



## Portsmouth City Council

### Guidelines to Charging for Extended Services

January 2007

Schools have historically charged for extended services that take place on school sites, which may have included community use of facilities, extra music tuition, discos and youth clubs to name but a few.

The development of the Community Improvement Partnerships has seen an improvement in the range of extended services offered in Portsmouth. Many schools and external agencies are now more willing to share resources to support common targets and goals and are working together to identify the gaps in services.

The information included within this document is to help aid schools identify when they should and should not charge for extended services. Guidance has been collated from a variety of government papers and other local authorities' guidance that have been produced over the past six months.

#### 1. What is the Core offer?

Building on the experiences of schools already delivering extended services, the government has set out a core offer that they want to see in or accessible through all schools by 2010:

- a. High quality wraparound **childcare** provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am — 6pm all year round.
- b. A **varied menu of activities** to be on offer, including homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and volunteering, business and enterprise activities.
- c. **Parenting support** including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.

- d. **Swift and easy referral** to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services.
- e. Providing **wider community access** to ICT, sports and arts facilities including **adult learning** and community use of facilities.

## 2. The Law on Charging

Where schools offer extended activities through third-party providers from the voluntary and private sectors, whether on the school site or elsewhere, those providers are **not** subject to any of the following legal constraints. However, schools providing activities direct must comply with the law, as follows:

- a. Every school governing body must devise and publish a charging and fee remission policy, in consultation with parents. A school cannot make any charges to parents unless this policy is in place. (The relevant regulations are summarised in the *Guide to the Law for School Governors* and in *Guidance on Charging for School Activities*.)
- b. School governing bodies have powers to provide any facilities or services that further any charitable purpose for pupils, their families and for people who live and work in the local community. This includes childcare.
- c. Any profits made by a school from providing facilities or services must be reinvested in the school or in the service.
- d. Schools may use their delegated budgets to subsidise a child's access to chargeable extended activities, where they consider that the activities are provided for the purposes of the school, because they are of educational benefit to the child.
- e. Schools may **not** charge for: any study support activities provided during the school day, except for music tuition, or for provision before or after the school day which delivers the National Curriculum or prepares a child for a public examination.
- f. Schools may lawfully charge for other study support (for example, additional sport, drama and music clubs, holiday activities, visits, and additional courses, such as first aid), following consultation.
- g. Schools **will** be expected to use their delegated budgets including the School Development Grant, School Standards Grant and Personalised Learning Grant to help meet the costs of providing extended service activities, including those developed as part of the extended schools core

offer of activities. In addition specific initiatives such as PESSCL will also be meeting the costs of specific types of Study Support activities.

### 3. Use of delegated budgets

Schools **can**:

- a. use their delegated budgets to support or subsidise extended activities that bring an educational benefit to any children, but not to support extended activities that are **solely** community facilities such as sports activities for the local community
- b. use their School Standards Grant to support the full range of extended activities
- c. report income and expenditure on extended activities that have an educational benefit alongside core school activities
- d. have a clear understanding of the ongoing costs of delivering extended activities, and how they will be funded
- e. report separately income and expenditure on community facility activities
- f. seek the advice of their LA on accounting procedures, and on VAT
- g. consult the Financial Management Standard website and toolkit to ensure that systems are fit for purpose
- h. Schools **cannot** use their delegated budget to support childcare provision.
- i. Schools should ensure that they have an up to date keyholder policy and lone worker policy.

### 4. Sustainability and charging

- a. Families need to be able to base important decisions, such as returning to work, on the reliability of services, particularly childcare and holiday provision, offered through schools so it is crucial that the services offered should be well researched, robust in their business planning and realistically costed.
- b. Charging enables schools to enhance the quality and frequency of the extended opportunities they offer and to make these more sustainable and so more reliable for families in the long term.

- c. Schools **should** charge for all childcare (except for the free entitlement). Parents on lower incomes may be eligible to reclaim up to 80% of the costs of childcare through the childcare element of the Working Tax Credit.
- d. Charges may be made for Study Support activities and, for longer term sustainability, governors will need to consider which activities they should charge for and those which they wish to continue to fund through the flexibilities of the school's budget or other funding sources.
- e. There are already a number of examples of schools successfully combining a chargeable childcare offer with a programme of free Study Support. Others may charge for 'one-off' access to some Study Support activities, if parents do not need regular childcare.
- f. Schools should carefully consider the charges made to third party organisations as the services they offer could support the community of the school and beyond significantly.
- g. Schools and other organisations can also draw on a very wide range of other public funds, as well as private and charitable grants, to sustain activities, partnerships and collaborative arrangements.
- h. Further advice on how to sustain extended services, including Study Support, is available at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)
- i. This includes advice on charging and enabling access by children from low income families

## 5. Examples of Charging

Below are a few examples of when charging may or may not apply:

- a. Key Stage 3 'catch up' maths club Free of charge. Supported by the school's delegated budget as a targeted attainment offer to address underperformance.
- b. An after-school foreign languages club Charges made to cover the cost of the additional tuition and delegated budget used to support access for children in lower income families.
- c. A personalised programme for a targeted group of underperforming children in the school will generally be free of charge supported by the school's delegated budget as a targeted attainment offer to address underperformance. e.g. looked-after children or KS3 pupils

- d. An Easter revision week for GCSE free of charge and supported by the school's delegated budget. By law, schools can not charge for provision which prepares children for public examinations.
- e. A breakfast club and after-school club run by the school or other provider designed to offer childcare for working parents Charged at full cost. Parents on lower incomes can access the childcare element of the Working Tax Credit. Schools may use delegated budget to support places for children in workless households, to fund activities of educational benefit to them, for example, a museum trip organised by the after-school childcare.
- f. A programme of science personalisation study support activity designed to address poor science performance in the school - Free of charge as an attainment programme designed to address an area of underperformance in the school.
- g. A high quality study support after-school programme with a variety of activities designed to enable children to develop new skills and interests such as Children's University, film club, photography club, first aid training, local history club etc. - Some charges made to cover costs.
- h. Delegated budget used to support access for children in lower income families who may benefit educationally from participation in particular activities.
- i. In general, no charge can be made for admitting pupils to maintained schools. Where education is provided wholly or mainly during school hours, it should be free. It is therefore **not possible** to levy a compulsory charge for transport or admission costs for swimming lessons or for visits to museums, etc. during school hours.
- j. The governing body may not charge for anything unless they have drawn up a statement of general policy on charging. The governing body's policy may be more or less generous than the Local Authorities, as long as it meets the requirements of the law.

## 6. Voluntary Contributions

Head teachers or governing bodies may ask parents for a voluntary contribution towards the cost of:

- any activity which takes place during school hours;
- school equipment;
- school funds generally.

The contribution must be genuinely voluntary, though, and the pupils of parents who are unable or unwilling to contribute may not be discriminated against. Where there are not enough voluntary contributions to make the activity possible, and there is no way to make up the shortfall, then it must be cancelled.

## **7. Residential Trips**

Schools are permitted to charge for the cost of board and lodging during residential school trips. This cost must not exceed the actual cost of the provision.

Where the trip takes place wholly, or mainly, during school hours children whose parents are in receipt of the following support payments will, in addition to having a free school lunch entitlement, also be entitled to the remission of these charges:

- Income Support;
- Income-based Jobseeker's Allowance;
- support under part VI of the Immigration and Asylum Act 1999;
- Child Tax Credit provided the parent is not entitled to Working Tax Credit and their annual income does not exceed £14,155
- Guaranteed State Pension Credit

A similar entitlement applies where the trip takes place outside of school hours but it is necessary as part of the national curriculum, forms part of the syllabus for a prescribed examination that the school is preparing the pupil to sit, or the syllabus for religious education.

## **8. Instrumental Music Lessons**

A charge may be made for instrumental music tuition for up to and including four pupils, unless the tuition forms part of the syllabus for a prescribed public examination (e.g. GCSE), that the school is preparing the child to sit, or is part of the national curriculum or the syllabus for religious education, in which case a charge is not permissible.

## **9. Public Examinations**

No charges may be made for entering pupils for public examinations that are set out in regulations. However, an examination entry fee may be charged to parents if:

- the examination is on the set list, but the pupil was not prepared for it at the school;
- the examination is not on the set list, but the school arranges for the pupil to take it;

- a pupil fails without good reason to complete the requirements of any public examination where the governing body or LA originally paid or agreed to pay the entry fee.

Charges may not be made for any cost associated with preparing a pupil for an examination. However, charging is allowed for tuition and other costs if a pupil is prepared outside school hours for an examination that is not set out in regulations.

## **10. Charging for Childcare**

### **So what does the Government expect?**

#### **'Why offer childcare through schools?**

The Government's target is to halve the number of children living in poverty by 2010, and to ensure that no child is still doing so by 2020. For a lone parent with two school-age children, this means living on an income of less than £175 per week. Many parents who are eligible do not claim free school meals or childcare Working Tax Credit, for a variety of reasons.

Developing childcare which is locally accessible and high quality can help parents get back to work or increase their working hours and so make an impact on eliminating child poverty. A number of local authorities and schools have helped families in their areas by supporting them in accessing childcare Working Tax Credit and other benefits to which they are entitled.

Parents should be charged for all childcare, whether it is provided by a school direct or through partner providers, except for the free entitlement to provision for three- and four-year-old children. Schools already offering 8am-6pm, year round provision find that childcare located either in school, or on another site with secure transfer arrangements, is very attractive to working parents.

Parents are accustomed to paying for childcare and welcome the availability of reliable, trustworthy, convenient, high quality provision. Some schools have found that introducing charges has actually increased take-up, as they have been able to enrich their offer by using their new revenue to provide additional resources, such as new play materials, and extend their hours of opening.

Developing childcare in disadvantaged communities will, in the longer term, help parents into work and so reduce child poverty, but we recognise that the journey for some families may be a long one and that funding childcare through charging may not be possible at first. This may make it difficult for schools and providers to start up viable childcare, but local authorities and Jobcentre Plus can help schools and their partners develop strategies to 'start up' and sustain provision, as the cycle of 'back to work' in communities develops. In some communities,

any 'start up' funding allocated for extended opportunities may need to be in place for some time as the back-to-work cycle develops. Providing other extended opportunities, such as adult learning, through schools can also help support those strategies by supporting training at basic skills and higher levels. Where there is currently limited demand for childcare then different models of delivery, such as registered childminder networks, offering flexibility and quality assurance, working across local clusters of schools and linking with other existing provision, may help to ensure that provision is viable and available for those parents who do need it.'

From *'Planning and Funding Extended Schools: A Guide for Schools, Local Authorities and Their Partner Organisations*

Within Portsmouth there are many childcare providers ranging from small providers who only cater for one or two children, to larger providers who cater for fifty or more children. Some are independent, some belong to a national or regional organisation and schools or Children Centres' programmes run some.

Charging does differ from each provider, depending upon the services they offer and the quality of care provided. New guidance has recently been published for parents: The 2006 version of Sure Start's 'Looking for Childcare?' booklet is available to order from DfES publications on 0845 60 222 60. Please quote ref SESC06-17 when you order.

Further information about Childcare in Portsmouth is available at [www.childcarelink.gov.uk/whitebox/mapsearch.asp?cisid=5030&mapid=543](http://www.childcarelink.gov.uk/whitebox/mapsearch.asp?cisid=5030&mapid=543)

## **11. Charging for a varied menu of activities**

### **So what does the Government expect?**

'We expect all schools to offer some free study support to support personalisation: and that all targeted offers to support the attainment of children who have fallen behind, such as literacy and numeracy catch up' provision, will also be provided free of charge. Likewise, schools are expected to provide some free after school sport activities to enable children and young people to take up their entitlement of two hours of high quality PE and school sport each week.'

But schools may, after appropriate local consultation, fund other study support activities by charging parents.

To fund access to 'catch up' study support activities, and to study support generally for the children and young people in low income families, schools may use their delegated budgets, including their School Development Grant, School Standards Grant and Personalised Learning Grant.'

## **Access to study support for vulnerable children and young people and those from low-income families**

Vulnerable and disadvantaged children and young people can benefit particularly from access to study support activities, as they often have the least opportunities for such enrichment out of school, for financial and other reasons. They might include young carers, looked-after children and young people, disabled children and young people, and those with special needs, pupils from particular community groups, such as traveller communities, and those whose parents are unwaged.

Access to breakfast clubs, activities and visits, which take account of their individual circumstances can make a significant impact on these pupils' lives. It is important that children and young people in workless households should have some free access to study support, which might not otherwise be available to them, so that they can pursue their wider interests and get the support that they need to raise their attainment and achieve their potential. All schools **should** provide some free study support for these children and young people, through the flexibility in their delegated budgets.

Schools may also lawfully use their delegated budgets to support access to educational activities which are normally included as part of a childcare offer, where these will benefit them.

Local authorities have a specific obligation under section 22(3A) of the Children Act 1989 (inserted by the Children Act 2004) to promote the educational achievement of looked-after children and under section 17 of the Children Act 1989, local authorities have a duty to provide services of an appropriate range and level to children in need and their families. They also have a general duty under section 10 of the Children Act 2004 to make arrangements with other agencies that work with children (including schools), with a view to improving children's wellbeing in relation to, amongst other matters, their education, training and recreation.

### **Linking study support with childcare**

Many schools successfully combine a good programme of free study support with a chargeable childcare offer. Children registered for childcare need equal opportunities to participate in the study support activities that they require to support their learning, and to try new ones. These activities may be organised on the same site or a different one. Schools should take account of this in planning: for example, by ensuring supervised transfer arrangements, and allowing adequate time for transfer between sites and activities, where necessary.

Schools will also want to ensure that childcare arrangements themselves, especially for older children and young people, include a good range of study support activities that support their learning and enjoyment. Schools may charge for a child who does not attend childcare to participate in study support activities offered within the childcare, but they should ensure that they use their funding

flexibly to support access to such activities for children whose parents are unable to pay.

From *'Planning and Funding Extended Schools: A Guide for Schools, Local Authorities and Their Partner Organisations.'*

All schools in Portsmouth already offer activities that are free to all their pupils. A significant number of these are organised by the schools themselves and are staffed by staff from the school or staff specifically bought in for a particular role. Many free activities are also funded through the School Sport Partnership, which receive direct funding through the Big Lottery Fund.

All pupils in Portsmouth schools also have the opportunity of attending Kid's College or Children's University, which is heavily subsidised, but does incur a small charge to each pupil attending. This is also true of the Playing for Success scheme based at Pompey Study Centre.

There are many other activities that schools are now using including sport, dance, art, music and modern foreign languages to name but a few. Schools may wish to subsidise these from delegated budgets to support inclusion, if they feel there is an educational benefit to their children or if it supports their personalised learning.

Through the Community Improvement Partnerships, more schools are offering opportunities for children across the whole of the community and the host school may wish to create a memorandum of understanding with other local schools. More key stakeholders such as the Police and Primary Care Trust are also helping to cover costs of some activities.

For more guidance on charging for a varied menu of activities please contact Mark Scarborough, Extended Services Manager, 02392 841691  
[mark.scarborough@portsmouthcc.gov.uk](mailto:mark.scarborough@portsmouthcc.gov.uk)

## **12. Charging for Parenting Support**

### **So what does the Government expect?**

'Parents have a significant impact on children's learning and development, but many parents say there are times when they would welcome more support in their parenting role. Extended schools can provide a key point of access to information, advice and support for parents. Many schools offer excellent transition information sessions for parents when children start primary or move to

secondary school. Many also offer information for parents about the national and local services available to support them. The information services provided by local authorities can also help develop this part of the offer. We would also like schools to offer access to parenting groups that use structured parenting programmes, and access to more specialised support for parents who need it. People with training and expertise in supporting parents should provide these, whether from the public, voluntary or private sectors. Schools will need to work closely with their local authorities and other local partners -partner schools, Sure Start Children's Centres, the voluntary and community sector and health services – in the context of emerging children's trust arrangements.

Funding for parent support may be found from the sources identified in this guidance, including schools' delegated budgets where they decide that it will be of direct educational benefit to pupils, or within the overall resources available to children's trusts.

Where schools are providing or facilitating services themselves, they may also wish to consider whether it would be appropriate to ask some parents to contribute towards costs, but clearly those parents whose needs are greatest – including parents who are receiving additional support as part of a parenting contract – should be able to access additional support free of charge. Many schools already provide innovative opportunities for parents to become involved in their children's learning, such as cookery clubs, parent and child football competitions and ICT clubs. Such family learning opportunities can have a powerful effect on children's attainment.'

From 'Planning and Funding Extended Schools: A Guide for Schools, Local Authorities and Their Partner Organisations.'

Most parenting support is generally provided free of charge, depending upon the type and nature of support offered. There are a range of organisations in Portsmouth who can offer advice and support depending upon the individual needs of the parents.

### **13. Charging for Swift and Easy Referral**

#### **So what does the Government expect?**

'Access to appropriate specialist support enables children and young people to receive the support they need, so that barriers to learning can be removed early on. Children, young people, their families, carers and schools need easy, swift, support from a wide range of specialist support services. These often include speech therapy, the child and adolescent mental health services (CAMHS), family support services, intensive behaviour support, and (for young people) sexual health services. Integrated local children's service arrangements should now help to make this a reality.

Many schools have already found that, where services can be delivered on the school site, children and young people and their parents feel more confident about accessing them, benefit from the savings in travel time and costs, and are more likely to keep appointments, so that needs are met more quickly and less school time is missed.

Parents should **not** be charged for these services: local authorities, using children's trust arrangements, will be able to devise new patterns of provision by reconfiguring services to deliver them in new ways to achieve better impact, such as visiting multi-agency teams working across clusters of schools, and should involve schools in the planning and prioritising of children's services.

We anticipate that an integrated, multi-agency approach will help recruitment and retention in services such as child social care, as staff will have access to a wider range of support and input to work with children and families.'

From 'Planning and Funding Extended Schools: A Guide for Schools, Local Authorities and Their Partner Organisations.'

## **14. Charging for Community Access**

### **So what does the Government expect?**

'Many schools already offer access to sports, arts, ICT facilities and adult learning for their local communities as well as their own pupils and families. Schools are often the only local community resource, offering much-valued facilities for clubs and adult learning. Schools themselves can also benefit from community use, for example by better engagement with and improved health and qualification levels in their local communities.

Schools should charge the communities for using their facilities, and will need to ensure that their charges include adequate cover for additional and 'hidden' costs such as site management, heating and cleaning.

However, schools will also wish to ensure that access is affordable for particular individuals and groups. Many schools operate a separate 'tariff' for such groups, charging them at cost, rather than at a profit, to help support their work. Supplementary schools, for example, should be charged at cost.

The extended schools policy offers enhanced opportunities for schools and supplementary schools to work more closely together, and to share their knowledge and expertise in languages, the national curriculum, community cohesion and engagement with parents. Such cooperation can contribute to the higher attainment of the children and young people who use them. (More advice can be found at [www.resourceunit.com](http://www.resourceunit.com)).

In some cases charges will also be made for adult learning, but your local authority or Learning and Skills Council may also be able to fund opportunities in line with their local strategy. Your local authority or local college may also be able to arrange and staff provision for your site as part of their own role in reaching the local community.'

From 'Planning and Funding Extended Schools: A Guide for Schools, Local Authorities and Their Partner Organisations.'

Acknowledgements and References are made from the following publications:

1. **Planning and funding extended schools:** a guide for schools, local authorities and their partner organisations DfES March 2006  
[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) ref: 0472-2006DOC-EN
2. **Study Support:** A national framework for extending learning opportunities DfES October 2006 ISBN 978 1 84478 815 6 Online order ref: 03859-2006BKT-EN
3. **Bracknell Forest Borough Council:** Policy on charges and remission of charges. Graham Symonds 2005

## Appendices

- A. **Adult and Family learning Fees and Remissions Policy**
- B. **Suggested lettings charges for community use of school facilities 2007 - 2008**

## Appendix A



### **Adult & Family Learning (AFL)**

#### **Fees & Remissions Policy**

**1st August 2006 – 31st July 2007**

The Adult & Family Learning Team supports a variety of learning opportunities in Portsmouth. This Fees and Remissions Policy outlines the criteria which must be followed for all learning opportunities supported / funded by the Adult & Family Learning Team.

#### **AIM**

The Fees and Remissions Policy will enable the Adult & Family Learning Team both to safeguard Personal and Community Development Learning as it is required to do, and enable the increase in the number of adults participating in learning through income generated by fees. The Fees and Remissions Policy recognises that some residents may need additional support to access learning and defines the criteria and remission rates where appropriate which will be supported by the Adult and Family Learning Team.

The Fees and Remissions Policy aims to provide a clear framework for providers to work with in the provision and delivery of Adult & Family Learning in Portsmouth. It is coherent with the Adult & Family Learning Curriculum Strategy and reflects the requirements of the National Skills Strategy.

#### **PROVISION TYPES**

The Adult & Family Learning Team secures learning opportunities that are linked to Learning and Skills Council (LSC) funding streams. Fee charging and non-fee charging can be applied broadly applied to the provision types as follows:

<b>Provision Type</b>	<b>Zero fee</b>	<b>Fee charging</b>
First Steps	✓	✓
Personal & Community Development Learning	✓	✓
Neighbourhood Learning for Deprived	✓	

Communities		
Wider Family Learning	✓	
Family Literacy, Language & Numeracy	✓	

The tables illustrate that within **First Steps** and **Personal & Community Development Learning** courses will be provided both with and without a fee for learners to pay. **The majority of Personal & Community Development Learning will be fee charging.**

**Programmes / Courses / Workshops / Activities that are 100% fee remitted**

Courses to be offered at **zero fee** must meet the following definition:

- ***Learning which is offered as an initial entry point into learning, and from which learners are actively encouraged to progress to other forms of learning.***

Evidence will be required by the Adult & Family Learning Team to clearly illustrate how a programme / event fulfil the appropriate classification. Course to be provided at zero fee will be indicated in the Contract between the provider and the Adult & Family Learning Team.

**Programmes / Courses / Workshops / Activities that ARE Subject to fees**

Learning opportunities that are to be provided to learners with a **fee** to be paid (with **remission** applied as appropriate) in order to generate income to contribute to the costs, must meet the following definition:

- ***Learning for personal development, cultural enrichment, intellectual stimulation and for enjoyment and for which there is no requirement that learners must necessarily progress to other learning.***

Evidence will be required by the Adult & Family Learning Team to clearly illustrate how a programme / event fulfils the classification and that the application of remissions is being applied. Course to be provided with fee will be indicated in the Contract between the provider and the Adult & Family Learning Team.

The standard fee for such programmes is **£3.00 per hour** irrelevant of the length of the course.

- Should a provider wish to **charge a fee different to the standard rate**, a short written statement detailing the reason must be submitted to the Adult & Family Learning Team for consideration. Funding for contracted providers is calculated using the standard fee:
  - Should the fee be at a **lower** rate the provider would be expected to meet the shortfall in funding for that course.
  - Should the fee be at a **higher** rate than the standard fee, the provider should demonstrate what the additional income will be (and later has been) used for, such as, additional learning opportunities, learner support etc. This should form part of the written statement to the AFL seeking permission for the higher fee rate.

Any change in the fee would still be subject to the same remission criteria as detailed below.

### **Learner fee remissions**

- Learners in receipt of a **means tested benefit**, and who can provide evidence as such, are eligible for a **50%** remission on their course fee (i.e. pay a fee of **£1.50** per hour rather than £3.00).
  - The remission is subject to learners providing at least one form of evidence of being in receipt of the following:
    - Income support
    - Working tax credit
    - Job seekers allowance (income based)
    - Housing benefit
    - Council tax benefit
    - Asylum seeker receiving the equivalent of income based benefit
    - Unwaged dependent of someone in receipt of listed benefits above
    - Pension credit
  - Examples of acceptable evidence as proof of receipt of a means tested benefit include:
    - Written notification of entitlement (received by all recipients)
    - Benefit book
    - Portsmouth Leisure Card
  - Photocopies are not acceptable evidence.
  - Learners are only eligible to claim one fee remission per course / event.

- **Providers are able to offer individuals an increased remission and / or broaden the range of eligible criteria for individuals at their discretion** (e.g. to include other low income related benefits). The AFL team would be unable to fund any increased remission rates or ranges offered by a provider.

### **Payment / handling of fees**

- Providers should accept payment by any means that they are able to support and accurately account with.
- Remission provided to a learner must be recorded on the learner's enrolment form and the reason for remission noted (see AFL template adult enrolment form). The provider is responsible for checking the learner's eligibility in line with the above.
- Learners on courses of 12 hours and longer may pay their fees in up to two or three instalments at the provider's agreement with the learner, on the condition that the first payment is received at enrolment / prior to the course start date.
- Providers are responsible for the collection of fees. Any impact as a result of a provider failing to collect fees must be mitigated by the provider absorbing that cost with no detriment to the programme agreed with the AFL Team or to the learners.
- Providers are responsible for providing the AFL Team with termly statements of income received per course and the remissions applied.
- Any fee income collected by a provider in excess of the costs of the programme and any management / administration allocation made by the AFL team should be reinvested into: further learning opportunities or support for learning offered as part of the contract with the AFL team; used to provide Information and Advice to learners; used to fund learning support; used to fund learner support.

### **Materials & resources**

- It is the intention of the Adult & Family Learning Team that learners should not be charged for course materials / resources unless prior agreement has been sought from the Adult & Family Learning Team (ideally as part of the tendering / contracting process). Any such charge agreed by the Adult & Family Learning Team would have to be clearly included on all course promotion and materials and will be subject to audit.

### **Learner support**

- All learners are entitled to appropriate support to enable them to fully access and partake in learning opportunities. Allocations made to providers as a

result of the tendering process for a contract includes a proportion of funding to meet learner support needs. Should a learner or group of learners require additional support above that which is the norm and was not able to be anticipated prior to agreeing final contracts, providers are required to seek further guidance from the Adult & Family Learning Team Leader.

### **Refunds**

Learners are entitled to a full refund:

- a) should the course not run due to poor recruitment, as agreed in the Adult & Family Learning contract (it is the intention that the cancellation of courses be kept to an absolute minimum where realistically possible),
- b) at the discretion of the assigned manager of the provider in negotiation with the Adult & Family Learning Team.

Any refunds should be paid to learners in a timely manner, ideally within two weeks of the course being cancelled.

Note: Learners should be made fully aware of individual providers' complaints procedures (that must meet the AFL team's requirement) should a complaint be deemed to warrant any refund.

### **Adult & Family Learning Team contacts**

For any queries concerning this Fees & Remissions Policy, please contact:

Andrew Bishop, Adult & Family Learning Information Officer

Email: [andrew.bishop@portsmouthcc.gov.uk](mailto:andrew.bishop@portsmouthcc.gov.uk)

Telephone: 023 9284 1712

#### Foot note:

The next formal review of this Fees and Remissions Policy is expected to be undertaken at the end of the Autumn Term 2006 / early Spring Term 2007 for implementation the following academic year. However, the Adult & Family Learning Team reserves the right to amend this Fees & Remissions Policy over the next Academic Year for immediate implementation should it be deemed necessary.

## Appendix B

### Suggested lettings charges for community use of school facilities 2007 - 2008

RECOMMENDED HOURLY CHARGES 1 April 2007 – 31 <sup>st</sup> March 2008		Hourly charge unless stated otherwise
		(£)
Minimum hourly charge when no concurrent user (outside normal school hours to cover cost of care taking, heating and lighting etc. If more than one user, then the costs would be negotiable)		22.50
1	Daytime use by pre-schools, playgroups, parent and toddler groups	negotiable
2	Room, hall, gymnasium up to 260 m <sup>2</sup> 1 badminton court	15.00
3	Hall, Sports Hall 260m <sup>2</sup> – 520m <sup>2</sup> 2-3 badminton courts	20.00
4	Sports Hall more than 520m <sup>2</sup>	25.00
5	Swimming Pool – unheated	18.00
6	Swimming Pool – heated	28.00
7	Hard area, netball, tennis court, cricket net	10.00
8	Large hard area, cricket pitch, general playing field	15.00
9	Football, hockey pitch	20.00

#### Notes:

**Please note that all these lettings charges are suggestions only and it is the governors' responsibility to agree the lettings charge to be used.**

**If the activity supports the needs of your own school community through a private letting or a partnership agreement with a third party, it will be expected that schools will reduce lettings charges accordingly.**

- a) All charges suggested are for use on Monday to Saturday. For use on Sundays, please allow for extra salary costs for care taking.
- b) All figures do not include VAT.

VAT should be added to charges when specialist facilities are used for sporting activities, e.g.: gymnasium, sports hall, swimming pool, netball/tennis courts, cricket net/pitch, football/hockey pitch.

However, **VAT should not be added if the booking covers a series of lettings extending over a period** (generally 3 calendar months) **and consists of at least ten individual hire periods occurring not less frequently than once a fortnight.**

If you are in any doubt as to which lettings charges are taxable please refer to the VAT Manual sent to all schools.

- c) Kitchen/Dining facilities – The contract management folder sets out the lettings procedures. Accounting procedures are set out in the Manual of Financial Practice and Procedure fro LMS. The school will also need to charge for care taking for a letting using kitchen/dining facilities and the school should retain the income for this.
- d) Charges to individuals / groups not classified as community groups should be at a rate determined by schools and should cover at least the costs incurred by the school for the letting.