

Bristol Schools Forum

Agenda Tuesday 2nd July 2019 at 6.00pm,

CITY HALL, The Library

please note meeting starts at 6.00 – tea and coffee available from 5.30pm

	Start	Item	Action	Owner	Paper
1	5.00	Welcome	A	Chair	
2	5.05	Forum standing business (a) Apologies for Absence: (b) Confirmation meeting is quorate (c) Appointment of new members: Special School Governor: Kris Hristakev, Woodway Federation (d) Notification of Vacancies: <ul style="list-style-type: none"> • Two Primary Maintained Heads; • Two Primary Academy Governors; • Two Secondary Academy Heads; • One Secondary Academy Governor; (e) Declarations of Interest	A	Clerk	Verbal
3	5.10	Minutes of meeting held on 15 th May 2019 (a) To confirm as a correct record (b) Matters arising not covered on agenda	A	Chair	Attached
4		Scrutiny Report SEND	I	AS	
5		Draft Response to ESFA call for evidence on SEND and AP Funding	C	DT	
6		SEND Staffing (Bristol City Council Cabinet Report)	I	AS	
7		SEND Capital Strategy (Bristol City Council Cabinet Report)	I	AS	
8		DSG Overview 2019-20	I	DT	
9		Composition of the Forum	Di	Chair	Attached
10		Any Other Business			

(* A = Admin, I = Information, De = Decision required, C = Consultation, Di = Discussion
Clerk: Corrina Haskins email: corrina.haskins@bristol.gov.uk Tel: 0117 35 76519 City Hall
Chair: Carew Reynell (contact via clerk)

FUTURE MEETINGS

Date	Items
September	Presentation on role and constitution of the Forum; DSG strategy; Options for the funding formula; DSG monitor; High Needs strategy/update; EY update.
November	Education overview

Dates for 2019-20

Wednesday 25 September 2019 - AGM
Tuesday 26 November 2019
Wednesday 15 January 2020 (Council 14th)
Tuesday 31 March 2020
Wednesday 13 May 2020
Wednesday 15 July 2020 (Council 14th)

Bristol Schools' Forum

Minutes of the meeting held on Wednesday 15th May 2019
at 17.00 hrs at City Hall

Present:

Karen Brown	Maintained Secondary Governor Rep, St Mary Redcliffe & Temple
Simon Holmes	Nursery Head Rep, St Phillips Marsh Nursery
Sarah Lovell	Academy Secondary Headteacher Rep, Bristol Metropolitan Academy
Garry Maher	Diocese of Clifton Rep
Kate Matheson	Maintained Primary Governor Rep, St Barnabas Primary
Aileen Morrison	Pupil Referral Unit Rep, St Matthias Park
Sam Packer	Non School Member, Private Voluntary Independent Early Years
Ruth Pickersgill	Nursery Governor Rep, Rosemary Nursery
Chris Pring	Maintained Primary Headteacher Rep, Cabot Primary
Carew Reynell	Academy Secondary Governor Rep, Henbury
Cedric Sanguignol	Maintained Primary Governor Rep, Bishop Road Primary
Christine Townsend	Maintained Primary Governor Rep, Whitehall Primary
Lorraine Wright	Academy Primary Head, Elm Lea Primary
David Yorath	Academy Secondary Governor Rep, Cotham School

In attendance from Bristol City Council:

Graham Booth	Finance Manager
Corrina Haskins	Clerk to Schools Forum
Sally Jaekle	Service Manager, Early Years
Cllr Anna Keen	Cabinet Member for Education and Skills
Denise Murray	Director of Finance
Alan Stubbersfield	Interim Director Education Learning & Skills Improvement
David Tully	Interim Finance Business Partner
Emilie Williams-Jones	SEND and Inclusion Manager
Travis Young	Corporate Finance

Observers:

Emma Cave
 Alderman Brian Price

	Action
1. Welcome and introductions	
The Chair welcomed everyone to the meeting.	
2. Forum standing business	
a. Apologies for absence Apologies for absence were received from Jamie Barry (Academy Primary Head Rep, Parson Street School), Marian Curran (Non School Member, 14 to 19 Citywide Partnership, St	

<p>Brendan’s College), Trish Dodds (Academy Primary Governor, Fishponds Academy), Simon Eakins (Academy Primary Head, Cathedral Primary), Peter Evans (Special Head, Knowle DGE), Rob Endley (Non School Member, NASUWT and NEU), Jez Piper (Non School Member Diocese of Bristol Board of Education) and Simon Shaw (Maintained Secondary Head, St Mary Redcliffe).</p> <p>b. Quorate (10) The Clerk confirmed the meeting was quorate.</p> <p>c. Resignations The Clerk confirmed the following resignations since the previous meeting: Ebrima Bojang (Primary Academy Governor, Summerhill Academy), Victoria Boomer (Secondary Academy Head, Oasis Academy John Williams) and Emma Cave (Special School Governor, Claremont School).</p> <p>d. Appointment of New Members The Clerk confirmed that there were no new appointments since the previous meeting.</p> <p>e. Notification of Vacancies The Clerk advised of the following Schools Forum Vacancies which would be advertised through the Heads/Governors Bulletins:</p> <ul style="list-style-type: none"> • Two Primary Maintained Heads; • Two Primary Academy Governors; • Two Secondary Academy Heads; • One Secondary Academy Governor; • One Special School Governor. <p>CR confirmed that he and the Vice-Chairs had preliminary discussions about the future membership of the Forum. He undertook to draft a paper for circulation to Members for their comments before the end of the academic year with a view to considering any changes to Membership and the Constitution at an early meeting of the next academic year.</p>	<p>CR</p>
<p>3. Minutes of the Meeting held on 2nd April 2019</p>	
<p>RESOLVED - that the minutes be confirmed as a correct record, subject to Rob Endley (Non School Member, NASUWT and NEU) being recorded as being present.</p> <p><u>Matters Arising</u></p> <p>1. Thanks to Billy Forsythe Following the comments raised at the previous meeting, CR undertook to write to Billy Forsythe and thank him for his work as Chair of the Schools Forum.</p> <p>2. Finance Sub Group Terms of Reference CR drew attention to the Finance Sub-Group Terms of Reference and invited any comments. In response to a comment the Sub-Group was well represented by Finance Specialists and would</p>	<p>CR</p> <p>CR</p>

<p>benefit from additional representation from Education Specialists, CR undertook to write to Primary School Heads to ask for volunteers or nominees. He confirmed that the first meeting was taking place on 10 June.</p>	
<p>RESOLVED – that the terms of reference of the Finance Sub-Group be agreed.</p>	
<p>3. Data – distributed Growth Fund CR confirmed that the data relating to out of area children being educated in Bristol schools had been circulated as requested at the previous meeting and in response to a request, it was agreed that this data would also be attached to the minutes.</p>	<p>CH</p>
<p>4. SEND 1-5 Year Olds In response to a question of clarification about what the figure “1092 number of 1-5 year olds” referred to during the debate about SEND, AS confirmed that there was a discrepancy relating to the difference in numbers of children with Special Education Needs and the number of those with Disabilities. He undertook to circulate the information with the minutes.</p>	<p>AS</p>
<p>5. Early Years Census It was noted that this issue had been resolved in a discussion between DT and SE after the meeting.</p>	
<p>6. Teachers Pay Award DT confirmed that the Local Authority had approached the EFSA to challenge the anomaly in relation to:</p> <ul style="list-style-type: none"> • Hospital Education; • the figures used by the DfE relating to place numbers in Bristol High Needs settings which had increased since the DfE count. <p>He reported that there was unlikely to be a satisfactory outcome in relation to Hospital Education, but the DfE would be amending figures to reflect updated census information. He also confirmed that the Local Authority would be consulting staff in special settings in relation to the second part of the pay award.</p>	
<p>7. School Health Nurse Roles In response to a question raised at the previous meeting about the role of School Health Nurses in special schools, AS undertook to share the core offer and frequently asked questions documents with Special Schools.</p>	<p>AS</p>
<p>4. Presentation on High Needs Block</p>	
<p>AS gave a presentation on High Needs Block Funding as follows:</p> <ul style="list-style-type: none"> • High Needs Funding supported provision for children and young people with SEND as well as supporting Alternative Provision and top-ups. • The 6 funding sections were: <ul style="list-style-type: none"> ○ High Needs Places; ○ Core funding allocated to maintained schools from the LA or to other providers 	

from ESFA;

- SEN Top-ups;

Education providers could apply for top up funding for a named individual;

- Alternative Provision Top-ups
- Other SEN Provision;
- Other Alternative Provision;
- High Needs Services

Including the staffing of Alternative Learning Hub, SEND Business Unit, Proportion of Hope School and Director of Education.

- Key Issues:

- Volatile budgets which fluctuated year on year
- £1.1m overspend at 18/19 and forecast for 19/20 would result in a cumulative overspend of £3.5m.

AS responded to questions from Forum Members as follows:

- Early Years provision only received funding for emerging SEN;
- The reason for the 40 unfilled Resource Bases places was that, due to the changing pattern of needs, these places may not fit the needs of the child but it was necessary to keep the places in case a need arose;
- Schools with a proportionately high number of SEN pupils could apply for top-up funding and could be targeted for additional support from the Local Authority, but this would be in the form of services and not additional funding.

Forum Members raised the following comments:

- Concern that £406,000 has been committed in 19/20 to Resource Bases places which have continued to be unfilled over the last 4 years when there are other schools that need this money for SEN children.

AS acknowledged that this was an issue and it was something that could be looked at in the interest of reviewing efficiency but this would need to be the subject of consultation and fit in with the timescale of the funding process. It was noted that the needs of children were changing and there was less demand for speech and language services and more demand for services for children with complex needs;

- Concern that the Local Authority may not be aligning the limited resources available to the schools with the greatest need and this issue would be looked at further by the Finance Sub-Group;

AS agreed that the national system of funding did not give Local Authorities the tools to measure need with the greatest accuracy and there was no requirement for schools to account for this expenditure unlike Sports and PE Premium funding;

- Concern at the ongoing pressure on the High Needs Block and the need for more Government funding to address this problem.

RESOLVED –

- (1) That the presentation and issues raised by noted;
- (2) That the Finance Sub Group consider the funding issues raised in greater detail.

Finance
Sub-
Group

<p>5. Report on High Needs Block</p> <p>AS introduced the report and drew attention to the following:</p> <ul style="list-style-type: none"> • The Budget Monitoring position for 2018/19 had improved by £120k since the period 10 forecast, but there was still a forecast deficit of £3.6m by the end of 2020; • Bristol City Council Officers were proposing options including the transfer of surplus from the Early Years block and a strategy to respond to the ESFA call for evidence in relation to the national position of High Needs Funding; • The report addressed issues raised at previous meetings including an account of the funding of the Bristol Hospital Education Service, which was part of the High Needs Transformation Project Planning, and also the funding arrangements for the Hope School. • There was a correction to paragraph 8.3 to read that “There are 214 (<i>and not 264</i>) pupils in the Hope School aged to year 13 with EHCPs” • The work of the Hope School was preventative and there were risks associated with not providing these interventions for children in care. <p>In response to questioning, Officers confirmed:</p> <ul style="list-style-type: none"> • The PFI for Special Schools was funded centrally; • The Estates Strategy could come to the Forum for information, but not for decision as this was the responsibility of Bristol City Council’s Cabinet; • The increases in core funding equating to £0.47m related to the costs of additional places being made available at 3 special school providers; • It was reasonable to assume that overall expenditure on high needs would increase 5% per annum in line with the previous 4 years although this would be clarified in the overall pupil planning exercise. <p>RESOLVED - that</p> <ol style="list-style-type: none"> (1) That the 2018/2019 High Needs budget outturn be noted; (2) That the last three years funding levels and 2019/2020 High Needs Budget be noted; (3) That the information provided on BHES and Hope Virtual School be noted; (4) That the ESFA’s call for evidence on the High Needs national funding arrangements be noted. 	
<p>6. Early Years Block</p> <p>Forum Members agreed to change the order of the agenda and consider the Early Years Block item in advance of making a decision on the DSG Overview 2018/19 Outturn and 2019/20 Budget.</p> <p>SJ introduced the report and drew attention to the following:</p> <ul style="list-style-type: none"> • The final financial position for 2018/19 and budget for 2019/20; • The risks and opportunities relating to the Early Years Block including the fluctuations in pupil numbers throughout the year and also a drop in 2 year olds which could be the result of a drop in birth rates or 2 year olds places being impacted by take up for 3 and 4 year olds; 	

- The Early Years Block should only be used to fund emerging SEN in Early Years and not complex needs;
- The underspend in Early Years was due to the differences and complexity in how data was captured which led to discrepancies between censuses;
- The report outlined options for the underspend, including:
 - the retention of 65% of the underspend to fund 1) Local Maintained Nursery Supplement 2019/20 and 2) Increase SEN rates for early years settings for 2019/20 and the transfer of £0.390m to the High Needs Block;
 - the retention of the £0.390m to fund 1) Local Maintained Nursery Supplement summer 2020; 2) Contingency; 3) one off increase to settings.

The following comments were raised on the proposals from Early Year representatives:

- The funding of Nursery Schools was complex and not on the same basis as other schools, but they were subject to the same requirements as schools such as Ofsted Inspections;
- Early Years providers were seeing higher numbers of children with complex needs and a number of parents were deferring entry to Primary Schools to keep them in Nursery Education;
- To transfer money from Early Years to High Needs would in effect be “robbing Peter to pay Paul” as the money would be better retained in Early Years to support children with high needs;
- If children with high needs do not attend nursery provision they will then enter primary education without any support in place and intervention was better if high needs were identified at an early age;
- Nursery Schools in the most deprived areas often had the lowest number of 2 year olds;
- If the money was retained in Early Years it could be used to enhance the rate of 2 year olds and be directed at the most deprived areas;
- In terms of PVI, the money could be used to meet staffing costs, where fluctuating pupil numbers made it difficult to retain staff on a consistent number of hours throughout a year.

It was agreed that the report be noted and a decision be deferred pending consideration of the following item, DSG Overview 2018-19 and 2019-20 Budget.

RESOLVED – that

- (1) the changes in participation levels between the January 2018 and January 2019 pupil censuses **be noted** as follows:
 - a. -6.1% reduction for 2 year olds (79 pte down);
 - b. +0.1% reduction in Universal Hours for 3 and 4 year olds (10 pte up); and
 - c. 11.1% increase for Extended Hours for 3 and 4 year olds (272 pte up).
- (2) the Early Years Block underspend during 2018/19 and year end cumulative surplus of £1.115m at 31st March 2019 **be noted**;
- (3) the risks and opportunities associated with the Early Years Block **be noted**.

7. DSG Overview 2018-19 and 2019-20 Budget

DT introduced the report and drew attention to the following points:

- The report covered the outturn position for 18/19 and budget position for 19/20;
- There was an overall underspend on the DSG of £2m , but a £1.1m deficit on the High Needs Budget;
- The Local Authority had a duty to consult with the Schools Forum on the treatment of the carried forward surplus;
- The views of the Forum was sought on the proposal to transfer £1.968 of the year end surpluses to the High Needs Block, including £0.390 from the Early Years Block with a view to Cabinet taking a decision at its meeting on 4 June;
- The Council would need to write off £1.5m of school balances from its own non-DSG funds where previously maintained schools had left deficits on becoming academies.

The following comments were raised by Forum Members:

- Moving the money to the High Needs Block could weaken the Council's position in responding to the ESFA's call for evidence on the High Needs national funding arrangements and make the Government less sympathetic to the authority's case for increased funding. DT responded that the Section 251 submission would contain the necessary detail to reflect the true picture and this would also be set out in the call for evidence;
- Concern that the High Needs budget was not being spent in the right places e.g. the 40 Resource Bases places that had not been filled for the last 4 years and was therefore not reaching the most vulnerable children in the most deprived areas. AS responded the most pressure in the system was lack of funding to support SEN and these were often the most vulnerable children.
- Spending in Early Years could make a difference to the most deprived children as some of these children were 18 months behind on starting school and so investing in Early Years could save money in the long term;
- 8 out of 12 nurseries were in deficit as the funding formula was not working in this sector;
- There was a lower uptake of nursery places in deprived areas and these were the children who would most benefit from this education;
- The money should be kept in early years to plug the gap in SEN funding in nursery provision.

Councillor Keen welcomed the comments of Forum Members and acknowledged that there was a low uptake of nursery places in deprived areas, but questioned how funding could be directed at these children if they were not in the education system. It was agreed that this would need to be the subject of a future report.

In considering the officers recommendations set out in paragraph 2.1 of the report asking Forum Members to (a) note the current outturn position; (c) note the balances of maintained schools; and (d) note the need for the Council to write off £1.5m due to previously maintained schools leaving deficits on becoming academies, these recommendations were **AGREED**.

In considering recommendation (b) which asked for Forum Members views on how Cabinet might agree the treatment of the carried forward surplus, Forum Members voted on the following:

i. Transfer the £1.561m Schools Block balance to the High Needs Block;	AGREED (9 in favour, 4 against)
ii. Transfer the £17k underspend on the Central School Services Block to the High Needs Block;	AGREED (13 in favour 0 against)
iii. Retain £0.517m of the Early Years year-end balance for the local Maintained Nursery Schools Supplement and £0.208m for a one-off increase to early years SEN funding rates;	AGREED (12 in favour 0 against)
And transfer £0.390m to the High Needs Block	NOT AGREED (5 in favour 8 against)
iv. The adjusted High Needs Block balance to be £0.823m surplus.	THEREFORE NOT AGREED

It was subsequently **AGREED** that £0.390m remain in the Early Years Block and not be transferred to the High Needs Block and the use of the surplus be the subject of a full report to enable an informed view on issues raised by Forum Members relating to early years.

RESOLVED – that

- (1) the 2018/19 outturn position set out in Table 1, which includes a net cumulative surplus of £2.0m, an improvement of £0.5m on the forecast position at Period 10 be noted;
- (2) Cabinet be advised of the following views of Schools Forum on how Cabinet might agree the treatment of the carried forward surplus, specifically:
 - i. Transfer the £1.561m Schools Block balance to the High Needs Block;
 - ii. Transfer the £17k underspend on the Central School Services Block to the High Needs Block;
 - iii. Retain £0.517m of the Early Years year-end balance for the local Maintained Nursery Schools Supplement and £0.208m for a one-off increase to early years SEN funding rates, and also retain £0.390m in the Early Years Block;
- (3) the use of the £0.390m being retained in the Early Years block be the subject of a full report to enable an informed view on issues raised by Forum Members relating to early years;
- (4) the number of maintained schools with surplus and deficit balances and the overall position by sector be noted;
- (5) the need for the Council to write-off £1.5m of school balances from its own non-DSG funds where previously maintained schools have left deficits at the point they became sponsored academies be noted.

<p>8. Scheme for Financing Schools</p>	
<p>DT introduced the report and confirmed that some changes to the Scheme for Financing schools were mandatory, while others were discretionary. He drew attention to the discretionary changes and welcomed the comments of Forum members:</p> <ul style="list-style-type: none"> • The proposal to change the frequency of budget monitoring from twice per year to quarterly in line with Local Authority financial reporting and management practice; • The proposal for 5 Year forecasts. He reported that this proposal had not been welcomed by all schools as part of the consultation process and to address these concerns, the recommendation had been amended to require a 3 year forecast; • The proposal to formalise the requirement that schools causing financial concern comply with the requirements of the document called “Support Process for Schools Causing Financial Concern” • No proposal to change the 5% and 8% threshold for school excess surplus balances <p>The following issues were raised by Forum Members:</p> <ul style="list-style-type: none"> • Although most schools used software that could produce quarterly data, the data did not allow for a 5 Year forecast without manual input and would therefore result in an increased workload to produce this data. Could the implementation of this proposal be delayed until all schools had the software to produce the data without the need for manual intervention?; • Although a 5 Year forecast was good financial management in theory, in practice it was meaningless for nursery provision where budgets depended on the number of children and could not be predicted 5 years in advance; • The 5% and 8% thresholds should be reconsidered as it was not in line with DfE guidance that medium-term budgeting should not be burdened by bureaucracy. • The Scheme of Financing Schools document needed an overall review as some of the references were out of date and policies referred to no longer in existence. <p>In relation to the thresholds, DM confirmed that Bristol City Council did not propose to change these and also advised Forum that Local Authorities were currently being consulted on a new Financial Management code which would require 5 year forecasts to be submitted on an annual basis.</p> <p>In view of the comments raised, it was agreed that only the directed changes would be noted at this stage pending a comprehensive review of the Scheme. CP undertook to input into the review.</p> <p>RESOLVED – that</p> <ol style="list-style-type: none"> (1) the directed changes to the local Scheme for Financing Schools be noted; (2) a comprehensive review of the Scheme of Financing Schools be undertaken. 	<p>DT/CP</p>
<p>9. Any Other Business</p>	

Dates of Future Meetings

CR advised that the next meeting would not take place on Tuesday 16 July 2019, due to a clash with a Bristol City Council meeting. He confirmed that he would be consulting with officers and Vice Chairs and advise Members whether the meeting would be rescheduled or cancelled.

CH

The meeting closed at 19.49 pm

Admissions data requested by Schools Forum

January Census	Out of Bristol Pupils								Total Pupils								% Out of Bristol						
	7	8	9	10	11	12	13	Total	7	8	9	10	11	12	13	Total	7	8	9	10	11	12	13
Bristol Cathedral Choir School																							
2015	20	20	19	16	17	27	18	92	122	121	117	112	111	101	85	769	16.4	16.5	16.2	14.3	15.3	26.7	21.2
2016	10	19	22	18	14	18	22	83	122	120	120	116	108	115	79	780	8.2	15.8	18.3	15.5	13.0	15.7	27.8
2017	18	10	20	23	21	35	17	92	120	121	119	122	115	141	90	828	15.0	8.3	16.8	18.9	18.3	24.8	18.9
2018	17	20	9	22	24	60	31	92	152	121	121	121	120	217	126	978	11.2	16.5	7.4	18.2	20.0	27.6	24.6
2019	27	16	19	11	23	69	62	96	152	153	123	124	121	184	212	1069	17.8	10.5	15.4	8.9	19.0	37.5	29.2
Colston's Girls' School																							
2015	33	31	28	22	25	12	18	139	140	141	141	109	109	74	66	780	23.6	22.0	19.9	20.2	22.9	16.2	27.3
2016	37	26	31	27	24	21	12	145	140	140	140	141	108	71	61	801	26.4	18.6	22.1	19.1	22.2	29.6	19.7
2017	39	37	28	28	30	19	17	162	140	141	141	135	139	83	60	839	27.9	26.2	19.9	20.7	21.6	22.9	28.3
2018	40	41	35	27	28	18	19	171	140	142	136	137	134	70	79	838	28.6	28.9	25.7	19.7	20.9	25.7	24.1
2019	54	39	45	31	29	20	17	198	168	139	142	132	140	96	72	889	32.1	28.1	31.7	23.5	20.7	20.8	23.6

St Bede's - All Pupils								
Year	7	8	9	10	11	12	13	Total
2014	180	185	184	189	176	34	11	959
2015	183	175	184	180	188	86	22	1018
2016	181	185	177	187	179	76	55	1040
2017	189	181	183	173	184	85	54	1049
2018	183	186	180	182	168	70	69	1038
*2019	208	183	185	179	179	99	59	1092

Non-Bristol resident pupils								
Year	7	8	9	10	11	12	13	Total
2014	62	59	66	61	58	8	2	316
2015	70	60	60	64	63	21	7	345
2016	66	69	64	61	65	19	14	358
2017	62	68	72	61	63	27	15	368
2018	77	63	70	72	58	19	26	385
*2019	82	79	63	70	72	28	20	414

% Non-Bristol resident								
Year	7	8	9	10	11	12	13	Total
2014	34.4%	31.9%	35.9%	32.3%	33.0%	23.5%	18.2%	33.0%
2015	38.3%	34.3%	32.6%	35.6%	33.5%	24.4%	31.8%	33.9%
2016	36.5%	37.3%	36.2%	32.6%	36.3%	25.0%	25.5%	34.4%
2017	32.8%	37.6%	39.3%	35.3%	34.2%	31.8%	27.8%	35.1%
2018	42.1%	33.9%	38.9%	39.6%	34.5%	27.1%	37.7%	37.1%
*2019	39.4%	43.2%	34.1%	39.1%	40.2%	28.3%	33.9%	37.9%

Scrutiny Commission

March 26th 2019



Report of: Alan Stubbersfield

Title: SEND Scrutiny task group update report

Ward: All wards are affected

Officer Presenting Report: Alan Stubbersfield/Emilie Williams-Jones

Contact Telephone Number: 0117 9224682

Recommendation:

Members are recommended to note the information, seek any necessary clarifications and consider as a context for future reports to the task group

The significant issues covered in the report are:

- **Historical background for SEND legislation**
- **2014 Act, 2015 Code of Practice and 2010 Equality Act**
- **Impact of SEND reforms**
- **High Needs Block pressures and LGA analysis**
- **National findings of Ofsted and the Care Quality Commission**
- **SEND in Bristol**



1. Summary

The 1980s brought welcome transformational changes following recommendations of the Warnock report which proposed new rights and expectations for Special Educational Needs (SEN). Decades later the SEND (...and Disabilities) reforms sought to refresh a system which had been subject to criticism by Lady Warnock herself, characterized by “unrealized aspirations, weak co-ordination, inconsistent performance and adversarial disputes”. National analyses have subsequently identified uncontrolled budgetary deficits, dissatisfaction of parents, professional tensions and unpropitious outcomes for pupils.

In that context, an account of activity in Bristol is given, along with some data showing Bristol performance against comparators. Further data is currently being developed in a SEND “Data-dashboard”, reflecting that outcomes other than those in schools have reflected the importance of inter-agency collaboration.

In terms of educational outcomes for children and young people with SEND, Bristol averages lower achievement at foundation stage but catches up with regional, national and statistical neighbour averages by Key Stage 4. It falls slightly behind regional and national averages for post 16 indicators including those in education at 17 and achievement of Level 2 and Level 3 qualifications, whilst remaining in line with statistical neighbour comparisons.

Questions arise about what is needed to support plans and improvements in SEND performance, relating to:

- Planning and strategy, notably collaborative work;
- Timeliness of assessments and the production of Education, Health and Care Plans (EHCPs);
- High Needs budget;
- Outcomes for children and young people;

2. Context: Legal Background

The concept of Special Educational Needs (SEN) was established at the beginning of the 1980s, introducing the expectation that all pupils can be educated, with their parents having conditional rights to educational support for children with SEN aged 2 and upwards, and which developed through successive codes of practice and a growing body of case-law identifying LAs’ responsibilities. Statutory assessments led to Statements of Special Educational Need where they were evidenced, and LAs might defend their decisions in SEN tribunal, later SEN and Disability Tribunal.

In the 1990s schools’ independence from LAs developed in a more dynamic national system, latterly with Grant Maintained schools, and accountability through statutory target setting and league tables grew in prominence. In the 2000s a new SEN code of practice set out a staged system with “school action” and “school action plus” representing incremental levels of support to be delivered by mainstream schools, their internal responsibilities managed by schools’ SEN Co-ordinators (SENCOs).

Throughout those times LAs were required to keep local SEN provision under review, and to ensure they had systems for processing applications for funding as well as assessments. Parents’ advocacy was a feature of the system, funded by but at arms-length from LAs.

3. Children and Families Act 2014

The Children and Families Act came into force on the 1st September 2014. The intention was to improve a system described in the preceding green paper as “bureaucratic, bewildering and adversarial”, and to emphasise partnerships between LAs and parents as well as between operational functions and strategy in LAs and health services across a local area. Part 3 of the Act, and associated regulations, reformed the duties, policies and procedures relating to children and young people with SEND. Innovations included:

- *Education Health and Care Plans* to replace statements of SEN by April 2018, and intended to increase cooperation between agencies, with requirements for collaborative work and joint commissioning;
- *19-25 year olds* included in the relevant age-range, in order to aid transition to and preparation for adult life;
- *Personal budgets* allowing parents a degree of direct responsibility for spending decisions, funded from education, health and social care budgets;
- A “*Local Offer*” published on-line by LAs so parents and others could see what resources and services were available across their area, including those delivered by schools, health services and LAs;
- *Children and Young People and their parents to have more say* over local provision with co-produced person-centred planning focusing on their aspirations, and supported by independent information and advice services.

4. SEND Code of Practice 2015 and Equality Act 2010

The SEND Code of Practice provides statutory guidance relating to Part 3 of the Children and Families Act, serving the purpose of a working guide to operating the collaborative system, and a reference point for decision-making. “School Action” and “School Action Plus” were replaced by a single category of “SEN Support”, and shorter timescales for statutory assessment were introduced. Further information is in annex 1 (Code of Practice) and 2 (Equality Act).

5. SEND Reforms: Impact

The changes introduced by the 2014 Act have been known as the SEND (adding “difficulties” to “needs”) Reforms, now subject to inspection by Ofsted focusing on a whole area’s “offer” and its *collective* success in identifying, assessing and meeting needs, such that children and young peoples’ outcomes are improved. The inspection process will be covered in more detail in a later report.

“Pathfinder” LAs piloted the reforms, and subsequent evaluation showed mixed impact, with some significant improvements in families’ experiences of the processes, but less clear evidence of improved outcomes. More recent research in 2017 identified reduced dissatisfaction, but satisfaction levels not increased, and analysis of inspections suggested that intended benefits had not all been realised. More information is below and in appendix 3.

6. National Reporting as of December 2018

In December Ofsted and CQC published their annual report on the findings from their inspections, visits and research over the past year. Ofsted’s Chief Inspector, Amanda Spielman, affirmed her commitment to raising standards for children and learners ‘regardless

of their circumstances'. Despite identified gains and acknowledging the professionalism and dedication of education, health and social care professionals, the report characterised improvements as regularly slow and inconsistent, particularly in SEND, with reoccurrence of trends which are illustrated in appendix 4. In general they reflect difficulties with collaborative work and strategic alignment, joint production of EHCPs, the impact for children with outcomes not improving and exclusions rising, and resulting dissatisfaction on the part of parents.

Examination of LAs' SEND inspection reports shows that where those weaknesses can be addressed, potential for success may be realised. Strategic points include strong governance and scrutiny, with a co-produced 0-25 SEND strategy, effective self-evaluation and good joint work between LA and Clinical Commissioning Group (CCG) with a clearly defined role for the Designated Clinical Officer. Details are in appendix 4.

7. High Needs Block Pressures

Unforeseen consequences of the reforms have emerged latterly. Co-ordination of activity across health, education and social care across a local authority's area has proved challenging in many areas. The effect of the reforms in highlighting issues appears to have led to increases in demand which were neither anticipated nor funded. A perception has arisen that pressures on schools' budgets have further incentivised their approaches for additional "top-up" funding through LAs' SEND processes, and the national accountability regime has not supported inclusion. A result has been that the funding for special education in mainstream and in special settings has been under pressure, and LAs' "High Needs" budgets have routinely been over-committed. In 2018 the Local Government Association (LGA) commissioned research which showed the scale of the problem and causal factors including the Reforms (appendix 5). The conclusion of the research paper includes this comment:

there are structural features of the current SEND system which mean that there will continue to be a significant risk of overspending the high needs block, even if budgets were very significantly increased...Local authorities have all the responsibility for maintaining high needs expenditure within budget, and yet have almost no hard levers with which to effect this

Also in 2018 three families applied to the High Court for permission to bring a legal challenge against the government over how it provides funding to local authorities. The claimant families, drawn from North Yorkshire, Birmingham and East Sussex, had formed a crowd-funded group called SEND Action. They believe that current government grants are leaving councils without enough money to fulfil their legal obligation of providing care for pupils with a range of disabilities and conditions.

8. The Position in Bristol

Investigations have also been conducted locally, in order to identify areas for action. Those reflect priorities already identified in the development of a local 0-25 SEND strategy; members might be aware of "SEND Transformation" activity planned in 2018 and commencing this term. Activity focuses on four areas:

- Top-up funding
- Early Intervention Bases

- Hospital Education
- Sensory Support Service

Much work is also being done to develop a self-evaluation in preparation for the anticipated SEND inspection in Bristol, and to develop the kind of joint strategy needed. In terms of educational outcomes for children and young people with SEND, Bristol averages lower achievement at foundation stage but catches up with regional, national and statistical neighbour averages at Key Stage 4. It falls slightly behind regional and national averages for post 16 indicators including those in education at 17 and achievement of Level 2 and Level 3 qualifications, whilst remaining in line with statistical neighbour comparisons.

The significantly increased volume of requests for assessments and the number of those becoming plans is putting significant pressure on the team dedicated to processing these. Up to 2017, Bristol was in line with other LAs in respect of these volumes.

For 2018 figures show a steep rise which is likely to take Bristol beyond comparators..

The rise in the volume of both assessments and plans is therefore impacting upon the statutory timescales relating to these, which means that from a position of comparing well with other authorities, Bristol is now likely to start to fall behind.

A further consequence is that teams are for the first time struggling to meet assessment timescales and that this is then further impacting upon capacity to operate in an advisory and preventative role with schools that could prevent the need for some assessments / plans in the first place. There is then an impact on the capacity to review plans, in so doing reviewing their currency and value for money as well as their quality. This is especially important as Ofsted is now beginning to look at the quality of EHCPs, and in particular whether they have moved from single agency to multi agency plans.

Appendix 6 provides data on school outcomes for SEND. It should be noted that the multi-agency nature of SEND responsibilities and the scope of inspections means that pre-school, post-school and non-school factors are important too. What this report does is to give some indications of performance.

9. Conclusions

Bristol's experience with SEND reflects in many ways the national picture. LAs' local teams have been placed under great pressure by inherent conflicts in the system, which are identified in the report. That pressure appears to have been exacerbated following the SEND reforms. Authorities have struggled to manage those pressures, notably the budget pressures, and Bristol's attempts to do so have been well publicized with the 2018 judicial review. Similar legal actions are also in train elsewhere in the country.

In that context, colleagues in Bristol show great dedication and determination to support vulnerable pupils, worried parents and schools pulled in conflicting directions. The resulting outcomes for pupils are mixed, with some successes but persistent "performance gaps", as in many areas.

With an area inspection of SEND expected, much has been done to address issues identified in a peer review of late 2017. Officials from the Department for Education and National Health

England visited in November and noted creditable improvements. However what is also apparent is that the increased demands on Bristol’s SEND systems in the past year have outstripped the LA’s capacity to process assessments and produce EHCPs in the 20-week timescale required. This is likely to be noted critically in inspection, with the potential for resulting requirements for action.

Recent activity has therefore increased Education Psychology capacity since January; there are by early February 30 fewer on their waiting list than would otherwise have been the case. The SEND casework team capacity is similarly being addressed temporarily. These issues need sustainable solutions, which carry resource implications, and that will be the subject of more detailed reporting.

11. Policy

The content of the report relates to council policies to support the vulnerable, close performance gaps and deliver positive experiences for children.

12. Consultation

- a) **Internal**
Not applicable
- b) **External**
Not applicable

13. Public Sector Equality Duties

- 5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:
 - i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
 - ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --
 - remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
 - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
 - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is

disproportionately low.

- iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
 - tackle prejudice; and
 - promote understanding.

5b) Comments on the relevance of the Equalities Act are in appendix 2

Appendices:

- 1 SEND Code of Practice
- 2 Equality Act 2010
- 3 Impact of the Code of Practice
- 4 Inspectors’ analysis of SEND performance
- 5 SEND funding pressures
- 6 Performance data

LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

Background Papers:

None

Appendix 1: Principles behind the SEND Code of Practice

Principles underpinning the SEND Code of Practice 0-25

The Code of Practice states that Local Authorities must have regard to:

- the views, wishes and feelings of the child or young person, and their parent/carers;
- the importance of the child or young person, and their parent/carers, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child or young person, and their parent/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

And that Local Authorities must ensure:

- the participation of children, their parent/carers and young people in decision making;
- the early identification of children and young people’s needs and early intervention to support them;
- greater choice and control for young people and parent/carers over support;
- joint commissioning and collaboration between education, health and social care services to provide assessments and support;
- high quality provision to meet the needs of children and young people with SEN;
- greater choice and control for young people and parent/carers over their support;
- a focus on inclusive practice and removing barriers to learning;

- successful preparation for adulthood, including independent living and employment.

Appendix 2: Equality Act 2010

a. The Specific Duties of the Equality Act relating to Education

The main duties are:

- not to treat pupils/students with SEND less favourably.
- the reasonable adjustments duty - to take reasonable steps to avoid putting pupils/students with SEND at a substantial disadvantage.

b. The reasonable adjustments duty (schedule 13 of the Equality Act 2010)

The duty to make *reasonable adjustments* requires schools to take positive steps to ensure that pupils/students with SEND can fully participate in the education provided by that setting, and that they can enjoy the other benefits, facilities and services provided for all pupils/students.

The 2010 Act sets out three requirements in relation to reasonable adjustments:

- where a provision, criterion or practice of a school puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage;
- where a physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage;
- where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.

Many reasonable adjustments are inexpensive and often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Appendix 3: Impact of the Code of Practice

Views of the impact of SEND reforms were informed by evaluation of a SEND Pathfinder programme, comprising pilot work on implementing the reforms. 30 Pathfinders, covering 31 local authorities, tested new delivery approaches. Evaluation included baseline data from 1,000 families who had experienced the old SEN system alongside almost 700 families who experienced the new system and gained an EHC Plan. The evaluation concluded that: *the process has improved for families, often in ways that are statistically significant. Where it has happened, the scale of improvement has been incremental. The data around improved outcomes for families is much less conclusive at this point.*

In 2017, the Department for Education published new evidence on parents' and young peoples' reactions to the new system. The original impetus for change had come from the reported dissatisfaction of parents with the system and the outcomes that it delivered. However, *although a reduction in the level of dissatisfaction has been sustained following the Pathfinder, this has not been accompanied by an increase in overall satisfaction.* While the

Pathfinder families reported an improvement on the comparison group, the figures showed overall satisfaction falling back towards the levels generated by the old system.

Given the expectations of the new system and resources invested to deliver it, the evidence is at best inconclusive and suggests that the reforms have not consistently delivered the change expected. This finding was reinforced in the Care Quality Commission/Ofsted *One Year On* report, which found that '*children and young people identified as needing SEND support had not benefitted from the implementation of the Code of Practice well enough*'.

Appendix 4: Ofsted & CQC Comments

The annual report noted above is a lengthy analysis of what has been found in inspections across the country in the previous year. With reference to SEND, the following concerns are raised:

- A lack of coproduction and coordination for 0-25 Local Area SEND Strategies. Leaders' strategies to implement the reforms lacked impact. For example, the role of the designated medical officer (DMO) or designated clinical officer (DCO) was underdeveloped or under-resourced. As a result, much needed joint working was impeded, leading to poor collaboration and commissioning between education, health and care. In turn, these weaknesses led to poor delivery by frontline staff and undermined attempts to work collaboratively with children and young people and their families.
- EHCPs were still weak: primarily education plans, with poor evidence of how health or social care needs had been considered, appropriate provision made and what the intended outcomes were.
- Leaders' evaluations did not focus well enough on the impact of their actions on improving outcomes, and elected council members were not holding local area leaders to account well enough, meaning the impact of leaders' actions was not being scrutinised.
- Increasing exclusions of children and young people with SEND both in mainstream and specialist education, along with regular failure to provide sufficient mental health support for children and young people and delays of up to two years for diagnosing autism.
- Strategies to improve attendance and exclusions were ineffective. This was particularly, but not exclusively, the case for children and young people identified as needing SEND support.
- Poor post-19 provision, which is continuing to leave a vacuum of support for young people entering employment.
- Exceptional levels' of pupils coming off-roll between Years 10 and 11 who have SEND. Off-rolling refers to the unofficial exclusion of children and young people, who effectively stop (or are asked to stop) attending schools.
- Widening performance gaps in outcomes for children and young people who have SEND. Lack of commitment from schools facing budget constraints meant that the quality of provision for the children and young people who have SEND was too varied.
- Parental dissatisfaction was a main weakness and leaders' engagement was particularly poor where there was a lack of transparency in decision-making and coproduction.

What does Good look like?

Problems identified in the various reports generally focus on the need for relationships between professional groups, and those between LAs, schools and parents, which build trust and confidence. The view is that such a culture is elusive but vital in generating effective preventative processes. Other factors include:

- Health professionals regularly present alongside social care and education professionals in local strategic and operational panels to influence and inform decision-making.
- Parents, children and young people having a voice in planning provision to meet their needs; the Local Offer clearly understood by all partners and published information co-produced, up-to-date and accessible with representatives from Parent Carer Forums providing valuable support .
- The local area’s ‘graduated pathway’ known and understood by schools, health and social care professionals, and parents. Education settings inclusive with staff making the best use of available resources including special schools’ expertise, educational psychologists and other partners. Staff with high ambitions for children and young people who have SEND and a consistent approach to delivering a graduated response to meeting needs across settings, schools and colleges.
- Highly effective work of the local area to prepare young people for independent living, employment, good physical and mental health and participation in society. The local area successfully developing post-16 internships through strong collaboration with local colleges, FE providers and employers. Transition for young people into further or higher education as well as adult health and social care services facilitated well; they have access to services that support their needs and development effectively.
- Early identification pathways and the role of Early Years portage services successful in helping very young children fulfil their potential across all areas of learning.
- Children in care and care leavers prioritised. Professionals carefully consider appropriate education placements, resulting in no permanent exclusions. GPs and other health providers carry out high-quality health assessments to identify health needs and create comprehensive health care plans to support these children and young people.

Appendix 5: SEND Funding Pressures

2018 research commissioned by the LGA to identify factors relating to SEND budget pressures makes gloomy reading. This appendix explains the basics of the funding system itself and summarises the research.

Funding System

SEND support and placements are funded by one of four “blocks” of the Dedicated Schools Grant (DSG) known as the High Needs Block (HNB), supplementing what is allocated generally through the schools block.

Maintained schools and academies receive a notional placement funding of £6000 per pupil/student to age 16 derived from the DSG schools block. Placement funding of £10,000 per place is available on planned basis for Special Schools and academies, and special units within mainstream schools and academies; this is drawn from the high needs block. Funding is allocated to post-16 providers, including mainstream schools and FE colleges, through the 16

to 19 national funding formula (sometimes called “Element 1”), plus an amount per high needs place of £6,000 (sometimes called “Element 2”). Independent schools do not receive this funding.

In addition, *top up* funding is allocated by local authorities to institutions from HNB and is sometimes known as “Element 3”. Top-up funding is paid if the cost of providing for a pupil with high needs is more than allocated through the core or placement funding. The local authority will allocate the institution this additional top-up funding to enable a pupil or student with high needs to participate in education and learning.

Placement funding does not operate in 0 to 5 year only settings or independent schools. Top Up funding can however be made to providers for children and young people in these establishments.

Pressures and Research

A recent feature of the post SEND reform environment has been pressure on and overspending in LAs’ HNBs. In 2018 the LGA commissioned national research on this in order to identify the salient issues. The research involved 93 LAs, and came up with some illuminating findings, essentially around the notion that a highly aspirational set of reforms had raised expectations for support which had neither been anticipated nor funded.

Researchers estimated that the resulting total national deficit on high needs block spending could be around £470 million in 2018. The percentage of councils reporting an end-year deficit position increased year on year from 34% in 2015-16 to 74% in 2018-19. Meanwhile the number of children or young people with a statement of SEND or requiring an Education Health and Care Plan (EHCP) rose by 35% between 2014 and 2018. The number of children and young people permanently excluded from school rose by 67% in the same period. This has had a direct impact on high needs spending.

Four main factors were seen as contributing to the rising numbers of children and young people requiring support:

- Firstly, the 2014 *SEND code of practice* encapsulated ambitious and far-reaching changes to the scope and focus of responsibilities for the education of children and young people with SEND, not least the additional responsibilities for 19-25 year-olds;
- The second factor contributing to the rise in numbers of children and young people requiring support for SEND is the underlying *demographic changes*, leading local areas to report greater complexity of needs for example arising from reduced perinatal mortality rates and increased concern about young people’s mental health;
- The third influence identified is that the *school accountability regime* currently in place, including the way Progress 8 is constructed, the focus of inspection and the changes to the curriculum, have not rewarded those schools which have maintained a high degree of inclusion and arguably has incentivised schools to take a less inclusive stance;
- Finally it was suggested that *mainstream schools are less able to support* children and young people with SEND without recourse to the additional funding which is contingent on an EHCP; health and children’s social care budget pressures have impacted on a raft of supporting services, reducing the possibility of maintaining a strong culture of prevention and early intervention.

A major concern to LAs is the increased reliance on the independent non-maintained school sector (INMSS) as local special schools have reached capacity, because of the relatively high cost of this provision.

Seven specific areas of focus, when taken together, were suggested as having potential to have an impact on controlling costs: developing a *shared understanding of funding issues* with schools and parents; *supporting inclusion* while holding mainstream schools to account; *building the confidence of parents* and young people in the local offer; maximising the capacity and ingenuity of *local special schools*; making sparing and *judicious use of INMSS places*; developing new *post-16* pathways to independence; and *working with partners* across the system.

Reflecting on those opportunities, constraints on local authorities are such that the ability to manage within budget going forward looks very fragile indeed. The four most significant limiting constraints on local authorities were identified by researchers as:

1. the very high percentage – around 85% - of *expenditure tied to individual pupils* and placements *which cannot be released* in the short term.
2. *the nature of the legislation*, and the weight given to parental preference in tribunal decisions and cases going to judicial review, which fetters local authorities' ability to maintain a threshold for undertaking EHCP assessments or control the trend into increasingly specialist placements.
3. limits on borrowing, limits on de-delegation of funding from schools and a cap on the amount that can be transferred from the schools' block into high needs makes it increasingly *difficult for local authorities to create the financial headroom* that would be needed to invest in the kind of early intervention and preventative activity that *might* be able to break the cycle of escalating costs.
4. Finally, the constraints on capital and the *limitations on creating new provision* leave local areas overly reliant on the non-state sector when their maintained special schools and special academies become full.

Almost all (97%) of local authorities responding to the LGA survey thought that high needs spending would continue to increase in future and 84% were not confident that they would be able to balance their budget going forward.

The LGA research concludes thus:

...when a system runs on a demand-led basis, against annual budgets that are fixed and ring-fenced, there is almost no amount of money that will be enough...there are structural features of the current SEND system which mean that there will continue to be a significant risk of overspending the high needs block, even if budgets were very significantly increased...*Local authorities have all the responsibility for maintaining high needs expenditure within budget, and yet have almost no hard levers with which to effect this (My italics)*. The continued viability of the system relies too much on the ability of local government to cajole partners to enter into a collaborative, inclusive approach to developing and delivering local provision for SEND, without the powers to sustain such an approach in face of misaligned incentives... an

important factor in managing costs is maintaining a sufficient and efficient core team to carry out statutory assessment, oversee EHCP reviews and provide a strong case-work function.

Appendix 6: Performance Data

c. The Percentage of Children and Young People with SEND

The tables below show the percentage of pupils with SEND compared to other local authorities, as a total percentage and then broken down into those with a statement / EHC Plan and those on SEN Support.

Table 1 – Percentage of all pupils with SEND, with a statement of SEND / EHCP, and with SEN Support in Bristol 2014/15 – 2017/18

	2014/15	2015/16	2016/17	2017/18
Total % Pupils with SEND (EHCP or SEN Support)	16.2%	15%	14.7%	15.4%
% Pupils with an EHC Plan	2.7%	2.6%	2.5%	2.4%
% Pupils with SEN Support	13.5%	12.4%	12.2%	13%

Table 2 – Percentage of all pupils with SEND, with a statement of SEND / EHCP, and with SEN Support 2017/18 against comparators

	Bristol 2017/18	Regional Average 2017/18	National Average 2017/18	Statistical Neighbours 2017/18
Total % Pupils with SEND (EHCP or SEN Support)	15.4%	15.4%	14.6%	15.98
% Pupils with an EHC Plan	2.4%	2.8%	2.9%	2.94
% Pupils with SEN Support	13%	12.7%	11.7%	13.04

Key Findings

- Bristol City Council has seen a long-term reduction in the overall percentage of pupils with SEND and the two indicators of this via the percentage of pupils with and EHC Plan or with SEN Support, although the latter has risen since 2015/16. This is in line with national averages for SEND.
- Bristol is not a significantly outlier in its percentages of pupils with SEND or the distinction between those with an EHC Plan and those on SEN Support. For example, as of January 2018, 15.4% of Bristol's pupils had either an EHC Plan or SEN Support compared with 14.6% regionally, 15.4% nationally and 15.9% against statistical neighbour comparisons.
- Bristol has a lower percentage of pupils with EHC Plans - 2.4% compared to 2.8% regionally, 2.9% nationally and 2.9% against statistical neighbour comparisons.

- The percentage of pupils with SEN Support in Bristol was 13%, slightly higher than the national average at 11.7% but in line with regional (12.7%) and statistical neighbour averages at 12.7% and 13% respectively.
- It should be noted that all figures are for pupils attending schools in Bristol. They do not include children and young people for whom Bristol is responsible but has placed out of borough.

d. The Percentage of Children and Young People with SEND and Where they are Educated

Table 3 – The percentage of the total school cohort with SEND

	Primary Schools		Secondary Schools		Special Schools	
	% EHC	% SEN Support	% EHC	% SEN Support	% EHC	% SEN Support
Bristol	0.7	12.7	1.6	12.8	96.5	3.5
South West Region	1.5	13.4	1.7	11.2	98.3	1.7
England	1.6	12.4	1.6	10.6	97.9	2
Statistical Neighbours	1.4	13.8	1.65	11.9	97.3	2.7

Key Findings

- According to statistics gained from returns to the DfE, in terms of the percentage of pupils with SEND as a proportion of the mainstream school population:
 - Bristol has a lower percentage of pupils with an EHC plan at primary age than regional, national and statistical neighbour averages.
 - It is more in line with averages of primary aged pupils with SEN Support, but still regional and statistical neighbour averages.
 - Bristol is in line with regional and national averages of pupils with an EHC Plan in secondary age, but has higher percentages of those with SEN Support.
 - Bristol has slightly lower percentages of pupils in Special Schools with an EHC Plan than regional and national averages, but significantly higher percentages of pupils with SEN Support.
- The fact that Bristol has lower levels of EHC plans in primary school but effectively “catches up” at secondary may suggest that either needs become more acute at secondary age or that they were not identified in primary.
- Bristol has higher levels of pupils with SEN Support in its special schools rather than an EHC plan may suggest an area for exploration.

e. The Needs of the SEND population

The next tables show the primary needs of the SEND population overall, and then reflect this against the primary needs of children with SEND across primary, secondary and special schools. These tables compare to regional, national and statistical neighbour averages.

Table 4 - The primary needs of children and young people in Bristol (primary schools)

%/area	SpLD	MLD	SLD	PMLD	SEMH	SLCN	Hearing	Visual	Physical	Autism
Bristol	9.9	18.5	0.5	0.4	17.2	32.3	1.8	0.8	3	8.1
SW Region	11.7	19.2	0.8	0.3	21	28.7	1.8	0.9	2.9	5.8
England	9.5	22.2	0.6	0.3	15.9	29.8	1.7	0.9	2.9	7.3
Statistical Neighbours	7.7	19.8	0.5	0.2	16.8	34.2	1.9	1.0	2.8	7.7

Table 5 - The primary needs of children and young people in Bristol (secondary schools)

	SpLD	MLD	SLD	PMLD	Soc/Em M Health	Speech / Lang	Hearing	Visual	Physical	Autism
Bristol	23.3	14.4	0.2	0.1	19	13.8	2.1	0.9	3.1	9.8
SW Region	25.5	16.8	0.4	0.1	20.3	11.3	2.3	0.9	3.3	9.4
England	21	22.9	0.5	0.1	18.9	11.3	2.3	1.3	3	9.7
Statistical Neighbours	20.1	20.4	0.4	0.1	21.8	11.1	2.6	1.3	2.9	10.8

Table 6 - The primary needs of children and young people in Bristol (special schools)

	SpLD	MLD	SLD %	PMLD	SEMH	Speech / Lang	Hearing	Visual	Physical	Autism
Bristol	1.7	4.2	13.1	7.9	27.7	6.2	3.7	0.3	1.4	31.9
SW Region	1.5	13.5	22.4	7.4	12.6	6.8	1.2	0.7	3.4	28.5
England	1.5	13.5	22.4	7.4	12.6	6.8	1.2	0.7	3.4	28.5
Statistical Neighbours	1.9	12.0	22.8	6.9	17.8	6.2	3.1	0.3	2.7	24.5

Key Findings

- In primary schools, Bristol is more or less in line with comparators except that it has a higher proportion of pupils with Autism and those with Speech, Language and Communication difficulties.
- In secondary schools, Bristol has lower percentages of pupils with Moderate Learning Difficulty, higher levels of pupils with Speech, Language and Communication difficulties, but percentages of pupils with autism are higher than those of comparators. This may

suggest that autism is being diagnosed at an earlier stage than comparators and / or being better managed in primary schools.

- Overall in both primary and secondary schools, more children are being supported with Speech, Language and Communication difficulties than comparators.
- In special schools, there are significantly fewer pupils with Moderate Learning Difficulties than comparators. This could have suggested that these pupils are being more educated in mainstream schools, but levels in both maintained primary and secondary schools are also lower.
- Furthermore, there is a significantly lower proportion of pupils with severe learning difficulties being educated in special schools, but, as with Moderate Learning Difficulties, these are not overrepresented in mainstream primary or secondary schools either. There is, however, a significantly higher proportion of pupils in special schools with Social, Emotional and Mental Health (SEMH) problems as their predominant need. This could therefore be being recorded as the predominant need with the moderate or severe learning difficulty being the secondary need (otherwise it raises the question of where the pupils with MLD or SLD are).
- The very high proportion of pupils with SEMH as their predominant need being educated in special schools would suggest that Emotional and mental health is an area for exploration.

Bristol Schools Forum
ESFA Call for Evidence on High Needs Funding

Date of meeting:	2 nd July 2019
Time of meeting:	6.00 pm
Venue:	The Library, City Hall

1 Purpose of report (Consulting Schools Forum)

- 1.1 To seek contributions from Schools Forum on the format and content of the Local Authority's response to the ESFA's call for evidence on the national system of funding high needs, which must be submitted by 31st July 2019.

2 Recommendation

2.1 Schools Forum is invited to:

- a) Comment on the draft response points prepared by officers.**

3 Background

- 3.1 The Department for Education recognizes that there is a national problem with High Needs funding. They acknowledged this in the December 2018 funding announcement where nearly £1m more in each of 2018/19 and 2019/20 was agreed for Bristol, as part of a package of support for all authorities.
- 3.2 The Secretary of State indicated at the time that he would be undertaking a review of the national funding system for high needs. In May 2019, the Education and Skills Funding Agency issued a Call for Evidence on the High Needs Funding System. This was in the form of a paper exploring particular issues and inviting feedback.

4 ESFA Call for Evidence

- 4.1 The ESFA paper is included with this report as an annex.
- 4.2 The ESFA are clear that two issues are **not** the focus of this call for evidence:
- **Statutory requirements.** The legislation around special needs, the assessment process and parental rights is not proposed to be changed; we all have to operate within the legal framework set by parliament.

- **Levels of overall funding.** The ESFA recognizes that funding is a problem and they will be looking at how they can best resolve that through spending reviews, as and when the opportunity presents itself.
- 4.3 The ESFA are focused on the national funding arrangements for High Needs which came into effect in 2013. This is the first proper review of how they are working. The question is whether there are any aspects of the national system which:
- hinder the efficient distribution of resource; or
 - foster behaviours between institutions which have the effect of shifting cost burdens between those institutions; or
 - do not promote effective use of resources.
- 4.4 A Local Authority response will be provided, informed by comments, such as those from primary and special schools. **Appendix 1** sets out in tabular form, the considerations the ESFA have raised, the emerging Bristol response and any local issues which might help for context.
- 4.5 The emerging response is deliberately incomplete, as we hope the discussion at Schools Forum will assist in ensuring that the final submission is informed by a wider range of views.
- 4.6 In recent weeks, the LA has been engaging with Primary Heads Advisory Board (PHAB) on the local arrangements for SEND and with special school heads on how the funding arrangements for special schools should work. Both groups of schools articulated their views about how the local authority should proceed if improvements are to be made locally. Officers are encouraging both groups to respond directly to the DfE on their call for evidence. The PHAB survey is included in **Appendix 2** and this gives further context to the issues raised for discussion in **Appendix 1**.

5 Next steps

- 5.1 Officers would welcome further points to make or information to include in the formal submission to the ESFA on this matter. The ESFA have asked that responses are provided via an on-line response form, so the final format will be different to that in Appendix 1. This will be done by 31st July 2019.

National System of SEND and AP Funding
Consideration of issues raised by ESFA in their call for evidence

Issue	ESFA considerations	Emerging response	Local issues
1. SEN in mainstream schools	1.1. Should the Prior Attainment factor in the formula have a lower tier to identify particularly poor performance, as a better indicator of SEN, compared to the current arrangements which only identify those which do and which don't meet national expectations?	<ul style="list-style-type: none"> • Yes. It makes sense to be targeting more money to those schools with children whose attainment is particularly poor, with less going to those whose attainment is only just below the national targets. 	<ul style="list-style-type: none"> • This would require a change to our local formula, but it would flow from any decision nationally to permit such a change and to provide the data that would facilitate that.
	1.2. There is scope to target funding at schools where they struggle to manage the needs of the SEN children they have with the amount of notional budget they receive. Should there be more guidance on this?	<ul style="list-style-type: none"> • Yes. There is little appreciation that such an opportunity to target additional resource to individual schools with high numbers of SEN children, relative to their notional SEN budget. 	<ul style="list-style-type: none"> • We have no such factor, but we have not properly considered whether such a factor is necessary. There was a discussion about this at the Schools Forum Finance Sub-Group on 10th June 2019, which recognised tensions for schools in making sense of the Notional SEN budget when considering whether children need top-up.
	1.3. The Isos Partnership were not convinced that notional SEN budgets were performing the function they were designed to fulfil. ESFA are asking whether they should seek to identify a notional SEN budget as part of the national funding formula for schools.	<ul style="list-style-type: none"> • Yes. Bristol seems to be an outlier in that it identifies 16% of the overall formula funding for mainstream schools as the Notional SEN budget. More than three quarters of LAs are in the range 5% to 15%. The ESFA does not attach a notional SEN budget to its National Funding Formula, which is an omission which ought to be addressed. 	<ul style="list-style-type: none"> • Comments raised by schools in the PHAB SEND survey are relevant to this.
	1.4. ESFA are interested in alternative ways of providing clarity to schools and on what improvements could be made to the management of and accountability for spending on schools' SEN funding.	<ul style="list-style-type: none"> • The general principle is that funding for Element 2 in mainstream schools is included in the Schools Block. Yet, funding for all types of SEND accommodated from within a school's own resources is integral to the formula funding it receives. Whether the funding is discrete, integral or notional (a half-way solution) there will continue to be dilemmas about how this funding is viewed. 	<ul style="list-style-type: none"> • Comments raised by schools in the PHAB SEND survey are relevant to this.
	1.5. They are revisiting the £6,000 threshold for top-ups in mainstream. Is it too high, too low? Should it a more flexible threshold?	<ul style="list-style-type: none"> • A threshold is useful when it comes to EHC assessments. Whether it is £5k, £6k or £7k would move where the threshold is, but it would have implications for whether the Schools Block had the right amount of money in it, and where schools are concerned about the adequacy of their notional SEN budget, an increase beyond £6k may amplify those concerns. • Consider the circumstances when a small school has a large number of SEN children. • Consider the circumstances when it might be appropriate to disregard the £6,000. 	<ul style="list-style-type: none"> • Is there an inherent problem in accounting for school costs on a child-by-child basis? • Lack of consistency in identification of need. • Model is a within-child model. We need to consider the environmental factors involved in a child not making progress (wrong intervention, lack of quality first teaching).
	1.6. Can the resources available to parents be made clearer?	<ul style="list-style-type: none"> • Parents need to be very clear so they can hold schools to account for how the funds are being spent. • Sharing this information could also increase confidence in schools ability to meet pupil need. • An unexpected outcome of this would be that schools would need to be clearer about how the fund are spent. 	<ul style="list-style-type: none"> • In our current model a child could be funded and parents be unaware. Model depends on schools communicating the information to parents. Therefore not clear.
2. Alternative Provision	2.1. "Local authorities are responsible for funding AP they arrange for children who have been permanently excluded from school. Schools usually contribute to or pay the full costs of AP they arrange for pupils who are on their roll. Local authorities can recover funding	<ul style="list-style-type: none"> • Bristol remains responsible for funding AP we arrange for children who have been permanently excluded from school. • Schools usually contribute to or pay the full costs of AP they arrange for pupils who are on their roll. • The funding that LAs can recover from schools following PEX in 	<ul style="list-style-type: none"> • This applies to State Funded Bristol Schools and Other LA Secondary Schools – all phases and types. As a local issue (development) we now have an alternative system to PEX - arranged between the LA and Bristol Secondary Schools. • This statement from the ESFA is only partially true for Bristol.

Issue	ESFA considerations	Emerging response	Local issues
	<p>from schools who permanently exclude a child, but this is rarely the same as the cost of the pupil's subsequent education in AP." How well does this describe the arrangements in Bristol?</p>	<p>line with finance regulations is woefully inadequate – a diminishing scale over the FY that means little or no money towards the end of the FY. A clear and perverse financial incentive exists to PEX - this needs addressing.</p>	<p>There are significant local exceptions and developments with Bristol Schools (mostly mainstream Primary but also Special) where the LA (HNB) contributes to Alternative Provision costs for pupils on roll in mainstream schools. Why? In order to reduce the number of permanently excluded pupils from schools, where schools demonstrate they have exhausted their funding for alternative provision and PEX would be financially incentivised.</p> <ul style="list-style-type: none"> • Bristol does not recover funding from Out of Authority Schools PEXing Bristol resident children. To date this school year 18 PEX by OLA schools. Last 3 school years another 50 PEX. 68 children with annual average costs of AP £18K = £1.2 million. Assuming average recoup of £3K per child we could have recouped around £200K. • Bristol secondary PEX has reduced by 96.7% since school year 2015/16 by introducing a standard (voluntary) £15K charge for any PEX regardless of when it happens and by joint funding & managing AP access with secondary schools. While there is significant AP use and costs (to HNB) the relationship with and between secondary schools means the situation is improving.
	<p>2.2. Do the funding arrangements empower local authorities, schools and providers to intervene early for children at risk of exclusion from school, to provide high quality AP and to take collective responsibility for delivering best value from the funding available for AP from the high needs and schools' budgets.</p>	<ul style="list-style-type: none"> • The situation with regard to this question varies for Bristol (children/schools and LA) according to school type and phase - mainstream primary, mainstream secondary, special, alternative provision school, pupil referral unit, other local authority schools with Bristol resident children attending. 	<ul style="list-style-type: none"> • Mainstream primary – to a limited extent and the picture is mixed in terms of willingness and policy. AP is very expensive and primary schools quickly exhaust their limited funds. Collective responsibility is best engendered/supported with collective funding. • Mainstream secondary – this is much better developed with secondaries. Joint management and funding of AP, along with a 'beefed up' (& contractual) requirement to demonstrate early and prior intervention before AP is used and to contribute to costs when AP is commissioned – this has helped. • Special school – these schools can apply for SEN Top Up to support AP placements. A concern is the high numbers of children with EHCPs placed in AP to avoid PEX rather than providing for the specific needs outlined in EHCP. • Alternative provision school – these schools can apply for ALP Top Up to support AP school placements. A concern is the numbers of children placed in AP from AP schools. • Pupil referral unit – PRUs can apply for ALP Top Up to support placements. A concern is the numbers of children with EHCPs and complex needs in PRUs, waiting for long term special school/specialist placements. • Other local authority schools with Bristol resident children attending – a diminished sense of collective responsibility here, as demonstrated by the high number of secondary PEX from other local authority secondary schools – 68 in the previous 4 years. The LA often does not hear about these children until they are PEX. Access to preventive services for OLA schools is mixed and not well developed.
<p>3. Funding for students in FE</p>	<p>3.1. Are any of the arrangements for post-16 and post-19 causing decisions to be made that are both unhelpful</p>	<ul style="list-style-type: none"> • Discuss 	<ul style="list-style-type: none"> •

Issue	ESFA considerations	Emerging response	Local issues
	in securing the best outcomes for the young people concerned and adding to the costs of provision?		
4. Early Intervention	4.1. Do we have good examples of where early investment can reduce costs later?	<ul style="list-style-type: none"> Psychological consultation and intervention can prevent longer term difficulties. Psychological interventions include VIG (Video Interaction Guidance) and ACT (Acceptance Commitment Therapy) work we have data for this. We need to be clear here does early intervention mean early years work or work at the non-statutory stages of the code of practice. 	<ul style="list-style-type: none"> What might we include around nursery schools here?
5. Partnership Working	5.1. Are there examples of where partnership working has been less effective than it should have been because organisations have made judgements on the basis of the financial impact on them, rather on what might be best for the child or young person?	<ul style="list-style-type: none"> Discuss 	<ul style="list-style-type: none"> There will be budget boundaries, but how do we promote collaboration?
6. Other aspects of funding and financial arrangements	6.1. The paper is not specifically referring to the arrangements for special schools, other than on the £6,000 threshold. Are there any?	<ul style="list-style-type: none"> The balance between funding for place funding and top-up inverted in 2013. Prior to then, c90% or more of Special Schools' budgets were for place funding and c10% or less was for actual pupils in the school. Now it is much less than 50% of special schools funding coming through places. If they are full, it doesn't make a great deal of difference, but if they are not, special schools end up having to choose between having sufficient staff to take pupils as and when they present themselves (ie running the risk of costs being incurred and no income generated to cover them), or operating on the basis that new pupils trigger new staff recruitment (ie not necessarily being able immediately to meet the needs of children). Special Schools report practical concerns about being able to support children at short notice where the top-up funding constitutes such a large proportion of their available funding. Given that Bristol City Council is not necessarily the only commissioner of places at special schools, any shift in the proportion of resource going through place funding would need a change to the national funding arrangements. There is little guidance on comparable funding levels for types of special school needs (ie top-ups) in the same way as there is for mainstream funding formulae. 	<ul style="list-style-type: none"> Both the LA and the special schools themselves have expressed a desire to "right-size" the funding for special schools. Progress on this has been elusive in recent years.
	6.2. For instance, are we clear on whether the boundary issues between High Needs and Early Years Emerging SEN are really local ones, or is there a national system issue impacting on this?	<ul style="list-style-type: none"> This is a local and national issue and a question of definition. We need to have debate to address this issue and define a shared understanding and align our panels and funding streams appropriately. 	<ul style="list-style-type: none"> Greater clarity regarding allocation of SEND funding for Early Years provision, specifically that funding from the Early Years DSG Block is for emerging SEND only and that support for children with more complex and established SEND should be funded from the High Needs Block. This should include children who do not yet have an EHCP but where a multi-agency team around the child is in place. Avoidance of perverse incentives in Primary Schools linked to Early Years Foundation Stage Profile outcomes – SEND funding should not be directly allocated to primary schools on the basis of children who do not achieve their Early Learning Goals, without further evidence of individual children's Special

Issue	ESFA considerations	Emerging response	Local issues
	<p>6.3. Ring-fencing DSG blocks</p>	<ul style="list-style-type: none"> • To an extent, the tensions about high needs have existed for many years, but their visibility has been greater recently. Different authorities have different arrangements for high needs SEND and Alternative Provision. In the past, these would have resulted in local decisions about the balance between mainstream schools and high needs provision. Introducing national funding formulae for each of the 4 DSG blocks, with limitations on movement in particular directions, can only work if: a) the approach is similar in each LA; b) there is enough money in each block to meet expectations. • Ring-fencing grants for particular purposes works both ways. It was introduced for the DSG to ensure that funding was not diverted to other Council priorities. In so doing, Councils' revenue funding streams were top-sliced to create the new DSG. The sub-ring-fencing of the DSG itself leaves some areas, particularly High Needs exposed if the portion of funding attributed to it does not cover the requirements LAs and schools have to meet. So, if high needs is funded by a ring-fenced grant with a national funding formula and there is not enough money, it must be down to national government to fund the national priority that they have created. 	<p>Educational Needs from a multi-agency team around the child.</p> <ul style="list-style-type: none"> • The underlying position in the High Needs DSG is that commitments in 2019/20 are running £5m higher than the amount of the High Needs DSG itself. This is being covered in 2019/20 by transfers from other blocks and by borrowing from future years, but this is not sustainable. • For 2019/20, £0.566m of the High Needs pressure is being covered by funding for historic responsibilities which have ceased, where the DfE has indicated that that funding will be withdrawn at some point. • Also for 2019/20, £2m of the High Needs pressures is being funded from the Schools Block. £1.3m of that is from Growth Fund beyond the amount needed to pay for Growth in 2019/20; that element is unlikely to be available in future years.

PHAB – SEND Survey Report

Bristol Primary Heads' Association (PHAB) has surveyed primary headteachers across the city for their views and information about the challenges facing schools around SEND provision. This report presents our findings.

Background

35 schools responded, comprising 20 local authority maintained schools, 7 academies, 3 nurseries, and 5 anonymous responses from heads. Data was collected via Survey Monkey, requiring a link sent directly to headteachers.

The survey asked three direct questions and three open questions:

1) Have you noticed any change in the number and complexity of SEND pupils at your school in the last five years?

- A decrease
- No change
- An increase
- A significant increase

2) Are the resources available to you sufficient to meet the needs of SEND pupils in your school?

- Yes, with flexibility
- Yes, with no flexibility
- No

3) Does the complexity and challenge of meeting SEND pupils' needs within your school have a negative impact on the learning and/or safety of other pupils and/or adults within your school?

- No
- Yes, to some degree
- Yes, to a significant degree

4) Understanding the Challenges - What are the current challenges to delivering effective SEND provision in your school?

5) The Impact of the Challenges - What is the current impact of meeting those challenges on...?

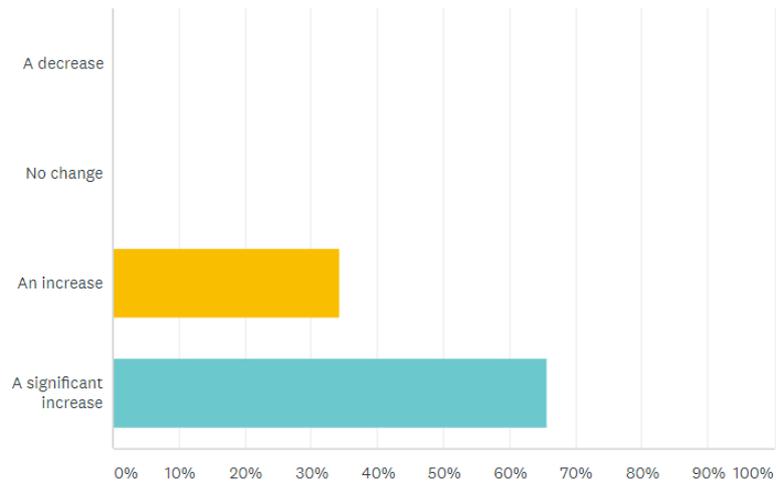
- 1) SEND children & families
- 2) Your staff
- 3) Whole school provision

6) Addressing the Challenges - Can you identify three changes that could be made to support you in addressing the challenges effectively, in the following areas...?

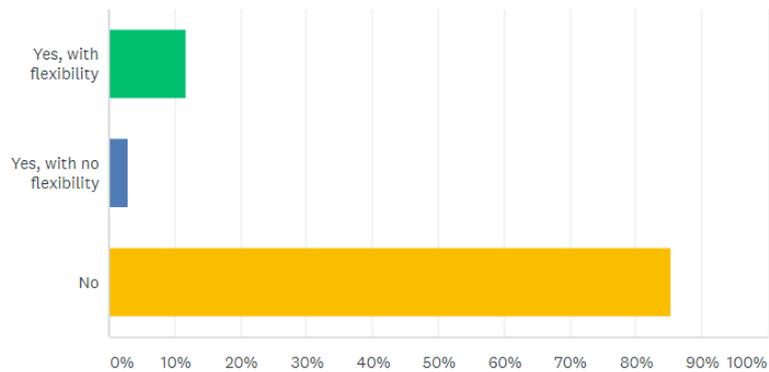
- 1) Funding
- 2) Processes and systems
- 3) Support services

The Responses

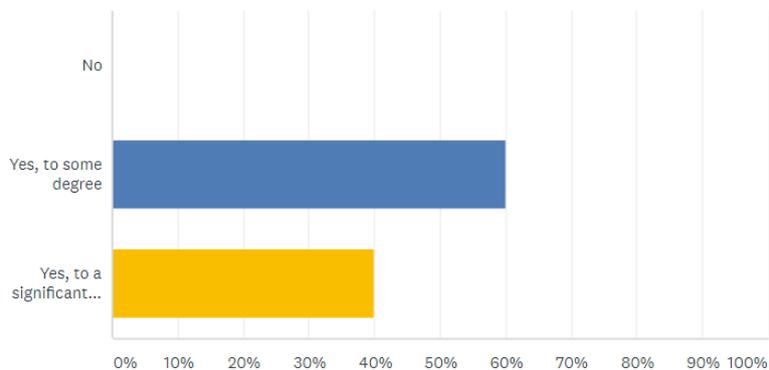
100% of respondents said that they have seen an increase in the number and complexity of SEND pupils at your school in the last five years. Two-thirds noted that this was a 'significant increase'.



85% of respondents said that resources are not sufficient to meet the needs of SEND pupils in their school.



100% of respondents said that the complexity and challenge of meeting SEND pupils' needs within their school has a negative impact on the learning and/or safety of other pupils and/or adults within their school? 60% said this was to 'some degree', and 40% to 'a significant degree'



Understanding the Challenges - What are the current challenges to delivering effective SEND provision in your school?

Ten key challenges were identified from the responses.

- 1) Level of funding
- 2) The changing need of pupils with SEND
- 3) Staffing
- 4) The application processes for support and funding
- 5) Strategic direction and communication by the Local Authority
- 6) Access to specialist support
- 7) Suitability of school premises
- 8) Lack of specialist resource bases and Special School places
- 9) Mobile pupils
- 10) Relationships with parents

It should be noted that there are interdependencies, and related issues, within these key challenges.

1) Funding

School revenue budgets are under pressure in all areas. A real-terms cut in national funding has already impacted on staffing levels and resources in most schools. A component of the revenue funding is for notional SEN funding, and this has decreased in line with all funding areas. Several Heads commented that this reduction in national funding was itself impacting on SEND resources and support, and this has been severely compounded by local reductions.

Recent changes to the High Needs funding specific to Bristol mean that children who have complex needs can be granted as little as £1,001 under the current system, with the remaining needing to come from the revenue funding. Previous awards were for up to £10,000. Previous guidance was that £6,000 of notional SEN funding should be used to fund specific support per child. Under the current system schools are having to use upwards of £15,000 of revenue budget to support individual children.

“Making sure top-up funds match the level of needs of the child, e.g. if a child has Down's Syndrome and needs 1-1 all week, how can £1,001 ever be considered enough? Even with the additional £10k schools are expected to provide, that's only about half of what is required to meet the needs of a child with complex needs”.

A significant number of Heads also highlighted the challenge to meet the needs of children with additional needs who do not meet thresholds for the Education Health and Care Plans needed to access additional funding.

“As with all schools, there's a layer of children who we work incredibly hard to support but just don't have enough to go round”.

The lack of funding, and the need to meet the needs of SEND children, mean that the vast majority of heads have insufficient funds to meet the needs of all pupils.

“The reality is that staff and central funds are diverted to try and meet the needs of pupils with SEND, which impacts on the other pupils and staff”.

2) The changing need of pupils with SEND

All Heads said that they have seen an increase in the number and complexity of SEND pupils at their school in the last five years. Two-thirds noted that this was a 'significant increase'.

“The numbers of pupils with complex needs has increased hugely, and the complexity of those needs has also increased”.

“Rising level of need across the school means that more and more adults are being needed for 1:1 support (for example for behavioural needs), which results in less for those whose behaviour is not a concern but whose other needs are therefore not met”.

“The number of children with increasing levels of need entering school presents a huge challenge. In particular Social, Emotional and Mental Health (SEMH) and language and communication needs which present very challenging behaviour in a mainstream classroom. As an example, in our current reception cohort of 59, 8 children have significant levels of need which means that resources are stretched to the limit (in compiling paperwork to secure funding; resourcing, finding and retaining suitable staff who are able to provide the best support; having the space and other physical resources to provide appropriately without impacting on the educational entitlement of the rest of the cohort)”

A significant number of Heads noted the rise in children with Autism Spectrum Conditions (ASC), SEMH, and attachment disorders.

3) Staffing

All Heads noted the impact on existing staff of having to deal with additional and complex SEND needs.

“Huge impact on staff, especially teachers who are struggling to deliver interventions and action plans from outside agencies. They are feeling disillusioned and very stressed”.

“Staff have been physically assaulted. Staff want to help but at times are at a loss of what to do support the level of need”.

“Many staff are at breaking point. The demands on them to ensure all pupils in their care achieve as highly as possible increase, and yet the support they are given to facilitate these decreases, in terms of amount available and quality”.

Comments about the impact on staff are also included in the next section.

Heads also noted significant challenges in recruiting, retaining, and training staff.

“In my school I have invested heavily in supervision for all staff but still have some teachers and support staff under particular strain. I have found it very difficult to recruit and have resorted to SEND agency support staff which is very expensive and means there is much less to invest in the wider provision of the school”.

“Additional members of staff are temporary and therefore from one year to the next retention is challenging. Back filling staff who need to access specific training”.

“There is insufficient budget for specialised training to upskill staff in catering for wide ranging, high level needs.”

“Children’s needs often require specialist training e.g. administration on medication, PEG feeding. This training also comes at a cost for the training and a cost to cover the practitioner”.

“There is a lack of suitable training available”.

Comments were also made about how the challenges of SEND provision is covered during Initial Teacher Training.

Specific challenges for the role of the SENDCO (The SEND coordinator) in schools were highlighted by a significant number of Heads. Many concerns were associated with issues around application processes and paperwork, covered in more detail below.

“SENDCOs have an increasingly difficult and immensely frustrating job, which is leading to exhaustion and desperately low morale”.

“The SENDCO is expected to complete tasks previously completed the LA”.

One of the impacts from increased paperwork is that SENDCOs have less time to focus on provision within school.

“Chasing advice paperwork is very time consuming and is not an effective use of time for SENDCOs who wish to focus on children”.

Budget pressures have forced some schools to reduce the non-teaching time available to SENDCOs.

“SENDCO has been put back into class and has no longer got the capacity to support all classes as required through observations/ advice to teachers. Due to SENDCo being back in class, there has been an impact on the monitoring of processes and systems, and this has not been able to happen as regularly”.

Concern was also expressed at the regular requirement for increased Senior Leadership time supporting individual children who had to be temporarily removed from class due to behaviour incidents during the school day, impacting on wider leadership duties.

4) The application processes for support and funding

Most Heads expressed frustration at the application process for support and funding.

“The system for allocating funds to children is not based on need but on paperwork. The Panel system is unsatisfactory and requires radical overhaul. This is extremely onerous and unnecessarily complicated. There are delays in the system for processing paperwork including EHCPs (7 months in one case). Chasing advice paperwork is very time consuming and is not an effective use of time for SENCOS who wish to focus on children”.

Recent changes to the processes, requiring increased and duplicated paperwork is adding to the challenge.

“One system for EHCPs and funding would make so much more sense, be less work and be fairer for all. Systems in place, like to apply for Top Up or an EHC needs assessment, require duplication of work and don’t appear transparent or fair. The LA regularly misses statutory deadlines within some of their processes due to lack of staff or poor knowledge and understanding of policy and procedure”.

“Paperwork attached to processes which are about accountability rather than dealing with the needs that children and families have”.

The time taken to process applications was a major concern for the vast majority of Heads.

“One child in care has been waiting a year since our first request and the final agreement to carry out the needs assessment - this is made even more frustrating when parents have managed to accelerate an EHCP for their child even when all professional agencies have agreed that the child’s needs are being met”.

5) Lack of strategic direction and communication by the Local Authority

Several Heads noted the challenge faced by Bristol City Council in the face of reduced funding, but also noted that strategic direction and communication needed to be improved.

“Lack of strategic direction provided by the LA means there are frequent changes which are often not communicated effectively or sometimes not at all”.

“The SEN team is understaffed and there is no overall systematic strategic overview”.

“Lack of clarity from LA about changes to Top-up (how can we prepare if we do not know the system)”.

“Staffing levels in the LA, (and a) lack of regard for professional understanding and reality of working with pupils experiencing SEN”.

6) Access to specialist support

In addition to lack of strategic direction, most Heads noted the challenge arising from the reduction in, or lack of access to, specialist support from the LA or other agencies in the City.

“Schools do need to access high quality support, but this is proving to become harder to do as those agencies are also struggling with financial pressures”.

“The capacity of the SEND team has also been reduced meaning that schools cannot get through to professionals who should be available to offer support”.

“Skeletal staffing of external agencies that often means ‘services’ are no more than consultancies offering advice rather than providing skilled input”.

“Some services are well organised and accessible, e.g. SALT drop-ins for parents, but the face-to-face provision and assessment is very limited indeed; it seems to always come back to schools to find the time and the resources”.

“Pupils with significant needs, who need specialist provision, are being let down. Health professionals are not responding to requests for further information for Panel 2. There is insufficient funding and resources for mental health services. How can we help and support children with anxiety, OCD and depression when they do not meet the criteria for CAHMS?”

“The lack of external support for pupils with SEMH - especially who are infants (the available Alternative Learning Provision (ALP) options for infants is very poor)”.

“Bristol Autism team very depleted and seeing hardly any of our children - using bands of top up as a criteria”.

7) Suitability of school premises

Several Heads noted how the management of, and provision for, the increasing number of complex SEND needs is difficult to meet in existing school buildings, both in terms of availability of space and suitability of premises.

“Holding children with significant complex needs has been a challenge as the provision needed to fully meet the needs of the children is not available in a mainstream setting - use of sensory rooms, hammocks space for massages etc”.

“Children not having their needs met fully due to lack of space, staff, equipment”.

“We have also lost an intervention room as we needed to convert it into a sensory/de-escalation room”.

“There has been an increase in the amount of children with complex SEND in school which the school environment is not appropriate for. Some children require withdrawal in order to keep them and others safe and there is not the capacity in the school building or with additional adults in order to provide this”.

8) Lack of specialist resource bases and Special School places

The majority of Heads noted the challenges created by a lack of specialist provision for those children whose needs could not be adequately met in a mainstream school setting.

“Even when it is recognised that the provision we have is not suitable there is nowhere for these children to be able to access the correct provision. For one child who needed ALP for a period of time the only offer available was on the other side of the city”.

“As a school having children who need specialist provision but being unable to gain a place in one, we are needing to hold children in a mainstream setting. This I feel is not meeting their needs”.

“We have two children who have been diagnosed with ASD and have EHCP who are unable to move on to specialist provision as there are currently no places available for them”.

“ASD pupil waiting over a year for a place in specialist provision. Mainstream staff feel under pressure to meet the pupil's needs in a mainstream setting”.

“Too many children are staying in mainstream settings where their needs cannot be met. This has a huge impact on staff who are regularly physically assaulted and has a detrimental impact on the learning and safety of other children”.

9) Mobile pupils

A significant number of Heads highlighted the additional challenge of meeting the needs of SEND pupils who arrive into a school during the academic year, particularly without the school having sufficient awareness of the pupil's needs.

“More children with additional needs or who have not made progress are entering the school outside Reception Year”.

"In year admissions and high need not planned for so needing to move support staff for high need".

"Pupils who have SEND, who are moved between schools and areas without concluding diagnosis or without having appropriate paperwork and provision evidence in place to apply for top up".

"We have pupils who have transferred without paperwork so parents/carers feel very frustrated by the system - there have been occasions where families have been encouraged to move - this has then made the transition difficult for the child and has slowed down the process for getting the correct support".

"Children are moved from one school to another using Fair Access Panel. Who checks to see what provision has been put in place to support these children?"

10) Relationships with parents

Nearly all Heads noted the challenge of managing relationships with parents of SEND children, particularly when their expectations of provisions cannot be met.

"Families have an expectation and then this means the relationship between school and the families can become strained".

"Some families completely understand the limitations and work with the school to do the best we can - despite being aware that it isn't really sufficient. Many families feel unsupported and abandoned. The sense is that the school or the authority or both do not care".

"Parents are not receiving adequate support which affects the wellbeing of the child and family members".

"Parents are very conscious of retaining LSA support for their child and any changes in provision cause anxiety".

"Increased level of frustration from families as a result of the delays they experience in accessing the support their children need. Some children are not receiving the level of protection or adequate resources they are legally entitled to in line with the Code of Practice".

Heads also noted the challenges that they and parents face about identifying the most appropriate type of provision for their children.

"More joined up approaches with Nurseries and Health so parents are confident to place their children with significant SEND (physical, severe ASD), in the appropriate settings, and not in Primary Schools that don't have the expertise or funding to give the quality of provision needed".

"Parents are not getting broad enough information when choosing schools. We've had nurseries unsure about whether they can approach the subject of special school provision or not with a parent when clearly the parent wanted support. Parents wanting Special School provision and having to fight for a place for years".

"Greater transparency for parents and the medical professionals about how the top-up and EHCP system works".

"One child in care has been waiting a year since our first request and the final agreement to carry out the needs assessment - this is made even more frustrating when parents have managed to accelerate an EHCP for their child even when all professional agencies have agreed that the child's needs are being met".

Heads also expressed concern about the challenges of supporting children on reduced timetables, and about the challenges facing families at home.

"What we are able to provide as a school is not appropriate for many of the children - resulting in reduced timetables for some under 5's and the resulting impact on families being able to work etc".

"There are an increased number of pupils on part time timetables - this requires significant family support. We have pupils who have transferred without paperwork so parents/carers feel very frustrated by the system - there have been occasions where families have been encouraged to move - this has then made the transition difficult for the child and has slowed down the process for getting the correct support".

“Parents are struggling to gain access to the support they need at home”.

“Where pupils have significant SEMH needs the impact on the wider cohort and their families is massive”.

There were a number of comments made by Heads about concerns of other parents in school.

“... a number of parents have spoken about transferring secondary schools regarding pupils they do not wish to be in a class with”.

“Parents perceive that their children are either not getting the support they need, or, are victims of being in class with other children whose needs are not being met”.

Understanding the Impact of the Challenges on SEND children & families, staff and whole school provision.

In explaining the challenges, in the previous section, Heads also explained many of the impacts on children, families, staff and the whole school. In summary, the main impacts were identified as:

Impact on children & families

- Needs are not being met
- Provision is often focussed on safety and care rather than learning
- Lack of appropriate provision often leading to escalating behaviour management issues
- Insufficient time for school/parent conversations
- Strained relationships between school and families
- Provision is often driven by completed paperwork rather than need
- Regular safeguarding concerns arising from inappropriate placements.
- Knock on effect on family cohesion and likelihood of wider agency involvement

Impact on Staff

- Danger of physical harm
- Lack of adequate resources impacting on staff wellbeing
- Staff facing stressful dilemmas over inclusion of SEND children
- Impact of in-year arrivals on planning
- Focus on reactionary rather than strategic provision
- SENDCO workloads unsustainable
- Reduced recruitment and retention of suitable staff
- Additional need for support and supervision, but no funding or existing capacity for it.
- Significant amount of Leadership time spent on behaviour management
- Lack of training opportunities & resources

Impact on whole school

- Reduced support for non-high needs pupils
- Compromises over curriculum that can be delivered across school
- Budgets skewed towards SEND provision – small booster groups stopped to fund SEND need
- Safety of pupils is at high risk of compromise
- Impact of challenging behaviour being mirrored across school
- Impact on progress of all pupils, or other groups of pupils, can impact on judgements for school

Addressing the Challenges - Identifying changes that could be made to support Heads in addressing the challenges effectively.

It is clear from the responses to the survey that the lack of funding for high needs SEND, along with reduced real-terms funding for all schools, and reduced funding for LA activities, are the main causes of the crisis in SEND provision in Bristol schools.

“Funding must be better matched to the level of need, so the banding funding needs to revert back to what it was over 2 years ago”.

The most recent changes to funding bands have exacerbated the crisis. Schools do not have enough money in their notional SEN budgets, or in other areas of their revenue budgets, to sustain provision at existing quantity or quality. Funding is often based on staff pay rates at or around minimum wage, rather than the rates required for specialist and/or appropriately skilled and experienced staff.

“Funding should be in line with the cost of higher quality staff e.g. BG8. Currently funding does not even cover the required costs of meeting minimum wage, which means the funding enables less hours than the panel suggests. It also is based on the lowest banding which means you are forced to provide a lower qualified/experienced adult with the children with the most need”.

High needs funding does not match need. The consequent impacts on pupils, families and school communities are detrimental to not only the SEND pupils and families, but to all children and staff in schools.

Provision for all pupils has been reduced in order to try to sustain SEND provision. This has a particular impact on those pupils most in need of support who do not have ECHPs or qualify for high needs funding. Headteacher comments included:

“The majority of our LSA time goes on SEND children which means there is little support for children who need support with their learning but are not the SEND register”.

“Currently all our budget is being spent on SEND high needs and not on those children who with a little more support would overcome their barriers for learning”.

“Where I would have budgeted for some small group maths /writing /phonics booster this is being spent of 121 provision for the most demanding children”.

If additional funding cannot or will not be found, many Headteachers believe that a fundamental review of the provision map for SEND pupils should be made across the City.

“We are having to deal with this in mainstream education with less money, less staff, less outside agency support/availability and increased external demands on standards and achievement. Ultimately, 'inclusion' in its current form is nigh on impossible to manage and is damaging the education of all pupils and the wellbeing of staff”.

“We are encouraged to see inclusion as a positive thing which it generally is. However, there are times when including children in mainstream settings is not what those children need and has a significant impact on the wellbeing of other children. This sentiment is almost a taboo and therefore honest, open and important conversations do not take place”.

“Too many children with moderate learning needs in one year group/class. There comes a point when having another adult supporting in the classroom just doesn't make sense. Having better specialist resource bases makes more sense”.

“All children should be in school. That does not mean schools should be responsible for all children's needs”.

Several Heads suggested that it is a priority to address the current lack of specialist resource bases and special school provision, and that excess capacity at Primary phase across the city might help facilitate available premises. The need for locally based resources was highlighted by several Heads, with a lack of provision for Early Years and Key Stage 1, and generally in the south of the city, being a particular concern.

“By strategically reducing the PAN of some schools they may be able to then run some form of early intervention/alternative provision for their local areas”.

“If there was...shared distribution of funding in clusters of schools (to create a mini-off site provision for younger children with entry not dictated by one school or academy)”.

“There are schools which are not full where bases could be set up. Schools are involved in management of change and skilled LSAs, and intervention specialists are being lost. Soundwell College is vacant-there may be other educational facilities that could be utilised to provide places for pupils”.

“Better cross school working with support from LA for mainstream schools to work with academies to create more locality based provision with a clear assessment and admission criteria”.

“Create an EYFS/key stage one SEMH AP that is fit for purpose”.

Access to funding, including the onerous nature of application processes and the time being taken for assessments was another key challenge facing Heads. They suggested addressing some of the issues by:

“One system for EHCPs and funding would make so much more sense, be less work and be fairer for all”.

“A more straightforward and fair system of applying for Top Up that ensures transparency in allocation of funding that doesn’t constantly change or duplicate work”.

“The Panel system is unsatisfactory and requires radical overhaul. This is extremely onerous and unnecessarily complicated. There are delays in the system for processing paperwork including EHCPs (7 mths in one case). Chasing advice paperwork is very time consuming and is not an effective use of time for SENCOS who wish to focus on children”.

“Continue regular top up panels and allocate funds fairly. Spread the dates to renew on a school by school basis to make this realistic. Have clear guidance and model documents when new systems and expectations come in. communicate widely and often with due notice. Provide clear information annually to schools in the form of a directory. Who is there to help? With what? How do we contact them?”

“Children with EHCPs should not need reapplying for top-up funding if the annual review shows that a level of support/funding is still necessary. Top-up funding only lasting a year is also burdensome and time-consuming. Greater transparency for parents and the medical professionals about how the top-up and EHCP system works”.

“The Bristol Support Plan has put everything on one form but the needs and provision map could be merged to reduce repetition”.

“Statutory processes keeping to timelines and priority given to those at school transfer ages”.

Most Heads noted the challenge arising from the reduction in, or lack of access to, specialist support from the LA or other agencies in the City. Suggestions for improvements included:

“More joined up working with health so that Paed/SALT reports can be obtained promptly. Information provided to families should be clear and honest to manage expectations”.

“Appropriate investment from the LA so support services are fully staffed with suitably qualified staff to enable a swifter response and consistently high quality reports that schools can realistically implement within current financial restraints”.

“Quicker access to behaviour support, special school (post EHC review request), more EP time to meet the increasing number of SEND pupils arriving”.

“Support services should be invested in so that there are enough 'experts' to meet the needs of schools. Hopefully then the thresholds that need to be met to access most of this support can be reduced and made more realistic”.

“There needs to be an overhaul of the mental health services for young children”.

“Improve connections between health and education services. Paediatricians rarely understand processes and systems to support SEND pupils in schools. Parents are often fed misinformation”.

“Pupils are stuck in a loop being passed between professional bodies when attempting to access mental health support”.

Several Heads suggested a greater role for the LA, (in conjunction with the Teaching Schools), in providing cost effective training and information, in the form of guidance, model documents, toolkits and directories of services.

“Provide training (FREE) for teaching assistants and class teachers who are dealing with an increasingly wider range of need especially ASD”.

In conclusion, the responses to the survey were considered, detailed and articulate. The narrative was not one of anger but was certainly one of frustration and overwhelming concern about the struggle that schools are currently facing to meet the needs of all the children in their care, provide effective places of learning and positive, developmental and supportive work environments for staff. Bristol headteachers and school leaders have signalled very clearly that they are experiencing immense pressure in trying to balance the seemingly impossible job of meeting increased numbers of pupils with increasingly complex needs; high demand and expectations from families; a dramatic reduction in funding and support services to help meet SEND needs; overly complex and often needlessly repetitive paperwork; and bureaucratic processes that are inefficient and do not operate to statutory, and often just reasonable, timelines.

Despite all of the above points, Bristol Headteachers and school leaders have also shown a willingness to engage meaningfully with the survey; seemed genuinely pleased to have been given the chance to offer their thoughts and ideas about what could improve the current situation, whilst recognising that resource and funding is likely to remain a challenge; and are willing to work collectively to explore a range of future options alongside the local authority. However, a key message that comes through loud and clear from survey responses and ongoing conversations is that the will to move forward needs to be reciprocated from the local authority, that leadership must show clarity and purpose and positive, open relationships must be built and maintained throughout.

Summary of Main Findings

Ten key challenges were identified from the responses

1. Level of funding
2. The changing need of pupils with SEND
3. Staffing
4. The application processes for support and funding
5. Strategic direction and communication by the Local Authority
6. Access to specialist support
7. Suitability of school premises
8. Lack of specialist resource bases and Special School places
9. Mobile pupils
10. Relationships with parents

Impact on children & families

- Needs are not being met
- Provision is often focussed on safety and care rather than learning
- Lack of appropriate provision often leading to escalating behaviour management issues
- Insufficient time for school/parent conversations
- Strained relationships between school and families
- Provision is often driven by completed paperwork rather than need
- Regular safeguarding concerns arising from inappropriate placements.

- Knock on effect on family cohesion and likelihood of wider agency involvement

Impact on Staff

- Danger of physical harm
- Lack of adequate resources impacting on staff wellbeing
- Staff facing stressful dilemmas over inclusion of SEND children
- Impact of in year arrivals on planning
- Focus on reactionary rather than strategic provision
- SENDCO workloads unsustainable
- Reduced recruitment and retention of suitable staff
- Additional need for support and supervision, but no funding for it.
- Significant amount of Leadership time spent on behaviour management
- Lack of training opportunities & resources

Impact on whole school

- Reduced support for non-high needs pupils
- Compromises over curriculum that can be delivered across school
- Budgets skewed towards SEND provision – small booster groups stopped to fund SEND need.
- Safety of pupils is at high risk of compromise
- Impact of challenging behaviour being mirrored across school
- Impact on progress of all pupils, or other groups of pupils, can impact on judgements for school

Suggestions for possible improvements

- Funding
- Policy of Inclusion
- Provision Map – availability & location
- Application processes
- Specialist support
- Staff training
- Role of the LA to set a clear strategic direction



Department
for Education

Provision for children and young people with special educational needs and disabilities, and for those who need alternative provision: how the financial arrangements work

Call for Evidence

Launch date: 03 May 2019

Respond by: 31 July 2019

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1. Introduction

1.1 We are inviting interested individuals and organisations to consider aspects of the financial system for special educational needs (SEN) and high needs funding in England that may be adversely influencing local authorities, mainstream schools, colleges and other education providers in their support for children and young people with SEN, those who are disabled, those who require alternative provision (AP) and those at risk of exclusion from school.

1.2 We have received many representations concerning the adequacy of funding for special needs. We understand that the overall amount of funding available is the most pressing concern for many schools and local authorities. The total funding available for high needs will be carefully considered in the forthcoming spending review. This call for evidence is intended to focus on a related issue: how the current available funding is distributed, and what improvements might be made in future. It seeks information about whether there are aspects of the funding system that are driving up costs without improving outcomes for the young people concerned. As schools, colleges and local authorities have looked hard at their budgets in recent years, we have heard more about aspects of the financial arrangements that can work against those seeking to ensure that suitable provision is made, and want to understand what changes could be made that enable the right support to be given at the right time and at the right cost.

1.3 We would welcome views on specific areas of concern that have been drawn to our attention as well as on other aspects of the funding and financial arrangements that may not be helping us to get the most value from the resources available.

1.4 The questions we would like answers to are set out in a separate online survey. Please respond using this as other forms of response will not be as easy to analyse. As you respond to the online survey questions, please read the rest of this document. You don't have to answer all the questions, but in any case it would be very helpful if you would answer the initial questions so we can see whether you are responding on behalf of a particular type of organisation, or from a specific local authority area in England.

Who this is for

1.5 This call for evidence is for:

- Local authorities
- Schools and colleges
- Any other interested organisations and individuals

Issue date

1.6 The call for evidence was issued on 03 May 2019.

Enquiries

1.7 If your enquiry is related to the policy content of the call for evidence you can contact the team via email:

HighNeedsFundingReform.Consultation@education.gov.uk

If your enquiry is related to the DfE e-consultation website or the process in general, you can contact the DfE Ministerial and Public Communications Division by email: Consultations.Coordinator@education.gov.uk or by telephone: 0370 000 2288 or via the [DfE Contact us page](#).

Additional copies

1.8 Additional copies are available electronically and can be downloaded from: [GOV.UK DfE consultations](#).

The response

1.9 The results of the call for evidence and the Department's response will be [published on GOV.UK](#) following analysis of the responses later in 2019.

2. About this call for evidence

2.1 In December 2018, having heard from some schools about the difficulties they encounter in providing support for their pupils with special educational needs (SEN) costing up to £6,000 per annum before they are able to access additional support from their local authority, the Secretary of State announced that there would be a wider call for evidence.

2.2 We have heard local authorities', schools' and colleges' concerns about the rising costs of provision for children and young people with SEN and those who are disabled, and about the reducing availability of specialist advice and support. We will be looking carefully at how much overall funding is required nationally ahead of the next government spending review.

2.3 This call for evidence is not directly about how much funding is needed or about the statutory processes for meeting complex needs. Rather, it is intended to focus on understanding how current funding is distributed, including how it enables mainstream schools to make provision for their pupils with additional needs, and on improvements that could be taken forward in future. The funding system is intended to support schools in fulfilling their statutory duty to use their best endeavours to meet the needs of children and young people with SEN.

2.4 The call for evidence is also looking at factors in the current funding system that may be contributing to the escalation of costs, without necessarily securing better long-term outcomes for pupils and students.

2.5 We are extending this call for evidence to:

- aspects of the funding system for pupils who are excluded as well the funding of alternative provision (AP), including issues raised by Edward Timpson in his review of school exclusion;¹
- the post-16 funding arrangements for young people with SEN. Although there are significant differences between the 5 to 16 funding system and the 16 to 19 funding system, it is important that we understand the picture across all provision for children and young people with SEN.

2.6 Our ambition for those with SEN, those who have disabilities, and those who are placed in AP or are at risk of exclusion from school, is exactly the same as for every other child and young person – to achieve well in school and college, find employment and go on to live happy and fulfilled lives. The objectives of our financial and funding system are therefore that it:

- supports decisions being taken centred around the needs of the child or young person, and what provision will best address those needs, rather than principally for administrative or financial reasons;

¹ Edward Timpson's review of school exclusion can be found here: <https://www.gov.uk/government/consultations/school-exclusions-review-call-for-evidence>.

- supports early intervention, especially where that can stop problems growing, and therefore minimise future costs;
- facilitates children and young people staying in mainstream schools² and colleges, where they can provide suitable provision;
- avoids creating undue financial pressure for schools, colleges and other providers where they identify a child or young person has SEN or accept a child or young person with SEN on to their roll;
- delivers value for money in the use of public funding, with appropriate transparency and accountability in the system to secure the best outcomes with the resources available; and
- helps schools, colleges and local authorities to manage within the resources available to them.

2.7 However, we are concerned that aspects of the current system may be causing:

- decisions to be taken primarily to avoid financial pressures from falling on a particular institution, by transferring costs elsewhere;
- a continuing drift from mainstream school provision to special school and alternative provision, which is raising overall costs to the system without improving the outcomes for children;
- disproportionate pressure falling on some mainstream schools and colleges, especially if they get a reputation for providing good SEN support, or are small and so cannot easily manage exceptional costs within their budget;
- over-emphasis on securing an education, health and care (EHC) plan to guarantee a particular level of financial support, rather than on making the special educational provision necessary to meet the needs of the child, with or without an EHC plan.

2.8 We are looking for evidence about the extent to which these concerns are justified, and any other effects of the current system that are acting to prevent achievement of the objectives outlined in paragraph 2.6 above.

2.9 Annex A sets out further information about the current high needs funding arrangements. There are no specific questions on the high needs and other funding that supports children aged under 5, but we would welcome any evidence on this aspect of funding for these younger children who have SEN or who are disabled. Local authorities are currently required to set up an SEN Inclusion Fund to support early years providers in meeting the needs of individual 3 and 4 year old children with SEN; and the Disability

² There is a presumption in law that children with SEN will be educated in mainstream schools subject to certain conditions.

Access Fund provides support to providers to enable eligible 3 and 4 year old children to access the free entitlements (at a rate of £615 per eligible child per annum).

2.10 We also want to gather views about how some of the more technical and structural aspects of the funding and financial system could be improved or changed, so that we can be sure the available funding is used to secure suitable provision and deliver value for money. It is important that professionals (teachers, educational psychologists, SENCOs and others) working in local authorities, schools, colleges and elsewhere, who are responsible for making provision for children and young people do not face unnecessary structural barriers. We need funding and financial arrangements that encourage all those working and caring for our most vulnerable children and young people to support and help them prepare for adult life, and to contribute to a sustainable system in the future.

2.11 We will want to ensure that any improvements we introduce as a result of this call for evidence are consistent with:

- the wider system of support and ambition for children and young people with SEN and disability that was introduced by the Children and Families Act 2014; and
- the duty on local authorities, under section 19 of the Education Act 1996, to secure suitable education (at school or in AP) for those children of compulsory school age who would otherwise not receive it.

2.12 As well as suggestions for improvements, we also want to hear about examples of good practice and aspects of the current system that have a positive effect, that we should make sure we protect.

Respond online

2.13 To help us analyse the responses please use the online system wherever possible. Visit www.education.gov.uk/consultations to submit your response.

Other ways to respond

2.14 If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request a word document version of the form and email it or post it.

By email: HighNeedsFundingReform.Consultation@education.gov.uk

By post: Call for Evidence
Department for Education
4th Floor Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Deadline

2.15 The consultation closes on 31 July 2019.

3. Funding for pupils with SEN in mainstream schools

3.1 The vast majority of children with SEN have always been taught in mainstream schools. The reforms introduced by the Children and Families Act 2014 retained the general principle that children with SEN should be taught in mainstream schools, unless more specialist provision is needed,³ and extended this principle to young people in further education. Mainstream schools (along with colleges) are required to identify and address the SEN of their pupils and students, and to use their best endeavours to make sure that they get the support they need. They are also required to have regard to the SEND Code of Practice.⁴ Chapter 6 of the Code sets out the expectations on schools around SEN support. Chapter 8 of the Code sets out expectations on everyone working with children and young people with SEN to prepare them for adult life.

3.2 Although some of the issues covered in this chapter are relevant to colleges, this chapter focuses on the school system. If you are responding to this call for evidence in relation to students in colleges, please see chapter 5.

3.3 Education funding enabling provision for children and young people with additional needs, including SEN, is currently available to schools through different funding streams, including:

- primary and secondary schools' funding, as determined through the local formula and allocated to local authorities by the national funding formula (for 5 to 16 year olds), and through the national funding formula for 16 to 19 year olds;
- special schools' place funding;
- high needs targeted and top-up funding from local authorities;
- high needs funding for local authority services;
- pupil premium grant.

3.4 We expect local authorities and schools to bring together this funding so that it works for all those children and young people who need extra help, and want to understand how improvements could be made to facilitate this and to ensure that decisions are made at the most appropriate level. Chapter 7 asks for views more generally on how budgets controlled by different budget holders can be brought together to achieve maximum impact.

Funding for SEN through the schools funding formula

3.5 In 2013-14 greater standardisation of local authorities' funding formulae for mainstream schools resulted in the introduction of a requirement for local authorities to

³ The law on this is that a child must be educated in a mainstream school unless: the parent or young person does not wish it; or providing that education is incompatible with the provision of efficient education to other children and no reasonable steps can be taken to prevent this.

⁴ This can be found here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

delegate sufficient funding to meet the costs of SEN support up to £6,000 per pupil, per annum. In recognition of that expectation, both local funding formulae and the new schools national funding formula include factors relevant to additional needs, which act as proxies for a school's cohort of pupils who need extra support, including those with SEN. The additional needs factors in the national funding formula give schools about £6 billion nationally. This is intended to ensure mainstream schools have the resources they require as part of their core budgets.

3.6 As well as formula factors relating to deprivation – specifically pupils from low income families eligible for free school meals and those who live in areas which have a wider range of higher deprivation indicators – the schools national funding formula allocates additional funding for pupils with a low level of attainment in their previous phase of education (“low prior attainment”). This can act as a proxy for targeting SEN funding to schools, due to a strong correlation with low prior attainment, enabling them to make appropriate special provision for their pupils. The use of proxy indicators avoids any perverse incentive to over-identify pupils as having SEN if funding was allocated on the basis of schools’ assessments of pupils with SEN.

3.7 While it is optional to do so, almost all local authorities choose to use a low prior attainment factor in their own local schools funding formulae, with the funding allocated through this factor contributing to schools’ notional SEN budgets. Local authorities can choose to set the per pupil funding rate at a lower value than the national funding formula.

3.8 We would welcome views on whether local authorities’ schools funding formulae are directing funds appropriately to enable schools to support their pupils with SEN, and in particular whether the low prior attainment factor could be improved.

3.9 Currently, in both national and local funding formulae, pupils with low prior attainment attract a single value based on attainment at the end of reception (based on the Early Years Foundation Stage Profile) and the end of Year 6 (based on end-of-key stage 2 national curriculum assessments). The factor does not distinguish between pupils who are very close to national expectations, and those who are working well below these.

3.10 We are considering the possibility of tiering this element of funding to target pupils with lower attainment in mainstream assessments and, by proxy, pupils with more complex SEN. Following support for this approach when we consulted on the national funding formula in 2017, we are now exploring options for making this change from 2021-22. Any specific proposal arising from this call for evidence would be subject to further consultation.

3.11 We would therefore be grateful for views on the option of tiering low prior attainment funding in the national funding formula, and allowing local authorities to do so in their local formulae. In particular, we are interested in whether this would better target pupils in need of more support, and whether such a change would create any positive or negative impact for primary or secondary schools.

3.12 Please answer questions 1 to 4 on the online survey, about the SEN related factors in the schools funding formula.

Targeted funding and support for SEN provision in schools

3.13 We recognise that the distribution of pupils with SEN and high needs across schools is uneven and that there are limitations to what can be achieved through proxy factors in a funding formula.

3.14 As part of the funding system in operation since 2013-14, local authorities have been permitted to target additional high needs funding to those mainstream schools with disproportionate numbers of pupils with SEN, and particularly those with high needs, where the local formula would not have given sufficient resources to meet the costs up to £6,000 per pupil.

3.15 Local authorities have reported spending £46 million in 2015-16, £67 million in 2016-17 and £57 million in 2017-18 on such targeted funding. They have budgeted to spend £57 million on this in 2018-19.⁵

3.16 This extra funding for mainstream schools can be added to their budgets to enable them to meet the varying needs of pupils that arise, and to recognise those schools that have developed a reputation for supporting pupils with SEN, including those that have developed a particular specialism.

3.17 Beyond publishing some examples of how local authorities distribute this funding to schools (some, for example, have panels of head teachers advising on requests from schools under pressure and others have a more formulaic allocation methodology), we have not advocated a particular approach, considering that this is something best decided by the local authority, in consultation with its schools and schools forum.

3.18 In 2015, as part of our preparation for the introduction of a high needs national funding formula, we asked Isos Partnership to look at all aspects of SEN funding. Their research report, published in July 2015,⁶ indicated that there was a case for more guidance on the distribution of targeted funding, and we would welcome views on that. Please answer question 5 in the online survey, about the additional targeted funding for SEN.

⁵ This information is taken from the returns from local authorities to the department under section 251 of the Apprenticeships, Skills, Children and Learning Act 2009.

⁶ The report can be found at this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445519/DFE-RR470 - Funding for young people with special educational needs.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445519/DFE-RR470_-_Funding_for_young_people_with_special_educational_needs.pdf)

The notional SEN budget

3.19 To help mainstream schools with their spending decisions relating to support for their pupils with SEN, they receive a notional SEN budget: an identifiable but notional amount within each school's total annual budget share (in the case of local authority maintained schools) or annual grant (in the case of academies). The concept of the notional SEN budget originated from the implementation of the School Standards and Framework Act 1998. It has continued as part of successive school funding changes, most recently those in 2013-14 which resulted in the introduction of the requirement for local authorities to delegate sufficient funds to meet the costs of SEN support up to £6,000 per pupil, per annum.⁷

3.20 On the approach for calculating a notional SEN budget for each school, however, we have allowed local authorities flexibility. We publish data on how different authorities have calculated this element of school funding so that they can learn from each other in deciding their approach, and also publish data on each school's notional SEN budget.⁸

3.21 In their 2015 report, Isos Partnership provided helpful information on the operation of the notional SEN budget, including the £6,000 threshold, commented on the variation in different authorities' approaches to both the calculation of the budget and the way in which support was provided to pupils with similar needs, and considered options for improving the system.

3.22 In particular, they were not convinced that notional SEN budgets were performing the function they were designed to fulfil. They proposed that the department should consider using alternative methods to provide clarity for schools on how their core formula funding was made up, so as to enable them to meet the needs of pupils with SEN.

3.23 Now that the national funding formula, for both schools and high needs, is in place, we would welcome views on how helpful it is to continue with the current arrangements, and on whether we should seek to identify a notional SEN budget as part of the national funding formula for schools. We would also like views on alternative ways in which we might give clarity to schools and on what improvements could be made to the management of and accountability for spending of schools' SEN funding.

3.24 Please answer questions 6 to 8 on the online survey about mainstream schools' notional SEN budget.

The £6,000 threshold

3.25 Before 2013-14 each local authority set their own arrangements for the allocation of additional resources to mainstream schools for those pupils who had more complex

⁷ The notional SEN budget is intended to support the school in making available suitable provision for children with SEN, but is not intended to cover other related expenditure, such as employing a SENCo or providing staff training on SEN.

⁸ Data about individual schools' funding for 2018-19, including their notional SEN budgets, is set out here: <https://www.gov.uk/government/publications/schools-block-funding-allocations-2018-to-2019>.

needs. Some authorities had a low threshold above which the school would qualify for extra resources, and some had a high threshold. Often these thresholds were linked to the level of need beyond which children would be assessed for statements of SEN, leading to very different statutory assessment practice across the country, and even in neighbouring local authority areas. In many cases authorities provided the school with resources to meet the full cost of additional support, once the local cost threshold had been exceeded, creating a significant financial incentive for the school to identify costs beyond the threshold.

3.26 From 2013-14 the school and high needs funding system was changed to bring in a more consistent approach. Local authorities were required to use a more limited number of factors in their local formula and to provide schools with sufficient resources through the formula to meet the costs of their pupils' additional SEN support up to £6,000. Schools could access high needs top-up funding for the costs of support in excess of this common threshold. In this way schools would have the resources to meet the costs of supporting those with lower level needs, and – through the top-up funding – the excess costs of those with more complex needs.

3.27 For those local authorities that had previously operated a “cliff edge” approach, whereby the full costs of supporting a pupil with complex needs were met once the costs exceeded the specified threshold, the arrangements from 2013 reduced the perverse incentive for schools to argue for increased costs of support so that they would have the full costs met. The introduction of the £6,000 threshold was also intended to encourage schools to meet lower level needs without the need to “label” pupils as having SEN either to receive additional funding from the local authority or to drive placement decisions.

3.28 The £6,000 threshold was initially proposed following PwC research⁹ 10 years ago and was introduced following consultation. The funding system ensures the same threshold is used for high needs top-up funding across mainstream and special schools (special schools receive £10,000 per place which is equivalent to the £6,000 from mainstream schools' notional SEN budget and the approximate £4,000 per pupil schools receive for all their pupils through the schools funding formula).

3.29 As a consequence of the concerns that have been expressed and the time that has passed, we believe that it is now right to consider how the £6,000 threshold is working, and whether any changes would help or hinder schools' decisions on making provision for pupils with SEN, and particularly those with education, health and care (EHC) plans.

3.30 When the £6,000 threshold was introduced, local authorities that had operated different arrangements had to make adjustments to the overall balance of schools and high needs funding. Some who were operating a higher threshold had to move funds

⁹ Research carried out by PricewaterhouseCoopers for the DfE in 2009 arrived at a proposed lower limit for defining a pupil as high cost of about £6,200, in addition to the basic cost of educating a pupil without SEN. The former central scheme for supporting students with SEN in colleges used a lower limit of £5,500. The round figure of £6,000 was introduced after consultation.

that had been delegated to schools back into their high needs budgets. Others that had operated a lower threshold had to transfer funds from high needs to schools.

3.31 Any change to this national threshold in future could therefore involve changing the balance between the overall funding currently allocated to mainstream schools, and the overall high needs funding block, with the likely need for consequential changes to the distribution of that funding through the schools and high needs national funding formulae. If the threshold was changed, there would also be consequences for how much special provision schools and local authorities make using the funding directly within their control, and also for administrative costs – for example if more or fewer pupils required some sort of assessment by the local authority. Respondents should bear this in mind when giving their views.

3.32 We are interested in whether there might be ways of applying the threshold differentially between schools, or targeting funding to certain schools to enable them to meet the threshold. For example, whether there are certain circumstances in which the requirement to meet the first £6,000 of SEN support costs should not apply, or in which local authorities should provide additional funding for support costs up to £6,000, as well as top-up funding for the costs in excess of £6,000 – such as for a small school or where a pupil already has an EHC plan when they are admitted to a new school.

3.33 We would need to consider carefully whether any changes to the current arrangements, intended to help schools provide support for children with SEN, would inadvertently create perverse incentives that would be unhelpful. And of course we would need to approach any change very carefully, with a clear understanding of the impact, and of how any adverse impact could be avoided.

3.34 Please answer questions 9 to 10 on the online survey, about the expectation that schools pay for the costs of SEN support up to £6,000 before accessing extra funding.

Provision for pupils with SEN in mainstream schools

3.35 The Children and Families Act requires schools, other providers, and local authorities to co-operate with each other in preparing and publishing the “local offer” of provision and services for children and young people with SEN and disabilities. This must be done working with parents and young people. The local offer should include a description of the SEN support ordinarily available in each school, including primary and secondary mainstream schools, as well as additional services and provision provided by the local authority and other agencies external to the school. In addition, all maintained schools and academies must publish information on their websites about their arrangements for supporting pupils with SEN.

3.36 As part of the local offer, local authorities must set out the provision they expect schools, early years and post-16 providers to make available. This publication should create a shared understanding between schools, parents and the authority that can help to ensure that requests for an EHC needs assessment and plan are appropriate.

3.37 All local authorities are expected to keep their local offer of special provision under review, involving schools and other providers, and to plan ahead strategically to ensure good quality provision can be developed and sustained in line with available resources.

3.38 In this context, it is important that mainstream schools are clear about what special educational provision they are expected to make for pupils with SEN, from the budget calculated by the local funding formula, any targeted funding from local authorities' high needs budgets and other funding streams.

3.39 Given the financial resources available to mainstream schools through the local formula and other funding (see paragraph 3.3 above), and in the context that some schools are finding those resources stretched, we would welcome views on whether the special education provision they currently make – i.e. that is ordinarily available – is sufficiently clear for parents and how that is communicated. It would also be helpful to know how decisions are taken locally on this aspect of the local offer.

3.40 Please answer questions 11 to 15 on the online survey about the provision made for children with SEN.

4. Funding for pupils who need alternative provision (AP) or are at risk of exclusion from school

4.1 Local authorities are responsible for arranging suitable education for children who – because of permanent exclusion, illness or other reasons – would not receive suitable education, without such arrangements being made. Schools arrange AP for pupils through off-site directions to improve their behaviour and for pupils who have been subject to a fixed-period exclusion of more than five school days.

4.2 Local authorities are responsible for funding AP they arrange for children who have been permanently excluded from school. Schools usually contribute to or pay the full costs of AP they arrange for pupils who are on their roll. Local authorities can recover funding from schools who permanently exclude a child, but this is rarely the same as the cost of the pupil's subsequent education in AP.

4.3 The government supports head teachers in using exclusion as a sanction where it is warranted. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

4.4 In their recent research report, 'Alternative Provision Market Analysis',¹⁰ Isos Partnership noted that AP funding arrangements may not support local authorities, schools, and providers in working together to invest in early intervention for a pupil who is at risk of permanent exclusion or to reintegrate pupils in AP back into mainstream settings where it may be appropriate to do so.¹¹ This view is also expressed by Edward Timpson in his externally led review of school exclusions.¹²

4.5 Isos Partnership identified local areas where LAs, schools and APs have adopted innovative AP commissioning and funding models to plan local provision, secure best value from their spending on AP, and foster a collective responsibility for pupils in AP, and for the local AP system.

4.6 These models include:

- The devolution to schools of the local authority's high needs funding for AP, which can then be used to fund AP placements or provide support in school prior to a permanent exclusion (pages 58-59 of Isos Partnership's 'Alternative Provision Market Analysis');

¹⁰ Isos Partnership's 'Alternative Provision Market Analysis' report can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752548/Alternative_Provision_Market_Analysis.pdf

¹¹ Isos Partnership, 'Alternative Provision Market Analysis' p.67.

¹² Edward Timpson's review of school exclusion and the government response can be found here: <https://www.gov.uk/government/consultations/school-exclusions-review-call-for-evidence>.

- The use of panel discussions between local authorities, schools and providers, at which local leaders plan local AP and early intervention in schools, track AP use and spending, share best practice on approaches to supporting children at risk of exclusion from school or who are ready to reintegrate back into mainstream (page 62 of Isos Partnership’s ‘Alternative Provision Market Analysis’);
- Voluntary arrangements whereby local authorities can levy an extra charge on excluding schools (page 69 of Isos Partnership’s ‘Alternative Provision Market Analysis’);
- Local policies requiring schools to keep children placed in AP on their roll, including after an exclusion (dual registration arrangements between mainstream and AP settings) (page 62 of Isos Partnership’s ‘Alternative Provision Market Analysis’);
- Similarly, drawing on evidence of best practice, Edward Timpson’s review of school exclusion calls for schools to be made responsible for the children they exclude and accountable for their educational outcomes, supported by joint working between mainstream schools, AP and local authorities. His review also calls for funding to be flexible enough to ensure schools are able to put in place alternative interventions that avoid the need for exclusion where appropriate, as well as to fund AP after exclusion.

4.7 Through this call for evidence, we are seeking information on whether the funding arrangements empower local authorities, schools and providers to intervene early for children at risk of exclusion from school, to provide high quality AP and to take collective responsibility for delivering best value from the funding available for AP from the high needs and schools’ budgets. We welcome all views, and are particularly interested to hear from those who have worked with, or commissioned AP for, excluded pupils and pupils at risk of exclusion.

4.8 The evidence we gather is the next step in a consultative process that is being taken forward in response to the recommendations in Edward Timpson’s review, that the department should consult on proposals to make schools responsible for the children they exclude and accountable for their educational outcomes (recommendation 14), while taking care to avoid unintended consequences such as “off-rolling” (recommendation 27). The responses we receive will help us to work with partners from across the education system to design a specific consultation on school accountability for permanently excluded pupils. The responses we receive will also help us to build on the Government’s vision for AP published in March 2018; to spread the excellent practice which Edward Timpson’s review has also identified in schools and AP providers; and to ensure that the funding arrangements adequately support schools and AP providers in their efforts to deliver for all of their pupils.

4.9 Please answer questions 16 to 19 in the online survey, about the funding for AP.

5. Funding for students with SEN in further education

5.1 Further education (FE) colleges, sixth form colleges and those special post-16 institutions on an approved list,¹³ like schools, have a duty under the Children and Families Act to use their best endeavours to meet the needs of young people with SEN and those who are disabled.

5.2 The local offer for these young people should include what support is available for young people in FE, and it is important this sets out clear routes to employment and independent living. Local authorities need to plan ahead, with post-16 providers, to ascertain what provision is going to be needed, and how to meet the needs of all young people with SEN, both those on SEN support and those with high needs. Colleges need to be clear how they will contribute to the local offer, and they and local authorities need to agree what the college can reasonably do to support students from within their own budget and when additional resources are needed from the high needs budget.

5.3 We understand the cost pressures facing both local authorities and post-16 providers as they seek to meet the needs and ambitions of young people, and the need for appropriate levels of funding. We would, however, welcome views on whether there are other aspects of the financial arrangements that are acting as a barrier to young people accessing the support they need, regardless of the amount of funding available. We want to know whether there are ways in which the operation of the funding system is inhibiting the achievement of good outcomes,¹⁴ adding to the cost pressures on local authorities' high needs budgets without preparing young people for adulthood. Please also consider the issues raised in chapter 6.

5.4 The £6,000 threshold operates in a different way in the funding system for 16 to 19 year olds. There is no notional SEN budget, although the support for students with lower level SEN is funded through the disadvantage factors in the national 16 to 19 funding formula. For those with more complex SEN, whose support costs more than £6,000, colleges and local authorities are expected to agree a package of support for their students with SEN, consisting of a number of high needs places funded at £6,000 per place, supplemented by top-up funding for those students with the most complex needs.

5.5 In most cases this place funding is deducted from local authorities' high needs budgets and paid to colleges directly by the Education and Skills Funding Agency (ESFA), but we have recently introduced more flexible arrangements whereby, if the institution and local authority agree, this can be paid by the authority without

¹³ Special post–16 institutions are organisations that are legally established to provide specialist post-16 education and support to young people, and are not maintained schools, academies or FE/sixth form colleges. Some have been approved by the Secretary of State to be on a “section 41” list, bringing them within the ambit of certain duties under the Children and Families Act 2014.

¹⁴ Young people should be supported to exercise choice and control over their lives, including the 4 ‘preparing for adulthood’ outcomes: moving into paid employment and higher education; independent living; having friends and relationships, and being part of their communities; and being as healthy as possible. More information on these outcomes can be found in chapter 8 of the SEND Code of Practice here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

involvement from the ESFA, on whatever basis they find acceptable.¹⁵ The need for local authorities and colleges (and those mainstream secondary schools with sixth forms) to agree the number of places or alternative approach to this element of funding has reduced the financial perverse incentive to identify a young person as having high needs simply to access an additional £6,000, although there is still scope for conflict where the institution and local authority cannot agree on the package of support that should be provided, or associated costs.

5.6 We would welcome any evidence that the funding or financial arrangements that currently apply to post-16 and post-19 provision are causing decisions to be made that are both unhelpful in securing the best outcomes for the young people concerned and adding to the costs of provision. We would also welcome any examples of where the flexibility in paragraph 5.5 supports better planning and decision making.

5.7 Please note that we are separately considering, in consultation with Natspec,¹⁶ whether the approach to funding special post-16 institutions could be improved, and will consult during the summer of 2019 on any specific proposals for a limited number of technical changes that could be introduced for the financial or academic year starting in 2020.

5.8 The majority of young people with SEN and disabilities complete further education with their peers by age 19, and our expectation is that this should continue. However, we recognise that some young people need longer to complete and consolidate their education and training. The length of time will vary according to each young person, and judgements on when to stop or maintain an EHC plan must be made on a case-by-case basis and in accordance with the statutory tests and processes (see section 45 of the Children and Families Act 2014).¹⁷ We want the funding arrangements to support young people's smooth transition into adulthood, and the next chapter focuses on some aspects that may not be helping.

5.9 Please answer questions 20 to 22 in the online survey, about the post-16 funding arrangements for FE colleges and others making provision for young people with SEN and who are disabled.

¹⁵ The £6,000 per place funding from local authorities' high needs allocations, and flexibility to allocate this on a different basis, has also been extended to mainstream school sixth forms.

¹⁶ Natspec is the national association representing special post-16 institutions.

¹⁷ Further guidance on our expectations with regard to young people aged 19 to 25 is set out here: <https://www.gov.uk/government/publications/send-19-to-25-year-olds-entitlement-to-ehc-plans>.

6. Improving early intervention at each age and stage to prepare young people for adulthood sooner

6.1 There is a duty on local authorities, under section 9 of the Education Act 1996, to have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure. To exercise control over public expenditure, making sure that spending decisions are reasonable and that the level of spending is not excessive, local authorities and other organisations often develop processes and systems to prioritise resources. Such arrangements, however, can lead to a delay in the commitment of funding for support costs.

6.2 We want to understand whether the current operation of the funding system is creating a financial perverse incentive to resist a commitment of resources when problems first arise, when such spending could in fact lead to a longer-term reduction in the complexity of support needed, and so longer-term savings. In a system that is intended to secure outcomes that imply a reducing need for support for many young people, as they prepare for employment and living more independently, it would be perverse if the lack of resources at one stage was leading to increasing costs later. We would therefore be keen to have good evidence that early investment can reduce costs.

6.3 As a possible example of the lack of timely support, sometimes a school or college complains that they are left to cope with limited resources and access to expertise during an education, health and care needs assessment process that lasts up to 20 weeks. They say that they have to produce unreasonable amounts of paperwork to evidence the need for extra resource. On the other hand, there may be financial reasons for local authorities' reluctance to commit extra resources during this period: once extra funding has been agreed, it is rare for this to be reduced.

6.4 An illustration of how the costs and support given to young people can significantly increase, perhaps more than necessary, can also be seen at transition points. For some children and young people whose needs increase as they get older, or whose mental or physical health deteriorates, it is of course appropriate for them to receive enhanced levels of support over time. For others, however, it could be that more focus on the achievement of outcomes relating to greater independence would lead to a reduced need for support, including at the points of transition, and to a better preparation for adulthood.

6.5 Some examples of the way that support costs can increase for a child or young person around key transition points:

- A reception class teacher in a primary school is under particular pressure because unforeseen extra resources are required for a child whose SEN is undiagnosed and unsupported, despite prior attendance at an early years setting where early support could have been given.
- A pupil with SEN nearing the end of primary school education is unprepared for the changes that a different and much bigger secondary school can bring, and the parents, who would have preferred to continue with education in a mainstream setting, opt instead for a more expensive special school.

- At the end of their schooling, a student is unable to cope with the more adult environment of an FE college, and unable to travel independently due to a lack of travel training, requiring more support to help them adapt and prepare for adulthood.

6.6 We believe in the value of educating children in mainstream settings where that is right for them and that is what their parents want. But, as noted in paragraph 2.7 above, there has been a reducing proportion of children being educated in mainstream schools, and the data shows that this has been happening over the last 10 years. We want to understand whether any lack of early intervention and resources for the right support at the right time is driving this.

6.7 Please answer questions 23 to 25 in the online survey, which ask for evidence on the extent to which the financial and funding arrangements are driving the escalation of costs, and preventing those making spending decisions from taking an “invest-to-save” approach that leads to better outcomes and ultimately to reducing costs.

7. Effective partnership working to support children and young people with complex needs

7.1 When different organisations are responsible for their own budgets they are of course rightly interested in how best to discharge their responsibilities within the resources available to them. Separate funding streams and budgetary control are an inevitable feature of a complex landscape of provision, based on different legislation. This, however, can create barriers which discourage the partnership working that is essential for meeting the needs of those children and young people with SEN and who are disabled, and others with complex needs. Furthermore, conflict between budget holders can increase when budgets are tight and flexibility to move funding is reduced.

7.2 Providers are responsible for bringing together a number of funding streams – for example, those noted in paragraph 3.3 above – so that they can educate the full range of pupils and students they have. In the context of EHC needs assessments and plans, local authorities have to bring together health and social care funding streams as well.

7.3 Budget holders – for example clinical commissioning groups in the NHS, budget holders within the same local authority and schools – should be encouraged to work together to contribute to meeting children’s medical needs while they are at school. As an example of where there is understood to be co-operation between budget holders locally, the report of Wakefield’s SEND area inspection stated: “Children and young people’s transition into schools and colleges is supported well by education and health professionals. Children’s community nurses and special school nurses work especially well together in schools and early years settings. They provide high-quality training about how to manage conditions such as asthma, epilepsy and diabetes. These services help schools and settings to meet children and young people’s needs which, in turn, impacts positively on their learning and the progress they make.”

7.4 Another example from Lincolnshire’s SEND inspection report shows how working together can help with transition from children’s to adult services: “The transition of services for children who have disabilities to adult social care is very efficient. Each young person has a care passport which contains information about their health and care needs and this is shared with adult social care professionals in good time. This means that young people do not have to repeat assessments or face delays in receiving care when they become an adult.”

7.5 Within the education sector, local authorities, schools, colleges and other providers should be operating within a system that encourages them to work in partnership, despite understandable concerns about the costs and consequent pressure on their separate budgets.

7.6 We are therefore keen to explore financial arrangements that would help to encourage budget holders to.

- share their resources and use appropriate pooling arrangements to most effectively meet the complex needs – and improve the outcomes – of children and young people (without arguments over who should pay for what);
- avoid taking inappropriate action to pass costs on to others, where this simply moves the cost pressures elsewhere and does not help to address the problem;

- strengthen joint leadership and strategic commissioning of services.

7.7 From the research into AP markets carried out for the department by Isos Partnership, referred to in chapter 4 above,¹⁸ and the work they have done for the Local Government Association, there is evidence of good practice across the country, involving joint commissioning of services, collective responsibility for budgets and other partnership approaches.¹⁹ We would welcome views on what changes we might consider, within the overall funding and financial system, and recognising the budgetary boundaries that exist, to encourage the collaborative working that is so important for meeting the complex needs of children and young people.

7.8 Please answer question 26 in the online survey, about whether the financial arrangements could support a more effective partnership approach.

¹⁸ This report can be found here: <https://www.gov.uk/government/publications/alternative-provision-market-analysis>.

¹⁹ This report can be found here: http://www.isospartnership.com/uploads/files/181108_LGA%20SEND_final%20report.pdf.

8. Other aspects of the funding and financial arrangements

8.1 We want to ensure that those children and young people with SEN, those who are disabled, and those who are not in school or at risk of being excluded, receive the appropriate levels of provision and support to which they are entitled.

8.2 We are aware that the amount of funding that is allocated to the Department for Education, and the amount that the department allocates to local authorities and others, is very important for making good quality provision for our most vulnerable young people. Securing a sufficient amount of funding for education in future will remain a priority for the department.

8.3 But we also need to make sure that the funding and financial arrangements, irrespective of the level of funding, encourage decisions about provision that are in the best interests of all our children and young people, and that provide value for money. We would be interested to understand whether any aspects of the financial and funding arrangements, not covered in the previous sections of this document, are creating perverse incentives for decision-makers across the system. It would also be helpful to have views on those aspects of the current funding system that are actively helping the right decisions to be made, so that we can make sure that they are not changed.

8.4 If you have relevant points to make that are not being made in answer to the previous questions, please answer questions 27 to 28 in the online survey.

Annex A: How the current high needs funding system works

1. High needs funding is provided to local authorities through the high needs block of the dedicated schools grant (DSG). Local authorities must spend that funding in line with the associated conditions of grant, and School and Early Years Finance (England) Regulations, which have been updated for 2019-20. High needs funding is also provided directly to some institutions by the Education and Skills Funding Agency (ESFA).
2. The high needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014. High needs funding is also intended to support good quality alternative provision (AP) for pre-16 pupils who, because of exclusion, illness or other reasons, cannot receive their education in mainstream or special schools. The high needs funding block provides local authorities with resources for place funding and top-up funding for institutions, and funding for high needs services delivered directly by the authority or under a separate funding agreement with institutions (including funding devolved to institutions), as permitted by regulations.
3. Institutions receive funding for pupils and students with high needs in different ways:
 - a. Core funding – the annual allocation an institution receives either directly from the provider local authority (for maintained schools and pupil referral units (PRUs), based on the financial year), or from the ESFA (for academies, free schools, colleges, independent learning providers (ILPs), non-maintained special schools (NMSS) and special post-16 institutions, based on the academic year). Independent special schools do not receive an allocation of high needs funding from the ESFA, but only receive high needs funding from the local authority placing the pupil or student.
 - b. Top-up funding – the funding required, over and above the core funding, to enable a pupil or student with high needs to participate in education and training. This is paid by the local authority which places the child or young person and should reflect the additional support costs an institution incurs in making provision to meet the individual's needs. In the case of AP, top-up funding is paid by the body which commissions each place (either the local authority or a partnership or cluster of schools).
 - c. Funding under a service level agreement – where a service relating to SEN or AP has been commissioned by a local authority and is delivered

by an institution, the local authority can pay for that service from its high needs budget where permitted by the funding regulations.

4. While the majority of a local authority's high needs budget is spent on place and top-up funding for institutions, local authorities can also use high needs funding to provide additional or targeted support for children and young people with SEN, as permitted under schedule 2 to the School and Early Years Finance (England) Regulations. This can take the form of additional funding to institutions, which may be paid on the basis of a service level agreement, or access to specialist services or expertise commissioned by the local authority. Such support can play an important role in enabling mainstream schools and colleges to meet a wider range of special educational needs, and supports the presumption in law that children and young people should be educated in mainstream provision, unless their special educational needs require more specialist provision.
5. Additional funding may be provided where there are a disproportionate number of pupils with a particular type of SEN. For example, a primary school may have developed a reputation for meeting the needs of high achieving pupils with autistic spectrum disorder, or pupils with physical disabilities, and it is not possible to target additional funding to the school through factors in the school funding formula.
6. Local authorities and mainstream schools and colleges should also discuss how such specialist support should be delivered when considering how to spend the high needs funding available to them. Many local authorities employ specialist teachers, funded directly from their high needs budget. Others give special schools additional funding to provide specialist support to other schools. Such arrangements are frequently accompanied by a service level agreement confirming what will be delivered in return for the additional funding.
7. There is a good deal of flexibility for local authorities in making and funding the high needs provision in their area, although there are some requirements in the Early Years Finance (England) Regulations and conditions of grant. The latter include rules on the timely payment of top-up funding to schools and colleges, and restrictions on the transfer of funding from the schools funding block of the DSG to other budgets, including high needs.

There are also certain processes that the ESFA operates to make sure that timely funding allocations are made to local authorities, academies, colleges and the other institutions that they fund directly, and that appropriate adjustments are made to those allocations when necessary. For more detail on the high needs funding system, including links to the relevant regulations and conditions of grant, please refer to the high needs funding operational guide.



Department
for Education

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Decision Pathway – Report Template



PURPOSE: Key decision

MEETING: Cabinet

DATE: 02 July 2019

TITLE	Resourcing Plan for SEND Function		
Ward(s)	All		
Author: Ian Clarke	Job title: SEND Consultant		
Cabinet lead: Cllr Anna Keen	Executive Director lead: Jacqui Jensen		
Proposal origin: BCC Staff			
Decision maker: Cabinet Member			
Decision forum: Cabinet			
Purpose of Report:			
<ol style="list-style-type: none"> 1. To inform Cabinet of the risk of the Council’s non-compliance with its statutory duties to children and young people with Special Educational Needs and Disability (“SEND”). 2. To inform cabinet of the steps already taken to improve performance and achieve full compliance. 3. To seek approval to increase capacity in the Council’s SEND and Educational Psychology services in order to address serious areas of weakness in the service. 			
Evidence Base:			
<ol style="list-style-type: none"> 1. Statutory responsibilities for Special Education Needs and Disabilities (“SEND”) were reformed by the Children and Families Act 2014 which placed more onerous duties on councils. Only minimal grants were made available to Local Authorities (“LAs”) to support the implementation of these reforms, and this funding has now ended. The statutory duties relevant to this report can be summarised as follows: <ol style="list-style-type: none"> a. The majority of children and young people with SEND are supported within their school through the use of delegated funding of up to £6000 per pupil per academic year. Where this resource is exhausted in respect of an individual child, the educational setting may liaise with the local authority to secure additional high needs funding; in Bristol this takes the form of ‘Top Up’ Funding. There is also a statutory right for institutions, parents or young people to request an Educational Health Care (“EHC”) assessment to coincide with the request for funding. b. Statutory assessments of a child or young person’s education, health and care are subject to strict timescales. It must take no longer than 20 weeks from receipt of a request for assessment to the issue of final Education and Health Care Plan (“EHCP”). The assessment process must include seeking information from an Educational Psychologist. c. The local authority must review the EHCP at least every 12-months through an Annual Review, and should do so more frequently for under-fives. Notification of any intention to make changes following a review must be made within four weeks of the review. 2. The quality of Bristol’s delivery of SEND functions has been reviewed through the following mechanisms: <ol style="list-style-type: none"> a. Local Government Association Peer Review, January 2018 (“LGA18”) b. Internal thinking from new leadership effective from November 2018 c. The Local Area SEND Strategic Partnership Group (“the Partnership Group”); <p>The reviews found that appropriate documentation was either not in place, clear or accessible (e.g. a strategy and Local Offer) and that the lines of accountability and governance weren’t clear. More detail of the findings of these reviews is set out at Appendix A1.</p> 			

3. There has been a significant increase in the number of requests for statutory assessment over the last three years. The Council's capacity to deliver these has not kept pace with demand, with a resultant impact in failure to meet statutory timescales. As delays in assessments (and reviews) has increased, so have the number of complaints and appeals to the SEND Tribunal. Key data:
 - a. Requests for assessment increased from 247 in 2017 to 547 in 2018 – an increase of 81%. Around 800 requests are expected in 2019. The percentage of assessments which result in an EHCP has risen from 47% in 2016 to 75% in 2018. This is in part due to improvements in the Council's approach to statutory decision-making (the bar set by the statutory test is very low, so the majority of requests for assessment should be successful).
 - b. The percentage of assessments completed in 20 weeks has declined from over 89% in 2016 to below 24% in 2019 (the national average is 60%). There are 400 statutory assessments ongoing, of which 110 have not been assigned to an Educational Psychologist due to capacity not keeping pace with demand.
 - c. There are 2900 annual reviews overdue which date back to 2017, all with no notice given within 4 weeks of the review meeting. The percentage of Annual Review notices issued on time is 0%.
 - d. The rates of Absence, Exclusion and "not in education, employment or training" ("NEET") are high. There are increasingly high rates of persistent absence for children with EHCPs (34%) which is well above other national comparators (the percentage for England is 25%). There are high SEN absence rates overall (11.5%) (the percentage for England is 8.5%).
4. The increase in the number of statutory assessments, ECHPs and Annual Reviews has had the most notable impact on the SEND Casework Team and the Educational Psychology Team. In addition the withdrawal of the SEND Reform Grant has had an additional financial impact. Whilst Ofsted inspections have shown that many LAs are in a similar position to Bristol, the area's performance has moved well below those benchmarks. Delays have a direct negative impact on children and young people with SEND and their parents and carers. (Additional background detail around the delivery of Bristol's SEND function is set out at Appendix A2.)
5. New Leadership has led to improvements in the Council's SEND services, been demonstrated in the last nine months with consultant work commissioned and extra capacity in place from March 2019. Governance has been improved with the Health and Wellbeing Board now linked directly to the strategic and substantive work of the Partnership Group. Reviewing documentation and completing the Joint Strategic Needs Assessment SEND Chapter ("Needs Assessment") (describing the SEND cohort of Bristol) and Self Evaluation (describing the area's understanding of its own services) has enabled development of an informed SEND Strategy. The Partnership Group is leading on work to finalise these documents and build an action plan to drive a whole system improvement programme.
6. Substantive actions have been taken in advance of this report coming to Cabinet to address the issues outlined at paragraphs 3 and 4. Additional SEND caseworkers have been appointed on a fixed term basis, interim plan writers engaged and recruitment for additional Educational Psychologists has begun. This report exceptionally comes to Cabinet after work has commenced to address the issues identified as more recent analysis has shown that recovery can only be achieved by means of permanent recruitment and a larger spend in some areas of the business.
7. Current analysis of the outstanding numbers of statutory assessments, ECHPs and Annual Review, and the officer time required to complete these, together with the anticipated demand for the coming year has identified that in order for the Council to deal with the backlog and return to a baseline of full statutory compliance the following additional posts/funding is required:
 - a. SEND Casework Team – 6 additional officers (already recruited, fixed term for 12 months)
 - b. Interim plan writers – 2 additional officers (already recruited, fixed term for 6 months)
 - c. Educational Psychology – 5 Educational Psychologists (permanent)
 - d. NEET Staffing – 2 additional officer (fixed term)
 - e. Local Offer post - 1 officer (fixed term)
 - f. SEND Consultant – 1 post (already recruited, 12 months from March 2019)
 - g. Consultant Tribunal Manager – 1 post (fixed term for 6 months from May 2019)

- h. Dedicated Finance Business Partner Resource – additional finance resource above business as usual to develop funding models, business cases and financial tracking mechanisms for the remainder of the financial year 2019-20.
- i. Children’s Social Care – there is a need to replace the lost SEND Reform Grant funding which funded the work carried out by social care professionals in the Families in Focus team in responding to all children previous unknown to services and to enable them to meet demand for those children where a social work service is in place or required.

Cabinet Member / Officer Recommendations:

That Cabinet:

1. Note the actions being proposed to enable compliance with statutory duties to children and young people with Special Educational Needs and Disability (“SEND”).
2. Approve the increase in capacity in SEND and Educational Psychology services as outlined in this report to address the critical failures of statutory compliance at a cost of £1.575m over two years.
3. Agree to repurpose the earmarked reserves (set out in the “Source of Revenue Funding” section) to support the Local Authority in meeting its SEND duties

Corporate Strategy alignment: This work aligns with the key Corporate Strategy commitment to be Fair and Inclusive: to improve educational outcomes and reduce educational inequality, whilst ensuring there are enough school places to meet demand and a transparent admissions process.

City Benefits: These proposals benefit the city by enabling the Council to meet its SEND responsibilities. They are designed to promote the best possible outcomes for young people in terms of learning, social and emotional development, and wellbeing, and enable their inclusion within their community.

Consultation Details: There has been engagement with staff and stakeholders across and beyond the organisation in the development of these proposals. The proposals have been discussed externally with both the Chair of the parent carer forum, and at the parent carer conference on 6 June 2019.

Background Documents:

Part 3 of the Children and Families Act 2014 (“CFA14”)
 Special Educational Needs and Disability Regulations 2014
 SEND Code of Practice 2015

Revenue Cost	£0.989m 2019/20 £0.586m 2020/21 £1.575m Total	Source of Revenue Funding	There are four specific reserves which could be used to support some of this additional activity: <ul style="list-style-type: none"> • Unspent SEN Reform Grant (£0.163m) • BX152 Litigation Reserve (£0.100m) • TWS Reserves transferred for School Improvement in 2017/18 (£1.100m) • TWS Insurance Reserves (£0.212m) to meet the balance.
Capital Cost	N/A	Source of Capital Funding	N/A
One off cost <input checked="" type="checkbox"/> Ongoing cost <input type="checkbox"/>		Saving Proposal <input type="checkbox"/> Income generation proposal <input type="checkbox"/>	

Required information to be completed by Financial/Legal/ICT/ HR partners:

Finance Advice: This report identifies a package of measures to improve performance of Special Educational Needs provision in the Authority. It sets out a request for additional resources to assist in improving this situation. The table below identifies the overall additional resources sought: £1.575m of one-off initiatives over two financial years to address the most pressing issues.

Component	Extra cost 2019/20 £'000	Extra cost 2020/21 £'000	Total £'000
One-off costs	989	586	1,575

These one-off costs would be funded from specific reserves:

- **Unspent SEN Reform Grant (£0.163m)** This is the uncommitted element of this reserve from previous years and its proposed use is consistent with the purpose that the reserve was created for.
- **BX152 Litigation Reserve (£0.100m).** This reserve exists to meet any financial obligations which might arise from any decisions of a court. In this case, the SEND Judicial Review in August 2018 is one of the reasons why spend is necessary in this service.
- **Trading with Schools (TWS) Reserves transferred for School Improvement in 2017/18 (£1.100m).** The Trading with Schools service has accumulated reserves for employee absence insurance in schools over many years. In 2017/18, it was determined that £1.1m of the reserve could be applied for school improvement initiatives, but the higher priority is SEND. There are no other commitments on this reserve at present and applying £1.1m to SEND would reduce it to nil.
- **TWS Insurance Reserves (£0.212m)** to meet the balance. The total funding sought will require a call on the employee insurance reserves. The insurance reserves cover risks associated with absence and maternity cover in schools (ie the risk that the calls on this insurance budget exceed the annual contributions). At the end of 2018/19 financial year, there was £0.759m held on the balance sheet; this would reduce to £0.547m if £0.212m is applied to SEND. While there remains a risk that insurance claims may rise, resulting in a draw-down from this reserve, the likelihood of all the available reserve being needed for this eventuality in this financial year is low.

Some of the proposed initiatives have already been put in place; the 6 SEND Case Workers, the SEND Consultant, the interim plan writers are all in post and the recruitment for Educational Psychologists has also begun. These decisions have been taken by officers, but the overall resources required exceed officer delegated authority. For completeness, the whole package of measures and the financial implications have been presented for endorsement. Any decision not to agree the overall package could involve curtailing some of the initiatives which have already started.

The request at this stage is for one-off resources only, but the proposal for the additional Educational Psychologists is to recruit them as permanent employees. This is a risk, in that, after two years, there would be insufficient funding to cover the on-going commitment and either the numbers of Educational Psychologists would have to revert to their previous levels, or compensating savings would have to be made elsewhere in the People Directorate.

The issues identified in this report suggest that more sustainable longer-term solutions may be necessary, once the actions to address performance issues are implemented. It is too early to identify what those solutions would be, how much they would cost and what benefits they might bring.

Finance Business Partner: David Tully, 24th June 2019

2. Legal Advice: On 1st September 2014 the Children and Families Act 2014 came into force supported by the Special Educational Needs and Disability Regulations 2014. The Act and the Regulations impose statutory duties on the local authority requiring it to comply with specified timescales in relation to the provision of Education Health and Care (EHC) needs assessments and EHC plans.

Legal Team Leader: Sarah Sharland Team Leader Litigation Regulatory and Community Team, 24th June 2019

3. Implications on IT: There are identifiable IT implications arising from this report in two ways. 1) Provision of

equipment for new staff members and 2) the reference to “Portal Software”. There is also the likelihood of requiring data to be passed to/from third parties. Given the complexity of this area, the data handled and the scale of proposed expenditure, the IT elements (at least) of this proposal will need to be implemented via a CLB approved change project, ensuring appropriate solution design and deployment.

IT Team Leader: Ian Gale, 27th May 2019

4. HR Advice: There is an urgent need for our SEND team to have the appropriate resources and skills invested into it to enable them to fulfil their statutory requirements in relation assessments across the city. The team has had very little investment into it over the past few years, and this has now come to a crisis situation with Bristol having the worst back-log of assessments waiting to be done across England.

The new and additional staffing requests are in place for a two year period to get us in a more secure position that we can then build on and ensure it is sustainable going forward. The current proposal is to allow us to deal with the back-log as efficiently and effectively as we can, and so we need to ensure we can procure the right skills mix which will allow us to do so. During this period of transition we need to ensure that we transfer some of the skills from the temporary staff to our permanent staff, so that when we are looking to the longer term and permanent appointments some of our current employees may have developed the skills required.

There will be further work done with this service to ensure that it is sustainable going forward, fit for purpose and has the right skills mix to ensure we can meet our statutory requirements. We will need to include the appropriate staffing and resources in the next budget setting exercise, to ensure we do not end up back in the same position.

HR Partner: Lorna Laing, 10th June 2019

EDM Sign-off	Jacqui Jensen	29 th May 2019
Cabinet Member sign-off	CLlr Anna Keen	10 th June 2019
For Key Decisions - Mayor's Office sign-off	Mayor's Office	3 rd June 2019

Appendix A – Further essential background / detail on the proposal A1 -Findings of the SEND function Review/Local area assessment A2 – Background analysis to the proposals A3 - Education Psychology service model A4 – Proposed SEND Staffing Model and Cost	YES
Appendix B – Details of consultation carried out - internal and external	NO
Appendix C – Summary of any engagement with scrutiny	NO
Appendix D – Risk assessment	NO
Appendix E – Equalities screening / impact assessment of proposal	NO
Appendix F – Eco-impact screening/ impact assessment of	NO
Appendix G – Financial Advice	NO
Appendix H – Legal Advice	NO
Appendix I – Exempt Information	NO
Appendix J – HR advice	NO
Appendix K – ICT	NO

Appendix A1 - Findings of the SEND function Review & Local area assessment

The local area has had the benefit of a Local Government Peer Review (January 2018) (“LGA18”) and an internal review in January 2019; these show considerable crossover in their themes and recommendations, with many of the proposed preliminary tasks (for example: writing a strategy, strengthening leadership, joined up approach to improvement work) now established or in progress through the Local Area SEND Strategic Partnership Group.

The Partnership Group is currently in the process of finalising the Joint Strategic Needs Assessment SEND chapter (“JSNAS”) and Self-Evaluation (“SEF”) which add depth and detail to areas of weakness highlighted in the LGA report, as well as identifying other areas for attention; however, a relevant summary is included below. The recommendations of the JSNAS correlate to those of LGA18 and internal thinking.

The LGA18 noted that “it was difficult to see where the lines of accountability for SEND are to the Health and Wellbeing Board and ... that a SEN Chapter of the Joint Strategic Needs Assessment is in production but this is yet to be finalised.” It goes on to state that “the local area leadership needs to be ambitious for children in Bristol by focussing on outcomes and increasing the pace of change – the values underpinning the SEND reforms are vital in translating the SEND vision into action with the needs of the child at the centre of everything” and that “in order to achieve the cultural change needed across all partners in the local area the values underpinning the SEND reforms need to be fully understood and embedded in practice.”

On issues outside of the authority, the LGA18 found that “schools reported that there was a lack of challenge around poor inclusion practice between schools themselves and from the local authority [and that] expectations of best practice and the application of the Graduated Response needs to be clearer. LGA18 found “a great deal of evidence pointed to the fact that schools and services were focused [and that] there is a mixed understanding of graduated response and how Top-up Funding should be used by schools and settings”, also noting “there are concerns that there is a lack of effective identification of SEN in Bristol at an early stage. This means that not all children with SEN are receiving timely support especially those with less ‘visible’ needs.” The team were told that ‘top ups are depriving pupils of their statutory right to a plan, they aren’t working.’ This is particularly the case around SEN Support.” Internally it was noted that “the volume of requests for assessments and then the high ratio of assessments becoming plans is putting an unsustainable pressure on the team dedicated to processing these.”

The SEF finds that in 2018 0.7% of children in primary schools had an EHCP (or SEN Statement previously), a figure which has reduced significantly over the last 9 years and is half the England and SN average of 1.4%. Across all phases the percentage of all pupils with EHCPs in 2018 has decreased and was 2.4% in 2018. This is against a national increase in the numbers of pupils with EHCPs and is below the SN and England average of 2.9% pupils with EHCPs. However, the percentage of all pupils with SEN support is above the England average and in line with SN average. The percentage of requests to assess, which were agreed, increased by 10 % in 2017 and 19% 2019. The number of assessments resulting in an EHC plan rose from 46% in 2016 to 75% in 2018. Across a similar timeframe, the JSNAS records that 19% of children and young people with SEND do not feel listened to at school, suggesting a link with the 15% who also report they do not intend to stay in full time education.

There are concerns about the identification of SEN through to placement in independent settings identifying a clear nexus between practice, inclusion and placement and advises that the authority should “consider how further investment or a realignment of resources could be made to enable the Educational Psychology Team to take more of a formal lead on a SEN Advisory and Improvement

function with schools. This would increase the skills base of schools in respect of SEND, supporting the drive to make them more inclusive, increasing parental / pupil confidence in the mainstream, and reducing the need in some cases for more formal assessment. In turn, this will start to reduce the pressure on special school resources by educating more pupils with lower level needs in mainstream schools, leaving special schools to focus more on those with more complex needs. This will then leave placing a pupil in the independent sector as an exception.”

The LGA18 reports notes a highly mixed picture in the quality of education, health and care plans and suggests the review process should be utilised to capture the quality of EHC plans and make improvements to them, and “continue to improve the quality of the EHC assessment process and [EHC] plans, in particular health and social care input which needs to be stronger, timely and more visible.”

Appendix A2 - Background analysis to the proposals

The proposals in this paper seek to reverse the decline in the delivery of day to day business and ensure that there is sufficient resource available during and beyond this recovery period to sustainably embed the area's strategic business in order to achieve the cultural change the LGA18 notes is needed and summarises as "Move away from 'what are we doing?' to 'what difference are we making and how do we know?'" The outcomes required to deliver this cultural change, with the attendant resourcing implications, can be identified under the following headings:

- a. Delivery of statutory assessment and review under sections 36 and 44 of CFA14 –the SEND Improvement programme - will address the much needed changes to the arrangements for High Needs funding, requesting and making assessments, issuing and reviewing plans and supporting schools to deliver a coherent and inclusive graduated response to SEND. Without the need for these changes there is insufficient capacity within the authority to bring needs assessment, and EHC reviews within statutory timescales and deliver an outcome focussed person centred service. This paper proposes increases in staffing in the SEND Assessment Team, and Educational Psychology (for both assessment and preventative work).
- b. Management of disputes, mediations and appeals under sections 51 to 59 - probable changes to the way in which the authority delivers services and provision to SEND are likely to generate increased challenge from parents and carers. Properly managed this is an opportunity for the area to showcase a cultural shift in its understanding of the SEND Reforms and its approach to interactions with services users. It is recommended that the area dedicate resource to the management and avoidance of formal challenge and appeals the SEND Tribunal. This paper recommends an 'early intervention' officer who will liaise with parent carers on complex matters with an emphasis on dispute avoidance, and reducing pressure on senior officers in the SEND assessment team.
- c. Good management and reporting of the local authority's resources - changes to the way in which the authority delivers its statutory duties, both to individuals (ie increased use of Personal Budgets, the use of High Needs funds without an EHC plan, and creation of bespoke placements) and strategically (ie pooling budgets, fully joint commissioning and service level reviews) will impact upon both day to day financial management and longer term financial planning. This report recommends additional resource for the SEND Business Unit and Financial Team.
- d. Capacity and knowledge to deliver the SEND Improvement Programme - the area's capacity to deliver assessment, planning and change at the pace required - is limited. The authority has appointed a SEND Consultant to lead the SEND Improvement Programme and significant progress has been made against the recommendations of the LGA18, in addition to further assessment and preparation for planning. This report recommends that the authority identifies resource for this role to continue for at least an additional 12 months.
- e. Prevention, planning and graduated response support for schools - school-wide understanding and application of the graduated response and very broad provision of high needs funding without an EHC plan will continue to impact upon the quality of requests for assessment, provision and outcomes for children and young people with SEND and inclusion (among many other things) for some time to come. Returning to a position which sees Education Psychologists support schools to plan for the SEND cohort both on an individual and whole school basis will begin to ameliorate this. Training and coaching for and by the SEND and disability teams will ensure that changes are embed and suitably communicated to parents and carers.

- f. Support for young people who are SEND and NEET – resource has lately been made available for the creation of a Preparation for Adulthood Team which will ensure that children and young people are properly supported as they transition to adult services. This report recommends that additional resource is also made available to the existing NEET team, to ensure that those young people currently on an uncertain pathway, who are unknown or NEET and have SEND are properly supported into employment, education or training.
- g. Improving user experience and placing co-production at the centre of the area's SEND function - this area, which cuts across the majority of the duties highlighted at the beginning of this report cannot be addressed in isolation as it represents both the impact sought from the SEND Improvement Programme which is now beginning its action planning and seeks to secure the culture shift towards the person centred approach envisaged by the SEND Reforms. Nonetheless, many of the resources identified in this list will have impacts on this front. Additionally it is recommended that the area looks into e-portals (there are several available) which begin to automate the process of statutory assessment and review, making it more accessible to service users and reducing the degree of administrative work in these processes.
- h. Facilitating the use of Personal Budgets under section 49 CFA14 - in addition to the direct impact upon financial management noted above, in the short to medium term enhancing the promotion and uptake of Personal Budgets represents a significant draw on resources as professionals across the area come to terms with the provision and commission of services to meet the needs of individual children and young people. Monitoring the efficacy and outcomes of provision commissioned in this way will require additional resource within the SEND Assessment Team and SEND Business Unit.
- i. The Local Offer at section 40 (5) and (6) CFA14 - the local offer was previously maintained by a grant funded post which has now ended. This report recommends that resource is identified to ensure that keeping the local offer under review (and publishing comments and responses) falls within the portfolio of a role dedicated to communicating with and promoting both specialist and universal services inside and outside of the area.

Appendix A3 - Education Psychology service model

Function	Duration	Days	Number of activities	Total days needed	Rate per day	Total Cost
Assessment advice	2.5 days per assessment	2.5	800	2,000.00	£500	£1,000,000
Draft EHCP meeting	0.5 days per plan	0.5	50	25.00	£500	£12,500
Critical Incidents	2 days per incident	2	11	22.00	£500	£11,000
Annual review	1 days	1	125	125.00	£500	£62,500
Mediations	2 days per case	2	5	10.00	£500	£5,000
Tribunals	5 days per case	5	25	125.00	£500	£62,500
Top up admin	Variable		n/a	65	£500	£32,500
Panel 1 attendance	1 day per panel	1	25	25.00	£500	£12,500
Panel 2 attendance	1 day per panel	1	25	25.00	£500	£12,500
Multi agency liaison			n/a	16	£500	£8,000
Complex Care Work			n/a	30	£500	£15,000
Training			n/a	21	£500	£10,500
School SEND planning	1 day per school	1	80	80.00	£500	£40,000
PEP Role						£91,260
Total						£1,375,760
Current Commission						£917,160
Additional Resources necessary in a full year						£458,600

Appendix A4 – Proposed SEND Staffing Model and Cost

Resource	Start Date	Expected cost in 2019-20 £'000	Expected cost in 2020-21 £'000	Total £'000
SEND Caseworker s	April 2019	206	19	225
Interim plan writers	June 2019	48	0	48
Educational Psychologists	August 2019	305	458	763
NEET Staffing	August 2019	45	0	45
Local Offer post	August 2019	9	0	9
SEND Consultant	Mar 2019	95	0	95
Consultant Tribunal Manager	May 2019	108	0	108
Dedicated Finance Business Partner resource	July 2019	100	0	100
Children's Social Care	August 2019	73	109	182
	TOTAL	989	586	1,575

- a. **The SEND Casework Team – six additional officers for the SEND team (already recruited, fixed term).** To support recovery six casework officers have been employed on fixed term 12 month contracts (both plan writers and officers from May 2019). This level of resource enables the SEND team to realise a recovery plan which sees reviews and updated EHC plans being delivered on time from late 2019 onwards. External plan writers will deliver five to six amended plans per day (50-60 per week for two plan writers), while in-house officers delivering more complex amendments in liaison with other partners will deliver two to three amended plans per day (60-90 per week in total). After timescales have been corrected, resource will be diverted to enhancing the quality of plans (through reviews) and attending to a larger cohort and additional requests for assessment. Total cost over two years £0.225m.
- b. **Interim EHC Plan Writers – two plan writers (already recruited, fixed term).** To support recovery and make an immediate impact on the pace and quality of EHCP production. Experienced in similar LA roles, they are able to write quick, coherent and accurate accounts of professional advice in order to aid our timeliness in finalising plans; they also provide models of good practice for newly appointed colleagues. This temporary measure will impact on performance without having a long term financial effect. Total cost of £48k.
- c. **Educational Psychology – five full time Educational Psychologists (permanent).** The amended Educational Psychology (“EP”) Service Model at Appendix A3 recommends itemised resource to meet the expected level of statutory assessment in the current year. Resource is also added for Educational Psychology involvement in statutory decision making which is standard across local authorities, and annual planning conversations with schools which serve as a preventative measure. These recommendations anticipate the EP team being able to respond to requests for assessment in timely manner within 20 weeks of recruitment completing in August 2019 (so by January 2020). Total cost in the current year, £0.302m. Permanent recruitment is required in this area as securing suitable Educational Psychologists on fixed term contracts is known to be very difficult and costly. Total cost over two years £0.763m.

- d. NEET Staffing - two additional officers (fixed term). A significant area of weakness for the Council, this remedial work will ultimately be resolved by the preventative and preparatory activity anticipated by the SEND Reforms through a variety of improvement strands, including high quality reviews, and support from the newly created PFA (Preparation for Adulthood) team. Recommendations to staffing for the support of young people with SEND at risk of becoming NEET, or who are NEET have been developed with the Head of Employment and Skills: one Participation Tracking Support Workers (virtual tracking) to make contact with individuals and families, total cost £0.0025m p.a. One Participation Support Worker (face to face) to make physical contact with individuals and families, total cost £0.045m.
- e. Local Offer post – one dedicated officer (fixed term) This post ended with the SEND Reform grant. The Local Offer website is not currently managed and kept up to date in accordance with requirements for the authority to do this. The local offer website is currently underdeveloped but should be the area's 'shop window' for resources and support to children and young people with SEND and their parents and carers. This report recommends the appointment of an officer to manage the local offer website and support improvement work which should be funded jointly by Education, Health and Care. A cost of £9k.
- f. SEND Consultant – support for 12 months to March 2020. A SEND Consultant is currently contracted until September 2019. This consultant is supporting the preparation for the forthcoming Local Area SEND Inspection, and driving the SEND Improvement Programme which is managed through the Partnership Group. This report recommends that this additional capacity will be required until March 2020, at a minimum, to manage the outcome of the SEND Inspection and move the SEND Improvement Programme on, a total of £0.092m over 12 months.
- g. Consultant Tribunal Manager A Consultant Tribunal Consultant has been engaged for six months from May 2019. With an emphasis on early resolution through mediation, this report recommends that the role continue for a further six months from September 2019 at a total costs of £0.108m to ensure consistency of approach and sufficient time for planning for this area of work in the longer term.
- h. Dedicated Finance Business Partner Resource The work to improve the SEND arrangements within Bristol City Council is set in a context of related initiatives, which are at various stages of development. The aim is for an overarching Education Transformation Strategy to be the umbrella overseeing this work, that of the High Needs Transformation Programme and the SEND Capital Strategy, with links to the review of Trading with Schools activity within the Commercialisation and Citizen Division. This will require senior finance involvement in the development of funding models, business cases and financial tracking mechanisms for most of the rest of this financial year. While the details for the Education Transformation Strategy are yet to be completed, it is expected that the finance input beyond business-as-usual activities will amount to up to £0.100m.
- i. Children's Social care – funding to replace the SEND Reform Grant. In order to comply with the requirements of the SEND Code of Practice and respond within timescale to request for assessment and contribution to EHCP, Children and Families Services carries an additional pressure of £0.109m that had been met through SEND Reform Grant in 2018/19. This funding is required to provide social care professionals in Families in Focus to respond to all children previously unknown to services and to enable children's social care to meet demand for those children where a social work service is in place or required. Total cost over two years £0.182m.

Decision Pathway – Report Template



PURPOSE: Key decision

MEETING: Cabinet

DATE: 02 July 2019

TITLE	Education Capital Programme – SEND Capital Proposals		
Ward(s)	All		
Author: James Anderson	Job title: Programme Manager		
Cabinet lead: Cllr Keen	Executive Director lead: Jacqui Jenson/Colin Molton		
Proposal origin: <i>Councillor</i>			
Decision maker: Mayor			
Decision forum: <i>Cabinet</i>			
Purpose of Report: Report for information and to approve next steps in education capital programme.			
Evidence Base:			
<p>SEND Sufficiency –Population increases and increasing complexity of need mean that special schools are approaching capacity. Once full the council will rely on Independent Non Maintained (INM) settings to deliver its statutory duty, INM settings are not regulated by the Authority and at higher cost than locally provided services. A compounding issue is some key SEND school buildings are falling into disrepair and becoming at risk to failure and possible future unavailability without significant investment. Consequences of both these issues include the impact on the pupil’s quality of experience, pupils travelling greater distances and increased commissioning costs as more out of city places are purchased.</p> <p>Appendix A1 – SEND Capacity and projection data demonstrate that the need for places is in excess of current capacity Appendix A2 – SEND Strategic Approach to provision Appendix A3 – Condition Review of key SEND Buildings</p> <p>The Council has</p> <ul style="list-style-type: none"> • £11,415m unallocated basic need grant funding available. • £1,406m SEND grant funding for Elmfield & Claremont Schools • £2,057m Education Condition Grant (to be added to the education capital programme) <p>Projects to mitigate the issues - A number of key projects have been identified and prioritised based on delivering the required additional places, and protecting existing capacity from unavailability. Projects 1 & 2 are deliverable within the capital grant funding total we have available. Project 3 is not fully funded but requires significant feasibility study work in order to identify project details. A proposal will be developed to be seen by Cabinet in 2020. Additional grant funding from the Department for Education and possible capital receipt will be considered to bridge the funding gap.</p> <ol style="list-style-type: none"> 1. Kingsweston Special School – The KEEP 2. KnowleDGE Sixth Form and 11-16 expansion 3. Claremont and Elmfield – Address Condition Issues <p>Appendix A4 – Priority projects, outlines the proposed allocation of capital to best ensure adequate and sustainable new places for children with SEND are provided. It also identifies potential future projects.</p>			

Complexity in how the SEND environment and Council policy develops means that regular reviews on need must be undertaken. Factors such as reducing the number of young people with EHCP's in Alternative Learning Provision and ensuring they have appropriate places means that continued partnership working with key stakeholders around projections and place planning is essential. More work is required to model the potential changes needed over the next 10 years. A review of these projections and recommendations and an updated strategic capital approach will be developed. It is anticipated that specific cabinet reports considering Alternative Learning Provision and Special School Capacity will be placed on the forward plan in 2019.

Cabinet Member / Officer Recommendations:

That Cabinet approve the allocation of:

1. £2,057,009 condition grant funding to education capital budget. This is recent grant funding ring fenced to management of building condition in the education estate
2. £3,822,386 (basic need grant funding) Kingsweston Special School – The KEEP. To make permanent critical complex special needs provision in order to prevent high cost independent non-maintained placements for the most vulnerable young people in the city.
3. £7,179,121 (basic need grant funding) KnowlDGE 6th Form. To develop a 6th form block allowing decant of post 16 pupils and an increase of 40 pupils in the 11-16 age group for those with SEMH and ASD.
4. £200,000 (SEND grant funding) Claremont and Elmfield, to develop and consult on more detailed options for managing the buildings deteriorating condition. This will allow a return to cabinet once detailed proposals and funding has been identified.
5. Delegate authority to the Service Director, Education, Learning & Skills in consultation with the Cabinet Member for Education to take all necessary steps to procure and award the contracts for 2 and 3 above
6. Cabinet notes the possibility that a future solution for the condition issues at Elmfield and Claremont may require a contribution from capital receipts, beyond the available capital grant funding.
7. Cabinet notes review of SEND projections and strategic capital recommendations will be included on the forward plan in 2019/2020.

Corporate Strategy alignment: Corporate Strategy 2018-2023 Theme 2 - Improve educational outcomes and reduce educational inequality, whilst ensuring there are enough school places to meet demand and a transparent admissions process.

City Benefits:

Statutory – The proposals will help ensure the council fulfils its statutory obligations to ensure enough places are available

Equalities – Additional places for special schools ensures that admissions equality and parental choice will improve

Sustainability – Creation of the correct school provision in the SEN sector will help provide a more sustainable commissioning environment and protect against inflated out of county placements. All projects will comply with council sustainability policy and core strategy requirements.

Consultation Details: Bristol Integrated Education Capital Strategy was consulted on and went through scrutiny. These proposals are designed to deliver the strategic objectives identified in that document as well as the current corporate strategy 2018-23 and business plan 18/19

Revenue Cost	£0	Source of Revenue Funding	N/A
Capital Cost	£11,201,507	Source of Capital Funding	Basic Need & SEND Grant Funding
One off cost <input checked="" type="checkbox"/>	Ongoing cost <input type="checkbox"/>	Saving Proposal <input type="checkbox"/>	Income generation proposal <input type="checkbox"/>

Required information to be completed by Financial/Legal/ICT/ HR partners:

1. Finance Advice: The recommendations identify four priorities and projects for immediate use of Education Capital resources, set out in the table below.

Priority / Project	Planned Spend 2019/20 £m	Planned Spend 2020/21 £m	Planned Spend 2021/22 £m	Total £m

Priority school condition issues				£2.057m
Kingsweston School – The KEEP				£3.822m
KnowleDGE 6 th Form				£7.179m
Enabling works Claremont and Elmfield				£1.406m
TOTAL BUDGET				£14.464m
Funded from				
Basic Need Grant				£11.415m
SEND Capital Grant				£1.406m
Education Condition Grant				£2.057m
TOTAL FUNDING				£14.878m
Total unallocated				£0.414m

The background to the projects at KnowleDGE, Kingsweston and Claremont& Elmfield are set out in Appendix A4.

Finance Business Partner: David Tulley - Interim Finance Business Partner, comment provided on 30th May 2019.

2. Legal Advice: The recommendations seek approval to spend significant sums, above the key decision threshold, on a variety of projects relating to special needs provision. At this time in respect of Recommendation 1 there is no specific project identified and authority is sought for the Executive Director to use this funding on condition/maintenance works as the need arises. This could involve individual spends in excess of the key decision threshold without further reference to cabinet, but with the involvement of the cabinet member as per recommendation 7. All procurements will need to comply with the Procurement Regulations and the Councils own procurement rules.

Legal Team Leader: Eric Andrews, Team Leader, Legal Services, comment provided on 30th May 2019.

3. Implications on ICT: There are no directly identifiable IT Implications arising from this report; however, some of the initiatives it contains may require IT provision. These will need to be addressed and incorporated within CLB prioritisation at the appropriate time

ICT Team Leader: Ian Gale - Head of ICT, comment provided on 30th May 2019.

4. HR Advice: The report is regarding the expenditure of capital in relation to the SEND educational priorities and as such does not have any HR implications.

HR Partner: Lorna Laing, People & Culture HR Business Partner – Adults, Children & Education, comment provided on 24th May 2019.

EDM Sign-off	Jacqui Jenson	29/05/19
Cabinet Member sign-off	Cllr Keen	04/06/19
For Key Decisions - Mayor's Office sign-off	Mayor's Office	03/019

Appendix A – Further essential background / detail on the proposal Appendix A1 – SEND Capacity and projection data demonstrate that the need for places is in excess of current capacity Appendix A2 – SEND Strategic Approach to provision Appendix A3 – Condition Review of key SEND Buildings Appendix A4 – Priority projects outlines the proposed allocation of capital to best ensure adequate and sustainable new places for children with SEND are provided.	YES
Appendix B – Details of consultation carried out - internal and external	NO
Appendix C – Summary of any engagement with scrutiny	NO

Appendix D – Risk assessment	YES
Appendix E – Equalities screening / impact assessment of proposal	YES
Appendix F – Eco-impact screening/ impact assessment of proposal	NO
Appendix G – Financial Advice	NO
Appendix H – Legal Advice	NO
Appendix I – Combined Background papers <i>Children’s and Families Act 2014</i> http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted <i>SEND Code of Practice 2015 (Stat Guidance)</i> https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 <i>Equalities Act</i> https://www.legislation.gov.uk/ukpga/2010/15/contents	
Appendix J – Exempt Information	NO
Appendix K – HR advice	NO
Appendix L – ICT	NO

Review of SEND Capacity and Projection Data

Current Capacity:

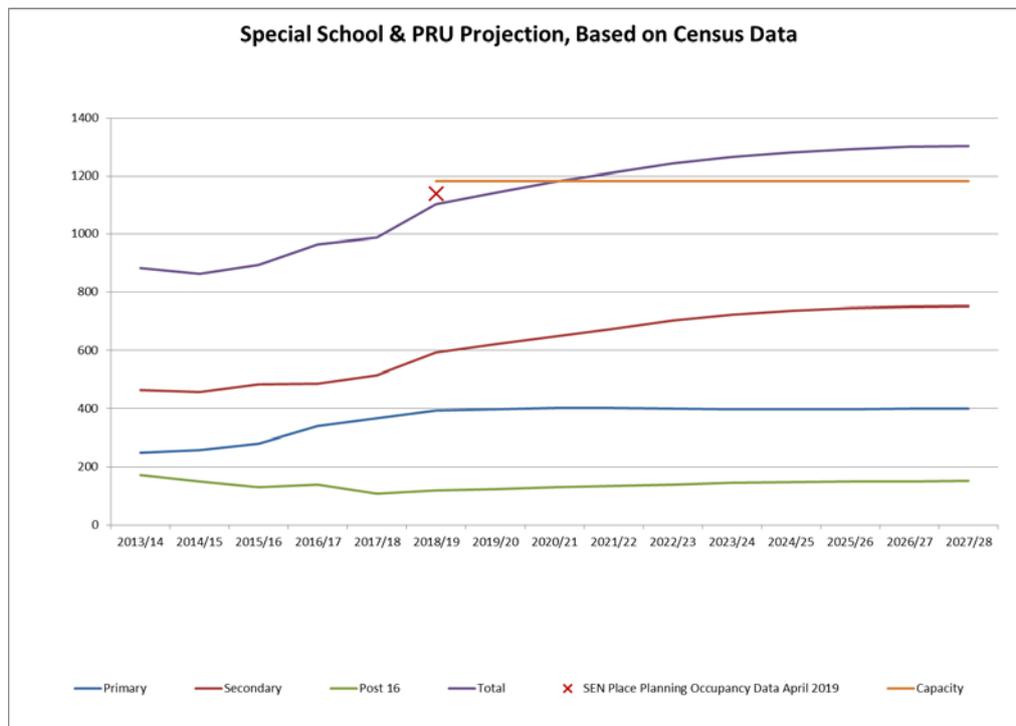
Feedback from Special schools and data from the Council Place Planning Team demonstrates that many of our settings are reaching capacity. Increasingly providers and the Council have to work together in innovative ways to ensure there are enough funded places within the city to cater for the young people that need them.

Funded places vrs the area guidelines for special schools (BB104)

Funded places are in effect what the SEND estate feels it is able to offer. The Council often supports schools with capital to utilise space more efficiently in order 'find' additional capacity. The area guidelines for special schools are different in that it looks at the appropriate area for young people with special needs rather than how many can be squeezed into a building. Over the next 6 months the Council will review the area capacity of its SEND schools and review against DfE area guidelines. This will allow us to consider the space requirements for young people with needs and assess if we are providing appropriate spaces. This will define if schools are overfull or if we can use them more efficiently.

It is worth noting that schools ideally operate at 90% capacity to allow for parental choice and the ability to accommodate short notice high priority young people. Numbers in special schools can vary across the year as pupils are placed and move from mainstream schools or from ALP. How full the schools are depends when in the year you look at the numbers in some cases.

Occupancy/capacity



- The orange line represents capacity based on funded places.
- The Blue line represents projected primary number. These have seen a small increase but will stay consistent.
- The Red line represents secondary capacity. This sees a significant increase through to 2027/28.
- The projections are based on census data collected in January 2019. The X signifies the real situation based on data collected in April 2019 and shows that current situation is ahead of projections.

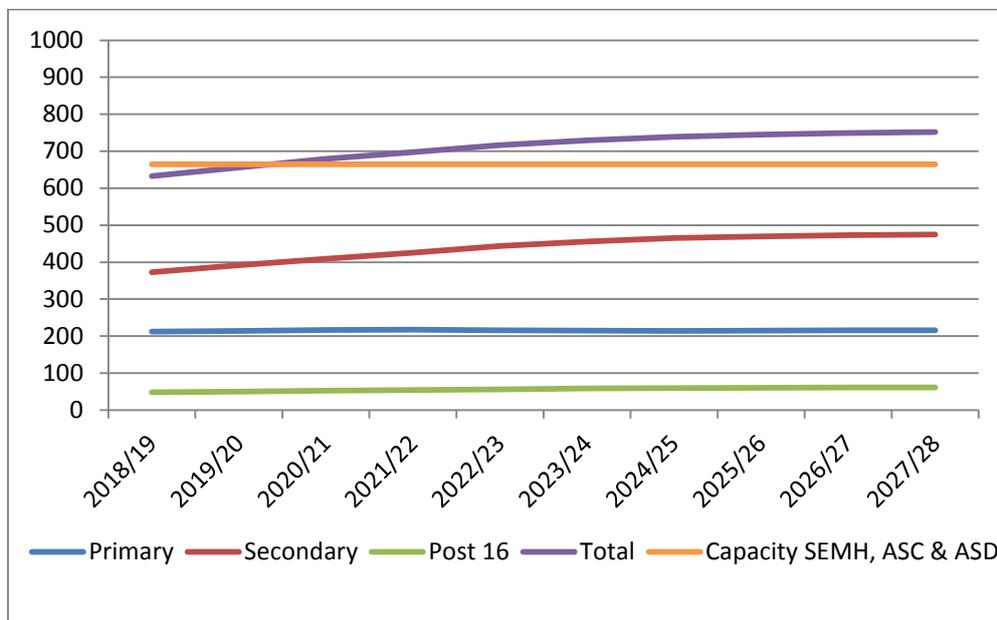
Key Numbers and info:

- Assuming diagnosis rates remain consistent we will reach capacity in 2020/21
- 120 additional places will be needed by 2027/28
- The majority of those places are in secondary and for the large growth need area of young people with autism needs (SEMH/SLCN/ASC/ASD)
- The next section will identify what need types are driving the need.

Pressure by Need Types:

The data shows that the largest need types are for children with autistic needs including SEMH, ASD and ASC. Many of the other types such as hearing impairment and PMLD have much smaller numbers and do not have the ‘critical mass’ to affect overall need significantly.

Proportion SEMH, ASC & ASD



This graph shows how SEMH, ASC and ASD need types specifically intersect with current capacity. As the main graph we see we reach full capacity in 2021/22.

The data indicates that assuming no changes in diagnosis rates then **87** new SEMH/ASD/ASC places will be required by 2027/28. With additional capacity needed from 2020.

Key Considerations:

ALP strategy

Due to a lack of SEMH/ASD and ASC places it is currently common for young people with those specific needs and often EHCP's to be sent to ALP provision. Alternative Learning Provision fulfils the role of Pupil Referral Units (PRU's) and should not be seen as a permanent solution. Council strategy is now based around reducing and eliminating the use of ALP where it is not the appropriate for the needs of the pupil (when a pupil has an EHCP). This will require permanent special school places to be made available.

These additional numbers are not quantified in the data within this report.

Free Schools

The DfE are currently developing a new SEMH/ASD/ASC school to be run by the Learn@ Trust. This will be in South Gloc (the old Soundwell fire station site) and provide the opportunity of 80 places from 2021.

The DfE are also building an 80 place ALP provision in Sea Mills. This would be unsuitable for SEMH/ASC/ASD pupils who form the majority of our capacity challenge in the short to medium term.

Non registered settings

The Council will not be utilising unregistered providers. This puts further pressure on currently stressed capacity.

Diagnosis rates and higher complexity of diagnosis

SEND colleagues have articulated that there have been significant increases in diagnosis rates and levels of complex needs. Current projections make no assumptions about increases however any increase over the current trends will result in insufficient capacity and the need to purchase additional expensive Independent Non Maintained (INM) places.

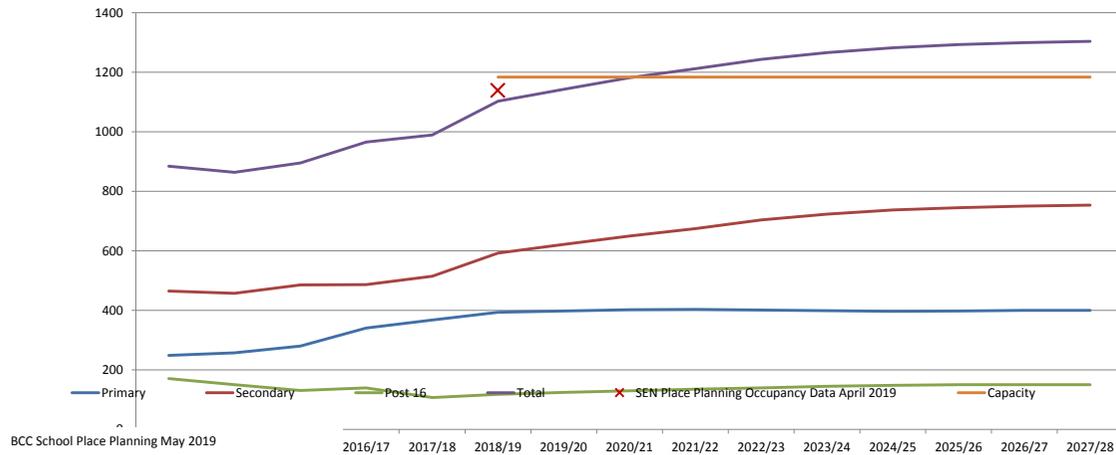
Anticipated Future Capacity Requirements

To ensure to ensure medium term sufficiency two key projects that deliver 120 places are critical. These are:

1. Learn@ Soundwell – 80 SEMH/ASD/ASC places. To be constructed by DfE
2. KnowleDGE Sixth Form – 40 additional 11-16 SEMH/ASD/ASC places to be constructed by BCC

Once complete yearly monitoring of actual data is required. Future projects could be initiated at Briarwood or other settings to ensure sufficiency of places and minimise INM placements.

Special School & PRU Projection, Based on Census Data



	Primary	Secondary	Post 16	Total	SEN Place Planning Occupancy Data April 2019	Capacity
2013/14	248	465	171	884		
2014/15	257	457	150	864		
2015/16	280	485	130	895		
2016/17	340	486	139	965		
2017/18	367	515	107	989		
2018/19	393	592	118	1103	1139	1184
2019/20	397	622	124	1143		1184
2020/21	402	650	129	1181		1184
2021/22	403	675	134	1212		1184
2022/23	401	704	139	1244		1184
2023/24	398	724	144	1266		1184
2024/25	397	738	147	1282		1184
2025/26	398	745	149	1293		1184
2026/27	399	751	150	1300		1184
2027/28	400	753	150	1304		1184

120 places the difference

SEN Projection Calculation

Historical Census Data

A. Census data from January 2014 to January 2019, total children in Primary, Secondary and Post 16 Specialist provision.

SEN as a Proportion of Total Pupils

B. Based on the January 2019 Census data, the proportion of SEN children in specialist provision, compared to total school population for primary, secondary & Post 16 children is generated (1.1%, 3.1% & 4.5%, respectively).

Change in Demand for Specialist Provision

C. The Census data shows that the demand for Specialist provision has changed disproportionately compared to mainstream over time, year on year, increasing in primary and Secondary and falling in Post 16. Therefore a 5 year average percentage change in SEN is generated (Average 0.06%, 0.06% and -0.48% respectively).

Place Planning Model for Mainstream Education

D. The Bristol School Place Planning Model for mainstream education projects pupil numbers for the city, by year group, incorporating changing patterns in housing and births from 2019/2020 through to 2027/28

SEN Projection Formula

Formula for Projection $(B * D) * (C + D)$

SEN Place Planning Capacity and Occupancy Data

Capacity

BCC SEN Place Planning indicates that the current total capacity for places in the city is 1184 (for all years and need types)

Occupancy

As of April 2019 BCC SEN data indicates total occupancy was greater than that from the January 2019 Census (1103 in January and 1139 in April)

April 2019 update:

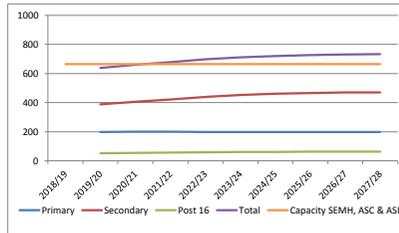
Provision			SEN Type	Tot Sch cap'y	Pre 16 EFA 1819	Post 16 EFA 1819	EFA total 1819	Exp 1920	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Post 19	Total pre 16	Total post 16	Total	Occ Jan 19 vs 1819 nums	EFA Total Spare places
Brislington	MESFA	RB	ASC	55	55	10	65										2	5	14	14	10	2			0	45	2	47	72%	
Gateway	MBCC		SEMh	80	80		80									0	19	14	15	16	16				0	80	0	80	100%	
Kingsweston			ASD	71	65	10	75			3	2	5	1	7	7	3	6	2	3	9	2	9	4	4						
KWS Shirehampton			ASC	30	30	0	30					1	4	7	6	10														
KWS Brightstowe			ASC	47	47	0	47										8	8	10	9	11		1							
KWS Ashley down			ASD	12	0	12	12																							
KWS KEEP			ASC	6	6	0	6				1	1	1		1	1	0	1	1	0	0	1	1							
KWS TOTAL	MBCC		ASD	166	148	30	178			3	3	7	6	14	14	14	14	11	14	18	13	11	10	10		131	31	162	91%	
KnowlEDGE	MESFA		SEMh	156	136	20	156							8	14	13		19	24	23	20	23	7	3		136	10	146	94%	
New Oak ASD	MESFA	RB	ASC	14	14	0	14			0	0	3	3	1	3	2										12	0	12	86%	
Notton	MESFA		SEMh	42	40	10	50																			42	5	47	94%	
Venturers	MESFA		ASC	90	90		90			2	5	12	5	14	9	17	4	5	2	9	11	11	4	1		95	0	95	106%	
Woodstock	MBCC		SEMh	62	62	0	62				1	2	3	8	14	16										44	0	44	71%	

	Primary	Secondary	Post 16	Total	Capacity
Total	427	597	115	1139	1184
SEMh, ASC & ASD	212	373	48	633	665

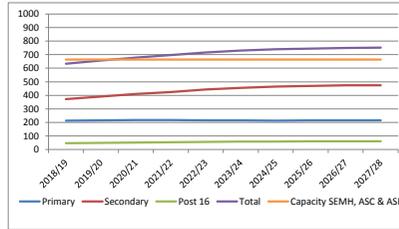
	Primary	Secondary	Post 16	Total	Capacity
Proportion	0.4964871	0.62479062	0.417391	1.538669	0.561655

All SEN	Primary	Secondary	Post 16	Total	SEN Place	Capacity
2018/19	393	592	118	1103	1139	1184
2019/20	397	622	124	1143		1184
2020/21	402	650	129	1181		1184
2021/22	403	675	134	1212		1184
2022/23	401	704	139	1244		1184
2023/24	398	724	144	1266		1184
2024/25	397	738	147	1282		1184
2025/26	398	745	149	1293		1184
2026/27	399	751	150	1300		1184
2027/28	400	753	150	1304		1184

Proportion SEMh, ASC & ASD	Based on January 2019 Census Data Estimates						
	Primary	Secondary	Post 16	Total	SEN Place	Capacity	Capacity SEMh, ASC & ASD
2018/19					1139	1184	665
2019/20	197	388	52	637			665
2020/21	200	406	54	660			665
2021/22	200	422	56	678			665
2022/23	199	440	58	697			665
2023/24	198	452	60	710			665
2024/25	197	461	62	719			665
2025/26	198	466	62	726			665
2026/27	198	469	63	730			665
2027/28	199	470	63	732			665



Proportion SEMh, ASC & ASD	Based on SEN Place Planning Data April 2019						
	Primary	Secondary	Post 16	Total	SEN Place	Capacity	Capacity SEMh, ASC & ASD
2018/19	212	373	48	633	1139	1184	665
2019/20	214	392	50	656			665
2020/21	217	409	53	679			665
2021/22	217	425	55	697			665
2022/23	216	444	57	716			665
2023/24	215	456	59	730			665
2024/25	214	465	60	739			665
2025/26	215	470	61	745			665
2026/27	215	473	61	749			665
2027/28	216	474	61	752			665



Difference	Primary	Secondary	Post 16	Total	SEN Place	Capacity	Capacity SEMh, ASC & ASD
2018/19							
2019/20	17	3	-1	19			
2020/21	17	3	-1	19			
2021/22	17	4	-1	19			
2022/23	17	4	-1	19			
2023/24	17	4	-2	19			
2024/25	17	4	-2	19			
2025/26	17	4	-2	19			
2026/27	17	4	-2	20			
2027/28	17	4	-2	20			

The difference is 87

April 2019 update:

Provision	SEN Type	Tot Sch cap'y	Pre 16 EFA 1819	Post 16 EFA 1819	EFA total 1819	Exp 1920	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Post 19	Total pre 16	Total post 16	Total	Occ Jan 19 vs 1819 num's	EFA Total Spare places		
Ashton Park	MESFA	RB	SLCN/MLD	25	15	10	25									2	3	2	2	1		3	2	10	5	15	60%			
Briarwood	MBCC		LDD	128	122	18	140		1	6	12	15	11	13	11	8	14	12	7	5	7	6	5	0	122	18	140	100%		
Brislington	MESFA	RB	ASC	55	55	10	65									2	5	14	14	10	2		0	45	2	47	72%			
City Acad	MESFA	RB	SLCN/MLD	25	20	0	20									5	2	4	3	2				16	0	16	80%			
Claremont	MBCC		PMLD	72	60	12	72		2	6	5	5	3	5	2	4	1	8	4	9	6	1	6	6	60	13	73	101%		
Elmfield	MBCC		HI	30	45	0	45		0	4	2	4	2	1	6	2	6	1	6	2	3			39	0	39	87%			
Fairfield	MESFA	RB	HI/VI	10	10	0	10									5	0	3	2	0				0	10	0	10	100%		
Gateway	MBCC		SEMH	80	80	0	80								0	19	14	15	16	16			0	80	0	80	100%			
Henbury	MESFA	RB	SLCN/MLD	40	35	5	40	2								8	0	0	8	7	4	2		23	6	29	73%			
Henbury C	MESFA	RB	HI	15	15	0	15	2	1	1	1	0	0	1	3	2								9	0	9	60%			
Kingsweston			ASD	71	65	10	75			3	2	5	1	7	7	3	6	2	3	9	2	9	4	4	67					
KWS Shirehampton			ASC	30	30	0	30				1	4	7	6	10										28					
KWS Brightstowe			ASC	47	47	0	47									8	8	10	9	11		1			47					
KWS Ashley down			ASD	12	0	12	12																5	6		11				
KWS KEEP			ASC	6	6	0	6					1	1	1	0	1	1	0	0	1	1				9					
KWS TOTAL	MBCC		ASD	166	148	30	178			3	3	7	6	14	14	14	14	14	11	14	18	13	11	10	10	131	31	162	91%	
Knowledg	MESFA		SEMH	156	136	20	156							6	13	19	24	23	20	23	7	3			136	10	146	94%		
Long Cross	MESFA	RB	SLCN/MLD	28	28	0	28			5	5	3	8	6	0	0									27	0	28	100%		
New Fosse	MBCC		LDD	136	126	24	150			5	7	9	4	7	9	5	16	15	13	16	14	6	11	8	120	25	145	97%		
New Oak	MESFA	RB	HI	10	10	0	10	0			3	0	1	2	0	1									7	0	7	70%		
New Oak A	MESFA	RB	ASC	14	14	0	14			0	0	3	3	1	3	2									12	0	12	86%		
Notton	MESFA		SEMH	42	40	10	50									4	5	2	9	11	11	4	1		42	5	47	94%		
Venturers	MESFA		ASC	90	90	0	90			2	5	12	5	14	9	17	12	14	4	1					95	0	95	106%		
Woodstock	MBCC		SEMH	62	62	0	62			1	2	3	8	14	16										44	0	44	71%		
North Star				1184	1111	139	1160		4	32	44	60	46	80	77	88	128	111	118	127	113	42	42	31	1028	115	1144	99%		

January 2019 census

NativeID	SchoolName	E1	E2	N1	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total			
8017001	Bristol Gateway School											5	10	13	14	19	13				74			
8017002	Kingsweston School										5	4	9	9	12	12	12	19	14	19	11	10	3	151
8017003	Venturers' Academy						1	6	4	9	10	13	11	11	5	1							71	
8017011	CLAREMONT						6	4	4	2	5	2	4	1	7	4	9	5	1	7	6	1	68	
8017012	Knowle DGE										5	4	13	12	16	24	26	22	13	6	11		152	
8017014	New Fosseway School										6	8	4	14	14	13	15	14	9	12	11	12	132	
8017015	Notton House Academy										2	1	1	5	6	13	8	2	0				38	
8017025	Woodstock										2	4	15	18	19								58	
8017042	Briarwood Special School						6	14	12	13	11	9	11	10	7	5	6	7	6	5	2	124		

SchoolName	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Briarwood Special School	0	0	6	14	12	13	11	9	11	10	7	5	6	7	6	5	122
Bristol Gateway School	0	0	0	0	0	0	0	0	5	10	13	14	19	13	0	0	74
Kingsweston School	0	0	0	5	4	9	9	12	12	12	19	14	19	11	10	148	
Knowle DGE	0	0	0	0	0	5	4	13	12	16	24	26	22	13	6	11	152
Notton House Academy	0	0	0	0	0	0	2	1	1	5	6	13	8	2	0	38	
Venturers' Academy	0	0	1	6	4	9	10	13	11	11	5	1	0	0	0	71	
Woodstock	0	0	0	0	2	4	15	18	19	0	0	0	0	0	0	58	
Does not include																	
Brislington																	

Primary	Secondary	Post 16
210	271	111



Bristol City Council

Strategic Case for SEND Capital Expenditure

**Increasing and rationalising specialist
provision in Bristol for children with special
educational needs and disabilities**

SEND Case for strategic capital expenditure

Rationalising specialist provision in Bristol for children with special educational needs and disabilities

Summary

Increases in the city's population since 2004 have brought about an increase in need for more school places in primary, secondary and specialist settings. Primary and secondary place numbers have increased since, accordingly, through a significant programme of building. Specialist educational placements have *not* increased in order to meet the rising numbers of pupils – so far they have been reorganised across the city in order to reflect pupil numbers and to meet a new, wider duty to meet need for a new, older SEND population. But the specialist settings are now full, and the alternatives, usually identified as more expensive INM (Independent Non-Maintained) local specialist settings are also full.

Introduction

The BCC strategy to provide places for special needs, developed as part of citywide school planning co-ordinated strategy for 2015-2019 (Integrated Education Capital Strategy of 2015 IECS), actually furnished an increase in mainstream places while projects for specialist provision have remained unfunded.

But the IECS has brought very limited change to Bristol's special education where the population has also grown, as for mainstream, and the duty to provide has also increased. Clearly justified and specific proposals for projects to provide have been set out, but the need has not been met. These projects were intended to deliver the bulk of the number of places required and thus offset the additional cost which would be incurred through placement in INM settings.

The plan for specialist settings is to offer:

- Local Educational Settings (schools or Resource Bases) - local pathways of provision in the city where sufficient needs exists (e.g. SEMH, and ASC)
- Local School for Bristol - one setting where there is sufficient need across the city as a whole (e.g. PMLD/PD)
- An estate that is fit for purpose and which costs less to maintain - improved estate where pupils are currently being taught in sub-standard accommodation which is not suitable for purpose, and which costs excessive amounts of revenue to maintain.

The approach to increasing place numbers has been either to encourage Free School development with suitable providers, or otherwise to identify BCC capital grant where Free Schools have not proven to be viable.

The former approach has been successful so far, including a new Venturers Free School (90 place ASC) and a new Free School for the Learn@MAT (eg BCC special school formed into a MAT) to be opened in 2019/20 (80 BCC places for SEMH/SLCN). To date, *insufficient* BCC capital grant has been used to improve the specialist estate. The likely consequences will be additional significant costs arising which will have to be met from the revenue budget – the High Needs Block.

Analysis continues to identify the programmes below as required in order to meet rising need through population growth, combined with increased demand from statutory obligations.

Project	Project Description	Value	Budget
Kingsweston: Block C & The Keep	<ul style="list-style-type: none"> • Refurb and extension to existing school to make the KEEP provision permanent. • Without this project the provision can't be maintained and will cease. This will mean all 8 children will be moved to INM out of city (see Appendix A2 for cost implications). 	£3.82m - Funded	Basic Need Grant Funding
KnowldeDGE Sixth Form	<ul style="list-style-type: none"> • Construction of a new 6th form block adjoining KnowldeDGE. • Allows for decant of 6th form pupils and the creation of 40 SEMH/ASD/ASC places in the main school (see Appendix A2 for cost implications). 	£7.18m - Funded	Basic Need Grant Funding
Claremont & Elmfield – Reconfiguration of sites and rebuild	<ul style="list-style-type: none"> • Proposal to continue feasibility work and develop project business case. • Take immediate action to ensure ongoing operation of facilities. • £4.5m maintenance regime required to keep buildings operational over next 10 years if no alternative is found (see appendix A4 for suvey data and lifecycle costing). • Project required due to risk of losing availability of buildings, no 	<p>Up to £1.4m – (funded) in development costs and enabling works</p> <p>£10-15m (currently unfunded) full project cost supported by business case to demonstrate viability. To be seen by Cabinet in 2020.</p>	<p>Basic Need SEND Grant Funding</p> <p>TBC</p>

	proposal to expand capacity. <ul style="list-style-type: none"> • Profound physical disability and deafness need types 		
Learn@ Soundwell College Site	<ul style="list-style-type: none"> • 80 Place SEMH/ASD/ASC • New build • New School • ESFA delivering 	£0	Free School Programme
Kingfisher Academy – Resource Base	<ul style="list-style-type: none"> • Creation of additional ASC capacity in unused area at Kingfisher Primary Academy • Working with Venturers Trust to achieve this. 	£0	N/A
Briarwood Expansion to 242	<ul style="list-style-type: none"> • Refurbishment and extension to existing site. • Additional xx places 	£1.5m (estimate, currently unfunded) Need for places to be reviewed in 2020	TBC
Rainbow Wave 3 - Ashley Down	<ul style="list-style-type: none"> • Post 16 • Semi independence training • Highly successful in Brislington 	TBC - Unfunded	TBC

Strategic Need for Capital Expenditure

This report seeks support for a capital investment programme to deliver the specific SEND capital strategy objectives.

The overarching strategic objectives and benefits are summarised as follows:

- Meet the Council’s obligation to champion the rights of young people to access suitable education.
- Meet the growing and changing needs of SEND across Bristol
- Offer improved outcomes for pupils with high levels of SEND
- Deliver high quality provision for all pupils
- Offer inclusion and equity of access within the city
- Deliver sufficient, safe, suitable and flexible local provision for young people and their families
- Address the urgent need for key elements of the SEND provision across Bristol
- Deliver optimal SEND provision, transform the facilities available to Bristol children and transform the ability of the Council to commission places at good value to the City

This approach includes opportunities to minimise SEND transport costs and travel times. It will provide new fit for use accommodation locally, freeing up old deteriorating buildings for potential reallocation and or disposal, all providing contribution to a 'Spend to Save' methodology of supporting this request for capital investment.

Benefits

Life outcomes for pupils with SEND will be supported through good provision. There would be reduced commissioning of out of Local authority specialist places along with a reduction in transportation costs to INM placements. Capital savings would be made through rationalisation of education estate, reduced operational and maintenance cost through increased efficiency. These costs are not only capital costs at this time, but also a cost to the HNB.

There are also opportunities to support the wider Bristol City Council's corporate objectives, such as improving social infrastructure through housing, health and community employment. The following list of benefits can be classified as "Strategic, Service and Financial".

- Maximising EFA/central government investment
- Reduced travel time for students
- Reduced travel costs
- Reduced Out of LA SEND places, costs and management
- Provides equity of access no matter where a pupil lives in the city
- Provide facilities which are fit for service, meeting the authority's statutory obligations for SEND
-

For the education estate

- Potential to realise capital contributions through asset disposal
- Reduce maintenance and lifecycle costs associated with older buildings
- Reduce carbon footprint of education estate
- Provide sufficient places for future needs

2 Background and Business Drivers

Ongoing increases in the city's population since 2004 has brought about a requirement for increased numbers of places. In line with projections for the mainstream population, both the 2016-2019 projections and projections to 2026 show further substantial requirements in special educational needs provision,

including alternative learning provision (ALP) which could be considered as part of the SEMH estate.

Compounding issues to be taken into account include the geography of existing schools, the suitability and the condition of buildings and the changing legislative frameworks for pupils with SEND in terms of delivery to a wider age range.

Bristol City Council currently commissions places at 10 BCC or Academy/Trust maintained special schools and Free Schools along with 8 specialist resource bases, and 2 pupil referral units which form part of a MAT. These places are supplemented by individually commissioned places at local and 'out of area' independent special schools (ISP) and independent non-maintained settings (INM) for young people with highly specialist needs and also through alternative learning providers. There is one maintained school outside the City's boundary (Notton House) which caters for boys with Social, Emotional and Mental Health (SEMH) needs.

East and Central Bristol is inadequately provided with specialist teaching, and the pupils from this densely populated area mostly travel to the other parts of the city which impacts of the desire to offer equity of access.

Legislation aimed at raising the age of participation (16 to at least 18/19 years) is placing a strain on post-16 provision. Post-19 sufficiency is being considered alongside the Employment and Skills Strategy to develop new courses and pathways including supported internships and routes into employment. Meanwhile, post 16 pupils with SEND who are not yet ready for college based provision are placed in parts of schools which might be otherwise used for the increased population of pre 16 pupils. This, despite a huge increase in post 16 provision brought about through strategic partnership with City of Bristol College.

Some special schools operate from buildings that were not built for the purpose and, as a result, their condition and suitability are poor. There is an urgent need to rebuild, these schools to make them 'fit for purpose' and to help support parental decision to select the school for their child. Additionally, there is a need to support the creation of future additional places.

Key Messages, as identified in the Integrated Capital and Education Strategy 2015-2019, remain true for 2019-2026 and beyond, as follows:-

- Special schools where places are needed are already full early in the academic year, 2018. The population of the city continues to increase.
- The statutory requirement to provide educational places has changed from age range 2-16 years to range 2-25 years (for SEND), with no increase in funding.
- Areas of deprivation require higher numbers of places for SEND as these pupils tend to have to travel to their education setting. East/Central area is particularly poorly served.
- Significant parts of the Council's existing education estate is in a poor state and in many cases not purpose made or fit for its current use.

Mode of Service Delivery and Analysis of Specialist Need

Service Delivery

Specialist provision planning requires a partnership model with mainstream schools which provides flexibility and breadth of provision for all types of need. These influencing approaches are:

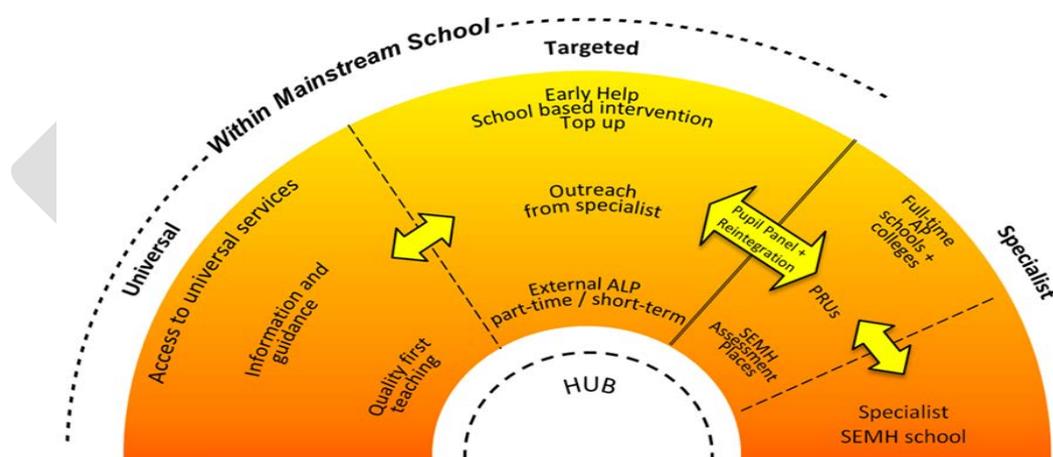
Geographical: Robust local services are enabled through geographical grouping of schools to local sufficiency of places and collaborative working.

Systems Leadership: Special schools extend their expertise and support to mainstream colleagues, to support inclusion.

Whole System: Special schools will be encouraged to operate a hub and spoke system of providing specialist settings as Resource Bases within mainstream settings as part of the special school roll.

Pathways: Pathways for provision are available for all need types, in all areas of the city. The whole system approach includes universal services, targeted and specialist provision which provide pathways to provision for all need types. This means that planning for a child with identified SEND can identify a suitable pathway to provision, regardless of the level of need.

The example below shows the models for Pupils who are described as having Social



Emotional and Mental Health needs (SEMH)

Place Planning

Place planning for Specialist placements is less predictable than for mainstream settings. Councils remain responsible for admissions into special schools or to specialist provision. It is a system where the number of places required is affected by many outside factors not within the Council's control, and which are intrinsically unpredictable. These factors include the effect of having a renowned children's hospital nearby; changes in the practice of health diagnosis; changes in benefits;

inward migration led by national policy, inward migration because of the good existing special provision known to be made by the City and of available housing. Lastly, but not insignificantly, the city was the core part of the area of Avon which was split into 4 councils some years ago, but the city continues to provide places for local OLA pupils. This is unavoidable, but should also be viewed as helpful in that the OLA pupil funding supports Bristol's need to provide for its own children.

Mainstream schools are required to demonstrate ever higher levels of attainment and progress while also managing a population with increasing need in terms of social issues, mental health problems and identification of special educational need. Bristol City Council recognises the pressures on mainstream schools and will offer strategic support to meet needs.

As such, projections of increased need and demand in places for children and young people with SEN is necessarily based on developing trend data from existing sources and combining this with local knowledge, intelligence and experience. It is a complex process and is a 'best assessment of need approach' under the current framework of statutory obligations.

Pathways of Provision

Special Schools have grown across the city to meet demand, the consequence of which is an imbalance, or lack of equity, of provision type and places across the three areas of the city.

In order to deliver sufficient Special places required by the City, the council has 5 key pathways which provide every young person with a local specialist school place for their specific needs across all key stages.

In identifying pathways it has become clear where gaps currently exist in the city across geographical area and key phase i.e. Early Years, Primary and Secondary, post 16. Some pathways are not available for certain types of SEN, and these are highlighted in "red" in the chart below. The orange sections indicate where education pathways are unsustainable or only partially adequate for the needs of the young people. So, red and orange sections indicate current need.

Chart 3.3 – Pathways Map

Key:	Very Good, good or adequate provision
	Not suitable or poor condition
	Pathway of provision does not exist
	Not required, strategically

Pathway for Cognition and Learning Offer = Resource Base route and/or Special School					
ASD/SLD/ PMLD	KS1	KS2	KS3	KS4	KS5
NORTH	RB-Oasis Long Cross	RB-Oasis Long Cross	Kingsweston	Kingsweston	KWS/CoBC
SOUTH	New Fosseway	New Fosseway	New Fosseway	New Fosseway	NFW/CoBC
EAST/CENT	RB-Barton Hill@Briarwood	RB-Barton Hill@Briarwood. More places needed in E/C	Briarwood	Briarwood	Briarwood

Pathway for Communication and Interaction. Offer = Resource Base route and/or Special school route					
ASC/SLCN/MLD	KS1	KS2	KS3	KS4	KS5
NORTH	RB-Shire@KWS	RB-Shire@KWS	RB-Oasis B'stowe@KWS	RB-Oasis B'stowe@KWS	
SOUTH	RB-Oasis New Oak	RB-Oasis New Oak	RB-Oasis BEC or Venturers FS	RB- Oasis BEC or Venturers FS	
EAST/CENT	<i>(New Learn@FS 2020 partial meeting of SLCN places, but not ASC)</i>	<i>(New Learn@FS 2020 partial meeting of SLCN places, but not ASC)</i>	City Academy <i>(New Learn@FS 2020 partial meeting of SLCN places, but not ASC)</i>	City Academy <i>(New Learn@FS 2020)</i>	<i>(New Learn@FS 2020)</i>
CITYWIDE	Very high need, complex ASC placements at 'The Keep', Kingweston.				

Pathway for Social Emotional and Mental Health: Offer = Mainstream plus specialist support (EIB) or Special School or ALP

SEMH &ALP	KS1	KS2	KS3	KS4	KS5
NORTH(1)	M/s (+EIB)	M/s (+EIB)	Learn@ PRU	Learn@ PRU	FE
NORTH(2)	Woodstock	Woodstock	Bristol Gateway	Bristol Gateway	FE
SOUTH(1)	M/s (EIB Learn@)	M/s (EIB Learn@)	Learn@ Lansdown PRU	Learn@ Lansdown PRU	Learn@
SOUTH(2)	Learn@)KDGE	Learn@KDGE	Learn@KDGE	Learn@KDGE	Learn@KDGE
EAST/CENT	Learn(@) FS 2020	Learn(@)FS 2020	Learn(@)FS 2020	Learn(@)FS 2020	Learn(@)FS 2020

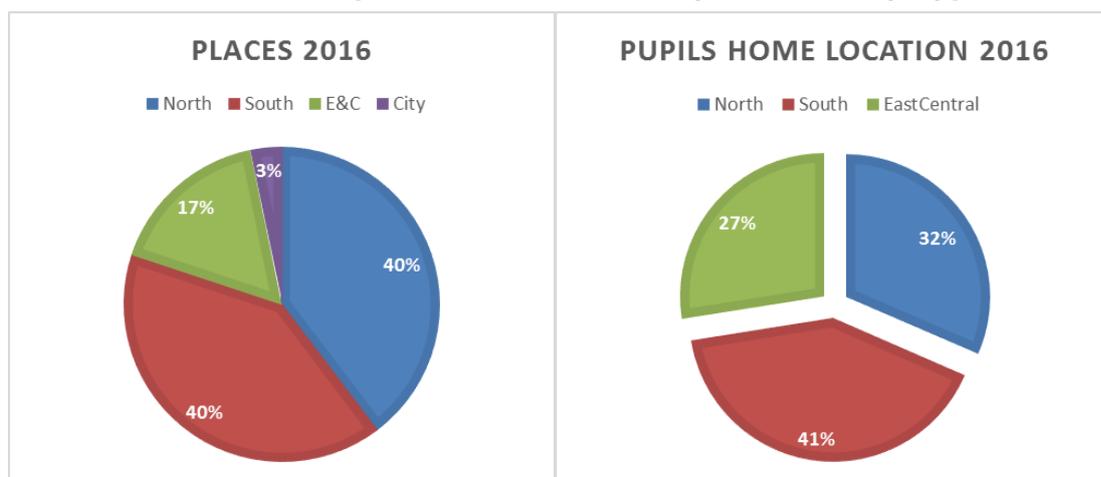
Pathways for Sensory: Offer = Mainstream plus support, or Hearing Impairment Resource Base, or Special School offered

DHI	KS1	KS2	KS3	KS4	KS5
CityWide	M/s +Sensory Support Service (SSS)	M/s +SSS	M/s +SSS	M/s +SSS	FE
CityWide	Elmfield or INM	Elmfield or INM	Elmfield or INM	Elmfield or INM	
NORTH	RB-(Henbury Crt)	RB-(Henbury Crt)	RB-Fairfield	RB-Fairfield	
EAST/CENT	(RB-Oasis New Oak South)	(RB-Oasis New Oak South)	RB-Fairfield	RB-Fairfield	
SOUTH	RB-Oasis New Oak	RB-Oasis New Oak	(RB-Fairfield)	(RB-Fairfield)	

Analysis of the incomplete “Pathways” has been used to define new provision required across all SEN types, areas and key stages. The selection of projects and building solutions in support of the strategy have been formed by these pathways, along with pupil projections arising from an increased population. These projects have been prioritised in the summary chart on page 2.

The analyses has also identified the need to address pressing issues of suitability, condition and sufficiency in a number of existing Special Schools which remain central to the delivery of strategic pathways. These are shown in “Amber” in the 2 previous charts.

Imbalance of current Specialist Provision – by Area and by Type



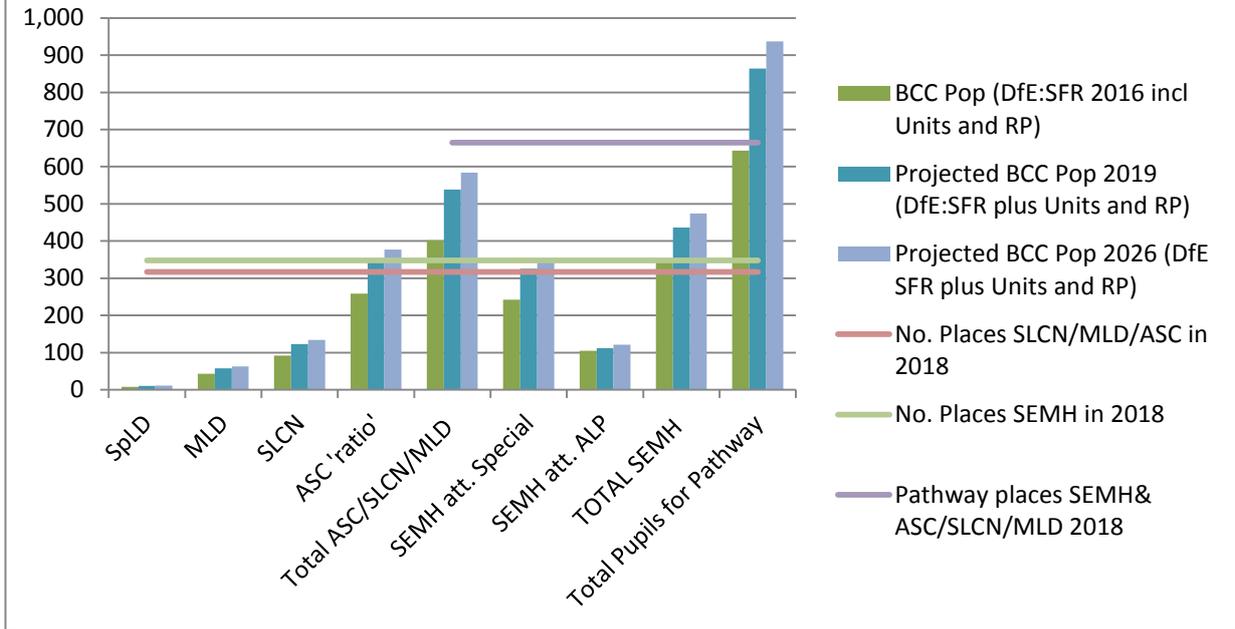
Specialist Provision in the City of Bristol

Current Provision

This graph was produced in 2016, to show how many places were needed to meet projected demand in 2019 and 2026 (Key IECS data). Pathways have been identified in order to mix need types appropriately and thus to offer optimal provision.

Actual place numbers were updated in 2018. Projections for pupil numbers in 2019 have already been exceeded.

Graph to show increased provision required to meet projected need for the ASC/SLCN/MLD and SEMH Pathway (ref: DfE Data census returns and ONS Population projections).



This chart was developed as an easy-to-read option for understanding the need to provide additional places. Only some of the need types projected are included in this document, to show where there is most need.

Horizontal lines on the chart show how many places available in Bristol. Where the horizontal line crosses below the top of a bar, it shows there are insufficient places. Place numbers for the 2018 census, as published by the DfE show that BCC already has more places in use than projected for 2019. Practically, this is apparent to the SEN Team who are attempting to commission suitable places for pupils going through statutory assessment and who are finding that settings are full. There has also been a particular growth in numbers of children with SEMH, ASC, Speech, Language and Communication needs (SLCN), complex needs and Multi-Sensory Impairment (MSI).

Commissioned Places

Bristol is fulfilling its statutory obligations to provide Specialist places, through the use of a substantial number of 'commissioned' places via independent, non-maintained special schools or Colleges. Due to distance many of these placements are necessarily residential. Some of this need has arisen through new requirements placed on Authorities to provide educational settings for young people with SEND from ages 16-25 yrs old, and to prepare for independent living.

The strategic intent has been to reduce the number of commissioned places in out of local authority special schools and to replace them with fit for use facilities currently maintained by the Authority or provided through the Department for Education, Free School route local to home address.

Analysis also identified other commissioned places which can be reduced by the other projects identified in this business case, specifically The Keep at Kings Weston Special School. These new facilities would replace the need for high cost commissioned places associated with a number of complex needs students currently placed in independent non-maintained special schools.

The following chart shows the reduction in commissioned places as the overall provision increases through the projects identified.

As the imbalance of provision is addressed, through provision being available more equitably across Bristol's three areas, it provides the opportunity for the review of existing school buildings and sites which will become no longer needed. This will give rise to building maintenance savings and potential disposal and or development opportunities providing capital receipts to the Authority.

This 'domino' effect will allow students to transition to new or remodelled facilities which meet their SEND needs, more local to their homes, reducing journey times and associated costs; it will provide sufficient places to meet statutory requirements and reduce costs against school and Corporate funding.



PLANNED PREVENTATIVE MAINTENANCE REPORT



on the premises known as:

Claremont Special School, Henleaze Park, Bristol, BS9 4LR

prepared for and on behalf of:

Claremont Special School

File Ref: 3051095
Date: 21st March 2017

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- 1.0 Introduction
- 2.0 Limitations
- 3.0 Summary Pages and PPM Schedules
- 4.0 Expenditure Summaries

1.0 Introduction

- 1.1 This report has been prepared following the receipt of instructions from Emma Cave on behalf of Claremont Special School.
- 1.2 This report is a Planned Preventative Maintenance Schedule designed to assist the school's asset management strategy. The purpose of this report is to provide a reasonable prediction of expenditure required over the next 10 years to put into repair and maintain the internal and external parts of the buildings within the school site. Works have been identified as required to ensure buildings and their components function adequately, preserve the value of the building and satisfy legal obligations.
- 1.3 In preparing this report we have reviewed the available information submitted to us, and carried out inspections of the building fabric and mechanical and electrical services during our visits to site.
- 1.5 It is intended that this schedule will be a live document, referred to, referenced, revised and updated. Therefore, it will prove a useful tool, providing accurate, up-to-date information, tuned by the knowledge and experience of the site staff using it.
- 1.6 The schedule should be reviewed annually in order to make an assessment whether all the planned maintenance issues need to be addressed as currently proposed. A review of current condition may identify certain items as now defunct, or assess current condition as requiring certain maintenance issues to be either moved forward or allowing other issues to be pushed back into later years. We can provide an electronic copy of the schedule upon request.
- 1.7 The findings of this report have been summarised on a building by building basis within the following pages. Each sheet sets out the principle maintenance issues and prioritises these using a 'traffic light' system
- Red: Urgent issues requiring immediate attention to avoid further significant deterioration or health and safety concerns.
- Amber: Issues of significance either in terms of their potential consequences if left unaddressed or the scale and scope of the works.
- Green: Maintenance issues with limited risk for significant deterioration if performed diligently and regularly.
- 1.8 The overall projected expenditure for the site has also been presented within this summary. This is in the form of a bar graph showing the anticipated expenditure each year and how this is broken down between the different buildings.
- 1.9 Reporting years are assumed to correspond to calendar years with year 1 (one) commencing January 2017.
-

2.0 Limitations

- 2.1 In preparing this report we have considered planned preventative maintenance items and not reactive maintenance (except for those remedial items required in year 1 to put into repair). We therefore recommend that separate sinking funds are considered for this work, which may be based on historic expenditure.
- 2.2 All costs within this report are based upon today's cost, and there is no allowance for inflation. The costs also exclude professional and statutory fees, and VAT. All costs are budget estimates only and have been prepared using a mix of published data, experience, assessments of likely time taken to undertake works and associated typical daily rates. The PPM schedule should be updated annually using actual costs to update accordingly, i.e. for routine or cyclical items.
- 2.3 Please note that an allowance for safe access has been included in respect for the recommendations for working at height.
- 2.4 The schedules include summary requirements for cyclical maintenance based on manufacturer's recommendations and good practice. However, this report should not be viewed as an alternative to thorough examination of the relevant Health and Safety files.

3.0 Summary Pages and PPM Schedules

CLAREMONT SPECIAL SCHOOL PLANNED PREVENTATIVE MAINTENANCE

SUMMARY: Claremont School, Block A



PROPERTY DESCRIPTION

Property is a three storey structure with double pitched slate roof with period features including ashlar stone chimneys and decorative timber bargeboards and fascias.

External walls are random rubble stone walls with ashlar stone surrounds. Windows are timber sliding sashes.

Internal finishes to the majority comprise of a combination of decorative plasterwork, varnished timber paneling, decorative finishes to walls & joinery, varnished timber

CONDITION: Poor

KEY MAINTENANCE ISSUES

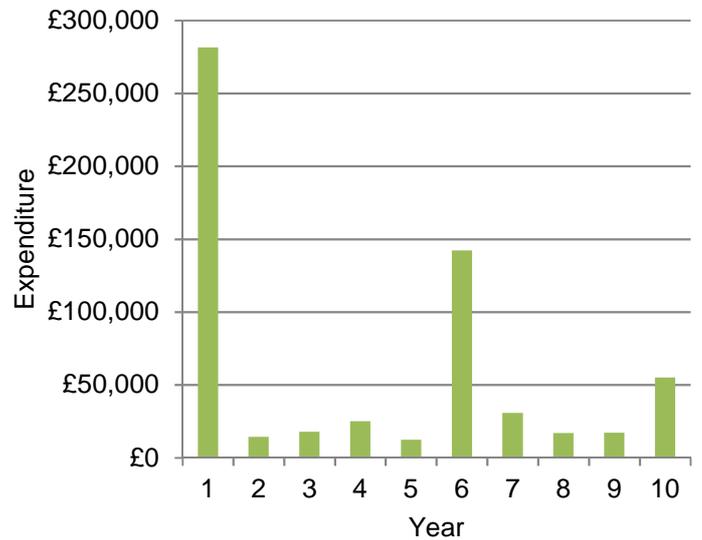
(Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

- Maintenance to roof coverings and gutters
- Repairs and redecoration to external joinery and windows
- Repairs required to chimneys

- Cleaning and repairs to stonework

- Internal redecorations
- Phased floor covering replacement

ANNUAL EXPENDITURE PROFILE



PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block A											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Block A - (Period Building)														
Safe Access	Scaffolding.		Provide safe high level access for all of the following works.	£50,000.00						£30,000.00				
Roofs	Ashlar stone chimney structures.	Ashlar stone is noted with varying degrees of decay with lichen and moss growth as well as weathering to face of ashlar stone and erosion of mortar pointing and cement flaunching.	Undertake series of repairs including cleaning, stonework repairs, repointing and relaunching where necessary.	£22,500.00						£10,000.00				
	Stone copings.	Coping stones heavily soiled with lichen and moss growth with light deterioration noted and open mortar joints in localised areas.	Undertake general cleaning maintenance and repointing as appropriate, ensuring coping stones are sufficiently bed and secure.	£2,000.00						£2,000.00				
	Fair-faced brickwork parapet walls.	Fair-faced brickwork is generally weathered and soiled with lichen.	Thoroughly clean down and undertake isolated repointing as necessary.	£1,500.00						£1,500.00				
	Decorative slate roof covering to main pitched roof coverings.	Soiled with lichen and moss growth, including numerous slipped slates and bird guano.	Undertake cleaning maintenance to remove all moss and lichen. Carry out isolated repairs.	£15,000.00						£7,500.00				
	Clay ridge and hip tiles.	Heavily soiled with moss and lichen growth with localised cracking and deterioration noted.	Thoroughly clean down all ridge and hip tiles, allowing for isolated replacement and repair.	£7,500.00						£5,000.00				
	Leadwork forming valley gutters.	Leadwork is heavily soiled with moss, silt and vegetation debris.	Thoroughly clean down all leadwork valley gutters and allowance for isolated repair.	£3,000.00						£2,000.00				
		Water ingress noted along central lead valley gutter	Replace leadwork to central valley with new.	£8,500.00										

Building.	Block A											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Leadwork roof covering to upper flat roof	Leadwork is heavily soiled with silt and vegetation debris.	Thoroughly clean down and allow for isolated repair.		£500.00									
		Standing seam to lower leadwork flat roof is heavily deteriorated. Leadwork is cracked with timber decay noted beneath.	Remove all cracked leadwork and decayed timber. Reform in new timber and replacement leadwork.		£5,000.00									
		Timber formed access steps are collapsed, heavily deteriorated and beyond economic repair.	Replace timber steps with new to match existing.		£1,500.00					£200.00				
	Metal railings to upper flat roof covering.	Railings noted in poor decorative condition and railings are leaning to the South elevation as a result of timber decay noted previously.	Correct the fixing to ensure vertical and undertake full redecoration.		£1,000.00					£500.00				
	Mineral felt flat roof covering over staff area.	Mineral felt is heavily deteriorated, weathered and beyond economic repair.	Replace mineral felt and deck with new to match existing.		£2,800.00					£250.00				
	Metal extract fan housing to ridge.	Heavily deteriorated beyond economic repair.	Replace with new to match existing.		£750.00									
	uPVC Ogee style guttering.	All eaves gutters are heavily choked with silt and vegetation growth.	Thoroughly clean all uPVC guttering inside and out.		£1,750.00					£1,750.00				
	Isolated areas of original cast iron Ogee guttering, rainwater hoppers.	Noted in poor decorative condition with surface corrosion noted.	Undertake surface corrosion treatment and redecorate.		£2,000.00					£1,750.00				
	Glazed single storey lean-to pitched roof covering adjacent to roadside.	Glazing and glazing bars are heavily soiled.	Thoroughly clean down.		£250.00					£250.00				
	Timber framed rooflights to pitched roof areas.	Timberwork is heavily deteriorated.	Replace rooflights with new modern heritage approved aluminium framed rooflights.		£2,750.00					£300.00				

Building.		Block A										Survey Date 1st March 2017			
Job No.		3051095										Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
West Elevation	Random rubble stone walls.	Heavy staining and algae growth noted in localised areas.	Thoroughly clean down.	£2,000.00						£2,000.00					
		Stepped cracking noted in localised areas.	Allowance for localised repointing in matching mortar mix as necessary.	£1,000.00						£1,000.00					
		Localised areas of eroded mortar pointing.	Undertake localised repointing repairs allowance circa 12 sq. m.	£900.00						£900.00					
		Residual vine growth noted.	Remove and dispose off site.	£300.00											
	Ashlar stone surrounds to windows and stone mullions.	Ashlar stone has varying degrees of staining throughout.	We recommend undertaking localised cleaning commencing with the worst affected.	£2,500.00				£2,500.00				£2,500.00			£2,500.00
		Vertical cracking noted to low level of right hand bay window.	Undertake stone repairs and repoint as necessary.	£350.00											
		Varying degrees of deterioration noted to ashlar stone.	Undertake sympathetic repairs as necessary using a qualified stone mason.	£7,500.00							£4,000.00				
	External timber joinery comprising of decorative bargeboards and fascias as well as exposed rafter ends.	Joinery noted in poor decorative condition with varying degrees of timber decay noted.	Undertake sympathetic timber repairs as necessary and redecorate throughout.	£6,500.00							£4,000.00				
Timber sliding sash windows noted.	Windows noted in a heavily deteriorated decorative condition with varying degrees of timber decay noted.	Undertake sympathetic timber repairs as necessary, prepare surfaces and undertake full redecoration throughout. Overhaul and ease and adjust as necessary to ensure fully operational.	£3,750.00							£2,000.00					

Building.		Block A										Survey Date 1st March 2017		
Job No.		3051095										Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Timber framed fixed glazing to lean-to corridor.	Windows noted in a lightly deteriorated decorative condition.	Prepare surfaces and redecorate.		£375.00					£375.00				
	Fully glazed powder coated aluminium single entrance door with fan light and half a leaf adjacent.	General soiling noted.	Thoroughly clean down.		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00
	External metal pipework forming soil vent pipes.	Noted in a heavily deteriorated decorative condition.	Prepare surfaces, treat any surface corrosion noted and redecorate.		£350.00					£350.00				
	Timber fully glazed painted doors to left hand side classroom.	Generally noted in a poor and faded decorative condition.	Prepare surfaces and redecorate.		£220.00					£220.00				
	Fair-faced brickwork noted to far left hand side.	General soiling and localised pointing erosion noted.	Thoroughly clean down and undertaken localised repointing.		£300.00					£200.00				
	Non-decorated render finish to first storey structure to left hand side.	General crazing and staining noted with 3No instances of corrosion staining.	Undertake localised repairs and decorate.		£325.00					£325.00				
	uPVC rainwater downpipes and soil vent pipes are heavily soiled with guano and lichen.	Thoroughly clean down.			£150.00		£150.00		£150.00		£150.00		£150.00	
	uPVC Ogee type rainwater goods.	Mechanical damage noted to left hand side of period building.	Replace section of gutter with new to match existing.		£250.00									
	Cast iron rainwater goods.	Severely corroded cast iron gutters to front gable.	Remove and replace with modern uPVC to match.		£250.00									
	External fire escape staircase.	Heavily soiled with algae and surface corrosion noted.	Clean down and treat surface corrosion. Undertake decoration of stair treads.		£350.00					£200.00				

Building.		Block A										Survey Date 1st March 2017			
Job No.		3051095										Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
South Elevation	Random rubble stone walls.	Heavy staining and algae growth noted in localised areas.	Thoroughly clean down.		£4,000.00					£4,000.00					
		Stepped cracking noted in localised areas.	Allowance for localised repointing in matching mortar mix as necessary.		£2,000.00					£2,000.00					
		Localised areas of eroded mortar pointing.	Undertake localised repointing repairs		£1,800.00					£1,800.00					
	Ashlar stone surrounds to windows and stone mullions.	Ashlar stone has varying degrees of staining throughout.	Undertake localised cleaning commencing with the worst affected.		£4,500.00			£4,500.00				£4,500.00			£4,500.00
		Varying degrees of deterioration noted to ashlar stone.	Undertake sympathetic repairs as necessary using a qualified stone mason.		£10,500.00						£5,000.00				
	External timber joinery comprising of decorative bargeboards and fascias as well as exposed rafter ends.	Joinery noted in poor decorative condition with varying degrees of timber decay noted.	Undertake sympathetic timber repairs as necessary and redecorate throughout.		£5,750.00						£2,000.00				
	Timber sliding sash windows noted.	Windows noted in a heavily deteriorated decorative condition with varying degrees of timber decay noted.	Undertake sympathetic timber repairs as necessary, prepare surfaces and undertake full redecoration throughout. Overhaul and ease and adjust as necessary to ensure fully operational.		£5,500.00						£3,750.00				
	External metal pipework forming soil vent pipes and rainwater downpipes.	Noted in a heavily deteriorated decorative condition.	Prepare surfaces, treat any surface corrosion noted and redecorate.		£1,750.00						£1,500.00				
uPVC rainwater downpipes and soil vent pipes.	Heavily soiled with guano and lichen.	Thoroughly clean down.		£300.00		£300.00			£300.00		£300.00		£300.00		

Building.	Block A											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Ashlar stone canopy detail with leadwork capping.	Ashlar stone is deteriorating, particularly at lower level and general staining is noted.	Undertake sympathetic and localised ashlar stone repairs including general repointing. Undertake careful cleaning maintenance where necessary.		£5,000.00			£2,000.00			£2,000.00			£2,000.00
		Leadwork capping is heavily stained.	Thoroughly clean down.		£200.00					£200.00				
	Asphalt roof covering to canopy structure with stone and slate surface covering.	Stone and slate are cracked in places with weed growth coming through cracks and to sheltered areas of canopy.	Remove all weed growth and apply weed killer. Replace damaged section of stone with new.		£100.00					£1,100.00				
	Combination of cast iron and steel secondary external fire escape staircases.	Both staircases are generally noted in poor decorative condition with surface corrosion noted to the majority.	Undertake detailed structural assessment of condition of cast iron secondary staircase and implement all advice and recommendations.		£1,000.00									
			Provisional sum for any recommended remedial works.		£3,000.00									
			Undertake sympathetic surface corrosion treatment and prepare surfaces and redecorate to match existing.		£2,750.00					£2,750.00				
			Allowance for full replacement.											£25,000.00
	Secondary sliding door	Noted in a soiled condition.	Clean down and ease and adjust.		£250.00			£250.00			£250.00			£250.00
	Stained fully glazed timber entrance doors.	Weathered and deteriorated particularly at lower level.	Prepare surfaces and restrain to match existing.		£220.00					£220.00				
	Leadwork capping noted to small roof structure to left hand side.	Noted in a heavily deteriorated condition beyond economic repair.	Replace roof covering with new to match existing.		£1,000.00					£150.00				

Building.		Block A										Survey Date 1st March 2017			
Job No.		3051095										Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
East Elevation	Random rubble stone walls.	Heavy staining and algae growth noted in localised areas.	Thoroughly clean down.		£3,000.00					£3,000.00					
		Stepped cracking noted in localised areas.	Allowance for localised repointing in matching mortar mix as necessary.		£1,000.00					£1,000.00					
		Localised areas of eroded mortar pointing.	Undertake localised repointing repairs allowance circa 12 sq. m.		£1,500.00					£1,500.00					
		Ashlar stone surrounds to windows and stone mullions.	Ashlar stone has varying degrees of staining throughout.	We recommend undertaking localised cleaning commencing with the worst affected.		£3,500.00			£3,500.00			£3,500.00			£3,500.00
			Varying degrees of deterioration noted to ashlar stone.	Undertake sympathetic repairs as necessary using a qualified stone mason.		£8,500.00					£4,500.00				
		External timber joinery comprising of decorative bargeboards and fascias as well as exposed rafter ends.	Joinery noted in poor decorative condition with varying degrees of timber decay noted.	Undertake sympathetic timber repairs as necessary and redecorate throughout.		£7,000.00					£2,500.00				
		Timber sliding sash windows noted.	Windows noted in a heavily deteriorated decorative condition with varying degrees of timber decay noted.	Undertake sympathetic timber repairs as necessary, prepare surfaces and undertake full redecoration throughout. Overhaul and ease and adjust as necessary to ensure fully operational.		£6,500.00					£4,000.00				
		External metal pipework forming soil vent pipes.	Noted in a heavily deteriorated decorative condition.	Prepare surfaces, treat any surface corrosion noted and redecorate.		£700.00					£700.00				
	uPVC rainwater downpipes and soil vent pipes.	Heavily soiled with guano and lichen.	Thoroughly clean down.		£450.00		£450.00		£450.00		£450.00		£450.00		

Building.		Block A										Survey Date 1st March 2017		
Job No.		3051095										Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	uPVC Ogee type rainwater guttering and downpipes.	1No downpipe missing.	Reinstate downpipe to match existing profile.		£300.00									
	Powder coated aluminium glazing forming the orangery type lean to structure.	General soiled with lichen to the frame and glazing is soiled.	Thoroughly clean down.		£250.00		£250.00		£250.00		£250.00		£250.00	
	1No set of double louvre doors to plant room with a stained finish.	Early signs of deterioration.	Prepare surface and redecorate.				£220.00					£220.00		
	Single glazed crittal full height windows to staff room area at first floor.	Crittal windows are in a poor decorative condition and considerable deterioration also noted to window putty.	Thoroughly overhaul crittal windows, undertake redecoration and replace window putty throughout.		£2,100.00					£1,650.00				
		Render finish noted around crittal windows to staff room area is heavily deteriorated and cracking noted in places.	Undertake localised repairs to cracks and decorate.		£950.00					£300.00				
	Surface mounted gas supply pipework running horizontally across elevation.	Noted in poor decorative condition with surface corrosion noted.	Prepare surfaces and redecorate.		£250.00					£250.00				
	Painted render finish towards right hand side of elevation.	Light staining and hairline cracking noted. Decorative finish is likely worn.	Thoroughly clean and prepare surfaces, make good hairline cracking and redecorate to match existing.		£175.00					£175.00				
	Fair faced brickwork noted to right hand side of elevation.	Light staining and localised pointing erosion noted particularly at lower level.	Undertake sympathetic cleaning maintenance and carry out localised low level repointing works below injected dpc.		£1,125.00					£1,125.00				

Building.	Block A											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	7no. metal 'S' shaped anchor plates to tie bars to right hand side.	Noted in a poor decorative condition with surface corrosion.	Prepare surfaces, treat corrosion and redecorate.		£175.00					£175.00				
	Modern double glazed timber windows noted to right hand side single storey structure.	Minor wear noted to decorative finishes.	Prepare and redecorate.				£800.00					£800.00		
INTERNALS Block A Ground Floor														
Class 4, 5, 6 Outreach, Music Rm														
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£170.00		£155.00		£155.00		£330.00		£158.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£240.00
	Fixtures.	General wear anticipated to tea point.	Replace, repair tea point as required.				£300.00					£2,800.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean, treat or replace floor coverings as required.		£4,000.00	£500.00	£2,100.00	£500.00	£500.00	£500.00	£500.00	£500.00	£3,000.00	£4,000.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£6,500.00	£1,440.00	£1,160.00	£3,300.00	£1,840.00	£1,110.00	£800.00	£1,570.00	£2,500.00	
Store 1, 2, 3 & Buggy Store														
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£90.00	£40.00	£95.00	£40.00	£95.00	£40.00	£145.00	£40.00	£95.00	£40.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£65.00
	Internal windows.	General soiling anticipated to tea point.	Thoroughly clean windows as required.		£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00

Building.	Block A											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Toilets	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£165.00	£165.00	£165.00	£165.00	£165.00	£2,500.00	£165.00	£165.00	£165.00	£165.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£2,560.00	£1,050.00	£500.00	£525.00	£1,350.00		£1,050.00			
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£75.00		£85.00		£160.00		£85.00		£160.00	
	Doors.	General soiling and adjustment anticipated to internal doorsets.	Ease and adjust as required.											
	Floors.	Soiling and wear anticipated to the vinyl floor coverings.	Thoroughly clean or replace floor coverings as required.		£205.00	£205.00	£205.00	£205.00	£205.00	£205.00	£2,120.00	£205.00	£800.00	£205.00
	Sanitary ware.	Soiling and staining anticipated.	Thoroughly clean as required.		£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£1,275.00	£150.00	£150.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£45.00			£1,130.00	£1,130.00	£840.00	£1,110.00			
Cleaner cupboard	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£500.00					£350.00				
Office	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£30.00		£15.00		£15.00		£15.00		£15.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£25.00

Building.		Block A										Survey Date 1st March 2017			
Job No.		3051095										Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Kitchen	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£30.00	£30.00	£30.00	£30.00	£30.00	£30.00	£30.00	£300.00	£30.00	£30.00	
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.					£425.00	£120.00	£120.00	£140.00				
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£40.00		£15.00		£15.00		£15.00		£15.00		
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£25.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£400.00	£25.00	£25.00	£25.00	£25.00	£400.00	£25.00	£25.00	£25.00	£25.00	£400.00
	Fixtures.	General wear anticipated to sink & tea point.	Replace sink as required & tea point.				£350.00								£2,800.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£450.00					£120.00			
Hallways	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£135.00		£60.00		£60.00		£135.00		£60.00		
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.									£75.00			
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£125.00	£125.00	£125.00	£125.00	£125.00	£125.00	£1,760.00	£125.00	£125.00	£125.00	

Building.	Block A											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Cellar	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£500.00	£1,375.00	£1,375.00					£1,375.00	£1,375.00	
	Doors.	General adjustment anticipated and door handle wear.	Ease and adjust and replace handle as required.		£120.00									£25.00
INTERNALS Block A First floor and former flat Office 1, 2, and Meeting Rm (flat)														
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£100.00	£20.00		£20.00		£120.00		£20.00		£120.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.		£600.00									£50.00
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£125.00	£125.00	£125.00	£125.00	£125.00	£425.00	£425.00	£425.00	£125.00	£125.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£400.00	£660.00	£660.00		£500.00		£360.00	£400.00	£660.00	£660.00
Hall & staircase (flat)														
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£25.00		£35.00			£35.00			£35.00	
	Roof Lights.	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.			£150.00					£150.00			
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.									£75.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£125.00	£125.00	£125.00	£125.00	£1,200.00	£125.00	£125.00	£125.00	£125.00	£125.00

Building.		Block A										Survey Date 1st March 2017			
Job No.		3051095										Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Toilets (flat)	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.			£260.00	£260.00	£500.00	£360.00	£530.00	£530.00	£790.00	£260.00	£230.00	
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£25.00	£10.00			£10.00				£10.00		
	Doors.	General soiling and adjustment anticipated to internal doorsets.	Ease and adjust as required.									£20.00			
	Floors.	Soiling and wear anticipated to the vinyl floor coverings.	Thoroughly clean or replace floor coverings as required.		£10.00	£100.00	£10.00	£10.00	£10.00	£10.00	£10.00	£10.00	£10.00	£10.00	£10.00
	Sanitary ware.	Soiling and staining anticipated.	Thoroughly clean as required.		£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£600.00	£15.00	£15.00	£15.00
Cleaner cupboard (flat)	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.					£205.00		£100.00		£120.00	£205.00		
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£145.00		£50.00		£140.00				
Training Rm & Outreach	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£50.00		£50.00			£100.00			£50.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£195.00	£195.00	£195.00	£195.00	£195.00	£195.00	£1,000.00	£1,000.00	£195.00	£195.00	

Building.	Block A											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Meeting Rm & Reflection Rm	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£1,000.00		£800.00	£480.00	£500.00	£775.00	£775.00			£800.00
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£20.00			£25.00			£25.00			£25.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£40.00	
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£70.00	£70.00	£70.00	£70.00	£70.00	£70.00	£500.00	£70.00	£70.00	£70.00
ICT Server Rm. Computer Rm. Staff Rm. Art Rm	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£450.00	£450.00	£300.00			£240.00		£300.00	£450.00	£450.00
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£100.00		£80.00			£80.00			£80.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£130.00
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£1,800.00	£285.00	£285.00	£285.00	£285.00	£1,535.00	£285.00	£285.00	£285.00	£1,800.00
Stores	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£860.00		£400.00	£750.00	£500.00			£400.00	£500.00	£750.00
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£50.00			£25.00			£25.00			£25.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£50.00

Building.	Block A											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Kitchenettes	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£600.00	£55.00	£55.00	£55.00	£55.00	£55.00	£55.00	£55.00	£55.00	£55.00	
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£680.00	£410.00				£240.00					
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£50.00			£25.00			£25.00			£25.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.												
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£70.00	£70.00	£520.00	£320.00	£70.00	£70.00	£70.00	£70.00	£70.00	£70.00	
	Fixtures.	General wear anticipated to sink & tea point.	Replace sink as required & tea point.				£350.00							£2,800.00	£2,800.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£130.00	£480.00			£160.00	£110.00	£240.00		
W/C's	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£25.00			£15.00			£15.00			£15.00	
	Doors.	General soiling and adjustment anticipated to internal doorsets.	Ease and adjust as required.									£30.00			
	Floors.	Soiling and wear anticipated to the vinyl floor coverings.	Thoroughly clean or replace floor coverings as required.		£160.00						£120.00				
	Sanitary ware.	Soiling and staining anticipated.	Thoroughly clean as required.		£30.00	£30.00	£30.00	£30.00	£30.00	£30.00	£30.00	£600.00	£30.00	£30.00	

Building.		Block A										Survey Date 1st March 2017		
Job No.		3051095										Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Hall way	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£100.00	£330.00				£240.00	£250.00	£50.00		
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£150.00		£60.00		£150.00		£60.00		£150.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.									£70.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£600.00	£400.00	£100.00	£100.00	£100.00	£100.00	£100.00	£300.00	£100.00	£100.00
Staircases	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£3,100.00		£2,300.00	£1,400.00	£500.00		£200.00		£450.00	
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£75.00			£65.00			£150.00			£65.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.									£100.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£1,800.00	£150.00	£150.00
Loft spaces	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£300.00	£4,500.00	£1,500.00			£300.00		£1,950.00		
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£150.00			£35.00				£35.00		
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£25.00	

Building.	Block A											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Floors.	Wear anticipated to timber floor boards.	Piece in new floor boards as required.		£450.00									
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£600.00									
Windows	Decoration	Previously decorated internal face of timber windows	Prepare surfaces and redecorate		£9,500.00					£6,000.00				
TOTALS					£281,585.00	£14,445.00	£17,765.00	£25,090.00	£12,350.00	£142,160.00	£30,845.00	£17,065.00	£17,268.00	£55,125.00

CLAREMONT SPECIAL SCHOOL PLANNED PREVENTATIVE MAINTENANCE

SUMMARY: Claremont School, Block B



PROPERTY DESCRIPTION

Property is a single storey structure with Mineral felt flat roof and Numerous Georgian wired glazed rooflights. External walls are fair faced brickwork and Powder coated aluminium double glazed opening casement windows. Internal finishes to the majority comprise of a combination of vinyl and carpet floor coverings decorative finishes to walls and suspend ceilings.

CONDITION:

KEY MAINTENANCE ISSUES

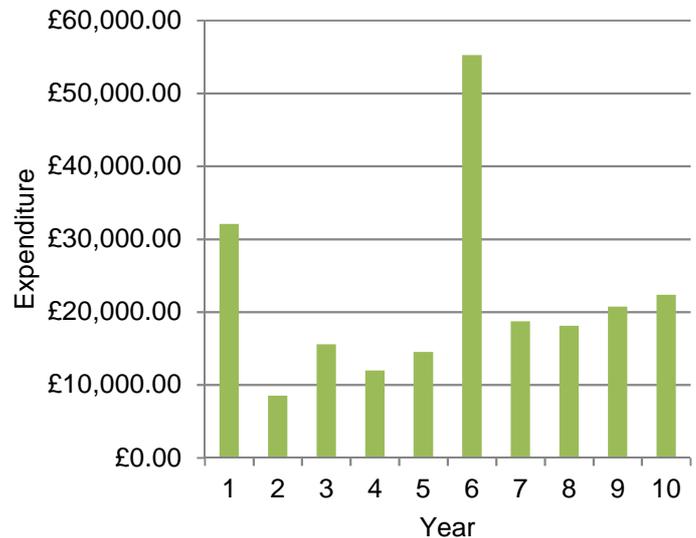
(Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

- Repairs and cleaning to flat roof covering and drainage outlets

- Allowance for flat roof replacement

- Cleaning to windows and uPVC cladding

ANNUAL EXPENDITURE PROFILE



PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block B											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Block B (60's single storey building)															
Safe Access	Scaffolding.		Provide safe high level access for all of the following works.	£5,000.00						£5,000.00					
Roofs	Mineral felt flat roof covering with inset drainage outlets.	Considerable ponding, silt and moss debris noted to mineral felt surface.	Thoroughly clean down roof covering to remove all evidence of silt and moss.	£1,925.00											
		Moss and debris noted to gutter outlets and balloon guards missing to the majority.	Remove all debris from outlets and jet through downpipes. Reinststate all balloon guards and ensure securely fixed.	£500.00											
		Localised deterioration to mineral felt at eaves.	Overlay mineral felt at eaves details.	£4,850.00											
		Anticipate mineral felt will reach end of life.	Allow for wholesale replacement of mineral felt flat roof covering.							£32,000.00					
		Heavy build up of moss, lichen, silt and vegetation growth noted to far West side of mineral felt flat roof where it meets the period building.	Thoroughly clean down and allow for patch repairs and overlay to general area - circa 12 sq. m.	£2,000.00											
	Numerous Georgian wired glazed rooflights in flat roof.	Frame and glazing are heavily soiled.	Thoroughly clean down and allowance for replacement of cracked glazing.			£1,050.00									
	Aluminium framed pitched glazed rooflight.	Glazing and framework is soiled.	Thoroughly clean down.			£350.00		£350.00		£350.00		£350.00		£350.00	
	Plastic micro-rib type translucent roof light covering noted to South east and south west corners.	Heavily soiled and drainage channel is choked with leaf litter and silt.	Thoroughly clean down covering and drainage channel.	£200.00			£200.00		£200.00		£200.00		£200.00		

Building.	Block B											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Elevations	Glazed lean-to roof structure to corridor on East side.	Glazing and framework is soiled.	Thoroughly clean down.		£200.00		£200.00		£200.00		£200.00		£200.00	
	Fair-faced brickwork.	Light staining noted in localised areas.	Undertake cleaning maintenance.				£2,000.00			£2,000.00			£2,000.00	
	High level uPVC ship lap cladding detail to perimeter.	uPVC is heavily stained.	Thoroughly clean down.		£750.00			£750.00			£750.00			
	Powder coated aluminium double glazed opening casement windows.	Windows are generally weathered and soiled.	Thoroughly clean down and polish powder coated finish to rejuvenate colour.		£1,600.00					£1,600.00				
		Perimeter mastic showing early signs of deterioration.	Rake out mastic perimeter seal and replace with new.				£480.00					£480.00		
	Powder coated aluminium fully glazed double entrance doors.	Generally noted in a soiled and lightly marked condition.	Thoroughly clean down and allowance for isolated repairs.		£250.00					£250.00				
	Aluminium framed canopy structure noted to North West corner.	Framework is heavily soiled and stained.	Thoroughly clean down.		£200.00		£200.00		£200.00		£200.00		£200.00	
	Timber framed full height glazing noted to South East corner.	Timberwork noted in a heavily deteriorated condition and beyond economic repair.	Replace section of full height glazing with modern powder coated double glazed aluminium - circa 14 sq. m.		£5,000.00									
Exposed steelwork to corner canopy structures.	Noted with surface corrosion and in a poor decorative condition.	Prepare surfaces, treat corrosion and redecorate.				£375.00				£375.00			£375.00	

Building.	Block B											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Timber framed single glazing noted to corridor single storey lean to structure.	Windows and associated doorsets are in a heavily deteriorated condition.	Undertake localised timber repairs, prepare surfaces and redecorate throughout.		£1,800.00					£1,800.00				
		Concrete blockwork to lower level is heavily stained with light vegetation growth noted from mortar joints.	Apply fungicidal wash and remove vegetation.		£150.00					£150.00				
	Metal box gutters noted to single storey corridor glazed structure.	Gutters are choked with silt and vegetation growth and external powder coated surface is heavily faded.	Thoroughly clean gutters and jet through downpipes. Undertake thorough cleaning of external face of guttering and downpipes.		£100.00		£100.00		£100.00		£100.00		£100.00	
	Timber ship lap cladding and integral doorset are noted to South East courtyard.	Timber ship lap is noted in poor decorative condition and bowing and deterioration of the ship lap is noted.	We recommend that isolated ship lap boarding is replaced and all surfaces are prepared and redecorated to match existing.		£325.00					£100.00				
			Prepare surfaces and redecorate doorset.		£100.00					£100.00				
INTERNALS Block														
<u>Library & Computer room, Front office, physio, Office 1&2, Library Store, Stationery store.</u>	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£650.00	£265.00	£265.00	£70.00	£70.00	£110.00	£615.00	£300.00	£25.00	£85.00
	Roof Lights.	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.			£50.00				£50.00				£50.00
	Windows.	General soiling anticipated to internal elevation of external windows.	Thoroughly clean glazing and frames.											
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£100.00

Building.	Block B											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Classrooms 1,2,3	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£360.00		£2,590.00		£120.00			£2,590.00	£240.00		
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£2,610.00		£170.00	£2,200.00		£170.00	£2,200.00		£170.00	£3,100.00	
	Roof Lights.	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.			£150.00			£150.00				£150.00		
	Windows.	General soiling anticipated to internal elevation of external windows.	Thoroughly clean glazing and frames.												
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.					£960.00							£130.00
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£230.00	£230.00	£230.00	£230.00	£230.00	£230.00	£230.00	£230.00	£3,480.00	£3,480.00	£3,480.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.			£870.00	£1,870.00	£870.00				£870.00	£1,870.00	£870.00	
Fixtures.	General wear anticipated to tea point.	Replace tea points as required.							£1,000.00				£2,800.00	£5,600.00	
Toilets	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£100.00	£315.00	£440.00		£315.00	£440.00		£315.00	£860.00	£420.00	
	Doors.	General soiling and adjustment anticipated to internal doorsets.	Ease and adjust as required.											£130.00	

Building.	Block B											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Physio Admin, Nurse Rm	Floors.	Soiling and wear anticipated to the vinyl floor coverings.	Thoroughly clean or replace floor coverings as required.		£200.00	£200.00	£200.00	£200.00	£200.00	£1,200.00	£1,200.00	£1,200.00	£200.00	£200.00	
	Sanitary ware.	Soiling and staining anticipated.	Thoroughly clean as required.		£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£750.00	£1,000.00			£560.00	£1,590.00	£1,000.00			£560.00	
	Fixtures.	General wear anticipated to tea point.	Replace tea points as required.				£250.00		£500.00		£2,800.00		£2,800.00	£2,800.00	
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£100.00	£125.00	£195.00		£125.00	£195.00		£170.00	£195.00	£360.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£55.00	
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£90.00	£90.00	£90.00	£90.00	£90.00	£90.00	£90.00	£90.00	£800.00	£90.00	£550.00
	Fixtures.	General wear anticipated to sink & tea point	Replace sink as required & tea point.		£15.00	£15.00	£15.00	£250.00	£265.00	£15.00	£15.00	£15.00	£15.00	£2,815.00	£2,800.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.			£120.00	£480.00	£580.00	£290.00				£480.00	£580.00	
Buggy Store	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£150.00		£150.00		£150.00		£150.00		£150.00		

Building.	Block B											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Hall	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£60.00	£60.00	£60.00	£60.00	£850.00	£60.00	£60.00	£60.00	£60.00	£60.00	
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.			£890.00					£610.00				
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£460.00	£1,450.00	£120.00		£1,450.00	£120.00		£2,020.00	£120.00		
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.												£190.00
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£455.00	£455.00	£455.00	£455.00	£455.00	£455.00	£455.00	£455.00	£1,600.00	£1,600.00	£455.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£4,000.00	£2,000.00	£2,000.00	£1,440.00	£2,000.00	£2,000.00	£2,000.00		
Kitchen	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£530.00	£60.00	£420.00		£421.00	£60.00	£580.00		£423.00	£60.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£80.00	
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£130.00	£130.00	£130.00	£1,860.00	£130.00	£130.00	£130.00	£130.00	£130.00	£130.00	£130.00
	Fixtures.	General wear anticipated to sink & tea point.	Replace sink as required & tea point.						£4,000.00	£4,000.00	£4,000.00				

Building.	Block B											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.					£600.00		£925.00				
Windows	Decoration	Previously decorated internal face of timber windows	Prepare surfaces and redecorate		£1,200.00					£1,200.00				
TOTALS					£32,102.00	£8,512.00	£15,572.00	£11,965.00	£14,506.00	£55,267.00	£18,717.00	£18,122.00	£20,720.00	£22,382.00

CLAREMONT SPECIAL SCHOOL PLANNED PREVENTATIVE MAINTENANCE

SUMMARY: Claremont School, Block C, School Hall



PROPERTY DESCRIPTION

Property is a single storey structure with pitched roof and Cement roof tiles. External walls consist of fair faced concrete blockwork and decorated timber opening casement windows & doors. Internal finishes to the majority comprise of a combination of vinyl and carpet floor coverings with decorative finishes to walls and joinery.

CONDITION:

KEY MAINTENANCE ISSUES

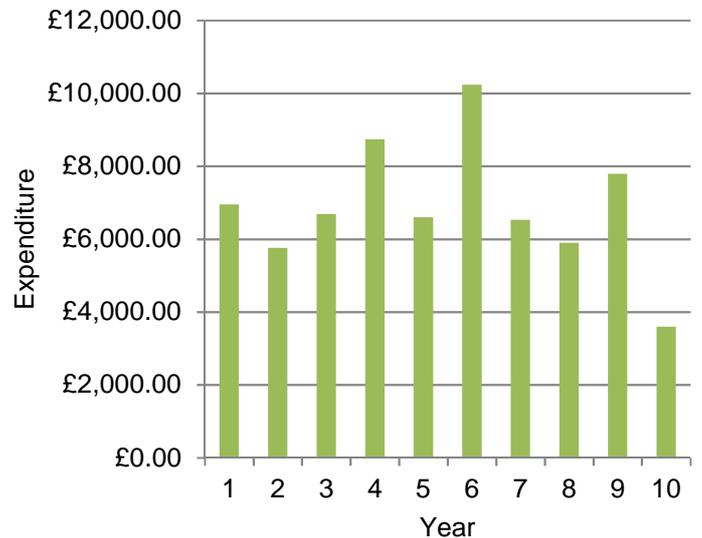
(Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

- Repairs and redecoration of timber windows and doorset to south elevation

- Redecoration of remaining timber windows

- General cleaning maintenance

ANNUAL EXPENDITURE PROFILE



PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block C - School Hall Building											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Block C														
Safe Access			Provide safe high level access for all of the following works.		£500.00	£500.00	£500.00			£500.00	£500.00	£500.00	£500.00	
Roofs	Cement roof tiles noted to single-storey pitched roof covering	Roof tiles are soiled with lichen and moss throughout.	Thoroughly clean down and dispose of debris off site.				£750.00					£750.00		
	Composite panelling to bargeboards and fascias.	Surfaces are heavily soiled.	Thoroughly clean down.				£300.00					£300.00		
	Velux rooflights.	Rooflights are soiled.	Thoroughly clean down. 12no.				£600.00					£600.00		
	Ogee style uPVC guttering to eaves.	Gutters are heavily choked with silt and vegetation growth.	Thoroughly clean down all eaves guttering and jet through downpipes.			£270.00								
Elevations	Previously decorated exposed timber fascias, soffits and exposed rafter ends noted	Decorative surfaces are deteriorated.	Prepare surfaces and undertake redecoration.		£850.00					£850.00				
	Fair faced concrete blockwork.	Lightly stained particularly at lower level.	Undertake isolated cleaning of concrete blockwork.				£250.00					£250.00		
	Previously decorated timber opening casement windows and doors	Windows and doors are lightly soiled and decorative finish is lightly deteriorating.	Prepare surfaces and redecorate.			£1,000.00					£1,000.00			
	Previously decorated timber windows and doors.	South elevation noted in a heavily deteriorated condition.	Undertake preparation works prior to full redecoration.		£1,500.00					£1,500.00				
	Previously decorated gate doorset leading to south east Courtyard.	Minor decorative deteriorated noted.	Prepare surfaces and redecorate.		£200.00					£200.00				

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block C - School Hall Building											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
INTERNALS Block															
Speech & language, servery, store 1	Ceilings.	The Ceiling and associated fittings are soiled or beyond repair.	Thoroughly clean or replace as required.				£50.00			£50.00			£50.00		
	Fixtures.	General wear anticipated to servery work top.	Replace work top as required.						£350.00						
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£65.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£115.00	£115.00	£1,610.00	£115.00	£115.00	£115.00	£115.00	£115.00	£115.00	£115.00	£115.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery.	Undertake periodic redecoration maintenance throughout.					£480.00	£250.00	£1,000.00	£1,000.00	£750.00			
Store 2, Laundry, Dark Rm,	Ceilings.	The Ceiling and associated fittings are soiled or beyond repair.	Thoroughly clean or replace as required.		£40.00		£75.00	£40.00		£75.00	£40.00		£75.00	£40.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£50.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.						£300.00				£200.00		
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery.	Undertake periodic redecoration maintenance throughout.			£600.00	£730.00		£360.00		£130.00				
	Fixtures.	General wear anticipated to tea point.	Replace tea points as required.						£250.00						£2,800.00
Sports Hall	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£50.00	£50.00		£100.00					£100.00		

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.		Block C - School Hall Building										Survey Date 1st March 2017			
Job No.		3051095										Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
WC	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£70.00		
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.	£320.00	£320.00	£320.00	£320.00	£320.00	£320.00	£4,500.00	£320.00	£320.00	£320.00	£320.00	
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery,	Undertake periodic redecoration maintenance throughout.					£6,000.00	£3,400.00		£480.00		£6,000.00		
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£20.00						£50.00			
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.									£25.00			
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.	£30.00	£30.00	£30.00	£30.00	£30.00	£30.00	£30.00	£30.00	£30.00	£250.00	£30.00	£30.00
	Sanitary ware.	Soiling and staining anticipated.	Thoroughly clean as required.	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00
Hall	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork joinery	Undertake periodic redecoration maintenance throughout.	£350.00							£350.00	£470.00			
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.	£80.00			£70.00		£70.00		£80.00	£70.00		£70.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.									£95.00			
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.	£205.00	£205.00	£205.00	£205.00	£205.00	£205.00	£205.00	£1,340.00	£1,340.00	£205.00	£205.00	

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block C - School Hall Building											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork. ininerv.	Undertake periodic redecoration maintenance throughout.		£1,500.00	£1,835.00	£1,185.00	£1,185.00	£1,185.00		£335.00			
Windows	Decoration	Previously decorated internal face of timber windows	Prepare surfaces and redecorate		£1,200.00	£800.00				£1,200.00	£800.00			
TOTALS					£6,955.00	£5,760.00	£6,690.00	£8,740.00	£6,600.00	£10,240.00	£6,535.00	£5,900.00	£7,795.00	£3,595.00

CLAREMONT SPECIAL SCHOOL PLANNED PREVENTATIVE MAINTENANCE

SUMMARY: Claremont School, Block C, Swimming Pool



PROPERTY DESCRIPTION

Property is a single storey structure with curved roof and standing seam zinc coverings.

External walls are a combination of fair faced concrete blockwork full height timber ship lap cladding and decorated timber opening casement windows.

Internal finishes to the majority comprise of a combination of tiled or carpeted floor coverings with decorative finishes to walls and joinery.

CONDITION: Fair

KEY MAINTENANCE ISSUES

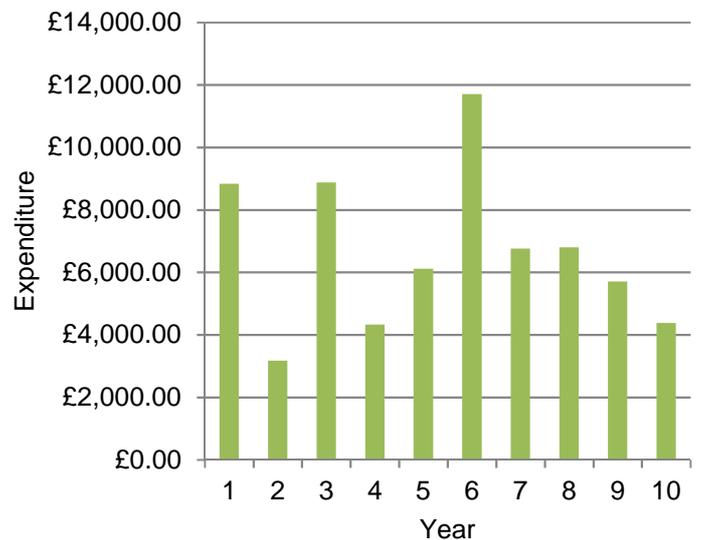
(Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

- Redecoration of external joinery

- Redecoration of windows

- General cleaning maintenance

ANNUAL EXPENDITURE PROFILE



PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block C - Swimming Pool Building											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Block C														
Safe Access			Provide safe high level access for all of the following works.		£500.00	£500.00	£500.00							
Roofs	Curved roof structure with standing seam zinc roof covering noted.	Roof covering is generally soiled.	Thoroughly clean down.				£810.00			£810.00			£810.00	
	Leadwork flashing noted at abutment with adjacent block.	Flashing is soiled with moss and lichen.	Thoroughly clean down lead flashing.				£100.00							
	Composite panelling noted to fascias.	General soiling noted.	Thoroughly clean down.				£300.00							
	Aluminium half round eaves gutters and downpipes.	Guttering is soiled with silt and vegetation growth.	Thoroughly clean down and jet through downpipes.			£270.00		£270.00		£270.00		£270.00		£270.00
Elevations	Previously decorated exposed timber fascias, soffits and exposed structural timbers.	Decorative surfaces are deteriorated.	Prepare surfaces and undertake redecoration.		£1,650.00					£1,650.00				
	Fair faced concrete blockwork.	Blockwork is lightly stained particularly at lower level.	Undertake isolated cleaning of concrete blockwork accordingly.				£250.00					£250.00		
	Full height timber ship lap cladding noted to South and West elevations.	Light deterioration of decorative surfaces and timber work noted.	Undertake minor timber repairs and prepare surfaces prior to redecoration.		£775.00					£775.00				
	Previously decorated timber opening casement windows.	Windows are lightly soiled and decorative is lightly deteriorating.	Prepare surfaces and redecorate.		£1,050.00					£1,050.00				

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block C - Swimming Pool Building											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
INTERNALS Block C Store 3, Light Rm	Previously painted timber entrance doors with adjacent fixed glazing.	Lightly deteriorated condition.	Prepare surfaces and redecorate.		£960.00					£960.00					
	Aluminium louvres noted to East elevations.	Light soiling noted.	Thoroughly clean down.			£100.00			£100.00			£100.00			
	Ceilings.	The Ceiling and associated fittings are soiled or beyond repair.	Thoroughly clean or replace as required.		£25.00			£50.00				£50.00			
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.											£35.00	
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£130.00	£130.00	£130.00	£130.00	£130.00	£130.00	£130.00	£130.00	£130.00	£1,080.00	£1,080.00
Changing Rm	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£870.00	£1,010.00			£1,420.00	£870.00	£870.00		
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£445.00		£80.00		£270.00	£80.00			£455.00		
	Doors.	General soiling and adjustment anticipated to internal doorsets.	Ease and adjust as required.								£80.00				
	Floors.	Soiling and wear anticipated to the vinyl floor coverings.	Thoroughly clean or replace floor coverings as required.		£85.00	£85.00	£285.00	£85.00	£85.00	£285.00	£85.00	£85.00	£85.00	£285.00	£85.00
	Sanitary ware.	Soiling and staining anticipated.	Thoroughly clean as required.		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£600.00	£50.00	£600.00	

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block C - Swimming Pool Building											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Pool Rm	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£180.00	£180.00	£480.00	£480.00	£180.00	£780.00	£180.00	£180.00	£480.00	£180.00
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£100.00	£80.00			£80.00			£80.00		
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£20.00	
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£282.00	£282.00	£782.00	£282.00	£282.00	£282.00	£782.00	£282.00	£282.00	£782.00
	Pool.	General soiling and wear anticipated.	Thoroughly clean or skim grout as required.		£160.00	£160.00	£3,500.00	£160.00	£160.00	£2,660.00	£160.00	£160.00	£160.00	£160.00
Boiler Rm	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£50.00				£50.00					£50.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£40.00	
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.			£320.00								
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.					£1,115.00		£220.00				£950.00
Hall	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£40.00		£35.00		£35.00		£40.00	£35.00		£35.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.									£45.00		

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Block C - Swimming Pool Building											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£105.00	£105.00	£105.00	£105.00	£105.00	£105.00	£670.00	£670.00	£105.00	£105.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£750.00	£915.00	£595.00	£595.00	£595.00		£165.00			
Windows	Decoration	Previously decorated internal face of timber windows	Prepare surfaces and redecorate		£1,500.00						£1,500.00			
TOTALS					£8,837.00	£3,177.00	£8,872.00	£4,332.00	£6,122.00	£11,707.00	£6,762.00	£6,807.00	£5,707.00	£4,382.00

CLAREMONT SPECIAL SCHOOL PLANNED PREVENTATIVE MAINTENANCE

SUMMARY: Claremont School, Paediatric Community Centre



PROPERTY DESCRIPTION

Property is a single storey structure with double pitched standing seam aluminium roof covering. External walls are timber clad. Windows are timber framed and double glazed. Internal finishes to the majority comprise of a combination of vinyl and carpet floor coverings with decorative finishes to walls and joinery.

CONDITION:

KEY MAINTENANCE ISSUES

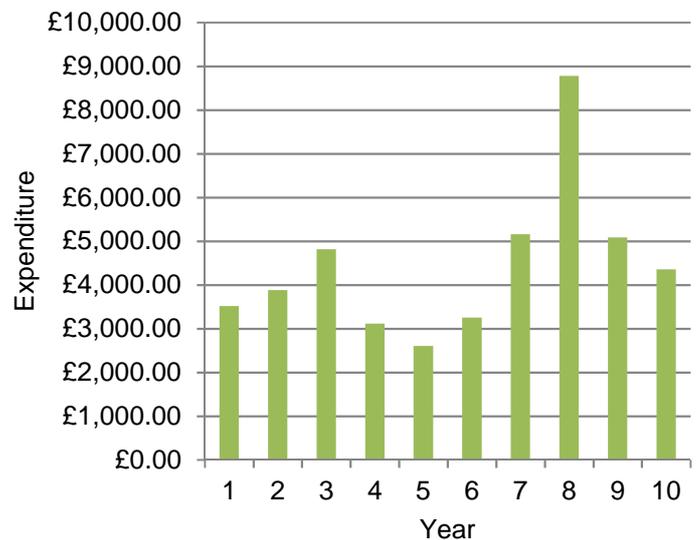
(Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

- Consideration to improved rainwater drainage scheme

- Treatment and redecoration of cladding and windows

- General cleaning maintenance

ANNUAL EXPENDITURE PROFILE



PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Paediatric Communications Centre											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Paediatric Communication Aid Service														
Roofs	Standing seam aluminium roof covering.	General soiling noted.	Thoroughly clean down.			£500.00			£500.00			£500.00		
	Central valley box gutter noted draining to hopper and downpipe.	Valley gutter noted with silt and vegetation growth.	Thoroughly clean down and remove debris from site.	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
	Timber fascias and bargeboards.	Minor weathering noted.	Allow for redecoration.				£850.00					£850.00		
Elevations	Timber cladding to all elevations.	Silvering noted and light staining throughout.	Recommend series of redecoration and/or staining and varnishing works.				£3,450.00					£3,450.00		
	Timber framed double glazed windows to all elevations with a stained and varnished finish.	Light deterioration noted to varnished finish.	Prepare surfaces and restain and varnish.			£2,125.00					£2,125.00			
	External timber doors with inset double glazing units with a stained and varnished finish.	Light deterioration noted.	Recommend preparation and redecoration.			£600.00					£600.00			
	uPVC rainwater hopper and downpipe.	Majority of roof drainage exits via 1No hopper and downpipe with no direct connection to below ground drainage.	Cut in connection to below ground drainage and ensure sealed connection with inset rodding point.	£1,500.00										

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Paediatric Communications Centre											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
INTERNALS PCAS Centre														
Entrance lobby, Hallways, Reception, Large Rm, Play Rm, Office	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£110.00		£110.00		£110.00		£110.00		£110.00
	Roof Lights.	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.											
	Windows.	General soiling anticipated to internal elevation of external windows.	Thoroughly clean glazing and frames.											
	Internal windows.	General soiling anticipated.	Thoroughly clean glazing and frames.		£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£25.00
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.										£120.00	£105.00
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£300.00	£300.00	£300.00	£300.00	£300.00	£300.00	£300.00	£1,345.00	£1,235.00	£1,235.00
	Fixtures.	General wear anticipated to cupboards.	Replace/repair cupboards as required.					£200.00						£350.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.					£2,260.00	£1,235.00	£1,100.00	£1,075.00	£1,375.00		£2,260.00
Toilets	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£20.00		£20.00		£20.00		£20.00		£20.00

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	Paediatric Communications Centre											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Kitchen	Doors.	General soiling and adjustment anticipated to internal doorsets.	Ease and adjust as required.										£40.00		
	Floors.	Soiling and wear anticipated to the vinyl floor coverings.	Thoroughly clean or replace floor coverings as required.		£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£340.00	£25.00	
	Sanitary ware.	Soiling and staining anticipated.	Thoroughly clean as required.		£40.00	£40.00	£40.00	£40.00	£40.00	£40.00	£40.00	£40.00	£250.00	£40.00	
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.									£120.00	£600.00	£150.00	
	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£10.00		£10.00		£10.00			£10.00	£10.00	
	Doors.	General adjustment anticipated to internal doorsets.	Ease and adjust as required.												£50.00
	Floors.	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£25.00	£330.00	£25.00	£25.00
Windows	Fixtures.	General wear anticipated to sink & tea	Replace sink as required & tea point.						£350.00				£2,800.00		
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.								£725.00				
	Decoration	Previously decorated internal face of timber windows	Prepare surfaces and redecorate		£1,500.00					£1,500.00					
TOTALS					£3,515.00	£3,880.00	£4,815.00	£3,115.00	£2,600.00	£3,255.00	£5,160.00	£8,780.00	£5,085.00	£4,355.00	

CLAREMONT SPECIAL SCHOOL PLANNED PREVENTATIVE MAINTENANCE

SUMMARY: Claremont School, External Areas



PROPERTY DESCRIPTION

External areas comprise of bitumen macadam, concrete paving slabs, Astro-turf and soft landscaping. Boundary and intermediate structures comprise of timber fencing, random rubble stone walls set to courses, and timber structures.

CONDITION: Fair

KEY MAINTENANCE ISSUES

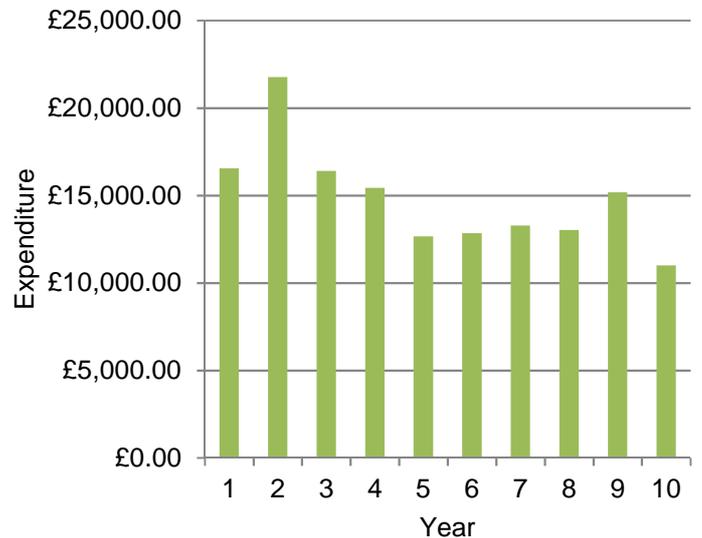
(Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

- Timber fence post replacement to prevent collapse.
- Repairs to Bespoke Timber Canopy to prevent collapse.

- Cleaning and removal of weed growth to all paved areas.
- Replacement of wearing course to specified bitumen macadam areas.

- Routine treating and redecoration, as required.

ANNUAL EXPENDITURE PROFILE



PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	External Areas											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
External Areas														
West of Block A	Timber Shed.	Shed is worn and suffers minor timber decay.	Repair/Replace shed as required.							£750.00				
	Canopy.	Soiling to timber frame.	Thoroughly clean and treat all surfaces as required.				£1,250.00							
	Fence.	General soiling and timber decay noted.	Repair/Replace & treat fence as required.	£132.00	£945.00									
	Walls.	Mortar joints suffer minor cracks and fractures	Repointing mortar joints as required.				£1,165.00			£1,165.00			£1,165.00	
	Bitumen Macadam.	Macadam is soiled and suffers from weed growth.	Thoroughly clean, weed and treat surface.	£250.00			£3,375.00		£205.00	£225.00			£3,375.00	
		Fractures noted to wearing course.	Repair/Replace wearing course as required.	£600.00			£600.00		£4,250.00			£600.00		£600.00
	Metal Gateway.	General wear and tear anticipated to paint work.	Clean and redecorate as required.			£250.00						£250.00		
South of Block A/B Inc enclosed play area	Painted Timber Fence.	Decay, soiling and wear & tear noted.	Repair/redecorate timber fence as required.	£1,675.00	£1,390.00				£1,425.00		£1,390.00			£1,425.00
	Bitumen Macadam.	Anticipate soiling, fracturing and weed growth.	Thoroughly clean, weed, treat and repair surfaces, as required.			£1,000.00	£1,350.00		£650.00				£1,350.00	£650.00
	Timber Shelters.	Decay and wear anticipated.	Repair and thoroughly prepare and treat surfaces as required.					£5,000.00				£5,000.00		
	Timber Ramp.	Decay and wear anticipated.	Repair and thoroughly prepare and treat surfaces as required.			£660.00			£660.00				£660.00	

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	External Areas											Survey Date 1st March 2017		
Job No.	3051095											Surveyor RT		
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Externals of Block C (Hall & Pool)	Astro Turf.	Anticipated general wear.	Replace as required.											£975.00
	Bitumen Macadam.	Macadam is soiled and suffers from weed growth, fractures anticipated.	Thoroughly clean, weed, treat repair surface as required.	£315.00			£1,000.00		£315.00	£1,000.00		£500.00	£500.00	£500.00
		Wear anticipated to paint surfaces.	Redecorate macadam as required.								£1,250.00			
	Concrete Paving Slabs.	Pavings are soiled and suffer from weed growth.	Thoroughly clean, weed and treat surfaces as required.			£240.00	£100.00			£340.00			£100.00	£240.00
		Anticipated wear and tear to pavings.	Replace concrete pavings as required.									£550.00		
Externals North and East of Block B, Inc. enclosed areas &	Timber fence.	Anticipated wear and tear of timber fence.	Replace/Treat fence as required.							£150.00			£309.00	
	Concrete paving slabs.	Pavings are soiled with moss and weed growth.	Clean and weed concrete pavings.					£200.00				£200.00		
	Timber fence.	Anticipated wear and tear of timber fence.	Replace/Treat fence as required.	£100.00		£575.00				£210.00	£575.00		£309.00	
	Painted sprung macadam.	Surface is soiled with moss and weed growth.	Clean and weed as required.			£100.00		£100.00		£100.00		£100.00		£100.00
		Wear anticipated to paint macadam.	Redecorate macadam as required.										£600.00	
	Concrete paving.	Multiple Fractures and weed growth to concrete.	Replace concrete paving and clean/weed as required.	£3,850.00		£220.00		£3,330.00				£220.00		£220.00
	Bike shelter.	Surfaces are soiled and suffer from moss growth.	Thoroughly clean as required.			£100.00				£100.00				£100.00
	Painted surfaces are worn.	prepare and redecorate surfaces as required.										£600.00		

PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SPECIAL SCHOOL

Building.	External Areas											Survey Date 1st March 2017			
Job No.	3051095											Surveyor RT			
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Front Entrance Car park 7 courtyard of Paediatric Communication Aid Service	Bitumen Macadam & associated Pavement.	Wearing course is soiled and fractured with moss and weed growth.	Replace, Clean and weed wearing course as required.		£245.00	£15,625.00		£2,000.00	£245.00	£2,500.00		£500.00	£2,000.00	£845.00	
	Thermoplastic line markings (11 bays).	Line markings are heavily worn.	Replace thermoplastic line markings.			£650.00									
	Concrete paving slabs.	Surface is soiled with moss and weed growth.	Clean and weed as required.						£100.00					£100.00	
	Boundary wall.	Surface is soiled with moss and weed growth.	Clean and weed as required.		£2,000.00						£500.00	£1,500.00			
		Mortar joints suffer minor cracks and	Repointing mortar joints as required.		£4,800.00		£4,800.00	£4,800.00	£4,800.00	£4,800.00	£4,800.00	£4,800.00	£4,800.00	£4,800.00	£4,800.00
		Anticipate fractures to multiple copings.	Replace copings as required.								£1,000.00	£1,000.00			
	Gate, railing & hand railings.	Decorative finishes are worn and chipped.	Redecorate as required.		£180.00		£750.00						£480.00		£450.00
	Bespoke Timber Canopy with Zinc Roof.	surfaces are worn and soiled with moss and weed growth.	Thoroughly prepare, treat and weed as required.				£2,000.00					£2,000.00			
	6No. Column footings suffer from decay.	Replace to match existing column footings.		£2,100.00											
	1No. Columns is miss aligned.	Ease and re-align 1 no. columns.		£300.00											
TOTALS					£16,547.00	£21,755.00	£16,390.00	£15,430.00	£12,650.00	£12,840.00	£13,285.00	£13,030.00	£15,168.00	£11,005.00	

Claremont Special School | PLANNED PREVENTATIVE MAINTENANCE

SUMMARY: Claremont Special School, M&E



CONDITION: The Mechanical, Electrical, Swimming Pool and Lift systems are maintained in a satisfactory manner and are in fair condition and should operate for the term of this report without major repair or replacement unless as shown in the PMP review.

KEY MAINTENANCE ISSUES

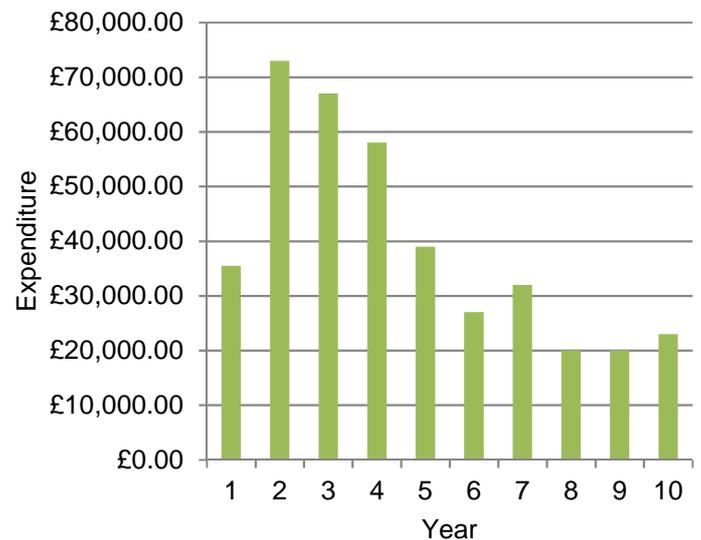
(Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

Undertake fixed wiring and emergency lighting testing and carry out remedial works as found

Carry out planned replacement / refurbishment of boiler plant, underfloor heating, AHUs controls and fuse boards

Carry out planned replacement of water heaters

ANNUAL EXPENDITURE PROFILE



PLANNED PREVENTATIVE MAINTENANCE SCHEDULE: CLAREMONT SCHOOL

Building.	Claremont Special School											Survey Date 15th February 2017		
Job No.	3051095											Surveyor		DE
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Heating, Cooling and Ventilation														
Boiler Room	Heating system.	The main boiler plant and associated pipework are showing signs of age with the two Strebel gas fired pressure jet heating boilers reaching an age where replacement is recommended to preserve life cycle. (No allowance for Asbestos).	Carry out replacement of boiler plant to preserve life cycle.					£20,000.00						
Kitchen	Gas system.	There is no evidence that the Landlord's Gas Safe testing has been fully carried out for the kitchen catering equipment.	Carry out testing of gas equipment in line with Gas Safe regulations.		£500.00									
Throughout	Heating system	There is no evidence that the heating systems are presenting any operational issues and whilst aged should operate with continued planned preventative maintenance through the life of the PMP plan	Continue with regular maintenance and repair as required as reactive maintenance.											
Block B	Heating system	Underfloor electric heating system in block B is aged and not providing adequate heating and should be replaced with a more efficient form of heating.	Carry out replacement of underfloor heating with a heat pump based system.			£30,000.00								

Building.	Claremont Special School											Survey Date 15th February 2017		
Job No.	3051095											Surveyor		DE
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Pool plant room	Ventilation system.	Barkell Air Handling Units (AHUs) serving the pool and changing areas are showing signs of age (installed 2000) and an overhaul is recommended to preserve the life cycle of the equipment.	Carry out light overhaul of AHUs to preserve life cycle to include clean and treat of all surfaces.			£10,000.00								
Pool plant room	Ventilation system.	There is no evidence that regular deep cleaning has taken place throughout the ventilation systems within the pool area.	Carry out deep clean of ductwork systems and review periodically.			£3,000.00								
Throughout	Controls.	The heating control system is generally operational, however the central operating units are likely to become obsolete during this plan.	Replace controls in conjunction with replacement works for the boilers.					£15,000.00						
Electrical Services														
Switch room - Block B (Physio office)	Low Voltage switchgear and associated equipment.	The switch panel and associated distribution board equipment is in fair condition however reaching an age where replacement is recommended to preserve life cycle.	Recommend that fuse boards are replaced with MCB protected distribution boards with RCBO protection of final circuits.					£18,000.00						
Switch room - Block A	Low Voltage switchgear and associated equipment.	The switch panel and associated distribution board equipment is in fair condition however reaching an age where replacement is recommended to preserve life cycle.	Recommend that fuse boards are replaced with MCB protected distribution boards with RCBO protection of final circuits.					£29,000.00						

Building.	Claremont Special School											Survey Date 15th February 2017		
Job No.	3051095											Surveyor		DE
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
<u>Throughout</u>	Sub Mains Distribution.	Wiring within the building is in fair condition and should remain in service through this plan until its normal life cycle.	Subject to satisfactory testing of circuits, continue with regular maintenance and repair as required as reactive maintenance.											
<u>Throughout</u>	Small Power Final Circuits.	Equipment is in fair condition, however distribution boards are aged - the fixed wiring test of June 2011 is not current.	Undertake a Fixed Wiring test (BS7671). Carry out electrical testing with 100% test of all circuits immediately. Clear all Category 1 and 2 faults. Repeat testing after five years.	£5,000.00				£3,000.00				£3,000.00		£3,000.00
<u>Throughout</u>	Lighting.	Lighting is in fair condition generally and should remain in service through this plan or until areas are refurbished.	Subject to satisfactory testing of circuits, continue with regular maintenance and repair as required as reactive maintenance.											
<u>Throughout</u>	Emergency Lighting.	Emergency lighting is provided by stand alone light fittings or by integral batteries within light fittings. It is unclear if there is a regular testing programme for emergency lighting.	Review complete emergency lighting system, carry out full battery drop test and replace batteries as required. Install new fittings and place clear identification on all fittings.	£5,000.00							£5,000.00			
<u>Throughout</u>	Fire Alarm System.	Equipment is in reasonable condition (installed in 2007) and should remain in service through this plan until its normal life cycle.	Continue with regular maintenance and repair as required as reactive maintenance.											

Building.		Claremont Special School										Survey Date 15th February 2017		
Job No.		3051095										Surveyor		DE
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
<u>Throughout</u>	Mains Water Supply.	Equipment is in fair condition and should remain in service through this plan until its normal life cycle.	Continue with regular maintenance and repair as required as reactive maintenance.											
<u>Throughout</u>	Hot Water Boilers.	Electric Heatrae Sadia multipoint water heaters are in reasonable condition (installed within the last 2/3 years) but this type of heater generally has a limited life cycle and replacement can be expected during the term of this PMP plan.	Continue with regular maintenance and replace water heaters as required.						£4,000.00					
<u>Throughout</u>	Domestic Hot and Cold Water Distribution.	Domestic hot and cold water pipework is operational. Equipment is in fair condition and should remain in service through this plan until its normal life cycle.	Continue with regular maintenance and repair as required as reactive maintenance.											
<u>Throughout</u>	Water Management.	Rigid water management is important in the operation of an education establishment of this nature. Last available Water Risk Assessment dated July 2012 and the system has been amended in the past few years by the installation of mains water fed electric water heaters	Review Water Risk Assessment following works to install water heaters and carry out improvements as identified by the risk assessment and review periodically.	£3,000.00						£2,000.00				

Building.		Claremont Special School										Survey Date 15th February 2017		
Job No.		3051095										Surveyor		DE
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Pool plant room	Swimming pool Equipment.	Swimming pool filtration and dosing equipment is in fair condition but heavily used. The dosing equipment (installed 2000) generally has a limited life cycle and replacement can be expected during the term of this PMP plan.	Replace pool water dosing equipment as it becomes life expired.			£8,000.00								
Throughout	Underground Drainage.	Underground drainage was not inspected as part of this review and no observations were made during our visit by maintenance staff.	Underground CCTV survey of the drainage is recommended to identify any faults or confirm that the underground drainage is in a reasonable condition.			£2,000.00					£2,000.00			
Throughout	Natural Gas Supply and Distribution.	Gas as supplied to the boilers and catering equipment is operational and in good condition.	Continue with regular maintenance and repair as required as reactive maintenance.											
Kitchen	Catering Equipment.	Catering equipment is heavily used and this type of equipment generally has a limited life cycle and replacement can be expected during the term of this PMP plan.	Replace catering equipment as it becomes life expired.								£7,000.00			
Throughout	Security System including Entrance Doors.	System is in a fair condition and is operational and is expected to continue through the length of the PMP plan.	Continue with regular maintenance, include a mid life upgrade in year five and repair as required as reactive maintenance.						£5,000.00					

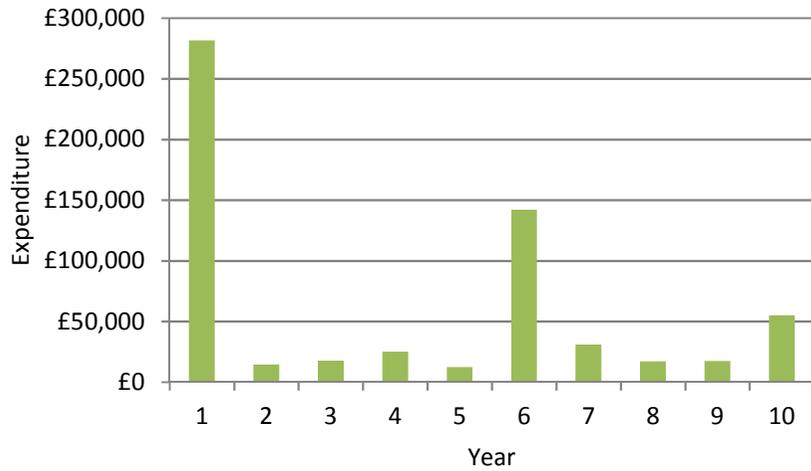
Building.		Claremont Special School										Survey Date 15th February 2017		
Job No.		3051095										Surveyor		DE
Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Block A	Platform lift.	The 2 stop 400kg platform lift (2007) is in good condition but this type of lift generally has a limited life cycle and refurbishment can be expected during the term of this PMP plan.	Refurbish platform lift as it becomes life expired.						£10,000.00					
Throughout	Hoist and Rail Systems including slings.	Systems are in a fair condition and are expected to continue through the length of the PMP plan. Inspection of May 2016 identified six units as requiring attention. Planned maintenance.	Continue with regular maintenance and repair defective units and continue as required with reactive maintenance.	£2,000.00										
Throughout	All M & E services and swimming pool / lift systems.		Regular planned maintenance and minor repairs as required from reactive maintenance.	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00
TOTALS					£35,500.00	£73,000.00	£67,000.00	£58,000.00	£39,000.00	£27,000.00	£32,000.00	£20,000.00	£20,000.00	£23,000.00

4.0 Expenditure Summaries

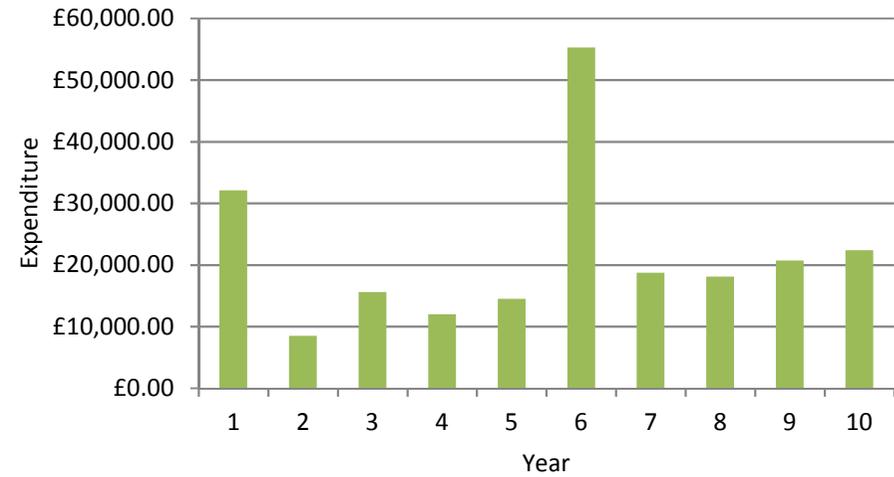
CLAREMONT SPECIAL SCHOOL PLANNED PREVENTATIVE MAINTENANCE

EXPENDITURE SUMMARIES

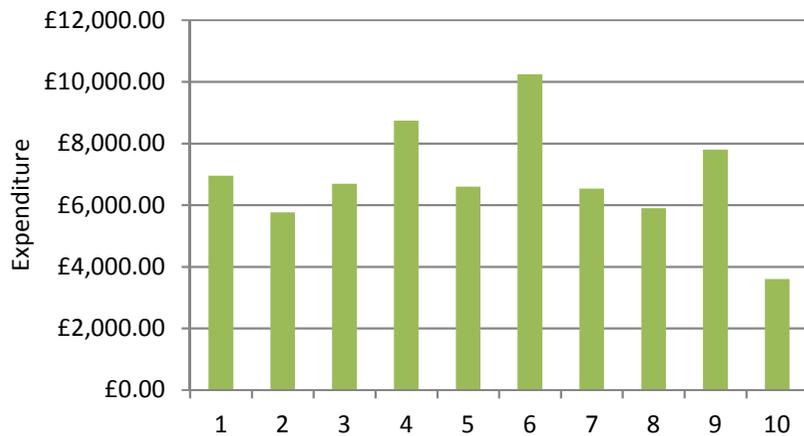
Block A



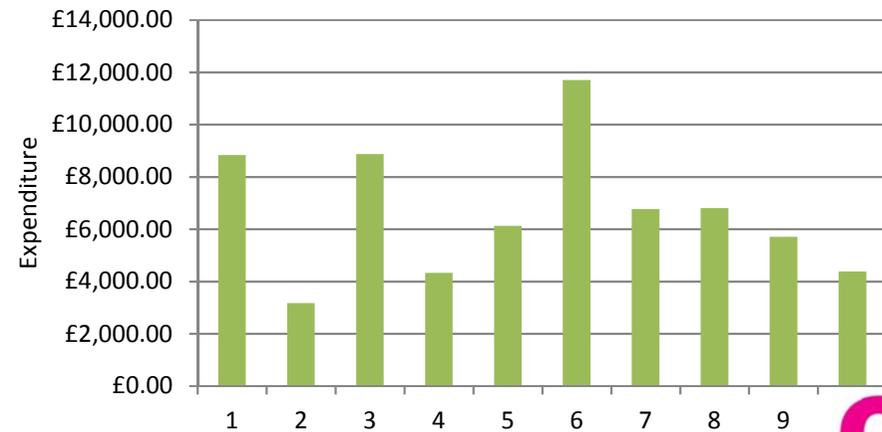
Block B



Block C - School Hall

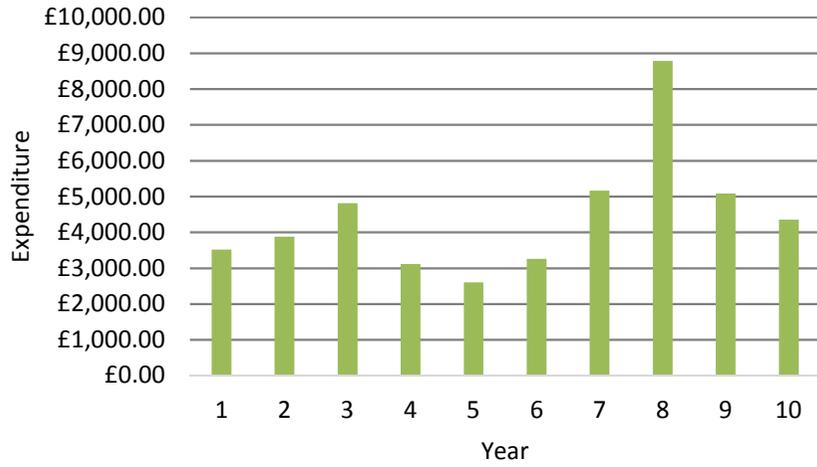


Block C - Swimming Pool



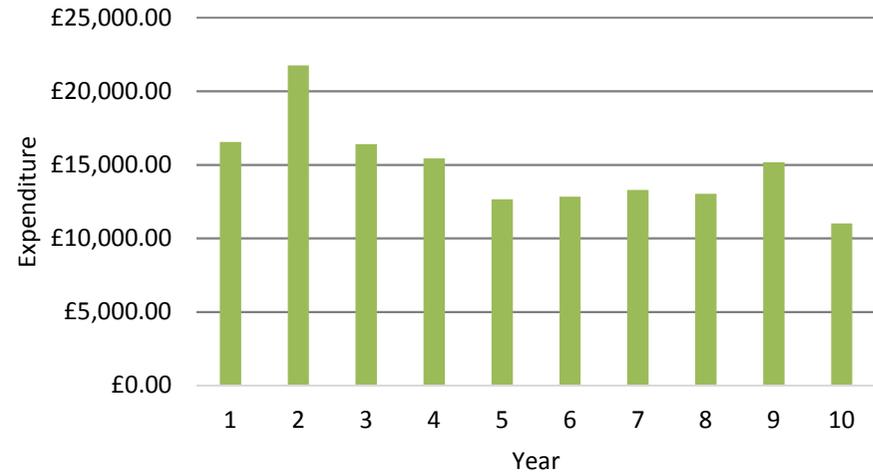
Year

PCC

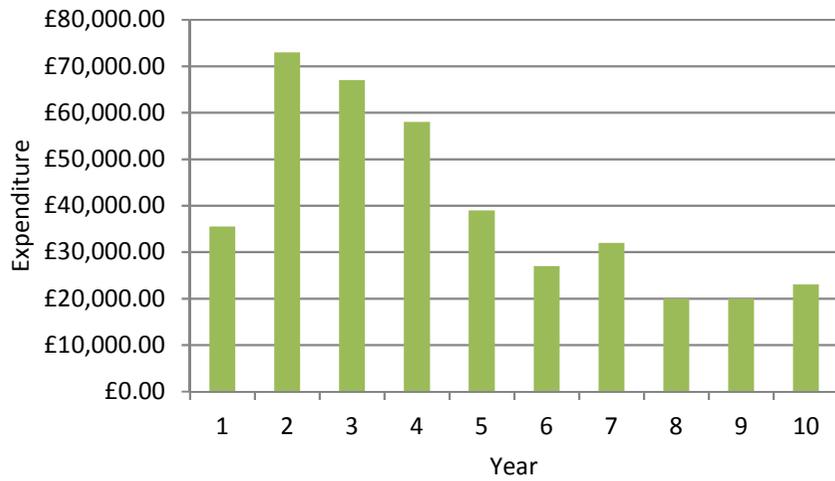


Year

External Areas



M&E

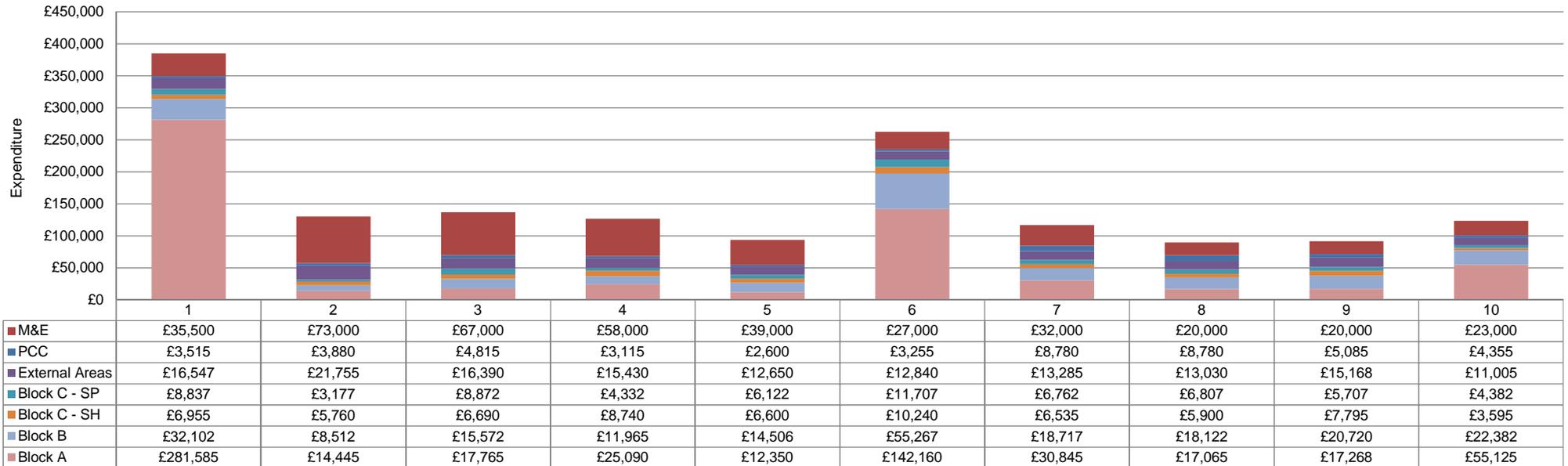


CLAREMONT SPECIAL SCHOOL PLANNED PREVENTATIVE MAINTENANCE

ANNUAL EXPENDITURE SUMMARY

Job No.	3051095	Year										
Ref.	Location	1	2	3	4	5	6	7	8	9	10	TOTAL
1	Block A	£281,585	£14,445	£17,765	£25,090	£12,350	£142,160	£30,845	£17,065	£17,268	£55,125	£613,698
2	Block B	£32,102	£8,512	£15,572	£11,965	£14,506	£55,267	£18,717	£18,122	£20,720	£22,382	£217,865
3	Block C - School Hall	£6,955	£5,760	£6,690	£8,740	£6,600	£10,240	£6,535	£5,900	£7,795	£3,595	£68,810
4	Block C - Swimming Pool	£8,837	£3,177	£8,872	£4,332	£6,122	£11,707	£6,762	£6,807	£5,707	£4,382	£66,705
5	External Areas	£16,547	£21,755	£16,390	£15,430	£12,650	£12,840	£13,285	£13,030	£15,168	£11,005	£148,100
6	PCC	£3,515	£3,880	£4,815	£3,115	£2,600	£3,255	£8,780	£8,780	£5,085	£4,355	£48,180
7	M&E	£35,500	£73,000	£67,000	£58,000	£39,000	£27,000	£32,000	£20,000	£20,000	£23,000	£394,500
TOTALS		£385,041	£130,529	£137,104	£126,672	£93,828	£262,469	£116,924	£89,704	£91,743	£123,844	£1,557,858

ANNUAL EXPENDITURE SUMMARY: GRAPH



Bristol City Council

Planned Preventative Maintenance Report



**ELMFIELD SCHOOL, GREYSTOKE AVENUE,
BRISTOL, BS10 6AY**

Prepared by: Ben Hick (BSc (Hons))
Checked by: Richard Turton BSc (Hons) MRICS
Date: 30th April 2019
Our reference: 3051556/BJH
Revision:

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- 1.0 Introduction
- 2.0 Limitations
- 3.0 PPM Schedules and Summary Pages
- 4.0 Expenditure Summaries
- 5.0 Room Reference Plan

1.0 Introduction

1.1 This report has been prepared following the receipt of instructions from Stephen Ashman of Bristol City Council.

1.2 This report is a Planned Preventative Maintenance Schedule designed to assist the school's asset management strategy. The purpose of this report is to provide a reasonable prediction of expenditure required over the next 10 years to put into repair and maintain the internal and external parts of the buildings within the school site. Works have been identified as required to ensure buildings and their components function adequately, preserve the value of the building and satisfy legal obligations.

1.3 In preparing this report we have reviewed the available information submitted to us, and carried out inspections of the building fabric and mechanical and electrical services during our visits to site.

1.4 It is intended that this schedule will be a live document, referred to, referenced, revised and updated. Therefore, it will prove a useful tool, providing accurate, up-to-date information, tuned by the knowledge and experience of the site staff using it.

1.5 The schedule should be reviewed annually in order to make an assessment whether all the planned maintenance issues need to be addressed as currently proposed. A review of current condition may identify certain items as now defunct, or assess current condition as requiring certain maintenance issues to be either moved forward or allowing other issues to be pushed back into later years. We can provide an electronic copy of the schedule upon request.

1.6 The findings of this report have been summarised on a building by building basis within the following pages. Each sheet sets out the principle maintenance issues and prioritises these using a 'traffic light' system

Red: Urgent issues requiring immediate attention to avoid further significant deterioration or health and safety concerns.

Amber: Issues of significance either in terms of their potential consequences if left unaddressed or the scale and scope of the works.

Green: Maintenance issues with limited risk for significant deterioration if performed diligently and regularly.

1.7 The overall projected expenditure for the site has also been presented within this summary. This is in the form of a bar graph showing the anticipated expenditure each year and how this is broken down between the different buildings.

1.8 Reporting years are assumed to correspond to calendar years with year 1 (one) commencing May 2019.

2.0 Limitations

- 2.1 In preparing this report we have considered planned preventative maintenance items and not reactive maintenance (except for those remedial items required in year 1 to put into repair). We therefore recommend that separate sinking funds are considered for this work, which may be based on historic expenditure.
- 2.2 All costs within this report are based upon today's cost, and there is no allowance for inflation. The costs also exclude professional and statutory fees, and VAT. All costs are budget estimates only and have been prepared using a mix of published data, experience, assessments of likely time taken to undertake works and associated typical daily rates. The PPM schedule should be updated annually using actual costs to update accordingly, i.e. for routine or cyclical items.
- 2.3 Please note that an allowance for safe access has been included in respect for the recommendations for working at height.
- 2.4 The schedules include summary requirements for cyclical maintenance based on manufacturer's recommendations and good practice. However, this report should not be viewed as an alternative to thorough examination of the relevant Health and Safety files.
- 2.5 Note that we have not allowed for routine landscaping maintenance as we assume this falls under a fixed term maintenance contract.

3.0 PPM Schedules and Summary Pages

Summary: Elmfield School, Greystoke Avenue, Bristol, BS10 6AY



Property Description
 Property is a single storey structure with mineral felt flat roof and numerous Georgian wire roof lights. External walls are fair faced brickwork and powder coated aluminium double-glazed sash windows. Internal finishes to the majority comprise of a combination of vinyl and carpet floor coverings decorative finishes to walls and suspended ceilings.

Condition: Fair

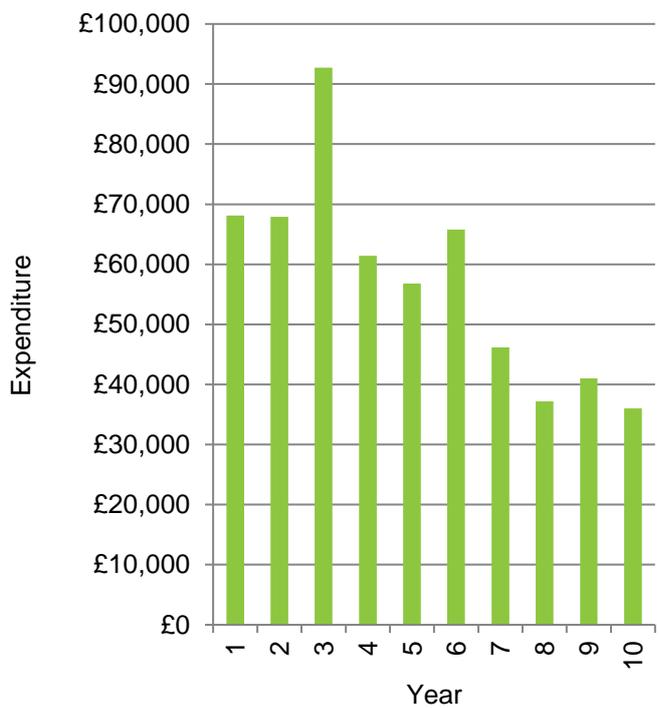
Key Maintenance Issues
 (Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

- Breach in fire compartmentation to the cookery teaching classroom
- Repairs to the flat roof covering and Georgian wire roof lights

- Allowance for roof light replacement

- Cleaning to windows and replacement and drainage outlets
- Internal redecorations
- Phased floor covering replacement

Annual Expenditure Profile



Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
External														
Safe Access	Scaffolding		Provide safe high level access for all of the following works.		£2,000.00	£3,000.00		£3,000.00		£3,000.00		£2,000.00		£2,000.00
Roof - Block C, Sports Hall														
	Mineral felt flat roof covering	Moss & vegetation growth and debris across the roof.	Thoroughly clean roof covering removing moss and debris.			£100.00		£100.00		£100.00		£100.00		£100.00
		Minor splits and blistering to the felt covering	Patch repair Mineral felt roof					£500.00						
		Mineral felt is heavily deteriorated, weathered and beyond economic repair.	Overlay the felt roof covering with new membrane.							£10,000.00				
	White uPVC hopper heads and downpipes	Element is blocked and soiled.	Thoroughly clean the hopper heads and rod through down pipes.			£100.00		£100.00		£100.00		£100.00		£100.00
		Downpipe fixings are loose split or missing.	Replace uPVC down pipe fixings with new to match existing.			£150.00				£150.00				£150.00
	Cementous fascia boards	Fascias are heavily deteriorated, weathered and beyond economic repair.	Replace the fascia boards with new uPVC fascia boards which match the existing.			£2,500.00								
	Double glazed aluminium windows	Window frames and glazing is heavily soiled	Thoroughly clean the windows.		£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
		The seals have blown to the double glazed window.	Replace blown glazing unit with new to match existing			£750.00			£750.00			£1,500.00		£1,500.00
Roof - Block C, Remainder														
	Mineral felt flat roof covering	Moss & vegetation growth and debris across the roof.	Thoroughly clean roof covering removing moss and debris.			£200.00		£200.00		£200.00		£200.00		£200.00
		Minor splits and blistering to the felt covering	Patch repair Mineral felt roof		£1,100.00			£1,100.00						
		Mineral felt is heavily deteriorated, weathered and beyond economic repair.	Overlay the felt roof covering with new membrane.			£25,000.00		£25,000.00		£12,500.00				
	White uPVC hopper heads and downpipes	Element is blocked and soiled.	Thoroughly clean the hopper heads and rod through down pipes.			£200.00				£200.00				£200.00

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
		Downpipe fixings are loose split or missing.	Replace uPVC down pipe fixings with new to match existing.			£300.00				£300.00				£300.00
	Balloon guards to the internal down pipes	The balloon guards are split or missing.	Replace the balloon guards with new to match existing.			£150.00								£150.00
	Flat Georgian wire roof light	The Georgian wire roof lights are soiled and suffering from minor roof leaks.	Replace the seals around the glass and thoroughly clean the glazing.			£4,200.00				£380.00				£380.00
		Severe leaks to under side of Georgian wire roof lights.	Replace the roof lights with new domed PVC-u roof lights.		£5,000.00			£3,500.00		£3,500.00		£3,500.00		£3,500.00
Roof - Block D														
	Interlocking concrete ridge and pitch tiles	Tiles are soiled and covered with moss and lichen growth	Thoroughly clean roof coverings			£100.00		£100.00		£100.00		£100.00		£100.00
		Concrete tiles have slipped fractured or missing.	Refix slipped tiles and replace fractured or missing tiles.					£500.00		£750.00		£1,000.00		£1,250.00
	uPVC soffits, fascias gutters and downpipes	Soffits, fascias, gutters and downpipes are soiled.	Thoroughly clean all surfaces and rod through down pipes.			£150.00		£150.00		£150.00		£150.00		£150.00
External Elevations														
South Elevation														
	Fair faced masonry wall.	The cement pointing is spalling and or fractured.	Repoint masonry wall with cement mortar as required.					£350.00				£500.00		
		Fair faced bricks are spalling and/or fractured.	Cut out defective brickwork and replace with new to match existing.					£350.00				£350.00		
	Double glazed aluminium windows	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new						£1,125.00					
		Double glazing unit has blown.	Replace double glazing unit.					£750.00				£750.00		£1,250.00
	Precast concrete sills	Sills are fractured and spalling.	Replace pre cast concrete sills with new to match existing.					£700.00				£700.00		£700.00
	Aluminium entrance door	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new					£300.00						

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
		Double glazing unit has blown.	Replace double glazing unit.						£500.00					
	Timber canopy	Timber supports have not been treated	Undertake timber treatment.				£300.00			£300.00			£300.00	
		Polycarbonate roof sheets are soiled.	Thoroughly clean as required.		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00
		White uPVC guttering and downpipes are blocked and soiled.	Thoroughly clean the hopper heads and rod through down pipes.		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00
	Vegetation growth	Vegetation growth to fair faced masonry.	Cut back and remove vegetation and allow for repairs where necessary.		£500.00						£500.00			
East Elevation (Front)														
	Fair faced masonry wall	The cement pointing is spalling and or fractured.	Repoint masonry wall with cement mortar as required.				£350.00				£500.00			
		Fair faced bricks are spalling and/or fractured.	Cut out defective brickwork and replace with new to match existing.				£350.00				£350.00			
	Double glazed aluminium windows	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new						£1,125.00					
		Double glazing unit has blown	Replace double glazing unit					£750.00			£750.00			£1,250.00
	Precast concrete sills	Sills are fractured and spalling.	Replace pre cast concrete sills with new to match existing.				£700.00			£700.00			£700.00	
	Aluminium entrance door	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new					£150.00						
		Double glazing unit has blown	Replace double glazing unit						£500.00					
	Shiplap timber soffit to fire escape walkway	Decorative finish is worn and weathered.	Prepare and revarnish timber soffit.			£120.00			£120.00			£120.00		
	Ceramic entrance tiles	Ceramic tiles are soiled, fractured and/or split.	Thoroughly clean and replace fractured or split tiles as required.		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
North Elevation														
	Fair faced masonry wall.	The cement pointing is spalling and or fractured.	Repoint masonry wall with cement mortar as required.				£350.00				£500.00			
		Fair faced bricks are spalling and/or fractured.	Cut out defective brickwork and replace with new to match existing.				£350.00				£350.00			
	Double glazed aluminium windows	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new						£1,125.00					
		Double glazing unit has blown.	Replace double glazing unit.					£750.00			£750.00			£1,250.00
	Precast concrete sills	Sills are fractured and spalling.	Replace pre cast concrete sills with new to match existing.				£700.00			£700.00			£700.00	
	Aluminium entrance door	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new					£300.00						
		Double glazing unit has blown.	Replace double glazing unit.						£500.00					
West Elevation (Rear)														
	Fair faced masonry wall	The cement pointing is spalling and or fractured.	Repoint masonry wall with cement mortar as required.				£350.00				£500.00			
		Fair faced bricks are spalling and/or fractured.	Cut out defective brickwork and replace with new to match existing.				£350.00				£350.00			
	Double glazed aluminium windows	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new						£1,125.00					
		Double glazing unit has blown	Replace double glazing unit					£750.00			£750.00			£1,250.00
	Precast concrete sills	Sills are fractured and spalling.	Replace pre cast concrete sills with new to match existing.				£700.00			£700.00			£700.00	
	Aluminium entrance door	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new					£150.00						
		Double glazing unit has blown	Replace double glazing unit						£250.00					

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Louvered powder coated aluminium entrance door to boiler room.	Missing louvers to the entrance door.	Replace missing louvered sections with new to match existing.				£150.00						£150.00	
Elevations to the Central Courtyard														
	Fair faced masonry wall	The cement pointing is spalling and or fractured.	Repoint masonry wall with cement mortar as required.				£350.00				£500.00			
		Fair faced bricks are spalling and/or fractured.	Cut out defective brickwork and replace with new to match existing.				£350.00				£350.00			
		Painted finish is worn.	Redecorate the masonry walls.				£350.00			£350.00			£350.00	
	Double glazed aluminium windows	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new						£1,125.00					
		Double glazing unit has blown	Replace double glazing unit					£750.00			£750.00			£1,250.00
	Precast concrete sills	Sills are fractured and spalling.	Replace pre cast concrete sills with new to match existing.				£700.00			£700.00			£700.00	
	Aluminium entrance door	The glazing and frame is heavily soiled	Thoroughly clean the aluminium window		£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00	£50.00
		Window sealant is split and lifting.	Cut out failed sealant and replace with new					£300.00						
		Double glazing unit has blown.	Replace double glazing unit.						£500.00					
External Areas														
South External Area														
	Timber fence.	Timber rails and posts have decayed.	Allowance for timber repairs and periodic deocration where previously decorated.			£600.00		£500.00	£100.00	£500.00		£600.00		£500.00
	Timber storage shed.	Timber storage sheds are weathered and worn.	Undertake timber repairs as necessary and redecorate.			£350.00			£350.00			£350.00		
	Timber seated enclosure.	Timber seated enclosure weathered and worn.	Undertake periodic redecoration.			£250.00			£250.00			£250.00		
	Compost enclosure	Sections of masonry damaged and missing.	Undertake masonry repairs to compost enclosure and periodic redecoration.		£350.00			£100.00			£100.00			£100.00
	Concrete paving slabs.	Pavings are soiled and suffer from weed growth.	Thoroughly clean, weed and treat surfaces as required.				£225.00							£225.00

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
		Anticipated wear and tear to pavings.	Replace concrete pavings as required							£3,100.00				
	Bitumen Macadam.	Macadam is soiled and suffers from weed growth and fractures.	Thoroughly clean, weed, treat repair surface as required.				£17,900.00							
	Decorated steel handrails	Anticipated wear to decorated steel handrails.	Undertake routine maintenance and decoration of handrails as				£200.00			£200.00			£200.00	
West External Area														
	Decorated steel handrails.	Anticipated wear to decorated steel handrails.	Undertake routine maintenance and decoration of handrails as				£200.00			£200.00			£200.00	
	Thermoplastic line markings.	Line markings to tarmac playground area are heavily worn.	Replace thermoplastic line markings.				£265.00						£265.00	
	Bitumen Macadam.	Macadam is soiled and suffers from weed growth and fractures.	Thoroughly clean, weed, treat repair surface as required.				£20,750.00							
	Playground area.	Timber playground structure has not been treated.	Allowance for timber repairs and treatment.					£600.00				£600.00		
		Weed growth and softwood chippings are compacting.	Remove weed growth and replenish soft wood chippings.		£50.00	£50.00	£50.00	£250.00	£50.00	£50.00	£50.00	£250.00	£50.00	£50.00
		Timber panel edges are damaged and decayed.	Allowance to undertake repairs to timber panels.			£200.00			£200.00			£200.00		
	Masonry wall.	Sections of masonry wall damaged and missing.	Undertake masonry repairs.		£100.00									
	Timber fence.	Timber rails and posts have decayed.	Allowance for timber repairs.				£200.00			£200.00			£200.00	
East External Area														
	Decorated steel handrails	Anticipated wear to decorated steel handrails.	Undertake routine maintenance and decoration of handrails as				£200.00			£200.00			£200.00	
	Thermoplastic line markings	Thermoplastic line markings to carparking area are worn.	Replace thermoplastic line markings.		£1,500.00								£1,500.00	
	Bitumen Macadam.	Macadam is soiled and suffers from weed growth and fractures.	Thoroughly clean, weed, treat repair surface as required.		£35,500.00									
	Concrete hardstandings	Areas of concrete hardstandings have fractured and are damaged.	Cut out and re-cast new concrete section.					£5,800.00						

Planned Preventative Maintenance Report



Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Concrete kerbs	Concrete kerbs are chipped and fractured.	Undertake routine repairs and replacements where applicable.							£2,300.00				
North External Area														
	Decorated steel handrails	Anticipated wear to decorated steel handrails.	Undertake routine maintenance and decoration of handrails as				£200.00			£200.00			£200.00	
	Bitumen Macadam.	Macadam is soiled and suffers from weed growth and fractures.	Thoroughly clean, weed, treat repair surface as required.			£8,850.00								

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
INTERNALS														
Classrooms: Rooms: 1, 2, 3.														
	Ceilings.	The ceiling and associated fittings are soiled.	Thoroughly clean as required.			£135.00			£135.00			£135.00		
	Doors.	General adjustment anticipated to internal	Ease and adjust as required.				£65.00					£65.00		
	Floors.	Soiling and wear anticipated to carpeted floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.			£180.00			£1,300.00			£180.00		
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£2,650.00				£2,650.00			£2,650.00
	Windows	General adjustment anticipated to windows.	Ease and adjust windows and security shutters where applicable.			£125.00							£125.00	
	Rooflights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00
Classrooms: Rooms: 32, 35, 37, 38, 39, 46, 47, 48, 49, 52														
	Ceilings.	The ceiling and associated fittings are soiled.	Thoroughly clean as required.			£2,500.00						£2,500.00		
	Doors.	General adjustment anticipated to internal	Ease and adjust as required.			£300.00						£300.00		
	Floors.	Soiling and wear anticipated to carpeted floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£670.00			£670.00			£4,700.00			£670.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£7,000.00			£7,000.00			£7,000.00	
	Windows	General adjustment anticipated to windows.	Ease and adjust windows and security shutters where applicable.				£150.00					£150.00		
	Rooflights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00
Rooms: 40, 57, 58, 60.														
	Ceilings.	The ceiling and associated fittings are soiled.	Thoroughly clean as required.						£230.00					
	Doors.	General adjustment anticipated to internal	Ease and adjust as required.		£60.00						£60.00			

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Floors.	Soiling and wear anticipated to tiled floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.					£120.00						£950.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.							£1,650.00				
	Rooflights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00
Room 51 - Accessible WC	Ceilings.	The ceiling and associated fittings are soiled.	Thoroughly clean as required.			£85.00			£85.00					£85.00
	Doors.	General adjustment anticipated to internal	Ease and adjust as required.		£20.00							£20.00		
	Floors.	Soiling and wear anticipated to vinyl floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£50.00			£350.00			£50.00			£50.00
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.			£375.00			£375.00			£375.00		
	Sanitaryware	General adjustment anticipated to sanitaryware.	Undertake periodic maintenance throughout.		£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£600.00	£15.00	£15.00
Meeting Room: Room: 54	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£350.00			£350.00			£350.00		
	Doors.	General adjustment anticipated to internal	Ease and adjust as required.				£20.00				£20.00			
	Floors.	Soiling and wear anticipated to carpeted floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.			£90.00				£630.00				
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£800.00			£800.00			£800.00			£800.00
	Windows	General adjustment anticipated to windows.	Ease and adjust windows and security shutters where applicable.			£50.00				£50.00				£50.00
	Rooflights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00	£60.00

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Kitchen and Store; Room: 41	Ceilings.	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£395.00			£395.00				£395.00	
	Doors.	General adjustment anticipated to internal	Ease and adjust as required.											
	Floors.	Soiling and wear anticipated to vinyl floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.			£120.00		£1,850.00				£120.00		
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.					£1,500.00						£1,500.00
	Windows.	General adjustment anticipated to windows.	Ease and adjust windows and security shutters where applicable.		£50.00				£50.00					£50.00
	Fixtures.	General wear anticipated to sink & tea point	Replace sink as required & tea point			£350.00						£2,800.00		
	Fire compartmentation	Fire compartmentation is compromised due to the rooflight location.	Provide suitable fire compartmentisation as required.		£500.00									
	Rooflights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00
Room 41A	Ceilings.	The ceiling and associated fittings are soiled.	Thoroughly clean as required.			£140.00			£140.00			£140.00		
	Doors.	General adjustment anticipated to internal	Ease and adjust as required.		£20.00					£20.00				
	Floors.	Soiling and wear anticipated to vinyl floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.						£460.00					
	Decoration.	Wear and tear anticipated to decorated surfaces including walls, ceilings, exposed steelwork, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.			£545.00			£545.00			£545.00		
	Rooflights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00
	Fire compartmentation	Fire compartmentation is compromised due to the rooflight location.	Provide suitable fire compartmentisation as required.		£500.00									

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10	
Rooms 4, 15, 17 & 18	Ceilings	The ceiling and associated fittings are soiled.	Thoroughly clean as required.			£495.00		£495.00		£495.00		£495.00		£495.00	
	Doors	General adjustment anticipated to internal doorsets.	Ease and adjust as required.				£480.00						£480.00		
	Floors	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£110.00	£110.00	£1,405.00	£110.00	£110.00	£110.00	£110.00	£110.00	£110.00	£110.00	£110.00
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£1,740.00				£1,740.00			£1,740.00	
	Roof lights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00
	Fixtures	General wear anticipated to sink & tea point.	Replace sink as required & tea point.							£1,500.00					
	Rooms 5, 6, 7, 8, 13 & 16	Ceilings	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£1,325.00		£1,325.00		£1,325.00		£1,325.00		£1,325.00	
Doors		General adjustment anticipated to internal doorsets.	Ease and adjust as required.					£305.00						£305.00	
Floors		Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£330.00	£330.00	£2,300.00	£330.00	£330.00	£330.00	£330.00	£330.00	£330.00	£330.00	£330.00
Decoration		Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.			£3,821.00			£3,821.00			£3,821.00			
Roof lights		General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00	£180.00
Fixtures		General wear anticipated to sink & tea point.	Replace sink as required & tea point.							£1,500.00					

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
Toilets, Rooms 14, 20 & 43	Ceilings	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£370.00		£370.00		£370.00		£370.00		£370.00
	Doors	General soiling and adjustment anticipated to internal doorsets.	Ease and adjust as required.						£547.00					£547.00
	Floors	Soiling and wear anticipated to the vinyl floor coverings.	Thoroughly clean or replace floor coverings as required.		£80.00	£80.00	£80.00	£80.00	£1,100.00	£80.00	£80.00	£80.00	£80.00	£80.00
	Sanitary ware	Soiling and staining anticipated.	Thoroughly clean as required.		£300.00	£300.00	£300.00	£300.00	£300.00	£300.00	£300.00	£300.00	£300.00	£300.00
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£1,830.00				£1,830.00			£1,830.00
Hallway 2, 10, 19, 21, 75 & 84	Ceilings	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.			£860.00		£860.00		£860.00		£860.00		£860.00
	Doors	General adjustment anticipated to internal doorsets.	Ease and adjust as required.						£305.00					£305.00
	Floors	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£200.00	£200.00	£200.00	£200.00	£1,300.00	£200.00	£200.00	£200.00	£200.00	£200.00
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£3,440.00				£3,440.00			£3,440.00
	Roof lights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00
Rooms 71, 72, 73, 61 & 62	Ceilings	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£1,715.00		£1,715.00		£1,715.00		£1,715.00		£1,715.00	
	Doors	General adjustment anticipated to internal doorsets.	Ease and adjust as required.						£610.00					£610.00
	Floors	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£500.00	£500.00	£500.00	£500.00	£6,700.00	£500.00	£500.00	£500.00	£500.00	£500.00

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.			£4,115.00			£4,115.00			£4,115.00		
	Roof lights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00	£150.00
Rooms 64, 67, 69 & 68	Ceilings	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£540.00		£540.00		£540.00		£540.00		£540.00	
	Doors	General adjustment anticipated to internal doorsets.	Ease and adjust as required.						£365.00					£365.00
	Floors	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£1,800.00	£120.00	£120.00	£120.00
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£1,860.00			£1,860.00			£1,860.00			£1,860.00
	Roof lights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00
Rooms 66 & 65	Doors	General adjustment anticipated to internal doorsets.	Ease and adjust as required.				£122.00				£122.00			
	Floors	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£15.00	£15.00	£15.00	£15.00	£15.00	£15.00	£200.00	£15.00	£15.00	£15.00
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£600.00			£600.00			£600.00			£600.00
Rooms 22, 24, 28, 23, 30, 44, 70 & 85	Ceilings	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.		£1,100.00		£1,100.00		£1,100.00		£1,100.00		£1,100.00	
	Doors	General adjustment anticipated to internal doorsets.	Ease and adjust as required.								£1,150.00			
	Floors	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£250.00	£250.00	£250.00	£250.00	£250.00	£250.00	£3,600.00	£250.00	£250.00	£250.00

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Cost	1	2	3	4	5	6	7	8	9	10
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£4,300.00		£4,300.00		£4,300.00		£4,300.00		£4,300.00	
	Roof lights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£240.00	£240.00	£240.00	£240.00	£240.00	£240.00	£240.00	£240.00	£240.00	£240.00
Rooms 26, 27, 29 & 31	Ceilings	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.				£910.00		£910.00		£910.00		£910.00	
	Doors	General adjustment anticipated to internal doorsets.	Ease and adjust as required.				£490.00							£490.00
	Floors	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£230.00	£230.00	£230.00	£230.00	£230.00	£230.00	£1,630.00	£230.00	£230.00	£230.00
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.		£2,750.00		£2,750.00		£2,750.00		£2,750.00		£2,750.00	
	Roof lights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00
Hallway 45, 55, 59 & 83	Ceilings	The Ceiling and associated fittings are soiled.	Thoroughly clean as required.				£1,085.00		£1,085.00		£1,085.00		£1,085.00	
	Floors	Soiling and wear anticipated to floor coverings and associated trim.	Thoroughly clean or replace floor coverings as required.		£250.00	£250.00	£1,800.00	£250.00	£250.00	£250.00	£250.00	£250.00	£250.00	£250.00
	Decoration	Wear and tear anticipated to decorated surfaces including walls, ceilings, radiators, joinery, pipework etc.	Undertake periodic redecoration maintenance throughout.				£3,050.00		£3,050.00			£3,050.00		
	Roof lights	General soiling anticipated to roof light.	Thoroughly clean glazing and frames.		£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00	£120.00
Totals					£68,130.00	£67,891.00	£92,737.00	£61,400.00	£56,788.00	£65,785.00	£46,172.00	£37,166.00	£41,020.00	£35,987.00

Summary: Elmfield School, Greystoke Avenue, Bristol, BS10 6AY



Property Description
 Property is a single storey structure with mineral felt flat roof and numerous Georgian wire roof lights. External walls are fair faced brickwork and powder coated aluminium double-glazed sash windows. Internal finishes to the majority comprise of a combination of vinyl and carpet floor coverings decorative finishes to walls and suspended ceilings.

Condition: Needs replacement

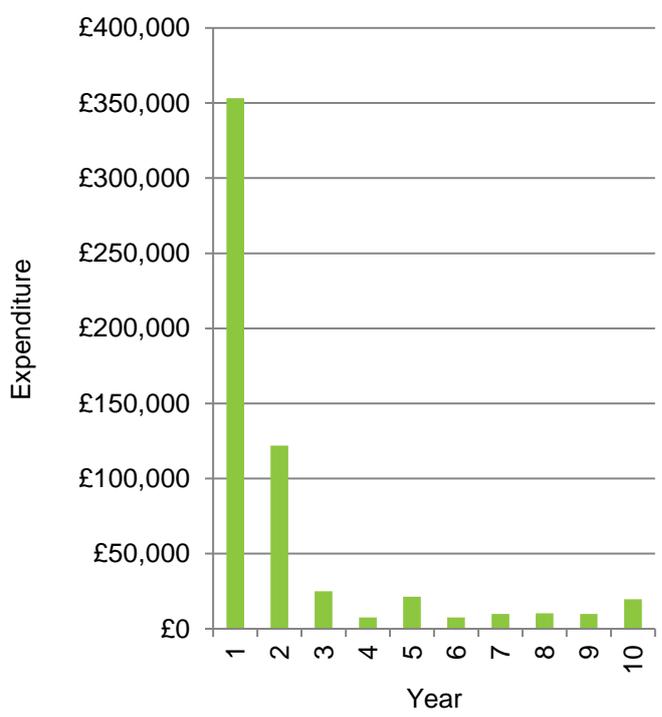
Key Maintenance Issues
 (Red = Urgent, Amber = Significant Issues, Green = Limited Risk)

Annual Expenditure Profile

- Current Gas Leaks
- Most M & E Systems Beyond Serviceable Life Expectancy.
- Occurring faults may not be repairable.

- Electrical Safety & Compliance
- Incomplete Emergency Lighting
- Unattended water Leaks damaging HWS Plant.
- Legionella Risks amplified by missing insulation.

- Ventilation inadequate.
- Missing As Installed Information.
- HSE L8 Audit required.



Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Priority	1	2	3	4	5	6	7	8	9	10
Whole building	Incoming LV service	Main service head appears in fair condition. Main earth conductor termination and earthing arrangement is poor	Provide new main earth connection and earth bar	1	£1,000.00									
Whole building	Incoming LV service	Consumer tails not adequately fixed	Tidy installation and install cable supports. Complete suitable testing	1	£250.00									
Whole building	Incoming telecom service	DP and associated equipment damaged and held together with tape	Replace and tidy equipment	2	£1,000.00									
Whole building	Main equipotential bonding	Bonding conductors are a mixture of old and new colours. Bonding cables have been poorly installed	Upgrade bonding conductors and provide adequate cable supports	1	£1,500.00									
Original build	Mains distribution equipment	Existing mains distribution equipment is original and circa 44 years old. No 30mA RCD protection is provided. Equipment is obsolete	Replace distribution equipment. Provide 30mA RCD protection in accordance with BS 7671 and good practice	1	£20,000.00									
Extension	Mains distribution equipment	Existing mains distribution equipment appears to be 20 years old. 30mA RCD protection provided to socket circuits but not lighting circuits	Provide 30mA RCD protection to lighting circuits during any improvement works. Test installation	1	£1,500.00				£500.00					£500.00
Whole building	Surge protection devices	None present	Provide surge protection devices in accordance with BS 7671 & BS EN 62305	3	£5,000.00									
Whole building	Lightning Protection System	Building does not have an LPS system	Execute lightning protection risk assessment and undertake works as recommended by the risk assessment	2	£10,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00
Original build	Cable containment system	Cable containment system has exceeded its life expectancy	Replace as part of any rewire	3										
Original build	Small power services	Original accessories employed in most locations. Equipment has exceeded its life expectancy. No high integrity earthing systems employed	Replace accessories	1	£19,000.00									

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Priority	1	2	3	4	5	6	7	8	9	10
Original build	General lighting	Many luminaires have failed, most likely caused by faulty lamps or starters. Many luminaires would not strike and required multiple switching to start the fitting. Many luminaires appear original to building and have exceeded their life expectancy. Light switches appear original and have exceeded their working life	Replace luminaires throughout	1	£31,000.00									
Extension	General lighting	Lighting comprises of linear surface mounted cat 2 fluorescent luminaires. A number of luminaires do not operate	Re-lamp luminaires. Replace luminaires within 5 years	2	£500.00				£3,000.00					
Original build	Emergency lighting	Emergency lighting is very sparse and not compliant with BS 5266-1:2016. No luminaires are present at final exits and most points of emphasis. Existing emergency luminaires appear circa 15 years old	Provide a compliant emergency lighting system. Replace existing luminaires. Execute testing in accordance with BS 5266-8:2004	1	£19,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00
Extension	Emergency lighting	Some emergency lighting is present.	Execute design validation of emergency lighting to BS 5266-1:2016 and complete any improvements required.	1	£1,000.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
Original build	Fire escape signage	Many externally illuminated exit signs are present with incorrect directional arrows. Fire escape signage is not compliant with BS 5499-4:2013. Externally illuminated fire escape signage generally does not receive illumination from an emergency luminaire	Provide internally illuminated exit signs or emergency luminaire adjacent to the exist sign	1	£5,000.00									
Extension	Fire escape signage	Fire escape signage appears complaint	Continue testing & maintenance	3	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00	£100.00
Original build	Fixed wiring	The fixed wiring is original to the building and is expected to be circa 44 years old. The wiring has exceeded with life expectancy	Rewire the building	1	£50,000.00				£4,000.00					£4,000.00

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Priority	1	2	3	4	5	6	7	8	9	10
Extension	Fixed wiring	The fixed wiring is expected to be circa 20 years old and appears in good condition	Continue annual testing and replace later	3	£250.00	£250.00	£250.00	£250.00	£250.00	£250.00	£250.00	£250.00	£250.00	£5,000.00
Whole building	Automatic fire detection system	The fire alarm system appears to be a L5/M system with limited automatic detection in the habitable rooms. Manual call points are generally located at final exists. The fire alarm panel appears to have been replaced in the last 10 years. Detector and sounder circuit wiring and equipment is expected to be original	Replace original equipment and wiring	1	£25,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00
Whole building	Deaf alert system	Control panel appears to be original	Employ specialist contractor to survey equipment and report	2	£750.00	£4,000.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00
Original build	Fire door hold open devices	No local smoke detection adjacent to the fire doors	Install local smoke detection	1	£6,000.00									
Whole building	Intruder alarm system	System appears to have recently had a new control panel	Continue maintenance of system	3	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00
Original build	Access control to front door				£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00
Original build	Front powered opening door				£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00	£500.00
Whole building	Structured cabling system	Structured cabling system appears to have been installed during the construction of the new extension	System appears in fair condition	3										
Original build	Approved document Part M compliance of electrical services		Provide compliant services as works are completed											
Whole building	Fire resistance measures	Fire compartmentation requirements unknown	Complete review of fire stopping and resistance measures and upgrade where necessary. There are know compartment failures in the electrical switch cupboard	1	£5,000.00									
Whole building	Labelling of electrical services	Minimal labelling present	Provide good practice labelling strategy during any improvement works	2										

Planned Preventative Maintenance Report

Location	Element	Defect	Remedy	Priority	1	2	3	4	5	6	7	8	9	10
Original build	Access to equipment	Some distribution equipment is located in locations with poor access due to storage of materials or poorly sited equipment	Removal material obstructions. Re-site distribution equipment during any improvement works	2										
Whole building	Roof mounted services	Telecom and ELV services have been routed across the roof and are not secured	Replace wiring with internal wiring	2	£4,000.00									
External	Drinking fountains	Not insulated. Hygiene concern.	Insulate, check DoE recommendations for water bottles.	1	£3,500.00									
Gas meters cupboard	Incoming natural gas supply	External pipes appear redundant. IMG 9182.	Check if redundant and remove.	2	£500.00									
Gas meters cupboard	U40 kitchen meter	Pipes routed via unvented floor trench. IMG 9185.	Replace to current regulations.	1	£3,500.00									
Gas meters cupboard	U40 boilers meter	Pipes routed via unvented floor trench. IMG 9186.	Replace to current regulations.	1	£2,500.00									
Boiler room	3 no. gas fired cat iron boilers	Manufactured by Hamworthy in 1975, circa 44 years old.	Replace with high efficiency gas boilers circa 120kW with pumps and controls complete	1	£90,000.00									
Boiler room	Pumps and controls	Beyond serviceable life expectancy.	Replace	1	Included									
Gas distribution	Pipework in building	Not accessible. Strong gas smells found in room 58. Gas valve suspect not suitable for gas.	Urgent works to make safe.	<u>Urgent Hazard</u>	N/A									
Boiler room and throughout	Mains water supply to whole building	Fragile pipework, missing insulation, dissimilar metals.	Replace system complete to all outlets, remove redundant pipework and brackets (IMG 9229), complete L8 legionella audits.	2	£20,000.00	£20,000.00								
Boiler room	Gas fired water heater	Long term leak has caused damage to heater base an casing. See IMG 9248 & 9249	Replace.	1	£10,000.00									
Loft space over boiler room	Pressurisation Unit	None		3										£3,000.00
Loft space over boiler room	Redundant water tanks	To be removed		3	£1,000.00									

Planned Preventative Maintenance Report



Location	Element	Defect	Remedy	Priority	1	2	3	4	5	6	7	8	9	10
Kitchen	Ventilation	GRP/aluminium canopy not to current standards (aluminium in food risk). See IMG 9188.	Replace	2			£15,000.00							
Kitchen	Hot and cold water services	Taps failing, no insulation.	Replace	2	Included									
Primary WC's	Ventilation	Girls WC no mechanical extract provision.	Install local ventilation	2	£1,500.00									
Primary WC's	Ventilation	Boys WC fan not working.	Replace	2	£500.00									
Primary WC's	Hot and cold water services	No insulation.	Provide	2	Included									
Primary WC's	Hot and cold water services	TMV3 testing on HWS	Carry out TMV3 testing	1	£1,000.00		£1,000.00		£1,000.00		£1,000.00		£1,000.00	
General	Heating distribution (pipes coils in ceiling void over tiles)	No control in classrooms and corridors (Offices with rads are OK). Generally inadequate in winter and too hot in autumn and spring.	Replace	2		£90,000.00								
General	Above ground waste pipework	Some leaks, e.g. kitchen (IMG 9192) and urinals (IMG 9226)	Repair/Replace	2	£1,500.00				£4,000.00					
General	Firestopping around services	Compromised	Survey and attend	1	CS2 cost									
General	Local ventilation systems	1 no. missing in room 43	Install	2	£800.00							£300.00		
General	Local ventilation systems	5 no. not working rooms 15, 24, 44, 51 & 64	Replace	2	£2,500.00							£2,500.00		
General	Local ventilation systems	4 no. door transfer grilles missing rooms 14, 15, 20 & 25	Install fire rated grilles	2		£1,000.00								
General	Mechanical Maintenance	On going servicing & PPM	PPM	2	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00
Whole Building	Domestic Services	HSE L8 Legionella Audit Required		1	£4,000.00		£1,500.00		£1,500.00		£1,500.00		£1,500.00	
Totals					£353,150.00	£121,950.00	£24,950.00	£7,450.00	£21,450.00	£7,450.00	£9,950.00	£10,250.00	£9,950.00	£19,700.00

4.0 Expenditure Summaries

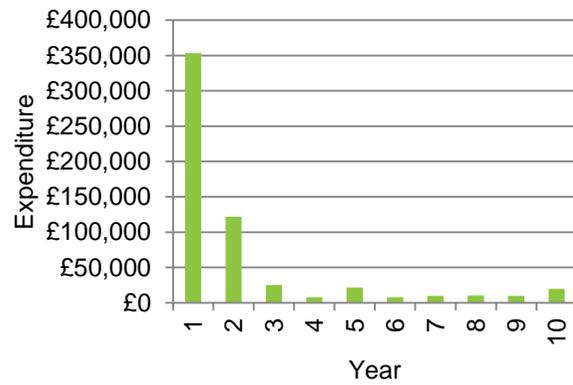
Planned Preventative Maintenance Report

Expenditure Summaries

Building Fabric Schedule



M&E Schedule



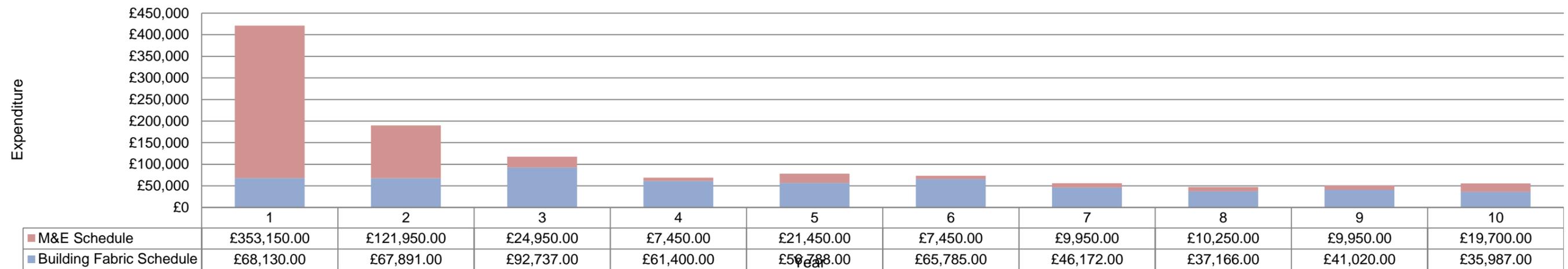
Planned Preventative Maintenance Report



Annual Expenditure Summary

Ref.	Location	Year										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	Building Fabric Schedule	£ 68,130.00	£ 67,891.00	£ 92,737.00	£ 61,400.00	£ 56,788.00	£ 65,785.00	£ 46,172.00	£ 37,166.00	£ 41,020.00	£ 35,987.00	£ 573,076.00
2	M&E Schedule	£ 353,150.00	£ 121,950.00	£ 24,950.00	£ 7,450.00	£ 21,450.00	£ 7,450.00	£ 9,950.00	£ 10,250.00	£ 9,950.00	£ 19,700.00	£ 586,250.00
Totals												

Annual Expenditure Summary: Graph

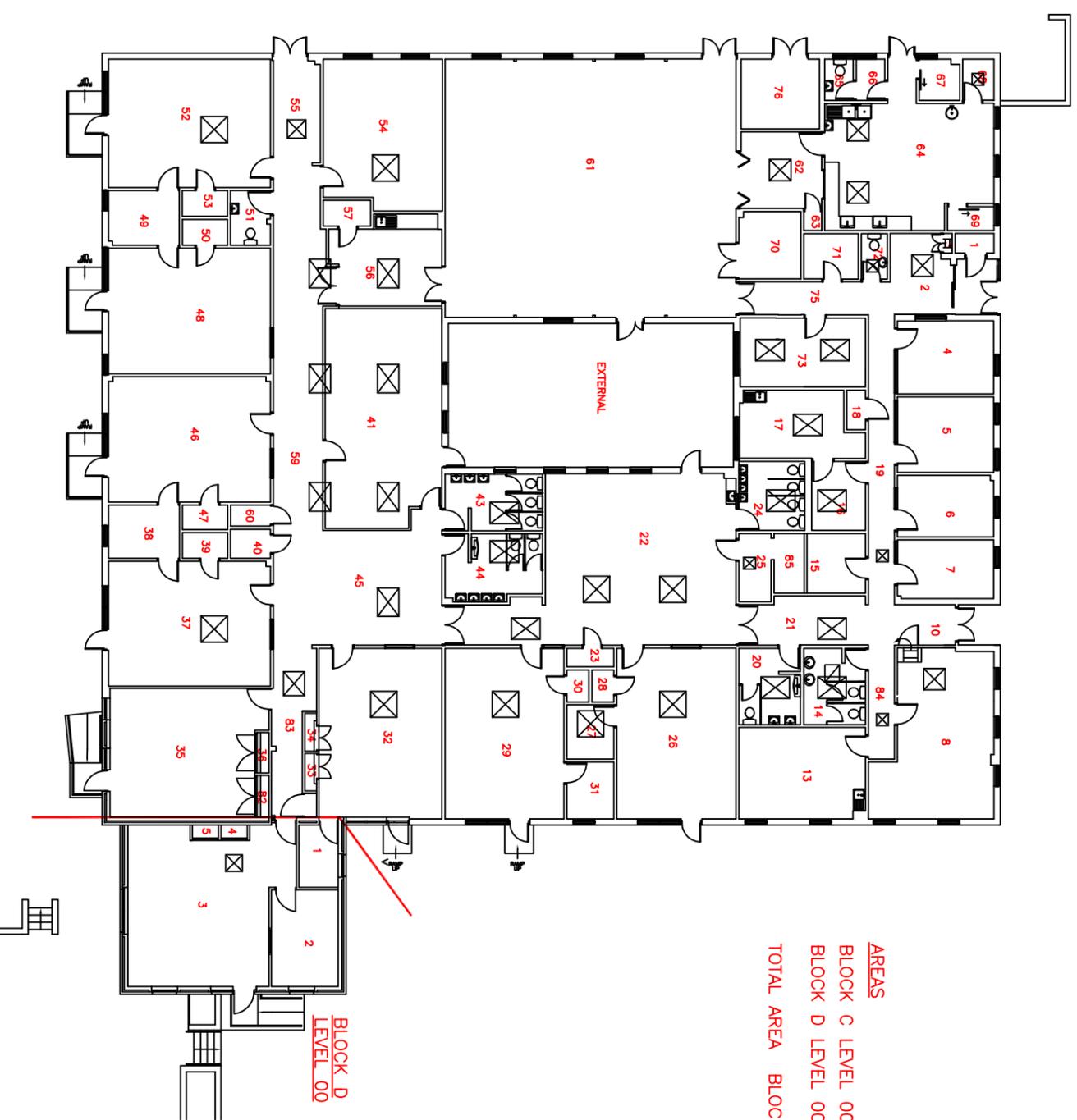


5.0 Room Reference Plan

Do not scale from this drawing. All dimensions to be checked on site. IHS drawing to be read in conjunction with relevant NBS specification. All steelwork to structural engineers details / requirements.

Notes:

BLOCK C
LEVEL_00



AREAS

BLOCK C LEVEL 00 = 1102.7
 BLOCK D LEVEL 00 = 59.5
 TOTAL AREA BLOCKS C, D, = 1162.2 sq.m.

Rev	Date	Note	By
X	*/**/**	X	XX

**CENTRAL SUPPORT SERVICES
PROPERTY & FINANCE**

Floor 6, 8 Bond,
 Smeaton Road,
 Bristol BS1 6EE
 Tel (0117) 903 7620
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 M C Reynell, Director of Central Support Services



Client **DIRECTORATE OF EDUCATION
& LIFE LONG LEARNING**

Project Title or Address
**ELMFIELD SCHOOL FOR THE DEAF SCHOOL
 GREYSTOKE AVENUE
 SOUTHMEAD
 BRISTOL BS10 8AY**

Drawing Title
**FLOOR PLANS
 BLOCKS C, D, E & F**

Drawn By	CADIT	Scale	1:250@A3
Date Drawn	NOV 2010	Issue Date	
Project Number	*****	Revision	X

Drawing Number
156_X_00-P-B

DRAWING_ISSUE

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APPENDIX A4 – Key Projects

Project	Project Description	Value	Budget
Kingsweston: Block C & The Keep	<ul style="list-style-type: none"> • Refurb and extension to existing school to make the KEEP provision permanent. • Without this project the provision can't be maintained and will cease. This will mean all 8 children will be moved to INM out of city. 	£3.82m - Funded	Basic Need Grant Funding
KnowldeDGE Sixth Form	<ul style="list-style-type: none"> • Construction of a new 6th form block adjoining KnowldeDGE. • Allows for decant of 6th form pupils and the creation of 40 SEMH/ASD/ASC places in the main school (see Appendix A2 for cost implications). 	£7.18m - Funded	Basic Need Grant Funding
Claremont & Elmfield – options for managing buildings deteriorating condition.	<ul style="list-style-type: none"> • Proposal to continue feasibility work and develop project proposals. • Take immediate action to ensure ongoing operation of facilities. • £4.5m maintenance regime required to keep buildings operational over next 10 years if no alternative is found (see appendix A3 for survey data and lifecycle costing). • Project required due to risk of losing availability of buildings, no proposal to expand capacity. • Profound & multiple learning difficulties and deafness need types 	<p>Up to £1.4m – (funded) in development costs and enabling works</p> <p>£10-15m (currently unfunded) full project proposal with funding proposal. To be seen by Cabinet in 2020.</p>	<p>Basic Need SEND Grant Funding</p> <p>TBC</p>
Learn@ Soundwell College Site	<ul style="list-style-type: none"> • 80 Place SEMH/ASD/ASC • New build • New School • ESFA delivering 	£0	Free School Programme
Kingfisher Academy –	<ul style="list-style-type: none"> • Creation of additional 	£0	£0

Resource Base	<p>ASC capacity in unused area at Kingfisher Primary Academy</p> <ul style="list-style-type: none"> • Working with Venturers Trust to achieve this. 		
Briarwood Expansion to 242	<ul style="list-style-type: none"> • Refurbishment and extension to existing site. • Additional xx places 	£1.5m (estimate, currently unfunded) Need for places to be reviewed in 2020	TBC
Rainbow Wave 3 - Ashley Down	<ul style="list-style-type: none"> • Post 16 • Semi independence training • Highly successful in Brislington 	TBC - Unfunded	TBC

Bristol Schools Forum
DSG Overview 2019/20 Budget

Date of meeting:	2 nd July 2019
Time of meeting:	6.00 pm
Venue:	Writing Room, City Hall

1 Purpose of report (For information)

- 1.1 This report updates on the overall 2019/20 DSG position as at Period 2 (end of May 2019)

2 Recommendation

2.1 Schools Forum is invited to:

- a) note the latest financial position on the DSG for 2019/20 and beyond.**

3 Background

- 3.1 The Schools Budget for 2019/20 was confirmed at Council in February 2019 at £356.911m. Included within it were commitments beyond the in-year funding to pay for the local Maintained Nursery School factor (£0.517m) and prevailing levels of activity in the High Needs block (2.407m).
- 3.2 In June 2019, Cabinet confirmed that the 2018/19 year-end balances would be attributed to blocks in the way that was agreed with Schools Forum. They also confirmed that the proposed £0.208m increases to SEN funding rates in early years settings would be increased for one year only, with effect from 1st April 2019. Schools Forum had supported this proposed change at its meeting in May 2019, following consultation with early years settings in December 2018.
- 3.3 For the Period 2 position presented here, the Early Years DSG component has been recalculated to take account of the number of Early Years pupils on the January 2019 census. This has increased the amount of DSG expected for the year.
- 3.4 It is early in the financial year, but this report explains the numbers behind these changes and provides a forecast of the expected balances by the end of 2019/20.

4 DSG Monitoring Period 2 2019/20

4.1 **Table 1** takes account of the forecast position for each block, including any funding attributed to that block. For budget setting in 2019/20, some 2020/21 DSG funding was agreed in advance for the High Needs block and some brought forward 2018/19 DSG was applied for Early Years. Table 1 keeps the funding in the year that it comes from to produce a forecast position for March 2019/20.

Table 1: Summary DSG position 2019/20 Period 02 (Block financing position)
(All figures in £'000)

	<i>b/f</i>	<i>DSG Funding 2019/20</i>	<i>Forecast Outturn Period 02 2019/20</i>	<i>In-year variance</i>	<i>Forecast Carry- forward 2019/20</i>
Schools Block		259,445	259,445		
De-delegation	-414				-414
Schools Central Block		2,329	2,329		
Early Years	-1,115	37,052	36,392	-660	-1,775
High Needs Block	-433	55,780	58,217	2,437	2,004
Funding		-354,606	-354,606		
Total	-1,962		1,777	1,777	-185

4.2 **Schools Block (Nil variance).** All of the formula funding for maintained schools and academies has been allocated. The only scope for variation is in the growth fund. Spend on the growth fund will depend on the pupil number information included on the October 2019 pupil census, so it will not be clear much before December 2019 whether any variations will arise on this. The provision is sufficient to cover expected commitments.

4.3 **De-delegation (-£0.414m forecast underspend).** While this is being reported as not moving during 2019/20, there will be some calls on the Schools in Financial Difficulty balance, but none have so far been included in the first forecast.

4.4 **School Central Block (Nil variance).** It is expected that all of the services in this block will spend to budget.

4.5 **Early Years (£1.775m forecast underspend).** The Early Years forecast is based on a similar level of participation to 2018/19. The Early Years DSG income is based on 5/12ths of the January 2019 census and 7/12ths of the January 2020 census. This is £0.619m more than the notified figure from the DSG (which is only based on the January 2019 census).

4.6 As the profile of participation in 2018/19 generated an underspend in excess of £1m, a similar level of participation will generate a similar

underspend, which is why the year-end forecast is approaching £1.8m underspend.

- 4.7 At this stage of the financial year, none of the details of the censuses used to pay early years settings is yet available. It is, therefore, too early to know whether participation levels will be at, below or above those for 2018/19 and the forecast will vary during the year, as this information becomes available.
- 4.8 **High Needs Block (£2.004m forecast overspend).** The High Needs budget is showing only a £30k forecast overspend at this stage of the year. The High Needs budget approvals for 2019/20 include £2.407m more funding from 2020/21 in advance. This means that there still remains a forecast deficit on the High Needs budget by year-end 2019/20.
- 4.9 The underlying position for High Needs is that the difference between the current level of spending and the pure High Needs DSG allocation for 2019/20 is a shortfall of £5m. The plan for addressing this presently is to lobby government for more resources, to pursue the High Needs Transformation Programme to deliver service improvements and to take any opportunities that present themselves to transfer funding from other blocks or elsewhere.
- 4.10 **Funding (Nil variance).** £353.987m is the latest DSG notified by the ESFA and the additional £0.619m is the expected increase to the Early Years DSG for the higher pupil numbers in the January 2019 census.
- 4.11 **Risks – High Needs.** The overall forecast position is still a net deficit by March 2020, with the underlying position for the High Needs budget being a deficit. Without the £2.566m funding transferred from other blocks (at budget setting time) for 2019/20, the underlying, in-year deficit for High Needs would be exposed as £5m (ie £2.407m + £2.566m).
- 4.12 The outcomes of the High Needs Transformation Programme are likely to impact on the arrangements for top-ups and Early Intervention Bases, but until these projects are complete (including public consultation), the precise impacts (up or down) cannot be known.
- 4.13 **Risks & Opportunities – Early Years.** During the last two years, there have been windfall underspends arising from the tendency for the January census funding basis to benefit LAs with particular patterns of participation during the year. This provides some opportunities to consider how this windfall funding could be used. A risk for Early Years, however, is that there may come a time when the reverse situation may occur if participation levels start to change.

- 4.14 **Risks & Opportunities – Schools Block.** A future risk is the way that growth is now funded through the funding formula. Even in circumstances where 1,000 more pupils were counted in October 2018, compared to a year earlier, the growth fund allocation in the DSG was driven by a protected amount, which may not be as high in the future. This matter is being considered at the Sub-Group meeting, later in July 2019.
- 4.15 The risks and opportunities for the 3 main service blocks of the DSG will be explored further in separate reports on Early Years, Schools Block and High Needs as appropriate.

Appendix 1

DSG Monitoring 2019/20 as at Period 02

	Brought forward 1.4.19 £'000	Funding 2019/20 £'000	Forecast Outturn Period 02 2019/20 £'000	In-year movement £'000	Carry forward 31.3.20 £'000
Maintained Schools		80,270	80,270		
Academy Recoupment		176,829	176,829		
Growth Fund		2,346	2,346		
Schools Block		259,445	259,445		
De-delegation Services	-414				-414
Admissions		351	351		
Centrally Retained		1,978	1,978		
Schools Central Services		2,329	2,329		
National Formula		28,768	28,422	-346	
Funding Accrued					
2 Year Old Funding		3,967	3,780	-187	
Pupil Premium (EYPP)		354	293	-61	
Additional Support Services		805	806		
SEN Top up		1,042	1,248	206	
Staffing		2,016	1,757	-259	
Disability Access Fund		100	87	-13	
Early Years Block	-1,115	37,052	36,392	-660	-1,775
Commissioned Services		2,500	2,500		
Core Place Funding		9,797	9,876	79	
Staffing		974	974		
Top Up		26,753	26,723	-30	
Placements		7,437	7,414	-23	
Pupil Support		741	741		
HOPE Virtual School		236	239	3	
Committed reserve					
Funding agreed but not assigned		-2,215		2,215	
Academy Recoupment		9,557	9,750	193	
High Needs Block	-433	55,780	58,217	2,437	2,004
Funding		-354,606	-354,606		
Total	-1,962		1,777	1,777	-185

BRISTOL SCHOOLS FORUM DISCUSSION DOCUMENT - COMPOSITION OF THE FORUM

1. Purpose of document

To seek views on the composition of the Bristol Schools Forum. This is ultimately a matter for the Council, but it would be helpful to know the views of Forum members.

2. Recommendation

That the Forum members comment on:

1. the possibility that the size of the Forum could be reduced; and
2. specific changes that might be made to reduce the size of the Forum.

3. Background

Education authorities are required to establish Schools Forums. Current ESFA advice about the composition of Forums is attached. In summary, the following types of schools are to be represented:

- LA maintained primary/secondary/special/nursery/PRUs
- Academies/special academies/AP academies

16-19 providers and PVI providers must also be represented. Primaries/secondaries/academies should be 'broadly proportionately represented'. School and academy representatives should make up at least two thirds of the Forum, and there must be at least one governor and one headteacher on the Forum.

There are currently 33 places on the Bristol Schools Forum. This is unusually large: other local Forums have about 20 members, including those for larger education authorities such as Somerset and Gloucestershire. Bristol's Forum has the advantage of allowing representation of a wide range of interests, including specialist knowledge of high needs and early years. But it seems to be proving increasingly difficult to recruit to the Forum: 9 of the 33 places are currently vacant. The size of the Forum also has an impact on the way in which business is transacted. A large Forum may militate against engagement by some members, thereby reducing enthusiasm to take up places on the Forum.

It is therefore suggested that the City Council should consider changes to reduce the size of the Forum:

- Bristol's practice has been to have equal numbers of headteacher and governor representatives. This is not mandatory: the ESFA merely requires that there should be both headteacher and governor representation. It would be possible to take a more flexible approach, although this would require some changes to the current electoral approach;
- Bristol's Forum includes both C of E and Roman Catholic diocesan representatives. The ESFA merely requires an authority to 'consider diocesan representation'. It may be that the role of the diocese in the education system has changed so that such representation is no longer necessary;
- Bristol's Forum includes two Trades Union representatives. This seems to be unusual. The Trades Unions could be given observer status, with the right to speak where appropriate.

Such considerations might result in a Forum of around 20, along the following lines (current numbers in brackets):

- 8 (14) primary (LA and academy)
- 5 (8) secondary (of which one would be LA and four academy)

- 2 (2) special (LA and academy)
- 2 (1) AP/PRU (LA and academy)
- 2 (2) nursery schools
- 1 (1) PVI providers
- 1 (1) 16-19 providers.

Carew Reynell, Chair of Bristol Schools Forum