

## Schedule A: Specification

### Bath & North East Somerset Specification for Specialist Early Years Education Provision

2023 - 2027

#### 1. Introduction, Strategic Context and Background

In Bath and North East Somerset (B&NES) we want our children and young people to flourish and to achieve positive outcomes for themselves, their families, and our community.

A key aspiration in the B&NES Children and Young People's Plan 2021-2022, is that that *'children and young people who are vulnerable have fair life chances'*. In order to achieve this, we need to ensure our children are:

- Supported to have the best start in life and be ready for learning
- Supported to achieve, and that gaps in their education outcomes are closed
- Supported to access and maintain appropriate local education provision
- Supported through key transitions

*'A child who is under compulsory school age has a special educational need (SEN) if they are likely to have a learning difficulty or disability that calls for special educational provision when they reach compulsory school age or they would do if special educational provision were not made for them'* (Section 20, Children and Families Act 2014).

Early years providers must have arrangements in place to support children with SEN or disabilities. These arrangements shall include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. (Early Years Guide to The SEND Code of Practice 2014).

The Local Authority is committed to promoting equality and inclusion for children with Special Educational Needs and Disabilities (SEND) by removing barriers that prevent children from accessing their full early years entitlement.

The B&NES SEND Education Strategy & Action Plan (2020-2024) highlights that in B&NES *'Support for early years is good, but the capacity to coordinate and support practice earlier for all children with SEND across the wider education sector is limited and needs to be improved'*. It also commits to recommissioning a specialist early years education provision so that *'Children with SEN in the early years will have access to specialist nursery provision and evidence-based practice to support early years development'*.

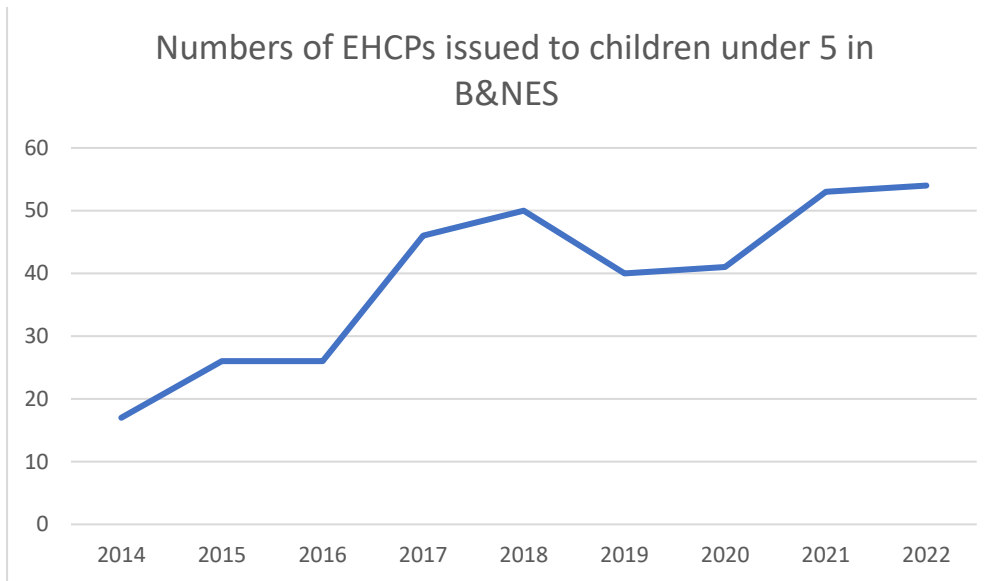
## **2. Service Review & Estimation of Need**

In 2021 a service review was undertaken in consultation with a wide range of stakeholders (community health, education and parents/carers). This consisted of:

- Surveys sent to parents/carers whose child(ren) are attending/have recently attended the current provision
- Surveys to mainstream early years settings
- A face-to-face interview with a parent/carer
- Steering groups which included parent/carers, speech and language therapist, occupational therapist, health visitors, community pediatricians, and EY specialist staff.

Feedback and information from the above was used to inform the design of this new service specification.

The number of Education, Health & Care Plans (EHCPs) being issued to children under 5 nationally continues to rise. In Bath & North East Somerset this national trend has also been reflected.



At the end of the last academic year, 92% of children in the current specialist early years provision had an EHCP and 6% were undergoing a Needs Assessment.

### 3. Legislative Requirements & Guidance

In delivery of the Service, the provider shall meet the requirements of the following

- The Equalities Act 2010
- Children and Families Act 2014
- Working Together to Safeguard Children 2015
- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- Early Years: Guide to the 0-25 Code of Practice 2015
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017

When published, the recommendations from the SEND Review '*Right Support, Right Place, Right Time*' (following analysis of the consultation responses), will also have to be taken into consideration.

#### **4. Purpose of the Provision**

To improve the individual development, learning and wellbeing of children aged 2-5 years with additional/complex needs living in Bath & North East Somerset, through delivery of high quality, specialist early years provision and promoting inclusive practice in mainstream early years settings. The provision will work in a multi-agency context with Local Authority and Child Health Services to ensure seamless, holistic support to each child and their family, maximising access to mainstream early years settings and facilitating transitions into special or mainstream schools. Where children access the specialist provision, planning to increase/facilitate access to mainstream setting(s) will be in place from the outset and subject to review after 3 (new) terms.

#### **5. Primary Aims of the Provision**

- To provide access to high quality, specialist Early Education and Care for children 2-5 years with SEND and/or complex health needs.
- To support access to mainstream early years settings/childcare in order that children with SEND and/or complex health needs have equal access to their full Early Years Entitlement (\*as defined in the [Special educational needs and disability code of practice: 0 to 25 years](#) 2015).
- To work with a range of multi-agency professionals to ensure a consistent approach to individual children's opportunities for achievement, learning, play and communication.
- To jointly chair and lead the Local Authority steering group implementing the Comic Relief Early Years Inclusion Project, run by Dingley's Promise. The project aims to increase the number of children with SEND accessing mainstream early years and childcare provision, primarily through maximising uptake of their free online training offer.

- To facilitate parent/carers access to appropriate and timely information and enable them to be fully involved in and supportive of their child's development.
- To empower children and families to engage in services and activities in their local community and to play and learn alongside their peers.

## **6. Service Outcomes**

The Specialist EY Education Provision is commissioned to achieve the following outcomes:

**Children** aged 2-5 years with SEND and/or complex health needs attending the specialist EY setting;

- make good progress in their development and learning
- are set targets clearly linked to their SEND Support Plan/Education Health & Care Plan. These are reviewed and updated on a regular basis in line with the Graduated Approach and in partnership with parent/carers and mainstream settings.
- will also attend a mainstream setting/childcare provider (minimum 75%)
- have individualised transition plans in order to make a successful and sustainable transition into other education settings.

**Parents and carers** of children aged 2-5 with SEND and/or complex health needs;

- feel well informed and are involved and enabled to support their child's learning and development.
- will have access to Stay & Play groups if new to the service or waiting for

a placement.

- Are confident that their child can attend and thrive in a mainstream setting.
- feel supported in navigating the systems and processes they may need to engage with around having a child with identified SEND, e.g. by having access to advice from a parent support worker.
- are able to access information and relevant training opportunities e.g. via a newsletter and/or electronic notice board and face to face sessions.

**Early Years Practitioners** supporting children with SEND and/or complex health needs **in the specialist setting;**

- have high expectations and are supported to deliver the best possible outcomes for every child accessing their service.
- are trained in AET 'EYs Good Autism Practice'
- deliver a minimum of 60 'Stay & Play' sessions over the academic year
- are confident and able to support individual children's educational and health needs.
- ensure there is clear communication with other agencies, professionals and mainstream settings, e.g. joint agreement with settings re outcomes/responsibilities/next steps

**Early Years Practitioners** where children with SEND and/or complex health needs are also accessing their **mainstream setting;**

- are supported to follow/set targets clearly linked to the child's SEND Support Plan/Education Health & Care Plan. These are reviewed and updated on a

regular basis in line with the Graduated Approach and in partnership with parent/carers and the specialist setting.

- are informed about the training offer from the Comic Relief Early Years Inclusion Project and are encouraged to access it.
- Have access to bespoke training around specific needs relevant to the child attending their setting
- report that they feel supported by the specialist setting and commit to the shared working agreement around communication and joint working.

## **7. Description of Provision**

### **7.1 Client group and eligibility criteria**

The Specialist Early Years Provision is for children aged 2-5 years with significant SEND and/or complex health needs who require specialist support and expertise to enable them to access their full Early Years Entitlement (EYE).

The specialist provision is for children with a high level of need who;

- meet the highest level of thresholds and descriptors set for the new specialist provision.
- are awaiting outcome of a funding decision or an application for specialised equipment and for whom lack of access to the specialist provision is detrimental to child and family well-being and/or a child's educational development.

### **7.2 Geographical Area Covered By The Provision**

The provision must be based in Bath and North East Somerset and those eligible for the service must be resident within Bath and North East Somerset.

### **7.3 Access and Referral Arrangements**

Referrals can be made by Specialist Health Professionals, Early Years Settings, Health Visitors, Children's Centre Practitioners and/or parents and carers.

Referrals should always be discussed with relevant professionals involved with the child / family to ensure joined up working. Where a referral is made by an early years setting, the referral should demonstrate evidence that they have applied the Graduated Approach.

Referrals will be processed by the provider in consultation with local authority representatives overseeing early years inclusion. This process will be required to show transparency and evidence of equity of provision for families living in the area.

The provider will attend the Early Years Special Educational Needs and Disability Inclusion Panel (SENDIP) to ensure strategic links are made and children identified for placement are discussed at SENDIP when required (e.g. funding applications are made for equipment, inclusion support in mainstream settings).

### **7.4 Joint Agreement with Parents/Carers on Acceptance of Referral**

Acceptance of a referral is contingent upon a joint agreement with the parent/carer that the placement is reviewed after 3 (new) terms with the aim of increasing/facilitating access to mainstream early years settings.

### **7.5 Assessment, Personalised Support Plans and Reviews**

The provider will be responsible for ensuring that every child attending Specialist Provision has a personalised support plan as outlined in the SEND Code of Practice 2015. All support plans will be SMART with clear outcomes and objectives, and reviewed regularly as per the Graduated Approach. Progress will be measured according to the % of outcomes achieved when reviewed alongside survey results from parents/carers.

The specialist provider will ensure quality assurance through management oversight and sign off of all assessments and plans.



The provider will be responsible for ensuring that every child has a SEN Support My Plan which details their strengths and needs and the best way to support them. This will be initiated during their settling in period if not already in place. Relevant staff from the early years provision will attend core SENCo training annually to be appraised of all recent developments in this work.

A named keyperson working closely with the SEN Coordinator (SENCo) will work in a person centered, principled way with the family and professionals to create this personalised plan which will include a one-page profile, long term outcomes (aspirations) and shorter term targets.

SEN Support planning meetings (Team around the child – TACs) will be organised at least twice a year to coordinate and review the My Plan with family and using specialist/ professional advice.

If child is on shared placement with a mainstream setting then regular communication is needed with that setting which must start with the use of the Shared Placement Agreement. This will help to ensure that the MY Plan reflects both settings and is holistic and values what the child can achieve in both settings and the level of support required.

If the child needs support into mainstream provision then the Specialist Provision shall share evidence with SENDIP via an inclusion request with the mainstream setting or health professionals to help ensure a smooth appropriate and timely transition.

If child needs an EHCNA then Specialist Provision must be proactive in compiling evidence for applying for an EHCP or if a parental request is made they will need to add the same evidence.

If a child has a Statutory EHCP Plan which names specialist provision then this plan must be followed. An EYFS Progress tracker and shorter-term targets will still need to be in place to ensure the Graduated Approach

assess, plan, do and review process is in place in line with the EHCP requirements and to aid EHCP reviews.

### **7.6 Specialist Equipment**

The provider will liaise with parents/carers and health professionals to assess a child's equipment requirements to enable children to access their education. The provider is responsible for purchasing the specialist equipment and will maintain and store some equipment, as is reasonable, at the provision to be reused for children in liaison with relevant health professionals.

Should the provider require more than the allocated £4,000.00 funding for specialist equipment in any one year they will apply to SENDIP panel in the same way as other providers i.e. via a request from a health specialist: Occupational Therapist, Physiotherapist or Sensory Support Teacher.

### **7.7 Disability Access Fund**

Parents can decide if eligible (claiming Disability living allowance ) to apply for this fund and allocate a setting to use the fund currently £615 a year. If a child is on shared placement it would be useful for this to form part of a discussion between all involved as to how the fund could be used in the best interest of the child in all settings.

### **7.8 Service delivery and capacity**

The provision will provide specialist early years education for a minimum of 30 children at any one time and up to 32 children. The total number of children accessing a placement at the setting may exceed 32 over the calendar year, as children make the step down from the specialist provision following placement review.

It is envisaged that each child will be able to access up to 6 hours per week of term time educational provision if aged 2-3 and up to 12 hours in their pre-school year.

In order to access their full Early Years Entitlement (EYE) it is envisaged that the majority of children will access a dual placement (75% or more) i.e. a combination of time spent at both specialist provision and mainstream settings.

The provider will be responsible for establishing and agreeing criteria to assess exceptional circumstances. This must be done in consultation with specialist health providers and other key stakeholders, including the Early Years SEN team. These may include factors such as children's equipment requirements preventing their access to space within a mainstream nursery and level of need and/or family circumstance preventing access to other services which will be assessed on a case by case basis.

Education will be predominantly, but not exclusively, delivered within the parameters of the school day (8am – 3pm) for at least 190 days (37 weeks) during the school year.

Hours will be available on days allocated by the provider, so that the needs of each cohort of children (such as sensory and/or physical needs) can be accommodated as far as possible as well as the level of demand.

The specialist provision will provide support for children on dual placements to attend mainstream settings.

The specialist provision will identify an experienced member of staff to act in the role of Special Education Needs Co-Ordinator (SENCo).

## **7.9 Transition Support**

The Specialist Early Years Provision has a key role in enabling children to access mainstream early years provision. It will be responsible for developing individualised transition packages based upon the child and family's needs, with consideration to the level of confidence/experience of the mainstream setting concerned.

Each transition package will be developed and agreed with the mainstream setting and parents/carers. The provider is responsible for providing families and early years practitioners/SEN coordinators working in mainstream settings with on-going advice and support to ensure that dual placements are sustainable and when necessary, work with the child is developed/adapted according to their needs.

Staff from the specialist provision will visit the child in the mainstream setting according to need and model strategies for developing and supporting the child to staff in mainstream settings using the One Page Profile, My Plan at SEN Support/EHCP and Targeted Outcome Plans (TOPs) to ensure consistency of support in both settings.

The specialist provision will ensure that all assessments and plans are up to date and roles and responsibilities between providers are clear with parents/carers aware of these and able to inform decisions.

## **7.10 Early Intervention and Community Engagement**

The specialist provision will inform parents/carers about The Local Offer [Livewell B&NES Local Offer](#) and the [Rainbow Resource Scheme](#) It will ensure that parents/carers are aware of community services available to them (universal, targeted and specialist) and will enable families to take part in family support and early education provision in their locality.

The specialist provision will facilitate access for families who are new to the service or waiting for a placement, to Stay & Play groups. This may be in sessions specific to the service to help familiarise children and families with the work, or through outreach work in similar groups run by other providers.

The specialist provider will work closely with Children's Centres and other Local services that support young children with Additional Needs to ensure that families

receive information on options available to them such as Portage and Parenting Programmes in a timely manner. The specialist provider and Children's Centre will meet regularly to consider how best to support local families and individual children.

The service will arrange home visits to engage with new families when required, to assist them to develop trust in the provision, increase their knowledge of the services available to them and support their access to services eg. Stay and Play sessions, Children's Centre Portage service, family support, specialist health services, support with applying for benefits such as DLA.

### **7.11 Multi-Agency and Partnership Working**

The specialist provision will support and fully participate in a multi-agency and integrated approach to improve outcomes for children in B&NES, both at strategic and operational levels. This will include making provision to share information as appropriate and adhere to the B&NES Community Safety & Safeguarding Partnership [BCSSP](#), Information Sharing Protocols, coordination and attendance at Team Around the Child (TAC) meetings, case conferences and professionals' meetings including the Early Years SEND Inclusion Panel (SENDIP).

It will work closely with other service providers including health/education/Children's Centres/charities/Sendias Bathnes (formally known as the SEND Partnership Service) [sendias-bathnes](#) /B&NES Parent Carer Forum [banespcf](#) and B&NES Carer Centre [banescarerscentre](#) to facilitate maximum opportunities for joint working and to enable families to access information, training and support.

The specialist provision will have access to on-site Speech and Language Therapy (SLT) provided through the HCRG Care Group contract. The specialist provision will provide an experienced and appropriately trained early years practitioner to work as the Speech and Language Assistant, who will work closely with and be supervised by the HCRG Speech and Language Therapist. This will ensure that communication targets are incorporated into each child's plan and that all staff are confident in integrating this into their daily work with children.

The specialist provision will work closely with the services identified below to enable access to a range of community child health services and early years education settings and will ensure effective joint working protocols are in place with these:

- Speech and Language Therapy
- Community Paediatricians
- Mainstream and Special School Settings
- Health Visiting
- Children's Centres (Stay and Play groups)
- Mainstream early years providers (dual placements)
- Physiotherapy
- Occupational Therapy

The provider will contribute to strategic work in Bath and North East Somerset on early years SEND provision through the SEND Partnership and Early Childhood Outcomes Group (ECOG); at an operational level will attend the Special Educational Needs and Disability Inclusion Panel (SENDIP) as required and Integrated Planning in the Early Years (IPSEY) meetings.

### **7.12 Approach and Principles**

The specialist provision will work to the following underpinning principles;

- A positive strength based approach promoted to all mainstream early years settings, universal, targeted and specialist services, service users and the public.
- A child-centred approach.
- A creative, enabling and flexible approach - creating solutions to common problems.
- An empowering approach which enables service users to access

community activities and to play and learn alongside their peers.

- An open and reflective culture - creating a positive working environment, encouraging feedback and sharing of good practice at all levels.
- An evidence based approach using the best possible evidence to meet outcomes and the required impact on children's progress.
- A partnership approach with families promoting a *Think Family* approach.

### **7.13 Parent / Carer engagement**

Whilst the primary focus of the provision is on the individual child, the service will promote a *Think Family* approach giving due consideration to parent/carer and/or wider family needs when developing plans for the child. Attention will be given to supporting parent/carer engagement and a child's individual plan will be developed with recognition of their social and environment circumstances.

A clear process will be in place to ensure:

- a. Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision.
- b. Parents understand that the specialist provision is there to provide a time limited period of specialist intervention alongside/facilitating access to mainstream provision whenever possible.
- c. Parents/carers are encouraged to be involved in their child's education/support plan discussions and progress reviews.
- d. Parents/carers can participate in the governance of the service including its development and review
- e. Annual reports are provided to all parents/carers.

The specialist provision will work with parents/carers to help them understand their child's needs and support them to develop skills, techniques and strategies to use at home to support learning and development.

The specialist provision will offer a variety of approaches to support family engagement eg. play opportunities, groups and activities, parent drop in/coffee mornings and peer support networks.

### **8. Quality Standards, Competencies and Training**

The specialist provision must meet regulatory requirements and be rated as 'Good' or 'Outstanding' by Ofsted. The service will comply with the Statutory Framework for the Early Years Foundation Stage 2017.

The specialist provision will ensure that the service is delivered by appropriately qualified, experienced and skilled staff including one qualified Early Years Teacher and Early Years Professional Status and an experienced Special Education Needs Co-ordinator.

The specialist provision will have a good understanding of and comply with the SEND Code of Practice 2015.

The specialist provision will identify an experienced member of staff to act in the role of Special Education Needs Co-ordinator (SENCO).

The leader of the service will need to have the level of educational and leadership experience suitable to managing the Service. He/she will provide operational management which will include the performance management of the staff, quality assurance of the early years educational offer and ensuring that the performance monitoring requirements of the contract are met. Staff will have regular supervision and team meetings, they will also have the opportunity to access training to improve their performance, skills and knowledge base and ensure they are confident to work with children with different educational and health needs and professionals in a variety of



settings.

## **9. Equality and Diversity**

The service will be accessible and responsive to the needs of all and deliver excellent outcomes irrespective of gender, sexuality, disability, age, HIV status, ethnic origin, or cultural and religious beliefs.

Bath and North East Somerset has an increasingly diverse population with young people from a range of cultural and ethnic backgrounds including Eastern European nationals and refugees.

The service will ensure fair access, diversity and inclusion is embedded within the culture of the service and will gather data to evidence this.

## **10. Quality Assurance and Performance Monitoring**

The Service will have in place internal quality assurance systems to ensure robust policies and systems are in place to assess, plan and meet the needs of children and young people as specified and ensure their practice is delivered to the highest standard. The Council will validate the quality of the service periodically through the contract management process. This will include on-site visits by the contract manager.

The Service will also have in place systems to collect information to enable the service to be performance managed and drive continuous improvement. The performance monitoring framework is contained in Schedule B of this specification and the service will need to provide the required data according to the timescales.

Any key changes to the service, including temporary changes or change of location must be discussed and agreed with the Local Authority commissioner as part of this specification.

## **11. Publicity**

All publicity materials detailing the service offer (e.g. contact details and activity provided by the service) need to be notified to the local authority, using the People and Communities Communications (P&C Comms) Team as a point of contact.

Please email [P\\_C\\_Comms@BATHNES.GOV.UK](mailto:P_C_Comms@BATHNES.GOV.UK)

The provider is responsible for including and updating relevant information on Live Well B&NES website (<http://livewell.bathnes.gov.uk>), previously Bathnes 1 Big Database, Rainbow Resource and Wellbeing Options. This website provides information to residents of B&NES about services for children and young people, SEND information and information to adults needing care and support to live independently.

All publicity materials are to include acknowledgement of B&NES funding.

## **SCHEDULE B: Performance Monitoring and Review**

### **Bath & North East Somerset Specification for Specialist Early Years Education Provision**

**Monitoring Data to be provided – The provider will be expected to report on the following information within their monitoring form**

<b>Service Outcomes</b>	<b>Quantity/Quality Targets</b>
<p><b>Children aged 2-5 years with SEND and/or complex health needs attending the specialist EY setting;</b></p> <ol style="list-style-type: none"><li>1. make good progress in their development and learning</li><li>2. are set targets clearly linked to their SEND Support Plan/Education Health &amp; Care Plan. These are reviewed and updated on a regular basis in line with the Graduated Approach and in partnership with parent/carers and mainstream settings.</li><li>3. will also attend a mainstream setting/childcare provider (minimum 75%)</li><li>4. have individualised transition plans in order to make a successful and sustainable transition into other education settings.</li></ol>	

**Parents and carers of children aged 2-5 with SEND and/or complex health needs;**

1. feel well informed and are involved and enabled to support their child's learning and development.
2. will have access to Stay & Play groups if new to the service or waiting for a placement.
3. Are confident that their child can attend and thrive in a mainstream setting.
4. feel supported in navigating the systems and processes they may need to engage with around having a child with identified SEND, e.g. by having access to advice from a parent support worker.
5. are able to access information and relevant training opportunities e.g. via a newsletter and/or electronic notice board and face to face sessions.

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<p><b>Early Years Practitioners supporting children with SEND and/or complex health needs in the specialist setting;</b></p> <ol style="list-style-type: none"> <li>1. have high expectations and are supported to deliver the best possible outcomes for every child accessing their service.</li> <li>2. are trained in AET 'EYs Good Autism Practice'</li> <li>3. deliver a minimum of 60 Stay &amp; Play sessions over the academic year.</li> <li>4. are confident and able to support individual children's educational and health needs.</li> <li>5. ensure there is clear communication with other agencies, professionals and mainstream settings, e.g. joint agreement with settings re outcomes/responsibilities/next steps</li> </ol>	
<p><b>Early Years Practitioners where children with SEND and/or complex health needs are also accessing their mainstream setting;</b></p> <ol style="list-style-type: none"> <li>1. are supported to follow/set targets clearly linked to the child's SEND Support Plan/Education Health &amp; Care</li> </ol>	

<p>Plan. These are reviewed and updated on a regular basis in line with the Graduated Approach and in partnership with parent/carers and the specialist setting.</p> <p>2. are informed about the training offer from the Comic Relief Early Years Inclusion Project and are encouraged to access it.</p> <p>3. Have access to bespoke training around specific needs relevant to the child attending their setting</p> <p>4. report that they feel supported by the specialist setting and commit to the shared working agreement around communication and joint working.</p>	
<b>Quality Standards</b>	<b>Quality Targets</b>
1. There are sufficient numbers of staff in place to deliver the service to standards of the contract.	1. The Provider will provide information on staff numbers at the end of the monitoring period
2. The qualifications, skills and knowledge base of staff delivering the service meet required quality standards.	2. The Provider will provide information on qualifications and training accessed at the end of the monitoring period
3. The service is inclusive and complies with the 2010 Equalities Act.	3. The Provider will provide a breakdown of the protected characteristics of referred individuals

## **Additional Requirements**

Quality Assurance Framework (to include safeguarding self-audit, Local B&NES Community Safety & Safeguarding Partnership training standards – Key Performance Indicators, Participation Standards and other quality standards against service specification).

In addition to the above the provider is also expected to provide the following on a bi-termly basis: -

- A quarterly monitoring form evidencing progression towards the achievement of the targets and outcomes detailed in the table above
- A breakdown of actual expenditure for each monitoring period.
- A case study, with the focus agreed with the commissioner, e.g. where the service has worked with a mainstream EY setting to facilitate/increase a child's access.
- A narrative summarising successes, challenges, staff training and any organisational changes during that monitoring period.
- Liaising with Local Authority representatives ensuring updated information regarding the allocated children is shared in a secure manner in line with GDPR regulations.

### **The following should be retained for inspection by the Contract Manager on request:**

- DBS Single Central Record for all staff working within the service
- The Safeguarding Self-Audit (to be completed at least annually)
- Copies of any evaluation forms completed by relevant stakeholders evidencing achievement of the outcomes listed in the table above
- Evidence that demonstrates that the service is being delivered in line with the quality standards listed in the table above
- Details of feedback from stakeholders, including service users from specific groups and evidence of how this has been used to inform planning for service delivery.

## **SCHEDULE C: Budget and Payment Schedule**

The total budget for this contract has been agreed at £XXXX for the period from 1<sup>st</sup> September 2023 to 31<sup>st</sup> August 2027. The total annual cost is £XXXXX

Breakdown as per submitted pricing schedule and detailed below:

The Contract Price shall be inclusive of all expenses incurred by the Provider who shall not be entitled to reclaim any additional expenses from the Council.

Invoices to be sent to: - [education\\_commissioning@bathnes.gov.uk](mailto:education_commissioning@bathnes.gov.uk)

**Please note payments may take up to 30 days from the date on the invoice.**

A purchase order reference will be provided on contract signing. This must be included on invoices in order for them to be paid.

The Council shall not be obliged to pay an invoice submitted by the Provider in accordance with Contract clause 8.2 unless the Provider has submitted Monitoring in accordance with Contract clause. Please see Schedule B for monitoring due dates.

### **Payment Schedule:**

<b>Financial Year</b>	<b>1<sup>st</sup> Payment</b>	<b>2<sup>nd</sup> Payment</b>
<b>2023-2024</b>	October 21 <sup>st</sup>	January 21 <sup>st</sup>

<b>Financial Year</b>	<b>1<sup>st</sup> Payment</b>	<b>2<sup>nd</sup> Payment</b>	<b>3<sup>rd</sup> Payment</b>	<b>4<sup>th</sup> Payment</b>
<b>2024-2025</b>	April 21 <sup>st</sup>	July 21 <sup>st</sup>	October 21 <sup>st</sup>	January 21 <sup>st</sup>



<b>Financial Year</b>	<b>1<sup>st</sup> Payment</b>	<b>2<sup>nd</sup> Payment</b>	<b>3<sup>rd</sup> Payment</b>	<b>4<sup>th</sup> Payment</b>
<b>2025-2026</b>	April 21 <sup>st</sup>	July 21 <sup>st</sup>	October 21 <sup>st</sup>	January 21 <sup>st</sup>

<b>Financial Year</b>	<b>1<sup>st</sup> Payment</b>	<b>2<sup>nd</sup> Payment</b>	<b>3<sup>rd</sup> Payment</b>	<b>4<sup>th</sup> Payment</b>
<b>2026-2027</b>	April 21 <sup>st</sup>	July 21 <sup>st</sup>	October 21 <sup>st</sup>	January 21 <sup>st</sup>

<b>Financial Year</b>	<b>1<sup>st</sup> Payment</b>	<b>2<sup>nd</sup> Payment</b>
<b>2027-2028</b>	April 21 <sup>st</sup>	July 21 <sup>st</sup>