

Notice of Meeting

Children & Education Select Committee

**Date & time**

Monday, 26 January
2015 at 10.30 am

Place

Ashcombe Suite,
County Hall, Kingston
upon Thames, Surrey
KT1 2DN

Contact

Andrew Spragg or Rianna
Hanford
Room 122, County Hall
Tel 020 8213 2673 or 020
8213 2662

Chief Executive

David McNulty

andrew.spragg@surreycc.gov
.uk or
rianna.hanford@surreycc.gov.
uk

If you would like a copy of this agenda or the attached papers in another format, eg large print or braille, or another language please either call 020 8541 9068, write to Democratic Services, Room 122, County Hall, Penrhyn Road, Kingston upon Thames, Surrey KT1 2DN, Minicom 020 8541 8914, fax 020 8541 9009, or email andrew.spragg@surreycc.gov.uk or rianna.hanford@surreycc.gov.uk.

This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Andrew Spragg or Rianna Hanford on 020 8213 2673 or 020 8213 2662.

Elected Members

Dr Zully Grant-Duff (Chairman), Mr Denis Fuller (Vice-Chairman), Mrs Liz Bowes, Mr Ben Carasco, Mr Robert Evans, Mr David Goodwin, Mr Ken Gulati, Mrs Margaret Hicks, Mr Colin Kemp, Mrs Mary Lewis, Mrs Marsha Moseley and Mr Chris Townsend

Independent Representatives:

Derek Holbird (Diocesan Representative for the Anglican Church), Mary Reynolds (Diocesan Representative for the Catholic Church) and Cecile White (Parent Governor Representative)

TERMS OF REFERENCE

The Committee is responsible for the following areas:

Children's Services (including Looked after children, Fostering, Adoption, Child Protection, Children with disabilities, and Transition)

Schools and Learning

Services for Young People (including Surrey Youth Support Service)

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

2 MINUTES OF THE PREVIOUS MEETING: 27 NOVEMBER 2014

(Pages 1
- 10)

To agree the minutes as a true record of the meeting.

3 DECLARATIONS OF INTEREST

To receive any declarations of disclosable pecuniary interests from Members in respect of any item to be considered at the meeting.

Notes:

- In line with the Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012, declarations may relate to the interest of the member, or the member's spouse or civil partner, or a person with whom the member is living as husband or wife, or a person with whom the member is living as if they were civil partners and the member is aware they have the interest.
- Members need only disclose interests not currently listed on the Register of Disclosable Pecuniary Interests.
- Members must notify the Monitoring Officer of any interests disclosed at the meeting so they may be added to the Register.
- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest.

4 QUESTIONS AND PETITIONS

To receive any questions or petitions.

Notes:

1. The deadline for Member's questions is 12.00pm four working days before the meeting (*Tuesday 20 January 2015*).
2. The deadline for public questions is seven days before the meeting (*Monday 19 January 2015*).
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

5 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE

(Pages
11 - 16)

On 27 November 2014 the Committee made a series of recommendations concerning the Surrey Safeguarding Children's Board, The Schools and Safeguarding Update and the School Governance Task Group. These recommendations were considered by the Cabinet on 16 December 2014 and a response is attached.

6 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME

(Pages
17 - 30)

The Committee is asked to monitor progress on the implementation of recommendations from previous meetings, and to review its Forward Work Programme.

7 SCHOOL PLACE PLANNING AND EXPANSION PROGRAMME (Pages 31 - 40)

Purpose of report: Scrutiny of services

To report improvements to the process of school expansion

8 JOINT COMMISSIONING STRATEGY FOR SPEECH AND LANGUAGE THERAPY FOR CHILDREN AND YOUNG PEOPLE (Pages 41 - 60)

Purpose of the report: Policy Development

To endorse the key principles and the realignment of commissioning responsibilities detailed in the proposed joint commissioning strategy

9 SCHOOL GOVERNANCE TASK GROUP (Pages 61 - 88)

Purpose of Report: Policy Development

This report sets out the final findings of the School Governance Task Group. It is intended to be read as a follow on from the interim report of the Task Group, which was presented to the Committee on 27 November 2014.

10 DATE OF NEXT MEETING

The next meeting of the Committee will be held at 10.00am on Thursday 26 March.

David McNulty
Chief Executive

Published: Friday, 16 January 2015

MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE

Those attending for the purpose of reporting on the meeting may use social media or mobile devices in silent mode to send electronic messages about the progress of the public parts of the meeting. To support this, County Hall has wifi available for visitors – please ask at reception for details.

Anyone is permitted to film, record or take photographs at council meetings. Please liaise with the council officer listed in the agenda prior to the start of the meeting so that those attending the meeting can be made aware of any filming taking place.

Use of mobile devices, including for the purpose of recording or filming a meeting, is subject to no interruptions, distractions or interference being caused to the PA or Induction Loop systems, or any general disturbance to proceedings. The Chairman may ask for mobile devices to be switched off in these circumstances.

It is requested that if you are not using your mobile device for any of the activities outlined above, it be switched off or placed in silent mode during the meeting to prevent interruptions and interference with PA and Induction Loop systems.

Thank you for your co-operation

MINUTES of the meeting of the **CHILDREN & EDUCATION SELECT COMMITTEE** held at 10.30 am on 27 November 2014 at Committee Room C, County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Committee at its meeting on Monday, 26 January 2015.

Elected Members:

- * Dr Zully Grant-Duff (Chairman)
- * Mr Denis Fuller (Vice-Chairman)
- Mrs Liz Bowes
- * Mr Ben Carasco
- * Mr Robert Evans
- * Mr David Goodwin
- * Mr Ken Gulati
- Mrs Margaret Hicks
- * Mr Colin Kemp
- * Mrs Mary Lewis
- * Mrs Marsha Moseley
- * Mr Chris Townsend

Ex officio Members:

Mrs Sally Ann B Marks, Vice Chairman of the County Council
Mr David Munro, Chairman of the County Council

Co-opted Members:

- Cecile White, Parent Governor Representative
- * Derek Holbird, Diocesan Representative for the Anglican Church
- * Mary Reynolds, Diocesan Representative for the Catholic Church

Substitute Members:

Richard Wilson

In attendance:

53/14 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Liz Bowes, Cecile Dorvault, Margaret Hicks and Simon Parr.

Richard Wilson was in attendance as a substitute for Margaret Hicks.

54/14 MINUTES OF THE PREVIOUS MEETING: 18 SEPTEMBER 2014 [Item 2]

The minutes of the previous meeting were agreed as a true and accurate record of the meeting.

55/14 DECLARATIONS OF INTEREST [Item 3]

No declarations of interest were received.

56/14 QUESTIONS AND PETITIONS [Item 4]

No questions or petitions were received.

57/14 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE [Item 5]

A response from the Cabinet Member for Schools and Learning is detailed in the agenda.

58/14 SURREY SAFEGUARDING CHILDREN BOARD ANNUAL REPORT [Item 6]

Witnesses: Alex Waters, Chair of Surrey Safeguarding Children Board

Key points raised during the discussion:

1. The Chair of the Surrey Safeguarding Children Board (SSCB) introduced the report and informed the Committee that the board was a statutory partnership established in 2006. The Chair commented that the key function of the Board was to co-ordinate safeguarding arrangements across the partner organisations, and ensure their effectiveness. The Committee was informed that the four targeted priorities for the Board, as outlined in the report, would continue into 2015/16.
2. The Committee queried what efforts were made to understand the impact of Child Sexual Exploitation (CSE) in Surrey, and what evidence there was to understand the effectiveness of the multi-agency CSE strategy outlined in the report. The Chair of SSCB informed the Committee that CSE had been identified as a priority of national concern, and that there was an increasing understanding and awareness of it amongst safeguarding agencies. It was expressed that part of managing the impact of CSE was about increasing

awareness and prevention, and that the SSCB receives regular updates from the sub-groups implementing the strategy. The Committee was informed that there was no national benchmarking data available on CSE, consequently it was not possible to make comparisons between Surrey and other areas. The Committee discussed with witnesses how the data on the impact of CSE in Surrey could be gathered and used to assess the effectiveness of the multi-agency CSE strategy.

3. The Committee was informed that a CSE referral pathway was in the process of being developed, and that this would ensure safeguarding agencies were clear about how to support those at risk of CSE, and how to signpost children and young people to the appropriate services.
4. The Committee raised a question about how the implementation and impact of the Domestic Abuse checklist detailed in the agenda pack was being measured. The Chair of the SSCB commented that an audit of cases where Domestic Abuse was a factor was routinely undertaken. The Committee was informed that the multi-agency response to domestic abuse was felt to be working well, but that specialist support needed to be further developed so that it was accessible consistently across Surrey.
5. There was a discussion about how the SSCB engaged with young people. The Committee was informed that a project would be undertaken through 2014/15 to explore further the experiences of children and young people subject to a Child Protection plan or being Looked After. This work would use these experiences to identify where there were areas for service improvement. The Committee was informed that Section 11 audits were being used to establish how different organisations, such as Independent Schools and private health providers, put in place appropriate safeguarding policies and processes.
6. The Committee queried whether the Local Authority Designated Officer had encountered instances where allegations had been wrongly made against staff in schools. The Chair commented that the data collected did not suggest there should be concerns about the number of allegations which proved to be false.
7. The Committee queried what engagement had been undertaken with faith groups on the matter of safeguarding. The Chair of the SSCB commented that she would strongly support further involvement with faith communities, and the Committee discussed the potential to do so with the support of the Cabinet Member for Schools and Learning and the Diocesan representatives on the Committee.

Recommendations:

The Committee appreciates the role of the SSCB in monitoring the effectiveness of safeguarding arrangements. It understands that acquiring data in relation to Child Sexual Exploitation is not straight-forward. The Committee recommends:

- That the SSCB uses the appropriate area groups, such as the local safety partnerships, and audit mechanisms to further develop the evidence base and preventative work in connection with CSE in Surrey.

The Committee asks that the SSCB shares its findings with the Committee in 6 months time.

- That a representative from the SSCB, Cabinet Member for Children and Families, Cabinet Member for Schools and Learning and Diocesan Representatives on the Committee work together in their respective roles to support engagement with faith communities on safeguarding issues.

59/14 SURREY COUNTY COUNCIL AND SAFEGUARDING UNIT REPORT [Item 7]

Witnesses: Caroline Budden, Deputy Director for Children, Schools and Families

Julian Gordon Walker, Head of Safeguarding

Vicky Stobbart, Executive Nurse, Director of Quality and Safeguarding

Jon Savell, Detective Superintendent

Key points raised during the discussion:

1. The Committee was informed that prevention work on Child Sexual Exploitation (CSE) was being supported through the development of a risk assessment tool, intended for early identification of those at risk of CSE. The Committee was also asked to note that 'Chelsea's Choice' had been offered to all secondary schools in Surrey, as well as a number of non-mainstream education provisions.
2. The Detective Superintendent informed the Committee that Surrey Police made any victim of CSE its first priority, with the safety of the victim ensured while the Police gathered evidence. The Committee was informed that Surrey Police had not targeted specific communities, but had engaged with those community groups where there was a perceived additional risk. This was in order to ensure resources were in place to help communities identify where individuals may be at risk.
3. The Committee discussed the role of different partners in identifying those at risk of CSE, and how a multi-agency approach was required. The Committee highlighted the role of district and boroughs in reducing the risk of CSE, and how Members who acted both a County Councillor and district or borough Councillor could ensure CSE was given due consideration in such forums. In connection to this, the Committee discussed the role of district and borough councils and Surrey Police in working to educate and support local communities, and reduce the risk of CSE.

4. There was a discussion around the Multi-Agency Safeguarding Hub (MASH) and officers highlighted how communication had improved due to the co-location of Surrey Police and Children's Services staff. The Committee was informed about the procedures in place to ensure that partners shared information about children living in the home when there were instances of domestic abuse.
5. The Committee was informed that a number of identified young people where CSE was considered a factor were 15-16 year old females. The role of the Youth Support Service was highlighted in this regard, with officers commenting that it was necessary with victims of CSE to build trust over time needing long-term engagement. The Committee was told there were 20 social work practitioners in the Youth Support Service, providing support and consultation.
6. The Committee discussed the causes of neglect with officers, and asked what work was undertaken to identify how these could be addressed. The Committee was informed that the neglect strategy had recently been signed off by the Surrey Safeguarding Children Board. The role of early help was highlighted as assisting with prevention and detection of those at risk of neglect. It was noted that teenage pregnancy had been identified by the SSCB as an area for further focus. The Committee was informed that the issue of neglect was a complex area, and that it often required support for the whole family.
7. The Committee discussed the attendance of GPs at Child Protection Conferences. The Committee noted the poor attendance record for a second year running and considered it to be a serious and recurrent issue. It queried whether there was a case for changing the statutory requirement, for example by accepting clinical expertise provided by other health professionals instead. The importance of proper clinical expertise was highlighted by officers and witnesses, it was also highlighted that the statutory timescales for Initial Child Protection Conferences presented a significant challenge in improving GP attendance. The Committee was informed that reports were requested when GPs could not attend, and that the number of reports being provided had shown signs of improvement over the last year. Witnesses commented that GP attendance at Child Protection Conferences was considered a national challenge and issue, with a number of pilots being developed around video conferencing and similar initiatives. The role of school nurses and health visitors were also highlighted as being important in providing health-related input for Child Protection Conferences.

Recommendations:

- The Committee supports the Neglect Strategy and requests an update on the effectiveness of the Neglect Working Plan in six months time.

The Committee supports the work of the Safeguarding Unit in promoting understanding and risk assessment in relation to CSE and in the development

of support services for children and young people deemed to be at risk. It recommends:

- That Surrey County Council actively engages with District and Borough councils and Surrey Police to consider how the risk of Child Sexual Exploitation can be reduced through regulatory licensing, in particular taxi licensing and in respect of activities described as "Licensable Activities" by the Licensing Act 2003.

The Committee requests that an update on the progress of this work is brought to a meeting in six months time.

- That the Cabinet note the importance of the Youth Support Service and Children's Services in reducing the risk and supporting young people at risk of CSE, and that any future strategy and financial planning ensures that both Services are suitably resourced to address CSE and safeguarding in Surrey.

The Committee recognises the difficulty in ensuring GP attendance at Initial Child Protection Conferences. It also recognises the value of a written report being provided. It recommends:

- That the Safeguarding Unit engages the CCG Clinical Leads in developing and monitoring the improvement plan and that progress be reported to the committee in 6 months time.

60/14 SCHOOLS AND SAFEGUARDING UPDATE [Item 8]

Witnesses: P-J Wilkinson, Assistant Director for Schools & Learning
 Ian McGraw, Education Safeguarding Advisor, Schools and Learning
 David Monk, Headteacher, Pond Meadow School (representing Special Phase Council)
 Ron Searle, Headteacher, Warwick School (representing Secondary Phase Council)

Key points raised during the discussion:

1. The Children & Education Select Committee received verbal updates from the Cabinet Member for Schools and Learning, Assistant Director for Schools and Learning, and representatives from the Secondary Phase Council and Special School Phase Council.
2. The Committee heard from witnesses about the role of schools in identifying and sharing safeguarding concerns, and how the partners on the Surrey Safeguarding Children Board (SSCB) have worked to raise awareness in schools of key safeguarding issues, such as Child Sexual Exploitation (CSE). Witnesses highlighted that some of the training and information could be adapted to take into account younger age groups or those with special educational needs.
3. The Cabinet Member for Schools and Learning stressed that she considered supporting schools on the issue of safeguarding children and young people to be a priority. Accordingly, she informed the Committee of her wish to engage further with the SSCB, and to work with her Cabinet colleagues to identify what more could be done to support schools on the matter of safeguarding. She also highlighted

that there was a need to engage with all Surrey schools on these matters.

4. The Committee noted that the Section 11 audits, being undertaken in all maintained schools in the autumn term, would provide evidence about the safeguarding policies and procedures schools have in place. Phase council witnesses commented that so far the audits had proved useful in ensuring schools were compliant with safeguarding guidance.
5. The Committee discussed how safeguarding information was shared between the police and schools. It was informed that the "Coming to Notice" protocol was where a school was notified if a child or young person was subject to or had witnessed a safeguarding incident. Phase council witnesses expressed the view that there was sometimes a delay in this information being shared. However, it was highlighted that caution was exercised to ensure that the right information was shared with appropriate people. The Committee was also informed that the protocol of repeated absences in schools is managed by area teams.

Recommendations:

- That the Cabinet Member for Schools & Learning, the Cabinet Member for Children & Families and Cabinet Associate work to re-develop the Council's policy on safeguarding in all Surrey schools. It is suggested the Section 11 audits for schools are used to identify key themes in this regard.
- That the Directorate and Surrey Police continue to monitor how effectively and how promptly appropriate information about safeguarding concerns is passed onto schools.
- The Committee invites the Phase Councils, Surrey Police and the Directorate to make representations on what impact there has been in this area in 12 months time.
- That the Chairman of the Committee writes a letter of support, on behalf of the Committee, for Chelsea's Choice to accompany any future application to the Surrey Education Trust or other grant-giving bodies.
- That the Directorate and SSCB look at the expansion of a CSE education and training programme to younger age groups, and how materials can be adapted for those with special educational needs.

61/14 CHILDRENS SERVICES ANNUAL COMPLAINTS REPORT [Item 9]

Witnesses: Caroline Budden, Deputy Director of Children, Schools and Families
Belinda Newth, Head of Rights and Participation

Key points raised during the discussion:

1. The Committee was informed that there was an increase in the number of complaints received by Children Services from children and

young people currently being supported. It was noted this was considered positive as it shows young people were able to access the complaints system, and that this indicated openness and transparency. It was added that complaints promote learning and development within the service.

Recommendations:

The Committee:

- Endorse the areas for improvement identified, including the use of peer reviews to promote and share best practice.

And recommend:

- that officers from the Rights and Participation Service and Democratic Services work to develop a future proposal for ways in which the views of children, young people and their families can be used to support the Committee in its scrutiny role.

62/14 INTERNAL AUDIT REPORT: REVIEW OF THE ADMINISTRATION OF LOOKED AFTER CHILDREN'S FINANCES [Item 10]

Witnesses: Caroline Budden, Deputy Director for Children, Schools and Families

Sheila Jones, Head of County-wide Services
David John, Audit Performance Manager
Revinder Hothi, Auditor

Key points raised during the discussion:

1. The Committee noted the report and were informed that there had been an update in relation to the action plan. The Committee was informed that Children's Services now had a full record of every child that held a Junior Individual Saving Account (JISA). The details of children in receipt of the Child Trust Fund (CTF) were being delayed as it required information from the Share Foundation. However, it was anticipated this would be resolved in the months ahead. It was noted that a number of procedures had been updated in line with the Management Action Plan and that a follow-up by Internal Audit would be undertaken.

Recommendations:

- The Committee notes progress against the Management Action Plan, and commends officers for their prompt response to areas of concern identified in the audit. It requests that Internal Audit circulate the follow-up of the Management Action Plan once completed to provide a final assurance on this area.

63/14 SCHOOL GOVERNANCE TASK GROUP - INTERIM REPORT [Item 11]

Key points raised during the discussion:

1. The Cabinet Member for Schools and Learning noted the report and requested the wording be amended in relation to maintained schools. It was suggested this be worded as Surrey state-funded schools, and the Committee agreed.

Recommendations:

a) That the Cabinet Member for Schools and Learning, in conjunction with the Assistant Director for Schools and Learning, develops a new LA governor nomination process.

That the new process operates under the following principles:

- Candidates to be considered by a nomination panel set up with a clear delegation of responsibilities;
- That the LA governor nominee's skills match the required skills of the individual governing body, in order to maximise their effectiveness;
- That appropriate checks are made as to the suitability of a candidate;
- That the local Member is informed of any LA governor vacancy, and then invited to put forward a candidate for consideration and join the nomination panel;

- That a nomination is made within 20 working days of the Council receiving formal notification of a vacancy or a re-nomination request, in order to ensure vacancy rates and the costs of administering the process are kept to a minimum

b) That the Cabinet Member for Schools and Learning and the Children, Schools and Families Directorate makes arrangements for a regular forum for all Local Authority governors to discuss the responsibilities and priorities of the Council.

c) That the Cabinet Member for Schools and Learning and the Assistant Director for Schools and Learning encourage all Surrey state-funded schools to hold open governors' meetings, to be conducted according to an engagement protocol as agreed by the governing body.

64/14 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 12]

Key points raised during the discussion:

1. The Committee received and noted the Recommendations Tracker and Forward Work Programme.

65/14 DATE OF NEXT MEETING [Item 13]

The next Children and Education Select Committee will be held on Monday 26 January 2015 at 10.00am.

Meeting ended at: 12.50 pm

Chairman

CABINET RESPONSE TO CHILDREN AND EDUCATION SELECT COMMITTEE

SURREY SAFEGUARDING CHILDREN BOARD ANNUAL REPORT 2013-2014

SURREY COUNTY COUNCIL SAFEGUARDING UNIT REPORT

(considered by C&ESC on 27 November 2014)

COMMITTEE RECOMMENDATION:

1. That Surrey County Council actively engages with District and Borough councils and Surrey Police to consider how the risk of Child Sexual Exploitation can be reduced through regulatory licensing, in particular taxi licensing and in respect of activities described as "Licensable Activities" by the Licensing Act 2003.
2. That, given the crucial work of the Youth Support Service and Children's Services in supporting young people and children at risk of CSE and in reducing the risk of CSE, any future strategy and financial planning by Cabinet ensures that both services are suitably resourced to address CSE and safeguarding in Surrey.

RESPONSE:

The Safeguarding Unit welcomes the recommendation to take preventive steps in reducing the risk of Child Sexual Exploitation (CSE) through the regulatory licensing process. The Safeguarding Unit will work with the Safeguarding Board's CSE sub-group to engage with the Boroughs and Districts to raise awareness amongst licensed taxis and minicabs of the risks to children in Surrey. In addition, through its Child Employment Team which is responsible for reviewing licensed premises applications it will specifically address the dangers of CSE when considering applications and ensure that all staff within that team have received training in this field.

Mary Angell
Cabinet Member for Children and Families
16 December 2014

This page is intentionally left blank

CABINET RESPONSE TO CHILREN AND EDUCATION SELECT COMMITTEE

SCHOOLS AND SAFEGUARDING UPDATE
(considered by C&ESC on 27 November 2014)

COMMITTEE RECOMMENDATION:

That the Cabinet Member for Schools and Learning, the Cabinet Member for Children and Families and the Cabinet Associate for Children, Schools and Families re-develop the Council's policy on safeguarding in all Surrey schools. It is suggested the Section 11 audits for schools are used to identify key themes in this regard.

RESPONSE:

The Assistant Director for Schools and Learning and his Education Safeguarding Team are working with all schools to identify safeguarding best practice. The Audit of Statutory Duties and Safeguarding Responsibilities which is based on the section 11 model will be used to support schools with their policies and procedures around safeguarding their pupils. This audit is directly aligned to the Department of Education's statutory guidance 'Keeping Children Safe in Education'. This audit has also been sent to Independent Schools, in Surrey.

The Cabinet Member for Schools and Learning, the Cabinet Member for Children and Families and the Cabinet Associate for Children, Schools and Families, will review the findings of these audits and ensure that the statutory duties of the local authority around the safeguarding of children are met.

Child Sexual Exploitation (CSE) continues to be a key safeguarding issue in schools. The play 'Chelsea's Choice' which ran for 3 months this year and was presented in 42 secondary schools, highlighted the dangers of grooming behaviours and CSE with young people. We will continue to alert children and young people of the risks related to CSE by continuing with raising awareness.

Linda Kemeny
Cabinet Member for Schools and Learning
16 December 2014

This page is intentionally left blank

CABINET RESPONSE TO CHILDREN AND EDUCATION SELECT COMMITTEE**SCHOOL GOVERNANCE TASK GROUP – INTERIM REPORT
(considered by C&ESC on 27 November 2014)****COMMITTEE RECOMMENDATION:**

1. That the Cabinet Member for Schools and Learning, in conjunction with the Assistant Director for Schools and Learning, develops a new Local Authority governor nomination process.
2. That the new process operates under the following principles:
 - Candidates to be considered by a nomination panel set up with a clear delegation of responsibilities;
 - That the Local Authority governor nominee's skills match the required skills of the individual governing body, in order to maximise their effectiveness;
 - That appropriate checks are made as to the suitability of a candidate;
 - That the local Member is informed of any LA governor vacancy, and then invited to put forward a candidate for consideration and join the nomination panel;
 - That a nomination is made within 20 working days of the Council receiving formal notification of a vacancy or a re-nomination request, in order to ensure vacancy rates and the costs of administering the process are kept to a minimum
3. That the Cabinet Member for Schools and Learning and the Children, Schools and Families Directorate makes arrangements for a regular forum for all Local Authority governors to discuss the responsibilities and priorities of the Council.
4. That the Cabinet Member for Schools and Learning and the Assistant Director for Schools and Learning encourage all Surrey state-funded schools to hold open governors' meetings, to be conducted according to an engagement protocol as agreed by the governing body.
5. The Task Group will propose a further set of recommendations in its final report to the Select Committee on 26 January 2015.

RESPONSE:

I accept the recommendations with the following caveats:

On bullet point 4, I suggest that the local member is invited to nominate a candidate but not then to join the nomination panel. This would allow fair consideration of the virtues of the various candidates.

Under bullet point 3, I do not recommend a separate meeting for Local Authority Governors. It may be appropriate to invite all Governors to the Chairs of Governors' meetings.

Linda Kemeny
Cabinet Member for Schools and Learning
16 December 2014



**Children & Education Select Committee –
26 January 2015
Recommendation Tracker & Forward Work Programme**

1. The Committee is asked to review its Recommendation Tracker and provide comment as necessary.
2. The Forward Work Programme for 2015 is attached, and the Committee is asked to review this.

Report contact: Andrew Spragg, Scrutiny Officer, Democratic Services
Contact details: andrew.spragg@surreycc.gov.uk 020 8213 2673

This page is intentionally left blank

**CHILDREN & EDUCATION SELECT COMMITTEE
ACTIONS AND RECOMMENDATIONS TRACKER – UPDATED January 2015**

The recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each Select Committee. Once an action has been completed, it will be shaded out to indicate that it will be removed from the tracker at the next meeting. The next progress check will highlight to members where actions have not been dealt with.

Recommendations:

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
14 May 2014	29/14 BRIEF OVERVIEW OF THE EARLY YEARS AND CHILDCARE SERVICE [Item 6]	That the Directorate continues to explore how the Early Years and Childcare Service can work collaboratively with Babcock 4S, and other stakeholders, to deliver focussed support and better outcomes for disadvantaged children and those on Free School Meals.	Head of Early Years and Childcare Service	This has been added to the agenda for May 2015.	Complete
18 September 2014	50/14 SPECIAL EDUCATION NEEDS AND DISABILITY UPDATE	That the SEND governance board considers how stakeholders can work together to ensure earlier identification of SEND requirements for children who are Looked After, in particular to ensure need has been identified before reaching Further Education.	Deputy Director for Children Services	This item has been added to the September 2015 agenda.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	50/14 SPECIAL EDUCATION NEEDS AND DISABILITY UPDATE	That the Committee is provided with the Key Performance Indicators the SEND Governance Board will use -- once agreed - - and that a report on these is provided to the Performance & Finance Sub-Group in six months. A further, formal report to be brought to the full Committee in 12 months.	Deputy Director for Children Services	This item has been added to the September 2015 agenda. The SEND governance board is in the process of developing a set of KPIs. A report on the KPIs will be requested for the Performance & Finance Sub-Group prior to the March 2015 Committee meeting.	March 2015
	50/14 SPECIAL EDUCATION NEEDS AND DISABILITY UPDATE	That the SEND Governance Board provide a further report in 12 months outlining how integrated commissioning arrangements have worked to meet the requirements of the SEND reforms, and how this has provided support for Early Years families.	Deputy Director for Children Services	This item has been added to the September 2015 agenda.	Complete
	50/14 SPECIAL EDUCATION NEEDS AND DISABILITY UPDATE	That the CCGs and Council officers provide a report in 12 months concerning the provision of joint paediatric therapies.	Deputy Director of Children's Commissioning and Transformation NHS Guildford and Waverley Clinical Commissioning Group	The Joint Commissioning Strategy for Speech and Language Therapy for Children and Young People will be considered by the Committee at its meeting in January 2015, prior to it being taken to Cabinet for final decision in 2015. The Committee may wish to consider whether it wants to request a further report for 12 months time following this item.	January 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	50/14 SPECIAL EDUCATION NEEDS AND DISABILITY UPDATE	<p>That the School Phase Councils are invited to make a joint representation to the Committee in 12 months covering their views on the impact of:</p> <ul style="list-style-type: none"> the introduction of Personal Budgets the loss of School Action and School Action Plus 	School Phase Councils	This item has been added to the September 2015 agenda.	Complete
	50/14 SPECIAL EDUCATION NEEDS AND DISABILITY UPDATE	<p>That the Parent Partnership and Family Voice are both invited to prepare reports to the Committee in 12 months, in particular focussing on the “customer satisfaction” work presently in development, in order to provide an independent view of how the SEND reforms have been implemented in Surrey.</p>	Parent Partnership/Family Voice	This item has been added to the September 2015 agenda.	November 2014
27 November 2014	58/14 SURREY SAFEGUARDING CHILDREN BOARD ANNUAL REPORT	<p>The Committee appreciates the role of the SSCB in monitoring the effectiveness of safeguarding arrangements. It understands that acquiring data in relation to Child Sexual Exploitation is not straight-forward. The Committee recommends:</p> <ul style="list-style-type: none"> that the SSCB uses the appropriate area groups, such as the local safety partnerships, and 	SSCB	A letter outlining this recommendation has been sent to the Chair of the Safeguarding Children’s Board..	January 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		<p>audit mechanisms to further develop the evidence base and preventative work in connection with CSE in Surrey.</p> <p>The Committee asks that the SSCB shares its findings with the Committee in 6 months time.</p>			
	<p>58/14 SURREY SAFEGUARDING CHILDREN BOARD ANNUAL REPORT</p>	<p>That a representative from the SSCB, Cabinet Member for Children and Families, Cabinet Member for Schools and Learning and Diocesan Representatives on the Committee work together in their respective roles to support engagement with faith communities on safeguarding issues.</p>	<p>SSCB, Cabinet Member for Children and Families, Cabinet Member for Schools and Learning and Diocesan Representative</p>	<p>A letter outlining this recommendation has been sent to the Chair of the Safeguarding Children's Board, the Cabinet Members and Diocesan Representatives.</p>	<p>January 2015</p>
	<p>59/14 SURREY COUNTY COUNCIL AND UNIT SAFEGUARDING REPORT</p>	<p>The Committee supports the Neglect Strategy and requests an update on the effectiveness of the Neglect Working Plan in six months time.</p>	<p>Head of Safeguarding</p>	<p>This has been added to the forward work programme for July 2015</p>	<p>Complete</p>

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	59/14 SURREY COUNTY COUNCIL AND UNIT SAFEGUARDING REPORT	<p>The Committee supports the work of the Safeguarding Unit in promoting understanding and risk assessment in relation to CSE and in the development of support services for children and young people deemed to be at risk. It recommends</p> <ul style="list-style-type: none"> • That Surrey County Council actively engages with District and Borough councils and Surrey Police to consider how the risk of Child Sexual Exploitation can be reduced through regulatory licensing, in particular taxi licensing and in respect of activities described as "Licensable Activities" by the Licensing Act 2003. <p>The Committee requests that an update on the progress of this work is brought to a meeting in six months time.</p>	Cabinet	This item was referred to Cabinet on 16 December 2014. A response is included in the agenda papers.	January 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	59/14 SURREY COUNTY COUNCIL AND UNIT SAFEGUARDING REPORT	That the Cabinet note the importance of the Youth Support Service and Children's Services in reducing the risk and supporting young people at risk of CSE, and that any future strategy and financial planning ensures that both Services are suitably resourced to address CSE and safeguarding in Surrey.	Cabinet	This item was referred to Cabinet on 16 December 2014. A response is included in the agenda papers.	January 2015
	59/14 SURREY COUNTY COUNCIL AND UNIT SAFEGUARDING REPORT	<p>The Committee recognises the difficulty in ensuring GP attendance at Initial Child Protection Conferences. It also recognises the value of a written report being provided. It recommends:</p> <ul style="list-style-type: none"> • That the Safeguarding Unit engages the CCG Clinical Leads in developing and monitoring the improvement plan and that progress be reported to the committee in 6 months time. 	Head of Safeguarding	This has been added to the forward work programme for July 2015	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	60/14 SCHOOLS AND SAFEGUARDING UPDATE	That the Cabinet Member for Schools & Learning, the Cabinet Member for Children & Families and Cabinet Associate work to re-develop the Council's policy on safeguarding in all Surrey schools. It is suggested the Section 11 audits for schools are used to identify key themes in this regard.	Cabinet Member for Schools & Learning, Cabinet Member for Children & Families and Cabinet Associate	This item was referred to Cabinet on 16 December 2014. A response is included in the agenda papers.	January 2015
	60/14 SCHOOLS AND SAFEGUARDING UPDATE	<p>That the Directorate and Surrey Police continue to monitor how effectively and how promptly appropriate information about safeguarding concerns is passed onto schools.</p> <p>The Committee invites the Phase Councils, Surrey Police and the Directorate to make representations on what impact there has been in this area in 12 months time.</p>	<p>Head of Children, Schools and Families and Surrey Police</p> <p>Phase Councils, Surrey Police and Head of Safeguarding</p>	This will be added to the agenda for the Committee meeting in November 2015	March 2015
	60/14 SCHOOLS AND SAFEGUARDING UPDATE	That the Chairman of the Committee writes a letter of support, on behalf of the Committee, for Chelsea's Choice to accompany any future application to the Surrey Education Trust or other grant-giving bodies.	Chairman of Children and Education Select Committee	This letter has been sent to the Chair of the Safeguarding Children's Board and the Surrey Education Trust. The Trustees will be meeting in early February 2015 to make review applications from the autumn 2014 funding round.	March 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	60/14 SCHOOLS AND SAFEGUARDING UPDATE	That the Directorate and SSCB look at the expansion of a CSE education and training programme to younger age groups, and how materials can be adapted for those with special educational needs.	Head of Children, Schools and Families and SSCB	A letter outlining this recommendation has been sent to the Chair of the Safeguarding Children's Board, the Cabinet Members and Diocesan Representatives.	January 2015
	61/14 CHILDREN SERVICES ANNUAL COMPLAINTS REPORT	<p>The Committee:</p> <ul style="list-style-type: none"> · endorse the areas for improvement identified, including the use of peer reviews to promote and share best practice. <p>And recommend:</p> <ul style="list-style-type: none"> · that officers from the Rights and Participation Service and Democratic Services work to develop a future proposal for ways in which the views of children, young people and their families can be used to support the Committee in its scrutiny role. 	Rights and Participation Manager/ Democratic Services	Officers will be meeting in early February to explore options concerning this, and will provide an update to the Committee in March.	March 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	62/14 INTERNAL AUDIT REPORT: REVIEW OF THE ADMINISTRATION OF LOOKED AFTER CHILDREN'S FINANCES	The Committee notes progress against the Management Action Plan, and commends officers for their prompt response to areas of concern identified in the audit. It requests that Internal Audit circulate the follow-up of the Management Action Plan once completed to provide a final assurance on this area.		The follow-up will be requested and circulated to the Committee prior to the March meeting to ensure final assurances are made in this area.	March 2015
	63/14 SCHOOL GOVERNANCE TASK GROUP - INTERIM REPORT	<p>That the Cabinet Member for Schools and Learning, in conjunction with the Assistant Director for Schools and Learning, develops a new LA governor nomination process.</p> <p>That the new process operates under the following principles:</p> <ul style="list-style-type: none"> • Candidates to be considered by a nomination panel set up with a clear delegation of responsibilities; • That the LA governor nominee's skills match the required skills of the individual governing body, in order to maximise their effectiveness; • That appropriate checks are made as to the suitability of a candidate; • That the local Member is 	Cabinet Member for Schools and Learning and Assistant Director for Schools and Learning	This item was referred to Cabinet on 16 December 2014. A response is included in the agenda papers.	January 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		<p>informed of any LA governor vacancy, and then invited to put forward a candidate for consideration and join the nomination panel;</p> <ul style="list-style-type: none"> • That a nomination is made within 20 working days of the Council receiving formal notification of a vacancy or a re-nomination request, in order to ensure vacancy rates and the costs of administering the process are kept to a minimum 			
	63/14 SCHOOL GOVERNANCE TASK GROUP - INTERIM REPORT	That the Cabinet Member for Schools and Learning and the Children, Schools and Families Directorate makes arrangements for a regular forum for all Local Authority governors to discuss the responsibilities and priorities of the Council.	Cabinet Member for Schools and Learning and the Head of Children, Schools and Families	This item was referred to Cabinet on 16 December 2014. A response is included in the agenda papers.	January 2015
	63/14 SCHOOL GOVERNANCE TASK GROUP - INTERIM REPORT	That the Cabinet Member for Schools and Learning and the Assistant Director for Schools and Learning encourage all Surrey state-funded schools to hold open governors' meetings, to be conducted according to an engagement protocol as agreed by the governing body.	Cabinet Member for Schools and Learning and the Assistant Director for Schools and Learning	This item was referred to Cabinet on 16 December 2014. A response is included in the agenda papers.	January 2015

Children and Education Select Committee – Forward Work Programme 2014/15

26 March 2015

- Outcome of November 2014 Ofsted Inspection
- Understanding the role of Pupil Premium in reducing the attainment gap
- Outcomes for children who are Looked After
- Fostering and Adoption services

13 May 2015

- School Attainment and Outcomes - Trends and Themes (to include Early Years and Key Stage 5 attainment)
- Re-commissioning of Services for Young People - Update
- Early Years: Focussed support for disadvantaged pupils and those on Free School Meals update

9 July 2015

- Safeguarding: Neglect Strategy - implementation and progress
- Safeguarding: GP attendance at Child Protection Conference Update

17 September 2015

- Special Educational Needs and Disability (SEND) reform Update - SEND Governance Board and School Phase Councils
- SEND Customer Satisfaction - Parent Partnership & Family Voice

Children & Education Select Committee – Workshops and Task Groups

6

School Governance Task Group

The task group is due to present its final report at the January 2015 Committee meeting.

Performance & Finance Sub-Group

The Committee has established a Performance & Finance Sub-Group, following proposals made by the Council Overview & Scrutiny Committee.

The Sub-Group will focus on budget and performance monitoring of the Children, Schools & Families directorate and report regularly to the committee.



Children and Education Select Committee
26 January 2015

SCHOOL PLACE PLANNING AND EXPANSION PROGRAMME

Purpose of the report: Scrutiny of services

To report improvements to the process of school expansion

Background /Context

1. The number of school places being created in Surrey schools has risen significantly in the last 5 years. This is in response to an increase in birth rates, over 22% in the decade 2002 – 2012, and increasing pressure from housing development. Surrey County Council is also a *net importer* of pupils, admitting students from most of our neighbouring local authorities. Table 1 shows the scale of this increase with demand for additional school places being 8 times more in 2014 than in 2009. The degree of complexity and difficulty in delivering these numbers has also increased greatly; therefore the numbers alone do not show the true impact of delivering these places.

Table 1. Increase in number of school places provided 2009-2014

Year	Number of school places provided	Increase on previous year (percentage increase)
2009	480	
2010	600	120 (25.0%)
2011	840	240 (40.0%)
2012	1664	824 (98.09%)
2013	2794	1218 (73.19%)
2014	4138	1344 (48.10%)

2. A new pupil forecasting system from Edge Analytics, a national software provider, is now fully implemented and the Council has more accurate data sets to inform school place planning requirements. Forecasts are combined with local knowledge obtained through meetings with school commissioning officers, area education officers, head teachers and officers from district and borough councils.
3. Surrey County Council has been identified by the Department for Education (DfE) as a Local Authority (LA) that has been consistently accurate with forecasting in the last 5 years. In the last academic year

the authority experienced a 98% accuracy rate. The LA continues to push for GP registration data from health partners and is in discussion with other LAs about if and how they collect this data.

4. Schools continue to convert to academy status either as an individual academy or joining a Multi Academy Trust. The most recent list of academy conversions and free schools is attached as Annex A to this report.
5. Surrey currently has one primary free school, one all through (5 – 18 yrs) free school and one secondary free school approved. This new free school is currently planning to be operational in Woking from September 2015. There were further bids submitted to the DfE in October 2014 for the next round of the free school programme, and the outcomes of the round are due to be announced in March 2015.

Challenges and constraints

6. A programme on this scale presents huge challenges. Constraints such as available space and infrastructure at existing sites, lack of availability of new sites, congested local transport networks, and a car dominant culture all impact on programme delivery. As more schools are brought into the programme, issues relating to funding, planning and highways need to be managed carefully to ensure that we remains on track to achieve critical deadlines each September for the start of the school year. The multi disciplinary team delivering the school expansion are working towards solutions to mitigate against the impact of all of these issues as far as possible.
7. There are significant financial constraints to a programme of this size and the LA is doing everything possible to limit its borrowing requirement. Capital allocations to meet demand (referred to by the DfE as basic need funding) are as yet unknown beyond 2016/17 but an announcement regarding allocations for 2017/18 is expected by the end of January 2015.

Programme Delivery Improvements

8. The formation in 2013 of a Schools Delivery Team has helped establish a strong and effective delivery team. The team consists of officers from Schools and Learning, Property, Planning and Highways, Procurement and Finance to manage and deliver the Schools Basic Need 5 Year Programme,
9. Throughout 2013 and 2014 this team has been working together to deliver a revised and improved delivery model to ensure the huge demand for new school places is met on time, within budget and is of good quality.
10. An external report commissioned by Cabinet to examine the existing process was used as the basis for developing an improved process for the school expansion programme.

11. A new project management board has been created with senior officers from the five departments above, with the Chief Property Officer appointed as the programme sponsor. The programme board develops delivery strategy, monitors the effectiveness of the delivery and performance, and acts as the forum for queries and issues to be resolved.
12. A Programme Office was formed in September 2013, to monitor and report progress to the Property Delivery Board of the 5 year schools programme, together with the status of individual projects. A project tracker with key information of the schools to be expanded and milestone dates was developed to facilitate this.
13. Meetings with Cabinet and Members highlighted the need for better communication of the planned programme. In response to this, the programme tracker detailing the current stage of individual schemes (i.e. viability, construction and completion) has been circulated to Members by the Leader. From 1 April 2015, it is proposed to issue the tracker at the start of each quarter. It will be noted at the point of issue that the programme tracker is a live document and as such subject to change. A new protocol to inform and update local Members is currently under review.
14. Additional property project managers have been recruited to meet the increasing demands of the programme, and their roles and responsibilities refined for themselves and the teams they are working with. A key role of the project manager is to provide monthly updates to the programme office on the projects status and to agree construction works that will provide minimum disruption to the school.
15. In addition to this, Planning and Highways have also secured additional resource such as Planning Officers and the School Planning Monitoring Officer.
16. A process of evaluating the optimum scheme to deliver in any area indicating demand has been created using a scoring matrix for each potential school with inputs from four teams, education; property; planning and highways and finance. This new gateways process will assess schemes at each stage from viability through to completion and provide evidence based decision making about school expansions schemes.
17. The LA designs and builds to the DfE's baseline standards and current cost targets, however this creates a challenge in managing the individual school expectations, which usually exceed what the LA are required to provide.

18. In response to the significant funding pressures on the LA for Schools Basic Need, together with substantial increases in materials and labour costs in the construction market, the delivery team have reviewed and introduced improvements in the way the Council builds and procures projects. These include:
- Developing alternative procurement options to address shortages in the market for labour and building materials, where sharp rises in costs have occurred.
 - Introducing new building solutions to resolve exceptionally difficult site conditions such as high flood risk.
 - A range of new low tech modular buildings have been developed for short term requirements to address temporary bulge classes as well as those with high degrees of sophistication and technical specification.
19. These new modular buildings provide long life expectancy, improved environmental performance and lower cost in use, in addition to a speedier and more efficient build programme, which reduces the impact of disruption on the school and local residents.
20. It is essential that there is minimal disruption to schools during construction and that the Council continue to support school leaders through the construction period. Working with procurement the LA ensures that all contractors are mindful of the need to work considerately with the school and its local community so that there is no adverse impact on education.

Planning, Highways and Transport

21. The majority of the schools asset base was built prior to 1970, at a time when there were considerably fewer vehicles on the road and lower household car ownership. Since then, residential development has grown around schools with schools remaining at the heart of the local community. This has resulted in increased demand for school places and space constraints in those areas. When taken together with greater car ownership and use, this has created significant challenges. This means the County Council has now reached a position where highways issues and mitigation measures required to offset expansion pressures are two of the biggest challenges that it faces.
22. The ability to provide additional on-site parking and local drop off facilities is severely constrained on sites which do not have sufficient space and congested residential areas. In addition, both measures are in direct conflict with the LA's highways policies to deter car journeys for environmental reasons.
23. As part of any planning application to expand a school, a detailed transport assessment is carried out which assesses the impact of the expansion against the existing situation. As part of this process we consider the individual nature of each application to develop solutions to mitigate the additional impacts the expansion generates, as far as is reasonably practical given the constraints within the local area. An

example of this is providing school travel plans for all expansion sites which are now developed by our in house team who are familiar with Surrey schools, as opposed to previously being developed by external consultants.

24. These mitigation measures are reflected in the School expansion transport strategy which aims to address concerns about transport impacts and aims to reduce some of the significant challenges of delivering the expansions programme to the timescales required. This strategy has been out to consultation and closed 11 January 2015.
25. Where physically possible and as part of the planning process, the authority always seeks highway improvements in and around schools such as crossing points, better footways, cycleways and signage to facilitate children and parents getting safely to and from schools.

Way forward 2015

26. Following the delivery of the September 2014 places we have reviewed our delivery performance with the relevant teams. This includes feedback from the individual schools to refine and challenge this process for continuous improvement. These ongoing improvements have been put together into an action plan, which is being reviewed between January and June 2015 as part of a continuous improvement plan overseen by the project management board.
27. The County Council is trialling a new process for the delivery of bulge classes, non-permanent places which are identified from each year's school admissions rounds. Historically work on the delivery of these schemes has commenced viability once the admissions data has been analysed, leaving a very short window of opportunity to deliver - typically April - September.
28. For the 2015 delivery the authority has analysed forecast data from the new Edge Analytics database to anticipate where additional pressures may materialise, and developed schemes for these school sites to planning stage ahead of knowing if they will be required. This new approach has been introduced with the purpose of providing additional time in assessing and consulting on Planning and Highways issues, as well as smoothing out the overall end to end delivery process for all parties associated with the school project.
29. This new approach is considered as the only viable way of guaranteeing delivery for the bulge classes for the start of each school year. As the planned programme is delivered the requirement for temporary facilities is expected to diminish.
30. Regular meetings between District and Borough planning teams and the school commissioning officers take place to transfer core strategic data. This enables early identification of planned housing developments and opportunities to enter into discussions with developers regarding potential financial contributions to school expansions or in some cases the provision of new schools.

31. The County Council has also commissioned a market research study to determine “pupil yields” from new housing. This research has been jointly commissioned in partnership with East Sussex County Council and Central Bedfordshire. This will help officers to negotiate fair and informed contributions from developers to offset school infrastructure costs. It is generally understood that new housing results in an increase in the local population of school age children.

Recommendations

The Committee is asked to note the challenges that face the Council in meeting its statutory responsibilities to provide school places, and the processes that have been implemented as part of the school expansion programme. It is suggested that the Committee consider how it wishes to review and monitor the progress of the programme as part of its Forward Work Plan.

Next steps

Further steps are taken by education, property, planning and procurement teams to realise continuous improvements to the school expansion programme. A periodic report is submitted to Select Committee with updates on progress

Report contact:

Keith Brown, Schools & Programme Manager, Property; Business Services
Julie Stockdale, Head of Schools Commissioning and Admissions, Schools and Learning
Dominic Forbes, Planning and Development Group Manager, EIA

Contact details:

020 8541 8651; Keith.Brown@surreycc.gov.uk
03456 009009 ; Julie.Stockdale@surreycc.gov.uk
020 8541 9312; Dominic.Forbes@surreycc.gov.uk

Multi Academy Trust/Umbrella Trust

Updated 05.01.15

Glyn Learning Foundation						
Glyn Technology School	Secondary	Mr Jon Chaloner	1st April 2011	NE	Ewell	
Danetree Junior school	Junior	Mr James Broad	1st September 2012	NE	West Ewell	
Warlingham Village School	Primary	Mr Geoff Green	1st September 2013	SE	Warlingham	
Marden Lodge Primary	Primary	Executive Head: Mrs Stephanie Scutter Head of School: Kate Denby	1st September 2013	SE	Caterham	
Lime Tree Primary	Primary	Ms Jo Newton	1st August 2013	SE	Redhill	
Cordwalles Junior School	Junior	Mr Daryl Power	1st December 2013	NW	Camberley	
Springfield Primary	Primary	Interim: Donna Wardell. Mrs Bethan Smith	1st December 2013	NE	bury on Thames	
Hillcroft	Primary	Executive Head: Mrs Stephanie Scutter Interim Head: Mr John Williams	1st May 2014	SE	Caterham	
Cuddington Croft Primary	Primary	Mr Scott Maclean	1st October 2014	NE	Cheam	
Whyteleafe	Primary Foundation	Mr Anthony Marsh	1st December 2014	SE	Caterham	
St Nicholas School	Special Community	Mr Craig Anderson	Date to be confirmed	SE	Merstham	Note: conversion is delayed
The Howard Partnership						
Howard of Effingham	Secondary	Executive Head: Mrs Rhona Barnfield Head of School: Mrs Helen Pennington	1st July 2011	SW	Effingham	
Thomas Knyvett College	Secondary	Mrs Rhona Barnfield (Executive Head) Mrs Janise Marillat (Head of School)	1st July 2011	NE	Ashford	
Kenyngton Manor Primary School	Primary	Executive Head: Mrs Rhona Barnfield Head of School: Mrs Kay Scott	1st December 2013	NE	bury on Thames	

St Lawrence Primary School	Primary	Executive Head: Mr Jonathan Roddick Head of School: Ms Vanessa Wallden	1st November 2014	SW	Effingham	
Bourne Education Trust						
Epsom and Ewell High	Secondary	Mr Alex Russell	1st October 2011	NE	West Ewell	
Jubilee High	Secondary	Executive Head: Mr Alex Russell Head of School: Mr Stephen Price	1st September 2013	NW	Addlestone	
Pycroft Grange	Primary	Zelia Munnik	1st December 2013	NW	Chertsey	
Sythwood	Primary	Mrs Sue Tresilian	1st January 2014	NW	Woking	
Sayes Court	Primary	Mr Paul Grimwood	1st June 2014	NW	Addlestone	
The Mathew Arnold	Secondary	Executive Heads: Mr Alex Russell & Mr James Kibble Acting head: Mary Gould	1st September 2012	NE	Staines	
Guildford Education Partnership						
George Abbot School	Secondary	Ms Deborah Cooper	1st July 2011	SW	Guildford	
Boxgrove Primary School	Primary	Alison Fitch (Acting Head)	1st September 2013	SW	Guildford	
Sandfield Primary	Primary	Mr Jonathan Kirkham	1st September 2014	SW	Guildford	
King's College	Secondary	Mrs Kate Carriett	1st September 2014	SW	Guildford	
Broadmere and New Monument Academy Trust						
Broadmere Primary	Primary	Judy Hall (Executive Principal)	1st April 2013	NW	Woking	
New Monument Primary	Primary	Judy Hall (Executive Principal)	1st July 2013	NW	Woking	
Guildford Diocese Educational Trust (Umbrella Trust)						
Esher High	Secondary	Mr Michael Boddington	1st March 2014	NE	Esher	Esher Learning Trust
Pyrford CofE Primary	Primary	Mrs Kathryn Krynicki	1st June 2014	NW	Pyrford	
Esher CofE Primary	Primary VA	Mrs Cathy Bell	1st February 2015	NE	Esher	
The Good Shepherd Trust (Diocese of Guildford)						
St John's CE Primary School	Primary	Interim head: Ms Denise Williams	1st November 2013	SE	Dorking	

St Mary's CE School	Primary	Mrs Janis Radcliffe	1st November 2013	SW	Chiddingfold	
St Paul's, Addlestone	Primary	Louise Johnson	1st April 2014	NW	Addlestone	
Ashley Cof E Primary	Primary	Mr Richard Dunne	1st September 2014	NE	Ilton on Thames	
Queen Eleanor's Junior School	Junior	Mr Roger Blackburn	1st October 2014	SW	Guildford	
Lumen Learning Trust						
Saxon Primary School	Primary	Executive Head: Mrs Mary Ellen McCarthy Head of School: Mrs Bonnie Davies	1st October 2013	NE	Shepperton	
The Echelford Primary	Primary	Executive Head: Mrs Mary Ellen McCarthy Head of School: Mrs Sarah Vernon	1st October 2013	NE	Ashford	
Esher Learning Trust						
Esher High	Secondary	Mr Simon Morris	1st March 2014	NE	Esher	Also part of GDET UT
Goldsworth Trust						
Goldsworth school	Primary	Mrs Pauline Alexander	1st February 2012	NW	Woking	
St John's Woking	Primary	Executive Head: Mrs Pauline Alexander Head of School: Miss Sarah May	1st December 2013	NW	Woking	
Oaks Academy Trust						
Warren Mead Junior	Junior	Executive Head: Mrs Gill Harradine Head of teaching and learning: Sandra Cunningham	1st April 2014	SE	Banstead	
Banstead Infants	Infant	Executive Head: Mrs Gill Harradine Headteacher: Stephanie Storrar	1st April 2014	SE	Banstead	
The Innovation Multi Academy Trust						

The Ridgeway School	Special Community	Mr Daryl Morgan (Executive Head)	1st April 2015	SW	Farnham	New order issued. Forming a new MAT with Gosden House
Gosden House	Special Community	Mr Daryl Morgan (Executive Head) Head of School: Mrs Fiona Williams	1st April 2015	SW	Bramley	Existing order. Forming a new MAT with The Ridgeway
The Diocese of Westminster Academy Trust (11 academies currently)						
St Paul's Catholic College	Secondary VA	Ms Ceri Bacon	1st April 2015	NE	Sunbury on Thames	New order issued
Academies Enterprise Trust (75 secondary, primary and special nationwide)						
Wishmore Cross	Special	Mr Jed Donnelly	1st September 2012	NW	Chobham	
The Kemnal Academies Trust (14 Secondary and 25 primary academies across Kent, Essex, Surrey, Hants, West Sussex and East Sussex)						
Weyfield Primary School	Primary	Mr Neil McDonough	1st February 2013	SW	Guildford	
Swan Academy Trust (Umbrella Trust)						
Horsell Village	Infant	Mrs Elaine Cooper	1st September 2013	NW	Woking	
The Oaktree School	Primary	Mrs Glenn Alder	1st September 2013	NW	Woking	
Beaufort Community Primary	Primary	Mrs Tina Nowell	1st January 2014	NW	Woking	
Barnsbury Primary	Primary	Ms Claire Spires (Acting head)	1st January 2014	NW	Woking	
Hermitage Junior	Junior	Miss Kerryann Knight	1st February 2014	NW	Woking	



Children and Education Select Committee
26 January 2015

**Joint Commissioning Strategy for Speech and Language
Therapy for Children and Young People**

Purpose of the report: Policy Development

To endorse the key principles and the realignment of commissioning responsibilities detailed in the proposed joint commissioning strategy

1. A consistent joint commissioning strategy for the Speech and Language Therapy service has been developed between the Council and the NHS. Surrey County Council (SCC) works with the 6 Surrey Clinical Commissioning Groups (CCG), with Guildford and Waverley CCG taking the lead responsibility for commissioning services for children and young people. This strategy has been developed in collaboration with Guildford and Waverley CCG. It is recognised that the proposed strategy may require an increase in the speech and language therapy budget, though alternative service delivery models are being explored which could realise better value for money. The strategy is due to go to Cabinet in March once the funding arrangements are in place.
2. Joint Commissioning is a strategic approach to planning and delivering services in a holistic joined up way. It provides local area partners with an opportunity to redesign services across education, health and care in order to operate more effectively, both improving the experiences of children, young people and their families and making best use of local resources¹.
3. SCC and the Surrey CCGs have initially focused on establishing joint commissioning arrangements for speech and language therapy. Work is also underway to agree joint commissioning arrangements for Occupational Therapy and Physiotherapy. The Council and Surrey CCGs have jointly commissioned the College of Occupational Therapy to undertake a review of the Occupational Therapy service and to make recommendations around future joint commissioning arrangements and a new service deliver model.

Current Arrangements

4. CCGs are responsible for commissioning speech and language therapy provision for 0-4 year olds. The Council's Early Years service also provides support to the service through early years advisers, up skilling staff in early years settings through such initiatives as 'Every Child a Talker' and the marketing of such initiatives. Families and early year's settings have expressed dissatisfaction on current waiting times for assessments and access to provision in some areas.

¹ SEND Pathfinder Information Pack, Version 5 October 2014 Joint Commissioning, Mott Macdonald
Page 1 of 4

5. Both the NHS and the Local Authority have responsibilities to commission speech and language therapy for school aged children, with the Local Authority focusing on commissioning provision for children and young people with statements of Special Educational Need (SEN)/Education, Health and Care plan (EHCP).
6. A fixed allocation of resource for speech and language therapy goes into maintained special schools and specialist centres in Surrey. The core level of speech and language therapy going into Surrey special schools has evolved based on historical arrangements. These allocations have not changed over time to reflect the changing needs of children and young people in Surrey. This has resulted in a disparate set of commissioning arrangements which means pupils are receiving varying levels of therapeutic input depending on the school which they are placed in. To add further to this complexity, seven of the eight special schools for pupils with severe learning difficulties have speech and language therapy that is commissioned solely by Surrey CCGs with no Local Authority funding.
7. SCC also commissions a service for pupils in mainstream schools who have a level of therapy provision specified in their Statement of SEN/ (EHCP) as an educational need that is above the core level of provision offered by providers at the school the pupil is being placed in. CCGs are responsible for commissioning provision for those children who do not have therapy specified as Education in their statement of SEN (EHCP).
8. Adult health services have been responsible for providing speech and language therapy to young people aged 19 years plus who have an identified need. Feedback from families and colleges is that this service is not provided in post-16 education settings.

Case for Change

9. The Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice have provided new guidance and clarity regarding commissioning arrangements for children and young people with special educational needs and disabilities. Section 9.74 of the SEND Code of Practice states: 'since communication is so fundamental in education, addressing speech and language impairment should normally be recorded as special educational provision unless there are exceptional reasons for not doing so.' This represents a hardening of the position that this provision should normally be treated as 'education' rather than 'health'.
10. A key feature of the emerging Special Educational Needs and Disability (SEND) strategy is to reduce Surrey's reliance on non-maintained and independent schools and develop local provision in Surrey for children and young people with SEND. The Council currently spends £37m on placing 725 children and young people into non-maintained and independent schools (NMs). In addition to this, it spends £5.2m on placing 85 young people aged 16-25 into independent specialist colleges. Placement numbers and costs increase year on year.
11. Feedback from the Area Education Team and Post-16 Commissioning team for SEND tells us that an increasing number of Tribunals entered in to are in large because of the paediatric therapy offer at Surrey maintained schools.

Proposed Strategy

12. A joint therapy forum was set up in February 2014, which is jointly chaired by SCC and the CCGs. Representation on the forum includes families, schools, CCGs, Education and therapy providers. The therapy forum has developed the five key principles that this strategy is based on: the right support at the right time; an open and transparent service; seeing the bigger picture; therapy for children and young people is everyone's business and an outcome focused approach.
13. Based on the principles of both Early Help (early intervention) and the Children and Families Act 2014 with associated revised SEN Code of Practice, the strategy proposes that:
 - Surrey County Council becomes responsible for commissioning a specialist level of speech and language therapy for school age children to enable them to progress in their learning and as they get older to be well prepared for adulthood.
 - CCGs are responsible for commissioning services to meet health needs (2006 NHS Act: 2014 Mandate and 2014 NHS Outcomes). The focus of CCG commissioned services will be the early year's population working alongside SCC's early year's team and those with specific clinical, health related issues such as dysphagia.
 - Early years settings, schools, academies and colleges are supported to meet the universal and sometimes targeted Speech, Language and Communication Needs of children and young people who require input in order to progress with their learning and access the curriculum.
 - It is proposed that joint funding should be provided in the instances listed below:-
 - Initial assessments for school/college-aged children and young people
 - Intervention to children in nursery/reception year
 - Training and advice to education settings for providing universal and targeted offer
 - Children who require both Health and Educational related speech and language therapy: commissioned seamlessly (i.e.: children with severe or profound learning disabilities).
14. It is recognised this approach may require an increase in the speech and language therapy budget, though alternative service delivery models are being explored which could realise better value for money. These models would support Surrey's strategy to reduce placements in non-maintained and independent schools, by strengthening the speech and language therapy offer at special schools and specialist centres and reduce the need for an Education, Care and Health plan in order to access the level of speech and language therapy provision required. Investment into early identification and timely provision in Early Years will reduce the number of children starting school with speech, language and communication needs. Any increase in expenditure on SLT may be balanced by reductions in the paediatric nursing therapy budget (also funded through the High Needs Budget) as providing this service is a responsibility of the CCG.

15. A working group which has officer and School Forum representation has been set up to establish a financial business model for Surrey County Council that supports the proposed joint commissioning strategy for the speech and language therapy Service in Surrey.
16. The SEND Governance Board will be responsible for overseeing the implementation of this strategy. A SEND Operations group is currently being established which will oversee the operational aspects of implementation. In addition to this the Health and Wellbeing Strategy is the key partnership document underpinning this work and the Health and Wellbeing Board will be the lead partnership forum responsible for this strategy.

Recommendations

17. The Children and Education Select Committee is asked to endorse the five key principles set out in the joint commissioning strategy, and make recommendations as appropriate. It is also asked that the Children and Education Select Committee endorses the proposed realignment of commissioning responsibilities subject an appropriate finance model being agreed.

Next steps		
Year	Month	Action
2015	Jan - March	Business model group establishes costing model for the new service and supports negotiations between Council and CCGs
	Jan - March	Design of the new service specification through co-design with families, schools and services
	Jan - March	Pilots in place with schools
	April	Finance and service model agreed by Cabinet and CCGs
	April	Council tender process begins
	April	CCGs start negotiations with current providers to deliver new service specification
2016	April	New contract issued
	September	New speech and language therapy service in place

Report contact: Zarah Lowe, Provision and Partnership Development Manager,

Contact details: Tel: 01483 519393 zarah.lowe@surreycc.gov.uk

Annexes:

Annex 1 – Joint Commissioning Strategy for Speech and Language Therapy Services



DRAFT Joint
Commissioning Strategy for Speech and
Language Therapy Services for Children
and Young People in Surrey
2014 - 2017 V12



Content

Page

8

1. Purpose
2. Commissioning Intentions
3. Commissioning Outcomes
4. Commissioning Responsibilities
5. National and Local Context
6. User Engagement
7. Current Commissioning Arrangements
8. Action plan for Fulfilling Commissioning Intentions

DRAFT



Executive Summary

Up to 50% of children are starting school with speech, language and communication skills below the normal expected level. Of these, up to 10% are likely to have complex or persistent speech, language or communication difficulties.

The Children and Families Act 2014 requires education, health and social care to work together to commission support for children and young people with SEND. The Act states that there should be a clear approach to identifying and responding to the needs of children in the Early Years Foundation. The Act specifies that Speech and Language Therapy should be regarded as an educational provision as communication is so fundamental in accessing the curriculum.

Speech and Language therapy services across Surrey have always been commissioned separately by the Clinical Commissioning Groups and Local Authority. The total spend on Speech and Therapy services is estimated to be £4.1m, with Surrey County Council (SCC) spending £2.4m and CCG's £1.7m.

SCC commissioned a Speech, Language and Communication Needs Analysis which was completed in January 2013. This identified a rising population in the 0-19 year age range, particularly in early year which has seen an increase of 13.5% between 2001 and 2011 and now makes up 6.3% of the total Surrey population. As part of the Needs Analysis, feedback was gathered from 358 families and professionals which highlighted that strengths of the service included: professionalism, expertise and knowledge of Speech and Language Therapy; having the same dedicated SLT attached to school; positive parental involvement and Every Child a Talker (ECAT)

The consultation also highlighted challenges within the service, which included: waiting times; lack of early identification and intervention; need for further workforce development; transition between early years and school.

The Health and Wellbeing Children's group in Surrey identified Paediatric Therapies as a key priority and this strategy reflects national legislation regarding collaboration between agencies and commissioning responsibilities

A therapy forum set up in February 2014 with representation from families, schools, early years, post-16, commissioners and health providers proposed five key commissioning principles: the right support at the right time; an open and transparent service; seeing the bigger picture; therapy for children and young people is everybody's business and an outcome focused approach.



The proposed commissioning responsibilities reflect the recent legislation and the locally agreed principles:

Surrey County Council becomes responsible for commissioning an specialist level of speech and language therapy for school age children which will enable them to progress in their learning and as they get older to be well prepared for adulthood.

8

The focus of CCG commissioned services will be the early year's population working alongside SCC's early year's team and those with specific clinical, health related issues such as dysphagia or brain injury

Education settings will be supported to meet the universal and sometimes targeted Speech, Language and Communication Needs of children and young people.

DRAFT



1. Purpose

This paper outlines the proposals for a three year joint commissioning strategy for the delivery of Speech and Language therapy (SLT) provision for 0-19year olds (19-25 with SEND) living in Surrey. The strategy sets out to realign provision to meet the commissioning responsibilities and intentions of Surrey's NHS Clinical Commissioning Groups (CCG), Surrey County Council (SCC) and other partners who may wish to procure services to meet the speech, language and communication needs (SLCN) of children in Surrey. The specific focus on this paper is on Speech and Language Therapy services as a specialist resource within this context.

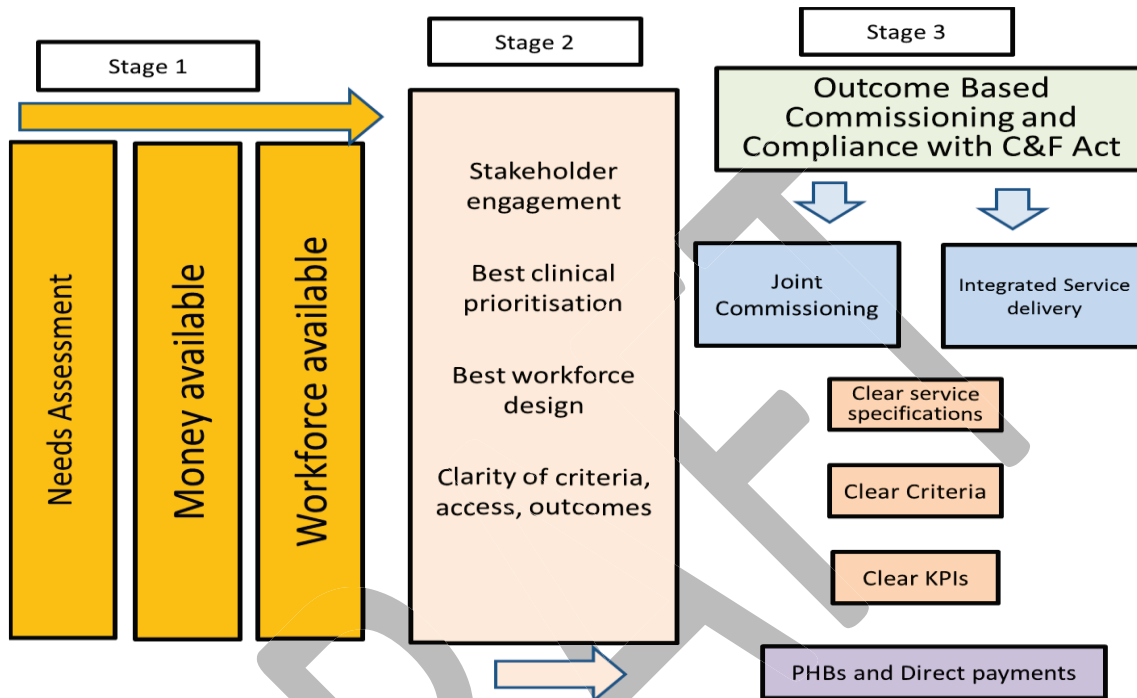
2. Commissioning Intentions

The commissioning intentions describe how we aim to develop a more joined up child centred approach to commissioning. Our intentions for collaborative commissioning are

- Putting children and families at the centre of our service to ensure best outcomes for children and young people are achieved.
- A shared vision of what a speech and language therapy service spanning 0-25 years should look like in Surrey in line with the Children and Families Act 2014.
- A shared vision of Early Help to support early intervention, diagnosis and prevention escalation of negative behaviours or avoidable impact on learning.
- Agreement and transparency of commissioning responsibilities, providing clarity for providers and service users over who commissions different areas of the SLT service and performance indicators and outcomes expected.
- To ensure that families and other key partners have a clear understanding of commissioning arrangements
- To empower families to have greater control than they had previously with traditional models of commissioning.
- Make effective use of resources across the system
- Shared responsibility in up skilling the wider workforce, including families, early years settings, schools, colleges and other professionals
- A single, outcome focused and evidence based service delivery model that achieves equity across Surrey
- Shared monitoring and quality assurance arrangements

3. Commissioning Outcomes

Following stakeholder engagement and commissioning reviews in 2013 and 2014; the CCGs and Local Authority established a therapy forum (February 2014) with provider and service user representation to further inform strategic commissioning and shift to an outcome based model of commissioning:



The following five commissioning principles were co-produced in collaboration with the group¹.

1) The right support at the right time

All children and young people in Surrey access the right support at the right time to meet their needs

- Agreement of criteria thresholds – no gaps across the county
- Equity across Surrey in access and quality
- Consistency in service specification
- Clarity regarding responsibilities for commissioning to allow seamless services

2) An open and transparent service

The local offer informs families of what help, information and services are available and how to access them

¹ It should be noted that family representatives were keen that the principles should be written in plain English to ensure that they were understood by families and all professionals.



- Common agreement of priorities
- Joint decision making leading to agreement of targets
- Health or Education personal budgets are available to families where possible

3) Seeing the bigger picture

Families and professionals work together to help and support a child to achieve their long term outcomes

- A team around the child approach with integrated team working
- Embedding intervention into the home, school and community environment, so that everyone understands the role they can play.

4) Therapy for children and young people is everyone's business

Families and professionals are equipped with the right skills and resources to help children and young people achieve their long term outcomes

- Up skilling the wider workforce
- Quality assurance
- Joint monitoring of performance and quality assurance of the service

5) An outcome focused approach

Therapy provision is focused on helping children and young people achieve realistic outcomes that will help them to fulfil their life-time aspirations

- Outcome focused – managing expectations but recognising aspiration
- Therapy provision achieves value for money
- Provision is linked to progress towards agreed outcomes
- Evidence based and audited

4. Commissioning Responsibilities

Based on the principles of both Early Help (early intervention) and the Children and Families Act 2014 with associated revised SEN Code of Practice, the strategy proposes that the:

1. Surrey County Council becomes responsible for commissioning an specialist level of speech and language therapy for school age children which will enable them to progress in their learning and as they get older to be well prepared for adulthood². Provision will be delivered in an education setting and focused on enabling children and young people to access the curriculum. These needs will be met in an educational setting during term-time.

² The SEND Code of Practice, paragraph 9.64 states EHC plans should be focused on education, training, health and care outcomes that will enable children and young people to progress in their learning and, as they get older, to be well prepared for adulthood.....Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation”.

2. CCGs are responsible for commissioning services to meet health needs (2006 NHS Act: 2014 Mandate and 2014 NHS Outcomes). The focus of CCG commissioned services will be the early year's population working alongside SCC's early year's team and those with specific clinical, health related issues such as dysphagia. These services could be successfully delivered in a non-educational environment and throughout the calendar year
3. Early years settings, schools, academies and colleges will be supported to meet the universal and sometimes targeted Speech, Language and Communication Needs of children and young people who require support in order to progress with their learning and access the curriculum.

Further detail in regard to this is included below:

CCGs will be the lead commissioner for speech and language therapy that provides³ –

- Initial assessments and differential diagnosis of children not yet in full time education (early years)
- Early Years interventions where a specific therapy need is identified that is above the threshold that might reasonably be expected to be met by universal early years services
 - Speech and language Impairment
 - Moderate / severe speech and language delay
 - Phonological or articulation difficulties
 - Social Communication difficulties
 - All conditions listed below in school aged list
- Interventions for school aged children when there is a defined health need:
 - Traumatic brain injury
 - Degenerative neurological conditions
 - Cancer
 - Tracheostomy
 - Hearing impairment
 - Dysfluency (stammering)
 - Dysphagia (eating and drinking disorders)
 - Voice problems (e.g: vocal nodules)
 - Cleft palate
 - Complex medical conditions requiring high levels of liaison with tertiary hospitals
 - Selective mutism

³ This links to NHS outcomes that are in response to 2006 NHS Act: Section 3A "Each CCG has the power to arrange for the provision of such services or facilities as it considers appropriate for the purposes of the health service that relate to securing improvement in – a) the physical and mental health of persons for whom it has responsibility or b) the prevention, diagnosis and treatment of illness in those persons.



- SCC will be the lead commissioner for school aged children where a specific therapy need is identified that is above the threshold that might reasonably be expected to be met by universal services and will enable children and young people to progress in their learning. Speech and Language therapy in this context may either be directly with the child or advice/guidance on whole class or school communication environments. This may include:
 - Speech and language Impairment
 - Moderate / severe speech and language delay
 - Phonological or articulation difficulties
 - Social Communication difficulties
 - Learning difficulties where there is a discrepancy between cognitive and functional communication levels

It is proposed that joint funding should be provided in the instances listed below:-

- Initial assessments for school/college-aged children and young people
- Intervention to children in nursery/reception year
- Training and advice to education settings for providing universal and targeted offer
- Children who require both Health and Educational related Speech and Language Therapy: commissioned seamlessly (i.e.: children with severe or profound learning disabilities).

5. National and Local Context

In some parts of the UK, particularly in areas of social disadvantage, up to 50% of children are starting school with speech, language and communication skills below the normal expected level. Of these, 10% have complex or persistent SLCN. 7% of children have SLCN as part of another problem/diagnosis such as Autism or learning difficulties. 3% have SLCN as their main or primary difficulty also referred to as specific language impairment (SLI), of which an estimated 1% of these children have the most severe and complex SLI¹.

In Surrey, SLCN is the second most prevalent primary need, (after autism) with 23% (951) of children with Statements of Special Educational Needs (SEN) listing SLCN as their primary need in January 2013. The proportion of young people who have SEN because of SLCN needs is significantly higher in Surrey than nationally – 22% compared to 14%. There are a higher proportion of children with SEN in National Curriculum years 0-4 ie 5-9 year olds that have SCLN in comparison to other primary needs.

The 2011 Surrey Census figures show an increase in the birth rate since 2001 which is reflected in an increased number of under 5's. The population aged 0-4 has increased by 13.5% in the 10 year period 2001-2011 and now makes up 6.3% of Surrey's population. Office of National Statistics population projections indicate a growth in the under five population within Surrey. Numbers will



peak at 73,600 in 2020, falling to 71,600 in 2030. Between 2011 and 2023 the population aged 5 to 24 is forecast to grow by 10%, from 272,389 to 300,800.

The Speech and Language Therapy (SLT) provision in Surrey was identified as a priority area by the Health and Wellbeing Children's Group.

6. User Engagement: Review of Speech and Language Therapy

July 2013: Rapid Improvement Event

During July 2013 a week-long Rapid Improvement Event took place which was jointly sponsored by Surrey County Council (SCC) and health commissioners. Participants comprised families, schools areas teams, health providers and commissioners. The parents/carers and professionals (including schools, Family Voice, therapists and area education teams) were consulted about which aspects of SLCN worked well in Surrey and what areas needed improvement. All partners were united in their praise for the professionalism, expertise and knowledge of individual speech and language therapists. Schools praised the role that SLTs have had in training staff to recognise SLCN.

In terms of what was not working so well the overriding issue raised by parents was a lack of resource and shortage of trained therapists. This manifested in complaints about long waiting times and delays in planned treatment when the allocated therapist leaves or goes on maternity leave.

Practitioners highlighted the need for more speech and language therapists to deliver therapy to all children who need it. There were also issues raised by practitioners about 'the system', whereby pupils who transfer from pre-school without a statement are required to wait a term before referral can be made. Improved communication between therapists, schools and parents emerged as a theme amongst all stakeholders.

Key recommendations included

- establishing a system that would meet the individual needs of each individual child to achieve the best outcome, whilst ensuring equity of provision across the county
- establishing a whole workforce competent in developing speech, language and communication skills of children

January - March 2014: CCG Review of Speech and Language Therapy across Surrey

A qualitative review of children's community Speech and Language Therapy services commissioned by Surrey CCG collaborative was undertaken at the end of 2013/14 (final report 2014) with the purpose of

- identifying areas of strength, innovation, risk and challenge
- gaining clarity regarding funding, allocation of resources, service access, waiting and prioritisation criteria.



- making recommendations regarding service specifications and key performance indicators which have the potential to support practical and sustainable delivery of equitable therapy across Surrey.

Mirroring responses from the July 2013 Rapid Improvement Event, user feedback regarding the quality of the SLT service once accessed was positive but issues of long waiting times, inequitable access across Surrey, delays to treatment and perceptions of insufficient levels of input were key findings.

In addition to a review and analysis of local documentation and data the review included interviews and focus groups using a qualitative questions framework. Nine sessions were held and those consulted included service commissioners from health and the local authority, contract managers, heads of therapy services and professional therapy service leads, GP lead for children and head teacher of a special school

Alongside the review, a needs analysis was commissioned by SCC.

January 2014: Speech, Language and Communication Needs, Needs Analysis

A needs analysis was commissioned SCC with the purpose of gaining an understanding of the needs of children and young people with speech, language and communication needs across Surrey. It will help us estimate the nature and extent of the needs of our local population, so that services can be planned accordingly and so we can focus effort and resources where they are needed most. This analysis can be used by commissioners, providers or professionals, communities and users (including parents, children and young people). Below are the headline findings -

- SLCN is the second most prevalent primary need, with 23% of children in Surrey with statements of special education need (951) listing speech, language and communication needs as their primary need in January 2013.
- The proportion of young people who have statements of special educational needs because of speech, language and communication needs is significantly higher in Surrey than nationally – 22% compared to 14%
- There are a higher proportion of children with statements of SEN in Reception year to year 4 that have speech, language and communication needs in comparison to other primary needs.
- There are a higher proportion of children and young people with speech, language and communication needs as a primary need in their statement of SEN who are in Surrey mainstream schools than there are in Surrey special schools.
- Those pupils identified with moderate learning difficulties as a primary need make up the highest proportion of pupils identified with speech, language and communication needs as a secondary



need, making up 40% of the total cohort of pupils with speech, language and communication needs (SLCN) as a secondary need.

- In Surrey, 60-70% of children with SLCN are statemented between 0 and five years of age, 5-10% receives their statement after the age of 10.
- At least one third of young people with special educational needs at general further education colleges in Surrey had speech, language and communication needs identified whilst they were at school.

As part of the Needs Analysis, feedback was gathered from 358 families and professionals which highlighted that strengths of the service included: professionalism, expertise and knowledge of Speech and Language Therapy; having the same dedicated SLT attached to school; positive parental involvement and Every Child a Talker (ECAT).

The consultation also highlighted challenges within the service, which included: waiting times; lack of early identification and intervention; need for further workforce development; transition between early years and school.

February 2014: Paediatric Therapy Forum Established

It was evident from the engagement of commissioners in these reviews and the needs assessment that, despite positive attempts to address the concerns, there was no clear strategic commissioning agreement between Surrey County Council and CCG Commissioners regarding how to meet the needs of all children with Speech and Language Therapy difficulties. This had resulted in some confusion of commissioning responsibilities and how to work collaboratively to successfully resolve some issues highlighted in the reviews.

A multi agency and parent representatives Therapy Forum was established in January 2014 with the remit of reviewing current service delivery and commissioning arrangements, and advising on changes that would support compliance with the Children and Families Act. Members act as both a communication forum and advisory group focussed upon understanding current service models, gaps, challenges and opportunities with regard to the commissioning and delivery of therapy services to children. The Therapy Forum has representation from parents from 'Family Voice' at each monthly forum.

Parent Empowerment Workshops: August 2014

In addition to engagement with families of children with long term speech, language and communication needs 30 families of children newly referred to the service were asked about Speech and Language Therapy services, including aspects of access, waiting times, quality and self help. Families were also asked to consider ways in which they felt services could be improved. These



consultations took place following workshops which parents are invited to attend when their child is referred to the Speech and Language Therapy Service.

Legislation

The Children and Families Act 2014 and more specifically the Special Educational Needs (SEN) Code of Practice has provided new guidance and clarity regarding expectations about commissioning arrangements for children with special educational needs and disabilities. Section 5.4 of the Code of Practice states that there should be a clear approach to identifying and responding to the needs of children in the Early Years Foundation Stage (0-5 years) who have special educational needs. *Commissioning should ensure there is collaboration between early years providers and health providers to ensure early identification of difficulties leads to early assessment, diagnosis and intervention in line with evidence based practice.*

Section 9.74 states that ‘Speech and Language therapy and other therapy provision can be regarded as either education or health care provision, or both. It could therefore be included in the EHC plan as educational or health provision. However, since communication is so fundamental in education, addressing speech and language impairment should normally be recorded as special educational provision unless there are exceptional reasons for not doing so’.

Section 9.76 states that “In cases where health care provision or social care provision is to be treated as special educational provision, ultimate responsibility for ensuring that the provision is made rests with the local authority”.

Governance

The Health and Wellbeing Strategy is the key partnership document underpinning this work and the Health and Wellbeing Board will be the lead partnership forum responsible for this strategy. However, governance approval and sign off for this strategy will be agreed via SCC’s Directorate Leadership Team and each Surrey CCG Governing Body. It is anticipated that this will be achieved by April 2016 alongside new service specifications and performance metrics. Oversight and development of the joint commissioning strategy occurs through the following forums:

- Joint agency
 - Health and Wellbeing Board
 - SEND Governance Board
 - Children’s Health and Wellbeing Group
 - Children’s Strategic Partnership
- Surrey County Council
 - Children and Education select committee
 - Cabinet
- Clinical Commissioning Groups



- Children’s CCG Leads meeting
- Strategic Collaborative
- Each Governing Body

The strategy will be presented at the Therapy Forum, Early Help Commissioning group, Schools and Learning committee, and to lead members between September 2014 and December 2014.

7. Current Commissioning Arrangements in Surrey

The council currently commissions speech and language therapy (SLT) for children and young people who have SLT named on Part 3 of their Statement of Special Educational Needs (SEN). It also commissions some of the speech and language at Surrey’s maintained special schools and specialist centres. In 2013/14 the Council’s budget for SLT was approximately £2.4m.

The NHS commission SLT for children and young people in Surrey for children who have not reached school age and those children and young people who do not hold a SEN. The NHS commissions all speech and language therapy in Surrey’s maintained schools for pupils with severe learning difficulties (SLD) and shares the commissioning responsibility with the council for SLT in other maintained special schools in Surrey.

SCC has had an increase in spend of 71% from 2009 to 2014, see table below:

Figure 1: Table to Show Increase in Surrey County Council Spend on Speech and Language Therapy

Therapy	2009-10	2010-12	2011-12	2012-13	2013-14
Speech and Language Therapy	£1.4m	£1.6m	£1.7m	£1.8m	£2.4m

The estimated spend on Speech & Language Therapy in 2013/14 is shown in the table below :

Figure 2: Table to Show Annual Spend in 2013/14 on Speech and Language Therapy

Organisation	2013/14 Spend
NHS CCG	£1.7m
Surrey County Council	£2.4m
Total	£4.1m

The Health spend can be further subdivided by CCG, applying the formula used when Surrey PCT was dissolved. VCSL provide the majority of the services to each CCG except Surrey Downs where CSH provide the majority. It should be noted that the CSH budget of £469,500 is spent on Surrey Downs CCG, and the budget for VCSL is £1,226,100, and this is divided across the other 5 CCGs.

Figure 3: Table to show estimated allocation of NHS CCG funding of Speech and Language Therapy within block contracts, broken down by CCG (2013/14).



Clinical Commissioning Group	Percentage	Actual funding
North West Surrey CCG	40.47	496,203
Guildford & Waverley CCG	24.23	297,084
Surrey Heath CCG	9.41	115,376
North East Hants & Farnham CCG	5.35	65,596
East Surrey CCG	20.53	251,718
Surrey Downs CCG <i>NB CSH Funded</i>	0	469,500
TOTAL		£1,695,477

8

The current commissioning arrangements for the delivery of Speech and Language Therapy in Surrey mean that there is inequity of provision across the county. Those with the highest need are not always able to access the right level of support in a timely way.

This strategy seeks to establish a service which achieves value for money by focusing on achieving outcomes, developing functional skills and providing a skill-mix service able to provide different grades of Therapy staff to ensure the best use of funding.

8. Action Plan for Fulfilling Commissioning Intentions

Commissioning Outcome	Actions	Leads	Timescale
All children and young people in Surrey access the right support at the right time to meet their needs	<ul style="list-style-type: none"> Establish criteria of thresholds Design single service specification for all providers Make boundaries between commissioning transparent Scope role of schools in commissioning SLT services directly 	Schools and Learning and CCG	April 15
The SEND local offer informs families of what help, information and services are available and how to access them	<ul style="list-style-type: none"> Consultation with families to ensure local offer provides information, resources and services which meet their needs Local Offer includes services available to support children with SLCN 	Schools and Learning and CCG	April 15
Families and professionals work together to help and support a child to achieve their long term outcomes	<ul style="list-style-type: none"> Implement a new person centred assessment process Key communication partners (eg parents and teachers) embed strategies into children's everyday life 	Service providers with families	Dec 14 April 16



8

<p>Families and professionals are equipped with the right skills and resources to help children achieve their long term outcomes</p>	<ul style="list-style-type: none"> • Gain an understanding of skills of the workforce through online audit • Provide training to address gaps in skills and knowledge 	<p>Schools and Learning and CCG</p>	<p>April 15 April 17</p>
<p>Therapy provision is focused on helping children and young people achieve realistic outcomes that will help them to fulfil their life-time aspirations</p>	<ul style="list-style-type: none"> • Therapy will be evidence based and focused on outcomes • Key communication partners involved with the child to be aware of the identified outcomes and how they may support them 	<p>Service providers with families</p>	<p>April 16 April 17</p>

ⁱ Hartstone, M. (2009) The Cost to the Nation of Children’s Poor Communication

DRAFT

Children and Education Select Committee 26 January 2015 School Governance Task Group – Final Report

Purpose of the report: Policy Development

This report sets out the final findings of the School Governance Task Group. It is intended to be read as a follow on from the interim report of the Task Group, which was presented to the Committee on 27 November 2014.

9

Introduction

1. The Children and Education Select Committee established a School Governance Task Group on [10 July 2014](#)¹. The scoping document was approved by the Council Overview and Scrutiny Committee on [11 September 2014](#)².
2. The membership of the Task Group comprises of: Dr Zully Grant-Duff (Chairman), Denis Fuller, Colin Kemp, Mary Lewis, and Chris Townsend. Ann Heather Nash, Surrey Governors' Association (SGA) is a co-opted member of the Task Group.
3. An interim report was presented to the Children and Education Select Committee on [27 November 2014](#)³. The focus of this interim report was the information and findings relevant to the nomination, appointment and role of Local Authority (LA) governors, with a particular emphasis on the impact of the re-constitution of governing bodies under the 2012 regulations. Following this, a series of recommendations were made to Cabinet on [16 December 2014](#)⁴. The response to these recommendations is attached as **annex 1**.

¹ [Children and Education Select Committee. "School Governance - Proposal for a Task Group." 10 July 2014.](#)

² [Council Overview and Scrutiny Select Committee. "School Governance Task Group - Scoping Document." 11 September 2014.](#)

³ [Children and Education Select Committee. "School Governance Task Group - Interim Report." 27 November 2015.](#)

⁴ [Cabinet. "Item 5 - Reports from Select Committees, Task Groups, Local Committees and other Committees of the Council." 16 December 2014](#)

Methodology

4. The Task Group held four witness sessions. The list of witnesses is attached as **annex 2** of this report.
5. In addition to witness sessions, research was undertaken by the Task Group, supported by Democratic Services.

School Governance – Support and Training

6. There is an extensive range of support packages available to school governors, both within the national and local context. Principal amongst these in Surrey is the Governance Consultancy Services, provided by Babcock 4S.
7. On 1 April 2004, Surrey County Council and VT Education and Skills Limited formed a joint venture company (VT Four S Limited, now Babcock 4S) for the delivery of educational services to the Council, Surrey schools and beyond. Babcock 4S are commissioned by the Council to deliver a number of statutory functions in relation to school governance. This includes administering the nominations process for LA appointees, induction for those new to school governance and for Additional Skill Governors (ASGs) who work with schools identified for focussed support under the Council's School Improvement Strategy. Babcock 4S also trade governance training and consultancy to the majority of LA schools, as well as a number of academies and independent schools in Surrey. The details of these traded packages are included as **annex 3** of this report. In addition, governing bodies are able to approach Babcock 4S for individual governance training sessions and advice.
8. Witnesses were asked their opinion of the level of training and support provided to governing bodies. Overall it was felt that the support for schools provided by the Council through Babcock 4S had been key to addressing issues around improvement. It was highlighted that Babcock worked to identify appropriate packages of support where schools had received a negative Ofsted judgement, and the opinion of witnesses was that these packages were of good quality. Some witnesses reported occasional difficulty in obtaining specific advice and support outside formal training.
9. Some witnesses expressed concern that the Council's focus on schools requiring improvement does not adequately address the situation of schools receiving a 'good' judgement but being at a longer-term risk of declining. However, this was a minority view amongst witnesses. The Task Group also recognises that the Council is increasingly faced with the need to make best use of resources to meet its statutory responsibility to support school improvement. This was achieved through the Service Delivery Agreement (SDA) and School Improvement Strategy, which set out how Babcock 4S delivers school improvement packages to maintained schools in Surrey.

Recruitment and Retention of Governors

10. The Task Group was informed by a range of witnesses that there was a significant challenge in recruiting skilled school governors. This was as result of several factors connected to the nature of the role, including the time commitment required, and people's perception about the possible benefits of undertaking such a role.
11. Central government sets out that an employer should grant employees time off to undertake certain public duties; this includes being a school governor.⁵ In addition, Surrey County Council maintains a Special Leave policy that supports staff to undertake governing roles. This includes up to five days discretionary paid leave to carry out the role of a governor if they are "a member of the managing or governing body of an educational establishment maintained by a local authority, a foundation school or a higher education corporation."⁶
12. The difficulty in recruiting school governors was a nationally recognised issue, particularly in recent years with the increased emphasis on recruiting those with business skills and expertise. Witnesses highlighted that often governors were parents at the school in question. The Task Group met with a number of knowledgeable and highly-regarded governors, many of whom had initially become involved through being parents with children at school. However, it does serve to highlight that governing bodies are often required to recruit from a restricted pool of possible candidates, some of whom may not fill the necessary skills gaps in a school governing body.
13. The Task Group discussed how potential governors were identified within the community. It was noted that faith schools would work with the local faith leader to identify possible candidates. The Diocesan representative for Guildford commented that a CV is requested from any candidate, and a letter written upon appointment that sets out the expectations of the Diocese. Individual school governing bodies were expected to undertake the appropriate due diligence when appointing. The Task Group was informed that community representation on governing bodies was considered important for those schools that were part of the Good Shepherd Trust, the Diocese's Multi-Academy Trust.
14. It was highlighted that community representation was not always reflected in the composition of school governing bodies. However, witnesses expressed the view that schools should look to engage the local community, but that this should not necessarily equate to governing body representation. As noted in the interim report⁷, the various governor roles required by the Education Act, 1986 were intended to ensure appropriate stakeholder representation on the governing body.

⁵ <https://www.gov.uk/time-off-work-public-duties>

⁶ Surrey County Council, 'Special Leave Policy', June 2011

⁷ [Children and Education Select Committee. "School Governance Task Group - Interim Report." 27 November 2015.](#) See Para 10

15. The Task Group raised the question of whether remuneration would encourage more people to become school governors. It was highlighted that this would place additional financial pressures on schools or the Council, and would potentially alter the motivations of candidates who put themselves forward for a governing role. Under current legislation there is the power in place to pay members of Interim Executive Boards (IEBs).
16. The general view of witnesses was that remuneration would not significantly incentivise more people to volunteer as school governors. However, it was also commented that the power to pay in certain circumstances, as outlined above, should be retained. This corresponds to the findings of an inquiry into the role of school governing bodies, conducted by the House of Commons Education Select Committee in 2013,⁸ which concluded: “While not advocating payment to governors in general, we can see that there is a case for remuneration in some circumstances—for example, when governors deploy their skills to improve governance in other schools.”⁹
17. The House of Commons inquiry highlighted that there would be significant benefits in engaging with the business sector to recruit school governors. The Task Group was informed that Babcock 4S could put forward suitable governor candidates when requested to do so by school governing bodies. It worked with local volunteer centres to help identify possible candidates for school governor roles. It also worked with SGOSS – Governors for Schools, a national charity dedicated to recruiting volunteers to serve on school governing bodies across England.¹⁰ The success of SGOSS in recruiting and improving the diversity of school governing bodies nationally is highlighted in the House of Commons inquiry: “The organisation has recruited 24,800 governors since 2000 and attracts much repeat business [...] 65% of the organisation's recruits were under 45, more than half were female and over 20% were from ethnic minority communities.”¹¹
18. A number of witnesses indicated that governing bodies were often dependent on one individual within the governing body for certain skill-sets. For example, one Chair of Governors commented that they had a colleague who had financial expertise, and that this had significantly benefited the governing body on a number of occasions. This dependence on individual governors to provide certain expertise is inevitable, particularly in light of the reduction in the size of governing bodies. However, it also presents an opportunity for governing bodies to consider how they share and develop skills between individuals, as well as with other governing bodies.

⁸ House of Commons Education Select Committee. "The Role of School Governing Bodies." 4 July 2013.

⁹ House of Commons Education Select Committee. "The Role of School Governing Bodies." 4 July 2013. Para 51

¹⁰ For further information: <https://www.sgo.org.uk/>

¹¹ House of Commons Education Select Committee. "The Role of School Governing Bodies." 4 July 2013. Para 36

19. A number of examples of best practice were highlighted around developing governing body skill sets through the benefits of peer-to-peer learning. It was noted that both partnership arrangements and wider networks of governing bodies outside the LA had provided significant benefits. The Task Group was informed that one school had specifically identified schools in London that had similar barriers to student attainment, and was working with them to share experience and knowledge. While it is recognised that many governing bodies are naturally doing this work, it is felt by the Task Group that the Council should give consideration to how it could help strengthen and nurture a culture of peer-to-peer learning and support amongst school governing bodies.

Proposed Recommendations:

- That the Cabinet Member for Schools and Learning engages with local economic and enterprise partners, Phase Council representatives and SGOSS to consider how the Council can best encourage individuals in the business sector to serve as school governors.
- That the Cabinet Member and Assistant Director for Schools and Learning use the Council's internal communication network to actively promote the school governor role to all local government staff.
- That the Directorate for Children, Schools and Families work with its professional governance partners to develop and strengthen peer to peer support between school governing bodies, and relevant professional associations.

The role of the Chair of Governors

20. The Task Group was informed that the Chair of Governors played an important role in ensuring the effectiveness of the governing body. This role was achieved, in part, through working with the governors to identify the best means of organising their workload. The Task Group was informed that a professionally trained clerk to governors was also considered invaluable, as they were able to support the Chair through the provision of expert advice on the practice of meetings and other governance matters.

21. The role of sub-groups and smaller working parties was highlighted as enabling governing bodies to delegate responsibilities and ensure strategic focus and prioritisation. As noted in the interim report, a governing body of reduced size would potentially find the establishment of sub-groups more challenging, as the governing body would have less capacity to do so.

22. The Task Group was informed by a range of witnesses that the Chair of Governors should take succession planning into consideration, with a view to nurturing potential in other governors. The general consensus amongst witnesses was that the chair of governors' role on a governing body should only be occupied by any one individual for a finite period of time, with some witnesses offering the view that this should be for no more than eight years. It

was suggested that this would ensure that governing bodies retained fresh and energised leadership.

What can be factors in ineffective governance?

23. Witnesses shared a number of anecdotal examples that supported a general view of what contributed to ineffective governance. Factors in this included, but were not restricted to:

- A lack of the relevant skills and experience within the governing body;
- A focus on operational, rather than strategic issues by the governing bodies;
- Governors failing to provide sufficient constructive challenge to the school leadership team;
- Assumptions being made regarding the data being presented to the governing body.

24. Witnesses shared a wide range of experiences. It was noted on several occasions that the headteacher should be effectively challenged by the governing body. It was suggested that an affirmative culture without challenge had potential to pose a considerable risk to the effectiveness of both the governing body and the school. Witnesses highlighted that a governing body had a duty to provide sufficient challenge and scrutiny, but it was important to do this in a way that was constructive and non-threatening. The Task Group discussed the importance of a school governing body setting out clear strategic policies and procedures. Witnesses indicated that these were essential for setting out the expectations of the school governing body, and ensuring that senior leadership teams were held to account.

25. Witnesses emphasised the importance of governing bodies understanding the data and evidence they were being presented with. Governing bodies were provided with a number of tools to assist in data reporting, such as RAISEonline. The Department for Education (DfE) is clear in its expectations of how governors should use RAISEonline: "Governors who lead on understanding and scrutinising attainment data should see and analyse the full RAISEonline summary report. For other governors, less detail may suffice – but it is important that all governors see some form of summary of key RAISEonline data for their school."¹²

26. Witnesses commented that Ofsted expected governors to demonstrate that they had challenged where there were instances of poor progress, as well as an understanding of the factors that influenced the school's performance. Witnesses indicated that many governing bodies opted to conduct the detailed scrutiny of performance data in a sub-committee, with the findings being reported back to the whole governing body. It was the view of the Governance Consultancy Manager that governing bodies in Surrey had demonstrated a greater focus in this regard over the past three years. It was noted that

¹² Department for Education. "Governors' handbook: For governors in maintained schools, academies and free schools." May 2014. P.13

Babcock 4S delivered whole governing body training sessions on using RAISEonline.

27. The use of IEBs was discussed with witnesses. This is when a governing body is invited to resign and an interim board takes up responsibility of governing the school. It was recognised that it was a mechanism used by the Council where governing bodies were felt to be failing in their responsibilities, but was only considered as a last resort. The role of ASGs was also identified as a means of tackling ineffective governance. A number of witnesses were ASGs, and reported on their experiences.

28. The Council's policy on the use of ASGs was outlined in a response by the Cabinet Member for Schools and Learning provided at the Council meeting on 14 October 2014:

- *The Local Authority has had powers of intervention where governance is a cause for concern in a school for many years. Current powers are enshrined in the 2006 Education Act. One of the interventions is that we have very successfully utilised since 2000, has been to deploy ASGs to governing bodies which do not demonstrate the capacity to improve without this support. This intervention is very significant as Surrey's expectations are that schools Requiring Improvement achieve Good within two years, which necessitates that governing bodies need to evidence a robust and time-bonded approach to school improvement.*
- *The appointment of an ASG is not exercised lightly as ASGs are a valuable source of expertise and not in plentiful supply. The deployment of an ASG is only used where governance is judged to be weak and in particular where there is no evidence of appropriate and robust succession planning in place.*
- *ASG appointments are not permanent and are over and above the constitution of the governing body and the ASG's brief is to supply support and development until such time that the governing body can demonstrate it possesses the capacity for sustained improvement. There are occasions where the expectation of the authority is to appoint an ASG as a chair of governors, but this is to support the school and avoid the need for the issue of a formal warning notice or an application to the Secretary of State for an Interim Executive Board.*
- *Our practice in Surrey has been acknowledged by the DfE and recognised by the National College as the basis for the creation of their National Leaders of Governance programme, which is highly acclaimed as being an effective support to school improvement.*¹³

¹³ Council. "Members Question Time - Member Questions and Replies." 14 October 2014. <http://mycouncil.surreycc.gov.uk/documents/s17399/Members%20questionsand%20replies.pdf> (accessed 6 January 2015)

Governing bodies' role in finance and risk management

29. The overall accountability for expenditure by maintained schools lies with the LA, as set out in the Governors' Handbook.¹⁴ The Council is required to set out the framework for the financial relationship between itself and the schools it maintains. This framework is referred to as the scheme and can be found [online](#)¹⁵.
30. School governing bodies spend a school's delegated budget within the parameters of the scheme and other statutory requirements. The section on the financial controls a maintained school is expected to have in place is included as **annex 4**.
31. The Task Group was informed that reductions in capacity had seen Internal Audit move to a risk-based approach to auditing schools, undertaking thematic compliance audits based on an assessment of risks within a school. The Task Group was asked to note that Internal Audit will introduce more traditional financial audits in schools as part of the 2015/16 audit plan to complement the current thematic approach.
32. Each school is required to complete a Schools Financial Value Standard (SFVS) assessment on an annual basis. This is used by the Directorate, Finance and Internal Audit team to identify areas of potential financial risk. An audit of the SFVS process, conducted in May 2013 returned an audit opinion of Effective¹⁶.
33. It is important when considering how the Council manages the SFVS process to note the following: "The council does not have sufficient capacity to check every school's submission in detail, nor would the DfE expect this level of scrutiny. If, however the self-assessment is viewed as a positive financial health check then along with the other systems in place for monitoring and supporting schools finances, assurance can be placed in the overall process."¹⁷
34. It is a requirement of the scheme that schools work with Internal Audit when requested. Internal Audit holds a separate contingency budget for irregularity investigations, as required. It is also the case that schools can request support from Internal Audit if there are concerns. An example of when this may occur is when a new headteacher is appointed following an instance of financial irregularity.

¹⁴ Department for Education. "Governors' handbook: For governors in maintained schools, academies and free schools." May 2014. P93-107

¹⁵ <http://www.surreycc.gov.uk/learning/teachers-and-education-staff/schools-and-learning-finance/surrey-scheme-for-financing-schools> (Accessed 6 January 2015)

¹⁶ Surrey County Council - Internal Audit Team. "Review of 2012/13 Schools Financial Value Standard process 2013-14." May 2013.

¹⁷ Surrey County Council - Internal Audit Team. "Review of 2012/13 Schools Financial Value Standard process 2013-14." May 2013. Para5.9

- 35. The DfE sets out that governing bodies are required to “assure themselves that the school keeps accurate accounting records.”¹⁸ The governing body “must approve the budget each year and is accountable for managing the finances of the school.”¹⁹ It is further stated: “governors must assure themselves that the school is securing value for money and acting with financial probity. We strongly recommend that schools recruit one or more governors with sufficient financial skills and experience to undertake effective financial scrutiny.”²⁰
- 36. The Task Group heard from the majority of witnesses that governing bodies recognised the need to ensure a governor with suitable financial knowledge was recruited to scrutinise finances. However, this should also be considered alongside the challenges faced in recruiting governors, as outlined above.
- 37. It was also possible for a governing body to secure an external audit if it was deemed necessary. It is worth noting that the scheme sets out: “Any school securing a separate external audit should be aware that the statutory responsibility for audit remains with the authority. There is no expectation that routine annual external audit at school level of the budget share should be a usual feature of the new funding system.”²¹
- 38. It was clear from witnesses that the role of external audit varied considerably, with some governing bodies securing an annual audit and others choosing to do otherwise. However, the view was expressed by the Internal Audit Team that there could be benefit to raising the profile of financial and risk management considerations through the appropriate governor forums.
- 39. Academies operate outside the scope of the scheme and therefore are not subject to the financial controls set by the LA. Instead, they are overseen by the Education Funding Authority (EFA) and DfE. The publication of recent reports by the National Audit Office (NAO) has highlighted the need for greater financial oversight in this area.²² To that extent the Council can seek to support academies through the training it is able to offer through Babcock 4S.

¹⁸ Department for Education. "Governors' handbook: For governors in maintained schools, academies and free schools." May 2014.P95

¹⁹ Department for Education. "Governors' handbook: For governors in maintained schools, academies and free schools." May 2014.P95

²⁰ Department for Education. "Governors' handbook: For governors in maintained schools, academies and free schools." May 2014.P95

²¹ Surrey County Council. "Surrey Scheme for Financing Schools." September 2014
<http://www.surreycc.gov.uk/learning/teachers-and-education-staff/schools-and-learning-finance/surrey-scheme-for-financing-schools> (Accessed 6 January 2015) Para 2.7

²² Please see National Audit Office. "Academies and maintained schools: Oversight and intervention." October 2014. and National Audit Office. "Investigation into the Education Funding Agency's oversight of related party transactions at Durand Academy." November 2014.

Proposed Recommendations

- That the Internal Audit Team update the Committee on any themes emerging from the financial audits in schools following the conclusion of the 2015/16 audit plan.
- That the Council's Education Finance Team and Internal Audit Team are invited to attend a future meeting of all Surrey governors, in order to highlight the skills and expertise of the Internal Audit Team and discuss the role of governing bodies in financial and risk management.
- That the Assistant Director for Schools and Learning considers how to involve the Internal Audit Team in future governor training on financial and risk management.

Conclusions

40. There can be no question that the landscape in education has changed significantly in the past five years, and that the role of school governing bodies has altered with it. School governors have become more central in setting the strategic direction of schools, and in ensuring that headteachers are held to account for both education and financial performance. Simultaneously, the role of the Council has changed, becoming less directive as schools have gained greater autonomy.
41. The Task Group has heard from a number of witnesses how the Council continues to support schools and governing bodies in improving educational outcomes for the children and young people of Surrey. The increased emphasis on governors needing the required skills to carry out their duties presents a challenge, particularly as governors are volunteers. It is the view of the Task Group that there are two key factors to how the Council supports school governing bodies in the years ahead:
- through the training and support it can offer, both in a formal context and the peer-to-peer networks it can help develop; and
 - through an increased drive to recruit school governors from a range of backgrounds, particularly those with knowledge and skills developed from business experience.
42. The Task Group recognises that the question of how schools in Surrey can support one another through partnership working is an important consideration for school governing bodies and the Council. Therefore, the Task Group proposes that the Committee request a report on the potential benefits and challenges in school partnership working, and its impact in terms of school governance and improving educational outcomes.

Summary of proposed recommendations

- That the Cabinet Member for Schools and Learning engages with local economic and enterprise partners, Phase Council representatives and SGOSS to consider how the Council can best encourage individuals in the business sector to serve as school governors.
- That the Cabinet Member and Assistant Director for Schools and Learning use the Council's internal communication network to actively promote the school governor role to all local government staff.
- That the Directorate for Children, Schools and Families work with its professional governance partners to develop and strengthen peer to peer support between school governing bodies, and relevant professional associations.
- That the Internal Audit Team update the Committee on any themes emerging from the financial audits in schools following the conclusion of the 2015/16 audit plan.
- That the Council's Education Finance Team and Internal Audit Team are invited to attend a future meeting of all Surrey governors, in order to highlight the skills and expertise of the Internal Audit Team and discuss the role of governing bodies in financial and risk management.
- That the Assistant Director for Schools and Learning considers how to involve the Internal Audit Team in future governor training on financial and risk management.

Next Steps

43. The Committee is asked to endorse the proposed recommendations. If agreed these will be referred to the Cabinet on 24 February 2015 for a formal response. Any items identified for future scrutiny will be added to the Committee forward work programme.

Report contact: Andrew Spragg, Scrutiny Officer, Democratic Services

Contact details: andrew.spragg@surreycc.gov.uk 020 8213 2673

Annex 1: Cabinet Member response to the interim report of the School Governance Task Group

Annex 2: List of witnesses

Annex 3: Babcock 4S - Governance Service Level Agreement

Annex 4: Surrey Scheme for Financing Schools – Section 2 – Financial Controls

Sources/background papers:

Babcock 4s. "School-Based Welcome Pack for New Governors." Babcock 4s. http://www.babcock-education.co.uk/4S/cms/do_download.asp?did=8847 (accessed July 2014).

Cabinet. "Item 5 - Reports from Select Committees, Task Groups, Local Committees and other Committees of the Council." 16 December 2014.

Children and Education Select Committee. "School Governance - Proposal for a Task Group." 10 July 2014.

Children and Education Select Committee. "School Governance Task Group - Interim Report." 27 November 2015.

Committee on Standards in Public Life. "Ethics in Practice: Promoting Ethical Conduct in Public Life." July 2014.

Council. "Members Question Time - Member Questions and Replies." 14 October 2014.

Council Overview & Scrutiny Select Committee. "School Governance Task Group - Scoping Document." 11 September 2014.

Department for Education. "Accountability and governance: Research Priorities and Questions." April 2014.

Department for Education. "Explanatory Memorandum to the School Governance (Constitution) (England) Regulations 2012." 2012.

Department for Education. "Governors' handbook: For governors in maintained schools, academies and free schools." May 2014.

Department for Education. "The constitution of governing bodies of maintained schools." May 2014.

House of Commons Education Select Committee. "The Role of School Governing Bodies." 4 July 2013.

National Audit Office. "Academies and maintained schools: Oversight and intervention." October 2014.

National Audit Office. "Investigation into the Education Funding Agency's oversight of related party transactions at Durand Academy." November 2014.

Ofsted. *School Inspection Handbook*. September 2014.

Surrey County Council - Internal Audit Team. "Review of 2012/13 Schools Financial Value Standard process 2013-14." May 2013.

Surrey County Council Executive. "Guidelines for the appointment of LA Governors." 22 November 2005.

Surrey County Council. "Surrey Scheme for Financing Schools." September 2014.

CABINET RESPONSE TO CHILDREN AND EDUCATION SELECT COMMITTEE

SCHOOL GOVERNANCE TASK GROUP – INTERIM REPORT (considered by C&ESC on 27 November 2014)

COMMITTEE RECOMMENDATION:

1. That the Cabinet Member for Schools and Learning, in conjunction with the Assistant Director for Schools and Learning, develops a new Local Authority governor nomination process.
2. That the new process operates under the following principles:
 - Candidates to be considered by a nomination panel set up with a clear delegation of responsibilities;
 - That the Local Authority governor nominee's skills match the required skills of the individual governing body, in order to maximise their effectiveness;
 - That appropriate checks are made as to the suitability of a candidate;
 - That the local Member is informed of any LA governor vacancy, and then invited to put forward a candidate for consideration and join the nomination panel;
 - That a nomination is made within 20 working days of the Council receiving formal notification of a vacancy or a re-nomination request, in order to ensure vacancy rates and the costs of administering the process are kept to a minimum
3. That the Cabinet Member for Schools and Learning and the Children, Schools and Families Directorate makes arrangements for a regular forum for all Local Authority governors to discuss the responsibilities and priorities of the Council.
4. That the Cabinet Member for Schools and Learning and the Assistant Director for Schools and Learning encourage all Surrey state-funded schools to hold open governors' meetings, to be conducted according to an engagement protocol as agreed by the governing body.
5. The Task Group will propose a further set of recommendations in its final report to the Select Committee on 26 January 2015.

RESPONSE:

I accept the recommendations with the following caveats:

On bullet point 4, I suggest that the local member is invited to nominate a candidate but not then to join the nomination panel. This would allow fair consideration of the virtues of the various candidates.

Under bullet point 3, I do not recommend a separate meeting for Local Authority Governors. It may be appropriate to invite all Governors to the Chairs of Governors' meetings.

Linda Kemeny
Cabinet Member for Schools and Learning
16 December 2014

School Governance Task Group – Annex 2 : List of witnesses

Steve Barker, Governance Consultancy Manager, Babcock 4S
David Barter, Chair of Governors, Winston Churchill School, de Stafford School
Bonnie Davies, Primary Phase Council representative and Headteacher of Saxon Primary School
Paula Evans, South West Area Education Officer, Surrey County Council
Michael Hall, Deputy Director for Education, Diocese of Guildford
Chris Howorth, Chair of Governors, Bishop David Brown School
Pauline Hutchinson, Chair of Governors, Reigate Priory Junior School
David John, Audit Performance Manager, Surrey County Council
Linda Kemeney, Cabinet Member for Schools and Learning, Surrey County Council
David Monk, Special School Phase Council and Headteacher of Pond Meadow School
Carole Roycroft, Chair of Governors, Cardinal Newman School
Stuart Shepherd, Headteacher, Bishop David Brown School
P-J Wilkinson, Assistant Director for Schools & Learning, Surrey County Council

This page is intentionally left blank

Governance SLA

High quality advice, guidance and development for governors, head teachers and clerks to support them in fulfilling the responsibilities of their role.



Benefits

- Helpline advice from our experienced governance consultants.
- Comprehensive development programme, delivered by a team of experts, all experienced governors, covering roles, statutory responsibilities, education legislation and best practice.
- Updates on changes to legislation and policy which may affect your school and your role as a governor.

9

Key features

A free email and telephone helpline service, for governors, clerks and headteachers for all schools.

In addition the Governance SLA offers support and training through:

Level 1:

- Full range of development courses for governors, associate members and/or clerks, focused on governor responsibilities and the vital information governors need to be aware of, including:
 - Induction for new governors
 - Clerks' Induction
 - Ofsted
 - Behaviour and Safety
 - Pupil Achievement
 - Safeguarding
 - Safer Recruitment
 - Health and Safety
 - RAISEonline
 - Visits to School
 - Academy Conversion
 - Monitoring the Curriculum

- Hot Topics – termly briefing focusing on new educational legislation and initiatives, such as Performance Related Pay, changes to Ofsted guidance etc. (maximum of four governors from your school at any one training session)
- Monthly Governor Update by email, for all governors and clerks.
- Annual conference.
- Training and development materials available on Babcock 4S website (e.g. Effective Governance Guides, School-based Welcome Pack, Skills and Experience Audit)
- Access to GEL (Governor e-Learning) www.elc-gel.org which offers a range of on-line learning modules.

Gave me strategy and structure for questions to be asked at our next FGB meeting. Brilliantly helpful and constructive advice.

Joanne Woodman
Governor
Hurst Green School

Level 2:

As for Level 1, plus:

- A two-hour whole governing body development session, designed around the specific needs of your governing body, and delivered at your school, typical topics include:
 - Effective Governance in 2014
 - Hot Topics
 - How Do I Know My School is Effective?
 - Ofsted – Ready for Re-Inspection
 - Self-Evaluation for Governing Bodies
 - Safeguarding (Child Protection)
 - Using RAISEonline
 - Or any other relevant topic that governing bodies identify as a training need.

To be booked before 31st December 2014 and delivered before 31st March 2015.

Based upon maximum of 24 participants, additional attendees will be £15 per extra attendee.

How to purchase

Please visit our eStore to purchase the Governance SLA www.babcock-education.co.uk/estore

Training courses included in the Governance SLA can be booked through our CPD portal:

<http://cpd.babcock-education.co.uk/cpd/>

Price

Take advantage of our Early Bird offer, order on or before 28th February 2014 to purchase at 2013/14 prices:

- Governance Level 1, all phases: £580
- Governance Level 2, all phases: £819

Please note that orders placed from 1st March 2014 will be subject to a 2% increase. Please refer to the full price list at the front of the directory.

Contact for further details

Janice Beach

janice.beach@babcockinternational.com

0800 073 4444 (extension 834 385)

Section 2: Financial Controls

2.1.1 Application of Financial Controls to Schools

Schools are required to abide in the management of their delegated budgets by the Authority's requirements on financial controls and monitoring. Detailed requirements are included in the LMS Finance Manual.

2.1.2 Provision of Financial Information and Reports

Schools are required to provide the Authority with details of anticipated and actual expenditure and income, in a form and at times determined by the authority. Authorities cannot require this data more often than once every three months except for those returns connected with tax or banking reconciliation, unless the Authority has notified the school in writing that in its view the school's financial position requires more frequent submission or the school is in its first year of operation. The restriction to a minimum 3 month interval does not apply to schools which are part of an on-line financial accounting system operated by the Authority.

The details of these requirements are as follows:

- a monthly statement of Income and Expenditure passed through the local bank account by 18th of each month;(Required in respect of tax (VAT) and bank reconciliation)
- specified reports at year end that will enable the Authority to reconcile the school local bank account.
- a Cash Flow statement for all schools operating 100% local bank accounts which will be required on a monthly basis.
- A financial monitoring statement, plus supporting documentation, upon request, where the Authority has concerns;
- a financial monitoring report, including projected current year outturn, and including a reconciliation of school expenditure to County ledger, to accompany the draft budget plan submitted in November. The date at which the report should be compiled will be specified annually by the Authority.

2.1.3 Payment of Salaries; Payment of Bills

The procedures to follow will vary according to the choices made by schools on school banking arrangements and the buy back of the Authority's payroll system. The procedures are set out in the LMS Finance Manual as follows:

Section E - Purchasing Arrangements

Section F - Payments of Accounts
Section G - Local Bank Accounts/Petty Cash
Section H - Guide to Purchasing
Section P - Claims and Casual Staff.

2.1.4 **Control of Assets**

Each school must maintain an inventory of its moveable non-capital assets. Details of the coverage of assets, the form of the inventory and arrangements for the disposal of assets are contained in the LMS Finance Manual - Section U. However, schools are free to determine their own arrangements for keeping a register of assets worth less than £1,000. Schools exercising this discretion must keep a register in some form.

2.1.5 **Accounting policies (including year-end procedures)**

The accounting policies of the Authority, including closure of accounts, are contained in the LMS Finance Manual. Schools are required to abide by the requirements laid down in these documents, in respect of all income and expenditure from public funds, or derived from the use of publicly funded assets, including income and expenditure for community purposes and income and expenditure of confederations and partnerships.

2.1.6 **Writing-off of debts**

All Maintained (including Aided and Foundation) schools must agree any debt write off with the Authority. This is to ensure that there is some external check on the losses to public funds. This is subject to a de minimis level of £150 i.e. schools can write off a sum up to that amount.

2.2 **Basis of accounting**

The Authority prepares its statutory accounts on an accruals basis. Maintained schools are required to ensure that annual spending notified to the Authority is on an accruals basis. Their Consistent Financial Reporting returns to the DFE should also be on an accruals basis, so that they are on the same basis as reports to the Authority. However, schools can choose their own basis of accounting for internal accounting and reporting.

Schools can choose which financial software they wish to use, provided they meet any costs of modification to provide output required by the Authority. In particular, schools should be able to report separately to the Authority on revenue and capital expenditure, and on any funds held by them on behalf of collaborative ventures with other schools where specified by the Authority, to demonstrate that only public funds have been reported to the Authority, and to demonstrate an audit trail back to its accounts for each of these separate funds.

2.3 **Submission of budget plans**

Every school maintained by the Authority is required to submit an annual budget plan by 1 May each year detailing its income and expenditure plans for the year. The format of this plan is contained in the Finance Manual Chapter A. The budget plan format allows schools to take full account of estimated deficits/surpluses at the previous 31 March.

Schools are required to complete a draft budget for the following financial year by 30 November. This is formalising good practice carried out by many schools in the past. These drafts can be prepared using the verification and forecasting tool which will be available by October, to forecast the budget for the following year at current prices. The draft budget should be prepared and presented to the Governors' Finance Committee. The Chairman's signature is not required on the draft budget.

The Authority is required to supply schools with all school income and expenditure data which it holds which is necessary to efficient planning by schools, and to supply schools with an annual statement showing when this information will be available at times through the year.

- 2.3.1 The authority may require schools to submit a financial forecast covering each year of a multi-year period for which schools have been notified of budget shares beyond the current year.

2.4 **Efficiency and Value for Money**

Schools must seek to achieve efficiencies and value for money, to optimise the use of their resources and to invest in teaching and learning, taking into account the Authority's purchasing, tendering and contracting requirements.

It is for heads and governors to determine at school level how to secure better value for money.

2.5 **Virement**

Schools are free to vire between budget heads in the expenditure of their budget shares but governors are advised to establish criteria for virements and the financial limits above which the approval of the governors is required.

2.6 **Audit: General**

All schools are subject to the audit regime determined by the authority as regards internal audit and to the authority's external audit regime as determined by the Audit Commission. Schools are required to co-operate with any internal and external audit inspection and provide access to the school's records.

2.7 **Separate External Audits**

Governing Bodies are able to spend funds from their budget share to obtain external audit certification of its accounts, separate from any local authority internal or external audit process. This audit would have to take account the status of the school as a spender of local authority funds, rather than being a grant aided institution. Any school securing a separate external audit should be aware that the statutory responsibility for audit remains with the authority. There is no expectation that routine annual external audit at school level of the budget share should be a usual feature of the new funding system.

2.8 **Audit of Voluntary and Private Funds**

Voluntary and private funds are separate from the school's delegated budget, and are often administered by Surrey County Council staff. The authority must satisfy itself that public funds are not being misused. Schools are therefore required to provide audit certificates in respect of voluntary and private funds held by schools and of the accounts of any trading organisations controlled by the school. The procedures for furnishing these audit certificates and advice on handling of such voluntary and private funds is set out in section X of the LMS Finance Manual.

2.9 **Register of Business Interests**

Governing Bodies must maintain a register which lists for each member of the Governing Body and the head teacher, any business interests they or any member of their immediate family have; to keep the register up to date with notification of changes and through annual review of entries, and to make the register available for inspection by the authority, Governors, staff and parents.

2.10 **Purchasing, Tendering and Contract Requirements**

The Authority has Purchasing Rules and Guidelines and Standing Orders relating to purchasing, tendering and contracting matters. A summary of Purchasing Rules and Guidelines is attached as Annex D. The detailed Purchasing Rules and Guidelines and Standing Orders are contained in the LMS Finance Manual Section E.

Schools are required to abide by these Financial Regulations and Standing Orders except where these would require schools:

- (a) to do anything incompatible with any of the provisions of the scheme, or any statutory provision, or any EU Procurement Directive;
- (b) to seek Authority officer countersignature for any contracts for goods or services for a value below £60,000 in any one year;
- (c) to select suppliers only from an approved list;
- (d) to seek fewer than three tenders or quotations in respect of any contract with a value exceeding £10,000 in any one year.

2.11 Application of Contracts to Schools

Schools have the right to opt out of contracts arranged by the Authority with the following exceptions:

for contracts which schools have agreed to be covered by in respect of services for which funding was delegated by the Authority prior to 1 April 1999;

for contracts which schools agree to be covered by in respect of services for which funding is delegated by the Authority after 1 April 1999;

Although governing bodies are empowered under paragraph 3 of schedule 10 to the School Standards and Framework Act 1998 to enter into contracts, in most cases they do so on behalf of the Authority as maintainer of the school and the owner of the funds in the budget share. However other contracts may be made solely on behalf of the governing body, when the governing body has clear statutory obligations-for example, contracts made by aided or foundation schools for the employment of staff.

2.12 Central Funds and Earmarking

The Authority is authorised to make sums available to schools from central funds, in the form of allocations that are additional to and separate from the schools' budget shares. Such allocations are subject to the conditions attached to the allocations that set out the purpose or purposes for which the funds may be used. These funds cannot be assimilated into the schools budget share, although some limited virement may be possible.

Earmarked funding from centrally retained funds can only be used for the purpose specified. Schools will be required to account separately for such funds. Earmarked funds must be returned to the Authority if not spent in-year, or within the period over which schools are allowed to use the funding if different.

The Authority will not make any deduction, in respect of interest costs to the Authority, from payments to schools of devolved specific or special grant.

2.13 Spending for the Purposes of the School

Section 50(3) of the School Standards and Framework Act 1998 allows Governing Bodies to spend budget shares for the purposes of the school, subject to the provisions of the scheme. Under section 50(3)(b) the Secretary of State may prescribe additional purposes for which expenditure of the budget share may occur. Such purposes are prescribed in the Schools Budget Shares (Prescribed Purposes) (England) Regulations 2002 (SI 2002/378) and the School Budget Shares (Prescribed Purposes) (England) Amendment regulations 2004(SI 2004/444). In particular, budget shares may

be spent for the educational benefit of pupils registered at other maintained schools. From 1 April 2011, under section 50(3A), amounts spent by governing bodies of all schools on community facilities or services under s27 of the Education Act 2002 may be treated as spent for the purposes of the school.

2.14 **Capital spending from budget share**

Governing bodies are permitted to use their delegated budgets to meet the cost of capital expenditure on the school premises. This includes expenditure by the Governing Body of a voluntary aided school on work which is their responsibility under paragraph 3 of Schedule 3 of the School Standards and Framework Act 1998.

Any planned capital expenditure from the delegated budget must be notified to the Authority. If the expected capital expenditure from the budget share in any year will exceed:

- £15,000 or
 - 2% of the school's budget share if between £15,000 and £100,000 or
 - £100,000 if 2% of the school's budget share is higher than this,
- the Governing Body must notify the Authority and take account of advice given as to the merits of the proposed expenditure. Where the premises are owned by the Authority, or the school has voluntary controlled status, then the Governing Body should seek the prior consent of the Authority to any works proposed to the premises, irrespective of value, in accordance with established procedures which are intended to ensure that the appropriate constructional and health and safety standards are complied with. Consent can be withheld only on health and safety grounds

2.15 **Notices of concern**

The authority may issue a notice of concern to the governing body of any school it maintains where, in the opinion of the Chief Finance Officer and the Chief Education Officer/Director of Children's Services, the school has failed to comply with any provisions of the scheme, or where actions need to be taken to safeguard the financial position of the local authority or the school.

Such a notice will set out the reasons and evidence for it being made and may place on the governing body restrictions, limitations or prohibitions in relation to the management of funds delegated to it.

These may include, without limitation:

- insisting that relevant staff undertake appropriate training to address any identified weaknesses in the financial management of the school;
- insisting that an appropriately trained/qualified person chairs the finance committee of the governing body;
- placing more stringent restrictions or conditions on the day to day

financial management of a school than the scheme requires for all schools – such as the provision of monthly accounts to the local authority;

- insisting on regular financial monitoring meetings at the school attended by local authority officers or nominees;
- requiring a governing body to buy into a local authority's financial management systems; and
- imposing restrictions or limitations on the manner in which a school manages extended school activity funded from within its delegated budget share – for example by requiring a school to submit income projections and/or financial monitoring reports on such activities.

The notice will clearly state what these requirements are and the way in which and the time by which such requirements must be complied with in order for the notice to be withdrawn. It will also state the actions that the authority may take where the governing body does not comply with the notice.

9

2.16 **Schools Financial Value Standard**

All local authority maintained schools (including nursery schools and Pupil Referral Units (PRUs)) must demonstrate compliance with the Schools Financial Value Standard (SFVS) and complete the assessment form on an annual basis. It is for the school to determine at what time in the year they wish to complete the form.

Governors must demonstrate compliance through the submission of the SFVS assessment form signed by the Chair of Governors. The form must include a summary of remedial actions with a clear timetable, ensuring that each action has a specified deadline and an agreed owner. Governors must monitor the progress of these actions to ensure that all actions are cleared within specified deadlines¹.

2.17 **Fraud**

All schools must have a robust system of controls to safeguard themselves against fraudulent or improper use of public money and assets.

The governing body and head teacher must inform all staff of school policies and procedures related to fraud and theft, the controls in place to prevent them; and the consequences of breaching these controls. This information must also be included in induction for new school staff and governors.

School staff should notify Surrey County Council Internal Audit (Telephone 020 8541 9190) of any matter coming to their attention that involves or is thought to involve corruption or financial irregularity. In addition the council

¹ Sentence added 25 April 2012 following amendments to DfE model scheme

expects that the police are made aware of, and investigate independently, any offence where material financial impropriety may have occurred.

The link to the council's strategy against fraud and corruption and the confidential hotline telephone number for whistleblowing can be found in Section D of the Schools' Finance Manual

This page is intentionally left blank