

# **BIRMINGHAM CITY COUNCIL**

## **BIRMINGHAM SCHOOLS FORUM COMMITTEE**

**THURSDAY, 26 OCTOBER 2023 AT 14:00 HOURS**  
**IN ON-LINE MEETING, MICROSOFT TEAMS**

### **A G E N D A**

#### **1 NOTICE OF RECORDING/WEBCAST**

The Chair to advise/meeting to note that this meeting will be webcast for live or subsequent broadcast via the Council's Public-I microsite ([please click this link](#)) and that members of the press/public may record and take photographs except where there are confidential or exempt items.

#### **2 APOLOGIES**

To receive any apologies.

#### **3 DECLARATIONS OF INTERESTS**

Members are reminded they must declare all relevant pecuniary and other registerable interests arising from any business to be discussed at this meeting.

If a disclosable pecuniary interest is declared a Member must not participate in any discussion or vote on the matter and must not remain in the room unless they have been granted a dispensation.

If other registerable interests are declared a Member may speak on the matter only if members of the public are allowed to speak at the meeting but otherwise must not take part in any discussion or vote on the matter and must not remain in the room unless they have been granted a dispensation.

If it is a 'sensitive interest', Members do not have to disclose the nature of the interest, just that they have an interest.

Information on the Local Government Association's Model Councillor Code of Conduct is set out via <http://bit.ly/3WtGQnN>. This includes, at Appendix 1, an interests flowchart which provides a simple guide to declaring interests at meetings.

- 4 **ELECT THE CHAIR AND VICE CHAIR**  
To elect the Chair and Vice Chair of the Schools Forum
- 5 - 16** 5 **MINUTES – BIRMINGHAM SCHOOLS FORUM 22 JUNE 2023**  
To confirm and sign the minutes of the last meeting of the Committee held 22 June 2023.
- 6 **MATTERS ARISING FROM THE MINUTES**  
Verbal update
- 17 - 20** 7 **REVIEW OF ACADEMY REPRESENTATION ON THE FORUM**  
Report of the Strategic Lead for School Improvement Delivery
- 21 - 32** 8 **SCHOOLS FORUM CONSTITUTION**  
Report of the Strategic Lead for School Improvement Delivery
- 33 - 72** 9 **LOCAL AUTHORITY UPDATE**
- General Updates
    - o The Council’s financial position
    - o The Commissioner team and their areas of focus
  - SEND Locality Therapists and the Balanced System
  - Delivering Better Value update
- Report of the Director Children and Families, the Director for SEND and Inclusion and the Strategic Lead for School Improvement Delivery
- 73 - 74** 10 **INDUCTION SESSION FOR NEW MEMBERS OF THE SCHOOLS FORUM**  
Report of the Strategic Lead for School Improvement Delivery
- 11 **DEDICATED SCHOOLS GRANT OUTTURN 2022-23**  
To follow.
- 75 - 78** 12 **WORK PROGRAMME FOR SCHOOLS FORUM 2023-2024**  
Report of the Chair of the Schools Forum

13 **DATE AND TIME OF NEXT MEETING**

The next meeting is scheduled to take place on Thursday, 07 December 2023 at 1400 hours via MS Teams.

14 **OTHER URGENT BUSINESS**

To consider any items of business by reason of special circumstances (to be specified) that in the opinion of the Chair are matters of urgency.



# BIRMINGHAM CITY COUNCIL

<p><b>SCHOOLS FORUM</b> <b>22 JUNE 2023</b></p>
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**MINUTES OF A MEETING OF THE SCHOOLS FORUM HELD ON THURSDAY, 22 JUNE 2023 AT 1400 HOURS ONLINE VIA MS TEAMS**

**PRESENT:-**

James Hill – Chair  
 Les Lawrence - Mainstream academies representative  
 Catherine Griffiths - The Oaks Primary School  
 Mashuq Ally - Bordesley Green Girls' School  
 Pam Garrington - Moor Hall Primary School  
 Mike Dunn - Swanshurst School  
 Steve Howell - City of Birmingham School  
 Sean Delaney - Birmingham Federation of Nursery Schools  
 David Worledge - Washwood Heath Multi Academy Trust (WHMAT)  
 Gill Gregory - St Dunstan's Catholic Primary School  
 Rebecca Nash - St Brigids and St Columbas  
 Claire Henebury - Garretts Green Nursery School  
 Jyoti Jaspal - Little Folks / Mishi Nurseries  
 David Room - National Education Union  
 Janet Dugmore - Unison

Councillor Karen McCarthy - Non-school representative (Cabinet member Children, Young People and Families)

Surinder Dhillon  
 Kelly Dawes  
 Juliet Silverton  
 Pauline McKenna  
 Craig Buckley - Oracle Programme Director  
 Helen Ellis - Director for SEND And Inclusion  
 Fiona Chamberlain - Schools Support Manager  
 Paul Crossly – Head of Service – Schools  
 Simon Ansell - Finance Business Partner – Economy  
 Clare Sandland - Finance Business Partner – CYP  
 Biju Nair - Transactional Services Consultant  
 Husham Khan - Interim Head of Schools Financial Services  
 Terry Shaw – Schools Funding Manager

**32 WELCOME AND APOLOGIES FOR ABSENCE**

The Chair welcomed all attendees to the meeting. Prior to the meeting starting, the Chair advised, and the members noted, that this meeting would

be uploaded onto the Council's website. With members agreement, the meeting was recorded.

Apologies were submitted on behalf of Maxine Charles, Denise Fountain, Chris Wilson, Chris Townsend and Chris Etheridge.

Karen Davis noted that her attendance would be intermittent due to another commitment.

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**33 MINUTES – BIRMINGHAM SCHOOLS FORUM 16 MARCH 2023**

The minutes of 16 March were updated to show the attendance of Gill Gregory, St Dunstan's Catholic Primary School and Catherine Griffiths, The Oaks Primary School.

Subject to the above note, the public minutes of the last meeting of the 16 March, having been circulated these were agreed by the School's Forum.

**The business of the meeting and all discussions in relation to individual reports was available for public inspection via the web-stream.**

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**34 MATTERS ARISING FROM THE MINUTES**

***Action (19/01/23): Page 15: Noted a further report to be considered on the use of the former Teachers Pay & Pensions Grant funding following a task and finish co-design workgroup as set out in 5.2 of the report.***

The Committee Officer would follow up to check on progress.

All actions regarding the SEND Update at the previous meeting had been fulfilled.

BCC Internal Audit would be invited to the next meeting of the Forum on 26 October 2023

Discussions were ongoing with the Education and Skills Funding Agency (ESFA) and a meeting had been arranged with a representative from the ESFA for 3<sup>rd</sup> July to discuss his further.

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**35 LOCAL AUTHORITY UPDATE**

A presentation was made using slides by the Director for SEND And Inclusion and the Schools Support Manager.

In addition to the information on the slides it was noted that:

- The Forum was updated on new Cabinet Members and members of the Children and Families Senior Leadership Team.
- There were a number of interim and acting-up posts in the Children and Families Senior Leadership team. The Schools Support Manager was working with two other strategic leads on school improvement, one looking particularly at partnerships and another looking particularly at strategic development.
- Two people were acting up to give oversight on arrangements for 14-19 and post-16.
- In terms of safeguarding there was an Acting Head of Education – Safeguarding and an Acting Head of Education – Safeguarding Partnerships.
- Birmingham's children's services have been judged by Ofsted to be good in all areas, this was good for Birmingham children.
- The report was published in April and the Council's Cabinet formally noted Ofsted's report and the improvements that have been made by the Council and Birmingham Children's Trust.
- The team were preparing for the next local area SEND inspection.
- SEND were working on a Delivering Better Value (DBV) programme and there would be regular updates to the Schools Forum.
- Many local authorities had been part of this programme.
- Birmingham was in Tranche 3, which was due to start in August.
- This was an exciting opportunity for Birmingham. Whilst this would be an intense programme, from a SEND perspective, there would be a lot of learning.
- The programme was working to identify and implement local and national opportunities to improve the outcome for children and young people with SEND.
- The programme was also about listening to challenges across the system and to partners within the system and collaboration, and the team would be working with schools around the programme as it was important that schools, children and families had a voice.
- The programme was also about challenges and solutions regarding funding going forward.

- With regard to short-term help, partners would be worked with closely, including Newton, CIPFA and the DFE, to understand what the needs were.
- The team would be working closely with their partners and building an evidence base for a grant application so there would be investment to move the system forwards.
- The long-term reform was about informing future policy and feeding into the national arena.
- In terms of diagnostics, it was being considered as to what DBV was and how to get the system to where it needed to be.
- There had been a lot of collaboration and the team would be engaging with the local workforce, partners and stakeholders, and there were lots of opportunities for engagement.
- The DBV diagnostic was broken down into modules. An evaluation had been set up. Weekly meetings were being convened with Newton and DfE.
- Module 1 was the Baseline and Forecasts. A lot of data had needed to be submitted around SEND 2 data sets.
- Module 2 was about root-cause diagnostics, Module 3 was about implementation planning and from there the grant application would be made. The financial and operational performance was being linked in to this.
- The finance element of high-needs and the data connectivity was critical. There was a lot of in-person training to the people who needed to be involved were being identified.
- In terms of engagement objectives, it was hoped to drive forward so that key stakeholders had a voice.
- In terms of next steps, it was important to be mindful of engagement opportunities. Further information would be disseminated to the Primary and Secondary Special Heads Forum to ensure that opportunities were not missed. If particular cohorts of schools were thought to be missing, they would be targeted, and further surveys would also be conducted.
- It was being ensured that Schools had a voice throughout the programme.
- The Director for Send and Inclusion and the Send Improvement Programme Manager were the key contacts for DBV.
- The launch of the SEND and Inclusion Strategy was taking place on 10 July and invitations had been sent out. This would include the Inclusion Headteacher Conference.



- Regarding early years and childcare, there had been a government announcement on childcare expansion. There had been a significant expansion and an offer currently for parents and carers. These sessions were being promoted and information would be fed through as it was received.

In response to questions, the Forum were informed that:

- Not everything on the slides was relevant to the Forum. The APP had been shared at the Primary and Secondary Special Heads Forum.
- In terms of the leadership diagram, Early Years sat under the Director for Send and Inclusion.
- It was not yet certain what investment there would be for Birmingham. Information would be shared as it was received.
- High needs block funding was not being used for SENAR services. A redesign was being started and a permanent SENAR service was being built with Unions being consulted.
- There was a need to acknowledge that it was difficult to fill positions nationally and regionally.
- The Council had invested in the services to allow them to move into a permanent space and high-needs block money was not being used for this. The consultation on the high-needs block budget for 2023/24 had been brought to the previous meeting of the Forum and there would be regular monitoring and the finance review progressed.
- The staff structure for the Schools and Fair Funding Finance Team could be shared outside the meeting.

The Chair read out a message from the School Relationship Manager who had needed to leave the meeting:

The Director Children and Families had described the role of Relationships Manger - Oracle Challenge, in an Education Update 20/6/23. Both Schools Relationship Managers had already started having useful and positive conversations with HTs, SBMs and school governors about their current experience with Oracle. Their approach was solution focused and communication was a key focus at all times. They had dedicated BCC email addresses now and would have a shared inbox that would be shared very shortly.

#### **RESOLVED:-**

- That a staffing structure for the Schools and Fair Funding Finance Team be shared with the Forum.

The Finance Manager (Schools and Fair Funding Team) submitted a report to inform Schools' Forum of the Dedicated Schools Grant (DSG) Block reserves forecast over the financial medium term of three years.

Main points included:

- Reports had been prepared and forwarded to members.
- The Dedicated Schools grant was the main funding stream for schools and education services. It was split into four blocks:
  - Schools Block funding mainstream schools and academies that were not special schools.
  - Central Schools Services Block (CSSB) funding Local Authorities in administering their mandatory services.
  - High Needs Block funding special schools and any mainstream schools with resource bases and pupil referral units.
  - Early Years Block funding nurseries and early years providers.
- The School Block and CSSB were currently projected to spend to budget in 2022/2023 with the outturn position being awaited, with the High Needs Block and Early Years Block yet to be determined. At this point it was assumed that the budget would be spent to across the DSG.
- At the end of 2021/22 the Council's DSG carry-forward balance was £13.05m. This was less than 1% of the DSG allocation awarded that financial year.
- The Council was in a good financial position compared to a lot of other local authorities as many were in a deficit situation.
- The Council's DSG allocation announced in December 2022 was set at £1.457.6bn for 2023/2024. Calculations had been carried out across the Schools Block and CSSB to check that they were affordable and whether reserves would be retained or utilised across the next three years. The national funding formula allocations would be published in August of the 2024/25 financial year.
- It was calculated that if the Schools Block DSG was to increase by 4.4% or above in 24/25 onwards and the National Funding Formula (NFF) pupil-led factors remained in line with the percentage increase of previous years then it would be deemed to be affordable with the reserves remaining.
- However, if it was 4.1% or below then reserves would be needed. Therefore the additional 0.3% increase above what was received in 23/24 equated to £3.3m, this negated the need for reserves.

- If the Schools Block DSG increased by 4.1% (5.3% Total Increase minus 1.2% NNDR) in 2024/25 onwards and pupil led factors increased at a similar rate, then the reserves would be eradicated by 2025/26, with the requirement of £3.1 million being used in 2024/25 thus reducing reserves to £2.9 million and eliminating reserves in 2025/26 in total and creating a cumulative deficit of £0.2 million thus requiring trimming the pupil led factor rates below the NFF rates to break even in 2025/26.
- There were additional DSG grant allocations across the Schools Block. Birmingham would be awarded £37.6m. However, this was to deal with inflationary factors and as such it had been discounted as it would be utilised.
- With regard to the CSSB, there was currently a reserves position in 23/24 of £1.714m. This was expected to reduce to £1.439m at the end of 23/24.
- Previous years' allocations had suggested that the increase in CSSB ongoing responsibilities for 24/25 would remain below 5%. Assuming any increase would be passed on to the budget holders managing the ongoing responsibilities, CSSB Block reserves are projected to reduce to £1.4 million in 2023/2024 and are projected to remain in surplus over the medium term to the end of the financial year 2027/2028. In 2028/29 it was projected to go into deficit based on percentages being below 5% for ongoing responsibilities.
- Historical commitments were reducing at 20% per year and some of these were funded by the ongoing responsibility fund and were projected to do so going forward. Therefore, in 28/29 when the deficit was projected, historical commitments would need to reduce so that less funding was used from ongoing responsibilities, thus achieving a break-even budget.
- In the Early Years Block and High Needs Block, the outturn was still to be determined. This could be provided at future meetings.

In response to questions, the Forum were informed that:

- Information on when workbooks would be returned would be covered in the Oracle Briefing Note.
- The 22/23 outturn would be covered in the Oracle Briefing Note.
- Regarding the way that the surplus was being used, the Chair highlighted two guiding principles: Firstly, that money allocated to children's education should be spent within the financial year and secondly that any surplus should be used to mitigate any shortfalls in the future. In terms of how this would be addressed, it was first

necessary to obtain the outturn position for 2022/23. The NFF would be published in August and there would be a clearer figure on increases across the four blocks.

The Chair invited the Finance Manager (Schools and Fair Funding Team) to ask for the support of the Forum in the Task and Finish group if needed.

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### 37 **WORK PROGRAMME 2023/24**

The Forum considered the Work Programme for 2023/24.

Key points included:

- The SEND Update would be part of the Local Authority Update going forward.
- There would be a discussion between the Chair and the School Support Manager to clarify the remit of the Forum and to ascertain whether DfE documentation should act as a Terms of Reference or whether a specific Terms of Reference was needed.
- The Schools Forum should be representative of the Schools served. As such it was suggested that a report be produced to consider how academies were represented and to ensure that the membership was a correct representation of the organisations served.

#### **RESOLVED: -**

- That the Chair, Director for Send and Inclusion, and the School Support Manager meet to clarify the remit of the Forum and to ascertain whether DfE documentation should act as a Terms of Reference or whether a specific Terms of Reference was needed.
- That a report be produced to ensure that the Forum represented the organisations served.

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### 38 **ANNUAL REVIEW OF MEMBERSHIP**

The Membership of Birmingham Schools Forum was shared for information.

- Les Lawrence and Catherine Griffiths would be standing down as members of the Forum. They were thanked for their insights on the Schools Forum. The School Support Manager would lead on recruiting to the vacancies on the Forum.
- It was noted that attendance of the Forum should be a priority for members and that attendance should be tracked.

**RESOLVED: -**

- That an annual report on the attendance of members be produced for review.
- That the School Support Manager lead on recruiting to the vacancies on the Forum.

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**39 ORACLE BRIEFING NOTE**

The Oracle Programme Director gave a verbal update with slides as follows:

- Whilst the Oracle system was now live, the transition had been challenging.
- Staff had been paid and invoices had been issued, however, some critical elements were not yet functioning adequately. From a schools perspective, this made budgeting, financial reconciliations, reports, closing of accounts and day-to-day HR activities difficult. The Council apologised for the negative impact on schools.
- There was a big team in place, working hand-in-hand with schools to resolve issues and a new governance structure had been implemented. This structure was based on the Gold (setting the strategy)/Silver (executing strategy)/Bronze (operations delivery) command and was carefully monitored with weekly oversight from the Chief Executive and the Leader.
- In terms of what the programme looked like and its impact on schools, work was divided into three phases: Safe and Compliant (urgent tasks), Further Stabilisation and Medium/Long term Optimisation solution.
- There were some fixes relevant to schools such as the data needed for returns, however, this was the first stage of the process in a longer-term plan.
- Regarding Schools backlog items, any feedback into the programme was given an ID name for the potential change which went through a design authority process to see which phase it should sit in, how big it was, and what the impact would be.
- There was a lot of work to complete, and the team were focussing on doing things in the correct order. Therefore, listening and prioritising were important.
- Two new Schools Relationship leads were being appointed, it was the aim to have a single point of contact across services to give a rapid

response. In some ways his was an enhancement of what was already done. Communication flowed on a weekly basis and the bulletin board was regularly updated. This would make the process easier and colleagues in the team were being worked with closely to make sure that schools were being listened to and responded to accordingly.

- With regards to accounts closedown, for Chequebook schools, all year-end returns expected had been received. It was taking slightly longer than usual to process them and as such two additional resources had been allocated to this. The target was to complete this by the end of the summer term. Any historic queries would be noted in that position to allow further work later. KPMG had completed an independent review of early years issues and queries and it was hoped that this would help resolve historic issues and queries. Things were being moved forward so that schools could know that balance as soon as possible.
- With regards to accounts closedown on non-Chequebook schools and EPA schools, 150 of the 162 expected year-end returns had been received. Reasons for the 12 not returned were known and these were being worked on. Nil returns were included. A key part of the solution, the interface linking Oracle to schools systems had not been working correctly, this was still being corrected. Key defects had been resolved, but not all defects had been resolved yet. There were important to resolve as whilst transactions could be provided via the interface, certain types of income were still not fully working. It was important to get these working so that when files could get through to schools there would be an accurate position.
- Once reconciliations on non-chequebook schools had been resolved and the files were circulated, schools would need time to work on them and have the opportunity to revise the year-end balances and check for accuracy before returning them. The team were working to get issues right and then give schools the time needed to do the work needed. Once the system was working and work caught up on, it was hoped to return to business as usual.
- The current estimate for completion was the beginning of the autumn term working on the basis that the defects would be fixed over August. Therefore, the closure of schools' accounts would take place up until autumn.
- The accounts team was being worked with on options on how to look at issues with returns in the meantime. Once it was working it would work on an ongoing basis.
- Closing down accounts for schools was a top priority.
- The two main options were to process the returns to date from schools to close, with any subsequent adjustments required by schools being made at a later date once known, or ZSIMS loads.
- The extent of additional resources needed was being ascertained.

- A regular progress update was being committed to allow the Forum to see where things were on the plan and to give visibility of the forward plan.

In response to questions, the Forum were informed that:

- With regards to non-Chequebook schools, there was a commitment for getting the technological solution sorted over the summer holidays by Council staff. It would be September when the processing the final reconciliations would be completed.
- Assurance that costs of putting the system right was not coming out of the money allocated to schools to improve outcomes for children and young people was difficult as the allocation of resources was under programme control that happened at a higher level. However, it was not the expectation that this would happen.
- It was not the intention to ask schools to conduct testing over August, if schools did conduct testing it would be voluntary. The timescale could be discussed outside the meeting.
- Regarding the issues with Oracle preventing the Forum from conducting its work due to a potential lack of financial information, more work needed to be done to understand what was needed and when. It was necessary if the option was taken to close by putting through the schools received from non-chequebook schools and EPA schools to date, to give the schools an opportunity when rep files were received to adjust where necessary. If that option was taken, a provisional outturn could be presented to the October Forum.
- Chequebook schools were not affected by the reconciliation file issue. Therefore, a close of the end of term was being worked with for chequebook schools to confirm balances.

**RESOLVED: -**

- That the Forum be informed if there was a situation where any difficulties with Oracle would impact on the decisions of Schools Forum.

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**40 DATES OF MEETINGS**

**RESOLVED: -**

That the dates of the meetings of the 2023/24 academic year be noted

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41 **OTHER URGENT BUSINESS**

Les Lawrence and Catherine Griffiths were thanked for their work on the Forum.

DRAFT



# Birmingham City Council

## Schools Forum

Date – 26<sup>th</sup> October 2023



**Subject:** Academy Representation on Schools Forum

**Report of:** Fiona Chamberlain, Strategic Lead for School Improvement Delivery

**Report author:** Fiona Chamberlain, Strategic Lead for School Improvement Delivery

**Decision to be made by:** All members of Schools Forum

### 1 Purpose

- 1.1 To provide information to the Schools Forum about proportionality between maintained and academy schools in Birmingham. This will help them consider whether they wish to align the proportions of representatives in the school forum in line with all schools in Birmingham.

### 2 Recommendations

- 2.1 For Schools Forum members to discuss whether they wish to change the membership of the Schools Forum in light of 1.1 and the information below.
- 2.2 To consider the possible revised proportions suggested below and vote on whether to adopt these or to suggest an alternative model.
- 2.3 If these are adopted, to discuss whether to specify by age for academy representatives in the same way as maintained schools are specified i.e. with a certain number of primary, secondary and all through representatives within the mainstream academy category.

### 3 Background

- 3.1 The proportions of maintained and academy schools' representatives on Schools Forum were historically agreed based on the proportions of those types of schools in Birmingham at that time.
- 3.2 This paper is to review whether the current proportions of maintained and academy schools' representatives on Schools Forum is approximately aligned to the proportions of those types of schools in Birmingham currently. The number of academies within the city has risen over time.
- 3.3 The *Schools Forum Operational and good practice guide* states that 'Schools and academies members together must number at least two-thirds of the total

membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category, so the structure of Forum should be regularly reviewed'.

3.4 Current proportions of maintained and academy school representatives on schools forum are shown in the following table:

Type of School	Number - out of 20 schools reps on forum	Proportion
<b>Maintained (total)</b> , comprising of:	<b>14</b>	<b>70.00%</b>
- Nursery school HT rep	- 1	
- Primary school HT rep	- 3	
- Secondary school HT rep	- 1	
- Special school HT rep	- 1	
- Nursery school gov rep	- 1	
- Primary school gov rep	- 3	
- Secondary school gov rep	- 2	
- Special school gov rep	- 1	
- Pupil referral unit (PRU) rep	- 1	
<b>Academy (total)</b> , comprising of:	<b>6</b>	<b>30.00%</b>
- Mainstream	- 4	
- Special	- 1	
- Alternative provision	- 1	

3.5 Current proportions of maintained and academy schools in Birmingham are shown in the following table:

Type of School	Number - out of 444	Proportion
<b>Maintained (total)</b> , comprising of:	<b>212</b>	<b>47.75%</b>
- Nursery Schools	- 27	
- Primary age	- 151	
- Secondary age	- 16	
- Special Schools	- 17	
<b>Academy (total)</b> , comprising of:	<b>232</b>	<b>52.25%</b>
- Mainstream Schools	- 216	
- Special Schools	- 10	
- Alternative provision	- 6	

3.6 It would seem appropriate, in light of changes to proportions between maintained and academy schools in Birmingham, for schools forum to consider

aligning the proportions on schools forum more closely with those of schools in Birmingham.

3.7 If this was calculated, purely numerically:

Maintained schools: 47.75% of 20 is 9.55 so this rounds to 10 representatives

Academy schools: 52.25% of 20 is 10.45 so this rounds to 10 representatives

3.8 However, the PRU sits within maintained so, as this needs representation on Schools Forum, it could be suggested that maintained have 11 (10 plus one for the PRU)

3.9 Current and possible representations for discussion:

<b>Maintained (total)</b> , comprising of: <ul style="list-style-type: none"> <li>- Nursery school HT rep</li> <li>- Primary school HT rep</li> <li>- Secondary school HT rep</li> <li>- Special school HT rep</li>   <li>- Nursery school gov rep</li> <li>- Primary school gov rep</li> <li>- Secondary school gov rep</li> <li>- Special school gov rep</li>   <li>- Pupil referral unit (PRU) rep</li> </ul>	<b>14 - current</b> <ul style="list-style-type: none"> <li>- 1</li> <li>- 3</li> <li>- 1</li> <li>- 1</li>   <li>- 1</li> <li>- 3</li> <li>- 2</li> <li>- 1</li>   <li>- 1</li> </ul>	<b>11 - possible</b> <ul style="list-style-type: none"> <li>- 1</li> <li>- 2</li> <li>- 1</li> <li>- 1</li>   <li>- 1</li> <li>- 2</li> <li>- 1</li> <li>- 1</li>   <li>- 1</li> </ul>	<b>Rationale for suggestion:</b> It is important that all phases/types are represented within schools forum. Each should therefore have at least one representative HT and governor. Primary schools make up the majority of maintained schools so they would have higher representation.
<b>Academy (total)</b> , comprising of: <ul style="list-style-type: none"> <li>- Mainstream</li> <li>- Special</li> <li>- Alternative provision</li> </ul>	<b>6</b> <ul style="list-style-type: none"> <li>- 4</li> <li>- 1</li> <li>- 1</li> </ul>	<b>9</b> <ul style="list-style-type: none"> <li>- 7**</li> <li>- 1</li> <li>- 1</li> </ul>	It is important that all phases/types are represented within schools forum. Each should therefore have at least one representative. Mainstream academies make up 93% of academies so should have the highest proportion.

\*\* Within this category, schools forum may wish to consider specifying by age for academy representatives in the same way as maintained schools are specified.

The *Schools Forum Operational and good practice guide* states that 'There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers.'

If Schools Forum wishes to specify this, the following may be of use:

Numbers of mainstream academies, by age:

- All through – 7
- Primary – 142
- Secondary – 67

Possible split of representatives could therefore be:

- All through – 1
- Primary – 4
- Secondary – 2

#### **4 Any Finance Implications**

4.1 No financial implications

#### **5 Any Legal Implications**

5.1 The proposed changes comply with requirements of The Schools Forum (England) Regulations 2012.

#### **6 Any Equalities Implications**

6.1 There are no implications relating to the Equalities Act 2010.

6.2 There are implications around representation on the forum of different types of schools. As stated above, over time, the proportion of academies compared to the total number of schools in Birmingham has increased but the proportion of academy representatives on Schools Forum has remained the same.

#### **7 Appendices**

7.1 No appendices

# Birmingham City Council

## Schools Forum

Date - 26<sup>th</sup> October 2023



**Subject:** Schools Forum Constitution

**Report of:** Fiona Chamberlain, Strategic Lead for School Improvement Delivery

**Report author:** Fiona Chamberlain, Strategic Lead for School Improvement Delivery

**Decision to be made by:** All forum representatives

### 1 Purpose

- 1.1 To present the Schools Forum Constitution to the Forum in order for representatives to ask any questions they may have and to make comments.
- 1.2 To consider whether discussions about the academy representation on the forum should change the constitution, in terms of representative proportionality of forum membership.

### 2 Recommendations

- 2.1 Forum members to vote on whether the constitution needs changing, in terms of forum membership, following discussion earlier in the meeting.

### 3 Background

- 3.1 The constitution of Schools Forum is appended and was agreed in 2021.
- 3.2 In point 12.1 of the Constitution it is stated that the content will be reviewed each year – although it states ‘in September’, the meeting of 26<sup>th</sup> October 2023 is the first meeting of this academic year so it is appropriate that this is listed on the agenda for this meeting.
- 3.3 Point 6.7 states: ‘Any amendment to this Constitution shall only be considered at a meeting for which at least 28 days’ notice has been given and shall be passed only on the approval of two thirds of the Members or their Substitutes present and voting.’ This will be relevant when a decision is being taken regarding any proposed amendments regarding membership as in 1.2 above.

### 4 Any Finance Implications

- 4.1 No finance implications

**5 Any Legal Implications**

- 5.1 To ensure compliance with the School Forums England Regulations 2012 and related guidance.

**6 Any Equalities Implications**

- 6.1 No equalities implications with relation to the Equalities Act 2010
- 6.2 However, there are implications around representation on the forum of different types of schools. Over time, the proportion of academies compared to the total number of schools in Birmingham has increased but the proportion of academy representatives on Schools Forum has remained the same.

**7 Appendices**

- 7.1 Constitution of the Birmingham Schools Forum

## CONSTITUTION OF THE BIRMINGHAM SCHOOLS FORUM

### 1. **Name**

- 1.1 The Body shall be called the Birmingham Schools Forum ('the Forum').
- 1.2 In this document "Local Authority" means Birmingham City Council.

### 2. **Functions**

- 2.1 The Forum shall provide a formal channel of communication between the Local Authority and schools and shall serve as a mechanism for consultation on such matters concerning the funding of schools as the Local Authority shall see fit and in particular the matters at 2.2 to 2.4 below.
- 2.2 The Forum shall be consulted on any proposed changes to the Local Authority school funding formula and the Local Authority shall consult the Forum in sufficient time to allow the views expressed to be taken into account in determination of the Local Authority's formula and in the initial determination of the schools budget share before the beginning of the financial year.
- 2.3 The Forum shall be consulted at least one month prior to the issue of invitations to tender on the terms of any proposed contract for supplies or services being a contract paid or to be paid out of the schools budget where the value of that contract is not less than the appropriate thresholds (currently specified in the Public Contracts Regulations 2015).
- 2.4 There shall be annual consultation in respect of the Local Authority's functions relating to the schools budget in connection with the following:

- (a) the arrangements to be made for the education of pupils with special educational needs;
- (b) arrangements for the use of pupil referral units 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 Local Authority.

2.5 The Forum shall as soon as reasonably possible inform governing bodies of maintained schools of all consultations carried out under the above provisions of this section 2.

2.6 The Forum shall only make decisions on the Local Authority's proposals where the law gives the Forum responsibility for making those decisions.

### 3. **Membership**

3.1 Membership of the Forum shall not exceed 27 and shall comprise of:

- (a) 1 maintained Nursery School Head Teacher representative
- (b) 3 maintained Primary School Head Teacher representatives
- (c) 1 maintained Secondary School Head Teacher representative
- (d) 1 maintained Special School Head Teacher representative
- (e) 1 maintained Nursery School governor representative
- (f) 3 maintained Primary governor representatives
- (g) 2 maintained Secondary governor representatives
- (h) 1 maintained Special School governor representative
- (i) 7 non-school representatives
- (j) 4 mainstream Academies representatives
- (k) 1 special Academies representative
- (l) 1 alternative provision Academies representative
- (m) 1 Pupil Referral Unit representative



- 3.2 The maintained Nursery School Head Teacher representative shall be elected by the Nursery Head Teachers Group.
- 3.3 Primary and Secondary Head Teacher representatives shall be elected by the Primary and Secondary Heads Forums respectively.
- 3.4 Governor representatives from Local Authority maintained schools shall be elected as follows:
- (a) Primary School governor representatives are elected by the governors of Primary schools
  - (b) Secondary School governor representatives are elected by the governors of Secondary schools
  - (c) Nursery School governor representatives are elected by the governors of Nursery schools
  - (d) Special School governor representatives are elected by the governors of Special schools
- 3.5 The Special School representative shall be elected by the Birmingham Special Schools Head Teacher Association.
- 3.6 1 non-school representative shall be nominated by the Teacher Associations.
- 3.7 1 non-school representative shall be nominated by the associations representing support staff working within schools.
- 3.8 1 non-school representative shall be nominated by the Cabinet Member who has primary responsibility for education.

- 3.9 1 non-school representative shall be elected by representatives of 16 to 19 providers.
- 3.10 2 non-school representatives shall be nominated by the PVI early years providers.
- 3.11 1 non-school representative shall be nominated by those bodies representing the appropriate faith groups in respect of schools or Academies with a religious character.
- 3.12 Academies representatives shall be elected by the proprietors of the Academies in the Local Authority's area and the Forum expects primary Academies and secondary Academies to be proportionately represented on the Forum having regard to the total number of pupils registered at them, and the Forum also expects balanced representation of Academy governors.
- 3.13 Academies members representing mainstream Academies shall be elected to the Forum by the proprietors of mainstream Academies; Academies members representing special Academies shall be elected by the proprietors of special academies; and Academies members representing alternative provision Academies shall be elected by the proprietors of alternative provision Academies.
- 3.14. 1 Pupil Referral Unit Representative shall be elected by the Pupil Referral Unit leadership team.
- 3.15 All Members once elected or nominated may identify a substitute who may attend meetings on their behalf and may vote in their absence save that no substitute may attend or vote until they have been nominated by the Member and written details of the nomination have been received by the Clerk to the Forum.

- 3.16 If, for any reason, an election for a schools member, Academies member, or person to represent 16 to 19 providers either does not take place by any date set by the Local Authority or any such election results in a tie between two or more candidates, the Local Authority shall appoint the schools member, Academies member, or person to represent 16 to 19 providers to the Forum instead.
- 3.17 Each Forum member shall be elected or appointed for a period not exceeding 2 years and a Forum member remains in office until the member's term of office expires or the member ceases to hold the office by virtue of which the member became eligible for election or appointment to the Forum, or the member resigns from the Forum, or in the case of a non-schools member, the member is replaced by the Local Authority, at the request of the body which the member represents, by another person nominated by that body, and that where the term of office of a Forum member ends so shall the term of office of their Substitute.
- 3.18 Within one month of the appointment of any non-schools member the Local Authority shall inform schools and Academies of the name of the Member and the appointing body.

#### 4. **Meetings of the Forum**

- 4.1 The Forum shall meet at least four times during each year. The meetings of the Forum can be held remotely.
- 4.2 All meetings of the Forum shall be public meetings. This includes a meeting of the Forum that the public can access through remote means.
- 4.3 At least 14 days notice of a meeting of the Forum shall be given in writing addressed to Members and their Substitutes.

- 4.4 The agenda of a meeting of the Forum shall be circulated to Members and their Substitutes at least 7 days prior to the date of a meeting of the Forum.
- 4.5 The quorum of the Forum shall be 40% of Members or their Substitutes. Being quorate at the meeting includes members being present through remote means.
- 4.6 The following persons may speak at meetings of the Forum, even though they are not members of the Forum:
- (i) the Director of Children's Services or their representative;
  - (ii) the chief finance officer or their representative;
  - (iii) The Cabinet Members who have primary responsibility for children's services or education;
  - (iv) Any elected Member of the Local Authority who has primary responsibility for the resources of the Local Authority;
  - (v) Any person who is invited by the Forum to attend in order to provide financial or technical advice to the Forum;
  - (vi) An observer appointed by the Secretary of State for Education;
  - (vii) Any person presenting a paper or other item to the Forum that is on the meeting's agenda but that person's right to speak shall be limited to matters related to the item that the person is presenting.

## 5. **Chairperson**

- 5.1 The business of the first meeting of the Forum shall include the election of a Chairperson and Vice-Chairperson to preside over meetings of the Forum.
- 5.2 The Chairperson and Vice-Chairperson shall be elected for a period of one year and elections for the posts shall be held at the next meeting of the Forum following the expiry of the term of office.

5.3 The Chairperson shall decide upon an agenda for each meeting of the Forum following consultation with members of the Forum.

6. **Voting**

6.1 Decisions of the Forum shall be made by a simple majority of the Members or their Substitutes present and voting.

6.2 Non-schools members, other than those who represent early years providers, must not vote on matters relating to the formulae to be used by the Local Authority to determine the amounts to be allocated to schools and early years providers.

6.3 Only the schools members who are representatives of primary schools may vote to decide whether or not to authorise de-delegation matters where they relate to primary schools.

6.4 Only the schools members who are representatives of secondary schools may vote to decide whether or not to authorise de-delegation matters where they relate to secondary schools.

6.5 Voting on retaining funding for statutory duties relating to maintained schools only is limited to maintained primary, secondary, special and Pupil Referral Unit members.

6.6 Subject to 6.2 to 6.4 in the event of an equality of votes the Chairperson shall have a casting vote.

6.7 Any amendment to this Constitution shall only be considered at a meeting for which at least 28 days notice has been given and shall be passed only on the approval of two thirds of the Members or their Substitutes present and voting.

## 7. **Declarations of Interest**

- 7.1 A Member or Substitute Member with a personal interest in a matter who attends a meeting of the Forum at which the matter is considered must disclose to the meeting the existence and nature of that interest at the commencement of the meeting or at such time as the interest becomes apparent.
- 7.2 A Member or Substitute Member should regard him or herself as having a personal interest in any matter if a decision upon it might reasonably be regarded as affecting the well-being or financial position of him or herself, a relative or a friend, or any employment or business carried on by such persons.

## 8. **Working Groups**

- 8.1 The Forum may appoint such Working Groups as it deems necessary for the consideration of specific matters and shall decide upon the terms of reference for such groups as appropriate.
- 8.2 The Forum may invite Members of the Forum and other persons as it deems necessary to take part in such Working Groups.
- 8.3 The Forum shall consider the work of such Working Groups and shall make recommendations to the Local Authority as appropriate.

## 9. **The Clerk to the Forum**

- 9.1 The minutes of the proceedings of a meeting of the Forum shall be drawn up and entered in to a book kept for the purpose by the Clerk.
- 9.2 The Clerk shall record the names of those persons present at any meeting of the Forum.

9.3 Notices of appointments, resignations or removals from the Forum shall be given in writing to the Clerk.

10. **Website**

10.1 The Local Authority shall promptly publish all papers considered by the Forum and the minutes of their meetings on their website.

11. **Expenses**

11.1 All expenses of the Forum shall be met by the Local Authority and charged to the schools budget.

11.2 Within the provisions of 11.1 above the Local Authority shall reimburse all reasonable expenses of members in connection with attendance at meetings of the Forum in accordance with the appropriate guidelines issued by the Local Authority from time to time.

12. **Review**

12.1 The Forum shall review the content of this Constitution in September each year.





# Schools Forum

## Local Authority Update – October 2023

Sue Harrison – Director Children and Families  
Helen Ellis – Director for SEND and Inclusion  
Fiona Chamberlain – Strategic Lead for School Improvement Delivery



# Agenda

- General Updates
  - The Council's financial position
  - The Commissioner team and their areas of focus
- The Balanced System
- Delivering Better Value

# GENERAL UPDATES



# The Council's financial position

- On 5 September 2023, Fiona Greenway (our Interim Director of Finance and Section 151 Officer) issued a s.114 notice under the Local Finance Act
- A second s.114 notice was issued on 21 September
- On 5 October the Secretary of State for the Department of Levelling Up, Housing and Communities announced a five-year intervention and appointed Commissioners
- We are committed to supporting schools and settings and ensuring the children and families of Birmingham receive the very best services possible
- We will continue to keep schools updated.

# The Commissioner team and their areas of focus



**Max Caller  
CBE**

Lead  
Commissioner



**John  
Coughlan  
CBE**

Governance &  
overall  
improvement,  
also SEND  
Commissioner



**Chris  
Tambini**

Financial  
recovery,  
Equal Pay,  
financial  
governance



**Pam Parkes  
FCIPD**

Human  
Resources,  
organisational  
design and  
Equal Pay



**Jackie  
Belton**

Housing



**Myron  
Hrycyk**

Oracle  
recovery,  
IT and  
commercial

- The Commissioners will be supported by two political advisers, Lord John Hutton and John Biggs
- Links to further information: [Official Announcement](#) and [Commissioners](#)

# The Commissioners have extensive powers over all the key functions of the council

- **Strategic** – all functions associated with the governance and scrutiny of strategic decision making
- **Financial** – all functions associated with financial governance, scrutiny, administration and management
- **Operational** – all functions relating to our operating model and redesign of services
- **Personnel** – including appointments, dismissals, arrangements for performance management, and senior structure (senior = Directors & ADs)

# How the powers will work

- The government's intention is that decisions should continue to be made by the Council
- Commissioners will uphold proper standards and due process and will comment and make recommendations on decisions
- However, if they are not content, the Commissioners can exercise their powers to make or change decisions
- Commissioners can each exercise all the powers ('joint and several')
- They can suspend committees and make decisions directly

# THE BALANCED SYSTEM



**BE BOLD BE BIRMINGHAM**



# Speech, language and communication needs in Birmingham



WORKFORCE (WTE) PER PREDICTED 1,000 SLCN NEED (AGED 0-18)



Midlands Action learning set – Marie Gascoigne

Innovate to Save project  
OT and SALT  
across 6 localities  
1.4 million

# Partnership working

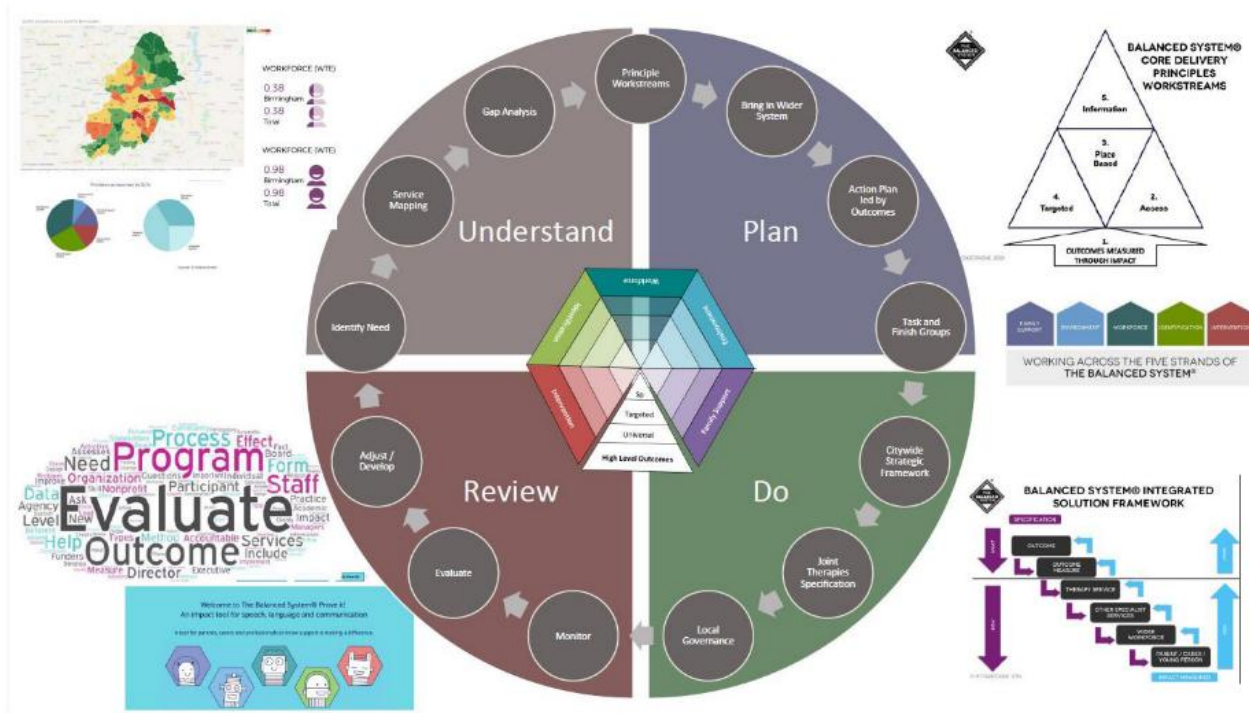
“My son is using more words, which feels amazing. He has started to use words without me prompting him.”

- Upskill wider workforce
- Early advice and guidance
- Correct identification
- Reducing the need for referrals and impact on waiting times
- Targeted interventions
- Strategies and modelling of interventions

- SENCO drop in
- Multiagency planning meetings
- Communication friendly schools
- Champions

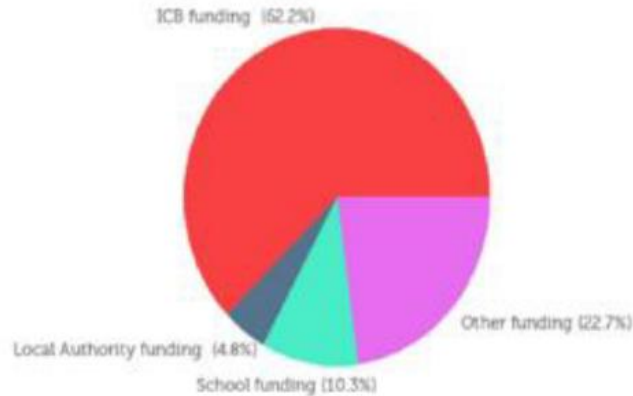
“Much more confident to speak to other children and adults. Plays with children now rather than alongside. Using 4-word sentences and more. Reading words/captions.”

# Balanced System model




# Commissioning of the Balanced System model

Birmingham funding sources for SLT



Copyright The Balanced System

# Long term sustainable solution : Balanced System model



**Endorsed by  
Commissioner  
of DfE and  
SEND  
Improvement  
Board**



**Joint  
commissioning**



**Co-  
produced  
with Parents**

# DELIVERING BETTER VALUE



# Delivering Better Value in SEND

- Birmingham City Council is participating in the Delivering Better Value Programme – Tranche 3.
- Delivering Better Value (DBV) is a programme working to identify and implement local and national opportunities to improve the outcomes for children and young people with SEND and place the system on a more sustainable financial footing, commissioned by the DfE.
- The evidence base developed will contribute to a grant application to the DfE for up to £1million.
- There are 3 stages to Phase 1 of the programme:



Module 1 aims to:

- Clarify current position
- Forecast future position
- Identify high impact areas



Module 2 aims to:

- Understand evidence for change in prioritised areas
- Have a quantified future view of potential impact



Module 3 aims to:

- Have clarity on solutions and plans to implement
- Gather feedback and engage with system partners

# Emerging findings



## Special Provision

Insights so far have shown that Maintained Specialist Provision is a focus area for Birmingham, particularly at ages 4-5 and 11-12, key transition points



## Early Years to Mainstream

Module 1 has also identified a high number of new EHCPs in reception which is being further understood



## ASC pathway

Finally, the ASC pathway in Birmingham is another area of focus given the prevalence of this primary need in the area.





## Module 2 looks closer and develops a broad evidence base

The objective of Module 2 is to really understand the root causes of key priority areas. In addition to further reviews of the data, we will also supplement this with both qualitative and quantitative evidence that covers individual journeys to system wide perspectives



Listening forums and focus groups with our system partners and young people



Visits to schools & settings to understand the reality of the day to day



Multidisciplinary case reviews to understand what could be improved for pupils



Surveys of partners to understand a breadth of views

# THANK YOU!



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# Birmingham City Council

## Schools Forum

Date: 26.10.2023



**Subject:** SEND Locality Therapists and the Balanced System  
**Report of:** Raman Kaur  
**Report author:** Raman Kaur, AHP Professional Lead Children and Families, NHS  
 Heather Wood, SEND Advisory Services Lead, BCC  
**Decision to be made by:** The LA in consultation with Schools Forum

### 1 Purpose

- 1.1 Following the Innovate to Save project, a number of locality-based Speech and language Therapists (SALT) and Occupational Therapists (OT) have been commissioned through the High Needs block to the value of £1.4m. The proposal is to increase the funding to £2.7m, shared equally across both SALT (through the Balanced System model) and the SEND Locality OT team.

### 2 Recommendations

- 2.1 For School Forum to approve the increase to the budget as part of joint commissioning arrangements for the implementation of the Balanced System model.
- 2.2 For School Forum to note in order to recruit and retain experienced staff commissioning arrangements will be put in place until March 2025. This commission will be reviewed every 12 months and will be monitored to ensure KPIs are achieved and impact is made.

### 3 Background

- 3.1 The joint CQC-OFSTED Local Area SEND inspection of Birmingham in 2018 identified several shortcomings in supporting children and young people with SEND. As part of the City's response, Education and Health worked together on a bid to develop the SEND Locality Therapist team, funded through the Special Education Needs and Disability (SEND) Local Offer Innovate to Save Fund.
- 3.2 As part of the original Innovate to Save project, a bid was approved to fund Occupational Therapists (OT) and Speech and Language Therapists (SALT) working across the six localities in Birmingham working with schools and families in early identification of need and universal support.

- 3.3 This was initially for school age pupils. However, the programme was extended to Early Years settings across the ten districts, taking the total budget for the programme to £1.4m.
- 3.4 Schools and settings have been able to access SEND Locality based SALT and OTs in education settings and receive timely advice, training, and support.
- 3.5 The offer has been two-fold in that it has focused upon building the knowledge, understanding and capacity of schools, alongside offering early advice and guidance to parents and carers.
- 3.6 The work with schools and settings has focused on workforce development through: SENCo drop-ins, follow-up sessions with school staff to implement strategies/coaching support, attendance at multi-agency planning mtgs where appropriate, writing and delivering training to groups of schools via consortia. In addition, the Locality Therapists have worked closely with school SENCo Consortia Leads, EYS SENCo District Leads, and the LA SEND advisory teams in developing a more bespoke offer at a local level. This has included environmental support such as communication-friendly classrooms and sensory audits as well as support to school/setting Language Champions. School staff have reported an increase in their knowledge and understanding around sensory issues and SLCN that has supported them in their whole class approach as well as in their provision for particular pupils (see Appendix One for a impact reports showing activity covered and feedback from schools and settings).
- 3.7 Support to parents/carers has been through initial consultations offering general advice and strategies (including sessions where the school SENCo also attends), parent/carer workshops both face to face and online, which in turn has led to a library of recorded online training sessions that parents/carers and families can access through the local Offer. Parents and carers have also reported an increase in both their own confidence and in their confidence of settings being able to support their child's needs following shared consultation sessions (see Appendix One for a range of impact reports showing activity covered and feedback from parents and carers). Families also commented positively on being able to access advice in a timely manner either before referral to specialist services or whilst on the waiting list.
- 3.8 In 2020, a transformation of SALT services to children began with the implementation of a national evidence-based framework known as The Balanced System (developed by Maria Gascoigne, Better Communications CIC). With a focus on workforce development, family support, environment, identification and intervention, the Balanced System model supports children and young people across the age groups at the universal, targeted and specialist levels.
- 3.9 This is an approach that allocates levels of resource based on an analysis of population needs; this analysis presented that there are an estimated 115,000 children and young people in Birmingham with a predicted Speech, Language and Communication need.

- 3.10 The Balanced System model incorporates the role of the Locality SALT as part of the universal support to families and to schools and settings.
- 3.11 Current impact of the SEND Locality therapists has considered the amount of activity and qualitative feedback from schools/settings and from families. Through implementing a more Balanced System approach, more defined impact measures and Key Performance indicators have been developed for NHS SALT and OT to report back on (see Appendix two).

#### **4 Any Finance Implications**

- 4.1 The proposed joint commissioning arrangements are as follows:

Education:	£2.7m
NHS:	£4.4m
Total of:	£7.1m

- 4.2 Work with Better Communications (Balanced System Consultants) is ongoing to allocate resource across the city based on need; it is recognised that the funding above will not yet meet the needs of every pupil with SLCN in schools and settings across the city, therefore it is expected that schools will need to continue to source/fund additional SALT as per existing arrangements.

#### **5 Any Legal Implications**

- 5.1 A Service Level Agreement is in place between the LA and NHS.

#### **6 Any Equalities Implications**

- 6.1 The Balance System does not create new inequalities but is susceptible to known inequalities relating to access, identification and assessment.

#### **7 Appendices**

- 7.1 Appendix One A: Impact report Summer 22
- 7.2 Appendix One B: Impact report 22 – 23
- 7.3 Appendix Two: SEND Locality Therapists Outcomes and KPIs





## **Impact Report: SEND Therapy Team** **Summer Term 2022**

The SEND Therapy Team has been working across Birmingham to support early identification of need and early intervention and to strengthen links between families, health and education. This report summarises work completed during the summer term (May-July 2022). The activities have been split into five strands of family support, enabling environment, wider workforce, identification, and intervention.

### **Family Support**

#### **Joint Parent/Carer and SENCo Advice Meetings:**

	PVI	LA maintained	School
OT	4	8	5
SaLT	4	1	3
<b>Total</b>	<b>8</b>	<b>9</b>	<b>8</b>

#### **Impact:**

The following feedback has been received from parents/carers:

- *"I am very grateful and appreciate it"*
- Families report an increase in confidence in supporting their child's needs following the meeting.
- Families are able to access advice in a timely manner either before referral to specialist services or whilst on the waiting list. Offering a joint appointment between setting and families ensures a holistic view of the child and ensures consistent support between home and school.

#### **Future Plans:**

With additional staffing we will be able to increase the accessibility of these consultations and advertise more widely.

### **Family Webinars**

Sessions delivered:

<b>Team</b>	<b>Topic</b>	<b>Month</b>	<b>Tickets sold</b>	<b>Attendees on day</b>
OT	Fine Motor Moves	May	64	16
OT/SALT	School Readiness	May	72	28
OT	Encouraging Independence in Toddlers	June	19	14
SALT	Selective Talkers	June	83	41
OT	Developing Independence in School Children	July	65	22

## Appendix One A

**Impact:**

“Very useful, knowing that I can contact someone, that is amazing. Thank You.”

“A lot of useful tips to implement at home.”

“I would love these webinars to be repeated or followed up. they are such a huge lifeline. but often I left wanting more info, but not sure what more.”

“Both Annie and Ellie were very knowledgeable and encouraging.”

**Future Plans:**

OT has developed new topics for family webinars for next year. These new topics have been developed based on feedback and requests for training from families in Birmingham.

SALT plan to deliver face to face workshops for families.

Families are able to access recordings of all previous webinars, this is widely promoted as a universal resource.

**Stay and Play with EYS**

The SEND SALT team is offering parent/carer advice at ‘Stay and Play’ groups and ‘Drop In’ sessions at local community hubs. This work aligns with the DLP objective ‘to meet the needs of more children with SEND and their families at the universal and targeted levels locally through increased resources and provision’.

At the ‘Stay and Play’ and ‘Drop In’ sessions, parents/carers discuss their child with a Speech and Language Therapist (SLT). The SLT observes and/or plays with the child and demonstrates strategies for the parent/carer to try at home. Sometimes resources and written advice are e-mailed to the parent/carer and the child’s nursery.

- Pre and post confidence rating questionnaires are given to parents, SALT follows up with an email 6 weeks post visit. This enables check in to see how they are getting on, and to gather the post rating scale info.

Future plans: From September OT will attend each stay and play once per term. This will support the families at a universal level with advice and signposting to resources, e.g. NHS website and social media. SALT will continue to attend stay and play/ drop in sessions offering parents and settings early advice and intervention.

## **Enabling Environments**

### **Communication Friendly Settings**

The SALT team has continued to develop the “Communication Friendly Settings” pilot package with Pupil and School Support. 6 settings have received training this term, 4 primary schools and 2 secondary schools.

Impact:

Confidence ratings of staff were gathered pre and post training sessions. The ratings indicate that staff are more confident in identifying SLCN and have increased their awareness of the impact of SLCN and how to change their practice to support pupils.

The action plans formed by each school as part of the pilot indicate changes will be made to both individual teaching practice and whole school development, this will be followed up to ensure the training is effective.

As members of Senior Leadership team attend the training, actions can be taken at a strategic level to change practice across the whole school, for example in Coleborne Primary school – “Add vocabulary support and Oracy support to subject leader handbooks”, “Support subject leaders to develop environments for their subjects”. This means more schools will have the knowledge and the tools to ensure they provide communication friendly environments for pupils with SLCN and SEND.

Feedback from staff indicates the training is useful and teachers planned to change their practice as a result;

*“I found this training to be very useful and have already started to use some of the ideas and recommendations and ideas within my classroom.”*

Next steps: SEND SLT and PSS to discuss impact measures and further roll out of the training.

## **Wider Workforce Development**

### **Multi-Agency Planning Meetings**

Locality	MAPs attended
South	60 = 92.31%
Central	43 = 84.3%
East	68 =90.6%
North	67 =81%
North West	65 = 80.2%
South West	58 = 89.2%
Total	361 = 85.7% reach

## Appendix One A

**Impact:**

- Access to health information – referrals, appointments, sharing with settings and therefore supporting parents to attend and access appointments. For example, a SENCo contacted us after a child was discharged following a parent phone call, but SENCo had concerns re SLCN. The child was able to go back on the waiting list for therapy and school encouraged to share their concerns with parent. If school report they are able to support appointments in school this is shared with the core SALT team enabling parents and the child to access their therapy sessions and reduce DNAs.
- The SEND team support core SALT and OT teams in liaising with settings, by sharing reports and reinforcing key information for children and young people. For example, if a child has been referred and parents would like more information about how they are being supported in school, the SEND team discuss this child at the multi-agency planning meeting to gain further information to pass back to the core therapist.

**SENCo Advice Meetings and Support****Number completed:**

OT	61 schools, 4 LA Nurseries, PVI 5
SALT	9 schools, 2 PVI
<b>Total</b>	<b>81</b>

**Impact:**

SENCos are able to access advice to put support in place quickly for children with SEND and make appropriate referrals if specialist support is required.

The following feedback has been received from setting SENCos:

- *I found the session to be really beneficial. It has given us new strategies to consider and provided us with information we were not aware of. It great that we are able to discuss individual children as we are able to make this unique to them and I would be happy to use this service again in the future.*
- *I've also been in touch with the parents quite a lot about this. There seems to be some resistance that X is 'just shy', but I shared with mum the sheet you sent to me and she seems to have a better understanding of what we're seeing at school.*
- *A Teaching Assistant following an online advice session for a child with selective mutism, "I have been following the advice given, he will now chuckle and giggle"*
- *Thank you so much for your response. I have phoned the admin team and re-started the process. They are going to contact me in 6-8 weeks with an appointment. I have also managed to find a private SALT report in the nursery*

## Appendix One A

*paperwork, which I hadn't previously noticed. There is enough detail in there, and it is from May last year, to support the request going in. I'm confident it will be a yes to assess and then hopefully by the time they get round to asking for further reports etc SALT will have had chance to meet her so that a report can be written.*

**Future plans:**

Autumn 1 - Offer advice sessions for Reception staff so that schools are ready to support new children with SEND in September.

SaLT and OT have been responsive to feedback from SENCOs and will continue to offer SENCO advice meetings throughout the school year rather than set weeks. In addition, support for SENCOs is offered as needed via phone and e-mail.

**SALT Setting Visits to Schools**

Locality	SaLT
Central	1
East	1
North	0
Northwest	0
South	2
Southwest	1
<b>Totals</b>	<b>5</b>

Some schools have received visits to offer further support. Requests for support have been at the universal level such as to support with language screening. Other requests have related to more targeted work to model/ suggest how targets for specific children can be implemented during the school day.

**Future Plans:**

SEND SLT will offer visits to schools to demonstrate SALT targets for children seen over the summer holidays by the core service.

**Balanced System working groups**

Members of the SEND SLT team are involved in the SLCN Design group and the workstream groups. Our work in the SEND team is working towards the balanced system and we will be involved in the transformation work going forward.

**SENCO Training****Future plans:**

SaLT and OT understand the need to offer support to teaching staff, as well as SENCOs.

## Appendix One A

SaLT asked school staff across the city to complete a survey around their training needs. Results suggest teaching staff would like short, pre-recorded content across a range of topics to support speech, language and communication needs. SaLT are therefore currently developing e-learning courses for teaching staff and pre-recorded training videos that SENCos can use at twilight staff meetings.

OT will be supporting the implementation of school sensory environment audits via creating a tool and training CAT how to use it to support schools to identify areas of development in their settings.

OT will be creating training on Sensory circuits for schools. This will be in addition to consortia training which continues to be offered and is planned to be provided face to face for ½ a day.

### **Speech Sound Training for Early Years Practitioners**

SaLT delivered Speech Sound training to 26 practitioners from 15 settings from the Hodge Hill, Hall Green and Yardley districts.

#### **Impact:**

100% of participants rated an increase in their confidence in identifying and supporting children with speech sound difficulties following the training session.

Feedback included:

- “I found the training very informative, in particular, the processes behind speech delays, bearing in mind that settings only receive activities to carry”
- “It will make a lot of difference as our children are from a very deprived inner-city area”
- “It's given me a better understanding of it all. It will allow us as a setting to put into practise intervention where necessary.

Future plans:

SaLT are offering follow up visits to settings, hoping to link in with Communication Champions to support with practical ideas.

### **PVI Surgeries/Training**

Future Plans: OT will be offering training to all of the staff working in early years settings, there are 6 training topics that will be delivered each term. All early years staff will have the opportunity to attend the same training topic three times per year.

## Appendix One A

**Identification****OT skills checklist**

This term, the SEND OT team has developed a check list of developmental levels of nursery through to year 6. The check list has been designed to help schools with early identification of children that may have difficulty with their daily living skills across the areas of: Core stability, sitting, gross motor, fine motor, handwriting, toileting, dressing and eating. These categories also link in with the ranges document PDSS are working on and PSS handwriting support document, linking across the 3 services and therefore supporting schools more efficiently.

Each category is broken down into daily living skills a child should be able to complete at the level that relevant to their development and education. They are also listed in developmental order so schools know what skills should develop next. There are 3 options for the school to choose when completing the form: N (not able), E (emerging) and I (independent) along with a comments box. This allows a simple tick in the box for ease and speed.

This also allows the checklist to be used as an outcome measure and tool for reviewing the child post intervention or development. This can support Schools in evidencing development but also knowing which areas they still need to support on. To help schools use the tool correctly and efficiently, training has been offered along with advice meetings. We have had some schools use the form so far for the pre screening part and they have provided positive verbal feedback.

**Speech and Language and Communication Screening Tool**

In March, SaLT presented the Language and Communication Screening Tool to over 40 secondary settings at the Pupil and School Support (PSS) Secondary SLCN event. As a result of the event, schools have purchased Language Link or put screening tools in place to enable identification of pupils with SLCN.

**DLA Awareness Training**

The following settings have accessed whole school Developmental Language Disorder awareness training (30 mins):

- Leigh Primary School (East Locality)
- Ward End Primary School (East Locality)
- St. Dunstons Primary School (South Locality)
- Beeches Junior School (North Locality)
- Holy Trinity

The following schools have booked this training for the autumn term:

- Archbishop Illesley Secondary School (East Locality)
- Whitehouse Common (North Locality)

This training will continue to be offered from September.

## **Intervention**

### **DLD Together**

During the second part of the Summer term PSS, Locality SLT and core SLT therapists have delivered the first 'DLD Together' parent course in Birmingham. The course involves seven weekly sessions delivered virtually to support parents and carers to understand DLD and the impact DLD can have on other areas of a child's life. The course has been attended this term by parents of children attending Resource bases. Further courses will be planned over the next academic year. It is hoped that the groups will offer an opportunity for parents to network and then organise their own support groups separate from the course.

### **Birmingham Transition Approach**

The SEND team has been involved in work towards a city-wide transition approach and put on joint OT and SaLT family workshops focusing on School Readiness in May. We have also developed a one-page advice sheet for parents of reception aged children on skills needed for starting school which is part of the paperwork for settings and parents. The advice sheet has also been adapted to be included in a PSS pack supporting transition into Secondary schools.

### **Resource Bases**

The Occupational Therapy team have contacted the resources bases across the primary and secondary school settings. We have shared our current training offer and we have asked if there is any additional training the resources bases feel they may require from us. We have also gaged interest for an environmental audit to be carried out by an OT, of their setting and we have had some keen responses for this to take place. We will be planning how we can carry these out across the settings in the new academic year.

### **OT champions project**

The OT team have successfully completed the project within the Sutton consortia and are awaiting formal feedback from the schools as to their outcomes. Initial verbal feedback received has evidenced the success of the project and schools have emphasised the large amount of learning and resources they have gained.

### **Challenges**

Overlap with DLP, not knowing what training schools have accessed and who their champions are.

OT have again had another term understaffed and this has impacted the development of new projects and ideas being implemented, only being able to complete the core offer.

### **Plans for September**

The SEND Therapy Team welcomes 8 new Speech and Language Therapists in September allowing us to increase our offer around workforce development and targeted intervention. The OT team also hope to welcome 6 band 5s within the Autumn 2022 term.



## Impact Report – SEND Therapy Team

### During 2022/23 the following number of interventions were delivered

- School Multi-Agency Planning meetings (MAPs) – 536 attended.
- School Advice meetings- 202 attended
- Primary schools' Sensory circuits training were full for the whole year of 22/23 reaching all 6 localities and 20 schools in each.
- Champions training and all schools targeted intervention group training over 6–12-week training reaching 43 & 28 schools.
- Training to all schools in Birmingham for any staff member to attend. There were 8 sessions offered 3x per year and had high level of attendance of up to 50 per session.
- Training to all nursery settings in Birmingham for any staff to attend. There were 6 sessions 3x per year.
- Family webinars live to all parents across Birmingham on various topics and these are recorded and available to watch 24/7 for parents online.
- Training all CAT workers on how to complete C-SENSE school audits offered to all schools in Birmingham and OT's offered the completion of this in all resource bases which over 50% were completed.

### Impact and feedback from schools and settings

#### Multi-agency planning meetings (MAP)

- Input: Health representative attended 92% of MAP meetings in South / 81% in North. Summer Term 2022
- Reach: Schools have access to Health Information e.g., sharing with settings upcoming appts so schools can support families to attend. Reinforcing key information
- Implementation: X's involvement in termly MAP meetings has been to the beneficial school. Their knowledge is second to none and has developed my understanding around OT, particularly around sensory integration.
- Impact: Weighted backpack - Parents are investing in backpacks for walking to nursery and transition times. Children are managing stairs and walking with more coordination and confidence.

#### Advice Meetings

- Input: SLT and OT carried out 81 SenCo advice meetings in Summer Term 2022
- Reach: SenCo's can access advice, to put support in place immediately and make appropriate referrals
- Implementation A: I found the session to be really beneficial. It has given us new strategies to consider and provided us with information we were not aware of.
- Impact: 'I've also been in touch with the parents quite a lot about this. There seems to be some resistance that X is 'just shy', but I shared with mum the sheet you sent

## Appendix One B

to me, and she seems to have a better understanding of what we're seeing at school'; A Teaching Assistant following an online advice session for a child with selective mutism: "I have been following the advice given, he will now chuckle and giggle"

### Impacts for children and their families

- The advice that I have been given has had a positive impact on SG - her ability to hold a conversation, not mumble and speak in full sentences that I and most grown-ups are able to understand.
- Much more confident to speak to other children and adults. Plays with children now rather than alongside. Using 4-word sentences and more. Reading words/captions.
- Advice incorporated into IA's IEP. Answering 'why' questions and sorting pictures into categories and school are still working on SLT advice
- Relationship building with a child who has significant communication needs - supporting her to trust adults and having a more structured routine is enabling her to settle into the environment more quickly. All adults in the setting are using the same approach and this seems to be having an impact on how settled the child becomes at the point of transition.
- The child seems more regulated. A weighted jacket was ordered so JG has deep pressure feedback all the time which helps him to settle.
- An understanding of the reasons for stimming has helped to reduce his anxiety.
- The children are more independent and can do their own coats
- Improved skills, greater confidence, greater organisational skills
- My son is using more words, which feels amazing. He has started to use words without me prompting him."
- Long term feedback from Family Webinars (SLT and OT) - From families who attended a webinar Sept to Dec 2022

## SEND Locality Therapists Outcomes and KPIs

### Outcomes

The work of the SEND Therapy team will be measured through the following outcomes:

1. Family Support: All parents and carers are able to access info that helps them in understanding the needs of their CYP as well as strategies they can use to support at home.
2. Workforce: Setting and school staff have an understanding of speech language and communication needs and an understanding of daily living skills including the use of supportive strategies as part of Quality First Teaching.
3. Identification: Setting and school staff are confident and competent in being able to identify children and young people who may require targeted support and/or referral to specialist services for SLCN (SALT) or support for their daily living skills (OT).

### Impact

We would know the outcomes to be successful when there is evidence of impact on CYP's:

- attendance,
- engagement in learning
- progress and attainment
- family confidence in CYPs needs being understood and met within schools and settings

Develop system to track cohorts of pupils over a 5 year period, recognising other factors that play a role.

### Key Performance Indicators:

1. Family Support: All parents and carers are able to access info that helps them in understanding the needs of their CYP as well as strategies they can use to support at home.  
**KPI 1.1 - Increase in number of families accessing support (list the inputs here)**  
**KPI 1.2 - increase in reporting use of strategies that have impacted positively at home.**
2. Workforce: Setting and school staff have a good understanding of speech language and communication needs and support of their daily living skills including supportive strategies.

## Appendix Two

**KPI 2.1 - Increase in number of schools and settings accessing support (list the inputs here);**

**KPI 2.2 - increase in reporting use of strategies that have impacted positively in the classroom and in the experience of the CYP across the school day**

3. Identification: Setting and school staff are confident and competent in being able to identify children and young people who may require targeted support and/or referral to specialist services for SLCN (SALT) or daily living skills (OT).

**KPI 3.1 – Increase in number of schools using screening tools to identify SLCN/OT needs of CYP**

**KPI 3.2 - Number of CYP accessing targeted intervention over a term**

**KPI 3.3 - Number of schools delivering targeted intervention over a term**

**Reporting around service delivery: workforce reports**

- Attendance at safeguarding training
- Absences of staff
- Workforce development – training for team
- Vacancies
- End of year review – overall report of system

# Birmingham City Council

## Schools Forum

Date 26<sup>th</sup> October 2023



**Subject:** Delivering Better Value Update

**Report of:** Helen Ellis

**Report author:** Helen Ellis

**Decision to be made by:** Report for information only

### 1 Purpose

- 1.1 This report is intended to provide School Forum with an update on the progress of the Delivering Better Value Programme.

### 2 Recommendations

- 2.1 There are no specific recommendations for this report.

### 3 Background

- 3.1 Birmingham County Council is participating in the Delivering Better Value Programme – Tranche 3. Delivering Better Value (DBV) is a programme working to identify and implement local and national opportunities to improve the outcomes for children and young people with SEND and place the system on a more sustainable financial footing, commissioned by the DfE. The evidence base developed for Birmingham will contribute to a grant application to the DfE for up to £1million for the local area to use to embed the identified opportunities.
- 3.2 There are 3 stages to Phase 1 of the programme:
- 3.2.1 Module 1 which aims to: Clarify current position, forecast future position and identify high impact areas
- 3.2.2 Module 2 which aims to: Understand evidence for change in prioritised areas and have a quantified future view of potential impact
- 3.2.3 Module 3 which aims to: Have clarity on solutions and plans to implement and gather feedback and engage with system partners
- 3.3 So far, insights have shown that spend on Maintained Specialist Provision accounts for over 62% of all spending from the High Needs Block. We have seen

historical growth in both unit cost and caseload over the last 5 years in this provision type. There are two main age groups where we see starts occur in this provision: age 5 and ages 11&12 – these are key transition ages. The most prevalent primary need of starts occurring between 2020 and 2022 is Autism Spectrum Condition, accounting for 43% of all new starts. A secondary area of focus is understanding some of the historic drivers of growth of the number of EHCPs in mainstream and the unit cost growth for EHCPs in mainstream. Whilst the average annual growth rates in caseload and unit cost for mainstream have been significant, benchmarking analysis suggests the figures in Birmingham for caseload are still lower than expected when comparing with statistical and regional neighbours. With growth rates expected to continue in forecasting scenarios this remains an area of focus to ensure effective and inclusive support for all children supported in mainstream with SEN. Finally, the ASC pathway in Birmingham is another area of focus given the prevalence in the area.

- 3.4 Remaining activity will continue to investigate these key areas. We have completed case reviews of 36 individual cases with participants from education, health, social care and parent/carer representatives to discuss the child or young person's journey and understand where there is opportunity to better support them to achieve their ideal outcomes. We are scheduling visits with our special and mainstream schools to speak with students and staff about their experiences and understand what the day to day experience is. Surveys are live and due to close 30<sup>th</sup> October. We are collecting responses from parents and carers, education professionals and children and young people. Listening Forums with Head Teachers, SENCOs and Parent Carers offers the opportunity to add qualitative evidence and examples to quantitative evidence. They will explore in depth the key focus areas to gather broad perspectives on the challenges and solutions. Workshops are underway to map out the step-by-step process of how we identify and support children with ASC and speech, language and communication needs and whether there is any opportunity to improve interventions put in place. Additional analysis of variation within Birmingham and comparing with neighbours will be conducted to identify outliers and explore drivers of best practice or understand groups facing specific challenges.

#### **4 Any Finance Implications**

- 4.1 There is potential for grant funding of £1million to support transformation work to improve outcomes for children and young people with SEND in Birmingham. As part of the work, financial quantification of opportunities will be completed.

#### **5 Any Legal Implications**

N/A

**6 Any Equalities Implications**

6.1 N/A

**7 Appendices**

7.1 DBV Schools Forum Report 261023. ppt





# Birmingham City Council

## Schools Forum

Date – 26<sup>th</sup> October 2023



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**Subject:** Induction session for new members of Schools Forum  
**Report of:** Fiona Chamberlain, Strategic Lead for School Improvement Delivery  
**Report author:** Fiona Chamberlain, Strategic Lead for School Improvement Delivery  
**Decision to be made by:** All

### 1 Purpose

- 1.1 To discuss the need for induction training for new members of Schools Forum and plan for this.

### 2 Recommendations

- 2.1 To agree a timeline for induction training for new members of Schools Forum, with a decision on whether one or two induction sessions a year should be arranged.

### 3 Background

- 3.1 Each year there may be a number of new members of Schools Forum appointed due to the terms of office agreed and the end dates of these terms of office.
- 3.2 It is vital that all members of Schools Forum have a good understanding of their roles and responsibilities and so it is proposed that an annual induction training is organised to ensure all members have this.
- 3.3 Reviewing the end dates for terms of office, it seems most appropriate for induction training to take place in either the first half of the Spring or second half of the Summer Terms following elections for members in November and/or March. It may be appropriate to consider two induction sessions a year to ensure that new members receive induction training as soon as possible after their election / appointment.

### 4 Any Finance Implications

- 4.1 No financial implications

**5 Any Legal Implications**

5.1 No legal implications

**6 Any Equalities Implications**

6.1 No equalities implications

**7 Appendices**

7.1 No appendices

# Birmingham City Council

## Schools Forum

Date – 26<sup>th</sup> October 2023



**Subject:** Work Programme for Schools Forum 2023-2024

**Report of:** Chair of Schools Forum

**Report author:** Fiona Chamberlain, Strategic Lead for School Improvement Delivery

**Decision to be made by:** All

### 1 Purpose

1.1 To consider the Work Programme for Schools Forum, attached.

### 2 Recommendations

2.1 All members to read through the work programme and ask questions if they have any.

### 3 Background

3.1 Schools Forum has a draft work programme for the year – this can be amended, or items can be added to it as priorities arise during the year.

3.2 The Work Programme below is the first draft and will be presented at the first meeting of the academic year.

### 4 Any Finance Implications

4.1 No finance implications

### 5 Any Legal Implications

5.1 No legal implications

### 6 Any Equalities Implications

6.1 No equalities implications

### 7 Appendices

7.1 **Draft Schools Forum Work Programme 2023-24**



**Draft Schools Forum Work Programme 2023-24**

<b>Thurs 26 October 2023 2-4pm</b>	<ol style="list-style-type: none"> <li>1. Elect the chair and vice chair</li> <li>2. Review of academy representation on the forum</li> <li>3. Schools Forum Constitution Review</li> <li>4. LA update</li> <li>5. Induction</li> <li>6. DSG Outturn 2022-23</li> <li>7. Work programme 2023/24 Review</li> </ol>
<b>Thurs 7 December 2023 2-4pm</b>	<ol style="list-style-type: none"> <li>1. Membership and Term of Office</li> <li>2. LA update</li> <li>3. Falling pupil &amp; Growth Fund</li> <li>4. CSSB Provisional budget for 2024/25</li> <li>5. Birmingham schools budget proposal - 2024/25</li> <li>6. De-delegation and Education management charges</li> <li>7. Attendance review</li> </ol>
<b>Thurs 18 January 2024 2-4pm</b>	<ol style="list-style-type: none"> <li>1. Membership and Term of Office</li> <li>2. LA update</li> <li>3. Dedicated Schools Grant (DSG) settlement and to approve the DSG Schools Block Budget / Authority Proforma Tool (APT) for 2024/25</li> <li>4. To agree commissioned numbers for special schools and resource bases</li> <li>5. To agree the Early Years funding formula and central costs for 2023/24</li> <li>6. Finalise Central Schools Services Block (CSSB) budget 2024/25</li> </ol>
<b>Thurs 11 April 2024 2-4pm</b>	<ol style="list-style-type: none"> <li>1. Membership and Term of Office</li> <li>2. LA update</li> <li>3. High needs budget proposals 2024/25</li> </ol>
<b>Thurs 13 June 2024 2-4pm</b>	<ol style="list-style-type: none"> <li>1. Membership and Term of Office</li> <li>2. LA update</li> <li>3. DSG Outturn 2023-24</li> <li>4. DFE consultation papers</li> <li>5. Timetable for next 12 months</li> </ol>

