

# Schools Forum Agenda

Tuesday 12 November 2024 at 2.00 pm

This meeting will be held remotely. If you'd like to observe the meeting please contact: [amrita.white@lbhf.gov.uk](mailto:amrita.white@lbhf.gov.uk)

<u>Item</u>	<u>Pages</u>
1. <b>APOLOGIES FOR ABSENCE</b>	
2. <b>MINUTES OF THE LAST MEETING</b> The minutes of the previous meeting were agreed as an accurate record	2 - 5
3. <b>SCHOOLS BLOCK TO HIGH NEEDS BLOCK TRANSFER DISAPPLICATION REQUEST</b> This report provides an update on Schools Block to High Needs Block Disapplication Request.	6 - 14
4. <b>DATE OF NEXT MEETING</b> The next meeting will take place on 10 <sup>th</sup> December 2024.	

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[www.lbhf.gov.uk/committees](http://www.lbhf.gov.uk/committees)

Date issued: 29 October 2024

# Agenda Item 2

London Borough of Hammersmith & Fulham

## Schools Forum Minutes

Tuesday 1 October 2024

### PRESENT

Voting members	Non-voting members
<p><b>School Members</b> Anne-Marie (Thames Federation) Imogen Lavelle (The Good Shepherd) Karen Cunningham (St John XXIII Catholic Primary)</p> <p><b>Academies and Free Schools</b> Gary Kynaston, Hammersmith Academy (Chair) Daniel Cundy/Ziah Rapahel (Senior Principal, AP Academies)</p> <p><b>Non-Schools Members</b> Jane Gleasure (Little People, Early Years)</p>	<p><b>Observers</b> Alex Parker</p>

### **Officers**

Jacqui McShannon (Director of Children's Services)  
Peter Haylock (Director of Education and SEND)  
Tony Burton (Head of Finance for Children's Services and Education)  
Irolla Valerie (Principe Accountant)  
Adele Patriciello (Accountant -Schools and Education)  
Tina Aryee (Fulham Cross)  
Amrita White (Committee Coordinator)

#### 1. **APOLOGIES FOR ABSENCE**

There were no apologies for absence received.

#### 2. **MINUTES OF THE LAST MEETING**

The minutes of the previous meeting were agreed as an accurate record.

#### 3. **HIGH NEEDS BLOCK QUARTER 2 UPDATE**

Peter Haylock (Director of Education and SEND) presented the item that covered the High Needs Block (HNB) programmes of work and performance against the Department for Education Safety Valve Agreement at Q1.The

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Council's ordinarily available guidance was continuing to be embedded in practice across the local area. Improvements to the pathway for accessing SEN support service had been made to streamline access and to ensure a coordinated and triaged approach via the local area SENDCO post. It was noted that the Council's increased early intervention offers were also now well embedded. The Joint Communication Team had delivered training to over 140 early years and school employees during the summer term.

Referring to the continued 1% block transfer and investment in SEND support services, the Chair requested that this be brought back to a future meeting for further discussions, once further information was available.

**Action: Tony Burton**

The Chair requested a summary of the risk profile for the HNB and how this would be managed going forward, including the overall numbers of the overall EHCPs.

**Action: Tony Burton**

### **RESOLVED**

The Schools Forum noted the current position and progress of the transformation programme across the High Needs Block (HNB).

#### **4. DRAFT UPDATE TO SCHEME FOR FINANCING SCHOOLS FOR CONSULTATION**

Tony Burton (Head of Finance for Children's Services and Education) presented the item that contained the draft 2024 update to the Hammersmith and Fulham scheme for financing schools which applied to all maintained schools. It was noted that all maintained schools would be consulted as part of this routine update during October 2024 with final versions presented for adoption at Schools Forum in November.

### **RESOLVED**

The Schools Forum noted the report.

#### **5. VERBAL UPDATE ON THE SCHOOLS BUDGET 2025/26**

Tony Burton (Head of Finance for Children's Services and Education), provided a verbal update which covered the following key points:

- 2025/26 Budget Process
  - This would usually take place in July 2024, but announcements were on hold pending government spending review post-election. Therefore, there were no indicative budgets or guidance for 2025/26 at this stage for mainstream school's budgets 2025/26 and special provision funding update 2025/26
  - Assumed this would be available after the October budget statement with rapid modelling and consultation in November and December.

- Early Years 2025/26 indicative budgets and guidance was still expected in late November and December. Rapid work would be required for Schools Forum decisions post-Christmas break.
- Pay increases and additional funding, including key increases for schools this year:
  - Non-teaching staff April 2024
  - Teachers' pension scheme employers rate increase 2024
  - Teachers pay offer (now accepted by the unions) September 2024 funding announced.
  - Teachers Pay Additional Grant (TPAG) was still being paid as separate grant in 24-25
  - Core Schools Budget Grant (CSBG) contributed to teachers pay award Sept 2024
  - Teachers' Pension Grant (TPECG)

Imogen Lavelle (The Good Shepherd) enquired if there were any updates on support staff pay rises and when further information would be issued. Tony Burton noted that he didn't have any information on this and would direct this enquiry to HR colleagues. An update would be brought to the next Schools Forum for clarity.

**Action: Tony Burton/Peter Haylock**

**RESOLVED**

The Schools Forum noted the report

**6. DRAFT FORWARD PLAN**

**RESOLVED:**

The Schools Forum noted draft forward plan was noted.

**7. ANY OTHER BUSINESS**

The Chair requested that data on primary and secondary school security numbers be presented at the next Schools Forum meeting. Jane Gleasure (Little People, Early Years) gave an update on the impact of early years funding across nursery providers, highlighting that it had an overall positive effect.

Meeting started: 2:00pm  
Meeting ended: 2:45pm

Chair .....

Contact officer: Amrita White  
Governance and Scrutiny

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## H&F Equality Impact Analysis Tool

### Conducting an Equality Impact Analysis

An EIA is an improvement process which helps to determine whether our policies, practices, or new proposals will impact on, or affect different groups or communities. It enables officers to assess whether the impacts are positive, negative, or unlikely to have a significant impact on each of the protected characteristic groups.

The tool is informed by the [public sector equality duty](#) which came into force in April 2011. The duty highlights three areas in which public bodies must show compliance. It states that a public authority must, in the exercise of its functions, have due regard to the need to:

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- 1. Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited under the Equality Act 2010**
- 2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it**
- 3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it**

Whilst working on your Equality Impact Assessment, you must analyse your proposal against these three tenets.

## General points

1. In the case of matters such as service closures or reductions, considerable thought will need to be given to any potential equality impacts. Case law has established that due regard cannot be demonstrated after the decision has been taken. Your EIA should be considered at the outset and throughout the development of your proposal, it should demonstrably inform the decision, and be made available when the decision is recommended.
2. Wherever appropriate, the outcome of the EIA should be summarised in the Cabinet/Cabinet Member report and equalities issues dealt with and cross referenced as appropriate within the report.
3. Equalities duties are fertile ground for litigation and a failure to deal with them properly can result in considerable delay, expense, and reputational damage.
4. Where dealing with obvious equalities issues e.g. changing services to disabled people/children, take care not to lose sight of other less obvious issues for other protected groups.
5. If you already know that your decision is likely to be of high relevance to equality and/or be of high public interest, you should contact the Strategy & Communities team for support.

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Further advice and guidance can be accessed online and on the intranet:

<https://www.gov.uk/government/publications/public-sector-equality-duty>

<https://officesharedservice.sharepoint.com/sites/Governance/SitePages/Reports.aspx>

## H&F Equality Impact Analysis Tool

Overall Information	Details of Full Equality Impact Analysis
Financial Year and Quarter	2025/26
Name and details of policy, strategy, function, project, activity, or programme	Schools Block to High Needs Block Disapplication Request
Lead Officer	Name: Joe Gunning Position: Head of Programmes, Children's Commissioning Email: <a href="mailto:joe.gunning@lbhf.gov.uk">joe.gunning@lbhf.gov.uk</a> Telephone No: 07769672031
Date of completion of final EIA	03/11/2023

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Section 02	Scoping of Full EIA		
Plan for completion	Timing: N/A Resources: N/A		
Analyse the impact of the policy, strategy, function, project, activity, or programme	Analyse the impact of the policy on the protected characteristics (including where people / groups may appear in more than one protected characteristic). You should use this to determine whether the policy will have a positive, neutral, or negative impact on equality, giving due regard to relevance and proportionality.		
	<b>Protected characteristic</b>	<b>Analysis</b>	<b>Impact:</b> Positive, Negative, Neutral
	Age	This disapplication enables the continued investment in early identification and intervention offers to ensure every child and young person is supported to ensure their needs are effectively identified and met through a range of offers.	Positive
	Disability	Our approach embeds inclusive practice. Our early identification and intervention programme seeks to build capacity in mainstream settings to enable the delivery of differentiate curriculum to meet the diverse range of needs at	Positive



	SEN Support, whilst ensuring there is sufficient specialist provision for the small number of children and young people who require it. This inclusive approach is in line with what young people tell us they want from our services.	
Gender reassignment	There is no anticipated impact in relation to gender reassignment	Neutral
Marriage and Civil Partnership	There is no anticipated impact in relation to marriage and civil partnership	Neutral
Pregnancy and maternity	There is no anticipated impact in relation pregnancy and maternity	Neutral
Race	The disapplication supports addressing disproportionality in ensuring services are fully inclusive. Services commit to value and demonstrate respect for diversity, and to reach into communities to deliver support in the right way for all children and young people to encourage greater engagement. Services are available for all settings across the whole borough with flexibility to address locally emerging needs and hotspot areas, this includes supporting specific children and young people where a need arises.	Positive
Religion/belief (including non-belief)	There is no anticipated impact in relation to religion/belief these services are open to people of all faiths and of no faith.	Neutral
Sex	There is no anticipated impact in relation to sex.	Neutral
Sexual Orientation	There is no anticipated impact in relation to sexual orientation.	Neutral
Care Leavers	This disapplication enables the continued investment in SEND services available to Care Leavers with SEND to ensure their needs are effectively identified and met through a range of offers.	Positive

### Human Rights or Children's Rights

If your decision has the potential to affect Human Rights or Children's Rights, please contact your Equality Lead for advice

Will it affect Human Rights, as defined by the Human Rights Act 1998?

No

Will it affect Children's Rights, as defined by the UNCRC (1992)?  
No

<b>Section 03</b>	<b>Analysis of relevant data</b> Examples of data can range from census data to customer satisfaction surveys. Data should involve specialist data and information and where possible, be disaggregated by different equality strands.
<b>Documents and data reviewed</b>	Data reviewed includes census data and SEN2 as well as feedback from children, young people and families at both national and local level.  In terms of the impact on the school community as a result of this transfer, we have considered this impact and are repositioning this funding for the benefit of H&F school community as a whole. Although coming out of the mainstream funding, the funding will be going back into schools via the High Needs Block to provide overall enrichment.
<b>New research</b>	N/A
<b>Section 04</b>	<b>Consultation</b>
<b>Consultation</b>	In line with the H&F priority of doing things with residents not to them, we continue to coproduce our programmes of work with all stakeholders including children, young people and their families.  Schools Forum are updated quarterly in relation to the High Needs Block pressures and have approved the block transfer. All settings have been consulted as part of this proposal and their views have been considered.  We will continue to work closely with settings in the implementation of the agreed programmes.
<b>Analysis of consultation outcomes</b>	<b>TBC</b>

<b>Section 05</b>	<b>Analysis of impact and outcomes</b>
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<b>Analysis</b>	<b>TBC</b>
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<b>Section 06</b>	<b>Reducing any adverse impacts and recommendations</b>
<b>Outcome of Analysis</b>	The feedback received did not identify any adverse impacts and therefore no changes have been made in this regard

<b>Section 07</b>	<b>Action Plan</b>												
<b>Action Plan</b>	Note: You will only need to use this section if you have identified actions as a result of your analysis												
	<table border="1"> <thead> <tr> <th>Issue identified</th> <th>Action (s) to be taken</th> <th>When</th> <th>Lead officer and department</th> <th>Expected outcome</th> <th>Date added to business/service plan</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	Issue identified	Action (s) to be taken	When	Lead officer and department	Expected outcome	Date added to business/service plan	N/A	N/A	N/A	N/A	N/A	N/A
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N/A	N/A	N/A	N/A	N/A	N/A								

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<b>Section 08</b>	<b>Agreement, publication and monitoring</b>
<b>Senior Managers' sign-off</b>	Name: Peter Haylock Position: Operational Director Education and SEND Email: Peter Haylock Telephone No: 07341672995
<b>Key Decision Report (if relevant)</b>	Date of report to Cabinet Member: Key equalities issues have been included: No equalities issues identified.
<b>Equalities Advice (where involved)</b>	Name: N/A Position: N/A Date advice / guidance given: N/A Email: N/A Telephone No: N/A

## Local Authority Disapplication Request Form Template

<b>Local Authority Name</b>	Hammersmith & Fulham
<b>Funding year request relates to</b>	2025/26
<b>Type of disapplication</b>	Schools Block Transfer
<b><i>If a block transfer - the % block transfer against your 25/26 DSG allocation</i></b>	1%
<b><i>If a block transfer - cash value of the block transfer</i></b>	TBC
<b>Was this agreed in your Safety Valve Plan?</b>	<b>Not in original plan but via subsequent monitoring and modelling.</b>
<b>Please provide an explanation for why the disapplication is required. If this request involves a block transfer, please also explain how the additional funding will be used.</b>	<p>Proposing a 1% transfer, to address sustainability of the block.</p> <p>There are five key drivers that have led to the request:</p> <ol style="list-style-type: none"> <li>1) To address budget pressure from cost inflation since the Safety Valve agreement.</li> <li>2) Lower than originally forecast HNB funding increases now assumed than originally modelled per DfE advice During the Safety Valve negotiations we were asked to model a 8% increase across the 5 year Safety Valve profile. The DfE subsequently provided updated funding assumptions and in an email from the DfE Safety Valve Team on the 14 January 2022 we were asked to set out the impact as a result of the changes in assumptions and how this subsequently impacts on our ability to eliminate our deficit. The Council modelled the expenditure forecast to show the revised funding assumptions of a 5% increase in 2023/24 and 3% beyond that which have posed some considerable challenge. Following the ongoing work in embedding our updated finance modelling and the revised High Needs Block funding assumptions, we have undertaken significant work to ensure our expenditure is within our annual allocation. We have mitigated the movements to deliver in year balance positions, assuming approval of ongoing block transfers. The need to respond to the revised funding assumptions eliminates the Authority's flexibility which was modelled into the original Safety Valve action plan.</li> <li>3) Special MFG at 3% and Special Provision Supplementary Grant from 2023/24 Financial Year 3% had not been explicitly modelled for Special Schools in relation to MFG, nor was the additional grant for Special provision at 3.4% which effectively halved the increased funding that we received in overall terms and had not been factored into the original forecast.</li> <li>4) Maintains the continued investment of High Needs into H&amp;F mainstream provision. Our transformation programme is centred around early identification and intervention; providing the capacity and resources to be able to meet need earlier and reduce escalation to high cost statutory processes. As such within our Safety Valve forecast we have profiled ongoing investment in these areas. The</li> </ol>

	<p>disapplication is required to create the headroom for the continued investment in these offers including the Joint Communication Team and Autism Education Trust, in the context of the broader pressures.</p> <p>5) Local area placement sufficiency The Council has undertaken a SEND Sufficiency Review to ensure the sufficiency of local education places over the medium to long term, reducing reliance on more costly out of borough placements. A key recommendation of the SEN Sufficiency Review is the creation of additional local provision, however it will take time for this provision to come on stream; during which time other efficiencies as well as the block transfer are required to mitigate this pressure.</p>
<b>Engagement with the schools forum and consultation with the schools affected</b>	
<b>Has the schools forum been consulted?</b>	Yes, disapplication request shared with Schools Forum before decision. There will also be a short consultation with schools later in the Autumn term on budget principles following the release of operational guidance and provisional budgets 2025/26 before final budget model agreed in new year.
<b>Does the schools forum agree with this request?</b>	
<b>Has the schools forum voted?</b>	
<b>Which groups of representatives voted? (maintained schools, academies, etc)</b>	Mainstream primary and secondary schools - maintained and academies.
<b>What was the split in votes?</b>	
<b>What was the date of the schools forum meeting? (DD/MM/YY)</b>	12-Nov-24
<b>Was the meeting quorate?</b>	
<b>Please provide link(s)/attach to the minutes showing schools forum agreement, or details of where this can be found in attached documentation.</b>	<a href="https://democracy.lbhf.gov.uk/ieListDocuments.aspx?CId=473&amp;MId=7808&amp;Ver=4">https://democracy.lbhf.gov.uk/ieListDocuments.aspx?CId=473&amp;MId=7808&amp;Ver=4</a>
<b>If this has not yet been discussed with Schools forum, what date will this be? (DD/MM/YY)</b>	N/A - see above
<b>Please provide supporting information and findings following consultation with local schools, including the views of those schools directly</b>	

**affected by the proposals**

**Detailed information that has not been included above**

**Please provide any other detailed information you would like to include which has not been included above**

Please see accompanying Equalities Impact Assessment