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ISLE OF ANGLESEY
COUNTY COUNCIL



REVIEW OF THE EDUCATION INTEGRATION BUDGET

**DRAFT REPORT
OF THE
EDUCATION AND LEISURE SCRUTINY COMMITTEE**

MARCH 2013

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1. Introduction

1.1 At its meeting of 21st November, 2012 the Education and Leisure Scrutiny Committee considered the financial position of the Education Service as reported at the end of Quarter 2. At the end of Quarter 2, the Education Service budget had overspent by £494k. While some budget headings showed an overspend, and others showed an under spend, three main budget lines identified an overspend:

- Integration (secondary) - £320k
- Integration (primary) - £79k
- Education Welfare Service - £44k (full year).

1.2 Following a request by the Head of Education Service it was agreed that Scrutiny Outcome Panel be established to conduct an in-depth investigation into the Education Integration Budget and provide a robust set of recommendations for the management of the budget in future years.

1.3 The aims of the Panel were:

- To oversee analysis of budgets relating to provision for Special Educational Needs (SEN) – Identify expenditure under various budget headings and consider causes for the level of expenditure;
- To formulate recommendations on how SEN provision can be remodelled in order to reduce projected overspend and improve control measures on future expenditure;
- To consider the impact of any recommendations made on the future services and provision for pupils with SEN

1.4 For 2012-13 the total expenditure on SEN provision in Wales was budgeted to be £347m with average expenditure per pupil budgeted to be £769. The Isle of Anglesey County Council (IACC) is amongst the highest spenders on SEN provision on a per pupil basis in Wales at £939 per pupil; £170 per pupil above the Welsh average. This places Anglesey as the highest spending Local Authority in North Wales on SEN provision per pupil.

Table 1: Expenditure per pupil for all North Wales Local Authorities (2012/13)

Local Authority	Expenditure per pupil (£)	Difference to Welsh avg. (£)
Isle of Anglesey	939	+170
Flintshire	870	+101
Conwy	847	+78
Gwynedd	841	+72
Wrexham	794	+25
Denbighshire	656	-113
Wales average	769	n/a

- 1.7 This year is not an anomaly with IACCs expenditure per pupil having been above the Welsh average for at least the last two years (2010-11 & 2011-12). One positive aspect identified by the annual figures is that the gap has significantly reduced in the past 12 months.

Table 2: LA expenditure per pupil against Welsh Average

	Welsh Average (£)	IACC Expenditure per pupil (£)	Difference to Welsh avg. (£)
2010-11	754	990	+236
2011-12	770	1,024	+254
2012-13	769	939	+170

- 1.8 This review aims to take an in-depth look at an area which has seen a steadily increasing level of expenditure of the years, investigate the reasons behind these increases and consider ways of providing the service that will provide better value for money.

2. Who is entitled to SEN provision and how are they identified

- 2.1 Children who have SEN are legally defined by the Education Act 1996 as children who “*have considerably greater difficulty in learning than others the same age*”. Pupils can have learning difficulties in the following areas:-

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical needs

Additional provision may also be put in place for pupils with Medical conditions, who may not necessarily have learning difficulties.

2.2 The Special Educational Needs Code of Practice for Wales states that: “*Children have special educational needs if they have a learning difficulty which calls for special educational needs provision to be made for them*”.

2.3 Anglesey LEA have strict criteria for providing additional SEN provision to any pupil. These criteria have been subject to a recent review (during the last academic year). Their use is now being piloted by the Authority to test that they are stringent enough and fit for purpose.

3. Primary Sector

3.1 The IoACC has 48 primary schools accommodating 4,922¹ pupils; of these, 5.3% are identified as having SEN at a level which calls for additional resources to be provided. The forecasted expenditure for 2012/13 is **£2,571,819** on a budget of **£2,435,675**; a projected overspend of **£136,144**. This expenditure is reduced to a forecasted **£2,474,903** for 2013/14.

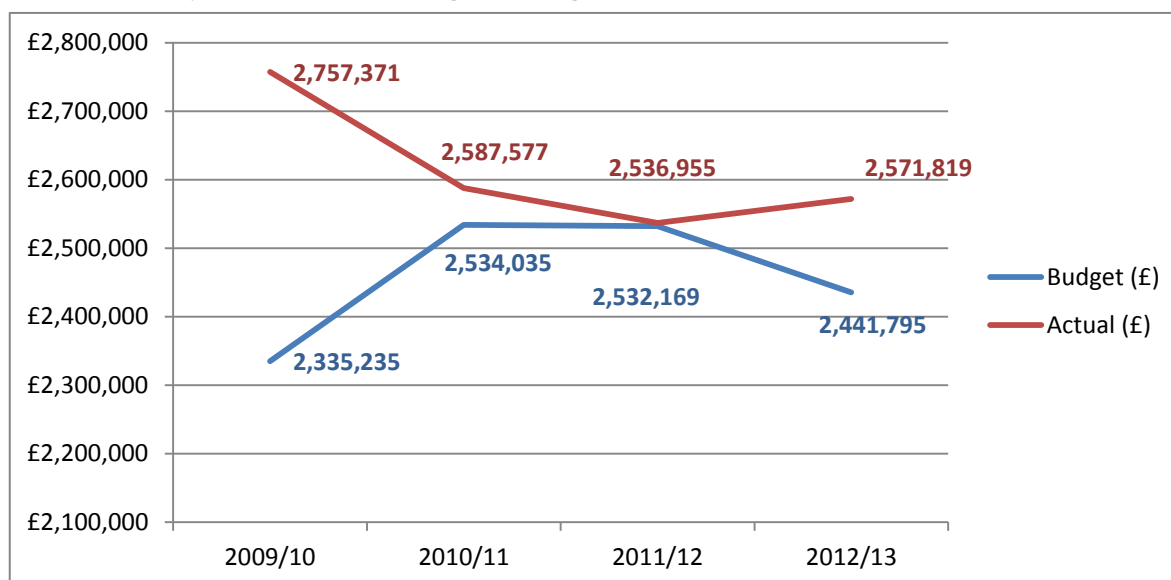
Table 3: Primary Sector expenditure against budget

	Budget (£)	Actual (£)	Difference (+/- £)	Difference (%)
2009/10	2,335,235	2,757,371	+422,134	18.08%
2010/11	2,534,035	2,587,577	+53,542	2.12%
2011/12	2,532,169	2,536,955	+4,786	0.19%
2012/13	2,441,795	2,337,146*	n/a **	n/a

* Expenditure to date as at 11/3/2013

** Forecasts identify budget to be over spent by circa £150,000 for 2012/13

Chart 1: Primary Sector expenditure against budget (2009/10 – 2011/12)



¹ Figure correct for September 2012 admissions

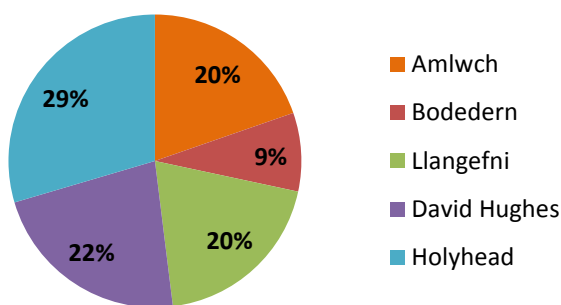
- 3.2 From Table 3 and Chart 1, it is possible to identify that whilst expenditure on SEN provision within the Primary sector continued to be above the allocated budget between 2009/10 and 2011/12, the gap was reducing. Whilst being overspent by 18.08% of their allocation during 2009/10, due to an increase in the budget and a reduction in expenditure this was brought down a hundredfold to a more manageable 0.19% above budget in 2011/12. The forecasted end of year figures for 2012/13 has been included for information and is only an indication of expected year-end figures.
- 3.3 The following table identifies the five secondary school catchment areas on the island and what proportion of the Primary Integration expenditure these account for in 2012/13, together with a forecast for 2013/14.

Table 4: Primary expenditure per secondary school catchment area

Catchment Area	Forecast 2012/13 (£)	% Share	Forecast 2013/14 (£)	% Share
Amlwch	506,102	20%	488,310	20%
Bodedern	223,182	9%	203,799	8%
David Hughes	575,876	22%	550,466	22%
Holyhead	760,455	29%	745,472	30%
Llangefni	506,204	20%	486,856	20%
Total	2,571,819	n/a	2,474,903	n/a

Chart 2: Forecasted % of primary expenditure per secondary school catchment area (2012/13)

Forecast 2012/13



4. Secondary Sector

- 4.1 The IoACC has 5 secondary schools accommodating 4,012² pupils; of these approx. 5.3% are identified as having SEN where provision of school action + or

² Figure correct for September 2012 admissions

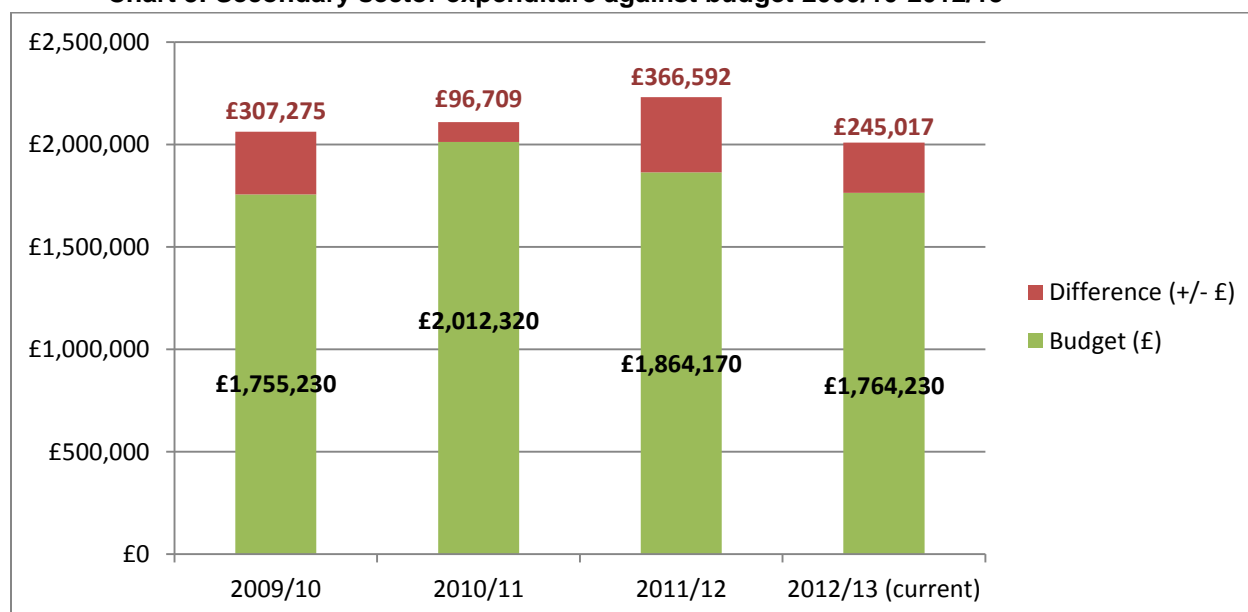
through a statement of SEN is required. The current expenditure for 2012/13 is **£2,009,247** on a budget of **£1,764,230**; an overspend of **£245,017**.

Table 5: Secondary Sector expenditure against budget

	Budget (£)	Actual (£)	Difference (+/- £)	Difference (%)
2009/10	1,755,230	2,062,505	307,275	17.51%
2010/11	2,012,320	2,109,029	96,709	4.8%
2011/12	1,864,170	2,230,762	366,592	19.7%
2012/13	1,764,230	2,009,247*	n/a	n/a

* Forecasted expenditure correct as at 11/3/2013

Chart 3: Secondary sector expenditure against budget 2009/10-2012/13



- 4.2 From Table 5 and Chart 3 we can identify that in 2010/11 things were heading in the right direction in terms of reducing the budget gap; however, due to the economic situation facing the UK the budget was reduced in 2011/12 by £148,150. Coupled with an increased expenditure of £121,733 this resulted in the funding gap becoming higher than was seen two years previously in 2009/10 at £366,592 – an overspend of 19.7% on the allocated budget.
- 4.3 For the 2012/13 academic year the budget was further reduced to a similar level to that in 2009/10 and currently stands at £1,759,280, a reduction of **£140,890** on 2011/12.
- 4.4 The consensus was that in order to identify areas of high expenditure and to better understand such a complex field of work it would be ben to review and analyse the budget under sub-headings relating to provision for different

categories of need. Furthermore it was also highlighted that there may be a potential need to identify the cost per pupil for each individual school and analyse how this corresponds to the level of additional SEN support each school receives.

4.5 Both of these are explored in subsequent sections of the report.

5. Special Centres/Units

5.1 In addition to funding SEN provision within primary and secondary schools the Local Authority also make provision at 5 designated units with a one full time teacher employed at each:

- Special Needs Unit, Moelfre;
- Special Needs Unit, Parch. Thomas Ellis;
- Special Needs Unit, Llandegfan;
- Pre-School Assessment Unit, Llangefni;
- Pre-School Assessment Unit, Beaumaris

5.2 To fully appreciate the level of expenditure by the Authority on SEN provision it is vital that expenditure on the above units are also identified and considered.

5.3 The LA operates three part time units for pupils at Key Stage 2 at Uned Cybi (Parch Thomas Elis School), Uned Y Glannau (Llandegfan School) and Uned Eilian (Moelfre School) with capacity for approximately 12 pupils in each. It has been identified that the cost of maintaining one of these units currently stands at approximately £50,000 (not including transportation costs etc.) with the expenditure being shared on a 50/50 basis between the LA and the schools where the unit is located. There is evidence that pupils who attend the units make significant progress enabling them to return full-time to their 'parent' school by Year 6 and continue with mainstream education without the need for additional support other than that which the school provides.

5.4 Following is an assessment of the cost of maintaining the three part time units together with an identification of the number attending each.

5.5 Uned Eilian (Moelfre)

5.5.1 Uned Eilian, within Moelfre Primary School, currently has a capacity for 12 pupils at an annual LA budget of £24,480; as at February 2013 there currently 4 pupils attending the unit (33% of capacity).

5.5.2 Based on the 2011/12 figures of a LA expenditure of £25,411 this equates to **£6,352.75** per pupil.

5.6 Uned Cybi (Parch Thomas Elis School, Holyhead)

5.6.1 Uned Cybi at Parch Thomas Elis School, Hoyhead provides support for 10 pupils based on a capacity of 12 (84% of capacity).

5.6.2 Again looking at the 2011/12 figures for comparison purposes, it can be identified that the LA expenditure of £25,423 equates to **£2,542.30** per pupil - 40% of the cost per pupil at Uned Eilian and 82% of the cost per pupil at Y Glannau.

5.7 Uned Y Glannau, Llandegfan Primary School

5.7.1 Uned Y Glannau at Llandegfan Primary School again has capacity for 12 pupils; although it has seen as many as 15 attend in previous years, and is currently attended by 10 pupils (84% of capacity).

5.7.2 During 2011/12 LA expenditure at Y Glannau stood at £30,961 equating to **£3,096.10** per pupil - 48% of the cost per pupil at Uned Eilian.

5.8 Pre-School Assessment Unit, Llangejni & Beaumaris

5.8.1 Currently **29** children aged between **3-5** years old attend The Pre-School Assessment Units for up to 10 hours a week. Capacity has been increased to meet demand by opening the units full time with different pupils attending the morning and afternoon sessions.

Table 6: Annual expenditure at Llangejni & Beaumaris Pre-School Assessment Units

	Budget (£)	Actual (£)	Difference (+/-) (£)	Difference (%)
2009/10	125,550	134,126	8,576	6.8%
2010/11	131,130	141,099	9,969	7.6%
2011/12	132,654	146,705	14,051	10.6%
2012/13	134,760	*	*	*

* Figures unavailable at time of writing

5.8.2 Despite the annual budget having increased for the KS2 Units by £9,210 since 2009/10, an increase of 7.3%; it has coincided with an increase of £12,579 in the annual expenditure between 2009/10 and 2011/12, a 9.4% increase.

5.9 It could be argued that from merely a financial perspective that Uned Eilian as identified above in 5.5 is not financially viable at this stage. With high expenditure

on a provision operating at 33% capacity consideration should be given to whether the Unit is required, or if it located in the correct geographical area.

- 5.10 Furthermore, having identified an increasing funding gap at the Pre-School Assessment Units (Llangefni & Beaumaris) it should be considered whether this provision needs to be reviewed to identify whether expenditure could be reduced.

6. Ysgol y Bont

- 6.1 Ysgol y Bont is a special school maintained by the Authority providing education for pupils aged between 3 and 19 years old with severe and profound and multiple learning difficulties. The school in its present state is coming to an end with a brand new complex due for completion ready for the next academic year as from January 2014. Upon completion the new Ysgol y Bont will be able to provide educational placements for up to 85 pupils with severe learning difficulties.
- 6.2 The current profile of the pupil numbers attending Ysgol y Bont is 70% SLD, 20% PMLD and 10% autistic.
- 6.3 In undertaking a review of the LA's expenditure on SEN provision, the cost of the special school must also be considered. Ysgol y Bont's budget for 2012/13 stood at £130,670 and the current level of expenditure predicting an overspend which will deplete any existing balances.
- 6.4 With specialists in place and the readily available resources at their disposal it could be considered that relocation of pupils with severe learning difficulties, who are presently educated in mainstream primary schools to Ysgol y Bont, is one solution for the high expenditure on the primary integration budget. Locating pupils with similar needs (severe learning difficulties in this case) in one school would concentrate expenditure at one location rather than incur costs at several schools, and should lead to savings. In order to analyse this as a viable option the Panel considered the capacity and subsequent ability of the school to take on further pupil numbers. Figures provided to the Panel indicate that when the new school is opened that it will be full to planned capacity. The potential for moving significant numbers of additional pupils to the school is minimal.

Table 7: Pupil numbers at Ysgol y Bont 2010-14

Year	Pupil Numbers	% of capacity
2010-11	68	68% *
2011-12	63	63% *
2012-13	75	75% *
2013-14	85	100%

* School capacity at the old site was 100 pupils

6.5 However, Ysgol y Bont should not be taken out of the equation as consideration of developing the possible alternative roles for the school within the remit of SEN provision could lead to improved efficiency and better value for money.

7. Individual Budget Headings

7.1 Cognition and Learning Difficulties

7.1.1 Cognition and learning difficulties are divided into four areas of need:

- General learning difficulties (GLD) or Moderate learning difficulties (MLD);
- Specific learning difficulties (SPLD) i.e. dyslexia and dyscalculia;
- Severe learning difficulties (SLD); and,
- Profound and multiple learning difficulties (PMLD)

7.1.2 As a guide, the following descriptions are provided of the difficulties and the criteria for additional support being provided with and without a statement.

General Learning Difficulties (GLD)

- Have received intervention at SA and SA+ level but continue to demonstrate substantial difficulties in developing literacy and numeracy skills;
- Low skills level and score 70 or below on standardised tests;
- Have substantial difficulty in coping with different tasks within the classroom which continually effects their access to the curriculum;
- PLASC score of 8 or 9;
- Support provided – Regular input by a learning support assistant (LSA) to present a specific work programme (LSA shared with other pupils within the classroom where possible). Normal provision of <10 hours support;
- Key Stage 2 – Placement in MLD Unit every morning

Specific Learning Difficulties (SPLD) - Dyslexia and Dyscalculia

- As GLD above but in one specific area only;

- PLASC score of 8 or 9;
- Support provided – regular input by a LSA (as GLD above) normally < 5 hrs i.e. short period each day (LSA shared with other pupils in the classroom where possible). Direct input from a specialist teacher for 1 or 2 lessons per week

Severe Learning Difficulties (SLD)

- In the lowest 2% in terms of ability and achievement. Working towards level 1 at the end of foundation stage, on level 2 at the end of key stage 2;
- Statutory assessment for a statement;
- PLASC score of 10+;
- Support provided – LSA in the mainstream to provide individual support or in a small group. Outreach support from Ysgol y Bont. If unable to access the curriculum without full time support consideration will be given to attend Ysgol y Bont

Profound and Multiple Learning Difficulties (PMLD)

- Statutorily assessment and offer of a place in a special school

7.1.3 Snapshot of provision for pupils with cognition and learning difficulties was 677.5 hours of support provided per week (approx. 21 FTE learning support assistants) plus provision at three special units. This can be split further:

Table 8: Additional Hours of Support for GLD at non-statutory level per catchment area

Year	Catchment Area				
	Holyhead	Bodedern	Amlwch	Cefni	David Hughes
0					
1	5		2.5		20
2	5		7.5	10	10
Total FS	10	0	10	10	30
3	10	30	7.5	25	
4		5		10	30
5	15	15	5	15	10
6	5	0		10	30
Total KS2	30	50	12.5	60	70
Total Hours	40	50	22.5	70	100
Additional	Uned Cybi		Uned Eilian		Uned y Glannau

Table 9: Hours of Support for GLD Statements per catchment area

Year	Catchment Area				
	Holyhead	Bodedern	Amlwch	Cefni	David Hughes
0		10			32.5
1	25	37.5	32.5	30	32.5
2	15	25		30	
Total FS	40	72.5	32.5	60	65
3					20
4	32.5				
5			32.5		
6	25	15			
Total KS2	57.5	15	32.5	0	20
Total Hours	97.5	87.5	65	60	85

7.2 Language and Communication Difficulties

7.2.1 Language and Communication difficulties can be defined as the pupil displaying a delay in understanding of language and have difficulties with social skills. As a result of the delay the pupil displays some or all of the following: difficulty with listening and concentration; demonstrates needs in relation to information retention, following instruction and understanding information and appropriate socialising and interaction with others.

7.2.2 The following table identifies the pattern of provision provided throughout the County.

Table 11: Pattern of need, provision and expenditure across the County

Foundation Phase	Non-statutory	57.5 hours		
	Statement	40.0 hours		
	Total	97.5 hours	3 x LSA	
Key Stage 2	Non-statutory	72.5 hours		
	Statement	401 hours		
	Total	473.5 hours	14.5 LSA	
Total		571 hours	17.5 LSA	

If the difficulties impair on the pupils ability to use language appropriately and to socialise with peers, together with their behaviour following a rigid pattern, the pupil can be considered as having difficulties on the autistic spectrum. A marked increase has been seen in recent years of individuals given this diagnosis.

7.2.3 Identifying the exact nature of the difficulty in the field of communication is a process that requires multi-agency involvement from a number of specialists i.e.

speech and language therapists, paediatricians, clinical psychologists etc. Assessment of the pupil over a period of time can become a long process.

Table 11: Description of the difficulties and criteria for support or statement

Level of Need	Description of need	Provision
Early Intervention PLASC 1/1/1/1	The pupil demonstrates a delay in expressing and understanding social skills. As a result of the delay the pupil displays some or all of the following: difficulty with listening and concentration; demonstrates needs in relation to information retention, following instruction and understanding information and appropriate socialising and interaction with others.	<ul style="list-style-type: none"> • Work with parents; • Use Eklan specialists within schools; • Follow relevant guidance; • Opportunities to work in small groups with an adult to develop turn taking skills, social skills, vocabulary etc.
School Action PLASC 1/1/1/1	The pupil displays some or all of the following: difficulty with listening and concentration; demonstrates needs in relation to information, following instruction and understanding information and appropriate socialising and interaction with others.	Vary tasks in relation to the identified needs from the AFASIC check list in order to target skills that are on the Individual Education Plan. Regular input to target specific areas i.e. group tasks concentrating on attitudes to communication once or twice a week
School Action + PLASC 1/2/1/2	Have received school action but only small progress made. The pupil demonstrates significant delay in expressing and understanding social skills. May be dependent on other means of communication i.e. makaton, PECS, Ystym. In wake of this the pupil has difficulty in following instruction and requires individual directives. Socially isolated and has difficulty in conforming. Has difficulties with literacy skills and understanding topics; Difficulty with aural processing and short term memory	Consult with the EPS; Programme based on discussion with other agencies; Input by the EPS that may lead to referral to the speech and language assessment service and/or a Specialist Language and Communication Teacher; Individual Education Plan targeting specific areas and uses input from specialist agencies' Regular individual intervention session or groups
School Action + with support (3*)	May be dependent on other means of communication i.e.	Speech and language assessment /Specialist

PLASC 1/2/1/2	Makaton, PECS, sign. The difficulties have a significant effect on the pupil's ability to cope with the curriculum, to express basic needs and to develop social skills independently across the curriculum. Needs individual instruction significantly adapted in order to complete differing tasks	Teacher; Regular access to an adult appropriately qualified/ trained (or working towards them) in the field of communication. 5-10 hours of support provided
Statement PLASC 4/4/1/4	Substantial difficulty with expression and speech, understanding, social skills; These difficulties have specific, continuous effect on the pupil's ability to cope with the curriculum and to independently develop social and life skills	Needs a programme of work and curriculum specially tailored across the curriculum with a throughput of social and life skills. Regular access, for significant periods, to an adult appropriately qualified/ trained in the field of communication. Up to 15 hours of provision or educated within a small group/at a special location

7.2.4 The provision needs to give attention to both specific language and communication skills and also ensure appropriate behaviour that doesn't hinder access to the curriculum. Health and safety considerations may ask for personal supervision; as a result, provision in this area can be expensive.

7.2.5 The following table identifies the pattern of provision provided throughout the County.

Table 12: Pattern of need, provision and expenditure across the County

Foundation Phase	3*	112.5 hours	
	Statement	92.5 hours	
	Total	205 hours	6.3 x LSA
Key Stage 2	3*	135 hours	
	Statement	593 hours	
	Total	728 hours	22.4 LSA
Total		933 hours	28.7 LSA

As a guide, the split in relation to the need follows a similar pattern to the level of population in each area.

Area	Holyhead	Bodedern	Amlwch	Cefni	David Hughes
Hours (LSA)	351 (11)	47.5 (1.5)	181 (5.6)	110 (3.4)	238 (7.3)

7.2.6 The total cost for providing this level of provision is circa £500,000 per annum.

7.3 Emotional, Social and Behavioural Difficulties (ESBD)

7.3.1 The pupil's behaviour hinders their educational progress. Social behaviour and emotional behaviour are differentiated. The following table provides a brief description of the difficulties and the recognised criteria for provision of additional support or a statement being made.

Table 10: Description of the difficulties and criteria for support or statement

Level of Need	Description of need	Provision
Early Intervention	The pupil demonstrates difficulty in developing emotional, social and learning behaviour	Work with parents; Implement the school's policy; Follow relevant guidance
School Action PLASC 1/1/1/1	The difficulties have a negative effect on the pupil's ability to make progress educationally, socially and emotionally	Individual profiled action plan based on the targets of the Individual Behaviour Plan
School Action + PLASC 1/2/1/2	Difficulties having a daily substantial effect on the pupil's ability to make educational, social and emotional progress	Consult with the EPS; Programme based on discussion with other agencies; Regular individual or group intervention sessions; Guidance from specialist teacher reviewed every 6 weeks
School Action + with support (3*) PLASC 1/2/1/2	Difficulties effecting access to the curriculum; Significant disturbance in the classroom; Effects educational progress	Access to additional support for specified period to target behaviour skills. Provide 5-10 hours of support
School Action and more with specialist location (3*) PLASC 2/2/1/3	As above and present most of the time	Access to support in a small group for substantial periods. 15-20 hours of support
Statement PLASC 4/4/1/4	Substantial, long term difficulties Continually present	Registered specialist location for behaviour

7.3.2 As a guide, the split in relation to the need follows a similar pattern to the level of population in each area.

Area	Holyhead	Bodedern	Amlwch	Cefni	David Hughes
Hours (LSA)	32.5	0	32.5	0	32.5

7.3.3 Expenditure for the foundation phase is relatively low in comparison to the level in Key Stage 2. Expenditure across Key Stage 2 is circa £250,000 per annum.

7.4 Sensory and/or Physical Needs

7.4.1 Although the incidence of pupils requiring additional provision is low in this area compared to other areas of need, the nature of their difficulties calls for high cost individual provision. This is especially true at the more severe needs where pupils need to be taught to Braille or require Signing support in order to access the curriculum. Percentage of pupils in the school population with severe sensory needs are high in comparison to other authorities.

7.4.2 There are currently 7 pupils in Anglesey's mainstream schools who are taught to Braille. 2 pupils with hearing impairment require a signer to access the curriculum. The Authority is also responsible for 3 other hearing impaired pupils placed in out of county special schools.

7.4.3 The annual cost of provision of trained support assistants for pupils with sensory difficulties is in the region of £150,000. Cost of technical equipment also need to be budgeted into the costs.

7.4.4 Similarly provision for pupils with more severe physical difficulties is expensive as they may require individual support to help with their mobility.

8. Alternative funding formulas

8.1 During discussion on the various budget headings two potential alternative funding formulas emerged. One based on a sliding scale taking into consideration the current budget per pupil, and the other based on the gap between current budget per pupil and the Authority average.

8.2 Sliding Scale

8.2.1 Consideration was given to how the sliding scale would work in practice. In order to demonstrate the practicalities of the formula, different scales were used to

identify whether the formula was feasible. Four formulas were considered by the Panel, however, these could be amended as necessary and were as an example only.

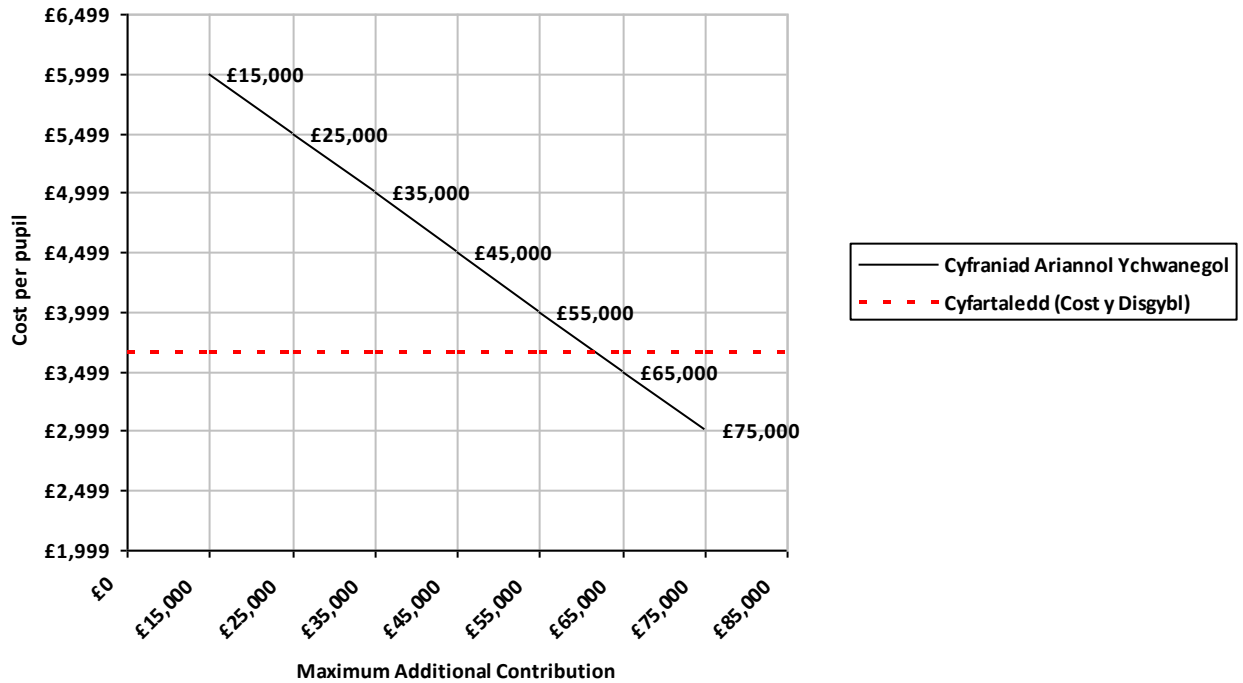
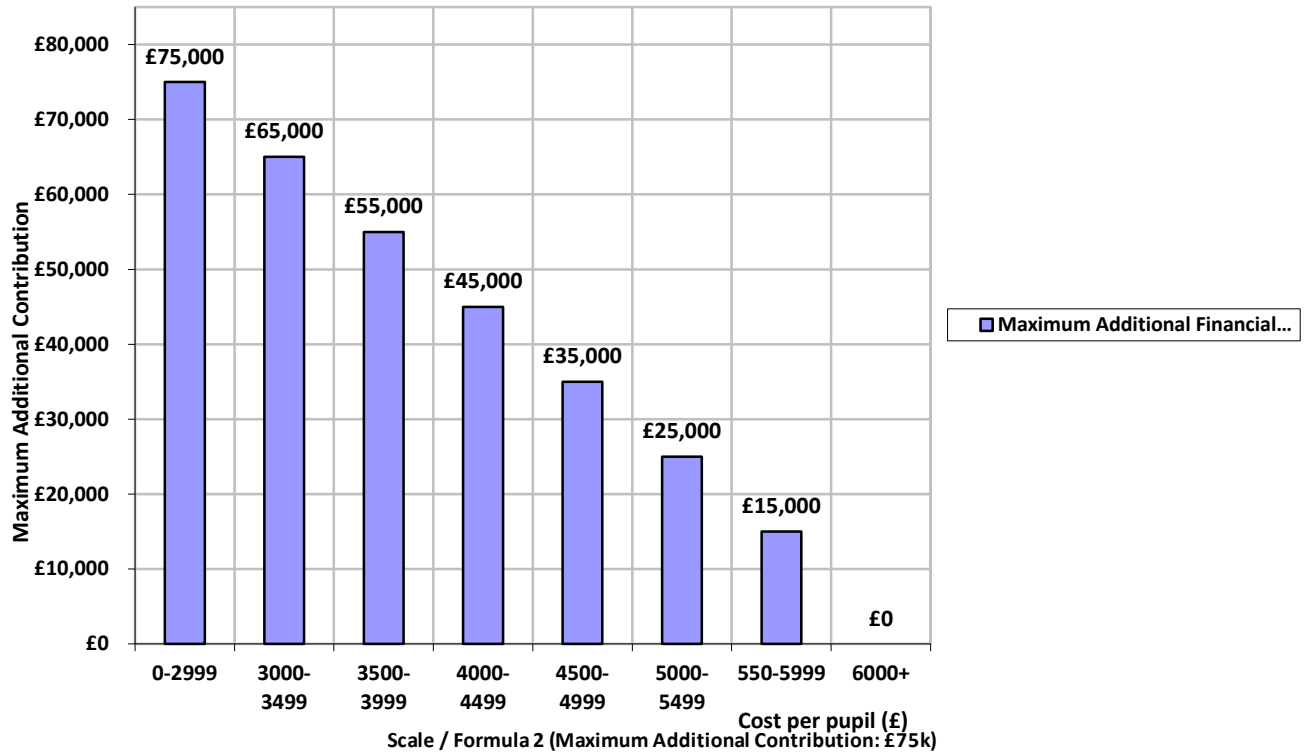
8.2.2 Consideration was first given to banding the different schools on the island based upon their current budget per pupil. 8 different bands were identified ranging from the lowest budget per pupil at £0-£2,999 to the highest banding at £6,000+ per pupil. Following are the figures behind one of the four funding formulas considered as an example of how the sliding scale would work.

8.2.3 Scale/Formula 2 (Maximum Additional Contribution: £75,000)

Current budget per pupil (£)	Maximum Additional Contribution (£)	Projected LA expenditure using this formula (Figures based upon 'cost per pupil' for 2012-13)	
		Number of Schools	Total (£)
6000+	0	2	0
5500 - 5999	15,000	2	30,000*
5000 - 5499	25,000	3	75,000
4500 - 4999	35,000	6	210,000
4000 - 4499	45,000	9	405,000
3500 - 3999	55,000	16	880,000
3000 - 3499	65,000	9	585,000
0 - 2999	75,000	1	75,000
		48	2,260,000
			-175,677

* No additional funding currently being provided

Scale / Formula 2 (Maximum Additional Contribution: £75k)



8.2.4 The above is one example with the level of saving made (£175,677) able to fluctuate dependent on the maximum level of contribution that's set i.e. a

maximum contribution of £65,000 would reap a saving of £635,677; however, this may not be feasible in practice.

8.3 Budget Gap

8.3.1 The second alternative formula is based upon the notion of the LA making a financial contribution based upon the difference between the school's current budget per pupil and the Authority average. For illustrative purposes, an example of this would be:

8.3.2 School A has a budget per pupil of £4,499 (a) and are requesting additional support from the Local Authority of £6,720 (d) toward SEN provision for two pupils. The current LA average for additional support is £3,667 (b). In this scenario, in order to identify the current difference (c) between the cost per pupil and the LA average the following formula would be used: $a - b = c$

$$£4,499 - £3,667 = £832$$

8.3.3 Once the gap between the current cost per pupil and the LA average has been identified, the LA will consider how many pupils (e) the additional contribution requested will provide support to and make the following calculation: $d - (c \times e) =$ additional contribution i.e.

$$£6,720 - (£832 \times 2) = \underline{\underline{£5,056}}$$

8.3.4 In the above scenario, School A would not receive the full £6,720 requested but would be entitled to an additional contribution of £5,056 with the difference of £1,664 being met by the school themselves.

9. Conclusion

9.1 From the data and information considered by the Panel it is apparent that steps have been taken to reduce the level of expenditure on SEN. However, against a backdrop of austerity and reducing budgets the reduction made, although admirable, need to be further tightened as highlighted by the fact that Anglesey spends on average £170 above the national average for SEN provision.

9.2 A number of areas have been considered during the Panel's investigation, with the Panel's early recommendation to split the budget into smaller heading proving to be worthwhile. This allowed the Panel to focus their investigation on

particular areas of provision and identify any areas of apparent high expenditure for further in-depth investigation.

- 9.3 SEN is a huge area of work which could consume far more time, but with the limited time available and the impending election bringing a threat to the membership of the Panel, the investigation has had to remain focused. To this end, the Panel has reviewed its initial terms of reference, reviewed all the available data and identified a number of recommendations for the Lifelong Learning Department to consider in its attempts to both reduce the levels of expenditure and modernise the SEN services it provides.

10. Recommendation(s)

- 10.1 Following conclusion of its investigations, the Education Integration Budget Scrutiny Outcome Panel makes the following 10 recommendations:

10.1.1 It is recommended that the Lifelong Learning Department undertake a review of Uned Eilian (Ysgol Moelfre) to identify whether the unit provides value for money and seek ways of remodelling the service provided;

10.1.2 It is recommended that the Lifelong Learning Department cease to fund any additional SEN provision under the budget heading of ‘Cognition and Learning’ – GLD for pupils in the foundation phase (Under 7 years old);

10.1.3 It is recommended that the Lifelong Learning Department ensures appropriate procedures are in place to devolve all funding identified for pupils requiring non-statutory (3*) SEN provision in relation to ‘Cognition and Learning’ and ‘Language and Communication Difficulties’ to the primary schools .

10.1.4 It is recommended that the Lifelong Learning Department continue to work on developing a strategy, in consultation with the schools, for dealing with behavioural difficulties. Consideration should be given to establishing a team of specialist support workers to work in the Authority’s mainstream schools.

10.1.5 It is recommended that the Lifelong Learning Department undertake a consultation exercise with the Angelsey Schools’ Forum (Finance) with regard to alternative funding formulae identified in Section 8 of this report;

- 10.1.6 **It is recommended** that any financial savings made on the Integration Budget throughout the year is ring fenced for improvement and efficiency of SEN provision on the island;
- 10.1.7 **It is recommended** that a group of elected Members is identified to continue with the work of reviewing the integration budget and work in an advisory capacity with the Lifelong Learning Department as they continue their efforts to make the best use of available resources;
- 10.1.8 **It is recommended** that the Lifelong Learning Department undertakes a review of expenditure on provision for pupils with medical conditions and discuss the funding of the provision with partners in the Betsi Cadwaladr University Health Board;
- 10.1.9 **It is recommended** that the Lifelong Learning Department be given the authority to develop a long term strategy for re-modelling the SEN service with a strategic vision of establishing specialist provision for different needs in identified schools within catchment areas as part of the Schools Modernisation Programme;
- 10.1.10 **It is recommended** that the Lifelong Learning Department review the role of Ysgol y Bont in relation to the Pre-School Assessment Units and provision for pupils with severe learning needs in main-stream schools