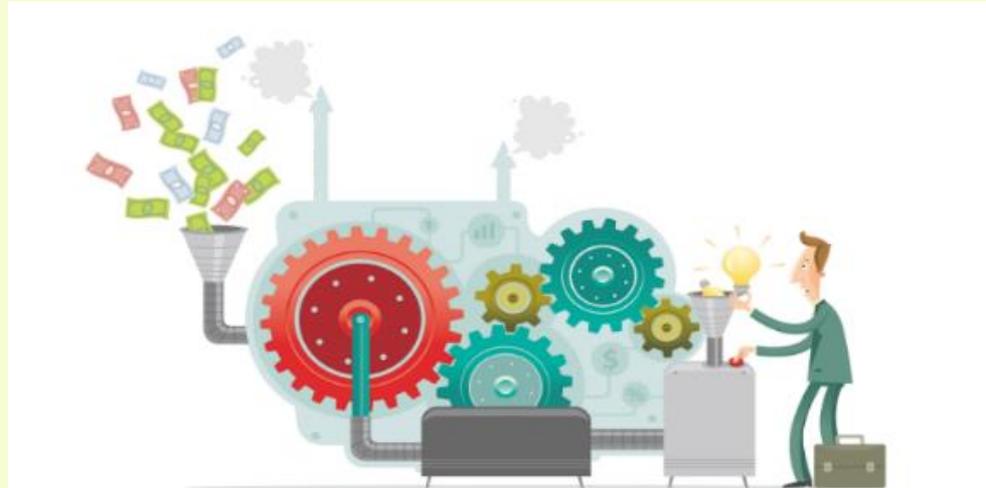


Making More With Less



SEND Conference

Thursday 25th January 2018

Helen Ball

Aims

This workshop aims to support participants in understanding what money is available for supporting SEN within their existing school budgets and looking at ways to assess whether this funding is being used effectively to provide cost effective provision.

Key Principles



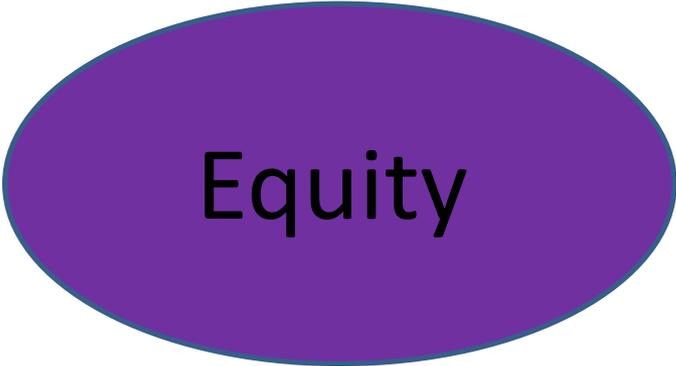
Economy



Efficiency



Effectiveness



Equity



Ethics

School Budgets – The Economy

When looking at school budgets, there are several terms you need to understand.

Schools receive both **delegated** and **devolved** funding:

Delegated funding has no particular conditions on how the school uses it provided any expenditure supports the core purpose of the school. Small balances can be carried forward to the next financial year.

Devolved funding is aimed at a specific purpose and may have conditions on how it may be used. Examples of devolved funding are 'Pupil Premium', which has to be used to improve the achievement of pupils eligible for free school meals or looked after by the local authority.

School Budgets – The Economy

Funding received from the state, which may be referred to as the individual school's budget (ISB) or their delegated budget **must be spent to the benefit of the young people attending the school**, and all schools, whether LA maintained, academies or free schools are required to comply with certain reporting processes for this public funding.

The local authority formula for allocating schools' budgets must be agreed by the Schools Forum.

School Budgets – The Economy

The budgets schools' receive is in the form of delegated funding called the 'dedicated schools grant' and devolved budgets.

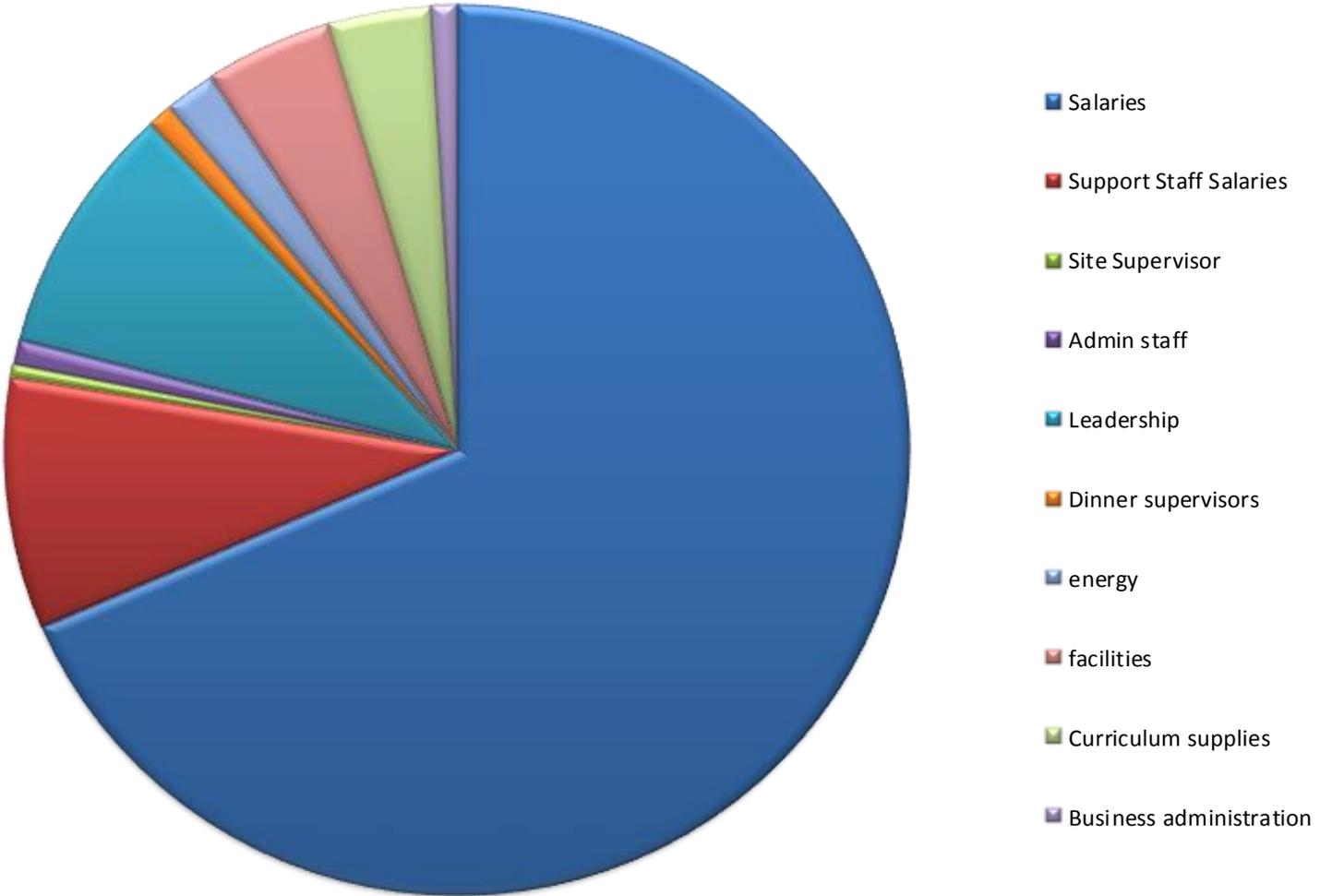
School budgets are open to public scrutiny whether they are local authority maintained schools, academies, free schools etc.

Birmingham school budgets are available to download at:

https://www.birmingham.gov.uk/downloads/download/1241/section_251_budget_notification_for_2017_to_2018

School Budgets – The Economy

Whole school budget



School Budget Comparison

Comparing school budgets: <https://schools-financial-benchmarking.service.gov.uk/>

Compare your school's income and expenditure with other schools in England.

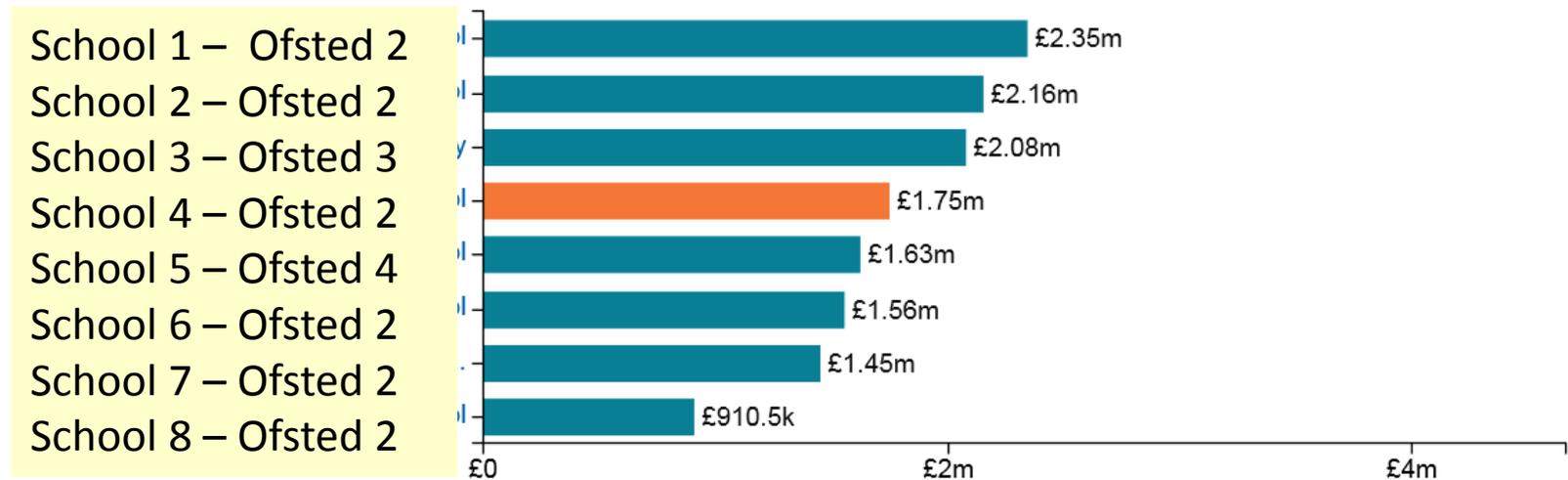
You can:

- view your school's financial data
- see how similar schools manage their finances
- use the information gathered to establish relationships with other schools

School Budget Comparison

Comparing school budgets:

Staff total (Absolute total)



Headlines

SEND SCHOOL SHOCKERS!

‘According to the Department for Education, 14% of pupils in England – 1.2 million children – have special needs or disabilities. But due to tightening council and school budgets, many families have to fight to get the help they’re entitled to.

More than 4,000 children in England with an approved education, health and care (EHC) plan still receive no provision for extra services, compared to 1,710 in 2016. If an EHC plan is granted, schools must cover the first £6,000 cost of any extra support, using their overall budget.’

Myths and Misinformation

‘schools must cover the first £6,000 cost of any extra support, using their overall budget’

To unpick this statement we must understand:

- what the school budget is,
- which elements support provision for SEND
- and how it contributes to this ‘£6000’.

What are the sums....

Activity:

On your tables there are examples of a variety of schools, both in size and age range.

- Choose an example which is similar to your own placement.
- Can you identify the elements which contribute to SEND Funding?
- What are your initial responses to this information?

Within School Budgets

Individual pupil allocation of which
5% is Notional SEND

Free school Meals 50% SEND

Income Deprivation Affecting Children Index
(IDACI) 50% SEND

Low Prior Attainment 100% SEND
(top up funding)

In addition, also consider EAL and Pupil
Premium funding

SEND Code 2015

Old Code of Practice

identify need



choose provision



set targets



deliver provision



think about impact
and cost

Code of Practice 2015

shared aspiration



agreed outcomes



Plan provision using existing or
by development



choose targets



level of input, cost and funding



delivery and impact.

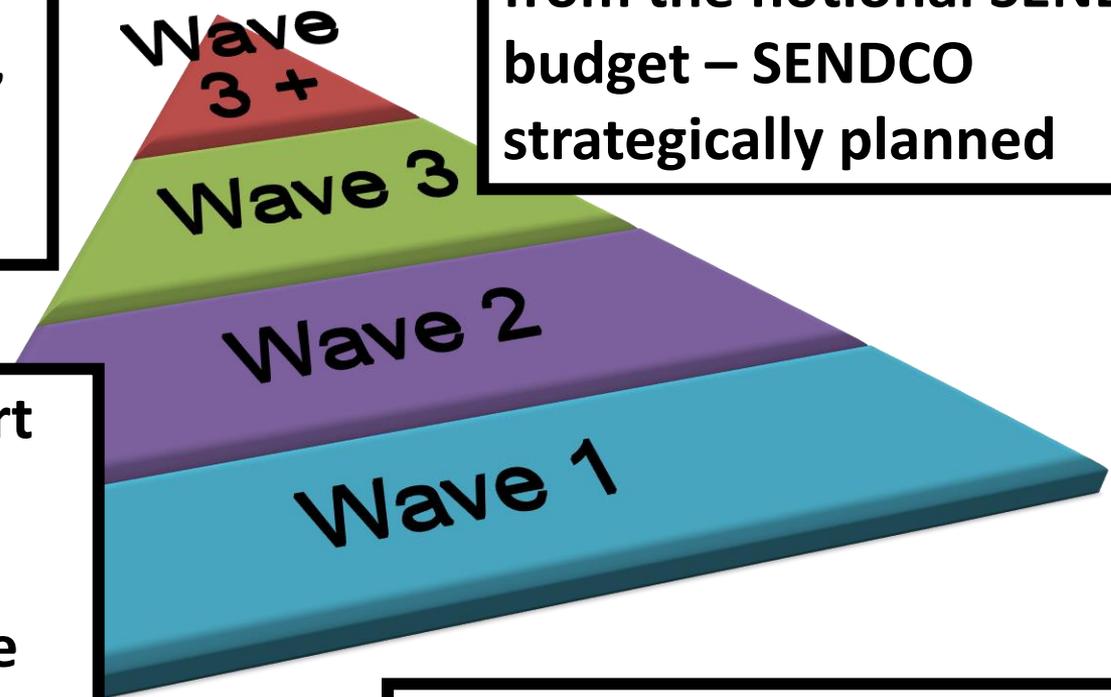
Efficiency

Wave 3 +/Specialist is long term SEND with additional funding 103 cost centre - LA money, in Birmingham CRISP top up funding.

Wave 3/Specialist is long term additional Provision from the notional SEND budget – SENDCO strategically planned

Wave 2/targeted is short term provision with a defined start date and end date. This could be funded by SEND, EAL, Pupil Premium, SENDCO could be in an advisory role

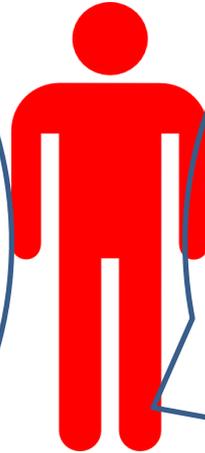
Wave 1/universal is pupil led funding, not SEND



Efficiency - Staffing



As SENDCO, is the SEND notional budget used for your salary?
If so, how much of your day/role is specifically for improving the provision and outcomes for SEND?
Safeguarding, school leadership?



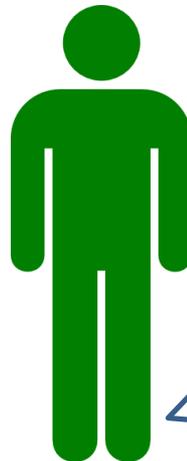
Are teaching assistants funded by notional SEND budgets? Is their role proportionate to funding used?
Are they class based and supporting independence and access?



How are learning mentors funded?
How are play workers funded? If Pupil Premium/SEND how is this monitored?



How are learning support assistants funded?
Pastoral Support?
Family Support?
Personal care support?
SENDCO administration assistant?



How are outside agencies paid for?
Are they being efficiently used eg. it maybe more efficient to call professionals meetings to plan and share knowledge, and avoid calling a TAC which may nor match the criteria.
Consider completing group observations rather than individual assessments if concerns are in one class, consider the aspect of assessment required, , share training opportunities

Efficiency - curriculum

Do your staff specialisms match the needs within the school?

Funding on teaching staff makes the most impact on the pupils if they have the knowledge and skills to meet the needs of more children better.

What long term workforce plans are in place? Is it in-house, purchased by school, shared by schools?

What training for NQTs/new staff exists within your school?

Audit skills and plan long term regarding what is needed to support CYP aspirations.

201x YEAR AT ONE GLANCE

January	February	March	April	May	June	July	August	September	October	November	December
1 F New Year's Day	M	M	Th	S	T	1 Th Canada Day	S	W	F	M	W
2 S	T	T	F Good Friday	S	W	2 F	M Civic Day (Canada)	Th	S	T Election Day (US)	Th Hanukkah begins
3 S	W	W	S	M	Th	3 S	T	F	S	W	F
4 T	T	T	F	Th	F	4 T	F	M Labor Day	W	S	M
5 F	F	F	S	S	S	5 F	S	T	T	Th	W
6 W	S	S	T Passover ends	Th	S	6 T	F	M	W	S	M
7 Th	T	T	F	S	W	7 Th	S	T	T	Th	W
8 F	F	F	S	Th	F	8 F	M	Th Rosh Hashanah	S	T	Th Hanukkah ends
9 S	S	S	T	W	Th	9 S	T	F	M	W	F
10 T	T	T	F	S	W	10 T	F	M	W	S	M
11 W	Th	Th	S	Th	F	11 W	S	T	T	Th	S
12 T	F Lincoln's Birthday (US)	F	M	W	S	12 M	Th	S	T	F	S
13 W	S	S	T	Th	S	13 T	F	M	W	S	M
14 Th	S Valentine's Day	S Saint David's Day (Wales)	W	F	M	14 W	S	T	Th	S	T
15 F	M President's Day (US)	F	Th	S	T	15 Th	S	W	F	M	W
16 S	T	T	F	Th	F	16 S	T	F	M	W	F
17 S	Th Ash Wednesday	W St. Patrick's Day	S	M	Th	17 S	T	F	S	W	F
18 M	Th Martin Luther King Jr. Day	Th	S	T	F	18 S	W	S	Th	Th	S
19 T	T	T	F	Th	F	19 T	F	M	W	S	M
20 W	S	S	T	Th	S	20 F	F	M	W	S	M
21 Th	T	T	F	Th	F	21 W	S	T	T	Th	S
22 F	F	F	S	Th	F	22 T	F	M	W	S	M
23 S	T	T	F	S	W	23 F	M	Th	S	T	Th
24 T	W	W	S	M	Th	24 S	T	F	S	W	F
25 F	Th	Th	S	T	F	25 S	W	S	M	Th	S
26 T	F	F	M	W	S	26 M	Th	S	T	F	S
27 W	S	S	T	Th	S	27 T	F	M	W	S	M
28 Th	T	T	F	Th	F	28 W	S	T	T	Th	S
29 F	F	F	S	Th	F	29 Th	S	W	F	M	W
30 S	T	T	F	Th	F	30 F	M	Th	S	T	Th
31 M	Th	Th	S	W	T	31 M	Th	S	T	Th	F

Efficiency – Resources and Equipment

THINK BIG
DIG DEEP

- Audit
- Amnesty
- Access all

Share resources and equipment across the school/schools.

Purchase across schools

Effectiveness



Effectiveness

How are you measuring impact of the SEND budget (wider than impact of interventions)?

Do your staff use their skills to support CYP aspirations? Is there an effective cycle of monitoring? What does this look like?

Do staff have the skills and systems to effectively use resources to support the aspirations of CYP with SEND?

How are staff skills/successes shared?

Equity

Equality does not equal equity it's about the right pupils getting the right things at the right time.

Is funding from different sources being used appropriately to support aspirational outcomes for all children and young people eg. what funds are being used to support lower achievers to boost their outcomes?

Does everyone have a shared core purpose to achieve good outcomes for SEND?

Ethics

Budgets are reducing, but are schools cutting things which ethically they need to support child and young people's aspirations eg. clubs which make them want to be in school?

Are there ways to access resources or funding to support maintaining provision for CYP?

How much would be enough?

The local authority formula for allocating schools' budgets must be agreed by the Schools Forum.

Therefore, this would be the 'arena' for Head Teachers to fight the case for SEND.

More With Less



CENTRE FOR
MANAGEMENT & ORGANISATION
DEVELOPMENT



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