

## THE BRAMPTONS PRIMARY SCHOOL

### Minutes of the Full Governing Body Meeting held at 7.00 p.m. on Tuesday 5<sup>th</sup> July 2011 in school

Chair : Mrs. Mellish

**PRESENT:** Mr. M. Adamson (MA - Head teacher); Mrs. K. Brades (KB); Mrs. E. Cooke (EC - Associate Member); Mrs. D. Hart (DH); Mr. J. Hickman (JH); Mrs. L. Hunter (LH); Mrs. B. Mellish (BM - Chair); Mrs. H. Popham (HP); Mrs. D. Rhodes (DR); Ms. J. Schumacher-Smith (J-SS); Mrs. H. Stanton (HS).

**APOLOGIES:** Mrs. Jackson (Accepted)

**IN ATTENDANCE:** Mrs. Sandra Turland - Local Authority Clerk

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#### ACTION

*Mr. Adamson began the meeting by reporting to governors that Mrs. Gill Howarth (parent governor) has resigned from the governing body for personal reasons.*

*Mrs. Heidi Stanton was welcomed to the governing body as the new non teaching staff governor).*

*Clerk notified Leadership and Governance of these changes to the governing body on 7<sup>th</sup> July 2011.*

*The current situation re future membership of governing bodies to be on the October agenda in the light of the Education Act going before parliament before the Summer recess.*

1. **APOLOGIES** - as above.

2. **DECLARATION OF INTEREST**

There were no declarations of interest in respect of any items on the agenda.

3. **MINUTES OF THE MEETING HELD ON 18<sup>th</sup> MAY 2011 TAKEN BY DR. GRAHAM LAMPARD**

Please note the following amendments:

Page 1

Apologies: to note that Mrs. Jackson's apologies had been received after the meeting.

From Page 2

xi. Last paragraph should read: '.... The current non-teaching staff governor has indicated she is willing to stay if no other *non-teaching staff member* want to'. Delete support teacher.

Page 4 6 e penultimate paragraph: should read '..... a meeting on 9<sup>th</sup> July with Magdalene Schools ..... ' - *date should read 4<sup>th</sup> July.*

With these slight amendments noted the minutes were accepted as a correct record of the meeting and signed by the Chair. A copy of the signed minutes handed to Mr. Adamson for the school's governors' file.

MA

#### 4. MATTERS ARISING

From Page 1

- 4 (a) The Parish Council have spoken to P.C. John McQuaid who asked if the grassed area outside the can could be used for the camera van once the permanent sign is in place. Mr. Hickman thanked Mrs. Popham for all her work on pushing this traffic problem forward over a lengthy period of time.

From Page 1

- 4 (i) Ms. Schumacher-Smith reported that the Community/Safeguarding committee had not met as no-one other than herself and Mr. Adamson had attended the meeting. Terms of Reference to be carried forward to the next committee meeting.

Committee  
Members

From Page 2

- lii Outstanding pictures: Mrs. Hunter's governor's profile needs correction. It was agreed that Mrs. Cooke's profile should appear on the website as an Associate Member. Profile etc., still to be completed for Mrs. Brades and Mrs. Stanton.

LH/EC/KB/  
HS

From Page 2

- ix Training money system: governors were reminded to check with Mr. Adamson that there is sufficient money in the governors' training budget before undertaking.

ALL  
to  
note

From Page 2

- x. Survey still to be carried out to establish whether parents prefer to receive correspondence from school via email or hard copy.

MA

From Page 4

- X Letter to be sent to Moulton School in connection with Academy Status: Mr. Adamson confirmed that this letter had been sent to Moulton School, who have now put in an application for Academy Status. The Head teacher had responded warmly as to how primary schools could be linked in. The cluster head teachers' meeting on 4<sup>th</sup> July 2011 adopted a model of collaborative working that have the potential to be adapted as a joint Academy proposal across the cluster. Another option would be to federate primary schools - this does not have to take place to become an Academy. There are a number of options and these will need to be regularly updated in order that all governors understand the intricacies when a decision is finally made. It may become necessary to delegate to a new committee in order for them to do the path finding work but **not** make any critical decisions on behalf of the governing body. One cluster head teacher has agreed to arrange someone to do training in the new academic year which Mr. Adamson stated he would be attending. If The Bramptons agree to go down this route it would really need to be with other schools in the cluster. It was agreed that a regular review of options for both academy and federation would be needed. This will be reviewed formerly in the next strategic review meeting which falls due during the first term of the next academic year.

*(Note from the Clerk: after being asked to try and establish how many Northants schools are considering Academy status I contacted Leadership and Governance. They have me the following DfE email link:*

<http://www.education.gov.uk/schools/leadership/typesofschools/academies/a0069811/map-of-open-academies-and-schools-submitting-applications>

The 'publications list' gives details of all the schools in Northamptonshire who have applied for academy status/become academies. This is updated once a month so you will be able to keep an eye on how many of our schools make the move - not too many at this point in time but this may change.

- 6 (c) Policy review: to be picked up by the Standards Committee. Item on going. Committee to liaise with Clerk for FGB meeting agenda item.

From Page 4

- (f) Residential trips: Mr. Adamson stated that a joint trip will be looked at next year for Years 5 and 6.

From Page 5

- 8 (b) and (c) Policies carried forward to the next appropriate FGB meeting.

**Standards  
Cttee**

From Page 6

- 10 (c) Community Committee - prospectus cover to be circulated: this was circulated at the meeting. Ms. Schumacher-Smith stated that the front cover would be printed on card, without a date to enable it to be used in future years, with contents being slipped inside the folder. Prices to be obtained and governors asked the Community Committee liaise with Mr. Adamson re numbers and to take this forward.

**Community  
Cttee**

**5. CORRESPONDENCE - Nil.**

**6. HEAD TEACHER'S REPORT AND ANY ITEMS OF URGENCY - Mr. Adamson**

Copies of the summary of key points and actions from the report to governors dated May 2011 circulated and the following points highlighted:

**Standards - SATs results**

- (a) 100% L4 and above English
- (b) 100% L4 and above Maths
- (c) There were a couple of L3s in strands of English but when aggregated these resulted as a L4. One of these is being appealed, it will however have to be reported as a L3 but explanations will be made to the parents.

**Number on Roll**

- (a) 55 + 3 from the last meeting.

**Behaviour**

- (a) There have been no exclusions this year to date.
- (b) Behaviour after school, when children are in the care of their parents have been more challenging with two significant incidents occurring at the end of last term. There have been no further incidents of this nature.

- (c) Contact has been made with BACIN<sup>1</sup> to arrange an audit of the school's current position on behaviour and to look at any training requirements - this is working on the principle that it is best to be prepared before a situation arises that the school finds challenging.

### Reception

- (a) The number for next year current rest at four in Reception and two others joining in other year groups, meaning that the school's NOR will remain static at 55.
- (b) A letter to families in the area has been finished and is to be distributed.

### Brownies, Mums and Tots and Community Links

- (a) A parent has now confirmed that she will restart Mums and Tots in the Autumn. CRB clearances have already been obtained and everything is ready to go ahead although this may be delayed owing to building work.

### Head teachers' Briefing Day June 2011

- (a) Changes to Ofsted and the implications for schools - much of this has already been discussed at governors' meetings. Key questions that might be aimed at governors, to be noted by the Standards Committee, include:
- How effective has leadership and management (which will now include governors) been at helping pupils overcome barriers to learning?
  - What has leadership done in terms of curriculum to enable success? What partnerships/strategies/support services are being accessed or procured to support individual children.
- (b) As the school has successive satisfactories it could be in the frame for an Ofsted inspection from January 2012 onwards.
- (c) Radical changes are being proposed in the SEN Green Paper - this will need careful watching as it could dramatically alter funding for SEN children. *(Note from the Clerk: I am attached a copy of a document from the National Parents Partnership Network - it misses out some pieces but is still worth a look).*
- (d) The Education Bill is expected to become law before the Summer recess. The central issue for the governing body is that they are going to be freed up from most restrictions in terms of membership and are expected to become smaller and more focused.
- (e) There is a clear move towards a National Funding Formula to ensure that similar pupils attract the same funding regardless of where they are in the country but that different groups will attract different amounts (EAL<sup>2</sup>, SEN<sup>3</sup>, LAC<sup>4</sup>, Child Carers etc). This needs careful watching as the school could be vulnerable here.

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<sup>1</sup> BACIN = Behaviour And Curriculum INclusion Team

<sup>2</sup> EAL = English as an Additional Language

<sup>3</sup> SEN = Special Education Needs

<sup>4</sup> LAC = Looked After Children

**Building Work and Premises**

- (a) The building work is to start on 5<sup>th</sup> September 2011, the first day back after the school holiday. The project is currently out to tender and contractors are booking site visits at the moment.
- (b) The project will take 16 weeks and is due to be finished just in time for Christmas. The work has been split into phases - beginning with the hall and library/staff room development, before tackling the classrooms with the entrance area being worked on in the October holiday. The work is to include:
- Full rewiring of the school
  - New ceilings and lighting in all classrooms
  - Redecoration of classrooms
  - Strengthening of roof joists and ties
  - Resurfacing the roof - strengthening as required
  - Installing exterior drainage to reduce water damage
  - Replacement of the front door and windows (this will now be funded by the County as there is a clear structural need to replace this).

During a meeting between the project manager, the bursar and Mr. Adamson it was clear that the project manager anticipates that the school will be able to afford nearly all of the internal changes. The school has asked for the following to be included and itemised within any tender:

- Conversion of Room 4 to library and staff room
  - Provision of disabled toilet facilities
  - New lighting in the hall
  - Installation of a door between entrance lobby and main hall
  - Roll or concertina door on alcove off hall.
  - A quotation has also been requested from an ICT company to upgrade the AV facilities in the hall through the provision of a projector and new screen - according to how the tenders are structured, it may be best to drop one or two of the items above and have this work done whilst ceilings and electrics are being worked on.
- (c) All areas will be sealed off from the children whilst work is taking place and no health and safety issues are anticipated.
- (d) During the project the staff car park will be used as the contractors' compound. This will be fenced off from the school. Children will need to go through Cass 1s outdoor area to access the playground each morning. Class 1 children will need to be collected from there at home time. Parents will need to be aware that the gate will not open until 8.45 a.m. and that they should not leave their children unattended.
- (e) Some information has already gone out to parents but another letter will be sent to them, and the Parish Council, before the end of term.
- (f) Contracts have all been made aware of CRB clearances etc. The project manager is not expecting any of the work to be subcontracted.
- (g) The building work is bound to impact on what is provided for the pupils along with quality but this will be made as minimal as possible. Once completed the school will be a safer and secure building. The front door has to be 'Althorpe Blue'.

MA

- (h) Unfortunately, the tenders are not going to be returned to County until the last week of term but a final decision on what work the school can afford and want to go ahead with needs to be made before the contractors come on site at the end of August. Mr. Adamson asked the governors to approve an expenditure of up to £40,000 on the projects outlined and to authorise him to make the final decisions on exactly what elements go ahead once the tender documents are made available to the school. A full report on exactly what decisions are made would then be given to the next FGB meeting. An in-depth discussion of ten minutes took place over this request and governors agreed that Mr. Adamson may re-prioritise the repair schedule if appropriate to ensure work is completed to benefit the school and authorised him an amount of £35,000 from buildings to be spent made up with a maximum contingency of £7,000 from repairs and maintenance if the need arose. Copies of the cumulative expense analysis circulated to show that this was viable.

***Proposed by Mrs. Mellish  
Seconded by Mr. Hickman  
Agreed unanimously.***

## **7. FINANCE (new standing item) - Mr. Adamson**

- (a) The Finance Committee focussed on the staffing structure at their last meeting.

## **8. MEMBERSHIP OF THE GOVERNING BODY**

- (a) Mrs. Popham stated that she was standing down as a Community governor. Mrs. Mellish was resigning from the governing body as an Authority governor and Mrs. Howarth had also resigned. Ms. Schumacher-Smith also tendered her resignation after being a governor at the school for five years, but agreed to stay on over the Summer holiday as Vice Chair in order for continuity and stand down from the 6<sup>th</sup> October 2011 meeting. Mr. Hickman self nominated himself as Vice Chair - appointment to be made at the 6<sup>th</sup> October meeting.
- (b) Mr. Hickman thanked Mrs. Popham for all her work over the last five years as a governor at the school.
- (c) In view of the fact that Mrs. Mellish - Chair - was resigning at this meeting it was agreed to elect a new Chair. The only self nomination was received from Mrs. Hart who left the room at 8.30 p.m. for a discussion to take place. After a brief discussion it was agreed that Mrs. Hart be elected Chair of Governors for a period of 12 months. Mrs. Hart returned to the meeting at this point. ***(Note from the Clerk: Leadership and Governance notified of this new appointment 7<sup>th</sup> July 2011).***

## **9. MANAGEMENT COMMITTEE - Mrs. Mellish**

- (a) No update.

## **10. COMMITTEE REPORTS**

**Standards Committee** - no meeting since last FGB.

**Community/Safeguarding Committee** - no meeting since last FGB.

**Personnel Committee - Mrs. Brades**

- (a) Email re staffing structure circulated prior to the meeting. The Clerk asked Mr. Adamson to email her a copy of this.
- (b) Senior teacher to take on performance management role of support staff. These are to be carried out annually.
- (c) Policy regarding performance management rewritten and protocols reviewed in order to ensure no confusion or mixed messages.

MA

***Proposed by Mr. Hickman***

***Seconded by Mrs. Mellish***

***Agreed unanimously that these be accepted as recommended by Committee.***

**SEN report - Mrs. Brades**

- (a) No questions or comments on the report previously circulated. Please ensure that the Clerk receives copies of all reports.
- (b) There is currently one child in the Foundation Stage and one in KS1 with SENs. To note that this was incorrect in the report.

KB

**11. TRAINING GOVERNORS REPORT - Mrs. Popham**

- (a) Mrs. Hart stated that she had attended the Safer Recruitment course with Mrs. Jackson and both had passed.
- (b) There is £800 in the governors' budget for training. Mrs. Hart to attend 'Taking the Chair' course which is free and Mrs. Stanton to attend governors' Induction training which is also free. Induction pack to be given to Mrs. Stanton.

MA

**12. ANY OTHER BUSINESS**

**Rumour - Mrs. Brades**

- (a) Mrs. Brades stated that a rumour is going round school that Mr. Adamson is leaving. Mr. Adamson stated that this was in no way true and that he would allay parents' fears.

**Ethos of the School - Mr. Hickman**

- (a) Mr. Hickman stated that the ethos of the school has risen and improved significantly. There is more enthusiasm and the children seem happier and willing to take part in things. Mrs. Mellish was asked to write a letter to the staff, on behalf of the governors, expressing appreciation of their hard work. *(Note from Mrs. Mellish: This has been done).*

BM

**School Fete - Mr. Hickman**

- (a) Mr. Adamson reported that the school fete held on Saturday 2<sup>nd</sup> July 2011 raised £1,211. Mrs. Mellish was asked to write a letter to The Friends thanking them for their efforts in raising this amount for the school. *(Note from Mrs. Mellish: This has been done).*

BM

**Governors' Visits - Mr. Hickman**

- (a) A suggestion was raised that governors visits to be reinstated on the agenda as a standing item. The Clerk asked if governors would restart completing visit forms when visits have been made and agreed to send a form for consideration, at the next FGB meeting, along with a copy of protocol for governors' visits (*emailed 7<sup>th</sup> July 2011*). These forms had been circulated previously but following concerns from staff and a review by the Standards Committee, a trial period had began whereby the written reports were not formerly completed. The Clerk emphasised the importance of completing these forms in order to show governors have an insight and understanding about their school and help to strengthen the governing body's strategic and monitoring role.

*(Note from the Clerk: Ofsted states: 'If governors are to monitor and evaluate the school's work they need to visit the school. When handled well these visits build up trust and respect between staff and the governing body, and they allow governors to monitor the school's work in a way that is far more supportive than if they just attend meetings.*

**Purpose of governors' visits**

- to fulfil the governing body's legal duty “ **to conduct the school with a view to promoting high standards of educational achievement.**” (Section 21, Education Act 2002);
- to develop governors' understanding of the school's strengths and weaknesses;
- to support the school's work;
- to *contribute* to the governing body's monitoring role (visits are only one of the ways in which governors fulfil this role);
- to enable individual governors to ask informed and challenging questions at governing body meetings;
- to help governors understand the teaching and learning process;
- to see policies in action;
- to demonstrate to staff and pupils that governors are interested in what goes on in school;
- to give governors an enhanced sense of identity with their school and the people who work in it.

It was agreed that a review of governor teas and forms will be undertaken by the Standards Committee

**Standards  
Committee**

**Outgoing Chair of Governors**

- (a) Ms. Schumacher-Smith presented Mrs. Mellish with flowers and thanked her for the hard work and devotion she given to the school as Chair. This was reiterated by Mr. Adamson on behalf of the school.

**13. DATE OF NEXT MEETING**7.00 p.m. Thursday 6<sup>th</sup> October 2011 in school.

ALL

Agenda to include:

- Appointment of Vice Chair and term of office. Self nomination received from Mr. Hickman.
- To appoint another Training/Link Governor to replace Mrs. Popham.
- Review current situation re governing body in the light of the Education Act.
- To accept/or amend the governors' visit form.

There being no further business the meeting closed at 9.00 p.m.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_ 2011

**ACTION TEMPLATE**

<b>Minute Page</b>	<b>Action Required</b>	<b>By Whom and date for completion</b>
Page 2 4	Terms of Reference to be looked at in more detail and circulated once revised.	<b>Community/Safeguarding Cttee</b> – as soon as possible.
Page 2 iii	Photographs/governors profiles to be completed and/or revised.	<b>Mrs. Hunter, Mrs. Cooke, Mrs. Brades, Mrs. Stanton</b> - as soon as possible and before the next FGB meeting.
Page 2 x	Survey to be sent to parents to establish whether they prefer receiving correspondence from school via email or hard copy.	<b>Mr. Adamson</b> to arrange as convenient.
Page 2 6 (c)	Policy Review - to be picked up by the Standards Committee.	<b>Standards Committee</b> - to liaise with Clerk for FGB agendas.
Page 3 10 (c)	School Prospectus - prices to be obtained.	<b>Community Committee</b> - to liaise with Mr. Adamson re numbers and take forward.
Page 6 (e)	Letter to be sent to parents and the Parish Council re the building works.	<b>Mr. Adamson</b> - before the end of term.
Page 7 10	Personnel Committee: copy of staff structure to be emailed to the Clerk.	<b>Mr. Adamson</b> - before the end of term.
Page 7	SEN - to ensure that the Clerk is sent copies of	<b>Mrs. Brades</b> - to note and act

Minute Page	Action Required	By Whom and date for completion
	reports.	accordingly.
Page 7 11 (b)	Governors' Induction Pack to be given to Mrs. Stanton.	<b>Mr. Adamson</b> - before the end of term.
Page 7 12	Ethos of the School: letter to be sent to the staff, on behalf of the governors, thanking them for all their hard work.	<b>Mrs. Mellish</b> - before the end of term.
Page 7 12	School Fete: letter to be sent to The Friends thanking them for efforts in raising £1,211 for the school.	<b>Mrs. Mellish</b> - before the end of term.

Minutes taken and transcribed by  
Sandra Turland - Local Authority Clerk



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## **KEY EXCERPTS FROM THE GREEN PAPER IN RELATION TO EDUCATION**

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#### **Early intervention (p. 29 – 34)**

- In addition to using effective approaches in the early years, such as Early Support, or in school, such as Achievement for All, it is important that all children can start school ready to learn, but we know that this can be a particularly difficult time for some children with SEN. We will say more in due course about how we might strengthen the transition between the early years and Year 1 in the light of recommendations from the Tickell Review.

#### **Changing statements in to Education, Health and Care Plans (P.36 - 37)**

- We propose that children and young people who would currently have a statement or statutory assessment of learning difficulty for further education and skills training should have a single statutory assessment process and 'Education, Health and Care Plan', from birth to 25.
- The new 'Education, Health and Care Plan' will provide the same statutory protection to parents as the statement of SEN and will include a commitment from all parties to provide their services, with local assessment and plan pathfinders testing the best way to achieve this.
- Under our proposal, by 2014, all children who would currently have a statement of SEN or learning difficulty assessment would be entitled to a new single assessment process and 'Education, Health and Care Plan' to identify their support needs.
- The 'Education, Health and Care Plan' will be transparent about funding for the package of support.

#### **Creating a single assessment (P.34)**

- Before introducing the new single assessment process and 'Education, Health and Care Plan', we intend to reduce the time the current statutory assessment process takes and explore how to tackle delays in the provision of advice for the statutory assessment.
- We will test how to reform radically the statutory assessment and statement of SEN. We will invite proposals from local areas to explore the best approach to a single assessment process and 'Education, Health and Care Plan',
- We will invite proposals from local areas to explore the best approach to a single assessment process and 'Education, Health and Care Plan', including whether the

voluntary and community sector could coordinate assessment across the agencies involved, as well as the cost implications of this change.

### **A new local offer (P.45 - 46)**

- We propose to ensure that local authorities set out a local offer of the support that is available for children with SEN or who are disabled and their families, and from whom.
- In order to achieve this we intend to change the existing regulations covering what the local authority is required to publish and describing how authorities work with parents, local schools and colleges, and other local services including those on the Health and Wellbeing Board
- In relation to school provision, we propose that this local offer would describe what additional or different provision schools make for children with SEN and that it covers four key areas: curriculum, teaching (including specialisms), assessment, and pastoral support

### **Personal budgets (p.48 - 49)**

- We will ask those local authorities already working with children's individual budget pilots, and a further wider group of local authorities, to work with schools, colleges, early years settings and health providers to test what other services could be included in a personal budget.
- By 2014, our intention is that all families with the proposed 'Education, Health and Care Plan' will be entitled to a personal budget. Subject to piloting, this would include funding for education and health support as well as social care.

### **Teaching schools (P.60)**

- Outstanding special schools will be able to apply to become Teaching Schools, or members of a Teaching School partnership, developing their own staff alongside staff in schools throughout their network and sharing their expertise.

### **Changing School Action and School Action Plus (P. 68)**

- We propose to replace the SEN Code of Practice categories of School Action and School Action Plus with a new single school-based SEN category, providing clear guidance to schools on the appropriate identification of SEN. It will mean fewer children are identified as having SEN.

### **Behaviour and exclusions (P.70)**

- We will recommend in exclusion guidance that children are assessed through an effective multi-agency assessment for any underlying causal factors. We will suggest that schools trigger this assessment in instances in which a pupil displays poor behaviour that does not improve despite effective behaviour management by the school.
- How helpful is the current category of BESD in identifying the underlying needs of children with emotional and social difficulties?

### **Schools and parental choice/inclusion (P.74)**

- Under legislation we have introduced, all maintained special schools will in due course have the opportunity to become Academies;
- We support the move to a more integrated education system where children can move more flexibly between mainstream and special provision to access the support they need, whether for a day a week or a short-term placement;
- Initially we intend to focus on proposals to establish special Free Schools catering solely for children with statements of SEN.

### **Joined up services (P.96)**

- The Department of Health will work with the health sector and with the new Health and Wellbeing Boards, as they develop, to consider how the needs of all children and young people, including those with SEN or who are disabled, can best be taken into account through the Joint Strategic Needs Assessment, joint health and wellbeing strategies, guidelines and standards from NICE, and health service outcomes frameworks.
- The Department of Health will work with GP consortia pathfinders to explore the best ways of providing support for the commissioning of healthcare services for children and young people with SEN or who are disabled and their families.
- The new Early Intervention Grant, which will replace a number of existing centrally directed grants that are coming to an end, will not be ring-fenced. This will allow local leaders to commission early intervention services that are tailored to the needs of their local communities, and will increase the opportunities for local authorities to collaborate and combine funding with other local authorities and partners in order to deliver better services.

### **Code of Practice (P.98)**

- We aim to modernise and improve the Code of Practice by shortening it and incorporating into it other guidance that is considered helpful to professionals
- In order to reduce bureaucratic burdens on schools, in reviewing and updating the Code of Practice, we will remove advice on using IEPs and encourage schools to explore the ways in which these and other new approaches can be used to enable pupils with SEN to develop, progress and fulfill their potential.

### **Local authority duties (P.99)**

- Following work across all government departments, we are publishing a list of all statutory duties placed on local authorities, and we are seeking the views of local professionals as to how we can reduce bureaucratic burdens on local authorities. Responses to this will be considered alongside consultation responses to this Green Paper as we seek to strip away bureaucratic burdens and free up local professionals.

### **Transparent funding (P.111)**

- We will work with a group of local authorities to explore whether and how a national banded framework for funding provision for children and young people with SEN or who are disabled could improve transparency to parents while continuing to allow for local flexibility.

- A national banded funding framework might set out high-level descriptions of the different types of provision for children with more severe and complex SEN or who are disabled, including, for example, additional curriculum support, therapy services, physical requirements, equipment, home-to-school transport, and family support (including short breaks).