

MEETING

CHILDREN, EDUCATION & SAFEGUARDING COMMITTEE

DATE AND TIME

MONDAY 30TH NOVEMBER, 2020

AT 6.00 PM

VENUE

VIRTUAL MEETING

To access the live stream of the meeting please use the following link: <https://bit.ly/2UHLs1i>

**TO: MEMBERS OF CHILDREN, EDUCATION & SAFEGUARDING COMMITTEE
(Quorum 3)**

Chairman: Councillor David Longstaff
Vice Chairman: Councillor Felix Byers

Councillors

Julian Teare	Anne Hutton	Reuben Thompstone
Pauline Coakley Webb	Val Duschinsky	Nagus Narenthira
Linda Freedman	Anne Clarke	Rohit Grover

Substitute Members

Ammar Naqvi	Arjun Mittra	Eva Greenspan
Stephen Sowerby	Saira Don	Kathy Levine

In line with provisions in Article 3 of the Constitution, Residents and Public Participation, requests to submit public questions must relate to a substantive item of business on the agenda and be submitted by 10AM on the third working day before the date of the committee meeting. Therefore, the deadline for this meeting is at 10AM, 25 November 2020. Requests must be submitted to Naomi Kwasa at naomi.kwasa@barnet.gov.uk

**You are requested to attend the above meeting for which an agenda is attached.
Andrew Charlwood – Head of Governance**

Governance Services contact: Naomi Kwasa 020 8359 6146 naomi.kwasa@Barnet.gov.uk
Media Relations Contact: Tristan Garrick 020 8359 2454

ASSURANCE GROUP

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ORDER OF BUSINESS

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2.	Absence of Members	
3.	Declarations of Members Disclosable Pecuniary Interests and Other Interests	
4.	Report of the Monitoring Officer (if Any)	
5.	Public Questions and Comments (if Any)	
6.	Members' Items (if Any)	11 - 36
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10.	Covid 19 Winter Grant Scheme - TO FOLLOW	
11.	Committee Work Programme	227 - 230
12.	Any other Item(s) that the Chairman decides are Urgent (if Any)	

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Decisions of the Children, Education & Safeguarding Committee

22 September 2020

Members Present:-

AGENDA ITEM 1

Councillor David Longstaff (Chairman)
Councillor Felix Byers (Vice-Chairman)

Councillor Anne Clarke
Councillor Pauline Coakley Webb
Councillor Val Duschinsky
Councillor Linda Freedman
Councillor Rohit Grover

Councillor Anne Hutton
Councillor Nagus Narenthira
Councillor Reuben Thompstone
Councillor Julian Teare

1. MINUTES OF THE LAST MEETING

The Chairman of the Committee, Councillor David Longstaff welcomed all attendees to the virtual meeting. He welcomed Councillor Felix Byers as the incoming Vice-Chairman of the Committee and thanked Councillor Rohit Grover as the outgoing Vice-Chairman for his help and support on the Committee.

It was RESOLVED that the minutes of the previous meeting held on 11 March 2020 be agreed as a correct record.

2. ABSENCE OF MEMBERS

None.

3. DECLARATIONS OF MEMBERS DISCLOSABLE PECUNIARY INTERESTS AND NON-PECUNIARY INTERESTS

Councillor Anne Hutton declared a non-pecuniary interest in Agenda Items 7 and 9 in that she is a Trustee at Barnet Carers Centre.

4. REPORT OF THE MONITORING OFFICER (IF ANY)

None.

5. PUBLIC QUESTIONS AND COMMENTS (IF ANY)

None.

6. MEMBERS' ITEMS (IF ANY)

Councillor Clarke introduced her Members item in which she asked the Committee to receive a report on the impact of the pandemic on the mental health of children and young people, and how the Council is supporting pupils' mental health as they head back to school following lockdown. The Chairman noted that the suggested items are already covered in other reports and confirmed that the Committee would continue to be updated on children's mental health on a regular basis. He also noted that he was happy to speak to officers to confirm that any issues would be flagged up and shared with Members to ensure the Committee can scrutinise services.

Councillor Hutton introduced her Members item which asked the Committee to put on record its congratulations to all students on their exam results this year, and to all teachers and staff for their work supporting students to achieve their best and also asked for a report on what impact there has been on schools, colleges and students (including vocational) of the exam-results system this summer, and what lessons have been learned. The Service Director for Education and Skills confirmed that in January 2021 there would be a report on results, most of which would be self-assessed school results, and that officers would be heavily reliant on what information the schools are able to provide to the Council.

It was RESOLVED that the Committee noted that actions in response to the Member's items are already included in various workstreams and reports on the Committee's Forward Work Programme.

7. AUTISM PLAN

The Executive Director for Children's Services introduced the report which contained the final recommendations and actions relating to the creation of an Autism Plan to improve services and quality of life for children, young people and adults with autism as well as their families and carers. Members then had the opportunity to ask officers questions on the Autism Plan.

Councillor Clarke requested that the plan include reference to encouragement and support for families who suffer from domestic violence as a result of child who has autism, as discussed with the former Director of Resources for Autism. The Executive Director for Children's Services confirmed that Resources for Autism had been involved in the development of the plan and agreed to look into whether there was any additional information in relation to this that needed to be added.

It was RESOLVED that the Children, Education and Safeguarding Committee agrees the Autism Plan to improve services and quality of life for children, young people and adults with autism as well as their families and carers.

8. LOCAL AUTHORITY SCHOOL GOVERNOR NOMINATIONS - UPDATE

The Service Director for Education and Skills introduced the report. Members then had an opportunity to ask officers questions. Councillor Hutton referred to a report from the National Governors Association regarding the number of governors from the BAME community across the UK and discussed how the numbers could be increased in Barnet's schools. The Chairman agreed this issue should be raised with the Local Authority Governor nominations panel.

Councillor Linda Freedman noted that she had not taken forward the nomination at St Paul's as shown in page 57 of the agenda pack.

Members made suggestions about the need to highlight the work of school governors through various events and publications to increase recruitment across all of Barnet's schools and within BAME communities.

It was RESOLVED;

1. That the Committee note the information in Appendix A of this report on the nominations of local authority governors to Barnet Schools since September 2019.

2. That the Committee agrees that in future all members of the Local Authority Governor nominations panel should be members of the Children, Education and Safeguarding Committee.

9. FAMILY SERVICES QUARTERLY UPDATE

The Executive Director for Children's Services introduced the report and gave a brief update on each of the appendices. Members then had an opportunity to ask officers questions on the report and appendices.

It was RESOLVED;

1. That the Children, Education and Safeguarding Committee is asked to note and provide comments on the COVID-19 Family Services All about Me/Family Friendly Recovery Strategy.

2. That the Children, Education and Safeguarding Committee is asked to note the updates against each strategic recovery priority.

3. That the Children, Education and Safeguarding Committee is asked to note our preliminary assessment of practice ahead of our annually refreshed self-assessment in preparedness for an Ofsted focused visit.

4. That the committee notes and scrutinise progress of performance against our corporate parenting responsibilities provided in Appendices 2-2.4.

5. That the Committee note and scrutinise the Children's Social Care performance information provided in Appendix 3.

10. BARNET YOUNG PEOPLE'S SURVEY NOVEMBER 2019 & YOUNG PEOPLE ONLINE SURVEY JULY 2020

The Consultation and Research Manager introduced the report and highlighted the results of the Young Persons Survey and the Post Covid-19 Online Survey. Members then had an opportunity to ask officers questions on the survey results.

It was RESOLVED;

1. That the Children, Education and Safeguarding Committee consider and comment on the Young People's Perception Survey results set out in Appendix 1.

2. That the Children, Education and Safeguarding Committee consider and comment on the Post Covid-19 Online Survey results set out in Appendix 2.

11. THE FUTURE DELIVERY OF THE EDUCATION AND SKILLS SERVICE

The Executive Director for Children's Services introduced the report which detailed the future delivery of the Education and Skills Service. Members then had an opportunity to ask officers questions on the report and appendices. The Chairman, Opposition Spokesperson and the whole Committee thanked the officers and members of staff for all their hard work in the successful transference from Cambridge Education to Barnet Education and Learning Service.

Councillor Coakley-Webb moved a motion to exclude the press and public in order that the exempt Appendix C could be discussed in private session. This was seconded by Councillor Felix Byers. Committee Members and officers then temporarily left the virtual meeting to join the private session.

Following the discussion, the Committee returned to the virtual meeting.

It was RESOLVED;

- 1. That the Children, Education and Safeguarding Committee note the content of the report.**
- 2. That the Children, Education and Safeguarding Committee note the decision to terminate the current contract with Mott MacDonald.**
- 3. That the Children, Education and Safeguarding Committee note the decision to novate the current contract with Mott MacDonald to the newly created Barnet Education and Learning Service Ltd and for the option to extend the contract to 31st March 2026 to be exercised.**
- 4. That the Children, Education and Safeguarding Committee note the decision to novate the current contract which Mott MacDonald holds with ISS to provide catering services to the council and to commission Barnet Education and Learning Service Ltd to manage the contract on behalf of the council.**
- 5. That the Children, Education and Safeguarding Committee note the Shareholder Agreement in relation to Barnet Education and Learning Service and the annual Barnet Education and Learning Service Business Plan.**

12. MOTION TO EXCLUDE THE PRESS AND PUBLIC

RESOLVED that under Section 100A (4) of the Local Government Act 1972 the public be excluded from the meeting for discussion on Appendix C for Agenda Item 11 on the grounds that it involves the likely disclosure of exempt information as defined in paragraphs 3 of Part 1 of Schedule 12A of the Act (as amended).

13. ANY OTHER EXEMPT ITEM(S) THE CHAIRMAN DECIDES ARE URGENT

None.

14. COMMITTEE WORK PROGRAMME

The Committee considered the Forward Work Programme as set out in the agenda.

RESOLVED that the Committee note the Forward Work Programme.

15. ANY OTHER ITEM(S) THAT THE CHAIRMAN DECIDES ARE URGENT (IF ANY)

The Executive Director of Children's Services gave a brief update on the SEND Assurance visit being undertaken in Barnet by OFSTED and the CQC in October. He confirmed that Members will be kept informed of the report.

The Chairman then expressed the following message of thanks on behalf of the Committee;

The Front Line

The Children, Education and Safeguarding Committee recognises and expresses its gratitude for the enormous contribution of our Foster Carers, Children's Residential Care Home Staff and the staff at Onwards and Upwards for their dedication in selflessly looking after our children and young people, who we are the corporate parents of, from the beginning of this ongoing Covid-19 pandemic.

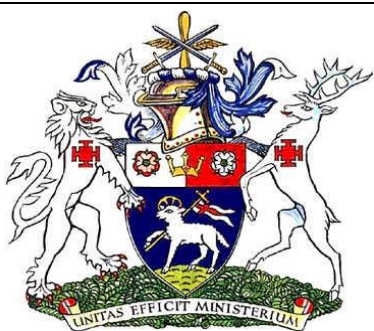
The committee would also like to thank the social workers, children's services professionals and teachers who have been on the front line, day-after-day, working face-to-face with Barnet families and keeping the schools open and running for children of key-workers and those who were vulnerable.

The committee also recognises and appreciates the work and dedication of Barnet Schools to re-open as quickly and safely as possible for all pupils and students in the new academic year.

The outgoing Vice-Chairman also expressed his thanks to the Chairman for his leadership of the Committee and as Lead Member for Children.

The meeting finished at 19.57

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Children, Education and Safeguarding Committee

30 November 2020

Title	Member's Items in the names of Councillor Pauline Coakley Webb, Councillor Nagus Narenthira, Councillor Anne Hutton and Councillor Anne Clarke
Report of	Head of Governance
Wards	All
Urgent	No
Key	No
Status	Public
Enclosures	Appendix 1 - BEYA presentation Appendix 2 - BEYA financial summary Appendix 3 - BEYA Testimonials Appendix 4 - Letter to Chancellor
Officer Contact Details	Naomi Kwasa, Senior Governance Officer naomi.kwasa@barnet.gov.uk 020 8359 6146

Summary

The report informs the Committee of Member's Items and requests instructions from the Committee.

Recommendations

1. That the Committee's instructions in relation to the Member's items are requested.

1. WHY THIS REPORT IS NEEDED

- 1.1 Members of the Committee have requested that the items tabled below are submitted to the Children, Education and Safeguarding Committee for

consideration and determination. The Committee are requested to provide instructions to Officers of the Council as recommended.

<p>Councillor Pauline Coakley Webb</p>	<p><u>Funding of nursery settings</u></p> <p>I request that the Committee receives an update on the funding and budget position of Barnet's nursery settings, and Barnet Council's actions to secure sufficient funding from the Government for each of them.</p> <p>I also request that the Committee considers the funding and budget position of Barnet's Maintained Nursery Schools, including BEYA which is facing a budget deficit of £80,000 by April 2021, and an annual funding shortfall of £300,000 going forward.</p> <p>I attach information received from BEYA setting out their position, as well as the cross-party All Party Parliamentary Group letter to the Chancellor of the Exchequer which mentions Barnet specifically.</p> <p>I ask that, following discussion, the Committee agrees to write to the Chancellor supporting BEYAs funding request, and if a positive response is not received by the end of the year, that the Committee agrees to meet the funding shortfall for BEYA in April 2021.</p>
<p>Councillor Nagus Narenthira</p>	<p>Child poverty in Barnet</p> <p>The latest child poverty figures show that there were 26,606 children living in poverty in Barnet in 2018/19 - 1,859 more than the previous year, and nearly a third of all children (31.08%).</p> <p>I request that the Committee considers the data for Barnet and agrees that a report should be brought back setting out what the Council is doing to reduce child poverty and what more could be done.</p> <p>http://www.endchildpoverty.org.uk/child-poverty-in-your-area-201415-201819/</p>
<p>Councillor Anne Hutton</p>	<p>Diversity on school governing bodies</p> <p>To request that governing bodies in schools and educational institutions in Barnet specifically consider potential governors from the BAME community, in order to ensure the diversity on our governing bodies reflects that of the local community. This could be achieved by putting a message in school newsletters or perhaps on occasions electing more than one where appropriate, approaching local businesses etc.</p>

<p>Councillor Anne Clarke</p>	<p>Impact of food poverty on children</p> <p>I welcome the work and growing partnership between the Council, Barnet Together, the wider Voluntary, Community & Faith Sector and other stakeholders to ensure that children and families in need have access to food during the ongoing pandemic.</p> <p>I understand that the Council is now funding a foodbank coordinator to help with this work, and this is also to be welcomed.</p> <p>I request that the Committee receives a verbal update, and, if necessary, a report on the following:</p> <ul style="list-style-type: none"> - how many children currently receive free school meals in Barnet and how many are entitled to receive free school meals but are not (by ward)? - how much of LBBs £50,000 holiday hunger fund was spent and where it went? - is food allocated to foodbanks for holiday hunger according to the numbers of FSM children in that ward? - details of Barnet's allocation of the recently announced Government funding for holiday hunger, and how it will be distributed - for those children in need during term time who are not receiving FSM are they expected to collect food parcels from a local food bank, and what happens if they are going to school on the other side of the borough? - details of what funding, and by who, is in place to tackle food poverty in general in Barnet - details of what this funding covers - we are aware that some food banks do not have enough to feed the families that regularly attend. How is the Council ensuring food banks have the supplies they need? - how the Council is measuring and monitoring food poverty in the Borough - what assessment has been done of the likely need following Tier 2 restrictions and the current 2nd lock-down given household incomes are falling - how many children are being reached via food banks in general, and what assessment has been done about individuals and groups that are not being reached? - what communications and systems are in place to reach families who need help - given the digital divide that emerged during the first lockdown what has been put in place to address this in this second lock-down - how families are being connected to groups and support

	<ul style="list-style-type: none"> - how social prescribing and health champions are being used to help on this issue - could the Council look at opening a hub on the west of the Borough or help with transport costs from the East Barnet hub, and are foodbanks able to deliver food to people - do we have all the necessary PPE for those working and volunteering on food supply - the Community Response Fund has had a vital role during the pandemic but is nearly out of funds, will LBB continue to fund it as the pandemic continues?
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2. REASONS FOR RECOMMENDATIONS

2.1 No recommendations have been made. The Committee are therefore requested to give consideration and provide instruction.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

3.1 Not applicable.

4. POST DECISION IMPLEMENTATION

4.1 Post decision implementation will depend on the decision taken by the Committee.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

5.1.1 As and when issues raised through a Member's Item are progressed, they will need to be evaluated against the Corporate Plan, Barnet 2024 and other relevant policies.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

5.2.1 None in the context of this report.

5.3 Legal and Constitutional References

5.3.1 The Council's Constitution (Members of the Council, Article 2) states that a Member, including appointed substitute Members of a Committee or Sub-Committee will be permitted to have one matter only on an agenda that he/she serves. Members' items must be within the term of reference of the decision making body which will consider the item.

5.4 Social Value

5.4.1 Not applicable.

5.5 Risk Management

5.5.1 None in the context of this report.

5.6 Equalities and Diversity

5.6.1 Members' Items allow Members of a Committee to bring a wide range of issues to the attention of a Committee in accordance with the Council's Constitution. All of these issues must be considered for their equalities and diversity implications.

5.7 Corporate Parenting

5.7.1 None identified in the context of this report – any substantive report will consider the implications in detail.

5.8 Insight

5.8.1 None.

5.9 Consultation and Engagement

5.9.1 None in the context of this report.

6. BACKGROUND PAPERS

6.1 None.

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CONTEXT

- Comprises of three outstanding Nursery Schools as rated by Ofsted and BEYA Children's Centre
- Schools are required to have a Headteacher, SENCo (special educational needs co-ordinator, teachers and a premises manager)
- Supporting our most vulnerable children: (children eligible for FEE2 and EYPP – indicators of deprivation; children known to social services and those with complex SEND .)
- A national teaching school: with a remit for developing teaching and learning of the early years workforce
- Early Years Hub awarded by the Mayor of London
- A growing reputation as an invaluable resource for the Early Years Sector both locally and nationally – it's own assessment tool would be an asset for the sector.



WHAT WE NEED

- BEYA has over the last five years been managing their budgets without supplementary funding from Central Government. BEYA are three of the few schools that do not receive this funding. Nursery Schools are the only schools with no school funding and with no rate reimbursement .
- Our local M.P.(Theresa Villiers) is campaigning for BEYA to receive additional funding.
- BEYA requires long term funding of **£100k per year**, per school to continue its vital work and **£80k from April 2021** to balance the deficit.
- To enable BEYA to contribute to the training and development of the Early Years Workforce



IMPLICATIONS

- The closure of BEYA will have implications on the following:
- Nursery Schools are recognised as a vital strategy in closing the gap of the most disadvantaged as noted by Ofsted, APPG, Education Select Committee.
- BEYA provides a vital service to children and families with SEND.
- BEYA provides training to the wider early years workforce.
- The closure of BEYA will result in the redundancies of 73 staff and it's cost implications.

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BEYA's financial situation

BEYA comprises of three outstanding schools and a Children's Centre.

Central Government have promised funds to provide a long term sustainable solution for Nursery Schools, BEYA will need financial support from the Local Authority in order to continue to deliver it's invaluable services beyond April 2021.

At the end of this financial year (March 31 2021) we predict and approximate deficit budget of £80 000. The situation has been exacerbated by COVID 19. (Nursery Schools have been exempt from extra funding for COVID, unlike the rest of the school sector.)

Without any additional funding this figure will build by approximately £300 000 each year.

We receive no funding as schools, even though we have associated costs as a school, for example, the requirement for a Headteacher and a SENCo

Other Nursery Schools receive some supplementary funding from Central Government. BEYA schools have not received this for historic reasons.

November 2020

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The significance of the work carried out by a Nursery School and the impact that it has on society is understood by few. This document includes testimonials from a wide range of stakeholders that have been supported by the work of BEYA. This includes the views of those who work for essential Barnet Children Services such as Educational Psychologists, health visitors, inclusion services, schools and the Early Years Strategic Lead for Early Help. It also includes the views of Early Years Settings, childminders, headteachers and parents, both in Barnet and beyond.

By reading the testimonials, it is clear that Barnet Nursery Schools are a 'jewel in the crown' within our educational system. Our Nursery Schools require urgent re-defining, re-claiming and re-investment. With a clear vision and by working together, we can ensure the best possible future for Barnet's youngest children.

I am writing to highlight how closely BEYA works with our team and how their support has been invaluable for the children and families that we work with.

I have had the opportunity to work with BEYA and settle a huge amount of children and families across all their settings.

They have always been welcoming and supporting of any family no matter how complex their needs are. They work tirelessly with the families to ensure the child gets the best support possible. During the recent pandemic they remained open and have proactively engaged families at the setting and supported those who remain in the home. I know from the families I work with this has been so important. Whenever I visit the nurseries I always find them to be skilled in meeting the needs of complex young children and are challenging yet supportive of the families. Without their input the outcomes for the young child and the early identification of need would be quite different.

Joann Moore
Pre-school Teaching Team
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This is my third year working with Barnet Early Years Alliance (BEYA). It is an absolute pleasure to work alongside the highly skilled staff at BEYA in order to support the children and families who attend the settings. The learning and play opportunities, that are provided by all three sites to support the children's development, are outstanding. Opportunities for learning are carefully planned for to ensure each child makes progress in all areas of their development. BEYA are wholly inclusive in supporting all children, from a wide range of backgrounds, as well as those with special educational needs and disabilities. They always implement early intervention to ensure that children have the best outcomes. They continue to support and include children with a diverse range of physical, medical, learning, social emotional and communication needs. In my experience, the staff go above and beyond to support families in accessing appropriate services and ensuring children are able to reach their full potential. Staff are all well-experienced and have been trained to a high standard. Staff are always extremely receptive and willing to implement appropriate support for children. They take on board external professional advice and continually review practice to ensure children receive the most effective support.

The early intervention and support, which is consistently implemented, ensures that children have the best chance in succeeding and that their strengths and needs are understood before their transition to school. The children are always at the forefront and each child is valued and recognised as an individual. The emphasis on play provides all children with a key foundation for learning. The nurture and support provided by all three settings allows children to feel happy, safe and secure, which is key in facilitating their learning and development.

Dr Aimee Cole

Educational Psychologist

Educational Psychology Team

Barnet Education and Learning Service

2 Bristol Avenue, Colindale, NW9 4EW

Mobile: 07547567786 | Web: barnet.gov.uk

I have had the pleasure of working jointly with the staff and parents from the BEYA settings for many years and their vast experience and knowledge in nurturing and caring for the children that come into these settings is some of the best in the borough. The children flourish, love going to nursery and parents have confidence in knowing their little ones will be cared for and grow with staff who are experienced, trained and have experience in all aspects of early years. The joint working that we carry out between services is always accommodated, we have a great working relationship set up where we know we are always welcomed into a setting and someone from the team will always make time to join a session with us so we can, together, implement a strategy or a target. We support families together making an overarching learning service for the child and family so we are able to offer a comprehensive service. This does not happen with other settings where we don't have such a good long standing relationship.

Jane Mulley

Specialist Support Worker/BEAM Facilitator

Education and Skills - BEAM

Barnet Education and Learning Service

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Tel: 020 8359 7535 | Mobile: 07547 953 695 | Email : jane.mulley@barnet.gov.uk Web:

barnet.gov.uk

We have had a huge amount of support from BEYA over a many number of years. Members of BEYA staff have visited us on several occasions to offer their advice and guidance on our nursery provision as well as helping us to set up our 2 year year old provision and Forest School! We have been using OPAL which we love as it has helped practitioners focus on what is really important - the children!

Deputy Head – Queenswell Primary School

Working with BEYA

I have worked with staff from BEYA many times over the last seven years, when a child on my caseload has attended one of their nurseries (St Margaret's, Brookhill or Hampden Way)

The settings are welcoming and inclusive and are very keen to work jointly with our team.

If the child is known to us before they start at BEYA we work together to plan a successful transition in . We work jointly to assess the child's needs, identify strategies to support their development and identify ways in which to deliver this.

The settings are good at accessing training that is on offer from Barnet and developing their staff skills in the area of SEN.

The settings take on board advice offered from other professionals

The settings liaise closely with other professionals such as Paediatricians, speech therapists and physiotherapists, not just ourselves

Their observations and reports are very informative and of a consistently high standard.

Strategies for supporting children with SEN, such as using reduced language, use of gesture and visuals, are imbedded into their practice and communication with all children.

In addition they offer targeted interventions through small group work to support communication, attention ,social skills and play skills, using evidence based strategies from Gina Davies Attention Autism among others. These interventions are carried out by experienced staff with high level of expertise and understanding of the needs of children with SEN.

The setting are able to provide some home visits (when Covid 19 restrictions allow) to provide targeted support to families and will also make onwards referrals to Early Help and work closely with Family Outreach workers to support the whole family.

Kind Regards

Jenny Luxon

Pre School Teacher

4th November 2020

BEYA has been a very important part of our lives before our son could even walk.

Being able to attend the "Stay and play" sessions in the different nurseries in the area like St Margaret's, was a great deal to us, not only for our little one but for me.

As a new mum everything was a learning process, having a place to go and meet other parents and understand that I wasn't the only one feeling overwhelmed, helped me to get reassurance that all was going to get easier.

Interacting with the support staff in charge of the sessions, receiving advice from them as professionals, was a great support to gain more confident as a mum. What I always remember is the smile and commitment of all the employees and volunteers.

When kids are growing up, they go through different milestones and parents go through these milestones right next to them. Our next big step was taking our son to nursery.

First time being apart from my son for more than 5 minutes, was not only scary for me but more to him. But BEYA did not disappoint.

The amazing support, the positive environment and the good organisation that we received at Brookhill nursery, from all the employees and specially from Julian, was priceless.

For instance, it took almost 3 months for my son Ismael to adjust and be fully confident to be without us around. The steps and plan put in place to help my son to accept staying at nursery without me, helped him to go through the process without being sad or scared. He was a happy little boy.

I remember always been amazed about how well Brookhill nursery is organised and how beautiful place it is, it just made me feel happy every day we were going, knowing he was going to enjoy and to learn so much every day.

All of that was achieved by the commitment, good work, professionalism and love for what they do of each employee at Brookhill.

BEYA helps families with all they do to feel part of a beautiful community.

Thank you, Brookhill, thank you BEYA!

Monica Idrobo

We have worked with BEYA for several years, they are an outstanding resource for the Early Years community across the country and have supported us and many other schools and early years settings to improve the outcomes for the children in our care. The development of their OPAL assessment system has had a significant impact on our school and has led us to reflect on every aspect of our provision, making an already outstanding school even stronger. I believe OPAL is a system that could have a really positive impact on the Early Years community and the outcomes for children in what is a very challenging time for us all. In all aspects of their work with us children and their families are at the heart of everything they do and at this time in our history this should be the priority for all Early Years settings and Local Authorities as early intervention is key to their future success.

The team at BEYA are truly leaders in their field and their knowledge, skills and support have been inspirational for my whole team. We can only aspire to be as inspirational as they are!

Debs Watson & Team Tanglewood

Headteacher

Tanglewood Nursery School

Chelmsford, Essex

I have found the services and support that BEYA have offered over the years to be invaluable. Myself and other colleagues have been able to visit the different nurseries that are part of the federation and this has really enhanced our own provision at Underhill. Having attended the OPAL launch we have adopted the assessment system at Underhill and have seen a huge impact in our understanding of children and the progress that they have made. The support that Beya has offered has been fantastic in helping us adopt the formats and systems that OPAL requires and I have attended many training sessions at Beya over the last 18 months. Whenever I have had questions they have always been available to answer an email promptly. I have also been part of some 'Leaders in Early Learning research' at Beya which was really inspirational as well as sessions on pedagogy. Being connected to Beya as an Early Years leader has been so helpful in enabling me to reflect on our practice here at Underhill as we strive to improve our outcomes for children. What shines through is their knowledge and understanding of young children's learning and development and it is so inspirational to be part of.

Reception Teacher - Underhill Primary School

BEYA have supported my role as a childminder over the last few years in a way that no other organisation ever has. The BEYA Hub facilitated my networking with nursery managers and key figures from the Local Authority. Feeling like I'm a peer of people working at management level gives me confidence and it helps me to appreciate my own professionalism and to innovate at my setting.

I am very grateful to the Hub for scheduling our meetings to coincide with the Childminder Playgroup at St Margaret's, enabling me to attend the Hub meetings. When no Childminder Playgroup was scheduled during a Hub meeting, BEYA provided me with toys and a dedicated area so that I could take my mindees into the meeting. It's a prime example of how BEYA provide solid practical solutions. It's inclusive: genuinely so.

BEYA scheduled training and conferences at the weekend, so that Childminders could attend. And these events have been worthwhile: high-calibre speakers such as Neil Leitch are not normally made available to Childminders. Other training including online training has been provided free of charge

BEYA's work helps us to forge new alliances and to design and create new support structures, so that we can dedicate ourselves to children's outcomes.

Most importantly, I think, BEYA make me feel like if I have an idea about my work or about any aspect of Early Years, they will take it on and provide me with their backing and their immense enthusiasm. It's gold dust, given how isolating childminding can sometimes make you feel, and how exhausted all other areas of support are. I've been lucky to be involved with them and I hope their excellent work can continue.

Childminder

Strategic Hub member representing Barnet Childminders

BEYA are outstanding leaders in the Early Years sector. I have found our partnership to be deeply enriching, for me as a leader and for us as a Nursery School and ultimately, for the children and families that come to us. The BEYA leadership team are very highly skilled, combining profound depth of knowledge with creativity and principled forward thinking. We have been using the OPAL assessment system now for a few years. It is excellent, well thought out, straightforward to use and understandable for all parents, we love it. BEYA were way ahead of the game here, OPAL will work very nicely alongside the new Framework now being piloted and we are delighted to already be using it. BEYA have developed and achieved so much with so little, not just with OPAL, but through research and other projects. That they have done this and made such a difference to other settings in the sector while maintaining outstanding nursery schools of their own, all against a backdrop of crippling financial challenges is a testament to their combined knowledge, skill, strength, and resilience. BEYA is precious, to let something of such quality and value slip away through inadequate funding would be an absolute travesty.

Headteacher Woodcroft Nursery School

I have always found working with the BEYA invaluable. Working in partnership is a very efficient use of time and we worked as a seamless service. The Clients also found this very helpful. We have referred many clients to BEYA who has tirelessly followed everybody up. This is even more essential now as with lockdown there is increased cases of depression and isolation.

I feel it is essential for the mental health and general well-being of the Parents and the Under 5 children in Barnet
Many thanks

Health Visitor

My twins attended Hampden Way's provision for two year olds and also attended the holiday scheme at St Margaret's. My daughter settled in almost immediately, however it became evident that my son has many difficulties in his social communication development. I was able to confidently relay my challenges to a highly skilled professional team where they sensitively referred my son to the appropriate services to assess him and gain a better understanding of his difficulties and how we could help him. The support and care he received from the staff team was incredible. Not only did he benefit but we all did as life got that much easier. This in turn enabled him to feel safe and establish solid relationships with his key worker and his peers, his behaviour improved and he could then learn, explore and play in a nurturing environment.

During the time they attended, they hopped, skipped and jumped into nursery and with that reassurance I could go back to work, this was such a relief as I had no extended family for support and the nursery was became not only a place of high quality education for my children but essentially our extended family.

The staff team went above and beyond their means to create an inclusive, diverse environment where every child started their learning journey in a unique way. The staff team would think out of the box and were curious as to how to support and aid learning for the individual child. The high-quality training of all staff is ongoing and the determination and drive that the staff share is phenomenal.

I cannot stress how important the nurseries are to the surrounding communities and the families who rely on taking their children to BEYA's excellent nurseries. I was secure in the knowledge that my children were well looked after and also being taught by caring and highly skilled professionals. I was able to regain my confidence and go back to work which was financially and personally beneficial for me and my family.

In essence BEYA is the heartbeat and a precious resource to the community. We must make sure that urgent attention and priority is given with the appropriate funding that is necessary in order to provide children with a first class education and also the valuable support that is given to families.

Parent

BEYA has been an outstanding support to Puddleducks since it started. The first thing that it has been successful in is the communication. They have done extremely well to communicate with us and get different providers communicating. They have truly built an early years network with a group of us that is of immense support.

Their mission is clear, raising the standard of childcare and ensuring as many people take up local offers where possible. We have been really impressed with the training they have put together and again the network of professionals that has been built as a result. Our reputation has grown as they have spent time and effort in increasing our understanding and ability to deal with SEN children.

From the start of the Covid Pandemic, BEYA has been the only organisation that I feel has truly supported us through. Immediately the network was brought together to support each other. And this was beyond the norms of having to run a setting through a pandemic, but emotional support and just a friendly face to speak to when no one else understood. BEYA has been amazing in giving owners a support network which we have never had – someone that actually cares about us .

Puddleducks

The Early Years Hub (EYH) led by BEYA has been a vital link to support early year's providers. By building connections before Covid-19 started, this gave us all the head start in building bonds between each other. During Covid – 19 lockdown BEYA coordinated many zoom network meetings where we were all able to talk about 'our' feelings and anxieties, for me this helped enormously, just knowing I was not on my own. The Hub for me has been like having an extra bunch of friends to call on for support and guidance, we have laughed together, and we have cried together. When it is all safe to meet up again, we are all looking forward to meeting up face to face. Thank you, BEYA , for all the work and support you give us throughout the year you offer a vital service for early year's providers.
Manager Alban Pre school

Coppetts Wood has been supported by BEYA to become part of the Early Years Hub work and this has led to more collaborative working relationships with PVI's, Childminders and Parent & Toddler Groups. Termly HUB meetings with partners have been attended, which ensures correct info and advice is on hand for all attendees. BEYA has supported Coppetts Wood in conducting visits to our partners, which is time consuming, but extremely valuable. The work that BEYA put in behind the scenes has ensured a smooth process during all stages. BEYA keep us updated with relevant training opportunities and have supported delivery of Good Start Great Start . BEYA is always available with relevant advice and support and I can't thank BEYA enough for always 'being there'.
Children's Centre Manager –
Coppetts Wood Primary School and Children's Centre

Being part of BEYA Hub has given nurseries the opportunity to come together and discuss any issues or achievements they may have. They have helped us all form a close bond with other nurseries within our area and this has made running a nursery so much more rewarding. We are no longer in competition, we are all now a team, helping each other and sharing advice and ideas.

The regular meeting and training we have had with BEYA have been extremely beneficial to my nursery and Staff. BEYA have helped form a big family within the Early Years Sector. We have had such immense support from BEYA, they are always at the other end of the phone if we need advice and will go the extra mile to find the answers. They have such passion and commitment for their job that it has made being part of the BEYA family amazing!
Nursey Manager
Starlings Nursery



Our BEAM service supports preschool children who have received a diagnosis of Autism. Over the four years that I have lead the BEAM team, there have been 10+ children who have attended BEYA nurseries. The relationship of BEAM with BEYA has been one of the most successful examples of joint working and inclusivity in approach. There is a very clear dedication to child centred planning led by an excellent SENCO and amazing staff who are dedicated to making an inclusive learning environment, understanding autism and the uniqueness of each autistic child. There is always a sense of flexibility in thinking and action and the parents of these children report to feel consistently supported and listened to.

Sara Mansi

BEAM Manager

Barnet Early Autism Model (BEAM): Specialist Inclusion Services

Barnet Education and Learning Service

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BEYA have developed the Early Years hub further than the work commissioned by the GLA. Following the success of the networks in East Central locality, they have expanded across the borough in to South and West localities. They have supported the Children's Centres to develop a model that works with PVI's and 0-19 practitioners ensuring close partnership working across all of these services.

BEYA have also been involved in the development of links with our health colleagues and we now have a link health visitor/community nursery nurse for every setting in Barnet.

BEYA continue to involve themselves and actively participate in groups with key stakeholders such as advisory board meetings for the 0-19 Early Help hubs.

Kind regards

Debra

Debra Davies

Early Years/ Primary Strategic Lead ,

0-19 Early Help Services

Family Services

Newstead Children's Centre, 1 Fallows Close, London, N2 8LG



2 November 2020

Rt Hon Rishi Sunak MP
Chancellor of the Exchequer
HM Treasury
1 Horse Guards Road
London
SW1A 2HQ

A NEW FUNDING FORMULA FOR MAINTAINED NURSERY SCHOOLS

As the officers of the All Party Parliamentary Group on Nursery Schools, Nursery and Reception Classes, and as MPs with nursery schools in our constituencies we are writing to you in advance of the Spending Review to urge you to safeguard the future of maintained nursery schools by ensuring they are adequately funded through a new funding formula.

We welcome the government's recognition of the crucial role of maintained nursery schools (MNS) as system leaders for the early years and providers of specialist support for some of the most vulnerable children, helping high numbers of children with SEND and complex needs, and driving the government's social mobility agenda. This additional value easily offsets their higher costs, and if they are not funded adequately to continue this work, there will be significant additional costs to be picked up by other services including health, social services and other parts of the education system.

We also welcome the personal commitment of Ministers in the Department for Education to maintained nursery schools and for a long-term solution to be addressed as part of the spending review, and urge you to provide sufficient funding to enable MNS to continue their crucial work.

In total, we believe that a revised funding formula needs to provide MNS with the following in addition to the universal base rate and supplements under the EYNFF:

- **Universal 3-/4-year-old entitlement additional MNS funding** – this needs to be more equitably distributed under a new formula, and be increased at least in line with inflation since 2016-17, as in real terms its value has fallen by 8%, or 14% if increased costs are taken into account. We estimate this requires a minimum of **£64m**.
- **Additional funding for 30 hours and 2-year-old entitlement** – the current formula does not recognise the additional costs for MNS for delivering these entitlements, despite the fact that MNS provide much needed places for 7,500 disadvantaged 2-year-olds and 9,600 children receiving the 30 hours entitlement at MNS, in addition to the 32,600 receiving the universal entitlement. We estimate the additional cost to be around **£26m**.
- **Reimbursement of rates** A new formula needs to end the historic lack of consistency regarding reimbursement of rates for MNS, which are the only maintained schools which do not get rates reimbursed. We estimate this would cost **£8m**.

- **Transitional protection** will be needed to address the significant differences in MNS funding rates between local authorities. The amount will depend on the nature of the formula.

The total required is therefore in the region of **£98m, excluding transitional protection**. We believe it is vital that this long term financial settlement includes schools in boroughs such as Barnet which are currently excluded from supplementary funding.

The vast majority of MNS remained open during the pandemic and took in children from other settings which were closed. An Early Education survey of MNS found that only 17% of MNS managed to access the CJRS funding and none were eligible for the business rates holiday or other forms of support. By remaining open to meet the needs of vulnerable communities they have incurred additional costs and lost vital fee income. As a result, 64% expect to be in deficit in the current financial year, compared to 33% which were in deficit at the end of 2019-20.

Nursery schools have already made extensive cuts: for example, pupil:teacher ratios have increased from 16 to 23 pupils per teacher between 2010 and 2018. Further efficiency savings are simply no longer possible.

As part of the spending review, we urge you to provide:

- sufficient funding for a viable long-term funding formula for maintained nursery schools (c.£98m plus transitional funding as needed) from 2021-22
- additional support for the duration of the pandemic to ensure that additional costs and loss of income do not push MNS into closure.

Maintained nursery schools are clear that they have a different job to do from other early years providers, and their staff are deeply committed to continuing to support the most vulnerable children and families, and to providing system leadership for the whole early years sector. We call on you to continue providing the resources they need for that vital role, and to recognise the urgency of doing so now: whatever timeframe the spending review covers, it is clear that MNS cannot wait any longer for a viable long-term funding formula, and that it must be in place for 2021-22. If maintained nursery schools are lost now due to inaction, it will be hugely costly to try to rebuild that resource in future.

Yours sincerely,

Lucy Powell MP, Chair of the APPG
Nursery Schools
Theresa Villiers MP, Vice-Chair APPG
Nursery Schools
Steve Brine MP, Treasurer, APPG
Nursery Schools
Jack Dromey MP, Secretary APPG
Nursery Schools
Rushanara Ali MP
Anthony Browne MP
Ian Byrne MP
Chris Clarkson MP
Daisy Cooper MP
Stella Creasy MP

James Daly MP
Philip Davies MP
Jack Dromey MP
Simon Fell MP
Yvonne Fovargue MP
Robert Goodwill MP
Andrew Gwynne MP
Philip Hollobone MP
Adam Holloway MP
Meg Hillier MP
Dame Diana Johnson MP
Kim Johnson MP
Darren Jones MP
Andrew Lewer MBE MP

Tim Loughton MP
Catherine McKinnell MP
Ian Mearns MP
Nigel Mills MP
Navendu Mishra MP
Daniel Poulter MP
Bell Ribeiro-Addy MP
Andrew Selous MP
Virendra Sharma MP

Andy Slaughter MP
Jane Stevenson MP
Zarah Sultana MP
Craig Tracey MP
Derek Twigg MP
Sir Charles Walker MP
Jeremy Wright MP
Mohammad Yasin MP

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	<p>CHILDREN, EDUCATION AND SAFEGUARDING COMMITTEE</p> <p>30th November 2020</p>
<p>Title</p>	<p>Family Services Quarterly Update</p>
<p>Report of</p>	<p>Chairman of the Committee, Councillor David Longstaff</p>
<p>Wards</p>	<p>All</p>
<p>Status</p>	<p>Public</p>
<p>Urgent</p>	<p>No</p>
<p>Key</p>	<p>No</p>
<p>Enclosures</p>	<p>Appendix 1 – ChAT Appendix 2 Performance Matter Appendix 3 – Ofsted and CQC Interim SEND visit to Barnet local area Appendix 4 - COVID-19 series: briefing on local areas’ special educational needs and disabilities provision, October 2020</p>
<p>Officer Contact Details</p>	<p>Chris Munday Executive Director for Children and Young People Chris.Munday@barnet.gov.uk</p>
<p style="text-align: center;">Summary</p>	
<p>This report gives an update on Family Services progress against key areas and asks Members to note and scrutinise performance data, that can be found in Appendix 1 and 2.</p> <p>It reports on Barnet’s participation in an Area SEND interim visit on 13 and 14 October 2020. The visit was designed to give Ofsted, CQC and the government insights into how well the SEND system is working. Ofsted noted that leaders and practitioners from education, health and social care have a deep understanding of the issues that children and young people with SEND and their families have faced during the pandemic. A copy of the letter from Ofsted is included in appendix 3.</p>	

The report updates Members on the progress on our Placements Sufficiency and Commissioning Strategy, including plans for our new Woodside Avenue Children's Home, and Moving Forward, our supported living option for 16+ year olds.

The report also asks members to note the successful Care Leavers week, to celebrate and acknowledge the success, determination and resilience of Barnet's care experienced young people.

Recommendations

- 1. That the Children, Education and Safeguarding Committee is asked to note and provide comments on the performance information provided in Appendix 1 and 2.**
- 2. That the Children, Education and Safeguarding Committee is asked to note and provide comments on the findings from the Ofsted Area SEND interim visit, including Ofsted letter in Appendix 3.**
- 3. That the Children, Education and Safeguarding Committee is asked to note and provide comments on the updates against key areas as noted in the report, including Family Services Performance Update, 0-25 Service, Placements and Sufficiency Strategy and Care Leavers Week.**

1 Family Services Update

Family Services performance update

- 1.1 Contacts to the MASH over the period of the Covid-19 pandemic have been 8.3% lower than reported over the same period in the previous year. There has been an expected reduction in contacts from schools since the start of the pandemic in March although the number did not significantly increase in September at the start of the school term which had been anticipated. The lower volume of contacts is being explored with professionals across the partnership alongside a refreshed roll out of communication aimed at ensuring there is a system wide awareness of the support that is available to children and pathways that are in place to access this.
- 1.2 The lower volume of safeguarding contacts in the MASH has resulted in a lower number of children subject to Child in Need and Child Protection Plans, although there has been a 5% increase in the number of Early Help Assessments over the same period which evidences a good understanding of the support available to families in the Early Help system. In response to national data which highlights that in a quarter of child deaths the family had recently been known to Children Social Care Services, and there had been issues with the quality of the risk assessments, Barnet has commenced an audit of unborn children and children under 1 that have been stepped down to Early Help from Children's Social Care to provide

assurance that assessment practice is appropriately identifying and responding to risk; the report is expected to be completed in December and findings will be reported to the CES committee following this.

- 1.3 Our offer of support for electively home educated (EHE) children was previously an EHE Advisory Teacher for 2 days a week including the management of the register. This academic year, the allocation has been increased to a full time Advisory Teacher in addition to a full-time manager overseeing the register. We have developed a new weekly report to enable us to track this work and support the families identified. Data in the table shows we currently have an historically high number of children registered as EHE.

Table 1: Electively home educated

Month (W/end)	New Registrations as EHE	Total	Total of EHE students	Notes
Sep-17			186	
Sep-18			210	
Sep-19			182	
Sep-20			211	
04/09/2020	16	16	227	
11/09/2020	28	44	255	
19/09/2020	11	55	264	Two removed from Grid to live abroad.
25/09/2020	21	76	276	
Oct-20				
02/10/2020	11	87	287	
09/10/2020	8	95	295	
16/10/2020	8	103	303	
23/10/2020	8	111	310	One removed from grid to return to school
30/10/2020	13	124	323	9 newly identified children on an EHCP

Area SEND Interim Visit

- 1.4 Following an expression of interest, in line with our commitment to be Family Friendly, Barnet was asked to participate in an Area SEND interim visit on 13 and 14 October 2020. The visit was designed to give Ofsted, CQC and the government insights into how well the SEND system is working through the pandemic.
- 1.5 The purpose of the visit was to:
- support individual local areas to understand the impact of the pandemic on children and young people with special educational needs and disabilities (SEND) and their families
 - find out what has worked well for them during this time, what the challenges have been and any lessons learned

- work with the local area to identify opportunities for improvement that address the remaining challenges faced by children and young people with SEND
 - highlight positive case studies and share insights nationally to promote whole-system learning
- 1.6 Ofsted and CQC worked with us to identify 4 to 6 children and young people with SEND to be part of case studies. 40 cases were selected from which OFSTED selected 4 children for case studies who represented a balance in terms of their needs and a range of demographic characteristics, such as age, ethnicity and sex. We invited the children and young people selected for case studies, and their parents or carers, to meet with the inspectors during the visit.
- 1.7 The visit was a positive experience for colleagues, with inspectors noting that “Leaders and practitioners from education, health and social care have a deep understanding of the issues that children and young people with SEND and their families have faced. They have changed and adapted important ways of working in recent months. Regular communication and contact with trusted practitioners has been a ‘lifeline’ for families at a time when they have felt anxious about their children’s health and well-being.”
- 1.8 A copy of the letter from Ofsted is included in Appendix 3. It details some of the emerging priorities that we have identified for supporting children and young people with SEND. These range across expanding our successful Open Spaces project, exploring the benefits and drawbacks of working ‘virtually’ both as a professional network and with families, and using the findings and recommendations of the Lost Learning report commissioned by local authorities in North London, to help early years settings and schools to support the learning and development of children and young people who have difficulties accessing online learning, including those with significant and complex needs. This work will be led by the SEND Development Group.
- 1.9 Ofsted has also published a briefing on local areas’ special educational needs and disabilities provision for all 6 local authorities visited as part of the first wave. Please see Appendix 4.

0-25 Disability Service

- 1.10 The 0-25 Disability Service provides a social care service to children and young people who have a severe disability from birth to age 25. There are several teams within the service, all of which have continued to provide a service to young people and their families during the pandemic, often by adopting new ways of working.
- 1.11 The 0-18 Children’s Team meets the needs of 190 children who are either in need of a package of care and support or where more support is needed in the form of social work intervention under a Child in Need or a Child Protection Plan. The introduction of specialist workers for children with

autism and complex mental health is creating opportunities for better outcomes for the children and families. The period of lockdown placed many families caring for a young person with severe disabilities under additional strain. The team of social workers provided emotional support and additional packages of care where needed. The feedback from parents has been very positive and they expressed that they felt held and supported by the team.

- 1.12 The 18+ Adult Team work with young adults up to the age of 25 at which point they will transfer to Adult Services. The team support them through the key transition stage as they turn 18. They work closely with colleges and day provision to support the young people and their families and nurture the development of increased independence skills. This team also undertake Care Act assessments, Mental Capacity Assessments, Continuing HealthCare Assessments, DoLs assessments and are often involved in Court of Protection Hearings. Although many parents continue to care for their children into adulthood, many need increased levels of support and some parents request the young person is placed in Supported Living or Residential Care. The team work closely with Adult Brokerage and a new project which is exploring group living options is underway.
- 1.13 The Short Breaks Team support 693 children with disabilities in Barnet to access a range of activities after school and in the school holidays. Short Breaks provides parents and carers with valuable respite. During the lockdown many of these services were not available and so the team found different solutions to support varied activities in the home. To ensure that families were able to access support we increased the access to personal budgets, made the criteria for using personal budgets more flexible and worked with providers weekly to support them to adjust their service to enable them to continue to work with families. Having changed the framework for provision and creating a more flexible approach to short breaks we are seeing an increase in applications from across the community.

Placement Sufficiency and Commissioning Strategy Update

- 1.14 We have a statutory duty to ensure, as far as it is practical, that there is sufficient accommodation for children in care within the local area and address gaps in provision through robust plans and commissioning strategies, including our Placements Sufficiency and Commissioning Strategy. This duty is set within the context of significant financial pressures on public sector funding; complex and rapid changes in policy and benefits reform; as well as the continued impact from the pandemic. To address these challenges, Family Services are progressing with a range of projects, from increasing our pool of internal foster carers, to reforming our internal placement provision.
- 1.15 Our placement demand transformation is underpinned by developing our in-house offer for foster carers and supported lodgings hosts. Foster care is our preferred placement option, with the majority of our children in care

placed in foster (64%). Barnet have been developing our strategy with the goal to have a long-term recruitment strategy that provides an effective, aspirational, high quality campaign at best value, to meet the needs of children in care of the London Borough of Barnet. In Q1-Q2 2020-21, we had 106 new enquiries. There was a spike in enquiries in June 2020, following the soft launch of our Recruitment Strategy at Foster Carers Fortnight in May 2020. Our recruitment is affected by Covid-19, but anecdotally, Barnet is generating more enquiries than other local authorities. At the end of Q2 2020-21, 4 new foster carers had been approved this financial year, and 14 were at Stage 2, the final stage prior to formal panel approval.

- 1.16 As per 12th December 2016 Committee Report, the Council is building a new Children's Home and Intervention Centre at Woodside Avenue, replacing the existing premises at 68a Meadow Close. The building works are expected to be completed by mid-February 2021. Woodside Avenue will offer short term (12-24 months) interventions with young people aged 10-15, with the plan to re-integrate them to their homes, or with suitable foster carers. The home will be targeted at our main cohort of children in residential care, that have mental health, behavioural and therapeutic needs and represent a diverse cohort with a range of needs. The ethos is to provide children with a safe, caring home environment where they can begin the healing process to address the complex trauma they have experienced, and where reparative care can be provided. Family Services are working closely with Barnet Integrated Clinical Service (BICS) in the development of the therapeutic approach.
- 1.17 The Intervention Centre will act as the hub for interventions with the wider cohort of young people that need therapeutic or mental health support, including children at the residential home, but also, where applicable, to children/ young people that are in foster care, supported lodgings or in semi-independent provision. It will also offer support for foster carers and other professionals that work with the cohort. Key work includes:
- Therapeutic work, including individual work as well as group and/or family sessions, which will support high need therapeutic placements, to on-going therapy, or short-term intervention
 - As a space that foster carers, residential staff and other professionals can turn to when they require support for specific cases
 - Specialist therapeutic support for children that are in foster care, including for those placements that are at risk of breakdown
 - Hub for training and development activity with social workers, foster carers, supported lodgings hosts and other professionals
- 1.18 The "Moving Forward" project is Barnet's internal semi-independent (supported living) provision. The goal of Moving Forward is to improve the quality of support offered to young people, helping them to develop the life skills they need to make a successful transition to adult life and independent living. This decreases the likelihood of future tenancy breakdown and homelessness. The first property at West Hendon has been operational

since July 2020, successfully housing 4 young people that are 18+ years old.

- 1.19 Family Services is seeking to convert Meadow Close into Moving Forward 2, with accommodation for children in care transitioning to adulthood, either for those that come into care when they are 16+, or the 17-year-olds needing more support before living independently. The property has minor refurbishment needs, but is a functioning, suitable home that can house up to 7 young people. The home will be an opportunity to:
- Pilot an intensive independent living skills programme for 16+ year-olds, preparing young people to move onto independent living when they are 18. This will include life skills, from learning to cook, to paying bills and managing a household budget. The young people will also be supported to access a range of activities, such as volunteering or sports.
 - Focus on the mental health and emotional well-being of the young people. Staff will be supported to develop skill sets in trauma informed approaches, and professional relationships will be formed with the Intervention Centre at Woodside. As per individual plans and needs, young people will also be supported to access mental health support through either BICS or CAMHS.
- 1.20 Our Placement demand transformation also links in with our Autism Strategy Action Plan (please see CES report in [September 2020](#)), which includes conversion of a current Barnet residential provision into an overnight respite unit for under 18s. Plans are progressing for New Park House, with the aim of conversion by summer 2021. The home will offer respite provision for children with SEND, including wrap-around support.

National Care Leavers Week

- 1.21 National Care Leavers week took place from 26 October to 1 November 2020. Given the current climate of anxiety, unpredictability and loss, it more urgent than ever to take time to celebrate and acknowledge the success, determination and resilience of Barnet's 347 care experienced young people. In previous years, Woodhouse Road has been a hive of activity during the week, with cooking classes, drop-in sessions and a general sense of coming together to provide a space for celebration and care. This year the same atmosphere was recreated with all events delivered remotely via zoom.
- 1.22 Events included an art competition and a writing competition both centred on the theme of personal resilience in 2020. The title of the art competition was *An item that made you smile or brought joy during 2020* and for the writing competition the title was *What I've learned about myself in 2020*. The art competition was judged by London based artists John Costi and Shepherd Manyika, while the writing competition was judged by Chris Munday and John Hooton. The winning entries will have their work included in John Hooton's weekly letter on Friday 13/11/2020 and all entries will be shared in December in a calendar or journal which is being developed.

- 1.23 Other events that took place during the week included online yoga sessions, to increase body awareness, relieves stress, reduce muscle tension, strain, and inflammation, sharpen attention, improve concentration, and calm the mind. These sessions were facilitated by one of the Personal Advisors and had good attendance. The virtual quiz night on Tuesday was a great success with the resident Duty Team Manager Quiz Master with winners receiving vouchers. Feedback from the young people who attended was that this was great fun.
- 1.24 The regular cooking class was also held remotely on Wednesday, facilitated in partnership with Bread N Butter, a social enterprise that teaches the basic life skills of cooking and sustainable, healthy independent living. All participants who attended received a food box delivered to their home with reasonably priced healthy ingredients to ensure they were able to fully participate in cooking and eating sweet corn fritters and French toast. In previous years this has been well attended event; cooking together in the big kitchen at Woodhouse Road is a lot of fun for the young people, providing both learning alongside social interaction with each other. Some of this was altered through the medium of the screen, however the young people were able to joke and laugh with each other whilst cooking and enjoyed the communal feeling of sharing a homecooked meal at the end.
- 1.25 Despite the limitations on this week's activities, it was a success and it launched ongoing activities e.g. cooking classes and discussion forums for care leavers.

2 REASONS FOR RECOMMENDATIONS

- 2.1 Members are asked to consider and scrutinise the work of Children and Young People's Services, and to fulfil the council's statutory obligations in this regard.

3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

Not applicable.

4 POST DECISION IMPLEMENTATION

Not applicable.

5 IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

- 5.1.1 The delivery of good services to children and families is a key mechanism through which Barnet Council and its partners will deliver the Family Friendly Barnet vision to be the most family friendly borough in London by 2022.

- 5.1.2 Family Friendly also forms part of our corporate Covid-19 recovery priority. The

approaches taken supports the corporate and committee aims to:

- Maintaining good or better services
- Improve services for children and young people and ensuring the needs of children are considered in everything we do.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

5.2.1 There are no additional financial implications arising directly from this report.

5.2.2 Medium Term Financial Savings were delivered for 2019-20. The majority of 2020-21 Savings targets are on track to be delivered, with mitigations plans in place for savings targets that impacted by Covid-19 and/or other factors. Additional spend on Covid-19 and recovery is being tracked by the services.

5.3 Social Value

5.3.1 The Public Services (Social Value) Act 2013 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

5.4 Legal and Constitutional References

5.4.1 Local authorities have specific duties in respect of children under various legislation including the Children Act 1989 and Children Act 2004. They have a general duty to safeguard and promote the welfare of children in need in their area and, if this is consistent with the child's safety and welfare, to promote the upbringing of such children by their families by providing services appropriate to the child's needs. They also have a duty to promote the upbringing of such children by their families, by providing services appropriate to the child's needs, provided this is consistent with the child's safety and welfare. They should do this in partnership with parents, in a way that is sensitive to the child's race, religion, culture and language and that, where practicable, takes account of the child's wishes and feelings. Under the Children and Families Act 2014, local authorities must consider how the child or young person can be supported to facilitate their development and to help them achieve the "best possible educational and other outcomes

5.4.2 The Council's Constitution, Article 7 notes that the Children, Education and Safeguarding Committee has 'Responsibility for all matters relating to children, schools and education.'

5.5 Risk Management

5.5.1 Specific risk management is being carried out for Children and Young People's Plan. Any Family Services risks are recorded on the Family Services Risk Register and monitored each quarter by the Senior Leadership Team with

escalations to CMY if necessary.

5.6 Equalities and Diversity

5.6.1 The 2010 Equality Act outlines the provisions of the Public-Sector Equalities Duty which requires Public Bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relations between people from different groups

5.6.2 The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services

5.6.3 Equalities and diversity considerations are a key element of social work practice. It is imperative that help and protection services for children and young are sensitive and responsive to age, disability, race and ethnicity, faith or belief, sex, gender reassignment, language, maternity / parental status and sexual orientation. Barnet has a diverse population of children and young people. As the long-term impact of COVID-19 is materialising, we will track the potentially disproportionate impact on our children, young people and families in our regular performance monitoring. This includes our review of under 1s as referenced in section 1.2.

5.6.4 Ofsted and the Care Quality Commission (CQC) Interim visit focusing special educational needs and disabilities (SEND) highlighted the Council's work supporting this cohort. This will be further reported on as part of an updated SEND Strategy, with the expectation that this work will have a positive impact on this cohort.

5.6.5 As a part of Placement Sufficiency and Commissioning Strategy, equality implications are considered on a case by case basis and operational decisions will continue to be made in the best interests of children. Protected characteristics are reviewed as part of on-going needs assessments. Current plans include reviewing our ethnicity data for our foster carers.

5.7 Corporate Parenting Principles

5.7.1 In July 2016, the Government published their Care Leavers' strategy Keep on Caring which outlined that the "... [the government] will introduce a set of corporate parenting principles that will require all departments within a local authority to recognise their role as corporate parents, encouraging them to look at the services and support that they provide through the lens of what a reasonable parent would do to support their own children.'

5.7.2 The corporate parenting principles set out seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, as follows:

1. to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
2. to encourage those children and young people to express their views, wishes and feelings;
3. to take into account the views, wishes and feelings of those children and young people;
4. to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
5. to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
6. for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and;
7. to prepare those children and young people for adulthood and independent living.

5.7.3 The needs of children in care and leaving care are at the forefront of our considerations in all our development activity, including SEND as well as Placement Sufficiency.

5.8 Consultation and Engagement

5.8.1 Consultation and engagement with young people is central to social work practice and service improvement across Family Services.

5.8.2 During the last few months, young people from Voice of the Child forums such as Barnet Youth Board, Children in Care Council and Youth Assembly have been involved in workshops and consultations with:

- Barnet Safeguarding Children Partnership; looking at healthy relationships and presenting young people's thoughts
- Public Health; young people took part in Health Impact Assessment work
- Carer Recruitment and Assessment; young people had the opportunity to engage with new foster carers in Barnet, they advised new foster carers on how to foster good relationships with them, and voiced their experiences and needs in care

5.8.3 Young people have also worked together with Barnet's Communications team on raising awareness about Covid-19 for young people in Barnet, including co-produced video content for Barnet_youth social media account and submitting articles for the magazine

5.8.4 Members of UK Youth Parliament and Youth Ambassadors also attended the Children and Young People's Partnership Board to present their campaigns and project ideas.

5.9 Insight

5.9.1 Insight data will continue to be regularly collected and used in monitoring the progress and impact of the Children and Young People's Plan and to shape

ongoing improvement activity.

5.9.2 Placement Sufficiency and Commissioning plans are supported by an in-depth programme of Insight work, from needs analysis to qualitative case reviews.

6 BACKGROUND PAPERS

6.1 None.

Children's services Analysis Tool (ChAT)

Based on Ofsted's ILACS Annex A dataset (2019)

Barnet

07 October 2020

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Headline figures

Contacts

Contacts in the last 6 months 8,184

Early Help / Common / Targeted Assessments

Early Help in the last 6 months 1,303

Referrals

Referrals in the last 6 months 1,253

Social Care Assessments

Total assessments in the last 6 months 1,351

Assessments completed in the last 6 months 1,064

Ongoing assessments 287

Section 47 enquiries and Initial Child Protection Conferences (ICPCS)

Section 47 enquiries in the last 6 months 309

ICPCs that started from an S47 in the last 6 months 89

Children in Need (CIN)

Total CIN in the last 6 months 2,761

CIN started in the last 6 months 1,134

CIN ceased in the last 6 months 1,356

Current children in need (snapshot) 1,407

Child Protection Plans (CPP)

Total CPP in the last 6 months 260

CPP started in the last 6 months 98

CPP ceased in the last 6 months 104

Current children subject of a child protection plan (snapshot) 156

Children Looked After (CLA)

Total CLA in the last 6 months 387

CLA started in the last 6 months 57

CLA ceased in the last 6 months 66

Current children looked after (snapshot) 321

Care leavers

Care leavers currently in receipt of leaving care services 343

Adoptions

Children adopted, waiting to be adopted, or had an adoption decision reversed in the last 12 months 42

Children adopted in the last 12 months 6

Children waiting to be adopted (snapshot) 27

Children with decision reversed in the last 12 months 4

Adopters

Prospective adopters in the last 12 months 0

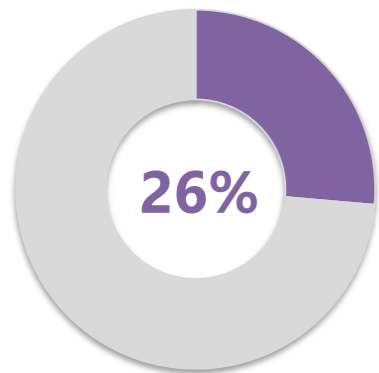
Contacts in the last 6 months

from 08/04/2020
to 07/10/2020

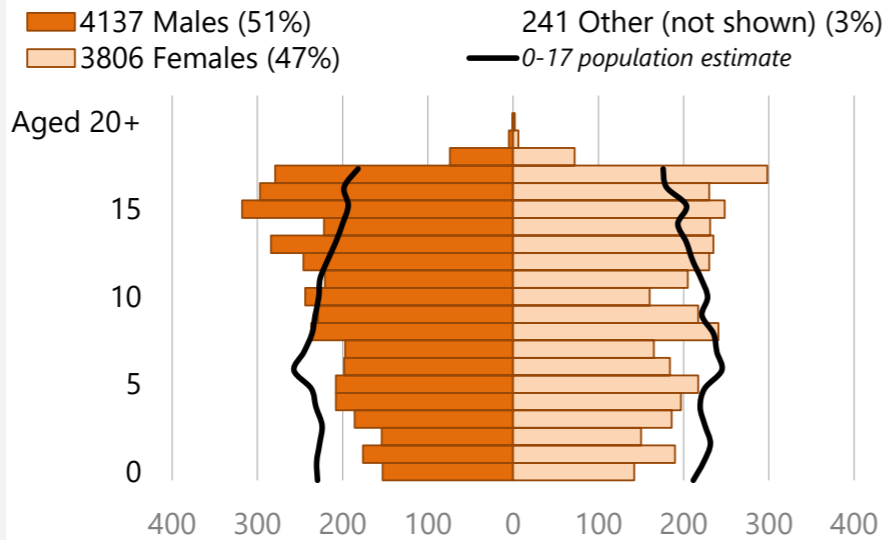
8184 contacts

Contacts that also appear on the Referrals list

Yes No



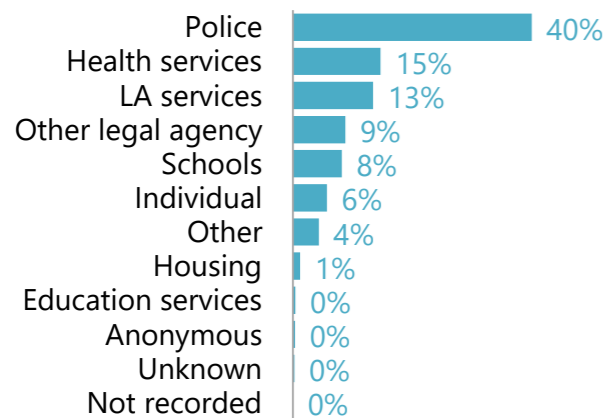
Age and gender



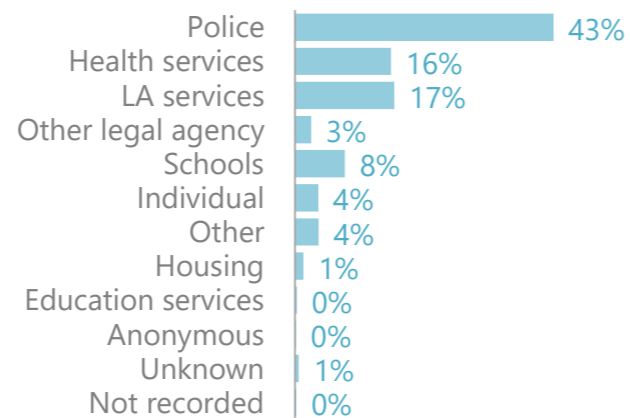
Other' includes not recorded, not stated, or neither M/F

Source of contacts compared to source of referrals

Contact source



Referral source comparison



Children with multiple contacts in period



Ethnic backgrounds

White	29%
Mixed	12%
Asian or Asian British	7%
Black or black British	13%
Other ethnic group	10%
Not stated	26%
Not recorded	1%

See page 20 for comparisons

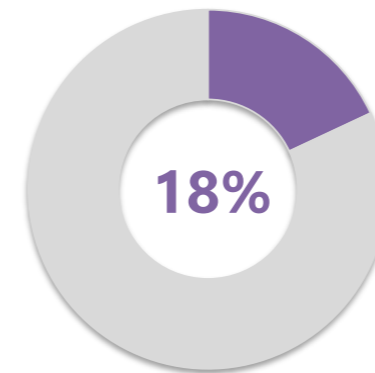
Early Help in the last 6 months

from 08/04/2020
to 07/10/2020

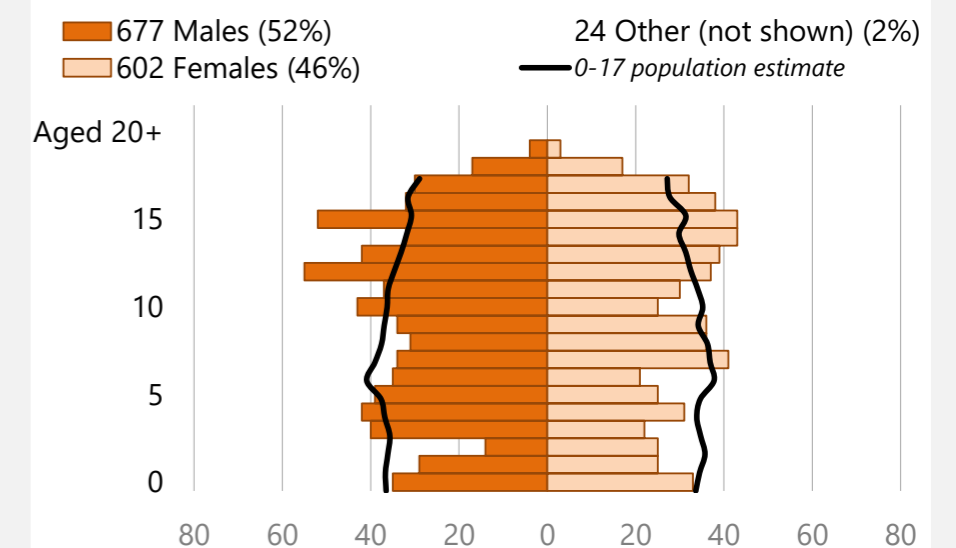
1303 Early Help / Common / Targeted Assessments

Early Help cases that also appear on the Referrals list

Yes No

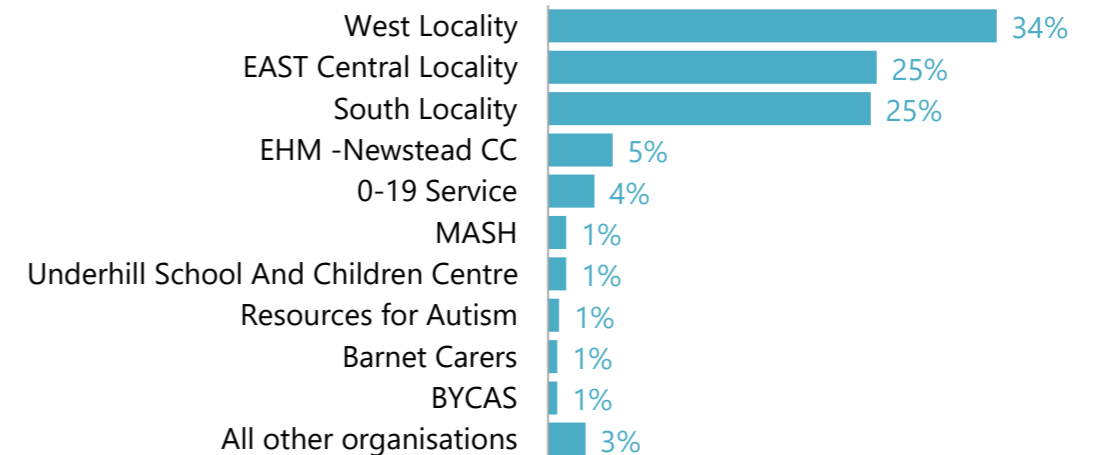


Age and gender

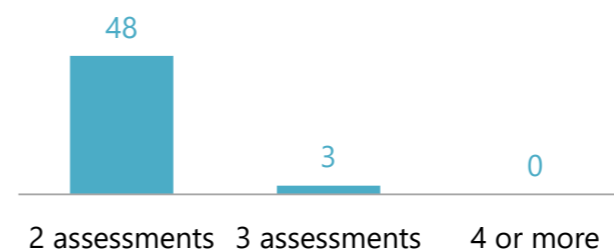


Other' includes not recorded, not stated, or neither M/F

Organisation completing assessment



Children with multiple records in period



Ethnic backgrounds

White	38%
Mixed	12%
Asian or Asian British	9%
Black or black British	15%
Other ethnic group	9%
Not stated	13%
Not recorded	0%

See page 20 for comparisons

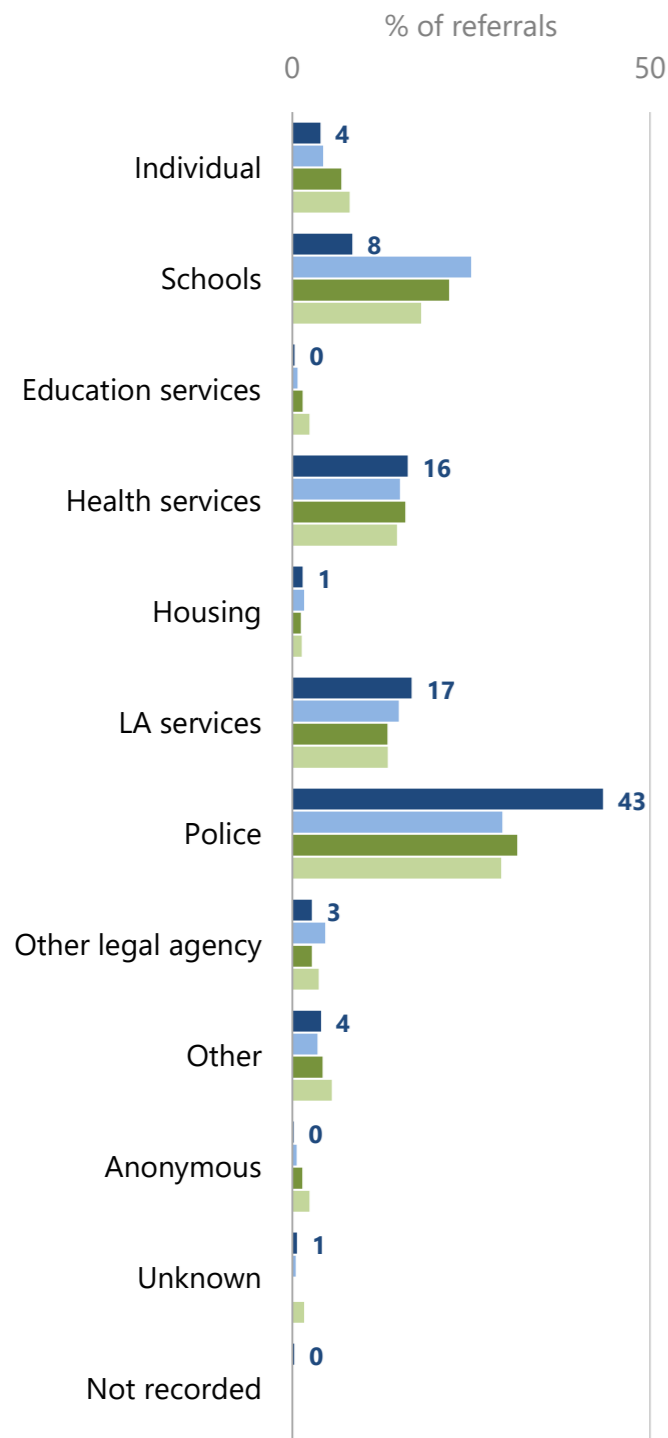
Referrals in the last 6 months

from 08/04/2020
to 07/10/2020

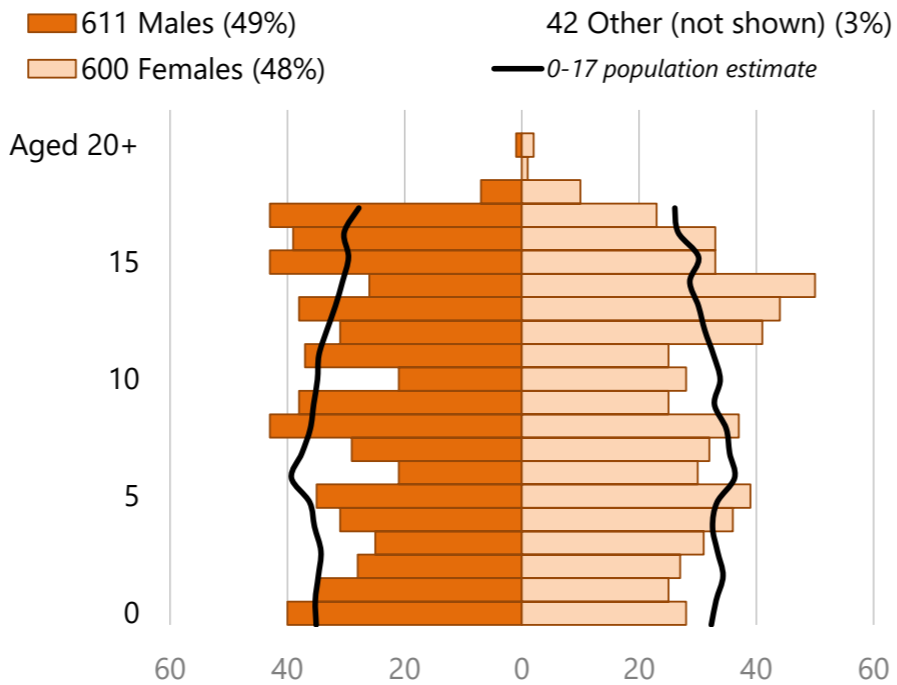
1253 referrals

Source of referral

■ Last 6 months ■ LA 18-19 ■ SNs 18-19 ■ Eng 18-19



Age and gender



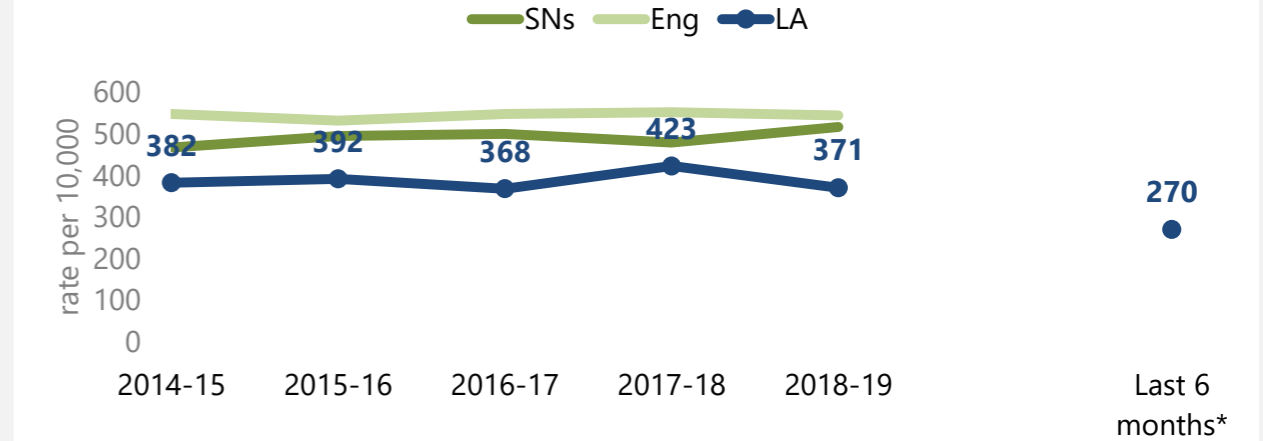
Other' includes not recorded, not stated, or neither M/F

Ethnic backgrounds

White	34%
Mixed	16%
Asian or Asian British	10%
Black or black British	14%
Other ethnic group	11%
Not stated	11%
Not recorded	0%

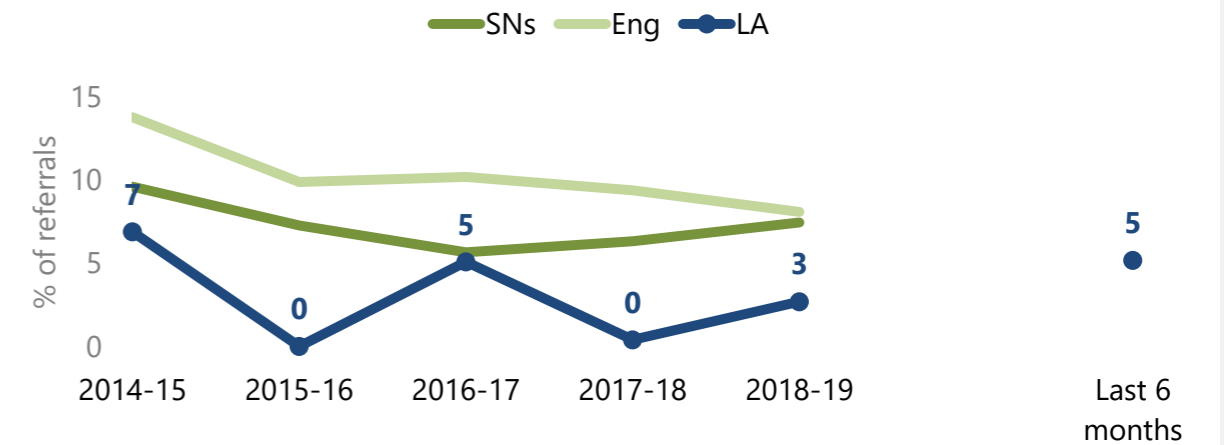
See page 20 for comparisons

Rate of referrals per 10,000 children aged 0-17



*Annualised rate for comparison purposes

Referrals with No Further Action (NFA)

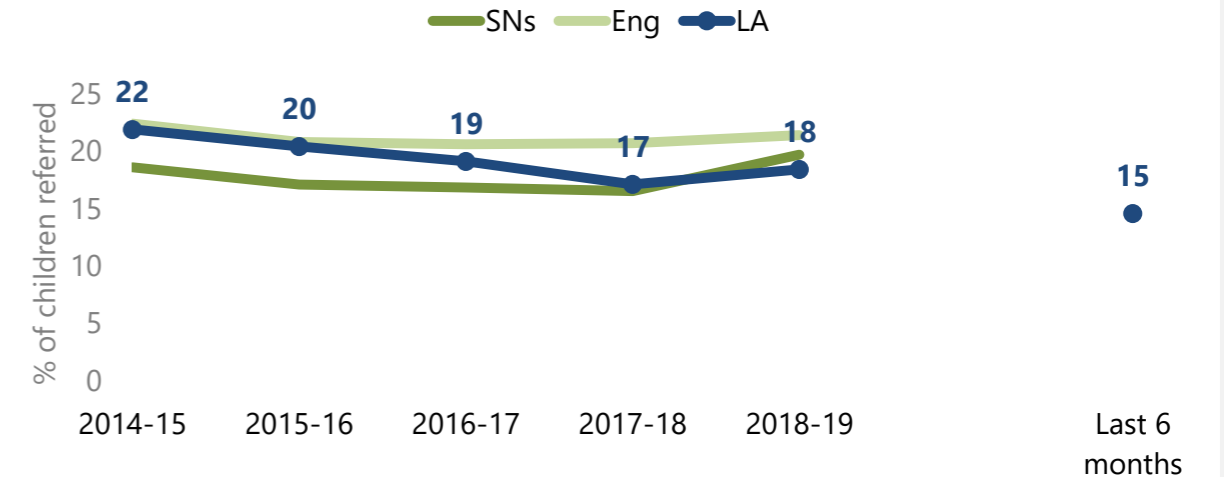
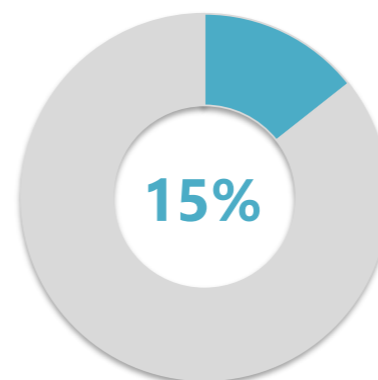


Re-referrals: children with a previous referral within 12 months of their latest referral

174 children with previous referrals within 12 months of latest referral

■ Re-referral ■ First referral ■ Not recorded

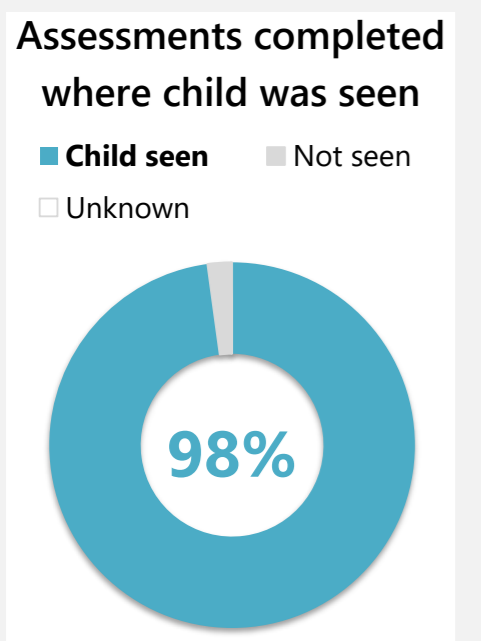
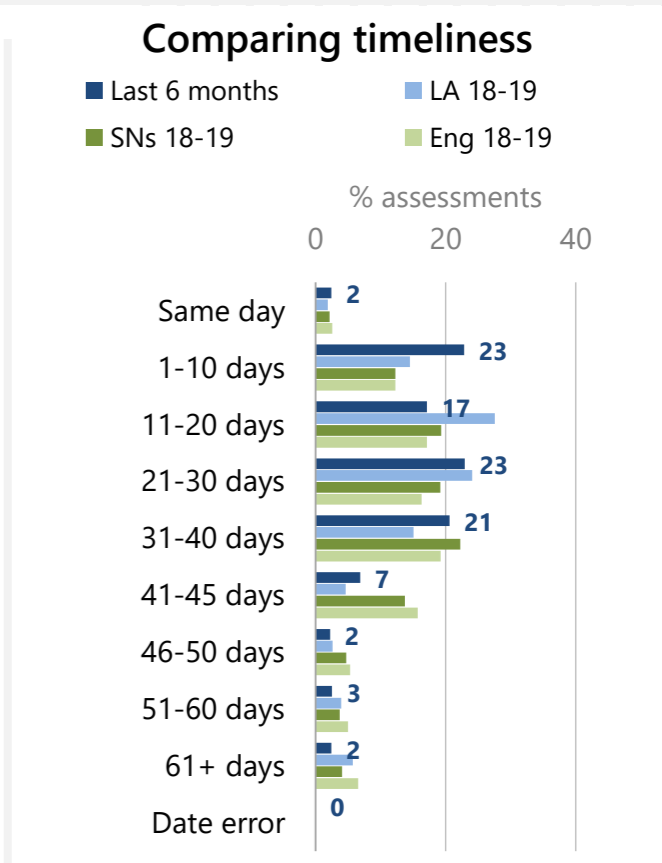
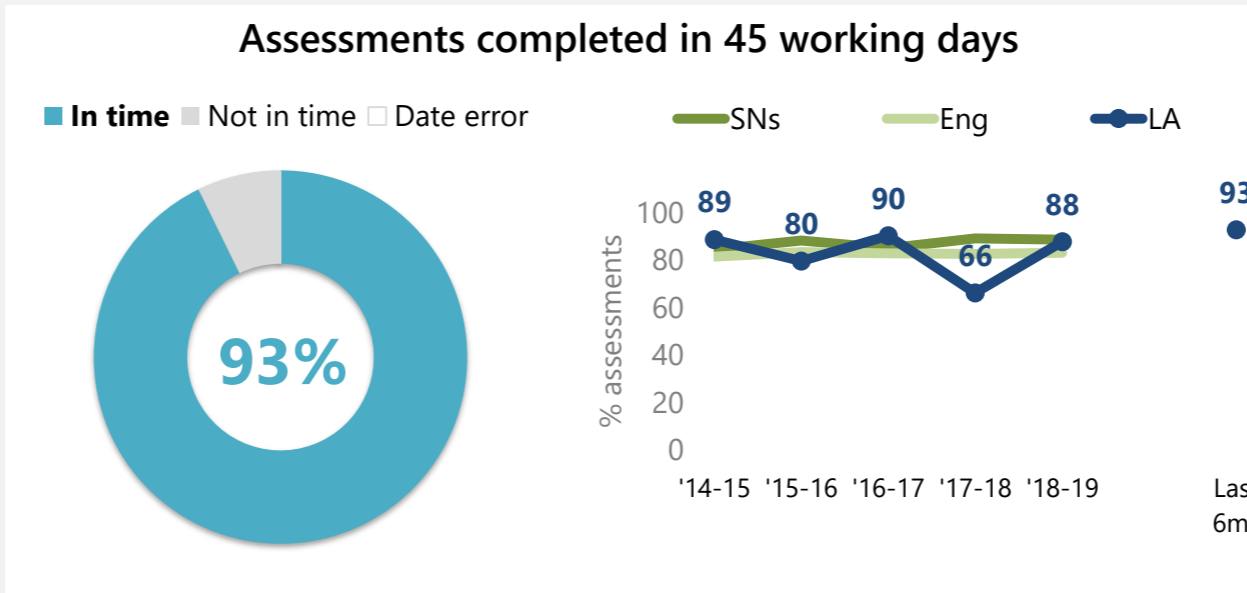
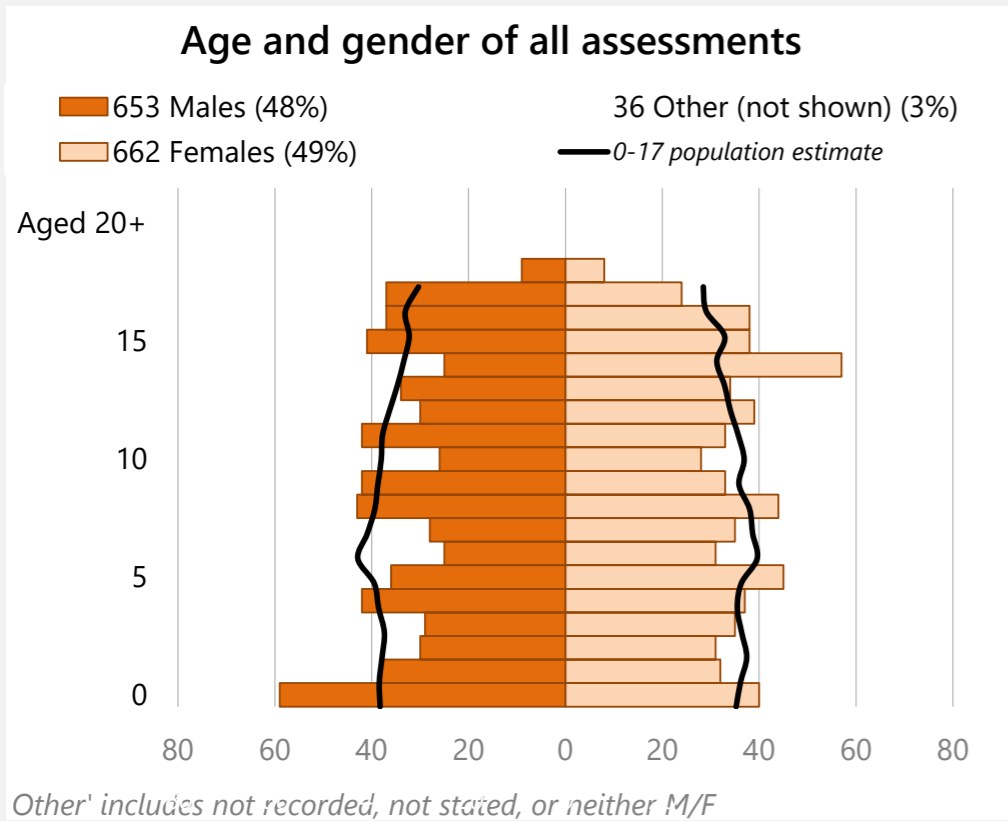
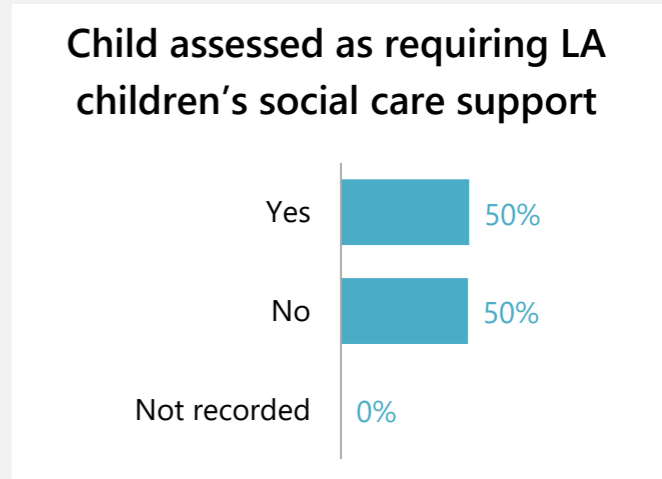
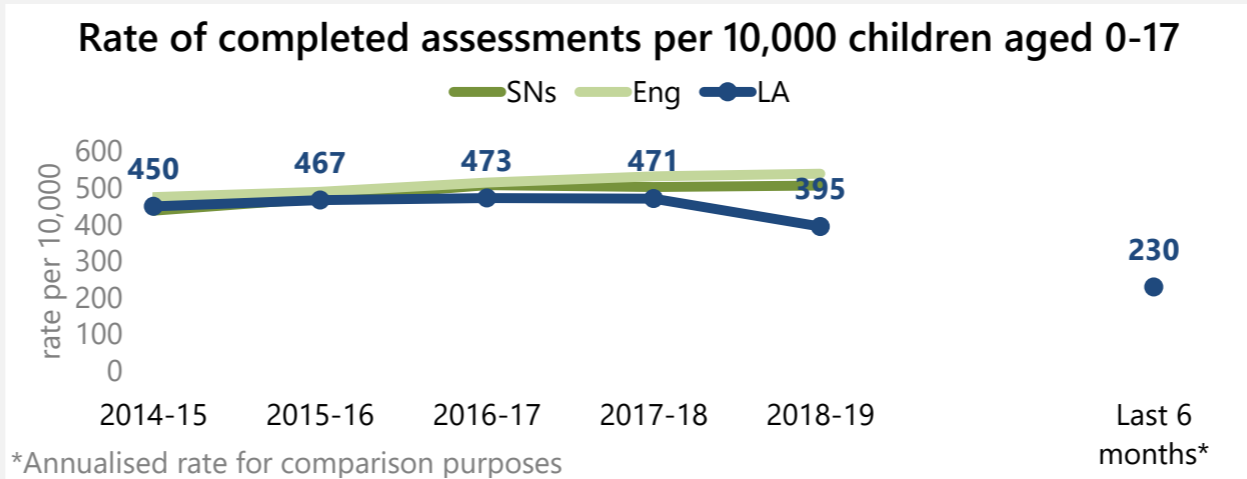
First referral	1,020
1 prev referral	149
2 prev referrals	25
3 prev referrals	0
4+ prev referrals	0
Not recorded	0



Assessments in the last 6 months

from 08/04/2020
to 07/10/2020

1351 total assessments
287 open assessments
1064 completed assessments

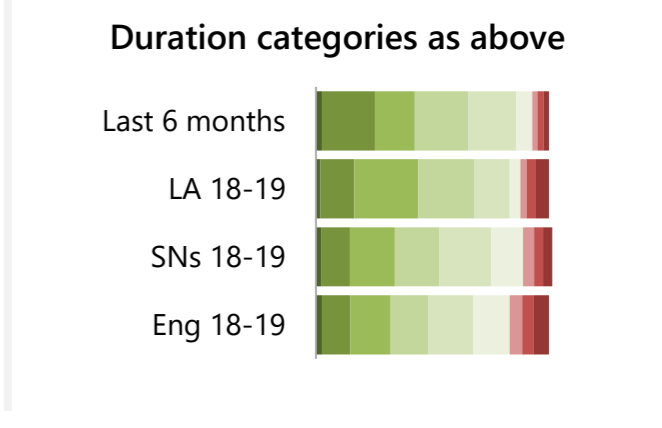
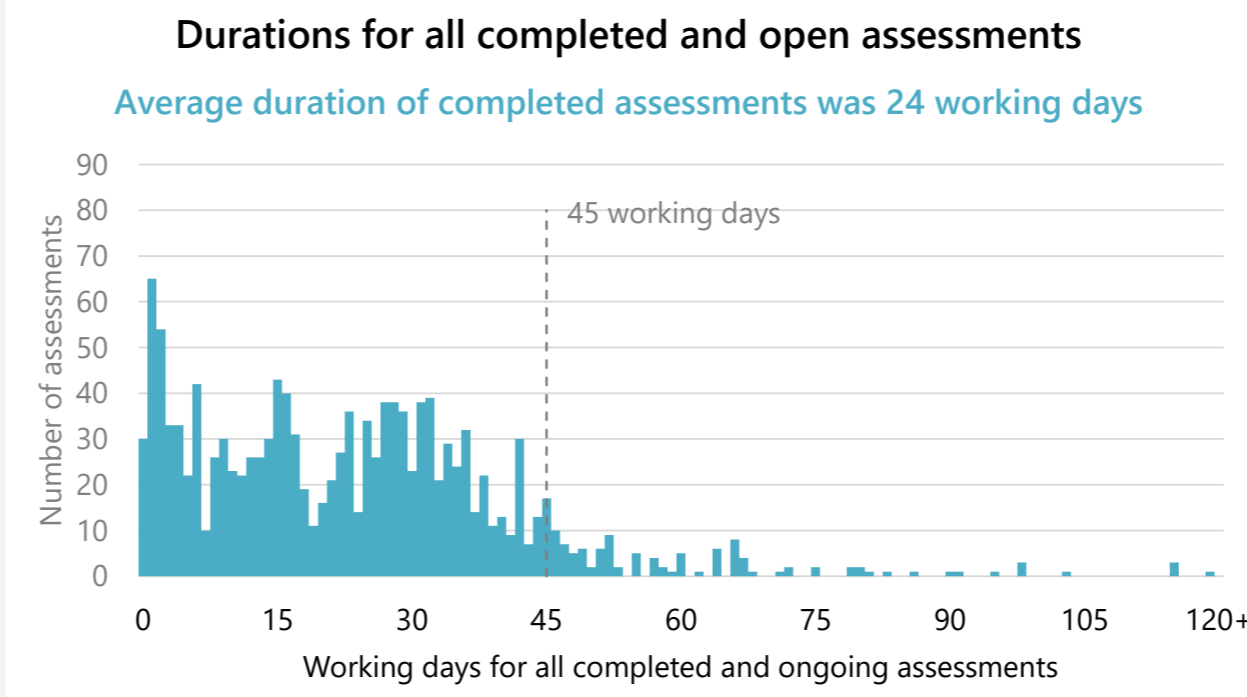


Ethnic background

White	36%
Mixed	18%
Asian or Asian British	9%
Black or black British	16%
Other ethnic group	13%
Not stated	4%
Not recorded	0%

See page 20 for comparisons

59 assessments (4%)
for children with a disability

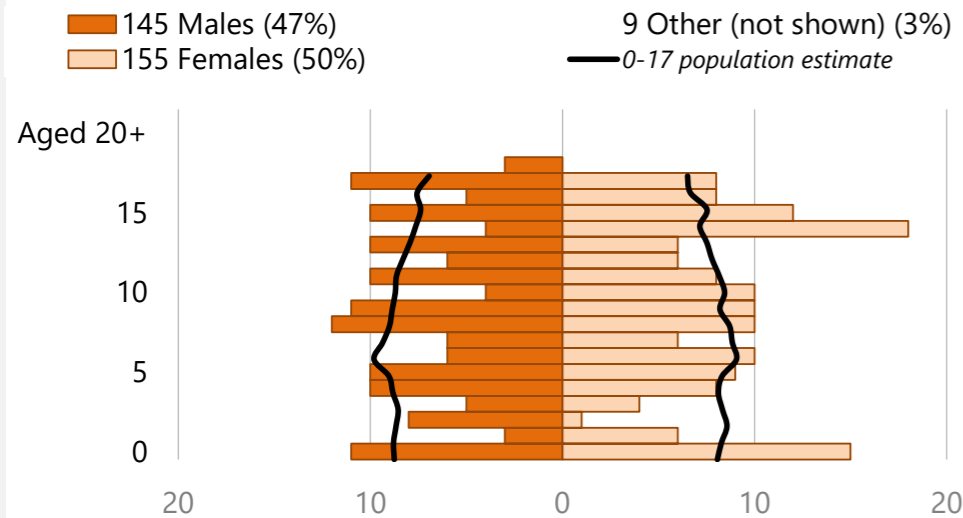


Section 47 enquiries in the last 6 months

from 08/04/2020
to 07/10/2020

309 Section 47 enquiries

Age and gender



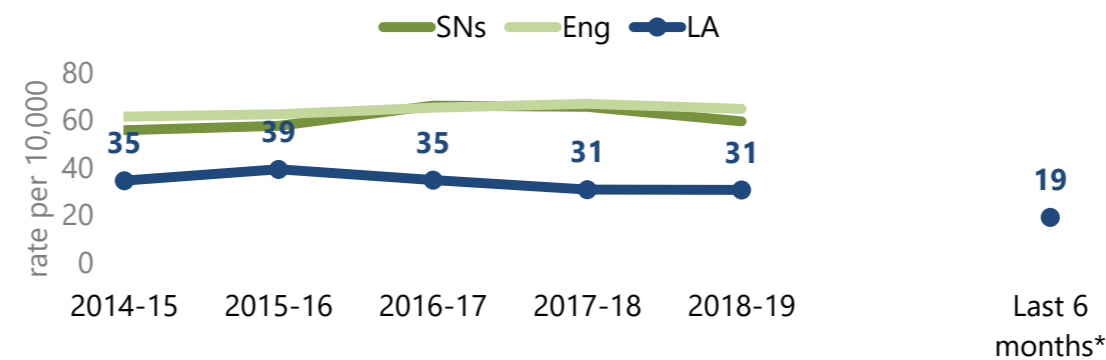
Other' includes not recorded, not stated, or neither M/F

89 Initial Child Protection Conferences (from S47 in period)

73% of completed S47s **did not require an ICPC**

ICPC not required may include S47s for open CPP where ICPC was not required, and may exclude children where an ICPC was required but has not yet occurred

Rate of ICPCs per 10,000 children aged 0-17

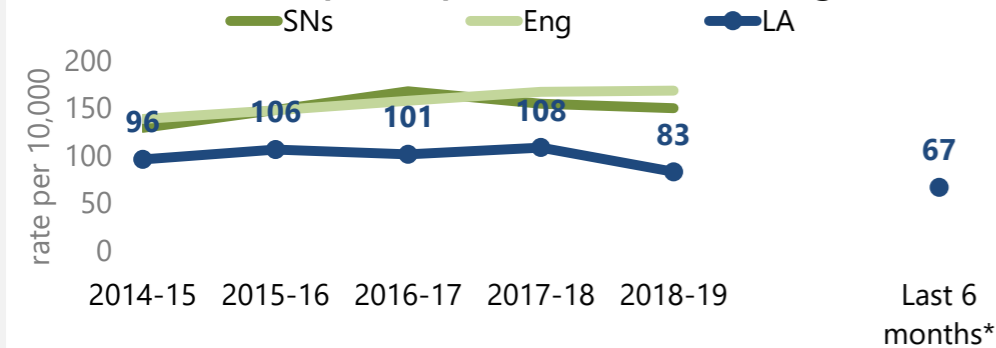


*Annualised rate for comparison purposes

4 child(ren) with a repeat ICPC within 12 months of latest Section 47

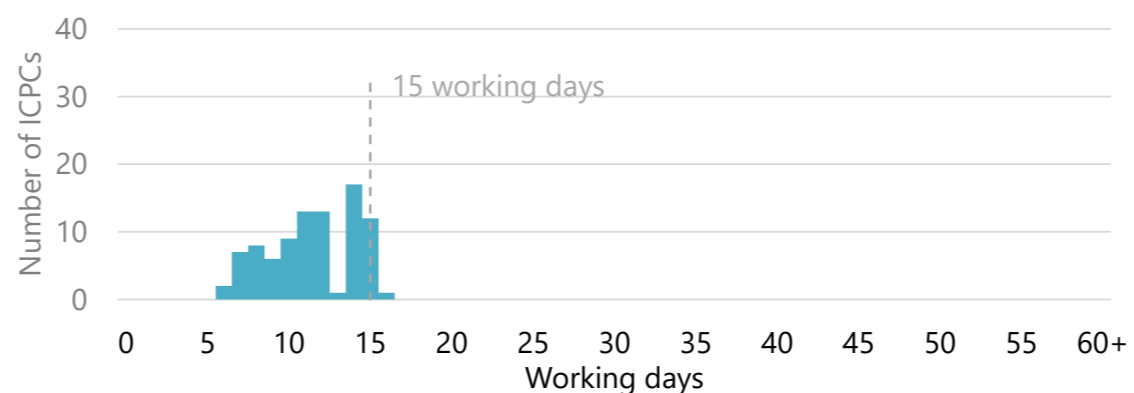
78% of ICPCs resulted in a child protection plan

Rate of S47 enquiries per 10,000 children aged 0-17

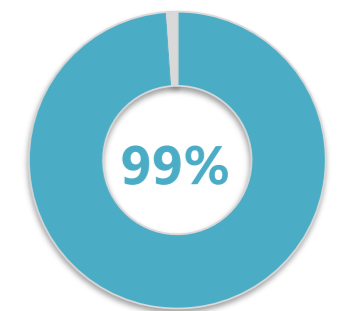


*Annualised rate for comparison purposes

ICPCs occurred within 15 working days of the strategy discussion date

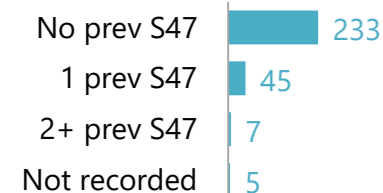


In time
Not in time
Date error



14 S47s (5%) for children with a disability

Children with a repeat S47 within 12 months of latest

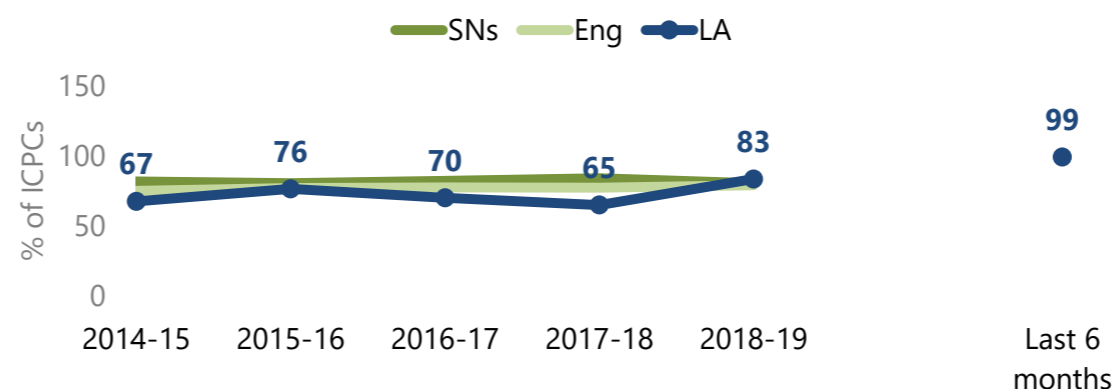


Ethnic background

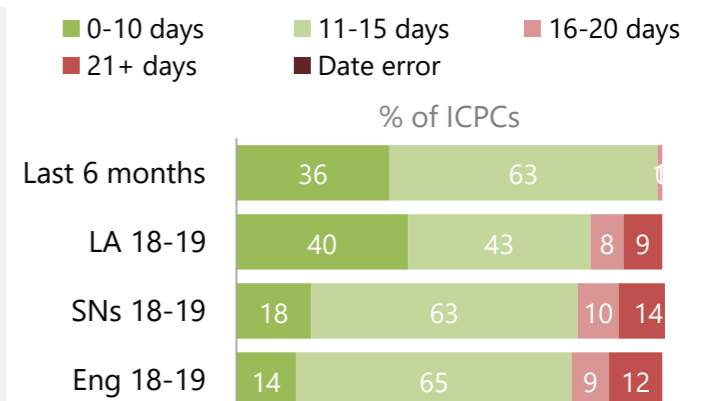
White	35%
Mixed	20%
Asian or Asian British	6%
Black or black British	17%
Other ethnic group	12%
Not stated	5%
Not recorded	0%

See page 20 for comparisons

Trend of ICPC timeliness (within 15 days of S47 start)



Comparing ICPC durations



Children in Need (CIN) - total, started, and ceased in the last 6 months

from 08/04/2020
to 07/10/2020

2761 total CIN in 6 months*

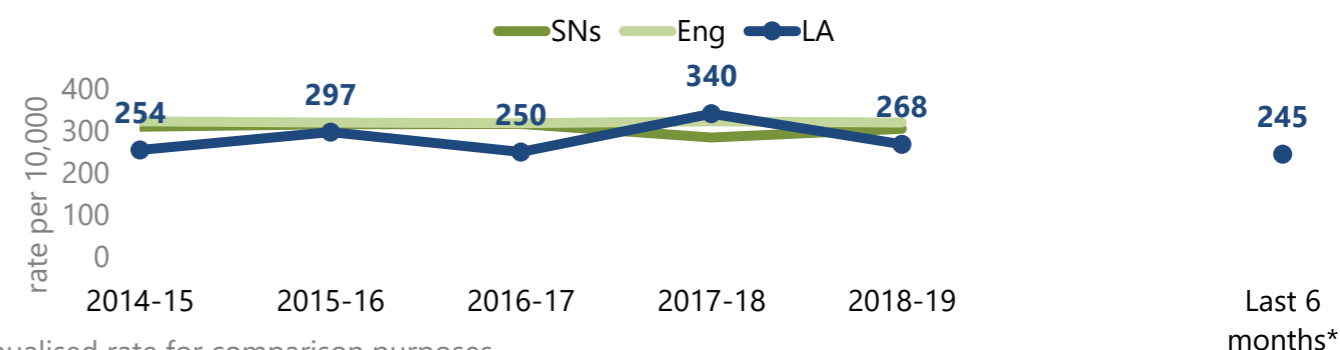
*Note: the numbers of children in need reported in ChAT are not directly comparable to published CIN census statistics due to an undercount of referrals and care leavers.

The children in need census includes any child referred to children's social care services in the year as well as any open case for whom the local authority was providing services. Ofsted's Annex A List 6 largely covers this cohort, with the exception of those with only an open referral and those accessing leaving care services.

For this reason the published children in need census statistics are not directly comparable to ChAT, however there is considerable overlap with ChAT undercounting the true value as it excludes open referrals and care leavers.

1134 CIN started in 6 months

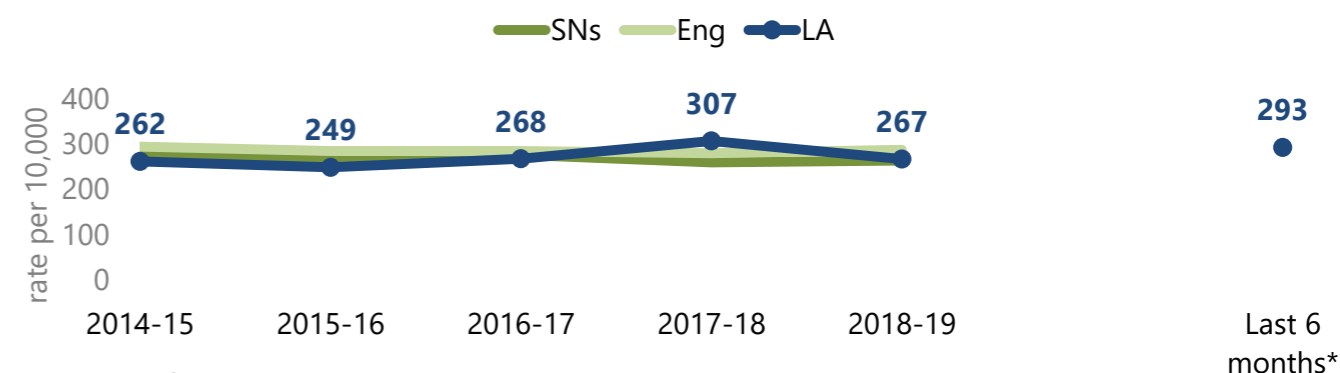
Rate of children who started an episode of need per 10,000 children aged 0-17



*Annualised rate for comparison purposes

1356 CIN ceased in 6 months

Rate of children who ended an episode of need per 10,000 children aged 0-17

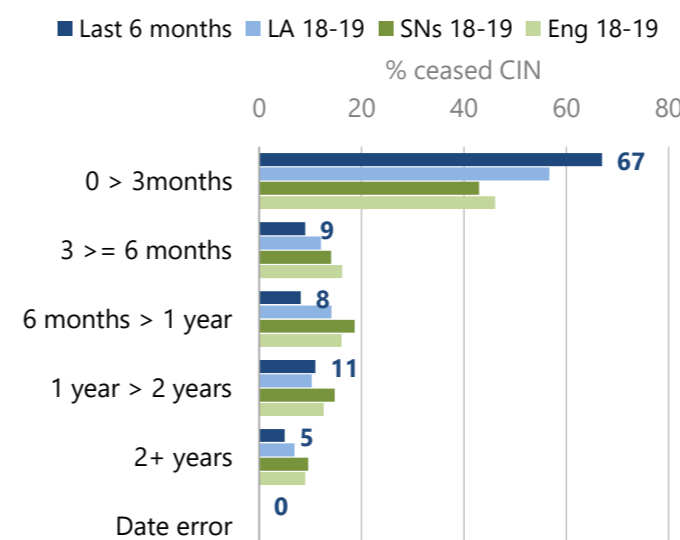


*Annualised rate for comparison purposes

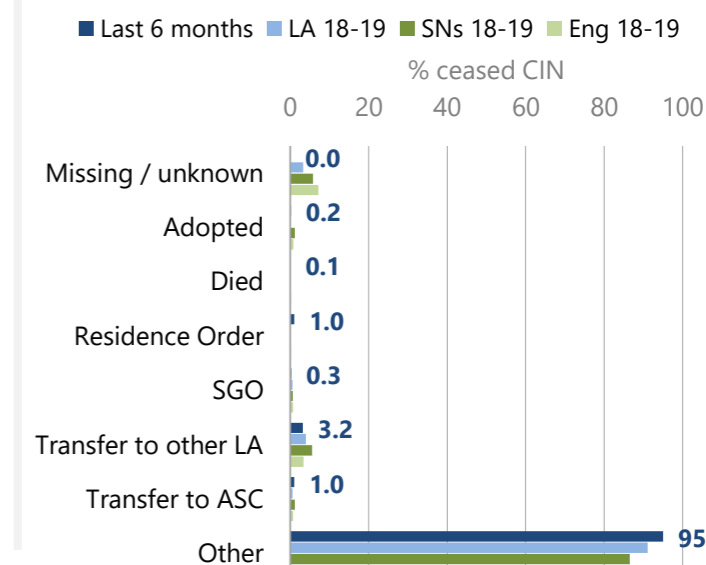
Cases included in Annex A / ChAT

Case status of children on CIN list	Number	Percentage
Looked after child	317	11%
Child protection plan	154	6%
Child in need plan	460	17%
Open assessment	190	7%
Closed episode	1,498	54%
Case status not recorded	230	8%
Total (excluding case status unknown)	2,619	95%

Comparing CIN ceased durations



Comparing CIN ceased reasons



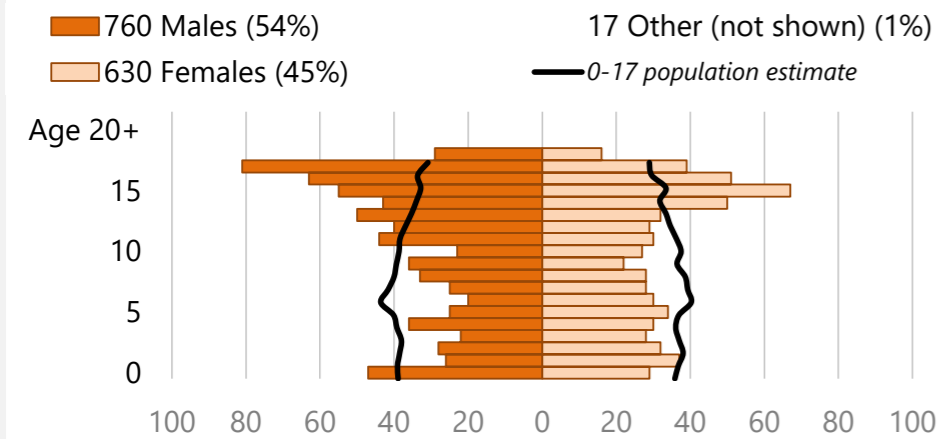
Children in Need (CIN) with an open episode of need

Snapshot 07/10/2020

1407 Children in Need with an open episode of need*

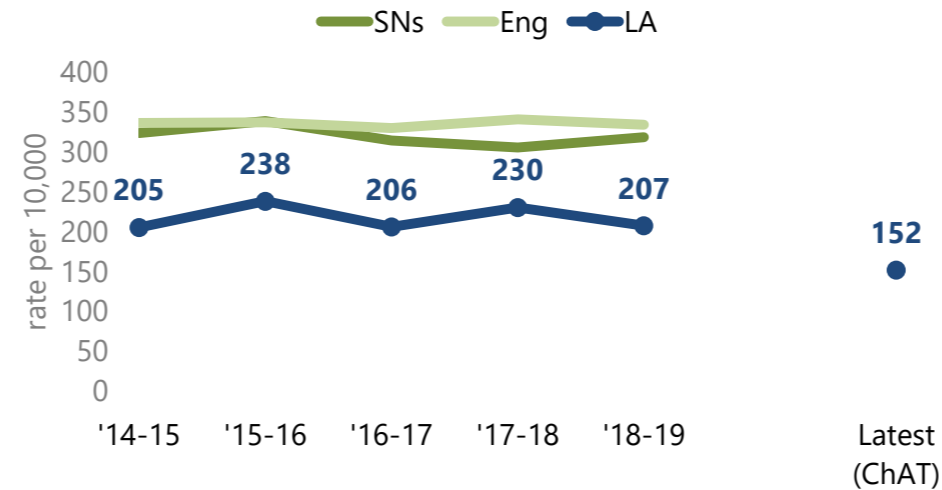
*Note: Annex A figures in this section are not directly comparable to the published Children in need census statistics (see note on page 8)

Age and gender

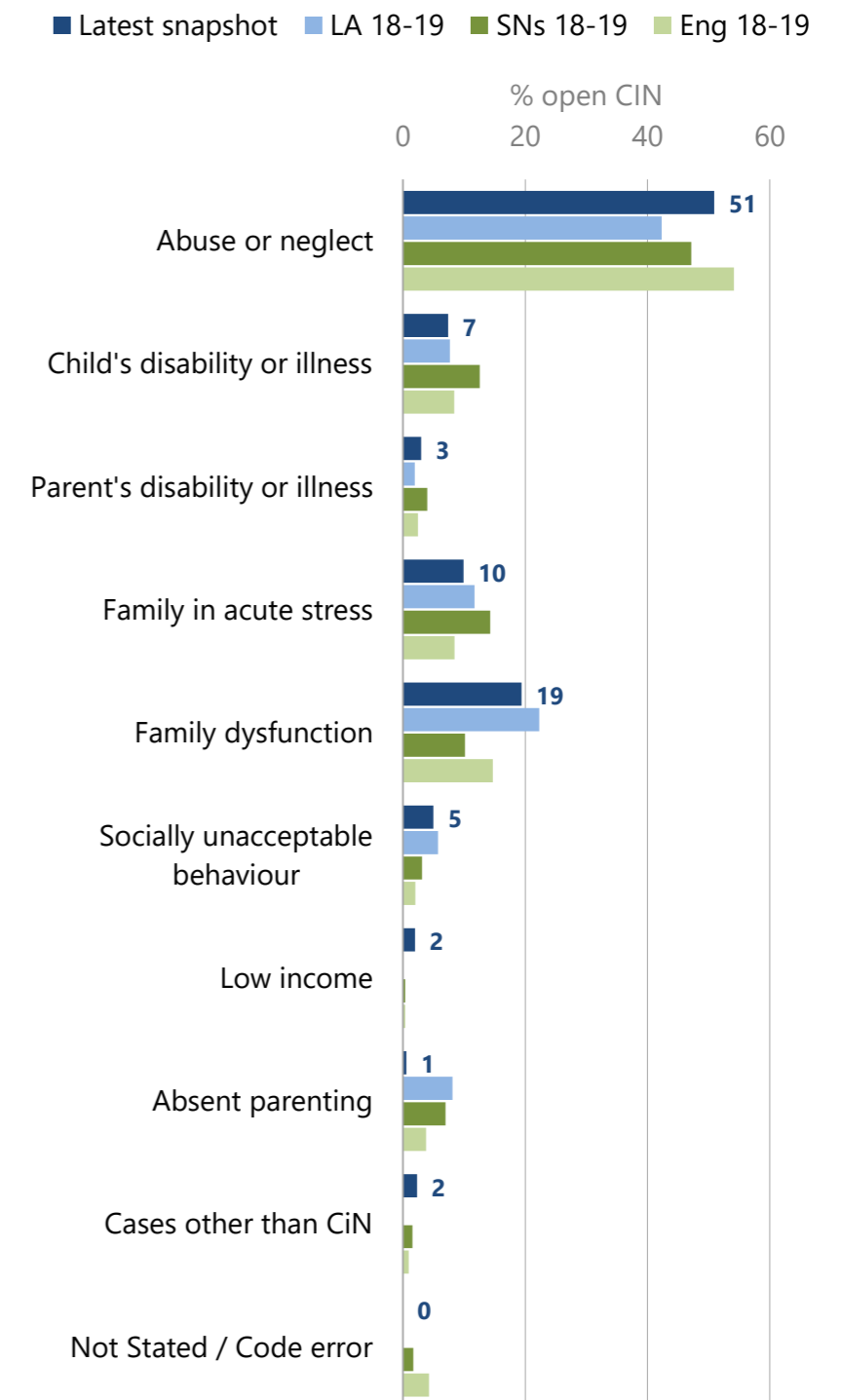


'Other' includes not recorded, not stated, or neither M/F

Rate of open CIN per 10,000 children aged 0-17*

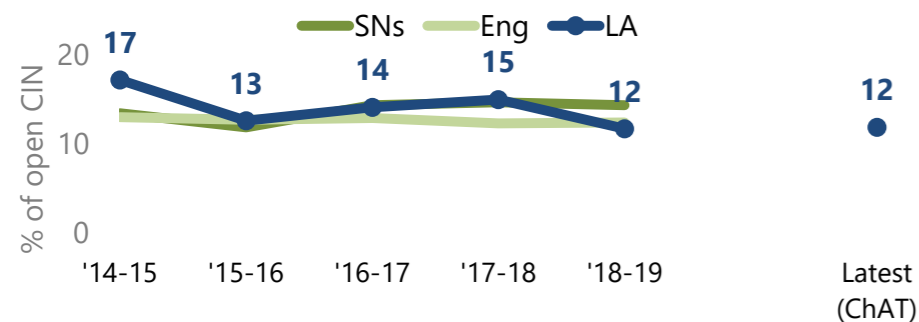


Comparing primary need of open CIN

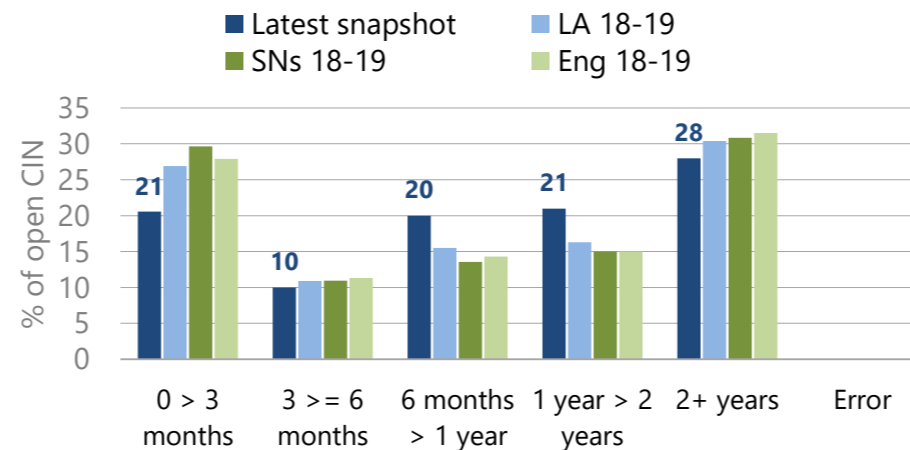


167 children (12%) with a disability

CIN with an open episode of need with a disability



Comparing episode duration of open CIN

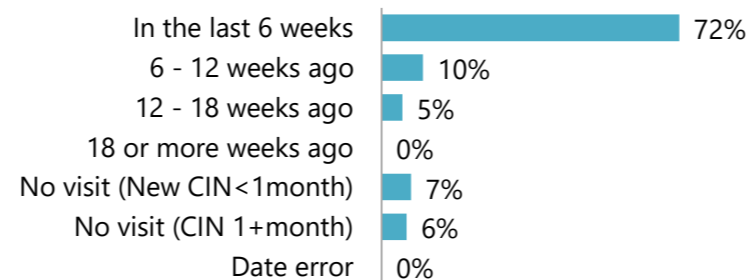


Ethnic background

White	37%
Mixed	20%
Asian or Asian British	8%
Black or black British	18%
Other ethnic group	14%
Not stated	3%
Not recorded	0%

See page 20 for comparisons

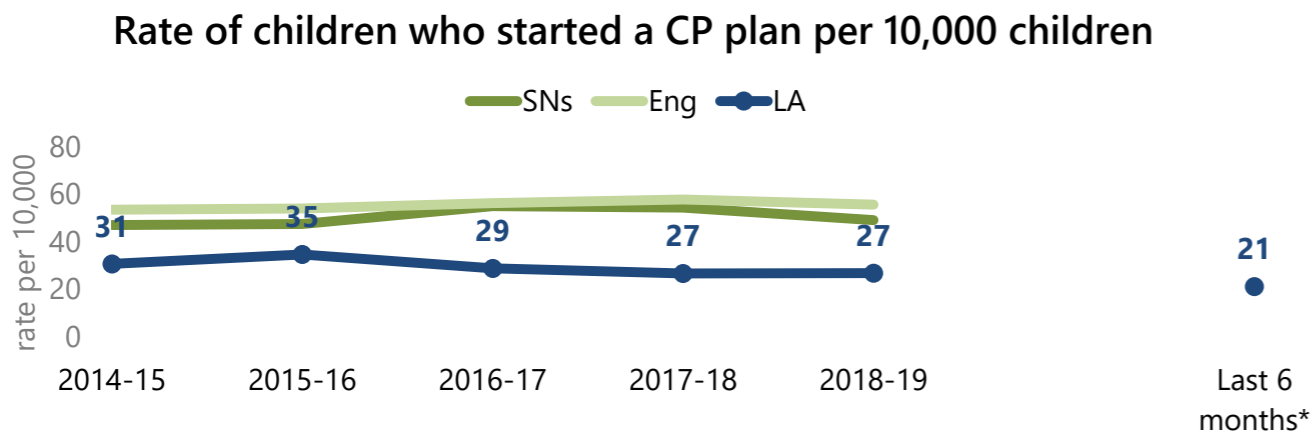
Time since the child's latest social worker visit



Child Protection Plans (CPP) started and ceased in the last 6 months

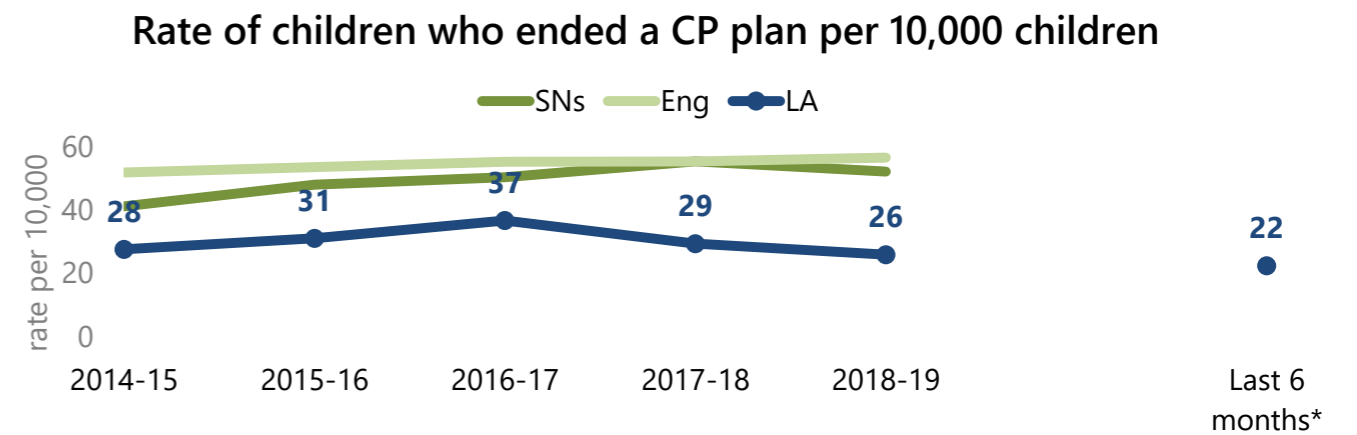
from 08/04/2020
to 07/10/2020

98 CPP started in 6 months



*Annualised rate for comparison purposes

104 CPP ended in 6 months

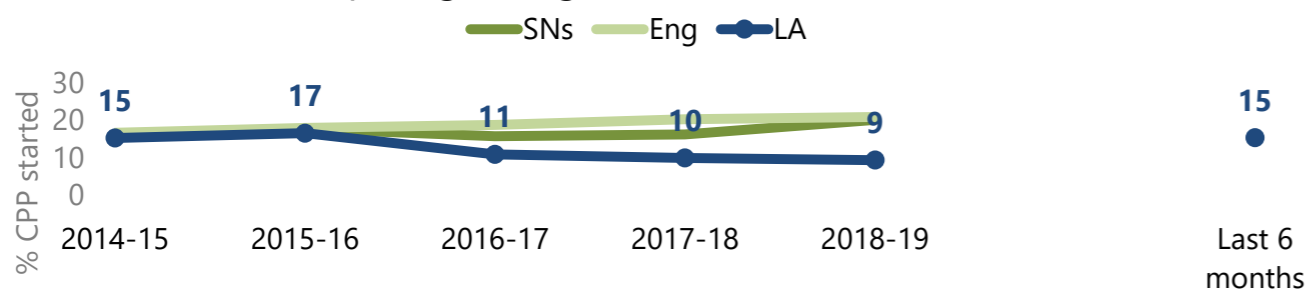


*Annualised rate for comparison purposes

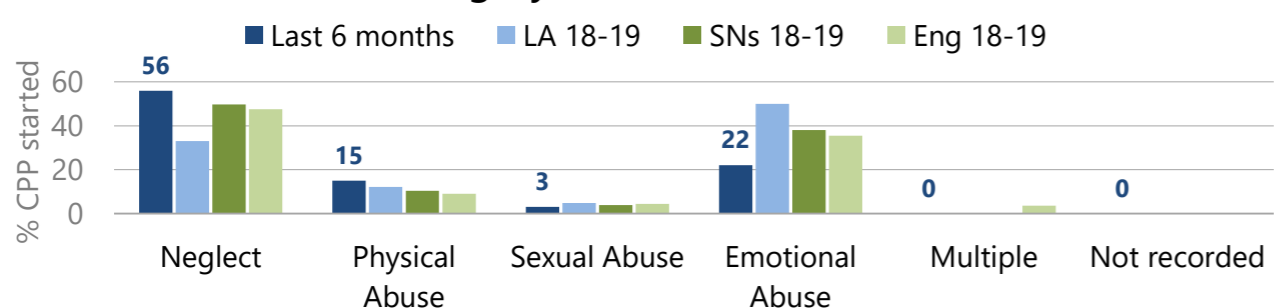
Re-registrations for children who started on a CP plan (ever)



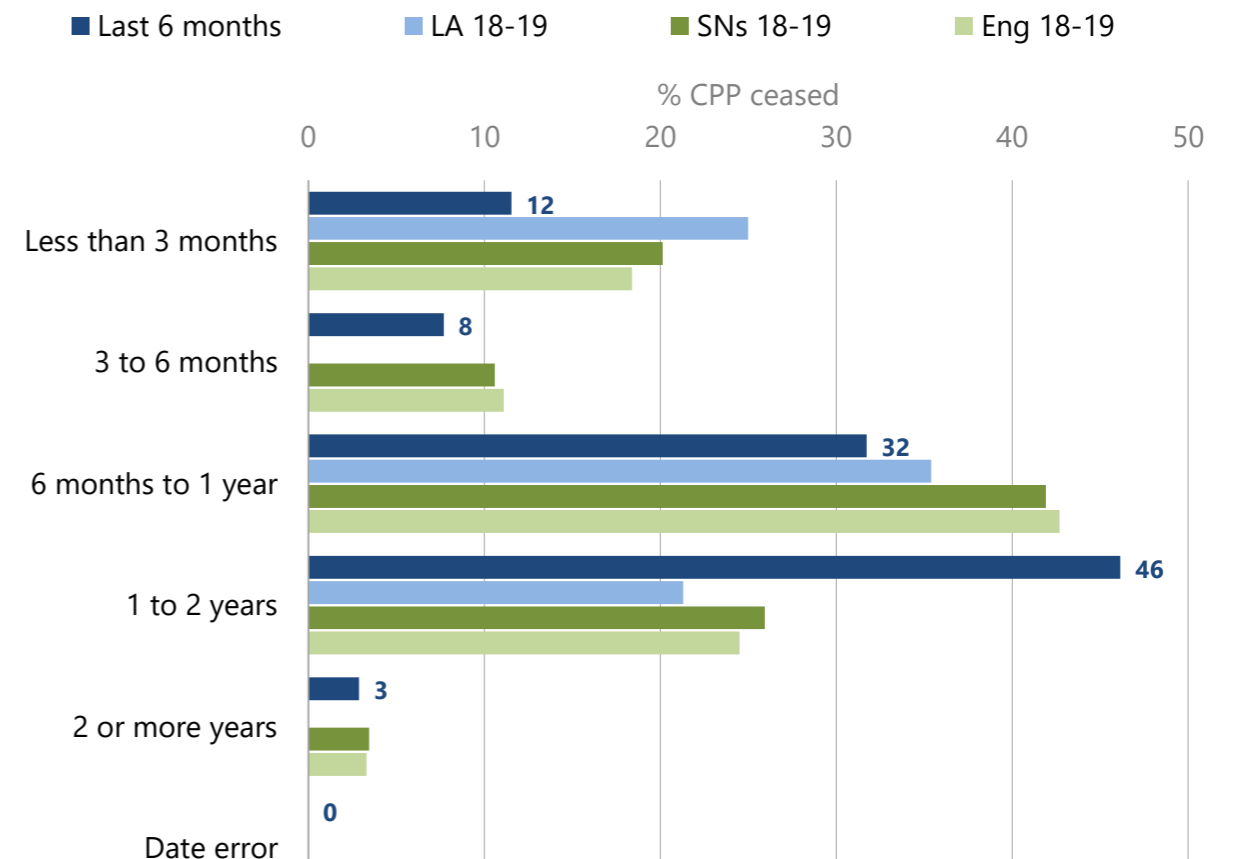
Comparing re-registrations for CPP started



Initial category of abuse for CPP started



Comparing plan durations for CPP ended



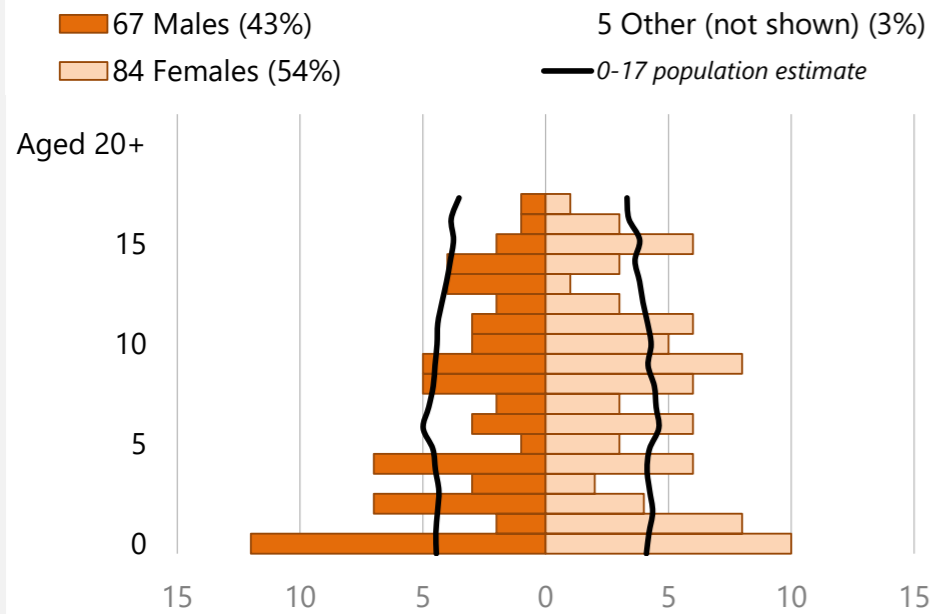
3 of 104 children ended a CP plan after 2 years or more

Child Protection Plans (CPP) currently open

Snapshot 07/10/2020

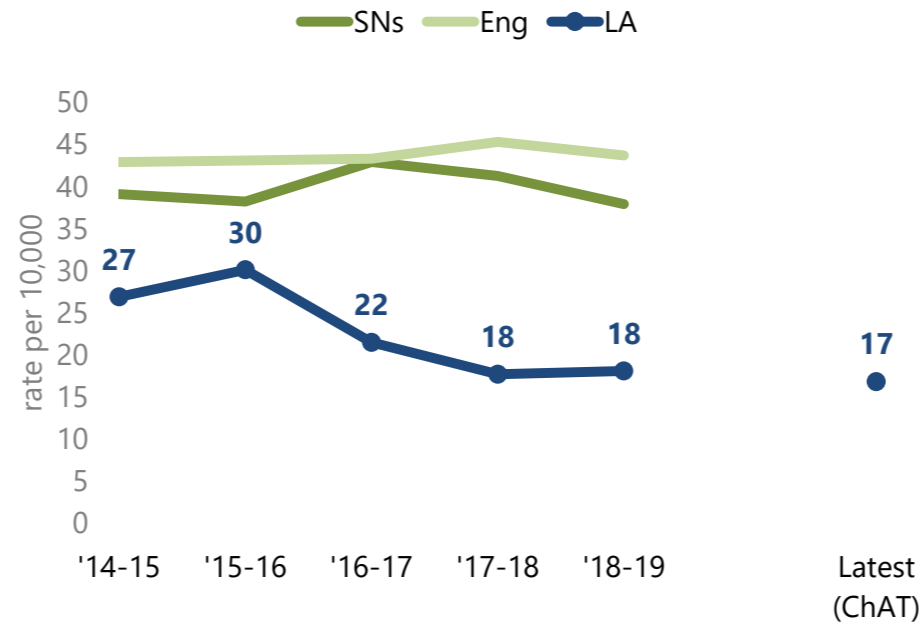
156 children currently subject of a Child Protection Plan (CPP)

Age and gender

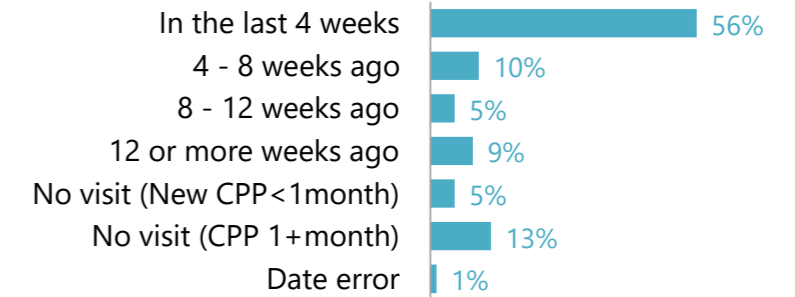


Other' includes not recorded, not stated, or neither M/F

Rate of CPP per 10,000 children aged 0-17

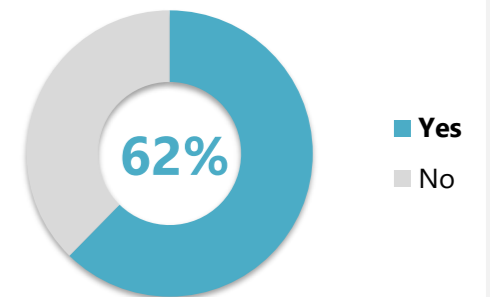


Time since the child was last seen



Open CPP **seen alone** at their last social work visit

(excludes Not recorded or N/A)



Ethnic background

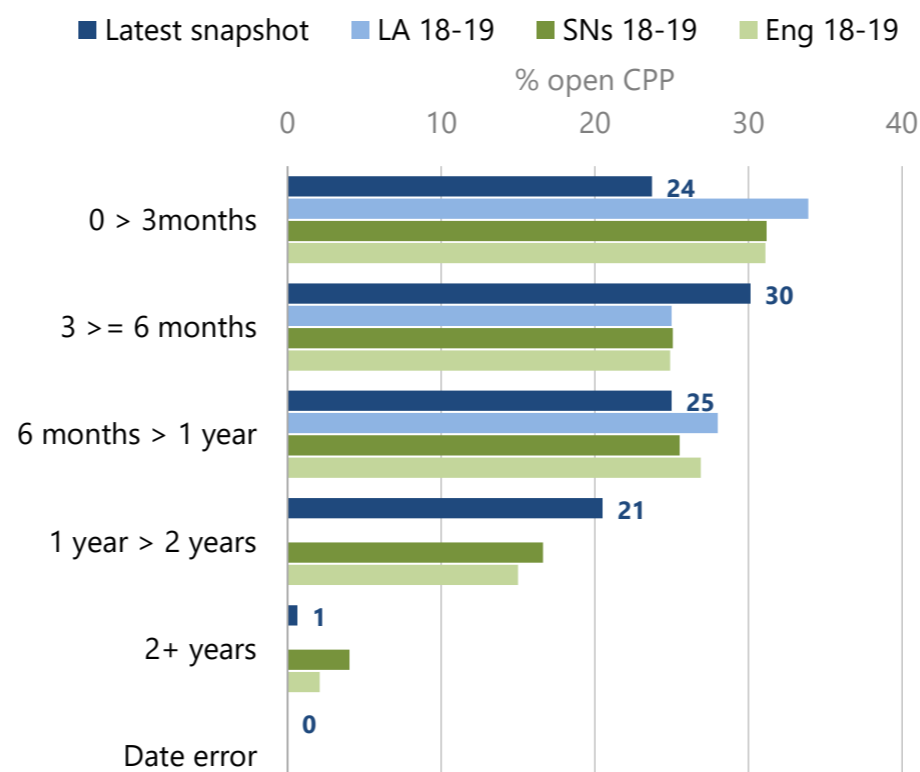
White	42%
Mixed	20%
Asian or Asian British	2%
Black or black British	22%
Other ethnic group	8%
Not stated	1%
Not recorded	0%

See page 20 for comparisons

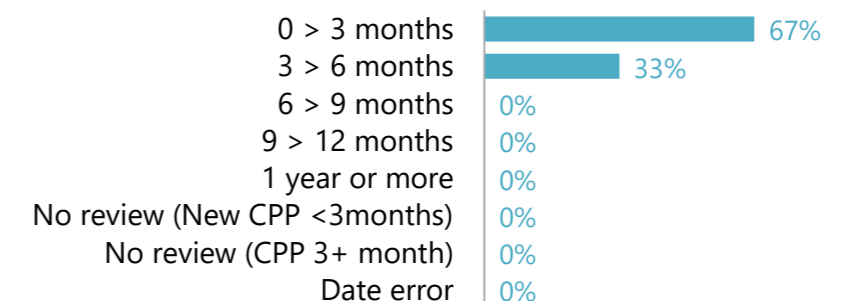
14 children (9%) with a disability

7 open CP subject to Emergency Protection Order or Protected Under Police Powers in last 6 months

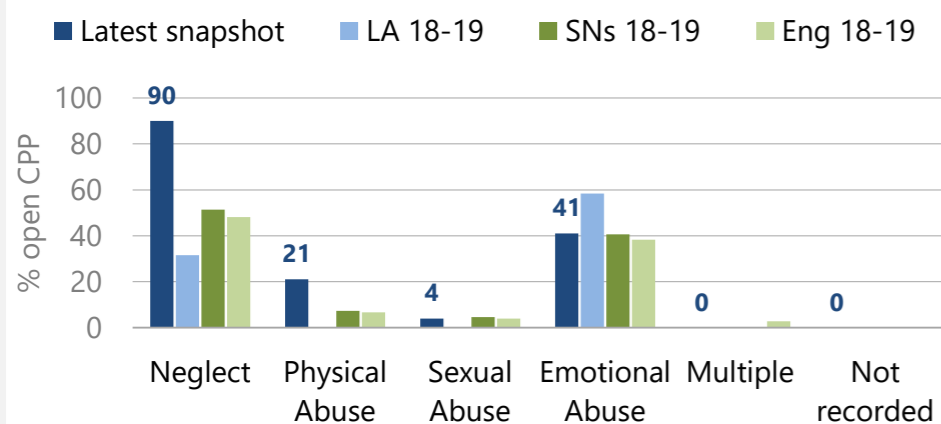
Comparing duration of open CP plans



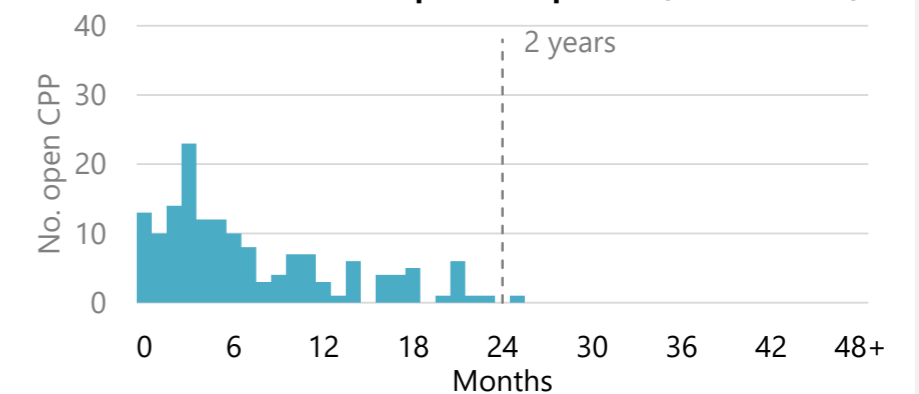
Time since the child's latest review



Latest category of abuse for current CP plans



Duration of current open CP plans (in months)

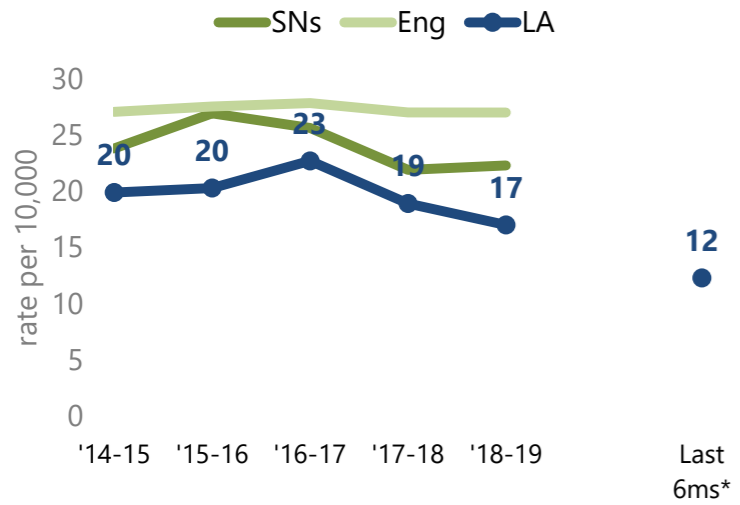


Children Looked After (CLA) started and ceased in the last 6 months

from 08/04/2020
to 07/10/2020

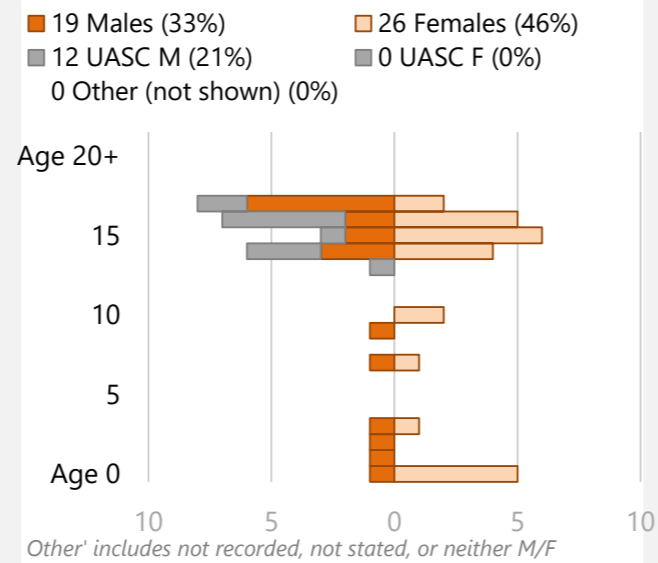
57 CLA started in the last 6 months

Rate of CLA started per 10,000 children



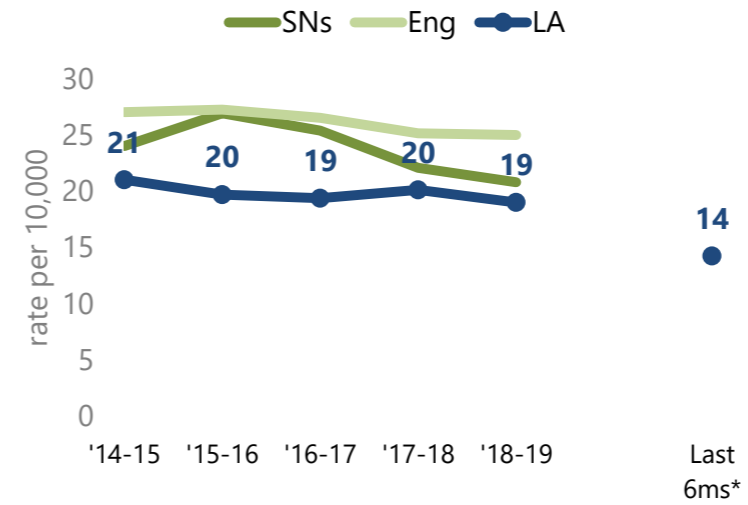
*Annualised rate for comparison purposes

Age and gender



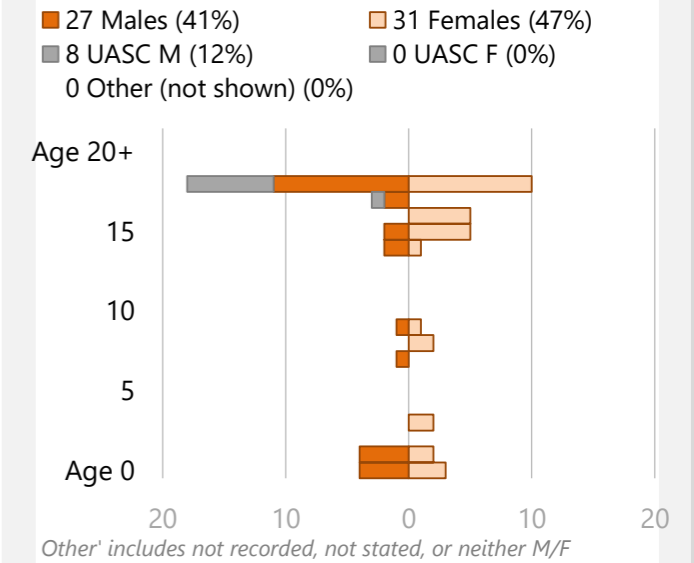
66 CLA ceased in the last 6 months

Rate of CLA ceased per 10,000 children



*Annualised rate for comparison purposes

Age and gender



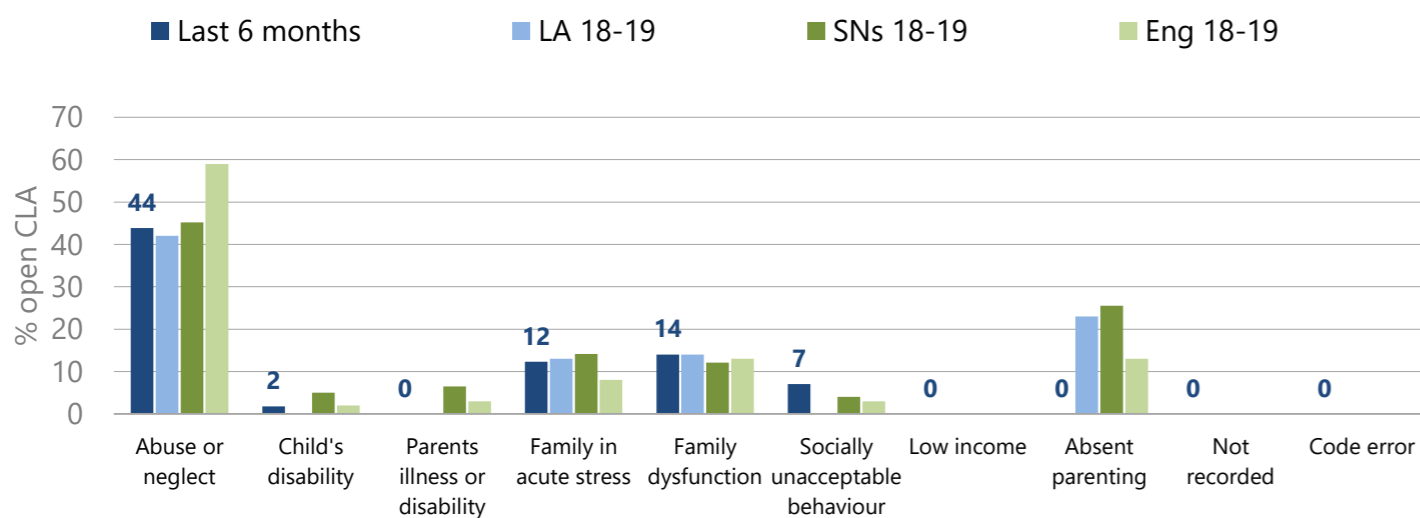
12 of the 57 CLA starters were unaccompanied asylum seeking children (UASC)

21%

9 of the 57 CLA starters have previously been looked after

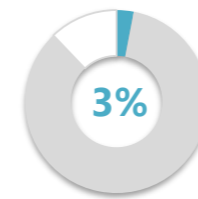
16%

Comparing the primary need of CLA starters



Reason episode of care ceased

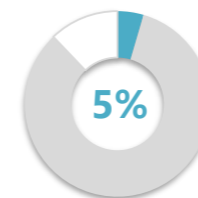
Adopted



Last 6 months 3%

2018-19 (published)
LA 7% SNs 8% Eng 12%

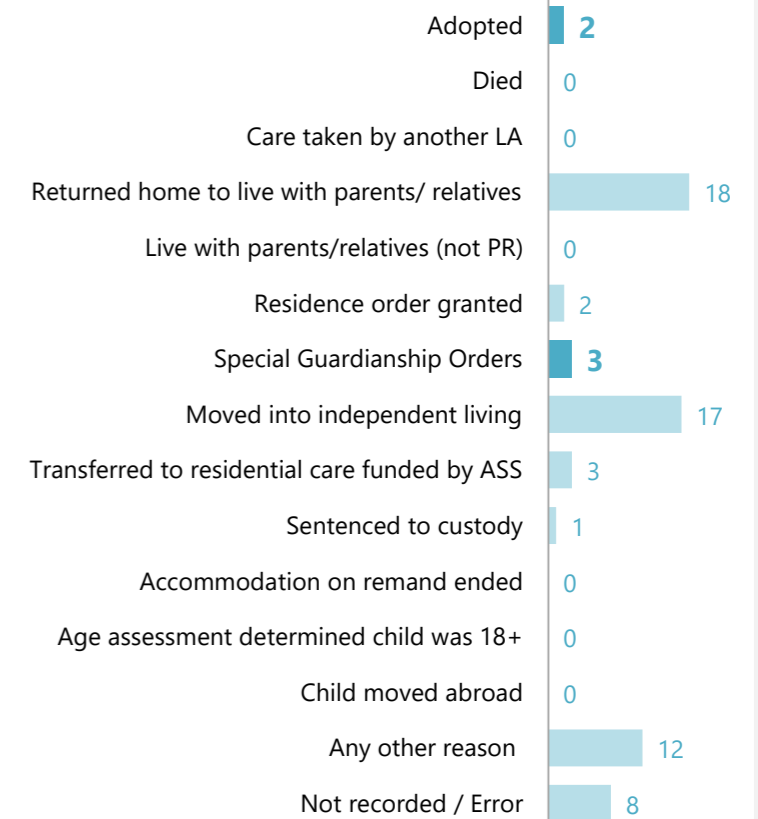
Special Guardianship Order



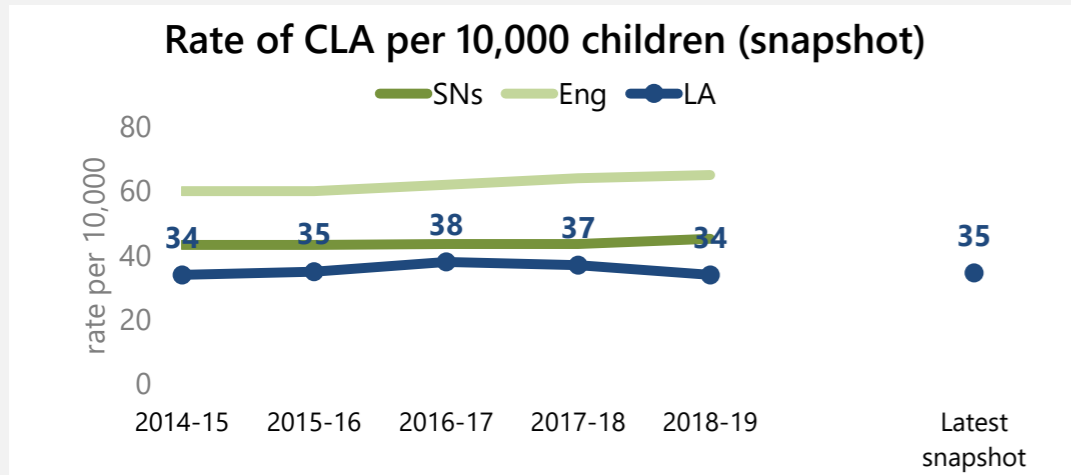
Last 6 months 5%

2018-19 (published)
LA 3% SNs 19% Eng -

Number of CLA ceased by reason in the period



321 Children Looked After (CLA) with an open episode of care



Ethnic background

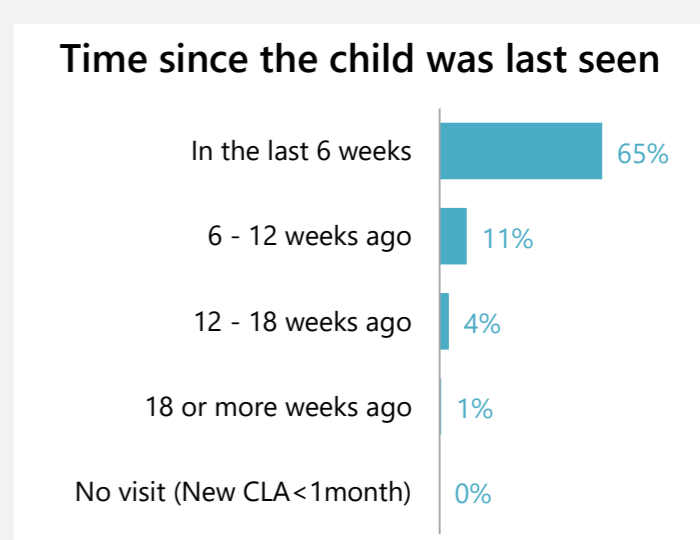
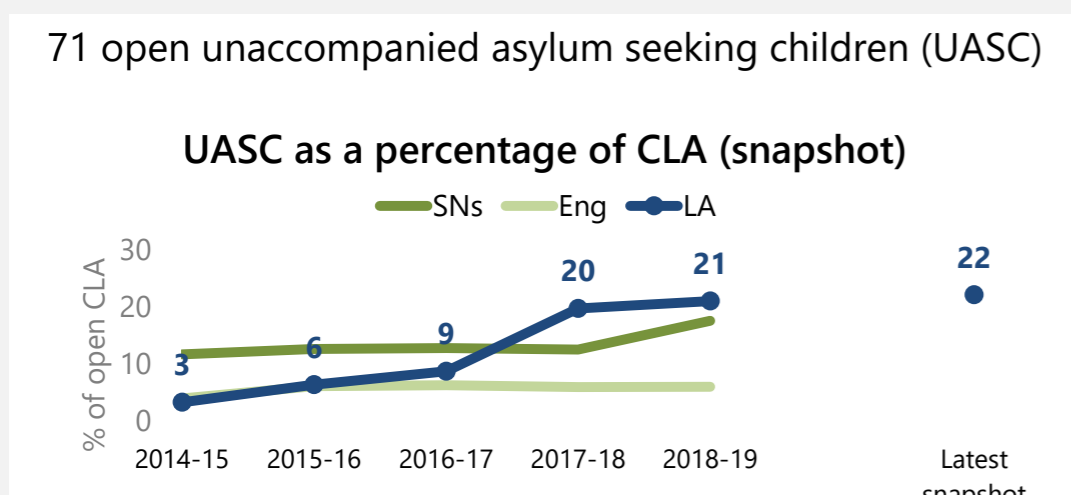
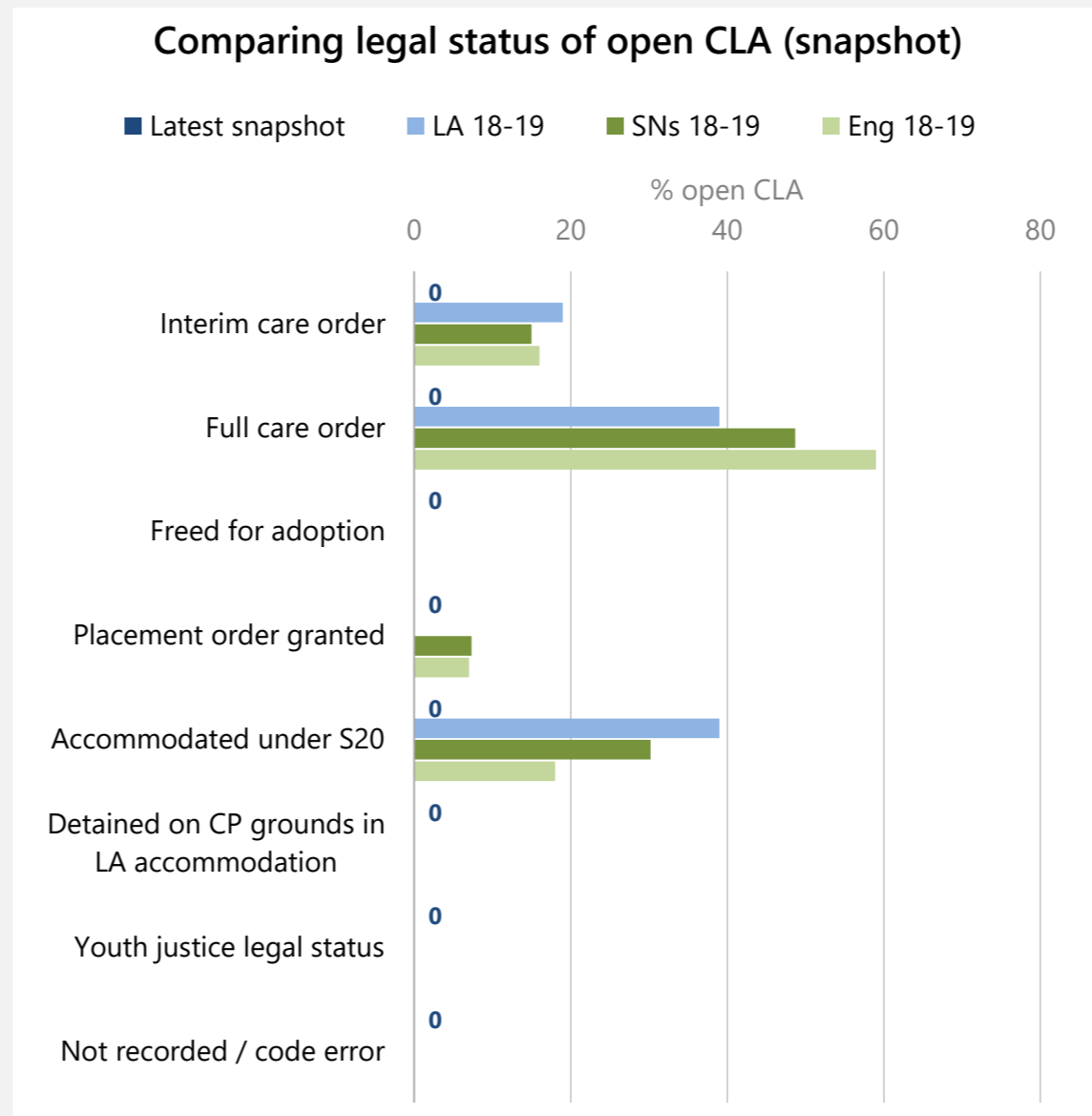
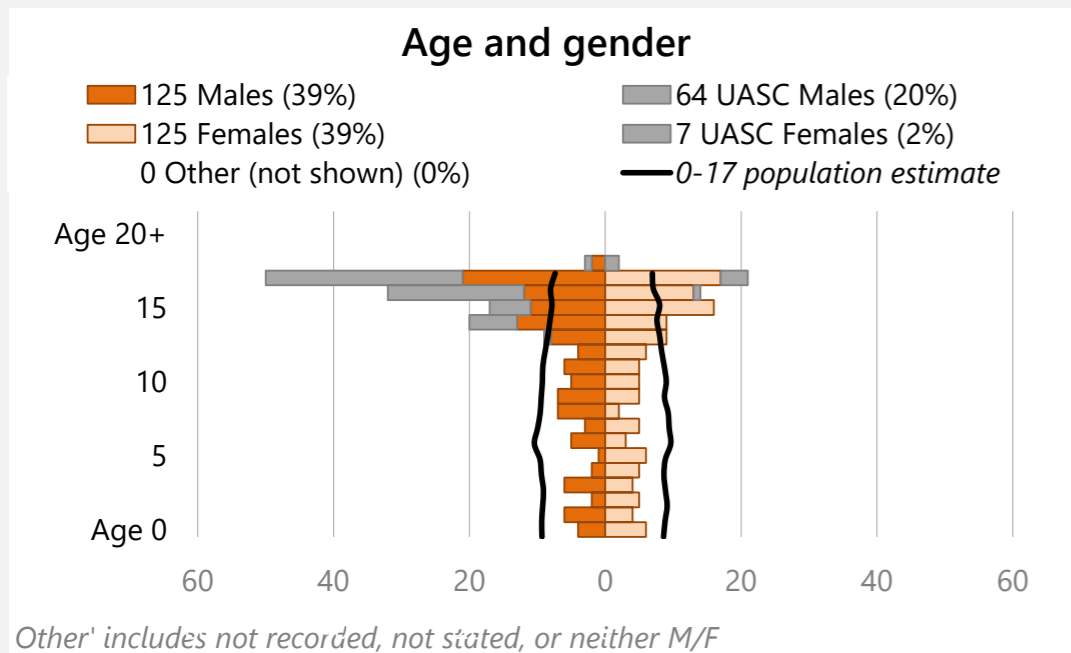
	All CLA	Not UASC	UASC
White	37%	46%	7%
Mixed	20%	26%	0%
Asian or Asian British	6%	3%	16%
Black or black British	19%	20%	13%
Other ethnic group	17%	5%	59%
Not stated	2%	1%	4%
Not recorded	0%	0%	1%

See page 20 for comparisons

29 children (9%) with a disability

Permanence plan

	Number	%
Return to family	0	0%
Adoption	0	0%
SGO/CAO	0	0%
Supported living	0	0%
L/T residential	0	0%
L/T fostering	0	0%
Other	0	0%
Not recorded	321	100%

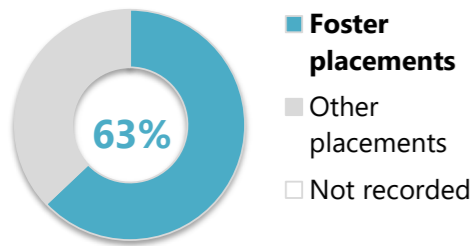


Children Looked After (CLA) placements

Snapshot 07/10/2020

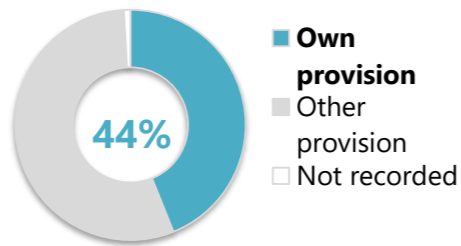
CLA placements by type and provision

Foster placements



LA 2018-19 65%
SNs 2018-19 70%
Eng 2018-19 72%

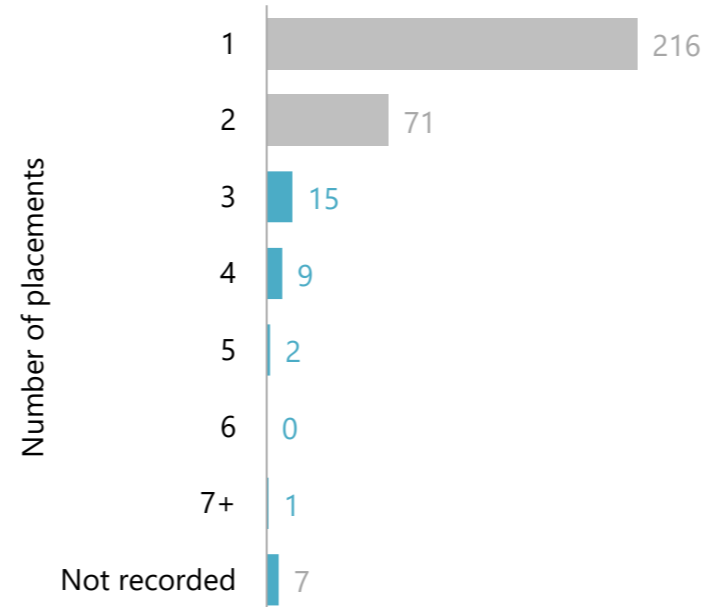
Own provision



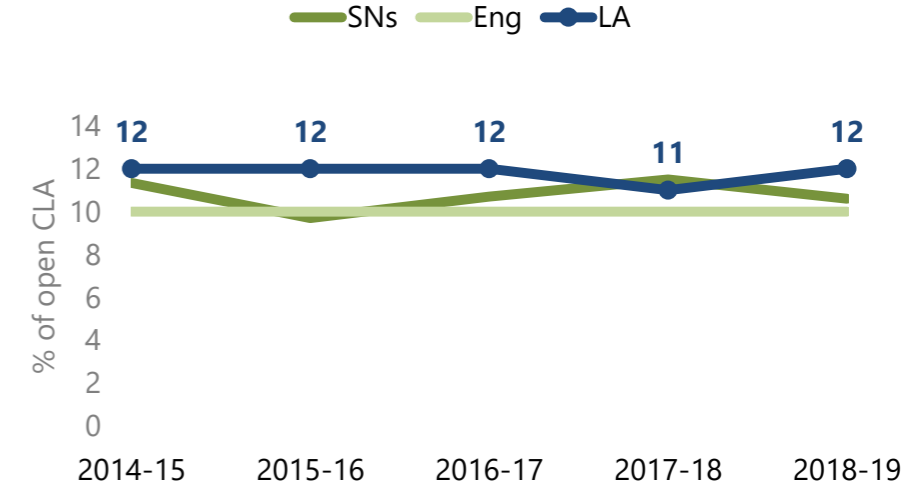
LA 2018-19 47%
SNs 2018-19 41%
Eng 2018-19 50%

Placement type (open CLA)	Own LA	Private	Other	Total
Foster placement	120	76	6	202
Placed for adoption	11	0	3	14
Placed with parents	0	0	8	8
Independent living	0	0	0	0
Residential employment	0	0	0	0
Residential accommodation	2	52	0	54
Secure Children's Homes	0	2	0	2
Children's Homes	8	24	2	34
Residential Care Home	0	0	0	0
NHS/Health Trust	0	0	1	1
Family Centre	0	2	0	2
Young Offender Institution	0	1	1	2
Residential school	0	2	0	2
Other placements	0	0	0	0
Temporary placement	0	0	0	0
Total placements	141	159	21	321

Number of placements in the last 12 months

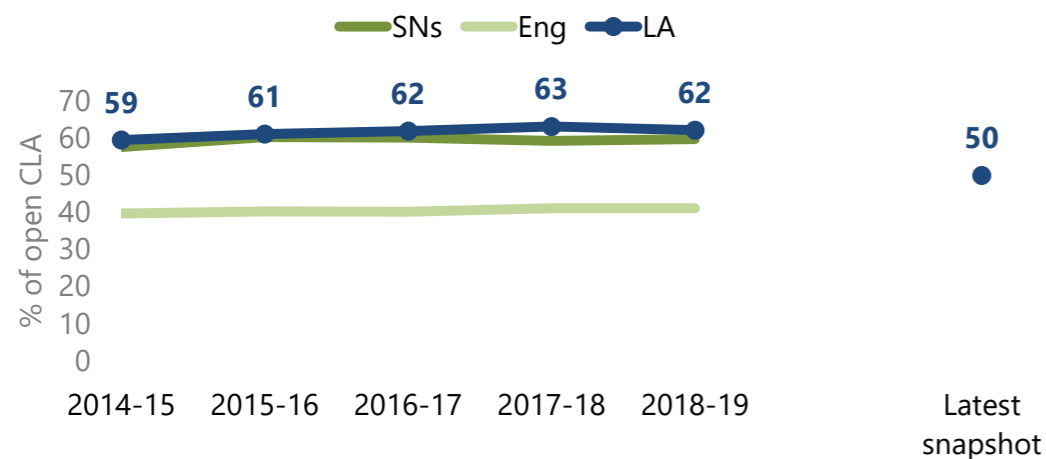


Comparing short term placement stability



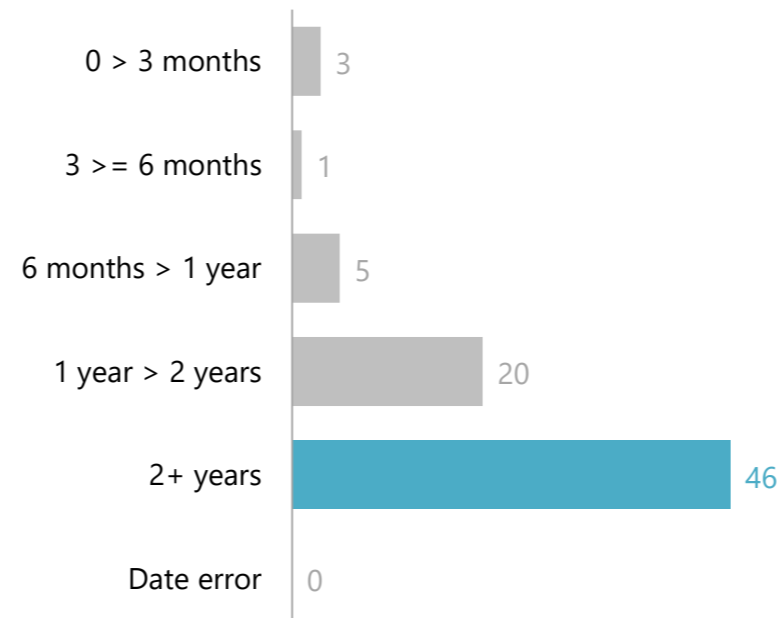
Due to limited data in the Annex A dataset, ChAT does not present short-term stability alongside published statistics

CLA placements out of borough

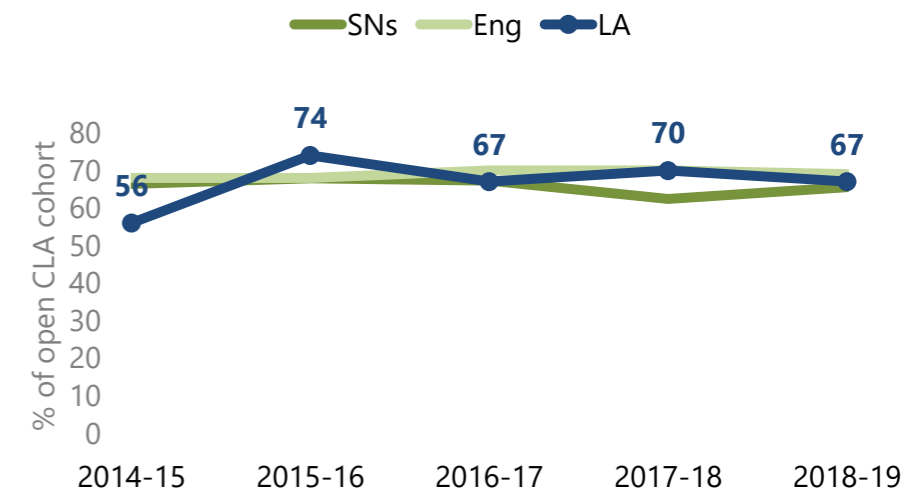


Duration of placements

Duration of latest placement for each current CLA aged under 16 who have been looked after for 2½ years or more



Comparing long term placement stability



Due to limited data in the Annex A dataset, ChAT does not present long-term stability alongside published statistics

Children Looked After (CLA) health and missing/absent from placement

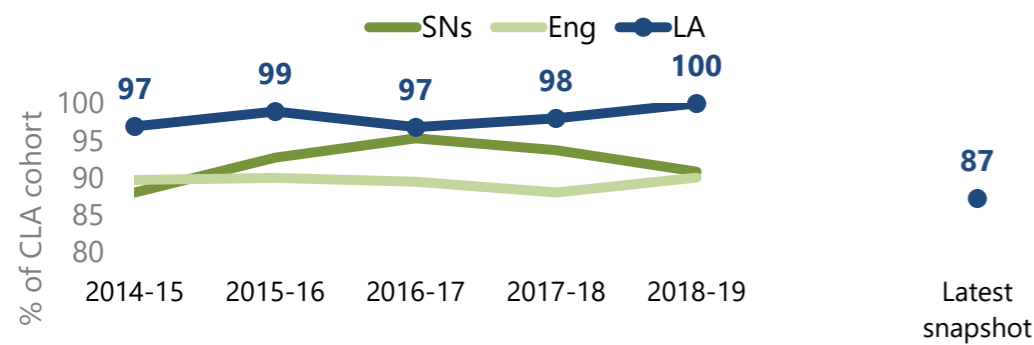
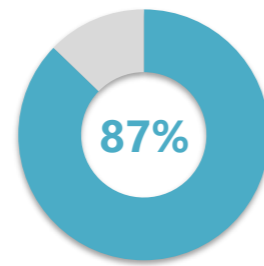
Snapshot 07/10/2020

Health

219 current open CLA looked after for at least 12 months

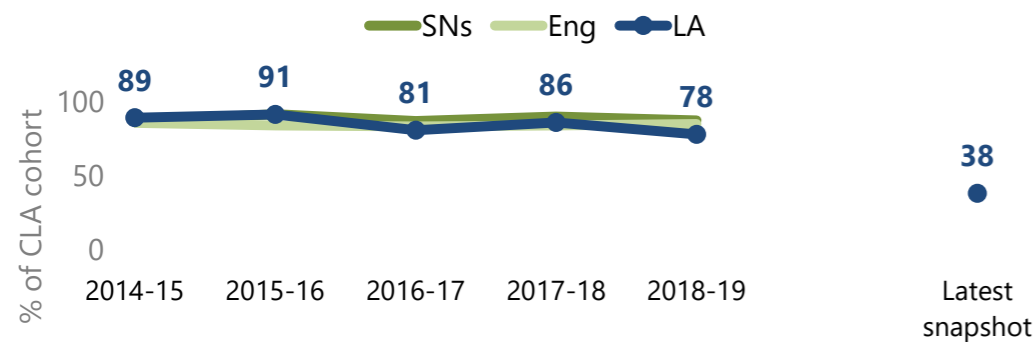
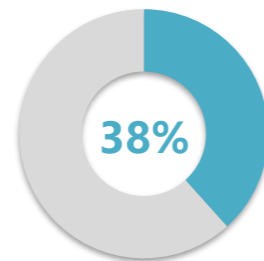
Health assessments

Current open CLA who have been looked after for at least 12 months with an up to date health assessment (in the last 6 months for CLA aged under 5, and in the last 12 months for CLA aged 5-plus)



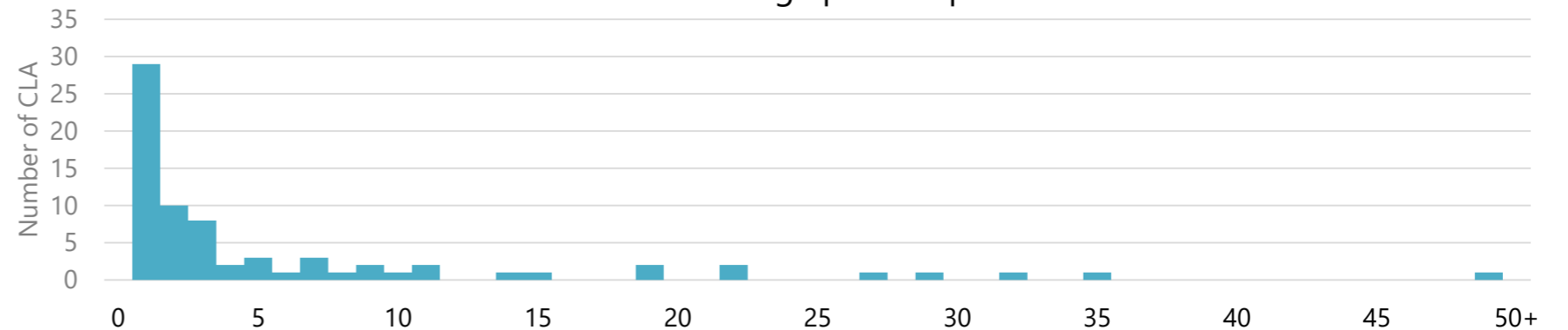
Dental checks

Current open CLA who have been looked after for at least 12 months who have had a dental check in the last 12 months.



Missing from placement

Number of missing episodes per CLA

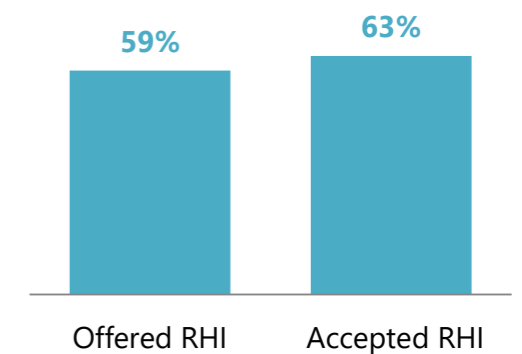


73 of 387 looked after children had a missing incident in the last 12 months

	Latest data	LA 18-19	SNs 18-19	Eng 18-19
Number of all CLA with a missing incident	73 of 387	87		
Percentage of all CLA with a missing incident	19%	18%	13%	11%
Total number of missing incidents for all CLA	464	856		
Average number of incidents per CLA who went missing	6.4	9.8	5.8	6.2

Missing incidents - return home interviews

	Latest data	
Missing children offered return interview	43 of 73	59%
Missing children not offered return interview	30 of 73	41%
Missing children return interview offer not recorded	0 of 73	0%
Missing children where return interview was n/a	0 of 73	0%



	Latest data	
Missing children accepted return interview	27 of 43	63%
Missing children not accepted return interview	16 of 43	37%
Missing children return interview acceptance not recorded	0 of 43	0%

Absent from placement

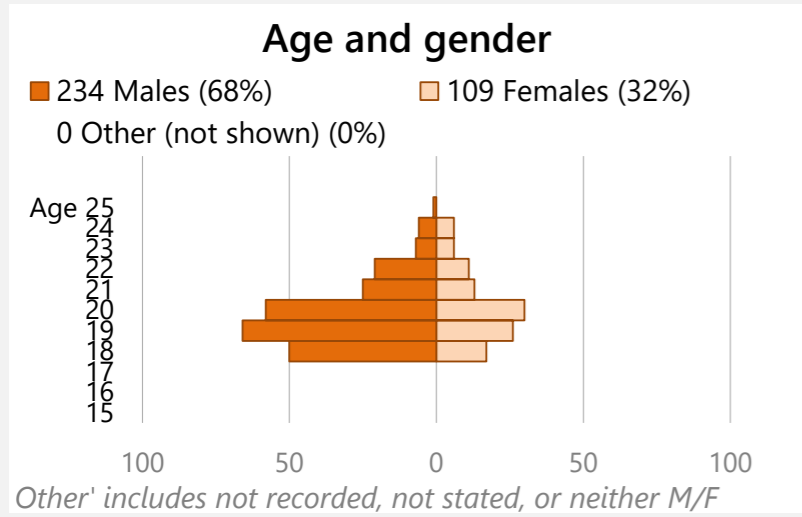
41 of 387 looked after children had an absent incident in the last 12 months

	Latest data	LA 18-19	SNs 18-19	Eng 18-19
Number of all CLA with an absent incident	41 of 387	49		
Percentage of all CLA with an absent incident	11%	10%	7%	3%
Total number of absent incidents for all CLA	195	213		
Average number of incidents per CLA who were absent	4.8	4.3	3.4	3.8

Care leavers currently in receipt of leaving care services

Snapshot 07/10/2020

343 care leavers

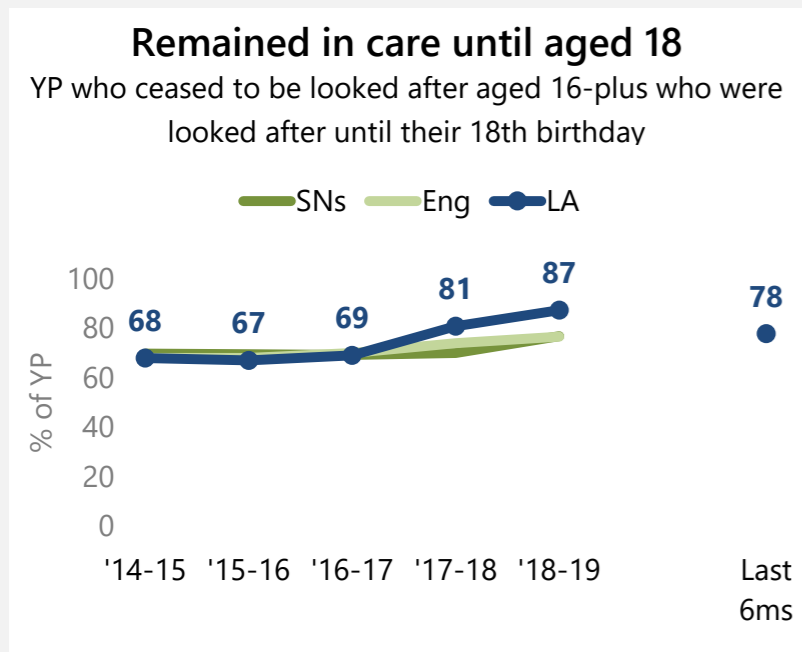


Ethnic background

White	31%
Mixed	14%
Asian or Asian British	11%
Black or black British	23%
Other ethnic group	20%
Not stated	0%
Not recorded	0%

See page 20 for comparisons

38 (11%) care leavers with a disability



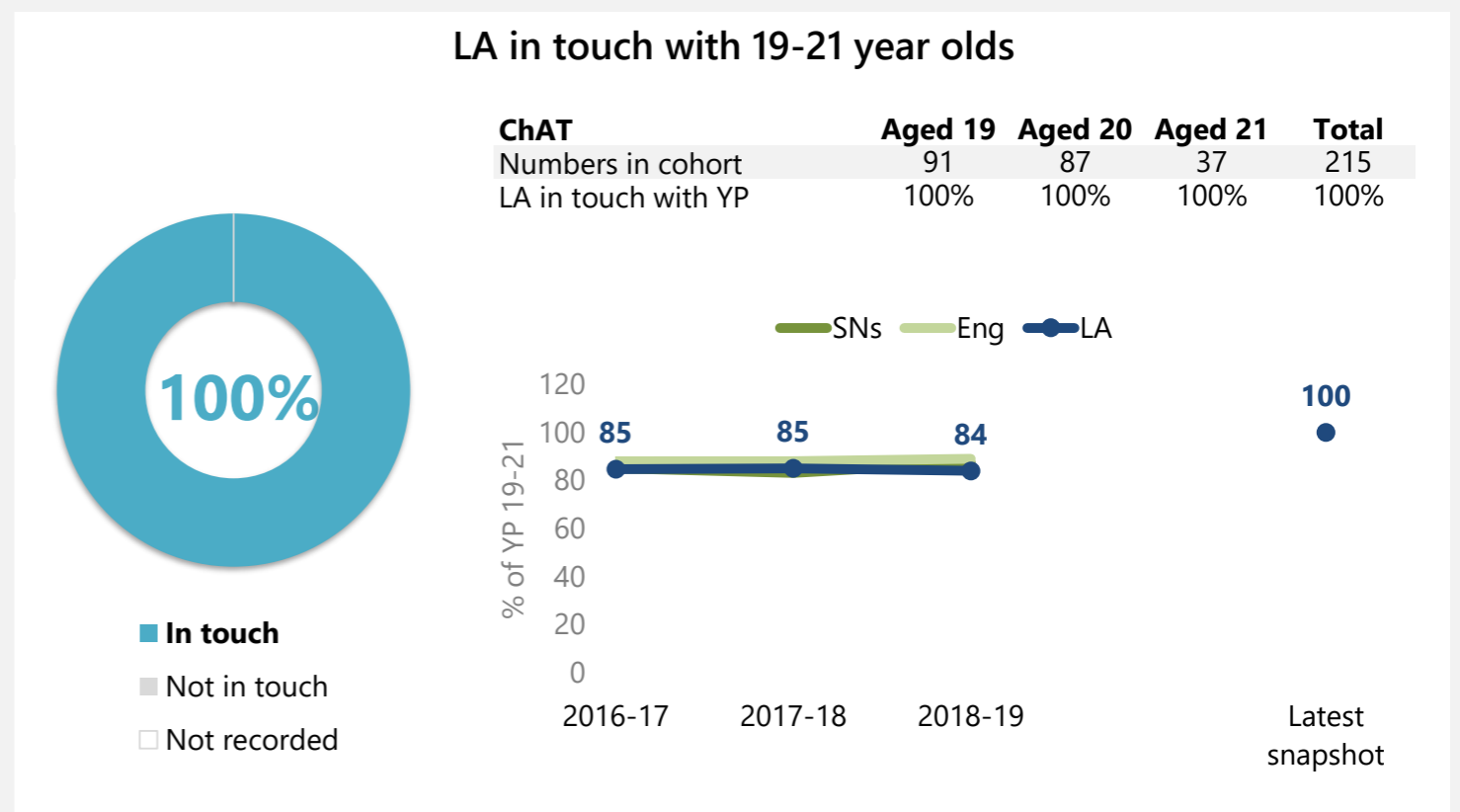
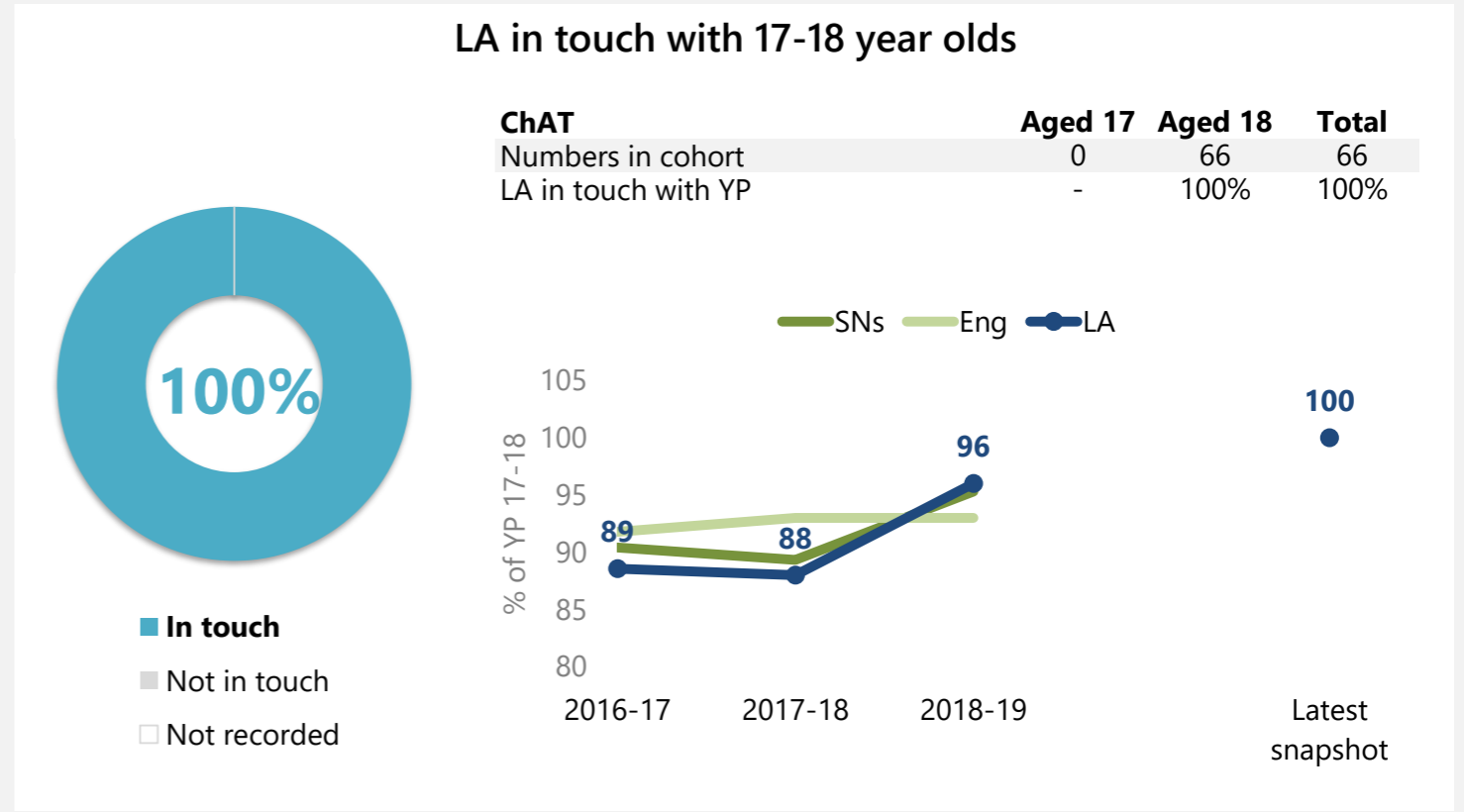
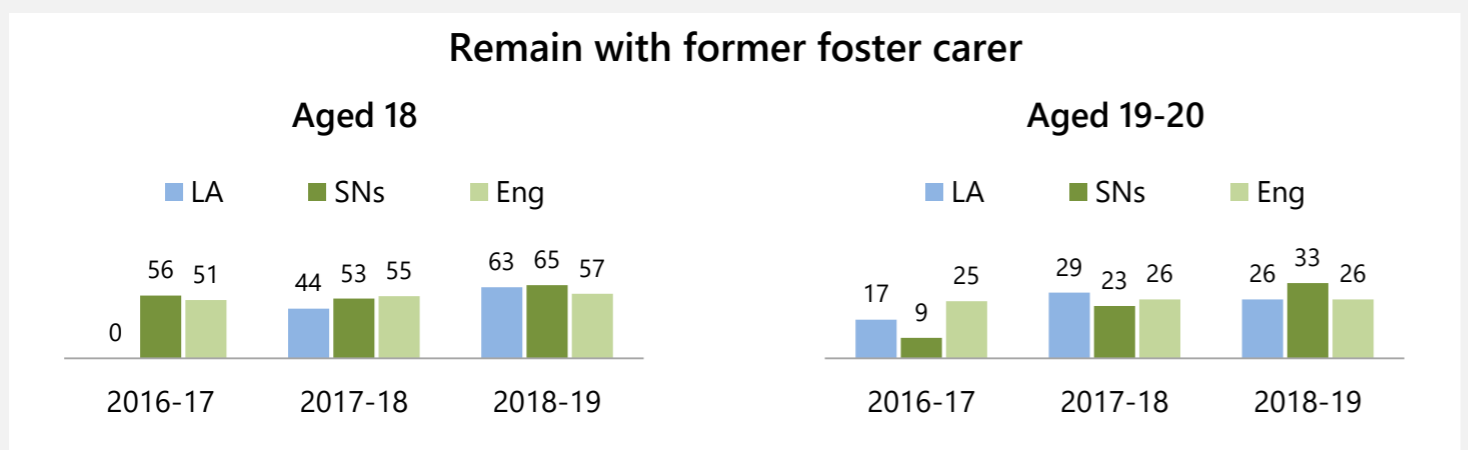
Eligibility category

Relevant	0
Former relevant	337
Qualifying	4
Other	1
Not recorded	1

Relevant = YP aged 16-17 no longer looked after and eligible for leaving care services.

Former relevant = YP aged 18-25 eligible for leaving care services.

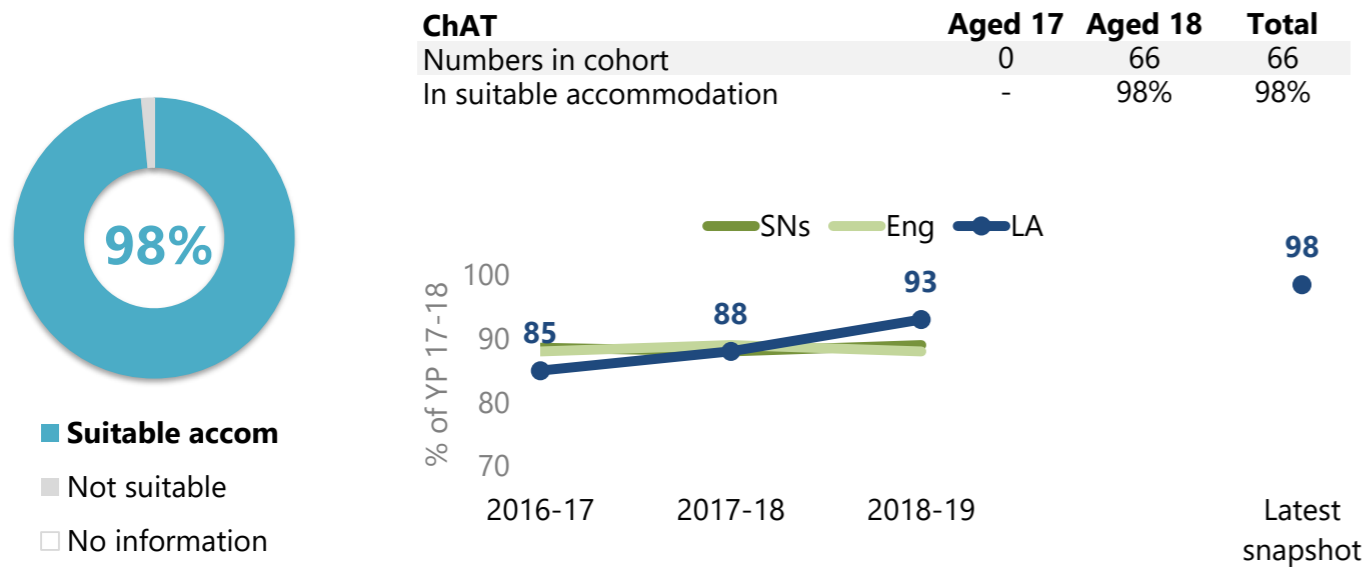
Qualifying = YP aged 18-25 in receipt of support but not eligible for full leaving care services.



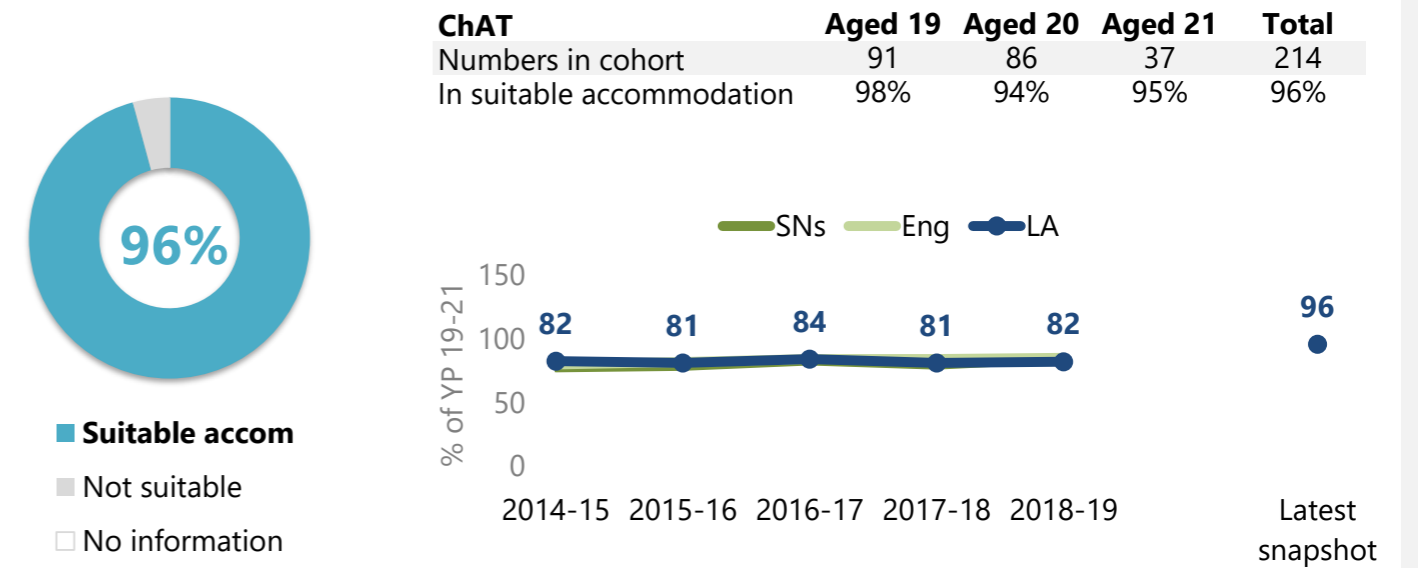
Care leavers accommodation suitability and type

Snapshot 07/10/2020

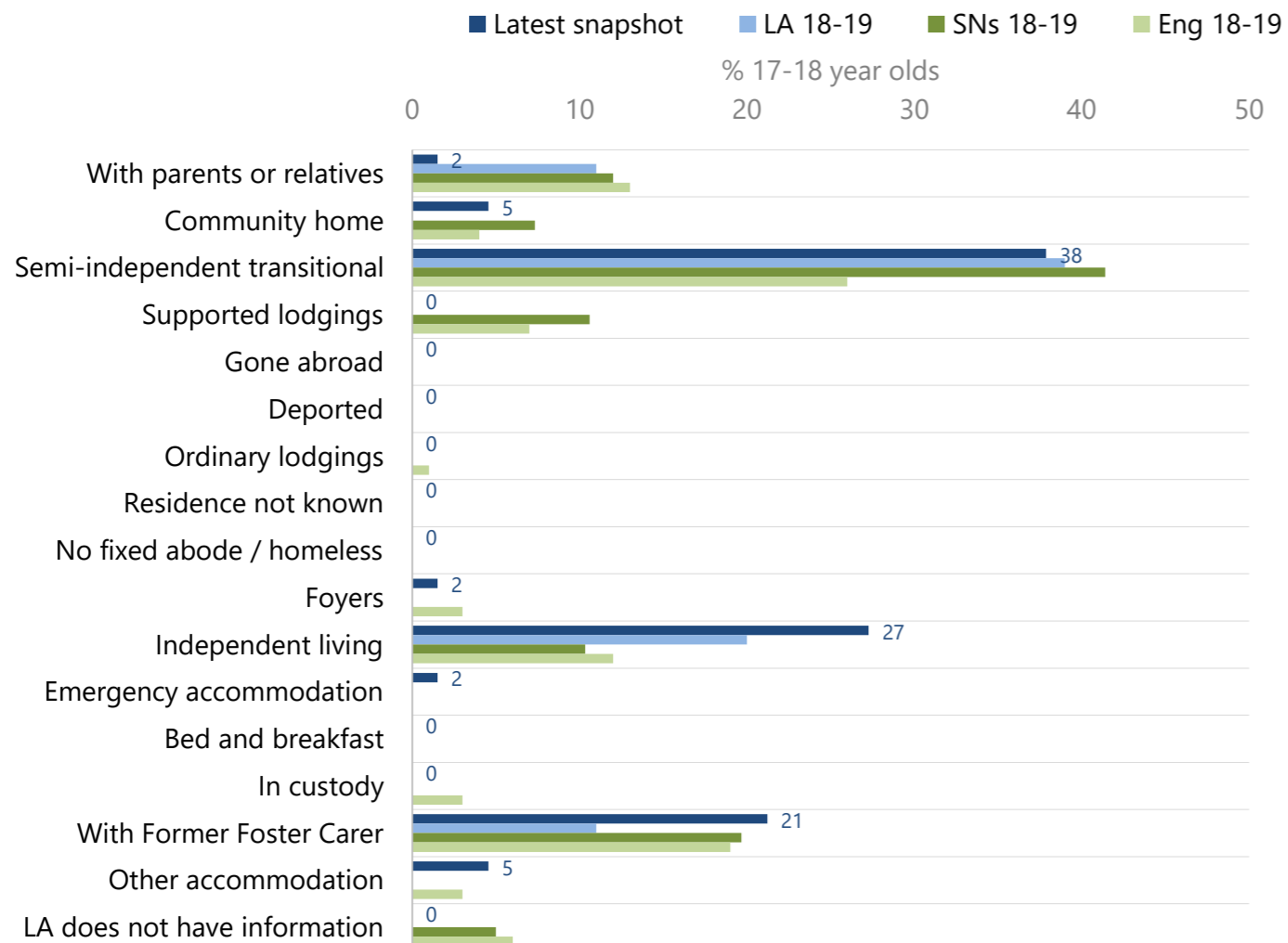
Accommodation suitability of 17-18 year olds



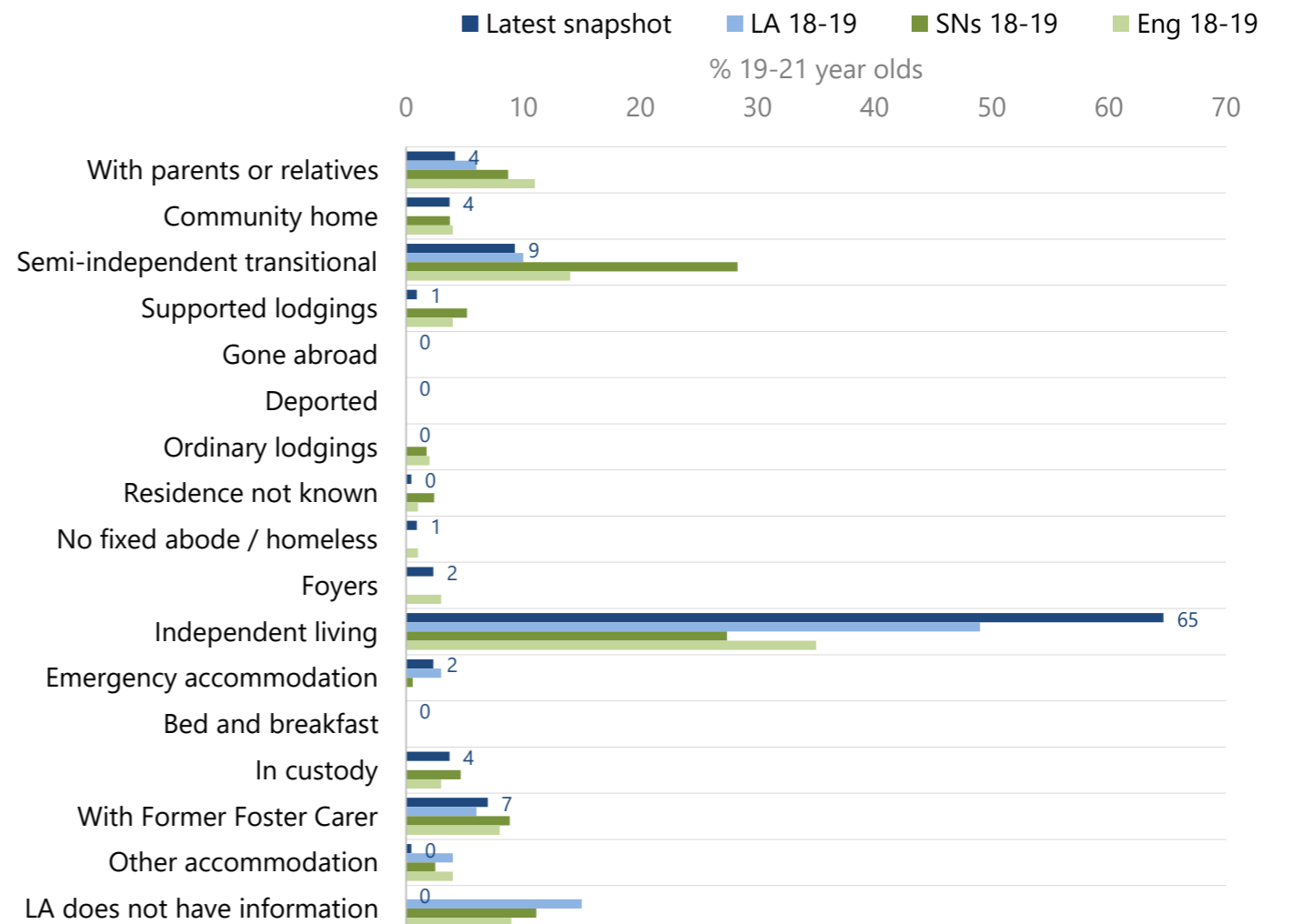
Accommodation suitability of 19-21 year olds



Accommodation types of 17-18 year olds



Accommodation types of 19-21 year olds

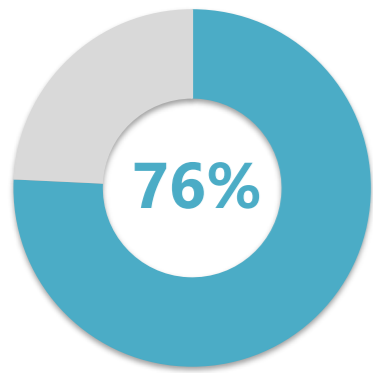


Care leavers activity (Education, Employment, or Training)

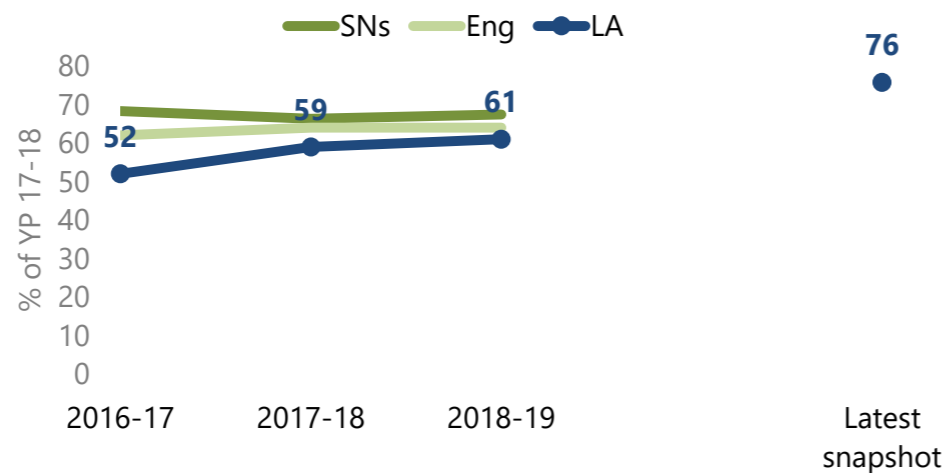
Snapshot 07/10/2020

Education, Employment, or Training (EET) of 17-18 year olds

ChAT	Aged 17	Aged 18	Total
Numbers in cohort	0	66	66
In EET	-	76%	76%

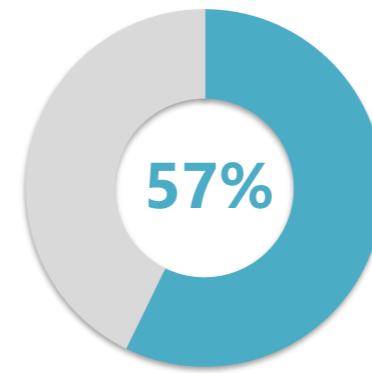


■ YP in EET ■ NEET
□ No info

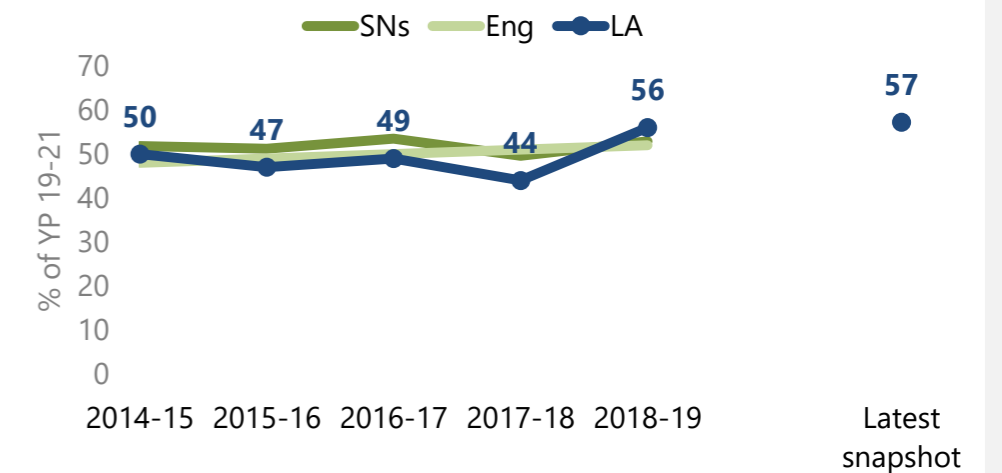


Education, Employment, or Training (EET) of 19-21 year olds

ChAT	Aged 19	Aged 20	Aged 21	Total
Numbers in cohort	91	87	37	215
In EET	62%	54%	54%	57%

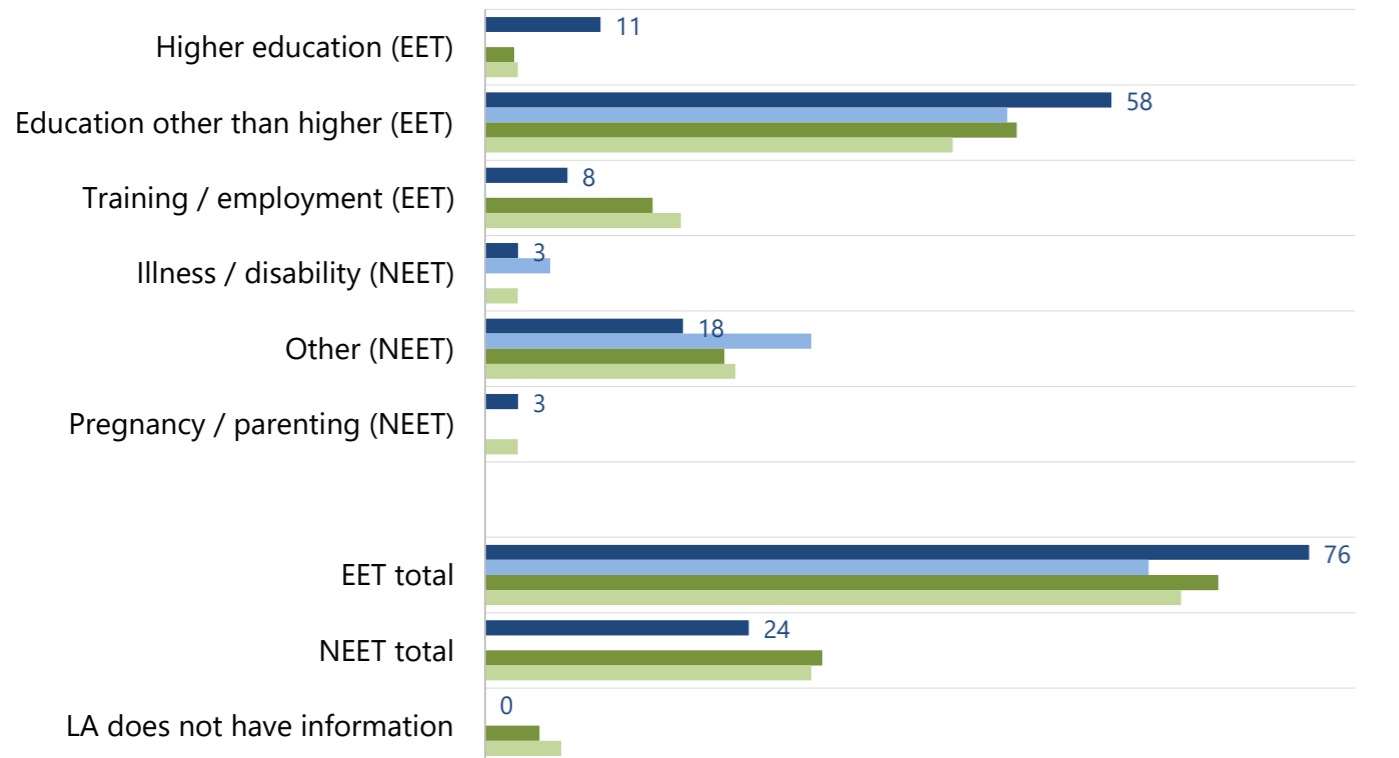


■ YP in EET ■ NEET
□ No info



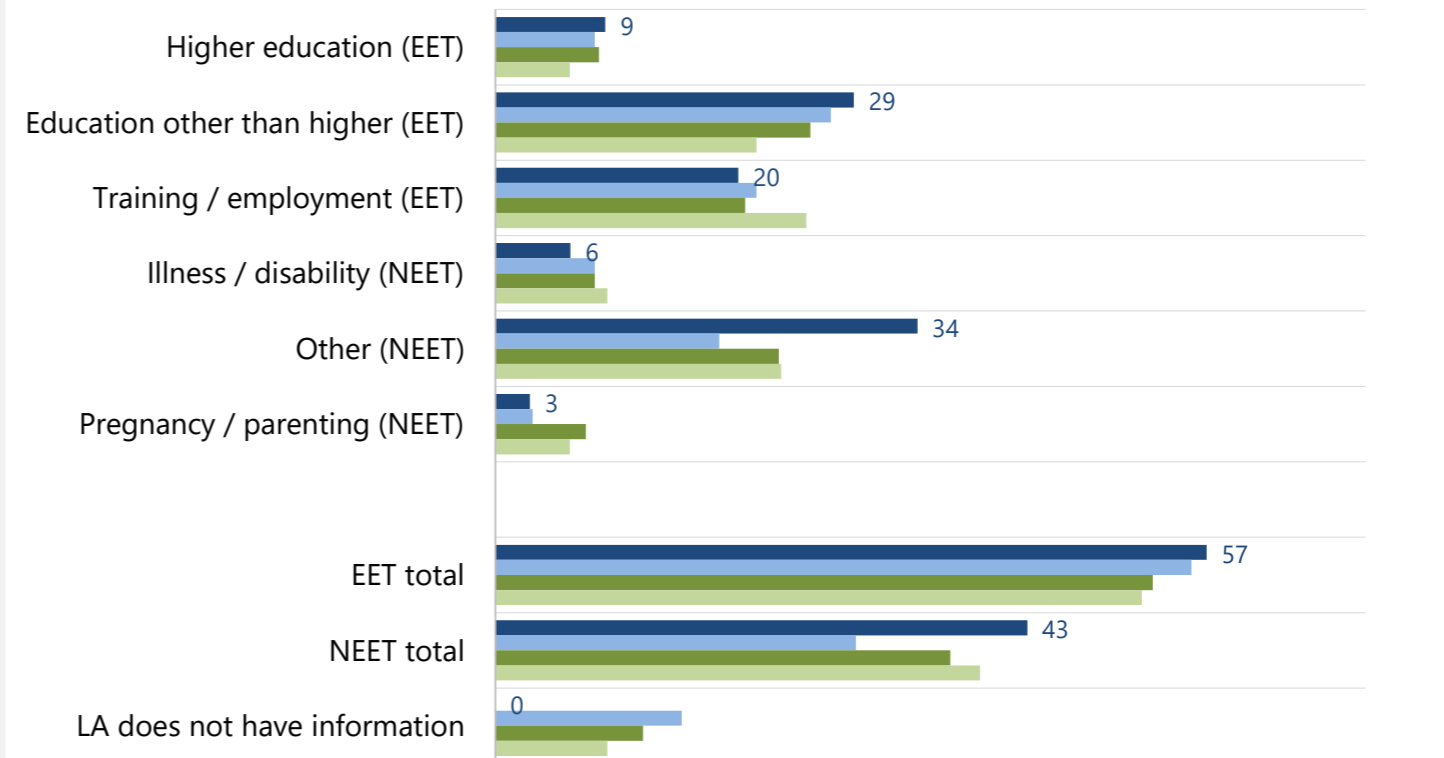
Activity types of 17-18 year olds

■ Latest snapshot ■ LA 18-19 ■ SNs 18-19 ■ Eng 18-19
% 17-18 year olds



Activity types of 19-21 year olds

■ Latest snapshot ■ LA 18-19 ■ SNs 18-19 ■ Eng 18-19
% 19-21 year olds



Children adopted, waiting to be adopted, or had an adoption decision reversed in the last 12 months from 08/10/2019 to 07/10/2020

42 children

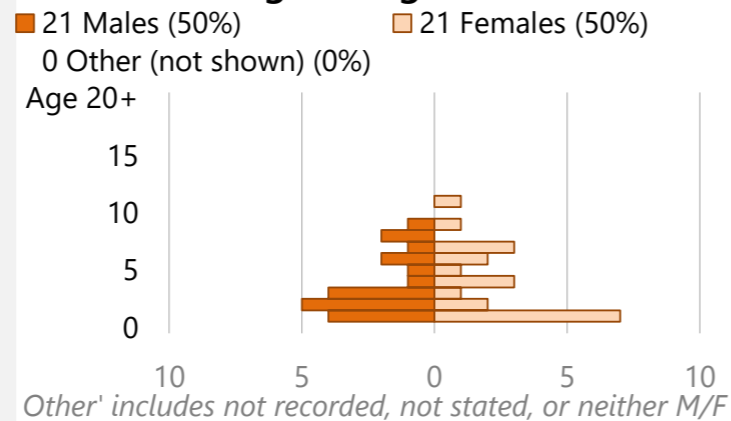
- 6 Child/ren adopted last 12 months
- 27 Child/ren waiting to be adopted (18 Child/ren waiting with placement order)
- 4 Child/ren with decision reversed

Ethnic background

White	55%
Mixed	33%
Asian or Asian British	5%
Black or black British	7%
Other ethnic group	0%
Not stated	0%
Not recorded	0%

See page 20 for comparisons

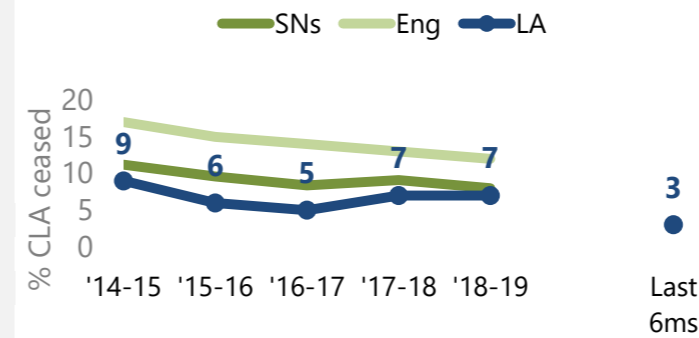
Age and gender



2 children (5%) with a disability

Of the 66 children who ceased to be looked after in the last 6 months, 2 was/were adopted (3%)

Children ceased who were adopted



Children aged 5-plus who were adopted

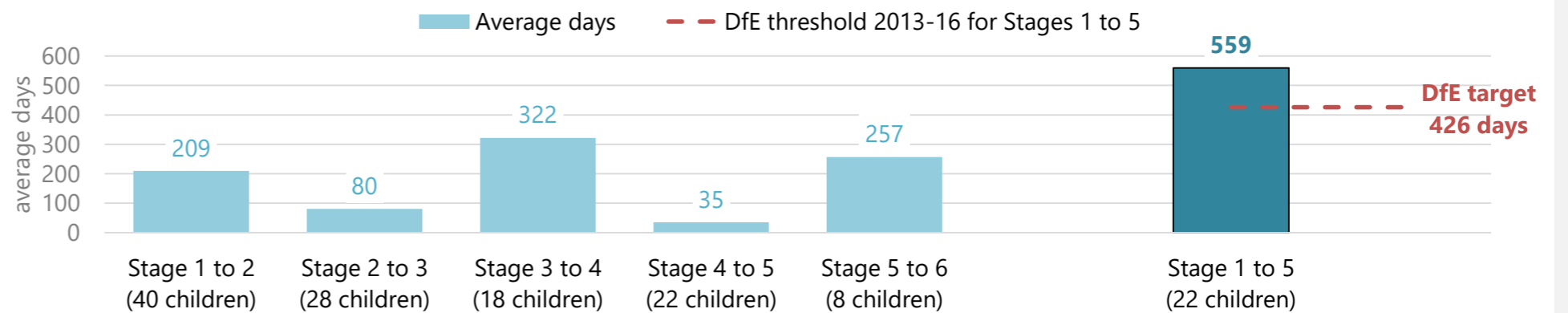
0% of the 51 children aged 5-plus who ceased to be looked after in the last 6 months were adopted

Comparing 5-plus adoptions

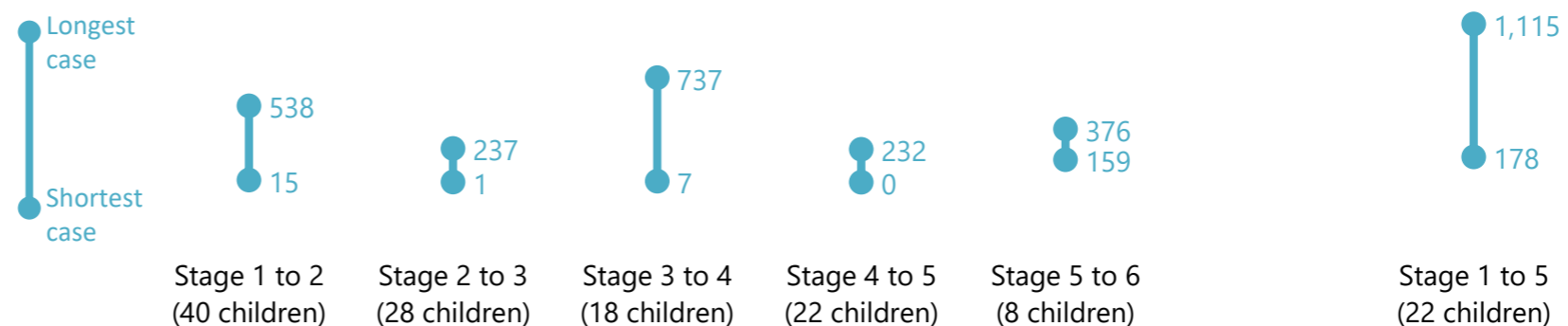
LA last 6 months	0.0%
LA 2013-16 (3 yr average)	2.0%
SNs 2013-16 (3 yr average)	5.0%
Eng 2013-16 (3 yr average)	5.0%

Timeliness of each stage of the adoption process

Average duration of each stage (number of days)



Range in days between shortest and longest cases at each stage

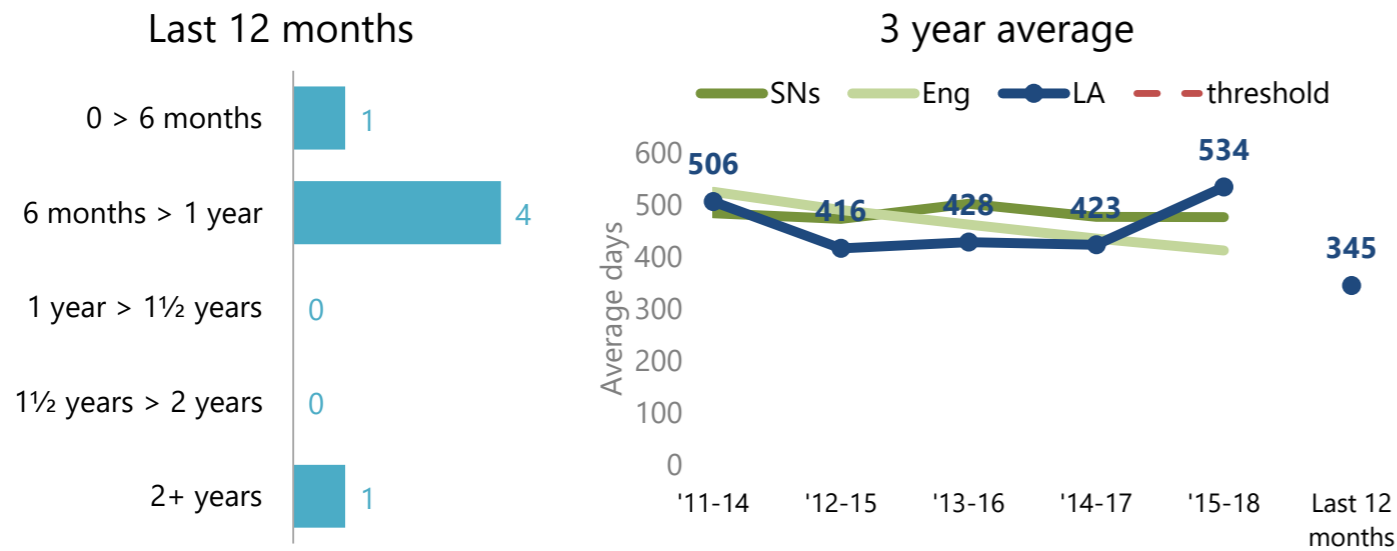


Adoption benchmarking

from 08/10/2019
to 07/10/2020

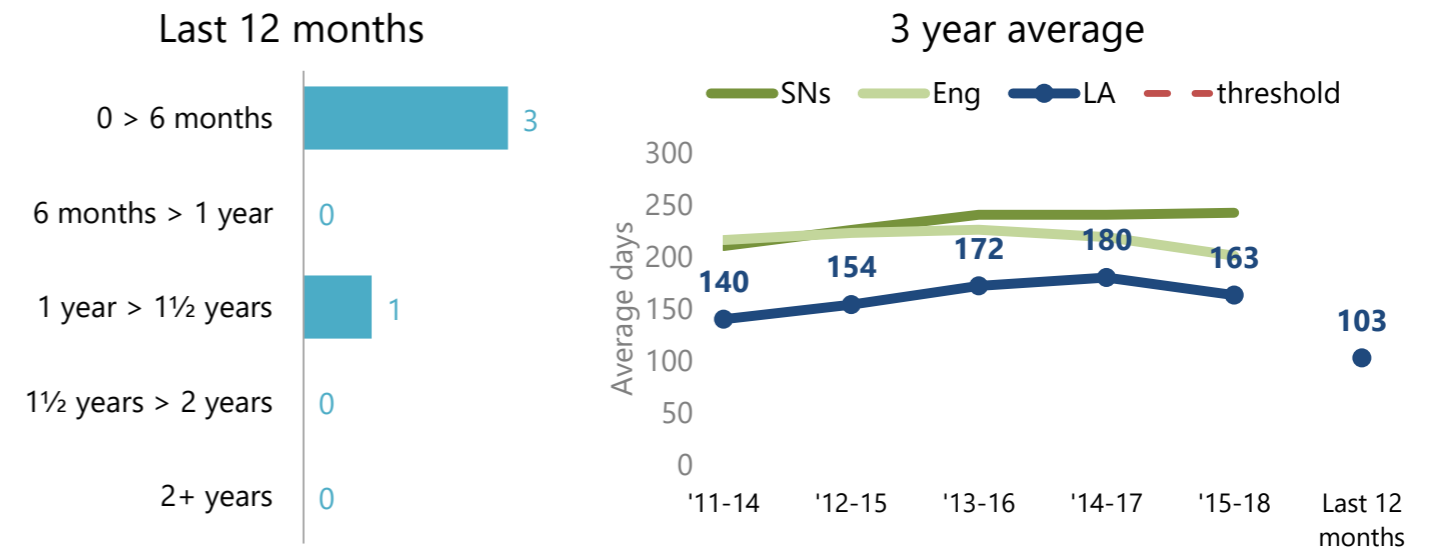
(A10) Time between entering care and placed with family for adopted children

345 days Average number of days between entering care and moving in with adoptive family for adopted children (adjusted for foster carer adoptions)
6 children



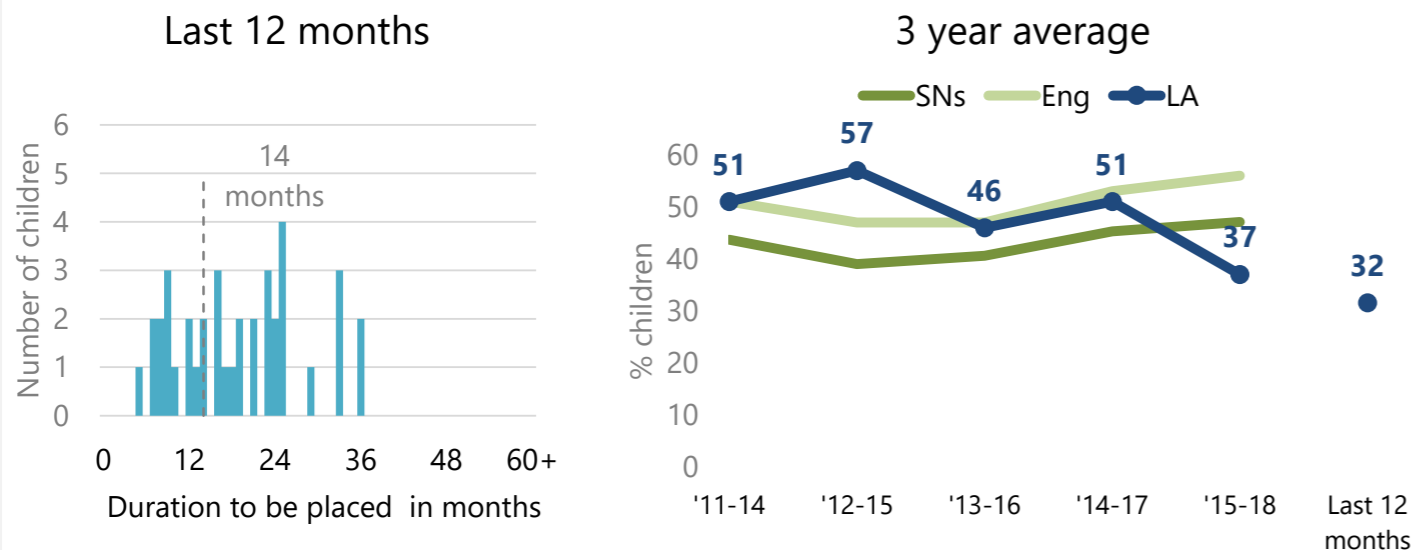
(A2) Time between placement order and deciding on a match

103 days The average number of days from the date of the placement order to the date the child was matched to prospective adopters
4 children



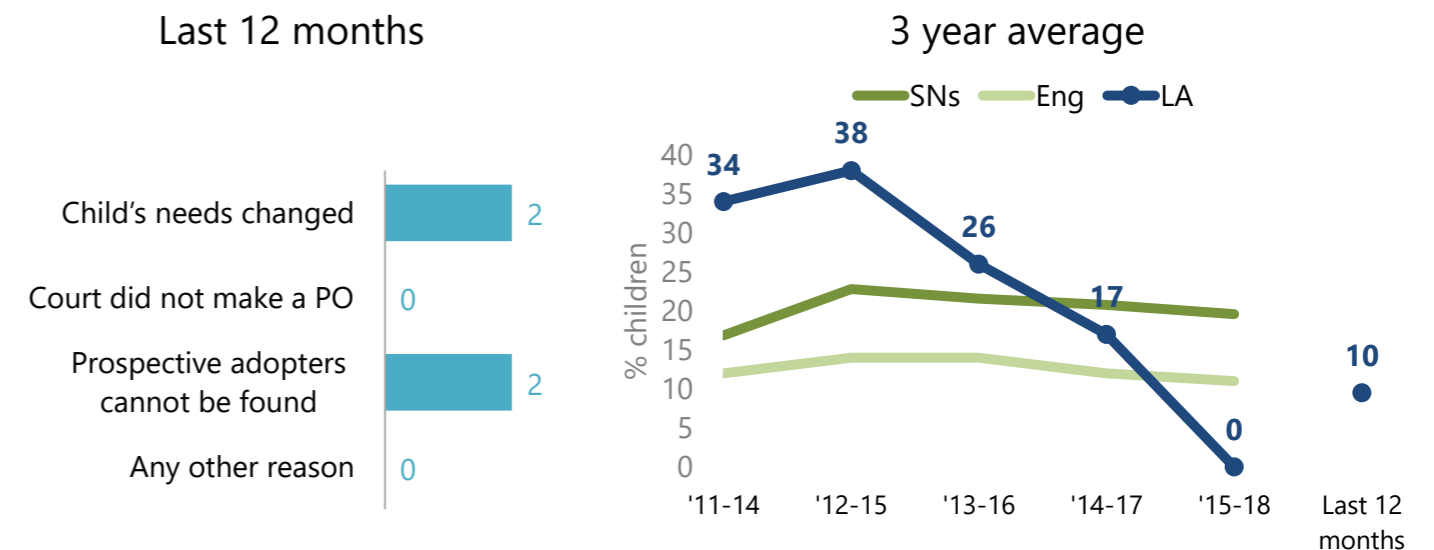
(A3) Time between entering care and placed for adoption

32% Children placed who waited less than the threshold between entering care and being placed for adoption (threshold: 14 months for 2013-16)
12/38 children



(A5) Permanence decision changed away from adoption

10% Children where there was a decision that the child should no longer be placed for adoption
4/42 children



Prospective adopters in the last 12 months

from 08/10/2019
to 07/10/2020

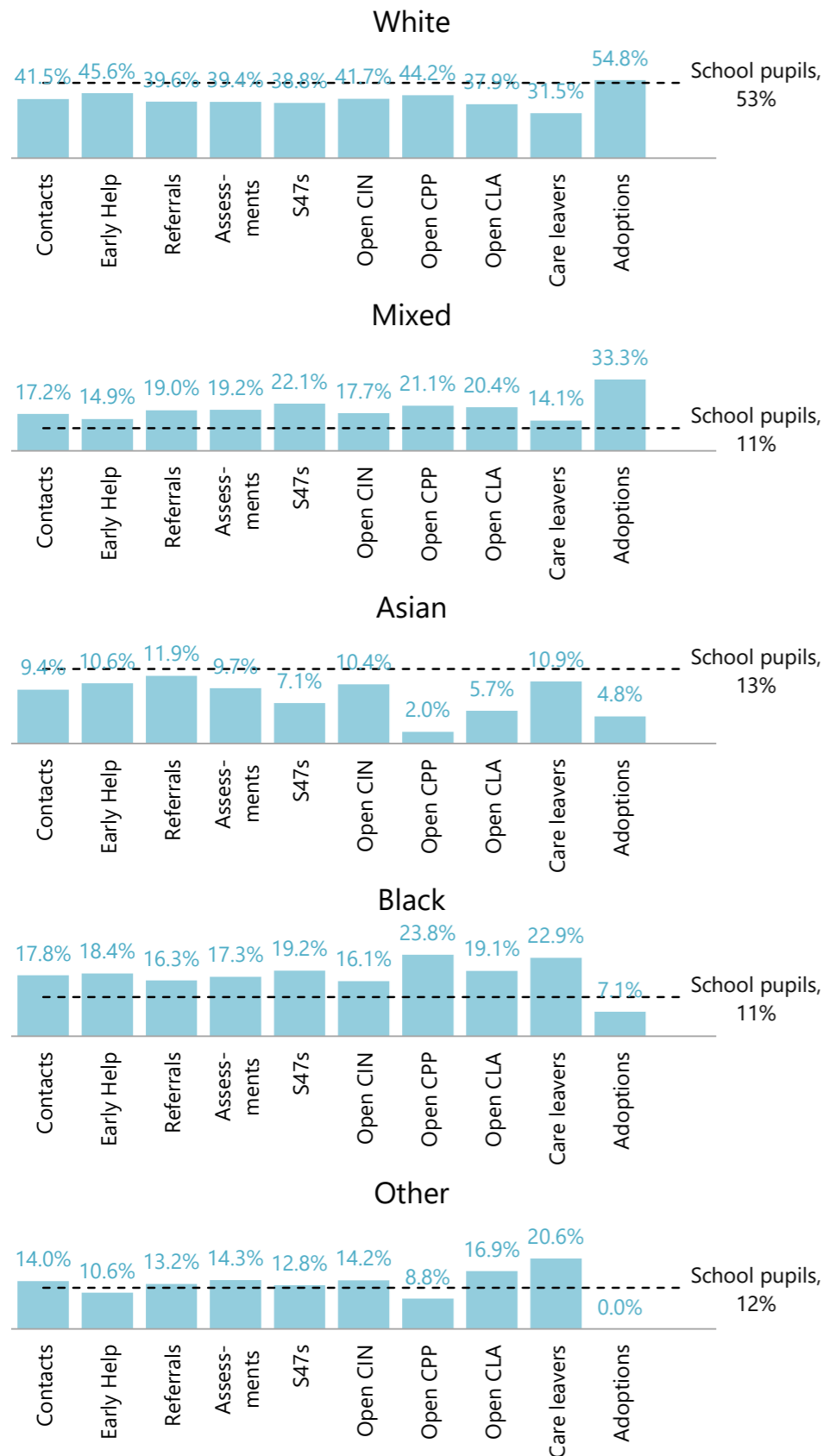


Demographics of children across all areas of children's social care

Snapshot 07/10/2020

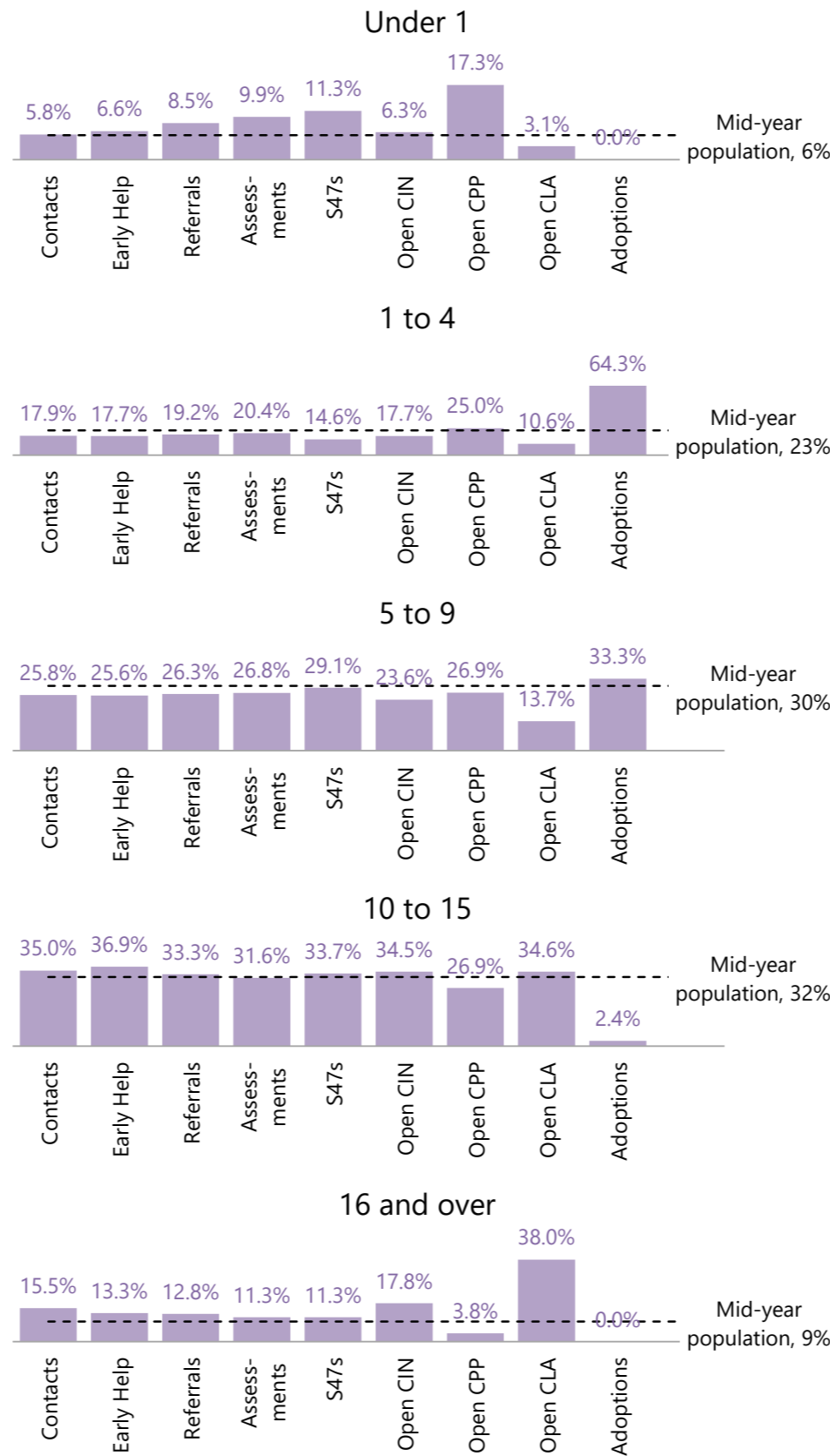
Ethnicity

ChAT* compared to pupils in the LA schools (Jan-19)
*percentage of known ethnicity only



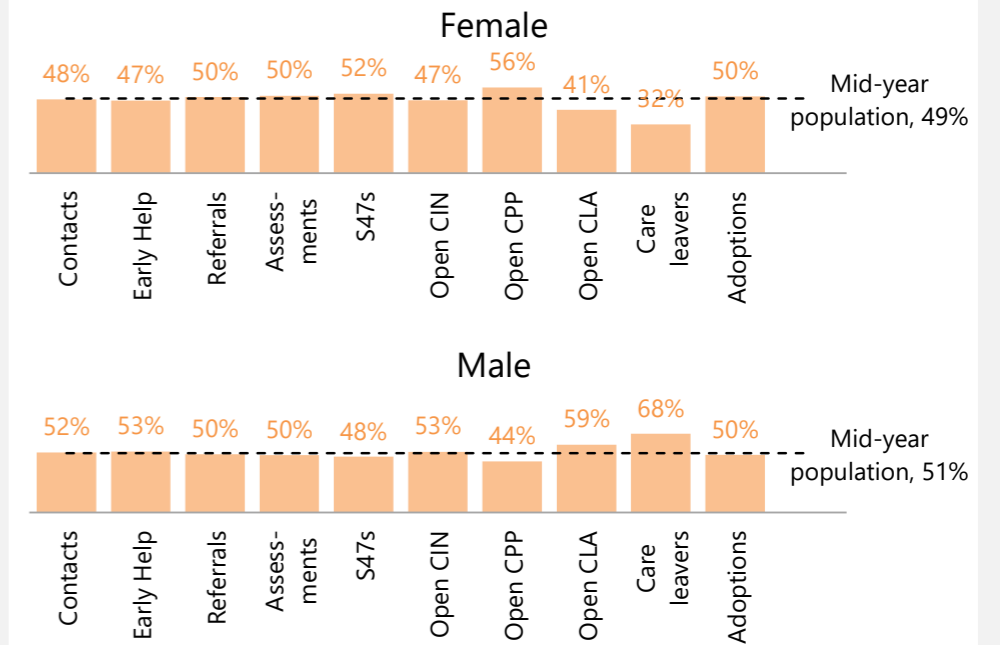
Age

ChAT* compared to mid-year population estimates (ONS-2018)
*percentage of known age only



Gender

ChAT* compared to mid-year population estimates (ONS-2018)
*percentage of Male / Female genders only, excludes Other



Comparing CLA demographics

CLA figures compared to published population statistics

Ethnicity

	LA Latest snapshot			LA 2019			Eng 2019		
	CLA	Pop	% difference	CLA	Pop	% difference	CLA	Pop	% difference
White	38	53	lower -30%	42	53	lower -21%	74	74	no dif 0%
Mixed	20	11	higher 88%	19	11	higher 79%	10	6	higher 64%
Asian	6	13	lower -57%	c	13		4	11	lower -65%
Black	19	11	higher 63%	17	11	higher 48%	8	6	higher 38%
Other	17	12	higher 37%	15	12	higher 25%	4	2	higher 64%

Age

	LA Latest snapshot			LA 2019			Eng 2019		
	CLA	Pop	% difference	CLA	Pop	% difference	CLA	Pop	% difference
Under 1	3	6	lower -45%	6	6	higher 6%	5	5	lower -6%
1 to 4	11	23	lower -54%	9	23	lower -61%	13	23	lower -43%
5 to 9	14	30	lower -54%	12	30	lower -60%	18	29	lower -39%
10 to 15	35	32	higher 8%	36	32	higher 12%	39	32	higher 20%
16-plus	38	9	higher 308%	37	9	higher 297%	24	10	higher 138%

Gender

	LA Latest snapshot			LA 2019			Eng 2019		
	CLA	Pop	% difference	CLA	Pop	% difference	CLA	Pop	% difference
Male	59	51	higher 14%	59	51	higher 15%	56	51	higher 9%
Female	41	49	lower -15%	41	49	lower -16%	44	49	lower -10%

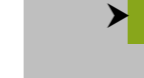
Comparisons of headline figures and performance data to published statistics

The table below shows the Local Authority's latest data for each indicator as calculated in ChAT, and the direction of travel since the latest published statistics (where available).

Decreasing, low is good



Increasing, high is good



No change, not RAG rated



Lowest 25% quartile, low is good



Highest 25% quartile, high is good



Mid 50% range, not RAG-rated



Indicator	Latest data (ChAT)			Latest published statistics for all local authorities					Date
	LA	Direction of travel		LA	SNs	Eng	LA compared to mid-50% range of all LAs		
Referrals received (annual rate per 10,000 of children)	270	Decrease	←	371	517	545	Lower	○	2018-19
Referrals to social care that were within 12 months of a previous referral (%)	15	Decrease	←	18	20	21	In range	○	2018-19
Assessments completed (annual rate per 10,000 of children)	230	Decrease	←	395	506	539	Lower	○	2018-19
Assessments completed within 45 working days (%)	93				89	83			2018-19
Children subject to section 47 enquiries (annual rate per 10,000 of children)	67	Decrease	←	83	150	168	Lower	○	2018-19
Children subject of an initial child protection conference (annual rate per 10,000 of children)	19	Decrease	←	31	60	65	Lower	○	2018-19
Initial Child Protection Conferences held within 15 working days of the start of the section 47 enquiry (%)	99	Increase	→	83	80	79	In range	○	2018-19
Children in need (snapshot rate per 10,000 children)	152	Decrease	←	207	318	334	Lower	○	2018-19
Children who are the subject of a child protection plan (snapshot rate per 10,000 children)	17	Decrease	←	18	38	44	Lower	○	2018-19
Children who became the subject of a CP plan for a second or subsequent time (%)	15	Increase	→	9	20	21	Lower	○	2018-19
Children who ceased to be on a CP plan whose plan lasted 2 years or more (%)	3	-	↑ ↑	c	3	3	Higher	○	2018-19
Children who are looked after (snapshot rate per 10,000 children)	35	Increase	→	34	45	65	Lower	○	2018-19
Children looked after who had a missing incident in the period (%)	19	Increase	→	18	13	11	Higher	○	2018-19
Children looked after who were away without authorisation in the period (%)	11	Increase	→	10	7	3	Higher	○	2018-19
Children looked after who had their teeth checked by a dentist in the last 12 months (%)	38	Decrease	←	78	88	85	Lower	○	2018-19
Children looked after who had their annual health assessment (%)	87	Decrease	←	100	91	90	Higher	○	2018-19
Children who ceased to be looked after in the period who were adopted (%)	3	Decrease	←	7	8	12	Lower	○	2018-19
Children who ceased to be looked after in the period due to a Special Guardianship Order (%)	5	Increase	→	3	19	-	Lower	○	2018-19
Children leaving care over the age of 16 who remained looked after until their 18th birthday (%)	78	Decrease	←	87	77	77	Higher	○	2018-19
Care leavers aged 19-21 in suitable accommodation (%)	96	Increase	→	82	85	85	In range	○	2018-19
Care leavers aged 19-21 in education, employment, or training (%)	57	Increase	→	56	53	52	In range	○	2018-19
A1 - Average time between entering care and moving in with family for children who were adopted (days)	345	Decrease	←	576	577	486	Higher	○	2015-18
A2 - Average time between LA receiving placement order and LA deciding on a match with family (days)	103	Decrease	←	163	242	201	In range	○	2015-18

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PERFORMANCE MATTERS SCORECARD

	Previous Year	31st July 2019	Previous Year	31st August 2019	Previous Year	Q2 - September 2019	Previous Year	31st October 2019	Previous Year	30th November 2019	Previous Year	Q3 December 2019	Previous Year	31st January 2020	Previous Year	29th February 2020	Previous Year	Q4 March 2020	Previous Year	30th April 2020	Previous Year	31st May 2020	Previous Year	Q1 June 2020	Previous Year	31st July 2020	Previous Year	30 September 2020	Year to Date Figure	Monthly In Year Change	Monthly Change from Previous Year	12 Month Rolling Avg.				
Contacts																																				
Number of Contacts	1,564	1,560	1,195	1,078	1,209	1,562	1,450	1,619	1,544	1,520	1,231	1,406	1,369	1,654	1,378	1,391	1,789	1,358	1,407	1,151	1,516	1,197	1,480	1,406	1,560	1,477	1,078	1,176	1,562	1,374	7,781	↑	+ 98	↑	1,513	
Source of Contacts																																				
Police	576	620	474	427	461	456	554	554	469	489	410	510	538	639	436	526	603	542	507	421	513	493	528	522	620	652	427	493	456	549	3,130	↑	+ 66	↑	558	
Education	155	272	5	20	176	259	234	284	289	299	263	248	192	264	231	258	365	198	159	73	202	75	272	116	272	128	20	20	259	219	631	↑	-	↑	212	
Health Services	265	218	198	216	177	277	190	271	265	257	201	230	176	208	214	219	258	226	228	184	212	181	256	218	218	300	216	233	277	232	1,348	↓	+ 17	↑	248	
LA Services	224	191	187	152	151	185	192	245	255	176	155	185	187	209	205	133	207	128	192	201	237	201	181	200	191	150	152	172	185	125	1,049	↓	+ 20	↓	197	
Legal Agency	126	98	132	112	95	215	96	136	145	132	115	122	115	142	105	97	140	102	141	90	169	88	84	175	98	106	112	120	215	97	676	↓	+ 8	↓	128	
Individual	118	61	93	75	70	78	100	49	66	61	34	36	81	68	98	66	57	79	83	97	68	89	71	97	61	67	75	61	78	81	492	↑	-14	↑	74	
Other	83	66	51	39	59	55	59	43	38	84	21	53	49	83	62	64	103	58	65	68	79	51	69	53	66	62	39	61	55	60	355	↓	+ 22	↑	66	
Housing	17	34	55	37	20	37	25	37	17	22	32	22	31	41	27	28	56	25	32	17	36	19	19	25	34	12	37	16	37	11	100	↓	-21	↓	30	
Timeliness of decision making	35%	44%	72%	88%	62%	91%	39%	87%	49%	70%	47%	67%	59%	78%	54%	80%	41%	87%	32%	99%	62%	99%	51%	99%	44%	99%	88%	99%	91%	99%	99%	↑	11%	↑	87%	
Percent of Contacts going to Referral	20%	19%	26%	16%	25%	11%	23%	15%	23%	16%	20%	14%	19%	19%	20%	17%	17%	16%	16%	19%	17%	14%	18%	19%	16%	16%	14%	11%	13%	17%	↓	-2.3%	↓	17%		
Referrals																																				
Number of referrals	309	294	313	171	299	176	330	242	350	238	251	196	255	311	280	272	296	225	232	189	284	201	213	249	294	234	171	160	176	183	1,216	↑	-11	↑	241	
Source of Referrals																																				
Police	79	74	120	68	77	38	99	68	88	86	54	60	102	96	83	67	66	66	65	77	68	99	39	95	74	118	68	73	38	67	529	↓	+ 5	↓	76	
Education	65	92	6	11	76	62	75	61	89	51	108	47	53	75	72	80	103	46	28	7	62	13	51	15	92	13	11	4	62	38	90	↑	-7	↑	50	
Health Services	54	26	53	34	52	33	47	39	47	29	39	41	34	38	47	55	35	30	25	43	52	33	39	49	26	46	34	29	33	17	217	↓	-5	↓	39	
LA Services	59	57	58	24	50	27	32	44	79	33	33	32	41	61	30	33	41	26	48	35	60	33	46	37	57	33	24	33	27	34	205	↑	+ 9	↑	40	
Legal Agency	17	10	23	7	7	4	23	4	11	5	8	4	8	9	11	6	13	13	19	8	17	2	13	7	10	7	7	2	4	7	33	↑	-5	↔	7	
Individual	17	15	29	17	16	6	25	8	15	14	6	4	11	16	23	22	10	16	14	5	10	10	9	20	15	4	17	3	6	9	51	↑	-14	↓	12	
Other	18	16	15	3	12	3	19	15	19	18	3	8	4	13	9	7	14	26	27	14	12	11	16	14	16	10	3	13	3	11	73	↓	+ 10	↑	14	
Housing	0	4	9	7	9	3	10	3	2	2	0	0	2	3	5	2	14	2	6	0	3	0	0	12	4	3	7	3	3	0	18	↓	-4	↓	2	
Early Help																																				
Number of Open EHA/Universal Plus	693	840	640	738	622	743	679	823	691	862	689	955	827	958	842	1,015	900	915	973	802	831	792	804	735	840	777	738	767	743	853	4,726	↑	+ 110	↑	1,119	
Number of EHA/Universal Plus Opened	123	166	78	141	102	160	142	208	160	192	100	222	260	186	159	244	238	198	193	175	178	115	141	156	166	234	141	153	160	292	1,125	↑	+ 132	↑	248	
Number of EHA/Universal Plus Closed	139	183	131	243	120	155	85	128	148	153	102	129	122	183	144	187	180	298	120	288	179	125	168	213	183	208	243	163	155	206	1,203	↑	+ 51	↑	250	
Assessments																																				
Assessments Completed	294	252	274	258	277	203	372	253	332	221	295	171	290	261	290	260	290	264	279	273	334	229	216	266	252	230	258	199	203	199	1,396	↔	-4	↓	254	
Timeliness	90%	94%	87%	81%	79%	83%	85%	73%	89%	87%	94%	87%	87%	87%	92%	86%	87%	91%	89%	81%	93%	84%	88%	91%	94%	90%	81%	84%	83%	89%	89%	↔	6%	↑	93%	
Child Seen	97%	98%	94%	98%	95%	95%	97%	98%	96%	98%	99%	94%	96%	95%	97%	99%	97%	99%	99%	99%	99%	99%	98%	97%	97%	98%	97%	96%	95%	99%	99%	↔	4%	↑	97%	
S47																																				
Number of Section 47	82	80	67	60	54	48	70	63	78	56	67	54	46	58	75	68	73	88	74	37	80	46	83	54	80	50	60	31	48	48	266	↔	-	↔	61	
Multi-agency Strat Discussions (meeting date)	57	49	32	29	53	37	47	41	60	30	29	34	43	41	42	37	40	62	49	31	47	30	46	44	49	30	29	32	37	37	204	↔	-	↔	41	
Police	57	47	30	29	50	37	47	41	59	30	29	33	42	41	41	37	39	60	48	30	45	30	46	44	47	30	29	32	37	37	203	↔	-	↔	41	
Education	31	23	6	7	33	21	22	21	46	19	22	19	29	24	25	19	26	38	22	11	29	10	36	26	23	12	7	5	21	20	84	↔	-1	↓	22	
Health	44	43	30	21	41	30	37	27	42	21	17	21	25	25	29	19	29	40	43	20	36	22	41	36	43	22	21	26	30	24	150	↔	-6	↓	29	
Number of ICPC	10	9	18	11	12	8	15	7	11	11	8	1	3	7	15	6	11	5	7	14	9	10	17	13	9	10	11	6	8	3	56	↔	-5	↓	9	
Timeliness of ICPC	70%	82%	83%	69%	83%	89%	93%	100%	91%	100%	87%	50%	100%	88%	93%	100%	100%	60%	88%	93%	90%	100%	85%	92%	82%	100%	69%	83%	89%	100%	100%	↔	11%	↑	96%	
S47 Not leading to ICPC	71%	65%	63%	62%	69%	58%	77%	75%	67%	75%	90%	85%	70%	86%	65%	81%	68%	83%	72%	59%	65%	59%	72%	61%	65%	66%	62%	81%	58%	75%	75%	↔	17%	↑	80%	
Multi-agency involvement in ICPC																																				

PERFORMANCE MATTERS SCORECARD



	Previous Year		Q2 - September 2019				Q3 - December 2019				Q4 - March 2020				Q1 - June 2020				Q2 - September 2020				Year to Date Figure	Monthly In Year Change	Monthly Change from Previous Year	12 Month Rolling Avg.																		
	31st July 2019	31st August 2019	31st September 2019	31st October 2019	30th November 2019	31st December 2019	31st January 2020	29th February 2020	31st March 2020	30th April 2020	31st May 2020	30th June 2020	31st July 2020	31st August 2020	30 September 2020	2020	2019	2019	2019	2019	2019	2020	2019	2019	2019																			
ICPC leading to Plan	6	9	17	11	12	8	15	7	10	11	6	1	2	7	15	4	10	4	7	13	9	8	17	12	9	9	11	6	8	3	51	↔	-5	↓	9									
CIN																																												
Number of CiN Cases	550	550	531	552	538	560	559	554	570	547	573	538	599	518	631	494	590	469	555	492	559	496	532	494	550	479	560	477	538	474	474	↓	-64	↓	648									
Number started	65	48	40	50	64	49	103	60	76	46	52	28	86	28	82	32	51	59	42	64	58	62	51	45	48	39	49	37	64	38	246	↑	-26	↓	58									
Visits	66%	67%	61%	59%	69%	56%	69%	51%	69%	60%	63%	65%	72%	70%	75%	66%	72%	75%	67%	87%	62%	81%	65%	80%	56%	87%	59%	71%	56%	87%	87%	↔	31%	↑	73%									
Length of CiN																																												
0-3 Months	29%	24%	28%	25%	30%	23%	35%	26%	34%	22%	30%	23%	33%	20%	32%	30%	33%	22%	29%	27%	26%	31%	27%	30%	24%	28%	25%	24%	30%	22%	22%	↓	-8%	↓	32%									
3-6 Months	23%	26%	22%	25%	21%	26%	21%	25%	21%	22%	23%	24%	26%	25%	31%	22%	27%	22%	25%	19%	26%	18%	24%	21%	26%	23%	25%	26%	21%	25%	25%	↓	4%	↑	29%									
6-9 Months	21%	15%	23%	18%	21%	20%	19%	21%	16%	21%	13%	19%	15%	12%	15%	16%	18%	19%	17%	20%	17%	17%	20%	14%	15%	13%	18%	12%	21%	14%	14%	↑	-7%	↓	20%									
9-12 Months	6%	6%	7%	9%	8%	7%	5%	9%	4%	8%	6%	14%	5%	13%	8%	12%	7%	11%	9%	10%	10%	11%	8%	12%	6%	11%	9%	12%	8%	11%	11%	↓	3%	↑	13%									
12 Months +	21%	29%	20%	23%	20%	24%	19%	21%	20%	20%	20%	25%	17%	27%	17%	20%	17%	27%	19%	27%	18%	23%	21%	23%	29%	25%	23%	26%	20%	28%	28%	↑	8%	↑	30%									
CP																																												
Number of CP Cases	173	201	195	211	193	203	181	182	178	190	167	185	158	183	173	163	168	159	172	164	168	169	190	171	170	162	172	168	203	153	153	↔	-50	↓	187									
CP Plans Started	15	28	32	21	23	14	22	15	19	20	12	5	4	14	39	8	17	12	16	16	14	17	37	19	16	11	11	12	14	7	82	↔	-7	↓	16									
CP Plans Ended	12	17	10	11	25	22	34	36	22	12	23	10	13	16	24	28	22	16	12	11	18	12	17	17	36	20	9	6	22	22	88	↔	-	↔	19									
Category																																												
Emotional abuse	72	98	85	95	86	89	91	67	94	65	85	66	84	63	93	57	91	54	88	57	82	49	90	48	79	44	79	44	89	38	38	↔	-35	↓	62									
Neglect	55	69	64	75	64	74	50	76	54	84	56	81	55	80	61	78	59	80	64	78	72	83	74	96	76	92	76	97	74	90	90	↔	+ 21	↑	91									
Physical abuse	29	27	31	34	30	34	29	33	24	34	20	31	17	32	17	21	16	19	16	21	10	23	21	19	11	21	13	22	34	21	21	↔	+ 9	↓	27									
Sexual abuse	17	7	15	7	13	6	11	6	6	7	6	7	2	8	2	7	2	6	4	7	4	5	5	8	4	5	4	5	6	4	4	↔	+ 1	↓	7									
Visits (10 day)	63%	67%	64%	62%	73%	64%	67%	57%	75%	67%	75%	78%	71%	72%	77%	77%	75%	70%	83%	83%	77%	86%	76%	83%	64%	85%	62%	83%	64%	79%	79%	↔	15%	↑	77%									
Visit (4 week)	88%	92%	89%	92%	90%	99%	92%	86%	93%	85%	94%	92%	97%	91%	94%	92%	93%	94%	95%	93%	98%	96%	94%	99%	99%	99%	92%	97%	99%	98%	98%	↔	-1%	↓	93%									
Seen alone	49%	49%	50%	51%	52%	49%	51%	49%	50%	39%	49%	47%	42%	48%	55%	50%	52%	46%	51%	39%	49%	42%	51%	54%	49%	62%	51%	62%	49%	65%	65%	↔	16%	↑	50%									
Conference timeliness	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	↔	0%	↔	100%								
CLA																																												
Number of CLA	316	320	325	318	327	328	329	330	322	318	324	311	321	326	318	326	312	327	313	320	315	317	312	318	320	317	319	312	328	318	318	↑	-7	↓	321									
UASC	60	64	61	65	67	66	65	70	64	68	67	67	62	66	61	67	59	65	65	60	66	59	63	63	63	66	63	66	69	69	69	↑	-	↑	65									
Started	17	28	24	15	17	19	16	16	7	13	12	9	14	23	13	8	11	17	14	7	9	5	14	9	10	10	10	7	13	38	↑	-3	↑	14										
Ceased	14	20	15	17	15	9	14	14	25	10	16	17	8	8	16	8	17	16	12	14	11	8	17	8	2	9	2	12	9	7	51	↓	+ 10	↑	14									
Stability - Same Placement	284	275	279	265	270	265	259	251	239	243	226	237	230	230	220	203	214	302	315	303	305	283	296	290	282	289	269	265	268	268	↓	-20	↓	257										
- 1 Move (2 Placements)	29	40	40	45	45	55	47	58	51	62	58	67	64	74	66	73	72	75	12	5	11	11	27	20	26	33	26	38	55	39	39	↑	+ 12	↑	50									
- 2+ Moves (3+ Placements)	3	5	6	8	12	8	17	13	20	17	23	18	20	22	22	33	37	38	0	0	1	1	2	2	4	2	4	5	8	11	11	↑	+ 1	↑	14									
Reviews	82%	64%	82%	57%	79%	58%	74%	57%	70%	57%	80%	58%	76%	56%	94%	57%	94%	59%	83%	51%	77%	62%	76%	68%	72%	79%	65%	76%	58%	80%	80%	↑	11%	↑	59%									
Visits	89%	83%	83%	82%	86%	87%	90%	85%	85%	83%	89%	78%	89%	85%	89%	89%	93%	92%	94%	94%	87%	87%	86%	87%	87%	88%	82%	86%	87%	90%	90%	↔	3%	↑	87%									
Initial Health Assessments - Due	37	60	56	82	75	96	93	115	109	130	114	140	124	150	138	171	149	180	14	20	18	7	9	3	10	10	6	10	96	7	57	↓	+ 4	↑	97									
- In Time %	65%	65%	61%	56%	63%	51%	67%	54%	65%	53%	64%	54%	64%	52%	66%	56%	66%	55%	63%	65%	70%	57%	68%	67%	70%	80%	50%	80%	51%	100%	74%	↑	49%	↑	58%									
- Missing Data	3	8	6	10	7	11	9	12	11	19	14	21	15	22	16	23	19	24	1	5	4	3	2	1	4	1	2	2	11	0	11	↓	-	↓	13									
Placements																																												
Capacity - in house fostering (vacancy)	DATA NOT PREVIOUSLY REPORTED																				14	-	10	-	13	-	13	-	13	-	13	-	13	-	13	-	13	-	13	13	↔	n/a	-	3
Capacity - in house residential (vacancy)	DATA NOT PREVIOUSLY REPORTED																				3	-	3	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	2	↔	n/a	-	1
Capacity - short breaks (vacancy)	DATA NOT PREVIOUSLY REPORTED																				6	-	4	-	6	-	6	-	6	-	6	-	6	-	6	-	6	-	6	6	↔	n/a	-	1
RHI	17	9	19	3	17	5	29	4	15	14	7	9	8	6	13	6	7	12	12	6	9	4	9	5	9	9	3	0	-	5	24	↑	-3	↑	7									
Care Leavers																																												
Number of Care Leavers	238	296	239	300	245	304	251	309	254	313	258	317	265	320	271	318	282	323	288	328	289	327	292	335	304	340	300	337	304	344	344	↔	+ 40	↑	326									

PERFORMANCE MATTERS SCORECARD

	Previous Year	31st July 2019	Previous Year	31st August 2019	Previous Year	Q2 - September 2019	Previous Year	31st October 2019	Previous Year	30th November 2019	Previous Year	Q3 December 2019	Previous Year	31st January 2020	Previous Year	29th February 2020	Previous Year	Q4 March 2020	Previous Year	30th April 2020	Previous Year	31st May 2020	Previous Year	Q1 June 2020	Previous Year	31st July 2020	Previous Year	31st August 2020	Previous Year	30 September 2020	Year to Date Figure	Monthly In Year Change	Monthly Change from Previous Year	12 Month Rolling Avg.			
LA in touch	96%	91%	94%	88%	94%	92%	92%	90%	93%	89%	93%	88%	89%	91%	87%	91%	89%	85%	98%	93%	95%	94%	93%	97%	92%	94%	88%	95%	92%	93%	93%	↔	1%	↑	92%		
Accommodation suitability	94%	95%	92%	95%	91%	95%	90%	95%	90%	95%	90%	95%	96%	95%	96%	96%	95%	94%	95%	91%	94%	93%	95%	94%	95%	94%	95%	94%	95%	93%	93%	↔	-2%	↓	94%		
EET	58%	64%	61%	62%	61%	61%	62%	59%	66%	58%	67%	56%	68%	56%	70%	55%	67%	54%	67%	51%	66%	51%	65%	55%	61%	55%	62%	53%	61%	56%	56%	↔	-5%	↓	55%		
Caseloads																																					
DAT	16.2	17.0	16.2	16.3	16.9	13.0	15.8	12.5	16.4	12.5	14.7	12.7	13.6	12.5	15.6	13.6	15.6	15.4	18.5	10.6	15.6	11.8	15.6	11.6	17.0	12.5	16.3	9.4	13.0	9.2	9.4	↓	-6.9	↓	14.4		
I&P	16.8	17.3	16.3	17.5	15.3	17.9	15.9	17.9	16.4	17.5	15.0	17.5	16.4	17.9	16.8	16.9	16.7	16.1	17.5	14.4	17.1	14.6	17.1	14.7	17.3	14.9	17.5	14.3	17.9	14.4	14.3	↑	-3.2	↓	18.1		
REACH	10.8	14.0	10.5	13.6	16.5	11.3	17.3	11.3	11.3	11.2	9.3	11.3	9.5	11.2	10.0	10.6	9.0	9.3	9.5	8.5	8.8	9.0	8.8	9.3	14.0	9.8	13.6	8.2	11.3	8.4	8.2	↑	-5.4	↓	11.5		
CIC	12.9	12.4	12.2	12.5	13.5	12.5	13.6	13.0	13.4	13.0	13.1	13.1	13.2	13.3	13.0	13.3	12.7	13.5	12.4	13.1	12.4	13.3	12.4	12.6	12.4	12.4	12.5	12.5	12.5	12.3	12.5	↓	-	↓	14.0		
O-25	22.3	16.5	16.4	16.3	15.2	16.9	17.8	16.9	16.8	16.9	14.8	16.9	13.5	16.8	15.6	16.8	17.0	14.8	16.7	14.2	15.2	14.5	15.2	16.2	16.5	16.6	16.3	16.6	16.9	16.6	16.6	↔	+0.30000	↑	17.4		
O&U	19.1	19.5	20.6	19.9	19.2	19.9	18.0	19.9	18.2	19.9	19.7	19.9	21.5	19.5	19.1	19.3	21.5	20.5	20.1	19.7	19.3	18.5	19.3	18.8	19.5	20.4	19.9	19.3	19.9	19.3	19.3	↔	-0.6	↓	21.3		
Youth Offending																																					
First Time Entrant numbers	9		4		2		2		5		4		8		5		6		0		-	1		1		0		1		2	5	-	-	-	-		
Out of Court Disposal numbers																				0		-	6		3		3		4		2	18		-	-		
Breaches number																				0		-	0		1		0		0		1	2		-	-		
Custody numbers	0		0		0		0		0		1		0		0		1		1		-	1		0		0		0		2	3		-	-			
Number of children in custody overnight																				0		-	38		25		27		25		20	135		-	-		
Vulnerable Adolescents																																					
Missing Children (Home)	14	26	15	17	16	11	32	16	11	23	15	15	16	17	21	22	21	13	17	12	27	15	20	14	26	15	17	18	11	22	22	↑	+1	↑	17		
Missing Episodes (Home)	16	29	17	18	22	12	38	17	13	29	15	19	22	21	23	27	23	17	22	18	31	23	27	24	29	30	18	21	12	22	22	↑	+3	↑	21		
Missing Children (Care)	37	33	32	44	34	27	36	31	32	26	25	21	33	18	33	23	36	26	36	15	37	19	39	22	33	28	44	22	27	33	33	↑	-22	↓	27		
Missing Episodes (Care)	125	94	112	94	121	65	99	83	60	63	51	52	67	36	70	40	84	48	81	57	103	40	113	61	94	61	94	65	65	38	38	↓	-29	↓	65		
SEAM (New)																						0		3		10		1		-	11	11	↓	n/a	-	0	
SEAM (Reviews)																						6		14		17		18		-	21	21	↓	n/a	-	2	
Cases known to VARP																						35		41		50		50		-	32	32	↓	n/a	-	6	
SIRM																						0		0		1		1		-	1	1	↓	n/a	-	0	
Supervision																																					
DAT	24%	31%	32%	27%	60%	29%	43%	30%	53%	38%	48%	35%	52%	16%	39%	39%	44%	64%	58%	89%	75%	97%	69%	93%	69%	94%	69%	91%	29%	95%	91%	↑	22%	↑	49%		
I&P	33%	40%	49%	33%	78%	57%	61%	54%	54%	50%	46%	45%	62%	32%	46%	65%	58%	56%	76%	69%	62%	82%	49%	87%	49%	87%	49%	78%	57%	81%	78%	↑	29%	↑	55%		
O-25	43%	48%	39%	44%	51%	52%	55%	56%	59%	58%	57%	57%	61%	54%	58%	49%	51%	41%	63%	71%	97%	95%	88%	97%	88%	92%	88%	98%	52%	98%	98%	↔	10%	↑	60%		
CIC	72%	37%	59%	36%	71%	43%	54%	31%	44%	29%	21%	30%	50%	41%	57%	60%	61%	52%	82%	71%	40%	100%	59%	94%	59%	95%	59%	91%	43%	95%	91%	↑	32%	↑	52%		
O&U	54%	19%	46%	23%	35%	21%	49%	27%	28%	20%	36%	26%	48%	23%	40%	14%	46%	44%	57%	57%	74%	90%	44%	89%	44%	91%	44%	86%	21%	83%	86%	↓	42%	↑	38%		
REACH	45%	51%	35%	48%	67%	67%	41%	59%	31%	52%	44%	59%	79%	54%	60%	63%	86%	53%	100%	85%	52%	69%	82%	97%	82%	99%	82%	99%	67%	99%	99%	↔	17%	↑	63%		

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15 October 2020

Mr Chris Munday
Executive Director for Children and Young People
Building 4, North London Business Park
Oakleigh Road South
London
N11 1NP

Dr Helen Phelan, Director SEND and Inclusion, Barnet Education and Learning Service
Ms Mav Ghalley, Designated Clinical Officer, Barnet Clinical Commissioning Group

Dear Mr Munday

Ofsted and CQC visit to Barnet local area

Following the Ofsted and the Care Quality Commission (CQC) joint visit to Barnet, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills and the Chief Inspector of Primary Medical Services and Integrated Care of the CQC to summarise the visit findings. Thank you for the time you made available to discuss the impact of the COVID-19 (coronavirus) pandemic on children and young people with special educational needs and/or disabilities (SEND).

Ofsted carried out this visit under a section 118(2) request from the Department for Education. CQC provided assistance to Ofsted under paragraph 9(1) of schedule 4 to the Health and Social Care Act 2008.

The visit was not an inspection. Local areas are not required to publish or share this letter. This visit was carried out as part of a series, the findings of which will be aggregated into national reports to support whole-system learning. These reports will be published on Ofsted's and CQC's websites.

Thank you for contributing valuable information. During the visit, we spoke to local area leaders, children and young people with SEND who were chosen to be part of case studies, their families, and the education, health and care professionals who work with them. We also surveyed parents and carers, as well as children and young people with SEND over the age of 16 years.

Context

The purpose of this series of visits is to support local areas to understand the impact of the COVID-19 pandemic on children and young people with SEND and their families, learn from what has happened and identify opportunities for improvement.

You can find more information about how inspectors carried out the visit at:
<https://www.gov.uk/guidance/interim-phase-area-send>

Inspectors were told that:

- Area leaders from education, health and social care quickly recognised the importance of understanding the impact of the pandemic on children and young people with SEND and their families. They have reached out, listened and given real weight to their views and experiences. This partnership approach builds on the existing collaborative culture in the area and has fully involved the local parent and carer forum (PCF). Representatives from the forum told inspectors that they have been included as equal partners in all the conversations.
- Leaders and practitioners from education, health and social care have a deep understanding of the issues that children and young people with SEND and their families have faced. They have changed and adapted important ways of working in recent months. Regular communication and contact with trusted practitioners has been a 'lifeline' for families at a time when they have felt anxious about their children's health and well-being.
- Strong partnership working has enabled leaders and practitioners to respond in an agile way to children and young people's existing and emerging needs, such as their social, emotional and mental health. They recognised that COVID-19 restrictions would adversely affect some of the most vulnerable families who have children with significant and complex needs. As a result, a multi-agency group was established and an 'open spaces' scheme for targeted families was developed. This scheme enabled parents and carers to take their children to these self-contained, child-friendly spaces providing them with a highly valued break from the home environment.
- Area leaders took a 'business as usual' approach from the outset. This was to ensure that children and young people with SEND had the support they needed in place on their return to education. The quality and timeliness of education, health and care (EHC) plans have been maintained throughout the COVID-19 pandemic.
- While communicating and working online has many benefits, area leaders and practitioners understand that it has some limitations when used for teaching, assessment and treatment. They also know that not all families have the same access to digital technologies. Specialist support services have worked with schools on a number of initiatives including 'home learning' resources and planning for children and young people's transition back to education. Most services are using a 'blended' approach, combining virtual assessments with face-to-face working, according to the needs of the child or young person and in line with COVID-19 safety protocols.
- Area leaders are aware that some children and young people with SEND, especially those with more severe, profound and complex needs, have lost learning and some may have regressed in important areas of development such as cognition and learning, physical development and communication and interaction. Local area partners are actively working on addressing these

challenges, recognising that in many cases, it will require considerable effort from all partners in the local SEND system. Area leaders have made best endeavours to keep in touch with families during the pandemic, using a range of methods including telephone calls and surveys. They know that it has not been possible to involve some families in decision making about how best to meet their children's needs during the pandemic. Further strengthening co-production and person-centred planning are important priorities for area leaders.

- The delivery of essential health and social care services for children and young people with SEND and their families has been disrupted by COVID-19. Area leaders are actively working on restoring services in a timely way following national guidance. Some of these services face multiple challenges such as having a pre-existing waiting list and several are expecting a significant increase in the demand for their services in the coming months.

Leaders told inspectors that their emerging priorities for supporting children and young people with SEND include the following:

- Build on the area's performance in timeliness and quality of EHC plans by making sure that where advice for a new plan has been provided virtually, a review is undertaken so that content of the plan accurately reflects the needs of the child or young person and the provision required to meet their needs.
- Formalise arrangements for using blended approaches, including face-to-face contacts, for assessment and intervention across education, health and social care services and to provide better support for families who are digitally or otherwise isolated.
- Build on the culture of partnership working, making sure that frontline practitioners utilise the opportunities created by digital technologies to enhance information-sharing and co-production.
- Use the findings and recommendations in the 'lost learning report', commissioned by local authorities in North London, to help early years settings and schools to support the learning and development of children and young people who have difficulties accessing online learning, including those with significant and complex needs.
- Extend the innovative 'open spaces' project to provide families with safe access to swimming and leisure facilities to support their children's physical and emotional well-being.
- Co-produce new approaches to support learning and development of children and young people with significant and complex needs, who are unable to attend education provision.
- Build on the existing strong engagement with parents and carers to formalise the area's approach to 'outreach' for families, especially those who are most isolated, so that there is effective communication and a dedicated 'link contact' for families of children and young people who have significant and complex needs.

- Continue to support families so that they feel confident about their children returning to school and, in doing so, to reduce the likelihood of parents and carers opting for home education when this is not a positive choice.
- Build on the existing approaches to co-production and person-centred planning to further strengthen the voice of children and young people with SEND and their families and make sure that their views and experiences are central to planning and decision-making at all levels.

Ofsted and CQC will not publish this letter and will keep it confidential as far as possible. This letter will be shared with Department for Education SEND Advisers and NHS England SEND Advisers. These advisers may then choose to offer further support to the local area based on the findings.

Yours sincerely

Nick Whittaker
Her Majesty's Inspector, Ofsted

Emmy Tomsett
Her Majesty's Inspector, Ofsted

Louise Holland
Children's Services Inspector, CQC

COVID-19 series: briefing on local areas' special educational needs and disabilities provision, October 2020

Evidence from visits to six local areas between 5 and 14 October 2020

Ofsted and the Care Quality Commission (CQC) are carrying out a series of 'interim visits' to local areas to hear about the experiences of children and young people with special educational needs and disabilities (SEND), their families and the practitioners and leaders who are supporting them during the COVID-19 (coronavirus) pandemic. This briefing note reports our findings from the first six of these visits.

Data summary

We used a case-study approach focused on a sample of children and young people with SEND to examine what had happened to their support during the pandemic.

Inspectors spoke to the parents and carers of 28 children and young people, along with the education, health and social care practitioners who work with them. We invited children and young people to participate in interviews, but none did for these visits. Inspectors also held discussions with education, health and social care leaders from the six areas we visited, including senior officers from the local authority, clinical commissioning group and NHS services such as child and adolescent mental health services (CAMHS).

The children and young people were selected to provide as much variety as possible in terms of gender, ethnicity, type and complexity of need, the range of agencies offering support, the type of education provider attended and whether they had involvement from social care practitioners. Their needs included autism, social, emotional and mental health difficulties, physical and developmental health conditions such as epilepsy and cerebral palsy, sensory impairments and difficulties with communication, cognition and learning. In total, five of the families had support from early help, nine were involved with statutory children's services (children in need, children subject to child protection plans and looked after children) and two had involvement from adult social care teams. Inspectors also considered responses to online surveys for young people (aged 16 to 25) and parents and carers in the local areas. Overall, 92 young people (minimum of 0 and maximum of 35 in each local area) and 1,427 parents and carers (minimum of 62 and maximum of 678 in each local area) responded.

It is important to note that the sample of survey respondents was not random and, in some areas, very few people answered the survey. Consequently, results may not be generalisable to the wider population.

Main findings

Many of the families and survey respondents found the first national COVID-19 restrictions challenging and said coping got harder as time went on. Parents and carers who normally relied on established routines, informal and family support networks and specialist services for their children struggled without them. Some spoke about their child's regression, their own emerging mental health difficulties, the challenges of explaining restrictions to their children, or real concerns about the risks the virus posed to their child's health.

Nevertheless, some children and young people had positive experiences, at least in some respects. Those who remained in education throughout were reported to have benefited from the experience and often flourished with smaller class sizes and more support. Others enjoyed being at home and made progress.

Some area leaders described their ambition to put children and young people with SEND and their families at their heart of strategic planning. They aimed to keep services accessible, albeit in an adapted form when necessary. Some practitioners also described steps taken to ensure service continuity. Families in all six areas spoke about the benefits of bringing multi-agency practitioners together online. They also valued online resources when they were able to follow education or therapy programmes and support their children's learning and development. However, some services, such as short breaks, physiotherapy and occupational therapy, were more difficult or impossible to deliver at distance. There were also concerns that not all families were able to access online provision equally because they did not have the technology or because English was not their first language.

The state of relationships between families, services and practitioners before March 2020 impacted on the effectiveness of the support that families received during restrictions. If relationships were good and working well, support was more likely to continue and be adapted well to families' needs. Some families described support from individual practitioners in glowing terms, often naming particular people who had gone 'above and beyond' and speaking warmly about how this had benefited them. Conversely, weak relationships between families and practitioners deteriorated even further. The consequences of this could be serious. In all six local areas, some families reported receiving little or even no contact from practitioners. Some children did not receive learning support and some were not able to access health and therapeutic services. In a small number of cases, families said that their children's health had deteriorated as a consequence, or that their children had lost learning and communication skills.

Local area leaders were still facing challenging circumstances in the coming months. Some anticipated a rapid increase in COVID-19 cases. Others were concerned about staff burnout after months of significant change and high workloads. Many said their

priorities were to support the mental health and well-being of their teams and the children, young people and families they worked with, as well as enhancing communication between services and with those that use them.

Methodological note

This is the first SEND briefing note in our series about COVID-19. The evidence is drawn from two-day interim visits to six local areas, with no graded judgement. These local areas volunteered to take part, which is likely to affect the findings.

Ofsted and CQC inspectors selected 28 children and young people for case studies, using a shortlist provided by the local authorities visited. To give a wider context to these visits, we also sent surveys to young people and parents and carers. The response rate for these varied between the local areas and the achieved sample was not random.

For in-depth qualitative research, the case-study sample size is good. However, the needs of children and young people with SEND are diverse and the number of survey respondents and local areas involved in the visits is small. Therefore, general observations about SEND services across the country should not be drawn from this one briefing.

Overarching questions

This briefing answers **four** broad questions based on evidence from the visits:

1. How have children and young people with SEND experienced the pandemic so far?
2. What has worked well in supporting children and young people with SEND?
3. What have the challenges been and what has not worked so well?
4. What are the plans for supporting these children and young people in the future?

How children and young people with SEND have experienced the pandemic so far

The pandemic has been challenging for many children and young people with SEND but some have thrived.

Many of the case-study families and survey respondents had experienced difficulties. In some cases, these difficulties were profound. Survey respondents in particular mentioned the emotional strain caused by restrictions, which they attributed to the loss of support both from family members, who they could no longer see face-to-face, and from education, health and care services. Some families felt unable to fill in the gaps left by the loss of these services, resulting in them 'feeling like a failure' or 'useless and overwhelmed'. Several families had shielded throughout the period of the first national restrictions due to concerns about their children's health. Some of these families struggled with the isolation this entailed.

Some families found coping with the pandemic more difficult over time, even when they felt the services and other forms of support they were receiving were effective. Changes to daily routines and settings were difficult for some children and young people to cope with. For a small number, this had led to changes in behaviour that were physically or emotionally challenging. One parent of a child with complex needs who was unable to speak reported that, although the restrictions had initially been positive for their child due to being in a quiet home environment, 'there came a point where it turned'. Their child began to experience lethargy and an increase in seizures, which the parent felt was connected to their mental health.

The strain also affected the mental health of parents and carers as well as their children. A small number of the survey respondents said they had received treatment for new or emerging mental health disorders. Practitioners in all local areas also discussed their concerns about the mental health of families. For example, a manager from one of the SEND teams commented that some children have picked up anxiety 'from people around them'.

A small number of parents and carers said their child had enjoyed the period of restrictions because they disliked school or appreciated being at home with reduced sensory input and other forms of pressure. Some also said that, despite the more difficult aspects of life during the pandemic, they had enjoyed and appreciated spending time together as a family. In some cases, this was felt to have helped their children with SEND to develop social skills through interactions with brothers and sisters, for example.

Education was different even for those attending their usual place of learning.

Some of the children and young people we heard about during the visits had attended education throughout the restrictions. Most of this group continued to receive teaching, both face to face and virtually, and had found the experience to be beneficial as a way of maintaining routine. For example, one child remained at their residential special school and thrived there, being marked out by the school as having achieved particularly well during this time.

For those learning in the classroom, the experience was often different to the usual, even for those attending specialist providers, as the number of pupils attending fell. Some of these children benefited from the smaller class sizes and more individual support from adults. A minority were said to have received 'childcare' when attending their place of education, with education itself taking place at home. However, some parents and carers said that this had still given them some valuable respite.

Other children and young people in our case studies did not attend education during this period. Some of their parents and carers reported that children had regressed in their learning and communication due to deteriorating mental health and a loss of support. One foster carer spoke about how their child had reached a point where she barely left her room and would not engage in conversation with them or the youth worker who took her out for short breaks. Another parent who responded to the

survey said that their child, who attended a special state primary school, had 'lost the ability to speak' using the 'picture exchange communication system' (PECS). The parent described how they had re-taught their child how to use PECS but 'it was two years of work undone in the space of a few months due to a lack of support'.

Remote learning in some form was offered in all of the local areas. Families felt that the quality varied. Some said schools had differentiated work for their children and lowered expectations on homework and deadlines for tasks. Some of these families had found lowered expectations useful, as they felt it reduced the pressure on their child. However, others were dissatisfied with their education provision:

- 47% of the 1,260 parent and carer survey respondents who gave information about the amount work set for their children reported that it was either too much or too little
- 40% of the 1,250 respondents who gave information about the level of challenge offered by the work said it was either too difficult or too easy for their child.

A small number of the children who did not attend school made considerable progress at home. One foster carer, who had experience as a teaching assistant, had used the period to cover work their child had missed due to frequent exclusion from the classroom and subsequent move to a pupil referral unit. This had worked well and improved their confidence. Another child was taught by her grandmother, who had experience of educating children with SEND. She benefited considerably from this, particularly in terms of handwriting skills.

Some parents and carers whose children had enjoyed learning at home or in smaller classes at their usual place of learning expressed concerns about how their children would handle the return to school. A few of these families said their child had coped better than expected since returning full or part time from September. Others said there had been an increase in incidents of challenging behaviour. One local authority reported a higher than expected fixed-term exclusion rate in the first half of the autumn term, which was attributed to difficulties with supporting some children and young people back into education.

Some parents and carers said their child had not been offered a place at school despite qualifying under government guidance. Other families in the case studies had chosen for their child to remain at home despite being offered a school or nursery place, due to concerns about transition and the risk of infection. For example, one family declined offers of a new nursery place as they had concerns about their child's ability to settle. They were also worried that they posed a risk to other children as they were key workers, with an increased likelihood of contact with COVID-19 patients.

What has worked well in supporting children and young people with SEND

Many education, health and social care practitioners stayed in touch with families and worked with them to find ways of providing support.

Across local areas, individual practitioners and services were making a clear difference to families. One parent said: 'I felt I wasn't alone and I felt I wasn't just a number'. There were many examples of families naming practitioners who had gone 'above and beyond' to support them and their children.

In one example, the therapists and social worker for a child with physical needs all visited the child's school on the first day back in September to check their specialist equipment was available and correctly adjusted. In another, a special secondary school offered a place during the first national restrictions to a young person with autism but respected the parent's decision to keep them at home for safety. However, the offer remained open and the young person partially returned to school in July to help them prepare for a full return in September. Another parent talked about how their local authority case worker had emailed them outside of working hours to make sure their child's education, health and care plan (EHCP) was updated quickly.

Most of the case-study families felt their children were generally well supported by their education providers (primarily mainstream and special primary and secondary schools, with some attending nurseries and a small number attending further education providers). Many providers supplied tailored learning activities to families, including one special school with on-site occupational therapy (OT) provision sending exercises home to a child. Some providers sent laptops and tablets or paper copies of work to families who did not have access to necessary IT equipment. Several survey respondents also described benefiting from this practice.

Almost all the case-study families said that school staff had kept in touch with them and their child through phone or video calls, email or online learning platforms. Some families talked about how, as restrictions continued and they had found their child was more adversely affected, they had talked to school staff about this, and their child had then started attending school. In a few instances, in-school interventions such as speech and language therapy (SaLT), physiotherapy or, in one example, paediatric assessment, continued. Appointments took place on school premises, allowing children and young people's needs to be identified and met.

Outside of schools, some local areas employed flexible practices so they could continue to offer therapeutic services, for example, holding therapy sessions in public areas where social distancing could be maintained. For some families, support from therapists continued face to face. One parent of a child with cerebral palsy talked about how their child's occupational therapist had run sessions wearing PPE. Other areas used risk assessments to identify families who most needed face-to-face appointments. For example, in one local area, a dietitian talked about how the face-

to-face assessments had been focused on those most at risk, such as premature babies discharged early from hospitals to prevent infection.

Social care practitioners in some local areas also used responsive practice. In one area, assessments had continued online, but with a rapid return to face-to-face practice. Social workers and families talked about the importance of maintaining face-to-face contact where possible, for example, by doing garden visits or taking children and young people on walks to give them a chance to share how they were doing and to give parents and carers a break.

Many of the case-study families spoke positively about their family support workers. One parent said that their family support worker had provided them with face masks and door protectors to help during their child's 'meltdowns' and visited regularly, following health and safety rules. Another parent struggling with diagnosed mental health difficulties described how their social worker had been 'very supportive' of them personally as well as their child. This echoed some social care practitioners' comments about the importance of supporting the whole family, not just the child or young person.

Existing good relationships between practitioners and families were strengthened.

Evidence suggests that already positive relationships between families and a multi-agency group of practitioners were more likely to strengthen further during the pandemic. Families in this position spoke of weekly or sometimes daily contact with practitioners. They were able to get in touch through phone calls, texts, emails and conferencing software with relative ease. A small number of families continued to have face-to-face contact. This included visits from social workers, class teachers and early years services.

Good levels of contact with families were important for ensuring that support was adapted to meet their changing requirements. For example, one local area practitioner group talked about carrying out a risk assessment for a young person with complex needs, including autism and multiple health conditions. Due to the young person being in a high-risk COVID-19 category, practitioners and the family initially decided that they should remain at home instead of attending their usual place of learning. However, the young person's behaviour quickly escalated to a degree that they and others were at risk. After the family had spoken to the practitioners about this, a multi-disciplinary meeting took place and it was decided that it was better for the young person and the family's well-being and safety if they attended school. This was arranged swiftly and had an immediate positive impact.

There was also evidence that new relationships between practitioners and families had been more difficult to establish during the pandemic. For example, one group of health practitioners who found it difficult to assess a child used the special educational needs coordinator (SENCo) at the child's special school, who was known and trusted by the family, as a way of creating a relationship with the child.

There was evidence that a pre-existing relationship could be critical to ensure that services could be provided due to the nature of some children's SEND. One young child who had a severe visual impairment was able to engage with practitioners using online platforms only because she recognised their voices.

Multi-agency working continued and improved for some. This was vital for ensuring that families were supported.

In most local areas, practitioners talked about how partnership working had been effective and used child-centred models, with meetings that included everyone working with a family when decisions needed to be made. Most felt meeting virtually was easier. Some practitioners, like health workers such as paediatricians, GPs and psychiatrists, said that moving meetings online had meant they had been able to attend more regularly than previously due to not needing to travel.

Strong multi-agency working was important to families' well-being. In one local area, regular contact with trusted practitioners was described as a 'lifeline' for families, providing important insights into what was and was not working for them. Practitioners could then feed this back to relevant agencies and take action themselves.

Work to encourage multi-agency approaches and discussion with families was mentioned as a priority in some local areas. One area created a spreadsheet with details of vulnerable children and young people, which could be accessed and updated by the practitioners working to support them. This helped create a sense of team spirit among those working from different agencies to support the children, and to remove barriers to multi-agency working. In some local areas, there was evidence of a clear multi-agency approach and strong working relationships across education, health and social care alongside the local authority. Leaders in one area continued the strategic objective of strengthening their work with the local parent and carer forum, which was reported to have been highly successful.

Face-to-face appointments have become more widely available recently.

There was evidence that services were now making progress towards returning to pre-pandemic provision, with face-to-face appointments being offered to increasing numbers of families.

For example, risk assessments were being used to allow face-to-face appointments to take place for those who needed them most, and children who had not received face-to-face education since March were returning to the classroom. One of the local areas had implemented a summer programme for children and young people with SEND to encourage them to engage in face-to-face, outdoor activities as restrictions began to ease. In another local area, leaders had worked hard to rapidly revise and update their local offer to reflect what was available during the pandemic.

Local areas focused on service continuity as well as adapting provision.

As well as continuing to provide existing services, local leaders also described ensuring that services adapted once restrictions began in March 2020. Some had prepared for this beforehand. Area leaders talked ambitiously about how they tried to make sure services remained available to families. Most described making considerable effort to ensure that children, young people and families were at the centre of their strategic planning.

At an operational level, some local areas stretched existing services to reach as many families as possible. In one area, the local virtual school team reached a large number of families who were not known to them previously. This was because local area leaders had reorganised themselves to improve responsiveness and a dedicated email address was set up for families to request help. One parent summed up the approach that their local area had taken as inclusive, caring and much appreciated: 'They always say it takes a village to raise [a] child, and [my local area] has been my village'.

One of the principal impacts on the SEND system was the immediate need to rethink provision that had traditionally been delivered face to face. Leaders and practitioners in all six areas described maintaining and even increasing communications between agencies and practitioners and with families. They used video-conferencing software and messaging platforms. Families and practitioners generally described the move online as a positive change and said they felt they had been able to stay in contact more effectively, with one foster carer saying that 'doing things online has taken the pressure off'.

What the challenges have been in supporting children and young people with SEND

Not all families had contact with practitioners.

Although case-study families warmly described the contact they had received from different practitioners, this was not a universal experience. For example, one of the respondents to the young people survey, who was in their GCSE year, described leaving school in March and receiving no subsequent contact from their education provider, saying they were supplied with no learning because exams had been cancelled.

A small proportion (5%) of the 1,285 parents and carers who said their children had attended an education setting before March reported that their child had received no learning support at all, such as worksheets or online lessons. A small number also said their child had received no contact from health services.

A small number of young people, parents and carers said their social worker had not been in touch, even though these respondents had received these services before March.

Although some respondents who received no contact said they had managed without outside help, others said it had a negative impact on their children and, in some cases, themselves. These respondents reported feeling isolated and anxious. Some also described difficulties with children's worsening physical or mental health when, for example, assessments and operations had been delayed, resulting in pain. One survey respondent said they had 'stopped making demands' of their child, including not doing home learning with them, to help manage the stress of restrictions. Another respondent had faced problems trying to get their child to 'trust and re-engage' following a prolonged period without contact from others outside of the family home. These examples were found across all six areas. This suggests that a lack of contact from practitioners caused a variety of problems for families, leading to an increased need for support and intervention.

Families were not always included in discussions about how best to support them. This meant that some did not get access to support they needed.

Although risk assessments for children and young people with EHCPs continued in many cases, not all families were consulted during this process. Our survey suggested that 83% of parents and carers who responded and a similar proportion of young people with EHCPs were unaware that risk assessments had been carried out or said they had not been involved with them. However, this may be overstated. Interviews with case-study families found some instances where parents and carers mentioned taking part in discussions about their child both in relation to their needs and to the risk of COVID-19, but these discussions were not understood by all to be 'risk assessments'. The way the question was asked may therefore have resulted in the survey under-measuring the extent of families' involvement.

However, in some local areas, there was evidence that children and young people missed out on support because they did not come under the highest rating in providers' risk assessments, or their high COVID-19 risk meant that non-pandemic-related risks were side-lined. This was further exacerbated in one local area, where multiple risk assessments were taking place across different providers but did not appear to have been shared among practitioners or integrated effectively, and families were not consulted well. As a result, the assessments were often piecemeal and largely focused on education or health and safety, instead of taking a more holistic view and factoring in existing EHCPs or special educational needs (SEN) support plans.

There was an increased chance that families could fall through the gaps when they were not listened to. For example, one foster carer said that their child began to disappear frequently at night and refused to do any home learning. They had asked for the young person to continue attending school, but the school had said the risk was too high. Children's social care had been in regular contact with them and the young person through phone calls, but the increased risk to the young person's safety due to their behaviours was not fully recognised. This child did not return to school until it re-opened more widely.

The availability of services across the six areas was variable.

Social care provision and contact were particularly variable across the six areas. In some places, practitioners and families talked about the effort from social workers to try and keep in touch with children and young people through different types of communication. Video calls, phone calls and, in one local authority, socially distanced visits were used to maintain relationships with families.

In contrast, short breaks ceased for some of the case-study families and, in total, 59% of survey respondents who received a short break before March said access to this stopped during this period, varying from 40% to 78% across the six areas. In two local authorities, social care input from some services such as the disabled children's team was dependent on narrow eligibility criteria. As a result, only children deemed to be at the highest level of risk, termed by one social worker as those at 'crisis point', received support. Many families who needed support were unable to access the provision they needed.

More generally, families across local areas talked about the difficulties in accessing short breaks, most of which were paused or at least reduced. In one local area, no form of overnight respite care was offered at all. However, some families said that local and national charity organisations had partially filled this gap, which they were very grateful for. These charities provided therapeutic services and interventions as well as respite care.

Parents and carers who received more limited contact and support from the services working with their child before and during the pandemic reported feeling 'a bit like being on a desert island'. Children's and young people's needs have been impacted in different ways, with some more negatively affected than others. This was more often the case when children and young people needed particular services that were more likely to be absent (such as NHS healthcare services) or support packages that could not be provided virtually with the same degree of effectiveness. For example, one parent talked about their child's posture and muscle strength deteriorating over time. The child had been assessed for new splints by NHS health services just before the first national restrictions and the family was told these would be sent by post. They never materialised and instead the parent eventually managed to contact a private setting that offered new splints free of charge.

Not all services could switch to online provision effectively.

In several local areas, access and waiting lists for CAMHS were a particular concern. Practitioners and leaders felt this was partly due a greater demand from families for face-to-face appointments, which were not possible. In one local area, a family talked about how challenging it was to implement some therapies in a home setting without professional guidance. They were worried that the physiotherapy exercises they were doing with their child were incorrect, even though they had some medical training. This concern was mirrored by other parents for therapeutic packages for services like speech and language therapy, where a small number of parents reported not being able to understand the material.

Across some local areas, the evidence suggested that some services, such as CAMHS, were less likely to have moved to a virtual support model or adapted their existing practice. This had led to higher levels of dissatisfaction among families. One parent talked about several referrals to CAMHS that had been delayed indefinitely. Another said their child had been receiving CAMHS support before but was now back on the waiting list. Health practitioners also reported some difficulties in maintaining hospital contact and appointments for children. One psychiatrist talked at length about how they had to 'beg' the local area hospital to take a young person for blood tests, after becoming concerned about the side-effects of his medication and his special school reporting that he seemed unwell.

Support was partly determined by family resources.

In some local areas, some support was reduced or absent because families had varying access to IT equipment and technology as well as time to spend supporting their child. Some practitioners described the quality of online interactions being very dependent on the family's access to appropriate technology, with appointments being easier if families used a PC or laptop as opposed to a smartphone. In the more culturally diverse areas visited, language was also mentioned as a potential barrier to effective online appointments. Practitioners noted that extended family members who might previously have provided informal interpretation were unable to do so using the new methods of contact. Others described exploring options to include additional family members in virtual appointments or using an interpreting service. Local leaders and practitioners across all of the areas expressed concerns about the way family resources affected access to support.

There was also evidence that the quality of support available to some of the case-study families was determined by the extent to which they proactively sought this support from practitioners and charities. A small number of the case-study families described turning to charities for therapeutic services, which they felt had been able to resume face-to-face interventions more swiftly than NHS providers. Another family was unhappy with the support and equipment provided at school for their child but had not raised this with the school or health practitioners, who expressed surprise when informed of the family's concerns. The phenomenon of parents and carers 'fighting' for support has previously been noted in reports examining the SEND system.¹ It is possible the pandemic has resulted in families needing to 'fight' to secure support from charities to fill in the gaps of previously received services. Further evidence will help to show if this is the case.

Leaders and practitioners had difficulties interpreting government guidance.

At a strategic level, local leaders talked about difficulties in adapting to and interpreting guidance from central government. Leaders in the areas visited talked

¹ 'Support for pupils with special educational needs and disabilities in England', National Audit Office, September 2019; www.nao.org.uk/report/support-for-pupils-with-special-educational-needs-and-disabilities.

about how they had found government guidance to be frustrating at times due to it being 'ever-changing' and at times overwhelming. This caused confusion for leaders, practitioners and families as to what could be implemented and how, particularly at the start of restrictions.

In one local authority, leaders felt health providers had interpreted guidance in a way that resulted in adults being prioritised over children, which led to the clinical commissioning group withdrawing packages of care. In another local area, leaders and practitioners said that a lack of clarity and changing guidance had caused inconsistency in the local area's response between providers, with some continuing and others 'shutting down' completely. Some practitioners also talked about the families they worked with being unaware that they could or could not do certain things until told by a professional.

How areas plan to support children and young people with SEND in the future

How local areas were planning to support children and young people in the future was affected by the ongoing threat from the pandemic and the likelihood of further restrictions.

Increases in infection rates were affecting staffing levels as well as the availability of services and commissioning. In some of the high-risk local areas, there was less detail from leaders about how they would continue to adapt SEND support in the event of tighter restrictions, possibly because the pandemic response itself continued to dominate strategic planning. In other local areas, the pandemic was perceived as a less immediate threat and leaders described a greater focus on non-pandemic planning. Leaders in all areas were concerned for the well-being of their staff and the risk of 'burnout' if the level of activity continued at unusually high levels.

Leaders also recognised the toll the pandemic had taken on the mental health of some families. They had identified this as an area to focus on. Examples of this included projects to try and increase access to open spaces such as swimming and leisure facilities, and a 'recovery curriculum', with a focus on well-being and personal development being used to support children and young people with SEND.

Leaders in several of the areas recognised that the pandemic had changed the needs of children and young people with SEND, and that they needed to reassess in order to ensure access to the right help. One local authority planned to reassess all children with EHCPs to ensure that support packages and targets were fit for purpose. In other areas, the focus was on identifying, assessing and meeting the needs of children and young people receiving SEN support. This group were felt to have missed out on the level of support offered to those with EHCPs.

Some areas planned to continue existing work to improve families' involvement with services and to aid cooperation between different agencies. In other areas, this work was identified as an area for improvement. In these areas, discussions centred on ensuring that adequate feedback was collected from families, either at a strategic

level or among particular groups of practitioners. As a result of participating in these visits, some practitioners had recognised that they had not sought input from families or from each other to the extent that they would have wished.

Leaders in several areas planned to introduce approaches similar to those that other leaders had found to be effective, such as an integrated casefile or spreadsheet that all practitioners working with a family could access. This would be helpful and mitigate some difficulties in communication during any future restrictions.

Several local areas recognised that a second set of national restrictions would impact on schools and other service providers again. One parent reported that their child's return to school in September had initially gone well, but they were now 'getting into issues' with self-isolation, and their school had recently been closed for a fortnight. Leaders, along with school staff, discussed plans to focus on developing virtual home-learning tools and processes, including 'blended' packages and differentiated work to continue to meet the educational needs of all children. Some leaders also mentioned plans to develop evidence-based interventions to improve outcomes for children, but these were not described in detail.

Similarly, even in areas where the perceived threat of COVID-19 was lower and face-to-face appointments were resuming more rapidly, leaders and practitioners described plans to continue with some virtual practices. These had proved to be successful and popular with families, and this would allow for continuity of provision in the event of future restrictions. Leaders in services that had been less effective at keeping in touch with families talked about making this a priority in any future planning. For several local areas, this was especially in reference to CAMHS and some medical services. Practitioners also talked about developing training opportunities for staff on how to use virtual tools effectively.

Local areas also identified work for the future in response to specific issues:

- One local area had identified an increase in fixed-term exclusions for children and young people with SEND after schools fully re-opened in September. At the time of the visit, the area had begun to work with school leaders to address this and ensure that provision better met these children's needs.
- One local area identified that support plans for children were focused on the present, with there being some evidence of 'squeamishness' in planning for the longer term or for adulthood, in particular when children and young people had life-limiting conditions. Leaders were beginning to consider how to rectify this, and to ensure that planning for adulthood occurred more systematically.
- In one area where access to respite care had reduced, there were plans to increase capacity and reach, particular for those requiring an overnight short break.

Conclusions

Overall, children, young people and their families have had mixed experiences through this period. Some families have felt isolated, with limited contact from schools and services. Others shared a huge amount of praise for the health practitioners, social workers, local authority family support workers and school staff who had supported their children.

Many of the practitioners spoke about the difficulty of trying to continue all of the services a young person might have received, including therapies, medical assessment and short breaks. However, there was also a clear commitment to finding new ways of working to improve this, using online appointments or outdoor face-to-face meetings and groups providing opportunities for social interaction and respite for families.

Although most leaders and practitioners have worked hard to support the children and young people in their care, the pandemic has presented serious and far-reaching challenges for families, which have not all been possible to resolve. The visits found examples of responsive and flexible service and effective use of technology to lessen the impact of these. However, significant challenges remain. Leaders and practitioners said their priorities and plans focused on access to assessment and support, creating systems to ensure that feedback was collected from families and encouraging multi-agency collaboration to try and improve support for children and young people with SEND in the future.



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	<p align="center">Children, Education and Safeguarding Committee 30 November 2020</p>
<p align="center">Title</p>	<p align="center">Business Planning 2021-25</p>
<p align="center">Report of</p>	<p>Chairman of the Committee- Councillor David Longstaff</p>
<p align="center">Wards</p>	<p>All</p>
<p align="center">Status</p>	<p>Public</p>
<p align="center">Urgent</p>	<p>No</p>
<p align="center">Key</p>	<p>Yes</p>
<p align="center">Enclosures</p>	<p>Appendix A – Medium Term Financial Strategy (MTFS) and Savings Proposals for Committee</p>
<p align="center">Officer Contact Details</p>	<p>Chris Munday, Strategic Director, Children and Young People Chris.munday@barnet.gov.uk Ben Thomas, Assistant Director, Family Services Ben.thomas@barnet.gov.uk</p>

<h3>Summary</h3>
<p>A Business Planning report was agreed by Policy and Resources Committee on 24th September 2020 outlining the council’s updated Medium-Term Financial Strategy (MTFS) to 2024/25 and the future financial challenges facing the council.</p> <p>P&R Committee also agreed the process whereby Theme Committees will consider the response to this challenge in November, by considering savings proposals to balance the council’s budget (the same process as used in previous years). The paper set out the estimated savings requirements across Theme Committees for the period 2020-25.</p> <p>Since then, and taking account of the emerging national and local situation with the Covid pandemic, work has continued on the MTFS as a whole and concentrating specifically on the budget for 2021/22.</p>

The savings for 2021/22 approved last year have been reviewed for deliverability now and any implications for future years. The Business Plan has been revised to reflect the consideration of previous savings and additional savings which this report identifies.

Following the review of the savings agreed last year and additional savings which are now possible this report asks the Committee to agree to the revenue savings proposals in Appendix A and recommend them to Policy and Resources Committee in December.

The outcomes of all theme committee discussions will go forward as recommendations to Policy and Resources Committee in December 2020. The budget will be formally agreed each year, after appropriate consultation and equality impact assessments, as part of Council budget setting, and therefore could be subject to change.

Officers Recommendations

1. That the Children, Education and Safeguarding Committee consider the MTFS proposals which relate to the committee as set out in Appendix A and, having considered the initial equalities impacts, refer these proposals to Policy and Resources Committee for decision.

1. WHY THIS REPORT IS NEEDED

1.1 Executive Summary

1.1.1 This report is required as part of the council's annual business planning process.

1.1.2 The Committee's approval is requested for:

- Savings proposals within its authority so they can then be recommended to Policy and Resources (P&R) Committee to set a balanced budget for 2021/22 and contribute to the MTFS savings 2021/22 – 2022/25;

2. STRATEGIC CONTEXT

2.1 Background to 2021/22 Business Planning

2.1.1 The council has a statutory duty to set a balanced budget for the coming financial year and uses the Medium-Term Financial Strategy (MTFS) to estimate the budget position for the following three years. Savings proposals to for future years should be identified via an ongoing process and proposed to Committee. Savings proposals for all years are proposed through Theme committees, then P&R Committee, and the Full Council in March to be approved.

2.1.2 Between 2010/11 to 2020/21, the council successfully identified savings proposals totalling c.£191m. In early March 2020, Full Council were presented and approved an estimated budget gap of £36.830 between 2021/22 to 2024/25. Accompanying this were savings proposals of £17.572m.

2.2 Approach to MTFS 2021-25

2.2.1 In June 2020, P&R Committee were presented with an update on the impacts of Covid and an introduction to the 2021/22 to 2024/25 MTFS process. A more detailed update on the MTFS was presented to September P&R committee with a revised budget gap and proposed savings identified to date. That report also included a recommendation for saving proposals to be presented to the relevant Theme committees in November for consideration.

2.2.2 Due to the challenges facing the council's services arising from the pandemic, and the uncertainty in the future trajectory of key budget areas (e.g. adult social care demand, on and off street parking, and the local economic outlook) a modified approach for the MTFS for 2021/22 to 2024/25 was proposed in October 2020. This will:

- a. Defer decisions on long-term funding for service pressures in 2021/22 until the likely future requirement is known with more certainty. Short term funding sources can be used (such as appropriate earmarked resources) until longer-term service needs are clearer.
- b. The most severe pressure at present time is the continued reduction in parking income;
- c. Prioritise finalising savings proposals to balance the revised 2021/22 budget gap;
- d. Continue, where possible, to identify and progress savings initiatives for 2022/23 to 2024/25.

2.2.3 In a situation of considerable uncertainty, this approach will prioritise balancing the 2021/22 budget with robust savings proposals without losing sight of the medium term financial outlook to 2024/25.

2.3 MTFS November Summary

2.3.1 As at November, the estimated budget gap between 2021/22 to 2024/25 is now £52.984m. Taking this revised budget gap with proposed savings to date, the shortfall to balancing 2021/22 and 2022/23 to 2024/25 is set out in the table below.

MTFS Summary	2021/22 £'m	2022/23 £'m	2023/24 £'m	2024/25 £'m	Total £'m
September Policy and Resources Budget	27.272	18.017	9.961	6.035	61.285

Gap					
Further revisions to the budget and service pressures since September	(12.192)	1.410	0.086	2.395	(8.301)
Revised Budget Gap at November	15.080	19.427	10.047	8.430	52.984
Savings Identified to date	(11.190)	(8.748)	(9.646)	(7.718)	(37.302)
Shortfall / (Surplus) to Balanced Budget	3.890	10.679	0.401	0.712	15.682

2.4 Committee Context

2.4.1 The vision for this committee, which is set out in the Children and Young People's Plan, is to make Barnet the most family friendly borough in London—where children, young people, and their families are safe and healthy, are informed and responsible, and feel listened to. At the core of this is a resilience-based model of practice which involves identifying issues early and supporting families to build their resilience, underpinned by high quality social work.

2.4.2 Our safeguarding arrangements for vulnerable children and young people will be effective and robust, with greater interface between services to provide a cohesive approach. We strive for schools in Barnet to remain among the best in the country, with enough early years and school places for all and children achieving the best they can, with attainment and progress of pupils in the top 10% nationally, and the progress of the most disadvantaged and vulnerable pupils accelerated.

2.4.3 The challenging financial climate in which the Service is operating requires a focus on ensuring that resources are deployed effectively to deliver the key outcomes and priorities for the Committee. It is critical that any savings that are proposed are not going to impact on the improvement to the quality of children's services, which could undermine the progress that has been and continues to be made.

2.4.4 Future trends:

- The population of children and young people in Barnet is estimated to grow by 3% between 2018 and 2025, when it is projected to reach 101,875.
- Projections suggest that by 2025, the population of children and young people in Colindale will be the highest of any ward, although the wards with the highest proportions of young people aged 0-19 years old in 2025 are projected to be: Golders Green (32%), Edgware (30%) and Burnt Oak (29%).

- The overall number of children and young people with SEN statements or Education, Health and Care Plans rose by 26% between 2014 and 2017 and is expected to rise by a further 20% between 2017 and 2025.
- Increased demand on mental health and wellbeing services due to COVID-19 with a 25% increase already seen in anxiety related presentations to Barnet Integrated Clinical Service (BICS) and KOOTH online counselling service for young people.
- Children have missed a significant part of their education which will impact on their social and emotional development as well as educational outcomes.
- Increase in young people that are not in education, employment and training as young people have been disproportionately affected by the impact of the pandemic on employment.

2.5 In year (2020/21) Management

- 2.5.1 This year has been an extraordinary year due to COVID which has presented a unique set of challenges both operationally and financially.
- 2.5.2 The budget forecast projections as at the end of September are based on information that is currently available from the service and shows a budget pressure of £4.417m.
- 2.5.3 However, within this, £3.721m relates to anticipated one off costs associated with COVID 19. This therefore leaves an underlying business as usual (BAU) pressure of £0.696m.
- 2.5.4 The COVID costs are anticipated to be non-recurrent costs. Of the £3.721m forecast as at the end of September, the main costs are:
- £1.519m additional suppliers' costs of which £1.219m relates to supplier relief as per government procurement policy note (PPN) 02
 - £1.04m additional costs due to increasing demand of young adults due to placement breakdowns, block booking for surge demand and costs of children staying in more placements longer
 - £0.444m additional home to school transport costs
 - Various others make up the difference
- 2.5.5 Within the BAU budgetary pressure forecast are overspends on care leavers and 18-25. This is consistent with increasing demands and previous years spend. These are partially offset by additional income on the UASC (unaccompanied asylum seeker children) grant and savings on staffing. These are factored into the growth funding requirement and savings proposals outlined in this paper.

2.6 Children, Education and Safeguarding Committee savings

2.6.1 Table 1 below sets out the pressures that it has been recommended to Policy and Resources Committee should be funded because they are expected to either carry forward from the current financial year, or they are expected to occur next year.

TABLE 1- GROWTH/PRESSURES FUNDING

Description	21/22	22/23	23/24	24/25	Total
Demographics and complexity (placements and care leavers)	1,420	1,900	1,900	1,900	7,120
Apprenticeship Levy unachievable saving	130	0	0	0	130
Mental Health	200	0	0	0	200
1. Elective home education coordinator 2. Welfare benefit advisors	150	0	0	0	150
Placements for 18-25 year olds	300	300	300	300	1,200
School conditions surveys	350	0	0	0	350
Total	2,550	2,200	2,200	2,200	9,150

2.7 Children, Education and Safeguarding Committee savings

2.7.1 To help address the budget gap between 2021/22 and 2024/25, indicative savings proposals have been identified for the Children, Education and Safeguarding Committee. The committee are being asked to approve the savings programme for the next four years.

2.7.2 The full range of savings and/or income generation proposals within the Children, Education and Safeguarding Committee's area of responsibility can be seen in Appendix A.

2.7.3 It should be noted that future year (22/23 onwards) values are indicative at this stage and will be confirmed in the paper to this committee each year.

2.7.4 Savings with references CES 1 to CES 10 relate to savings previously approved by the committee that relate to years 2021/22 to 2024/25. Savings with references CES 11 onwards relate to the new savings proposals.

2.7.5 Where possible, the approach has been to propose savings through bringing in additional income and through back-office savings rather than reducing services, which could impact on the improvement to the quality of children's services and undermine the progress that has been made.

2.7.6 These savings total £9.164m of which £2.775m relates to 2021/22.

2.8 Fees & Charges

2.8.1 There are no proposed changes to fees and charges in 21/22.

2.9 Recovery Plan

2.9.1 An update on recovery planning is included within the Family Services Quarterly Report.

3. REASONS FOR RECOMMENDATIONS

3.1 Local Government continues to face significant reductions in funding and increased demand for services, as set out in the above context. These challenges require longer term, robust financial and strategic planning and the recommendations in this report support this.

3.2 By law, the council is required to set a balanced budget. These proposals are the best way of doing that by meeting financial requirement and delivering outcomes and ambitions for Barnet.

4. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

4.1 The alternative option is not to approve the MTFS. This, however, is not considered to be good practice and may expose the council to the risk of not achieving the savings targets or being able to set a balanced budget. There is a statutory requirement to set a balanced budget and submit budget returns to the Ministry of Housing, Communities and Local Government (MHCLG).

5. POST DECISION IMPLEMENTATION

5.1 If the Children, Education and Safeguarding Committee approves recommendations 1 made by this report, then the savings proposals will be referred to Policy and Resources Committee on 8th December 2020 as part of the council's Medium-Term Financial Strategy (MTFS). Public consultation on the MTFS will commence in December.

6. IMPLICATIONS OF DECISION

6.1 Corporate Priorities and Performance

6.1.1 This report supports the council's corporate priorities as expressed through the Corporate Plan for 2019-24 which sets out our vision and strategy for the next 5 years. This includes the **outcomes** we want to achieve for the borough, the **priorities** we will focus limited resources on, and our **approach** for how we will deliver this.

6.1.2 Our 3 outcomes for the borough focus on place, people and communities:

- a pleasant, well maintained borough that we protect and invest in
- our residents live happy, healthy, independent lives with the most vulnerable protected
- safe and strong communities where people get along well

6.1.3 The approach for delivering on this is underpinned by four strands; ensuring residents get a fair deal, maximising on opportunities, sharing responsibilities with the community and partners, and working effectively and efficiently.

6.1.4 The 5-year strategic priorities for this committee can be seen in appendix A, with the 19/20 delivery plan of these in Appendix B.

6.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

6.2.1 The Children, Education and Safeguarding Committee savings programme will enable the council to meet its savings target as set out in the MTFs. These budgets will be formally agreed each year, and individual proposals will be subject to appropriate consultation and equality impact assessments where necessary. For this reason, the proposals are subject to change.

6.3 Social Value

6.3.1 None applicable to this report, however the council must take into account the requirements of the Public Services (Social Value) Act 2012 to try to maximise the social and local economic value it derives from its procurement spend. The Barnet living wage is an example of where the council has considered its social value powers.

6.4 Legal and Constitutional References

6.4.1 Section 151 of the Local Government Act 1972 states that: “without prejudice to section 111, every local authority shall make arrangements for the proper administration of their financial affairs and shall secure that one of their officers has responsibility for the administration of those affairs”. Section 111 of the Local Government Act 1972, relates to the subsidiary powers of local authorities.

6.4.2 Section 31A of the Local Government Finance Act 1992 requires billing authorities to calculate their council tax requirements in accordance with the prescribed requirements of that section. This requires consideration of the authority’s estimated revenue expenditure for the year in order to perform its functions, allowances for contingencies in accordance with proper practices, financial reserves and amounts required to be transferred from general fund to collection fund.

6.4.3 Local authorities owe a fiduciary duty to council tax payers, which means it must consider the prudent use of resources, including control of expenditure, financial prudence in the short and long term, the need to strike a fair balance between the interests of council tax payers and ratepayers and the community’s interest in adequate and efficient services and the need to act in good faith in relation to compliance with statutory duties and exercising statutory powers.

6.4.4 These savings proposals are to be referred to Policy and Resources Committee. They will then be subject to consultation and a cumulative equality impact assessment before being referred on to Council so that Council may set the Council Tax, being mindful of any equality impacts and consultation responses.

6.4.5 The Council's Constitution (Article 7, Article 7 – Committees, Forums, Working Groups and Partnerships) sets out the responsibilities of all council Committees. The responsibilities of the Children, Education and Safeguarding Committee can be found here: <https://barnet.moderngov.co.uk/documents/s60887/08Article7CommitteesForumsWorkingGroupsandPartnerships.doc.pdf>. Responsibilities include:

- 1) To submit to the Policy and Resources Committee proposals relating to the Committee's budget for the following year in accordance with the budget timetable.
- 2) To submit to the Policy and Resources Committee proposals relating to the Committee's budget (including fees and charges) for the following year in accordance with the budget timetable.
- 3) To make recommendations to Policy and Resources Committee on issues relating to the budget for the Committee, including virements or underspends and overspends on the budget. No decisions which result in amendments to the agreed budget may be made by the Committee unless and until the amendment has been agreed by Policy and Resources Committee.
- 4) To receive reports on relevant performance information and risk on the services under the remit of the Committee.

6.4.6 The council's Financial Regulations can be found at: <https://barnet.moderngov.co.uk/documents/s60884/17FinancialRegulations.doc.pdf>

6.4.7 Some of the proposals, relate to savings resulting from operational decisions being made in a different way and are therefore estimated savings. The saving is therefore an indicative saving and its deliverability will be dependent on a number of factors. As part of the budget setting process, Policy and Resources Committee will consider the need for an appropriate contingency to cover any savings that are indicative and may not be met due to operational decisions. Some of the proposals in the MTFs relate to proposals that are at a very early stage. These proposals will be subject to further business planning and decision making to test whether they can be delivered and what the impact of such a proposal will be. These proposals will be considered in further detail during future business planning reports.

6.4.8 All proposals emerging from the business planning process will need to be considered in terms of the council's legal powers and obligations (including, specifically, the public-sector equality duty under the Equality Act 2010).

6.5 Risk Management

6.5.1 The Council has taken steps to improve its risk management processes by integrating the management of financial and other risks facing the organisation. The allocation of an amount to contingency is a step to mitigate the pressures that had yet to be quantified during the budget setting process.

6.5.2 The allocation of budgets from contingency seeks to mitigate financial risks which have materialised.

6.6 Equalities and Diversity

6.6.1 Equality and diversity issues are a mandatory consideration in the decision making of the council.

6.6.2 Decision makers should have due regard to the public sector equality duty in making their decisions. The Equality Act 2010 and the Public-Sector Equality Duty require elected Members to satisfy themselves that equality considerations are integrated into day-to-day business and that all proposals emerging from the business planning process have taken into consideration the impact, if any, on any protected group and what mitigating factors can be put in place. The equalities duties are continuing duties they are not duties to secure a particular outcome. The statutory grounds of the public sector equality duty are found at section 149 of the Equality Act 2010 and are as follows:

6.6.3 A public authority must, in the exercise of its functions, have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

6.6.4 Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

6.6.5 The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

- 6.6.6 Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:
- Tackle prejudice, and
 - Promote understanding.
- 6.6.7 Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act. The relevant protected characteristics are:
- Age
 - Disability
 - Gender reassignment
 - Pregnancy and maternity
 - Race,
 - Religion or belief
 - Sex
 - Sexual orientation
 - Marriage and Civil partnership
- 6.6.8 This is set out in the council's Equalities Policy together with our strategic Equalities Objective - as set out in the Corporate Plan - that citizens will be treated equally with understanding and respect; have equal opportunities and receive quality services provided to best value principles.
- 6.6.9 Progress against the performance measures we use is published on our website at:
www.barnet.gov.uk/info/200041/equality_and_diversity/224/equality_and_diversity
- 6.6.10 Where there are changes to service delivery or changes to staff, these will impact on individuals in different ways. However, at each stage of the process, the council will conduct an equalities impact assessment (EIA) where appropriate to ensure that where **persons are** impacted, proper measures are considered to mitigate the effect as far as possible. Those affected by any changes resulting from any of the proposals will be engaged, as set out in Appendix C under 'Consultation'. Where necessary, proposals will not be implemented or agreed until members have fully considered the equality impacts and responses to any consultation.
- 6.6.11 The revenue savings sheet shown at Appendix A indicates that an equalities impact assessment has been carried out for transfer of the Education and Skills Service into the Barnet Education and Learning Service (BELS). The full Equality Impact Assessment was appended to the Delegated Powers Report: <https://barnet.moderngov.co.uk/ieDecisionDetails.aspx?ID=7505> .It was considered that the chosen option of transferring the Education and Skills Service to a LACC would not have a negative impact on this group of staff. There were no redundancies and all terms and conditions, including their pensions, were protected through the TUPE transfer.

6.6.12 All human resources implications will be managed in accordance with the Council's Managing Organisational Change policy, which supports the Council's Human Resources Strategy and meets statutory equalities duties and current employment legislation.

6.7 Corporate Parenting

6.7.1 In line with Children and Social Work Act 2017, the council has a duty to consider Corporate Parenting Principles in decision-making across the council. The outcomes and priorities in the refreshed Corporate Plan, Barnet 2024, reflect the council's commitment to the Corporate Parenting duty to ensure the most vulnerable are protected and the needs of children are considered in everything that the council does. To this end, great attention has been paid to the needs of children in care and care leavers when approaching business planning, to ensure decisions are made through the lens of what a reasonable parent would do for their own child.

6.7.2 The Council, in setting its budget, has considered the Corporate Parenting Principles both in terms of savings and investment proposals. The Council proposals have sought to protect front-line social work and services to children in care and care leavers and in some cases, has invested in them.

6.8 Consultation and Engagement

6.8.1 As a matter of public law, the duty to consult with regards to proposals to vary, reduce or withdraw services will arise in four circumstances:

- where there is a statutory requirement in the relevant legislative framework
- where the practice has been to consult, or, where a policy document states the council will consult, then the council must comply with its own practice or policy
- where the matter is so important that there is a legitimate expectation of consultation
- Where consultation is required to comply with other duties, for example Equality Act duties.

6.8.2 Regardless of whether the council has a duty to consult, if it chooses to consult, such consultation must be carried out fairly. In general, a consultation can only be considered as proper consultation if:

- comments are genuinely invited at the formative stage
- the consultation documents include sufficient reasons for the proposal to allow those being consulted to be properly informed and to give an informed response
- there is adequate time given to the consultees to consider the proposals
- there is a mechanism for feeding back the comments and those comments are considered by the decision-maker / decision-making body when making a final decision

- the degree of specificity with which, in fairness, the public authority should conduct its consultation exercise may be influenced by the identity of those whom it is consulting
- where relevant and appropriate, the consultation is clear on the reasons why and extent to which alternatives and discarded options have been discarded. The more intrusive the decision, the more likely it is to attract a higher level of procedural fairness.

6.8.3 The General Budget Consultation will be launched after December 2020 P & R and will last until late 2021. The exact dates are to be confirmed. This consultation will cover any proposals to increase council tax together with seeking views on the council's budget overall.

6.8.4 In terms of service specific consultations, the council has a duty to consult with residents and service users in a number of different situations including proposals to significantly vary, reduce or withdraw services. Consultation is also needed in other circumstances, for example to identify the impact of proposals or to assist with complying with the council's equality duties. Service specific consultations will take place where necessary in line with timescales for any changes to be implemented.

6.8.5 If when council sets the budget envelope some service specific consultations have not been completed the Council will allow a contingency so that decision makers may make alternative decisions should there be undesirable equalities impacts.

6.8.6 Where appropriate, separate service specific consultations have already taken place for the 2021/22 savings and a link to the report presenting findings of the consultation is provided within the MTFs spreadsheet (Appendix A). There is one current consultation, which started on 2nd November, on a restructure of senior posts and business support within the Commissioning and Business Improvement Division.

6.9 **Insight**

6.9.1 None in the context of this report


7. **BACKGROUND PAPERS**

None

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New Savings Reference	Outcome	Outcome Key Success	Theme / Outcome	Service Area	Opportunity Area	Description of saving	Consultation (How are we consulting on this proposal)	Impact Assessment		Equalities Impact		2021/22	2022/23	2023/24	2024/25	*Total savings (All years)
								Impact on Service Delivery	Impact on Customer Satisfaction	All published EqGAs are online at: https://barret.gov.uk/our-council/policies-plans-and-performance/equality-and-diversity/equality-impact-assessments	2021/22	2022/23	2023/24	2024/25		
CE51	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Contract management, including keeping costs down	Inflationary increases to third party contracts are built into the budget. These savings would be achieved by improving contract management and negotiating better rates across contracts including: secure accommodation, fostering support, and short breaks	No service specific consultation required	This proposal increases the efficiency of third party contract spending. It is not expected to impact on service delivery	This proposal increases the efficiency of third party contract spending. It is not expected to have a negative impact on customer satisfaction	Initial analysis indicates that no staff and/or service user Equalities Impact Assessment is required because the proposal does not impact on service delivery or staff.	(334)	(334)	(334)	(334)	(1,336)	
CE57	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Income	Remodelling of Contact Centre as per Business Case, including staffing model and income generation	Service specific consultation will be undertaken if required	Impact on service delivery through greater focus on income generation	Anticipated that improved efficiency of the model will not have an impact on customer satisfaction	Equalities Impact will be completed for changes to income generation - no impact is expected.	0	(150)	(200)	0	(350)	
CE58	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Demand Management	Remodelling of placements to reduce number of children in high cost placements. Range of measures from increased recruitment of internal foster carers and supported lodgings hosts, developing in-house therapeutic provision to expanding lower cost internal semi-independent options	It is not anticipated that this will require formal consultation. Consultations/engagement are taking place with service users and staff were applicable to different strands within the demand transformation, and as part of the Corporate Parenting Strategy	The programme is shifting our demand and having an impact on our service delivery, such as increased provision of fostering support, and changes from external providers to in-house provision of services.	Anticipated that earlier intervention and changes will improve outcomes for children	Equality implications will be considered on a case by case basis and operational decisions will continue to be made in the best interests of children.	(405)	(550)	(725)	0	(1,680)	
CE59	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Family Services	Invest to save - Respite for children with Autism	Creation of a respite unit that is a centre of excellence to support parents/carers and their children with autism. Earlier intervention to avoid significant future growth in high cost packages/placements for young people with high functioning autism with challenging behaviour	It is not anticipated that this will require formal consultation but one to one engagement with service users and their families will take place as proposals develop.	Likely to impact on service delivery	Anticipated that earlier intervention will improve outcomes for children	Equality implications will be considered on a case by case basis and operational decisions will continue to be made in the best interests of children.	0	0	(200)	0	(200)
CE510	Children's and Family Services	Workstream A: The Way We Work II	Children, Education & Safeguarding	Family Services	Staff flexibility	Back office saving through voluntary option for back office staff to work 4 day weeks	Staff consultation will be undertaken as part of the project	The impact on service delivery will be assessed as part of the business case	It is not anticipated that this will have an impact on customer satisfaction	An equalities impact assessment will be undertaken to determine whether there is an impact.	0	0	(270)	(270)	(540)	
CE514	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Staffing	Savings delivered through reducing the number of agency workers by increasing Newly Qualified Social Work capacity for one year alongside a targeted international recruitment campaign to increase the number of permanent social work staff	No service specific consultation required	There will be no negative impact on service delivery and potentially a positive impact due to more permanent staff	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact is anticipated as a result of this proposal	(200)	0	0	0	(200)	
CE515	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Use of reserves	Use of reserves as a one off saving	None	None	None	No equalities impact is anticipated as a result of this proposal	(250)	0	250	0	0	
CE516	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Reduced commissioning budget	Reduce commissioning tender budget for Family Group Conferencing	No service specific consultation required	Any service impact will be mitigated by social workers utilising Family Group Conferences in a more targeted nature	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact expected.	(55)	0	0	0	(55)	
CE518	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Service redesign	Develop an under 5's Parenting Centre, which complements the Children Centre offer, with specialist/intensive parenting interventions aimed at reducing the need for statutory interventions.	It is not expected that this will require formal consultation.	Will enhance parenting interventions to children under 5 years as part of the wider 0-19 Early Help model	Early intervention is aimed at improving parental attachments and parenting approaches reducing the need for statutory interventions and Care Proceedings	Equalities Impact Assessment will take part as part of service design.	0	(300)	0	0	(300)	
CE519	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Demand Management	18-25, potential invest to save - Supported living project. Redesigning the commissioning of shared accommodation for young adults with a Learning Disability.	Consultation with young adults is required.	Likely to impact on service delivery	Anticipated that improved efficiency of the model will not have an impact on customer satisfaction	Equality implications will be considered on a case by case basis and operational decisions will continue to be made in the best interests of service users.	0	0	0	(749)	(749)	
CE520	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Income	In 2020-21, the Home Office increased funding for LAs that meet UASC benchmark (future years are yet to be confirmed). Increase the number of UASC that London Borough of Barnet have in our care to above Home Office benchmark figures (this is approx. +1 UASC).	No service specific consultation required	None	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact is anticipated as a result of this funding change	0	(623)	0	0	(623)	
CE521	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Income	Increased Continuing Health Care contribution to appropriate placements for 18-25 year olds	No service specific consultation required	None	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact is anticipated as a result of this funding change	(498)	0	0	0	(498)	
CE522	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Demand Management	Reduce demand on external residential, through on-going reviews of high cost placements, as well as utilisation of our new forthcoming Woodside Avenue Children's Home and attached Intervention Centre. The new home will allow for earlier step-down from residential, and the Intervention Centre will support specialist foster care provision; an alternative provision to some lower need residential placements.	Initial staff consultations are taking place in 2020-21 on changes to Barnet residential homes. It is not anticipated that this will require other formal consultation. Engagement is taking place with service users as part of the development and evaluation of changes.	Likely to impact on service delivery	Anticipated that earlier intervention will improve outcomes for children	Equality implications will be considered on a case by case basis and operational decisions will continue to be made in the best interests of children.	0	0	(760)	(240)	(1,000)	
CE523	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Demand Management	Decrease in usage of Independent Fostering Agencies (IFAs), instead increase usage of internal foster carers. This forms part of our Demand Transformation of Placements.	It is not anticipated that this will require formal consultation, but engagement with internal foster carers is taking place.	Likely to impact on service delivery	Anticipated that more children will be able to stay within local area	Equality implications will be considered on a case by case basis and operational decisions will continue to be made in the best interests of children.	0	(251)	0	0	(251)	
CE524	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Demand Management	As a result of demand management there has been a decrease in the number of families that are homeless or other usage of section 17. This means that the budget for Section 17 placements - where this is difficult, can be decreased to reflect current need.	No service specific consultation required	None	It is not anticipated that this will have an impact on customer satisfaction	Decisions will continue to take place on a case by case basis and operational decisions will continue to be made in the best interests of children.	0	(250)	0	0	(250)	
CE525	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Staffing	Restructure of senior posts within Commissioning & Business Improvement Division including deletion of vacant posts (ZxHxS) and creation of a single HoS to achieve greater service integration.	A consultation with staff was launched on 11th November	Positive impact improved alignment of linked functions across the system and integration of teams	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact is anticipated as a result of this proposal	(107)	0	0	0	(107)	
CE526	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Staffing	Restructure of senior posts within Commissioning & Business Improvement Division including deletion of vacant posts (Inspection & Improvement Lead) and integrate activity into Strategy & Insight.	A consultation with staff was launched on 11th November	Positive impact inspection activity to be integrated so that it is part of mainstream business	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact is anticipated as a result of this proposal	(75)	0	0	0	(75)	
CE527	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Staffing	Restructure business support function including deletion of PSA Officer post and managing the PSA's within the operational service to improve integration across the system and support to frontline delivery.	A consultation with staff was launched on 11th November	Positive impact increased alignment of practitioner support to the needs of front line practice	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact anticipated as a result of this proposal	(53)	0	0	0	(53)	
CE528	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Family Services	Staffing	Further opportunities to integrate business support and back office functions	Consultation will be undertaken	The impact on service delivery will be assessed as part of the business case	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact as a result of this proposal	0	0	0	(79)	(79)	
CE531	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Barnet Education and Learning Service	Efficiencies	Savings on the provision of Passenger Assistants for SEN transport through closer alignment with the SEN teams and management efficiencies	It is not anticipated that this will require formal consultation but the usual one to one engagement with service users and their families if any route changes are made.	Positive impact due to closer alignment with SEN service	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact as a result of this proposal	(209)	(20)	0	0	(229)	
CE532	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Barnet Education and Learning Service	Efficiencies	Transferring the Education and Skills Service into the Barnet Education and Learning Service (BELS), which delivered management savings. Further savings being delivered by BELS through further efficiencies and income generation.	The council consulted schools and the parent-carer forum before deciding to transfer the service to BELS. https://barret.moderngov.co.uk/DecisionDetails.aspx?ID=7505	None	It is not anticipated that this will have an impact on customer satisfaction	A full Equalities Impact Assessment was undertaken as part of the decision making https://barret.moderngov.co.uk/DecisionDetails.aspx?ID=7505	(250)	0	0	0	(250)	
CE534	Children's and Family Services	Outcome 2: Family Friendly	Children, Education & Safeguarding	Barnet Education and Learning Service	Grant Funding	Release DSG funding to deliver savings. Specifics on how this saving will be made are subject to an independent review which is currently underway.	This will require agreement from the Schools Forum	None	It is not anticipated that this will have an impact on customer satisfaction	No equalities impact as a result of this proposal	(340)	0	0	0	(340)	
Total Savings											(2,775)	(2,478)	(2,239)	(1,672)	(9,164)	

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	<p>Children, Education and Safeguarding Committee</p> <p>30 November 2020</p>
<p style="text-align: right;">Title</p>	<p>Education Strategies</p>
<p style="text-align: right;">Report of</p>	<p>Chairman of the Committee, Councillor David Longstaff</p>
<p style="text-align: right;">Wards</p>	<p>All</p>
<p style="text-align: right;">Status</p>	<p>Public</p>
<p style="text-align: right;">Urgent</p>	<p>No</p>
<p style="text-align: right;">Key</p>	<p>Yes</p>
<p style="text-align: right;">Enclosures</p>	<p>Annex 1 – Equalities Impact Assessment Appendix A - Education Strategy 2021-24 Appendix B – Draft SEND and Inclusion Strategy 2021-24 Appendix C – School and Settings Improvement Strategy 2021-24 Appendix D – Planning for new school places 2018/19 to 2022/23 – update</p>
<p style="text-align: right;">Officer Contact Details</p>	<p>Chris Munday, Executive Director, Children Services Chris.Munday@Barnet.gov.uk Telephone: 0208 359 7099</p> <p>Ian Harrison, Chief Executive and Director of Education and Learning, Barnet Education and Learning Service Ian.J.Harrison@Barnet.gov.uk Telephone: 0208 359 7943</p>

Summary

This report seeks approval for the Education Strategy for Barnet for the period 2021 to 2024. The strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer. This strategy for 2021-24 now replaces the previous strategy which was for 2017-20.

The report also seeks approval for the draft SEND and Inclusion Strategy and for consultation on the draft strategy. The draft strategy sets out the priorities for ensuring that

children and young people with special educational needs and disabilities continue to benefit from an excellent, high quality education offer. The strategy for 2021-24 will replace the previous strategy which was for 2017-20.

The School and Settings Improvement Strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer. This strategy for 2021-24 now replaces the previous strategy which was for 2017-20.

The report on 'Planning for new school places' provides an update on the school places plan and compares the five-year forecast projected in September 2017 with the actual demand that has emerged. It sets out the revised projections of pupil places for the next few years and the plan to meet the need for additional places.

Recommendation

- 1. That the Committee approve the Education Strategy 2021-24.**
- 2. That the Committee approve the draft SEND and Inclusion Strategy 2021-24 as a basis for consultation and authorises the Executive Director for Children's Services to approve the final strategy taking account of consultation responses.**
- 3. That the Committee approve the School and Settings Improvement Strategy 2021-24.**
- 4. That the Committee note the update report on the planning of school places.**

1 WHY THIS REPORT IS NEEDED

- 1.1 We are committed to ensuring that Barnet is the most family friendly borough in London. To assist us in achieving this we are focussed on building resilience in children, families and schools. The global pandemic of COVID19 has had a profound impact on schools and learning. We need to ensure that any lessons learnt are embedded into our strategies.
- 1.2 For some years, Barnet has been among the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. Barnet's aspiration is to be among the top 10% of local authorities in relation to the quality of provision in its schools.
- 1.3 In 2017, the Children, Education, Libraries and Safeguarding Committee approved the Education Strategy 2017–2020 and the SEND and Inclusion Strategy and School Improvement Strategy for the same period. It is now time to review these strategies and set clear aims for the next three years.
- 1.4 In 2017 the committee also approved a School Places Plan for the period 2018 to 2023. This report provides an update on the implementation of that plan and on the pupil number projections and sets out projections and plans for future years.

2 REASONS FOR RECOMMENDATIONS

- 2.1 The committee's approval is required for the education strategies shown in the appendices in order to provide a clear vision and clear strategic goals and priorities for the education service in Barnet over the next three years.

3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 Whilst there is no legal requirement to publish strategies on education and school improvement, by doing so, the Council is clearly setting out its plans to fulfil its education duties in a transparent way. Therefore the alternative option of not preparing and publishing such strategies is not recommended.

4 POST DECISION IMPLEMENTATION

- 4.1 Action to deliver the strategic priorities will be overseen by the governance arrangements set out in each strategy.

5 IMPLICATIONS OF DECISION

Corporate Priorities and Performance

- 5.1 The quality of the education offer in Barnet is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools.
- 5.2 Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to delivering the Council's strategic objectives set out in its Corporate Plan, Barnet 2024, based on the core principles of fairness, responsibility and opportunity to make sure Barnet is a place:
- of opportunity, where people can further their quality of life
 - where people are helped to help themselves, recognising that prevention is better than cure
 - where responsibility is shared, fairly
 - where services are delivered efficiently to get value for money for the taxpayer.

Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.3 The work to drive the delivery of the council's contribution to the strategies is delivered from within existing resources of the Education and Learning service, which is delivered in partnership with Barnet Education and Learning Service Ltd.

Legal and Constitutional References

- 5.4.1 Article 7 - Committees, Forums, Working Groups and Partnerships of the council's constitution states that the committee has responsibility for all matters relating to children, schools, education and safeguarding.

- 5.4.2 Section 13 of the Education Act 1996 place a duty on local authorities to secure efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their functions are exercised with a view of promoting high standards, ensuring fair access to opportunity for education and training and promoting fulfilment of learning potential for children and young people in its area. Section 14 requires local authorities to secure sufficient schools and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, as well as ensuring diversity of provision. These duties are overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support. The Education Strategy, the School and Settings Improvement Strategy and the report on school place planning set out how the Council intends to meet these duties.
- 5.4.3 State funded schools are split into maintained schools, which are funded via the local authority and academy schools which are funded directly by the Department for Education. The Council has powers of intervention for maintained schools and whilst it does not have these powers for academy schools, it still has a role to work with its community of schools and raise any issues about performance with the Regional Schools Commissioner. The Schools and Settings Improvement Strategy sets out how the Council will comply with its responsibilities around school improvement.
- 5.4.4 The Council has duties under the Children and Families Act 2014 in relation to children with special educational needs and disabilities (SEND). It also has duties under that Act to consult parents, young people and other stakeholders on strategies and policies setting out how it will fulfil its duties.

5.5 Risk Management

None.

5.6 Equalities and Diversity

The Council has a duty contained in section 149 of the Equality Act to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;

- sexual orientation.

The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services. School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational needs and disabilities and disadvantaged children (those in receipt of free school meals and children looked after).

An Equalities Impact Assessment has been completed in relation to the strategies and is attached as Annex 1.

5.7 Corporate Parenting Principles

The School and Settings Improvement Strategy includes details of progress in respect of the achievement of looked after children and includes this as a priority for the future.

5.8 Consultation and Engagement

A summary of the key changes from the previous Education Strategy was presented to all headteachers at the Director's Meeting in October. This draft of the strategy has been shared with all schools, for comment.

Key priorities for the SEND and Inclusion strategy were considered by the SEND Partnership Board in September and presented to all headteachers at the Director's Meeting in October. The draft strategy has also been shared with the Parent-Carer Forum, health and social care services and with all schools, for comment. Subject to this committee's approval, there will be consultation with stakeholders during December on the draft SEND and Inclusion Strategy and the strategy will be finalised and published in January 2021. The list of stakeholder groups and consultation methodology for each group is set out in the following table. All the consultation listed will take place in December.

Stakeholder Group	Method of consultation
Children and young people with SEN and disabilities	Focus groups (including BING – Barnet Inclusion Next Generation) Survey
Parent-carers of children with SEN and disabilities	Survey Virtual meetings
Governing Bodies of all schools	Survey Virtual meeting
Academy Trusts	Survey
Early Years providers, including Children's Centres	Survey Virtual meeting
Chief Executive/Principals of local colleges	Survey Virtual meeting
Youth Offending Team	Survey

A draft of the Schools and Settings Improvement Strategy was considered by the Schools and Settings Standards Partnership Board in September. A summary of the key changes from the previous strategy was presented to all headteachers at the Director's Meeting in October and suggested revisions were agreed and the strategy updated.

Schools are engaged with the strategic approach to planning school places through the School Organisation and Place Planning Board (SOPPB), which last convened on 7 October 2020. The SOPPB is attended by the Council, Barnet Education and Learning Service and headteacher representatives. In addition, briefings are provided through the termly Director's meetings with headteachers and chairs of governors. For individual projects that involve the expansion of an existing school or the establishment of a new school or a reduction to a school's published admission number, there is a statutory requirement for a wider, formal consultation.

All three strategies were considered and approved by the Children's Partnership Board at its meeting on 9th November 2020 for referral to this committee, the SEND Strategy being approved as a draft for consultation subject to approval of this committee. The update on the school places plan was also reported to the Children's Partnership Board and was noted.

6. BACKGROUND PAPERS

1. Education Strategy 2017-20 - Agenda item
<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CIId=697&MIId=8692&Ver=4>
2. SEND and Inclusion Strategy 2017-20 – Agenda item 12:
<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CIId=697&MIId=8694&Ver=4>
3. Planning for new school places 2018/19 to 2022/23 - Agenda Item
<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CIId=697&MIId=8693&Ver=4>
4. School Improvement Strategy 2017-20 - Under Education plans and strategies:
<https://www.barnet.gov.uk/schools-and-education/school-support-information>

Annex 1

Education Strategies Equalities Impact Assessment (EqIA)

1. Responsibility for the EqIA	
Title of proposal ¹	Education Strategies
Name and job title of completing officer	Ian Harrison, Chief Executive and Director of Education and Learning, BELS
Head of service area responsible	Chris Munday, Executive Director, Children's Services
Equalities Champion supporting the EqIA	N/A
HR rep (for employment related issues)	N/A

2. Description of proposal	
Is this a: (Please tick all that apply) New policy /strategy / function / procedure / service <input type="checkbox"/>	Review of Policy /strategy / function / procedure / service <input checked="" type="checkbox"/>
Budget Saving <input type="checkbox"/> If budget saving please specify value below:	Other <input type="checkbox"/> If other please specify below: Change in provider for a service
<p><i>Please outline in no more than 3 paragraphs²:</i></p> <p><i>The proposal which is being assessed</i></p> <p>Review of Education Strategy, School and Setting Improvement Strategy and SEND and Inclusion Strategy and proposed strategies for the next 3 years.</p> <p><i>The key stakeholders who may be affected by the policy or proposal</i></p> <p>Schools and other education settings other education settings, parents, carers, children and young people, Parent-Carer Forum, other partner organisations (health).</p> <p><i>The decision-making route being taken (e.g. business planning, committee) and date of decision:</i></p> <p>Draft strategies subject to consultation with headteachers at meetings and partnership boards; approved by the Children's Partnership Board. Being reported to the Children, Education and Safeguarding Committee on 30th November. Draft SEND strategy also subject to consultation with the Parent-Carer Forum and other stakeholders; there will be public consultation in December prior to it being finalised in January 2021.</p>	

3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Protected group	What does the data tell you ³ ?	What do people tell you ⁴ ?																																																												
Age ⁵	<p>Number of children and young people in Barnet Schools by age (source January School Census 2020)</p> <table border="1" data-bbox="562 352 1344 1278"> <thead> <tr> <th>Age</th> <th>Number of pupils</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Younger than 1</td><td>3</td><td>0.00%</td></tr> <tr><td>1</td><td>10</td><td>0.02%</td></tr> <tr><td>2</td><td>242</td><td>0.40%</td></tr> <tr><td>3</td><td>1845</td><td>3.07%</td></tr> <tr><td>4</td><td>3567</td><td>5.94%</td></tr> <tr><td>5</td><td>4183</td><td>6.97%</td></tr> <tr><td>6</td><td>4268</td><td>7.11%</td></tr> <tr><td>7</td><td>4446</td><td>7.41%</td></tr> <tr><td>8</td><td>4408</td><td>7.34%</td></tr> <tr><td>9</td><td>4429</td><td>7.38%</td></tr> <tr><td>10</td><td>4355</td><td>7.25%</td></tr> <tr><td>11</td><td>4467</td><td>7.44%</td></tr> <tr><td>12</td><td>4620</td><td>7.70%</td></tr> <tr><td>13</td><td>4292</td><td>7.15%</td></tr> <tr><td>14</td><td>4213</td><td>7.02%</td></tr> <tr><td>15</td><td>4082</td><td>6.80%</td></tr> <tr><td>16</td><td>3178</td><td>5.29%</td></tr> <tr><td>17</td><td>2365</td><td>3.94%</td></tr> <tr><td>18</td><td>1061</td><td>1.77%</td></tr> </tbody> </table>	Age	Number of pupils	%	Younger than 1	3	0.00%	1	10	0.02%	2	242	0.40%	3	1845	3.07%	4	3567	5.94%	5	4183	6.97%	6	4268	7.11%	7	4446	7.41%	8	4408	7.34%	9	4429	7.38%	10	4355	7.25%	11	4467	7.44%	12	4620	7.70%	13	4292	7.15%	14	4213	7.02%	15	4082	6.80%	16	3178	5.29%	17	2365	3.94%	18	1061	1.77%	<p>Engaged with Youth Parliament Ambassadors at the Barnet Children's Partnership in November 2020 and added their suggestions to the education strategies.</p>
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<p>*There are a further 85 young people between the ages of 19 and 23 in Barnet Schools, the majority of which being 19.</p>																																																														

Disability⁶	SEN Status of pupils in Barnet Schools (Source: January School Census 2020)		Internal reviews (2018;2019) Self-evaluation framework SEND Sufficient Review 2019 Parental satisfaction surveys; Views of young people with SEND through BING (Barnet Inclusion Next Generation); SEND Conferences for schools and parents School satisfaction surveys Tracking of progress through SEND Development Group and SEND Partnership Board Service/Team evaluations SEND and Inclusion Strategy presented to Parent/Carer Forum in November 2020.													
	<table border="1"> <thead> <tr> <th>SEN Status</th> <th>% of CYP in Barnet Schools by SEN Category</th> </tr> </thead> <tbody> <tr> <td>EHC Plan</td> <td>3%</td> </tr> <tr> <td>SEN Support</td> <td>10%</td> </tr> <tr> <td>Non-SEN</td> <td>87%</td> </tr> </tbody> </table> <p>The data includes all pupils in Barnet schools including those over 18.</p>	SEN Status		% of CYP in Barnet Schools by SEN Category	EHC Plan	3%	SEN Support	10%	Non-SEN	87%						
SEN Status	% of CYP in Barnet Schools by SEN Category															
EHC Plan	3%															
SEN Support	10%															
Non-SEN	87%															
Gender reassignment⁷	N/A		None													
Marriage and Civil Partnership⁸	N/A		None													
Pregnancy and Maternity⁹	Under 18 Conception rates – latest data available is from 2018		None													
	<table border="1"> <thead> <tr> <th></th> <th>2018 Under 18 Conception Rates per 1000 girls</th> <th>Rank Nationally</th> </tr> </thead> <tbody> <tr> <td>Barnet</td> <td>8.2</td> <td>8th lowest rate in the country</td> </tr> <tr> <td>National</td> <td>16.7</td> <td></td> </tr> <tr> <td>London</td> <td>13.9</td> <td></td> </tr> <tr> <td>Stat Neighbours</td> <td>13.32</td> <td></td> </tr> </tbody> </table> <p>(Source: DfE - Local Authority Interactive Tool)</p>			2018 Under 18 Conception Rates per 1000 girls	Rank Nationally	Barnet	8.2	8 th lowest rate in the country	National	16.7		London	13.9		Stat Neighbours	13.32
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Stat Neighbours	13.32															

**Race/
Ethnicity¹⁰**

Ethnic Groups of pupils in Barnet Schools (source: January School Census 2020)

(Number include All pupils in Barnet Schools I.e. including pupils who are above 18)

Ethnicity	% Pupils in Barnet Schools
Any other Asian background	4.74%
Any other Black background	1.08%
Any other ethnic group	10.67%
Any other mixed background	4.57%
Any other white background	21.92%
Bangladeshi	0.88%
Black - African	8.28%
Black Caribbean	1.40%
Chinese	1.36%
Gypsy/Roma	0.05%
Indian	5.33%
Information not yet obtained	1.73%
Pakistani	1.81%
Refused	0.86%
Traveller of Irish heritage	0.03%
White - British	28.42%

	White - Irish	0.94%		
	White and Asian	2.65%		
	White and Black African	1.69%		
	White and Black Caribbean	1.61%		
Religion or belief¹¹	N/A			None
Sex¹²	Gender balance in Barnet Schools (source: January School Census 2020) in Barnet Schools i.e. including pupils who are above 18)			Presented strategies to Barnet headteachers and Youth Parliament Ambassadors, female and male, in October 2020.
		Number of pupils in Barnet Schools	% of Pupils in Barnet School	
	Female	29,268	48.68%	
	Male	30,851	51.32%	
Sexual Orientation¹³	N/A			None
Other relevant groups¹⁴	None			None

4. Assessing impact

What does the evidence tell you about the impact your proposal may have on groups with protected characteristics ¹⁵?

Protected characteristic	For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Is there an impact on service deliver? Is there an impact on customer satisfaction? Is there an impact on staff? Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	
Age	<p>The Education Strategies aim to ensure that all children and young people have equal access to opportunities within education and that the pathways and transitions, at all key stages, are effective and sufficient in order to support positive progress. Most recent achievement data demonstrates that at all ages within the education sector, pupils in Barnet outperform the national averages in regard to achievement at the end of each key stage, with achievement generally being in the top 10-20% at each Key Stage.</p> <p>Children with SEND receive the right support on starting school due to robust and accurate pre-school identification of needs. Young people with SEND report that they have choice and control over their lives and the support they receive. There is good planning for adult life and young people with SEND leave school with an option of education, training or employment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<p>Achievement data demonstrates pupils with a disability achieve highly in Barnet in comparison to national. The quality of schools in Barnet is high with 100% of secondary students with a disability and 93.8% of primary pupils with a disability attending a Good or Outstanding school. All six special schools are Good or Outstanding with half of them Outstanding.</p> <p>Parents are confident that their child's special educational needs and/or disabilities will be met by the provision available in Barnet. There is less conflict in the system with fewer complaints and appeals to Tribunal.</p> <p>Co-production with children and young people with SEND is strengthened and the views of children and young people are represented at all levels of decision making. Young people with SEND know how to access support with mental health.</p> <p>The majority of children and young people with SEND have their needs met in their local mainstream school and in the last 3 years there has been greater consistency of approach to meet needs of children and young people at SEN Support.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>There is timely identification and assessment of needs, including neurodevelopment diversity.</p> <p>There is a clear plan to ensure a sufficient number of the right type of specialist places within the borough to meet the needs of all children and young people from Barnet who have special educational needs and/or disabilities. The development of additional places in Additional Resourced Provisions (ARPs) and special schools in both the primary and secondary phases is set out part 10 of Appendix D (Planning for new school places 2018/19 to 2022/23). This is helping to meet the rising demand for SEND places in the borough, provide a wider choice to parents, improve parental satisfaction rates and accommodate more SEND pupils locally, thus minimising costs and bringing about an increase in the proportion of SEND children who are educated closer to their families and community support networks.</p>				
Gender reassignment	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and Maternity	N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Race/ Ethnicity	<p>Current priority in the School and Settings Improvement Plan is to eliminate differences in the performance of groups of pupils. All ethnic groups in Barnet achieve higher than national; however the ratio of black pupils in Barnet attaining the expected standard at KS2 and KS4 compared to white pupils is low (a negative Relative Rate Index RRI) and in some cases is the lowest or second lowest in North London which is why this remains a priority.</p> <p>2019 KS4 achievement data showed, for Attainment 8, Barnet was ranked the 17th best LA (out of 151 LAs nationally) for Black pupils; 11th for Chinese pupils; 4th for Asian pupils and 3rd for Mixed pupils and White pupils. For</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Progress 8 the ranking was 55 th for Chinese pupils; 43 rd for Black pupils; 17 th for Asian pupils; 7 th for Mixed pupils and 2 nd for White pupils.				
Religion or belief	Active and effective Standard Advisory Council on Religious Education (SACRE), with representation from a wide range of religions, successfully supports schools, particularly in the teaching of Religious Education and monitors the quality of provision, teaching, resources and results in our schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	At Key Stages 1, 2, 4 and 5 both boys' and girls' achievement is higher than national and generally in the top 10% nationally. However, in the Early Years Foundation Stage, although the percentage of boys achieving a 'Good Level of Development' is above National and London, it was outside the top third nationally. Therefore raising attainment of boys at EYFS is a priority. At KS2 the performance of boys in Writing dropped by 3% in 2019 and their ranking dropped from 15 th to 37 th . Therefore the attainment of boys' writing is a priority.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	Among the priorities in the Education Strategy and the Schools and Settings Improvement Strategy is an emphasis on each school's curriculum promoting equality and celebrating diversity in all its forms. This includes teaching about LGBTQ+ people and themes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Other key groups Are there any other vulnerable groups that might be affected by the proposal? <i>These could include carers, people in receipt of care, lone parents, people with low incomes or unemployed</i>		Positive impact	Negative impact		No impact
			Minor	Major	
Key groups	Various stakeholder groups are affected by these strategies. This includes schools and other education settings and children and young people and parents/carers, including children and young people with SEN and disabilities and their parents. The strategies are assessed as having a positive impact on these groups as they are intended to.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Cumulative impact¹⁶

Considering what else is happening within the council and Barnet could your proposal contribute to a cumulative impact on groups with protected characteristics?

Yes No

7. Actions to mitigate or remove negative impact

Only complete this section if your proposals may have a negative impact on groups with protected characteristics. These need to be included in the relevant service plan for mainstreaming and performance management purposes.

Group affected	Potential negative impact	Mitigation measures ¹⁷	Monitoring ¹⁸	Deadline date	Lead Officer
N/A					

8. Outcome of the Equalities Impact Assessment (EqIA)¹⁹

Please select one of the following four outcomes

Proceed with no changes

The EqIA has not identified any potential for a disproportionate impact and all opportunities to advance equality of opportunity are being addressed

Proceed with adjustments

Adjustments are required to remove/mitigate negative impacts identified by the assessment

Negative impact but proceed anyway

This EqIA has identified negative impacts that are not possible to mitigate. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below

Do not proceed

This EqIA has identified negative impacts that cannot be mitigated and it is not possible to continue. Outline the reasons for this and the information used to reach this decision in the space below

Reasons for decision

The education strategies have an overwhelmingly positive impact on the opportunities for children and young people, both boys and girls, pupils from different ethnic backgrounds and children and young people with special educational needs and disabilities.

Sign-off

9. Sign off and approval by Head of Service / Strategic lead ²⁰	
Name: Chris Munday	
<input checked="" type="checkbox"/> Tick this box to indicate that at you have approved this EqIA	Date of approval: 18/11/2020
<input type="checkbox"/> Tick this box to indicate if EqIA has been published Date EqIA was published: Embed link to published EqIA:	Date of next review:

Footnotes: guidance for completing the EqIA template

¹ **Title of EqIA:** This should clearly explain what service / policy / strategy / change you are assessing.

² **Focus of EqIA:** A member of the public should have a good understanding of the proposals being assessed by the EqIA after reading this section. Please use plain English and write any acronyms in full first time – e.g: ‘Equality Impact Assessment (EqIA)’

This section should explain what you are assessing:

- What are the main aims or purpose of the proposed change?
- Who implements, carries out or delivers the service or function in the proposal? Please state where this is more than one person or group, and where other organisations deliver it under procurement or partnership arrangements.
- How does it fit with other services?
- Who is affected by the service, or by how it is delivered? Who are the external and internal service-users, groups, or communities?
- What outcomes do you want to achieve, why and for whom? E.g.: what do you want to provide, what changes or improvements, and what should the benefits be?
- What do existing or previous inspections of the service tell you?
- What is the reason for the proposed change (financial, service, legal etc)? The Act requires us to make these clear.

³ **Data & Information:** Your EqIA needs to be informed by data. You should consider the following:

- What data is relevant to the impact on protected groups is available? (is there an existing EqIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate.
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?
- Is the service having a positive or negative effect on particular people or groups in the community?

⁴ **What have people told you about the service, function, area?**

- Use service user feedback, complaints, audits
- Conduct specific consultation or engagement and use the results
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read LBB [Consultation and Engagement toolkit](#) for full advice or contact the Consultation and Research Manager, rosie.evangelou@barnet.gov.uk for further advise

⁵ **Age:** People of all ages, but consider in particular children and young people, older people and carers, looked after children and young people leaving care. Also consider working age people.

⁶ **Disability:** When looking at disability, consideration should be given to people with different types of impairments: physical (including mobility), learning, aural or sensory (including hearing and vision impairment), visible and non-visible impairment. Consideration should also be given to: people with HIV, people with mental health needs and people with drug and alcohol problems. People with conditions such as diabetes and cancer and some other health conditions also have protection under the Equality Act 2010.

⁷ **Gender Reassignment:** In the Act, a transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

⁸ **Marriage and Civil Partnership:** consider married people and civil partners.

⁹ **Pregnancy and Maternity:** When looking at pregnancy and maternity, give consideration to pregnant women, breastfeeding mothers, part-time workers, women with caring responsibilities, women who are lone parents and parents on low incomes, women on maternity leave and ‘keeping in touch’ days.

¹⁰ **Race/Ethnicity:** Apart from the common ethnic groups, consideration should also be given to Traveller communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

¹¹ **Religion and Belief:** Religion includes any religion with a clear structure and belief system. As a minimum you should consider the most common religious groups (Christian, Muslim, Hindu, Jews, Sikh, Buddhist) and people with no religion or philosophical beliefs.

¹² **Sex/Gender:** Consider girls and women, boys and men, married people, civil partners, part-time workers, carers (both of children with disabilities and older cares), parents (mothers and fathers), in particular lone parents and parents on low incomes.

¹³ **Sexual Orientation:** The Act protects bisexual, heterosexual, gay and lesbian people.

¹⁴ **Other relevant groups:** You should consider the impact on our service users in other related areas.

¹⁵ **Impact:** Your EqIA must consider fully and properly actual and potential impacts against each protected characteristic:

- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
- Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.
- Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:

-
- Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
 - Is there evidence of higher/lower uptake of a service among different groups? Which, and to what extent?
 - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
 - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
 - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
 - Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
 - Does it relate to an area where equality objectives have been set by LBB in our [Barnet 2024 Plan](#) and our [Strategic Equality Objective](#)?

¹⁶ **Cumulative Impact**

You will need to look at whether a single decision or series of decisions might have a greater negative impact on a specific group and at ways in which negative impacts across the council might be minimised or avoided.

¹⁷ **Mitigating actions**

- Consider mitigating actions that specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce or remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a 'level playing field'?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

¹⁸ **Monitoring:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further monitoring, equality assessment, and consultation are needed.

¹⁹ **Outcome:**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Also explain what positive impacts will result from the actions and how you can make the most of these.
- Make it clear if a change is needed to the proposal itself. Is further engagement, research or monitoring needed?
- Make it clear if, as a result of the analysis, the policy/proposal should be stopped.

²⁰ **Sign off:** You will need to ensure the EqIA is signed off by your Head of Service, agree whether the EqIA will be published, and agree when the next review date for the EqIA will be.

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Barnet Education
Strategy
2021-2024

London Borough
of Barnet

2021 – 2024

Barnet Education Strategy 2021 - 2024

Introduction

This renewal of Barnet's Education Strategy includes the usual focus on the key priorities to ensure high quality education services, excellent, resilient schools, high levels of achievement and protecting and supporting vulnerable and disadvantaged children and young people and maximising their life chances and the resilience of them and their families.

This strategy, however, is necessarily different from previous strategies as it is set during the ongoing global covid19 pandemic, which has had a substantial impact on schools and learning and because that impact will have a lasting effect for at least the next 3 years and thus requires an effective strategic response.

This strategy and the supporting sub-strategies for school and settings improvement and SEND and Inclusion therefore describes some of the key developments since the lockdown of schools in March 2020 and the measures proposed to counter the negative impact of the pandemic on children's learning.

Context

Barnet is well known for the excellent quality of its schools and settings and the diversity of its educational offer. These are at the heart of Barnet's continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are successful in life and equipped to meet the needs of employers are vital to Barnet's future success.

Barnet has 130 schools serving 60,198 pupils (January 2020). These are broken down as follows:

Phase or type of establishment	Number of pupils
All-through	4562
Special and Alternative Provision	748
Nursery	501
Primary	31460
Secondary	22927
Total Number of pupils	60,198

There are 25 secondary schools, 90 primary schools, three all through schools, four nursery schools, six special schools and two pupil referral units. There is also one sixth-form college and one General Further Education College. In September 2020 there were 139 registered childminders in Barnet and 137 Private, Voluntary and Independent Nurseries (PVI's)

14% of the Barnet school population are entitled to Free School Meals (January 2020) and the ethnic breakdown of the school population is as follows (groups higher than 1%):

White British	28.8%
Any Other White Background	21.5%
Any Other Ethnic Group	10.5%
African	8.4%
Indian	5.6%
Any Other Asian Background	4.8%
Any Other Mixed Background	4.0%

Pakistani	1.8%
White and Asian	1.8%
White and Black African	1.7%
White and Black Caribbean	1.6%
Caribbean	1.4%
Chinese	1.3%
Any Other Black Background	1.1%
White Irish	1.0%

In recent years children's achievements in Barnet's schools and settings at all key stages have been among the very best in the country and a high proportion of Barnet's young people progress on to higher education. Over 96% of Barnet pupils are at schools and settings which were graded good or better at their last Ofsted inspection.

Resilience

Barnet is a Family Friendly Borough. Our approach to achieving this is to focus on developing families' resilience, which evidence tells us is pivotal to delivering the best outcomes for children and young people. The role that schools play in the day to day life of children and their families provides a unique opportunity to promote and embed resilience. Resilience based practice sits at the heart of improving outcomes for children and young people; an approach that is based on looking for strengths and opportunities to build on, rather than for issues or problems to treat.

At the same time our education vision recognises the barriers facing many disadvantaged and vulnerable children and young people and includes a clear commitment to accelerating their progress and diminishing the difference between them and their peers.

Partnership

Partnership with schools, between schools and between the education service and other agencies is key to the continuing success of our schools and young people,

The council is committed to maintaining an active role in working with schools to ensure the continued and growing success of education in Barnet. We recognise and welcome the diversity of governance models amongst our schools and we believe in investing in education, in championing the needs and aspirations of children and young people and in taking a strategic pro-active approach to ensuring we have sufficient school places, a high quality educational offer in all our schools and that we and schools work together to meet the needs and promote the achievement of all pupils, including the most vulnerable and disadvantaged.

Our education services to schools are now provided by Barnet Education and Learning Service (BELS), a company wholly owned by the council but independent of the council with the autonomy that enables it to respond quickly and flexibly to the changing needs of schools, pupils and families. BELS was established in September 2020 and has a Board of Governors representing a range of partners – the council, schools, parent-carers and staff.

Financial challenges

The education service, including schools, continues to face major financial challenges. We will work together to find ways to make sure schools are financially sustainable and to minimise any potential negative impact on the quality of teaching and learning and outcomes for children and young people.

Resilient schools

Resilient schools will help us to build resilient communities - working together in partnership, the council and BELS will work with schools to ensure the best deal and the best outcomes for all of Barnet's children, young people and their families.

The covid19 pandemic

The global covid19 pandemic has had a profound impact on schools and learning.

Throughout the pandemic the Education and Skills service (now Barnet Education and Learning Service), the Barnet Public Health Team and the Barnet Safety, Health and Well-being team have worked closely together to provide support and advice to schools about the opening and closing of schools, risk assessments and control measures needed to reduce the risk of transmission of the virus.

While schools remained open for children of key workers and vulnerable pupils throughout the lockdown period between March and July 2020 and opened for pupils from Nursery, Reception, and Years 1 and 6, from June and for some face-to-face work pupils in Years 10 and 12, there remains a large group who were out of school from 23rd March to the end of the summer term.

Significant efforts were made by Barnet schools to provide online resources and support via email and meeting platforms and many schools ensured that pupils who could not access learning online had access to hard copy materials. Nonetheless, there is no doubt that the learning of many pupils, and probably a majority, suffered from the absence of face-to-face teaching. Disadvantaged and vulnerable pupils, including those with a social worker or with an Education, Health and Care Plan were affected particularly badly.

During lockdown and since, the Education and Skills service (now the Barnet Education and Learning Service) supported many schools with online/home learning and provided a Home Learning and Well Being Hub to signpost schools to useful materials and good practice. The school improvement team created Google Classroom and MS Team forums for secondary schools as a support network for home learning as well as sessions on various IT platforms for primary schools

Officers also held regular virtual meetings with all PVI managers, primary headteachers, secondary headteachers, Deputy and Assistant Heads and Designated Safeguarding Leads. Learning Network Inspectors carried out School Effectiveness Visits with maintained primary and secondary schools to talk about their plans to adapt their curriculum in September.

The Education and Skills service worked with five other London Boroughs on a “Lost Learning Project”. The learning and recommendations from the project have been shared with schools and the traded school improvement service, BPSI, developed a Covid19 Learning Recovery Project for primary schools, which a large number signed up to from September.

Throughout lockdown the Education and Skills service monitored the daily attendance at schools and followed up with schools where there were concerns. This has continued with the full re-opening of schools from September. A close partnership with Family Services has ensured that parent/carers of children with a social worker were both supported and challenged about getting their children into school.

Feedback and studies involving families of children with SEND and directly with young people with SEND have indicated concern about appropriate provision being in place and about children with SEND falling further behind their peers, about transitions and transfers and about mental health support for pupils, and pupil attendance, and access to specialist services.

The service has worked closely with partners to develop a multi-agency response to the challenges faced by children and young people with special educational needs and disabilities, and their families. The Local Offer website was further developed during lockdown to include a Youth Zone area, with information, including Person-Centred Planning Tools designed by and for young people with SEND, and a dedicated Parent Carer Zone. Both are open to anyone who wants to access them. Schools are also well-supported with excellent information and tools related to covid19 in the SENCo Zone, including materials to support transition of pupils with SEN back to school.

The Education and Skills service continued ‘business as usual’ with Education and Care Plans throughout lockdown and all plans were completed within the statutory 20-week timescale.

The DfE and NHS England visited Barnet on 30th June – mainly looking at Barnet’s SEND response to Covid 19: “The response from Barnet to Covid 19 was very strong” (DfE SEN Regional Adviser).

More recently the Barnet Local Area was subject to a SEND Assurance visit by Ofsted/CQC in mid-October 2020. Findings from the visit confirmed that services and providers had worked well together to support children and young people with SEND and their families since the start of the pandemic. However, the Local Area is determined to build on what has worked well during the pandemic and to identify any gaps or greater areas of need that have resulted from the pandemic and to address these through our SEND and Inclusion Strategy.

Ambition and aims

Barnet is a growing borough and the quality of education plays a crucial part in making the borough a popular and desirable place to live.

Our strategic vision for education in Barnet is:

Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.

In order to achieve this, our mission is: To ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted
- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is accelerating progress of the most disadvantaged and vulnerable pupils in order to **diminish the difference** between them and their peers.
- Every child receives a high-quality education through **clear curriculum intent** and effective implementation
- We **minimise the impact of the covid19 pandemic on learning**

To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases
- A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, children looked after, children in need and children eligible for free school meals.
- Support for the mental health and well-being of school staff and pupils.
- Attendance returning to pre-covid levels and exclusions being kept as low as possible.
- Schools that are safe places for staff and pupils given the risks posed by covid19.
- Support for the adapted curriculum post-lockdown, including for SEN pupils, and for ensuring high quality teaching and learning in the challenging circumstances in which many pupils are at home having to self-isolate.
- Good relationships with schools enabling rigorous monitoring, challenge and support for all schools including the face-to-face and remote learning that they undertake with their pupils.
- Effective partnership with council services and with external agencies and organisations.

Strategic goals

The Barnet Education Strategy (2020–2023) sets the framework for the overall direction of travel for all education and learning services in the London Borough of Barnet, based on five overall strategic goals:

- **Strategic goal 1 - Access**

To ensure there are sufficient high-quality school places to meet the needs of Barnet residents, including local specialist provision when required for children and young people

with special educational needs and disabilities, and that school organisation and governance arrangements are financially sustainable

- **Strategic goal 2 - Inclusion**

To ensure the provision of high-quality local specialist and mainstream placements and support for children and young people with special educational needs and disabilities aged from 3 to 25 years.

- **Strategic goal 3 – Achievement - School Improvement**

To ensure that every school is good or outstanding.

- **Strategic goal 4 – Achievement - Educational outcomes**

To improve the educational progress and outcomes for all children and young people across all phases and types of institution from early years to post-16, including progress into Higher Education, apprenticeships, training or employment.

- **Strategic goal 5 – Achievement and Inclusion – Minimising the impact of the covid19 pandemic on learning**

To ensure the negative impact of the pandemic is countered through an adapted curriculum post-lockdown, including for SEN pupils, high quality teaching and learning in school and at home and that schools are safe, that mental health and well-being of school staff and pupils are addressed and that attendance returns to pre-covid levels while exclusions are kept to a minimum.

- **Strategic goal 6 – Achievement and Inclusion – Diminishing the difference and building resilience**

To diminish the differences in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

Key drivers – how will we seek to achieve these strategic goals

Detailed plans are set out in separate strategies for school places, special educational needs and disabilities (SEND) and school and settings improvement but some of the key drivers for achieving these goals are:

Access

- Partnership working with schools to identify the best locations for any further school expansions and bulge classes.
- Close liaison with the DfE, the ESFA, the Regional Schools Commissioner and potential sponsors of Free Schools to secure additional Free Schools where they are needed and when they are needed.
- Partnership with schools, including Special Schools and schools with Additional Resource Provision (ARPs), Pupil Referral Units (PRUs) and with post-16 providers, to ensure we can offer high quality local specialist places to children and young people with SEND who need them and to those in need of Alternative Provision.
- Keeping the financial sustainability of schools and groups of schools under review and working in partnership with schools to identify possible new school organisation or governance models, where needed to ensure ongoing financial resilience.

Inclusion

- A clear focus on outcomes, monitoring and review of Education, Health and Care Plans through the Annual Review process and co-production with schools, parents and children and young people.

- Improvements in the consistency and quality of provision for pupils whose needs can be met at SEN Support.
- Building on the recent improvements in the integration of processes and provision across education, social care and health.
- Improved tracking and planning for post-16 young people with SEN and an early focus on preparation for adulthood.
- A focus on building resilience in children and young people with SEND and those in Alternative Provisions and their families.
- Continuing to identify those at risk of becoming NEET and supporting them to make a successful transition.

Achievement

- Maintaining a core Learning Network Inspector service to monitor and challenge, and, where necessary, intervene in, maintained schools, whilst keeping in touch with Academies. If necessary, LNI support services will be offered as a traded service to schools.
- Maintaining an Early Years Standards Team to monitor and challenge, and, where necessary, intervene in, private, voluntary and independent settings (PVIS) and childminders and continuing a strong collaboration between this team, schools and settings to ensure high quality Early Years provision in all of our settings and effective transition.
- The continuing development of quality traded services in order to support school improvement.
- Building on the work of local partnerships and Teaching Schools.
- Working with schools on strategies for recruiting and retaining the best teachers and headteachers. This includes supporting governing bodies with the recruitment of new headteachers/principals and supporting headteachers with the recruitment of deputy headteachers/vice principals.
- Focus on highly effective leadership and governance.
- Active promotion of good behaviour, pupil well-being and effective safeguarding practices.
- A strong focus on attendance.
- Continued intervention to support young people at risk of being Not in Employment, Education or Training and work with providers to ensure suitable progression pathways including high quality technical and vocational provision.

Governance

The Education Strategy has been developed by Barnet Education and Learning Service (BELS) and the council in consultation with schools, partner agencies, parent-carers and other stakeholders. It is reported to and approved by Barnet Children's Partnership Board and the council's Children, Education and Safeguarding Committee. Barnet Education and Learning Service is responsible for coordinating the implementation of the Education Strategy.

Underpinning this strategy are three sub-strategies, each overseen by a Partnership Board that reports into the Children's Partnership Board. The sub-strategies set out a framework of development over the next three years and will be reviewed annually. There will be annual reports on progress and the development of priorities and plans for the year ahead.

Each Board includes representatives of the council, BELS and schools and settings. The SEND Partnership Board also includes representatives of the Barnet Parent-Carer Forum, the Clinical Commissioning Group (CCG) and specialist health providers, and the voluntary sector.

The sub-strategies, Boards and lead officers are set out in the table below:

Strategy	Board	Lead officer	Strategic goals
School Places	School Organisation and Place Planning (SOPP)	<ul style="list-style-type: none"> Assistant Director, Education, Strategy and Partnerships, London Borough of Barnet and Director, School Access, Skills and Corporate Services, BELS 	1
SEND and Inclusion	Special Educational Needs and Disabilities (SEND)	<ul style="list-style-type: none"> Director, SEND and Inclusion, BELS 	2 and 5
School and Settings Improvement	School and Settings Standards (SSSPB)	<ul style="list-style-type: none"> Director, School Improvement and Traded Services, BELS 	3, 4, 5 and 6

Performance measures and targets

Progress towards the strategic goals and in implementing strategies will be measured against a number of performance indicators and targets.

These are set out in Appendix 1, which also shows which strategic goal each performance indicator and target relates to.

Some contextual issues and current performance against a number of key measures are summarised in Appendix 2.

The strategic priorities agreed by each of the sub-boards and by the Children's Partnership Board are set out in Appendix 3.

These appendices will be reviewed and updated annually.

Education Strategy – Key Performance Indicators and Targets

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
1	Percentage of schools rated as 'good' or better	96.8%	92.6% (minimum) 100% (aspirational)
2	Percentage of pupils in Barnet schools attending a school rated as 'good' or better	96.4%	92.6% 100% (aspirational)
3	Average percentage attendance levels in Primary schools for the Autumn and Spring terms	96.3% (24 th out of 151 LAs)	London average
4	<u>Primary attainment (KS2):</u> Percentage of primary pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2	73% (9 th)	Top 10%
5	<u>Primary progress:</u> The average of Primary pupils' average progress in: <ul style="list-style-type: none"> English Reading English Writing Maths 	1.8 (6 th) 0.6 (38th) 2 (5 th)	Top 10%
6	<u>Secondary attainment and progress (GCSEs):</u> a Average Attainment 8 Score b Average Progress 8 Score c Percentage of pupils achieving grade 5 in English and mathematics d Percentage of pupils achieving the English Baccalaureate	a. 57.1 (2 nd) b. 0.57 (2 nd) c. 62.7% (2 nd) d. 37.2% (2 nd)	Top 10%
7	<u>Primary disadvantaged pupils</u> a: % of disadvantaged pupils (this includes Free School Meal 6 and Children Looked After pupils) achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2 AND b: Difference between attainment level of disadvantaged pupils and their peers nationally ('expected standard' in RWM combined) at the end of Key Stage 2.	64% (9 th) -7 % points (9 th)	Top 10% Top 10%

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
8	<u>Secondary FSM attainment and achievement and narrowing the gaps:</u> a Average Attainment 8 Score for disadvantaged pupils. b Average Progress 8 Score for disadvantaged pupils. c Attainment gap between disadvantaged pupils and other pupils nationally (Average Attainment 8 Score for disadvantaged pupils in Barnet - Average Attainment 8 Score for pupils not disadvantaged nationally) d Achievement gap between disadvantaged pupils and other pupils nationally (Average Progress 8 Score for disadvantaged pupils on FSM - Average Progress 8 Score for pupils not disadvantaged nationally).	46.4% (5 th) 0.23 (4 th) -4.1 (5 th) +0.11 (4 th)	Top 10%
9	<u>Progress and attainment of looked after children at KS4:</u> a) Average Attainment 8 score of looked after children b) Average Progress 8 score of looked after children c) Gap between i) A8 Barnet CLA and national A8 for all pupils ii) P8 Barnet CLA and national P8 for all pupils d) the quality of PEPs e) KS2 performance (expected standards in RWM) f) 16-17 year old NEETs g) Attendance of LACs	17.1 (99 th) -0.83 (18 th) -27.6 (national -25.5) -0.83 (national -1.23) 0-16: 97% 16+: 93.1% 55% (national 37%) 10.8% 93.6% (national 95.3%)	N/A

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
10	<u>Attainment and progress of SEND pupils</u> a) The percentage of SEND pupils with an EHCP attaining the 'expected standard' in each of: <ul style="list-style-type: none"> • English Reading • English Writing and • Mathematics at the end of Key Stage 2 b Average attainment 8 score pupils with a statement of SEN or EHCP c Average progress 8 score pupils with a statement of SEN or EHCP	14% (19 th) 17.5 (19 th) -1.02 (45 th)	Top quartile
11	<u>NEETS:</u> a % not in education, employment or training (16 to 17 year olds) b % combined percentage of 16 to 17 year olds who are NEET and those whose current activity is not known to the LA	1.0% (Jan to March '20) 5 th in London 1.5% (Jan to March '20) 1 st in London	1.7% or London Top Quartile, whichever is higher 3.0% or London Top Quartile, whichever is higher
12	Percentage of final EHC plans issued within 20 weeks (excluding exceptions)	96%	95%
13	Percentage of children who applied on-time for a Reception place made an offer on national offer day	100%	99.9%
14	Percentage of secondary children made an offer of a school place by statutory deadlines	100%	99.9%

Current performance and context

As tests were cancelled and there has been no nationally produced comparative data on examinations or assessments undertaken in 2020, the data for 2019 is used in this appendix in respect of assessments, tests and examination outcomes.

School standards

- In 2019-20, 96.8% of all schools in Barnet were good or outstanding, which places Barnet in the top 10% of the country.
- 96.4% of Barnet pupils attended a Good or Outstanding school and Barnet is above National, Inner London and Outer London averages. The percentage of pupils attending a Good or Outstanding school is in the top 10% of the country.

Attainment and progress

- The percentage of children who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage in 2019 was above the national average and in line with London and Statistical Neighbour averages in 2019, with Barnet's national ranking having increased from 87th in 2016 to 33rd in 2019.
- The percentage of children with SEN Support achieving a Good Level of Development (GLD) in the Early Years Foundation Stage was above the national average.
- Year 1 Phonics – attainment was in the top 10% nationally.
- In Key Stage 1 attainment at the expected standard was above the national average in all subjects in 2019 and in the top 10% of LAs in reading, writing and mathematics, and above statistical neighbours and London averages.
- At Key Stage 2, Barnet was 7th in the country for the number of pupils reaching the expected standards in Reading, Writing and Maths combined in 2019. Maths results were particularly strong (4th best LA in the country). Attainment of the expected standard across Reading, Maths and 'Grammar, Punctuation and Spelling' (GPS) was in the top 10% of LAs nationally. Attainment in Writing was in the top 20% of LAs, with Barnet's ranking having improved to 22nd from 100th in 2016.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects was significantly better than the national average. Barnet was in the top 10% of LAs in the country for Maths and Reading progress. It ranks 38th for progress in Writing, but there remain issues around the validity of national comparisons because of inconsistencies in moderation of teacher assessments across the country.
- Barnet's Progress 8 in 2019 ranked Barnet as 2nd out of 151 Local Authorities in 2019. These results gauge the progress made by students during their time at secondary school.
- The average 'Attainment 8' score in Barnet is 57.1 points, compared to the national average of 44.7 points, and an increase of 1.1 points in Barnet from the results in 2018. Barnet's Attainment 8 score was 2nd out of 151 Local Authorities (up from 5th in 2018).
- End of Key Stage 5 'A Level' attainment is in the top 5% nationally on all key measures, except in the vocational qualification groups of technical qualifications or applied general qualifications. Results in respect of vocational qualifications (Applied General and Technical) are included in the Appendix in the section relating to Key Stage 5.

Diminishing the difference

- Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils was in the top 10% of LAs in 2019, with Barnet ranked 9th in the country. In 2016 the percentage of disadvantaged pupils reaching the expected standard in Reading Writing and Mathematics was 46%. In 2017, it had increased to 55%, and in 2019 the proportion of Disadvantaged pupils reaching the expected standard in Reading, Writing and Maths increased to 64%. The

gap between disadvantaged pupils in Barnet and Other Pupils nationally is smaller than national, London and statistical neighbours and the progress made by disadvantaged pupils in Barnet between KS1 and KS2 exceeds national and statistical neighbour averages.

- Barnet is performing better than the national and statistical neighbour averages in Reading Writing and Maths combined in nearly all the ethnic pupil categories for the proportion of pupils reaching the expected standard. Chinese pupils in Barnet are above Chinese pupils nationally but slightly below statistical neighbours.
- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support is in the top 10% of LAs nationally (7th), and for children and young people with an EHCP is in the top 15% of LAs, narrowly outside the top 10% (19th).
- Progress at KS2 for SEN Support pupils is in the top 10% of LAs for Reading and Maths. Progress at KS2 for children with an EHCP is in the top 10% of LAs for Maths, and in the top 20% for Reading.
- Barnet was in the top 5% nationally in both Progress 8 (4th) and Attainment 8 (5th) for disadvantaged pupils.
- In Progress 8 Barnet disadvantaged pupils are once again performing better than non-disadvantaged pupils nationally.
- At KS4 Barnet ranked in the top 10% of LAs for both Attainment and Progress 8 for pupils at SEN Support
- The Attainment 8 score was in the top 10% nationally for all groups other than 'All Black pupils' which was just outside the top 10% (17th up from 46th in 2018).
- The Progress 8 scores were in or close to the top 10% for all groups except Black pupils and Chinese pupils. The Chinese pupil cohort is very small both in Barnet and across the country.
- The 2019 results for Looked After Children have not yet been published. There was improved attainment and progress of Looked After Children in 2018. The Attainment 8 and Progress 8 scores for looked after children was better than national and London averages and statistical neighbour LAs. This data relates to the 2017-18 academic year.

Post-16 – minimising NEETS

- Overall, the number of Barnet young people aged 16 and 17 who are not engaged in education, employment or training (NEET) is low. The percentage who were NEET in January to March 2020 was only 1.0%, the fifth lowest in London; the percentage of who were NEET or 'not known' was 1.5%, the best in London. However, the number and percentage of young people aged 18 and above who are NEET is much higher and there are clear indications that it they will increase significantly as a result of the economic problems caused by the pandemic.
- A Post-16 Transition Strategy was established in summer 2020 with our sixth form providers, colleges and training providers; this strategy outlined responsibilities for these organisations to undertake, to include:
 - identifying a transition adviser;
 - identifying who their vulnerable learners are and provide these details to the Post 16 team;
 - giving a guaranteed offer for vulnerable learners who meet the entry requirements unless there is an exceptional reason why this would not be possible;
 - provide a list of vacancies so that advisers could signpost young people directly to 'live' vacancies.

The strategy included advice and guidance for schools and colleges, a list of available support for students both within and external to Barnet and an Action Plan outlining what we plan to do to support the students.

- The Post-16 education and skills team have worked with all providers within and outside of the borough on the September Guarantee Initiative; this is a statutory collection of data provided to the government on how many young people aged 16-18 have been offered places in education, training and employment for September 2020. This provides the baseline data for the Post-16 team to establish where to prioritise support.
- Post-16 Advisers contacted young people without an offer of education or employment and supporting them to gain an opportunity in September 2020.
- All school sixth forms, colleges and private training providers were written to by the Strategic Lead for Post 16 to establish live vacancies that were available across the borough, so that Post-16 Advisers could refer young people for apprenticeship and education vacancies that were immediately available. This vacancy list is regularly updated so it provides an important resource for Post-16 Advisers to promptly guide young people to avoid disengagement and disappointment of applying for vacancies that have already been taken or have closed.
- The Post-16 Team has also worked with Barnet and Southgate College to identify learners in need of support; the college established a guaranteed offer for any young person who applies to the College, called 'Back on Track'. This initiative was promoted to young people via social media by the College and Barnet Council's Communications Team.
- The government allocated funding to Alternative Providers to support the transition of Year 11s to Post-16. The Executive Head of the Pavilion established a robust plan of support for the young people leaving this year. This included employing a Transition Mentor to work with young people, a summer engagement programme including targeted events at Barnet and Southgate College plus ongoing support whilst on programme to ensure young people stay on their courses.
- The Barnet Employment and Skills group are working with developers with existing S106 commitments to identify work opportunities and apprenticeships for young people in Barnet. In addition to this, the Brent Cross Employment and Skills Steering Partnership have established a significant number of employment, apprenticeship and work placement opportunities for young people. This Partnership has identified apprenticeship and supported internship opportunities targeted to young people aged 16-24 years old.
- The post-16 Education and Skills team has made a number of bids for funding to support work to reduce the number of young people who are NEET (not in education, employment or training). Funding for a number of projects ends in 2020 or early in 2021; so additional funding is required if this important work is to continue.

Attendance and exclusions

- Primary attendance is now 96.4% (2018-19) and is above the national average, with Barnet's ranking having improved from 82nd in 2016 to 24th in 2019 (out of 152 LAs) thus placing Barnet in the top 20% of LAs. Secondary attendance is now 95.7%, ranked 7th nationally, and thus also in the top 10% of LAs.
- Over the last five years, there have been on average 41 permanent exclusions each academic year at the secondary level. In 2018/19, there were 40 permanent exclusions. No primary pupils were excluded.

School places

- Over 12,000 new school places have been provided since 2010, which has ensured, so far, that every child has had a school place. The majority of these places have been in the primary phase and, as these children move through to the secondary phase, new secondary places have been secured through the establishment of two new Free Schools (Saracens High School and Ark Academy) and the successful delivery of the expansion of St. James and St. Mary's and St. John's. Barnet has experienced the predicted fall in Primary school rolls over the last three years 8.4% between 2017/18 and 2019/20) leading to spare capacity

in some schools. However, further regeneration over the next decade will see an increase in demand in the south-west of the borough.

- The number of children with Special Educational Needs and Disabilities and the complexity of needs has continued to grow and is forecast to continue growing. New developments in the last year include the opening of Additional Resource Provisions (ARPs) for Autism at Claremont and Whitefield schools and additional specialist places at Northway, Oakleigh, Oak Lodge and Kisharon special schools.

SEND

- The completion of Education, Health and Care Plan assessments within the statutory 20-week deadline was 93% for 2019-20. So far in 2020-21, it is over 95%, with statutory processes being maintained throughout the pandemic. The quality of EHCPs has been maintained, and over 80% of EHC Plans audited in 2020 have been graded 'Good' or 'Outstanding'.
- Co-production with parent carers, young people and other partners continues to be central to our work. Parent carers are represented at all levels of decision making and take a key role in decision making at the SEND Development Group and SEND Partnership Board. In 2020, three parents have joined the auditing team to quality assure Education, Health and Care Plans. In response to the pandemic, we developed a new Parent Carer Zone on the Local Offer with information and resources to help families to support their child during 'lockdown' and their transition back to school.
- The views of children and young people with SEND contribute to the SEND workstreams, and many other strategic developments through the BING (Barnet Inclusion Next Generation) group. We recognise the need to include the views of more children and young people with SEND in decision making and strategic development and have commissioned the Educational Psychology team to develop ways to engage more children and young people with SEND.
- Commissioners across Health, Education and Social Care work closely to assess needs across Barnet, identify gaps in provision and jointly commission services to meet needs. There is a SEND Joint Commissioning Strategy, and progress is reported to the SEND Development Group and the SEND Partnership Board.

Delivery through partnership

Whilst the role of local authorities in education has changed in recent years, the council is determined to continue to champion the quality of education for its children and young people, working in partnership with all local education providers, parents and key partners.

Some of the key recent partnership developments include:

- The embedding of school improvement partnerships, the bringing together of the diverse range of education providers across primary and secondary phase helping to ensure that best practice, resources and responsibility for the quality of teaching and learning in schools is shared across the partnership. As a result, schools are increasingly taking the lead to support and challenge each other to drive improvement.
- A greater number of schools looking to work in a more formal partnership with another school e.g. Brunswick Park and Church Hill Federation, Rimon and Sacks Morasha joining the Jewish Community Academy Trust (JCAT), Childs Hill Primary School joining the Elliot Foundation Academy Trust working in a formal partnership with Claremont Primary School, Moss Hall Infant School and Moss Hall Junior School federating, Queenswell Infant School and Queenswell Junior School federating, Dollis Infant School and Dollis Junior School amalgamating.
- The AP Barnet Multi-Academy Trust was established on 1st May 2017 with Oak Hill Special Academy (previously an ARP attached to Mill Hill County High School) becoming the first school to join. The MAT is a partnership of Barnet schools with various schools represented on the Trust Board. The MAT aims to develop and improve the alternative education offer in

Barnet and provision for young people with social, emotional and mental health needs, eventually bringing together existing provision at Oak Hill, Northgate and the Pavilion PRU that can be commissioned to respond to the needs of Barnet's schools and to offer appropriate post-16 pathways.

- Schools have continued to make use of the data analysis tool to identify early those pupils at most risk of not engaging with education, employment or training (NEET) when they leave school. This has enabled the delivery of targeted programmes and individualised support to help this cohort to remain engaged. Barnet and Southgate College has also developed a college Risk of NEET Indicator, the first in the country for a Further Education provider.
- The Virtual School, supported by a Challenge Committee drawing on representation from schools and a range of partner agencies, works to promote and support the education of looked after children.
- Closer collaboration continues between the Education and Learning service and Teaching Schools both within and outside Barnet to support teacher recruitment and school improvement.

Priorities for 2021/22

School Places – strategic priorities

1. Ensure sufficient early years places are available across the borough including sufficient childcare places providing 30 hours free entitlement.
2. Support the establishment of free schools to meet basic need at the primary level (Saracens Primary School).
3. Support the establishment of The Windmill Free School to meet the needs of children with SEND.
4. Deliver the spectrum of support for alternative provision through the AP MAT, including the rebuilding of the Pavilion PRU and the development of appropriate post-16 pathways.
5. The council, schools and other partners working together to create post-16 pathways through traineeships and other pre-apprenticeship programmes as a route into apprenticeships.
6. Keep the financial sustainability of schools and groups of schools under review and work in partnership with schools to identify possible new school organisation or governance models, where needed to ensure ongoing financial resilience.

SEND and Inclusion – strategic priorities

The following priority areas for SEND have been agreed by the SEND Partnership Board:

1. To ensure that we are working in a Family Friendly way and co-production is central to our work:
 - Further develop the Local Offer to include a dedicated post-16 Zone for education providers and work with young people to develop more information for the Young People's Zone which is relevant, interesting and useful to those who access it.
 - Building on strong parental engagement, formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN 'link' person for families of Children and Young People with complex needs. This will help to ensure equality of access through the provision of information and signposting to teams/services.
 - Work with schools and settings, and parent carers to provide more opportunities for children and young people with SEND to give their views on how best to meet their needs, and the activities that they want to access to support the development of their independence.
 - Undertake surveys and focus groups with parent carers and children and young people to get their feedback on experiences of services.
 - Provide more opportunities for mediation between services and families so that issues of support and placement can be dealt with at an early stage of dissatisfaction.
 - Ensure regular reporting to the SEND Partnership Board on the performance of amending EHC Plans following an Annual Review.
2. To minimise the long-term impact of the Covid-19 pandemic on the attainment, achievement and psychological wellbeing of children and young people with SEND.
 - Ensure that, where advice for new EHCPs has been provided virtually, an early review is undertaken to ensure that the Plan accurately reflects the needs of the child and the provision required to meet need;

- Formalise a blended approach, to include when a face-to-face assessment or intervention needs to take place; or when families are digitally or otherwise isolated
 - Utilise the opportunities presented through technology to enhance information sharing across the partnership.
 - Building on the “Lost Learning report” commissioned by authorities in North London support schools and early years settings, provide evidence informed and appropriate curricula to support Children and Young People with complex needs to catch up;
 - Extend the ‘Open Spaces’ project to provide families with safe access to swimming/leisure facilities and explore with families of children and young people with significant learning needs ways to support their education/development;
 - Formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN ‘link’ contact person for families of children and young people with complex needs to help ensure equality of access through the provision of information and signposting to other teams/services.
 - Continue to support families so that they feel confident in safely returning their child to school and reducing the likelihood of them opting for Elective Home Education.
3. Ensure sufficient and high-quality provision in-borough for children and young people with complex needs, including Autistic Spectrum Conditions.
- Update the SEND sufficiency and needs analysis to provide the necessary data to inform decision making about further provision to meet future needs.
 - Update the Special Places Plan and commission additional specialist provision in line with the plan, including support for the development of the Windmill Free schools as part of the Oak Lodge Academy Trust so that more young people can have their needs met locally.
 - Continue to support mainstream schools with advice, training and appropriate levels of funding so they are equipped to meet the needs of pupils with SEND, including those who do not require an Education, Health and Care Plan.
 - Deliver on the Autism Strategy, including developing a multiagency workforce training plan and a home-based support model, targeted at primary school children with a first-time diagnosis of Autism.
4. Ensure effective joint commissioning and integration of services from early years through to adulthood.
- Building on the CYP Mental Health Transformation and transition support, develop clear pathways of support and provision for those children and young people whose behaviour puts them at risk of exclusion in mainstream schools.
 - Ensure that all children and young people placed in out of borough and independent schools receive the highest quality of provision through the development and implementation of a multi-agency quality assurance framework.
 - Building on the short breaks work, enhance respite provision for children and families, to increase resilience of families and help ensure that children and young people with SEND have their needs met locally in borough;
 - Through robust contract management and working with providers, continue to improve access and delivery of integrated therapy services 0 – 25.
 - Through the development and implementation of the Autism strategy, reduce waiting times for diagnosis of Autism, and ensure that children and families are supported pre-assessment and while undergoing assessment over time.
 - Embed transforming care approach to relevant children and young people through partnership working across education, health and social care.

5. In line with Resilient Schools, develop greater confidence, skills and competencies in mainstream schools and settings to meet the needs of children and young people with SEND.
 - Ensure that all schools in Barnet are aware of the central training offer.
 - Facilitate peer to peer challenges in schools to share good practice in inclusion of children and young people in SEND.
 - Roll out the Inclusion audit to mainstream schools, having a clear expectation across all Barnet schools that this will be undertaken and reported to the SEND Partnership Board and School Review Group on an annual basis.
 - Develop a Barnet kite mark for inclusion for mainstream schools.
 - Nursery and pre-school settings have access to materials and training so that they can accurately identify SEN and put appropriate interventions in place to support the child's learning and development.
6. Champion the educational progress and attainment of pupils with SEND
 - Develop an Engagement Curriculum with mainstream schools to support them to meet the needs of children and young people with SEND
 - Co-ordinate the sharing of practice and curriculum between special schools and mainstream schools to further support the attainment and achievement of children and young people with additional learning needs.
 - Work with schools to further develop a differentiated approach for secondary aged young people at SEN Support in mainstream schools.
7. Develop resilience in young people with SEND and promote independence.
 - We will facilitate the sharing of best practice across colleges and other post 16 providers.
 - We will embed preparation for adulthood at the earliest point in annual reviews.
 - Continue to develop and embed a range of pathways for post 16, including supported internships, apprenticeships, voluntary and paid employment.
 - Embed the offer of Personal Budgets for families and further develop this process to give them greater choice and flexibility about how their child's needs can be met.
 - Support young people with Independent Travel Training

School improvement – strategic priorities

The following priorities have been agreed by the School and Settings Standards Partnership Board:

1. Early Years

In 2019 the percentage of pupils who achieved a GLD exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for percentage of pupils achieving a GLD was 33rd in 2019 (up from 35th in 2018). However, as this is still below the top 10% of Las, it remains a priority. The percentage of girls achieving a GLD in 2019 was above national, London and Statistical Neighbours and was ranked 27th. The percentage of boys achieving a GLD is above National, London and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys at EYFS is a priority. Our Average Point Score is now above national and London but this still remains a priority for us.

2. Key Stage 1 Achievement

KS1 relative attainment (ranking) in Expected Standard or above is now in the top 10% in Reading, Writing and Maths. Science is ranked lower though (24th) for the proportion of pupils

achieving at least the expected standard, so remains a priority. The percentage achieving Greater Depth, although above national, is comparatively lower, ranked 39th, 44th and 33rd respectively for Reading, Writing and Maths and so remains a priority.

3. KS2 Writing

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, is still 26th. Although it is clear that there are inconsistencies nationally with teacher assessment of writing, we still need to maintain a focus on this subject in order to continue to raise relative attainment. The performance of girls in writing rose in 2019 by 1% but the performance of boys dropped by 3% and their ranking dropped from 15th to 37th. Therefore the attainment of boys' writing is a priority this year.

4. Progress and Progression Pathways of low attaining pupils across all key stages

It remains a priority for us to ensure that sufficient quality and learning opportunities (e.g. vocational qualifications) exist for children and young people to succeed across a range of skills and abilities, particularly those with SEND.

In particular there is concern now to ensure that post-16 pathways and opportunities result in as few young people as possible who are not in education, employment or training (NEET). It is therefore important that action is taken to support those young people who are at risk of being NEET or who are NEET, including those aged 16 and 17 but also those aged 18 and above where the numbers are rising due to the economic problems caused by the pandemic.

5. Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)

This remains a priority for improvement to eliminate differences in the performance of groups of pupils. The North London Disproportionality Dataset shows, for 2019, the ratio of black pupils in Barnet attaining the expected standard at KS2 and 4 compared to white pupils is low (a negative Relative Rate Index RRI) and in some cases being the lowest or second lowest in North London.

6. Looked After Children

In Secondary School Progress 8 in 2019 was ranked 18th and Attainment 8 49th. In the school year 2018-2019, Barnet LAC had a higher absence rate than the similar group national (6.40% compared with 4.70%) and a higher unauthorised rate (3.60% compared with 1.40%). Persistent absence was almost in line (10.50% compared with 10.90%). Attendance is therefore a priority for 2020-21

7. Recruitment

Recruiting and retaining good quality teachers, school leaders and support staff is a challenge for schools across Barnet. Supporting recruitment of staff and giving the necessary support to staff at all levels remains a priority for us.

8. Safeguarding

We continue to support schools in ensuring that their safeguarding arrangements are effective. With pupils having extended online learning due to the pandemic, this includes the safe use of IT and the Internet.

9. Curriculum Intent, Implementation and Impact

To support schools to plan coherently and deliver effectively a broad and balanced curriculum which is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is a priority to reflect the changes introduced in the new Ofsted inspection framework.

The factors that both research and Ofsted inspection evidence indicate contribute most strongly to an effective education where pupils achieve highly are:

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities,

responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.

- The school's curriculum promotes equality and celebrates diversity in all its forms. This includes teaching about LGBTQ+ people and themes.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- Each pupil has a significant voice in shaping the curriculum and their contributions are valued.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

The above priorities are underpinned by:

- A curriculum which also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- School leaders who take effective steps to secure good behaviour from pupils and a consistent approach to discipline.

10. Minimising the impact of the covid19 pandemic on learning

The School Improvement Team has given considerable support to schools before, during and after the school closure period. A new priority for this year is to minimise the impact of Covid-19 on learning and progress. This includes:

- Continuing support by BELS to schools with their blended learning approaches, recognising that the approaches need to be both flexible and adaptable
- Continuing BELS support to schools regarding the impact on mental health and well-being of staff and pupils due to school closures and partial closures arising from covid19.
- Continuing to support schools in establishing reliable baseline data for pupils and ensuring the curriculum meets the needs of all the pupils and is diminishing the expected wider differences between groups of pupils

11. Attendance

A key challenge as schools re-opened in September 2020 is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic.

12. Exclusions

With the huge majority of pupils being at home between March and September and the resultant challenges faced by schools regarding the behaviour of pupils when they returned to school, we want to support schools to ensure that there is not a significant rise in both fixed term and permanent exclusions in Barnet schools. The RRI rate in the North London Disproportionality Dataset shows that historically there has been an over-representation of Black and Mixed Pupils in Barnet for fixed term exclusions and black pupils for permanent exclusions. This also needs to be addressed.

13. Elective Home Education

Monitoring elective home education has now become a key priority for the authority, as it is clear that the pandemic has resulted in a significant increase in the number of families that are

choosing to educate their children at home. In April 2019 there were 228 children registered for elective home education in Barnet. The number in February 2020 was 257, which rose to 310 in October 2020.

The local authority has a duty to establish the identities of home educated children and to check they are receiving a 'suitable education', which means efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have. The council also has general duties in relation to safeguarding and promoting the welfare of children. If the authority becomes aware of any safeguarding concerns, this will be followed up appropriately. BELS exercises these functions on behalf of the council and has received extra funding from the council to increase the resource devoted to this function from a part-time role to full-time.

As well as monitoring the suitability of home education and taking follow-up action if there are any concerns, BELS will work with the council and schools to try to persuade as many parents as possible of the benefits of returning their children to school and to make them aware of the risk assessments and 'covid19 secure' control measures in schools.



DRAFT
Special
Educational Needs
and Disabilities
Strategy

London Borough
of Barnet

2021 – 2024

SEND and Disabilities Strategy 2021 - 2024

1. Introduction

This document sets out a vision and strategy for children and young people (0 – 25 years) with special educational needs and disabilities (SEND) in Barnet.

The strategy is for everyone involved with special educational needs and disabilities including families, headteachers, governors, SENCOs in schools and settings, professionals across health, education and social care and the voluntary sector. It covers the Local Area of Barnet, and includes the local authority, schools, early years settings, further education, the clinical commissioning group (CCG), and specialist services in health.

The draft strategy will be consulted on widely with all partners in December, with the final document in place in January 2021. This will be a 3 year strategy. It will be reviewed and progress monitored through the SEND Partnership Board. The strategy will be updated as necessary in response to significant changes to local need.

2. Our Vision

“Our vision is for all children and young people with special educational needs and disabilities to achieve well, be confident individuals, live fulfilling lives and successfully transition to adulthood”.

The Children and Young People’s Plan 2019-2023 establishes the vision, key priorities and outcomes for children and young people in Barnet, providing a strategic framework for partnership activity in the borough.

The role that Barnet council and its partners play in the life of children and their families provides an opportunity to promote and embed resilience. Resilience based practice sits at the heart of improving outcomes for children and young people, including those with SEND. This approach is being embedded across the partnership.

The aims of our SEND Strategy are:

- To ensure that all children with SEND receive high quality, integrated and inclusive services through effective and timely decision making across partner agencies and through listening and responding to the voices of children and young people, parents, families and professionals.
- To ensure services are delivered locally and as inclusive and close to home as possible so that children and young people with SEND can benefit from the support and services within Barnet, their families and their local community.

Education Strategy

Our vision for SEND also supports our Education Strategy’s strategic vision for education in Barnet:

Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.

In order to achieve this, our mission is to ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted

- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is accelerating progress of the most disadvantaged and vulnerable pupils in order to **diminish the difference** between them and their peers.
- Every child receives a high-quality education through **clear curriculum intent** and effective implementation
- We **minimise the impact of the covid19 pandemic on learning**

The Education Strategy sets out a number of strategic goals to achieve this vision around the key themes of access, inclusion and achievement. This SEND Strategy drives the work of the partnership to deliver these goals for children and young people with SEND.

To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases
- A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, children looked after, children in need and children eligible for free school meals.
- Support for the mental health and well-being of school staff and pupils.
- Attendance returning to pre-covid levels and exclusions being kept as low as possible.
- Schools that are safe places for staff and pupils given the risks posed by covid19.
- Support for the adapted curriculum post-lockdown, including for SEN pupils, and for ensuring high quality teaching and learning in the challenging circumstances in which many pupils are at home having to self-isolate.
- Good relationships with schools enabling rigorous monitoring, challenge and support for all schools including the face-to-face and remote learning that they undertake with their pupils
- Effective partnership with council services and with external agencies and organisations.

Strategic goals

The Barnet Education Strategy (2021–2024) sets the framework for the overall direction of travel for all education and learning services in the London Borough of Barnet. The Strategy outlines 6 overall strategic goals:

- **Strategic goal 1 - Access**

To ensure there are sufficient high-quality school places to meet the needs of Barnet residents, including local specialist provision when required for children and young people with special educational needs and disabilities, and that school organisation and governance arrangements are financially sustainable.

- **Strategic goal 2 - Inclusion**

To ensure the provision of high quality local placements and support for children and young people with special educational needs and disabilities aged from 3 to 25 years.

- **Strategic goal 3 – Achievement - School Improvement**

To ensure that every school and setting is good or outstanding.

- **Strategic goal 4 – Achievement - Educational outcomes**

To improve the educational progress and outcomes for all children and young people across all phases and types of institution from early years to post-16, including progress into Higher Education, apprenticeships, training or employment.

- **Strategic goal 5 – Achievement and Inclusion – Minimising the impact of the covid19 pandemic on learning**

To ensure the negative impact of the pandemic is countered through an adapted curriculum post-lockdown, including for SEN pupils, high quality teaching and learning in school and at home and that schools are safe, that mental health and well-being of school staff and pupils are addressed and that attendance returns to pre-covid levels while exclusions are kept to a minimum.

- **Strategic goal 6 – Achievement and Inclusion – Diminishing the difference and building resilience**

To diminish the differences in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

In order to achieve these, a number of key drivers need to be taken into account. The full list is within the Education Strategy but those most relevant to SEND and Inclusion are:

Inclusion

- A clear focus on outcomes, monitoring and review of Education, Health and Care Plans through the Annual Review process and co-production with schools, parents and children and young people.
- Improvements in the consistency and quality of provision for pupils whose needs can be met at SEN Support.
- Building on the recent improvements in the integration of processes and provision across education, social care and health.
- Improved tracking and planning for post-16 young people with SEN and an early focus on preparation for adulthood.
- A focus on building resilience in children and young people with SEND and those in Alternative Provisions and their families.
- Continuing to identify those at risk of becoming NEET and supporting them to make a successful transition.

3. Principles

There are a number of principles that underpin the SEND Strategy. These are:

- The views of children and young people with SEND and their families should be central to what we do.
- Children and young people with SEND and their families should be empowered to make informed decisions about their lives.
- Mental health and wellbeing should be prioritised in our holistic approach to supporting children and young people.
- There should be early identification of needs in order to deliver high quality, personalised provision for children and young people;
- Children and young people with SEND should be treated as part of their community, enjoying leisure activities and opportunities to make meaningful friendships;
- Services should offer support that is timely, evidence informed and makes a difference to the lives of children and young people;
- Services should work together, to ensure outcomes for children and young people with SEND are better;

- Preparation for adulthood should be a key part of the planning needed for young people to make a successful transition to fulfilling and purposeful adult lives;
- We should ensure we have a skilled and confident workforce, as this is essential in realising our vision.

4. Ways of working

We will work together to:

- Listen to the views of children and young people and their families;
- Respect the views of children and young people and their families, and work together in a solution orientated way to remove barriers;
- Work in ways that build trust with all partners;
- Value individuality and celebrate diversity;
- Have high expectations for children and young people with SEND;
- Identify needs and provide effective support in a timely way.

5. Key Achievements

A great deal of progress has been made in implementing the SEND and Inclusion Strategy for 2017-20. Among the key achievements are the following:

- In 2019 attainment and progress of pupils on SEN Support and with an EHCP in all the key measures at Key Stage 2 pupils is in the top 15% of local authorities nationally. At Key Stage 4 Barnet ranked in the top 10% of LAs for both Attainment 8 and Progress 8 for pupils at SEN Support.
- Moderation of EHC Plans has been rolled out across Barnet, with the expectation that every SENCo attends at least one of the moderation sessions each year. The moderation is to help ensure the consistency and quality of requests for an Education, Health and Care Needs Assessment.
- The Local Offer website has been further developed to include a Youth Zone area, with information designed by and for young people with SEND, and a dedicated Parent Carer Zone. Both are open to anyone who wants to access them. Schools are well-supported with excellent information and tools in the SENCo Zone, including recent developments during Covid-19 including materials to support transition of pupils with SEN back to school and strategic planning for SEND.
- A Children and Young People's Mental Health Plan has been developed and a wide range of mental health services have been commissioned, including an online counselling service for 11 – 25 year olds. There is also Barnet Integrated Clinical Services (BICS), part of Children's Social Care, who provide a range of therapeutic interventions to children and young people, including counselling, Cognitive Behavioural Therapy and Music therapy.
- The Pre-school Teaching Team pathways have been changed to provide a quick 'first response' to families of young children with additional needs.
- A co-produced Autism Strategy has been developed over the last year and is beginning to be implemented.
- We have three supported internship programmes – Public Health England, Transport for London and Mencap, developing more work-based provision to give greater choice to young people.

- The year of 2020 has been like no other, and we have worked together to identify issues for children with SEND and their families resulting from the pandemic. In response to the issues and concerns expressed by families and other partners, we have:
 - Maintained 'business as usual' for the process of undertaking an Education, Health and Care Needs Assessment, and finalising EHC Plans.
 - Consistently met the statutory target of completing over 95% of EHC Plans within the 20 week timeframe, and this has been maintained throughout the Covid-19 pandemic.
 - Ensured the quality of EHC Plans in Barnet is consistently good, and three parent carers have been trained to undertake audits of EHC Plans and are members of the auditing team. We have continued to audit our EHC Plans during the pandemic, and the quality of the Plans has been maintained throughout. Where professional advice has been obtained 'virtually', we will review Plans early to ensure that they accurately reflect the needs of the child.
 - CAMHS have established a 24 hour Mental Health crisis line during the pandemic and have also provided telephone appointments and "Attend Anywhere" video conferencing sessions for young people.
 - Increased KOOTH counselling hours by 37% (October 2020) in response to an increase in anxiety related presentation to our Barnet Integrated Clinical Service (BIC), and to KOOTH (our commissioned online counselling service). 1,580 participants have accessed joint training sessions for schools, parent carers and nurseries run by the Educational Psychology Team. 99% have agreed/strongly agreed with the positive statements about the usefulness and relevance of the training.
 - There has been increased use of the Local Offer (2366 users in March; 3924 in June).
 - Set up the 'Open Spaces' project for families of children with Autism and/or a Learning Difficulty, who needed access to safe outdoor space. This was run across four venues from April 2020. 83 families were offered a session at the project. 60% took up the offer and 20% returned more than once. 101 bookings have been taken up by families to date (October 2020).
 - Taken part in a "Lost Learning" project with five other London local authorities which involved speaking with schools and students, focussing on Year 5 and 6 in primary and Year 11,12 and 13 in secondary and are using the materials to support "emergency schooling".

6. Feedback and evidence

To understand what we need to do and what our strategic priorities should be, we have drawn on a number of sources of information, including:

- Feedback from children and young people with SEND and their parent carers;
- What other professionals have said, including health, social care, schools and educational settings;
- Self-evaluation processes and tracking progress through the SEND Development Group and the SEND Partnership Board;
- Local and national data on trends in SEND;
- The Autism Strategy;
- Information from internal reviews undertaken in 2018 and 2019;
- Information from SEND Sufficiency review in 2019;
- DfE/NHS England visits;

- Ofsted/CQC SEND Assurance visit, 2020;
- Local Offer data.

7. The key areas of focus

Since 2017, much progress has been made in the achievements of children and young people with SEND and the support that they are able to access. For example, attainment and progress of pupils with SEND is in the top 15% nationally for nearly all key measures at both Key Stage 2 and Key Stage 4 (although there is a widening gap between the attainment of children and young people with SEND and the attainment of other pupils in Barnet).

We believe that we have made major progress in the successful implementation of the SEND reforms and in improving the outcomes for children and young people with SEND in Barnet. We know, however that we have more to do, and a key aim of this strategy is to highlight where improvements are still needed and agree the priorities to drive things forward.

A major area of challenge in 2020 has been the impact of the Covid19 pandemic on children and young people with SEND and their families. The impact and the Local Area's response and the need for a continuing response is reflected in the areas of focus and priorities below.

The following are the key areas of focus that have been identified from the sources listed above:

- Ensuring that the participation of children and young people in service developments and commissioning becomes a routine way of working.
- Ensuring that impact of the pandemic for children and young people with SEND is minimized.
- Embedding a shared vision and expectation that SEND is 'everybody's business' across all service providers.
- Ensuring preparation for adulthood from the earliest point in annual reviews and embedding joint working across services to support the move into adulthood.
- Ensuring sufficient specialist provision, so that children and young people with complex needs can have their needs met in Additional Resource Provisions (ARPS) or maintained special schools in Barnet.
- To further improve the consistency of identification of children and young people whose needs can be met through SEN Support (and do not require an Education, Health and Care Plan).
- Build on the Children and Young People's Mental Health Plan to incorporate all aspects of SEMH provision and ensure a clear pathway across education, health and social care.
- To reduce waiting times for access to some specialist services for identification of needs and appropriate and necessary intervention.
- Ensure that the EHC Plan continues to be relevant to the needs of the child or young person and ensure that, if amendments are made to the EHC Plan, these are done in a timely way following an Annual Review.

8. Strategic priorities

In this section, we set out the seven strategic priorities to shape the work of the SEND partnership over the next 3 years.

Following an internal review in November 2018 the previously agreed priorities of the SEND Strategy were reworded to reflect the findings from the review, progress against the SEND reforms and the areas of focus. Subsequently, the priorities have been revisited with the SEND Development Group in January 2020 and further refined to take account of the impact of the Covid-19 pandemic on children and young people with SEND and their families. These have been shared with partners in October 2020. The priorities will be reviewed again following consultation with partners in December 2020.

Priority 1: To ensure that we are working in a Family Friendly way and co-production is central to our work.

Listening to the views of young people with SEND and their families is central to our decision making and driving forward strategic developments. Barnet Parent Carer Forum is represented on the SEND Partnership Board, the SEND Development Group and the Board of Directors of the Barnet Education and Learning Service. All of the SEND Workstreams have parent representation; the CAMHS transformation programme has been co-produced with parent carers and young people; the Autism Strategy has been co-produced with young people with autism and their families. Parents are involved in helping us to ensure that the quality of Education, Health and Care Plans is consistently good, and are involved in the auditing of Plans on a quarterly basis.

Over the last 12 months, the Local Offer has been further developed to include a Young People's Zone and more recently a Parent-Carer Zone, which includes information and materials to support families during the pandemic. The Local Offer is increasingly being used as the 'go to' place for information about SEND across services in Barnet.

The revised Short Breaks offer was launched in October 2019 following a comprehensive review involving families. Surveys and focus groups were undertaken to find out what local families wanted, and the new service requirements were co-designed with local parent representatives.

The voice of children and young people in strategic developments is through the work of BING, a group of young people with SEND, who are supported by the Educational psychology team to give their views on a range of developments, including the SEND Workstreams and the Autism Strategy.

We value the views of parent and carers and young people, and as equal partners we want to ensure that their views are represented at all levels of support for SEND in Barnet.

However, we know that we need to do more to increase representation from parent carers across Barnet and ensure that more children and young people with SEND have opportunities to engage in co-production to help shape strategic developments.

What success looks like:

- More families feel listened to and feel that they are able to participate in shaping service developments and have a sense of co-ownership.
- More young people, including those in receipt of SEN Support as well as those with an Education, Health and Care Plan feel listened to and feel that they are able to participate in shaping service developments, as well as their individual plans.

- There is a continuing increase in the number of parent carers and young people with SEND who report a positive experience of, and confidence in support that they receive.
- Data shows less conflict in the system, e.g. reduction in the numbers of complaints and the number of appeals to Tribunal.

Key next steps:

- Further develop the Local Offer to include a dedicated post-16 Zone for education providers and work with young people to develop more information for the Young People's Zone which is relevant, interesting and useful to those who access it.
- Building on strong parental engagement, formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN 'link' person for families of Children and Young People with complex needs. This will help to ensure equality of access through the provision of information and signposting to teams/services.
- Work with schools and settings, and parent carers to provide more opportunities for children and young people with SEND to give their views on how best to meet their needs, and the activities that they want to access to support the development of their independence.
- Undertake surveys and focus groups with parent carers and children and young people to get their feedback on experiences of services.
- Provide more opportunities for mediation between services and families so that issues of support and placement can be dealt with at an early stage of dissatisfaction.
- Ensure regular reporting to the SEND Partnership Board on the performance of amending EHC Plans following an Annual Review.

Priority 2: To minimise the long-term impact of the Covid-19 pandemic on the attainment, achievement and psychological wellbeing of children and young people with SEND.

There is growing evidence of the significant impact that the Covid-19 pandemic has had on children and young people with SEND and their families. A study undertaken between 22nd March and 1st April involving 241 families of children with SEND, found that nearly half of the parents reported experiencing greater anxiety, concern for their child's future and fears of them failing even further behind their peers (National Institute for Health and Care Excellence, NICE, 2020).

The National Network of Parent Carer Forums (NNPCF) and the Information, Advice and Support Services (IASS) for the Council of Disabled Children have reported parental concerns to include SEND provision not being in place for their child, delays in EHCP assessments and annual reviews, lack of support for transitions, include transfers in September 2021.

Key concerns from school stakeholder groups (DfE Oct. 2020) include providing appropriate mental health support for pupils, pupil attendance due to unauthorized absence and access to specialist services.

In Barnet, we have surveyed over 700 young people with SEND about the impact of the pandemic for them. Key concerns have related to increased anxiety and other mental health

needs resulting from the impact of 'lockdown' and uncertainty about the future, lost learning and the impact of the pandemic on access to further/higher education and employability.

Findings from the recent Ofsted/Care Quality Commission SEND Assurance visit confirmed that services and providers had worked well together to support children and young people with SEND and their families. From our own learning, and the feedback from children, and young people, parents and schools in Barnet, we aim to build on what has worked well during the pandemic and identify any gaps or greater areas of need that have resulted from the pandemic.

What success looks like:

- Those families of children with SEND who need tailored support are prioritized by education, health and social care.
- Families are able to access specialist professional advice focused on how to meet their child's educational and mental health needs.
- Parent carers report that they know what support is available for their child if their child is not attending school, and how to access it.
- Children and young people with SEND report that they know how to access support for their mental health.
- Attendance of children and young people with SEND is at least at the national average.
- There are reduced number of requests for EHE for children and young people at SEN Support or in receipt of an EHC Plan.

Next Steps

- Ensure that, where advice for new EHCPs has been provided virtually, an early review is undertaken to ensure that the Plan accurately reflects the needs of the child and the provision required to meet need;
- Formalise a blended approach, to include when a face-to-face assessment or intervention needs to take place; or when families are digitally or otherwise isolated
- Utilise the opportunities presented through technology to enhance information sharing across the partnership.
- Building on the "Lost Learning report" commissioned by authorities in North London support schools and early years settings, provide evidence informed and appropriate curricula to support Children and Young People with complex needs to catch up;
- Extend the 'Open Spaces' project to provide families with safe access to swimming/leisure facilities and explore with families of children and young people with significant learning needs ways to support their education/development;
- Formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN 'link' contact person for families of children and young people with complex needs to help ensure equality of access through the provision of information and signposting to other teams/services.

- Continue to support families so that they feel confident in safely returning their child to school and reducing the likelihood of them opting for Elective Home Education.

Priority 3: To ensure sufficient high-quality provision in borough for children and young people with complex needs, including Autism.

We are committed to providing sufficient high-quality provision in Barnet and maximising the proportion of children and young people with SEND who are educated close to their family and community support networks. Over the last 2 years we have increased places for our Additional Resource Provisions (ARP) and our special schools.

We continue to see an increase in the number of EHC Plans issued and although the number of children and young people with SEND in mainstream schools in Barnet is high in comparison with other Local Areas, the number of requests for specialist places, particularly for special school placements continues to rise.

Although we have increased places at Oakleigh special school, Oak Lodge special school, Kisharon special school and Northway special school, we recognize the continuing need for a significant additional provision for children and young people with autism.

Although autism continues to be the area of greatest need in Barnet, and nationally, we also recognise that there are many children and young people with SEND who do not have autism, but still require support and provision specific to their need.

What success looks like:

- There are sufficient high-quality SEN school places in Barnet, from early years through to post 16 to meet current and future needs. This will take account of the four broad areas of need in the SEND Code of Practice, 2015: cognition and learning; social, emotional and mental health; communication and interaction; sensory and/or physical needs.
- Children and young people with SEND are able to access provision that is as close to them as possible.
- There is a reduction in the numbers of children and young people with SEND who attend out of borough provision or independent provision due to there being insufficient places and/or the right type of provision to meet need in Barnet.
- The majority of children and young people with SEND have their needs met in mainstream schools.

Key next steps:

- Update the SEND sufficiency and needs analysis to provide the necessary data to inform decision making about further provision to meet future needs.
- Update the Special Places Plan and commission additional specialist provision in line with the plan, including support for the development of the Windmill Free school as part of the Oak Lodge Academy Trust so that more young people can have their needs met locally.
- Continue to support mainstream schools with advice, training and appropriate levels of funding so they are equipped to meet the needs of pupils with SEND, including those who do not require an Education, Health and Care Plan.

- Deliver on the Autism Strategy, including developing a position statement of approaches, languages and practice across the partnership. This will underpin the development of a multiagency workforce training plan including general awareness, reasonable adjustments in schools and settings and specialist autism training delivered by the Autism Team (BELS).
- Build on the work of BEAM and Autism Team to develop a home based support model, targeted at primary school children with a first time diagnosis of Autism.

Priority 4: To ensure effective joint commissioning with clear pathways of support from Early Years through to adulthood.

In Barnet we have well established joint commissioning arrangements in place. Commissioners from the Local authority and CCG work very closely together and we have a SEND Joint Commissioning Workstream that reports to the SEND Development Group and SEND Partnership Board. Membership of this group has representation from education (BELS), Barnet Parent Carer Forum, Clinical Commissioning Group, Family Services and specialist Health services. We have S75 agreements in place for: Looked After Children nursing; Integrated Therapies; mental health and wellbeing and the governance is through the Children's Partnership Board.

Through joint commissioning we have delivered:

- The joint tripartite arrangements for the most complex children and young people in residential placements; this arrangement has been further strengthened by the introduction of a pre-tripartite meeting to ensure we have fully considered local options and are working together effectively, with clear review arrangements;
- Increased capacity into mental health and wellbeing services including the introduction of KOOTH and QWELL (online counselling support for young people and parents/carers), Terapia (accredited training in Psychotherapy) and the Resilient schools service;
- A co-produced Autism Strategy with parent carers, young people with autism, statutory services, schools and the voluntary sector to identify gaps in provision and have clear commissioning priorities.

These are just some examples of jointly commissioned services and provision in response to local need.

We know that there are areas of improvement to ensure that children and young people with SEND can access the support that they need in a timely way.

What success looks like:

- Joint commissioning arrangements are informed by analysis of local needs and co-produced with parent carers and young people with SEND.
- Commissioning of services, service development and provision clearly reflects feedback from parent carers and young people.
- There are improved outcomes for vulnerable groups with SEND (including looked after children, and children in the youth justice system) as a result of joint commissioning.
- Reduced waiting times for specialist assessments and appropriate interventions.

Key next steps:

- Building on the CYP Mental Health Transformation and transition support, develop clear pathways of support and provision for those children and young people whose behaviour puts them at risk of exclusion in mainstream schools.
- Ensure that all children and young people placed in out of borough and independent schools receive the highest quality of provision through the development and implementation of a multi-agency quality assurance framework.
- Building on the short breaks work, enhance respite provision for children and families, to increase resilience of families and help ensure that children and young people with SEND have their needs met locally in borough;
- Through robust contract management and working with providers, continue to improve access and delivery of integrated therapy services 0 – 25.
- Through the development and implementation of the Autism strategy, reduce waiting times for diagnosis of Autism, and ensure that children and families are supported pre-assessment and while undergoing assessment over time.
- Embed transforming care approach to relevant children and young people through partnership working across education, health and social care.

Priority 5: In line with Resilient schools, develop greater confidence, skills and competencies in mainstream schools to meet the needs of children and young people with SEND.

Over the last three years, our SEND Team has led on a process to work in partnership with schools across Barnet to increase the consistency of SEND identification. Materials such as the Ordinary Available document, and the SEND Toolkit have been co-developed with schools to support them with identification and assessment of needs. Impact is measured through the Moderation meetings with SENCO's. More recently, SENCO's have been able to access further support and advice through the Challenge workshops, and an online SENCO conference.

What success looks like:

- There is increased parental confidence at transition points when there is a change of provision for their child (including the transition from Early Years to primary, and primary to secondary school).
- Increased engagement in the inclusion training that is available for schools in Barnet.
- Fewer families of children with SEND opt for Elective Home Education.
- Schools report that they are confident in successfully meeting the needs of children and young people with a range of special educational needs.
- The percentage of children and young people identified with special educational needs who are either at SEN Support or have an Education, Health and Care Plan is in line with statistical neighbours, and national trends.

- The majority of children and young people with SEND, including those with an Education, Health and Care Plan have their needs met in mainstream school.
- There is a robust system of identification of SEN for pre-school children, so that appropriate support is in place for young children on entry to school.

Key next steps:

- Ensure that all schools in Barnet are aware of the central training offer.
- Facilitate peer to peer challenges in schools to share good practice in inclusion of children and young people in SEND.
- Roll out the Inclusion audit to mainstream schools, having a clear expectation across all Barnet schools that this will be undertaken and reported to the SEND Partnership Board and School Review Group on an annual basis.
- Develop a Barnet kite mark for inclusion for mainstream schools.
- Nursery and pre-school settings have access to materials and training so that they can accurately identify SEN and put appropriate interventions in place to support the child's learning and development.

Priority 6: Champion the educational progress and attainment of pupils with SEND.

The Education Strategy sets out to improve the educational progress and outcomes for all children and young people, including those with SEND, across all phases and types of setting, from early years to post 16. It also seeks to diminish the difference in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

Attainment and progress of pupils with SEND is in the top 15% nationally for nearly all key measures at both Key Stage 2 and Key Stage 4

What success looks like:

- The attainment gap between pupils with and without SEND continues to narrow.
- Ensure an even greater consistency across all schools to identify and track the progress of children and young people at SEN Support.
- Lower levels of fixed term exclusions for pupils with SEND, including those at SEN Support.
- Ensuring the SEND pupil voice is always heard at key events and conferences in Barnet.

Next steps:

- Develop an Engagement Curriculum with mainstream schools to support them to meet the needs of children and young people with SEND

- Co-ordinate the sharing of practice and curriculum between special schools and mainstream schools to further support the attainment and achievement of children and young people with additional learning needs.
- Work with schools to further develop a differentiated approach for secondary aged young people at SEN Support in mainstream schools.

Priority 7: Develop resilience in young people with SEND to promote independence.

Supporting children and young people with SEND to achieve a successful transition into adulthood continues to be a priority for us.

Progress has been made, including the development of our multi-agency Preparation for Adulthood (PfA) Protocol (2018 – 2021) co-produced with parents, which details the responsibilities of the agencies involved in transition planning for young people with complex needs.

We continue to need to strengthen our planning and tracking of post-16 provision to ensure that there are appropriate opportunities, including supported internships, for young people with complex needs and tailored work based and voluntary opportunities.

What success looks like:

- Young people with SEND leave school with an option of education, training or employment.
- There is good planning for adult life with young people and their families reporting increased choice and control with regard to living independently, having good health and opportunities to take part in a range of activities including supported internships and employment.
- Young people with SEND report that they have choice and control over their lives and the support they receive.
- There is an increase in the take-up of personal budgets, particularly by young people post 16.
- More young people with SEND are travelling as independently as possible, including introducing pick up points for SEND transport, where appropriate and increasing the offer of 'travel training'.

Key next steps:

- We will facilitate the sharing of best practice across colleges and other post 16 providers.
- We will embed preparation for adulthood at the earliest point in annual reviews.
- Continue to develop and embed a range of pathways for post 16, including supported internships, apprenticeships, voluntary and paid employment.

- Embed the offer of Personal Budgets for families and further develop this process to give them greater choice and flexibility about how their child's needs can be met.
- Support young people with Independent Travel Training.

9. Governance Arrangements

Planning and delivering the priorities has required close collaboration and planning across partner agencies, parent carers and schools. The SEND Partnership Board is responsible for leading the strategic approach of the partnership of the council, Barnet Education and Learning Service (BELS), schools, the health service and parent carers to meet the needs of Barnet's children and young people with SEND. The Board acts as a strategic forum to identify priorities and to oversee the delivery of the council's statutory requirements in relation to the Children and Families Act 2014.

The co-ordination of the operational SEND developments is through the SEND Development Group, a multi-agency group with representation from schools, Further Education and Early years, and co-chaired by leaders across education, health, social care and the Barnet Parent-Carer Forum. The SEND Development Group reports to the SEND Partnership Board. The SEND Development Group is the primary forum for coordinating the operational SEND developments in Barnet. It is also responsible for driving the implementation of national policy and SEND Legislation. We have well established and active workstreams, all with representation from parent carers, health, education and social care, working on key priorities linked to the SEND Strategy and the Improvement Plan.



School and
Settings
Improvement
Strategy

London Borough
of Barnet

2021 – 2024
November 2020

Barnet Local Authority – School and Settings Improvement Strategy Part A

A Introduction

Barnet is well known for the excellent quality of its schools and settings and the diversity of its educational offer. These are at the heart of Barnet's continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are successful in life and equipped to meet the needs of employers are vital to Barnet's future success.

Barnet has 130 schools serving 60,198 pupils (January 2020). These are broken down as follows:

Phase or type of establishment	Number of pupils
All-through	4562
Special and Alternative Provision	748
Nursery	501
Primary	31460
Secondary	22927
Total Number of pupils	60,198

There are 25 secondary schools, 90 primary schools, three all through schools, four nursery schools, six special schools and two pupil referral units. There is also one sixth-form college and one General Further Education College. In September 2020 there were 139 registered childminders in Barnet and 137 Private, Voluntary and Independent Nurseries (PVI's)

14% of the Barnet school population are entitled to Free School Meals (January 2020) and the ethnic breakdown of the school population is as follows (groups higher than 1%):

White British	28.8%
Any Other White Background	21.5%
Any Other Ethnic Group	10.5%
African	8.4%
Indian	5.6%
Any Other Asian Background	4.8%
Any Other Mixed Background	4.0%
Pakistani	1.8%
White and Asian	1.8%
White and Black African	1.7%
White and Black Caribbean	1.6%
Caribbean	1.4%
Chinese	1.3%
Any Other Black Background	1.1%
White Irish	1.0%

In recent years children's achievements in Barnet's schools and settings have been among the best in the country and a high proportion of Barnet's young people progress on to higher

education. Over 96% of Barnet pupils are at schools which were graded good or better at their last Ofsted inspection.

This School and Settings Improvement Strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer. This strategy for 2020-23 now replaces the previous strategy which was for 2017-20.

It is set out in two parts:

Part A (this part) sets out our vision and aims, current achievement in Barnet, the strengths, areas for development and priorities for improvement, and the plans for how we are going to address these.

Part B outlines our approach to monitoring, challenging and supporting all of our schools and how we give intensive support and close monitoring to our Schools Causing Concern.

B Resilience

Barnet is a Family Friendly Borough. Our approach to achieving this is to focus on developing families' resilience, which evidence tells us is pivotal to delivering the best outcomes for children and young people. The role that schools play in the day to day life of children and their families provides a unique opportunity to promote and embed resilience. Resilience based practice sits at the heart of improving outcomes for children and young people; an approach that is based on looking for strengths and opportunities to build on, rather than for issues or problems to treat.

At the same time our education vision recognises the barriers facing many disadvantaged and vulnerable children and young people and includes a clear commitment to accelerating their progress and closing the gap between them and their peers.

C Ambition and Aims

Barnet is a growing borough and the quality of education plays a crucial part in making the borough a popular and desirable place to live.

Our strategic vision for education in Barnet is:

Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.

In order to achieve this, our mission is: To ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted
- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is **accelerating progress** of the most disadvantaged and vulnerable pupils in order to diminish the difference between them and their peers.
- Every child receives a high quality education through clear **curriculum intent and effective implementation**
- We **minimise the impact of the covid19 pandemic on learning**.

To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases

- A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, children looked after, children in need and children eligible for free school meals.
- Support for the mental health and well-being of school staff and pupils.
- Attendance returning to pre-covid levels and exclusions being kept as low as possible.
- Schools that are safe places for staff and pupils given the risks posed by covid19.
- Support for the adapted curriculum post-lockdown, including for SEN pupils, and for ensuring high quality teaching and learning in the challenging circumstances in which many pupils are at home having to self-isolate.
- Good relationships with schools enabling rigorous monitoring, challenge and support for all schools including the face-to-face and remote learning that they undertake with their pupils
- Effective partnership with council services and with external agencies and organisations.

Strategic goals

The Barnet Education Strategy (2021–2024) sets the framework for the overall direction of travel for all education and learning services in the London Borough of Barnet. The Strategy outlines 6 overall strategic goals:

- **Strategic goal 1 - Access**

To ensure there are sufficient high-quality school places to meet the needs of Barnet residents, including local specialist provision when required for children and young people with special educational needs and disabilities, and that school organisation and governance arrangements are financially sustainable.

- **Strategic goal 2 - Inclusion**

To ensure the provision of high quality local placements and support for children and young people with special educational needs and disabilities aged from 3 to 25 years.

- **Strategic goal 3 – Achievement - School Improvement**

To ensure that every school and setting is good or outstanding.

- **Strategic goal 4 – Achievement - Educational outcomes**

To improve the educational progress and outcomes for all children and young people across all phases and types of institution from early years to post-16, including progress into Higher Education, apprenticeships, training or employment.

- **Strategic goal 5 – Achievement and Inclusion – Minimising the impact of the covid19 pandemic on learning**

To ensure the negative impact of the pandemic is countered through an adapted curriculum post-lockdown, including for SEN pupils, high quality teaching and learning in school and at home and that schools are safe, that mental health and well-being of school staff and pupils are addressed and that attendance returns to pre-covid levels while exclusions are kept to a minimum.

- **Strategic goal 6 – Achievement and Inclusion – Diminishing the difference and building resilience**

To diminish the differences in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

In order to achieve these, a number of key drivers need to be taken into account. The full list is within the Education Strategy but those relevant to School Improvement are:

Achievement

- Maintaining a core Learning Network Inspector service to monitor and challenge, and, where necessary, intervene in, maintained schools, whilst keeping in touch with Academies. If necessary, LNI support services will be offered as a traded service to schools.
- Maintaining an Early Years Standards Team to monitor and challenge, and, where necessary, intervene in, private, voluntary and independent settings (PVIS) and childminders and continuing a strong collaboration between this team, schools and settings to ensure high quality Early Years provision in all of our settings and effective transition.
- The continuing development of quality traded services in order to support school improvement.
- Building on the work of local partnerships and Teaching Schools.
- Working with schools on strategies for recruiting and retaining the best teachers and headteachers. This includes supporting governing bodies with the recruitment of new headteachers/principals and supporting headteachers with the recruitment of deputy headteachers/vice principals.
- Focus on highly effective leadership and governance
- Active promotion of good behaviour, pupil well-being and effective safeguarding practices
- A strong focus on attendance
- Continued intervention to support young people at risk of being Not in Employment, Education or Training and work with providers to ensure suitable progression pathways including high quality technical and vocational provision.

D Governance

The Education Strategy is developed by Barnet Education and Learning Service in consultation with schools and is reported to and approved by the Children and Young People's Partnership Board and the Children, Education and Safeguarding Committee. Barnet Education and Learning Service is responsible for coordinating the implementation of the Education Strategy.

The Schools and Settings Standards Partnership Board is part of the wider governance structure for the partnership between the council, Barnet Education and Learning Service (BELS) and schools, overseen by the Children's and Young People's Partnership Board. The Schools and Settings Standards Partnership Board undertakes its duties on behalf of the partnership. This includes developing the Schools and Settings Improvement Strategy, monitoring its implementation and keeping it under review.

The SSSPB is responsible for the strategic approach to promote the continuous improvement of standards in Barnet schools and settings.

The SSSPB acts as a forum:

- To keep under review those aspects of the Barnet Education Strategy that relate to:
 - standards in schools and settings
 - pupil attainment, attendance and progress
 - narrowing gaps between disadvantaged pupils and their peers
 - the authority's monitoring, challenge and support of maintained schools
 - other relevant statutory functions.

- To review performance data across all Barnet schools and settings for all stages and to consider areas where joint and targeted work is needed to secure improvements.
- To identify and review priorities for improvement each year and assist in communicating these priorities across the partnership of schools and settings.
- To identify and overcome any systemic barriers to continuous improvement.
- To support and embed a secure and sustainable system of school to school, school to setting, setting to setting support.
- To consider ways to promote a positive image of Barnet schools and settings as high-performing and highly-aspirational schools and settings that provide excellent standards of education and childcare for all pupils.
- From time to time the SSSPB will also assume responsibility for specific commissioned projects to support the strategy.

E Context: Number of Good and Outstanding Schools and Settings

At the end of July 2020 the number of good and outstanding schools at each phase was:

Nursery - All 4 of the Nursery Schools are rated Outstanding

Primary - 85 of the 89 schools that have had an Ofsted Inspection are rated Good or Outstanding

Secondary/All Through – All of the 26 schools that have had an Ofsted Inspection are rated Good or Outstanding

Special – All of the Special Schools (5) that have had an Ofsted Inspection are rated Good or Outstanding

PRUs – Both Pupil Referral Units are rated Good or Outstanding

Private and Voluntary Early Years settings: 114 of the 115 PVI's that have had an inspection are rated Good or Outstanding

Childminders: 120 of the 123 childminders who have had an inspection are either rated Good or Outstanding or Met Requirements (if they had no children registered at the time)

F Context: Achievement in Barnet Schools and Settings 2020

Following the closure of schools from 23 March 2020 the DfE stated *“As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 are cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.... We will not hold schools and colleges to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools and colleges to account..... We will not be publishing school, college or multi-academy trust (MAT) level performance data based on summer 2020 tests, assessments and exams at any phase.... All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, should use data from previous years when assessing school and college performance, and not the 2020 data”*

Secondary school students still received their A-level, GCSE and BTEC results but the grades were determined in a different way this year because of the Covid-19 pandemic. With exams cancelled this year because of Coronavirus, pupils were allocated their results based on either the school's teacher assessments, known as Centre Assessed Grades, or the standardised grade from Ofqual (whichever was the highest). We are confident that schools in Barnet followed a robust and appropriate process in order to get to a Centre Assessed Grade for each student.

They used information such as previous classwork, homework, results in assignments and any mock exams in order to arrive at that grade.

In primary schools the DfE are not publishing any national, regional, local or constituency statistics for any primary school assessments for the 2019 to 2020 academic year.

This includes:

- early years foundation stage profile
- phonics
- key stage 1
- multiplication tables check
- key stage 2

Primary schools will have completed end of year assessments on each pupil to support the curriculum planning for the following year and to support the next teachers in adapting the learning appropriately.

As there was no requirement to publish any data or to hold schools to account for the 2020 assessment data, we did not collect any assessment information from schools. However, schools who purchase Fischer Family Trust (FFT) services were able to upload their assessment information into their database if they wished. This has enabled us to have an indication of Barnet's achievement in 2020. However, it is the 2019 performance information that we continue to use for accountability purposes.

2019 Barnet summary

- Early Years above national. Increase slightly below national increase although ranking increased
- Year 1 Phonics attainment above national. Decrease less than national. Ranking improved
- Key Stage 1 attainment shows increases at EXS+ (pupils reaching the expected standard) in each subject with increases greater than national. Ranking improved in each subject
- Key Stage 1 attainment shows decreases at GDS (Greater Depth) in all subjects, with decreases greater than national in reading and maths. Rankings dropped
- Overall, for RWM (Reading, Writing and Maths) at KS1, attainment in Barnet increased but nationally there was a decrease for EXS+. Ranking improved. At GDS the decrease in Barnet matched the decrease nationally
- Overall, for RWMS (RWM and Science) at KS1, attainment increased in Barnet but dropped nationally.
- At Key Stage 2 attainment is above national at all measures in all subjects
- At KS2 there has been an increase in attainment in Maths but a drop in Reading, Writing and in RWM (Reading, Writing and Maths combined) and GPS (grammar, punctuation and spelling). Nationally there was also a drop in these areas
- At KS2 the increase in Maths was below the national increase and drops in Reading, Writing and RWM combined were greater than national decreases. The decrease in Barnet in GPS was less than the national decrease
- Progress made between KS1 and KS2 is significantly better than national in all subjects and was an improvement on the progress the previous year in Writing and Maths
- At Key Stage 4 both Attainment 8 and Progress 8 are very strong (ranked 2nd and 1st respectively)

- At Key Stage 5 achievement at A Level is above national at all thresholds but attainment dipped in 2019 in Barnet, with these dips being greater than national. Consequently the rankings dropped marginally.

G Key Strengths

1. Arising from the 2019 achievement data

- Low percentage of Persistent Absence
- Year 1 Phonics – achievement in top 10% nationally
- End of KS1 attainment in Reading, Writing and Maths in top 10% nationally
- End of KS2 attainment in Reading, GPS and Maths and RWM combined – in top 10% nationally
- Progress between KS1 and KS2 in all subjects – significantly better than national
- End of KS4 GCSE achievement – in top 2% nationally
- End of KS5 A Level achievement – in top 5% nationally

2. Other particular strengths

- Percentage of Good and Outstanding schools above National, Inner London and Outer London
- Over 96% of pupils attending a Good or Outstanding school
- Positive and productive relationship with schools, enhanced even further during the Covid-19 period
- Know our schools and settings well. Accurate identification of vulnerable schools and settings.
- Strong track record of supporting Schools Causing Concern to make the necessary improvements
- High expectations and aspirations for schools in Barnet
- Thriving and popular school improvement traded service (BPSI)
- Successful NQT Induction programme
- Continued delivery of a governor training programme and associate clerking service
- Knowledge, skills and successful experience of School Improvement Team – credibility and track record of success
- Links, contacts and involvement with key organisations e.g. Ofsted, Teaching Schools, DfE, Diocesan Boards, Academy Trusts
- Strong communication and teamwork between members of the team
- Robust procedures for monitoring, challenging and supporting schools (see School Improvement Strategy Part B – Monitoring, Challenge and Support including Schools Causing Concern Policy)
- Processes and structures are dynamic in order to meet the diverse needs of schools

H Areas for Development – Schools and Settings Standards Partnership Board Priorities

Based on the education performance data from 2019, the following areas were identified as a priority for improvement by the Schools and Settings Standards Partnership Board. These remain priorities in 2020/21

- **Early Years**

In 2019 the percentage of pupils who achieved a GLD exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for percentage of pupils achieving a GLD was 33rd in 2019 (up from 35th in 2018). However, as this is still below the top 10% of LAs, it remains a priority. The percentage of girls achieving a GLD in 2019 was above national, London and Statistical Neighbours and was ranked 27th. The percentage of boys achieving a GLD is above National, London and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys at EYFS is a priority. Our Average Point Score is now above national and London but this still remains a priority for us.

- **Key Stage 1 Achievement**

KS1 relative attainment (ranking) in Expected Standard or above is now in the top 10% in Reading, Writing and Maths. Science is ranked lower though (24th) for the proportion of pupils achieving at least the expected standard, so remains a priority. The percentage achieving Greater Depth, although above national, is comparatively lower, ranked 39th, 44th and 33rd respectively for Reading, Writing and Maths and so remains a priority.

- **KS2 Writing**

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, is still 26th. Although it is clear that there are inconsistencies nationally with teacher assessment of writing, we still need to maintain a focus on this subject in order to continue to raise relative attainment. The performance of girls in writing rose in 2019 by 1% but the performance of boys dropped by 3% and their ranking dropped from 15th to 37th. Therefore the attainment of boys' writing is a priority this year.

- **Progress and Progression Pathways of low attaining pupils across all key stages**

It remains a priority for us to ensure that sufficient quality and learning opportunities (e.g. vocational qualifications) exist for children and young people to succeed across a range of skills and abilities, particularly those with SEND.

In particular there is concern now to ensure that post-16 pathways and opportunities result in as few young people as possible who are not in education, employment or training (NEET). It is therefore important that action is taken to support those young people who are at risk of being NEET or who are NEET, including those aged 16 and 17 but also those aged 18 and above where the numbers are rising due to the economic problems caused by the pandemic.

- **Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)**

This remains a priority for improvement to eliminate differences in the performance of groups of pupils. The North London Disproportionality Dataset shows, for 2019, the ratio of black pupils in Barnet attaining the expected standard at KS2 and 4 compared to white pupils is low (a negative Relative Rate Index RRI) and in some cases being the lowest or second lowest in North London.

- **Looked After Children**

In Secondary School Progress 8 in 2019 was ranked 18th and Attainment 8 49th. In the school year 2018-2019, Barnet LAC had a higher absence rate than the similar group national (6.40% compared with 4.70%) and a higher unauthorised rate (3.60% compared with 1.40%).

Persistent absence was almost in line (10.50% compared with 10.90%). Attendance is therefore a priority for 2020-21

- **Recruitment**

Recruiting and retaining good quality teachers, school leaders and support staff is a challenge for schools across Barnet. Supporting recruitment of staff and giving the necessary support to staff at all levels remains a priority for us.

- **Safeguarding**

We continue to support schools in ensuring that their safeguarding arrangements are effective. With pupils having extended online learning due to the pandemic, this includes the safe use of IT and the Internet.

- **Curriculum Intent, Implementation and Impact**

To support schools to plan coherently and deliver effectively a broad and balanced curriculum which is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is a priority to reflect the changes introduced in the new Ofsted inspection framework.

The factors that both research and Ofsted inspection evidence indicate contribute most strongly to an effective education where pupils achieve highly are:

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- The school's curriculum promotes equality and celebrates diversity in all its forms. This includes teaching about LGBTQ+ people and themes.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- Each pupil has a significant voice in shaping the curriculum and their contributions are valued.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

The above priorities are underpinned by:

- A curriculum which also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- School leaders who take effective steps to secure good behaviour from pupils and a consistent approach to discipline.

It is recognised that schools are having to manage pupils with more complex behaviour challenges. We work closely with colleagues from the SEND and Inclusion Teams to offer support to schools in managing more complex behaviour.

Additional Priorities in 2020

1. Minimising the impact of the covid19 pandemic on learning

The School Improvement Team has given considerable support to schools before, during and after the school closure period. The Team was also involved, along with five other North London Boroughs, in a project entitled “Supporting the futures of children’s and young people’s education and skills following Covid 19” The learning and recommendations from the project have been shared with schools and the traded school improvement service, BPSI, developed a Covid19 Learning Recovery Project for primary schools, which a large number signed up to from September.

A new priority for this year is to minimise the impact of Covid-19 on learning and progress.

This includes:

- Continuing support by BELS to schools with their blended learning approaches, recognising that the approaches need to be both flexible and adaptable
- Continuing BELS support to schools regarding the impact on mental health and well-being of staff and pupils due to school closures and partial closures arising from covid19.
- Continuing to support schools in establishing reliable baseline data for pupils and ensuring the curriculum meets the needs of all the pupils and is diminishing the expected wider differences between groups of pupils including those with SEND

2. Attendance

A key challenge as schools re-opened in September 2020 is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic.

3. Exclusions

With the huge majority of pupils being at home between March and September and the resultant challenges faced by schools regarding the behaviour of pupils when they returned to school, we want to support schools to ensure that there is not a significant rise in both fixed term and permanent exclusions in Barnet schools. The RRI rate in the North London Disproportionality Dataset shows that historically there has been an over-representation of Black and Mixed Pupils in Barnet for fixed term exclusions and black pupils for permanent exclusions. This also needs to be addressed.

4. Elective Home Education

Monitoring elective home education has now become a key priority for the authority, as it is clear that the pandemic has resulted in a significant increase in the number of families that are choosing to educate their children at home. In April 2019 there were 228 children registered for elective home education in Barnet. The number in February 2020 was 257, which rose to 310 in October 2020.

The local authority has a duty to establish the identities of home educated children and to check they are receiving a ‘suitable education’, which means efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have. The council also has general duties in relation to safeguarding and promoting the welfare of children. If the authority becomes aware of any safeguarding concerns, this will be followed up appropriately. BELS exercises these functions on behalf of the council and has received extra funding from the council to increase the resource devoted to this function from a part-time role to full-time.

As well as monitoring the suitability of home education and taking follow-up action if there are any concerns, BELS will work with the council and schools to try to persuade as many parents as possible of the benefits of returning their children to school and to make them aware of the risk assessments and ‘covid19 secure’ control measures in schools.

I Key Actions arising from these priorities

The School Improvement Team Plan is allied to the priorities and objectives set out in the Education and Skills Business Plan and the agreed schedule of performance indicators.

Elements of the team's activities are traded, e.g. BPSI, Governor Services, NQT support, Connect, and we are looking to expand our offer to Barnet schools as well as trading beyond the Borough boundary.

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
All schools and settings successfully monitored, challenged and supported by Learning Network Inspectors and the EY Standards Team	Neil Marlow / LNIs	See School Improvement Strategy and Monitoring, Challenge and Support Action Plan	Schools and settings, Early Years Standards Team	July 2021	Percentage of schools rated as 'good' or better Percentage of pupils in schools rated as 'good' or better Target to be in top 10% of Good and Outstanding schools nationally For settings our target is 90%, but with an aspiration to be above the national average within 3 years (currently 95%).	SRG, SSSPB
Ensure all Schools and Settings Causing Concern are effectively supported and closely monitored	Neil Marlow / Lead Officers	See School Improvement Strategy and Monitoring, Challenge and Support Action Plan	Schools and settings, BPSI Advisers, Early Years Standards Team	July 2021	Produce an action plan for each school and setting causing concern and progress reports on each SCC at least once a term. Employ additional part time team member to deliver early years SCC work in schools	SRG, SSSPB
Continue to support to schools during Covid-19 period in order to	Neil Marlow	Adapt Monitoring and Challenge visits in order to support	EP Team Family Services BICS	December 2020	October Satisfaction Surveys demonstrate schools feel well	SSSPB SRG

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
minimise the impact of Covid-19 on learning and progress. This includes continuing to give support to schools regarding the mental health and well-being implications of the situation		<p>schools with return to school, health and safety, recovery curriculum etc</p> <p>Launch BPSI Covid Learning Recovery Project (CLRP)</p> <p>Adapt DfE Well Being for Education Return programme and deliver to schools.</p> <p>See Mental Health and Well Being Action Plan, BPSI Action Plan</p>	Resilient Schools Public Health		<p>supported</p> <p>Positive response (numbers and evaluation) to CLRP</p> <p>DfE Well Being for Education Return programme delivered</p>	
Improve achievement at Early Years	Neil Marlow / Beth Patrick / Helen Cheung	See Early Years Action Plan	Schools and Settings, Early Years Standards Team, BPSI Early Years Adviser, BEYA	July 2021	<p>The baseline target for the EYFS is to exceed the national average for the % of children achieving a good level of development in the EYFSP.</p> <p>There is also an aspirational target of being in the top 10% nationally. However, this will be challenging to achieve due to local contextual challenges.</p>	SSSPB

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
Improve achievement at KS1 and maintain achievement in phonics	Neil Marlow / LNIs	See KS1 Achievement Action Plan	Schools, BPSI, Teaching Schools	July 2021	Attainment at KS1 in top 10% of LAs and progress (as demonstrated in FFT) to be above estimates	SSSPB
Achievement of pupils at end of KS2, KS4 and KS5 to be in top 10% nationally	Neil Marlow / LNIs	See School Improvement Strategy and Monitoring, Challenge and Support Action Plan	Schools, BPSI Advisers	July 2021	<p>The percentage of primary pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2</p> <p>The average of a) Primary pupils' average progress in English Reading b) Primary pupils' average progress in English Writing c) Primary pupils' average progress in Mathematics</p> <p>Secondary achievement Points allocated; 6a 15pts (37.5%); 6b 15pts (37.5%); 6c 7pts (17.5%); 6d 3pts (7.5%): 6a Average Attainment 8 Score 6b Average Progress 8 Score 6c Percentage of pupils achieving the threshold in English and mathematics (Grade 5) 6d Percentage of pupils achieving the English Baccalaureate</p>	SRG, SSSPB
Progress of the most disadvantaged, pupils with SEND and vulnerable pupils (inc Children In Need)	Neil Marlow / LNIs	See School Improvement Strategy and Narrowing the Gap Action Plan	Schools and Settings, BPSI Advisers, Early Years Standards Team, Teaching	July 2021	Primary 5a: % of pupils eligible for disadvantaged pupils (this includes Free School Meal 6 and Children Looked After pupils) achieving the	Data collection Census

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
accelerated in order to diminish the differences between them and their peers			Schools		<p>'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2 AND</p> <p>5b: Difference between attainment level of pupils on disadvantaged pupils (this includes FSM 6 and CLA pupils) and their peers ('expected standard' in RWM combined) at the end of Key Stage 2</p> <p>Secondary</p> <p>7a Average Attainment 8 Score for pupils eligible for FSM in the past 6 years (disadvantaged pupils)</p> <p>7b Average Progress 8 Score for pupils eligible for FSM in the past 6 years (disadvantaged pupils)</p> <p>7c Attainment gap between pupils eligible for disadvantaged pupils (Average Attainment 8 Score for pupils on FSM - Average Attainment 8 Score for pupils not disadvantaged nationally)</p> <p>7d Achievement gap between pupils disadvantaged pupils (Average Progress 8 Score for pupils on FSM – Average nationally for non-disadvantaged</p>	
Improve attainment in writing at KS2	Neil Marlow / LNIs	See Writing Action Plan	Schools, BPSI, Teaching Schools	July 2021	Attainment in writing at KS2 further above national and in top 20% nationally	SSSPB
Improve achievement of Looked After Children particularly at Secondary	Neil Marlow / Helen Morrison /	See Virtual School Action Plan	Schools, Social Care, Placements	July 2021	<p>a) Average Attainment 8 score of looked after children</p> <p>b) Average Progress 8 score of</p>	SSSPB, VS Challenge Committee

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
	Paul Whitcombe				<ul style="list-style-type: none"> looked after children c) Closing the gap between Barnet LAC and Barnet average on Attainment 8 and Progress 8 d) the quality of PEPs e) KS2 performance (expected standards in RWM) f) 16-17 year old NEETs g) Attendance of LACs 	
Recruitment of high quality staff in schools improved	Neil Marlow / Helen Morrison	See Recruitment and Retention Action Plan	Schools, Agencies, Media Team, Housing, Parking, The Compton (SCITT)	July 2021	<p>Reduced vacancy rate in schools. In 2020 the vacancies in schools were as follows:</p> <ul style="list-style-type: none"> % schools with a vacancy 3.8% % schools with a temporarily filled vacancy 17.7% % schools with a vacancy or temporarily filled vacancy 20.8% 	SSSPB, Recruitment and Retention Working Party, Compton SCITT Strategic Board
To ensure that sufficient quality and learning opportunities exist for children and young people to succeed across a range of skills and abilities	Neil Marlow	See Progress and Progression Pathways Action Plan	Schools, Colleges, Post 16, SEN Team	July 2021	Improved achievement in vocational qualifications	SSSPB
To ensure schools meet statutory requirements for safeguarding	Neil Marlow / Jane Morris	See Safeguarding Action Plan	Schools, LADO, Social Care, BPSI	July 2021	Produce an action plan for monitoring and improving arrangements for safeguarding in the Education and Skills service and in all Barnet schools and regular progress reports.	SMT
To support schools in	Neil Marlow	See separate	BPSI, SEN Teams	July 2021	Increased offer of support to	SEND Partnership

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
dealing effectively with pupils with more challenging behaviour	/ Barley Birney/ LNIs	Behaviour Action Plan			schools	Board, SSSPB
To support schools to deliver a broad and balanced curriculum which provides a wide range of opportunities for pupils to learn and helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress	Neil Marlow / LNIs	See separate Wider Curriculum Action Plan	BPSI, Teaching Schools	July 2021	Schools judged by Ofsted to have an appropriate and effective curriculum	SSSPB
To further develop Traded Services (see Section 3): <ul style="list-style-type: none"> • BPSI • Governor Services • NQT • Connect 	Neil Marlow / Carrie Waldren	See separate Action Plans	Schools, Advisers, NGA, School Bus,	July 2021	Increased trading and income Improved service as demonstrated through satisfaction surveys	SMT BPSI Steering Group Connect Steering Group
To sell the services of the School Improvement Team more widely to independent schools within Barnet and schools outside Barnet	Neil Marlow	See separate Action Plan	BELS, Other LAs	March 2021	Increased income Positive feedback	SMT

Separate Action Plans for the following areas have been produced and are being monitored:

- EYFS
- Writing
- KS1 Achievement
- Diminishing the Differences
- Progress and Progression Pathways
- Safeguarding in Schools
- Virtual School
- Monitoring, Challenge and Support
- Recruitment and Retention
- Mental Health and Well-Being
- BPSI
- NQTs

Associated resources

- Barnet Education Strategy 2020-2023
- School Improvement Overall Team Plan 2020/21
- School Improvement Individual Action Plans 2020/21
- SEND Strategy 2020-23

Barnet Local Authority – School Improvement Strategy

Part B

Monitoring, Challenge and Support - 2020/21

A Introduction

- 1 This document sets out how the local authority will fulfil its statutory duties in relation to local authority maintained schools and provides the framework for engagement with Academies, Free Schools and Academy Sponsors in relation to standards and attainment. It supports the delivery of Barnet’s Education Strategy in delivering the vision which is for:

“Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults?”

With the specific aims of:

- Every child attending a **good or outstanding school**, as judged by Ofsted
- The **attainment** and **progress** of children in Barnet schools is within the top 10% nationally
- Accelerating the progress of the most disadvantaged and vulnerable pupils in order to **diminish the difference** between them and their peers
- Every child receives a high-quality education through clear curriculum intent and effective implementation

- 2 Barnet’s Education Strategy was developed during a period of significant change in the education landscape with increasing autonomy of schools and increased delegation of funding and responsibilities. Schools are now at the forefront in leading a more autonomous and self-improving school system.

The local authority retains a range of statutory responsibilities. In particular the Education and Inspection Act 2006 identifies a duty to promote high standards and requires local authorities to take early action to address school underperformance as well as absolute low attainment. It provides revised legislation in relation to the Performance Standards and Safety Warning Notice system so that local authorities are able to challenge and support those schools that are underperforming as well as those that do not achieve the minimum standards expected for all schools. The Education Act 2011 gives further powers to the Secretary of State to direct local authorities to intervene.

In September 2019, the Government updated statutory guidance for local authorities in fulfilling their duties with Schools Causing Concern.

- 3 The principles underpinning the council’s approach are:
- Every school is different and self-evaluation should reflect the values and beliefs of the school and its distinctive ethos.
 - Schools operate within a framework of autonomy with accountability. They are responsible for their own management and development and have the primary responsibility for their own performance. It is the responsibility of the LA to respect, encourage and support autonomy but also, through the LNI, or other commissioned professionals, to monitor, challenge and intervene where appropriate.
 - School improvement is based on building the capacity of the leadership and management of schools.
 - Barnet supports the principles of ‘intervention in inverse proportion to success’. Whilst LA monitoring and challenge is an entitlement for all LA maintained schools,

support is differentiated according to need and direct formal intervention in LA maintained schools should only be used in the most serious of cases and where other approaches have failed.

4 Our approach is in line with the guidance in the DfE Schools Causing Concern Guidance (last updated September 2019) which states:

“We are building a supportive schools’ culture in which local authorities and RSCs work with school leaders to drive school improvement for the benefit of pupils and parents. At the same time, it is essential that action is taken wherever a school is judged inadequate, or where there is financial mismanagement or failure of governance. Optional school support will be offered to schools that have been judged as ‘requires improvement’ by Ofsted. Intervention is different to school support and refers to the formal action taken by local authorities and RSCs in schools that are causing concern. Interventions are about acting swiftly to address underperformance and financial or governance failures, and helping schools to deliver the best outcomes for their pupils”:

“Local authorities and RSCs will work closely and co-operatively to support improvement in maintained schools that are causing concern. Where a maintained school is eligible for intervention there are a number of statutory powers the local authority and the Secretary of State may use to support school improvement.

The intervention powers in respect of **local authorities** are set out in sections 63-66 of the 2006 Act:

Section 63 – power to require the governing body to enter into arrangements;

Section 64 – power to appoint additional governors;

Section 65 – power to appoint an interim executive board (IEB);

Section 66 – power to suspend the delegated budget.”

“Beyond this statutory guidance, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of high standards of education across their schools, and in doing so should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant RSC, diocese and other local partners to ensure schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and
- Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.”

“The School Improvement Monitoring and Brokering Grant is provided to local authorities to assist them to fulfil these responsibilities. Local authorities should focus their activity on the schools they maintain rather than academies which are accountable to the Secretary of State. However, should a local authority have any concerns about an academy’s standards, leadership or governance, they should raise these directly with the relevant RSC.

RSCs will apply the same rigour to the academies and free schools in their regions, as local authorities should apply to maintained schools in their area, and will similarly champion education excellence.”

B Local Authority procedures for monitoring and challenging schools and for supporting and intervening where necessary

Much of the available expertise to support school improvement exists in schools. Self-evaluation is at the heart of effective school improvement and schools need to have a very clear knowledge of their own strengths and areas for development based on their own rigorous monitoring, evaluation and performance management. It is expected that all schools in Barnet will undertake regular self-evaluation that is:

- based on openness, honesty, robust feedback and respect
- follows systems and procedures which are shared and understood by all
- is evidence based and is fair and transparent
- leads to strategies to manage change
- is embedded in school improvement planning
- has a positive impact on outcomes for pupils

Monitoring, challenge and support

The local authority monitoring and challenge function is undertaken by the School Improvement Team within BELS. Each school in Barnet is assigned a named Learning Network Inspector (LNI). In addition, some schools are assigned a Barnet School Improvement Partner (BSIP). These are BPSI Consultants who are commissioned by the Local Authority to conduct monitoring, challenge and support on behalf of the LA.

- a) For LA maintained schools, the LNI/BSIP visits to maintained schools are in line with the arrangements for differentiated support:

Judgement of school based on a combination of their current Ofsted grading and LA RAG Rating	Number of Visits
Outstanding and Securely Good schools	A minimum of two School Effectiveness Visits a year with the first of those visits looking at most recent school performance information as well as other “Quality of Education” aspects and Ofsted/DfE requirements in response to the impact of Covid-19
Good but of concern and vulnerable to a judgement of RI at next inspection	Regular visits or contact across the year (at least half termly) with the first of those visits looking at the most recent school performance information as well as other “Quality of Education” aspects and a particular focus on the effectiveness of strategic leadership ensuring that there are clear and robust actions in place in order to bring about rapid improvement.
Schools causing concern/Requiring Improvement where the local authority consider there is good or better capacity to improve	A minimum of six visits a year with a particular focus on those aspects identified as in need of rapid improvement, following the Schools Causing Concern protocol.

<p>Schools requiring improvement where the capacity to make rapid and sustained improvement is not secure</p>	<p>A programme of visits identified through the schools causing concern protocol. Approximately one visit or contact per fortnight with a particular focus on the effectiveness of leadership in bringing about rapid improvement.</p>
<p>Schools that are deemed to require ‘special measures’ or to have ‘serious weaknesses’</p>	<p>As above but following the LA’s Statement of Action</p>

Secondary Maintained schools will receive three visits (if they have a 6th Form) – these visits will take place across the year according to school needs. PRUs receive two visits.

Schools in the following circumstances may receive additional visits:

- Schools recruiting new headteacher or deputy headteacher
- New or Acting/Interim Headteacher
- New school to the LA
- Schools with governance or leadership issues
- Schools expecting an Ofsted
- Schools who have experienced a Critical Incident
- Schools who are considering a change in organisational structure e.g. federation, MAT etc

Additional visits will be conducted where safeguarding concerns have been identified.

b) For Academies, the authority will offer at least one keeping in touch visit a year

This is a guide and there may be circumstances where additional visits are undertaken because of a significant change in the school’s circumstances, for example where there is a change of Headteacher, or a marked change in performance indicators. These visits will be agreed between the LNI and Headteacher or Chair of Governors and will be within the spirit of intervention in inverse proportion to success.

School Effectiveness Visits (SEV)

The LNI/BSIP team adjust the focus of school effectiveness visits according to DfE/Ofsted priorities and the national and local context. Ofsted have changed the context of their visits for Autumn term 2020 in response to the impact of COVID-19. The LNIs/BSIPs will mirror Ofsted’s approach to ensure that our support and challenge to schools is responsive and relevant.

Therefore, in the Autumn term 2020 we will use the SEV visit to focus on:

- the barriers the school has faced and still faces in managing the return to full education for pupils
- the intent for the school’s curriculum and how leaders are ensuring pupils resume learning the school’s curriculum, including the blend of classroom teaching and, where necessary, remote education.
- how well pupils are settling back into expected routines and behaviours
- how well pupils are learning the curriculum

- how well leaders are equipping staff to teach and support pupils within the current context.
- to explore the school's response to any identified health and well-being issues for particular pupils
- the school's current safeguarding procedures and its response to the current context.

School leaders are asked to complete a SEV form prior to the visit. This is evaluated by the LNI/BSIP prior to the visit and becomes part of the focus for discussion during the visit.

The LNI/BSIP will return to carrying out visits in line with the Ofsted Framework when the status quo returns. It is predicted that Ofsted will return to following the Ofsted Framework later in the year.

Therefore, for the second visit, in the Spring or Summer term, the LNI / BSIP will have a telephone conversation with school leaders, before the visit to discuss school strengths and weaknesses, focusing on aspects of The Quality of Education (similar to the conversation an inspector would have prior to inspection). The LNI/BSIP will also discuss progress since the last visit. Following this discussion, the LNI/BSIP along with school leaders will agree a Deep Dive for the Visit.

- The LNI/BSIP will carry out a range of activities, agreed with the school, to evaluate systemic strengths and areas in need of improvement using the subject Deep Dive. This will always include the provision for disadvantaged pupils and those with SEND
- The LNI/BSIP will feedback to the school leaders about the telephone conversation (again as a developmental tool)

Due to the impact of COVID-19 the LA and schools do not have complete data sets to support them in evaluating pupil achievement. The local authority is however committed to providing data sets to support maintained schools in their self-evaluation and LNIs/BSIPs in preparation for visiting schools once it is able to do so.

In normal circumstances, it is expected that self-evaluation will include rigorous analysis of school performance and has typically been the starting point for the LA monitoring of schools. The local authority expectation is that LA maintained schools have a form of self evaluation which is updated on an annual basis, utilising Ofsted categories. However, during this recovery period, we will expect leaders to have robust in-school pupil performance information by January 2021.

The local authority produces a 'note of visit' report for each formal meeting held throughout the year. 'Notes of visit' are agreed with the Headteacher. For maintained schools, the Headteacher is required to share the report with their Governing Bodies. For Academies, it would be the expectation of the local authority that the Headteacher would share it with their Chair.

Challenge is an integral part of the school improvement process and should be carried out in the true spirit of partnership. Evidence should be presented, searching questions asked and possible alternative approaches posed, with the LNI/BSIP operating as a critical friend. Challenge is a shared responsibility. Schools have a right and duty to challenge the LA when the provision of services does not meet their needs. Equally it is the duty of the LA to challenge schools to set targets that are ambitious as well as realistic and to secure high outcomes for all learners.

Challenge from the local authority will cover the following:

- the school's plans for the improvement of pupil performance including disadvantaged and pupils with SEND
- the school's self evaluation judgements against each aspect of the school's provision and outcomes
- any aspect of school performance where there are concerns

At all times challenge will be based on evidence where standards or aspects of provision are not as good as might be expected and/or to promote high expectations and continuous improvement.

All schools in Barnet grade themselves for overall effectiveness during their annual self-evaluation process. Following each School Effectiveness Visit the LNI/BSIP will make a judgement of the effectiveness of the school on each area of focus, judging each area to be either Emerging, Secure or Highly Effective. The LNI will agree this with the school and reflect this in the 'note of visit'. Where the LNI does not agree the grades in the self evaluation this will be made clear to the headteacher and recorded in the note of visit.

LA maintained schools in Barnet are placed (through the process above) in one of the following categories which are based on Ofsted grades and criteria. They are as follows:

- 1 Outstanding
- 2 Good
- 3 Requires Improvement
- 4a Inadequate – serious weaknesses
- 4b Special measures.

Schools placed in categories 3, 4a and 4b through the mechanism identified above, are classified by Barnet as Causing Concern and will receive extra support in order to help them to overcome their difficulties.

Local authority support

LA maintained schools may receive support from the local authority (over and above the monitoring visits described above) according to the category agreed with the school. 'Outstanding' and 'Good' schools will only receive additional support which they broker (and for which they pay). The exception to this is in the recruitment of a Headteacher or Deputy Headteacher where, for all schools, the LNI assigned to the school will support the recruitment process.

Schools requiring improvement but with good capacity to improve (Ofsted or local authority judgement) will also be deemed to have the capacity to manage (and pay for) the support they need for their ongoing growth.

Schools in Ofsted categories and those designated by the local authority as causing concern will receive additional support as set out above and will be expected to commission (and pay for) additional support in accordance with the improvement plan they agree with the local authority. The local authority may broker this support on behalf of the school, but the school will be required to pay for it other than in exceptional circumstances where the school is facing significant financial difficulties. The local authority's strategy for working with Schools Causing Concern is outlined below.

For all schools, the local authority will signpost and facilitate the sharing of good practice and access to a range of local sources of expertise.

School Reviews

There are two types of whole School Review available in the local authority:

- **LA School Review for schools with new headteachers** - an in-depth local authority commissioned review, carried out in a spirit of partnership, with senior leaders from the school involved in the process. Peer headteachers will form part of the review team. These reviews are funded by the local authority.
- **BPSI School Reviews** – led by a BPSI Adviser/Ofsted Inspector, supplemented by peer headteachers on the team, these reviews are commissioned and paid for by the school (e.g. using BPSI hours). For Schools Causing Concern or schools of concern to the LA, the school will be advised to commission a BPSI Review at a time deemed most appropriate and helpful.

Either of the above reviews may be preceded by a separate SEND Review if felt appropriate

Recruitment of a new headteacher

We encourage governing bodies to work closely with the LA throughout the recruitment and selection process for headteachers. In the case of voluntary aided schools, the diocesan board or relevant body will also have advisory rights. The following outlines the key points in the legislation which must be followed.

Governing bodies of maintained schools must notify the LA of a headteacher or deputy headteacher vacancy. The LA has a statutory right to an advisory place on the selection panel of Community Schools. Governing bodies of voluntary aided schools, which have not accorded advisory rights to the LA for the appointment of head and deputy headteachers must:

- Send a list of shortlisted candidates to the LA
- Provide as much information as possible to the LA on each person selected for interview, to enable the LA to determine their suitability for appointment
- Consider any representations the LA may make within 14 days regarding shortlisted candidates and notify the LA in writing of its response to those representations
- Take the final decision on who to recommend for appointment
- Take steps to ensure that the appointee meets the regulations regarding qualifications, health, fitness, safeguarding requirements and other grounds

The LA produces a “Toolkit for Governing Bodies in the Recruitment of a New Headteacher” and a “Handover Checklist for a New Headteacher” which we encourage all schools to use. In addition, BPSI offer a “Collection” of additional support to governing bodies if required.

Formal mechanisms for maintaining a positive relationship and a strong partnership with schools

- School Circular sent by e mail weekly from the LA to schools
- Every school has a named Learning Network Inspector (with secondary, nursery and special schools having an additional BSIP to carry out formal monitoring and challenge visits)
- Half-termly Network Meetings with primary headteachers led by the relevant Learning Network Inspector
- Termly Meeting with Deputy and Assistant Headteachers (all phases) led by the Learning Network Inspectors
- Attendance by an LNI at the SENCO Termly Conference
- Termly Newsletter sent by the Director of School Improvement and Traded Services to secondary school headteachers
- Termly Directors Meeting with all headteachers
- Termly Director’s Meeting with chairs and vice chairs of governors
- Welcome Event for New Headteachers, Deputy Heads and Assistant Heads
- New Headteacher Forum and New Deputy Headteacher Forum
- Termly Safeguarding Breakfast Briefing for leaders and Designated Safeguarding Leads
- Notes of Visit system (Perspective Lite) recording all school improvement visits to a school
- Encouraging schools to purchase School Improvement Traded Services e.g. Barnet Partnership for School Improvement (BPSI), Governor Services, Data Services, NQT support etc. and other traded services e.g. Inclusion Advisory Team Support

Towards a schools-led school improvement system

Vision

The vision for our approach to school improvement in Barnet is:

Every Barnet school is encouraged to be part of school partnerships with a number of other schools. Within these partnerships schools will work together and share best practice and the best schools and best headteachers will play a key role in enabling other schools in the partnership to improve towards outstanding. A self-managing, self-improving school system will become established, working in collaboration with, and in addition to, the local authority monitoring, challenge and support. Co-operation and structured and planned improvement are driven by school leaders, every school benefits and standards are continuously raised.

- Schools should be **responsible for their own improvement** and so we need a self-improving school system
- **System leaders** in schools (e.g NLEs, experienced school leaders) should be driving improvement across schools
- All schools need to have **regular external challenge** in order to identify key areas for development and to improve continuously. This external challenge will come from the local authority and any other appropriate organisations
- The **local authority** will continue to have a named Learning Network Inspector (LNI) for each school and either the LNI, the Director of School Improvement and Traded Services or a Barnet School Improvement Partner (BSIP) will conduct monitoring, challenge and support activities to each school and each partnership. This may need to be charged for.
- Schools that work in **isolation** are likely to be putting their own school improvement at risk. This is especially the case with primary schools, which are generally too small to maintain a sufficiently robust internal challenge function. This means that the Local Authority encourages schools to join together in school improvement partnerships
- The Local Authority provides high quality consultancy and training to schools through the Barnet Partnership for School Improvement (BPSI)

To supplement the schools-led school improvement system, the LA may use other strategies to build capacity in schools. These may include the following:

- the use of experienced Barnet Headteachers to act as coaches for inexperienced new Headteachers especially where they are taking over fragile schools
- the secondment of Headteachers and experienced Deputy Headteachers to cover Headteacher vacancies in fragile schools
- creative use of teaching expertise identified in other schools in the LA to build capacity in challenging schools.
- the use of National Leaders of Education (NLEs), National Support Schools (NSS), Local Leaders of Education (LLEs) or Teaching Schools to support, monitor and challenge schools
- the use of other recognised school improvement programmes
- the use of National Leaders of Governance (NLGs) to support Chairs of Governors and whole Governing Bodies in vulnerable schools
- the use of BPSI to deliver a range of monitoring, challenge and support activities including a range of reviews
- working in partnership with other LA departments and agencies e.g SEN, safeguarding, social care, education welfare

School Partnerships

Loose partnerships

Schools are encouraged and supported to be in loose partnerships. The make up of these partnerships is reviewed annually and schools are encouraged to discuss with their Learning Network Inspector if their partnership is not proving to be effective and demonstrate impact. Network Meetings and other forums, including Chairs and Vice Chairs Briefings, are used to disseminate good practice in partnerships and Learning Network Inspectors will attend partnership meetings and activities where necessary and resources allow.

We are in the third year of an Education Endowment Foundation funded trial of a Schools Partnership Programme which aims to develop leadership capacity in collaborative school improvement across our local system. A team from UCL Institute of Education (IOE) will independently evaluate whether a rigorous cluster-based approach to peer review and school-to-school support can lead to improved outcomes for pupils. The programme started in January 2018 and was due to finish in July 2020 but has been extended by a year. It involves 16 schools in 4 clusters/partnerships. The aim is to build significant senior and middle leadership capacity and capability to support a culture of continuous and sustainable improvement.

More formal partnerships

In June 2019 the School Improvement Team produced a document for schools entitled “Strategic Partnerships, Federations and Trusts – options for Barnet schools.” Our recommendation is that all governing bodies consider, on an annual basis, whether their school would benefit by being part of a strategic partnership, federation or trust. Having considered this, a governing body may decide to take their thinking further by getting advice and support from the Education and Skills service.

The Local Authority will support any schools or partnerships who want to explore the potential benefits of a more formal partnership arrangement i.e. federating or creating or joining a Multi Academy Trust (MAT).

The resignation or retirement of a school’s serving headteacher can present the governing body with a good opportunity to review the school’s future leadership arrangements. The governors might want to consider new models of school leadership ranging from entering a federation or a multi-academy, through to becoming a co-operative trust, or remaining a standalone school or academy. The Local Authority will support a governing body with this decision-making process.

C Schools Causing Concern

All schools that are not securely Good or Outstanding and who are at risk of receiving a judgement of Requiring Improvement or Inadequate by Ofsted are classified by the local authority as causing concern through the mechanism identified above. This is regarded by the local authority as an informal Warning Notice and rapid improvement is expected.

The **DfE guidance on Schools Causing Concern (September 2019)** states:

Warning notices can be given to schools that are causing concern but are not currently eligible for intervention. Both RSCs and local authorities may issue warning notices but there are differences in the circumstances under which they may be issued.

Local authorities may issue warning notices to their maintained schools under the following circumstances:

1. the standards of performance of pupils at the school are unacceptably low and are likely to remain so; or
2. there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or
3. The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise); or
4. The governing body have failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or have failed to secure that the head teacher of the school complies with such a provision.

Local authorities should use warning notices to hold their schools to account and should work together with RSCs where they judge that a warning notice is necessary

Barnet's policy is to designate schools with unacceptably low standards as schools causing concern and to subject them to an improvement regime, as described below. We see this designation as an informal warning and an invitation to co-operate with the authority in taking the necessary steps to bring about the required improvements.

There is thus 'a particular reason' not to issue a warning notice to a Barnet SCC, which is that the LA has notified the school that they are a school causing concern and they are cooperating fully with the LA's approach to supporting and challenging such schools to improve.

The same approach would apply if the school were regarded as a cause of concern due to a serious breakdown of management or governance or where the safety of pupils is threatened. In these cases the LA will designate the school as a school causing concern in relation to these specific grounds and seek their full co-operation in remedying the situation.

The LA's policy is therefore to issue a warning notice:

- Where schools have not responded positively and fully co-operated with the LA's SCC framework as set out in this document.
- If a school does not take adequate action to secure a review of its use of the Pupil Premium or a review of governance when recommended by OfSTED
- Where a school has been a cause of concern for more than 12 months and still seems unlikely to become good within the next 6 months.

Triggers for schools causing concern:

- All schools judged Inadequate or Requires Improvement by OfSTED
- All schools that the LA believes would be judged as RI or worse by OfSTED if inspected now or in the near future

- All schools where there is a serious breakdown of management/leadership or governance or where the LA believes overall leadership (governance and management/leadership) to be RI or worse
- All schools where the LA believes the safety of pupils is threatened, including any schools whose safeguarding arrangements are unsatisfactory
- All schools where achievement of pupils is unacceptably low, or where there has been a serious decline in performance and/or concerns about practice the LA has not been provided with sufficient evidence that the school has the capacity to reverse this trend.

Schools Review Group

The list of schools causing concern is reviewed half termly at a local authority School Review Group meeting which considers the performance of all schools across the authority. The review body comprises senior local authority officers, including attendance by a representative from Family Services and the SEN Team, and is chaired by the Director of School Improvement and Traded Services.

Concerns expressed at this meeting will already have been discussed with the headteacher of the school concerned. If the School Review Group identifies a school as causing concern, this will be communicated to the headteacher and Chair of Governors in writing. A Lead Officer (LO) is identified and an appropriate plan of support is set in place. Each school's progress is monitored and the need for the school's continuing categorisation is reviewed at each School Review Group meeting.

The support provided to Schools Causing Concern and the overall progress of each school is reported to the School Standards and Settings Partnership Board, which is a partnership board of council officers, BELS Officers and headteachers, chaired by the Director of School Improvement and Traded Services. See Appendix A for a flowchart showing the processes followed for Schools Causing Concern.

a) LA maintained schools

Lead Officer Role

When a school is placed in an OFSTED category or begins to cause the LA concern then a Lead Officer (LO) is appointed. The LO may be the school's Learning Network Inspector, or another suitably qualified professional.

The LO is the LA representative who will work in partnership with the Headteacher of the school which has been identified, either through the moderated school self review procedure or as a result of an OFSTED inspection, as requiring support.

In partnership with the Headteacher and senior colleagues the LO will:

- Identify key issues impacting on the school's capacity to improve through the following:
 - Focusing on substantial, current and unresolved issues that have an impact on standards
 - Identifying any underlying, hidden issues
 - Identifying blocks to progress
 - Identifying key areas for action.
- Help the Headteacher and senior colleagues to develop a future vision for the school by:
 - Identifying where they want the school to be in a year's time
 - Identifying interim milestones and goals
- Support the writing of an action plan which will translate the goals into a sequence of actions to address the key issues by:
 - planning the actions to be taken by both school and LA

- planning the involvement of others, including teachers and advisers brokered through Barnet Partnership for School Improvement, commissioned either by the school or the LA
 - planning systematic monitoring and evaluation so that all the actions agreed are kept under review
- Agree with the Headteacher that enough progress has been made so that the category can be withdrawn. This to be as a result of self review, LA review, BPSI Review or HMI review which acknowledges that sufficient progress has been made against key issues, that the school is sustaining improvement and no longer requires intensive support. A school judged as RI or inadequate by OfSTED will not be removed from the SCC list until a subsequent OfSTED inspection judges them to be good or better.

Throughout this process, the LO is responsible for co-ordinating the LA intervention. This involves:

- formulating and keeping updated a SCC Action Plan
- regular visits to school in order to monitor progress
- liaison between all those identified in joint school/LA action plan
- supporting aspects of the action plan
- liaison with relevant council officers, BPSI consultants and senior school staff to review progress and discuss next steps
- reporting on progress, making a judgement and suggesting next steps
- attending governing body meetings as appropriate
- attending regular (usually termly) Monitoring and Challenge Meetings with Director of School Improvement and Traded Services.

In addition to the measures identified above, the LA may use other strategies to build capacity in schools (see list in Section B above) and will look to the School Improvement Partnership that the school is a part of to deliver support and challenge.

Statement of Action (including the Action Plan)

For each LA maintained school judged by Ofsted to be in 'Special Measures' or with 'Serious Weaknesses' the LA has to draw up a Statement of Action. In these cases the school will always be assigned a Lead Officer. The Statement of Action will be written by the Lead Officer the LA deploys to work with the school and who has the principal function of co-ordinating all of the LA support and challenge. An action plan will be written by the LO in partnership with the school detailing what the school will do and what the LA will do in order to move the school forward.

Progress with the plan will be kept under review by the Lead Officer either in individual meetings or at a formal School Progress Review Team Meeting which will take place at least termly. The meetings will be convened by the Lead Officer and will ensure that the LA and school resources are deployed effectively to help the school to be removed from the category as quickly as possible. Progress will be evaluated termly at a Monitoring and Challenge Meeting with the Head of School Improvement.

Review of The Action Plan

The LO will convene a review of the action plan at regular intervals which will include the HT and any other relevant members of SLT as appropriate. The Chair of Governors and Voluntary Aided Board Officer may also attend where this is appropriate. The purpose of the meeting is to monitor and evaluate the progress made against the key priorities, and to ensure that the action plan is effective in bringing about the necessary rapid and sustained improvement and that there is measurable impact. A new action plan is also agreed at this meeting. Copies of the action plans and notes of the review of the previous action plan are stored in the secure area of the Education and Skills network.

Monitoring and Challenge Meeting

Following a review of the action plan, the Headteacher and Chair of Governors of a School Causing Concern may be invited to attend a meeting with the Head of School Improvement. The Lead Officer will discuss the need for this meeting with the Head of School improvement and will also attend this meeting. The purpose of the meeting is:

- for the Head of School Improvement to evaluate the progress that the school is making to become a securely good school.
- to assess the quality of monitoring, challenge and support that the Local Authority has given to the school.

The notes of this meeting are also stored in the secure area of the Education and Skills network.

Quality Assurance Procedures

The Head of School Improvement will meet regularly with LOs, and at least half termly, to discuss the improvement of the schools the LO is responsible for. Further quality assurance, for the programmes of support for all Schools Causing Concern, is carried out by the Schools Review Group which meets half termly and discusses support and progress of all schools which cause concern.

Informal Warning Notice

A school which is designated by the LA as causing concern is regarded as having been issued with an informal Warning Notice. It is expected that the leadership of the school (including the governors) will engage with the Schools Causing Concern process and will work in partnership with the local authority. This partnership working includes:

- attendance at key meetings including School Progress Review Team Meetings and Monitoring and Challenge Meetings
- acceptance by the school that they are in a vulnerable position and are at risk of an adverse Ofsted judgement at their next inspection
- full and effective use of Lead Officer to support school improvement
- full and effective use of BPSI or other school improvement support
- full and effective use of governor support and training
- willingness to accept suggestions of further support needed to add to the capacity to improve e.g. support from an NLE/NSS, support from an Outstanding Headteacher, signing up to and engaging with the Securing Good Programme, support for governors from an NLG
- willingness to commission a Review to evaluate effectiveness e.g. LA Review, BPSI School Review, Challenge Partner Review, BPSI Governance Review, BPSI Pupil Premium Review
- demonstration at School Progress Review Team Meetings and Monitoring and Challenge Meetings that progress is being made

Formal Warning Notice

If a school does not engage with the School Causing Concern process then the LA will issue a formal Warning Notice. Section 60 of the 2006 Act sets out the provisions relating to warning notices:

“A warning notice should be used where there is evidence to justify both the local authority’s concerns and the school’s reluctance or inability to address those concerns successfully within a reasonable time frame. Before deciding to give such a warning notice, local authorities must draw on a suitable range of quantitative and qualitative information to form a complete picture of a school’s performance.”

Warning notices should be used as an early form of intervention, particularly where standards are unacceptably low and other tools and strategies have not secured improvement.

A warning notice may be given by a local authority in one of three circumstances:

- the standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercise their powers under Part 4 of the 2006 Act; or,*
- there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or,*
- the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)."*

Statutory powers of Intervention

Where a school is eligible for intervention there are a number of powers the local authority may use to drive school improvement. These powers are set out in DfE guidance. Part 4 of, and Schedule 6 to, the 2006 Act set out that a (maintained) school is "eligible for intervention" where:

- "a warning notice has been given (section 60) with which the school has failed to comply or has failed to comply to the satisfaction of the local authority and the local authority have also given the governing body a written notice that they propose to exercise one or more of their powers under Part 4 of the 2006 Act;*
- teachers' pay and conditions warning notice has been given (section 60A)4 with which the school has failed to comply and the local authority have also given written notice to the governing body that they propose to exercise one or more of their powers under Part 4 of the 2006 Act;*
- a school requires significant improvement (section 61); and,*
- a school requires special measures (section 62)."*

The interventions that the LA may make are:

1. Power to suspend the delegated authority for the governing body to manage a school's budget
2. Power to appoint an Interim Executive Board (IEB)
3. Power to appoint additional governors
4. Power to require the governing body to enter into arrangements

Section 63 enables a local authority to require a school which is eligible for intervention to enter into arrangements with a view to improving the performance of the school. The local authority may give the governing body a notice requiring them:

- to enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school);*
- to make arrangements to collaborate with the governing body of another school;*
- to make arrangements to collaborate with a further education body; or,*
- to take specified steps for the purpose of creating or joining a federation.*

Governance

The Schools Causing Concern statutory guidance includes some non-statutory guidance relating to governance. It states:

Local authorities should take an active interest in the quality of governance in maintained schools. Local authorities should promote and support high standards of governance, recognising where a school could improve and encouraging governing bodies to do so. They should be champions for high quality school governance; help ensure that governors have the necessary skills; and have in place appropriate monitoring arrangements to identify signs of failure in relation to governing bodies' oversight of finance, safety or performance standards. Maintained schools should have a code of conduct setting high standards for the role, conduct and professionalism of their governors. This includes an expectation that they undertake any training or development activity needed to fill skills gaps to contribute to the effective governance of the school.

Section 22 of the Education Act 2002 provides that local authorities should ensure that training they consider necessary to discharge their duties is made available to every governor, free of charge. It is also possible for governing bodies to suspend governors who refuse to undertake necessary training.

As a result, local authorities should have arrangements in place for maintaining up to date records of governors in maintained schools. This should include contact details for chairs of governing bodies to aid direct communication with those who are accountable for schools. It should also enable them to carry out any necessary due diligence including identifying governors who sit on more than one governing body. Information held by the local authority should also be made available to the Department for Education upon request. Local authorities should also encourage transparency around school governance arrangements including through information published on school websites in line with statutory guidance and compliance with schools' duties under s538 of the Education Act 1996 to populate all of the governance fields on Get Information About Schools (GIAS).

In carrying out these responsibilities in respect of voluntary and foundation schools, local authorities will also need to work closely with religious bodies or other bodies who appoint the governors.

Where a local authority has concerns about the governance of an academy or free school in their area, they should raise this with the relevant RSC or the ESFA.

Action on governance

- we ensure that high quality training and information is provided to school governors, to prevent schools from becoming 'eligible for intervention'. To comply with the free of charge training element, we provide certain briefings (e.g. Director's briefing) free of charge, but no governor is charged directly to attend training as it is accessed through the school's subscription to Governor Support and Development
- we have arrangements in place for maintaining records of governors in all LA maintained schools to be used to aid communication with governors. Records include schools' registers of interests. To comply with the expectation to maintain up to date records (and to aid our own communication regarding circulating Director's Report and inviting Chairs and Vice-Chairs to briefings etc), we are maintaining the database to keep contact details of Chairs and Vice-Chairs. We have also advised Governing Bodies to publish information on their websites (including, register of business interests and whether governors are on more than one governing body). We use the school website to gain information on all Governors. We have never held information on governors' business interests, and even when clerking meetings and asking Governors to submit this information annually, we have advised the school office to maintain this information.

- we promote and support high standards of governance, act as a champion for high quality in school governance, help ensure that governors have the necessary skills, and have in place appropriate monitoring arrangements to identify signs of failure in relation to governors' oversight of finance, safety or performance standards.
- we consider recommending governing bodies of LA maintained schools to suspend governors who refuse to undertake necessary training
- we encourage schools to publish up to date and full details of their governors on the school website (in line with their statutory duties) to ensure transparency to parents and to aid oversight.
- in carrying out these responsibilities in respect of voluntary and foundation schools, we work closely with religious bodies or other bodies who appoint the governors including the London Diocesan Board for School (LDBS) and the Westminster Diocese.
- where a concern has been identified about governance within an academy in Barnet, we alert the academy to these concerns and raise it with the local Regional Schools Commissioner and the DfE.

Interim Leadership Models

Barnet has adopted a range of creative leadership and management models in order, where required, to strengthen this aspect of schools in OFSTED categories and those causing Barnet concern. Various leadership models have been very successful, which were adapted to suit the needs of the school. All of the schools involved have made rapid progress.

Where concerns are around the capacity of senior leadership to bring about rapid and sustained improvement, the LA will follow the separate protocol that has been agreed with representatives of HT professional organisations.

b) Academies

Where the council has particular concerns about the performance of an academy, it will ensure that the Academy Trust is fully informed of the concern. This will include any cases where the council has concerns about the Academy's arrangement for safeguarding children. In the first instance the council will contact the Headteacher and Chair of Governors. Where appropriate, the local authority will make the Academy Trust aware of its recommended actions to meet the concern. The Academy Trust will share its plans for improvement with the local authority e.g. through an appropriate statement of action. The local authority may offer advice about (or broker access to) locally recommended school improvement support services.

The Academy Trust should clearly set out where it requires support from the local authority to resolve any issues about services for which the local authority has responsibility. The local authority will seek to resolve any identified issues for which it is responsible.

The local authority recognises that there may be circumstances where this arrangement is not effective. Where serious concerns arise (such as the school is in an Ofsted category requiring intervention or improvement: the school meets the criteria set out in the section 60(2) of the 2006 Education and Inspections Act, 2006 where for a maintained school the local authority could consider a warning notice or there is evidence of poor leadership and/or governance) and the engagement has not been effective, the council will consider contacting the Regional Schools Commissioner, the ESFA and the Regional HMI setting out its concerns, and the attempts it has made to agree with the Academy Trust action to tackle the issues that have been identified. The local authority commits to informing the Academy Trust before taking this course of action.

Support strategies to build capacity in academies

Where possible and at the academy's request, the LA will support the academy trust in building capacity in the school. These include the following:

- the use of experienced Barnet Headteachers to act as coaches for inexperienced new Headteachers especially where they are taking over fragile schools
- the secondment of Headteachers and experienced Deputy Headteachers to cover Headteacher vacancies in fragile schools
- creative use of teaching expertise identified in other schools in the LA to build capacity in challenging schools.
- the use of National Leaders of Education (NLEs), National Support Schools (NSS), Local Leaders of Education (LLEs) or Teaching Schools to support, monitor and challenge schools
- the use of other recognised school improvement programmes
- the use of National Leaders of Governance (NLGs) to support Chairs of Governors and whole Governing Bodies in vulnerable schools

The LA's role is to help broker and facilitate this support. The academy trust will need to fund any support.

Associated resources

- Schools Causing Concern – Statutory Guidance for Local Authorities (DfE September 2019)
- The Academies Act 2010
- The Apprenticeships, Skills, Children and Learning Act 2009 (amended the 2006 Act) - makes provision for apprenticeships, education, training and children's services.
- The Education and Inspections Act 2006
- The Education Act 2011 (amended the 2006 Act and also the 2010 Academies Act in respect of land transfers to academies. Schedule 14 applies)
- Education and Adoption Act 2016 (which amends the 2006 Act and the Academies Act 2010)
- Education Act 2002 Schedule 2 Effect on Staffing on suspension of delegated budget
- Education Act 2005
- School Governance (Transition from an Interim Executive Board) (England) Regulations 2010 – you can download the School Governance Regulations 2010 from the Opsi website
- The School Governance (Role, Procedures and Allowances) (England) Regulations 2013 – associated departmental guidance can be found here.
- The School Standards and Framework Act 1998 - contains provisions for schools and nursery education. This covers further education for young people at school, and in FE institutions across the UK.
- Ofsted: monitoring inspections for maintained schools and academies - information about the types of monitoring inspections carried out under section 8 of the Education Act 2005.
- The framework for the inspection of local authority arrangements for supporting school improvement

Appendix 1: SCC Flowchart

Triggers for schools causing concern (page 25)

- School judged Inadequate by OfSTED
- School judged Requires Improvement by OfSTED
- School that the LA believes would be judged as RI or worse by OfSTED if inspected now
- School where there is a serious breakdown of management or governance or where the LA believes overall leadership (governance and management) to be RI or worse
- School where the LA believes the safety of pupils is threatened, including any schools whose safeguarding arrangements are unsatisfactory
- School where achievement of pupils is unacceptably low, because they fall under the government's definition of coasting schools or where there has been a serious decline in levels of attainment or progress and the LA has not been provided with sufficient evidence that the school has the capacity to reverse this trend.

Statement of Action (page 27)
 For each LA maintained school judged by Ofsted to be in 'Special Measures' or with 'Serious Weaknesses' the LA draws up a Statement of Action. The LA plan and the school plan will be written as complementary documents.

Decision made by Schools Review Group (page 26)

LNI discusses concerns with HT of school

SCHOOLS CAUSING CONCERN

Schools Review Group (SRG)
 The list of schools causing concern is reviewed half termly at a local authority SRG Meeting.

Possible decisions by SRG:
 SRG identifies school as causing concern.
 SRG removes school as causing concern
 SRG decides to issue a Formal Warning Notice (see below and page 28)

Formal Warning Notice (page 28)

Statutory Powers of Intervention (page 29)
 The interventions that the LA may make are:

- Power to suspend the delegated authority for the governing body to manage a school's budget
- Power to appoint an Interim Executive Board (IEB)
- Power to appoint additional governors
- Power to require the governing body to enter into arrangements

Decision in writing from Ed and Skills Director to HT and CoG
 For a SCC - Lead Officer (LO) identified— plan of support is set in place.

Progress monitored and support evaluated

LNI reports decision verbally to Headteacher of school

Review of the Action Plan (page 27)
 Termly or half-termly (as appropriate) in school with HT, other members of the school SLT if appropriate, key officers from the LA, advisers who are providing support identified in the action plan, Chair of Governors and Voluntary Aided Board Officer (where appropriate)

Monitoring and Challenge Meeting (page 28)
 The Headteacher and Chair of Governors of a School Causing Concern may be invited to attend a meeting with the Head of School Improvement to evaluate the progress the school is making to become securely Good and to assess the quality of monitoring, challenge and support that the Local Authority has given to the school.

The support provided to Schools Causing Concern and the overall progress of each school is reported to the Schools and Settings Standards Partnership Board which is comprised of BELS officers and headteachers, chaired by the AD—Head of School Improvement

CES 30.11.20 – Education Strategies – Appendix D

Planning for new school places 2018/19 to 2022/23 – update

1. INTRODUCTION

- 1.1 In September 2017, a report to the former Children, Education, Libraries and Safeguarding Committee (CELS) outlined the five-year forecast, from 2018/19 to 2022/23, together with a summary of the work already undertaken on the Council's commissioning strategy for ensuring sufficiency of school places for children and young people living in the borough. The duty for local authorities to act as commissioners of school places is laid out in *The Education and Inspections Act 2006*.
- 1.2 This report provides an update on the school places delivery programme, a comparison of the five-year forecast as projected in September 2017 to the actual demand that has emerged, and the shape of future school place planning based on the latest round of school roll projections.
- 1.3 The report focuses on the provision of additional primary and secondary school places, including places to meet the needs of children with special educational needs and disabilities. Meeting the need for additional early years places is driven by the Early Years strategy which promotes and champions new provision across the private, voluntary and independent providers sectors as well as in the school sector. However, where appropriate, additional early years places are provided as part of the growth in primary school places covered in this report.

2. CONTEXT

- 2.1 Barnet is London's most populous borough, with an estimated **population of 402,700**, almost a quarter of which is made up of children and young people aged 0-19 years. Between 2010 and 2018, **Barnet saw a surge in pupil numbers by approximately 18%**, a rising trend that was seen across London. Over the next decade, Barnet's population is expected to grow further in areas where largescale regeneration is already underway: Brent Cross, Colindale and West Hendon.
- 2.2 Local Authorities have a statutory duty under *Section 14 of the Education Act 1996* to ensure sufficiency of school places for its resident children. Failure to fulfil this obligation carries serious consequences, including adverse publicity and legal challenge.
- 2.3 School place planning work has been informed by the Greater London Authority's (GLA) school roll projections which essentially incorporate housing development and pupil roll data provided by the borough, together with demographic data provided by the Office for National Statistics (ONS).
- 2.4 Whilst GLA forecasts are a good indicator of future demand, the statistical model does not provide a definitive position. Maintaining a balanced supply of school places is a complex task as trends in demand are driven by a range of variable factors, some of which are acutely sensitive to unforeseen changes at local, national and global level. Looking ahead, there are several uncertainties that are likely to impact on the anticipated demand, such as:
 - the unprecedented disruption to the education system as a result of the **Covid-19 crisis** and the uncertainty as to how the fallout will impact on future school place demand
 - the ongoing uncertainty around **Brexit**

- changing population, particularly as a result of recent changes in **EU / Non-EU migration** patterns and **birth rates**
- large-scale **regeneration** across the borough and unknown child yield from new housing developments
- the housing market volatility at these unprecedented times, with the mini boom recently experienced as a result of Government initiatives, on the one hand, and rising unemployment on the other
- changes in **parental perception** and **Ofsted ratings** of Barnet schools
- popularity of Barnet schools, place planning in neighbouring LAs and **cross-border movement**.

3. MEASURING SUCCESS

- 3.1 So far, the Council has made sound judgements in predicting demand and planning for additional capacity at both the primary and secondary level. The delivery of additional school places in a measured and timely way has enabled the Council to allocate a school place to every child who has needed one at both the normal points of entry and movers-in, in contrast to a shortfall experienced by most other North London boroughs during the peak of the surge.
- 3.2 Since 2017, a **further 2,460 mainstream** places have been provided in Barnet, making a total of over **12,000 additional places** in the last decade. Over 5,800 of these additional places have been created in the primary phase, excluding 630 former independent places across three primary schools that have joined Barnet's maintained sector. In 2022/23, a new three-form entry primary school is expected to open in Colindale, delivering a further 630 mainstream places by 2028/29, when the school has reached full maturity.
- 3.3 Whilst these investment programmes have ensured sufficient high-quality mainstream provision to meet the anticipated demand over the next decade, the focus is now on creating additional Special Educational Needs and Disability (SEND) provision, where demand has been rising and a growing shortfall is anticipated.
- 3.4 Since 2017, Barnet has seen a downward trend in the primary demand, largely as a result of a London-wide fall in birth-rate. A parallel increase has been seen in secondary demand as aging primary bulges are transferring across to the secondary phase.
- 3.5 Falling primary rolls is a concern shared by schools across London. An over-supply of school places presents its own problems, particularly for one-form entry schools where the financial challenge is more acute and benefits from economies of scale do not apply. Since 2017, the Council has supported a small number of primary schools that have experienced financial pressure and struggled with effective staff planning due to falling pupil numbers. A range of measures has helped to tackle this issue, including reduction in published admission numbers, temporary capping and re-design of surplus capacity to create additional SEND provision, thereby alleviating pressure in this category.
- 3.6 Whilst the statutory duty to ensure a sufficient supply of school places falls to the local authority, the ability to directly control supply is impacted by the growth in academies and free schools. For example, the council has no jurisdiction with respect to the decision-making process that leads an Academy to expand and all newly commissioned schools in the borough are free schools (academies). Within this

complexity, the council has taken a measured and balanced approach in utilising its basic needs grant to ensure that its statutory duty is met.

4. EDUCATION STRATEGY

- 4.1 The local strategic context for the commissioning and delivery of new school places in the borough is contained within **Barnet's Education Strategy**, developed in partnership with schools and approved by the former CELS, on the 18 July 2017. The Education Strategy ran from 2017 to 2020 and is currently being updated. It sets out the shared strategic vision for education in Barnet:

'Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults'

- 4.2 In order to achieve this, the strategy sets out the shared mission to ensure that every child attends a good or outstanding school; **the attainment and progress of children in Barnet schools is within the top 10%** nationally and that the progress of the most disadvantaged and vulnerable pupils is accelerated in order to close the gap between them and their peers.

5. NEW BARNET SCHOOL PLACES PROVIDED SINCE 2017

- 5.1 The Council has commissioned new primary and secondary school places through a combination of different routes ensuring that decisions are centred around cost-effectiveness and high-quality provision. This has primarily involved **permanent expansion** of existing schools and the **academy presumption route**, whereby the Council has invited proposals for new academy schools. In addition, the Council has 'supported' **free school proposals** where the need for new places has been identified.
- 5.2 **Expanding existing schools:** Expansion is often the more cost-effective option funded by the Council from the Basic Need Grant or Special Provision Capital Funding for Additionally Resourced Provision and SEND places. The majority of the new places in Barnet have so far been provided through working with headteachers and governing bodies of successful primary schools that have been accredited with 'Good' or 'Outstanding' Ofsted rating. Since 2009, the primary expansion programme has delivered a total of **3,136 new mainstream** places across 17 primary schools. In the secondary phase, 14 schools have expanded to provide a total of **2,390 additional mainstream places**, over the last decade. The potential for expansion reduces once schools on larger sites have been expanded.
- 5.3 **New Schools (including free schools):** New schools in Barnet have been funded through the DfE's Education and Skills Funding Agency (ESFA). In the last three years the DfE has approved five new free schools in Barnet, as follows:
- Saracens High School (opened in September 2018, mainstream, 11-18 years);
 - Ark Pioneer Academy (opened in September 2019, mainstream, 11-18 years);
 - Kisharon Free School (opened in August 2018, Special School, 4-19 years);
 - Saracens Primary School (planned opening in September 2022, mainstream 4-11 years);
 - The Windmill (Special School, 5-18 years, site under negotiation).
- 5.4 **Independent schools becoming maintained:** Since 2018 a further former-independent primary school joined Barnet's maintained sector as a voluntary-aided school, making a total of five since 2011. Independent schools becoming state-maintained can provide additional places if the school expands on entering the state-

maintained sector to take additional places over and above places already provided or if the catchment area of the school shifts to focus more on in-borough pupils.

6. SUMMARY OF ACTIVITY TO DATE

6.1 Largescale investment in new school places has seen over 12,000 new permanent places created in Barnet, since 2009, as outlined in Table 1 below:

Table 1. *New permanent primary school places in Barnet since 2009*

First year of additional permanent capacity	School	No. of new Reception places	Type of project	No. of additional places at full growth
2009	St Catherine's RC	15	Expansion	105
	Parkfield	15	Expansion	105
2010	Colindale	30	Expansion	210
2011	Beit Schvidler Jewish	30	Entering the VA sector	N/A
	Etz Chaim Jewish	30	New Free School	210
2012	Broadfields	30	Expansion	210
	Rimon Jewish	30	New Free School	210
2013	Alma Jewish	30	New Free School	210
	Blessed Dominic Catholic	30	Expansion	210
	Brunswick Park	30	Expansion	210
	Martin	30	Expansion	210
	Menorah Foundation Jewish	30	Expansion	210
	Sacks Morasha Jewish	30	Entering the VA sector	N/A
	Moss Hall	30	Expansion	210
	The Orion	30	Re-provision and Expansion	210
	St Mary's and St John's CE	30	Expansion	210
2014	Beis Yaakov Jewish	28	Expansion	196
	Millbrook Park	60	New Academy	420
	The Orion	30	Expansion	210
2015	London Academy	60	New all-through provision	420
	Monkfrith	30	Expansion	210
	Watling Park	60	New free school	420
	St Joseph's RC Primary	30	Expansion	210
	Wren Academy	60	New all-through provision	420
2016	Ashmole Primary Free School	60	New free school	420
2017	Childs Hill	15	Expansion	105
	St Agnes Catholic	15	Expansion	105
2019	Noam Primary Jewish	30	Entering VA sector	N/A

Table 2: *New permanent secondary school places in Barnet since 2010*

First year of additional permanent capacity	School	No. of new Year Seven places	Type of project	No. of additional places at full growth (up to 6th form)
2010	East Barnet	10	Re-provision and expansion	50
	Jewish Community Secondary School (JCoSS)	150	Entering the VA sector	750
2011	Jewish Community Secondary School (JCoSS)	30	Expansion	150
	Wren Academy	18	Expansion	90
2012	The Compton	30	Expansion	150
2013	Archer Academy	150	New Free School	750
	Christ College Finchley	30	Expansion	150
	St Andrew the Apostle Greek Catholic	150	New Free School	750
2014	Ashmole Academy	8	Expansion	40
	Hasmonean High Jewish	20	Expansion	100
	St Mary's and St John's CE	120	All through	600
2015	Copthall School	30	Expansion	150
	Finchley Catholic High	30	Expansion	150
2016	Menorah High	60	Entering the VA sector	300
2017	St Mary's & St John's CE	30	Expansion	300
	St James' Catholic High	30	Expansion 1	150
2018	Saracens High	150	New Free School	750
2019	Ark Pioneer Academy	180	New Free School	900
	St Michael's Catholic Grammar	32	Grammar school expansion	160
	St James' Catholic High	30	Expansion 2	150

7. CHANGES OBSERVED IN THE LAST THREE YEARS AND THE FUTURE NEED FOR SCHOOL PLACES

- 7.1 The Council continues to commission the GLA's school roll projection service, as do most other London boroughs. The biggest driver of projected future school rolls is the population projections for the schools' natural catchment areas. The underlying factors include the amount of development in the borough, births and migration. Each year the council's planning service provides the GLA with updated information on the number of residential units projected to be built in each of Barnet's wards over the following decade, incorporating local context to the model. To sense check these projections, the Council also analyses births by postcode area and through local intelligence. The Office of National Statistics (ONS) releases both mid-year international and internal migration figures by single year of age and gender at the end of June each year. The former is released as part of the mid-year components of change and the latter as part of the internal migration estimates series.
- 7.2 Analysis of trends in the mid-year estimate series, and comparison to administrative sources, suggests that since 2011, there has been an over estimation of the number of children aged 0-4 years, in London, as a whole, in the official data. The GLA believes that this is the result of underestimation of international out migration flows in the young population. Following this analysis, the GLA has taken the decision to revise the estimates of migration and population used as the basis for the latest round of Barnet's school roll projections, produced in May 2020.
- 7.3 Historically, the council has used a 3% margin to accommodate changes in pupil numbers due to a high demand for in-year places. However, since 2017 no uplift has been applied, in either the primary or secondary phase, in order to mitigate the risk of an inflated forecast at a time when population growth in London is receding and birth rates have fallen.
- Primary phase:**
- 7.4 In September 2017, GLA projections suggested the rate of growth in primary pupils over the next few years would be slightly slower than previously projected. This had already been reflected in the experience of the September 2017 admissions round when both in Barnet and across London, fewer than expected applications were received for entry into the Reception year. **The number of on-time applications for reception places in 2017/18 had fallen by 3.3% across London and nearly 8% in Barnet**, compared to the previous year; the first fall in over a decade. Conclusions on the reason for this fall could not be sensibly reached on one year's data.
- 7.5 Three years on, the downward trend has continued at a much slower rate and between **2017/18 and 2019/20 an overall decline of 8.4%** was seen in the number of on-time Reception applications in Barnet. In the last admissions round for places in Reception, 2020/21, the number of on-time applications rose by 2.6%, compared to the previous year. Once again, the Council is facing the uncertainty of a shift in pattern and the sharp fall previously seen is fluctuating around the lower level.
- 7.6 Considerable variation is anticipated across the borough, with growth expected in Brent Cross/Cricklewood, Colindale and West Hendon but an overall decline across the rest of the borough. The DfE recommends a **surplus of 5%** to allow for in-year demand. This is particularly significant in Barnet, where approximately 45% of primary schools and 40% of secondary schools have faith character. The majority of Barnet's faith schools are over-subscribed which means that school choices are limited for families who do not practise the faith of the individual school or who prefer to send their children to a secular school. To put this in context, Graphs 1 to 7 below show the pupil forecast against the number of non-denominational school places, as well as the total number of school places available. This shows that non-denomination provision is well below

the anticipated demand in all planning areas and projected surplus is likely to be lower than the forecasts indicate. The Council will however continue to support schools to manage reduced pupil numbers, where necessary.

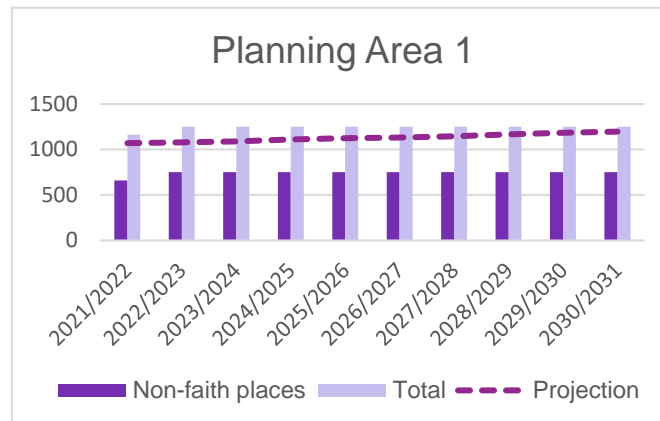
Primary planning areas:

- 7.7 **Planning Area 1, Colindale, West Hendon, Burnt Oak & Hendon:** The investment in Colindale School, The Orion, Blessed Dominic, St Mary’s and St John’s CE, Menorah Foundation, St Joseph’s Catholic and the Watling Park free school is helping to meet the current demand.
- 7.8 In 2017 GLA projections indicated a shortfall emerging from 2018-19, rising to a deficit of 4.9 forms of entry, by 2022/23. To help meet this need, plans were set in motion for the development of a new three form entry primary school on the Peel Centre site, in Colindale. Saracens Primary free school was approved by Central Government to operate from this site. An education site had also been earmarked within the later phases of the West Hendon regeneration scheme for another new school.
- 7.9 Over the period 2017 to 2020, no additional provision has been delivered in Planning Area 1, other than the former independent Noam Primary joining the maintained sector. The additional one form of entry provided by Noam has enhanced Barnet’s primary offer to the Jewish community in the borough. Menorah Foundation School reduced its published admission number by four places from September 2020, a total reduction of 28 by September 2026. No shortfall has been experienced and the latest round of GLA projections indicate that current and the planned provision of the Saracens Primary free school is sufficient to meet the anticipated demand for the next five years.
- 7.10 The ‘surplus’ projected in the table below includes 90 new places expected to be delivered by Saracens Primary, in 2022/23. The addition of these places is unlikely to bring about an over-supply for three significant reasons: i) the new school site is located within the heart of the Colindale regeneration area, ii) the increase in non-denominational places will provide more choice in an area where approximately one-third of the total places available are ‘closed’ (i.e. restricted) to faith applicants and iii) the school is located on the border of Brent where there is some pressure for places and no current plans to increase primary provision. Additional primary provision through the West Hendon regeneration scheme may no longer be required but the position will be kept under review.

Table 3: Updated Reception forecast in Planning Area 1

Academic Year	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	1070	1162	92	3.07
2022-23	1078	1252	174	5.8
2023-24	1091	1252	161	5.37
2024-25	1112	1252	140	4.67
2025-26	1123	1252	129	4.3

Graph 1. Forecast shown against total available places and non-denominational places in Planning Area 1



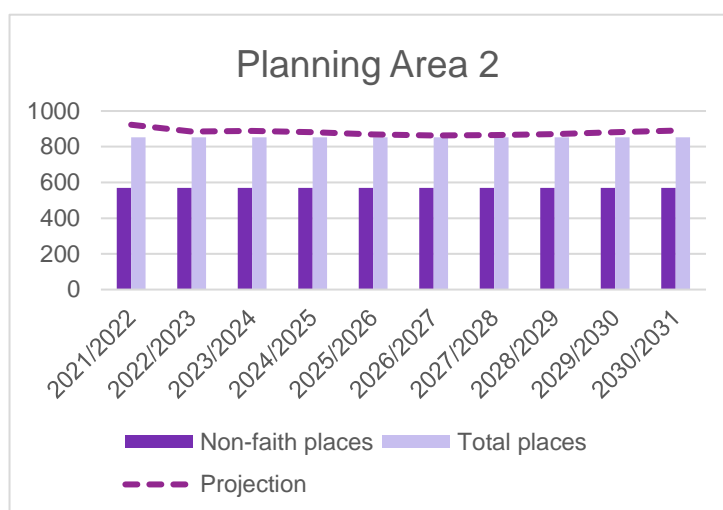
7.11 **Planning Area 2, Hale, Mill Hill, Edgware & Totteridge:** Additional places provided within this planning area at Broadfields, Beit Schvidler, Etz Chaim, Millbrook Park and London Academy have helped to meet the demand and ease the pressure experienced in neighbouring planning area 1.

7.12 Planning Area 2 has experienced the highest level of surplus places since 2017, when primary demand plummeted. This created particular financial difficulty for three community schools in planning area 2 (Dollis, Frith Manor and Edgware Primaries) and the Council agreed to support each school with their proposal to reduce their published admission number (PAN). However, legislation requires admission authorities to consult on PAN reductions, 18 months in advance of the effective admission date. On 9 December 2018, the Council successfully consulted on a proposal to reduce the number of pupils to be admitted to Dollis and Frith Manor, with effect from September 2020. On 16 December 2019, a consultation to reduce Edgware Primary's PAN from Sept 2021, was also successfully concluded.

- Dollis Primary: On 1 April 2019, Dollis Junior amalgamated with Dollis Infant to form a new all-through Dollis Primary School. As part of the amalgamation, the school reduced from three form entry to two form entry.
- Frith Manor: From 1 September 2020, Frith Manor reduced its admission number from 3 form entry to 2 form entry.
- Edgware Primary: The Council has consulted on a proposed reduction to the school's published admission number, from 3 form entry to 2 form entry, with effect from September 2021.

7.13 Since these consultations were carried out, the forecast has changed and whilst a small deficit is now being projected in the planning area in regard to available places, there is sufficient reusable capacity at the above schools, as well as a one form entry unused capacity at Millbrook Park, should demand increase in line with the updated projections. Admission authorities may propose other variations to school admission arrangements, where they consider such changes to be necessary in view of a major change in circumstances. Such proposals must be referred to the Schools Adjudicator for approval. This is not required for variations to increase a school's PAN.

Table 4: Updated Reception forecast in Planning Area 2



Graph 2. Forecast shown against total available places and non-denominational places in Planning Area 2

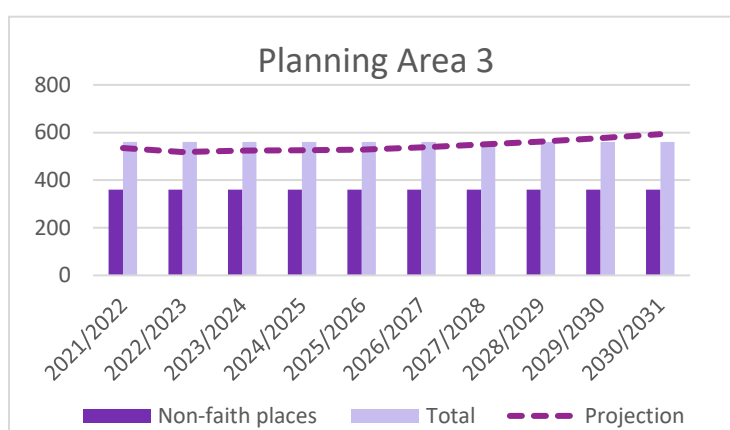
Academic Year	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	921	853	-68	-2.27
2022-23	923	853	-70	-2.33
2023-24	885	853	-32	-1.07
2024-25	889	853	-36	-1.2
2025-26	881	853	-28	-0.93

- 7.14 **Planning Area 3, Childs Hill, Garden Suburb & Golders Green:** Additional places created through the expansion of Child’s Hill, which converted to an academy in February 2020, and the expansion at St Agnes Catholic, has enabled provision across this planning area to meet current demand.
- 7.15 Additional demand was expected to emerge after 2025, as the Brent Cross regeneration scheme starts to impact on demand for school places. However, the original planning was undertaken at a time when there was already some surplus capacity within the primary sector. A smaller surplus is now anticipated due to the demographic changes across London that have led to the decline in primary growth. The Council will monitor emerging patterns and expected child yield over the course of the development trajectory. Any deficit that arises in the longer term will be addressed through inviting proposals to deliver more school places through the regeneration scheme itself.
- 7.16 The Brent Cross regeneration master plan has allowed for the rebuilding and expansion of Claremont Primary and design has now been completed. Building works are expected to start from 2022, with the aim to complete the project by 2024. In addition, discussions have now begun about the proposed re-building of Whitefield School and the expansion of Mapledown Special School, to provide additional places as part of the re-build.

Table 5: Updated Reception forecast in Planning Area 3

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	523	560	37	1.23
2022-23	535	560	25	0.83
2023-24	518	560	42	1.4
2024-25	524	560	36	1.2
2025-26	525	560	35	1.17

Graph 3. Forecast shown against total available places and non-denominational places in Planning Area 3

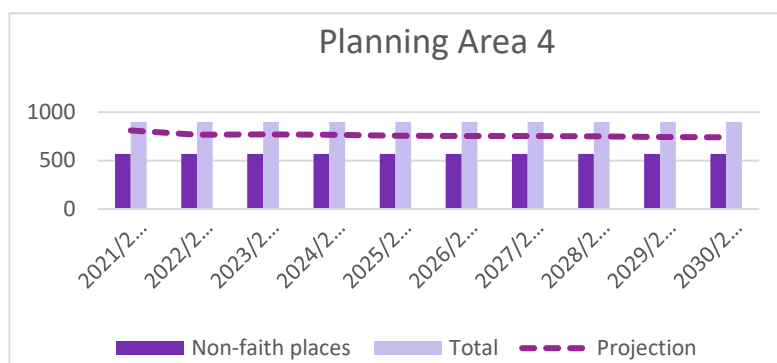


7.17 **Planning Area 4, Coppetts, West Finchley, Woodhouse, East Finchley & Finchley Church End:** Additional places provided in this planning area through the expansion of **Martin** and **Moss Hall**, and new provision added by **Alma** and **Wren Academy** primary schools, has created sufficiency to meet the anticipated demand in this area for the next five years. Since 2017, no additional provision has been required through bulge classes and the previous localised pressure felt in this planning area has not been experienced in the last three years. The anticipated surplus is below the 5% margin and will help to accommodate in-year demand.

Table 6: Updated Reception forecast in Planning Area 4

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	824	900	76	2.53
2022-23	811	900	89	2.97
2023-24	768	900	132	4.4
2024-25	771	900	129	4.3
2025-26	766	900	134	4.47

Graph 4. Forecast shown against total available places and non-denominational places in Planning Area 4

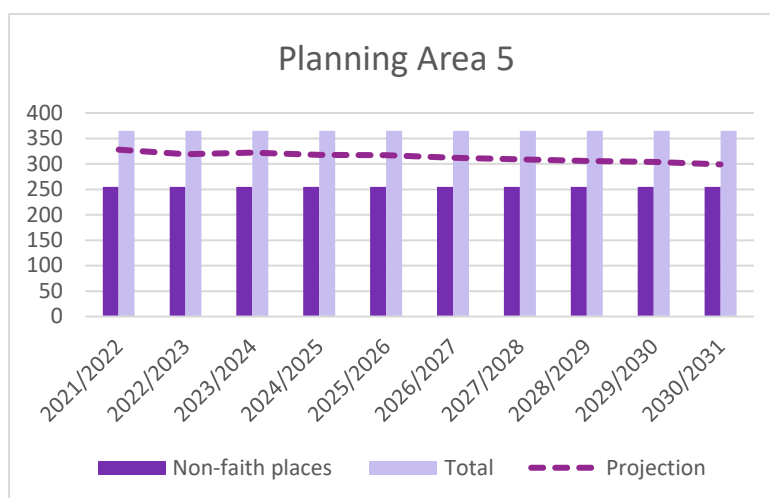


7.18 **Planning Area 5, Underhill & High Barnet:** The updated GLA projections indicate that there is sufficient provision in this area. This is another area with pockets of localised pressure that the Council has been monitoring since 2017. Although there is still some pressure, there has been no need for additional provision. The small surplus anticipated over the next five years is well below the 5% margin and the need for a larger surplus to manage in-year demand is evident through the in-year pressure experienced in this planning area. Again, GLA projections will be kept under review and if required, additional provision will be commissioned through bulge classes in existing schools.

Table 7: Updated Reception forecast in Planning Area 5

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	351	365	14	0.47
2022-23	328	365	37	1.23
2023-24	319	365	46	1.53
2024-25	322	365	43	1.43
2025-26	318	365	47	1.57

Graph 5. Forecast shown against total available places and non-denominational places in Planning Area 5



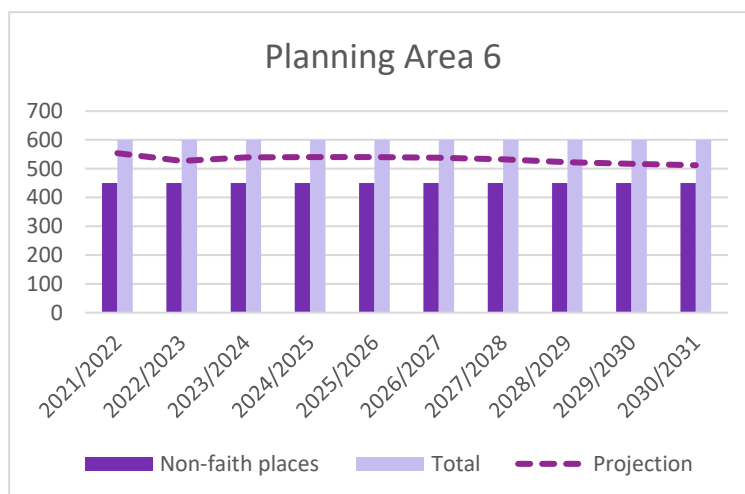
7.19 **Planning Area 6, East Barnet, Brunswick Park & Oakleigh:** Additional places provided within this planning area through the expansion of Brunswick Park and Monkfrith and the new primary provision at Ashmole Primary is sufficient and has helped to meet the demand over the last three years and no deficit is expected through to the next decade

7.20 Queenswell Infant has temporarily reduced its admission number since 2018 due to falling pupil numbers. On 16 December 2019, the Council successfully formally consulted on a proposal to reduce the school’s published admission number from 3 form entry to 2 form entry. The permanent reduction will come into effect in September 2021 and the surplus capacity has been utilised for a satellite class, to provide additional places for Oakleigh special school.

Table 8: Updated Reception forecast in Planning Area 6

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	576	600	24	0.8
2022-23	554	600	46	1.53
2023-24	527	600	73	2.43
2024-25	539	600	61	2.03
2025-26	540	600	60	2

Graph 6. Forecast shown against total available places and non-denominational places in Planning Area 6



Secondary phase

- 7.21 The rise in primary pupil numbers over the last decade started feeding through to the secondary phase, from 2017. The secondary expansion programme in anticipation of the surge has enabled the Council to meet the growing demand. Permanent expansion of The Compton, Christ's College, Finchley and Copthall Academy along with new provision at the Archer Academy and St Andrew's the Apostle Greek Catholic Orthodox helped to accommodate initial larger primary cohorts moving through to the secondary phase. In addition, St Mary's and St John's CE school started offering new secondary provision from September 2014 ahead of permanent expansion by two forms of entry from 2016/17. Menorah High School for Girls joined the state-maintained sector in April 2016 and the additional places in Barnet's secondary school offer has helped to meet the growing demand for Jewish places in the borough.
- 7.22 In September 2017, several of Barnet secondary schools also offered bulge classes: Ashmole Academy, St James Catholic High, JCoSS, Mill Hill High and East Barnet. All this activity ensured that there were sufficient school places available for the larger cohorts starting year 7 in September 2017, with some spare capacity concentrated in a small number of schools. Since 2017, some secondary academies have continued to offer additional temporary places and if this continues, the Council is concerned about a potential destabilising effect on other local schools.
- 7.23 Other changes to secondary provision have been delivered or scheduled to take place, as follows:
- St James Catholic High: The Council worked in partnership with the Catholic Diocese, to develop a Catholic education hub in Colindale. This involved permanent expansion of St James' Catholic by two forms of entry and the relocation and rebuilding of Blessed Dominic Primary School on the same site. The new Blessed Dominic building and the expansion and refurbishment of St James' were successfully completed by September 2019, as scheduled.
 - The Saracens High School: The secondary free school opened in Colindale, in September 2018, as planned. The school is still operating with three cohorts on the temporary site, the former home of The Orion School on Lanacre Avenue. The main school site is part of the Trinity Square development on Grahame Park Way and was expected to become available from September 2019. Unforeseen complications on the site itself have led to some delay and the school is now

expected to move to the new site in September 2021. The Lanacre Avenue site will then be made available to the school for sporting and other facilities. The proposal is for the council to transfer both sites to the school under an Academy lease arrangement.

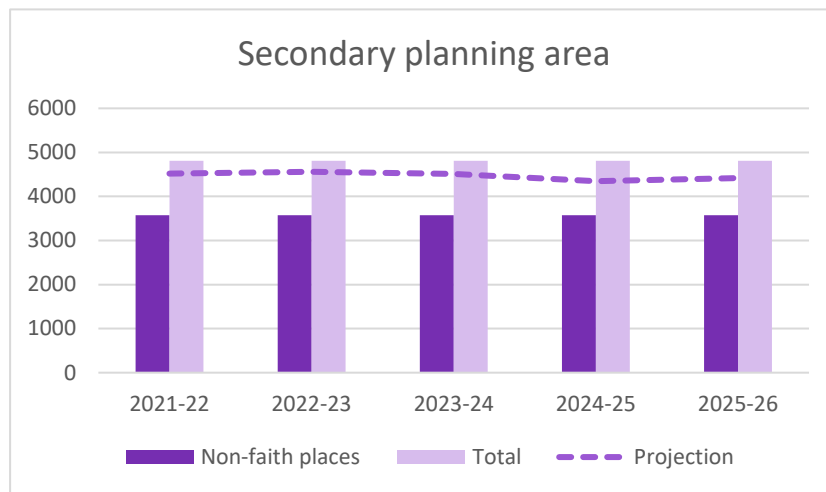
- Ark Pioneer Free school: The proposal to open the an all-through school in Underhill was refused planning consent by the council’s planning committee in January 2017. The new planning application for a secondary school only, on the same site, was successful and the Ark Pioneer Academy opened with its first six form of entry secondary intake in September 2019., The school has welcomed a full secondary intake in September 2020 and despite a neighbouring academy’s decision to offer a bulge class, no Barnet secondary schools in the local area are currently undersubscribed.
- Hasmorean High School: The school de-amalgamated into separate single-sex schools, Hasmorean High, Girls and Hasmorean High, Boys in May 2019. Both schools have continued to offer bulge classes in response to the high demand from the Jewish community in the borough.
- St Michael’s Catholic Grammar: In 2019, the school was selected by the DfE to receive funding from the Selective School Expansion Fund. The expansion has allowed the school to increase the number of planned admissions from 96 to 128, with the additional 32 places created, reserved for Pupil Premium students. Under the scheme, the DfE is funding additional classrooms and a larger canteen.
- Whitefield School: Located within the Brent Cross regeneration area, there are long term plans to re-locate and re-provide this school as part of the regeneration.

7.24 Based on GLA projections to date, the surge in secondary demand will start to decline from 2020/21 and we have already seen a plateau emerging in the last two years. Current provision is expected to meet the projected need through to the end of the decade and there are no further plans to invest council funds in secondary school places at present.

Table 9: Updated Secondary forecast

Secondary Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	4516	4808	292	9.73
2022-23	4560	4808	248	8.27
2023-24	4509	4808	299	9.97
2024-25	4347	4808	461	15.37
2025-26	4417	4808	391	13.03

Graph 7. Forecast shown against total available places and non-denominational places in Secondary Planning Area (borough-wide)



8. Early Years Provision

- 8.1 In total, there are 503 childcare providers in Barnet. There is a maximum number of 7,554 (9,943) early years (0-5) childcare places offered by childminders and private, voluntary and independent (PVI) nurseries. As well as this, we have 62 schools with Nursery classes including 4 maintained Nursery schools. Since 2017 we have had 31 newly opened settings and 21 settings which have closed. Although we do not predict any sufficiency issues this year, GLA data indicates a rise in under 5's particularly in the Colindale area. This is an area that we are currently monitoring for sufficiency. A report on the Childcare Sufficiency Assessment will be reported to the Children, Education and Safeguarding Committee in January 2021.
- 8.2 The recent pandemic has had a huge impact on the uptake of free Early Education Entitlements and although we have not had any Nurseries close, many are reporting the likelihood of sustainability issues. We are actively promoting the benefits of early education in order to improve take up over the coming months.
- 8.3 To support with sufficiency, the schools and settings in Table 10 below have had capital grant funding to expand their Early Years offer for 2-year-olds. The council is currently working with Northside School (Planning Area 4) to develop a 2-year-old provision but are currently uncertain as to how many places will be created (although we know it will be a minimum of 12.)

Table 10: Early Years Schools and settings that have received CGF for expansion

School/Setting	Planning Area	Additional spaces	Date
Abracadabra Pre school	1	12	2017
Nightingale Pre school	5	12	2017
BSS Independent school	1	8	2017
Broadfields School	2	30	2017
Dollis School	2	24	2017
Shannon Childcare	2	12	2017
The Orion School	2	24	2017
Parkfield School	3	12	2017
Queenswell School	4	12	2018
Claremont School	3	12	2018
Colindale School	1	24	2019
Torah Vordaas Independent school	3	30	2019
BSS (further expansion)	1	18	2019
St Catherine's School	5	12	2019
Arteres Beis Yaakov Independent school	1	20	2020

9. Alternative Provision

- 9.1 The council has been continuing to work with the Education and Skills Funding Agency to progress the delivery of a project to re-build the Pavilion Pupil Referral Unit on its current site. The project is complex and challenging due to the restricted access of the current site and the project has experienced a significant delay whilst a viable solution to the access arrangements has been secured. Temporary accommodation will be provided during the building programme. Capital funding is being provided through the Government's Priority Schools Building Programme supplemented by council funding. Council funding will provide additional facilities to extend the current Pavilion offer and will also re-provide community sports changing facilities on the Chandos Avenue site. The project is now aiming to start work on site in late October 2020 and complete in early summer 2022.
- 9.2 On 1 May 2017, Oak Hill School was established as a special Academy following the de-merger of the Oak Hill provision from the Mill Hill Academy Trust. The new Oak Hill school is part of the newly established AP Barnet Multi-Academy Trust and the longer-term intention is for the Pavilion Pupil Referral Unit and Northgate school to become part of this Multi-Academy Trust.

10. Special Educational Needs and Disabilities (SEND) provision

- 10.1 Pupil projections indicate that over the coming years there will be additional need for places for children with SEND at both the primary and secondary phases. This arises from the need to:
- reduce the number of pupils placed in out borough provision both to improve the experience of the pupils and to minimise costs.
 - accommodate the effect of the bulge in the primary phase that is now moving into the secondary phase.
 - maintain more Education, Health and Care Plans for young people between the ages of 16 and 25 as required by legislation.
 - respond to the increasing numbers of pupils in mainstream schools that require more specialist provision at the secondary phase.
- 10.2 Decisions about commissioning of additional places are based on the SEND needs analysis and sufficiency review that took place in the summer 2019, and findings from the placement panels that took place in November 2019 and in February and May 2020. A new sufficiency review will be completed early in 2021 and the SEND Specialist Places Plan will be updated in the light of that.
- 10.3 The numbers of children and young people with SEND in Barnet continues to rise and currently there are 2,808 children and young people 0 to 25 years in receipt of an Education Health and Care Plan (EHCP). Autism continues to be the biggest area of need in Barnet and nationally. There is an increasing number of pre-school children diagnosed with complex needs, including Autism and requiring specialist provision.
- 10.4 There has been significant progress in the last year in placing children and young people in schools that most appropriately meet their needs. This is due to the development of additional places in ARPs and special schools outlined below.
- 10.5 A review of arrangements for commissioning places in Additional Resourced Provisions (ARPs) and Special schools was undertaken in autumn 2019, resulting in all provisions being involved in decision making.
- 10.6 The following table indicates the additional places that have been created in the last year.

Additional Resource Provision (ARP) or Special School	Total number of Places 1st Sept 2019	Number of additional places 1st Sept 2020	Total number of places 1st Sept 2020
Claremont primary (ARP)	0	7 (5 more places from January 2021)	7
Chalgrove primary (ARP)	6	2	8
Whitefield secondary (ARP)	5	2	7
Oakleigh special school	97	16 (8 at Queenswell)	113
Northway special school	112	12	124
Oak Lodge special school	197	7	204
Kisharon special school	33	13	46

10.7 The additional places that have been commissioned or are planned are as follows.

Additional Resource Provision (ARPs)

- In line with the planned phased increase in numbers, Chalgrove primary ARP and Whitefield secondary ARP have each taken two more pupils from September 2020.
- There is a new ARP at Claremont school for primary aged children, and seven children have started in September 2020, with a further five children starting in January 2021.

Special School Places

- A further 12 additional places have been created at Northway special school from September 2020. The cohort is made up of a class of reception-aged children, and pupils moving in-year who have been in mainstream. The extra places have necessitated some building work to accommodate this cohort.
- New specialist nursery provision has been created at Queenswell primary school, managed by Oakleigh special school. This opened in September 2020.
- Oak Lodge Special School has taken an additional seven pupils on site from September 2020.
- Kisharon special school moved to their new premises in September and increased the number of placements as part of a staggered increase over the next 2 years.
- Planning is taking place for an additional 'satellite' provision at Edgware primary school from September 2021.
- A new Free School for pupils with Autism (the Windmill) is being planned for opening in 2022/2023, which will be operated by the Oak Lodge Academy Trust.

11. POST-16 PROVISION

11.1 In Barnet, the Post 16 provision has more than sufficient places across the borough to ensure that young people aged 16 plus have access to a varied and quality provision. The focus in the last years has been on ensuring that young people have knowledge of what provision exists at Post 16, as there has been a small increase in young people travelling to learn in other neighbouring boroughs.

11.2 Most schools in Barnet have a sixth form and offer predominately level 3 provision (small level 2 provision) consisting of A' levels and some BTEC provision. Vocational provision is offered mainly at Barnet and Southgate College, where learners can access work-based qualifications as well as BTECs and A' level provision. There are also a very small number of private training providers offering traineeships and apprenticeships to learners in the borough.

11.3 In terms of new provision:

- Woodhouse College has been given approval to collaborate with Imperial College London to open a new Post-16 maths school in North Finchley, offering 150 places for students aged 16-19 years. The new free school is expected to open in 2023.
- Totteridge Academy reopened its sixth form in September 2020, offering 50 places to young people in Year 12. The school plans to grow the sixth form and initial discussions indicate that this would involve a two-fold increase in PAN, to 100 pupils, for the next Year 12 intake. The school will be offering predominately A levels provision; the subjects will depend on student numbers and the uptake of courses.

- **St Andrews Apostle Greek school** opened its sixth form in September 2018 and offers a wide range of A' Level and BTEC options to post-16 students.
- **St Mary's and St John's CE all-through school** opened its sixth form in September 2019, offering a broad range of A' Level courses and additional opportunities to provide post 16 students with successful routes to university or employment.
- **Saracens High School** and **Ark Pioneer Academy** are new free schools that are still growing and have plans to provide sixth form provision in the future.

12. CAPITAL FUNDING

12.1 The government makes capital grant funding available for the 'basic need' for school places through an annual allocation. Barnet has not received a Basic Need Allocation in 2020 because the government has assessed that there is sufficient capacity within the existing school estate to meet the future demand for school places in the borough. However, as part of the regeneration schemes, the Council has secured Section 106 funding that has contributed towards the educational infrastructure in some areas under development. Additional funding has also been provided from government by way of a SEND capital funding grant. To date the following projects has been delivered through this funding stream:

2018/19

- Remodelling the Additional Resource Provision (ARP) at Coppetts Wood Primary School to create and Autistic Spectrum Disorder (ASD) ARP.
- New build ASD ARP at Chalgrove Primary School

2019/20

- Remodelling space in Oakleigh Special School to provide additional capacity.
- Remodelling space in Claremont Primary School to provide an ASD ARP
- New build ASD ARP at Whitefield School

2020/21

- Remodelling space in Northway Special School and Fairway Primary School to provide addition special school places for Northway.
- Remodelling space at Queenswell Infant School to create a satellite class for Oakleigh Special School.
- Remodelling space at Edgware Hospital to provide additional space for Northgate Pupil Referral Unit.

12.2 The government also makes capital grant funding available to improve the condition of maintained schools. The 'School Condition Allocation' grant funding is provided on an annual basis and for 2020/21 the council received £2.2m. Annually, following receipt of this funding, the council and its delivery partner, Capita CSG, designs and delivers a programme of works. The programme of works is prioritised using condition surveys and the local knowledge of a team of building surveyors within Capita CSG. It aims to target works to address failing roofing, the replacement of windows to improve energy efficiency and the upgrading of electrical and mechanical items within the school estate. A small contingency is held to support schools with significant emergency works that would otherwise result in the closure of the school.

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**London Borough of Barnet
Children, Education and
Safeguarding Committee
Forward Work Plan
2020-2021**

Contact: Naomi Kwasa 020 8359 6146 naomi.kwasa@barnet.gov.uk

Title of Report	Overview of decision	Report Of* (<i>officer</i>)	Issue Type (Non key/Key/Urgent)
11 January 2021			
Barnet Safeguarding Children Multi-agency Annual Report	To consider and comments on the report.	Executive Director for Children and Young People Assistant Director, Education, Strategy and Partnerships	Non-key
Annual Report on School Funding	To note and approve the recommendations.	Executive Director for Children and Young People Education and Skills Director, Barnet with Cambridge Education	Non-key
Childcare Sufficiency Assessment	The Committee to note the report.	Early Years and Primary Lead Executive Director for Children and Young People Assistant Director, Family Services	Non-key
Life Chances Strategy 2020-24	The Committee to agree the Strategy and delegate authority to the Executive Director to finalise the Strategy document	Executive Director, Children and Young People	Non-key
Family Services Update	The Committee to note the report.	Executive Director for Children and Young People	Non-key
10 March 2021			
Family Services Update	The Committee to note the report.	Executive Director for Children and Young People	Non-key
5 May 2021			
Annual Complaints Report Family Services	The Committee to receive and note the report.	Executive Director for Children and Young People	Non-key

Reports will be in the name of the Chairman of the Committee (with report officers listed above)

Title of Report	Overview of decision	Report Of* (<i>officer</i>)	Issue Type (Non key/Key/Urgent)
Voice of the Child Report	Annual Report on Barnet Youth Parliament and VOC.	Voice of the Child Coordinator Executive Director for Children and Young People	Non-key
Annual Report from the Corporate Parenting Advisory Panel	The Committee to note the report.	Executive Director for Children and Young People	Non-key
Family Services Update	The Committee to note the report.	Executive Director for Children and Young People	Non-key

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8 Reports will be in the name of the Chairman of the Committee (with report officers listed above)

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