

BELFAST EDUCATION AND LIBRARY BOARD
NORTH EASTERN EDUCATION AND LIBRARY BOARD
SOUTH EASTERN EDUCATION AND LIBRARY BOARD
SOUTHERN EDUCATION AND LIBRARY BOARD
WESTERN EDUCATION AND LIBRARY BOARD

**CONSULTATION PAPER ON THE
EDUCATION AND LIBRARY BOARDS
RESOURCE ALLOCATION PLANS 2005/06**

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27 May 2005

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PART I - STRATEGIC AND FINANCIAL CONTEXT

1. BACKGROUND

- 1.1** The five Education and Library Boards receive grant funding from three Government Departments. The Department of Education (the Department) provides the majority of Boards' funding - over 90% - for spending in schools and on central services in support of schools e.g. school meals, home to school transport etc. The Department of Culture, Arts & Leisure (DCAL) finances the running of the Public Library Service and the Department of Employment and Learning (DEL) funds student support in Further and Higher Education. In addition, the Boards generate other income from direct charges for some services e.g. school meals, overdue library fines, etc as well as additional grant income from sources including the New Opportunities Fund and European Funds.
- 1.2** Each Board is required by Article 113 of the Education and Libraries (Northern Ireland) Order 1986 to prepare and submit to the Department of Education a Financial Scheme for the forthcoming financial year. The Department of Education may approve any such scheme with or without modification in respect of such periods as the Department considers appropriate. A Board is not permitted to incur any expenditure otherwise than in accordance with the Financial Scheme approved by the Department.
- 1.3** Achieving the financial targets as laid down by the three Government Departments is a critical strategic objective for the Boards. The Department's allocation letter of 15 February 2005 to each Chief Executive states *"I must remind you that, as Accounting Officer, you have a personal responsibility to make sure that expenditure does not exceed your budget allocations. The key financial target for your Board for 2005/06 is, therefore, to plan your service delivery in a way that ensures that expenditure is contained within the limits notified to you in this letter or subsequently approved by the Department. You should not assume that additional resources will become available in-year."*
- 1.4** Board members have expressed grave concerns at having no option but to agree spending plans which incorporate savings of approximately £33 million across the five Boards in order to remain within the financial limits set by the Department for 2005/06. In an unprecedented act of protest some 32 district councillors have withdrawn from the Boards over the level of the cuts required. However, all Boards have now complied with their legal duty to submit financial plans to the Department for approval and on 31 March 2005 the Department confirmed provisional approval to those plans to enable Boards to incur expenditure from the beginning of the financial year commencing on 1 April 2005. The Department has indicated that it wishes to consider all sections of the Boards' plans in depth before agreeing to issue full approval.
- 1.5** At the last meeting of the Joint Consultative Forum the Boards advised that their equality representatives would meet shortly to consider what action was required in regard to the fulfillment of the Section 75 equality duties. The purpose of this paper is to:-
- a) provide more detailed information in respect of the Department funded part of the budget only – spending on schools and on central services in support of

schools – and to summarise the current position in regard to the Boards’ financial plans for the 2005/06 financial year; and

- b) consult on the findings of the screening exercise on the implementation of the Boards’ draft financial plans 2005/06.

1.6 Further detailed information is available on each Board’s website. A breakdown of the block grant for each Board is contained at Appendix 1 of this paper.

2. THE STRATEGIC CONTEXT AND PRIORITIES

2.1 In October 2004 the Government published a “*Draft Priorities and Budget 2005-08*” for consultation and comment. In responding to this document Boards were wholly supportive of the Government’s vision to create a peaceful, inclusive, prosperous, stable and fair society. They also welcomed a commitment to develop a “*Better Qualified and Skilled Workforce*” through a new skills strategy with particular emphasis on development of the education system for 14 to 19 year olds, through the provision of a curriculum with an appropriate mix of academic, vocational and life skills based on individual needs and aspirations. However, Boards also expressed serious concerns that the levels of resources, as proposed in the draft budget statement, would fall well short of the resources needed to enable Boards to deliver the outcomes and targets as set out in the relevant Public Service Agreements (PSAs).

2.2 On 15 February 2005 the Department of Education advised the Boards of their core resource allocations (recurrent running costs) for schools/school support services for the 2005/06 financial year. The total resource allocations amounted to £1,080.80 million, an increase of 7.9% over the comparable figure for the previous financial year. The Department indicated that these financial allocations were provided in support of the outcomes and targets contained in the Government’s 3-year strategic plan for the education sector in Northern Ireland.

2.3 The total resource allocations may be further broken down into:

(a) Schools’ LMS Delegated budgets	-	£728.60 million
(b) ELB Centre (non-earmarked) budgets	-	£352.20 million

The funding provided for schools’ delegated budgets represents an increase of 9.0% on the position for 2004/05. It is ring-fenced for distribution to schools and cannot be used in other ways. The funding provided for ELB Centre budgets represents an increase of 6.0% on the position for 2004/05.

2.4 The financial allocations above exclude items subject to the Department’s earmarked initiatives, which have still to be confirmed. Earmarked funding cannot be used for any other purpose and examples include school improvement initiatives, discipline strategy, and Executive Programme Funds.

The Department provides separate funding allocations in respect of the Boards' Youth Services/Community Relations.

Capital funding is also outside the scope of this paper. Examples of capital expenditure include the acquisition of land for new school projects, building construction costs, the purchase of new school buses etc.

- 2.5** The Government's Efficiency Review (the Gershon Report) is aimed at delivering efficiency gains in order to release resources for front-line priority services and improve service delivery. The funding allocations at 2.2 above are net of the efficiency gains which the Department expects Boards to realise in areas including procurement, teacher absence and home to school transport. For Boards' non-earmarked budgets as a whole these efficiency savings amount to £4.80 million in total for 2005/06.

3. FINANCIAL YEAR 2005 – 2006

- 3.1** The overall increase in the education block grant of £79.0 million, or 7.90% compared with the 2004/05 financial year, may at first sight appear generous, as it is greater than the prevailing rate of inflation. However, remaining within the allocations approved by the Department represents a significant challenge to the Boards given the exceptional financial pressures taking effect or anticipated during 2005/06 financial year. These exceptional pressures include:

- Increased employer's superannuation contributions in relation to teachers' salaries (up from 7% to 14%);
- Increased employer's superannuation contributions in relation to non-teaching staff salaries (up from 4.6% to 8.5%);
- Teachers pay progression to upper pay spine 2;
- Costs arising from the amalgamation/rationalisation of small/under-utilised schools;
- Increased demand for support for children with special educational needs;
- Increased Translink costs for home to school transport;
- The projected increase in the Boards' annual rates bill.

- 3.2** In preparing their financial plans for 2005/06 the Boards have agreed budget reduction measures amounting to approximately £33.2 million in order to contain spending within the financial limits set by the Department of Education. (Note that the total savings are inclusive of measures implemented in the SEELB relating to the 2004/05 financial year.)

3.3 The Department financial allocations by Board are as follows:

Board	Schools' Delegated Budgets		Boards' Centre Budgets (non-earmarked)		Total Resource Allocation
	£m		£m		£m
BELB	118.051		62.410		180.461
NEELB	162.669		73.528		236.197
SEELB	139.933		70.393		210.326
SELB	171.599		78.389		249.988
WELB	136.331		67.502		203.833
Total	728.583	67%	352.222	33%	1,080.805

(a) Funding for Schools' Delegated Budgets.

In setting an allocation of £728.58 million the Department of Education has directed that funding will be distributed to schools under the new LMS Common Formula Funding (CFF) arrangements as announced by the Minister on 15 February 2005. The Boards have acted accordingly and all schools have now been notified of their delegated budget entitlement for 2005/06.

Under the arrangements for Local Management of Schools (LMS) it is now the responsibility of each school's board of governors to prepare a budget plan that will contain spending within its CFF allocation. This budget plan must take account of not only the normal anticipated increases for annual pay awards and inflation but must also address the significant pressures in relation to increases in employer's superannuation contributions and pay progression to upper pay spine 2 – see 3.1 above.

(b) Boards' Centre (non-earmarked) Budget

The Department of Education has set a total allocation of £352.22 million for Boards' central support services which includes provision for Schools' Centre, School Meals, Home to School Transport, Special Schools and Special Education, Headquarters Support Services, the Curriculum Advisory Support Service and Miscellaneous Education. This Centre budget represents 33% of the total Department funding allocated to the Boards and must address not only the normal anticipated increases for annual pay awards and inflation but also the relevant effects of the exceptional financial pressures – see 3.1 above. The Boards have concluded with great regret, after holding intensive financial planning workshops and meetings, both collectively and within individual Boards, that total savings of £33.2 million are necessary to remain within budget in 2005/06.

In drawing up balanced financial plans for 2005/06 the Boards have taken into account the Department's advice to give priority to protecting front-line services such as transport and school meals, whilst constraining costs in other areas particularly administration. Boards have also sought to reduce costs in non-statutory areas of provision before agreeing reductions effecting areas of statutory provision.

A summary of the Boards' proposed reductions are set out below.

Board	Website	Total savings required	Reduction in Planned Expenditure																		
Belfast	www.belb.co.uk	£6.864m	<table> <tr><td>Maintenance</td><td>£1,000k</td></tr> <tr><td>Efficiency Measures</td><td>£1,410k</td></tr> <tr><td>CASS</td><td>£1,022k</td></tr> <tr><td>Special Education</td><td>£668k</td></tr> <tr><td>Transport</td><td>£194k</td></tr> <tr><td>School Catering</td><td>£178k</td></tr> <tr><td>Price increase</td><td></td></tr> <tr><td> /costs recovery</td><td>£909k</td></tr> <tr><td>Other</td><td>£1,483k</td></tr> </table>	Maintenance	£1,000k	Efficiency Measures	£1,410k	CASS	£1,022k	Special Education	£668k	Transport	£194k	School Catering	£178k	Price increase		/costs recovery	£909k	Other	£1,483k
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North Eastern	www.neelb.org.uk	£6.052m	<table> <tr><td>Maintenance</td><td>£3,277k</td></tr> <tr><td>Efficiency Measures</td><td>£830k</td></tr> <tr><td>CASS</td><td>£115k</td></tr> <tr><td>Special Education</td><td>£770k</td></tr> <tr><td>Transport</td><td>£85k</td></tr> <tr><td>School Catering</td><td>£200k</td></tr> <tr><td>Price increase/</td><td></td></tr> <tr><td> costs recovery</td><td>£250k</td></tr> <tr><td>Other</td><td>£525k</td></tr> </table>	Maintenance	£3,277k	Efficiency Measures	£830k	CASS	£115k	Special Education	£770k	Transport	£85k	School Catering	£200k	Price increase/		costs recovery	£250k	Other	£525k
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South Eastern	www.seelb.org.uk *These figures are inclusive of some elements of savings already implemented in 2004/05	£7.527m*	<table> <tr><td>Maintenance</td><td>£810k</td></tr> <tr><td>Efficiency Measures</td><td>£1,450k</td></tr> <tr><td>CASS</td><td>£761k</td></tr> <tr><td>Special Education</td><td>£1,542k</td></tr> <tr><td>Transport</td><td>£686k</td></tr> <tr><td>School Catering</td><td>£271k</td></tr> <tr><td>Price increase/</td><td></td></tr> <tr><td> costs recovery</td><td>£540k</td></tr> <tr><td>Other</td><td>£1,467k</td></tr> </table>	Maintenance	£810k	Efficiency Measures	£1,450k	CASS	£761k	Special Education	£1,542k	Transport	£686k	School Catering	£271k	Price increase/		costs recovery	£540k	Other	£1,467k
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Southern	www.selb.org	£7.049m	<table> <tr><td>Maintenance</td><td>£3,500k</td></tr> <tr><td>Efficiency Measures</td><td>£740k</td></tr> <tr><td>CASS</td><td>£270k</td></tr> <tr><td>Special Education</td><td>£408k</td></tr> <tr><td>Transport</td><td>£638k</td></tr> <tr><td>School Catering</td><td>£97k</td></tr> <tr><td>Price increase/</td><td></td></tr> <tr><td> costs recovery</td><td>£493k</td></tr> <tr><td>Other</td><td>£903k</td></tr> </table>	Maintenance	£3,500k	Efficiency Measures	£740k	CASS	£270k	Special Education	£408k	Transport	£638k	School Catering	£97k	Price increase/		costs recovery	£493k	Other	£903k
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costs recovery	£493k																				
Other	£903k																				
Western	www.welbni.org	£5.701m	<table> <tr><td>Maintenance</td><td>£1,485k</td></tr> <tr><td>Efficiency Measures</td><td>£1,370k</td></tr> <tr><td>CASS</td><td>£461k</td></tr> <tr><td>Special Education</td><td>£86k</td></tr> <tr><td>Transport</td><td>£100k</td></tr> <tr><td>School Catering</td><td>£54k</td></tr> <tr><td>Price increase/</td><td></td></tr> <tr><td> costs recovery</td><td>£1,107k</td></tr> <tr><td>Other</td><td>£1,038k</td></tr> </table>	Maintenance	£1,485k	Efficiency Measures	£1,370k	CASS	£461k	Special Education	£86k	Transport	£100k	School Catering	£54k	Price increase/		costs recovery	£1,107k	Other	£1,038k
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PART II – EQUALITY CONSIDERATIONS

4. SECTION 75, NORTHERN IRELAND ACT 1998

4.1 Section 75 of the Northern Ireland Act 1998 provides that:

“A public authority shall, in carrying out its functions relating to Northern Ireland, have due regard to the need to promote equality of opportunity:

- *between persons of different religious belief;*
- *between persons of different political opinion;*
- *between persons of different racial groups;*
- *between persons of different age;*
- *between persons of different marital status;*
- *between persons of different sexual orientation;*
- *between men and women generally;*
- *between persons with a disability and persons without;*
- *between persons with dependants and persons without;*

and without prejudice to the obligations above, to also have regard to the desirability of promoting good relations:

- *between persons of different religious belief;*
- *between persons of different political opinion;*
- *between persons of different racial groups.”*

4.2 Each Board has an Equality Scheme approved by the Equality Commission. Under each Equality Scheme a commitment has been given to screen and, if appropriate, impact assess all existing and proposed policies. To this end, screening exercises have now been completed on the operation of the proposals contained in the Boards’ draft Resource Allocation Plans. Consultation on the outcome of the screening process is being undertaken again in accordance with the commitments given in each Board’s Equality Scheme.

4.3 The Boards are fully cognisant of their legal obligations pursuant to Section 75 of the Northern Ireland Act 1998, however, this statutory obligation cannot be regarded in isolation. The Boards equally must face the financial constraints imposed by their allocated funding and the need to meet their mandatory obligations imposed upon them by the Education Orders 1986- 2005.

5. POLICY FRAMEWORK

5.1 The overarching policy framework is each Board’s Resource Allocation Plan 2005/06. Paragraph 1.4 of this paper confirms that all Boards have complied with their legal duty to submit financial plans to the Department of Education. The Department has confirmed provisional approval to those plans to enable Boards to incur expenditure from the beginning of the financial year 1 April 2005 and also has indicated that it wishes to consider all sections of the Boards’ plans in depth before agreeing to issue full approval. If the Department approves the Boards’ Financial Plans (2005/06) the Boards will have no alternative other than to give them full effect in accordance with Article 113 of the 1986 Order. This is simply a reflection of the statutory hierarchy.

5.2 One of the key requirements of the Boards in developing a Resource Allocation Plan was to plan service delivery in such a way that it ensures expenditure is contained within the spending limits specified by the Department. This required the Boards to agree spending plans which incorporate savings of approximately £33 million. (Note that the total savings are inclusive of measures implemented in the SEELB relating to the 2004/05 financial year).

6. BACKGROUND TO SCREENING

6.1 The Equality Commission guidelines state “... *proposed policies must be subject to screening and to consultation on the outcomes of the screening exercise ... and those policies identified as having significant implications for equality of opportunity must be subject to full impact assessment*” (paragraph 3(a)(v) refers)

6.2 Section 7 of the Board’s Equality Schemes sets out the procedures for the screening and impact assessment of Board policies.

6.3 The screening exercise has concentrated on those areas where there is likely to be a reduction in service/staffing as a result of the operation of those plans. It is undeniable that difficult and, in some cases, controversial decisions have been made. They have been made in the context of the need to:

- protect front line services;
- avoid compulsory redundancies if possible;
- ensure the efficient use of public money;
- protect services which are a statutory requirement; and
- take account of the statutory framework within which Boards operate.

6.4 In accordance with existing practice a common and co-ordinated approach has been adopted to the screening process. A summary of the policies screened and the results of the screening is provided. The screening authorities have been identified in each case e.g. inter-Board (all five Boards or a number of Boards), intra-Board (internal to the Board specified).

6.5 The Boards funding allocation is the subject of continuing and on-going discussion, both internally and with the Department of Education. Consequently, the management of the budget distribution remains fluid.

7. CONSULTATION

7.1 The five Boards/Staff Commission consult annually on new policies screened and the outcome of the screening process. The supplementary report on the screening of new policies is issued in September each year. Given that these draft plans are operational it is necessary to proceed as a matter of urgency. Therefore, this separate additional report has been issued which details the findings of this screening exercise.

7.2 The Boards have strived throughout this process to ensure staff, trade unions and the Section 75 groups were kept apprised of developments. This was largely achieved through the Joint Consultative Forum and its Steering Group.

- 7.3 A questionnaire has been devised which may be of assistance to you in making a response to this paper. If you would prefer to meet with us please contact John or Deirdre who are co-ordinating this screening exercise. Their details are:

John Curran
Inter Board Services Manager
S E L B
3 Charlemont Place
The Mall, Armagh
BT61 9AX

or

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Equality Co-ordinator
Boards/Staff Commission for
Education and Library Boards
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Email: john.curran@selb.org

Tel: 028 9049 1461
Typetalk: 08001 028 9049 1461
Email: deirdre.vaughn@selb.org.uk

- 7.4 We would like to hear your views and can assure you that all views will be carefully considered. Views already provided have informed the screening process and will again be considered as part of the consultation process. Any comments on the screening exercise should be made, if possible by the 17 June 2005, however responses will be accepted up to the 24 June 2005.

8. OUTCOME OF SCREENING EXERCISE

8.1 Maintenance of the Boards' Estates (inter-Board)

Policy: Cease all planned maintenance, undertake only Health and Safety and response maintenance.

The Education and Libraries (NI) Order 1986 states that the Boards "*shall maintain and manage*" any school provided by them (i.e. controlled schools) and "*in relation to a maintained school, be responsible for the maintenance of the school premises*". The Boards are responsible for maintaining a varied portfolio of properties including schools, libraries, youth and outdoor pursuit centres and administration buildings.

The Boards have ceased all planned maintenance, only Health and Safety and response maintenance is being undertaken. Statutory planned maintenance (e.g. lift maintenance, fire extinguisher testing, PAT testing) will continue.

The postponement of this work will result in a need for an increased spend on maintenance in the future. However, if additional funding becomes available 'in-year' it would be possible to quickly reinstate funding for planned maintenance as appropriate.

Comment:

It is difficult to project the impact of this change on the above characteristics. Health and Safety and emergency response maintenance will continue. There is no doubt that the cessation of all planned maintenance for a prolonged period would lead to the deterioration of property and therefore have a negative impact on the Boards' estate and may affect pupils and staff working there. For the past two years the Department of Education and the Department for Culture, Arts and Leisure have provided earmarked funds for the purpose of improving access to school buildings and to public libraries. This work is unaffected.

Decision:

No impact assessment is required.

8.2 Efficiency Measures - All Services (inter-Board)

Policy: The Department of Education has instructed that, in planning services, priority should be given to protecting front-line services and to ensuring that adequate provision is made for demand-led services such as transport and school meals whilst constraining costs in other areas such as administration.

The efficiency measures in the draft Financial Plans include:

- a) reduced staffing costs via non-filling of vacant posts, withdrawal of temporary/agency staff/contracts; termination of contracts of advisory teachers on secondment from schools and voluntary redundancies;
- b) reduce sickness costs;
- c) reduce administrative costs via travel expenses, telephone usage, attendance at courses/training;
- d) achieve procurement savings (DE/DFP efficiency cuts); and
- e) inter-Board service sharing.

These measures are all designed to achieve the required savings without, if possible, having to resort to compulsory redundancies. To this end they comply with industrial relations legislation and established practice in a situation whereby an organisation is required to make efficiency savings of this magnitude.

Comment:

Evidence of the specific measures proposed impacting upon higher and lower participation or uptake by the above characteristics is limited. A moratorium has been placed on the filling of posts, except those which, if not filled, would have a detrimental effect on the Boards' ability to meet their statutory duties. Staff have been invited to indicate if they are interested in obtaining voluntary redundancy. The paramount criteria to be applied to such applications will be the Boards' future needs in the service area, potential savings and/or costs associated with such a redundancy. The benefits payable to a member of staff opting for voluntary redundancy are related to age criterion as specified under NILGOSC Regulations.

Reduction in staffing levels will place additional pressure on those staff remaining, put considerable stress on resources which are already stretched and will reduce rather than eliminate service provision. Costs for substitute teachers' cover are lower in the controlled sector than in the maintained and special education school sectors. The Boards are working with CCMS to reduce sickness levels in the maintained sector and are endeavouring to improve attendance in the special education sector as well.

Reductions in staff training, attendance at conferences etc have a detrimental effect on staff development and the maintenance of high quality standards and may result in some cases in the loss of quality standards e.g. Investors in People status.

Reductions in travel/communication costs will be countered by maximisation of the use of electronic communication systems and, as appropriate, tele conferencing. Whilst in the short-term this may be manageable, in the longer term it could have a negative impact on the policy-making process and may hinder mainstreaming.

Inter-Board service sharing is being encouraged by the Department of Education and the five Boards are exploring efficiencies through collaboration particularly across shared geographical boundaries.

Decision:

No impact assessment is required.

8.3 Curriculum, Advisory and Support Service (CASS)

(a) Policy: CASS: Reduced Support to Schools (inter-Board)

Each Board seeks to provide an Advisory and Support Service in relation to the curriculum and staff for all Controlled, Maintained, Voluntary and Grant-aided schools within its area. The relevant statutory provisions are set out under Articles 29 and 149 of the Education Reform (NI) Order 1989.

The main activities of the service are the training and development of teachers, managers and governors within schools and the ongoing development of those schools. CASS works in partnership with schools to raise achievement and enhance the quality of leadership/management, learning and teaching and the monitoring/evaluation of education standards. The programme of training is based on an analysis of training needs which is undertaken in consultation with Boards of Governors and other education bodies. As a result of this consultation board officers prepare a programme of advice and support. This can take many forms e.g. within the classroom, working with small groups of teachers and whole staffs in individual schools and organising and leading in-service courses for teachers in Boards' Teachers/Resource Centres.

Given the current financial constraints the Boards have had to reduce the CASS support service. There will be a reduction in the current INSET provision which will cover both centre-based and professional development programmes.

Comment:

The proposal will limit the capacity of the curriculum service in the provision of in-service training, ICT support and will reduce the opportunity for professional development. It is inevitable that this will have an impact on teachers in the classroom and if the situation pertained over a long period of time it would ultimately impact on pupils and may affect Government targets and DE targets and the agreed Northern Ireland Programme for the roll-out of the implementation of the revised Curriculum.

Decision:

No impact assessment is required.

(b) Policy: Increase/recover costs in the Music Services (inter-Board)

The Education Reform (Northern Ireland) Order 1989 identified instrumental tuition as an optional extra linked to the curriculum, but for which schools and parents could be asked to contribute. Each Board organises a music service as part of its non-statutory provision. The Boards' Music Services currently require a contributory charge from all schools in receipt of the Service, which may be passed on to the parents. There is also an annual loan/maintenance fee in respect of each instrument on loan from the music service.

Given the current financial constraints the unavoidable consequence is that Boards have to carefully review all service provision. In this context services which are a matter of statutory duty must take precedence over services which derive from an exercise of statutory discretion. All Boards are now looking toward the recovery of costs and/or increased charges for their music services.

Comment:

It is difficult to project the extent to which the increased charges will impact on uptake by the above characteristics. The reaction and ability of schools/parents to absorb the increases will determine whether uptake levels change. In G.B. when financial restraints forced many LEA's to devolve the monies previously spent on instrumental tuition to schools the Music Services sought alternative sources of funding and changes to how they operated but many were unable to sustain themselves and in this commercial environment simply disappeared.

The Department of Education's Education and Training Inspectorate Report concluded that the Boards, in conjunction with the Department of Education should consider the financial provision needed to 'improve pupils' equality of access'. Considerable progress had been made on the implementation of the programme of work which emanated from the recommendations of the Inspectorate Report, however, most of this work is now under threat or has had to be suspended.

It is inevitable that the potential costs to a parent(s) could result in a reduced uptake, particularly from those pupils in socially and economically deprived areas. Those who can least afford the proposed increases will be disadvantaged. Research commissioned by Department for Education and Employment, concluded 'Instrumental Music Services may have an important role to play in relation to social and educational inclusion. All Boards and schools are required to have a remission policy through which the charging disadvantage can normally be addressed.

Equality Impact Assessment Programme

This is a policy that was listed by the Boards for an impact assessment which commenced in 2004, however, it quickly became apparent that events subsequent to screening have had a profound impact on the implementation of this policy.

In 2002 the Department of Education's Education and Training Inspectorate conducted a formal survey of the Boards' Instrumental Music Services. This survey addressed the issue of ownership, access and equality of opportunity in order to inform future progress. A programme of work was underway aimed at improving pupils' equality of access and to cater for a wider range of pupils with other musical interest. The range of measures being implemented are those which would normally be associated with proposed mitigation. It had been intended to consult on

the proposal that the equality impact assessment be discontinued, subject to the implementation and monitoring of this programme of work and that the policy be re-screened during the period April 2006-March 2007. Given the current financial constraints the Boards are not, within the financial year 2005/06, in a position to implement fully this programme of work.

Decision:

The Boards have carefully considered the requirement to have due regard to the need to promote equality of opportunity but without additional resources cannot offset the disadvantage caused by increased charges.

(c) Policy: Closure of Drumalla House Outdoor Education Centre (Belfast Board only)

The main focus of the work at Drumalla House has been on environmental education. The residential accommodation has been closed for the past nine months due to health and safety concerns, there are no catering facilities on site. Consultation took place last year on the decision to change Drumalla from a residential to a non-residential centre.

The part of the building that can be accessed comprises a social/games room and training/classroom. For day visits by schools to be continued it requires the replacement of the toilet and changing facilities, as these are currently located within the main building that has been closed as a result of the independent condition survey on the safety of this property.

Comment:

During the period September 2003 to June 2004 there were 59 schools/youth groups booked into the centre (34 primary, 11 post-primary and 14 youth groups). The facility is not suitable for children with physical disabilities. Schools/youth groups who used the Centre will be encouraged to use the Delamont Outdoor Centre and/or through shared working arrangement facilities in the SEELB. There appears to be adequate provision of this type of residential establishment in Northern Ireland and therefore the decision to close Drumalla House may limit options available but will not adversely impact on schools and/or youth programmes.

Decision:

No impact assessment is required.

(d) Policy: Proposal to Close: Fleming Fulton Chalet (Belfast Board only)

Fleming Fulton Chalet was built to accommodate pupils with physical disabilities who attended Fleming Fulton School and who also received treatment in Musgrave Park Hospital. Initially numbers residing in the Chalet would have been high, however, over the last number of years numbers have been reduced reflecting improved community resources for children with physical disabilities and a trend towards more inclusive education practices across the region. There are presently only four pupils in the chalet, two pupils will be leaving during 2005.

Comment:

This provision is specific to young people with physical disabilities. They can reside in the chalet up to the school term in which they attain their 19th birthday. The Board will work with the parents and pupils and other Education & Library Boards/agencies to set up alternative arrangements for those pupils remaining. This is a change in provision which is anticipated will be more beneficial to the pupils.

Decision:

No impact assessment is required. A development proposal relating to this closure will also be published on which the Department of Education has the final decision. Schools, governors, staff and parents will also be consulted as part of this process.

(e) Policy: Proposal to close:

(i) Glenwood and St Teresa's Family Literacy Centre (ii) Glenwood Reading Centre (Belfast Board only)

The Family Literacy Centres at Glenwood Primary School and St Teresa's Primary School and the Glenwood Reading Centre were established in the early 1990's under additional earmarked funds received by the Board through the 'Making Belfast Work Programme'. This funding ceased in 1995 but the Board continued to fund the service from its block grant allocation. This is a non-statutory provision. The numbers of pupils using the facilities are:

- (i) 56 from 16 schools availing of literacy support
- (ii) 28 from 8 schools availing of reading support

The pupils are not statemented nor do they meet the current criteria for peripatetic or outreach support.

Comment:

Concern has been expressed that the removal of these types of services will significantly damage the education of children within the Board area and will impact particularly on those children who are vulnerable or require additional educational support. The Board is committed to ensuring that the needs of these children will continue to be met through alternative support. The pupils will be accommodated under the Board's peripatetic or outreach support programme. The three staff affected by the change in provision are being offered voluntary redundancy or the opportunity for a transferred redundancy under the Teachers' Redundancy Scheme.

This provision is historic in nature and was set up at a time when circumstances were very different, a review of provision has established that the needs of these children can be met in a more cost effective manner.

Decision:

No impact assessment is required.

(f) Policy: Cessation of Homework Centre provision (Belfast Board only)

A number of homework centres were set up under the Making Belfast Work programme. The purpose of the centres was to provide pupils with a facility to study and do homework after school hours thus indirectly improving pupils' attitudes to school and their basic numeracy, literacy and learning skills.

Comment:

The provision was non statutory and the funding of £30,000 has been withdrawn. Given that the schools concerned are all undertaking numeracy, literacy and IT initiatives within the curriculum the impact on pupils is considered to be limited.

Decision:

No impact assessment is required.

(g) Policy: Cease Funding to Specialist Instructors – Youth Service (Belfast Board only)

The Belfast Board currently employs 3 specialist instructors to take boxing in St Agnes' Youth Club. This amounts to 15 hours per week in total. The Board also grant aids 2 voluntary youth centres, Holy Trinity Youth Centre and Newhill Youth Club for a total of 17 ½ hours per week. Due to increasing financial pressures the Board, at its meeting held on 28 April 2005, agreed proposals to cease funding to specialist instructors.

Comment:

This decision falls into line with the curriculum for youth work in the youth service and the new registration guidelines for single activity sports groups. The Board considers the impact on young people and the community to be minimal as these units are specialist sporting units linked to other sporting organisations.

Decision:

No impact assessment is required.

(h) Policy: Early Years Learning Service (Toy and Book Library) (Belfast and South Eastern Boards only)

Belfast Board

The Early Years Learning Service in the Belfast Board was established 20 years ago at a time when there was no pre-school provision. Originally known as the Toy and Book Library it currently serves 16 schools and caters for 170 pupils.

South Eastern Board

The Toy and Book Library was established in a very small number of schools in the South Eastern Board area from funding provided by non-Board funded schemes such as Making Belfast Work and Peace and Reconciliation monies. Following the cessation of monies from these sources the Board provided funding. The provision is currently located in four schools. Provision under this scheme was extremely limited.

This is a non-statutory service. The Pre School Education Advisory Group (PEAG), Sure Start and various other parenting initiatives now exist. With the enriched curriculum the needs of these children can continue to be met without the use of this service through different methods of support.

Comment:

This provision is specifically aimed at meeting the needs of pre school children throughout the Belfast and South Eastern Board areas. Currently in the South

Eastern Board area there is 88% capacity and in the Belfast Board area there is 100% capacity for children in terms of pre-school education.

Decision

No impact assessment is required.

(i) Policy: Alternative Use of Downpatrick Resource Centre (South Eastern Board only)

The Downpatrick Resource Centre is currently used for office accommodation for education welfare officers serving the surrounding area, a resource library for local teachers and for hosting meetings. It is proposed that the accommodation utilisation be maximised by using the facility for EOTAS provision and local youth administration.

Decision:

No impact assessment is required.

(j) Policy: Closure of Cabra Towers Outdoor Field Study Centre and Relocation of Provision to Ardnabannon Outdoor Centre (South Eastern Board only)

The main focus of the work at Cabra Towers has been on environmental education and generally caters for primary pupils although there is some post-primary use. At weekends the Centre has been used by youth organisations. The facility is residential. The building is a former large dwelling house which was used as a convent prior to its purchase by the former Down County Education Committee.

Significant spend is necessary on the property to bring the building up to the required standards. The building is not compliant with disability discrimination legislation. The statistics for 2003/2004 show that on average, Cabra catered for 35 residential pupils per week Monday to Friday. The Board plans to cater for groups which traditionally use Cabra by providing an additional 40 residential beds at Ardnabannon Outdoor Residential Centre situated in close proximity to Cabra. The additional accommodation made available may also be used at weekends and holiday periods by youth organisations. A total of 105 beds will now be available at Ardnabannon and full catering will be available throughout the week. Works have been recently completed at Ardnabannon to make the building compliant with disability discrimination legislation.

Staff:

The 10 members of staff employed at Cabra Towers will be offered voluntary redundancy or redeployment to Ardnabannon.

Decision:

The decision to close Cabra Towers and relocate the provision at Ardnabannon will not have a detrimental impact..

(k) Policy: Operation of full cost recovery for Studio On

Comment:

Studio On is a creative Learning Centre developed by the South Eastern Board in conjunction with the Nerve Centre opened in March 2004 in a former primary school

to provide young people and those who work with them an opportunity to develop new skills in creative learning, new media (ICT, film and video) and the arts. The provision is non-statutory and has been used in the main by youth clubs and primary schools. Between the period October 2004 to date it has been used by 36 groups/schools. The Board is seeking to recover its costs.

Decision:

No impact assessment is required.

(I) Policy: Operation of full cost recovery of the Causeway School and either full cost recovery or closure of the Centres at Ballymoney and Ballymena. (North Eastern Board only)

The resource centres under review are:

- Ballymoney Centre which provides a venue for CASS courses and some Music Tuition.
- One local Music Centre at Ballymena.
- The Causeway School (Living Museum)

At present plans are developing around cost recovery/reduction rather than closure.

Decision:

When the review has been completed screening will be conducted as appropriate.

8.4 Special Education

(a) Policy – Pupil Support Services (Belfast Board only)

The primary aim of pupil support services is to meet statutory requirements with regard to pupils with special educational needs. The board has also over the years provided additional support which was not a statutory requirement.

The Board proposes to continue to meet its statutory obligations whilst at the same time continuing to meet the needs of the wider special educational needs population through statutory provision by implementing a range of measures including changing the models of service delivery, reductions in running costs and staffing levels.

Comment:

The Board will continue to meet its statutory obligations and also to provide additional support in the form of non statutory provision.

The Board considers that the impact on those receiving the service will be limited and it will endeavour to meet needs through the continuing good practice of proactive preventative work.

Decision:

No impact assessment is required.

(b) Policy: Reduced Support for Summer Activity Scheme for Children with Special Needs (South Eastern Board only)

The South Eastern Board runs a summer scheme for children with special needs with severe and profound learning difficulties each summer in 4 locations. The Scheme is attended by approximately 360 pupils. The provision is non-statutory.

Comment:

The provision is specific to pupils with special educational needs and is additional non-statutory provision undertaken by the South Eastern Board. Given the current financial constraints the Board is continuing the provision but reducing the duration of the Scheme from 13 to 10 days.

Decision:

No impact assessment is required.

(c) Policy: Reduction in Article 56 Budget to Schools (South Eastern Board only)

Special schools are funded by the Education Board in whose area the school is located. The majority of all their costs including staffing costs, (teaching and non teaching), are met by the area Board. Special Schools are however delegated each year a sum of money to cover non labour costs such as heating, curricular materials, stationary, telephone and ancillary administration costs. Such monies are delegated to the school under Article 56 of the Education Reform (NI) Order 1989.

Comment:

The South Eastern Board is reducing the amount of money it delegates to special schools. There are 11 special schools in the Board's area, none are in deficit save Ardmore and Knockevin which together cater for 48 pupils.

Decision:

No impact assessment is required.

(d) Policy: Education Other Than at School (EOTAS) - (Southern Board only)

The duties of the Board regarding behaviour support and the exceptional provision of education are contained within Articles 6 and 86 of The Education (Northern Ireland) Order 1998.

As outlined above the Board has a statutory duty to make provision for pupils of compulsory school age who are not able to gain access to suitable full-time education. The Board also makes arrangements to support children and young people who present as having emotional and behavioural difficulties. Support for these pupils may be offered directly to the pupils but may also take the form of consultations with their parents and teachers or training may be offered to parents, school staff and other professionals.

The status of a pupil referred to the Behaviour Support Team (BST) and Education Other Than At School (EOTAS) influences their entitlement to accessing resources and to the funding arrangements for the provision they receive.

The BST and EOTAS staff inform and advise both school staff and also staff involved in related professional services.

Comment:

A review of a number of options, which are not mutually exclusive, is ongoing. The options include:-

1. Reduce number of subjects offered to each pupil.
2. All invigilation for exams and exam entry to be the responsibility of schools.
3. Have more stringent criteria for accepting referrals.
4. Limit training opportunities for staff, thus increasing teacher teaching time.
5. Use more behavioural assistants to deliver social skills training rather than teachers.
6. Change patterns of teaching.
7. Redundancies.

Decision:

When the review has been completed screening will be conducted as appropriate.

8.5 Transport

(a) Policy: Introduction of Board Minibuses to Replace Taxis and Private Hire (North Eastern, Southern and Western Boards only)

Comment:

Under these arrangements there is no change in provision. It is anticipated that the use of in-house transport arrangements will generate savings.

Decision:

No impact assessment is required.

(b) Policy: Review of School Crossing Patrols and the application of the LARSOA Guidelines (South Eastern, Southern and Western Boards only)

The South Eastern Board is undertaking a comprehensive review of the service of this non-statutory provision in accordance with Local Authority Road Safety Officers Association Guidelines (LARSOA). In the Southern and Western Boards a similar review of service provision has commenced, screening will be conducted as appropriate when these reviews have been concluded.

Comment:

In the South Eastern Board there are currently 160 school crossing patrols attached to schools. As a result of the review it has been identified that 16 schools have services at 2.00 p.m. but have indicated that there are no unaccompanied children using the service. The service at these schools is being withdrawn.

A further 71 schools have lunchtime services which will be withdrawn with effect from 1st September 2005. Surveys will continue to be undertaken of posts as they become vacant (whether temporarily/permanent) and the LARSOA guidelines will be applied to determine whether a temporary/permanent placement is necessary.

Decision:

No impact assessment is required.

(c) Policy: Withdrawal of Transport at 2.00 p.m. (South Eastern and Southern Boards only)

Comment:

Currently only two of the five Boards provide school to home transport assistance in respect of P1-P3 children at 2.00pm namely the South Eastern Board and the Southern Board. The South Eastern and Southern Boards are carrying out a review of such provision and it will be withdrawn where there is no operational advantage to the Board in transporting children at 2.00 p.m. Children who are eligible for transport assistance at 2.00 p.m. will be transported at 3 o'clock.

Decision:

No impact assessment is required.

8.6 School Catering

(a) Policy: To increase the price of school meals (inter-Board)

The relevant statutory provision here is Article 58 of the Education and Libraries (Northern Ireland) Order 1986 which states: "*A Board shall, in accordance with arrangements approved by the Department provide - milk, meals or other refreshment for pupils of such description as the Department may determine in attendance at grant-aided schools, other than voluntary grammar schools and direct grant voluntary intermediate schools*", together with approved consumption facilities. The arrangements must be approved by the Department of Education. (Where a Board concludes that *'the average daily number of pupils wishing to avail themselves of this provision'* is such that *'the cost of producing or transporting the dinners/meals cannot be justified'*, it would have a duty to consider discontinuing the service). The latter is not under consideration as part of this screening exercise.

The Department of Education initially subsidised the cost of school meals. The subsidy was phased out over a number of years and was removed entirely in April 2000 in order to maximise the amount of resources available for direct classroom use. Boards are required by the Department of Education to recover the full economic costs of production for any meal or refreshment provided. Since the removal of this subsidy the cost of a meal has been reviewed on an annual basis.

Comment:

The price of a meal directly impacts upon the demand for the service and therefore it is important that the price is set at a level that will encourage optimum use. For this reason Boards have not strictly applied the requirement to recoup full production costs. Given the current financial constraints Boards have less flexibility

in price setting. This year's financial assessment has resulted in an average price increase of around 10p. Uptake tends to fall initially with every price increase but then recovers over the school year.

Parental and pupil surveys were conducted as part of the Fundamental Best Value Review, referred to above. Overall, parents agreed that the school meal component represented value for money. At the post primary level the experience of the School Catering Service is that pupils using cash cafeterias is unlikely to decline, however, their spending power is unlikely to increase. In a nutshell customers are retained but they spend less. The survey also identified that a difference exists between primary and post primary schools in terms of uptake. Where there is a cash cafeteria facility pupils are more likely to stay in the school for lunch.

Free school meals are provided as part of the overall school meals service to pupils from socially disadvantaged circumstances (entitlement is based on parental receipt of Income Support, non-contributory job seekers allowance or, in, certain circumstances, Child Tax Credit).

Decision:

No impact assessment is required.

(b) Policy: To review charges for staff currently receiving a meal at an abated rate/free (inter-Board)

The School Catering Service employs approximately 5,000 staff and operates in around 1,200 schools. Catering and supervisory staff working over the lunch time period receive a meal at an abated rate. This matter has been raised with the trade union side; a review has been requested of the arrangements as part of the harmonisation of terms and conditions of staff. Negotiations are still ongoing.

Decision:

Screening is inappropriate whilst negotiations are on-going.

(c) Policy: Laundry Allowances (Southern and Western Boards only)

The Southern and Western Boards are seeking, in consultation with the trade unions, the cessation of laundry allowances. In the three remaining Boards payment of this allowance has ceased.

This matter has been raised with the trade union side; a review has been requested of the arrangements as part of the harmonisation of terms and conditions of staff. Negotiations are on-going.

Decision:

Screening is inappropriate whilst negotiations are on-going.

(d) Policy: Convert Kitchens to Dining Centres "Efficiency Measures" (*Belfast and Western Boards only*)

Spare capacity within kitchens can have a negative effect on the price of meals. A review is being conducted of uneconomic kitchens with a view to transporting meals, if more financially viable, whilst maintaining quality.

Comment:

Those entitled to a free school meal will still receive one, those wishing to purchase a meal will also continue to be able to do so. Those with special dietary requirements will continue to be accommodated. Provision has not changed only the method of provision.

Decision:

No impact assessment is required.

8.7 Centre Schools

In this section a number of policies are linked to the new Common Formula Funding for the Local Management of Schools, April 2005. Decisions on the establishment of budget allocations against areas of prescribed mandatory exceptions as specified in the Common Funding Formula Scheme are a budgetary function.

The new Common Funding Formula was screened and impact assessed by the Department of Education, September 2004.

(a) Policy: Reduce Centre School Funding (inter-Board)

In line with the Common Funding Formula provision has been allocated to schools for:

- special arrangements;
- AS levels; and
- Youth tutors.

Boards will no longer supplement the funding allocated to schools for these services. If schools choose to utilise the services of a youth tutor the timetabled teaching element of these costs will have to be met from their delegated budget. The provision continues to exist, but may not be sustainable as it places a greater financial burden on the schools.

(b) Policy: English as an Additional Language (EAL) (inter-Board)

Under the Common Funding Formula the funding normally associated with EAL support is now part of the delegated budget allocated to schools. The new funding arrangements will mean that all schools with ethnic minority children, as identified in the October census return to the Department, will receive £864 per pupil in their LMS allocation. Each Board will continue to receive an allocation from the Executive Programme Funds (EPF) for EAL provision. The change to the funding arrangements reflect a shift in policy by the Department of Education whereby its emphasis is now on the development of teacher skills rather than Boards providing direct tuition for children. The Boards will continue to provide support and training for teachers using the EPF allocation referred to above. The Boards will also engage in follow up visits to schools with children falling into these categories to ensure consistent standards of designation across schools.

Given that schools are already funded under the Common Funding Formula, the Belfast and South Eastern Boards are currently canvassing schools in their area to

establish if they are interested in a managed service beyond that which the EPF allocation would permit and schools' willingness to fund such a service from their own delegated allocations.

NICEM has written to Department of Education, the five Education and Library Boards, Staff Commission and OFMDFM raising concerns about the "*drastic cuts the five Education and Library Boards have had to make in their spending plans for 2005/06 ...*" NICEM has stated its opposition to the change in EAL provision and has suggested an alternative means of provision. (*NICEM letter dated 30 March 2005*)

EMBRACE "*Building a Welcoming Community*" has written to the Belfast Education and Library Board re media reports that their EAL Unit was to close. Prior to submitting a formal complaint they have requested information on whether a screening exercise was conducted by the Board and, if so, the outcome of that process. (*EMBRACE letter dated 6 April 2005*)

Note: *At the Joint Consultative Forum meeting held on 26 May 2005 it became apparent that there was a difference of viewpoint between the Boards and the Department in relation to the funding of this provision. It was agreed that the Boards and the Department would meet to clarify the position.*

(c) Policy: Swimming Programme (North Eastern and Western Boards only)

Under the Common Funding Formula this provision is paid directly to schools. The responsibility for this provision rests with the Board of Governors in the individual schools but in the past a number of Boards organised and funded this provision centrally for the schools in their area to facilitate the delivery of a more effective and efficient service. Given the current financial constraints the Boards will no longer organise or fund this provision centrally. The provision will continue to exist, as indicated above.

(d) Policy: Cluster Arrangements (South Eastern Board only)

The South Eastern Board had seconded a member of staff in 2003/2004 to work with small schools on how to enhance existing administrative and financial practices to increase efficiency at both school and Board level

Comment:

The member of staff allocated to this post has been returned to their original duties.

Decision:

No impact assessment is required.

(e) Policy: Withdrawal of assistance to nursery schools in respect of children aged two years (South Eastern Board)

The South Eastern Board has since 2003 made additional financial assistance available to nursery schools and units with ten or more pupils aged two years within a class to address the practicalities occasioned by such children. In year 2003-04 16 nursery schools/units were provided with assistance. In year 2004/05 26 nursery units were assisted.

Comment:

This provision is specific to nursery schools with ten or more pupils aged 2. Places in nursery schools and units will continue to be available to children aged 2 in accordance with the current admission arrangements and there is no change whatsoever in such admission arrangements. The Department of Education is currently completing a review of pre-school education which is scheduled to report in June/July 2005.

Decision:

No impact assessment is required.

(f) Policy: Reduction in Curriculum Reserve/Class Size/Contingency Funding (South Eastern only)

Under the Common Formula for the Local Management of School, Boards are required to establish allocations at Centre against prescribed mandatory exceptions.

In the year 2005 - 2006 the South Eastern Board is going to reduce the funding made available for schools in the following areas:

- (1) Curriculum reserve
- (2) Class size
- (3) Contingency Funding

Curriculum Reserve:

Curriculum Reserve is used to assist schools with failing numbers to

- (i) phase in a reduction in teaching staff;
- (ii) avoid a reduction in teaching staff caused by a short term dip in enrolment;
- (iii) provide assistance where a school is subject to rationalisation/or development proposal;
- (iv) maintain essential curriculum provision;
- (v) in the case of a controlled integrated school where the school is required to appoint or retain a teacher of a particular community background but has not had an opportunity to do so as part of the normal turnover in staffing.

Class Size:

Monies are used to assist primary schools to maintain Key Stage 1 class sizes > 30 pupils

Contingency Funding:

Each year a Board sets aside a contingency fund to cover exceptional cost demands. The existence of which is not designed to absolve schools from their obligation to meet less severe eventualities by prudent management of their delegated budgets. The fund may be used as follows:

- (a) correction of significant error in the application of the formula;
- (b) emergency costs;
- (c) changes in the characteristics of a school;
- (d) in-year growth in pupil numbers
- (e) pupil number adjustments where pupils move schools within the year; and
- (f) circumstances which the Board judges exceptional and which give rise to unexpected and significant increased expenditure not covered elsewhere within the Common Funding Scheme.

Decision:

No impact assessment is required.

(g) Policy: Rationalisation (South Eastern Board only)

The South Eastern Board each year has made financial assistance available to schools amalgamating. Such monies have assisted schools, in advance of the amalgamation, to co-ordinate administrative practices and harmonise areas of curriculum provision e.g. reading schemes.

Comment:

There are only three amalgamations ongoing within the current financial year and two of these are at an advanced stage.

Decision:

No impact assessment is required.

(h) Policy: Withdrawal of Small Grants (South Eastern Board only)

Comment:

The South Eastern Board has in recent years assisted pupils in its Board area to compete in sporting and cultural competitions at national and international level. The maximum annual budget available did not exceed £10,000.00. Over the last three financial years assistance has been granted to 17 pupils.

Decision:

No impact assessment is required.

8.8 **School Library**

Policy: Reduce book funding (inter-Board)

A wide-ranging library service is provided to nursery, primary and special schools. At the post primary level the Boards allocate to schools money to be spent on materials for the schools library.

Comment:

The reduction in the funding for school library books may affect classroom learning and a school's ability to deliver the curriculum in terms of restricting the level of new stock being purchased. This could also have an adverse impact on the attainment of literacy targets. However, the remaining funding will still allow for a substantial number of stock items to be purchased and core services will continue to be provided using existing stock augmented by some new stock. Also if additional

funding becomes available 'in-year' it would be possible to increase/restore funding to established levels.

Decision:

No impact assessment is required.

BELFAST EDUCATION & LIBRARY BOARD

FINANCIAL PLANNING 2005/06Scheme Proposals for 2005/06

	04/05	2005/06		04/05	NILGOSC	Teachers	UPS2	05/06	05/06
	Budget	Pay & Price Inflation		Pressures		S'Ann		Pressures	Need
	£000		£000	£000	£000	£000	£000	£000	£000
Special Code of Practice	1,090	4.4%	48	0	0	0	0	0	1,138
Class Sizes	350	4.4%	15	0	0	0	0	0	365
Centre Schools	12,974	4.1%	536					0	14,124
Special Education	19,287	1.4%	262					0	18,699
HQ Admin	5,413	3.1%	168					0	5,475
Milk and Meals	5,873	4.2%	249					0	5,587
Transport	4,278	9.3%	400					0	4,253
CASS	5,669	2.9%	164					0	4,132
Schools Library	850	3.0%	25	0	0	0	0	0	586
Misc Education	5,626	1.9%	108	0	0	0	0	0	3,079
BMC Admin	29	10.4%	3	0	0	0	0	0	32
Central Provision	0							0	7,500
Maintenance	4,541	1.7%	75	0	0	0	0	0	4,500
Total Centre Budgets	65,980	3.0%	2,054	-	-	-	-	-	69,470

Allocation: 62,574

Shortfall: 6,896

NORTH EASTERN EDUCATION AND LIBRARY BOARD

ESTIMATED REQUIREMENTS 2005/06

CENTRE BUDGETS	TOTAL BASELINE 2004/05 £000s	2005/06 Pay & Price Inflation		TOTAL BASELINE 2005/06 £000s	Existing 2004/05 Pressures £000s	NILGOSC £000s	Teachers S'Ann £000s	Teachers Threshold UPS2 £000s	Additional Pressures 2005/06 £000s	2005/06 Requirements £000s
		%	£000s							
LMS SCHOOLS	20,794	3.37%	701	21,495	435	189	331	97	613	23,160
SPECIAL EDUCATION	13,277	3.84%	510	13,787	400	170	416	179		14,952
HEADQUARTERS ADMIN	5,305	3.66%	194	5,499	300	157			185	6,141
MILK & MEALS	5,398	4.19%	226	5,624	300	197				6,121
TRANSPORT	16,771	3.19%	535	17,306		55			600	17,961
CASS	3,850	4.13%	159	4,009		98	57	22		4,186
SCHOOL LIBRARY SERVICE	818	3.30%	27	845		19				864
MISC ED SERVICES	2,810	3.74%	105	2,915		21	81	45	6	3,068
BMC - ADMINISTRATION	18	5.56%	1	19		1				20
OTHER CAPITAL	0	n/a	0	0	250					250
ADDITIONAL MAINTENANCE	161	2.48%	4	165	2,897					3,062
Total: Centre Budgets	69,202	3.56%	2,462	71,664	4,582	907	885	343	1,404	79,785

Allocation 2005/06	73,733
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Shortfall	6,052
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SOUTH EASTERN EDUCATION AND LIBRARY BOARD

PROPOSED 2005/06 RECURRENT SCHEME - DE BLOCK GRANT

	2004/05	2005/06 notional requirement	2005/06 budget	Cuts from 2005/06 settlement	Notes
Schools non-delegated	19,213	21,106	18,465	2,641	
CASS	3,587	3,980	3,042	938	
Meals	3,941	4,247	3,941	306	
Maintenance	3,168	2,622	2,480	142	1
Headquarters	6,305	6,818	6,032	786	
Special	16,591	18,880	17,338	1,542	
Transport	13,138	14,530	13,138	1,392	
School libraries	524	442	324	118	
Education welfare	627	646	627	19	
Miscellaneous including non-schools rates	974	1,069	1,050	19	
Total Centre	68,068	74,340	66,437	7,903	

Notes:

1. The maintenance budget was increased by special funding for asbestos work. This was excluded in arriving at the 2005/06 requirement. However, it should be noted that this requirement was for Health & Safety and emergency maintenance only.

SOUTHERN EDUCATION & LIBRARY BOARD

DEPARTMENT OF EDUCATION : PROPOSED FINANCIAL SCHEME 2005/06 £k

	Request 04/05	Saving	04/05 budget	Pressures	NILGOS C	Teachers ' S/A	UPS2	Restore Maint cut	Centre adjs	Pay and other Inflation	05/06 Requir- e-ment	Saving s	Sub Total	Specified	Total
Centre Schools	23335		23335	325	270	478	249			835	25492	985	24507	2667	27174
Catering	5618	140	5478	303	205				-25	224	6185	352	5833		5833
Transport	16097	84	16013	583	104					626	17326	638	16688		16688
Road safety	1065	11	1054		28					41	1123	195	928		928
Headquarters	5393	54	5339	99	176					211	5825	273	5552	285	5837
CASS	2735	27	2708	135	115					111	3069	270	2799		2799
Teacher/Resource centres	998	10	988	100	20					42	1150	138	1012		1012
Music	967	10	957		21					37	1015	100	915		915
Special/Peripatetic	9066	0	9066	924	156	342	201	0	64	401	11154	484	10670	1096	11766
Education welfare	864	9	855		20					33	908	50	858		858
Library Schools	973	10	963	83	21					40	1107	280	827		827
Maintenance	3398	3288	110					3288		127	3525	3500	25	3226	3251
Capital Threshold adj	432		432							16	448	0	448		448
Misc	17		17		0					1	18	0	18		18
Benefits Admin	11		11		0				25	0	36	0	36		36
Total	70969	3643	67326	2552	1136	820	450	3288	64	2744	78380	7265	71115	7274	78389
Specified Allocations															
: maintenance			4798								3226				
: asbestos			450								0				
: CMSU			278								285				
: Code of Practice			1097								1096				
: Classroom assts			1021								1207				
: SEN classroom assts											1460				
Sub Total			7644								7274				
	Total 04/05 scheme		74970								85654				78389
										Problem	7265				

FINANCIAL PLANNING 2005/06

WESTERN EDUCATION & LIBRARY BOARD

Scheme Proposals for 2005/06

	04/05	2005/06		04/05	NILGOSC	Teachers	UPS2	05/06	05/06
	Budget	Pay & Price Inflation		Pressures		S'Ann		Pressures	Need
	£000		£000	£000	£000	£000	£000	£000	£000
Special Code of Practice	1,050	4.4%	46	0	0	0	0	0	1,096
Class Sizes	384	4.0%	15	0	0	0	0	0	399
Centre Schools	12,583	4.3%	536	(700)	81	235	149	500	13,383
Special Schools	10,034	3.9%	387	300	84	382	242	167	11,596
Special Education	6,873	3.8%	262	300	227	29	18	970	8,679
HQ Admin	4,512	3.7%	168	160	139	0	0	0	4,979
Milk and Meals	6,556	3.8%	249	(70)	336	0	0	0	7,071
Transport	12,115	3.3%	400	750	185	0	0	97	13,547
CASS	4,309	3.8%	164	0	33	161	102	0	4,769
Schools Library	801	3.2%	25	0	12	0	0	0	839
Misc Education	2,800	3.9%	108	0	98	58	37	0	3,101
BMC Admin	79	3.8%	3	0	3	0	0	0	85
Maintenance	2,988	2.5%	75	567	29	0	0	0	3,659
Total Centre Budgets	65,084	3.4%	2,440	1,307	1,227	865	547	1,734	73,203

Allocation: 67,502

Shortfall: 5,701