

Surrey Schools Forum Notes of Workshop Meeting

Friday 25 March 2022 2.30pm-4pm Virtual Meeting on TEAMS

Present

Chair

Rhona Barnfield

Howard of Effingham School A

- (3) Develop and implement strategies to further develop skills, expertise, and capacity of school-based staff to support children with SEND in mainstream schools, reducing the escalation of need and

special schools MFG to bring those state special schools which were currently outliers into the banding system more quickly. Individual discussions with those schools would start shortly through existing channels.

Cost containment estimates were based on modelling individual children and placements. Required cost containment in 2022/23 was £26m against a total budget of £200m. (£25m of cost containment had been achieved in 2021/22, otherwise the deficit would already be much higher, but far more would be required in future years).

In addition to the £144m LA contribution and the capital funding, the LA had provided significant funding for the transformation work.

The DfE would require quarterly monitoring, and DfE payments would be paused if targets were not met. Monitoring would include KPIs, financial projections and risk management. If the LA exceeded targets, there might be an opportunity to use some of the block transfer funding differently in future years.

The LA had existing partnership governance arrangements,

occur simultaneously. If the LA was more successful in reducing costs than the agreement required, the deficit would fall earlier.

Transparency with schools was essential

While much of the detail was complex it was important that schools had confidence that nothing was being hidden.

LM suggested that the DfE would not have required contributions from

All children with SEN needed to have their needs met, not just those needing specialist places

If the number of specialist places was increased, resources such as therapy needed to increase too, and it was important that such resources were not withdrawn from mainstream schools to support the new specialist places.

Children with SEN in mainstream schools were as entitled to the right support as children in specialist places, and more clarity was requested over the support or greater

transparency over the impact of resources and whether they are well used. This might mean using resources differently to ensure that the right support was available for children at the right time.

Funding alone would not be sufficient if the resources were not available to buy (eg teaching assistant and education psychology recruitment)

It was accepted that some services may need to be delivered in different ways.

How do we change parental expectations eg of 1;1 support and private education as of right, and share resources most effectively?