,007,917	3,002,057	2,035,760	2,253,869	7,291,686
Universal Hrs - Deprivation	143,769	100,603	126,513	370,884	139,664	91,901	101,813	333,378
Maintained Nursery Schools - Extended	589,205	448,688	547,357	1,585,249	586,670	345,181	442,413	1,374,265
Extended Hours Deprivation	24,636	18,015	21,450	64,101	23,829	13,544	16,368	53,741
MNS Supplement	391,268	391,268	391,268	1,173,803	238,784	238,784	238,784	716,351
PVI (3 & 4 YO)	8,047,249	4,704,503	4,902,028	17,653,780	7,923,067	4,580,619	4,889,032	17,392,718
2 YO	1,161,318	1,240,472	924,922	3,326,712	1,078,733	1,064,840	853,005	2,996,578
Others EY Pupil Premium	78,425	78,425	78,425	235,275	90,346	90,346	90,346	271,038
Others Disability Access Fund	34,243	34,243	34,243	102,730	18,860	18,860	18,860	56,580
Total	13,534,014	9,216,586	9,769,853	32,520,452	13,102,010	8,479,835	8,904,489	30,486,335
					-432,004	-736,750	-865,364	-2,034,117
					-3.19%	-7.99%	-8.86%	-6.25%

4.8 Another area where spend was lower than previous year was the maintained nursery supplement. The amount paid to schools is the same

as received from government. The amount spent on deprivation also went down due to lower numbers of hours being funded.

4.9 The level of underspend was reduced due to pressure in SEND payments and accounting for loss of income from government due to changes to 2021 spring term funding.

4.10 **High Needs Block (in-year £9.1m overspend, cumulative £12.6m overspend).** The pressure in High Needs Block (HNB) is a national issue and Bristol is now experiencing what other local authorities have experienced in the past. For example, there was 11% increase in the number of EHCP/statements issued nationally from 2018 to 2019¹. There had been increased in funding in recent years, but this still lags behind the cost and number of provisions.

4.11 The HNB provisional (in-year) outturn for 2020/21, at £9.1m, has increased from period 9 forecast (at £8.159m) by £0.94m. Top-ups in Mainstream schools, Special schools, Other Local Authorities (OLA), ALP and PRUs accounts for £7.44m of this overspend. Other pressure areas include spot purchase - £0.7m, Independent Settings (including residential) - £0.44m, ALP payments - £0.34m, Special Schools placements (pre and post 16) - £0.25m, Core place funding - £0.18m and Direct Payment - £0.14M.

4.12 Top-Ups: There has been an increase of 324 pupils (12.9% increase) attracting top-up payments at the end of March 2021 when compared to the same period last year. This is not the entire picture as the LA has equally seen request for top-ups coming at a higher band than previously. Table 5 below shows the increase (year-on-year) in top-ups for SEND pupils. Further details on band increases and corresponding costs are provided later in Appendices C and D below. In addition to the general increase in pupils attracting top-ups, there is a decrease at the lower bands and significant increases at the higher bands.

School Types	2018/19	2019/20	Change to 2019/20	%	2020/21	Change to 2020/21	%
Special Schools	863	916	53	6.1%	973	57	6.2%
Bristol Pupils in OLA	146	151	5	3.4%	158	7	4.6%
Resources bases	160	172	12	7.5%	171	-1	-0.6%

¹ [SEN2_2019_text.pdf \(publishing.service.gov.uk\)](#)

Mainstream	852	1111	259	30.4%	1353	242	21.8%
PRUs	137	149	12	8.8%	166	17	11.4%

- 4.13 **Education Transformation:** In 2019, the Schools Forum committed to supporting the Education Transformation Programme. This resulted in the 0.5% top-slice of the Schools Block funding in 2020/21, amounting to £1.396m, to support the programme. The same principle has since been applied to 2021/22 schools block (amounting to £1.4m). In 2020/21 and due to Covid-19, the transformation programme only spent £0.56m leading to an underspend of £0.81m which is being carried forward to 2021/22 to add to £1.4m. A separate report on the programme's progress including projects supported, governance etc will be reported to the Schools Forum later in the year.
- 4.14 **Funding.** The funding allocation has taken account of reductions resulting from import/export recoupment and possible further reduction in Early Year's funding (arising from changes to 2021 Spring term funding announcement). It is therefore possible that the final funding figure may change once the LA has final confirmation of the Early Years block funding.

5 Individual School Balances

- 5.1 At the end of March 2021, overall school's revenue balances have decreased by £2.217m from £8.028m to £5.813m. Conversely, capital balances have increased by £0.395m to £3.597m as can be seen in the summary table below. Note that the Nursery Schools' balances exclude the surplus balances in 4 Family Support Hubs which amount to £0.85m at the end of March 2021.

	Revenue b/f 31/3/2020	Revenue Movement 2020/21	Revenue c/f 31/3/2021	Capital b/f 31/3/2020	Capital Movement 2020/21	Capital c/f 31/3/2021
Nursery	1,973.0	1,984.0	3,956.0	-237.9	-1.3	-239.2
Primary	-6,788.6	-388.1	-7,176.7	-1,909.3	49.2	-1,860.1
Secondary	-517.9	-206.1	-724.0			0.0
Special	-2,411.8	844.7	-1,567.1	-1,035.8	-466.2	-1,502.1
Hospital	-393.0	-143.5	-536.5	2.5	10.6	13.1
Children's Centre	110.0	125.5	235.6	-21.5	12.6	-8.9
Total	-8,028.2	2,216.6	-5,812.7	-3,202.0	-395.2	-3,597.2

- 5.2 14 (20%) out of 69 LA maintained schools started the year with a revenue deficit. By the end of the year, this has increased to 17 (25%) out of 67. **Table 7** has the summary position.

	Deficit April 2020	Surplus April 2020	Total	Deficit March 2021	Surplus March 2021	Total	Change in deficit	Change in surplus	Change in total
Nursery	9	3	12	11	1	12	2	-2	0
Primary	4	42	46	5	41	46	1	-1	0
Secondary	0	2	2	0	2	2	0	0	0
Special	1	6	7	1	4	5	0	-2	-2
Hospital	0	2	2	0	2	2	0	0	0
Total	14	55	69	17	50	67	3	-5	-2
Children's Centre (amalgamated total)	1	0	1	1	0	1	1	-1	0

- 5.3 Two special schools converted to Academy status during the year. These schools have surplus balances totalling £0.632m at the beginning of the financial year. By the time of conversion, the surpluses that transferred with these schools amounted to £0.975m.
- 5.4 17 schools/institutions are currently in deficit. These are made up of 11 Nursery, 5 primary and 1 special schools.
- 5.5 For those schools in surplus at year-end, the average surplus (per school) increased from £0.204m to £0.208m at the end of the year, whilst for schools in deficit the average deficits also increased but by a bigger amount from £0.211m to £0.256m.
- 5.6 3 schools moved from surplus positions at the beginning of the year to deficit at the end.
- 5.7 19 of the 50 schools showing surplus at year-end had in-year deficit which means year-end surplus was lower than at the start of the year. The deficit recorded by these schools partly explained the overall in-year deficit of £2.216m recorded by all schools in 2020/21.
- 5.8 Directly managed “Children’s Centres” offer funded early years provision in locations where other providers are not doing so. The deficit in these settings

further increased in 2020/21, so work will need to be accelerated to bring their finances to a more sustainable position.

- 5.9 The LA will continue to support and challenge schools with deficits to help them manage their recovery to a balanced position.
- 5.10 The nursery sector continues to be a concern, with nearly all them having year-end deficit, some of them representing a substantial proportion of their annual budgets. As stated in paragraph 5.1 above, the balances in Nursery Schools exclude the Family Support Hub (BCC revenue) balances of £0.85m.
- 5.11 The funding for maintained nursery schools continues to be of concern nationally. The recent queen speech mentioned early years funding which means the much-awaited reform will form part of government legislative agenda during this parliament.
- 5.12 Whilst awaiting further government directive, we will continue discussion and consultation with nursery schools on how best to move them to a more solid and robust funding environment.

6 DSG Deficit

- 6.1 As outlined above the overall deficit in the DSG is £10.0m. The DSG is a ring-fenced budget and regulations state that it cannot be subsidised by the General Fund, so must balance in the longer term.
- 6.2 Whilst there are some small variations in each of the blocks, the High Needs Block is where the biggest pressure lies. The allocation for 2021/22 is slightly higher than previous years but is still not sufficient to meet any increase in need or to tackle the historic deficit.
- 6.3 The high-level strategy for dealing with the funding pressures in the High Needs Block, continues to be:
 - **Lobbying** central government for more High Needs funding;
 - **Transforming** the High Needs service through the Education Transformation Programme via stakeholder engagement and public consultation; and
 - **Transfers** of funding from different blocks or funds to support the High Needs budget (within limits set out by ESFA, and only where appropriate and agreed by Schools Forum).
- 6.4 The prime intention of the Education Transformation Programme is not to save money, but the longer-term outcomes should include a reduction in High Needs costs as more pupils stay in mainstream or local settings. Until this takes effect, costs in the High Needs Block will need to be contained to stop

the deficit from growing. The programme will need to build a model of provision that is sustainable and will meet longer term need.

Appendix A: Provisional outturn position for 2020/21 DSG

	Brought forward 1.4.20	Funding 2020/21	Outturn Period 12 2020/21	In-year movement	Carry forward 31.3.21	Forecast Outturn Period 9 2020/21	Movement Period 9 to 12
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Maintained Schools		80,282	80,069	-212		78,340	1,729
Academy Recoupment		191,227	191,227	0		191,439	-212
Growth Fund		2,712	2,479	-233		2,712	-233
Schools Block	-174	274,221	273,776	-445	-619	272,491	1,285
De-delegation Services	-463		-89	-89	-552	0	-89
Admissions		494	494	0		494	
Centrally Retained		1,891	1,891	0		1,891	
Schools Central Services		2,385	2,385	0	0	2,385	0
National Formula		29,591	29,266	-325		29,306	-40
2 Year Old Funding		3,448	3,276	-172		3,448	-172
Pupil Premium (EYPP)		538	271	-267		538	-267
Additional Support Services		200	200	0		805	-605
SEN Top up		1,275	1,527	252		1,625	-98
Staffing		1,963	1,881	-82		1,652	229
Disability Access Fund		104	57	-47		105	-48
Early Years Block	20	37,119	36,478	-641	-621	37,479	-1,001
Commissioned Services		1,484	1,527	43		2,597	-1,070
Core Place Funding		10,969	11,491	522		10,216	1,275
Staffing		972	831	-141		1,273	-442
Top Up		27,950	35,412	7,462		35,303	109
Placements		7,736	8,721	985		9,615	-894
Pupil Support		1,819	2,084	265		759	1,325
HOPE Virtual School		236	200	-36		240	-40
Academy Recoupment		9,728	9,728	0		9,335	393
High Needs Block	3,509	60,894	69,994	9,100	12,609	69,338	656
Education transformation	0	1,369	557	-812	-812	1,369	-812
Funding		-374,259	-374,259	0	0	-	-311
Total	2,892	1,729	8,842	7,113	10,005	3,368	1,485

Appendix B: Growth Fund 2020/21	
Budget	£'000
Allocated from Schools Block	2,000.00
Refund Recoupment	712.29
Total Budget	2,712.29

Expenditure		£'000
Phase	School Name	Amount
Primary	Ashton Gate Primary School	60.36
Primary	St Werburgh's Primary School	66.38
Primary	Chester Park Junior School	39.65
Primary	Southville Primary School	102.42
Primary	Whitehall Primary School	64.12
Primary	St Bernard's Catholic Primary	17.94
Primary	Cotham Gardens (Colston's Primary) Primary School	93.23
Primary	Oasis Academy Marksbury Road	34.25
Primary	Fairlawn Primary School	28.50
	Primary subtotal	506.85
Secondary	Bristol Free School	255.38
Secondary	Orchard School Bristol	146.04
Secondary	City Academy	185.14
Secondary	Ashton Park Secondary school	17.93
Secondary	Trinity Academy	84.00
Secondary	Cotham School	127.31
Secondary	Fairfield High School	21.34
Secondary	St Bede's Catholic College	119.85
Secondary	Redland Green School	188.31
Secondary	Bristol Brunel Academy	239.85
Secondary	Bristol Cathedral Choir School	159.89
Secondary	Colston Girls School	137.52
Secondary	Bristol Metropolitan Academy	289.87
	Secondary subtotal	1,972.43
	Total expenditure	2,479.28

Variance (underspend)	-233.01
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Appendix C – Top-Up Pupil Nos by Band

Note: All counts are distinct pupil numbers - meaning grand totals are not simply the sum of the subcategory totals. Sub-totals are actual no of pupils at the end of the period. For example, SITE, RETRO are not included in sub-totals

School Type	Band	2018/19	2019/20	2020/21	Change to 2019/20	Change to 2020/21	% change to 2019/20	% change to 2020/21	Comments
Special Schools	BAND_1				0	0	0%	0%	Special schools outturn at March 2021 compared to previous year showed an overall increase of 57 top ups at an annual additional cost of £1.6m. We continue to see a creep up the bands with a reduction of -27 at band 3 and Increase of 53 at the higher band levels. Band 4 +11 (@ av £17.2k) =£189k Band 5 +21 (@ av £23.9k) = 502k Band 6 +14 (@av rate £32.3k) = £453k Band 7 +7(@ av rate of £51.6k) = £362k
	BAND_3	321	300	273	-21	-27	-7%	-9%	
	BAND_4	243	248	259	5	11	2%	4%	
	BAND_5	175	202	223	27	21	15%	10%	
	BAND_6	16	21	35	5	14	31%	67%	
	BAND_7	25	34	41	9	7	36%	21%	
	OTHO	0	0	0	0	0	0%	0%	
	PE08		1	1	1	0	0%	0%	
	RETR	2		5	-2	5	-100%	0%	
	SALT		3	3	3	0	0%	0%	
	SITE	733	756	761	23	5	3%	1%	
	UTHO				0	0	0%	0%	
	VEN1	65	97	110	32	13	49%	13%	
	VEN2	1	2	5	1	3	100%	150%	
VEN3	17	22	23	5	1	29%	5%		
VEN4		2	2	2	0	0%	0%		
Total Special Schools	Total pupils	863	916	973	53	57	6%	6%	
Bristol Pupils in OLA	BAND 2			1	0	1	0%	0%	
	BAND 3		2		2	-2	0%	-100%	
	BAND 4				0	0	0%	0%	
	OOAA	146	149	157	3	8	2%	5%	
	RETR			4	0	4	0%	0%	
Total OLA	Total pupils	146	151	158	5	7	3%	5%	
Resources bases	BAND_1	5	2	2	-3	0	-60%	0%	
	BAND_2	27	23	14	-4	-9	-15%	-39%	
	BAND_3	116	130	132	14	2	12%	2%	
	BAND_4	11	13	15	2	2	18%	15%	
	BAND_5	2	5	6	3	1	150%	20%	
	BAND_6			1	0	1	0%	0%	
	BAND_7	1			-1	0	-100%	0%	
	OTTH		2	1	2	-1	0%	-50%	
	RETR			2	0	2	0%	0%	
TOPU	1	1	1	0	0	0%	0%		
Total Resources bases	Total pupils	160	172	171	12	-1	8%	-1%	
Mainstream	ABAB	1		1	-1	1	-100%	0%	mainstream costs increased by £2.5m between April 20 and march 21 on top-ups increase of 242 pupils. As with Special Schools, there are significant increases in the higher band levels: Band 4 +158 (@ ave £10k) = £1.6m Band 5 +51 (@ ave £13k) = £653k Band 6 +17 (@ ave £22.4k) = £380k
	BAND_2	137	138	154	1	16	1%	12%	
	BAND_3	538	638	638	100	0	19%	0%	
	BAND_4	175	293	451	118	158	67%	54%	
	BAND_5	10	25	76	15	51	150%	204%	
	BAND_6	2	11	28	9	17	450%	155%	
	BAND_7	9	7	4	-2	-3	-22%	-43%	
	RETR	2		3	-2	3	-100%	0%	
	TOPU	54	49	40	-5	-9	-9%	-18%	
	UTHO				0	0	0%	0%	

Total Mainstream	Total pupils	852	1111	1353	259	242	30%	22%	
PRUS	ALPA		1	40	1	39	0%	3900%	increase of 17 with an average top-up of 76.5k annual impact of £1.3m
				2	0	2	0%	0%	
	BAND_3	126	123	84	-3	-39	-2%	-32%	
	BAND_4	1	18	28	17	10	1700%	56%	
	BAND_5	3	16	17	13	1	433%	6%	
	BAND_6		3	9	3	6	0%	200%	
	BAND_7	4	2	5	-2	3	-50%	150%	
RETR	9		1	-9	1	-100%	0%		
Total PRUs	Total pupils	137	149	166	12	17	9%	11%	
	Total pupils	2155	2492	2816	337	324	16%	13%	

Appendix D – Top-Up Cost by Band

Types	Banding	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Total	
Special School s	BAND_3	231,576.41	231,472.73	231,083.98	230,695.23	231,422.57	234,705.10	234,813.77	234,938.33	234,964.25	217,081.75	217,331.67	217,859.03	2,747,944.82	
	BAND_4	302,708.18	302,426.39	302,426.39	302,426.39	301,302.62	295,225.77	297,492.77	299,432.61	300,262.05	307,801.59	311,252.15	320,072.85	3,642,829.76	
	BAND_5	382,080.66	389,406.23	386,684.40	385,517.89	379,685.38	419,107.69	417,255.50	418,357.91	417,549.96	444,331.83	434,757.17	427,899.61	4,902,634.23	
	BAND_6	58,596.34	58,596.34	59,935.36	61,107.01	61,107.01	83,865.01	85,317.01	85,317.01	85,317.01	94,658.20	93,087.52	96,306.96	923,210.78	
	BAND_7	156,064.69	156,064.69	156,064.69	156,064.69	156,064.69	221,305.04	217,907.84	217,907.84	217,907.84	234,081.95	222,831.62	189,080.22	2,301,345.80	
	PE08	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	190.00	2,280.00
	RETR	0.00	0.00	50,046.25	23,958.46	196,291.37	3,750.00	-1,555.21	-6,346.25	-42,980.10	0.00	-48,878.83	-2,736.28	171,549.41	
	SALT	724.13	724.13	724.13	724.13	724.13	724.13	724.13	724.13	724.13	724.13	724.13	724.13	724.21	8,689.64
	SITE	170,703.12	172,972.40	172,321.77	172,065.15	170,237.41	158,124.06	156,768.79	155,038.93	155,092.98	155,611.43	153,603.17	151,689.31	1,944,228.52	
	UTHO	0.00	0.00	0.00	0.00	1,504.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,504.20	
	VEN1	94,062.78	94,583.62	94,583.62	95,833.64	95,262.40	116,667.04	116,667.04	116,667.04	115,994.99	114,583.70	114,583.70	114,579.30	1,284,068.87	
	VEN2	2,583.34	2,583.34	2,583.34	2,583.34	2,583.34	7,208.35	7,208.35	7,208.35	7,208.35	7,208.35	7,208.35	7,208.15	63,374.95	
	VEN3	44,000.00	44,000.00	44,000.00	44,000.00	44,000.00	46,466.67	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	46,000.00	542,466.67	
	VEN4	6,333.34	6,333.34	6,333.34	6,333.34	6,333.34	6,438.90	6,333.34	6,333.34	6,333.34	6,333.34	6,333.34	6,333.26	76,105.56	
Total allocation	1,449,622.99	1,459,353.21	1,506,977.27	1,481,499.27	1,646,708.46	1,593,777.76	1,585,123.33	1,581,769.24	1,544,564.80	1,628,606.27	1,559,023.99	1,575,206.62	18,612,233.21		
Bristol Pupils in Page 144	BAND_2	0.00	0.00	0.00	0.00	0.00	409.17	409.17	409.17	409.17	409.17	409.17	409.13	2,864.15	
	BAND_3	592.32	592.32	592.32	592.32	592.32	2.78	0.00	0.00	0.00	0.00	0.00	0.00	2,964.38	
	OAAA	146,815.50	147,342.24	148,418.22	149,499.08	149,466.55	148,391.77	149,509.34	148,958.48	150,379.13	158,707.61	157,653.17	157,407.42	1,812,548.51	
	RETR	0.00	0.00	0.00	22,218.91	45,724.87	16,516.90	0.00	0.00	-7,910.83	2,864.17	4,880.56	29,550.74	113,845.32	
	Total allocation	147,407.82	147,934.56	149,010.54	172,310.31	195,783.74	165,320.62	149,918.51	149,367.65	142,877.47	161,980.95	162,942.90	187,367.29	1,932,222.36	
Resources bases	BAND_1	410.00	410.00	410.00	410.00	410.00	410.00	410.00	410.00	410.00	410.00	410.00	410.00	4,920.00	
	BAND_2	9,001.74	9,001.74	9,001.74	9,001.74	9,001.74	5,742.02	5,728.38	5,728.38	5,728.38	5,728.38	5,728.38	5,727.82	85,120.44	
	BAND_3	105,663.47	105,663.47	105,663.47	105,663.47	105,663.47	102,331.98	101,844.53	102,349.25	102,775.96	103,595.13	103,595.13	103,589.93	1,248,399.26	
	BAND_4	16,743.98	16,730.09	16,730.09	16,730.09	16,730.09	17,563.42	17,563.42	17,563.42	17,563.42	17,563.42	17,563.42	17,563.46	206,608.32	
	BAND_5	9,077.35	9,077.35	8,463.35	7,030.68	7,030.68	11,021.52	11,021.52	11,021.52	11,021.52	11,021.52	11,021.52	11,021.28	117,829.81	
	BAND_6	0.00	0.00	0.00	0.00	0.00	2,046.67	2,046.67	2,046.67	2,046.67	2,046.67	2,046.67	2,046.63	14,326.65	
	OTTH	1,140.00	1,140.00	1,140.00	1,140.00	1,140.00	106.67	106.67	106.67	106.67	106.67	106.67	106.63	6,446.65	
	RETR	0.00	0.00	0.00	10,447.99	6,609.12	0.00	0.00	446.62	-1,840.21	0.00	0.00	-14,665.61	997.91	
	TOPU	257.05	257.05	257.05	257.05	257.05	257.05	257.05	257.05	257.05	257.05	257.05	256.99	3,084.54	
Total allocation	142,293.59	142,279.70	141,665.70	150,681.02	146,842.15	139,479.33	138,978.24	139,929.58	138,069.46	140,728.84	140,728.84	126,057.13	1,687,733.58		
Mainstream	ALPA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	677.42	1,500.00	1,500.00	3,677.42	
	BAND_2	11,415.96	11,415.96	11,365.96	11,273.49	11,249.30	14,505.02	14,499.56	14,421.79	14,416.23	13,262.11	13,202.59	13,184.28	154,212.25	
	BAND_3	221,272.39	221,027.64	220,512.99	219,538.34	218,946.10	225,537.40	224,272.75	222,335.73	221,250.89	225,927.00	226,321.33	226,361.35	2,673,303.91	
	BAND_4	213,210.74	211,609.86	211,166.21	210,689.16	211,210.66	268,565.08	266,349.76	264,821.78	263,655.21	344,854.57	342,462.11	343,147.00	3,151,742.14	
	BAND_5	27,899.75	28,894.25	28,894.25	28,894.25	27,746.92	51,107.03	49,566.95	46,431.19	46,431.19	82,504.32	81,887.38	82,159.48	582,416.96	
	BAND_6	18,787.02	18,464.09	20,013.92	20,013.92	20,013.92	31,874.38	31,808.14	31,808.14	31,808.14	50,425.52	51,231.97	50,495.87	376,745.03	
	BAND_7	9,118.57	8,871.44	8,834.82	8,834.82	8,834.82	4,097.74	6,136.49	6,136.49	6,136.49	6,136.49	6,136.49	6,136.61	85,411.27	
	RETR	0.00	0.00	0.00	2,194.10	-1,012.47	0.00	-3,930.00	0.00	6,250.00	0.00	-386.68	-9,450.95	-6,336.00	
TOPU	15,400.32	15,400.32	15,139.51	14,940.07	14,940.07	12,623.28	12,623.28	12,623.28	12,623.28	12,485.61	12,485.61	12,485.46	163,770.09		

Types	Banding	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Total
	UTHO	0.00	0.00	0.00	1,030.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,030.00
	Total allocation	517,104.75	515,683.56	515,927.66	517,408.15	511,929.32	608,309.93	601,326.93	598,578.40	602,571.43	736,273.04	734,840.80	726,019.10	7,185,973.07
PRUs	ALPA	51,333.26	51,333.26	51,333.26	51,333.26	51,333.26	68,390.16	79,926.37	86,434.60	87,829.58	92,044.63	92,345.70	92,347.30	855,984.64
	BAND_1	0.00	0.00	0.00	0.00	0.00	88.66	177.33	177.33	177.33	177.33	177.33	177.37	1,152.68
	BAND_3	81,648.21	80,574.27	80,022.50	79,671.37	78,492.58	46,644.38	47,153.53	50,213.51	53,340.25	53,892.01	58,737.28	60,642.68	771,032.57
	BAND_4	15,758.67	15,693.66	15,693.66	15,269.54	14,498.41	18,397.26	18,881.90	21,056.93	21,755.36	21,889.63	23,547.89	23,151.89	225,594.80
	BAND_5	23,946.61	24,933.89	25,557.44	25,557.44	25,557.44	26,486.39	24,937.56	27,121.61	27,862.31	27,862.31	26,703.60	24,293.24	310,819.84
	BAND_6	7,875.44	7,731.42	7,731.42	7,731.42	7,731.42	7,566.22	7,566.22	7,566.22	6,477.11	6,554.21	11,343.94	12,269.31	98,144.35
	BAND_7	11,854.75	11,854.75	11,854.75	10,781.33	8,829.67	11,768.98	14,750.76	14,750.76	14,750.76	26,417.05	27,667.01	27,666.89	192,947.46
	RETR	0.00	0.00	0.00	1,608.33	147,318.71	1,948.35	0.00	0.00	-4,649.93	0.00	29,247.89	1,720.00	177,193.35
	Total allocation	192,416.94	192,121.25	192,193.03	191,952.69	333,761.49	181,290.40	193,393.67	207,320.96	207,542.77	228,837.17	269,770.64	242,268.68	2,632,869.69
Grand Total		2,448,846.09	2,457,372.28	2,505,774.20	2,513,851.44	2,835,025.16	2,688,178.04	2,668,740.68	2,676,965.83	2,635,625.93	2,896,426.27	2,867,307.17	2,856,918.82	32,051,031.91

Bristol Schools Forum **Constitution Update**

Date of meeting:	Tuesday 8 June 2021
Time of meeting:	5pm
Venue:	Virtual Meeting

1. Purpose of report

1.1 To update Forum about changes to the constitution.

2. Recommendation

2.1 Forum is asked to agree changes to the constitution as set out in Appendix A.

3. Background

3.1 At the meeting of 30 March, Schools Forum agreed to set up a Working Group with a view to reviewing the constitution, taking into account feedback from the recent self-assessment exercise.

3.2 The group met on 26 April and recommended amendments to the constitution.

4. Recommended Changes

4.1 The Group suggested the following changes:

7(b) To include reference to Alternative Learning Provision;

16. To limit terms of office to 3 consecutive terms to ensure a steady flow of new members.

19. To provide for an induction session once or twice a year for new members.

38. To include reference to remote meetings in line with the latest guidance.

41&42. To include reference to current practice.

4. Financial Implications

4.1 None.

BRISTOL SCHOOLS FORUM CONSTITUTION

TITLE & PROCEDURAL MATTERS

1. The title of this organisation shall be the “Bristol Schools Forum” hereinafter referred to as “the Forum”.
2. Where any procedural matter relating to the working of the Forum is not specifically covered in the Constitution, the *Schools Forums: Operational and Good Practice Guidance, updated by the Department for Education (DfE) in March 2021* (or the latest version thereof) shall apply.
3. On any re-constitution of the Forum the LA shall have the power to transfer an existing Member of the Forum to a new category of membership, and to extend the terms of office of existing Members to allow the Forum to operate effectively after re-constitution.

ROLE/FUNCTION

4. The Forum is not a committee of the Council. It is a separate statutory body established by the Local Authority (LA) under the powers laid out in the *Schools Forums (England) Regulations 2012*, which brings together key partners in the provision of education at local level, giving each an equal voice.
5. The role of the Forum is to act as a Strategic Partner with the People’s Directorate of Bristol City Council as determined by the appropriate legislation.
6. The LA must consult the Forum on the terms of any proposed contract for supplies or services paid or to be paid out of schools’ budgets where the estimated value of the proposed contract is not less than the threshold which applies for the LA under Regulation 8 of the Public Contracts Regulations 2015.
7. The LA must consult the schools forum annually in respect of the authority’s functions relating to the schools budget, in connection with the following:
 - (a) arrangements for the education of pupils with special educational needs;
 - (b) arrangements for the use of pupil referral units, Alternative Learning Provision and the education of children otherwise than at school;
 - (c) arrangements for early years provision;
 - (d) administrative arrangements for the allocation of central government grants paid to schools via the authority.

The authority may consult the forum on such other matters concerning the funding of schools as they see fit.

MEMBERSHIP

8. The composition of the membership of the Forum is determined by the LA in accordance with the *Schools Forums (England) Regulations 2012*.

OBSERVERS

The LA and the Forum may invite observers, but they can be asked to withdraw for specific items.

PROFESSIONAL ADVISER

9. The professional adviser to the Forum will be the Service Director for Education & Skills, the Chief Financial Officer and/or his/her representative(s) who will be entitled to attend, and speak at, all meetings of the Forum and any sub-committees which it convenes.

CHILDREN AND YOUNG PEOPLE'S SERVICES EXECUTIVE MEMBER

10. The Cabinet member for Education is entitled to attend and speak at the Forum, but does not have voting rights.

TERMS OF MEMBERSHIP AND CONDUCT OF MEMBERS

11. Members of the Bristol Schools Forum shall act in accordance with the seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
12. Members are representatives of their particular group or subgroup but they are not delegates and should duly consider proposals and vote in accordance with what they consider to be in the best interests of children in the City of Bristol.
13. It is recognised that all Schools Group members will have an interest in at least one school. It is important that members should declare if the item under discussion could make a material difference to that school, or where they may have a personal or prejudicial interest. Notwithstanding this, a member may continue contributing to the discussion, but should not take any part in any decision made concerning that particular proposal which *uniquely* changes funding for their particular school/schools. (An advice note concerning declarations of interest is attached at appendix 3).
14. Members may formally nominate a named substitute to attend meetings in their absence, subject to the approval of the relevant body that elected them. Such substitutes must be from the same category of membership. Such substitutes have voting rights. It is the responsibility of the member concerned to pass on a copy of meeting papers to any such substitute.
15. If a member fails to attend three consecutive meetings without giving their apologies or without their apologies being accepted, the Forum may decide they are deemed to have resigned, and the clerk should advise the LA so that they can seek nominations from the appropriate

group or sub group for a replacement.

Note: For clarity, a member is deemed not to have attended a meeting even if a formally nominated substitute has attended.

16. Subject to Clause 3 above, members of the Forum will be appointed for a three year term of office, subject to their remaining eligible. A member is, however, eligible for re-appointment for a total of three terms (9 years). After this period, an individual must have at least a one year break before seeking re-election. A member may resign at any time.
17. If a member ceases to be eligible to serve on the Forum he/she will be deemed to have resigned with immediate effect.
18. Only the Chair, or in their absence, the Vice Chair may formally represent the Schools Forum. Members may publicly disagree with Schools Forum decisions, but should ensure that their views do not create reputational damage to the Schools Forum.
19. An induction session will be held once or twice a year for new members.
20. Claims for expenses may be made in line with the agreed Expenses Policy.

ELECTION OF CHAIR AND VICE CHAIR

21. The Forum will elect the Chair and Vice-Chair. Nominations shall be sought from the floor and approved by a simple majority of votes cast by individual members, as indicated by a secret ballot. The Chair and Vice-Chair will be elected for a two year period but will hold office until the first meeting of the Forum after the two year period has elapsed, at which time they will be eligible for re-election. A member may not serve as Chair for more than two consecutive terms without the explicit agreement of the Forum. A non-executive Member of the Council or LA officer who is member of the Forum may not hold the office of Chair or Vice Chair.
22. The Chair (or the Vice-Chair in his/her absence) will be responsible for chairing and managing meetings of the Forum, in collaboration with the appropriate LA Officers and the Clerk.
23. If both the Chair and the Vice-Chair are absent from a meeting, an acting Chair will be elected by the members present for that meeting.
24. The Chair and/or the Vice-Chair may be removed from office by a majority of votes cast by secret ballot. Any call for a ballot to remove the Chair and/or Vice-Chair must be made in writing, signed by at least 25% of the total voting membership and received by the Clerk at least 7 days in advance of the meeting at which the ballot would be taken. The clerk must advise the Chair and Vice Chair immediately any such motion is received.

CLERK

25. The LA shall nominate a Clerk for the Forum.

26. The Clerk will be responsible for arranging meetings of the Forum, ensuring that members are notified of meetings and receive full agenda and supporting papers at least 7 days beforehand (excluding school holidays).
27. The clerk will be responsible for recording the proceedings at meetings of the Forum, ensuring that such a record is kept in a form that is easily accessible to others on request. Draft minutes are sent to the Chair for approval within 10 working days of a meeting, and distributed with the papers for the subsequent meeting. The Clerk will publish the draft minutes via email/ the website within three weeks of a meeting.
28. The Clerk will also be responsible for providing and seeking advice to the Forum and/or individual members and assisting the Chair/Vice-Chair with the management of meetings of the Forum.
29. The Clerk will also be responsible for ensuring that governing bodies and schools are informed of the outcome of the work of the Forum and consultation by the LA by posting of draft minutes, approved minutes, meeting agendas and associated meeting papers on the Schools' Forum page of the LA website.
30. In addition the Clerk to the Forum will (acting on behalf of the LA):
 - a. maintain an up to date list of members, nominated substitutes, and observers, detailing terms of office;
 - b. on the list of members also record details of the executive member and nominated LA professional advisers to the forum;
 - c. advise the Chair of the Forum and the LA and representative groups when vacancies occur. The Clerk will facilitate or organise where appropriate for the vacancies to be filled, in accordance with the agreed procedure (See Appendix 1) and will ensure that sufficient time is given to enable all constituency members have sufficient notice to be able to consider self-nomination. It is unlikely that less than 10 normal school days would be sufficient;
 - d. notify changes to membership via the Schools' and Governors' bulletins.

PEOPLE DIRECTORATE

31. LA Officers will be responsible for ensuring that all necessary papers for meetings of the Forum are supplied to the clerk in accordance with section 23 in a timely fashion.
32. Where LA Officers are reliant on an external body (e.g. DfE) for receipt of information which may arrive too late for processing/distribution, papers may be e-mailed to members no less than 3 days before a meeting. Papers may only be tabled at a meeting to those members who do not have access to email.

QUORUM

33. The quorum for meetings is 40% of the total voting membership (namely Schools Group and Non Schools Group) excluding any vacancies in those groups).
34. If a meeting is inquorate, it can proceed, but it cannot legally take decisions (e.g. election of a Chair or Vice-Chair, or a decision relating to funding conferred by the funding regulations). An inquorate meeting can respond to authority consultation, and give views to the authority.

PROCEEDINGS

35. Meetings of the Forum will be held a minimum of 4 times a year. Additional meetings may be convened as and when required with the agreement of the Chair.
36. A calendar of dates for meetings will be agreed at the first meeting in each school year.
37. Where a decision needs to be made and there is general consensus, a formal vote will not be necessary. If the Chair determines a vote is necessary, voting will take place by a show of hands by members and decided by simple majority. Where there is an equality of votes, the Chair has a second and casting vote. If the Chair believes there is a conflict of interest the casting vote can be passed to the Vice-Chair.
38. Forum meetings can be held remotely in accordance with the Schools Forums: Operational and Good Practice Guidance, updated by the Department for Education (DfE) in March 2021.
39. Meetings of the Forum will be open to the public and press unless its members consider that an item of business should to be considered in private session. The principles of the Local Government (Access to Information) Act 1985 apply.
40. In order to address specific issues, the Forum may, on occasion, need to establish working groups from within its membership group. Such working groups must appoint a Chair who will be directly responsible for ensuring that the business of the group is recorded; also for reporting to the outcomes of the work of the group to the Forum. The Forum may vote to accept a report from a working group.
41. Agenda items are selected by the Chair and Vice Chair in consultation with the appropriate LA officers at an agenda planning meeting. Items of Any Other Business must be proposed to the Chair/Clerk before a meeting.
42. Any member of the Forum can request information about a subject matter relevant to Forum business.

BRISTOL SCHOOLS FORUM

MEMBERSHIP OF THE BRISTOL SCHOOLS FORUM

MEMBERSHIP

1. The Local Authority is responsible for setting up the Bristol Schools Forum, determining the numbers of members comprising of the Schools Group, Non-Schools Group, Academies Group and Observers, as laid out in the *Schools Forums (England) Regulations 2012*, and in accordance with the *Schools Forums: Operational and Good Practice Guidance*, issued May 2020.
2. Regulations specify that each school forum shall contain schools members, non-schools members and academies members. At least two thirds of the members must be schools or academies members, i.e. school senior leadership team members or governors. The remaining membership will come from non-school organisations, which have a direct interest in the business of the schools forum.
3. Schools members must be elected to the Forum by the members of the relevant group, or sub-group, in the authority's area.
 - a. The groups are:
 1. representatives of nursery schools, where there are any such schools in the authority's area;
 2. representatives of primary schools other than nursery schools;
 3. representatives of secondary schools;
 4. representatives of special schools, where there are any such schools in the authority's area; and
 5. representatives of pupil referral units, where there are any such schools in the authority's area.
4. Academies members must be elected to the schools forum by the proprietors of the academies in the authority's area.
5. The local authority (LA) must appoint non-schools members to the Forum comprising:
 - (a) one or more persons to represent the local authority 14-19 partnership; and
 - (b) one or more persons to represent early years providers.

The LA may appoint additional non-schools members to the Forum to represent the interests of other bodies.

Prior to making any such appointment the LA must consider whether the following bodies should be represented:

- the Diocesan Board of Education for any diocese any part of which is situated in the authority's area;
- the Bishop of any Roman Catholic Diocese any part of which is situated in the authority's area;

- where there are any schools or academies within the authority's area that are designated under section 69(3) of the School Standards and Framework Act 1998 as having a religious character (other than Church of England or Roman Catholic schools), the appropriate faith group in respect of any such school or Academy.

6. Having taken 2020 pupil numbers into account, the Local Authority has determined that the Bristol Schools Forum membership shall comprise:

Phase	Pupils	Proposed membership entitlement		Pupils per member	Changes
		Headteacher/SLT (10)	Governors (10)		
PRU (ALP)		1	1		Additional role included due to increase focus on SEND and Alternative Provision
Nursery/early years		1	1		No change
Special – Maintained		1			The two posts are now split to ensure maintained and academy representation
Special – Academies		1			
Primary Total	35,869	9		3,985	Reduction in primary posts by 5 roles
of which: in LA maintained schools:	16,180	2	2	4,045	
in Academies	19,689	5		3,938	
Secondary Total	19,947	5		3,989	Reduction in secondary posts by 3 roles
of which: in LA maintained schools:	2,490	1		2,490	
in Academies	17,457	2	2	4,364	
Total		20			Overall reduction of 7 posts

Organisation (Non-School)	Number of members	Changes
Church of England Diocesan Board	1	
Roman Catholic Diocesan Board	1	
Post 16 Providers	1	
PVI Early Years	1	
Trade Union – Teaching	1	Split the 2 union roles into teaching and non-teaching to increase education workforce representation
Trade Union – Non-Teaching	1	
Total	6	

PROCEDURE FOR DETERMINATION OF MEMBERS

7. The following processes will apply to the constituent groups in determining membership of the Forum, in accordance with, *the Schools Forums: Operational and Good Practice Guidance, issued May 2020*.

HEADTEACHER MEMBERS OF THE SCHOOLS GROUP

8. Representatives will be sought by the Clerk from all Heads in each phase as necessary. If there are more candidates than vacancies, the LA will provide all Heads with ballot papers and copies of the expressions of interest of candidates to be returned in the timeline set out on the ballot paper.

GOVERNOR MEMBERS OF THE SCHOOLS GROUP

9. Self-nominations and pro-forma expressions of interest will be sought from all governors of LA maintained schools in each phase as necessary. If there are more candidates than vacancies, the LA will provide Chairs of Governors of the relevant schools a ballot paper and copies of the expressions of interest of candidates. Chairs of Governors will be responsible for returning completed ballot papers on behalf of their Governing Body in the timeline set out on the ballot paper.

10. Nominations and expressions of interest for the Academy Governor places will be sought from all Academy Governing Bodies. In the case of there being more than one nominee, the Clerk shall make arrangements for a ballot as set out in paragraph 10 above for LA Maintained schools.

NON SCHOOLS GROUP AND OBSERVERS

11. The appropriate bodies named in the Non-Schools' Group and list of observers shall nominate representatives to the clerk for appointment to the Forum. A Non Schools Group representative may nominate a substitute who has to be approved by the appropriate body.

ADDITIONAL CRITERIA

12. The Executive member and officers employed by the LA who have a role in the strategic resource management of the authority may not be Members of the Forum.
13. In all cases a person who holds multiple offices/positions which results in them being eligible for membership of one or more groups (e.g. a governor at a primary school and a secondary school) can only be appointed to represent one of those groups.

SCHOOLS FORUM REGULATIONS (England) 2012 Guidance

1. The main changes to these regulations relate to the membership and proceedings of Schools Forums. The regulations will come into force on 1 October 2012, and Schools Forums will need to be reconstituted for this date.

Membership

2. The requirement that schools and Academies should have broadly proportionate representation according to pupil numbers in each category is maintained (**regulation 4(6)**). There is concern that the composition of Schools Forums has not changed quickly enough to reflect the pace of academy conversions. Local authorities are required to ensure their Schools Forum is compliant with this requirement based on the pupil numbers in each category as of September 2012 and that this is updated as more conversions take place.
3. There is no longer a requirement to have a minimum of 15 people on Schools Forum. Smaller authorities in particular may therefore wish to review the total size of their Schools Forum.
4. Where there is at least one maintained secondary school in an authority, at least one schools member must be a representative of a secondary school (**regulation 4(7)**). This is consistent with the arrangements for Academies, maintained nursery schools, maintained special schools and maintained Pupil Referral Units. Many authorities now have very few maintained secondary schools, so this will provide minimum representation as with other minority types of school.
5. In order to reflect their status of having a delegated budget from April 2013, where the authority maintains one or more Pupil Referral Units (PRUs) they are required to have a representative on the Schools Forum, who counts as a schools member (**regulations 4(10) and 5(2)(e)**).
6. Among the members representing maintained schools, at least one must be a representative of governing bodies and at least one must be a representative of headteachers (**regulation 4(5)**). This is a requirement of the primary legislation but has not previously been made explicit in the regulations.

Proceedings

7. There will be a restriction on local authority members and officers who are not members of the Schools Forum taking part in its meetings (**regulation 8(4)**). Participation will be limited to a Lead Member for education, children's services or resources, Director of Children's Services (or their representative), Chief Finance Officer (or their representative) or officers who are providing specific financial or technical advice to Schools Forum. Other officers will be able to participate where they are presenting a report, but their participation must be limited to their specific agenda item.
8. The Education Funding Agency (EFA) has been granted observer status at Schools Forum meetings (**regulation 8(4)(f)**). This will provide support to the local process and provide a national perspective if members think it helpful.
9. With regards to voting, the key change is with regard to the funding formulae. Only schools members (which includes mainstream schools, Academies, special schools and PRUs) and representatives of the Private, Voluntary and Independent (PVI) sector will be able to vote on the funding formulae (**regulation 8(10)**).
10. Additional requirements for the transparency of Schools Forum include holding all Schools Forum meetings in public and publishing Schools Forum papers, minutes and decisions in public areas of the local authority website (**regulations 8(2) and 8(13)**).
11. In order to reflect the complete delegation of funding for some services, the requirement to consult Schools Forums annually about arrangements for free school meals and insurance has been removed.

For further information on these regulations, please contact the Funding Reform Team at reformteam.funding@education.gsi.gov.uk .

Appendix 3

BRISTOL SCHOOLS FORUM

ADVICE NOTES CONCERNING DECLARATIONS OF INTEREST

In considering the declaration of an interest, a Member of the Forum should apply the following test: would a member of the public, knowing the facts of the situation, reasonably think that the member might be influenced by the interest?

A prejudicial interest would include the situation whereby a proposal uniquely affects either a school at which they are a headteacher/governor or which their children attend.

Any member who requires advice/guidance concerning declarations of interest or any other issue concerning the Forum should contact the Clerk in the first instance.

FSM Eligibility			
	Expenditure	Income	Balance
Balance B/F 19/20			£0.00
Income		£20,543.00	£20,543.00
Expenditure			£20,543.00
Staffing costs			£20,543.00
System			£20,543.00
Other	£20,543.00		£0.00
End of Year Balance 20/21	£20,543.00	£20,543.00	£0.00

Insurance			
	Expenditure	Income	Balance
Balance B/F 19/20			£0.00
Income		£574,852.00	£574,852.00
Expenditure	£574,852.00		£0.00
End of Year Balance 20/21	£574,852.00	£574,852.00	£0.00

Schools in Financial Difficulty			
	Expenditure	Income	Balance
Balance B/F 19/20		£335,000.00	£335,000.00
Income			£335,000.00
Expenditure			£335,000.00
End of Year Balance 20/21	£0.00	£335,000.00	£335,000.00

Supply Costs Supply Cover			
	Expenditure	Income	Balance
Balance B/F 19/20			£0.00
Income		£571,873.00	£571,873.00
Expenditure			£571,873.00
Re-Imbursement	£571,873.00		£0.00
Staffing costs			£0.00
Other			£0.00
End of Year Balance 20/21	£571,873.00	£571,873.00	£0.00

Trade Union			
	Expenditure	Income	Balance
Balance B/F 19/20		£129,000.00	£129,000.00
Income		£69,378.00	£198,378.00
Expenditure	-£25,663.00		£224,041.00
End of Year Balance 20/21	-£25,663.00	£198,378.00	£224,041.00

H&S - Roving Reps			
	Expenditure	Income	Balance
Balance B/F 19/20	£1,000.00		-£1,000.00
Income		£1,657.00	£657.00
Expenditure	£7,837.00		-£7,180.00
End of Year Balance 20/21	£8,837.00	£1,657.00	-£7,180.00

End of Year Balance 20/21	£1,150,442.00	£1,702,303.00	£551,861.00
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