

## Proposed meeting structures from February 2019

### Rationale:

The education system is going through a prolonged period of change. In addition to significant structural, curriculum and funding reforms, the government has undertaken multiple reviews and consultations and published a number of reports over the last 12 – 18 months on exclusions, home schooling, integration, education in the North of England, the creation of new school places and the outcomes of learners in residential special schools. The role of the virtual school head has expanded, a vision for the future of alternative provision is under development as are the Department's principles for a clear accountability system.

Education is best delivered in a locality via genuine partnership, with all players working in concert to ensure that all children and young people receive a good education, and that they, and their families, are treated fairly and equitably.

Building on the tremendous work of the Improvement Partnerships the following proposal has been designed to enable North Yorkshire to develop further:

- A sector-led model
- Funding where possible being allocated to localities;
- Greater collaboration between the LA, schools and settings;

### The proposal

1. The creation of:

*'The Learning Trust'* – a strategic board which is Headteacher led and considers the strengths and challenges of the education sector across North Yorkshire (Appendix 1 – Terms of Reference)

*'Locality Boards'* – a governance board led by Headteachers which considers the strengths and challenges facing the locality (Appendix 2 – Terms of Reference)

*'Commissioning Boards'* – the funding which has been allocated to localities is commissioned through these groups. The commissioning will be evidence led based on the needs of the locality (Appendix 3 – Terms of Reference)

2. Each Locality would have at least one Teaching School Alliance partnered with it.
3. Headteachers would be nominated and sit on the Boards for a 3 year term.
4. The Local Authority would administer the Boards.
5. The termly Headteacher network meetings at present led by the LA would become a termly partnership meeting in each locality with a shared agenda and also shared leads.
6. There would be a termly secondary network meeting which would be County-wide led by Headteachers from the Locality Boards and the LA with a shared agenda.
7. All the boards would be focussed on:
  - a. Outcomes for young people
  - b. The sector-led approach
  - c. Partnerships and collaborations
  - d. Raising the bar
  - e. Leadership and management
  - f. Safeguarding

Proposed Meeting Structure for  
North Yorkshire  
February 2019

Local  
Safeguarding  
Children Board

School Forum

The Learning Trust

Health and  
Wellbeing Board

Craven

Selby

Hambleton &  
Richmondshire

Whitby, Scarborough, Filey  
and Ryedale

Harrogate, Knarsborough &  
Ripon

In each locality

- A) Termly Partnership meetings for all schools led by Headteachers and the Local Authority
- B) Cross phase Governance for each locality with elected Headteachers (3 year term of office) leading with the support of the LA covering both School Improvement and SEND agenda
- C) Each locality to determine their own meeting structure working to the Locality Board but it is proposed that all Localities will have a strategic Locality Board and a Commissioning Board
- D) A commissioning 'pot' to be available for each locality to address local need
- E) 2/3 Headteacher representatives for each locality will be representatives on the Learning Trust
- F) 1 or 2 Teaching School Alliances (TSA) will be partnered with each locality structure

Learning Trust – the board which will analyse and discuss County wide strengths and developments. The membership on this Board will be 2/3 Headteachers from each locality, the Diocese, the DfE and the LA. It is proposed that this Board will be chaired by a Headteacher.

Locality Boards – to be constituted with membership from Headteachers in the area and also the LA. It is proposed that a Headteacher will Chair the group and the focus will be on locality strengths and developments.

Commissioning Board – one would be established in each locality to commission both SEND and School Improvement developments / sharing of good practice.

**Learning Trust**  
**Draft Terms of Reference**

**1. Introduction**

- 1.1 The Learning Trust in North Yorkshire shall focus on improving outcomes for all children and young people in a manner consistent with the agreed statement of collective moral purpose, such that all schools are supported and challenged to become at least “good” or “outstanding”.
- 1.2 The Learning Trust will be responsible for developing areas which are County wide.

**2. Composition**

2.1 The Learning Trust shall include the following:

- The Chair of the Schools Forum (Headteacher)
- 2 strategic leads from the Teaching School Alliances, namely,
  - Swaledale (lead - Brompton on Swale CoE Primary School)
  - Esk Valley (lead – Castleton Community Primary School)
  - Scarborough (lead – Scalby High School))
  - North Star (lead – Meadowside Community Primary School)
  - HART (lead – Askwith Community Primary School)
  - STAR (lead – Monk Fryston CE Primary School)
  - Polaris (lead – Malton St Mary’s Primary School)
  - Red Kite (lead- Harrogate Grammar School)
  - Northern Lights (Lead – Skipton Girls High School)
  - Yorkshire (St. Aidan’s CE High School)
- 2 representatives from each locality, namely:
  - Craven
  - Harrogate, Knaresborough and Ripon
  - Hambleton and Richmondshire
  - Scarborough, Whitby, Filey and Ryedale
  - Selby
- The Director of Children and Young People (non-voting)
- he Assistant Director for Education and Skills
- The Assistant Director for SEND and Incusion
- The Assistant Director for Children’s Social Care
- Diocesan Representative (x2)
- 1 representative from the Regional School Commissioner (RSC) Office

The Chair of the Trust will be an elected Headteacher.

- 2.3 Other headteachers and officers of the Local Authority shall be invited to attend as and when necessary to reflect particular needs and provide intelligence in support of the work of the Board.
- 2.4 The Board shall also have the discretion to co-opt a regional representative of the Teaching Schools Council.

### **3. Membership and Selection**

#### **3.1 The Chair shall:**

- serve for a term of office of up to three years, nothing precluding their nomination for a subsequent term;
- hold the strategic overview for school improvement and SEND across the County;
- chair the Learning Trust on a termly basis, overseeing the work of the Trust and working with the Trust Members to:
  - Agree County-wide priorities;
  - Approve the County Priority Plan;
  - Approve the actions within the County Priority Plan;
  - Oversee the monitoring of progress towards agreed outcomes through Trust meetings;
  - Maintain an overview of the County that is focussed on SEND and school improvement so as to be able to monitor their effectiveness and impact;
  - Maintain an overview of income and expenditure to monitor the effectiveness and impact of funding on improving outcomes;
- Encourage all schools to become active members of a federation, partnership or similar collaborative arrangement, and foster new arrangements, recognising that sometimes it may be appropriate for such clusters to cross geographic boundaries.

#### **3.2 Co-opted Headteachers from the localities shall:**

- normally serve for up to three years before a fresh nomination is sought;
- play a vital role in identifying strengths and development areas within their locality which can be discussed and supported by the Learning Trust;
- Act as the interface between the Learning Trust and Locality Board;
- contribute to and interpret the overall County Priority Plan;
- assist the Trust to identify evidence based strategies with regard to school improvement and SEND.

#### **3.3 Strategic Leads of the Teaching School Alliances**

The Alliances shall nominate their 2 representatives to the Trust although it is expected that they will, initially, be the strategic lead Headteacher. They shall:

- normally serve for up to three years before a fresh nomination is sought;
- represent headteachers in the County by bringing nationally accredited status, experience, capacity, structures and funding to lead and support strategies for school improvement and SEND, building on the existing good work that is already in place across Alliances and existing collaboratives across the County.
- contribute to and interpret the overall County Priority Plan;
- contribute from their own experience of what strategies work best with regard to school improvement and SEND.
- determine what can be provided County wide, in relation to school improvement and SEND.
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#### **3.4 Co-opted Members shall:**

- be co-opted for a specific or general purpose and to reflect a particular geographical area, skillset or experience to help fulfil a priority or meet a need; and
- shall serve for a period to be determined by need.

3.5 Assistant Directors shall:

- act as a critical friend in supporting and challenging both the Trust and the Chair;
- support the Learning Trust in the monitoring of the effectiveness of the Locality Partnership;
- assist the Board to prepare the Priority Plan and subsequent analysis;
- Assist the Trust to prepare the priorities within a County Plan, including measurable success criteria and funding allocations;
- provide specific understanding of the context of broad strengths and areas for development;
- build up an accurate picture of existing and emerging best collaborative practice both within North Yorkshire and beyond;
- share intelligence about similar issues that are arising across the County;
- facilitate ways in which external challenge can take place;
- ensure that support packages are properly evaluated and assessed both in relation to their effectiveness and their value for money.

3.6 The Chair of the Schools Forum shall:

- normally serve for up to three years before a fresh nomination is sought;
- play a vital role in identifying strengths and developments with regard to financial matters discussed at Schools Forum;
- Act as the interface between the Learning Trust and Schools Forum;
- contribute to and interpret the overall County Priority Plan;
- assist the Trust to identify evidence based strategies with regard to school improvement and SEND.

3.7 Representation from the Diocese shall:

- normally serve for up to three years before a fresh nomination is sought;
- bring expertise regarding strengths and development areas within their Diocese which can be discussed and supported by the Learning Trust;
- Act as the interface between the Learning Trust and the Diocese;
- contribute to and interpret the overall County Priority Plan;
- assist the Trust to identify evidence based strategies with regard to school improvement and SEND.

3.8 Representation from the RSC office shall:

- normally serve for up to three years before a fresh nomination is sought;
- play a vital role in identifying strengths and development areas within the Region which can be discussed and supported by the Learning Trust;
- Act as the interface between the Learning Trust and RSC office and DfE;
- contribute to and interpret the overall County Priority Plan;
- assist the Trust to identify evidence based strategies with regard to school improvement and SEND.

#### **4. Accountability**

4.1 The Learning Trust shall be accountable to for progress made towards outcomes and the impact of the allocated funding across the County.

4.2 The Learning Trust, chaired by ?, shall meet termly and will include representation from the groups listed above. The Trust shall review the Locality Priority Plans at a strategic level, provide challenge, and discuss the effectiveness of practices and whether the funding is being well spent.

4.3 The Trust will be responsible for monitoring and quality assuring the performance of the Locality Boards.

4.6 The Local Authority shall continue to be accountable for the performance of all its schools.

4.7 Headteachers and Governing Bodies shall continue to have accountability for their schools.

4.8 The Trust will as required report to elected members, corporate management, the safeguarding board, Schools Forum, the Health and Well Being Board and Locality Boards.

## **5. Role and Remit**

5.1 The Learning Trust shall approve:

- The County Plan for School Improvement and SEND.
- the priorities for the County with measurable success criteria;
- the commissioning and /or brokering of packages of support for development areas within the county frequently through locality partnerships, in accordance with the agreed priorities, from a range of sources.

5.3 The Learning Trust shall also:

- agree to a Code of Conduct which shall include the confidentiality and sensitivity of data-sharing;
- monitor progress towards agreed outcomes on a termly basis;
- maintain an overview of all of the localities across the county so as to be able to monitor their effectiveness;
- encourage all schools to become active members of a cluster or similar collaborative arrangement, recognising that sometimes it may be appropriate for such clusters to cross geographic boundaries;
- participate fully in the work undertaken by the Trust so that it operates effectively and in a way that ensures that outcomes for all children and young people are improved
- agree the minutes of Trust meetings, and in particular if any elements should be confidential i.e. if discussions have been around particular schools.

## **6. Proceedings**

6.1 The Trust shall meet at least 3 times each academic year.

6.2 The quorum for a meeting shall be 40%.

6.3 Members shall be expected to attend all meetings. When a member is unable to attend, they shall nominate a substitute to attend in their place.

## **7. Code of Conduct and Conflicts of Interest**

7.1 If at any time a Trust member has an interest in any business beyond the generality of the group they represent, or a personal interest in any business of the Improvement partnership, they shall declare the existence and nature of that interest at any meeting at which the matter arises and where that member is in attendance. The member may address the meeting to explain any issues but must then leave the meeting room before the matter is considered and should not have any involvement in any decision making, voting or consequent action in relation to the matter.

7.2 A Trust member need not withdraw from a meeting because of an interest that is no greater than that of other members of the Trust, e.g. headteacher or governor members should not withdraw from discussions on general school funding.

## **8. Financial Resources**

8.1 The Learning Trust shall have oversight of the spend within the Locality Partnership Boards. There may be a small amount of funding available to the Trust.

8.2 Administration of the Trust will be undertaken by the Local Authority.

## Appendix 2

### Learning Trust Locality Partnership Board Draft Terms of Reference

#### 9. Introduction

9.1 The five Locality Partnerships in North Yorkshire shall focus on improving outcomes for all children and young people in a manner consistent with the agreed statement of collective moral purpose, such that all schools are supported and challenged to become at least “good” or “outstanding”.

9.2 The five localities are:

- Craven
- Harrogate, Knaresborough and Ripon
- Hambleton and Richmondshire
- Scarborough, Whitby, Filey and Ryedale
- Selby

#### 10. Composition

2.1 The Locality Partnership Board shall include the following:

- The Chair of the Locality Partnership (Headteacher)
- The strategic leads, as geographically appropriate, from the attached Teaching School Alliances, namely,
  - Swaledale (lead - Brompton on Swale CoE Primary School)
  - Esk Valley (lead – Castleton Community Primary School)
  - Scarborough (lead – Scalby High School))
  - North Star (lead – Meadowside Community Primary School)
  - HART (lead – Askwith Community Primary School)
  - STAR (lead – Monk Fryston CE Primary School)
  - Polaris (lead – Malton St Mary’s Primary School)
  - Red Kite (lead- Harrogate Grammar School)
  - Northern Lights (Lead – Skipton Girls High School)
  - Yorkshire (St. Aidan’s CE High School)
- One Governor from schools within the Partnership Locality
- The Lead Improvement Adviser (LA Officer)
- The SEND Lead (LA Officer)
- Primary Headteacher(s)
- Early Years Sector
- Special School Headteacher(s)
- Secondary Headteacher(s)
- Diocesan Representative (x1)

2.2 In addition, the Board shall have the discretion to co-opt two serving headteachers with a specific representational remit, for example, in relation to denomination, geography or school size.

- 2.3 Other headteachers and officers of the Local Authority shall be invited to attend as and when necessary to reflect particular needs and provide intelligence in support of the work of the Board.
- 2.4 The Board shall also have the discretion to co-opt a regional representative of the Teaching Schools Council.

## **11. Membership and Selection**

### **3.1 The Chair shall:**

- serve for a term of office of up to three years, nothing precluding their nomination for a subsequent term;
- hold the strategic overview for school improvement and SEND within the Partnership Locality;
- chair the Locality Partnership on a half-termly basis, overseeing the work of the Board and working with the Board Members to:
  - Approve the Locality Priority Plan;
  - Approve the actions within the Locality Priority Plan and the allocation of funding;
  - Oversee the monitoring of progress towards agreed outcomes through Board meetings;
  - Maintain an overview of the locality that is focussed on school improvement so as to be able to monitor their effectiveness and impact;
  - Maintain an overview of income and expenditure to monitor the effectiveness and impact of funding on improving outcomes;
  - Prepare the termly report for approval by the Board prior to submission to the Learning Trust; and
  - Use locality sector led capacity and locality based LA Officers to support the Board's decision making around providers of school to school support and interventions.
- Attend and participate in the discussions of the Learning Trust with its focus on wider strategic school issues including budget and financial issues, strategic planning and place-planning; non-serving headteachers shall attend only as an observer; and
- Encourage all schools to become active members of a federation, partnership or similar collaborative arrangement, and foster new arrangements, recognising that sometimes it may be appropriate for such clusters to cross geographic boundaries.

### **3.2 Strategic Leads of the Teaching School Alliances**

Each Alliance shall nominate their representative although it is expected that they will, initially, be the strategic lead Headteacher. They shall:

- normally serve for up to three years before a fresh nomination is sought;
- represent headteachers in the Locality by bringing nationally accredited status, experience, capacity, structures and funding to lead and support strategies for school improvement and SEND, building on the existing good work that is already in place across Alliances and existing collaboratives across the County.
- play a vital role in identifying which schools within their cluster are best placed to offer school-to-school support;
- contribute to and interpret the overall Locality Priority Plan;
- contribute from their own experience of what strategies work best with regard to school improvement; and
- determine what can be provided locally, in relation to school improvement and this will be supplemented by the locality based Lead Improvement Advisers.



3.2 Co-opted Headteachers shall:

- normally serve for up to three years before a fresh nomination is sought;
- play a vital role in identifying which schools within their cluster are best placed to offer school-to-school support;
- contribute to and interpret the overall Locality Priority Plan;
- provide localised knowledge from their areas;
- share intelligence about similar issues that are arising across the County;
- ensure that support packages are properly evaluated and assessed both in relation to their effectiveness and their value for money;
- support the Chair in ensuring that intensive support is made rapidly available to schools at risk of declining performance;
- contribute from their own experience of what strategies work best with regard to school improvement and SEND; and
- determine what can be provided locally, in relation to school improvement and SEND and this will be supplemented by the locality based Lead Improvement Advisers.

3.3 Governors shall:

- serve for up to three years;
- provide localised knowledge from their areas;
- represent the Governing Bodies of the schools within their phase; and
- articulate the voice of governance within the deliberations of the Locality Board.

3.4 Co-opted Members shall:

- be co-opted for a specific or general purpose and to reflect a particular geographical area, skillset or experience to help fulfil a priority or meet a need; and
- shall serve for a period to be determined by need.

3.5 Lead Improvement Advisers shall:

- act as a critical friend in supporting and challenging both the Board and the Chair;
- monitor closely the progress of Schools Causing Concern and the Statement of Action;
- prepare the comprehensive overview of all available evidence in relation to school outcomes within the Locality;
- assist the Board to prepare the Priority Plan and subsequent analysis including measurable success criteria and funding allocations;
- provide localised knowledge from their areas;
- provide specific understanding of the context of individual schools;
- build up an accurate picture of existing and emerging best collaborative practice both within North Yorkshire and beyond;
- share intelligence about similar issues that are arising across the county;
- ensure that support packages are properly evaluated and assessed both in relation to their effectiveness and their value for money;
- support the Chair in ensuring that intensive support is made rapidly available to schools at risk of declining performance.

## **12. Accountability**

- 4.1 The Locality Partnership Board shall be accountable to the over-arching North Yorkshire Learning Trust to whom it will report on progress made towards outcomes and the impact of the allocated funding.
- 4.2 A Learning Trust, chaired by an elected headteacher, shall meet half termly and will include all Locality Chairs as members plus other members as identified in the ToR for the Learning Trust. This Trust shall review the Locality Priority Plans at a strategic level, provide challenge, and discuss the effectiveness of practices and whether the funding is being well spent.
- 4.6 The Local Authority shall continue to be accountable for the performance of all its schools.
- 4.7 Headteachers and Governing Bodies shall continue to have accountability for their schools.

## **13. Role and Remit**

- 5.1 The Locality Partnership Board shall operate at all times in accordance with the agreed purpose of the Learning Trust.
- 5.2 The Locality Partnership Board shall approve:
- The Priority Plan which will include headline data for Early Years, KS1 and KS2 and current Ofsted overall effectiveness judgements.
  - the priorities for the Locality with measurable success criteria and funding arrangements;
  - the commissioning / brokering of packages of support for schools within the Partnership, in accordance with the agreed priorities, from a range of sources; and
  - the report for submission to the Learning Trust;
- 5.3 The Locality Partnership Board shall also:
- agree to a Code of Conduct which shall include the confidentiality and sensitivity of data-sharing;
  - monitor progress towards agreed outcomes on a half-termly basis;
  - maintain an overview of all of the clusters and partnership arrangements within the Locality Partnership so as to be able to monitor their effectiveness;
  - encourage all schools to become active members of a cluster or similar collaborative arrangement, recognising that sometimes it may be appropriate for such clusters to cross geographic boundaries;
  - participate fully in the work undertaken by the Board so that it operates effectively and in a way that ensures that outcomes for all children and young people are improved
  - agree the minutes of Board meetings, and in particular if any elements should be confidential i.e. if discussions have been around particular schools; and
  - have oversight of the Locality Partnership budget which will be held within a ring-fenced code which the Chair and LA Officers can access: -
    - approve a start budget at the beginning of each financial year (which will set out how the available funding is to be allocated throughout the year); and
    - monitor the impact of the actual expenditure/income on the work of the partnership.

## **14. Proceedings**

- 6.1 The Board shall meet at least 6 times each academic year. Each meeting shall comprise of at least a half day.
- 6.2 The quorum for a meeting shall be 40%.
- 6.3 Members shall be expected to attend all meetings. When a member is unable to attend, they shall nominate a substitute to attend in their place.

## **15. Code of Conduct and Conflicts of Interest**

- 7.1 If at any time a Board member has an interest in any Locality Partnership business beyond the generality of the group they represent, or a personal interest in any business of the Improvement partnership, they shall declare the existence and nature of that interest at any meeting at which the matter arises and where that member is in attendance. The member may address the meeting to explain any issues but must then leave the meeting room before the matter is considered and should not have any involvement in any decision making, voting or consequent action in relation to the matter.
- 7.2 A Board member need not withdraw from a meeting because of an interest that is no greater than that of other members of the Board, e.g. headteacher or governor members should not withdraw from discussions on general school funding.

## **16. Financial Resources**

- 16.1 The Locality Partnership shall have access to an annual budget from which it will be expected to meet the costs of releasing the Chair and headteachers, administration and servicing the meetings of the Board as well as commission and broker the support that schools need in order to become good or outstanding.
- 8.2 Administration of the Trust will be undertaken by the Local Authority.

## Appendix 3

### Locality Commissioning Board

#### Draft Terms of Reference

#### 17. Introduction

17.1 The five Locality Partnerships in North Yorkshire shall focus on improving outcomes for all children and young people in a manner consistent with the agreed statement of collective moral purpose, such that all schools are supported and challenged to become at least “good” or “outstanding”.

17.2 The five localities are:

- Craven
- Harrogate, Knaresborough and Ripon
- Hambleton and Richmondshire
- Scarborough, Whitby, Filey and Ryedale
- Selby

#### 18. Composition

18.1 Each Locality Partnership Board shall create a Commissioning Board which will be responsible for the allocation of funding against locality priority areas.

18.2 TSAs will not be part of the Commissioning Board nor will any school which has a function which is likely to be commissioned as a result of the locality funding. This may mean that additional Headteachers are required for the Commissioning Board or representatives from other Locality Boards form the Commissioning group for a Locality which is not the one they belong to.

18.3 The Constitution of the Commissioning Board will include the following:

- One Governor from schools within the Partnership Locality
- A LA School Improvement Officer
- A LA SEND Officer
- 1 Primary Headteacher
- 1 Early Years Sector
- 1 Special School Headteacher
- 1 Secondary Headteacher

The Chair of the Commissioning Board will be one of the Headteachers on the group.

#### 19. Membership and Selection

3.1 All members of the group shall:

- serve for a term of office of up to three years, nothing precluding their nomination for a subsequent term;
- be responsible for the commissioning, monitoring and evaluation of funding to support locality priorities;
- Maintain an overview of the locality that is focussed on school improvement and SEND so as to be able to monitor their effectiveness and impact;

- Maintain an overview of income and expenditure to monitor the effectiveness and impact of funding on improving outcomes;
- Report to the Locality Board on progress and impact.

## **20. Accountability**

- 4.1 The Commissioning Board for each locality shall be accountable to the Locality Board to whom it will report on progress made towards outcomes and the impact of the allocated funding.
- 4.2 The Local Authority shall continue to be accountable for the performance of all its schools.
- 4.3 Headteachers and Governing Bodies shall continue to have accountability for their schools.

## **21. Role and Remit**

- 5.1 The Locality Commissioning Board shall operate at all times in accordance with the agreed purpose of the Learning Trust.
- 5.2 The Commissioning Board will support the Locality Partnership Board with:
- The Priority Plan which will include headline data for Early Years, KS1 and KS2 and current Ofsted overall effectiveness judgements.
  - the priorities for the Locality with measurable success criteria and funding arrangements;
  - the commissioning / brokering of packages of support for schools within the Partnership, in accordance with the agreed priorities, from a range of sources; and
  - the report for submission to the Learning Trust.
  - have oversight and commission the Locality Partnership budget which will be held within a ring-fenced code which will : -
    - monitor the impact of the actual expenditure/income on the work of the partnership;
    - commission according to priority need.

## **22. Proceedings**

- 6.1 The Board shall meet at least 6 times each academic year.
- 6.2 The quorum for a meeting shall be 40%.
- 6.3 Members shall be expected to attend all meetings. When a member is unable to attend, they shall nominate a substitute to attend in their place.

## **23. Code of Conduct and Conflicts of Interest**

- 7.1 If at any time a Commissioning Board member has an interest in any Locality Partnership business beyond the generality of the group they represent, or a personal interest in any business of the Improvement partnership, they shall declare the existence and nature of that interest at any meeting at which the matter arises and where that member is in attendance. The member may address the meeting to explain any issues but must then leave the meeting room before the matter is considered and should not have any involvement in any decision making, voting or consequent action in relation to the matter.
- 7.2 A Board member need not withdraw from a meeting because of an interest that is no greater than that of other members of the Board, e.g. headteacher or governor members should not withdraw from discussions on general school funding.

## **24. Financial Resources**

24.1 The Commissioning Board shall have access to funding as allocated by the Locality Board to ensure the needs of the Locality are being addressed.

Appendix 4

Glossary

Schools Forum

Health and Well Being Board

Safeguarding Board