

CORE OFFER BUDGET FOR EDUCATION

WHY DOES THE COUNCIL HAVE TO PROVIDE THIS SERVICE AND WHAT DOES IT NEED TO COVER?

Much has changed in Darlington, with all secondary schools and most primary schools now academies. Nevertheless, the local authority retains a responsibility for school improvement across both maintained schools and academies. It also retains responsibility for Early Years children who attend a range of school, private, voluntary and childminder settings and for children and young people with Special Educational Needs (SEND). In recent years the Local Authority has significantly reduced staff in Education Services as the role of the Local Authority has changed in relation to schools.

The educational landscape continues to change rapidly. Whilst the government intends to consult on reducing the local authority role in running schools, removing a number of statutory duties and making savings from the ESG. Any structural changes at DBC will need to be flexible to respond positively to further policy change. It should also be noted that local authority school improvement arrangements and SEND will be subject to inspection.

Early Years

Currently the council provides a range of services in line with statutory duties to ensure young children attend high quality early years provision.

Providing the best start in life and supporting the provision of high quality early years settings (schools, private, voluntary, independent and childminder providers) DBC has a duty to -

- Improve the outcomes of all children under 5 and close the gaps between groups with the poorest outcomes and the rest by ensuring early years' services are accessible to all families.
- Deliver funded early education through early years providers who deliver the full early years foundation stage (EYFS) for two, three and four year old children
- Maintain a service providing information, advice and assistance for parents and prospective parents with information on the provision of childcare and on other services or facilities.
- Fund new providers registered with Ofsted until their first full Ofsted inspection judgement is published.
- Secure alternative provision and withdraw funding, as soon as is practicable, for children who are already receiving their funded entitlement at a provider when it is rated 'inadequate' by Ofsted.

- Duty to produce and publish an action plan after an Ofsted inspection. *Childcare Act 2006 Section 98C(3)*
- Duty to provide information, advice and training to childcare providers, and prospective providers. *Childcare Act 2006 Section 13*
- Ensure that support is commissioned for children with SEN and disabilities through the Local offer and ensure that there is sufficient expertise and experience amongst local early years providers to support children with SEN.

School Years

The LA has a range of statutory duties to ensure that the quality of Education enables children and young people to access a high quality education.

Access - ensure that all children, especially the most vulnerable, are found and offered a school place quickly. DBC has a statutory duty to -

- Facilitate better access to education for disabled pupils as defined in the local authority access strategy.
- Have a Fair Access Protocol, agreed with the majority of its schools, in which all schools (including Academies) must participate as defined in the School Admissions Code.

Buildings and Capital - To ensure schools are fit for purpose DBC has a statutory duty to -

- maintain schools in their area
- protect School Playing Fields
- follow the prescribed statutory process as and when alterations are proposed to existing schools when inviting proposals / considering proposals to establish new schools
- give precedence to academy proposals when considering that there is a need for a new school in their area
- follow the prescribed statutory process when proposing the closure of existing maintained schools
- restrict class sizes for pupils aged 4-7 to thirty pupils per class

Admissions - DBC has a statutory duty to -

- provide advice and assistance to parents when deciding on a school place and allow parents to express a preference.

- publish the prescribed information about the admission arrangements for each of the maintained schools.
- make arrangements for enabling the parent of a child to appeal against admissions decisions.
- publish annually, and make available to parents, a composite prospectus which includes all local primary and secondary schools.

To secure high educational standards for the children and young people of Darlington the local authority has a statutory duty to -

- Prepare a written statement of action they propose to take in light of any report from the Chief Inspector when a school requires significant improvement or special measures.
- Determine and review a curriculum policy for Pupil Referral Unit *Education Act 1996, schedule 1. Secondary - Education (Pupil Referral Units) (Management Committees etc.) England Regulations 2007. Education (Pupil Exclusions and Appeals) (Pupil Referral Units) England Regulations 2008.*
- Provide independent careers guidance to all pupils in Pupil Referral Units from the ages of 14 to 16
- Exercise education functions with a view to promoting high standards. Know schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need. *Sections 13 and 13A of the Education Act 1996.*
- Identification of, and intervention in, underperforming maintained schools, including the use of formal powers.
- Support and challenge schools and other providers to improve, based on the local authority strategy to narrow attainments gaps.
- Broker and/or commission high quality support for maintained schools and other providers. *Schools causing concern: statutory guidance for local authorities; Department for Education, May 2014*
- Develop strategies to support highly effective leadership and management in maintained schools and other providers.
- Form relationships and work constructively with academies. Where the local authority has concerns about the performance of an academy raise them with the Department for Education, through the Regional Schools Commissioner.
- Consider curriculum complaints if referred to local authorities. *Education Act 1996 Section 409 & Part 10, Chapter 2 of the Apprenticeships, Skills, Children & Learning Act (ASCL) 2009.*

- Ensure the National Curriculum for England and the assessment arrangements specified in the National Curriculum, are implemented. *Education Act 2002 Section 88*
- Securing that courses of study within all of the entitlement areas specified by the Secretary of State 85A(1)(b) are provided in schools.
- Ensure the curriculum in maintained schools satisfies the requirements of section 78 of the Education Act 2002 *Education Act 2002 Section 79*
- Establish a permanent body called a standing advisory council on religious education and design a locally agreed syllabus which is the statutory syllabus of religious education and ensure that schools provide Religious Education in accordance with the law.
- Receive information from schools on exclusions. *Education Act 2002 section 52. Secondary - The Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002 (No. 3178). The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (England) Regulations 2002.*

Young people aged 13-19 - to help more young people to reach the age of 16 well qualified and prepared for further and higher education and for work DBC has a statutory duty to –

- Secure sufficient suitable education and training provision for all young people aged 13-19 and young adults with a learning difficulty assessment or Education Health and Care Plan up to the age of 25. *Education Act 1996, Education and Skills Act 2008 and Children and Families Act 2014.*
- Make support available to all young people that will encourage, enable or assist them to participate in education or training. *These duties are stipulated in the Education Act 1996, Education and Skills Act 2008 and Children and Families Act 2014.*
- Promote effective participation in education and training of 16 and 17 year olds. *These duties are stipulated in the Education Act 1996, Education and Skills Act 2008 and Children and Families Act 2014.*

To promote the improvement of standards in schools DBC has a statutory duty to support national assessment regulations at foundation Stage, Key Stage One and Key Stage Two-

Early Years Foundation Stage:

- Ensure the accuracy and consistency of the assessments made by early years providers. *The Early Years Foundation Stage (Learning and Development Requirements) Order 2007*
- Make an annual collection of Early Years Foundation Stage Profile data and dispatch to DfE. *Childcare Act 2006 Section 99. Secondary - The Childcare*

(Provision of Information About Young Children) Regulations 2009 (SI 2009 / 1554).

Key Stage 1:

- Monitor at least 10% of schools to ensure the phonics screening check is being administered correctly.
- Moderate teacher assessments in at least 25% of maintained schools. *The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004 (article 6) (made under section 87 of the Education Act 2002)*
- Quality assure teacher assessment in maintained schools. *Assessment and reporting arrangements for Early Years Foundation Stage and Key Stage 1.*
- Offer schools training and advice on all aspects of assessment at Key Stage. *Assessment and reporting arrangements for Early Years Foundation Stage and Key Stage 1.*

Key Stage 2:

- Monitor 10% of National Curriculum Tests and moderate writing assessments in relation to at least 25% of all relevant schools. *The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003 (article 6) (made under section 87 of the Education Act 2002 and article 11 of the Order).*

Looked after Children - To promote high educational standards for Looked after Children DBC has a statutory duty to –

- Promote the educational achievement of looked after children.
- Ensure good pathway planning for care leavers so that from the age of 16 the local authority, identifies the needs of the child and how they relate to their future requirements as they approach adulthood.
- To provide on-going support and guidance to 18 year old care leavers particularly with regard to their education.

Teaching workforce – to promote a high quality teaching workforce in Darlington schools DBC has a statutory duty to -

- In capacity as employers of teachers in maintained schools. Registered teachers to complete formal induction periods and for schools not to employ a person as a teacher unless they have satisfactorily completed their induction period. *The Education (Induction Arrangements for School Teachers) (England) Regulations 2008*

- Duty to act when required as Appropriate Body in statutory induction process for teachers. *Teaching and Higher Education Act 1998 Section 19. Secondary - The Education (Induction Arrangements for School Teachers) (England) Regulations 2008.*

To meet school finance regulations DBC has a statutory duty to

- Establish a schools forum for their area to determine school budgets and budget shares in accordance with the school finance regulations in accordance with the schools forums regulations. *School Standards and Framework Act 1998 Sections 45A, 45AA, 47, 47ZA, 47A and 48 and Schedule 14 . Secondary - School Finance (England) Regulations 2008 (as amended), School Finance (England) Regulations 2011 - due to come into force 28/2/11, Schools Forums (England) Regulations 2010.*

Special Education

The council has a duty to meet the legal requirements and statutory guidance of the SEND code of practice: 0 to 25 years. This duty includes securing appropriate advice, places and quality provision.

Where a child or young person presents with special educational needs (SEN) that affect their ability to learn DBC has a duty to –

- Ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children.
- Manage direct payments and vouchers for parents of disabled children.
- Identify and assess Special Educational Needs, making and reviewing Special Educational Needs statements and a transition plan from age 14.
- Secure sufficient schools in the area with particular regard for the need to secure Special Educational Needs provision for pupils with Special Educational Needs.
- Publish Special Educational Needs policies and the arrangements and activities in carrying them out.

The quality of the provision accessed by a child or young person presents with special educational needs (SEN) is DBC has a duty to –

- Provide Educational Psychological Services
- Some children need support for SEN and disabilities at home or in informal settings before, or as well as, the support they receive from an early years provider. Provision for children who need support should form part of the local joint commissioning arrangements and be included in the Local Offer.
- Identify and plan for the needs of children with SEN.

- Secure sufficient suitable education and training provision for all young people aged 13-19 and young adults with a learning difficulty assessment or Education Health and Care Plan up to the age of 25.
- Ensure young people with a learning difficulty or disabilities are able to secure appropriate learning provision in Further Education.

HOW DOES THE CORE OFFER BUDGET MEET THE COUNCIL'S OBLIGATIONS?

Whilst there are only nine remaining LA maintained schools in Darlington the LA retains responsibility for school improvement and promoting achievement of all children in its area, particularly vulnerable groups and closing the gap.

There are currently 3 main areas of activity in Education each led by a senior officer.

- Early years, including primary school improvement
- Special Educational needs including admissions and school place planning
- 11-19 including secondary school improvement

A new model for Educational Services needs to be developed. It is proposed that the service will sit under a Chief Educational Officer within two broad areas of activity.

- Access to education including SEN cross phase
- Teaching and learning including 14-19 and cross phase school improvement with the aim of providing capacity to deliver all core statutory functions

DOES THIS DIFFER FROM THE CURRENT SERVICE?

The current services within Education will be reconfigured, Heads of Service posts reduced from 3 to 2 and a new Chief Education Officer post created. Proposed areas of responsibility for Chief Education Officer and Heads of Service will ensure all statutory duties are implemented from early years through to 11-19.

The Chief Educational Officer will lead a service that will be flexible and responsive to a rapidly changing educational environment and will provide support to the Director on educational matters to ensure the right level of support is in place early to enable all children to access education and achieve their full potential.

There will be a strong focus on the promotion of high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. The restructure will aim to strengthen our capacity to deliver our statutory duties.

Equality of access and inclusion will also be a strong focus. The restructure will ensure that the Council fulfils its obligations towards children and young people with special educational needs and other vulnerable groups at risk of poor outcomes and will target resource at closing the gap for vulnerable groups. Staff will work closely together across Children's Services and with colleagues in schools and other agencies to achieve the best start in life through a high quality education.

WHAT IS THE CORE BUDGET MADE UP OF?

School Years 2019/20 - £288,389 (Net of income and grants)

£46,260	Funding toward a Head of Education (remainder from restructuring)
£18,034	School Assets & Placements, (£223,735 gross)
£549	SACRE
£43,039	Education Safeguarding
£0	School Improvement, (£40,000 gross)
£0	School Admissions, (£134,055 gross)
£0	School Forum Officer, (£48,293 gross)
£0	Newly Qualified Teachers, (£140,000 gross)
£53,359	Virtual Headteacher, required to ensure appropriate education of Looked After Children (£73,359 gross)
£127,148	14-19 Team, (£204,907 gross)
£0	Adult & Community Learning, (£990,741 gross)

Special Educational Needs 2019/20 - £339,889 (Net of income and grants)

£148,234	SEN Team (£289,861 gross)
£191,655	Education Psychology Service (£308,652 gross)

Early Years 2019/20 - £386,913 (Net of income and grants)

£386,913	Early Years Team, including Childcare Development Officers, Early Years Inclusion staff and Foundation Stage Teachers. Budget includes provision for supporting providers with early years inclusion funding. The budget shown is the net DBC spend, funding also comes into the team from the Dedicated Schools Grant. Gross budget £626,666.
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Education Other 2019/20 - (£317,238) (Net of income and grants)

(£201,278)	Overheads charged to grant funded services
(£486,220)	Education Services Grant
£320,260	Contribution towards Ex teachers Pensions
£50,000	Contribution towards the change programme delivered through the Organisational Planning Unit
£439,991	Overheads

Grand Total £1,137,944