



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019**

**SUBJECT: SPECIALIST RESOURCE BASE (SRB) FUNDING REVIEW**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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### **1. PURPOSE OF REPORT**

- 1.1 The purpose of this report is to seek the views of Scrutiny Committee on proposals to adjust the way the Councils Specialist Resource Bases (SRBs) are resourced.
- 1.2 The report includes the outcome of the consultations undertaken with Head Teachers on the proposals along with identified implications and timeline for implementation.
- 1.3 The report will thereafter go to Cabinet in July for a decision.

### **2. SUMMARY**

- 2.1 The majority of pupils have their needs met in mainstream education; however, there are a range of provisions for children with differing complex needs across the Local Authority (LA) (see Appendix 1).
- 2.2 Existing staffing levels in SRBs are such that the majority of classes have required a level of additional resourcing in order to meet the increasing complex needs of the children placed by the LA.
- 2.3 The needs of the children in SRBs have become more complex over time and therefore a robust analysis of those needs has been undertaken in order to identify a model that will ensure equity across the provisions or for provisions of similar designations.
- 2.4 Recommendations for a model of staffing and resourcing are contained in the report along with any associated implications.

### **3. RECOMMENDATIONS**

- 3.1 It is recommended that the Scrutiny Committee provide views on the proposed staffing model, resourcing and timeline for implementation for the Council's SRBs.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 The existing model of resourcing for the SRB's is not fit for purpose. The revised staffing model and associated resourcing takes into account the increasing complexity of the learners whose needs are met within SRBs and will build in a three year review to ensure equity across provisions.

## **5. THE REPORT**

### **5.1 Background Information**

- 5.2 Whilst the majority of pupils in Caerphilly are educated in their local mainstream school (in accordance with the ALN Act 2018), children and young people who have very significant needs may require more specialist placements (see Appendix 1).
- 5.3 Existing staffing arrangements within the SRBs have reflected historical need and existing staffing required enhancing to ensure that the increasingly complex needs of the learners were met appropriately. Therefore a review was undertaken in order to identify an appropriate model.
- 5.4 The report sets out the consultations undertaken with Head Teachers and Chairs of Governors to establish a set of proposals and agreement for these.
- 5.5 Proposals will ensure that staffing across provisions is equitable and based on a current analysis and future prediction regarding needs.
- 5.6 Staffing within SRBs will be reviewed every three years to ensure that the adjustment remains appropriate to meet needs. Implementing the new staffing model will have financial implications as outlined in section 10.
- 5.7 Staffing implications for schools, LA and for agency employed staff are also outlined in the report.
- 5.8 Changes to staffing in primary phase will be implemented from January 2020 or earlier (from September 2019) where consultation with staff allows. Secondary schools will implement changes from September 2020 or where this can be managed sooner in line with the timescale for primaries.
- ### **5.9 Consultation activity**
- 5.10 Head teachers were involved in the review process through a series of stakeholder group meetings and a set of proposals drafted regarding staffing.
- 5.11 Further consultation was then undertaken with individual head teachers of schools hosting SRBs. All head teachers were visited to discuss the proposals. All Head Teachers were in agreement with the proposals regarding the need for consistent staffing (teaching and teaching assistants) reflecting need, and equity across types of provision with similar need. There was also discussion in relation to the level / range of qualifications required.
- 5.12 Finally, meetings were held with the Head Teachers and Chairs of Governors and Human Resources from December 2018 to May 2019 in order to share the proposals and identify any outstanding issues.
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#### 5.14 Model of staffing

5.15 Current staffing and level of additionality is outlined in the table below:

Name of school	Type of need	Current Number of classes	Historical level of staffing per class	Additional staffing
Cefn Forest	Complex	2	1 teacher 1L3 TA	55 hrs
Cwmcarn	Complex	1	1 teacher 1 L3 TA	35 hrs*
Deri	Complex	1	1 Teacher 1L3 TA	57.5 hrs
St James	Complex	2	1 teacher 1L3 TA	86.25 hr*
Ty Isaf	Complex	1	1 teacher 1L3 TA	0 hrs
Cwm Derwen	Complex	2	1 teacher 1L3 TA	25 hrs
Coed y Brain	Speech and Language	2	1 teacher 1L3 TA	10 hrs
Tir Y Berth	Speech and Language	2	1 teacher 1L3 TA	30 hrs
Greenhill	ASD / Social communication	2	1teacher 2 L3 TA	40 hrs*
Pantside	ASD / Social communication	2	teacher 1.5 L3 TA	137.5 hrs*
Pontllanfraith	ASD	2	Teacher 2 L3 TA	25 hrs
Ty Sign	Behaviour	1	Teacher TA	90 hrs*
Islwyn High (50)	Complex	5	1 non teaching Head of SRB, 5 L3	295 hrs*
Risca (16)	Autistic Spectrum Disorder (ASD)	1	2 teachers 4.75 L3 TA	100 hrs*
St Cenydd (50)	Complex (physical medical, sensory)	5	5 Teachers, 5 level 3 TAs	141.5 hrs

\*Indicates where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN).

5.16 Based on the consultation it is proposed that all SRB classes will be supported by a fully qualified teacher and teaching assistants (TA) with a range of roles and responsibilities as follows:

Primary phase:

- Complex needs (capacity 8 learners per class) – 1 teacher, 1 level 3 TA, 1 level 1 TA per class
- ASD (capacity 8 learners per class) - 1 teacher, 2 level 3 TAs, per class plus 1 level 1 TA between two classes

- Behaviour (capacity 8 – 10 learners ) – 1 teacher, 1 level 3 TA, 2 level 2 TA (with an additional level 2 TA if capacity increases to 10)
- Speech and Language (capacity 8 learners per class) – 1 teacher , 1.6 level 3 TA per class

Secondary phase:

- Complex needs (capacity 50) – 1 head of centre with 2 day teaching commitment, 1 teacher, 1 level 3 TA, 1 level 1 TA in 3 classes, 1 teacher 1 level 3 TA, 2 level 1TA in 2 classes (greater complexity and ASD) 1 level 1 TA shared across classes
- ASD (capacity 16-20 learners) – 1 teacher, 1 Higher Level TA, 3 level 3 TA, 4 level 1 TA
- Physical medical, sensory, complex(4 classes with capacity for 32 learners) – 1 teacher, 1 level 3 TA per class of 8 learners

- 5.17 There will be no additionality provided except where learners have additional support written into a Statement of Special Educational Needs (SEN). Going forward this will be linked to the delegation of additional support and future agreements regarding the thresholds for LA managed individual development plans (IDPs) in line with the regional work underway to prepare for the implementation of the Additional Learning Needs and Tribunal Act (2018).
- 5.18 The staffing implications linked to the above changes in staffing are outlined in Appendix 2 and 3.
- 5.19 **Timescale for implementation**
- 5.20 Primary schools will implement changes from January 2020 or as early as September 2019 where consultation with staff allows. Secondary schools will implement changes from September 2020 or sooner where possible.

## 6. ASSUMPTIONS

- 6.1 In considering the recommendations the following assumptions have been made:
- The majority of children will have their needs met in mainstream schools in accordance with the ALN Act 2018
  - The population of children and young people who will require access to SRBs will be those with the most complex needs
  - Current and future predictions indicate that the needs of children are increasingly complex
  - The needs can be met within the proposed staffing ratios
  - A review of staffing will be undertaken every three years
  - Funding is an accurate representation based on current and future predictions over a three year period.
  - In accordance with the ongoing consultation regarding the delegation of additional support, schools will have the flexibility to plan any additional staffing requirements across the schools
  - Where provision includes individual support for learners as identified in statutory documents this will continue to be provided until the outcome of the consultation regarding delegation of additional support.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

### 7.1 Corporate Plan 2018-2023

The report content contributes or impacts the Corporate Well-being Objectives as follows:

Objective 1 - Improve education opportunities for all through offering appropriate provision for the most complex learners.

Objective 2 - Enabling employment through the creation of positions within specialist provision.

Objective 6 – providing support at an early stage thus reducing the long term need for statutory services. Focusing on person centred approaches and partnership working.

The report also contributes to the Caerphilly Attainment Strategy as linked to Well Being Objective 1.

## **8. WELL-BEING OF FUTURE GENERATIONS**

8.1 This proposal contributes to the Well-being goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below.

- **Collaboration** – Securing appropriate staffing levels can support collaborative practice within and between resources bases ensuring children's needs are met.
- **Long-term** - The proposal recognises the importance of securing appropriately resourced and equitable provision to meet needs.

## **9. EQUALITIES IMPLICATIONS**

9.1 Council's full Equalities Impact Assessment (EIA) process is adhered to at all times.

## **10. FINANCIAL IMPLICATIONS**

10.1 Funding for the Authority's SRB's is part of the Individual Schools Budget line (ISB). In 2019-20 the ISB includes £3.2m of funding to support the current but historic staffing structures. In addition to the £3.2m there is also funding of circa £350k held within the Central Education budget, this follows the closure of 2 bases in previous years. Recently the £350k has been utilised to support the increasing costs of the Directorates EOTAS (Education Other Than At School) provision, supporting pupils whose needs cannot be met in our mainstream schools and SRB's.

10.2 Current funding through the formula for SRB's, ensures that actual costs are funded for each staff member as per the currently agreed structure. However if there is a cost saving for whatever reason against the structure this money is clawed back into the Education budget. This clawback of funding is utilised towards offsetting any costs associated with sickness absence in the SRB's. Host schools are currently not responsible for costs associated with sickness absences in the bases, this responsibility is with Education.

10.3 Current staffing structures in the SRB's are inconsistent for similar needs and the level of additional support at class level (provided by support staff allocated by Central Education or funding to the school to engage staff), is also quite different between schools. From a financial perspective the proposed models of staffing as detailed in para 5.3, ensures a consistent and transparent method of funding to a school based on the needs of the class. In the new model it is also proposed that schools are fully responsible for the SRB staff within the bases, this includes coverage for sickness absence, as they would with their staff in the mainstream setting. The new funding model includes an allocation that can be used towards a sickness insurance scheme. At this point in time additional support linked to an individual pupils needs, as detailed in a Statement of SEN is excluded from this proposed model.

10.4 The financial implications of the proposal, as illustrated in Appendix 4 are as follows:

- The current level of formula funding to schools with an SRB will need to increase from £3.218m to £3.598m, an increase of £380k.
- To fund this gap it is proposed that the £355k currently held centrally, following the prior year closure of 2 SRB's is transferred back into the individual schools budget (ISB) line for the same purpose [The Directorate will need to be mindful of the potential impact on the EOTAS budget]. It is proposed that the balance of £25k is funded from the additional support budget, subject to the appropriate approval.
- Reviewing the variance in formula funding between the current and proposed models, it can be seen that all schools hosting an SRB, with the exception of St Cenydd Comprehensive, will receive additional formula funding. This funding will come with a much greater level of certainty and flexibility for schools. The reduction in funding to St Cenydd Comprehensive is linked to a reduced capacity requirement, evidenced by recent trends. In a financial year, formula funding for the SRB based at St Cenydd Comprehensive would reduce by circa £110k and since this reduction is funding an increase in costs in other SRB's, the timelines for change need to be carefully considered. A significant differential in the timelines for change could create an additional financial pressure for the Education Directorate.
- The increase in the formula funding requirement has also been reviewed against the current levels of additional support funding (either by staff allocated or funding for schools to recruit) into the SRB's. In total the proposed model would see an increase of £380k in formula funding, whilst class led additional support currently totals £366k. Whilst the differential is small a change in the formula provides greater certainty and hence opportunity for planning. In this analysis it is noticeable that 3 schools would see a reduction in support (financial and or staff), Deri Primary (£11k), Panside Primary (£7k) and St Cenydd Comprehensive (182k). However as stated previously the reduction in funding to St Cenydd Comprehensive is directly linked to a reduced capacity requirement (5 classes to 4). The model assumes that all "class" led additional support will cease when the new formula funded model is introduced. Again any delays will also impact on the additional support spend.

## 11. PERSONNEL IMPLICATIONS

- 11.1 Primary phase – current staffing complement in SRB's includes a mix of school employed staff, centrally employed staff and some agency staff.
- 11.2 The removal of additionality from these structures will have immediate implications for the centrally employed staff who have provided this additionality. These staff will be offered first refusal of any additional permanent posts that are created from this proposal. In all but one establishment where the staffing complement remains the same, the number of permanent post increases in primary phase will provide a ring-fenced opportunity for these staff. Staff that do not secure appointment to the Schools SRB structure will return to the LEI Service to be placed in an alternative school as per their terms and conditions of employment (see Appendix 2).
- 11.3 Secondary phase (as above) - the complement of permanent staff is also increasing across all secondary provisions with the exception of one, where this is linked to the restructuring of the provision (see Appendix 3).
- 11.4 Where vacancies remain in the proposed SRB staffing structures following the placement of school and centrally employed permanent staff, consideration for appointment will be given to agency staff where appropriate.
- 11.5 All staff affected will be fully consulted along with trade union representatives and supported through HR processes.

## 12. CONSULTATIONS

12.1 The report reflects the views of the consultees based on consultations undertaken to date.

## 13. STATUTORY POWER

13.1 Well-being of Future Generations (Wales) Act 2015  
Education (Wales) Act 2014  
Education Act 1996 - Equality Act 2010

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Consultees as part of the process:

Tim Williams (Head Teacher Islwyn High)  
Jane Watts (Teacher in charge SRB)  
John Kendall (Head Teacher Risca Comprehensive)  
Jamie Oliver (Deputy Head Teacher Risca Comprehensive)  
Deb Howells (Teacher SRB)  
Rebecca Collins (Head Teacher St Cenydd)  
Julie Farmer (Head Teacher Cefn Fforest)  
Nick Saunders (Head Teacher Cwmcarn Primary)  
Helen Robbins (Deputy Head Teacher Cwmcarn Primary)  
Paul Hammer (Head Teacher Deri Primary)  
Nicky Dargie (Head Teacher St James Primary)  
Liz Bain (Head Teacher Ty Isaf)  
Kath Matthews (Head Teacher Cwm Derwen)  
Jo Smith (Head Teacher Coed Y Brain)  
Sian Clements (Head Teacher Tir Y Berth)  
Lisa Jones (Head Teacher Greenhill)  
Kate Bennett (Head Teacher Pantside)  
Angela Taylor (Head Teacher Pontllanfraith Primary)  
Anthea Probert (Principal HR Officer)  
Chairs of Governors / Vice chairs of the above-named schools  
Unions via JCC

Appendices:

Appendix 1 List of specialist provisions  
Appendix 2 Staffing implications at primary  
Appendix 3 Staffing implications at secondary  
Appendix 4 SRB funding

## Appendix 1 – LA SRBs

<b>Name of setting - PRIMARY</b>	<b>Type of Provision</b>	<b>Current Capacity</b>
Cefn Fforest Primary (KS2)	Complex Learning Difficulties	8
Cefn Fforest Primary (Foundation Phase)	Complex Learning Difficulties	8
Coed y Brain Primary (KS1 &2)	Speech and Language	16
Cwm Ifor Primary (satellite provision)	Complex Learning Difficulties	8 (Trinity Fields)
Cwmcarn Primary( KS2)	Complex Learning Difficulties	8
Deri Primary (KS1)	Complex Learning Difficulties	8
Glan Y Nant (PRU)	Behavioural, Emotional & Social Difficulties	24
Greenhill Primary (KS1&2)	ASD / Social and Communication	16
Pantside Primary (KS1&2)	ASD / Social and Communication	16
Pontllanfraith Primary (KS1&2)	Autistic Spectrum Disorder (ASD)	16
St James Primary (KS1 &2)	Complex Learning Difficulties	16
Tir y Berth Primary (KS1&2)	Speech and Language	16
Ty Isaf Infants (KS1)	Complex Learning Difficulties	8
Tyn y Wern (Yr 3 and 4)	Social Inclusion	8
Tyn y Wern (Rec/ Yr1)	Nurture Class	8
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties	8
Ynysddu Primary School (Rec/ Yr1)	Nurture Class	8
Ynysddu Primary School (Yr 3 and 4)	Social Inclusion	8
Ysgol Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties	6
<b>Name of Setting- SECONDARY</b>	<b>Type of Provision</b>	
Islwyn High (KS3 &4)	Complex Learning Difficulties	50
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder (ASD)	14
St Cenydd Community Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties	50
Ysgol Gyfun Cwm Rhymney	Resourced to meet the needs of children and young people with complex needs	



**Appendix 2 – staffing implication at the primary phase**

<b>School</b>	<b>Current staffing position per class</b>	<b>Total additional staffing currently in place (not continued in the new model)</b>	<b>Proposed permanent staffing position (total increase / decrease)</b>	<b>Numbers of staff affected (Permanent (p) or fixed term (ft))</b>	<b>Employment status of additional staffing</b>
Cefn Fforest	1 teachers 1 level 3 TAs	2 additional TAs	Increase by 2 level 1 TAs	1 employed by school (p) (level3)  1 agency (ft) equivalent to level 2	<ul style="list-style-type: none"> <li>Centrally employed (0)</li> <li>School employed</li> <li>LA devolved money to school (1)</li> <li>LA sourced Agency (1)</li> </ul>
*Cwmcarn	1 teacher 1 level 3 TA	2 additional TAs	Increase by 1 level 1 TA  (overall reduction by 0.8 TA agency)	2 agency (ft) - 0.2 is linked to a statement of SEN	<ul style="list-style-type: none"> <li>Centrally employed (0)</li> <li>School employed</li> <li>LA devolved money to school (2)</li> <li>LA sourced Agency</li> </ul>
Deri	1 teacher 1 level 3 TA	2 additional TAs	Increase by 1 level 1 TA  (overall reduction by 1 TA agency)	2 agency (ft)	<ul style="list-style-type: none"> <li>Centrally employed</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (2)</li> </ul>
*St James	One teacher One level 3 TA	3 additional TAs (one linked to a statement of SEN)	Increase by 2 level 1 TA	1 employee of the school (p) linked to a child with a statement which remains (level 3)  1 linked to agency  1 centrally employed (level 3).	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school (2)</li> <li>LA sourced Agency</li> </ul>

Ty Isaf	One teacher One level 3 TA		Currently no staff employed these will be employed by Trinity Fields going forward		
Cwm Derwen	One teacher One level 3 TA	2 TAs	Increase by 2 level 1 TAs	1 centrally employed (p) level 3  1 agency level 2 equivalent (ft).	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school (1)</li> <li>LA sourced Agency</li> </ul>
Coed y Brain	One teacher One level 3 TA	Additional 0.4 TA to cease end of July	Increased by additional 0.6 level 3 TA per class to account for outreach service (already established)	No change in staffing compliment  0.4 post (ft) agency to cease end of July	<ul style="list-style-type: none"> <li>Centrally employed (0)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (0.4)</li> </ul>
Tir Y Berth	One teacher One level 3 TA	Additional 1 fte TA (2 staff)	Increased by additional 0.6 level 3 TA per class to account for outreach service (already established)	No change in staffing compliment  0.4 post (ft) agency to cease end of July  1 centrally employed (p) 0.6 fte level 3 to be relocated	<ul style="list-style-type: none"> <li>Centrally employed (0.6)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (0.4)</li> </ul>
*Greenhill	1 teacher 2 level 3 TA	2 TAs	Increase by 1 level 1 TA to be shared across 2 classes	1 TA equivalent to level 2 (ft) linked to a statement of SEN to remain in place  1 employed by school (p) level 1	<ul style="list-style-type: none"> <li>Centrally employed</li> <li>School employed</li> <li>LA devolved money to school (1)</li> <li>LA sourced Agency (1)</li> </ul>

*Pantside	1 teacher 1.5 L3 LSA	5 TAs	Increase by 0.5 level 3 TA per class and 1 level 1 TA to be shared across 2 classes	3 ft agency linked to statements of SEN to remain in place  1 centrally employed (p)  1 ft agency	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (4)</li> </ul>
Pontllanfraith	Teacher 2 L3 TA	1 TA	Increase by 1 level 1 TA to be shared across 2 classes	1 ft agency	<ul style="list-style-type: none"> <li>Centrally employed (0)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (1)</li> </ul>
*Ty Sign	Teacher 1 level 3TA	3 TAs (1 level 3 and 2 equivalent to level 2)	Increase by 3 level 2 TAs	1 agency (ft) ceasing end July linked to transition statement of SEN  1 centrally employed (p) level 3  1 agency (ft)	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (2)</li> </ul>

\* where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN) this remains in place pending the outcome of the delegation of additional support consultation.

### Appendix 3 - Staffing implications secondary phase

School	Current staffing position per class	Total additional staffing currently in place (not continued in the new model)	Proposed permanent staffing position (total increase)	Numbers of staff affected	Employment status of additional staffing
*Islwyn High	1 non teaching Head of SRB, 5 teachers, 5 L3 TAs	11 (8.6 fte)	Increase by 7 level 1 TAs	2 linked to statements of SEN (1 centrally employed (p) 1 agency (ft)) to remain 2 linked to agency (ft job share signer) to remain  4.6 centrally employed (p) ( 1 level 1, 1 level 2, 3 level 3)	<ul style="list-style-type: none"> <li>Centrally employed (5.6)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (3)</li> </ul>
*Risca	2 teachers 4.75 L3 TA	5 TAs	Increase by 1 HLTA, 4 level 1 TAs  Decrease by 1 teacher (post not filled)  Decrease by 1.75 TA level 3 (school employed)(p)	1 centrally employed (p) level 3  4 agency (ft) linked to statements of SEN – support to remain in place	<ul style="list-style-type: none"> <li>Centrally employed (1)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (4)</li> </ul>
St Cenydd	5 Teachers, 5 level 3 TAs	5 TAs	Decrease by 1 teacher and 1 TA (school)	1 teacher 1 TA (school) 4 centrally employed (p) 1 agency (ft)	<ul style="list-style-type: none"> <li>Centrally employed (3.8 fte)</li> <li>School employed</li> <li>LA devolved money to school</li> <li>LA sourced Agency (1)</li> </ul>

\* where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN) this remains in place pending the outcome of the delegation of additional support consultation.

## Appendix 4

School	Type of Class	A		B		C = B - A		D	E	F = D + E	G = C - D
		Financial Implications of the Current Model		Financial Implications of the Proposed Model		Funding Variance between the 2 Models		Funding Ends in the Proposed Model	Retained Funding in the Proposed Model		
		Number of Classes	Formula Funding 2019-20 £	Number of Classes	Capacity	Proposed Formula Funding £	Variance in Formula Funding £	Current Additional Support £	Current Additional Support £	Total Current Additional Support £	Variance in Formula funding with no Addn Support Class Led Funding £
<b>PRIMARY SECTOR</b>											
Cefn Fforest Primary	Complex Learning Difficulties (FP & KS2)	2	154,211	2	16	196,725	42,514	25,253		25,253	17,261
Coed Y Brian Primary	Speech & Language (KS1 & KS2)	2	154,211	2	16	184,216	30,004		-	-	30,004
Cwmcarn Primary	Complex Learning Difficulties (KS2)	1	77,234	1	8	98,362	21,129	9,750	4,200	13,950	11,379
Deri Primary	Complex Learning Difficulties (KS1)	1	78,187	1	8	97,463	19,276	31,171		31,171	(11,895)
Greenhill Primary	ASD / Social & Communication (KS1 & KS2)	2	205,707	2	16	223,248	17,541	5,850	13,553	19,403	11,691
Pantside Primary	ASD / Social & Communication (KS1 & KS2)	2	182,894	2	16	223,248	40,354	47,392	27,106	74,498	(7,038)
Pontllanfraith Primary	Autistic Spectrum Disorder (KS1 & KS2)	2	206,214	2	16	223,248	17,035	13,553		13,553	3,482
St James Primary	Complex Learning Difficulties (KS1 & KS2)	2	155,165	2	16	196,725	41,560	27,538	15,612	43,150	14,022
Tir Y Berth Primary	Speech & Language (KS1 & KS2)	2	154,211	2	16	184,216	30,004	16,279		16,279	13,725
Ty Isaf Infants	Complex Learning Difficulties (KS1)	1	78,187	1	8	98,362	20,175			-	20,175
Ty Sign Primary	Behavioural, Emotional & Social Difficulties	1	82,625	1	8	104,912	22,287	16,275	32,526	48,801	6,012
Tyn Y Wern Primary	Nurture Class (Reception & Year 1) Social Inclusion (Years 3 & 4)	2	152,730	2	16	154,312	1,581		4,337	4,337	1,581
YGG Cwm Derwyn	Complex Learning Difficulties (KS1 & KS2)	2	156,119	2	16	195,046	38,927	8,927		8,927	30,000
Ynysddu Primary	Nurture Class (Reception & Year 1) Social Inclusion (Years 3 & 4)	2	152,730	2	16	154,312	1,581			-	1,581
<b>Total Primary</b>			<b>1,990,427</b>			<b>2,334,395</b>	<b>343,969</b>	<b>201,988</b>	<b>97,334</b>	<b>299,322</b>	<b>141,981</b>
<b>SECONDARY SECTOR</b>											
Islwyn High	Complex Learning Difficulties (KS3 & KS4)	5	470,722	5	50	612,141	141,419	92,352	54,364	146,716	49,067
Risca Comprehensive	Autistic Spectrum Disorder	2	238,380	2	14	242,066	3,686		54,212	54,212	3,686
St Cenydd Comprehensive	Speech & Language, Sensory & Physical Difficulties	5	435,873	4	32	326,069	(109,803)	71,786		71,786	(181,589)
YGG Cwm Rhymni	Complex Needs	1	82,473	1	8	82,970	496		5,838	5,838	496
<b>Total Secondary</b>			<b>1,227,448</b>			<b>1,263,246</b>	<b>35,798</b>	<b>164,138</b>	<b>114,414</b>	<b>278,552</b>	<b>(128,340)</b>
<b>TOTAL FORMULA FUNDING (with ISB)</b>			<b>3,217,875</b>			<b>3,597,641</b>	<b>379,766</b>	<b>366,126</b>	<b>211,748</b>	<b>577,874</b>	<b>13,640</b>
<b>CENTRALLY HELD FUNDING (2 x closures)</b>			<b>354,487</b>			<b>-</b>	<b>(354,487)</b>				
<b>TOTAL FUNDING SRB'S</b>			<b>3,572,362</b>			<b>3,597,641</b>	<b>25,279</b>	<b>366,126</b>	<b>211,748</b>	<b>577,874</b>	<b>13,640</b>