

MEETING

CHILDREN, EDUCATION & SAFEGUARDING COMMITTEE

DATE AND TIME

WEDNESDAY 19TH JANUARY, 2022

AT 7.00 PM

VENUE

HENDON TOWN HALL, THE BURROUGHS, LONDON NW4 4BQ

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

Chairman: Councillor David Longstaff
Vice Chairman: Councillor Felix Byers

Pauline Coakley Webb
Val Duschinsky
Linda Freedman

Rohit Grover
Anne Hutton
Nagus Narenthira

Danny Rich
Julian Teare
Reuben Thompstone

Substitute Members

Saira Don
Arjun Mittra

Eva Greenspan
Ammar Naqvi

Kathy Levine
Stephen Sowerby

In line with the Constitution's Public Participation and Engagement Rules, requests to submit public questions or comments must be submitted by 10AM on the third working day before the date of the committee meeting. Therefore, the deadline for this meeting is Friday, 14 January 2022 at 10AM. Requests must be submitted to pakeezah.rahman@barnet.gov.uk

You are requested to attend the above meeting for which an agenda is attached.

Andrew Charlwood – Head of Governance

Governance Service contact: pakeezah.rahman@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) | |
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| 13. | Any other Item(s) that the Chairman decides are Urgent (if Any) | |

FACILITIES FOR PEOPLE WITH DISABILITIES

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Decisions of the Children, Education & Safeguarding Committee

18 November 2021

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

AGENDA ITEM 1

| | |
|------------------------------|---------------------------------|
| Councillor Julian Teare | Councillor Pauline Coakley Webb |
| Councillor Linda Freedman | Councillor Anne Hutton |
| Councillor Val Duschinsky | Councillor Danny Rich |
| Councillor Reuben Thompstone | Councillor Nagus Narenthira |
| Councillor Rohit Grover | |

1. MINUTES OF THE LAST MEETING

It was noted that the information referred to on pages 6 and 8 of the previous minutes would be presented at a future meeting.

RESOLVED that the minutes of the Children, Education & Safeguarding Committee held on 13 September 2021 be approved as a correct record.

2. ABSENCE OF MEMBERS

Apologies for absence was received from:

- Councillor Julian Teare who was substituted for by Councillor Saira Don.
- Councillor Danny Rich who was substituted for by Councillor Arjun Mittra.

3. DECLARATIONS OF MEMBERS DISCLOSABLE PECUNIARY INTERESTS AND OTHER INTERESTS

Councillor Mittra declared a pecuniary interest in relation to items 9 and 10 by virtue of the Councillor's mother owning a nursery in the Borough.

4. REPORT OF THE MONITORING OFFICER (IF ANY)

None.

5. PUBLIC QUESTIONS AND COMMENTS (IF ANY)

None.

6. MEMBERS' ITEMS (IF ANY)

None.

7. ELECTIVE HOME EDUCATION

The item was published in error.

8. SPECIAL EDUCATIONAL PLACES PLAN

The Director of Education and Learning, Ian Harrison, presented the report.

The plan indicated proposals to increase the provision for children with Special Educational Needs (SEN) to accommodate the growing need for specialist places in both mainstream and special schools.

The different types of SEN provision and allocation of the Special Provision Fund were noted by the Committee.

Members enquired whether the special schools named in the report had enough resources to accommodate the growing number of children with Autism. It was noted that extra place funding and top up funding were available to meet the extra costs.

Changes made to the Children & Families Act 2014 in relation to eligibility criteria and age range were probable causes for the rapid increases in demand for specialist places.

Members asked whether the proposals would be shared with governing bodies and stakeholders and whether the Committee would be made aware of any feedback that may require further changes.

It was noted that the proposal was developed in consultation with school representatives and any major changes would be reported back to the Committee for consideration.

RESOLVED:

-That the Committee approves the Barnet Special Educational Places Plan Consultation Document which sets out proposals for additional provision of specialist places for children and young people with special educational needs and disabilities and the proposed use of the Special Places Fund, and that the committee authorises the Executive Director for Children's Services to carry out consultation on the draft plan.

-That the Committee following consultation with the Chairman of the Committee and in the light of the responses to the public consultation, finalises the Special Educational Places Plan and proposals for use of the remaining Special Places Fund allocation.

9. BUSINESS PLANNING

The Executive Director of Children and Families, Chris Munday, introduced the report. The year's financial strategy incorporated the model of a balanced budget based on current expenditure.

Members sought clarification of the report in relation to 'remodelling of contact centres to create staff savings'. The Executive Director confirmed that numbers of staff would not be reduced but the cost of staff would be reduced which would result in savings.

It was noted that the small increase in fees and charges to afterschool provision would affect only the users and it was much lower in comparison to other providers.

In terms of staffing cost there is a proposal to reduce agency spend through a range of initiatives including overseas recruitment. In relation to the provision of home to school transport for families with SEND, there was evidence of significant pressures due to increased demand. It was, however anticipated that by 2025, families would be more comfortable with the use of public transport.

More funding would be received for Unaccompanied Asylum Seeking Children because numbers went above 0.07.

A Member noted that the income targets for Finchley Youth Theatre were challenging and, in his view, the staff needed more support to deliver them. The Executive Director offered an opportunity for the Member to discuss with the relevant senior officer.

Following discussion on the report, the Chairman moved to vote on the recommendations as set out in the report.

The Votes were recorded as follows:

| | |
|---------|---|
| For | 7 |
| Against | 4 |
| Abstain | 0 |

RESOLVED:

-That the Committee agrees the revenue savings programme listed in Appendix A for recommendation to Policy and Resources Committee in December. Taking account of the equality impacts of such savings.

-That the Committee notes the risks associated with these savings proposals. These risks relate both to impact on services and residents and deliverability of savings.

-That the Committee agrees the changes to fees and charges as set out in Appendix B for referral to Policy and Resources Committee.

10. FAMILY SERVICES QUARTERLY UPDATE

The Executive Director for Children and Families, Chris Munday, introduced the report. The Bright Spots report to Members was considered in detail. The overall findings from the survey that had been conducted was positive and it was encouraging that a large number of children and young people had responded

Some issues arising out of the survey related to service delivery during the pandemic, including the need for further contact between young people who were in Care and their families. Children who had no contact with any family were offered contact with independent visitors.

Further work needs to be undertaken to ensure that children and young people understand the reasons for being placed into Care.

Children who said they felt unsafe in their area would be considered in greater detail and findings would be presented at the Corporate Parenting and Advisory Panel. Following approval at the recent Housing and Growth Committee, an additional 14 flats had been purchased for Care Leavers in Barnet.

Members highlighted the number of children who said that they did not have at least one good friend. It was noted that a lot of the provision with activities had closed as a result of Covid-19 which may have left many young people feeling isolated. Although most activities had resumed and young people were being well supported, continuous reflection was needed on loneliness amongst our care leavers.

Members commended the Brights Spots Survey on its presentation and for being child friendly. The Chairman said that further training with schools could help ensure

that all people were treated in the same way and be included in all aspects of school life.

It was noted that young people had the opportunity to analyse data via the provision Barnet on Point (#BOP) which was being further developed on reporting and feedback mechanisms.

RESOLVED:

-That the Committee notes and provide comments on the CHAT performance report summarised in the report and provided in Appendix 1.

-That the Committee notes and provide comments on the LIA performance information summarised in the report and provided in Appendix 2.

-That the Committee notes the outcome of the Bright Spots Survey and provide comments on the findings published in the report provided in Appendix 3 and 4.

-That the Committee notes the interim report of the Competition and Market's authority provided in Appendix 5.

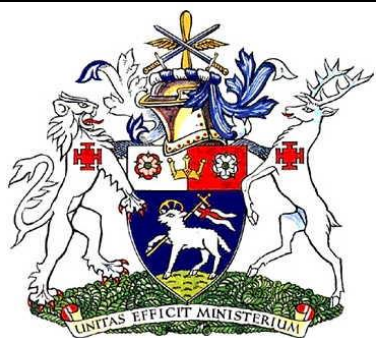
11. COMMITTEE WORK PROGRAMME

The Committee noted the Work Programme.

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

None.

The meeting finished at 8pm.



Children, Education & Safeguarding Committee

19 January 2022

| | |
|--------------------------------|--|
| Title | Member's Items |
| Report of | Head of Governance |
| Wards | All Wards |
| Status | Public |
| Urgent | No |
| Key | No |
| Enclosures | None |
| Officer Contact Details | Pakeezah Rahman pakeezah.rahman@barnet.gov.uk |

Summary

The Committee is requested to consider the item and give instruction to Officers.

Officers Recommendation

That the Children, Education and Safeguarding Committee's instructions in relation to these Member's Items are requested.

1. WHY THIS REPORT IS NEEDED

- 1.1 Members of the Committee have requested that the item tabled below is submitted to the Children, Education and Safeguarding Committee for considering and determination.

The Children, Education and Safeguarding are requested to provide instructions to Officers of the Council as recommended.

| | |
|------------------------------------|--|
| <p>Pauline Coakley Webb</p> | <p>I would like to request that a report is brought to the next available meeting of CES on the health and wellbeing of children housed in the Government resettlement hotels for asylum seekers in Barnet.</p> <p>The report should include details of living conditions, and access to food, clothing, health and other services, and translators; also the number and age range of the children and how many families have been found accommodation.</p> <p>I would also like to request that a representative of the hotels/providers also comes to the CES meeting so the Committee can hear from them when the report is discussed</p> |
|------------------------------------|--|

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 N/A

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 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 A Member (including Members appointed as substitutes by Council) will be permitted to have one matter only (with no sub-items) on the agenda for a meeting of a committee or Sub-Committee on which s/he serves. The matter must be relevant to the terms of reference of the committee.

5.3.2 The referral of a motion from Full Council to a committee will not count as a Member's Item for the purposes of this rule.

5.4 Risk Management

5.4.1 None in the context of this report.

5.5 Equalities and Diversity

5.5.1 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.

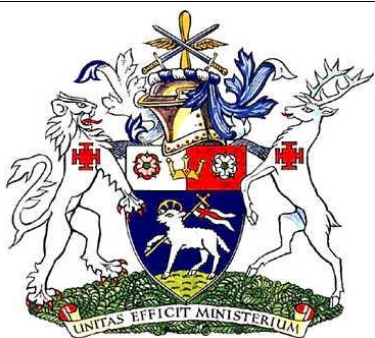
5.6 Consultation and Engagement

5.6.1 None in the context of this report.

6. BACKGROUND PAPERS

6.1 Email received on 7th January.

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Children, Education and Safeguarding Committee

AGENDA ITEM 7

19th January 2022

| | |
|--------------------------------|---|
| Title | Annual Report on School Funding in Barnet for 2022-23 |
| Report of | Chairman of the Committee, Councillor David Longstaff |
| Wards | All |
| Status | Public |
| Urgent | No |
| Key | No |
| Enclosures | None |
| Officer Contact Details | <p>Chris Munday, Executive Director, Children's 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 annual report on school funding arrangements updates the Children, Education and Safeguarding Committee on the school funding position in relation to Barnet schools.

The report describes the main features of Barnet's Schools Budget for 2022/23 and seeks approval for the formula funding to be used in the Authority Proforma Tool submission (which sets out the local funding formula for Barnet primary and secondary schools and thus indicates the level of funding under the formula for each school). This includes a Minimum Funding Guarantee of +2.00%, which means that every primary and secondary school will receive an increase in funding per pupil of at least this percentage in 2022/23 (through the pupil-led element of the schools funding formula). For maintained schools this is the case before any adjustments to their budgets, as a result of changes to de-delegation or to the amount deducted for services previously funded from the Education Services Grant.

This report provides an update to the committee on the funding of maintained nursery schools and a proposal to consult early years providers and the Schools Forum on the payment of a lump sum to Barnet's four maintained nursery schools in 2022/23. The report also includes details of hourly rates for all early years providers and proposals for a one-off additional allocation of funding for 3- and 4-year-olds in 2022-23.

The report also sets out a proposal to provide funding to support schools with additional costs arising from the enrolment of children of newly-arrived Hong Kong families and children of asylum seeker families living in designated asylum seeker hotels during the school year 2021-22.

Officers Recommendations

That the Children, Education and Safeguarding Committee:

- 1. Note the annual report on school funding in Barnet.**
- 2. Approve the formula funding to be used in the Authority Proforma Tool (which specifies the authority's funding formula for schools) on the basis of paragraphs 1.26 to 1.35, which includes a Minimum Funding Guarantee of +2.0%, which means that every primary and secondary school will receive an increase in funding per pupil of at least this percentage in 2022/23, (through the pupil-led element of the schools funding formula), while any schools gaining from the introduction of the National Funding Formula will not have their gains capped.**
- 3. Authorises the Executive Director, Children's Services to approve the final Authority Proforma Tool for submission to the DfE.**
- 4. Note that the overall Schools Budget will be considered by the Policy and Resources Committee at its next meeting on 9th February 2022 for onward submission to full council as part of the budget setting process.**
- 5. Recommends to Council that any changes to the Schools Budget reasonably required as a result of the final 2022/23 Dedicated Schools Grant and Post-16 settlement are delegated for decision to the Executive Director, Children's Services in consultation with the Director of Finance.**
- 6. Approve in principle the proposal to pay a lump sum of £100,000 to each of Barnet's maintained nursery schools using carried forward underspend from the Dedicated Schools Grant to fund this and authorise the Executive Director, Children's Services to consult early years settings and the Schools Forum on this proposal and then to decide on whether the proposal should be implemented in the light of consultation responses and in consultation with the Chairman of the Children, Education and Safeguarding Committee.**
- 7. Approve the proposal set out in paragraphs 1.50 to 1.60 in principle to provide up to £1.0 million of funding, from carried forward Dedicated Schools Grant underspend, to support schools with additional costs arising from the enrolment of children of newly-arrived Hong Kong families and children of asylum seeker families living in designated asylum seeker hotels after the October census date during the school year 2021-22 and authorise the Executive Director, Children's Services to consult with the Schools Forum and to make final decisions on the methodology for allocating the funding and allocation of the carried forward funding to eligible schools for one year only.**

1. Why this report is needed

- 1.1 This report updates the Children, Education and Safeguarding Committee on the Barnet Schools Budget for 2022/23. The committee's approval for the formula funding to be used in the Authority Proforma Tool, which specifies the authority's funding formula for schools. Approval is also sought for a proposal to consult early years settings on the payment of a lump sum to maintained nursery schools. Finally, committee approval is also sought for a proposal to provide funding to support schools with additional costs arising from the enrolment of children of Hong Kong families and children of asylum seeker families living in designated asylum seeker hotels during the school year 2021-22.
- 1.2 The forecast is showing an underspend in the Dedicated Schools Grant of £1.715m as at the month ending 30th November 2021. See table 1a below for the breakdown of this.

Table 1a Dedicated Schools Grant Month 8

| | Budget | Month 8 Forecast Outturn after reserve movements | Month 8 variation to revised budget |
|-----------------------------|------------------|---|---|
| | £'000 | £'000 | £'000 |
| <u>Expenditure</u> | | | |
| Schools: | | | |
| Individual Schools Budget | 150,222 | 150,222 | (70) |
| Growth Fund | 2,814 | 73 | (2,741) |
| Central schools expenditure | 2,193 | 2,193 | 0 |
| ESG retained funding | 700 | 700 | 0 |
| Sub-total | 155,928 | 153,187 | (2,741) |
| Early Years Block | 30,189 | 30,189 | 0 |
| High Needs Block | 55,528 | 56,554 | 1,026 |
| Sub-total | 85,717 | 86,743 | 1,026 |
| Total | 241,645 | 239,930 | (1,715) |
| <u>Income</u> | | | |
| DSG Income | (241,645) | (241,645) | 0 |
| Total Income | (241,645) | (241,645) | 0 |
| Net DSG | 0 | (1,715) | (1,715) |

- 1.3 The overspend on high needs is mainly the result of an increasing number of pupils with Education, Health and Care Plans and increasing costs being identified as pupils are placed. This accounts for overspend of £1.026m.
- 1.4 The DSG forecast underspend would lead to an increase in the reserve as can be seen in table 1b below.

Table 1b Dedicated Schools Grant Reserve Forecast

| Reserves use | Brought forward | Forecast Movement | Forecast carry forward |
|--------------|-----------------|-------------------|------------------------|
| | £000s | £000s | £000s |
| DSG reserve | 3,244 | 1,715 | 4,959 |

National funding announcements and the Schools National Funding Formula

- 1.5 In December 2021, the government confirmed an increase of £4 billion in schools funding for 2022/23, compared to the funding level in 2021/22. As part of the overall increase, it was announced that an additional £1bn of high needs funding will be allocated to support children and young people with special educational needs in 2022/23.
- 1.6 In September 2017, the Department for Education confirmed the introduction of national funding formulae for schools, high needs and central school services from 2018/19. The National Funding Formula for the early years block was introduced previously in 2017/18.
- 1.7 For 2021/22, the 'Schools Block' funding allocations to local authorities were calculated by aggregating the amount of funding for all primary and secondary schools (Maintained schools and Academies) as calculated for each school under the National Formula. Eventually all primary and secondary schools are expected to be funded in accordance with the National Funding Formula (NFF). However, it was announced this year that the current arrangements will continue in 2022/23.
- 1.8 Under the current transitional arrangements local authorities are not required to implement the national formula. They are free to adopt a transitional local funding formula, in consultation with their Schools Forum and schools, subject to certain parameters. One of these is that there must be a minimum funding guarantee (MFG) – the maximum decrease or minimum increase in funding per pupil. For 2022/23 local authorities are required to set an MFG increase of between +0.5% and +2.00%.
- 1.9 The DfE has also set a minimum funding level of £5,525 per secondary pupil in 2022/23 and £4,265 per primary pupil. In 2021/22, all secondary schools received more than £5,525 per pupil, so no protection under this funding factor will be granted. 5 primary schools will be affected by the primary minimum as they were funded under the £4,265 per pupil rate.
- 1.10 The Barnet Schools Forum, which is made up of governor and headteacher representatives from all types and phases of state-funded schools in Barnet, has agreed to use the National Funding Formula with protection through the Minimum Funding Guarantee for the last two years and no changes are proposed for 2022/23.
- 1.11 At its meeting on 25th November 2021, the Schools Forum agreed:
- to continue to charge the cost of services formerly funded from the Education Services Grant to the budgets of maintained primary and secondary schools, at a level of £0.700m.
 - to maintain, in principle, the same level of dedelegation as in 2021/22, except in respect of the Schools Contingency Fund in respect of which an increase was

agreed to cover the cost of school redundancies. Final figures are to be agreed in the January 2022 Schools Forum.

The financial position in individual schools

- 1.12 Most Barnet schools continue to be able to set balanced budgets and a number have significant amounts in their end of year balances. The average revenue balances for maintained schools at the end of the 2020/21 financial year was 5.4% of annual income. On the other hand, there has been a growing number of maintained schools with deficit budgets, which have had to apply for a licensed deficit while they implement a recovery plan to get the budget back into balance. Several other schools have had to make significant savings in order to balance their budget.
- 1.13 Some schools are also beginning to face financial pressures as a result of falling rolls. The significant growth in Primary pupil numbers in recent years has now levelled off in some parts of the borough and some schools have seen a fall in reception admissions, with a knock-on effect on formula funding. Secondary admissions rose slightly again in 2021 and are expected to remain at a similar level in 2022. The small number of secondary schools that were not fully subscribed in Year 7 up to two years ago have seen an increase in intake compared to previous years.
- 1.14 At the end of 2020/21 there were three maintained schools with a licensed deficit and an agreed recovery plan. In addition, in 2021/22 the council has worked with a further ten schools who ended 20/21 in a deficit position to establish recovery plans.
- 1.15 The council supports maintained schools facing financial difficulties by providing challenge and scrutiny on proposed recovery plans should a school be unable to set a balanced budget, and by agreeing cash advances for schools that have cash flow difficulties, subject to agreement on a recovery plan.

The Barnet Schools Budget for 2022/23

- 1.16 The Schools Budget is mainly funded through the Dedicated Schools Grant (DSG). For 2022/23 this is made up of four main funding streams, also known as blocks, under the National Funding Formula (NFF) arrangements:
- Schools Block
 - Early Years Block
 - High Needs Block
 - Central School Services Block
- 1.17 The Schools Block (SB) allocates funding for pupils in Reception to Year 11 in state-funded mainstream schools and academies. The Early Years block (EYB) funds early education entitlements for 2-, 3- and 4-year-olds in private, voluntary and independent settings, maintained nursery schools and school nursery classes. The funding for 2-year olds is specifically for pupils from households with low incomes. The High Needs Block (HNB) supports provision for vulnerable children and young people, mainly those with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the [Children and Families Act 2014](#).

- 1.18 The Department for Education (DfE) created a Central Schools Services Block (CSSB) in 2018/19, using the baseline of the schools block in 2017/18. The CSSB covers funding for historic commitments and funding for ongoing and statutory responsibilities.
- 1.19 The DfE announced allocations of the gross DSG to local authorities on 16th December 2021. The figures confirm the Schools Block and the Central School Services Block. However, the High Needs Block and the Early Years Block are indicative at this stage and will change during 2022.
- 1.20 The indicative DSG budget for 2022/23 by block is set out in Table 2 below:

| Table 2 – DSG Allocations and the Indicative Schools Budget | Schools Block | High Needs Block | Early Years Block | Central Block | Total DSG |
|--|----------------------|-------------------------|--------------------------|----------------------|------------------|
| | £m | £m | £m | £m | £m |
| Budget Monitoring as at November 2021 | 153.735 | 55.528 | 30.189 | 2.193 | 241.645 |
| Add: Academy Funding | 132.517 | | | | 132.517 |
| Add: Funding for places at Academies | | 5.319 | | | 5.319 |
| 2021/22 Gross DSG as at December 2021 | 286.252 | 60.847 | 30.189 | 2.193 | 379.481 |
| | Schools Block | High Needs Block | Early Years Block | Central Block | Total DSG |
| 2022/23 Gross DSG Block as announced | £m | £m | £m | £m | £m |
| As at December 2021 | 154.140 | 60.180 | 28.297 | 2.266 | 244.883 |
| Add: Funding for Academies | 140.891 | 5.448 | | | 146.339 |
| Growth Fund | 2.725 | | | | 2.725 |
| 2022/23 DSG Income | 297.756 | 65.628 | 28.297 | 2.266 | 393.947 |

- 1.21 The allocation for the Schools Block is based on October 2021 school census data. A proposed Minimum Funding Guarantee of +2.00% means that every Primary or Secondary school will receive at least this percentage increase per pupil through the formula in 2022/23 (through the pupil-led element of the schools funding formula) above the amount it received in 2021/22. In addition, each primary school is guaranteed a minimum of £4,265 per pupil and each secondary school is guaranteed to receive at least £5,525 per pupil in 2022/23.

Allocations by block

- 1.22 **Schools Block** – The 2022/23 Schools Block Income is based on the following rates:
- £4,922.40 Primary unit of funding based on 29,653 primary pupils (October 2021 census)
 - £6,457.91 Secondary unit of funding based on 22,605 secondary pupils (October 2021 census)
 - £5.808m of funding for Pupil Growth and Premises factors
 - TOTAL = £297.756m
- 1.23 **High Needs Block** - The provisional High Needs Block income for Barnet has been calculated as follows:
- 59.479m - Actual High Needs National Funding Formula allocation
 - £4.275m - based on a £5,194.59 per pupil Area Cost Adjustment (ACA) weighted base rate * 823 (pupils in special schools/special academies based on the October 2021 census)
 - £0.756m - Import/export adjustment for net 75 imported pupils
 - £0.234m – Additional High Needs Funding for Special Free School
 - £0.884m – hospital education and teachers' pay and pension
 - TOTAL = £65.828m
- The final import/ export adjustment data will be amended based on January 2022 school and FE providers' HN pupil census data.
- 1.24 **Early Years Block** – The Early Years Block is estimated using early years numbers taken from the Early Years and Schools census in January 2021. An update to the 2022/23 EYB allocation will be made once the January 2022 Early Years and Schools census numbers are finalised. The allocation will be finalised in July 2023 based on the January 2023 census numbers. It has been confirmed that the hourly rate received by Barnet has increased by £0.17. It is proposed to increase the basic hourly rate by £0.16 to from £5.29 to £5.45 and the deprivation rate based on IDACI by £0.01 from £0.28 to £0.29 per hour, therefore passing on the increase from the government directly to providers. The DfE funding rate for 2 year-olds has been increased by £0.21 and it is proposed to pass this increase on to providers, thus increasing the rate from £6.08 an hour in 2021-22 to £6.29 an hour in 2022-23.
- 1.25 **Central School Services Block** – The provisional 2022/23 Central School Services Block for Barnet includes the following:
- £2.028m – allocation for ongoing responsibilities (includes retained duties, admissions, licensing and Schools Forum administration)
 - £0.238m – Historic commitments allocation, a 20% reduction from 2021/22.
 - TOTAL = £2.266m
- 1.26 **APT submission to the DfE** - The council is required to submit a completed Authority Proforma Tool (APT) to the DfE annually, which shows all the detailed calculations and assumptions underpinning the proposals for allocating budgets to schools. For Academies and Free Schools it captures the data required by the Education and Schools Funding Agency (EFSA) to calculate academy budgets and recoupment deductions to the gross DSG.

Table 3 - Schools' Pupil led Factor rates (for the APT submission to the DfE)

| | | 2021/22 Barnet Formula | | 2022/23 NFF rates (Area Cost adjusted) | |
|---|--|--------------------------|----------------------------|--|----------------------------|
| Description | | Amount per pupil | | Amount per pupil | |
| 1) Basic Entitlement Age Weighted Pupil Unit (AWPU) | Primary (Years R-6) | £3,432.24 | | £3,540.05 | |
| | Key Stage 3 (Years 7-9) | £4,840.08 | | £4,991.51 | |
| | Key Stage 4 (Years 10-11) | £5,454.44 | | £5,625.35 | |
| | Description | Primary amount per pupil | Secondary amount per pupil | Primary amount per pupil | Secondary amount per pupil |
| 2) Deprivation | FSM | £505.55 | £505.55 | £517.20 | £517.20 |
| | FSM6 | £631.94 | £923.18 | £649.25 | £951.86 |
| | IDACI Band F | £236.29 | £340.70 | £242.09 | £352.13 |
| | IDACI Band E | £285.75 | £456.09 | £297.11 | £467.68 |
| | IDACI Band D | £450.60 | £637.43 | £462.18 | £654.75 |
| | IDACI Band C | £489.06 | £692.38 | £506.19 | £715.27 |
| | IDACI Band B | £522.03 | £747.33 | £539.21 | £770.29 |
| | IDACI Band A | £681.39 | £950.65 | £704.27 | £979.37 |
| 3) Looked After Children (LAC) | LAC | Not a Factor under NFF | | Not a factor under NFF | |
| 4) English as an Additional Language (EAL) | EAL 2 Primary | £604.46 | | £621.74 | |
| | EAL 2 Secondary | | £1,632.04 | | £1,683.64 |
| 5) Mobility | Pupils starting school outside of normal entry dates | £989.12 | £1,417.74 | £1,017.89 | £1,463.56 |
| 6) Prior attainment | Low Attainment % old FSP 73 | £1,203.43 | | £1,243.47 | |
| | Secondary low attainment (year 7 - 9) | | £1,824.37 | | £1,881.72 |
| | Secondary low attainment (years 10 to 11) | | | | |

- 1.27 The proposed funding rates for 2022/23 financial year are shown in table 3 above, along with the current factors in the Barnet funding formula for 2021/22. Under the National Funding Formula (NFF), Basic Entitlement Schools Block Factor rates for 2022/23 have been increased by 3% from 2021/22 before the addition of the area cost adjustment. As it is not yet clear what level of pay increases will apply to teachers or school support staff in 2022, it is not yet possible to say whether this increase represents an increase in school funding in real terms compared to 2021/22.
- 1.28 The APT is due for submission on 21st January 2022. The main purpose of this tool is:
- to allow local authorities to model different options for their 2022/23 schools block funding formulae and at the same time act as the proforma which local authorities will submit in January 2022; it is also the mechanism by which the DfE provides the schools block dataset to local authorities.
 - to capture all the data required by the Education and Skills Funding Agency (ESFA) to calculate academy budgets, including information on the number of occupied high needs places at special units and resourced provision in mainstream academies to determine the place funding rate.
 - to enable the Education and Skills Funding Agency (ESFA) to check that the formula has been applied reasonably and in compliance with regulations and conditions of grant, and that central budgets are being allocated in line with regulations.
 - to enable the ESFA to check that at least 99.5% of funding allocated through the schools block element of the DSG is passed through the funding formula set by the local authority, or allocated to the growth fund or falling rolls fund.
 - to collect data on maintained schools' schools block budgets for publication.
 - to use the notional allocations for academies for recoupment purposes; recoupment will continue to take place based on the budget, including the minimum funding guarantee, that the academy would have received as a maintained school.
 - to give the ESFA information about which academies and future converters are judged by the local authority as meeting the criteria to qualify for exceptional factors or MFG exclusions so that these can be taken into account in their funding allocations.
- 1.29 Officers will apply the above funding formula in calculating the budget allocations for all Barnet's state-funded primary and secondary schools. It is proposed that the committee authorise the Executive Director for Children's Services to approve the final APT submission and any changes to the Schools Budget reasonably required as a result of the final 2021/22 Dedicated Schools Grant and Post-16 settlement in consultation with the Director of Finance.
- 1.30 In addition to the rates submitted in the APT as shown in Table 3, the authority also has to clarify the funding criteria used when allocating growth and split site funding; the criteria for these factors is as previously agreed by the Schools Forum and as described below:
- 1.31 Growth Fund:
- The Growth Fund can only be used to:
- Support growth in pre-16 pupil numbers to meet basic need
 - Support additional classes to meet infant class size regulation
 - Meet the costs of new schools

- 1.32 Local Authorities (LAs) are responsible for funding the growth needs of all their schools in their area, including new and existing maintained schools and academies. LAs must fund growth needs to all schools on the same criteria. The Schools Forum is required to approve the Growth Fund criteria.
- 1.33 The costs of new schools will include the lead-in costs and will also include post-start-up and diseconomy of scale costs. Growth Fund support should be provided where academies are created to meet basic need.
- 1.34 For 2022/23, the DfE has set minimum per pupil funding (MPPF) amounts for primary schools at £4,265 and for secondary schools at £5,525. In view of this change it is proposed to amend the existing Growth Fund criteria to reflect the MPPF values, where new classes start in September/the autumn term of the financial year 2022/23. This will increase the amounts payable to primary schools from £73,150 to £74,638 and for secondary schools; from £94,763 to £96,688 for each new class of 30.
- 1.35 The Schools Forum is also required to approve the size of the Growth Fund, which will be finalised upon completion of the APT.

Growth Criteria:

- "Bulge classes opened at the request of the local authority - £10,000 one-off start-up grant plus £74,638 (7/12x£4,265x30) for a primary class of 30 opening in September; £96,688 (7/12x£5,525x30) for a secondary class of 30 opening in September.
- Permanent expansions approved by the local authority - £74,638 (7/12x£4,265x30) for a primary class of 30 opening in September, £96,688 (7/12x£5,525x30) for a secondary class of 30 opening in September.
- Temporary accommodation costs incurred as a direct result of LA approved expansions.
- Independent schools transferring to VA status - Allocation based on funding formula pro-rata for months open, based on previous actual pupils on roll, plus permanent expansion funding if appropriate.
- Newly established schools for which the LA is responsible to provide start-up up funding - Start-up funding of £220,000 primary/ £300,000 secondary in LA financial year of opening.
- New school phases (expansions to All-through status): New phase start-up funding of £50,000 for primary and £90,000 for secondary in LA financial year of opening.
- Diseconomies of scale funding will be available to new basic needs academies and maintained schools opening new phases until there are pupils in every year group. No diseconomies of scale funding will be available to independent schools which become maintained. Diseconomies of scale per empty year group, paid from year after opening until pupils in all year groups. Academies are paid these rates in the current financial year with a further 5/12ths payment to cover the full academic year."

Split site funding: The Local Authority intends to use the following criteria for qualifying settings in the APT for 2022/23. "School buildings on split sites are funded as follows (excludes sports and play areas, premises used for nurseries and sixth forms only and all-through schools where each site is used solely for either primary or secondary phases):

- The funding rate for a school on a split site is currently £29,958 (primary) and £99,412 (secondary).
- All through schools receive the primary split site allocation (£29,958) if they have primary year groups on more than one site, and £19,882.40 per secondary year group (£99,412/5) located across more than one site. This is increased by part year fractions as schools expand across sites.
- Secondary schools on split sites also receive an allowance for staff travel between sites, depending on how far apart the two sites are. The rate is £53,492. If the buildings are very close and simply separated by a public road this rate is multiplied by 0.2. If further apart the multiplier is 1.4.”

Early Years Funding and lump sum payments for Maintained Nursery Schools

- 1.36 As indicated in paragraph 1.24 above, it is proposed to passport the full-increases in early years funding from the DfE to early years providers by increasing the hourly rates for 3- and 4-year-olds and 2-year-olds by the same amount as the funding increases. The proposals in this section will not affect this passporting of funding as it is proposed to fund any further lump sums, in 2022/23 from general carried forward underspend in the Dedicated Schools Grant rather than drawing on the Early Years Block funding.
- 1.37 Maintained Nursery Schools are funded on the same basis as all other early years providers, including nursery classes in primary schools and early years places provided by Private, Voluntary and Independent providers. A new national funding formula for early years came into force in 2017/18. Under the National Early Years Funding Formula, the same funding formula applies to all providers.
- 1.38 However, supplementary funding was paid by the DfE to some local authorities, initially for a transitional period of up to two years, where this was needed ‘to enable local authorities to fund nursery schools at the same level as they did in 2016/17’. As the notional hourly rate for 3- and 4-year-olds in Barnet exceeded the rate that was paid to Barnet nursery schools in 2016/17, Barnet nursery schools were not covered by the grant.
- 1.39 Barnet nursery schools are funded in accordance with the Early Years National Funding Formula. In 2021/22 each receives £5.29 an hour per pupil, plus a deprivation rate calculated using IDACI based on the postcodes of the children that attend the school.
- 1.40 Both BEYA (the Barnet Early Years Alliance, a federation of three nursery schools) and Moss Hall Nursery School had significant revenue balances at the end of the 2019-20 financial year, but both had to draw heavily on their balances during 2020-21 and faced the prospect of having large and growing deficits in 2021/22.
- 1.41 However, that was partly alleviated by the council’s decision, following consultation with early years providers and the Schools Forum, to provide one-off lump sum funding of £42,000, for 2021/22 only, to each of the four maintained nursery schools, funded from carried forward underspend in the Early Years Block of the DSG..
- 1.42 Both schools have also made staffing and structural changes in 2021/22 to secure efficiency savings. Despite that, both BEYA and Moss Hall Nursery School are forecasting deficits at the end of 2021/22.

- 1.43 A review of nursery school budgets has shown that, despite major efforts to raise income and cut costs, each school could face an annual deficit from 2022/23 of up to £100,000 a year unless central government changes the funding arrangements for maintained nursery schools in Barnet or, failing that, if the council does not once again pay a lump sum to each maintained nursery school. It is also clear that any such lump sum would need to be much greater than the £42,000 agreed for 2021/22, as the latter amount was based on an assumption that extra government funding might be available from September 2021. The sum of £42,000 represents five-twelfths of the £100,000 a year that it was felt would be needed to sustain the four schools.
- 1.44 The reason for the budget gap for maintained nursery schools is that the national early years funding formula does not make any allowance for the additional costs that nursery schools inevitably incur compared to other early years providers, such as having to have a headteacher, deputy head, a SENCo who is a qualified teacher and qualified teaching staff and having to meet the relatively high pension contribution costs of the Local Government and Teachers' pension schemes. Also, unlike primary schools, they are not able to access any lump sum funding (£125,000 a year for Barnet primary schools).
- 1.45 The council and the nursery schools have been lobbying the government to secure additional funding for Barnet's maintained nursery schools for the last three years. As a result, late in 2019 the Secretary of State for Education promised a review of the future of maintained nursery schools that 'he expects to provide a clear outcome that puts maintained nursery schools in Barnet on a stable financial footing for the future.' Since then, Ministers have re-affirmed a commitment to 'appropriate funding' for Maintained Nursery Schools 'in the longer term'. The Chairman of this committee wrote to the Chancellor of the Exchequer and the Parliamentary Under-Secretary of State for Children and Families to ask for confirmation that the review of funding for maintained nursery schools will result in a significant increase in funding for Barnet's four maintained nursery school for the 2021-22 financial year and subsequently.
- 1.46 On 25th November 2021, the DfE announced increases of 3.5% in the supplementary funding mentioned in paragraph 1.38 above. This applies to each local authority's rate of funding, and, as Barnet's supplementary funding rate is £0, no increase will be applied. Of the 32 London Boroughs, 11 have no supplementary funding. Looking at our closest statistical neighbour set – the other outer London boroughs - for those that do receive supplementary funding, the average rate for 2022-23 will be £3.46 per hour. If Barnet were to receive this rate, it would result in increased income of about £697,000 to be distributed amongst the four maintained nursery schools.
- 1.47 To try to bridge this gap once again, at least in part, we are proposing to allocate to each maintained nursery school a lump sum of £100,000 on a one-off basis in 2022/23. This is expected to ensure both BEYA and Moss Hall Nursery School can operate in-year during 2022-23 on a break-even basis. BEYA will still need to find some further savings to address the forecast carried forward deficit of £38,000 (across the three schools). Moss Hall Nursery School has a larger problem in that they are forecasting a carried forward deficit of over £150,000 into 2022/23. The school has been advised that it will need to produce a recovery plan to pay off this deficit over a three-year period. The proposed lump sum allocations of £100,000 per school in 2022-23 will mitigate the risk to the council of having to pick up and fund deficits left by the maintained nursery schools in the future. At the very least the lump sums should mean that the deficits at the end of 2021-22 will not grow any further in 2022-23. The long-term funding position of the four schools remains

an issue, which will need to be considered later this year in the event that the government does not come up with the promised 'review of the future of maintained nursery schools' that will put 'maintained nursery schools in Barnet on a stable financial footing for the future'.

- 1.48 In order not to impact on the pass-through of the hourly rate funding to all yearly years providers, it is proposed to fund these lump sums in 2022/23 from the general DSG reserve (carried forward underspend) subject to approval by the Schools Forum. The lump sum proposal is subject to consultation with all early years providers and the Schools Forum. Following that consultation between late January and the end of February, it is proposed that the Executive Director, Children's Services be authorised to approve the proposal in the light of feedback from the consultation.
- 1.49 In 2021, following the allocation of the temporary lump sums of £42,000 to each maintained nursery school from carried forward early years underspend, once end of year adjustments were made by the DfE in respect of the early years block for 2020/21 and the revised early years block funding for 2021/22 was known, it was agreed that the remaining carried forward underspend on the early years block of £334,000 should be allocated on a one-off basis in 2021-22 to providers of 3- and 4-year old places, by agreeing a temporary funding supplement of £0.08 per hour. The payments were made to providers in August. It is not yet known what the level of any early years block underspend will be for the end of 2021-22, but the estimated overall level of DSG underspend is, £4.959m, as reported above. It is proposed to allocate from this general DSG carried forward underspend an amount close to the £168,000 that was drawn from the early years block funding for the maintained nursery school lump sums, on a one-off basis in 2022-23 to providers of 3- and 4-year old places, by agreeing a temporary funding supplement of £0.04 per hour, which is estimated to cost £179,000. The early years block budget position will then be reviewed further in June 2022, in the light of end of year and 22-23 early years block allocations to establish whether there is enough headroom to increase this temporary funding supplement further for 2022-23.

New arrivals - children of Hong Kong families

- 1.50 A new immigration route opened on 31 January 2021, providing British National (Overseas) (BN(O)) status holders from Hong Kong and their dependants with the opportunity to come to the UK to live, study and work, on a pathway to citizenship. Tens of thousands of Hong Kong residents applied for visas under this scheme during 2021. Details of the government's arrangements for new arrivals under this scheme can be found on the government website: Welcome: a guide for Hong Kong British National (Overseas) visa holders in the UK - GOV.UK (www.gov.uk). This includes a welcome pack for new arrivals: Welcome Pack for arrivals from Hong Kong on the British Nationals (Overseas) visa (publishing.service.gov.uk).
- 1.51 The dependants of BN(O) status holders from Hong Kong who settle in the UK have a right to attend school in the UK. Local authorities hold the statutory duty to provide sufficient school places. Any BN(O) status holder who already live in the UK or who moves to live in the UK under the new visa scheme can apply for a school place for their children. Schools are not permitted to refuse any children a place on the grounds of their nationality or immigration status. Details of arrangements for access to schools are set out in the guide and welcome pack indicated above.

- 1.52 Initial figures show that Barnet has among the highest number of new arrivals under this scheme in England. Between August 2020 and September 2021, there were 429 applications for admission to Barnet schools from Hong Kong migrants. Between September and November 2021, 227 children of statutory school age were admitted to Barnet primary and secondary schools. A major financial challenge for schools arises because significant numbers have been enrolled after the October school census date, which means that they do not generate funding for the school through the local funding formula until the financial year after the school year when they start at their Barnet school (so 2023-24 for new arrivals starting school between October 2021 and September 2022).
- 1.53 This creates financial challenges for many schools, as they incur extra costs to support the welfare and regular attendance of the children from these families. Schools may incur extra staffing costs, whether for extra teachers (or fractions of teachers), teaching assistants and other support staff or for specialist mentors to support individual children. Some incur extra costs for extra school clubs and for providing English as an Additional Language support.
- 1.54 It is therefore proposed to allocate one-off funding from carried forward underspend in the Dedicated Schools Grant to support schools that enrol children after the October 2021 census date for the period these children are in schools up until the end of the summer term 2022. More details of the proposal are set out below.

New arrivals - children of asylum seeker families living in designated hotels

- 1.55 Following the recent influx of asylum seekers to the United Kingdom, many of them from Afghanistan, a number of hotels were designated by the government for temporary housing for newly-arrived asylum seeker families. There are three such hotels in Barnet. Children of school-age living in these hotels are entitled to be admitted to local schools even if on a temporary basis.
- 1.56 As with new arrivals for Hong Kong, this creates financial challenges for many schools, as they incur extra costs to support the welfare and regular attendance of the children from these families. Schools may incur extra staffing costs, whether for extra teachers (or fractions of teachers), teaching assistants and other support staff or for specialist mentors to support individual children. Some incur extra costs for extra school clubs and for providing English as an Additional Language support. For children from poorer families, many schools have also had to incur non-staff costs, for example on providing free school meals, until eligibility is established and on purchasing school uniforms, sportswear and equipment (such as laptops).
- 1.57 In November 2021, the four Barnet schools with the highest numbers of children living in designated hotels for asylum seekers were each allocated a share of £50,000 of council funding (paid for from the council's covid grant, having regard to the extra pressures on the schools arising from the pandemic). The payments were made pro-rata to the number of eligible children and the number of weeks they were in the schools between September 2020 and September 2021.
- 1.58 It is now proposed to allocate one-off funding from carried forward underspend in the Dedicated Schools Grant to support schools that enrol children after the October 2021 census date for the period these children are in schools up until the end of the summer term 2022. It is proposed to include funding for all schools with children living in the

designated hotels, rather than just the schools with the highest numbers children living in the hotels.

Approach to funding of new arrivals

- 1.59 The technical mechanism for providing the funding for new arrivals indicated in sections 1.49 to 1.57 above, as it will sit outside the school funding formula, is to allocate the money toward 'ongoing local authority statutory responsibilities for all schools in respect of the welfare and attendance of pupils'. The allocation requires the agreement of the Schools Forum and the proposals for spending the money also requires the agreement of the Schools Forum.
- 1.60 The committee is asked to approve the allocation of this funding, subject to the approval of the Schools Forum. The committee is also asked to note the following proposed approach to the funding and to authorise the Executive Director, Children's Services, in consultation with the Schools Forum, to determine the methodology for allocating the funding and to approve the amounts to be paid to eligible schools:
- The funding would be capped at £1m and will be one-off for the financial year 22-23 only.
 - The payments should be based on an agreed proportion of the 2022/23 Age-Weighted Pupil Unit (AWPU) funding for schools for each eligible pupil, with the proportion being adjusted to ensure the total allocation is within the agreed £1m budget.
 - Funding is for all children of asylum seeker families living in the designated hotels and Hong Kong families who enrol in Barnet maintained primary and secondary schools and primary and secondary Academies after the October 2021 school census date with payments being calculated pro-rata for the weeks they attend up to the end of July 2022.

Summary proposed use of carried forward DSG underspend

- 1.61 As indicated in paragraph 1.4 above, the forecast carry forward of Dedicated Schools Grant funding to 2022/23 is £4.959m. Carried forward DSG reserves have generally been used to support pressures in the DSG High Needs budget and the growth in Education, Health and Care Plans means it would be prudent to retain most of this carry forward to support the High Needs budget in 2022-23. However, as the reserve is forecast to increase by £1.7m by the end of the 21/22 financial year, it is proposed to allocate some of this to schools and settings, as indicated above. In summary, it is proposed to allocate the carried forward underspend as follows, subject to the approval of the Schools Forum:
- | | |
|---|-------------------|
| • One -off lump sums for Maintained Nursery Schools | £400,000 |
| • One-off supplement to the hourly rate for 3- and 4-year-olds | £179,000 |
| • <u>New arrivals (Hong Kong and asylum seeker hotels) up to:</u> | <u>£1,000,000</u> |
| • <u>Sub-total</u> | <u>£1,579,000</u> |

It is proposed to allocate the remainder of any carried forward underspend to the High Needs budget, in line with practice in recent years. If the carry forward matches the current forecast, it means that there should still be £3.380m for High Needs.

2. Reasons for Recommendations

- 2.1 The report informs and updates the Children, Education and Safeguarding Committee in relation to school funding and committee approval for the submission of the APT is required. Approval is also sought for consultation on the payment of lump sums for maintained nursery schools in 2022-23 and for the allocation of £1 million to support schools with the extra costs of new arrivals (children from Hong Kong families and asylum seeker families living in designated hotels) for the reasons set on in paragraphs 1.36 to 1.58 above.

3. Alternative options considered and not recommended

- 3.1 The timetable for decision making and submission of the APT is set down by the DfE. The Council is obligated to make a decision on its school funding formula.

4. Post decision implementation

- 4.1 Funding will be distributed to schools in accordance with the arrangements set out in the report.

5. Implications of decision

5.1 Corporate Priorities and Performance

- 5.1.1 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.
- 5.1.2 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, 'The Barnet Plan 2021 to 2025', 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.

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

- 5.2.1 The financial implications for the council are set out in the paragraphs above.
- 5.2.2 The proposed use of carried forward underspend in the Dedicated Schools Grant for the proposals outlined in paragraphs 1.36 to 1.58 will cost a maximum of £1.579 million and will not impact on the funding to schools and settings available through the DSG allocations to the council for 2022/23. As the forecast carry forward to 2022/23

is £4.959m, the allocations proposed will still leave carried forward reserves of £3.38m. It is proposed to allocate the remaining reserve to the High Needs Block, subject to the agreement of the Schools Forum.

5.3 Legal and Constitutional References

- 5.3.1 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.
- 5.3.2 The composition, constitution and procedures of Schools Forums are set out in the Schools Forums (England) Regulations 2012 (S.I. 2012/2261). They set out the respective roles and responsibilities of the local authority and the Schools Forum.
- 5.3.3 The legislation governing the current school system is the School Standards and Framework Act 1998 and associated regulations. In addition, there are detailed regulations covering decision-making and consultation requirements with the Schools Forum and individual schools and early years settings.
- 5.3.4 For 2022/23 the dedicated schools grant will be split into four blocks, namely schools' block, high needs block, early years block and central schools block. From 2022/23 it was proposed to distribute the schools' blocks directly to schools based on a national funding formula, but the current arrangements are now continuing for a further year. Under these arrangements, the government has calculated the schools' block based on the national funding formula, but will continue to distribute this to local authorities, who continue to have requirements in relation to consultation with the Schools Forum and autonomy to distribute it to schools based on existing factors. The funding is calculated on a notional per school funding basis, plus funding for premises and growth.
- 5.3.5 Current regulations require that the local authority consult its Schools Forum on any proposed changes to its funding formula and make an annual submission to the Department for Education. The local authority is also required to consult early years providers and the Schools Forum on any proposed changes to the Early Years Funding Formula.
- 5.3.6 The DfE's School Revenue Funding Guidance indicates that any DSG underspend brought forward from the previous year can be used to support the growth fund in the schools block, the central school services block, the high needs block, or the early years block. The local authority needs to consult its Schools Forum on the use of carried forward underspend and Schools Forum's approval is required for any proposed allocations from the underspend to any central budgets, where amounts have to be approved by the forum.
- 5.3.7 The DfE's guidance on early years funding indicates that local authorities may choose to pay a lump sum to each of its maintained nursery schools. Barnet paid a lump sum in 2021/22 but on a one-off basis, so payment of a lump sum in 2022/23 constitute a change to the underlying Early Years Funding Formula. The local authority may make such changes but must consult early years providers and the Schools Forum first.
- 5.3.8 The statutory guidance on opening and closing maintained nursery schools refers to a presumption against closure of maintained nursery schools, emphasising the need to demonstrate that there are plans for alternative provision of an equal quantity and

quality and no loss of expertise or specialism and that replacement provision is more accessible and more convenient for local parents.

- 5.3.9 As indicated in 5.3.6, the local authority may use DSG underspend brought forward from the previous year to support the central school services block provided this is agreed by the Schools Forum. Among the services that are funded from the central school services block are ongoing statutory responsibilities for all primary and secondary schools (Academies as well as maintained schools), which includes support for the welfare and attendance of pupils. The proposal to provide funding to support schools with the extra costs of pupils who are new arrivals from asylum seeker and Hong Kong families will support the attendance and welfare of this targeted group of pupils and it is possible that attendance and welfare issues will arise for this group of pupils without this extra funding. The process for allocating the funding needs to be agreed with the Schools Forum.

5.4 Insight

- 5.4.1 None

5.5 Social Value

- 5.5.1 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

5.6 Risk Management

- 5.6.1 The annual submission of school funding information to the Department for Education is governed by a strict timetable to ensure that schools are allocated budgets in good time for each new financial year.

5.7 Equalities and Diversity

- 5.7.1 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 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.

- 5.7.2 The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;

- religion or belief;
- sex;
- sexual orientation.

5.7.3 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). Barnet's Children and Young People Plan, the Education Strategy 2021-2024 and the School and Settings Improvement Strategy 2021 to 2024 all have a strong focus on improving outcomes for disadvantaged groups of children and young people.

5.7.4 The proposal to fund schools to support asylum seeker children living in designated hotels and children of Hong Kong families seeks to advance equality of opportunity by supporting these children to transition and integrate into the British schooling system and achieve results and progress in line with their peers and to help foster good relations between children from specific ethnic groups arriving from overseas and local children.

5.8 Corporate Parenting

5.8.1 The proposed APT submission does not impact on the funding of the Virtual School; nor does it affect High Needs funding, which is a significant factor for looked after children, as a significant number are supported through funding from the High Needs Block.

5.9 Consultation and Engagement

5.9.1 There is no need to consult on the local funding formula, as there are no proposals to change the current approach. The Schools Forum has agreed to continue to use the National Funding Formula with protection through the Minimum Funding Guarantee for 2022/23.

5.9.2 Decisions on the use of carried forward underspend from the Dedicated Schools Grant rest with the Schools Forum. The proposed use of underspend as set out in paragraph 5.2.2. above will therefore be subject to approval by the Schools Forum.

5.9.3 The proposal to allocate a lump sum of £100,000 to each of Barnet's four maintained nursery schools represents a change to the Early Years Funding Formula and therefore will be subject to consultation with early years settings and the Schools Forum between 19th January and the end of February. The subsequent decision on whether to go ahead will be made by the Executive Director for Children's Services taking account of the consultation responses.

5.9.4 The proposal to allocate £1m to support new arrivals represents a decision to allocate funding to the Central School Services Block (for onward distribution to schools) and is therefore subject to the approval of the Schools Forum, which will be asked to give its approval at its meeting on 13th January 2022. The decision made will be reported


verbally to this committee at its meeting on 19th January.

5.10 Environmental Impact

5.10.1 None

6. Background papers

- 6.1 [Children and Families Act 2014.](#)
- 6.2 [Welcome: a guide for Hong Kong British National \(Overseas\) visa holders in the UK - GOV.UK \(www.gov.uk\).](#)
- 6.3 [Welcome Pack for arrivals from Hong Kong on the British Nationals \(Overseas\) visa \(publishing.service.gov.uk\)](#)

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|  | <p align="center">Children, Education and Safeguarding Committee</p> <p align="center">19 January 2021</p> |
| <p align="center">Title</p> | <p align="center">Educational Standards Update</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 1 – Education Recovery Update (pp 11-17) Appendix 2 - Educational Standards in Barnet 2021 (pp 18-31)</p> |
| <p align="center">Officer Contact Details</p> | <p>Chris Munday, Executive Director, Children's 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 provides an update on progress in implementing the School and Settings Improvement Strategy 2021 to 2024, including proposed priorities for 2022, a report on progress in implementing a plan for 'Education Recovery' and a summary of Educational Standards in Barnet in 2021.

Officers Recommendations

1. That the Children, Education and Safeguarding Committee note the report, including the Education Recovery update in Appendix 1 and the report on Educational Standards in 2021 in Appendix 2.
2. That the Committee approve the proposed priorities for the School and Standards Improvement Strategy in 2022, as set out in section 1.7.

1. Why this report is needed

- 1.1 In November 2021, the Children, Education and Safeguarding Committee approved the School and Settings Improvement Strategy for 2021 to 2024. This reports provides an update on the implementation of that strategy and proposed priorities for the strategy in 2022. It also provides an update on progress in 'Education Recovery' (Appendix 1) following the period of school closures and due to the Covid19 pandemic during 2020 and the first few months of 2021. Finally it includes a report on Educational Standards in Barnet in 2021.
- 1.2 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 vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet's future success.

Progress in implementing the strategy

- 1.3 Due to the Covid19 pandemic and in accordance with DfE guidance, schools were closed to the majority of pupils from 5th January 2021 until 8th March 2021 (15th March for secondary schools). This was the second period of school closure due to the pandemic, the first being from 23rd March 2020 until June 2020 (July for some schools).
- 1.4 The School Improvement Team, in collaboration with other teams within Barnet Education and Learning Service (BELS) and the Council continue to support, monitor and challenge schools and settings on the priorities included in the Schools and Settings Improvement Strategy 2021 to 2024. Without any published assessment data again in 2021 and only Borough wide Key Stage 4 and Key Stage 5 data, it was not possible to draw on data to analyse and evaluate the progress made against the priorities set. However, we are confident that all schools have continued to assess pupils regularly to ensure that they have an up-to-date understanding of the impact of disruptions to learning and have then been adapting their curriculum to address emerging needs and try to ensure all pupils progress well in all areas of the curriculum. In addition:
 - Leaders have focused on prioritising work in respect of the continuing impact of COVID on personal development, particularly relationships. Additional sessions have been added to the curriculum to address this and BELS staff have offered additional training to schools to support this.
 - Schools have used the Covid Catch-up Premium creatively, some employing additional staff (e.g. teachers, graduates, counsellors, support staff) and others using existing staff, to deliver intervention programmes or one-to-one support. Some took advantage of the National Tutoring Programme and the Academic Mentor Programme (if they met the criteria).
 - Attendance in schools over the year remained above the national average.
 - Leaders have successfully maintained staff morale and focused on building resilience as the challenge of managing the impact of COVID has continued. Leaders have

reviewed practice in schools to help reduce the risk of absence due to poor health or burn out.

- Schools have embedded mechanisms for listening to parents/carers and student voice and using this information to influence curriculum content.
- Schools with Sixth Forms have become more open to considering partnership arrangements with other schools in order to broaden their curriculum offer. Network events and 'Teach Meets' for Sixth Form staff have proved very popular.
- Special schools have continued to focus on attendance, supporting families who are very anxious and concerned for their child's health in the context of the pandemic.
- From Summer 2021, schools had the additional challenge of Ofsted returning to their normal inspection schedule and framework. Many schools are focusing on ensuring that the quality of education continues to be strong and many continue to review and adapt their curriculum to ensure at least a good outcome at inspection.
- The percentage of Barnet schools judged Good or Outstanding by Ofsted has increased to 97.4% which ranks us as 6th best Local Authority in the country (out of 151 Local Authorities) on this measure.

Education Recovery

- 1.5 BELS staff had various meetings with headteachers, other senior leaders and governors between April and June 2021 about what schools needed to recover from the effects of school closures during the Covid19 pandemic and how best the council and BELS could support this. The council made £500,000 available from its covid recovery fund and BELS £100,000 to support education recovery. BELS officers worked with headteachers to design a project that would have maximum impact by providing structured support that addresses many of the challenges schools are facing. The Education Recovery Report (Appendix 1) gives an update on how these initiatives are progressing.

Educational Standards in 2021

- 1.6 Appendix 2 is a report on the quality of education in Barnet during 2021. As a result of the Covid19 pandemic, this does not include details of tests and assessments in most key stages and only includes local authority level data for Key Stages 4 and 5 based on the special arrangements made in the context of the pandemic.

1.7 Priorities for 2022

Based on the education performance data from 2019 and taking account of the impact of the Covid19 pandemic during 2020 and 2021, the following areas have been identified as priorities for improvement by the Schools and Settings Standards Partnership Board (a board comprising BELS officers, council officers and headteachers) for 2022.

1.7.1 Early Years

In 2019 the percentage of pupils who achieved a 'Good Level of Development' exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for the percentage of pupils achieving a Good Level of Development was 33rd in 2019 (up from 35th in 2018). However, as this was still below the top 10% of local authorities, it remains a priority. The percentage of girls achieving a Good Level of Development in 2019 was above the national average, London and Statistical Neighbours and was ranked 27th. The percentage of boys

achieving a Good Level of Development was above the national and London averages and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys in the Early Years Foundation Stage is a priority.

1.7.2 Key Stage 1 Achievement

In 2019, Key Stage 1 attainment at the 'Expected Standard' or above in Barnet schools is now in the top 10% in Reading, Writing and Mathematics. In Key Stage 1 Science, Barnet was ranked lower (24th) for the proportion of pupils achieving at least the expected standard, so Key Stage 1 Science remains a priority. Barnet's rankings for the percentage achieving 'Greater Depth', were lower - 39th, 44th and 33rd respectively for Reading, Writing and Maths - and so this also remains a priority.

1.7.3 Key Stage 2 Writing

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, was 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.

1.7.4 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. This is particularly a concern with the proposed changes to the vocational routes and the uncertainty about the continuation of BTECs and the commencement of T Levels. We will continue to support schools to try and ensure the options available for students are as wide ranging as possible

1.7.5 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 and the gap between certain groups and their peers. For example, attainment of Black pupils at Key Stage 4 is in the top 25% for Black pupils nationally and is higher than the London and Statistical Neighbour averages. However, Black pupils in Barnet are not doing as well (measured by national ranking) as Mixed, Asian or White pupils in Barnet. The North London Disproportionality Dataset shows, for 2019, the ratio of Black pupils in Barnet attaining the expected standard at Key Stage 2 and Key Stage 4 compared to White pupils in Barnet was low (a negative 'Relative Rate Index') and in some cases is the lowest or second lowest in North London. So raising the achievement of disadvantaged pupils, and in particular black pupils, is a priority.

1.7.6 Looked After Children

In 2019, Barnet ranked 18th in Progress 8 for Looked After Children and was ranked 49th for Attainment 8. In the school year 2018-2019, Barnet Looked After Children had a higher absence rate than Looked After Children nationally (6.4% compared with 4.7%) and a higher rate of unauthorised absence (3.6% compared with 1.4%). Persistent absence was almost in line with the national figure (10.5% compared with 10.9%). In the Autumn Term 2019 Barnet's attendance rate was lower than London and England, with the rank for this measure being in the lowest quartile. Barnet's authorised Absence rate for Looked After Children in this period was in line with the national and London averages

but Barnet's unauthorised absence rate was nearly twice the rate of the national average and Barnet's ranking is also very low. Attendance therefore remains a priority.

1.7.7 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. For the first time we collected ethnic data of Barnet school staff this year (using the School Workforce Survey) and this revealed an under-representation of some ethnic groups (see table below):

Ethnic Comparison of Teaching Staff in Barnet with comparators

| Ethnic Group | Population in Barnet | Teachers in Barnet schools | Rank | Teachers in Outer London | Teachers in Inner London | Teachers Nationally |
|------------------------------|----------------------|----------------------------|------|--------------------------|--------------------------|---------------------|
| Any other ethnic group | 6.1% | 2.0% | 12 | 1.8% | 2.0% | 0.6% |
| Any other Mixed background | 5.5% | 2.9% | 23 | 3.0% | 4.2% | 1.4% |
| Asian or Asian British | 18% | 7.1% | 24 | 11.8% | 11.3% | 4.5% |
| Black or Black British | 8.3% | 4.0% | 34 | 7.8% | 10.7% | 2.2% |
| Information not yet obtained | | 14.7% | 15 | 6.9% | 6.9% | 7.2% |
| Refused | | 1.2% | 26 | 1.2% | 0.8% | 0.8% |
| White | 59.3% | 68.1% | 125 | 67.5% | 64.2% | 83.4% |
| Chinese | 2.8% | | | | | |

We would like to address this, so recruiting teaching staff from under-represented groups is a new priority for this year. Our Governing Boards also have an under representation of certain ethnic groups and addressing this is also a new priority.

1.7.8 Safeguarding

We continue to support schools in ensuring that their safeguarding arrangements are effective. We continue to offer support and training to schools, including support for safeguarding audits.

1.7.9 Curriculum Intent, Implementation and Impact

The BELS school improvement team supports 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.
- 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.
- 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 and/or vocational and/or technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

1.7.10 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. The School Improvement team works with colleagues from the SEND and Inclusion Teams to offer support to schools in managing more complex behaviour.

1.7.11 **Minimising the impact of the Covid19 pandemic on learning**

The School Improvement Team has given considerable support to schools during and after the school closure period this year. A new priority for this year and next 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 school closures and partial closures arising from covid19.
- Continuing BELS support to school leaders and school staff regarding the impact on mental health and well-being of the pandemic on staff
- 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
- The implementation of the Education Recovery programme described in Appendix 1 to this report.

1.7.12 **Attendance**

Although attendance levels in Barnet have been and remain above the national average this year, a key challenge is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic. BELS officers are therefore working with schools on approaches to improving attendance, including support in relation to pupils' mental health in collaboration with council services and other agencies.

1.7.13 **Exclusions**

Following the periods of school closure in 2020 and again in early 2021, schools have faced significant challenges regarding the behaviour of some pupils when they returned to school. BELS officers have therefore worked to support schools to ensure that there is not a significant rise in both fixed term and permanent exclusions in Barnet schools. 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.

- 1.7.14 In order to support the last two priorities a sub-board of the Schools and Settings Standards Partnership Board was formed in September 2021 focusing on Equalities, Exclusions and Attendance.

2. Reasons for recommendations

- 2.1 The report informs the committee of progress in implementing the School and Settings Standards Strategy 2021-2024 and provides information on the Education Recovery programme in Barnet and on Educational Standards in Barnet in 2021.

3. Alternative options considered and not recommended

- 3.1 None

4. Post decision implementation

- 4.1 Barnet Education and Learning Service will work with schools to address the priorities proposed for the School and Settings Improvement Strategy in 2022.

5. Implications of decision

5.1 Corporate Priorities and Performance

- 5.1.1 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.
- 5.1.2 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, 'The Barnet Plan 2021 to 2025', 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.

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

- 5.2.1 The School and Settings Improvement Strategy will be implemented using the existing resources paid to Barnet Education and Learning Service Ltd, including the additional

funding already made available from the council's Covid19 grant to support education recovery.

5.3 Legal and Constitutional References

- 5.3.1 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.
- 5.3.2 Section 13A of the Education Act 1996 places 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.
- 5.3.3 In relation to academies, local authorities should raise any concerns directly with the Regional Schools Commissioner.

5.4 Insight

- 5.4.1 None

5.5 Social Value

- 5.5.1 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

5.6 Risk Management

- 5.6.1 The Risk Register for the education service includes a risk that inadequate monitoring of, and support for, schools may result in failure to take rapid and decisive action in relation to poorly performing schools, including using statutory intervention powers with regard to maintained schools and considering alternative structural and operational solutions (non-Academies) leading to poor delivery of education outcomes. To control against this risk, the School and Settings Improvement Strategy 2021 to 2025 includes a 'Monitoring, support, challenge and intervention strategy'. A Schools Review Group of officers from Barnet Education and Learning Services and the council monitors individual schools and agrees appropriate actions/interventions. Alternative solutions are considered for all schools that are judged by OfSTED to Require Improvement or are felt to be at risk of such a judgement. Clear systems and procedures are in place to monitor the progress of all 'Schools Causing Concern'.

5.7 Equalities and Diversity

5.7.1 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 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.

5.7.2 The protected characteristics are:

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

5.7.3 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). Barnet's Children and Young People Plan, the Education Strategy 2021-2024 and the School and Settings Improvement Strategy 2021 to 2024 all have a strong focus on improving outcomes for disadvantaged groups of children and young people.

5.8 Corporate Parenting

5.8.1 The School and Settings Improvement Strategy 2021-24 includes details of progress in respect of the achievement of looked after children and includes this as a priority for the future. Appendix 2 includes details of attainment of looked after children in Key Stage 4 in 2021.

5.9 Consultation and Engagement

5.9.1 A summary of the key changes from the previous School and Settings Improvement Strategy was discussed and agreed at the Schools Review Group, consisting of BELS and council officers, in October 2021 and the School and Settings Standards Partnership Board (consisting of BELS and council officers and headteachers) in November 2021.

5.10 Environmental Impact

5.10.1 None

6. Background papers

- 6.1 Key education strategies, including the Schools and Settings Education Strategy 2021 to 2024 were considered and approved by the Children, Education and Safeguarding Committee at its meeting on 30th November 2020. These have been published on the council's website and can be seen here: <https://www.barnet.gov.uk/schools-and-education/school-support-information>
- 6.2 Reports on education standards are reported annually to the Children, Education and Safeguarding Committee. The last one was reported to the committee in January 2021 and can be found here: [Agenda for Children, Education & Safeguarding Committee on Monday 11th January, 2021, 6.00 pm \(moderngov.co.uk\)](#) (Item 9).

Educational Standards Update - Appendix 1

Education Recovery Update

1. Background

- 1.1 Barnet Education and Learning Service (BELS) staff had various meetings with headteachers, other senior leaders and governors between April and June 2021 about what schools needed to help them to recover from the effects of school closures during the Covid19 pandemic and how best the council and BELS could support this. The council made £500,000 available from its covid recovery fund and BELS provided £100,000, to support education recovery. BELS officers worked with headteachers to design a project that would have maximum impact by providing structured support that addresses many of the challenges schools are facing.
- 1.2 There was general agreement that this is not about what some have designated 'lost learning' but is about recovery in a much wider sense for children and young people and their families and for school staff. It was also accepted that schools cannot just gradually move back to what was once regarded as 'normal' but will need to 'reset', recognising that some of the changes that have happened mean the old normal cannot be the new normal and schools need to develop a new vision and new strategies for moving forward. In effect this meant a rebirth of education in schools, or what we have called a Renaissance.
- 1.3 The impact of the pandemic is clear:
 - During school closures pupils did not learn as much or as deeply as they would have done in school.
 - Pupils', their families' and staff well-being and resilience became less secure
 - School leaders stretched their budgets to try to make their schools as covid-secure as possible while providing a lot of additional support to pupils who needed it, especially disadvantaged pupils.
 - The impact of the pandemic was not even among pupils and many of those pupils in need are now more in need.
- 1.4 Schools recognise that teaching and learning cannot make up lost time by just 'doing more'. They face a challenge in identifying what they need to teach and how they need to teach in order to support gaps in learning. That needs to be supported through training, action research groups, and sharing best practice. These elements of recovery need to be wrapped around with scaffolding that addresses the social, emotional and mental health issues facing pupils, families and staff.
- 1.5 The Recovery, Reset and Renaissance (RRR) project is intended to address these challenges by providing specific support, advice and training to schools through BELS, but including the use of external specialists, whilst also allocating funds to school based or school partnership based projects designed by schools themselves and sharing the learning from these projects across all schools in order to accelerate progress and recovery.
- 1.6 The project was launched at a virtual Barnet Partnership for School Improvement (BPSI) 'Renaissance and Recovery Conference' on 11th May 2021, which was open to all schools. The conference featured Floyd Woodrow (Compass for Life) and Sir Kevan Collins and Sir Alan Wood (DfE Recovery Commissioners).

- 1.7 The following section lists the initiatives that the council and BELS have funded as part of the RRR project with information about progress to date. There are a number of other initiatives that are being funded from existing BELS resources or school budgets or external funding e.g. BPSI training.

2. Recovery, Reset and Renaissance project: centrally-funded initiatives

2.1. Extra support from Learning Network Inspectors

Two of our Learning Network Inspector (LNI) team have been leading and coordinating the project. With the departure of one of the two in October 2021 the support for the RRR project is now being shared across the whole team. Two headteachers have been seconded part-time as LNIs to cover the work of the person who left. Learning Network Inspectors are visiting every school over the course of the year, with local authority maintained schools visited formally at least twice, to discuss, and support them with, their individual school plans for Recovery, Reset and Renaissance. This started in the autumn term 2021 with discussions with each school about the contextual factors regarding RRR and the support required in order to make up for the disruption in learning resulting from the pandemic and the impact on well-being of pupils and staff. LNIs are also monitoring and evaluating the spending and impact of school and partnership Recovery Projects (see section 3 below).

2.2 Compass for Life

To encourage schools to engage in the Compass for Life programme we are funding 50% of the cost of engaging in the programme for up to 20 schools. 8 schools took up this offer in the autumn term and another 4 will form a second cohort later this school year. The programme offers a framework and training for 'developing teams, organisations and individuals into elite performers that pursue excellence in an ethical, cohesive and values driven culture'. This involves both teachers and pupils and seems well-suited to supporting schools through recovery, reset and renaissance. The schools that are taking part have benefited from two specific training days. School leaders see Compass for Life as central to developing the aspiration of pupils, making education explicitly purposeful and character-building. In more than one school it is already having a positive impact on attendance and engagement with pupils who through lockdown proved hard to reach.

2.3 Extra BPSI consultancy time to support recovery

Recognising that recovery work is an additional demand on school budgets, coming on top of the usual requirement for staff continuous professional development (CPD), we have allocated 10 hours consultancy time from Barnet Partnership for School Improvement (BPSI) for free to every school, delivered through BPSI consultants, to enable schools to get the bespoke consultancy/training support they need for recovery. The 10 hours are for all schools, including those that do not currently subscribe to BPSI. For BPSI subscribing schools it means 10 hours for free in addition to the hours funded through their subscription to the traded service. With Ofsted inspecting against the new framework, school leaders are using these extra hours to further strengthen curriculum development. Some are using consultants with subject specialism to support the building of sequenced, bespoke curriculum maps. Many schools are supporting school leaders (at all stages in their career) through one-to-one professional coaching. Leaders are clear *what* the priorities are for school improvement and recovery; through professional coaching they are supported in *how*.

2.4 Speech and Language Enrichment training “Language Enrichment Programme (LEP)”

A qualified Speech and Language therapist has been providing training and input to each school to support them to set up and run a small group with pupils who have lower level speech and communication needs and who are likely to benefit from some additional structured speech, vocabulary and social communication input. Training and input has been provided to a nominated Language Enrichment Champion (who may be a Higher Level Teaching Assistant) from every school. The sessions began in June 2021 with further sessions run in September. 95% of Barnet primary schools attended training and used the resources provided. Feedback regarding the resources, delivery and outcomes for children’s language and communication skills has been positive. Champions have found the programme easy to deliver and tangible improvements have been identified in children’s communication skills. One school reported: *“It really works! I have already noticed (and so have the teachers) an improvement in the children’s responses in the classroom and in their interactions with peers; so I must thank you on behalf of the children for designing a programme that has such an immediate and positive impact on their lives.”*

14 secondary schools engaged in the Year 7 LEP and again there was extremely positive feedback from the schools. The LEP for years 1-7 was so popular that a similar programme for Early Years ran in the Autumn Term 2021. In the Summer term 2022 a similar programme will support language enrichment for parents and families with English as an additional language.

Currently, data is being collected from pre- and post-assessments of the Autumn Term 2021 repeat of the programme in order to analyse in depth the improvements in children’s communication skills against the return-to-school baseline.

2.5.1 Educational Psychology Team and Inclusion Advisory Team training to support SEMH needs

The BELS Educational Psychology (EP) team in conjunction with the Inclusion Advisory Team are providing training for schools and for parents on how to support young people with Social, Emotional and Mental Health needs. The sessions began in October 2021 and have been well attended with positive feedback to date. This support incorporates the DfE Mental Health Support for Well-Being Recovery Programme for which we have been given additional funding (by the Department for Education).

2.6 Outreach Mentors for students in targeted schools

We commissioned the Pavilion Pupil Referral Unit (PRU) for 1 day a week of one to one mentoring support for pupils in targeted secondary schools who are not engaging in the curriculum and recovery. This started in the autumn term 2021

2.7 Early Talk Boost

This project is designed to help raise the attainment of children in Barnet early years settings who have fallen behind in their communication and language development due to the covid-19 pandemic. The project is helping ensure our youngest children are prepared for school and the gap is closed before they start their reception year. The project and intervention develops the teaching skills of early years professionals in understanding how to further support communication and language in children who may have delay.

2.8 Post-16 Transition - Bridging the Gap Life Skills

We plan to engage the charity 'Bridging the Gap' to offer training to a number of school staff on the delivery of some of the life coaching aspects of the Bridging the Gap programme. School staff would then offer targeted life-skills coaching to students at risk of becoming NEET during transitions into and during Key Stage 5.

We are also arranging training for secondary school staff through 'Path2Progress' masterclasses in January and February 2022, which are designed to support educators with effective interventions to use with pupils who are at risk of being 'Not in Education, Employment or Training' (NEET). This training will cover four strategic steps which will provide educators with the insight and clarity to help their learners to:

1. Improve identity, value, self-worth, self-esteem, belief system – How students define themselves informs everything else.
2. Identify where they are on the Mindset Continuum and unlock the power of the right mindset.
3. Discover their skills and abilities. Young people with a fixed mindset see their abilities as unchanging or find it difficult to respond to change.
4. Develop effective action planning.

2.9 Care Leaver Participation – engineering jobs

The existing Care Leavers project offers support to get 'Not in Education, Employment or Training' (NEET) care leavers into education courses and training programmes. It is less successful at getting NEET care leavers into employment. BELS has commissioned a job finding service company called The Cherry Tree Foundation to get 15 Care-Leavers into jobs. Existing funding will be used to complement this as current members of the BELS post-16 Education and Skills team will provide intensive job readiness support to individuals in this cohort.

During the autumn term 2021, Cherry Tree have engaged with a cohort of twenty care leavers, providing intensive employability support and coaching to place them into employment or education. The initial project outlined that 15 care leavers would be trained and placed and supported into engineering roles. However, there was little interest or take up for engineering roles and young people had various aspirations to move into different occupation areas; so the project aim was altered to support the wishes and needs of the cohort.

To date 9 care leavers have moved into employment or education. Cherry Tree continue to work with and support the remaining 11 care leavers.

2.10 Reducing Black Exclusions

In the aftermath of school closures, there has been a rise in pupil exclusions and a disproportionate number are black pupils (Black Caribbean, Mixed White and Black Caribbean and Black African). A multi-agency Exclusions Working Party has been developing plans to try to reduce the number of exclusions, especially of black young people. The following initiatives used the allocated funding within the overall ambit of the RRR project:

- Exclusions Support Officer – In the Spring Term 2021 we are seconding an Exclusions Support Officer for 1 day a week for to add capacity to the work of the BELS School Safeguarding and Exclusions Lead to enable each secondary school to have a minimum of 1 day of support and challenge, with prioritised schools receiving more intensive support and challenge.

- Outreach mentors for black students at risk of exclusion – BELS has commissioned 1 day a week of one to one mentoring support from the Pavilion Pupil Referral Unit's (PRU) Outreach Mentors for black students at risk of exclusion within targeted schools and to support 'off site inclusions' work. 'Off site inclusions' are an arrangement made between partner schools and involve support from the PRU mentors and some use of external agencies. So far 7 schools have referred 10 secondary students for PRU mentor intervention.
- An Exclusions Conference was held in September 2021 for primary, secondary and special schools and PRUs and there were follow up workshops on Restorative Practice and Unconscious Bias. The Conference had 58 delegates. A follow up conference has been arranged for January 2022.

3. Recovery, Reset and Renaissance project: Funding for school, and school partnership, projects

- 3.1 The balance of funding (£371,000) was used to fund or part fund projects delivered by individual schools or partnerships of schools. Projects that were funded were designed to support recovery, and, as appropriate, reset and renaissance. The maximum funding allowed was £10,000 for an individual school, £20,000 for a partnership of 2 or 3 schools and £30,000 for a partnership of 4 or more schools. Schools and partnerships were invited to bid for funding and the bids were judged by a panel of BELS officers and headteachers against a set of pre-agreed criteria. More than 80 schools bid for a share of that funding. 20 bids were successful, reaching 54 primary, secondary and special schools. Schools identified a wide range of projects. Although many focussed on reading recovery and writing skills, others included 'Find Our Voice' (an opera project to develop cultural capital and confidence), a Health, Fun and Fitness project and other projects aimed to build on pupils' IT skills enhanced through home learning. Schools will be reporting the success of these projects for the benefit of all schools throughout the year. £50,000 was also allocated to fund speech and language therapists across 8 schools.
- 3.2 The intention was to identify projects/initiatives that have clear beneficial impact on recovery that can be replicated in other schools and partnerships. Participating schools are expected to join with BELS Learning Network Inspectors (LNIs) in briefing other schools and supporting them to adopt and implement the most effective initiatives to support recovery.
- 3.3 Schools leading the projects have returned an impact statement for the Autumn Term. The success of each project is evaluated against the desired outcomes stated in their successful bid. All impact statements report visible improvements in learning outcomes to date. It is clear that this initiative has facilitated schools to actively work together, sharing resources and expertise to create effective programmes for recovery and renaissance of learning. During the Spring term 2022, schools will be reporting their success to colleagues more widely.

4 Progress on other recovery projects

- A Cultural Capital Directory is being produced in conjunction with Arts Depot and Chicken Shed.
- The BELS Education Welfare Team has organised a number of Attendance Workshops to support school staff in promoting good attendance by pupils.

- The traded school improvement service, Barnet Partnership for School Improvement (BPSI) has been running a Training Programme to support Recovery, Reset and Renaissance since September.

5. Longer Term Outcomes

The intended, and expected, outcomes of the Recovery, Reset and Renaissance project are:

For all schools:

- School leaders will have clear priorities for recovery.
- Priorities will be supported between schools and across agencies.
- Curriculum adaptations will focus on priority knowledge and skills, enabling pupils to be working at age related expectations across the national curriculum.
- Assessment of pupils will inform learning and record a diminishing gap of knowledge and skills for all pupils.
- Standards in higher order skills and greater depth learning will improve to pre-Covid standards, at least.
- Schools will provide a broad and balanced curriculum for all pupils.
- Schools will have more skills and resilience to meet the needs of children and young people with lower level needs related to language and social communication.
- Provision will be in place for pupils most in need, across a range of needs both academic and social/emotional.
- Pupil and family well-being will be more robust. School leaders will report positive and settled behaviour in schools and engaged and purposeful attitudes to learning. Personal development of pupils will support character and citizenship, resulting in fewer exclusions.
- Implementation of the new Early Years Foundation Stage curriculum will remain a priority for Reception classes and outcomes will be strong and closely in line with previous expectations.
- Transitions between key stages and within key stages will be managed effectively with pupils being well supported.
- School leaders will report that they are well-supported.
- Governors will know their school's recovery programme well and offer positive challenge.
- There will be a reduction in the percentage of care-leavers who are NEET.
- There will be a reduction in the level of fixed-term and permanent exclusions, particularly among the targeted groups.

For schools delivering school and partnership based projects:

- Targets set in their bid will be met or exceeded.
- Practice will be permanently improved.
- Pupils will be successful as their knowledge and skills are acquired long term.

- Other schools across Barnet will have benefitted from their advice and experiences.

All projects are being monitored and evaluated by the schools involved and by the lead LNI for the RRR project. An evaluation report will be produced on the progress achieved by the Recovery, Reset and Renaissance project after the end of the school year 2021-22.

Educational Standards Update - Appendix 2

Education Standards In Barnet 2021

1. Background

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 vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet's future success.

This report provides information on the quality of education in Barnet during 2021. As a result of the covid19 pandemic, this report, as with the previous year's Report, does not include details of tests and assessments in most key stages and only includes local authority level data for Key Stages 4 and 5 based on the special arrangements made in the context of the pandemic.

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**.

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”

In 2021 the decision was made again to cancel all exams and not to publish any end of key stage assessments. The end of KS4 and KS5 assessments moved to Teacher

Assessed Grades with evidence based, portfolio of work/mini assessments used by schools to justify the grades submitted.

Secondary school students still received their A-level, GCSE and BTEC results but the grades were determined again in a different way because of the Covid-19 pandemic. With exams cancelled this year because of Coronavirus, pupils were allocated their results based on the school's teacher assessments, known as Teacher Assessed Grades. 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 the grades for each pupil.

The DfE will be producing Key Stage 4 and Key Stage 5 achievement data, not at a school level, but at Local Authority level. Where data is provided, we will use this to determine Barnet's performance related to national averages and our ranking compared to all other local authorities. However, we will not be comparing performance with previous years due to the assessment being carried out in a completely different way. Comparisons with previous years are not statistically valid.

In primary schools the DfE are not publishing any national, regional, local or constituency statistics for any primary school assessments for the 2020 to 2021 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 2021 assessment data, Barnet Education and Learning Service (BELS) did not collect any assessment information from schools.

As 2019 performance information has been published previously in the 'Educational Standards in Barnet 2018/19' reported to the Children, Education and Safeguarding Committee on 11 March 2020, the results are not being repeated in this report.

2. Quality of Schools

In the 2020-21 school year 96.7% of Barnet schools were good or outstanding; this includes Primary, Secondary, Nursery and Special Schools and Pupil Referral Units. 41.8% of schools were Outstanding

Note: Inspection activities ceased on the 16th March 2020 (apart from urgent inspections where there were specific concerns and visits to assess the sector's response to the pandemic) and only re-started in April 2021.

A summary of the current position for primary and secondary schools (up to end of July 2021) is provided below and shows that the proportion of schools that are Good or

Outstanding is above the national average, and either above or in line with the London averages.

Good or outstanding schools

| | Percentage of Schools | | |
|---------------------|-----------------------|-------------|-----------------------|
| | Primary | Secondary | Primary and Secondary |
| Barnet | 95.5 | 100 | 96.5 |
| Inner London | 95.3 | 88.6 | 94 |
| Outer London | 93 | 88 | 91.9 |
| England | 87.8 | 76.5 | 85.9 |

All Barnet special schools and pupil referral units (PRUs) are rated Good or Outstanding by Ofsted.

All four Nursery Schools in Barnet are rated Outstanding by Ofsted. The percentage of primary and secondary schools in Barnet rated Good or Outstanding is in the top 5% of the country.

93.5% of our primary pupils and 100% of our secondary pupils are in Good or Outstanding schools

Ofsted activity in the Summer and Autumn Term 2021

Normal school inspections were re-started in April 2021 and, following consultation, previously Outstanding schools were no longer exempt from inspection. Two Barnet primary schools were inspected in May 2021 and received a judgement of Good (both were previously Good).

In the Autumn Term 2021, seven schools have received an inspection; two that were previously Requiring Improvement, two that were previously Good and three that were previously Outstanding. The table below shows the outcomes:

| Outstanding | Good | Requiring Improvement | Inadequate | Report Not Yet Published |
|-------------|------|-----------------------|------------|--------------------------|
| 0 | 5 | 1 | 0 | 1 |

One school moved from Requiring Improvement previously to Good which has led to an improvement in our percentage of Good or Outstanding schools to 97.4%, ranking us 6th best Local Authority in the country on this measure (out of 152 LAs).

| Good and outstanding schools | Primary | Secondary | Primary and Secondary |
|------------------------------|-------------|-------------|-----------------------|
| Barnet | 96.6 | 100 | 97.4 |
| Inner London | 95.8 | 89.2 | 94.4 |
| Outer London | 93.5 | 88.6 | 92.5 |
| England | 88.2 | 77.6 | 86.4 |

3. School Attendance

Primary Absence

2019/20 figures below are from the Autumn term attendance figures published by the DfE and the 2020/21 attendance is based on the Autumn and Spring term attendance published in the two terms combined. Based on this Barnet is narrowly outside the top 10% of local authorities nationally for primary (0.1% point) and inside the top 10% for secondary phases. A working group of officers and headteachers previously developed a range of strategies to raise the profile of attendance and share good school practice to establish whole school approaches to raising attendance. These continue to have an impact.

| Primary Absence | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|------------------------|------------------|------------------|------------------|-----------------|------------------|
| Barnet | 3.8% | 3.6% | 3.5% | 3.7% | 2.8% |
| London | 4.0% | 3.7% | 3.6% | 4.0% | 3.3% |
| Statistical Neighbours | 3.9% | 3.7% | 3.6% | 4.0% | 3.2% |
| England | 3.9% | 3.9% | 3.7% | 4.3% | 3.3% |
| Barnet Rank | 47 th | 14 th | 24 th | 7 th | 18 th |

Secondary Absence

Overall absence in secondary schools is ranked in the top 10% of local authorities (LAs) nationally.

| Secondary Absence | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|------------------------|------------------|-----------------|-----------------|-----------------|-----------------|
| Barnet | 4.5% | 4.0% | 3.9% | 4.4% | 3.6% |
| London | 4.7% | 4.4% | 4.4% | 4.8% | 4.2% |
| Statistical Neighbours | 5% | 5% | 4% | 5% | 3.9% |
| England | 5.0% | 5.0% | 4.9% | 5.6% | 4.6% |
| Barnet Rank | 16 th | 3 rd | 4 th | 2 nd | 3 rd |

4. Key Stage 4 and Key Stage 5 data and post-16 Destinations

The DfE released aggregated National, Regional and Local Authority level data for GCSEs and A Levels for 2021. The DfE had made it clear that they would not release the data at school level on the 'Find and Compare Schools' website, in the Inspection Data Summary Report (IDSR) or on Analyse School Performance (ASP).

The DfE released the data with the following explanation of how the results were achieved:

"Due to the COVID-19 pandemic, the summer exam series for the 2020/21 academic year was cancelled. Instead, for 2020/21, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.

This is a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs), based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance."¹

For this reason, previous years' results have not been included below. The only comparison shown is in the rankings, with last year's ranking shown in brackets.

Key Stage 4

| Pupil Group | LA | Attainment 8 | Rank* | English and Maths 5+ | Rank* | English and Maths 4+ | Rank* | EBacc APS | Rank* |
|-------------|------------------------|--------------|-------|----------------------|-------|----------------------|-------|-----------|-------|
| All Pupils | Barnet | 60.8 | 3 (2) | 69.8% | 2 (2) | 84.0% | 4 (4) | 5.61 | 3 (2) |
| | National | 50.9 | | 51.9% | | 72.2% | | 4.45 | |
| | London | 54.1 | | 57.1% | | 75.6% | | 4.89 | |
| | Statistical Neighbours | 55.1 | | 58.7% | | 77.1% | | 4.95 | |
| Boys | Barnet | 58.6 | 3 (3) | 68.0% | 3 (2) | 82.1% | 4 (2) | 5.38 | 3 (2) |
| | National | 48.1 | | 48.2% | | 69.2% | | 4.19 | |
| | London | 51.3 | | 53.7% | | 72.8% | | 4.62 | |
| | Statistical Neighbours | 52.5 | | 55.5% | | 74.5% | | 4.72 | |
| Girls | Barnet | 63.1 | 3 (2) | 71.7% | 2 (2) | 85.9% | 3 (7) | 5.85 | 2 (1) |
| | National | 53.9 | | 55.8% | | 75.4% | | 4.71 | |
| | London | 57 | | 60.7% | | 78.5% | | 5.16 | |
| | Statistical Neighbours | 57.9 | | 62.2% | | 79.8% | | 5.2 | |

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2020-21>

Once again Barnet is in the top 5% across the board for all pupils at Key Stage 4. Barnet is the second highest local authority for the percentage of students attaining a 5 or above in English and Maths, third highest for Attainment 8 and the EBacc Average Point Score measure and fourth highest for the percentage of students attaining a 5 or above in English and Maths.

Outcomes for girls were above those for boys; however, boys in Barnet were still in the top 5% across the board in all KS4 performance measures. Barnet's results are above the National and London averages for All Pupils, Boys and Girls.

The DfE did not produce a Progress 8 measure for 2021 (as with 2020).

Key Stage 4 – Ethnicity

| Pupil Group | LA/Region | Attainment 8 | Rank* | English and Maths 5+ | Rank* | English and Maths 4+ | Rank* | EBacc APS | Rank* |
|-------------|------------------------|--------------|--------|----------------------|--------|----------------------|--------|-----------|--------|
| Asian | Barnet | 71.4 | 2 (2) | 85.6% | 4 (4) | 93.4% | 7 (10) | 6.88 | 2 (2) |
| | National | 55.8 | | 60.6% | | 77.7% | | 5.02 | |
| | London | 59.2 | | 67.2% | | 82.9% | | 5.43 | |
| | Statistical Neighbours | 61.2 | | 71.0% | | 84.7% | | 5.6 | |
| Black | Barnet | 53.4 | 31(18) | 57.3% | 31(19) | 76.7% | 36(28) | 4.78 | 30(16) |
| | National | 50 | | 48.9% | | 70.6% | | 4.42 | |
| | London | 50.5 | | 50.1% | | 71.8% | | 4.5 | |
| | Statistical Neighbours | 51.8 | | 51.5% | | 73.6% | | 4.6 | |
| Chinese | Barnet | 72.2 | 45(8) | 92.5% | 45(20) | 95.0% | 75(53) | 6.85 | 38(5) |
| | National | 69.2 | | 83.8% | | 93.0% | | 6.44 | |
| | London | 70.8 | | 88.1% | | 93.7% | | 6.7 | |
| | Statistical Neighbours | 76 | | 91.0% | | 95.5% | | 7.19 | |
| Mixed | Barnet | 58.7 | 7(3) | 65.3% | 10(4) | 81.1% | 13(4) | 5.38 | 4(3) |
| | National | 51.3 | | 51.5% | | 71.6% | | 4.52 | |
| | London | 53.1 | | 54.3% | | 73.1% | | 4.77 | |
| | Statistical Neighbours | 53.6 | | 54.9% | | 73.8% | | 4.8 | |
| White | Barnet | 61 | 3(4) | 71.3% | 2(4) | 84.6% | 3(5) | 5.57 | 3(3) |
| | National | 50.2 | | 50.9% | | 71.7% | | 4.35 | |
| | London | 53.5 | | 56.1% | | 74.5% | | 4.81 | |
| | Statistical Neighbours | 52.7 | | 54.3% | | 74.4% | | 4.68 | |

Barnet is above all comparators in all ethnic groups for all measures. Barnet is in the top 10% of Local Authorities for all measures for the White, Asian and Mixed ethnic groups. Black pupils in Barnet, although not in the top 10% of Local Authorities, do have higher averages than National and London for all measures; however, their ranking has dropped this year in all measures. Chinese pupils in Barnet still perform better than their peers in London and Nationally, despite the rankings change and a dip in the measures. The low number of Chinese pupils in the country is partially responsible for the high volatility year on year with regard to both the rankings and the outcomes for different measures at Key Stage 4.. Higher ranking local authorities have significantly fewer Chinese pupils than Barnet, with Barnet ranked 12th for the number of Chinese pupils in year 11 in the 2020/21 academic year. Barnet had 40 pupils in 2021.

Key Stage 4 – English and an Additional Language

| Pupil Group | LA/Region | Attainment 8 | Rank* | English and Maths 5+ | Rank* | English and Maths 4+ | Rank* | EBacc APS | Rank* |
|-----------------------------|------------------------|--------------|--------|----------------------|--------|----------------------|--------|-----------|-------|
| English as a First Language | Barnet | 62.7 | 1(1) | 73.9% | 1(1) | 86.8% | 1(1) | 5.76 | 1(1) |
| | National | 50.8 | | 51.9% | | 72.5% | | 4.41 | |
| | London | 53.9 | | 57.0% | | 75.6% | | 4.82 | |
| | Statistical Neighbours | 54.4 | | 57.3% | | 76.4% | | 4.84 | |
| EAL | Barnet | 58.1 | 14(11) | 63.8% | 16(13) | 79.7% | 21(15) | 5.39 | 12(9) |
| | National | 52.1 | | 52.8% | | 71.7% | | 4.69 | |
| | London | 54.6 | | 57.6% | | 76.0% | | 5 | |
| | Statistical Neighbours | 56.5 | | 61.4% | | 78.4% | | 5.15 | |

Barnet is above all comparators for the Attainment of pupils with English as an Additional Language (EAL). Barnet is ranked in the top 10% in Attainment 8 and EBacc APS for EAL pupils at Key Stage 4. EAL pupils are below their Non-EAL peers in Barnet for all Key Stage 4 measures. Non EAL pupils are ranked first in all measures

Key Stage 4 – SEN Status

| Pupil Group | LA/Region | Attainment 8 | Rank* | English and Maths 5+ | Rank* | English and Maths 4+ | Rank* | EBacc APS | Rank* |
|-------------|------------------------|--------------|--------|----------------------|-------|----------------------|-------|-----------|--------|
| EHCP | Barnet | 22.4 | 8(5) | 16.1% | 5(3) | 23.8% | 12(4) | 1.8 | 7 (6) |
| | National | 15.7 | | 7.8% | | 15.8% | | 1.23 | |
| | London | 18.4 | | 10.1% | | 18.8% | | 1.46 | |
| | Statistical Neighbours | 18 | | 10.5% | | 19.3% | | 1.45 | |
| SEN Support | Barnet | 43.4 | 11(11) | 34.0% | 11(8) | 57.1% | 9(16) | 3.67 | 11(12) |
| | National | 36.7 | | 22.2% | | 42.1% | | 3 | |
| | London | 40.3 | | 27.1% | | 49.2% | | 3.41 | |
| | Statistical Neighbours | 39.9 | | 26.5% | | 48.3% | | 3.34 | |
| Non-SEN | Barnet | 64.1 | 3(2) | 75.4% | 3(2) | 89.1% | 4(4) | 5.95 | 3(2) |
| | National | 54.5 | | 58.0% | | 79.0% | | 4.8 | |
| | London | 57.8 | | 63.6% | | 82.1% | | 5.26 | |
| | Statistical Neighbours | 58.6 | | 64.7% | | 83.1% | | 5.3 | |

Barnet is in the top 10% for all measures at Key Stage 4 for pupils with an Education, Health and Care Plan (EHCP). Barnet's average for pupils with an EHCP is above the London and National averages for the same pupil group. Barnet is also in the top 10% for all measures at Key Stage 4 for Pupils with SEN Support. Barnet's average for pupils with SEN Support is above the London and National averages for the same pupil group.

Key Stage 4 – Free School Meals Eligibility

| Pupil Group | LA/Region | Attainment 8 | Rank* | English and Maths 5+ | Rank* | English and Maths 4+ | Rank* | EBacc APS | Rank* |
|-------------|------------------------|--------------|-------|----------------------|--------|----------------------|-------|-----------|-------|
| FSM | Barnet | 48.6 | 5 (7) | 48.9% | 2 (10) | 67.8% | 6 (9) | 4.3 | 5 (8) |
| | National | 39.1 | | 29.9% | | 50.9% | | 3.29 | |
| | London | 45.5 | | 40.9% | | 62.1% | | 4.02 | |
| | Statistical Neighbours | 43.5 | | 37.6% | | 58.6% | | 3.77 | |
| Non-FSM | Barnet | 63.4 | 2 (2) | 74.3% | 3 (1) | 87.4% | 3 (3) | 5.88 | 2 (2) |
| | National | 53.6 | | 57.0% | | 77.1% | | 4.71 | |
| | London | 56.7 | | 62.0% | | 79.7% | | 5.15 | |
| | Statistical Neighbours | 57.5 | | 63.1% | | 80.9% | | 5.19 | |

Barnet is above the London and National averages across the board for all Key Stage 4 for pupils eligible for Free School Meals. This is reflected in the rankings, with Barnet within the top 10% of Local Authorities. Barnet is similarly above all comparators for students who are not eligible for Free School Meals, which again is reflected in the rankings. Barnet is in the top 5% of all Local Authorities in the country in all Key Stage 4 measures for pupils not eligible for Free School Meals.

Key Stage 4 – Disadvantaged/Pupil Premium Pupils

| Pupil Group | LA/Region | Attainment 8 | Rank* | English and Maths 5+ | Rank* | English and Maths 4+ | Rank* | EBacc APS | Rank* |
|-------------------|------------------------|--------------|-------|----------------------|-------|----------------------|-------|-----------|-------|
| Disadvantaged | Barnet | 50.4 | 4 (4) | 51.8% | 2 (4) | 71.4% | 3 (5) | 4.5 | 4 (4) |
| | National | 40.3 | | 31.7% | | 53.1% | | 3.4 | |
| | London | 46.7 | | 43.1% | | 64.2% | | 4.13 | |
| | Statistical Neighbours | 44.6 | | 39.7% | | 60.9% | | 3.88 | |
| Non-Disadvantaged | Barnet | 64.6 | 2 (2) | 76.4% | 1 (2) | 88.6% | 3 (3) | 6.01 | 1 (2) |
| | National | 54.7 | | 59.2% | | 79.0% | | 4.82 | |
| | London | 57.8 | | 64.1% | | 81.3% | | 5.26 | |
| | Statistical Neighbours | 58.4 | | 64.7% | | 82.1% | | 5.29 | |

Similar to Free School Meals eligibility, Barnet is above the National and London averages in all Key Stage 4 measures for Disadvantaged pupils. Barnet is in the top 5% of Local Authorities in all Key Stage 4 measures

Disadvantaged Attainment Gap

| Pupil Group | LA/Region | Attainment 8 Gap | Rank* | English and Maths 5+ Gap | Rank* | English and Maths 4+ Gap | Rank* | EBacc APS Gap | Rank* |
|--|------------------------|------------------|-------|--------------------------|-------|--------------------------|-------|---------------|-------|
| Disadvantaged Attainment gap Vs National non-Disadvantaged | Barnet | -4.3 | 4 (4) | -7.4% | 2 (4) | -7.6% | 3 (5) | -0.32 | 4 (4) |
| | National | -14.4 | | -27.5% | | -25.9% | | -1.42 | |
| | London | -8 | | -16.1% | | -14.8% | | -0.69 | |
| | Statistical Neighbours | -10.1 | | -19.5% | | -18.1% | | -0.94 | |

There is still a gap between Disadvantaged pupils in Barnet and Non-disadvantaged pupils Nationally. However, the gap is significantly smaller than the gap nationally, in London or amongst statistical neighbours. Barnet's ranking has also improved in the English and Maths attainment measures.

Looked after Children

Educational achievement data for Looked After Children in the 2020/21 academic year nationally is due to be published in May 2022. Until then it will not be clear what the performance is for this cohort nationally, in London or amongst statistical neighbours.

However there was been an official data release for KS4 in 2019/20, although limited in its scope. It is incomplete due to low pupil numbers meaning some measures for Barnet are redacted. Despite this, below is a breakdown of the Barnet figures compared to National and London Averages. The 'results' are not directly comparable to 2019. The data included in the sections relates to Children Looked After for 12 months or more on 31 March 2020.

Looked After Children

| | Number of pupils | Attainment 8 | Rank 2019 | Rank 2020 | English and Maths 4+ | Rank 2019 | Rank 2020 |
|------------------|------------------|--------------|-----------|-----------|----------------------|-----------|-----------|
| Barnet | 29 | 21.8 | 99 | 74 | 24.10% | N/A | 65 |
| National Average | 6050 | 21.4 | | | 24.40% | | |
| London | 900 | 22.3 | | | 26.70% | | |

Barnet is roughly in line with the national average (narrowly above in the Attainment 8 measure and narrowly below on the proportion of pupils attaining a four or above in English and Maths). The rank in Attainment 8 between 2019 and 2020 improved from 99th in 2019 to 74th in 2020.

Key Stage 4 Summary

If we use the rankings as a method for looking at the comparison between 2020 and 2021 Barnet's position has not changed dramatically. The main exceptions are for Chinese pupils, but these can be explained by relatively small cohort sizes, and Black pupils. The raising of achievement of Black pupils in Barnet and the reduction in exclusions for this group is a priority for the service this year and funding has been allocated to support schools in achieving this.

Key Stage 5

3+ A grades at GCE/Applied GCE A Level and Double Awards

The proportion of Barnet pupils who attained 3 or more A grades at A level places Barnet just outside the top 5% of LAs nationally:

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Barnet | | | | | | 30.9 | 37 |
| London | | | | | | 21.2 | 27.2 |
| England | | | | | | 19.5 | 25 |
| Barnet Rank | 5 th | 7 th | 6 th | 6 th | 7 th | 8 th | 7 th |

Percentage of students achieving grades AAB or better at GCE A level, Applied GCE A level and Double Award A level

The proportion of Barnet pupils who attained grades AAB or higher at A level places Barnet within the top 5% of LAs nationally.

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Barnet | | | | | | 43.6 | 51.4 |
| London | | | | | | 32.2 | 39.7 |
| England | | | | | | 29.9 | 37.3 |
| Barnet Rank | 5 th | 7 th | 7 th | 6 th | 8 th | 7 th | 7 th |

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

The proportion of Barnet pupils who attained grades AAB or higher (with at least 2 in facilitating subjects) at A level places Barnet within the top 5% of LAs nationally:

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Barnet | | | | | | 33.1 | 38.3 |
| London | | | | | | 24.1 | 28.5 |
| England | | | | | | 21.2 | 25.4 |
| Barnet Rank | 6 th | 7 th | 6 th | 6 th | 7 th | 7 th | 7 th |

Average Point Score per Entry - Vocational Subjects and A Levels

It should be noted that the only attainment figure published nationally for Applied General and Technical Level results (vocational qualifications) is the average point score per entry. The average point score for Barnet across the vocational qualification groups of technical qualifications or applied general qualifications is in the lowest 50% of local authorities. This can largely be explained by the strong focus of nearly all Barnet secondary schools on the teaching of academic subjects at A level and the resultant strong pressure for pupils to take A level courses. In addition to this, the high quality of Barnet schools leads to a greater percentage of students following a Post-16 A Level pathway, as the schools are able to support them effectively. This in turn means there is a disproportionately low proportion of higher-attaining pupils studying for technical and general qualifications.

Nonetheless, this has been agreed as a priority area by Barnet's Schools and Settings Standards Partnership Board (SSSPB) and is being reviewed on a regular basis. This greater focus has included an audit of non-academic post-16 options and the creation of a post-16 vocational and technical qualification prospectus which highlights alternatives to A level options across the borough.

The expansion of T Level courses first introduced in 2020 to include further subjects could result in T Levels being seen as a viable alternative to A Level study nationally and within Barnet. The T Level options are being publicised and new options of study in this area are being developed by schools across the borough.

The average point score per entry for Barnet across A levels is in the top 5% of LAs for pupils in Barnet.

| | A Levels | Tech Level | Applied General Studies |
|--------------------|--|--|---|
| Barnet | 44.42 (42.44) | 29.96 (30.08) | 30.65 (30.43) |
| London | 41.06 (38.91) | 32.24 (31.12) | 32.33 (31.49) |
| England | 40.4 (38.42) | 31.74 (31.21) | 32.76 (29.76) |
| Barnet Rank | 7th (7th) | 110th (110th) | 130th (71st) |

The Rankings for APS for A levels has remained the same as last year in 7th. The rank of APS for Tech Levels has remained the same between 2020 and 2021 at 110th. Barnet's rank for Applied General APS has declined from 71st to 130th.

Destinations data

One measure of determining the effectiveness of our schools is the destinations data i.e. where did Barnet students go onto when they left school.

A range of initiatives have been introduced in recent years to help tackle the issues surrounding youth unemployment. Among these is the September Guarantee – a government-led pledge to ensure that everyone leaving school this year, or who left last year, is offered a guaranteed place in learning by the end of September. The offer should be appropriate to the young person's needs and can include:

- full-time education in school sixth-forms or colleges

- an apprenticeship or traineeship
- employment combined with part-time education or training

In 2020 Barnet's September Guarantee figure was 99.2%, the highest we have achieved since this measure came into place and the highest percentage of all West London Boroughs. The September Guarantee figure for 2021 is 99.1% the highest in the West London Boroughs. The NEET figure (Not in Education, Employment or Training) for 16- and 17-year olds is very low currently around 1%.

Schools and colleges have been very receptive in accommodating young people with offers and places and there has been increased take-up of Year 12 school and college places in Barnet compared to last year:

- Barnet and Southgate College launched its 'Back on Track' Strategy in the summer term of 2020 – a place for every student who makes an application.
- A Year 11, 12 and 13 Transition agreement was put in place and agreed by Post-16 providers in Barnet. Careers Days were organised with Barnet and Southgate College.
- The BELS post-16 Education and Skills team Established a new Careers IAG (Information, Advice and Guidance) telephone line.
- An Apprenticeship Virtual Roadshow was organised with Middlesex University attended by employers including Accountancy BDO, Metropolitan Police, St Georges Construction, NHS, BT and more.
- More Year 11 young people have stayed in borough this year - approximately 59% compared to 53% in previous years.

16 -17 Travel to study report for Barnet June 20 – June 21

This graph below says a great deal in respect of young people's travel to learn patterns. Barnet post-16 providers are retaining more young people who are residents in the borough for education and fewer are going outside the borough. Total numbers of residents in education have increased and Barnet post-16 providers are importing more young people from other boroughs for their education.


| Travel to Study | June 2020 | June 2021 |
|--------------------------------------|------------------|------------------|
| Educated young people within borough | 6,657 | 7,644 |
| Total residents in education | 7,106 | 7,443 |
| Remain in borough | 3,760 | 4,356 |
| Total students imported | 2,897 | 3,288 |
| Total students exported | 3,346 | 3,087 |

The majority of pupils go on to A Level studies in Barnet and there is naturally a large progression of students on to Higher Education as a result.

| Destinations at the end of Level 3 study | | | | | | | |
|--|-----------|---------|------|---------|------|---------|------|
| Destination | LA/Region | 2016/17 | Rank | 2017/18 | Rank | 2018/19 | Rank |
| Stayed in Education | Barnet | 71.8% | 17 | 69.6% | 15 | 71.1% | 12 |
| | London | 69.6% | | 67.7% | | 68.0% | |
| | National | 60.9% | | 57.3% | | 58.1% | |
| HE | Barnet | 62.7% | 12 | 60.4% | 14 | 64.4% | 12 |
| | London | 58.7% | | 58.6% | | 60.4% | |
| | National | 50.5% | | 48.9% | | 51.0% | |
| FE | Barnet | 6.3% | 87 | 6.3% | 58 | 4.4% | 66 |
| | London | 6.9% | | 5.9% | | 4.3% | |
| | National | 7.3% | | 6.0% | | 4.8% | |
| Other Education | Barnet | 2.7% | 83 | 2.9% | 44 | 2.2% | 62 |
| | London | 4.1% | | 3.3% | | 3.3% | |
| | National | 3.1% | | 2.5% | | 2.3% | |
| Apprenticeships | Barnet | 2.7% | 139 | 2.2% | 147 | 1.4% | 150 |
| | London | 3.9% | | 4.0% | | 3.6% | |
| | National | 6.5% | | 7.1% | | 6.8% | |
| Work | Barnet | 11.8% | 142 | 13.4% | 136 | 12.6% | 141 |
| | London | 14.4% | | 15.3% | | 15.6% | |
| | National | 21.6% | | 23.4% | | 23.3% | |
| Not Sustained | Barnet | 7.0% | 56 | 7.4% | 39 | 7.6% | 48 |
| | London | 7.5% | | 8.2% | | 8.1% | |
| | National | 7.4% | | 8.6% | | 8.1% | |
| Unknown | Barnet | 6.7% | 149 | 7.4% | 149 | 7.3% | 149 |
| | London | 4.5% | | 4.8% | | 4.7% | |
| | National | 3.5% | | 3.6% | | 3.7% | |

Barnet is ranked within the top 10% for both young people staying in Education post-Year 13 and for the proportion of young people going to Higher Education (university level). This also explains the lower proportions and rankings for other post-Year 13 destinations. There is a natural lag in this data as the snapshot takes into account whether the student's destination was sustained for 6 months or more.

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|---|---|
|  | <p>Children, Education and Safeguarding Committee</p> <p>19th January 2021</p> |
| <p>Title</p> | <p>SEND Strategy (2021 – 2024) 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>None</p> |
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Summary

This report gives an update on the progress made in implementing the Special Educational Needs and Disabilities (SEND) Strategy 2021 – 2024.

Officers Recommendations

1. That the Committee note the report.

1. Why this report is needed

- 1.1 The SEND Strategy identifies the vision and current priorities for SEND in Barnet over a three-year period from 2021 to 2024. It also sets out the principles, ways of working and the next steps for each of the seven priorities. An essential contribution to the strategy came from our consultation with children and young people, their parents and carers, schools and settings, and partners across health and social care. We used feedback from stakeholders to inform the strategy, including the priorities and next steps that need to be taken to achieve them.
- 1.2 The aims of the SEND Strategy have been co-produced with stakeholders. They are:
- To ensure that all children and young people with SEND have their needs identified as soon as possible and receive the right support at the earliest opportunity, with a clear focus on short term and long-term outcomes.
 - To ensure that children and young people 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 community integration and support from services in Barnet.
- 1.3 There are seven priorities in the SEND Strategy which has been informed by the feedback from the consultation, internal reviews and the Ofsted and CQC SEND assurance visit that took place in October 2020. The priorities have been agreed with stakeholder groups including the SEND Development Group, the SEND Partnership Board and BING (Barnet Inclusion Next Generation), a group of young people with SEND who give views on strategic and operational developments. The priorities also link to the strategic priorities of the Education Strategy 2021-24 and the School and Settings Improvement Strategy 2021-24.
- 1.4 The priorities of the SEND Strategy are:
- 1) To ensure that we are working in a Family Friendly way and co-production is central to our work.
 - 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.
 - 3) To ensure sufficient high-quality provision in borough for children and young people with complex needs, including Autism.
 - 4) To ensure effective joint commissioning with clear pathways of support from Early Years through to adulthood.
 - 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, utilising resources and services across Barnet, such as Specialist Team Support and Mental Health Teams.

- 6) Champion the educational progress and attainment of pupils with SEND.
- 7) Develop skills, knowledge and understanding across the workforce and local area to create supporting environments that promote community integration and independence, enabling young people to make informed decisions and have control over their own lives.

Progress update

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

- 1.5 There are six parent carers who are members of the core auditing team for Education, Health and Care Plans (EHCPs). Other members of the team are managers from across health, education and social care. The core group meet on a quarterly basis to discuss the findings and agree actions to be taken forward before the next audit.
- 1.6 Parent carer representatives are members of strategic boards across the council and Barnet Education and Learning Service (BELS), including the BELS Board, the Early Help Strategic Partnership Board, and the SEND Partnership Board and work closely with leaders and services to co-produce strategies, initiatives, and improvements in service delivery. Examples include the Autism Strategy and Action Plan, Short Breaks, the Open Spaces project, the Local Offer, the SEND Strategy, the Special Places Plan, Health and Social Care Newsletters, Health conference, SEND conferences, and the procurement of therapy provision.
- 1.7 From March 2021, parent carers have been core group members of the weekly Complex Needs Panel which makes decisions about EHCPs and provision.
- 1.8 Parent carers are active members of the SEND Development Group, SEND Joint Commissioning Group, Local Offer Steering Group, SEND workstreams, and SEND Partnership Board. Parent carers have co-produced the Parent Carer Zone and the Mental Health Zone on the Local Offer, and a series of Frequently Asked Questions (FAQs) from parent carers covering topics such as Therapies, SEN Transport, Mental Health services and Social Care.
- 1.9 In spring 2021, parent carers partnered the local authority and the Clinical Commissioning Group to commission a new provider for therapies.
- 1.10 The Open Spaces project, offering safe outdoor spaces and leisure facilities for families of children with SEND during the pandemic has been developed as a result of listening to the views and needs of families.
- 1.11 A Senior Practitioner Educational Psychologist has been given additional time and responsibility to work with groups of children and young people with SEND, including those with and without an EHCP to involve them in the co-production of strategic developments. The views of young people with SEND are a standing item on the agenda of the SEND Development Group.
- 1.12 A review of practice of teams in the Specialist Inclusion Service in BELS has resulted in a change in practice to ensure that the views of parent carers and children and young people with SEND are routinely obtained as part of assessments and targeted interventions.

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

- 1.13 Assessments have taken account of previous virtual assessments, and, where needed, reassessments are taking place to inform decision making about provision and placements of children and young people with SEND who have an EHCP.
- 1.14 SEND teams have delivered a blended approach to service delivery, taking account of the child's needs and parental preferences for face-to-face meetings or virtual meetings. Parent carers have particularly welcomed having a choice of meeting for Annual Reviews.
- 1.15 Attendance at special schools has been closely monitored throughout the pandemic, and adjustments made to transport to take account of the vulnerability of some children in special schools. This has meant decreasing the number of children in each minibus at the height of the pandemic, and for some children who would usually travel by minibus but have increased risk due to their medical needs, individual transport has been provided for them. Where families of children with SEND have felt very anxious about their child travelling on a minibus, a Personal Transport Budget has been offered to the family.
- 1.16 The Open Spaces project has been extended to include exclusive access to a swimming pool for families who have a child with SEND. SEN Transport to and from the venue has been provided to families who request it.
- 1.17 From March 2021 to the end of the academic year 2020-21, we ran a very successful Transition Hub for children and young people with complex SEND (including medical/health needs) who needed more support than others to return to school.
- 1.18 Over 70 schools in Barnet have accessed the Language Enrichment Programme to support pupils who need to access some short-term targeted support for speech and communication. The Language Enrichment Programme has been extended to all early years providers in Barnet this term, and will be rolled out to parent carers of children with SEND in the spring and summer 2022.
- 1.19 The OTTO club (Occupational Therapy To Bridge the Learning gap) has started this term, and 12 schools are currently in receipt of a 10-week Occupational Therapy (OT) group intervention, run by a qualified OT with a teaching assistant from the school. This is for Reception and Key Stage 1 children who are likely to benefit from targeted input and support for fine and gross motor skills. This programme will be delivered to 68 schools over the course of the 2021/22 academic year. Early findings have shown a marked improvement to children's handwriting skills and attention control in the classroom.

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

- 1.20 The SEND needs analysis has been updated and informs the Special Places Plan, which was consulted on in the second half of the autumn term 2021. This takes account of the numbers of places that are needed in Barnet in the next three years, together with the type of provision needed. All of the local special schools have increased the number of placements this year, a new primary Additional Resource Provision (ARP) for Cognition and Learning has opened at Broadfields primary school in September 2021. The plans include increased special school places, increased provision at Barnet and Southgate College, a new secondary ARP for Cognition and Learning opening in September 2022 and an annex for one of the maintained special schools to open in September 2022 to provide 39 places rising to 71 places in 2023. It also takes account of the Windmill special school opening in 2023 or 2024, and another proposed ARP for primary opening in September 2023.
- 1.21 An agreed statement of approaches, language and practice for Autism has been agreed across the partnership with parent carers, autistic children and young people and specialist services. The position statement will be shared with all partners, including schools and settings in January 2022.
- 1.22 Work is under way on developing a comprehensive training programme on Autism for stakeholders, which is informed by autistic young people and adults. An Autism pathway has been drafted which brings together information on autism provision across education, health and social care.
- 1.23 Post-diagnostic support is in place for early years children and secondary aged young people who have received a diagnosis of Autism. Work is underway to ensure that post-diagnostic support is available to all age groups.
- 1.24 A parent support group for families of autistic children is being piloted this term by the Autism Advisory Team in BELS in conjunction with Resources for Autism and Mencap.
- 1.25 Planning for the Autism support hub is underway. This is led by the 0 – 25 Team in Social Care and is overseen by the Joint Commissioning Group and the SEND Partnership Board. The work this term is concentrating on the delivery model and partnership agreements for delivering co-located services for Autistic young people and their families.
- 1.26 There is a comprehensive training programme for schools and settings to help them with providing the appropriate support and input for children and young people at SEN support (who do not require an EHCP). This includes 'Challenge workshops' for school SEN Coordinators (SENCOs), 'virtual' conferences for schools and early years settings, and SEND materials on the Local Offer.

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

- 1.27 In light of feedback from families, a recent review of Short Breaks has been undertaken, looking at a range of models and options to understand what 'good' looks like. Following this review, Short Breaks are offered at universal, targeted and specialist levels. Families are also able to take up a personal budget, enabling them to have the flexibility to go 'off list' from the quality approved providers.
- 1.28 We are developing clear pathway of support across the partnership for young people whose behaviour puts them at risk of exclusion. The pathway will include referral routes and delivery of services across health, education and social care.
- 1.29 Whittington Health NHS Trust has been awarded the contract for therapies (Speech and Language Therapy; Occupational Therapy; Physiotherapy) and "go live" on 1st February 2022. Whittington Health NHS Trust have already been working with commissioners in Barnet in relation to the acceleration work and will continue to liaise closely with all stakeholders, including Barnet Parent Carer Forum for co-production and engagement. The Clinical Commissioning Group and commissioners in the council will monitor outcomes and report to the SEND Partnership Board.
- 1.30 The Parenting Hub has been recently established to provide Early Years Parenting Interventions targeted at families with multiple needs and parents with personality disorders or disrupted attachment styles from past trauma.
- 1.31 We have developed a Social, Emotional and Mental Health (SEMH) Toolkit to complement the Behaviour support course which is offered to mainstream schools by the Inclusion Advisory Team (IAT) in Barnet Education and Learning Service (BELS).
- 1.32 We have drafted an Autism pathway with partners across education, health, social care and with parent carers which clearly outlines what is available at the universal, targeted and specialist levels of service delivery for children and young people diagnosed with autism. There is also information and materials available to schools to support children and young people who present with behaviours associated with autism, but who do not have a diagnosis.
- 1.33 We have a newly formed role of a designated education representative for SEND who reports to the 0 – 25 Team in Family Services. This role has enabled effective and consistent working across different teams in education and social care, with greater coherence of consistency of advice and contact with families of children with SEND.
- 1.34 We have an established SEND Joint Commissioning Group with representation from education, health, social care and Barnet Parent Carer Forum. The SEND Joint Commissioning Group reports to the SEND Development Group.

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, utilising resources and services across Barnet, such as Specialist Team Support and Mental Health Teams

- 1.35 Development of a tiered training programme on autism is underway and will be rolled out to mainstream schools from May 2022. The programme will focus on understanding and acceptance of autism, and specific strategies and interventions for all staff (teaching and non-teaching staff).
- 1.36 All schools in Barnet will be able to access a Wellbeing and Mental Health training programme from March 2022. This is a multiagency initiative developed and delivered by staff across Family Services, BELS and Health providers and will cover Tiers 1, 2 and 3 with a focus on early identification and intervention.
- 1.37 Through the 'Challenge workshops' for SENCOs in primary and secondary schools, the Inclusion Advisory Team (IAT) have facilitated peer to peer challenges in schools to share good practice in inclusion of children and young people with SEND, with and without an EHCP.
- 1.38 There is a planned comprehensive training programme for schools focusing on preventing exclusions, covering understanding behaviour, trauma informed practice, restorative approaches and peer mentoring. This will be available to schools from May 2022.

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

- 1.39 The percentage of children with SEN Support achieving a Good Level of Development (GLD) in the Early Years Foundation Stage is above the national average. Educational attainment at Key Stage 2 for children with SEN Support for Reading, Writing and Maths combined is in the top 10% and the proportion of children with an EHC Plan for the same measure is in the top 15%. For both groups, attainment exceeds national, London and statistical neighbour averages. Progress in Key Stage 2 for children with SEN Support also exceeds national, London and statistical neighbour averages. Progress in all subjects for children with an EHC Plan at Key Stage 2 exceeds national, London and statistical neighbour averages.
- 1.40 In 2021 Barnet is ranked within the top 10% for Attainment 8, the proportion of pupils attaining both English and Maths at level 4+ and level 5+ and EBacc APS. This is for both pupils with an EHC Plan and pupils in receipt of SEN Support.
- 1.41 An Early Identification Toolkit has been developed and is on the Local Offer. The Toolkit has been designed to help early years settings and schools to accurately identify special educational needs and the materials are relevant for all settings and all key stages. Moderation meetings with SENCOs have been introduced to ensure consistent and accurate identification of needs.
- 1.42 As part of their universal offer, the Children's Integrated Therapies service offers an extensive training programme for schools on speech and communication needs, and how to make reasonable adjustments to the physical environment. This offer will continue with the new therapy provider as the approach is the cornerstone of the

Balanced Model, an evidence-based model of delivery of therapy services (speech and language therapy, occupational therapy and physiotherapy).

- 1.43 With some additional Council Covid-related funding for children and young people with SEND, including those at SEN Support, all schools and early years settings in Barnet, including maintained nursery schools and Private, Voluntary and Independent providers (PVI), have been able to access the Language Enrichment Programme delivered online by a qualified Speech and Language Therapist. The funding has also been used for the OTTO Club, a 10 week programme delivered by a qualified Occupational Therapist to 68 schools, for Reception and Key Stage 1 children, which focuses on handwriting skills and gross motor co-ordination.

Priority 7: Develop skills, knowledge and understanding across the workforce and local area to create supporting environments that promote community integration and independence, enabling young people to make informed decisions and have control over their own lives

- 1.44 An Action Learning project has been set up as part of the preventing exclusions work and has started to be rolled out in the autumn term 2021. So far 11 schools have accessed the targeted training on best practice.
- 1.45 A Pathway to Adulthood Protocol has been co-produced with parent carers and young people and is on the Local Offer. This sets out aspirations and expectations for teams and services for young people with SEND.
- 1.46 A Combined Care Pathway for children and young people with Down Syndrome has been co-produced with parent carers, young people and partners in Health and Social Care. The pathway sets out information pertinent to children and young adults with Down Syndrome including relevant health and integrated services.
- 1.47 Work is under way to develop good practice guidance on transitions between key stages and from children's to adult services. This is due to be completed in July 2022.
- 1.48 An annual post-16 Transition Fair has been established to provide young people and their families the opportunity to meet with a range of professionals and voluntary organisations who deliver services for young people with SEND. Young people are able to access advice and information on the pathways that are available, including supported internships and college courses. Plans are underway to develop supported internships at Barnet and Southgate College for young people with learning difficulties and complex needs.
- 1.49 There is a dedicated Preparing for Adulthood SEND workstream with members from across the partnership including young people with SEND, parent carers and representatives from health, education and social care. There are a number of task and finish groups under the workstream, including Preparing for and finding Employment and Good Health. The workstream reports on progress to the SEND Development Group.

2. Reasons for recommendations

- 2.1 Given that there is a statutory requirement for every Local Authority to have a SEND Strategy, it is appropriate for the committee to note the progress made on the seven priorities that aim to further improve the life chances of children and young people with special educational needs and/or disabilities.

3. Alternative options considered and not recommended

- 3.1 None.

4. Post decision implementation

- 4.1 The Local Area partners will continue to keep the SEND Strategy under review and will update it as and when necessary. Implementation of the strategy is overseen by the SEND Development Group, consisting of representatives from BELS, schools, social care, health, Barnet Parent-Carer Forum and young people with SEND.

5. Implications of decision

5.1 Corporate Priorities and Performance

- 5.1.1 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 and provision for children and young people with special educational needs and/or disabilities.
- 5.1.2 Excellent educational outcomes and ensuring all 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, 'The Barnet Plan 2021 to 2025': 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.

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

- 5.2.1 The work to maintain and improve services and implement the SEND Strategy (2021 – 2024) is delivered from within existing resources of the council and partner organisations.

5.3 Legal and Constitutional References

- 5.3.1 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.

5.3.2 Section 7 of the Education Act 1996 places a duty on parent/carers of children of compulsory school age to ensure that their children receive an efficient full-time education suitable to their age, aptitude and ability and any special educational needs they may have either by regular attendance at school or otherwise.

5.3.3 The Council has duties under the Children and Families Act 2014 in relation to children with special educational needs and disabilities (SEND). There is a statutory requirement for the Council to have a SEND Strategy and to keep it under review.

5.4 Insight

5.4.1 None.

5.5 Social Value

5.5.1 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.

5.6 Risk Management

5.6.1 The Risk Register for the education service includes a risk that poor forward planning means that adequate high quality provision is not in place for children and young people with Special Educational Needs resulting in a failure to meet their needs locally. To control against this risk, the SEND Strategy 2021-2024 includes priorities for planning provision and making improvements and future provision planning is regularly updated through the Barnet Special Educational Places Plan.

5.7 Equalities and Diversity

5.7.1 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.

5.7.2 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/or disabilities and disadvantaged children (those in receipt of free school meals and children looked after).

5.8 Corporate Parenting

5.8.1 A disproportionate number of looked after children have special educational needs. Ensuring a SEND Strategy and appropriate arrangements are in place for children and young people with special educational needs and disabilities will thus be of clear benefit to significant numbers of looked after children.

5.9 Consultation and Engagement

5.9.1 Barnet's SEND Strategy 2021 – 2024 has been co-produced and developed by the Local Area partners, which include parent carers of children with SEND, children and young people with SEND, including those with and without an EHCP, the council, Barnet Education and Learning Service, health service partners (the Clinical Commissioning Group, NHS England, health service providers) and schools and settings. Barnet Parent-Carer Forum has been fully involved.


5.10 Environmental Impact

5.10.1 None.

6. Background papers

6.1 Key education strategies, including the Special Educational Needs and Disabilities Strategy 2021 to 2024 were considered and approved by the Children, Education and Safeguarding Committee at its meeting on 30th November 2020. The SEND Strategy was approved for consultation and was subsequently updated in response to consultation feedback. The final strategy was published on the council's website and can be seen here: – <https://www.barnet.gov.uk/schools-and-education/school-support-information>

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|  | <p style="text-align: right;">AGENDA ITEM 10</p> <p style="text-align: center;">Children, Education and Safeguarding Committee 19th January 2022</p> |
| <p style="text-align: center;">Title</p> | <p>Barnet Safeguarding Children Partnership update</p> |
| <p style="text-align: center;">Report of</p> | <p>Chairman of the Committee - Cllr David Longstaff</p> |
| <p style="text-align: center;">Wards</p> | <p>All</p> |
| <p style="text-align: center;">Status</p> | <p>Public</p> |
| <p style="text-align: center;">Urgent</p> | <p>No</p> |
| <p style="text-align: center;">Key</p> | <p>No</p> |
| <p style="text-align: center;">Enclosures</p> | <p>Appendix A – Barnet Safeguarding Children Partnership 2020/21 annual report (pgs.1-24) Appendix B – Barnet Safeguarding Children Partnership independent scrutiny report (pgs. 1-17)</p> |
| <p style="text-align: center;">Officer Contact Details</p> | <p>Chris Munday, Executive Director, Children's Services Chris.munday@barnet.gov.uk</p> |
| <p style="text-align: center;">Summary</p> <p>In September 2019 the Barnet Safeguarding Children Partnership (BSCP) was established, replacing Barnet Safeguarding Children Board with new multi-agency safeguarding <u>arrangements</u> in line with the government <u>guidance</u> 'Working Together to Safeguard Children 2018.'</p> <p>The BSCP is a statutory partnership between the local authority, clinical commissioning group and police to safeguard children and young people in Barnet and to promote their welfare. It also works with health providers, education and the voluntary, community and faith sector.</p> <p>The BSCP is required to publish an annual report about how the multi-agency safeguarding arrangements have been delivered. This report is attached at Appendix A.</p> <p>It is also required to plan for independent scrutiny and in November 2021 a team of scrutineers conducted a virtual visit. They confirmed the Partnership is meeting all its statutory requirements and have made recommendations for improvement in the coming year. The independent scrutiny report is attached as Appendix B.</p> | |

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| Officers Recommendations |
| That the Committee notes and considers the reports and appendices and provide any comments on the annual report prior to final approval by Barnet Safeguarding Children Partnership. |

1. WHY THIS REPORT IS NEEDED

- 1.1 In line with government guidance *Working Together to Safeguard Children 2018*, local Safeguarding Children Partnerships must publish an annual report on the effectiveness of their work to promote safeguarding and the welfare of children and young people.
- 1.2 Safeguarding Children Partnerships must also make arrangements for independent scrutiny. to review multi-agency working and what the Partnership has achieved. Barnet Safeguarding Children Partnership chose to commission independent scrutiny from a multi-agency team of Red Quadrant consultants, which is an innovative approach. The review team visited Barnet in November 2021. This is their second independent scrutiny visit. The report is attached for information (Appendix 1).
- 1.3 The Committee is also asked to note and comment on the Barnet Safeguarding Children Partnership (BSCP) annual report and provide feedback prior to final approval by the Partnership's Leadership Forum and subsequent publication. The Annual Report is a statutory requirement of the partnership.

2. STRATEGIC CONTEXT

BSCP annual report

- 2.1 The annual report sets out what BSCP has achieved over the period September 2020-September 2021 and how the Partnership has worked to deliver the, locally agreed, six strategic priorities:
 - Strengthening leadership and partnership
 - Tailoring our work to local specific issues
 - Driving continuous improvement to safeguarding practice
 - Responding to serious safeguarding cases effectively
 - Creating a strong feedback loop with children, families & practitioners
 - Measuring & evidencing the impact of our work
- 2.2 It sets out the impact that the Partnership has made in continually improving the multi-agency safeguarding arrangements within the borough and identifies areas of safeguarding practice that all Partners are focussed on tackling.
- 2.3 The Annual Report seeks to have a focus upon learning, evidence, assurance and impact. This follows much clearer guidance published this year by the "*What Works in Children's Social Care*", and the National Child Safeguarding Practice Review Panel, about effective annual reporting. Clearly, with the ongoing pandemic the Partnership's further core areas of focus have been responding to the safeguarding concerns posed by Covid-19. The Annual Report includes contributions from all Partners, with further oversight provided by the independent

scrutineers. The scrutineers noted that the Annual Report reflected the guidance published this year.

Independent scrutiny visit

- 2.4 The scrutiny visit took place week beginning 22nd November 2021 by a team of three independent scrutineers with professional backgrounds in children's services, police and health. They reviewed a range of documents and interviewed more than 40 representatives from Barnet Council and partner agencies. The interviews were undertaken with a cross section of staff including frontline practitioners.
- 2.5 The scrutineers concluded that *"our confident judgement is that the Multi-agency Safeguarding Arrangements for Barnet Safeguarding Children Partnership are compliant with Working Together, 2018. The arrangements ensure that children in Barnet are safeguarded, and their welfare promoted. The last year has consolidated and strengthened the Partnership arrangements, with clear evidence that key partners have stepped up to their responsibilities in the Partnership and are involved and committed."*
- 2.6 The scrutineers found that across the Partnership, *"there continues to be a culture of openness, respectful challenge, and a willingness to learn, which has positively impacted children and families in Barnet."*
- 2.7 The scrutineers made four key recommendations for how Barnet Safeguarding Children Partnership can continue to improve in the coming year:
- Consider the sustainability of the BSCP budget, including contingency for local child safeguarding practice reviews.
 - Establish mechanisms through the Partnership arrangements, to ensure that the Borough Commander and Chief Operating Officer for the CCG are kept informed of and held to account for safeguarding children in Barnet.
 - Although these will be case led, consideration should be given to establish an effective, proportionate Barnet model of delivering child safeguarding practice reviews (CSPRs)
 - Deliver the consolidated action plan for learning (from prior CSPRs), which has been developed to help to evidence outcomes and impact
- 2.8 These recommendations will be included in the BSCP business plan for 2022/23 and delivery will be overseen by the Partnership's Leadership Forum.

3. REASONS FOR RECOMMENDATIONS

- 3.1 The annual report needs to be developed and published in line with statutory requirements for local Safeguarding Children Partnerships.

4. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 4.1 N/A

5. POST DECISION IMPLEMENTATION

- 5.1 As a multi-agency report by the three statutory partners, the annual report will also be taken to police and health governance bodies prior to final approval by Barnet Safeguarding Children Partnership.
- 5.2 The annual report will be published online [here](#) and shared with the National Panel. The independent scrutiny report and its recommendations will be implemented by BSCP.

6. IMPLICATIONS OF DECISION

6.1 Corporate Priorities and Performance

- 6.1.1 The Barnet Corporate Plan sets a clear priority for ensuring the effective safeguarding of the borough's vulnerable children. The work of BSCP is aligned to the Children and Young People's Plan and supports key objectives within it.

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

- 6.2.1 Partners including the London Borough of Barnet, police and health contribute to the annual budget for Barnet Safeguarding Children Partnership and the contributions are set out in the published arrangements (see [online](#))
- 6.2.2 Financial commitments set out in the annual report and proposed by the independent scrutineers will be accounted for within current budgets.
- 6.2.3 The Council continue to support the partnership financially at a greater level than our statutory partners with police funding remaining too low. This has been raised with the Police and MOPAC.

6.3 Legal and Constitutional References

- 6.3.1 Barnet Safeguarding Children Partnership exists in line with the Children Act 2004, as amended by the Children and Social Work Act 2017, which sets a duty for the local authority, clinical commissioning group and police to make local arrangements to safeguard and promote the welfare of all children in their area.
- 6.3.2 The annual report and arrangements for independent scrutiny are in line with Working Together to Safeguard Children 2018, the statutory guidance which sets out the requirements for local multi-agency safeguarding arrangements.
- 6.3.3 The Council's Constitution, Article 7 sets out the terms of reference for the Children, Education and Safeguarding Committee which includes responsibility for all matters relating to schools, education and safeguarding, and to receive an annual report from the Safeguarding Children Partnership.

6.4 INSIGHT

- 6.4.1 BSCP has a multi-agency performance dashboard which helps set priorities and spot emerging trends, and its thematic deep dives draw on research and local and national data.

6.5 Social Value

- 6.5.1 The Public Services (Social Value) Act 2012 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits.
- 6.5.2 Protecting children from abuse and neglect has clear social value and is at the core of BSCP's purpose and activities. Working in partnership with other local agencies improves responses to safeguarding concerns and delivers better outcomes for children and young people in Barnet.

6.6 Risk Management

- 6.6.1 BSCP works within a risk management approach aligned to the Council's Risk Management Framework.

6.7 Equalities and Diversity

- 6.7.1 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.

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.

- 6.7.2 BSCP works to keep equality at the core of its business and continually considers how Barnet's diverse populations may face different safeguarding challenges and require different forms of support.

6.8 Corporate Parenting

- 6.8.1 In line with the 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.
- 6.8.2 BSCP monitors and receives assurance on Barnet's corporate parenting role and reviews reports and performance data on various safeguarding themes which relate to looked-after children.

6.9 Consultation and Engagement

- 6.9.1 BSCP works with a wide range of local partners to set priorities and deliver activities, including health, police, education and voluntary sector partners. The Partnership has consulted with young people and residents to inform its work over the past year and further consultation and engagement will be driven by the forthcoming My Say Matters participation strategy.

7 Environmental Impact

None

8 Background papers

- 8.3.1 [The Barnet Safeguarding Children Partnership - \(thebarnetscp.org.uk\)](http://thebarnetscp.org.uk)



Barnet Safeguarding Children Partnership

Annual Report 2020–2021

Barnet Safeguarding Children Partnership



Barnet
Safeguarding
Children Partnership



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Annual Report

September 2020-September 2021

Introduction Welcome to the 2020 -21 Barnet Safeguarding Children Partnership (BSCP) Annual Report. We hope our Annual Report provides you with an update against our 6 key strategic priorities and evidences the impact of our work across BSCP to safeguard children effectively and improve outcomes for them. As ever, we remain steadfast across the Partnership in our vision to create a Family Friendly Barnet where children, young people and families thrive and achieve.

BSCP brings together statutory partners from the Local Authority, Health and Police alongside a wider broad spectrum of organisations in Barnet who work with children and young people including education, Probation, and our local voluntary community and faith sector (VCFS). We shall refer to all throughout this report as 'Partners' and 'the Partnership', recognising the strength of our collaborative approaches. We believe our partnership structure and governance arrangements allow us to collaborate effectively to safeguard children. We strive to work closely with children and young people, their families as well as practitioners to hear their views and experiences and use this to shape our priorities.

The ongoing Covid19 pandemic has impacted upon children in a significant way. Their lived experiences have included schools closing, disruption to their extracurricular support and enrichment, family dynamics altering, their emotional and mental health worsening and for some this has been exacerbated by managing the consequences of loss and bereavement. For the most vulnerable children in society the loss of a line of sight to trusted adults and professionals within education, social care and health settings has heightened concerns upon their safety. The recent Ofsted Annual Report for 2020/21 notes that, '*nearly all children have been affected by Covid19 to some degree*'. For us within BSCP we

must not look away from this and we must remain vigilant to the challenge it presents and the pressures it places upon the system.

Locally, we are seeing an increase in anxiety related presentations to the Barnet Integrated Clinical Service (BICS) and our KOOTH online counselling service. Families have faced increasing pressures due to a strain on finances, the stress of isolation and managing childcare demands alongside work commitments. For these reasons the Partnership has been planning and implementing plans for recovery with a focus upon children continuing to receive support and provision. We continue to deliver our Covid-19 recovery plans ensuring effective child-centred provision during the ongoing pandemic with a focus on:

- Supporting children to return to school safely and catch up on lost learning
- Keeping safeguarding children as our highest priority
- Supporting corporate parenting
- Improving children and young people's mental health and wellbeing
- Enhancing life chances.

In respect of child protection work we have seen the rate of referrals decrease in comparison to the year prior. For the period up to and including the end of September 2021 our rate of referrals to the multi-agency safeguarding hub (MASH) has been lower this year than in 2019-20, with a reduction of 11.7% from 300 to 265 per 10,000 of the 0-17 population. This follows a pan-London trend. The largest reduction in referrals was from schools, and data shows a clear pattern in a concerted and sustained increase in education referrals when school closures ceased in March 2021. Partners are working closely to analyse MASH referrals into the 'front-door' and at the time of writing there is a

coordinated multi agency audit of MASH referrals by the Partnership to analyse and ascertain causal factors driving the increase. Learning will be disseminated through the Partnership in early 2022.

We have seen a rise in the number of children open to our Early Help services during this time, showing that the system has supported those families experiencing lower-level difficulties during lockdowns. The reduction in referrals to statutory services has led to a reduction in the rate of section 47 child protection enquiries, which have reduced by 19.5%, amongst the highest reduction across London, but at a rate consistent with historical patterns for Barnet and in line with the reduction in referrals. The rate of initial child protection conferences is also down, by 9.1%, illustrating a corresponding fall alongside referrals and section 47s.

Child protection plans have remained at a steady rate compared to previous years. There has been a 7.8% decrease in the rate of new child protection plans, corresponding with the reduction in child protection activity at the front door. Data on children looked after by the local authority shows fewer changes in rates than front door data. The Partnership has seen an increase of 17% in the rate of new looked after children, which is due in part to an upward trend in supporting unaccompanied asylum-seeking children (UASCs) over the last couple of years.

In light of the pressures upon families as a consequence of the pandemic, Barnet is further investing in Early Years parenting approaches, having launched a new Parenting Hub in June 2021. The Parenting Hub will provide support to parents affected by poor mental health, relationship difficulties and addictions using evidenced-informed approaches to help them develop secure and healthy relationships with their children and in

turn lead to better outcomes for children. The Parenting Hub will enhance the current parenting support offer available to children and families in the borough and will work with children at risk of entry into care, as well as delivering additional support to families accessing Early Help Services to minimise the need for escalation into Children's Social Care Services when parenting groups available in Universal Plus and Early Help provision are not achieving change for the child.

We have concluded 2 Child Safeguarding Practice Reviews (CSPR) which have brought into sharp focus for us as a partnership important safeguarding issues upon Elective Home Education, child sexual abuse, bereavement support and inter-agency information sharing. This Report will outline the actions we have taken to address these matters and how learning has been shared across the Partnership. We are also currently undertaking a further CSPR which has been commissioned with Brent Safeguarding Partnership. This CSPR features issues such as neglect and domestic violence and we hope to publish its findings and recommendations in early 2022.

Our multi-agency children's workforce development programme has had to pivot to a virtual training platform owing to the challenges of Covid-19. The resulting virtual learning offer reflected the changing and emerging safeguarding needs seen in the challenges young people were, and continue, to experience including; bereavement, mental health and isolation, lack of physical activity, neglect and domestic violence at home. Feedback from participants across the Partnership shows an emerging preference to retain virtual learning longer term and this will inform the development of a hybrid approach to learning blending online workshops and seminars, self-directed (e-learning) and face to face learning.

Partners in Health and Police have demonstrated their crucial roles within the Partnership. This has included pro-actively participating in CSPRs and Rapid Reviews and in turn evidencing auditing, review, and dissemination of learning to colleagues. They have also pro-actively raised awareness across their respective fields of stubborn themes such as Sudden Unexpected Death in Infants (SUDI) and strengthened their own internal safeguarding processes, protocols and projects – more of which is discussed within this Report.

Our Voluntary, Community and Faith Sector (VCFS) safeguarding strategy sets outreach as a key priority for the Partnership. We have a new Chair of the VCFS safeguarding forum who is a highly regarded leader of a community embedded organisation which is seeking to tackle violence against women and girls. It has been a hugely challenging year for our VCFS with many forward-facing youth led organisations placed in technical ‘hibernation’, leaning on furlough and government support to continue as a consequence of the pandemic. In the coming year we hope that if the public health situation permits, and with more face-to-face work in the community we will be able to work with more VCFS organisations to improve safeguarding practice and respond to the challenges faced in Barnet.

As part of our independent scrutiny arrangements, we are pleased to report that following a thorough independent scrutiny visit in Autumn 2021 it was found by the scrutineers that, *“Our confident judgement is that the Multi-agency Safeguarding Arrangements for Barnet Safeguarding Children Partnership are compliant with Working Together, 2018. The arrangements ensure that children in Barnet are safeguarded, and their welfare promoted”*. The scrutineers placed a robust focus upon

the delivery of our Business Plan and sought to speak with senior leaders and front-line practitioners from across the Partnership.

As we go forward, we will continue to work collectively to tackle the significant safeguarding challenges posed by Covid-19 upon the lives of children. We must remain vigilant and determined to tackle abuse, neglect or exploitation wherever it affects the lives of children. Everyone involved in promoting the welfare, protection and care of children have worked extremely hard in the face of unprecedented challenges to support the most vulnerable during this period. We look forward to continuing to work with you all to safeguard and improve the wellbeing of children and young people in Barnet.

John Hooton, Chief Executive, London Borough of Barnet

Jenny Goodridge, Director of Quality & Chief Nurse, North London CCG

Barry Loader, Detective Superintendent, North West Basic Command Unit,

About BSCP

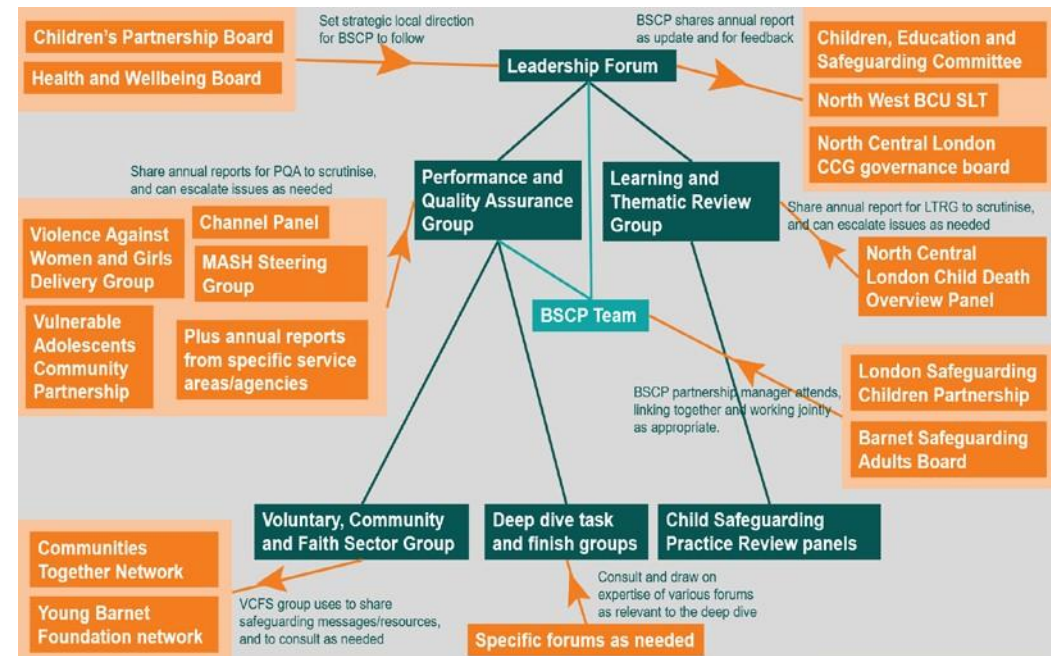
How we work: Barnet Safeguarding Children Partnership is a statutory multi-agency body which exists to safeguard and improve the wellbeing of children and young people.

Our three statutory partners are the London Borough of Barnet, North Central London Clinical Commissioning Group and the Metropolitan Police Service, and we work with a range of other partners including health providers, education and the voluntary, community and faith sector. Our multi-agency safeguarding arrangements are published online.

The purpose of the BSCP arrangements is to support and enable local organisations and agencies to work together in a system where:

- Children are safeguarded and their welfare promoted.
- Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children.
- Organisations and agencies challenge appropriately and hold one another to account effectively.
- There is early identification and analysis of new safeguarding issues and emerging threats.
- Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice.
- Information is shared effectively to facilitate more accurate and timely decision making for children and families.

Our Partnership structure draws on our wide multi-agency membership to deliver scrutiny, drive practice improvements and quality assure the work and impact of BSCP.



Leadership Forum: The Barnet Safeguarding Children Partnership is overseen by a small Leadership Forum with membership from the three statutory partners and a rotating chair. The Chair is Jenny Goodridge, Director of Quality and Chief Nurse, NCL CCG.

The Chair serves as the single point of contact for the BSCP over the length of a term, which is one year. The Leadership Forum is also comprised of Barry Loader, Detective Superintendent and Head of Public Protection for Harrow, Barnet & Brent Metropolitan Police and John Hooton, Chief Executive, London Borough of Barnet. Further leadership is afforded by Chris Munday, Executive Director for Children and Young People and Tina

McElligott, Director for Early Help and Children's Social Care. Councillor David Longstaff, Elected Member for Children, Education and Safeguarding also sits upon the Leadership Forum.

A primary Term of Reference for the Leadership Forum is to oversee the delivery of the BSCP business plan, receive quarterly updates from the Performance and Quality Assurance Panel and Learning and Thematic Review Group to address stubborn or pertinent issues within the system as well as scrutinising and actioning system-wide reports such as Child Safeguarding Practice Reviews.

Performance and Quality Assurance Panel: The Performance and Quality Assurance Panel is chaired by the Director of Early Help and Children's Social Care services and has representatives from many partner organisations including police, North Central London CCG, Royal Free London Foundation Trust, Central London Community Healthcare Trust, Barnet, Enfield and Haringey Mental Health Trust, education and community safety.

It has a crucial scrutiny and assurance function, reviewing multi-agency performance data and a range of annual reports including from the MASH, LADO, Vulnerable Adolescents Community Partnership, 0-19 Strategic Partnership and Education.

PQA takes an active role in monitoring and advising many of the BSCP activities, including development and scrutiny of the multi-agency data dashboard, multi-agency audits, the workforce development training programme, scrutiny of service level reports including MASH, private fostering and LADO, Section 11 audits, Professional and Young People Forums and thematic deep dives. This also includes receives regular reports from the Voluntary, Community and Faith Sector subgroup.

Learning and Thematic Review Group: The Learning and Thematic Review Group is chaired independently by Bridget Griffin, a hugely experienced multi-agency safeguarding professional, and has a membership from

across the council, police, health, community safety, public health and a legal adviser. It undertakes Rapid Reviews, oversees local Child Safeguarding Practice Reviews and other bespoke learning activities, and monitors the implementation of recommendations. It also reviews national Child Safeguarding Practice Reviews and other relevant learning and good practice to implement in Barnet.

Voluntary, Community and Faith Sector Sub-group: Our VCFS subgroup aims to bring the voice and knowledge of VCFS organisations to the Partnership, as well as to improve safeguarding practice across the sector and increase engagement with Partnership activities and training. It has been a hugely challenging year for our Partners within the VCFS as they have tackled increased demand, funding challenges and loss of income as a result of the pandemic. Despite this, examples such as the Barnet Together Network, a multi-organisational umbrella support group for the local VCFS, have supported tackling food poverty and providing access for organisations to Holiday Activity Funding in order to keep children healthy and safe over school holidays. We stand in steadfast admiration and awe for the unflinching commitment our VCFS has shown within the heart of our communities keeping children and families safe. We maintain our VCFS strategy which we will take forward to engage and support the voluntary, community and faith sector with improving their safeguarding practices and involving them more in Partnership activities. The VCFS forum has a new Chair, who has considerable experience in leading a grass roots, community embedded organisation tackling violence against women and girls and we look forward to taking our shared ambitions forward.

BSCP associated budget – partner contributions / expenditure: The funding for the Safeguarding Partnership is agreed each year by the Leadership Forum and forms part of the annual Business Plan cycle. The graphs below outline revenue expenditure for the financial years 2020/21 & 2021/22 which cover the core period of this Annual Report (September 20 – Sept 21).

| Revenue expenditure – 2021/22 | BUDGET |
|--|-----------------|
| Staff pay and on-costs: | 133,294 |
| Independent Review (independent Chair, CSPR, independent scrutiny) | 29,448 |
| Training programme | 20,000 |
| Website, annual report design and communication/publicity | 1500 |
| Catering of events/meetings and speaker costs | 250 |
| IT and staff expenses/travel | 2000 |
| TOTAL | 186,532 |
| Draw down from Reserves | (20,482) |

| Revenue expenditure – Final outturn position 2020/21 | BUDGET |
|---|-----------------|
| Staff pay and on-costs | 114,348 |
| Independent Review (independent Chair, CSPR , independent scrutiny) | 50,341 |
| Training programme | 20000 |
| Website, annual report design and communication/publicity | 792 |
| Catering of events/meetings and speaker costs | 0 |
| IT and staff expenses/travel | 3418 |
| TOTAL | 188,899 |
| Draw down from Reserves | (22,849) |

| PARTNER CONTRIBUTIONS 19/20 & 20/21 | |
|--|----------------|
| London Borough of Barnet | 93,000 |
| Barnet NCL-CCG | 50,000 |
| CLCH | 5,000 |
| BEHMHT | 5,000 |
| Royal Free NHS FT | 5,000 |
| Metropolitan Police (MOPAC) | 5,000 |
| National Probation Service | 1,000 |
| London Community Rehabilitation | 1,000 |
| East London Foundation Trusts NHS | 550 |
| London Fire Brigade | 500 |
| TOTAL | 166,050 |

BSCP 2020/21 Business Plan: Our annual business plan sets 6 key priorities for the Partnership to work towards. They are not listed in order of any priority:

1. Strengthening leadership and partnership
2. Tailoring our work to local themes
3. Driving continuous safeguarding practice improvement
4. Responding to serious child safeguarding cases effectively
5. Creating a strong feedback loop with children, families and practitioners
6. Measuring and evidencing the impact of our work

It is important to note that the following sections of this report outline our achievements in the past year in respect of these priorities, as well as looking at stubborn challenges that we wish to tackle in 2022 and beyond. However, so much of what is reported upon within this report must be viewed through the lens of Covid19. Although the global pandemic was declared early 2020, when setting our business plan for 2020/21, no-one could have foreseen that an autumn lockdown in 2020 was to be imposed and then, following concerns over the impact of new variants into the UK and a rise in cases and deaths, a long and arduous winter lockdown was imposed at the end of 2020 and into 2021.

In line with a range of published articles by the national Child Safeguarding Practice Review Panel, including their [Annual Report](#) and reports by What Works for Children's Social Care and the Wood Review into the effectiveness of safeguarding children partnerships, much of our reporting has been aligned with common themes running through the aforementioned publications. These themes stress that Safeguarding Partnerships must place a lens of scrutiny upon evidence of learning,

impact of learning and assurances given to, and from the Partnership, that safeguarding arrangements are meeting the needs of children locally.

Clear evidence of positive strategic travel of the BSCP can be seen through the production and implementation of a well-received Business Plan and its priorities all with the commitment to keeping children and young people safe and promoting their welfare. Linked to this, there is clear evidence of the work of BSCP beginning to make a difference with practice change across the Partnership clearly linked to dissemination of learning from safeguarding incidents. Further, 2020-21 has seen BSCP be pro-active and undertake thematic reviews and multi-agency audits in which we have sought to shine a light on some of the emerging and stubborn challenges we see locally.

We have overseen 3 local Child Safeguarding Practice Reviews (CSPR), all of which have led to clear evidence of learning affecting systems change. It is positive that 2 of these reviews have led to funding from the Department of Education seeking to raise awareness of the issue of Elective Home Education and to strengthen safeguarding arrangements for children who are educated at home. One other CSPR has seen close cross borough working across a multi-agency setting, demonstrating a commitment to learning and improving our safeguarding processes regardless of complexity. In line with national guidance, we have reviewed our Rapid Review processes following Serious Incident Notifications meaning that we are well placed to take swift action to enact change from lessons learnt.

Priority 1: Strengthening Leadership and Partnership.

Impact & Evidence: The Partnership has this year committed to strengthening our collaborative leadership and partnership approaches and we feel we have clear evidence that this has secured improved outcomes for children. In June 2021 we welcomed Ofsted to inspect the quality of provision afforded to children in care and care leavers through the pandemic. We are pleased to report a positive outcome for some of the most vulnerable children in our community with the report outlining that:

“Senior leaders and partner agencies in Barnet have worked together to deliver a well-coordinated and effective response to the COVID-19 pandemic. Despite the ongoing pressures, leaders have continued to prioritise children’s services, underpinned by strong corporate and political support.”

In respect of serious safeguarding incidents we have commissioned a cross-borough Child Safeguarding Practice Review (CSPR) with Brent Safeguarding Children Partnership involving senior leaders and Partners all committed to identifying key findings, sadly, from harm committed towards a child and we will be taking forward cross borough multi-agency recommendations when the CSPR is published in early 2022. This is a complex review, but one which has already shown clear evidence of strong collaborative partnership work across two boroughs to ensure that the learnings are embedded within practice. More on this is laid out further on in this Report.

We know that Covid19 has impacted upon children’s learning and their access to trusted adults. Referrals to MASH by educational settings decreased significantly through lockdowns as schools were shut. Severing the line of sight for professionals to children, particularly those at risk of harm, through lockdowns and ongoing closures of schools to prevent Covid19 outbreaks has meant that we have had to work harder than ever to keep children safe. This is particularly true when it came to ensuring children were safeguarded at home or at school over the pandemic and new ways of working such as using Teams or Zoom became the norm for teachers. Professionals worked hard to ensure children stayed safe online. That is why our Partnership ensured that weekly safeguarding advice was shared with schools and our breakfast briefings have seen significant increase in attendance from school’s designated safeguarding leads.

“Continuous support for schools and DSLs through Covid to reflect new and emerging safeguarding guidance They make sure we don't miss anything that's important and keep us on the right track. Great support. We're very grateful.” Barnet Primary School Headteacher

To support our Covid19 recovery plans Barnet schools worked alongside the Partnership with BELS and other services such as Family Services, Barnet Public Health, NCL CCG, SHaW and Barnet Integrated Clinical Service (BICS) in order to minimise disruption and to ensure children were safe and learning. One year later the impact of our Covid19 recovery plans are clear:

- Attendance of pupils in school remained in line with national averages
- Attendance of vulnerable children in line with national statistics
- Audit and monitoring of remote learning indicated the majority (approx. 92%) of Barnet schools offered a good quality remote learning offer.

- The small minority (approx. 8%) of schools that needed to improve their offer had plans for support in place and regular contact with the Learning Network Inspector (LNI) team.
- Over 2500 laptops funded by the DfE were distributed to Barnet schools

Police partners have demonstrated commitment to continually reviewing their approach to Partnership safeguarding work and following changes that took place to restructure the Metropolitan Police Service into new Basic Command Units, local child abuse investigation now comes under the umbrella of Public Protection (PP). PP is made up of local specialist investigators who investigate a wide range of criminality from rape and serious sexual offending to domestic abuse. PP also has a partnership strand that includes MASH and Child Abuse Investigation Teams working together.

Within the arena of acute mental health services for our most vulnerable children, we have worked to ensure our Leadership Forum was placing appropriate levels of leadership and scrutiny upon the Beacon Centre following reports that not all children as inpatients were receiving sufficient provision of care. The Beacon Centre is an inpatient child and adolescent mental health ward at Edgware Hospital. We welcomed from our Partners Barnet, Enfield & Haringey Mental Health Trust (BEH-MHT) a CQC inspection report finding that the level of provision was now Good, having previously been inadequate. CQC found that:

“Staff had a good awareness of safeguarding and maintained clear documentation in relation to safeguarding. Leaders used a safeguarding tracking system to ensure they had oversight of all cases”

The impact of Covid19 upon child poverty has led to fears that it could heighten risks involved in associating with street-based youth violence and gang activity. The Department for Education announced in November

2020 that every local authority will have access to the £220 million Holiday Activities Food (HAF) Programme fund which aims to build upon the initial delivery funded since 2018. The HAF programme aims to support families who are on reduced incomes that face increased costs with childcare and food pressure points during the school holiday period. It has been evidenced that free holiday club offers with additional access to breakfast or lunch have a positive impact on young people. The London Borough of Barnet was allocated £1,163,420 DfE funding, and the 0 – 19 Early Help Service has worked collaboratively with schools, stakeholders, partners and Young Barnet Foundation to support the community in ensuring the most vulnerable are offered access to the HAF Programme. In Barnet we have delivered this work under the Barnet Active, Creative and Engaging holidays (BACE) programme. Our BACE Summer Camps ran for 4 weeks over the school holidays and we have had excellent feedback from the children and young people, parents, and the providers. The impact of the programme has seen over 3000 children participate, with over 15,000 hot meals having been served.

Assurance & Learning: For children’s social care care over the course of the the pandemic a weekly dataset of key indicators was scrutinised by senior managers to ensure capacity was well understood, supplemented by regular monthly reporting to Committee using the CHaT tool and included an analysis of trends compared to London wide data provided through the London Innovation and Improvement Alliance. A regular monthly meeting is in place for the Leader, the Lead Member for Children’s Services and the Chief Executive to meet with Senior Leaders and discuss data and improvement activity. This commitment to securing safeguarding data has helped the Partnership develop its own multiagency data dashboard which looks at key data indices from across Health, Police and Children’s Social Care. This approach has already helped us track the number of children who are EHE and provide a good

platform for the scrutiny of A&E admission data for children and young people. Recently we have held concern upon an increase in the use of Powers of Police Protection being imposed upon children. Following scrutiny and audit we learnt that these were driven by an increase in out of hours use of this power, and we will continue to track this and its impact upon the experiences of children.

Following an expression of interest Barnet was asked to participate in a local 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. Inspectors 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. 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.”

The assurance and learning from this consequently supported planning for the coming year. We expanded our successful Open Spaces project, designed to give the most vulnerable of families access to leisure provision, explored the benefits and drawbacks of working ‘virtually’ both as a professional network and with families of SEND children, and used the findings and recommendations of the ‘Lost Learning’ report commissioned by local authorities in North London, to help early years settings and schools support the learning and development of children who have difficulties accessing online learning, including those with significant and complex needs.

Stubborn challenges – Priority 1: It is critical that as a Partnership we continue to use the appropriate platforms to raise the stubborn challenge of inequitable funding for the core BSCP business team, which drives the central work of the Partnership forward. This inequitable funding for Safeguarding Children Partnerships is an issue recognised pan-London.

Continuing an effective response to safeguarding children, because of Covid-19, will need strong leadership and partnership work. Understanding the lived experiences of children what is happening to them within their homes and their community will require robust challenge and scrutiny of one another which we cannot shy away from.

Looking ahead to organisational transformation of the safeguarding system, it will be crucial that the Partnership works together with Health colleagues to ensure that the moved to Integrated Care Systems uphold safeguarding responsibilities towards all children, including the most vulnerable.

Priority 2 – Tailoring our work to local safeguarding themes:

Impact & Evidence: Much has been reported upon the pressures families with children who have special educational needs and disability (SEND) have experienced through the pandemic. The weekly Complex Needs Panel has been run virtually throughout the pandemic, along with Placement meetings with special schools and ARPs. We know that children with SEND who are not receiving the appropriate levels of support face increased risk and we are committed to them and their families. The clear impact of this approach is that over 95% of new EHC Plans have been finalised within the statutory timescales during 2020 – 21, and the quality of EHCPs has remained good throughout this time (as shown by findings of an EHCP audit).

As has been already been noted in this Annual Report, and is pertinent as a local theme, strengthening arrangements upon Elective Home Education (EHE) has been a priority for the Partnership as a result of learning from local CSPRs. We are supporting as many children and families as possible who are EHE and continue to expand our network. The Partnership securing Dept. of Education funding under their *'Implementing Safeguarding Reforms'* programme has enabled the expansion of the EHE team project team, led by BELS. Key pillars of the project are: engagement with the EHE community, providing additional support, creating new resources, such as a comprehensive website to be launched in November 2021, and sharing of knowledge and building of networks to connect with more families. Our data tracking evidences enhanced number of children known to the EHE team and is thus already

showing impact. Our revised EHE policy places more robust engagement requirements for children subject to Child Protection Plans or who are Children in Need (CiN).

The publication of our thematic deep-dive review into Transitional Safeguarding, delivered collaboratively with the Barnet Safeguarding Adults Board, has begun to display early evidence of impact. Partners in Probation and within our Leaving Care Service are reviewing their information sharing protocols to ensure a child centred approach is taken to the transitions vulnerable young people face within this domain. In addition, a Serious Incident Response protocol has been implemented which seeks to provide wrap around holistic support for adolescents and young adults affected by serious youth violence in the days and weeks after incidents that may occur. Although the prevalence of these incidents within Barnet are low, we know that communities and networks of young people are deeply affected when tragic incidents occur, and our joined-up approach here ensures that appropriate levels of support and risk management are in place across agencies in a holistic fashion for families and children across transitions. Further, we are pleased to see that Partners have actively considered their approaches to Transitional Safeguarding with colleagues at BEH MHT weaving this topic into their training programme.

Our Partners within Police have been placing a stringent focus on tackling perpetrators who share indecent images of children (IIOC) with the development of the Online Child Sexual Abuse and Exploitation (OCSAE) teams. Within these teams 9 officers have been trained resulting in nearly 300 addresses being attended where individuals suspected of sharing IIOC have resided. There has been impact here and a significant increase in speed of IIOC investigations, with medium risk investigations now dealt with within two-week guidelines. Furthermore, following an analysis of Police IIOC referrals, it was noted that 46% of them related to members of a specific minority ethnic community, evidencing a clear disproportionality.

It was also evident that many of the people Police were speaking to from this minority ethnic community were often related to or were known associates of each other, which further confirmed that viral videos were simply being shared around a tight knit community unknowingly. The viral nature of the offending, coupled with feedback from OCSAE officers conducting PACE interviews confirmed that there appeared to be a general lack of understanding within the community in relation to sharing viral videos, and an educative approach needed to be considered that would use the same social media platforms that were being used to commit the offending. A targeted Facebook campaign was created in association with the community and their police representatives. Since the campaign there has been a 32% drop in offenders from the specific ethnic minority community coming to notice for this offence.

Within the domain of domestic abuse, police led Operation Encompass has been developed and seeks to support young victims of domestic abuse. This innovative programme informs schools of referrals into the MASH where their pupils have experienced domestic abuse – thus ensuring wrap around support available to them. A nearly full subscription of schools has signed up to the project with relationships with Designated Safeguarding Leads further developed.

From our Covid19 survey of young people intended to better understand their lived experiences through Covid19, which reached nearly 800 respondents, we have learnt around two fifths indicated they felt their long-term mental health and wellbeing had been affected (43%), and felt less secure than before the pandemic (38%). Half of young people indicated they have been doing less physical activity compared to prior the pandemic (51%) and half indicated that they felt the pandemic is harming their long-term education (50%). That is why the Partnership has worked tirelessly to ensure that educational outcomes and support for emotional wellbeing have been addressed throughout and will continue beyond the pandemic. We have worked with Education Partners to ensure children

and young people have been supported with the provision of a laptop or tablet to ensure they have been able to participate in their education despite the disruptions caused by the pandemic. Barnet Education, Employment and Training Support (BEETS) has continued to provide careers guidance, information, and advice for young people in Barnet after leaving Year 11 until the age of 19 (or 25 for young people with statements/EHCP). Bridging the Gap and Thrive programs have continued to run throughout the pandemic and 75% of 17–18-year-olds have remained in Education, Employment or Training.

For the emotional wellbeing of young people, the Partnership has placed a Youth Engagement Officer based in BICS in order to empower and support the voices of young people receiving mental health support and develop projects resulting from needs identified. Key priorities have placed a focus upon schools group sessions with the Mental Health Support Team (MHST) within BICS offering consultations, workshops, and support groups services to schools. These are aimed at students, parents/ carers and sometimes teachers. Commissioners have attended secondary schools to gain feedback from young people on mental health support and use this to inform commissioning decisions and forums with parents and young people are held to assist with designing the new autism respite centre.

Children leaving their family homes and coming into the care of Barnet Family Services do so for many different reasons, however for the majority of these young people, it continues to be on the account of abuse and neglect. At the end of September 2021, 332 children and young people were in the care of Barnet Family Services. In the year April 2020 - March 2021, Barnet Family Services entered care proceedings in respect of 82 children, a significant difference from the 138 children who were subject to care proceedings the previous year. Once more as consequence of the pandemic this reduction was attributed to a significant reduction in referrals with schools closed and families living in lockdown, and children not coming to the attention of professionals. As the pandemic stretched

through 2021 colleagues in children's social care regularly re-assessed plans and risk assessments for all children in care to ensure that safeguarding was the top priority and that their lives were not affected adversely, but as a Partnership we remain vigilant to changing needs, risk, and evidence in which to inform assessments. This was noted within the June 2021 Ofsted inspection by way of:

"At the beginning of the pandemic, all children's cases were risk assessed to establish visiting schedules to children in accordance with their vulnerability. Social workers have continued to keep these arrangements under regular review."

Going further, children who are looked after by the Local Authority have continued to be supported in safe and secure home environments through child-centred planning for care arrangements that take into consideration children and young peoples' views and wishes, including their cultural background and relationships, lived experiences and connections in the local area. During their June 2021 visit, Ofsted inspectors noted that:

"The vast majority of children in care benefit from living in placement arrangements which meet their individual needs. Children told inspectors that they valued their carers and felt well supported. The rationale for placement matching and for decisions to move older children into unregulated provision is understood by staff."

For these vulnerable young people The Virtual School (the local authority embedded group of educational specialists in place to support and promote looked after children's education attainment) ensured that school attendance for children in care over the pandemic remained comparably similar then beforehand. Furthermore, they developed the Transition Hub, offering additional support to young people in care when they move into their home from a new area. During 2020 this hub worked flexibly to

support young people who were unable to attend school and extended their remit to respond to the impact of the pandemic. 15 students were supported, 4 with in-reach support and 11 with outreach support.

Assurance & Learning: Our PQA and LTRG sub-groups have sought to ensure that assurances are secured and scrutinised from Partners and that learning embedded from local safeguarding challenges are disseminated. The PQA sub-group receives a range of annual reports from partners to afford further challenge and scrutiny. This year there has been nationally a sharp focus upon listening to the experiences of sexual abuse and harassment of girls and boys within schools and colleges. Starting with the 'Everyone's Invited' platform and culminating in an Ofsted review, which concluded that it has become 'normalised' for these experiences to occur, the Partnership has sought assurances from educational Partners that appropriate measures are in place and in line with necessary policy and procedure to tackle these unacceptable behaviours. With this focus by Partners, 2020/21 saw a rise in the number of schools returning their completed Section 175 self-assessment audits facilitating a rise from 58% to 72% for the prior period. A Peer-on-Peer audit tool was devised and circulated to all schools to explore issues of sexual harassment with core themes captured within the audits and which will lend to wider support from the Partnership, led in this case by BELS. BELS have also met regularly with headteachers, deputy headteachers, DSLs and Governors to highlight learning from the Ofsted report, remind and signpost to the DfE September statutory guidance and they have highlighted the need for schools Behaviour Policies to be clearly communicated to pupils and parents and to challenge all low level derogatory or abuse, behaviour and language.

For Partners in Health, the NCL CCG Designated Professionals have continued to monitor, and quality assure the NCL Safeguarding Health

Providers Recovery and Restoration Plans for COVID-19. This has demonstrated that there is adequate assurance of the safeguarding elements of all health providers across NCL. Where gaps are identified, further assurance has been sought and is monitored at a local level by the relevant borough Safeguarding Leads. There are no plans that required escalation.

The pandemic changed how the Royal Free London NHS Foundation Trust (The Royal Free) delivered services to children, young people, and their families, including the unborn over the last year. Early in 2020 paediatric inpatient and emergency care was diverted to other hospital across North Central London only returning to Barnet hospital in September 2020 and the Royal Free hospital in April 2021. Initially Children's outpatient consultations were conducted virtually or by phone, as was the bulk of early pregnancy midwifery care. Both services have now reverted to a blend of face to face or virtual appointments based on clinical indicators and personal preference. From the beginning the impact on safeguarding was recognised and plans and assurances put in place to mitigate risk which were shared with the local safeguarding partnerships.

For Partner colleagues at CLCH they have sought to take assurances and embed learning every step of the way through the pandemic as seen through their *Re-imagining Health Visiting Programme*. In August 2020 the Trust began an innovative programme of work to develop a sustainable and consistent model for health visiting across all 9 boroughs where CLCH delivers the service. The programme included a safeguarding working group chaired by the ADS and including frontline practitioners, as well as members of the safeguarding team. The group has met monthly to undertake work on revising the safeguarding supervision policy, making safeguarding resources more accessible on the CLCH Hub and embedding learning from local and national statutory reviews in frontline practice. The

group has used quality improvement methodology to deliver the work, which has made a significant difference to how the 0-5 teams are supported. The work is on target and the focus going forward is to develop safeguarding children's champions programme from September 2021 and graduating the members of the working group as safeguarding champions at the Safeguarding Conference in October 2021.

Over 2021 up till the end of September, the Partnership have been informed of the tragic assumed suicides of 4 teenagers in our borough. One young person taking their own life is too much, and our thoughts and condolences are firmly with the families of those affected and the school communities in which they lived. Although none of these tragic incidents triggered formal serious incident notifications under arrangements set out in *Working Together 2018*, the formal Child Death Overview Panel (CDOP) processes, overseen by NCL CCG, will seek to share lessons learnt at the appropriate time. However, the local response by the Partnership has been swift with schools receiving additional support which has included resources, materials, access to BICS support for staff and pupils and additional awareness raising sessions to inform upon suicide prevention. Our Suicide Prevention Strategy 2021- 2025 has been updated to reflect current best practice and recent learning from studies conducted by the National Child Mortality Database.

Stubborn challenges – Priority 2:

All of Barnet's Academy or Local Authority supported secondary schools are judged 'Outstanding' or 'Good' by Ofsted and it has been recognised that the rates of permanent or fixed term exclusions are in the lowest percentiles nationally. However, In November 2020 a multi-agency Preventing Exclusion working party was established to work collaboratively in addressing Barnet's disproportionality index regarding exclusion from school for black school aged boys. To address this, a working group of

eight headteachers, early years specialists, YOT, vulnerable adolescents staff and more seek to ensure the delivery of a project which will seek to: focus on intervening early before problems become entrenched, provide some pupils with ‘targeted’ mentoring support that can be tailored to the needs of pupils vulnerable to exclusion, foster strong, collaborative relationships between school staff and pupils so that every child has a trusted adult in school who they can talk to and so that schools and services work together - so that every child’s underlying needs are met.

Priority 3 – Driving continuous safeguarding practice improvement:

Impact & Evidence: The Partnership delivers a extensive multi-agency safeguarding workforce development programme which, despite moving to almost a completely virtual offer through the pandemic, has shown a sharp increase in participation with 724 practitioners attending our multi-agency offer over the period April 2020 – March 2021; up from 509 the year previously. We embed evidence-based practice approaches (i.e. strengths-based, resilience, systemic) through all we do in order to develop practitioners’ understanding of the approaches and interventions experienced by children, young people and families and we believe that this is having an impact upon the standard of safeguarding practice across the partnership. Audit data consequently evidences a positive increase in the domain of high-quality assessment and planning, suggesting that there is evidence of learning transfer and positive impact.

For our educational Partners an example of co-produced learning in context this year is ‘*practice conversations*’. Designed for designated

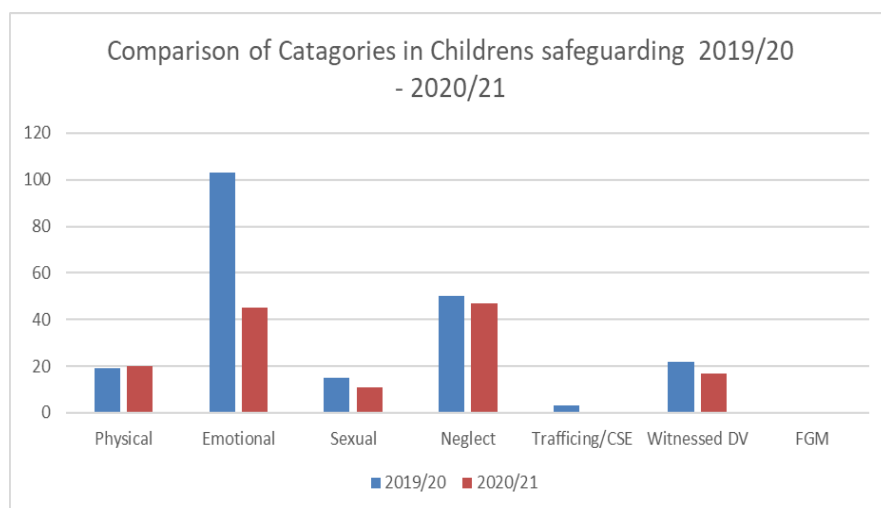
Safeguarding Leads (DSLs) in schools and intended to develop understanding of the journey of the child and the key role that schools play in safeguarding and supporting points of transition for children the programme has received positive feedback from attendees, specifically in relation to increasing awareness. These practice conversations have also been a useful tool for the Partnership to have insight on the challenges schools face, and to work in collaboration to support schools. This has been seen through MASH reporting referral outcomes back to DSLs, reflecting learning points from multi agency Risk Assessment Conferences and sharing learning. Specialist safeguarding workshop for DSLs led by the Principle Social Worker receive on average 50 DSLs attend each briefing:

“Just to say a huge thank you for all your [safeguarding] updates. You have absolutely achieved the right balance and I feel very lucky to be working in Barnet!” – Primary Headteacher

For Partnership colleagues in health, NCL CCG have placed a focus upon raising awareness of Sudden Unexpected Death in Infants (SUDI) leading to a large multi-agency conference attended by over 130 colleagues from the Partnership. 98% of attendees outlined improved knowledge upon an area of safeguarding that remains a national focus. NCL CCG also increased the number of health safeguarding forum dates within the lockdown periods and were supported in their delivery by the Partnership through the Children and Adults MASH and Domestic abuse agency. The focus of these sessions was on hidden harm, in particular Domestic Violence and Abuse with a focus upon making every contact count. There has also been collaboration with Rise Mutual on their work with perpetrators of abuse. Designated safeguarding teams at NCL CCG have provided support through safeguarding training to GPs in sessions delivered throughout the year which included working with sexually active children and Domestic Violence Training July 2021. These were

very well received by GP colleagues particularly in relation to case discussions and awareness of the different services available to refer to and provide support.

BEH-MHT have developed their network of Safeguarding Champions and placed a focus upon upskilling knowledge upon: cuckooing, Modern Slavery and human trafficking, Parental Mental Health, Gangs and county lines, domestic abuse, PREVENT and radicalisation. As a consequence there is evidence that their referrals onwards to MASH have begun to return to pre-pandemic levels as displayed in the graph below:



Within CLCH, Partners have undertaken an ambitious programme of audit activity having embarked upon: Child Sexual Exploitation and Abuse audits and audits which have placed a focus upon the quality of safeguarding supervision. The findings were positive, with policies and processes reviewed based on further feedback. An area of focus for colleagues in this domain is upon a further audit of approaches to tackle FGM. Findings outlined that staff were not always following CLCH

processes for FGM alerts in health records and tracking of impact from further training in this area is underway.

Partners at the Royal Free NHS Foundation Trust have placed a strong focus upon ensuring a high-quality approach to supervision for community midwives. Following the introduction of safeguarding supervision for the community midwives an audit was completed to understand the impact and benefit. 100% scored at least 3/5 for improvement in confidence in safeguarding and 93% outlined that it had helped develop their knowledge of safeguarding at least somewhat. This audit will be developed and repeated in 2022 but does show positive impact from supporting a large group of midwives who had not previously had the opportunity for reflection about possible vulnerabilities of women in their caseloads.

Partnership colleagues in Police have strengthened their practice regarding missing children through tri-borough weekly meeting between Barnet, Harrow and Brent and have introduced mandatory missing people training to new Trainee Detective Constable in July 2021. With regards to Human Trafficking, training under the banner of Operation Innerste has been delivered which seeks embed protocols for supporting Unaccompanied Asylum Seeking Children (UASC). The MPS have recently overhauled their Public Protection performance data and the Partnership is looking forward to reviewing progress on important Police led safeguarding data indices.

Our local VCFS often support some of the most vulnerable children in our community. We have rolled out a new safeguarding checklist, designed to ensure that their policies and processes are aligned to best practice and current guidance. We have provided feedback and further challenge for local organisations on the basis of their submissions, providing a further pillar of support for them. We know that this approach has begun

to make a difference as we have seen a large increase in subscribers to our monthly BSCP newsletter with feedback including that the topics raised lead them to review their policies and processes.

Assurance & Learning Our LTRG subgroup is the key driver of the dissemination of learning from critical national and local safeguarding matters. This year, the Partnership has taken a collective response to disseminating learning from national thematic reviews including exploring learning from the national child safeguarding practice review panel's report *'The Myth of Invisible Men'*. This report explored the high prevalence of serious safeguarding incidents nationally which involved harm perpetrated to children under the age of 18 by males. Nearly 150 practitioners across the Partnership attended BSCP run webinars to share this learning and to explore more local thematic topics which we have seen within our system including harm children have experienced through religious practices. The Partnership also delivered a successful Transitional Safeguarding conference in March 2021 supported by keynote speakers. 72 colleagues from the Partnership attended the virtual event with 71% of attendees recognising that their knowledge had been significantly improved.

The local authority continues to drive a diverse range of audit activity to scrutinise the quality and effectiveness of practice. The programme of audit activity includes standard audits across predefined areas of practice, which form regular audit activity, and themed audits which are decided quarterly and based on strategic priorities or identified areas for learning. Quality Assurance Officers complete one audit each month from their linked Social Work Team case list; the Team Manager completes one every two months. The PQA sub-group to the Barnet Safeguarding Partnership agree the programme of multi-agency audits to be

undertaken over the year and culminate in a joint examination of partnership practices and the dissemination of learning through 5-7 minute briefings which are shared with partners and published on the safeguarding website. We feel that this gives assurance that children receive the right interventions, at the right time by the right agency yet we remain focussed upon a continual cycle of learning and improvement as we navigate the impacts of the pandemic on the lives of children.

Stubborn challenges – Priority 3 An area of stubborn challenge identified through audit activity within Family Services is within the domain of diversity, suggesting that impact of the large number of diversity workshops delivered in 2019 did not result in sustained change. These workshops will be reinstated alongside commissioned equality, diversity and inclusion training and 'live learning' or 'action learning sets' and will be utilised to support learning and training translating in to plans and meaningful work with children and families.

Looking ahead the Partnership, led by NCL CCG have, through the network of designated safeguarding professionals, written to NHS England raising their concerns about the rising number of children in care for whom carers are not able to access routine dental reviews and have requested there are discussions when the urgency of the pandemic situation eases, as to whether a designated dental pathway for looked after children could be designed and implemented, ideally with national delivery in order to achieve equality of access for all looked after children. This is an area of stubborn challenge that Health Partners will lead on through 2022.

At a local level recent reviews by the LTRG subgroup have found that, as was outlined in the national panel's *'Myth of Invisible Men'*, we must do

more to ensure that we are involving father's and male care givers within ante-natal and post-natal care, and that of wider children's social care assessments. Doing this will ensure that risk of harm to children is reduced. Finally, with a rich repository of learning secured by the Partnership this year, as we look ahead, we wish to do even more to ensure that our workforce development programme incorporates key learning and training from local safeguarding issues such as Elective Home Education.

Priority 4 – Responding to serious safeguarding issues effectively:

Impact & Evidence: Over the past year the Partnership has concluded two separate Child Safeguarding Practice Reviews (CSPR) following incidents of harm experienced by two separate sets of siblings. All the children involved in these reviews are now safe and either looked after by the local authority or by family members. Underpinning both cases were incidents of sexual abuse, physical abuse and the fact that the children were Electively Home Educated (EHE) – that is to say that they were not attending school but were receiving an education at home. The impact of the recommendations and the learnings provided for the Partnership, by the independent lead reviewing author, have seen that, at pace, a robust multi-agency response has been delivered. This has included the securing of funding from the Department of Education to scale up the EHE team and to commence a project that seeks to widen the network of known EHE children and families, provide additional support and resources to them and produce a range of awareness raising materials including a new EHE website. We have been liaising with the national child safeguarding practice review panel and the Dept. of

Education to seek a further national wide review of EHE and this is being actively considered. Further to this, we have placed additional scrutiny upon the EHE data and evidence shows that the numbers of EHE children is growing. There has been a notable increase in the number of children who are electively home educated in the past 3 years (2019/20 figure did not change much after March 2020 due to the pandemic as most children were being educated remotely at home). With students returning to school in September 2020, and following the winter 20/21 lockdown, this trend accelerated with currently over 400 families electing to home educate their children.

Children with an EHCP or SEN support make up 14% of the EHE community compared to 5% the year before. This was mostly due to concerns around COVID and the vulnerability of the EHCP/SEN cohort. To support the families and children the EHE Advisory Teacher post was increased from 0.4 to full-time and a new EHE policy has been consulted on with EHE parents and ratified by Council Members. The consultation process enabled greater contact and communication with EHE parents/carers facilitating the building of positive relationships with BELS EHE Advisory Teacher. Barnet were recently awarded a KIT Award by the EHE community. This award is based on nominations from home educating families who have direct experience of their own education officer's work practice.

Beyond the topic of EHE the CSPRs highlighted further recommendations for the Partnership. These included recommendations for Health partners to review bereavement pathway counselling for children and for Police partners to review their processes of interviewing children under the framework of Achieving Best Evidence. Audits have been undertaken by Police colleagues in this respect with assurance sought by the PQA arm of the Partnership.

At the time of writing there is a further CSPR underway and in review. This is a review conducted jointly with Brent Safeguarding Children Partnership and centres upon harm experienced by a 3-year-old boy known to multi-agency services, who is now safe in the care of the local authority.

Assurance & Learning: The LTRG is overseeing the embedding of recommendations from the two concluded CSPRs, seeking to ensure that evidence of systems and practice change are secured and that outcomes are improved for children. The dissemination of learning from serious safeguarding incidents is a crucial role that Partnerships play. There has been x1 Rapid Review that has brought the Partnership together to review. In this case, harm experienced by a baby did not move to a more rigorous CSPR, however learning was swiftly captured and converted into a dedicated programme led upon by our partners at the Royal Free. More is outlined further in this report upon the ICON programme of support for parents with crying babies, however it is an example of how learning has converted to assurance.

We are pleased to report that a series of Partnership led webinar briefings sought to share learnings from these CSPRs and Rapid Reviews. These webinars received extremely positive feedback with 90% of attendees, totalling nearly 150, were polled indicating that their knowledge and understanding of EHE and child sexual abuse had increased. Our Partnership actively involves itself in leading upon the delivery of learning and dissemination, with Police partners leading upon raising awareness of Powers of Police Protection, to Health leads sharing learning through webinars upon harmful religious practices.

Stubborn challenges – Priority 4 The Partnership will seek to ensure that recommendations outlined within the two concluded

CSPRs will be taken forward at pace. We wish to be able to display further impact and evidence of practice change across key shared priority areas which include ensuring themes of EHE, bereavement support, awareness raising, information sharing and professional supervision, across all Partnership agencies, is clear and linked to research evidence of best practice.

Priority 5 – Create a strong feedback loop for children, families and practitioners.

Impact & Evidence: As we have highlighted, our commitment to ensuring that children with SEND received a high level of support and provision over the pandemic and beyond has been strong. Our SEND self-evaluation looked at EHCP plans and the quality of service over the pandemic to April 2021. The impact of our work evidences that over 95% of new EHC Plans had been finalised within the statutory timescales during 2020 – 21, and the quality of EHCPs has remained good throughout. 42 parent or carers gave feedback on their experiences of the EHCP process, and opportunities for them and their child to give their views. 93% said that they had been able to express their views throughout the process. 96% said that their child's views had been obtained and included in the EHCP. 90% said that overall, they had had a positive experience of the process with 90% commenting that the EHCP contained meaningful outcomes for their child.

The Partnership take a concerted approach to ensuring that as many young people as possible have their say. Our Covid19 survey in January

2021 received over 800 responses. Two fifths of respondents indicated they felt their long-term mental health and wellbeing had been affected (43%) as a consequence of Covid19 and that they felt less secure than before the pandemic (38%). Just over half (51%) of young people indicated they have been doing less physical activity compared to prior the pandemic and half indicated that they felt the pandemic is harming their long-term education (50%). In response to this feedback there has been the implementation of a 24-7 crisis line across NCL CCG resulting in approximately 80 acute crisis calls a month. In addition, BICS set up support lines operating 9am to 8pm (including out-of-hours 5pm to 8pm) for young people, parents/carers, schools, GPs and other professionals. There has been an increased online output e.g. podcasts, resources made available, pre-recorded workshops and provision for a telephone line for professionals such as teachers and school staff and parent/carers to call if in need of psychological and emotional support.

For Partners in Probation, following learning from a current CSPR, they are reviewing working practices with the Leaving Care Team in order to ensure a timely and efficient transfer of information and effective relationship building with young people. Work is underway to improve the feedback loop in with young adults transitioning from YOS to Probation to take account of systemic and trauma informed approaches. This is with a focus on managing the journey from childhood into adulthood and aligns with the Partnership's work upon Transitional Safeguarding. The Probation Service recognises that this is a particularly challenging time for young people and as such there needs to be strong engagement with families and support networks.

Across the field of education pupil voice is strong within Section 175 audits with schools increasingly trying to find different ways of promoting their views. Following national scrutiny upon the issues of sexual abuse within schools and colleges, BELS have led the school's network in

supporting the creation of pupil driven equalities committees which seek to ensure the EDI is considered within school culture and policies.

In respect of the CSPR currently in progress, a learning event was held over Summer 2021 that involved over 30 practitioners from both Brent and Barnet whom all contributed to sharing their reflections upon how provision could have been improved for the child and family involved. The learnings will directly inform the CSPRs finding and recommendations.

Within the field of children's social care understanding the lived experience of children in care through the pandemic was identified within the recent Ofsted inspection which found that

“Senior leaders, managers and social workers demonstrate a clear focus on hearing the voices of children and young people to develop and further improve services. The Barnet children in care council, ‘Barnet on Point’ (BOP), has continued to support children and young people in having their views heard throughout the pandemic. Children have been engaged through a range of activities, including virtual cookalongs, consultations, celebration events and the recently commissioned Bright Spots survey. The corporate parenting panel has continued to provide scrutiny to the service throughout the pandemic, obtaining children's feedback to focus improvements for children and young people in Barnet”

Assurance & Learning: The Partnership seeks to secure assurance that the views of children, families and practitioners are acted upon through the PQA. In respect of the CSPRs which have concluded or are ongoing this year, all family members and the children involved have had opportunity to meet with the reviewing authors to discuss their views.

Beyond serious safeguarding reviews, our Partners in Police sit within their Public Protection Delivery Group which leads the work in the MET to

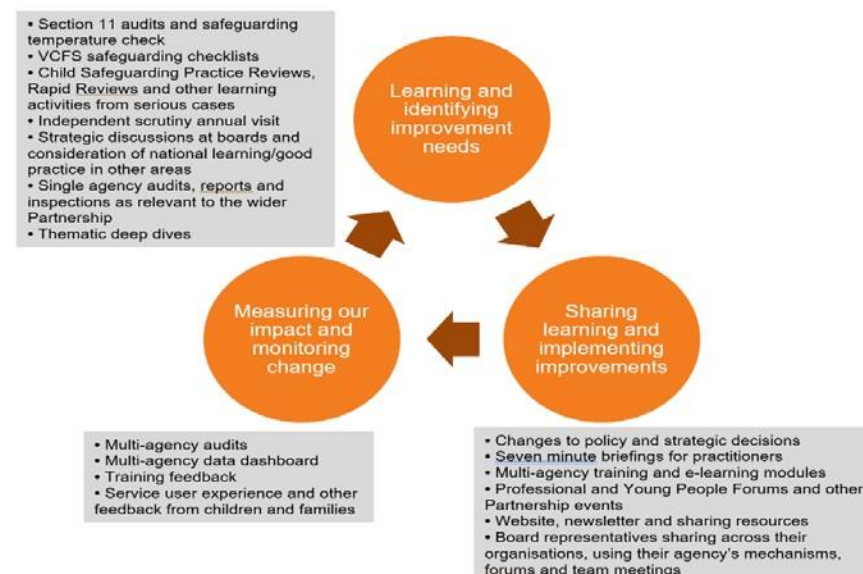
improve policing practice in safeguarding children and young people. They are a small team who work with colleagues in areas including how effectively offences involving children are investigated, responses to missing children; training; and managing those who offend against children. They work with an independent advisory panel comprising representatives from academia, health, charities, and other experts in their field. The team look at ways to involve young people and listen to the voice of the child to inform ongoing professional practice, training and communication.

A commitment to involving children and their families in service planning and delivery is growing stronger across the Partnership. Partner colleagues at CLCH involve young people within interviews and NCL CCG Commissioning team ensure that children and young people have a voice in planning and cross agency working. The Designated Clinical Officer (DCO) for SEND ensures that co-production with young people is central in all service redesign. Parents are represented on boards and workstreams such as the children and young people's Mental Health Transformation Board and transitions workstream.

Stubborn challenges – Priority 5 A cross cutting Engagement and Participation strategy will be published which will outline how we embed our service user feedback and child participation into service delivery and development across the Partnership. Three new roles have been created to support consultation and engagement activity and we will continue to place a focus on ensuring that shaping our safeguarding priorities are led by children and young people. For colleagues at the Royal Free Trust their self-reflections outline that a stronger focus will be placed upon capturing the views of children, young people and their families in relation to safeguarding processes as well as identifying ways to measure and evidence the impact of their involvement.

Priority 6 – measuring and evidencing the impact of our work

Impact & Evidence: We have placed a clear focus on evidencing our impact across this report thus far, but we have also been working to ensure that we are building and continually improving our approaches to capturing impact under a defined strategic priority. The development of our Learning and Improvement cycle, below, is a key starting point for this approach as we hope to build a further evidence base and menu of practice change as a result of learning from safeguarding activity:



For our Partners in education, following an Independent school receiving an inadequate Ofsted judgement for its safeguarding, a period of rigorous support ensued. A further inspection in March 2021 found that:

“The safeguarding policy is comprehensive and reflects the most recent government guidance. Leaders have appropriate systems in place to ensure that potential safeguarding concerns are identified and managed effectively. Staff receive suitable safeguarding training and clear guidance on how to report any concerns about pupils’ welfare. The designated safeguarding leaders have undertaken additional training appropriate to their roles and responsibilities.”

Within the domain of assessment and planning for children, evidencing improved outcomes takes place through the triangulation of learning activity within Family Services against audit outcomes. Evidence suggests the audit domain of ensuring the voice of the child is heard remains consistently strong across the service. Audit data show a positive increase in the domain of assessment and planning, suggesting that learning activity aimed at these domains are having a positive impact. Audits demonstrate evidence of training transfer from programmes such as Signs of Safety, which are designed to assess families’ strengths, and systemic ideas directly influencing practice via interactions with children and families and partner agencies. Observation, qualitative and anecdotal feedback from the workforce and training providers indicate that practice leaders and practitioners have made good use of peer support opportunities, service days and team seminars to support learning and development and generally adapted well to the absence of face-to-face training in order to make impact upon the lives of children and young people

In May 2021 our Partners, CLCH, commissioned an external audit to review the arrangements in place by which safeguarding is managed

within the Trust, identify positive impact and to consider management and recording of alerts and escalation processes by CLCH staff. The auditors reviewed the CLCH systems, policies, processes and internal audits; the auditors also interviewed staff, including the Barnet NNCS and Barnet health visitors and school nurses. The auditor’s assessment was that CLCH had significant assurance of safeguarding children processes in CLCH during the COVID-19 pandemic.

Colleagues at Royal Free Trust have implemented the ICON ‘Coping with Crying’ programme to support new parents, particularly fathers. The programme is delivered mainly by midwives and neonatal nurse as well as by others during opportunistic points of care. The Trust has had some very positive feedback from parents, such as that found below, who have found it helpful.

“When I discussed ICON with a family, they commented that their friend who had recently had a child, had also been told about ICON by a midwife and the dad remembered her words when very stressed one night with a crying baby and said that he put the baby down and walked away to calm down. He said how easy it could have been to shake the baby without thinking in the moment and it had made an impact.”

Assurance & Learning: Assurance and further learning was obtained by colleagues at The Royal Free Trust in June 2021 by way of a CQC inspection of maternity services. This concluded that staff understood how to protect women from abuse and the service worked well with other agencies to do so. Staff had training on how to recognise and report abuse and they knew how to apply it. The additional FGM audit provided to the CQC assured them that *“the service had a clear*

pathway for women with FGM, or whose unborn baby girl might be at risk of FGM.” Furthermore, in April 2021 an audit completed by community midwives demonstrated that their safeguarding knowledge and practice had improved after the introduction of safeguarding supervision.

Stubborn challenges – Priority 6: Although the shift to online/hybrid learning has seen increased levels of participation the transition from classroom to virtual learning has presented new challenges in measuring the transfer of knowledge and the impact of learning across the Partnership through limited use of feedback forms. New methods of impact measurement for both qualitative and quantitative feedback are being developed and supported by the new learning management system, POD, which automates participant feedback. Multi-agency partners utilise the system which gives greater access to a range of safeguarding learning opportunities, e.g., e-learning modules, easier access to the multi-agency training offer and personalised individual learning logs. Over the last quarter Family Services has co-produced training workshops with some of our partners which increases co-delivered training opportunities and utilises the expertise in multi-agency partners. e.g., a peri-natal mental health and pre-birth assessment workshop with health, a legal processes workshop with CAFCASS, domestic abuse training offer with specialist agencies and child protection chairs have delivered training to the substance misuse agency. This approach supports improved communication between agencies, having a shared understanding the lived experience of children and young people and creates a difference for children through stronger partnership working.

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Independent Review of Barnet Safeguarding Children Partnership November 2021

Authors: Nicky Pace, Russell Wate, Jo Norman - RedQuadrant

Context

The Children and Social Work Act (2017) and Working Together (2018)¹ dissolved the requirement for Local Safeguarding Children's Boards (LSCB) and required the three key statutory partners - the Police, Health (CCG) and the Local Authority - to set up Multi-Agency Safeguarding Arrangements (MASAs) in their area.

The three statutory partners for Barnet comprise the London Borough of Barnet, the North Central London Clinical Commissioning Group, and the North-West Basic Command Unit of the Metropolitan Police. Together they form the Barnet Local Safeguarding Children Partnership (BSCP). The local Partnership came into effect in September 2019.

In order to provide independence and external oversight of the BSCP arrangements, the Partnership plan sets out the requirement to have an annual review undertaken by independent scrutineers. RedQuadrant was commissioned to provide this Annual review for three years from 2020.

Scope of the Review

The role of the independent scrutineers is to provide assurance in judging the effectiveness of multi-agency arrangements to safeguard and promote the welfare of all children in a local area, including arrangements to identify and review serious child safeguarding cases. The scrutiny must be objective, act as a constructive critical friend and promote reflection to drive continuous improvement.

The role of the independent scrutineers is to consider how effectively the arrangements are working for children and families, and practitioners and how well the safeguarding partners are providing strong leadership. It covers the extent to which the lead representative from each of the three safeguarding partners plays an active role and the extent to which all three safeguarding partners have equal and joint responsibility for local safeguarding arrangements.

The scrutineers are required to evaluate against the requirements for safeguarding arrangements set out in Working Together 2018 and associated guidance.

RedQuadrant provided three independent scrutineers with experience within children's services, Police and health, all of whom has specifically worked in multi-agency safeguarding partnership settings.

The first scrutiny visit in 2020 provided the scrutineers with the opportunity to evaluate the new arrangements, understand the demographics of the Borough, the strengths and

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https://r.search.yahoo.com/_ylt=AwrlDvk1YcBh12wAbAAM34lQ;_ylu=Y29sbwNpcjIEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1640026549/RO=10/RU=https%3a%2f%2fwww.gov.uk%2fgovernment%2fpublications%2fworking-together-to-safeguard-children--2/RK=2/RS=vkr3k2SoxRpLntID2VrkfgMfXQ4-

challenges and meet with members of the Partnership. Therefore, it was agreed that the scope for the Annual review 2021 should cover:

- Key developments for the BSCP since the last review
- Progress on implementation of the recommendations in the previous scrutiny report
- Progress on implementation of the BSCP Business plan
- Progress and impact on outcomes and learning from completed LCSPRs.
- Updates on any new CSPRs and any areas of practice identified.
- Evaluate BSCP against findings from Alan Wood and associated reports from the National Panel
- Exploration of how Health, Police and the Local Authority disseminate, embed and evidence practice improvement and improved outcomes for children due to the work of the BSCP.

The above themes were to be evaluated through the lens of the BSCP Business Plan. Evidence was submitted to RedQuadrant scrutineers linked to the six priorities of the BSCP Business Plan, which are:

- Strengthening leadership and Partnership
- Tailoring our response to local specific issues
- Driving continuous improvement of safeguarding practice
- Responding to serious safeguarding cases effectively
- Creating a strong feedback loop with children, families and practitioners
- Measuring and evidencing the impact of our work.

Process/methodology of review

The review methodology was developed and undertaken as a tool for understanding strengths and areas for improvement in how the BSCP works together to safeguard and promote the welfare of children in their area. The team of independent scrutineers reviewed a comprehensive list of documents and policies from the Partnership and met with a range of partners and practitioners, individually and in focus groups, to ascertain views on the impact of the new Partnership arrangements (see appendix for details of documents and stakeholders from whom we gathered evidence).

The focus of the review was on six key areas², specifically considering whether:

- The three core partner leads are actively involved in strategic planning and implementation

² Taken from *Six Steps for Independent Scrutiny: Safeguarding children arrangements*. Institute of Applied Social Research, University of Bedfordshire, Pearce, J (2019)

- The wider safeguarding partners (including relevant agencies) are actively involved in safeguarding children
- Children, young people, and families are aware of and involved with plans for safeguarding children
- Appropriate quality assurance procedures are in place for data collection, audit and information sharing
- There is a process for identifying and investigating learning from local and national case reviews
- There is an active program of multi-agency safeguarding children training.

Our key findings from this process are summarised below. We would particularly like to thank the BSCP Business Unit for the organisation of the review, supplying the documents requested and setting up the meetings with key individuals. We would also like to thank all the staff who have taken part, for their thoughtful and frank evaluation of the current Partnership and how effectively agencies work together, ideas and suggestions for improvements.

Strengthening leadership and Partnership

The BSCP continues to evidence outstanding Partnership working with 'a culture of open and honest sharing at the heart of Barnet.' The Leadership Forum provides effective and robust leadership of the Partnership, with the chairing arrangements having moved to the Police lead for the last year. There is evidence that key partners have stepped up to their responsibilities in the Partnership, are involved and committed. This engagement and contribution should continue to be built upon. Unfortunately, the funding situation within the Police has not been resolved with a Pan London review commissioned by Sophie Linden, Deputy Major, into the role of Police in partnership arrangements, including MASH. Looking ahead to organisational transformation upon the safeguarding system, it will be crucial that the Partnership works together with Health colleagues to ensure that the move to Integrated Care Systems maintains safeguarding responsibilities towards all children, including the most vulnerable.

As a direct result of recommendations from the last review, it has been agreed that the current chair of the Leadership Forum will act as a single point of leadership when required. Also, following challenge from the last review, it has been agreed that arrangements for scrutiny are sufficient, with the new addition that the Lead Member for Children and Families now attends and contributes as part of the Leadership Forum. This is in addition to the inclusion of the independent chair for the Learning and Thematic Review Group (LTRG), who also attends the Leadership Forum. The MASA has been updated with a yearly review of the arrangements.

The independent scrutineers were specifically requested to consider recent national reports and guidance and whether the BSCP was compliant with these. The Alan Wood's³ report queries the seniority of partners in multi-agency safeguarding arrangements. In the BSCP Leadership forum, the LA is represented at the highest level by the CEO, which is a strength, but the Borough Commander for Police and Chief Operating Officer for the CCG do not attend. It is important that there are mechanisms to ensure that they are kept informed of and held to account for safeguarding children in Barnet through the Partnership arrangements.

Further external challenge was through Vicky Ford, the former Minister for Children and Families and the DfE. She wrote to all Partnerships in July 2021 requesting all safeguarding partners to review how they work with all their schools and colleges locally (including academies and independent schools). Barnet Education and Learning Service (BELS) chaired by the Council's DCS, have provided schools with excellent resources and guidance about Harmful Sexual Behaviour, including an audit tool. This response has also been presented and reviewed at a Performance and Quality Assurance meeting (PQA). During the pandemic, the Partnership ensured that weekly safeguarding advice was shared with schools, and breakfast briefings have seen a significant increase in attendance from schools' designated safeguarding leads (DSLs). Current arrangements work well, and schools appreciate the support offered and feel engaged. Therefore, though schools are not formally represented on the BSCP, there are clear mechanisms in place to ensure that their voice is heard.

There is a strong culture of respectful challenge evident between partners across the Partnership. An example of this is the support and challenge by the Partnership following the poor CQC outcome at the Beacon Centre, a Barnet based 6-bed specialist Tier 4 mental health facility that provides assessment and treatment services for young people. This challenge is also present in the PQA and LTRG. Many professionals involved in the review, who had experience working with other boroughs and partnerships, expressed the openness and absence of a defensive response within the BSCP and between agencies, with a real focus on improving outcomes for children. The multi-agency dataset has been developed further and provides an opportunity for deep dives into areas of concern (for example, work on the use of Police Powers of Protection). This could be further enhanced by the inclusion of diversity and ethnicity data to enhance the work on disproportionality currently being undertaken by YOS on youth crime and permanent exclusions.

The response to the pandemic has supported and enhanced partnership arrangements, including working with schools and has driven innovation. Many of these joint initiatives or ways of working will remain when things return to 'normal' because of the positive feedback from families or greater engagement, especially training and participation in subgroups.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/526329/Alan_Wood_review.pdf

Since the last review, there have been some positive developments with other Barnet partnership boards, with work underway with the Barnet Adults Safeguarding Board looking at children transitioning to adulthood. There is probably greater scope for these arrangements to be more formalised and with other areas of join-up across these arrangements, including the Community Safety arrangements, the Local Family Justice Board and the Health and Wellbeing Board. It is noted that Violence Against Women and Girls (VAWG) now sits under the Director of Children's Social Care (Help & Protection), ensuring that domestic abuse and youth violence/gangs have proper safeguarding focus. A good example was given of how this incorporated transitional safeguarding, with targeted work around sexual harassment with Middlesex University following the Everyone's Invited initiative. In developing priorities for the BSCP next year, it might be helpful for there to be better read-across /synergy with the Children and Young People's Partnership Board priorities' safe and sound.'

Business unit - There has been a smooth transition to the new Business Manager, who brings a range of new skills and focus to the role. He has developed greater links with other Partnerships across London through the London Councils' group. There are real concerns about the sustainability of the business unit with its current budget. As highlighted last year, Barnet's budget for its partnership arrangements is low by London and comparator authority standards. There has been no uplift even to cover salary increases. It is of concern that the costs of LSCPRs are met from an underspend, but there needs to be a clear plan to address the shortfalls when this is spent; it should not fall back on the Local Authority to cover the cost. It is difficult to find in year money. Therefore, this needs to be addressed before this situation occurs (See recommendation about different models for undertaking Local Child Safeguarding Practice Reviews). There is also the issue of administration of the Child Death Panel (CDP) arrangements, which are currently undertaken by the Business unit. Following the Children and Social Work Act (2017) and Working Together (2018), the responsibility for this function does not sit with the Partnership but with LA (Public Health) and CCG. Even if this element were funded or removed, it would give the BSCP Business unit more administrative capacity.

Tailoring our response to local specific issues

The BSCP, principally through their PQA and LTRG sub-groups, are alert and able to respond to locally specific issues.

The most significant single issue, not just from the BSCP's perspective but for all safeguarding children's partnerships in the country, has been the Covid-19 pandemic. Throughout the last year, the Partnership has, to their credit, continued to progress and drive forward developments across all their priority areas. Examples of work focused on specific local issues include:

- Elective Home Education has been explored in the two LCSPRs that have been completed this year. A successful bid for government funding happened. The

developments from this project will benefit practitioners locally by raising awareness of Elective Home Education and strengthening safeguarding arrangements for children who are educated at home and how they can seek help if they need it. The learning will also be of great benefit to others nationally. The BSCP are also a key contributor to the national panels thematic on Elective Home Education.

- Various other actions related to local issues, such as circumcision practices, which had become an issue in 2020, have also been completed within the last 12 months.
- The BSCP has also sought assurances from The Beacon Centre, a local 16-bed specialist Tier 4 mental health facility that provides assessment and treatment services for young people. Safeguarding concerns were brought to the attention of BSCP following a CQC inspection, which found incidences of serious self-harm that had occurred in recent months by young people. The BSCP were consistent and persistent in their requests for assurance.
- Improvements have been made to the multi-agency data dashboard, and it is now easier to analyse, although there is some ongoing work to include relevant information from Health, Police and Education.
- An excellent example of positive action in dealing with local issues was demonstrated during the PQA meeting. This related to Police Powers of Protection and was seen as an issue, as in Barnet, Police Protection was 20% greater than surrounding Boroughs. The local issue was explored further, resulting in a leaflet and lunch and learn sessions being carried out. Similar action in relation to ABE interviews was highlighted locally, and following an audit, assurance regarding possible local issues was provided.
- There have recently been four adolescent deaths assumed to be suicides. These are in the process of being examined further, in particular, to prevent future deaths. The ICON programme and Safer Sleeping initiatives have been raised as issues and are hoped to progress positively in 2022.
- Transitional Safeguarding: This work emanated from a desire across both the Children's Partnership and Adults Safeguarding Board to take a closer look at how effectively vulnerable young people were transitioning across services. This was in light of growing national research and evidence, suggesting that outcomes were poorer due to ineffective support over crucial transitions. A multi-agency task and finish group across both adults and children's partnerships was established, driven by the PQA arm of BSCP. The Transitions work was launched at the Spring 2021 Children and Young People's Practitioner's Forum. The Forum was attended by over one hundred people, including young people. The Transitional Safeguarding report was approved in July 2021. Ongoing monitoring will take place through the Vulnerable Adolescent's Community Partnership group with regular feedback to the BSCP.
- A modern slavery deep dive had been planned for a while, in conjunction with Public Health, Vulnerable Adolescents' team and the Safeguarding Adults Board. It will look

at modern-day slavery, including child criminal and sexual exploitation, and draw on local data, lived experiences and work with voluntary sector partners.

Driving continuous improvement of safeguarding practice

NWL CCG covers five boroughs, and it was notable that health stakeholders reported that the Barnet safeguarding partnership was seen as an exemplar of safeguarding practice.

Partnerships need to place a lens of scrutiny upon the evidence and impact of learning and the assurances given to, and from the Partnership, that safeguarding arrangements are meeting the needs of children locally. The BSCP provides a strong multi-agency training offer. The provision of this training was responsive to the need and circumstances of the pandemic, with most training moving online. The training offer is flexible, varied, relevant (informed by feedback from LSCPRs, audit and PQA meetings), and inclusive with learning events and conferences. These include Professional and Young People Forums on particular themes and specialist topics. There has been greater participation, with 724 practitioners attending throughout April 2020 – March 2021, up from 509 the previous year, and more choice of courses. There is relevant content for health, and these have been enhanced with briefings, lunchtime, and twilight sessions.

A new training system has been implemented individuals are signed up to receive access to the training. This has caused initial 'teething' difficulties, but the opportunities this new system can offer are extensive, with a wide range of e-learning opportunities that will be open to all. The development of multi-agency safeguarding practice improvement has been embedded within the learning culture with the new learning management system, Learning Pool, allowing more comprehensive access to learning for all practitioners within the Partnership. Learning Pool also provides for personalised learning logs, which enables practitioners to take responsibility for their learning, thus fitting with professional registration requirements and promoting motivation for professional development. There will also be opportunities to run reports from this system, enabling better monitoring and collection of training data. The question of measuring the impact of training and how to demonstrate learning continues to be a challenge, with consideration being given to ways of getting feedback from a child to say that this has made a difference.

The Partnership is responsive to learning from reviews: the learning offer includes briefings for learning from LSCPRs and Rapid Reviews with five-minute briefings that get the learning to practitioners. A learning and Improvement Framework has been developed as a direct result of a recommendation from the last review. The Training programme is reviewed and discussed at PQA and is embedded within the WFD programme and new POD portal. Leads from all Partners role model good practice by attending briefings.

Further evidence was in the implementation of government guidance on Sexual violence and sexual harassment between children in schools and colleges with a shared response with Police and health. School nurses were identified as generally providing good support

for schools, but this was not consistent. Development of practice conversations training for schools was very well received.

Barnet has a large and growing diverse community; there is greater partner recognition of disproportionality through focussed work, which has raised further awareness of the issues and challenges of providing services which are responsive and sensitive to cultural differences.

Findings and learning from a SCR included the existence of cultures within cultures- highlighted by noticing, for example, groups within the same faith, may have different cultural practices. This reinforced the need to ensure learning allowed for a wide understanding of how individual families express their culture and a need for this to be explored in training.

Few faith groups are represented on the Voluntary, Community and Faith Sector (VCFS) sub-group. It would be helpful to link with the Barnet multi-faith forum to enhance this engagement. There are twenty-three supplementary schools currently, and safeguarding support is also provided to them through BELS. Commissioning of training will seek assurance from independent training providers that all the training will adhere to EDI principles. It would be assisted by training providers being fully informed of the specific issues relevant to Barnet, to ensure a standard for the content and provision of training by external trainers.

A Safeguarding Checklist has been distributed to the VCFS in June 2021. VCSF is more integrated into the Partnership and invited to and informs the training. During the pandemic, VCFS has been active in working directly with young people, and the join up is evident in practice.

Partners have reviewed the collection of data. The Health Review Group has been established to explore how to ensure the health data presented to PQA is valid, relevant and linked to the objectives of the business plan.

Partners share the responsibility of leading multi-agency audits. It continues to be a challenge how to analyse the information across the three partners for a single approach. It is noted that Section 11 audits are part of the auditing programme but considered more of a tick box with the development of relevant audit data requests providing a sense of purpose for collecting specific data.

The practice improvement includes the provision of an out of hours clinical specialist and support through BICS, for a mental health provision previously not available outside of inpatient or acute provision.

Practice improvement from LCSRPs is monitored through LTRG, which has established peer to peer challenge sessions. Practice challenges tend to be resolved informally within the good relationships of the Board members and leadership team.

MASH provision was seen as approachable to challenge and available to consult on cases. Partners knew the escalation and resolution processes, but from the feedback, it appears that the relationships between partners were such that most concerns are resolved informally. These challenges need to be recorded, and as informal, audits may not have that information.

Responding to serious safeguarding cases effectively

Working Together, 2018 states: "Locally, safeguarding partners must make arrangements to identify and review serious child safeguarding cases which, in their view, raise issues of importance in relation to their area. They must commission and oversee the review of those cases, where they consider it appropriate for a review to be undertaken."

To deal with the requirements of this section of Working Together 2018, and as part of their safeguarding arrangements, the Partnership has established a Learning and Thematic Review Group (LTRG). The response to serious child safeguarding cases is one of the Partnership's cross-cutting themes.

LTRG meets bi-monthly, and the membership, including the three statutory partners, is quite broad across the Partnership. The LTRG Group is chaired independently by Bridget Griffin, a hugely experienced multi-agency safeguarding professional. Meetings are well attended and always have the three statutory partners in attendance.

It undertakes Rapid Reviews, oversees local Child Safeguarding Practice Reviews and monitors the implementation of recommendations. It also reviews national Child Safeguarding Practice Reviews, and other relevant learning and good practice are brought for discussion.

The LTRG has reviewed its Rapid Review referral pathway and documents to align with the latest national guidance, advice from the national panel and any other good practice they can find. There have been three rapid reviews this year, and the last rapid review (November 2021) displayed good analysis, scrutiny, and challenge. This continued development within the rapid review process needs to continue into 2022.

Two LCSPRs have concluded this year, and the learning from these has been circulated via webinars. A learning report needs to be developed and placed on the BSCP website. A third LCSPR, Child L, is almost completed and will conclude early in 2022. The independent author of this report has provided feedback that BSCP has shown good leadership of the panel and process, including a well-attended practitioner workshop. There is extremely good administration. The panel meetings were well attended and displayed a team approach to the learning, with good debate and challenge and no defensiveness.

In relation to the webinars, the first three sessions were on thematic themes, including the shared learning from the LCSPRs and the learning from the Rapid Review for Child L. There have also been three webinars on the national panel reports. One hundred fifty participants

have attended so far, with one more twilight session planned. Feedback has been extremely positive.

A consolidated action plan for learning has been developed, which helps to evidence outcomes and impact and will be delivered in 2022.

Although these will be case led, consideration should be given to developing different models for proportionate, timely, and cost-effective Local Safeguarding Practice Reviews.

Creating a strong feedback loop with children, families and practitioners

The Partnership has proven itself as creative and flexible in hearing from families and children. Barnet has promoted a 'Family friendly Barnet' with a resilience-based approach. There is a solid and impressive culture of the importance of hearing the voice of the child. This is evidenced in 'All about me,' five-minute briefings reminding practitioners to put the child in the centre of their thinking and learning. If unable to attend, these sessions are recorded, and a printed poster is available with the key messages available online.

There is a newly launched Barnet's Child Participation and Family Involvement Strategy out for consultation - My Say Matters - giving children and young people a platform to share their views, wishes, and feelings. It uses the Lundy model of participation. This demonstrates the commitment by Barnet to ensure the Partnership is responsive to the service users wishes and feelings

Three new roles have been created to support consultation and engagement activity (a Service Development Officer and two Child Participation roles based in BICS and Onwards and Upwards) in Family Services. Police and Health partners provide input too.

Plans are in place to embed the involvement of service users by CSC within multi-agency audits. Practitioners have access online to BSCP Monthly newsletter for safeguarding and inclusive practice and activity updates. BSCP attended Young Barnet foundation – the role of designated lead in youth organisations

There are a wider range of inclusive opportunities for children and young people, which include Barnet Youth Assembly, Takeover Day, #BOP (Barnet on Point – Children in Care Council), Youth Parliament, Youth Ambassadors, Barnet Youth Board BING (Barnet Inclusive New Generation, Barnet's SEND youth voice forum) Youth Perception Survey, Barnet Young Commissioners, Barnet Parent/Carer Forum and Bright Spots survey with children in care and care experienced young people

BSCP will host at least two Professional and Young People Forums (PYPFs) per year to bring together multi-agency frontline practitioners and young people to discuss priority topics identified by the Partnership in discussion with the Forum

In Health, Frontline practitioners are informed through messages from two weekly meetings and a monthly meeting with the designated nurse, with the Director providing a drop-in service for consultations.

Other examples of innovative practice include a recent conference with practitioners and service users engaged with a drama group and a family who shared their experience with CCG, which was reported as very powerful in understanding a family's experience.

Supervision is considered essential and intrinsic to good practice in safeguarding. It allows for time for development, appraisal, challenge and mediation and management within the Partnership. Families and children benefit when practitioners receive good supervision. Staff in health are encouraged to seek external supervision; this should be alongside internal provision, as through internal supervision and the mediation process, the practitioner's experiences and challenges can be fed to the senior teams. This could be further strengthened by an audit of safeguarding supervision.

Measuring and evidencing the impact of our work

The challenge of measuring and evidencing the impact of the work of the Partnership has been raised in a report by the National panel on the quality of Annual reports of Partnerships, recognising that many provided a list of actions taken, rather than what difference has been made. The BSCP Annual report for 2020/21 focuses on impact and outcomes at its heart.

To support the voluntary sector organisations, of which there are over two hundred in Barnet, the BSCP has rolled out the VCFS safeguarding checklist, which was co-produced with the VCFS, designed for self-evaluation purposes. The BSCP partnership manager has provided further support through championing this work and providing challenge workshops.

Only two multi-agency audits have been undertaken in the last year, partly due to capacity constraints caused by the pandemic. However, plans are in place to reinvigorate the process by linking audit themes with new priorities identified by the BSCP. Single agency audits have been received and scrutinised by the PQA group.

There is evidence of the impact of training on practice, for example, the signs of safety training. Webinars held by the BSCP on learning from practice cases, both local and national, are being tracked over 6, 9, 12-month periods for evidence of practice change.

In discussions with frontline staff, partnership working was evident but not consistently to a good standard. There was still a feeling amongst Social Work staff that they were considered entirely responsible when they were involved in cases. For example, if a Social Worker did not attend a Child in Need meeting or core group, it would not go ahead as no other agencies would step up. This was also evident in chairing one of the BSCP subgroups when the regular chair could not attend, and it was expected that the council would provide

a deputy. Arrangements need to be made for deputies from another agency to be in place or a system of rotating chairs. There are excellent examples of working together at a strategic level; it also needs to be evidenced consistently at the practitioner level.

Following the OFSTED report into Everyone's Invited, there was an impressive response by BELS providing written guidance in newsletters, breakfast meetings and training for schools and colleges. Schools appreciated the guidance provided, including an audit tool that schools used to self-audit their arrangements to deal with sexually harmful behaviour. The Designated Safeguarding Leads (DSL) meetings are also open to independent schools and colleges.

Operation Encompass is a national initiative whereby Police swiftly inform school DSLs and their deputies of pupils present during a domestic incident. Locally, police officers within the Barnet, Brent, and Harrow Multi-Agency Safeguarding Hub (MASH) teams are responsible for making these disclosures to DSLs. Operation Encompass has been well received by schools and has made a difference in their support to children. Safer schools' officers, when attached to schools, were highly valued, but many schools reported the limited capacity of Police and no officer connected to their school.

There are still some challenges and practice topics for the BSCP to address as themes next year, such as neglect, suicide, domestic abuse, mental health, missing children, CSA and extra familiar harm. Concerns about Child Protection processes for children whose parents have diplomatic immunity were also raised as part of this review and Barnet are working with DfE to develop guidance in this area.

Conclusion

Our confident judgement is that the Multi-agency Safeguarding Arrangements for Barnet Safeguarding Children Partnership are compliant with Working Together, 2018. The arrangements ensure that children in Barnet are safeguarded, and their welfare promoted.

The last year has consolidated and strengthened the Partnership arrangements, with clear evidence that key partners have stepped up to their responsibilities in the Partnership and are involved and committed. There continues to be a culture of openness, respectful challenge, and a willingness to learn, which has positively impacted children and families in Barnet. Hearing and acting upon the voice of children and young people is a significant strength in Barnet, which will be further reinforced with the recent launch of a new participation strategy.

Suggestions for future improvements

Various improvements and recommendations are made in the body of this report. Our key suggestions for future improvements are:

1. Consider the sustainability of the BSCP budget, including contingency for LSCPRs.

2. Establish mechanisms through the Partnership arrangements, to ensure that the Borough Commander and Chief Operating Officer for the CCG are kept informed of and held to account for safeguarding children in Barnet,.
3. Although these will be case led, consideration should be given to establish an effective, proportionate Barnet model of Child Safeguarding Practice Reviews.
4. Deliver the consolidated action plan for learning, which has been developed to help to evidence outcomes and impact

Appendix

Documents reviewed

1. Governance and terms of reference

- Multi-agency safeguarding arrangements
- Leadership Forum terms of reference
- Performance and Quality Assurance Panel terms of reference
- Leadership Forum and Performance and Quality Assurance Panel Forward Plan (2020/21)
- Learning and Thematic Review Group terms of reference and referral pathway
- Voluntary, Community and Faith Sector terms of reference
- Voluntary, Community and Faith Sector strategy and action plan
- Information Sharing Agreement

2. Minutes of previous meetings (papers discussed can be provided on request)

- Leadership Forum 2020/21: December 2020, March 2021, June 2021, October 2021
- Performance and Quality Assurance Panel: October 2020, January 2021, April 2021, July 2021, November 2021
- Learning and Thematic Review Group: December 2020, February 2021, April 2021, June 2021, August 2021, October 2021
- Voluntary, Community and Faith Sector Group: January 2021, May 2021, September 2021

3. Annual reports and business plan

- Annual report 2019/20
- Draft annual report 2020/21
- Business plan

4. Case reviews and action plans (sent securely)

- CSPR Family H (published)
- CSPR Family J
- Rapid Review – Child L
- Rapid Review Child TA.

5. Multi-agency performance data

- Multi-agency data dashboard November 2021

6. Multi-agency audits

7. Section 175 audits

- Section 175 audit example
- VCFS Safeguarding Checklists

8. Thematic work

- Transitional Safeguarding

9. Multi-agency training programme

- Multi-agency training programme evaluation 2020/21
- Multi-agency training report (from PQA)
- BSCP learning webinars

Individuals involved with the review from Barnet

- Chief Executive Officer, London Borough of Barnet
- Director of Children's Service, LBB
- Lead Member, Children, Education and Safeguarding Committee
- Independent Chair, Learning and Thematic Review Group
- Associate Director Safeguarding and Designated Nurse, North Central London CCG
- Head of School Improvement, Barnet Education and Learning Service
- School Exclusions and Safeguarding Lead, Barnet Education and Learning Service
- BSCP Partnership Manager
- Head of Safeguarding, North West BCU
- Assistant Director – Education, Strategy & Partnerships, LBB
- Director of Quality and Safety, North Central London CCG
- Head of Safeguarding, Quality Assurance and Workforce Development – Children's Services, LBB
- Chair of VCSF subgroup/Voluntary sector representative
- Detective Superintendent – Head of Safeguarding, North West BCU
- Designated Doctor for Children's Safeguarding for the Borough of Barnet, Royal Free London NHS Foundation Trust
- Chair, Barnet Safeguarding Adults Board
- Business Manager, Barnet Safeguarding Adults Board
- Director of Children Social Care – Family Services, LBB
- Strategic Lead for Partnership Engagement & Vulnerable Adolescents at Risk, LBB
- Director of Children's Social Care – Early Help and Protection LBB

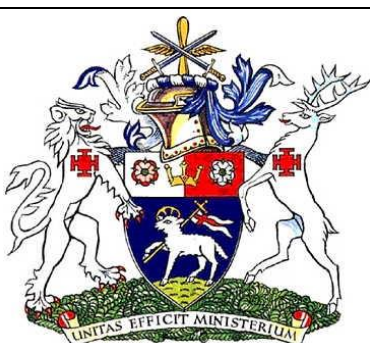
- Practice & Learning Manager, Workforce Development Team, LBB
- Learning and Development Officer, Children's Workforce Development Team

Focus groups

- Police focus group
- Health providers focus group
- VCFS Subgroup
- Frontline Social work practitioner focus group
- Schools focus group

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AGENDA ITEM 11

**CHILDREN, EDUCATION AND SAFEGUARDING COMMITTEE****Wednesday 19th January 2022**

| | |
|--------------------------------|--|
| Title | Family Services Quarterly Update |
| Report of | Chairman of the Committee, Councillor David Longstaff |
| Wards | All |
| Status | Public, save for Appendix 2 and 3 which are exempt by virtue of Paragraph 1 and 3, Schedule 12A Local Government Act 1972 |
| Urgent | No |
| Key | No |
| Enclosures | Appendix 1 - Children Service's Analysis Tool (ChAT) Appendix 2 - LILA Benchmarking Report Q2 (exempt) Appendix 3 – Self Assessment (exempt) Appendix 4 – AEM Notes |
| Officer Contact Details | Chris Munday, Executive Director for Children's Services |

Summary

This report gives an update on Family Services progress and asks Members to note and scrutinise performance data, that can be found in Appendix 1 and appendix 2.

The report updates Members on our Annual Conversation with Ofsted that took place in November 2021. As part of the ILACS framework, we discussed our progress against the recommendations from the Ofsted Focussed Inspection as well as our self-evaluation (appendix 3). The notes from the meeting are included in appendix 4.

Recommendations

1. That the Children, Education and Safeguarding Committee is asked to note and provide comments on the CHAT performance report summarised in the report, and provided in Appendix 1.

2. That the Children, Education and Safeguarding Committee is asked to note and provide comments on the LIIA performance information summarised in the report, and provided in Appendix 2.
3. That the committee notes and scrutinises progress of performance against our Ofsted Self Evaluation provided in Appendix 3.
4. That the committee notes the report from the Annual Engagement meeting held with Ofsted as part of their inspection framework.

1. REASONS FOR RECOMMENDATIONS

Family Services Performance Update

- 1.1 The services are continuing to work hard with children and families during an unprecedented disruption to their lives to mitigate risk and to meet local needs. We continue to monitor performance through stocktake, audit and reviewing performance management information including the CHaT report (appendix 1). We also work with authorities across London to consider trends.
- 1.2 The London Innovation and Improvement Alliance (LIIA) is the Association of London Directors of Children's Services (ALDCS) sector-led improvement partnership and is hosted by London Councils. We submit quarterly datasets to the LIIA to allow comparative data analysis on performance across London. The data is provided on the condition that it is used for internal reporting only and other LAs data should not be shared with external partners or the public. For this reason, Appendix 2 is exempt from publication and its contents should not be shared on a wider basis.
- 1.3 According to ChaT performance data (appendix 1) at the start of December shows that contacts are very similar to last report, going down slightly from 10692 to 10587. However, the volume is 17% higher than pre-pandemic reporting between July 2019 – January 2020 (n=8792). LIIA data (appendix 2), shows in Q2 Barnet had a larger reduction in contacts, at 10% from the previous quarter in compared to 3% in Outer London. Despite this difference, Barnet remains in the middle of the rates of contacts in London.
- 1.4 The data from the CHaT shows open Early Help Assessments have risen by 6.3% from 1677 to 1789 since the last report, the volume is 22.5% higher than pre-pandemic reporting in the CHaT report July 2019 – Jan 2020 (n=1386) demonstrating continuing demand on the Early Help system. Data for the quarter

shown in the LIIA dataset shows a reduction from Q1 to Q2, which is not reflected by the consistent levels across the London average.

- 1.5 Referral numbers in the CHaT have reduced from 1537 to 1497 since the last report but are 16.4% higher than pre-pandemic reporting July 2019– January 2020 (n=1251). There are expected fluctuations in referral volumes before, during and after school holiday periods. The LIIA dataset shows a 20%, reduction of referrals between Q1 and Q2 and our rate of referrals is low compared to other London Boroughs. There are a range of reasons for this including our strong early help offer, in place throughout the pandemic when other community support services were not always available for families. Completed assessments has slightly increased since the last reporting period although the volume is 68% lower than pre-pandemic reporting July 2019 – January 2020 (n=3472), this reflects a lower rate of throughput which is reflected in assessment completion timescales. Some assessments have been purposefully delayed to ensure they are comprehensive. Our lower than London average re-referral rate is demonstrative of good quality assessments and interventions being undertaken.
- 1.6 There is a similar number of new Child Protection Plans 115 to 117 following slight reduction in the last period of reporting on the CHaT. This is usual for a period that includes the school reopening. Overall, however, there remains a similar number of children on Child Protection Plans, 194 to 193. This aligns with LIIA data, which shows little overall movement in the number of children on child protection plans across London. The volume of children subject to a Child Protection Plan is similar to pre-pandemic reporting.
- 1.7 The CHaT shows there is an increase in Children Looked After in the reporting period, up from 331 to 344. 98 children started to be looked after during the reporting period which is slightly less than the 101 previously reported however fewer children have journeyed out of care during this period.. LIIA data shows an increase in the rate of new children in care from 21 to 23, which is the same as the Outer London average.
- 1.8 The number of care experienced young people in Barnet continue to rise with 349 young people being supported. The majority of the young people are under 21 years old and 126 are former UASC.
- 1.9 Our focus from the data is to:

- Review our rate and numbers of CIN cases which remains below pre-pandemic levels,
- improve the timeliness of assessments which is lower than performance in other London Boroughs,
- increase the number of dental checks which remains low,
- increase the number of care experienced young people who are NEET aged over 19.

Children's Social Care Self Assessment

- 1.10 Each year all Local Authorities in England are required to develop a self-assessment. This is to aid continuous improvement and is considered as part of the Inspection of Local Authority Children's Services (ILACS) arrangements. Members have previously reviewed self-assessments as part of their role in scrutinising performance. The self-assessment is exempt as it contains information in more detail than the CHaT data report.
- 1.11 In their focussed visit report from August 2021, Ofsted made 2 recommendations and the progress made is considered in the self-assessment (appendix 3), along with progress against actions from the 2019 full inspection and priorities identified during the last self assessment.

Annual Engagement Meeting

- 1.12 Ofsted undertook an Annual Engagement meeting on 18th November 2022. The meeting was held between senior officers of the Council and the link senior Ofsted advisor. The meeting considers a range of information including the self-assessment and the CHaT. There are also discussions about the impact of national policy changes such as the changes associated with unregulated provision.
- 1.13 Inspectors report on the findings of the AEM and the notes (Appendix 4) and they noted that the self assessment is clearly presented and shows progress against our priorities

National Issues

- 1.14 Since the last Committee two tragic deaths of children in England have been reported widely. The deaths of Arthur Labinjo-Hughes and Star Hobson remind us of the abuse that some adults will inflict on children. It is important to note that the perpetrators of the abuse leading to the death of these two children have been convicted of those offences. The Government has commissioned the National Child

Safeguarding Practice Review Panel to undertake a review of Arthurs case. We will consider the findings when they become available.

2. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

2.1 N/A

3. POST DECISION IMPLEMENTATION

3.1 Not applicable.

4. IMPLICATIONS OF DECISION

4.1. Corporate Priorities and Performance

4.1.1 Family Friendly is a key part of the Barnet Plan for 2021-2025 with the vision of “Creating a Family Friendly Barnet, enabling opportunities for our children and young people to achieve their best”.

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

4.2.1 There are no resource implications.

4.3. Social Value

4.3.1. 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.

4.4. Legal and Constitutional References

4.4.1. 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".

4.4.2. Local authorities have specific duties to care leavers under the Children Act 1989 as amended by the Children and Social Work Act 2017. The corporate parenting duties and powers under the 1989 Act include:

- to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
- to encourage those children and young people to express their views, wishes and feelings;
- to take into account the views, wishes and feelings of those children and young people;
- 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;
- to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
- for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and,
- to prepare those children and young people for adulthood and independent living.

4.4.3. 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. Risk Management

- 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 CMT if necessary.

6. Equalities and Diversity

- 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

- 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

- 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. We continue to closely monitor this, as report appendixes notes, in our performance data.

7. Corporate Parenting Principles

- 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.'

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:

- to act in the best interests, and promote the physical and mental health and well-being, of those children and young people;
- to encourage those children and young people to express their views, wishes and feelings;
- to take into account the views, wishes and feelings of those children and young people;
- 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;
- to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
- for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and;
- to prepare those children and young people for adulthood and independent living.

8. Consultation and Engagement

N/A

9. Insight

N/A

10. BACKGROUND PAPERS

N/A

Data to Insight is a national project commissioned by the ADCS,
DfE and Ofsted to help local authorities make better use of data.

Children's services Analysis Tool (ChAT)

Based on Ofsted's ILACS Annex A dataset (2020) / Inspection Report

Barnet

07 December 2021

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| Demographics of children across all areas of children's social care | Page 22 |
| Comparisons of headline figures and performance data to published statistics | Page 23 |

Headline figures

| | | | |
|--|--------|---|-----|
| Contacts | | Child Protection Plans (CPP) | |
| Contacts in the last 6 months | 10,587 | Total CPP in the last 6 months | 289 |
| Early Help / Common / Targeted Assessments | | CPP started in the last 6 months | 117 |
| Early Help in the last 6 months | 1,789 | CPP ceased in the last 6 months | 96 |
| Referrals | | Current children subject of a child protection plan (snapshot) | 193 |
| Referrals in the last 6 months | 1,497 | Children Looked After (CLA) | |
| Social Care Assessments | | Total CLA in the last 6 months | 424 |
| Total assessments in the last 6 months | 1,470 | CLA started in the last 6 months | 98 |
| Assessments completed in the last 6 months | 1,097 | CLA ceased in the last 6 months | 78 |
| Ongoing assessments | 373 | Current children looked after (snapshot) | 344 |
| Section 47 enquiries and Initial Child Protection Conferences (ICPCS) | | Care leavers | |
| Section 47 enquiries in the last 6 months | 475 | Care leavers currently in receipt of leaving care services | 349 |
| ICPCs that started from an S47 in the last 6 months | 105 | Adoptions | |
| Children in Need (CIN) | | Children adopted, waiting to be adopted, or had an adoption decision reversed in the last 12 months | 41 |
| Total CIN in the last 6 months | 2,727 | Children adopted in the last 12 months | 4 |
| CIN started in the last 6 months | 1,409 | Children waiting to be adopted (snapshot) | 21 |
| CIN ceased in the last 6 months | 1,298 | Children with decision reversed in the last 12 months | 9 |
| Current children in need (snapshot) | 1,437 | Adopters | |
| | | Prospective adopters in the last 12 months | 0 |

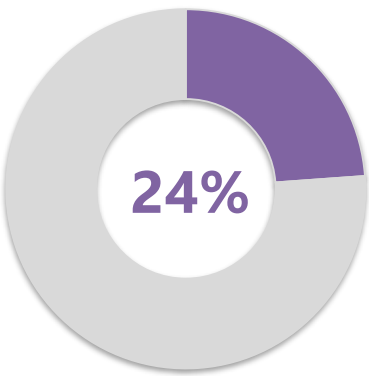
Contacts in the last 6 months

from 08/06/2021
to 07/12/2021

10587 contacts

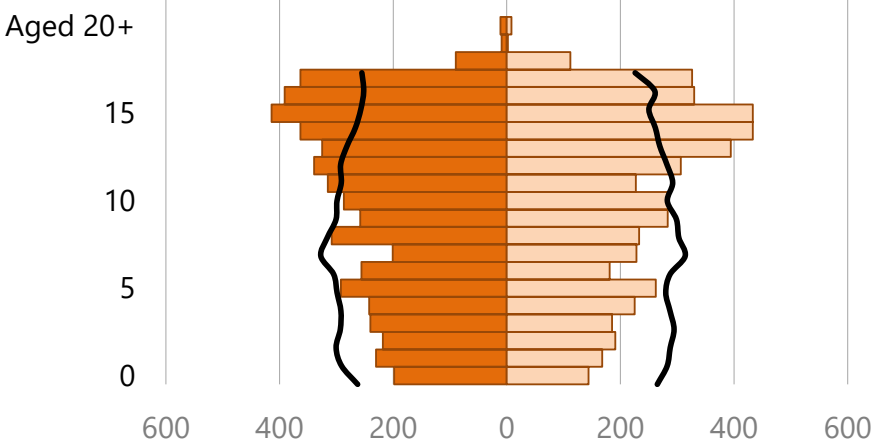
Children who also appear on the Referrals list

Yes No



Age and gender

5350 Males (51%)
4955 Females (47%)
282 Other (not shown) (3%)
0-17 population estimate



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

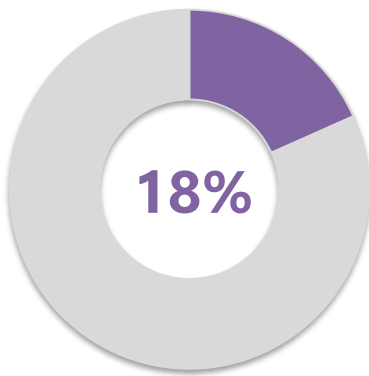
Early Help in the last 6 months

from 08/06/2021
to 07/12/2021

1789 Early Help / Common / Targeted Assessments

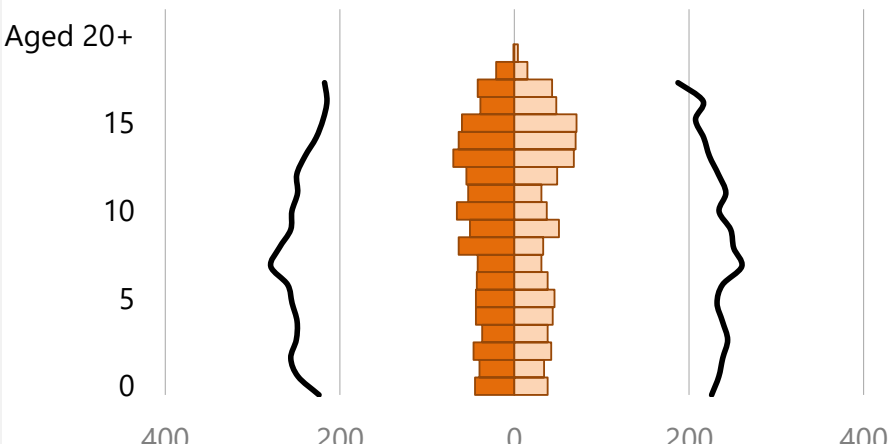
Early Help cases that also appear on the Referrals list

Yes No



Age and gender

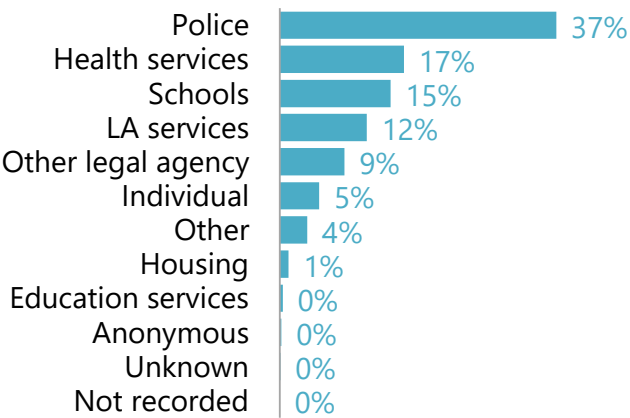
928 Males (52%)
831 Females (46%)
30 Other (not shown) (2%)
0-17 population estimate



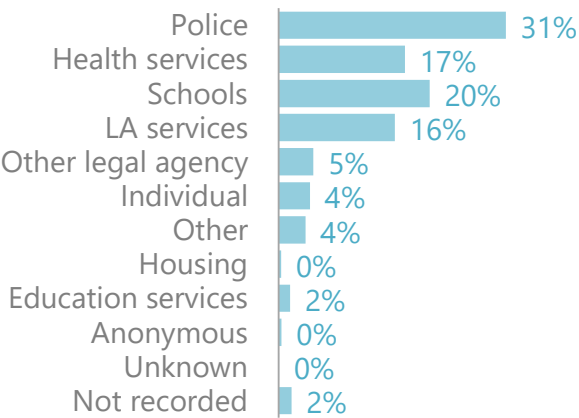
Other' includes not recorded, not stated, or neither M/F

Source of contacts compared to source of referrals

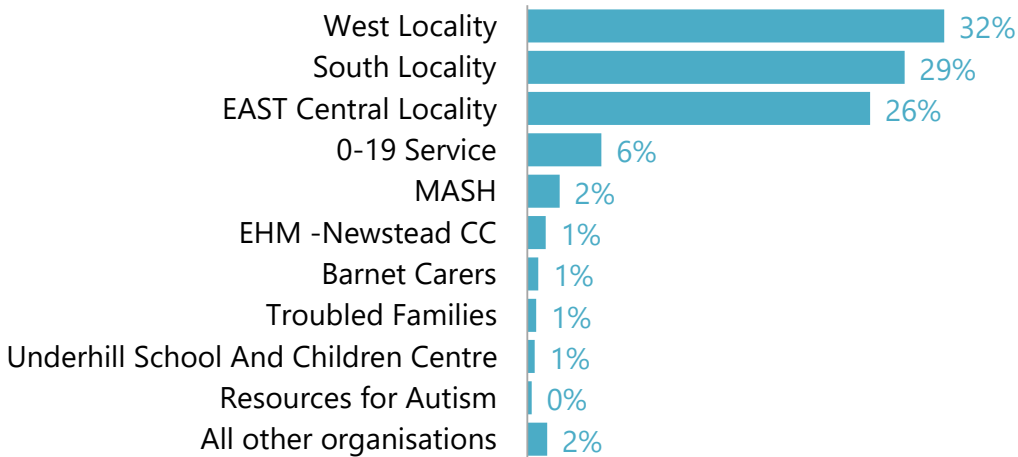
Contact source



Referral source comparison



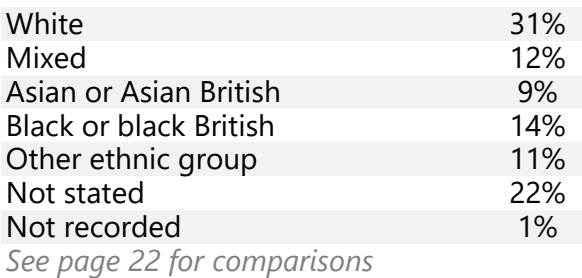
Organisation completing assessment



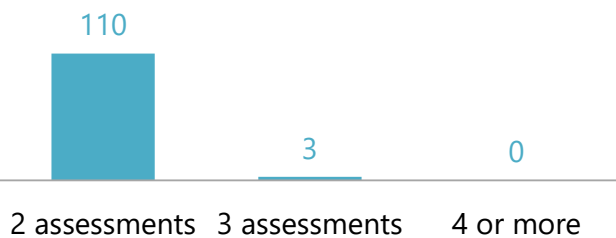
Children with multiple contacts in period



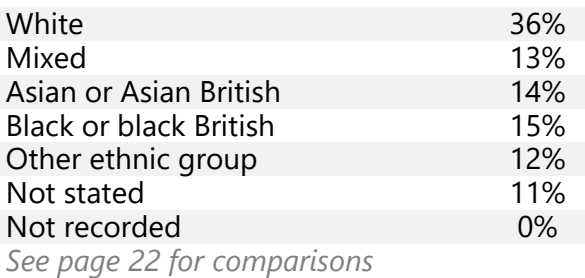
Ethnic backgrounds



Children with multiple records in period



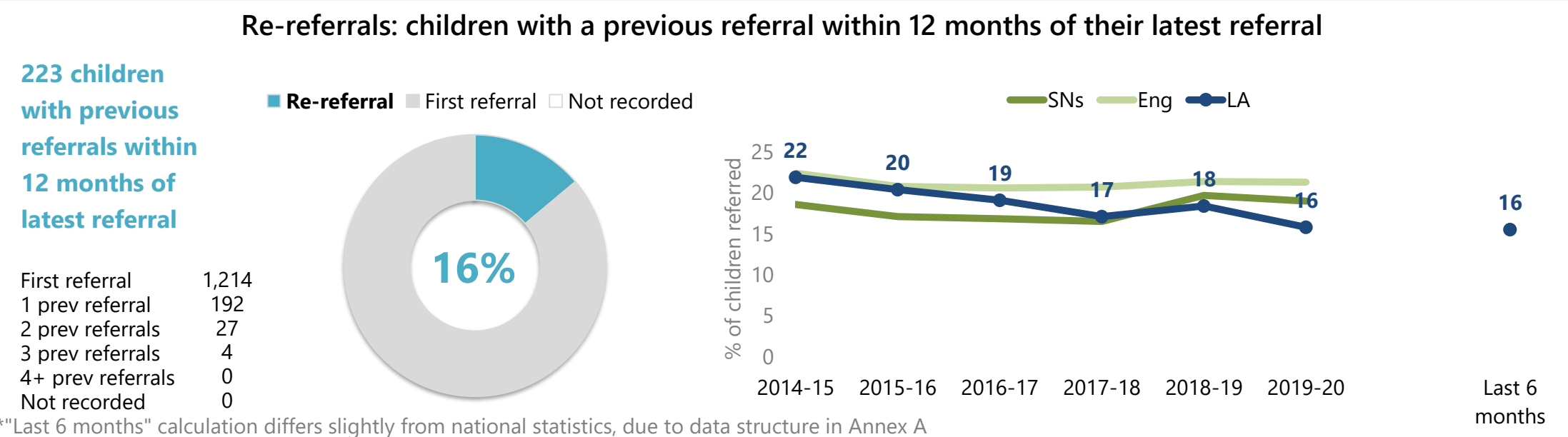
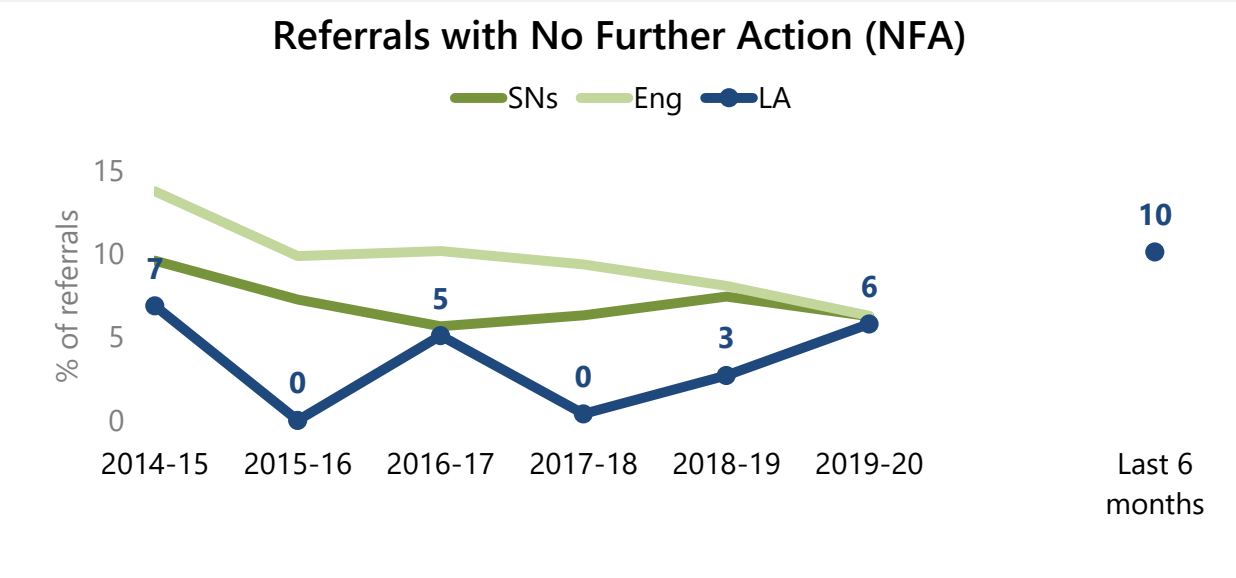
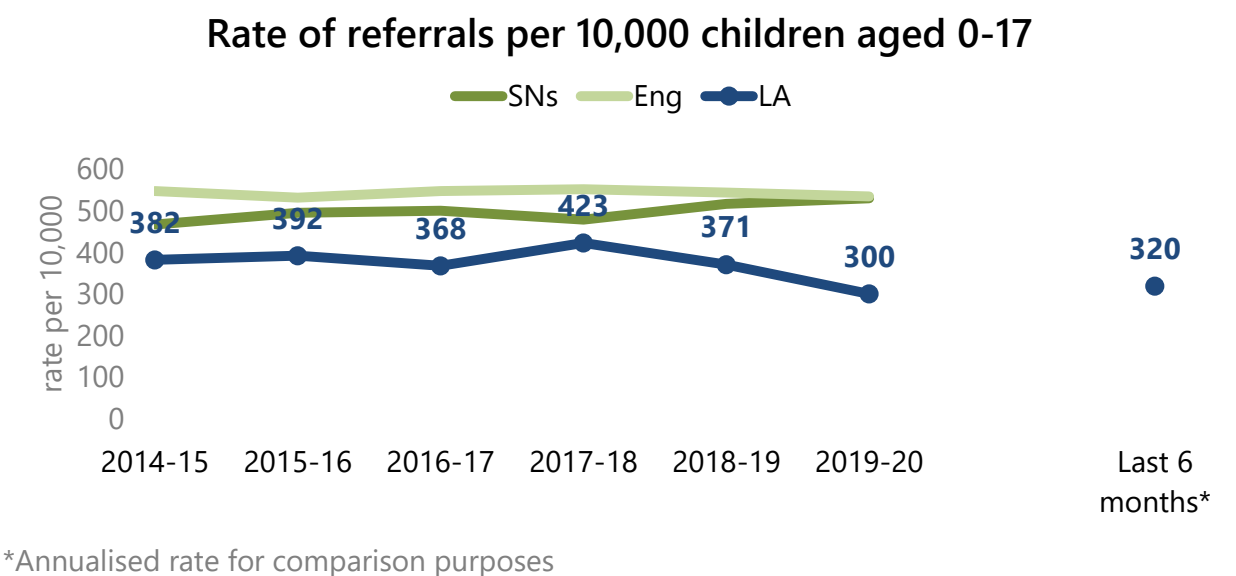
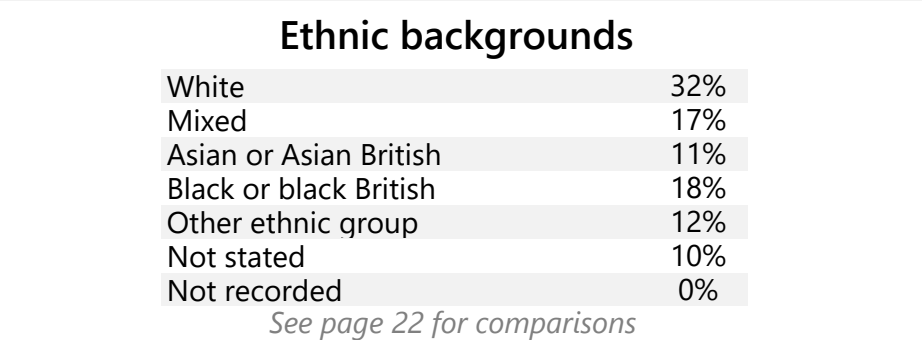
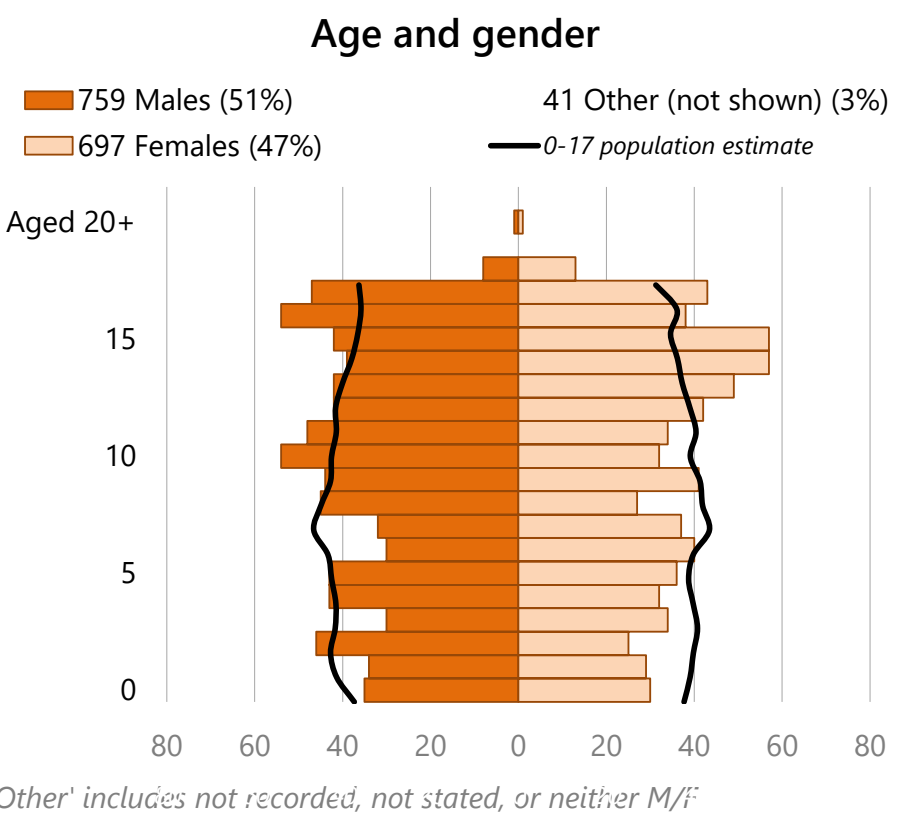
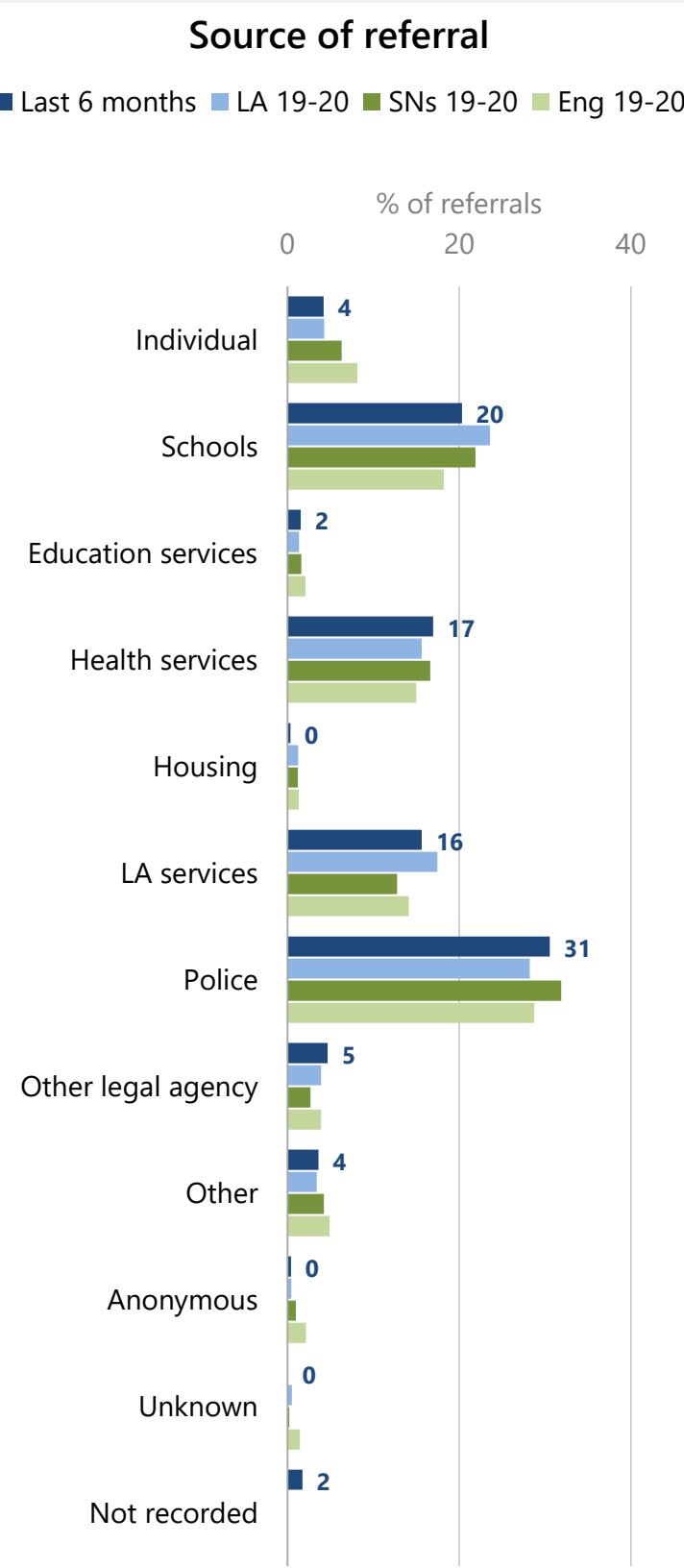
Ethnic backgrounds



Referrals in the last 6 months

from 08/06/2021
to 07/12/2021

1497 referrals



*"Last 6 months" calculation differs slightly from national statistics, due to data structure in Annex A

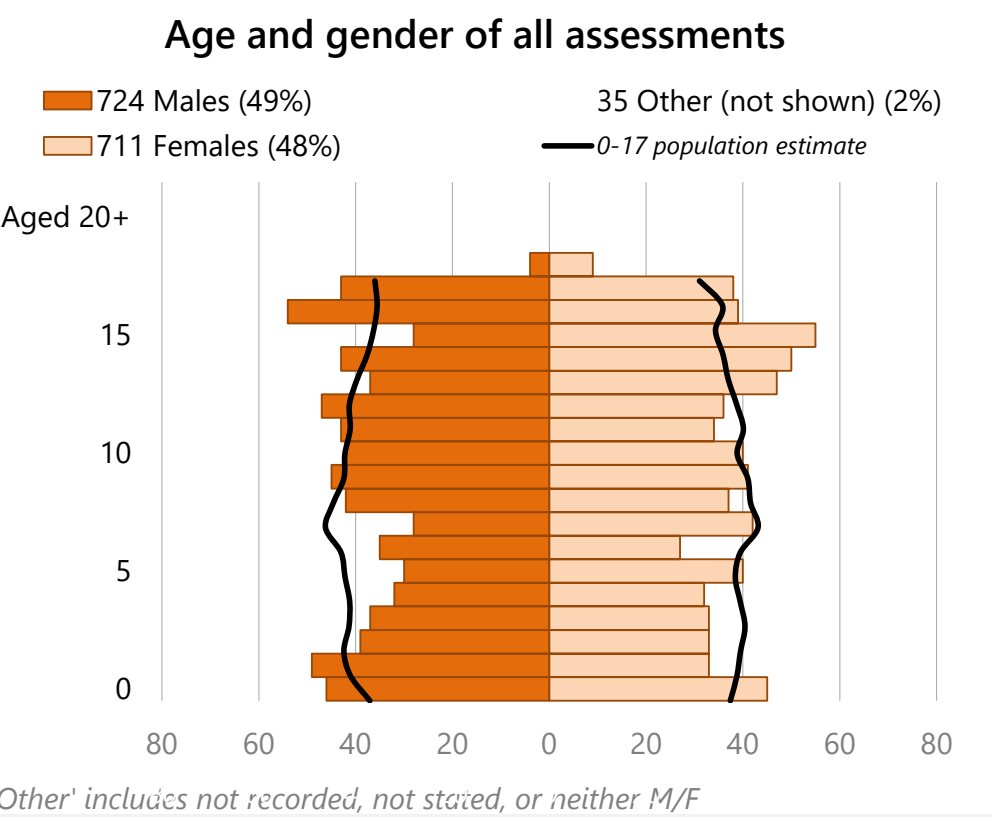
Assessments in the last 6 months

from 08/06/2021
to 07/12/2021

1470 total assessments

373 open assessments

1097 completed assessments



Assessments completed where child was seen

Child seen (97%)
Not seen
Unknown

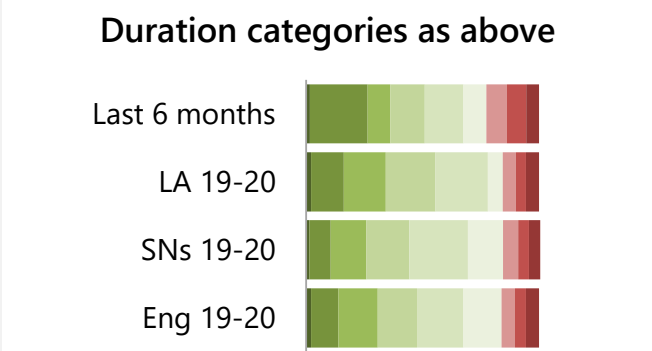
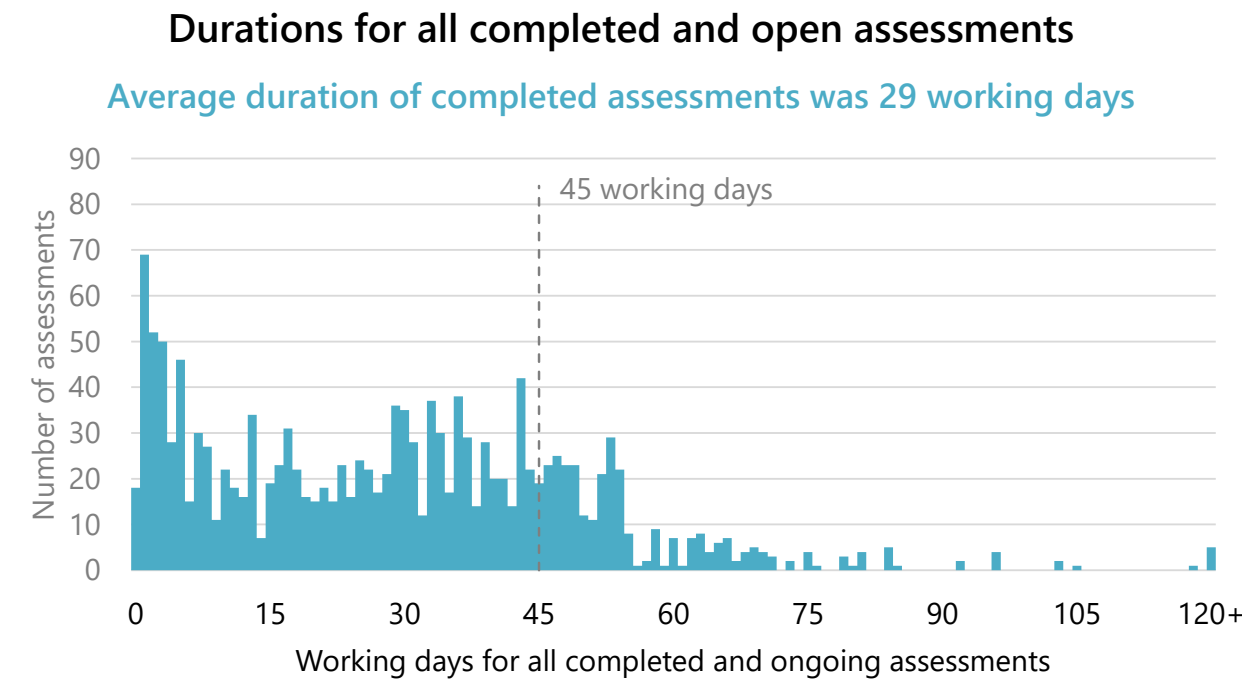
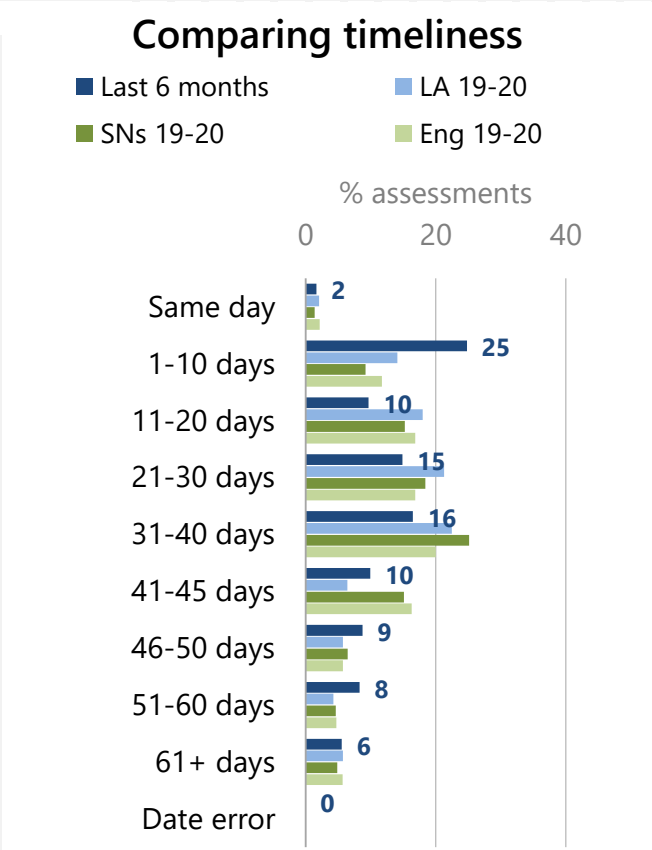
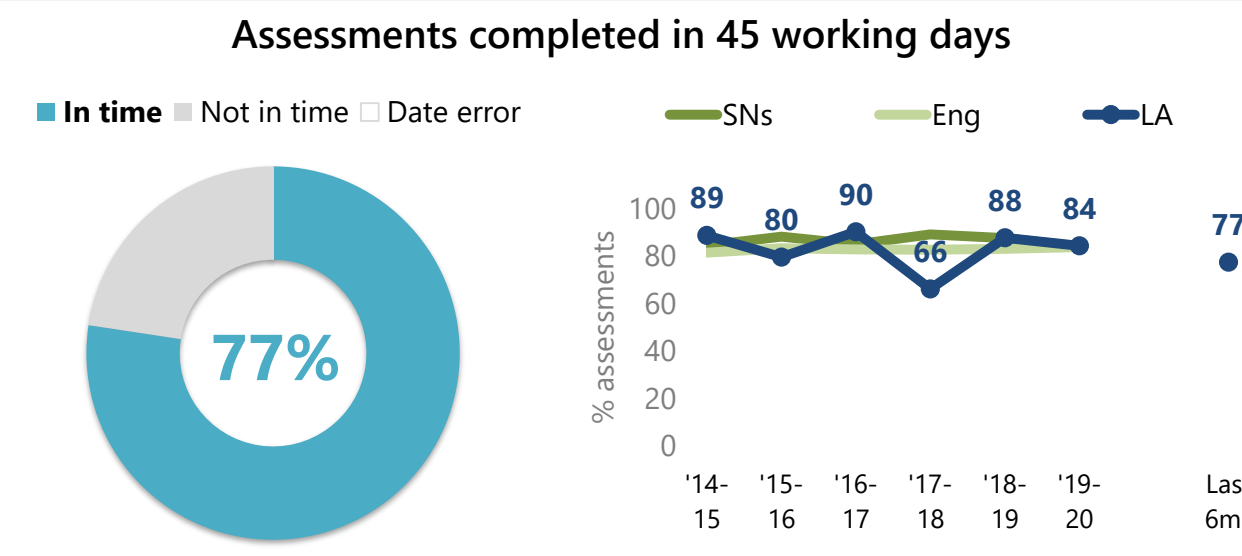
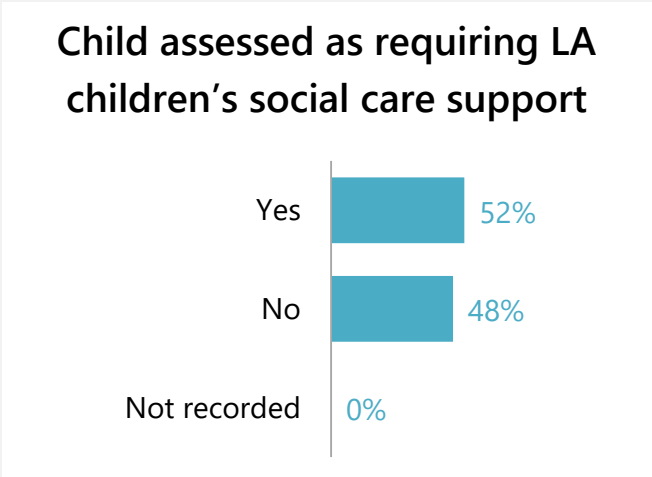
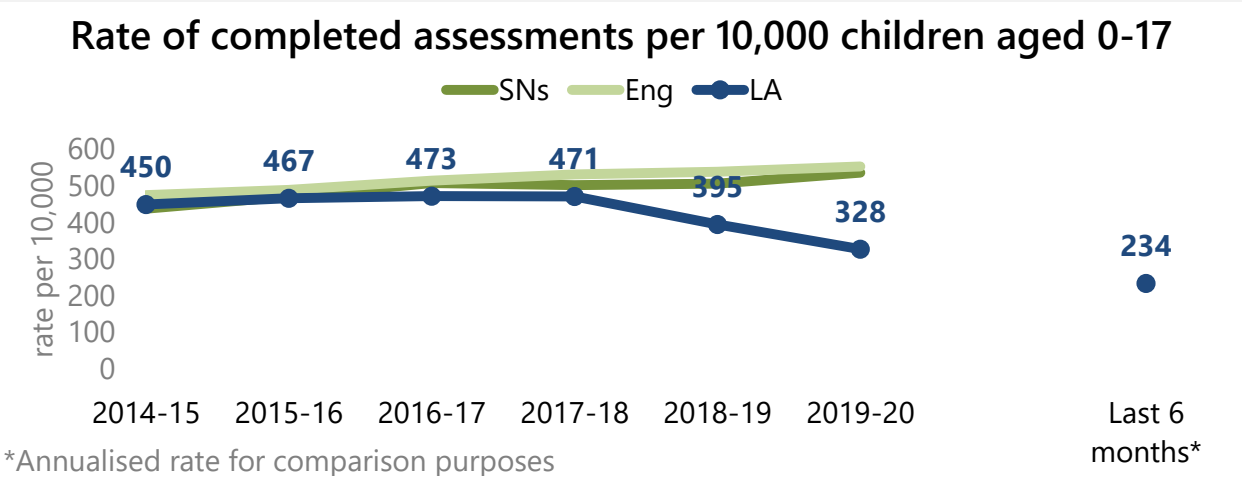
97%

Ethnic background

| | |
|------------------------|-----|
| White | 34% |
| Mixed | 19% |
| Asian or Asian British | 11% |
| Black or black British | 19% |
| Other ethnic group | 13% |
| Not stated | 5% |
| Not recorded | 0% |

See page 22 for comparisons

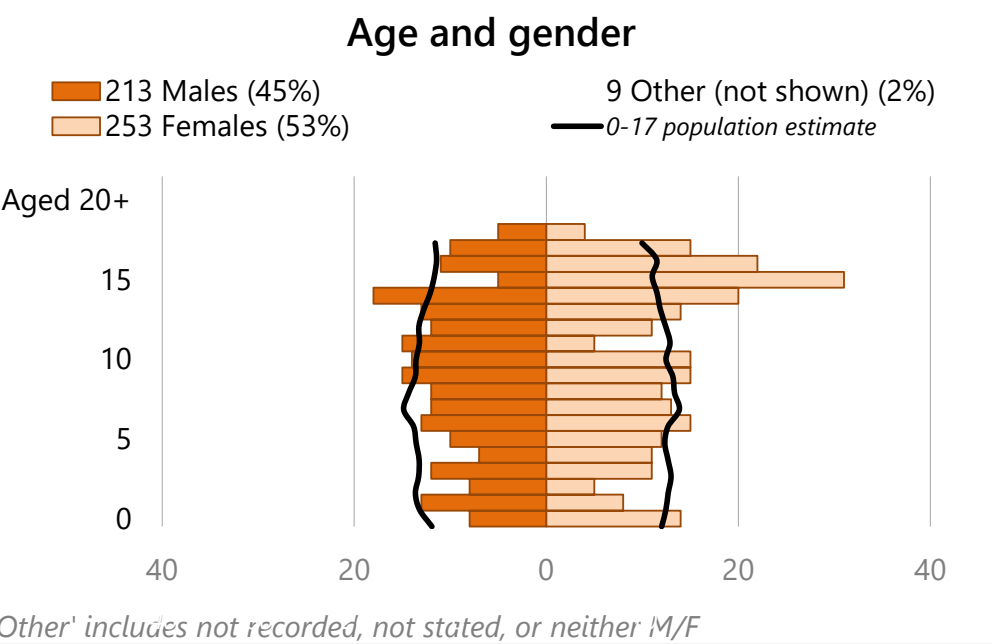
73 assessments (5%) for children with a disability



Section 47 enquiries in the last 6 months

from 08/06/2021
to 07/12/2021

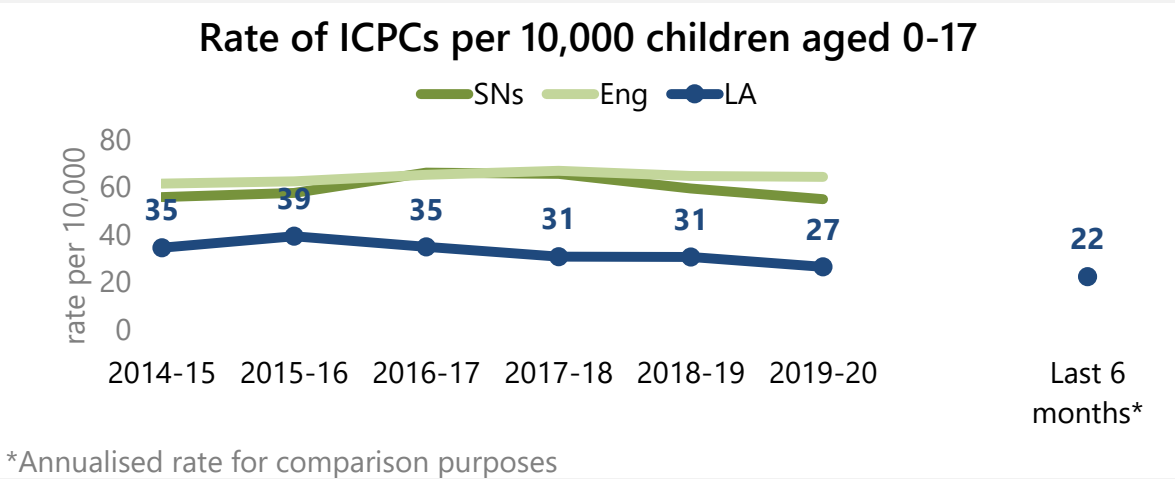
475 Section 47 enquiries



105 Initial Child Protection Conferences (from S47 in period)

76% of completed S47s **did not require an ICPC**

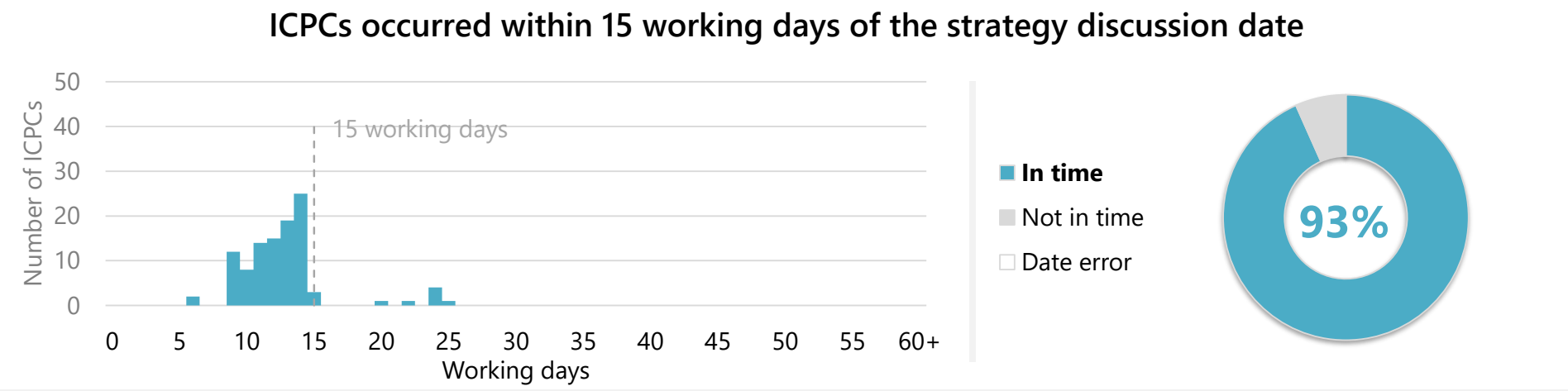
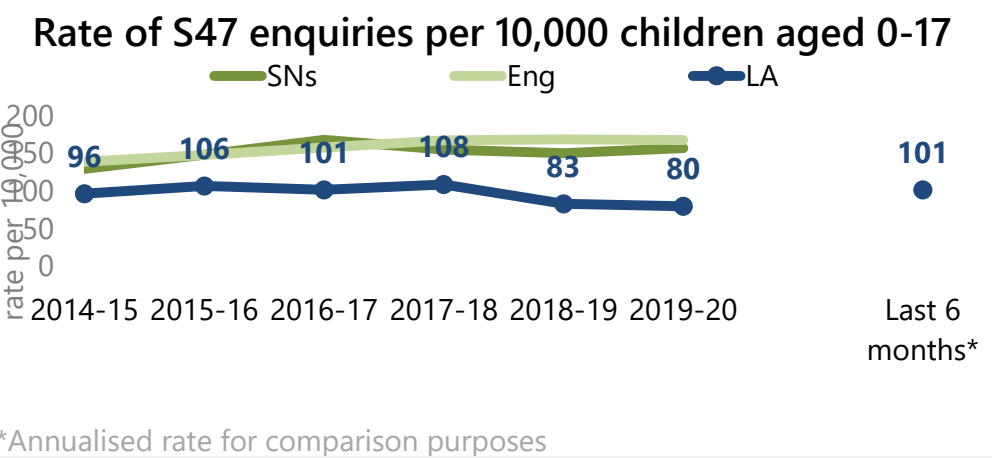
ICPC not required may include S47s for open CPP where ICPC was not required, and may exclude children where an ICPC was required but has not yet occurred



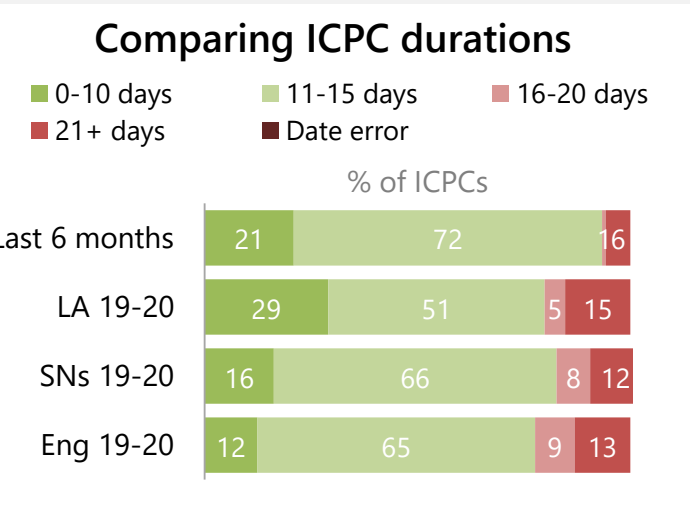
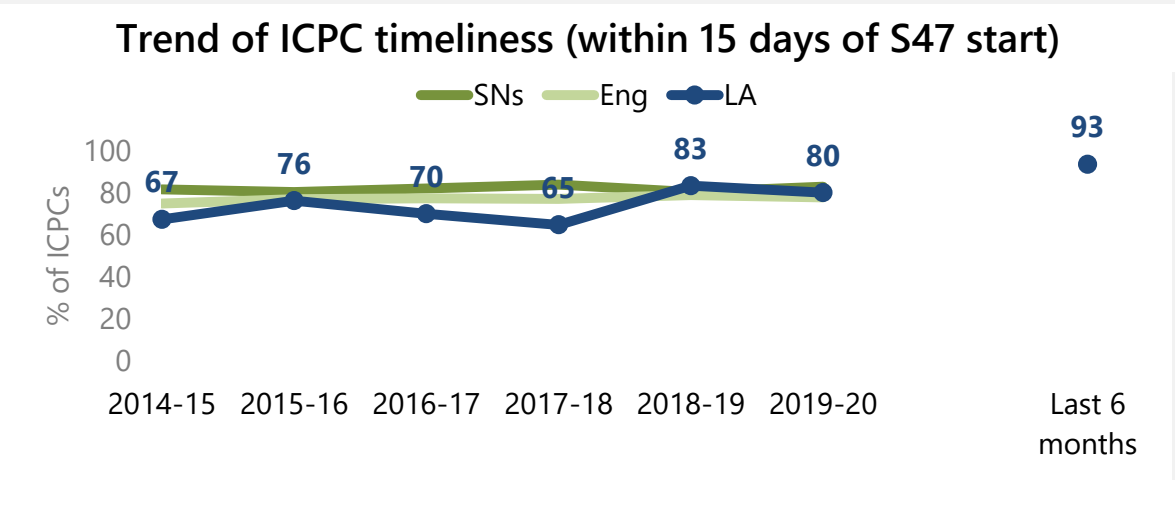
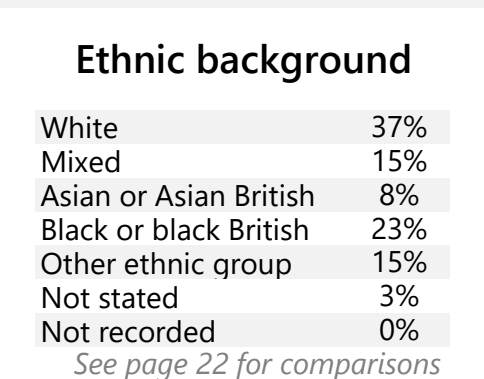
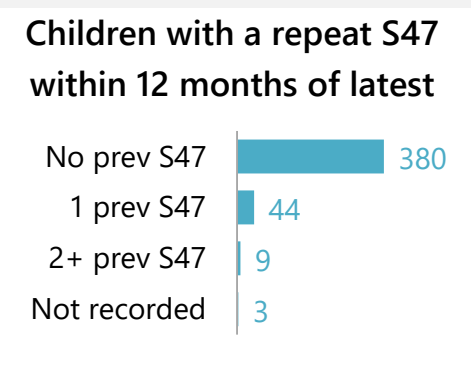
1 child(ren) with a repeat ICPC within 12 months of latest Section 47*

*Including where latest S47 did not result in ICPC

93% of ICPCs resulted in a child protection plan



18 S47s (4%) for children with a disability



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

from 08/06/2021
to 07/12/2021

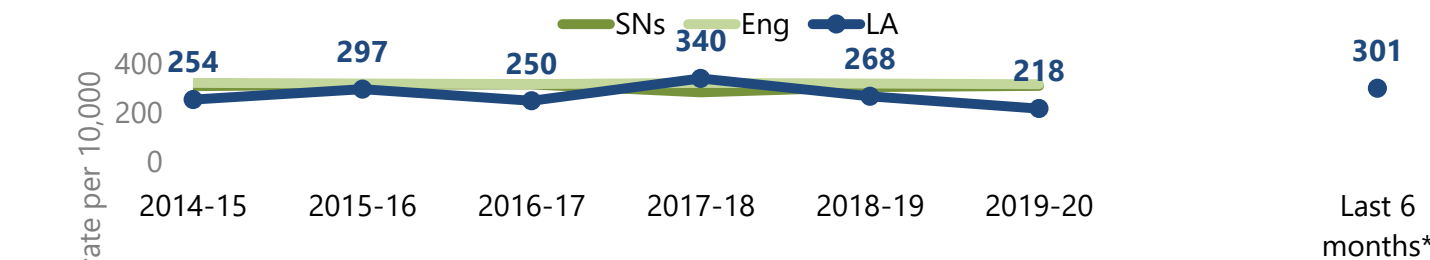
2727 total CIN in 6 months*

#

*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.

1409 CIN started in 6 months

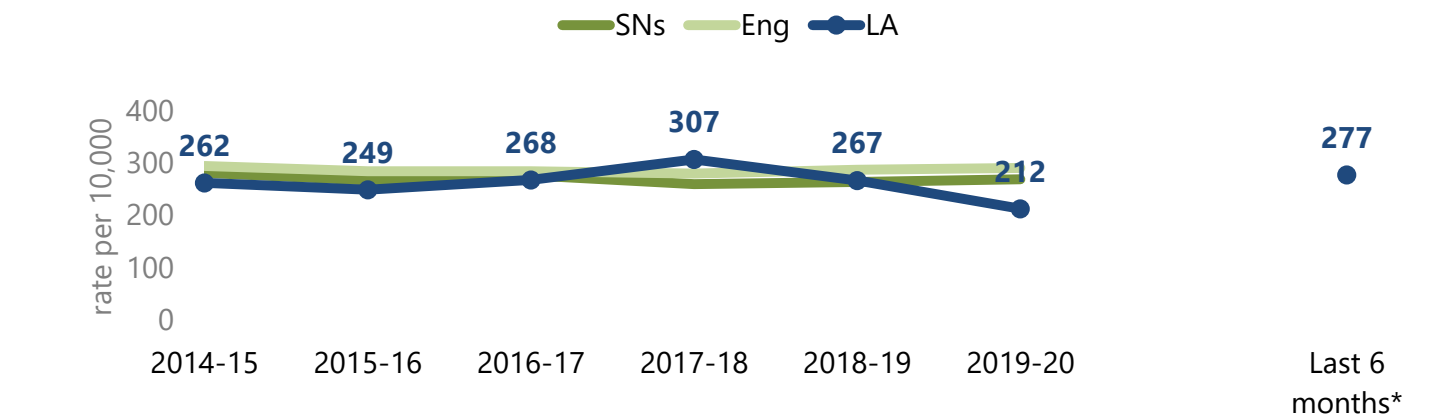
Rate of children who started an episode of need per 10,000 children aged 0-17



*Annualised rate for comparison purposes

1298 CIN ceased in 6 months

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

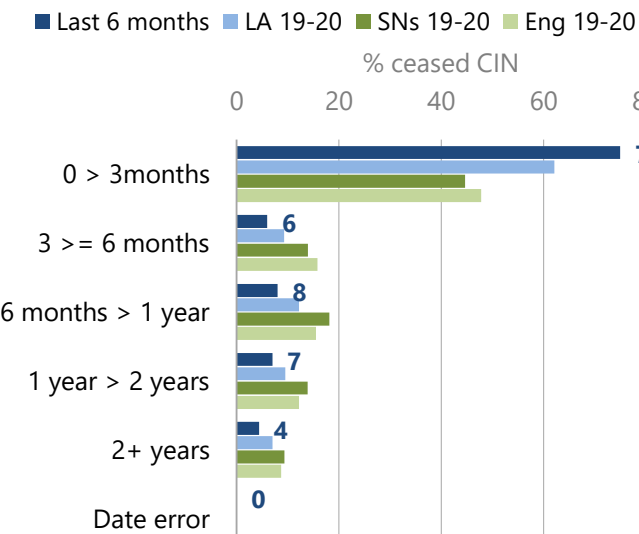


*Annualised rate for comparison purposes

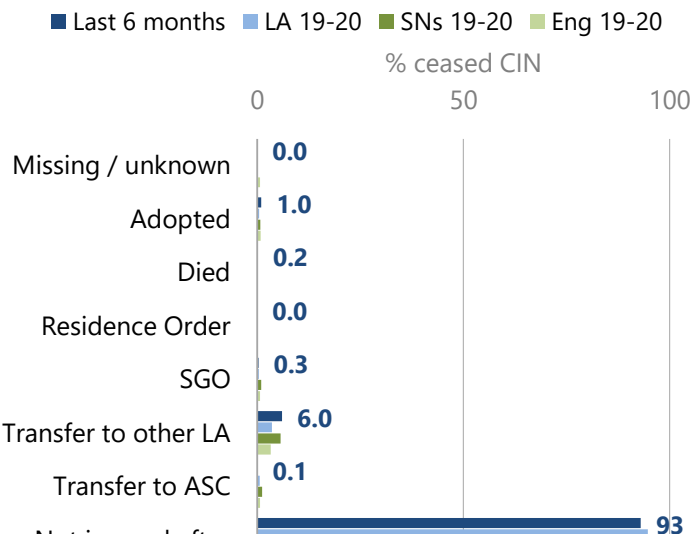
Cases included in Annex A / ChAT

| Case status of children on CIN list | Number | Percentage |
|---------------------------------------|--------|------------|
| Looked after child | 344 | 13% |
| Child protection plan | 193 | 7% |
| Child in need plan | 378 | 14% |
| Open assessment | 373 | 14% |
| Closed episode | 1,298 | 48% |
| Case status not recorded | 141 | 5% |
| Total (excluding case status unknown) | 2,586 | 95% |

Comparing CIN ceased durations



Comparing CIN ceased reasons

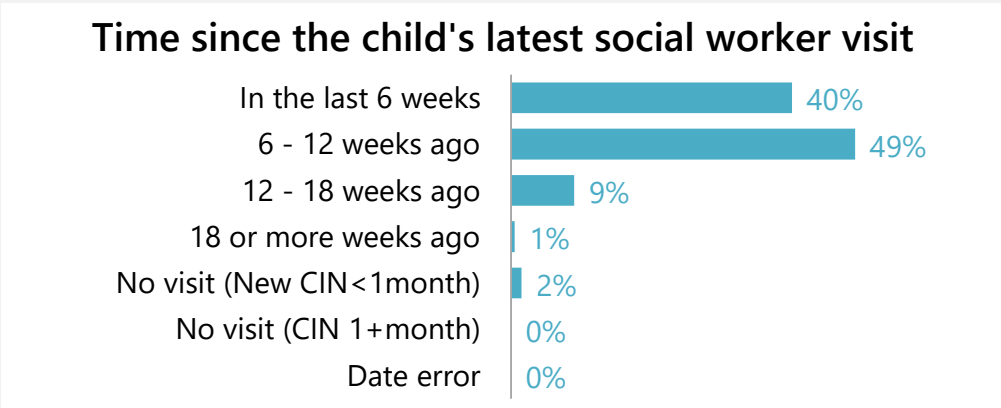
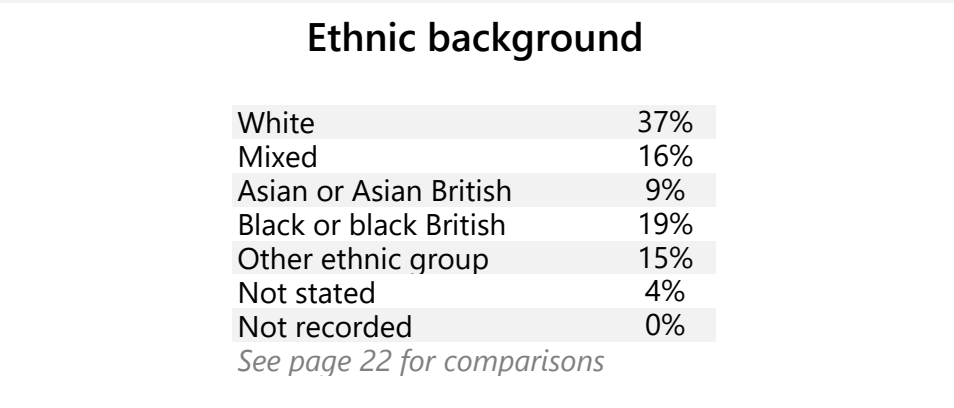
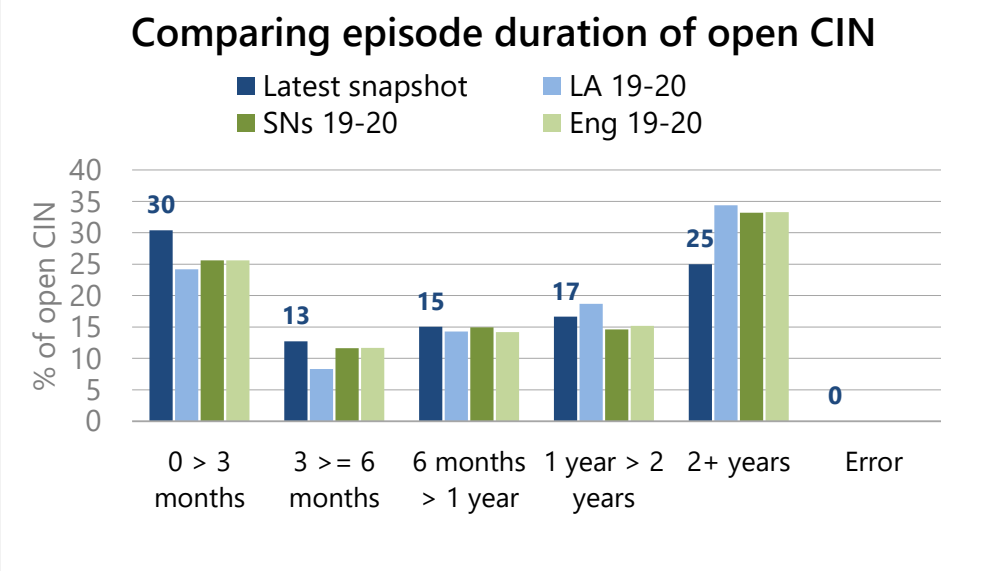
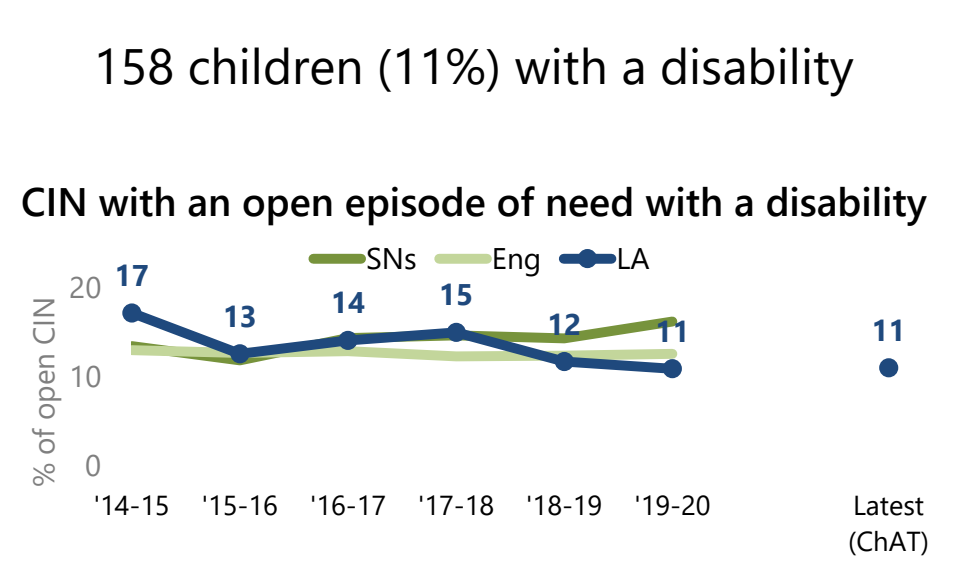
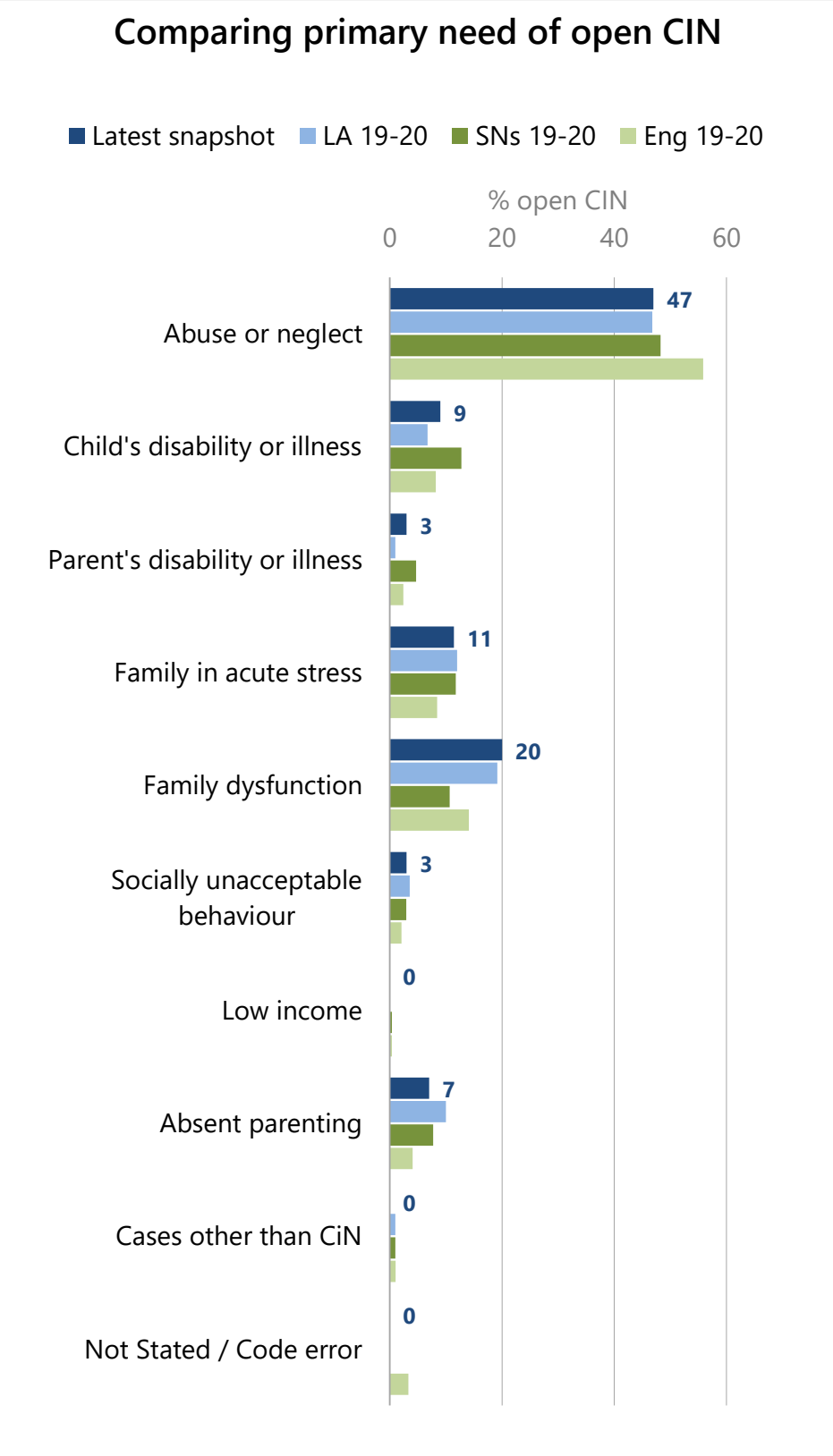
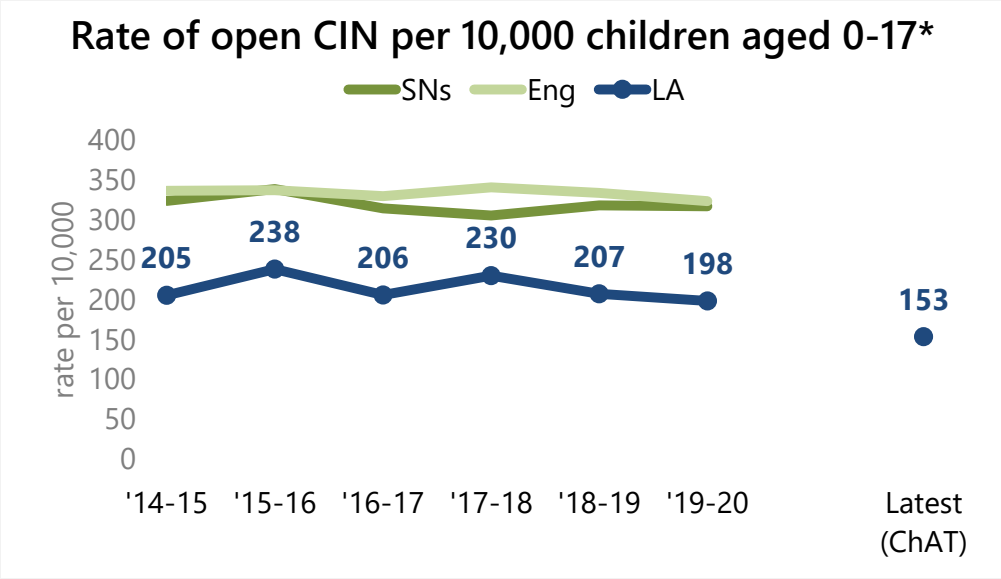
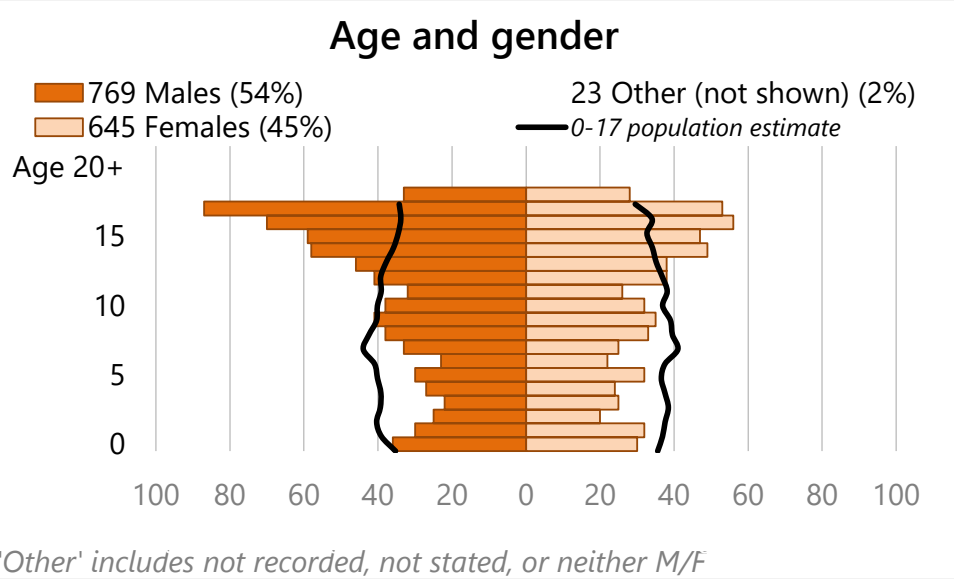


Children in Need (CIN) with an open episode of need

Snapshot 07/12/2021

1437 Children in Need with an open episode of need*

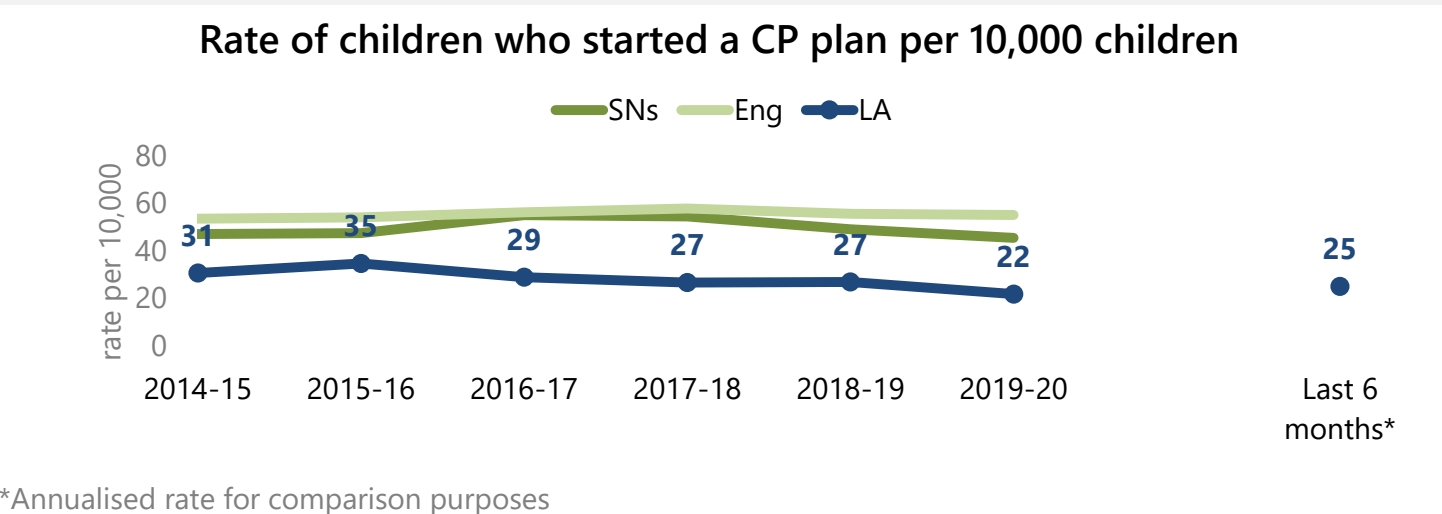
*Note: Annex A figures in this section are not directly comparable to the published Children in need census statistics (see note on page 8)



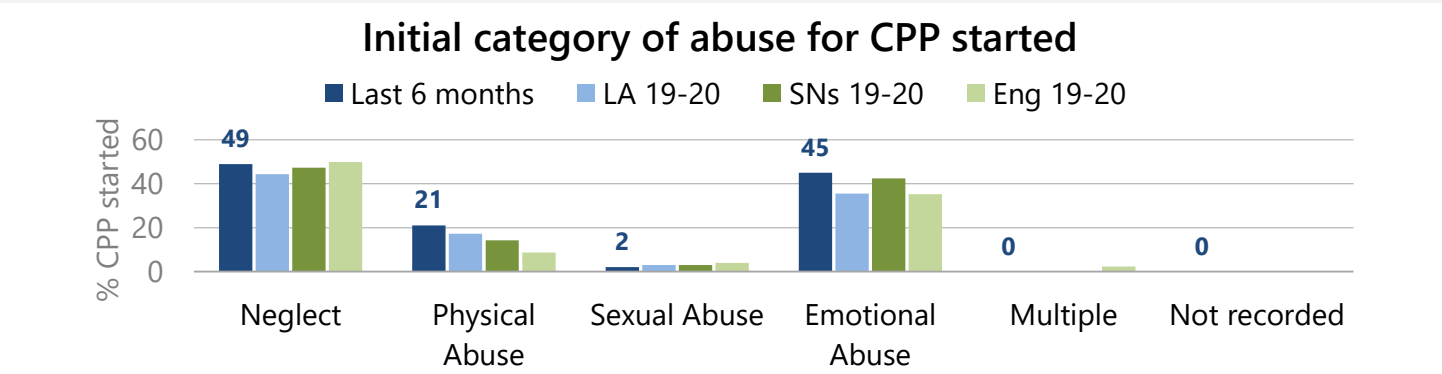
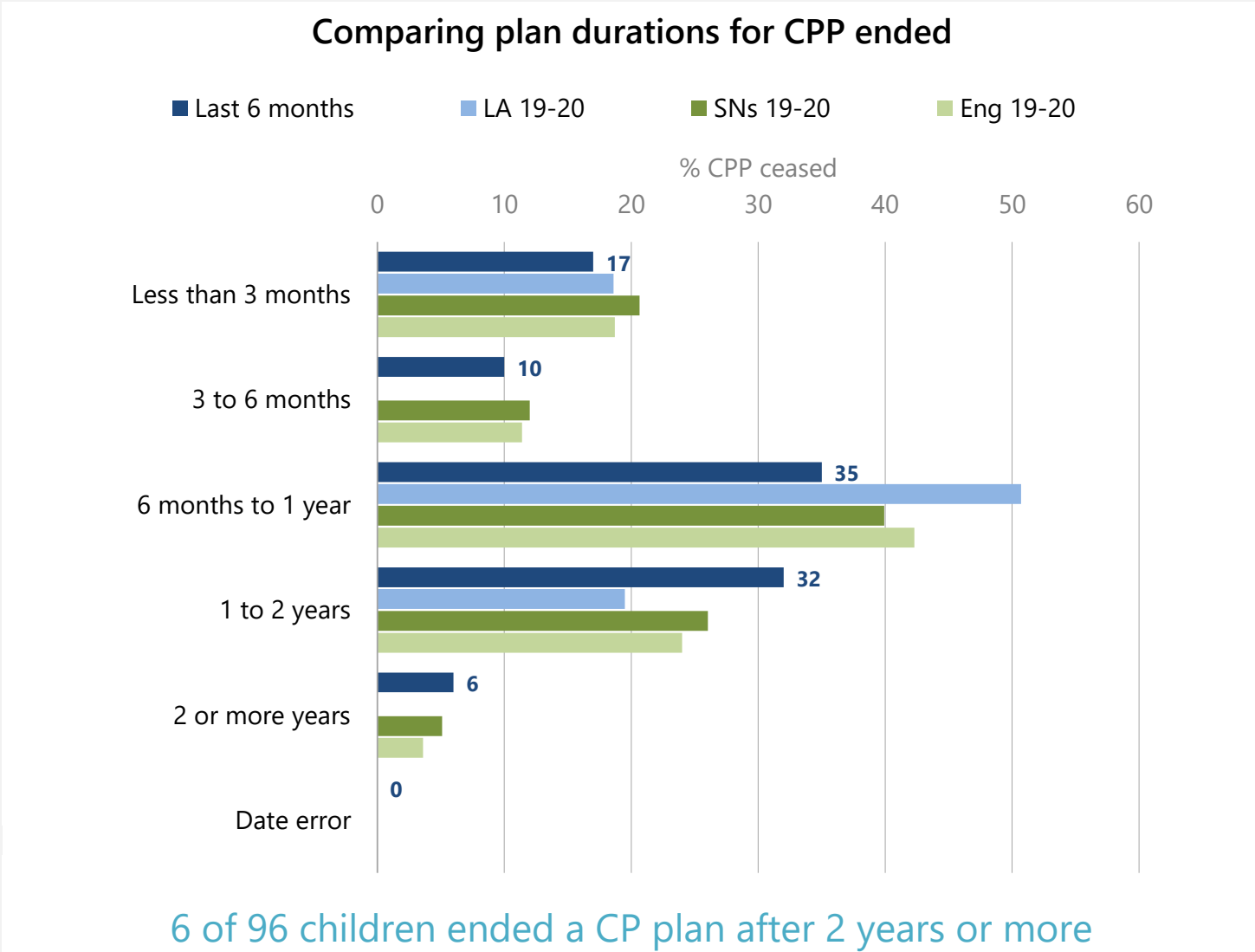
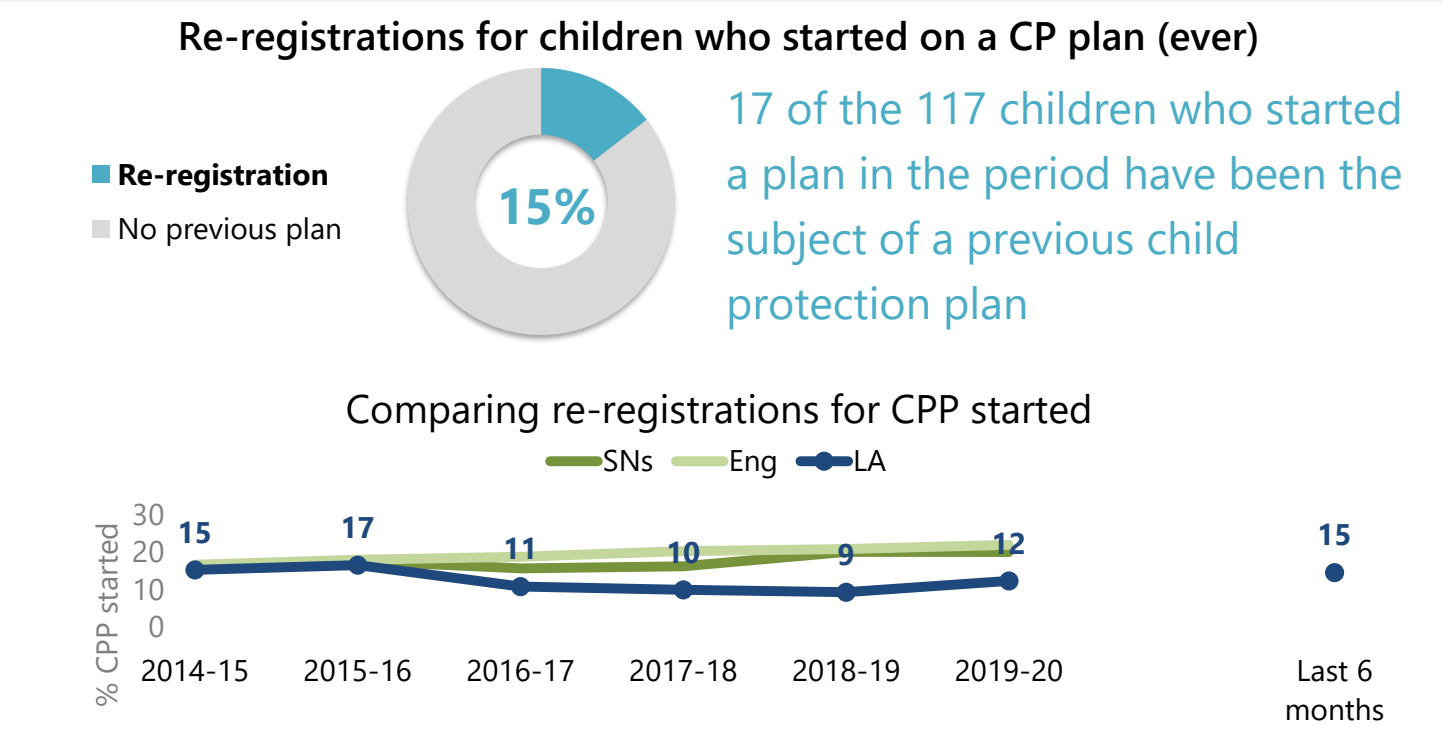
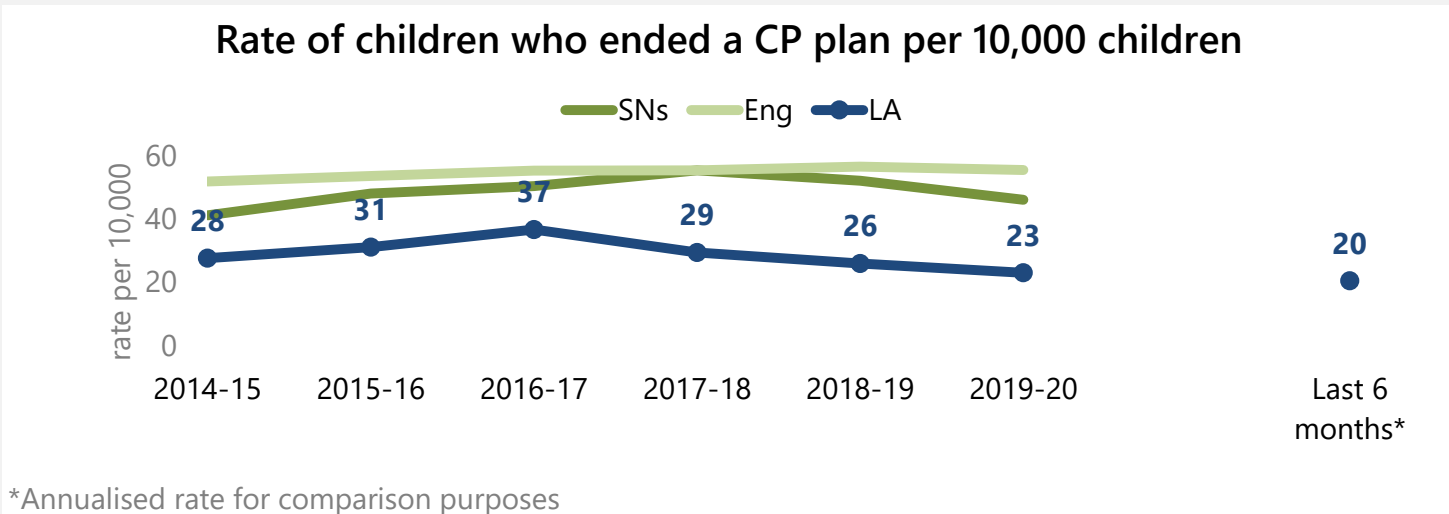
Child Protection Plans (CPP) started and ceased in the last 6 months

from 08/06/2021
to 07/12/2021

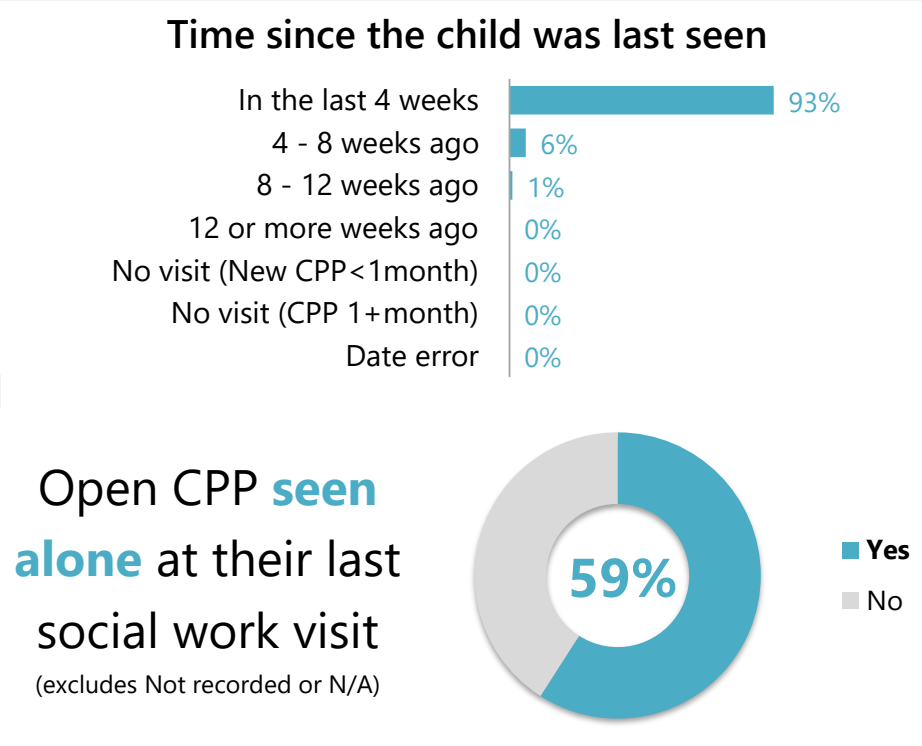
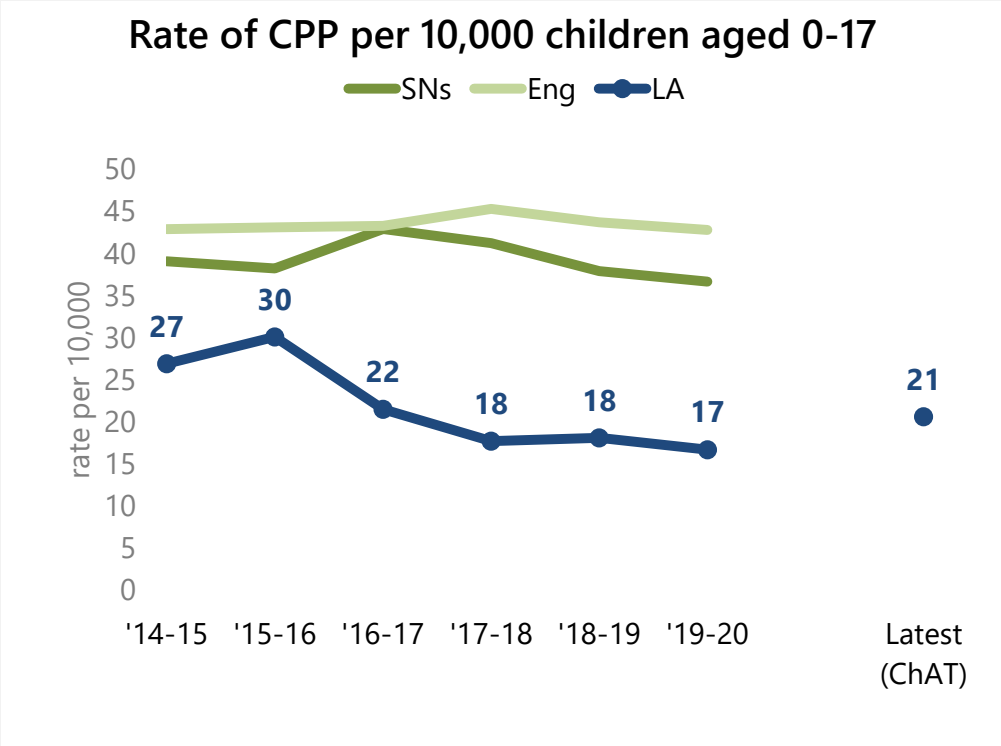
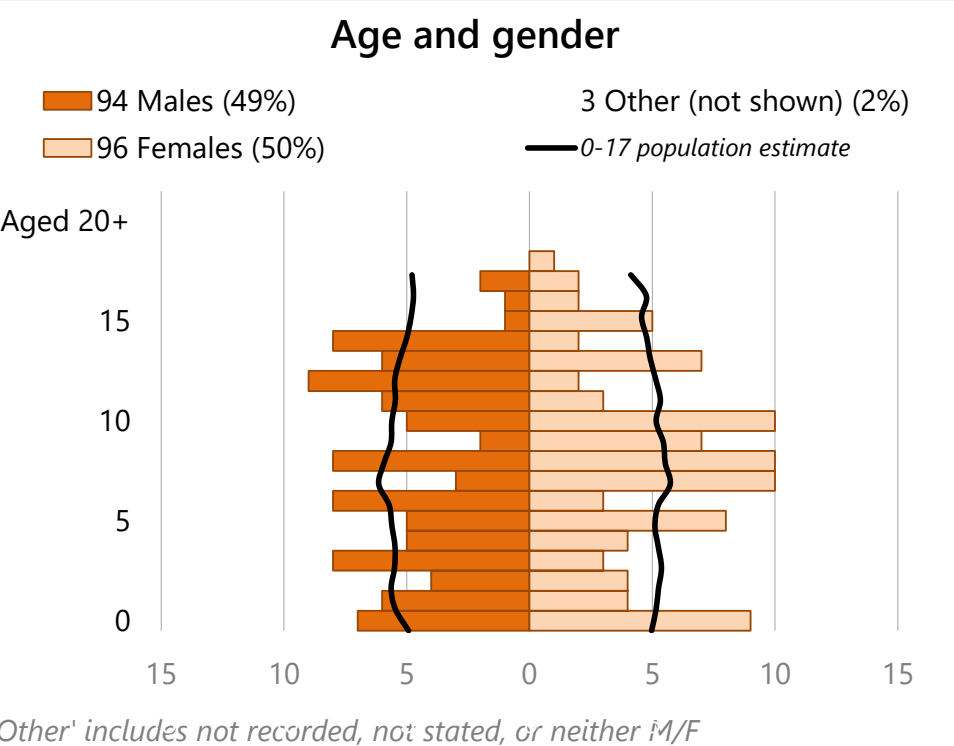
117 CPP started in 6 months



96 CPP ended in 6 months



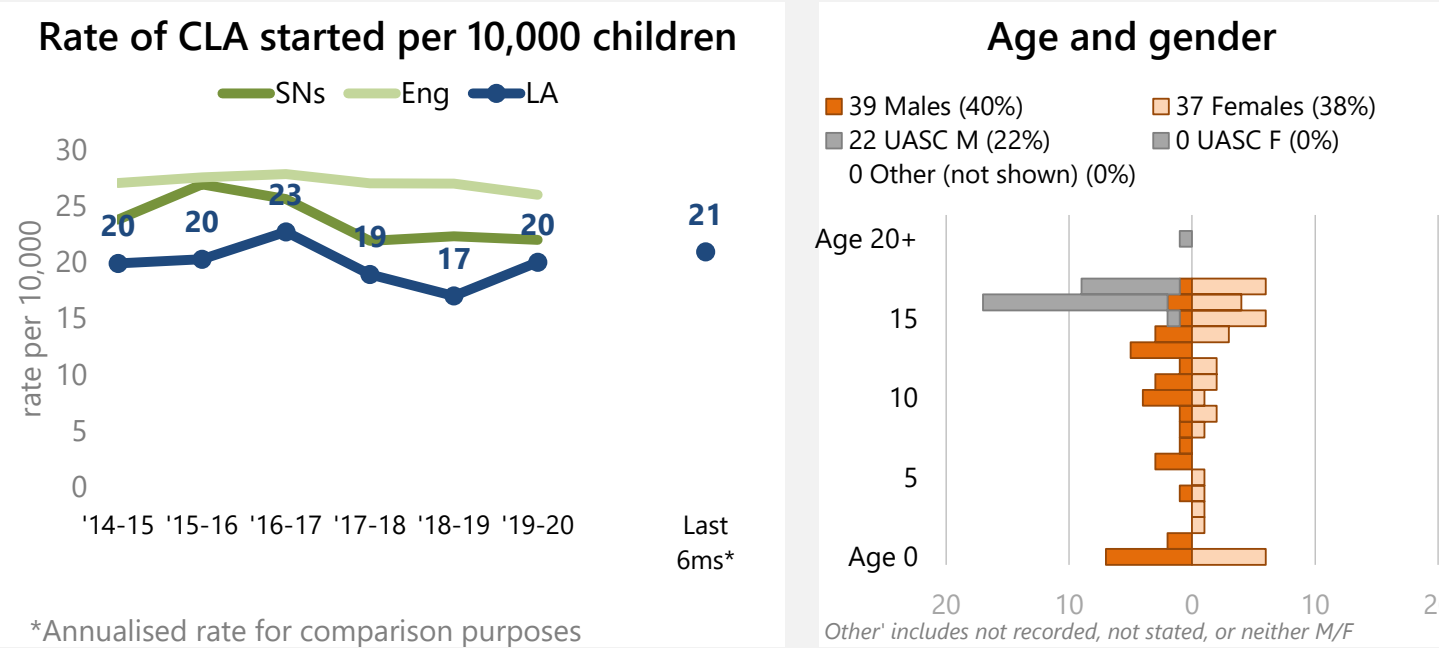
193 children currently subject of a Child Protection Plan (CPP)



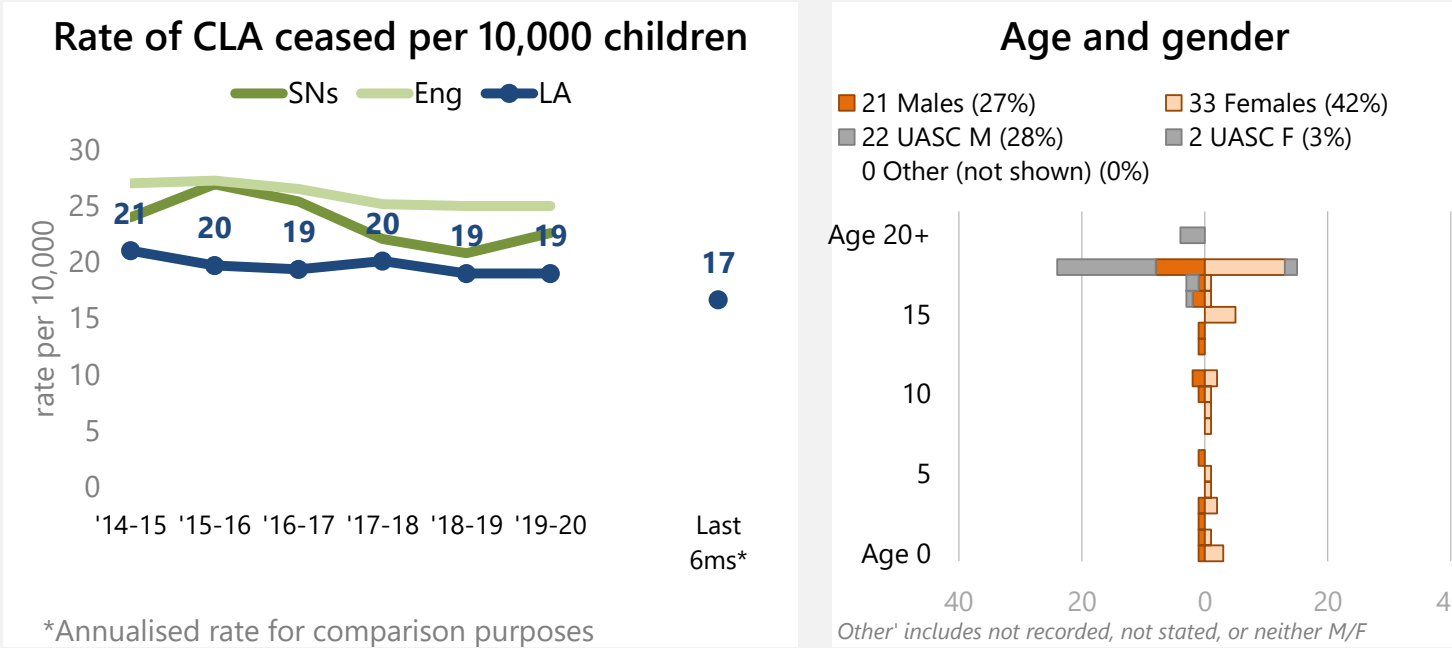
Children Looked After (CLA) started and ceased in the last 6 months

from 08/06/2021
to 07/12/2021

98 CLA started in the last 6 months



78 CLA ceased in the last 6 months

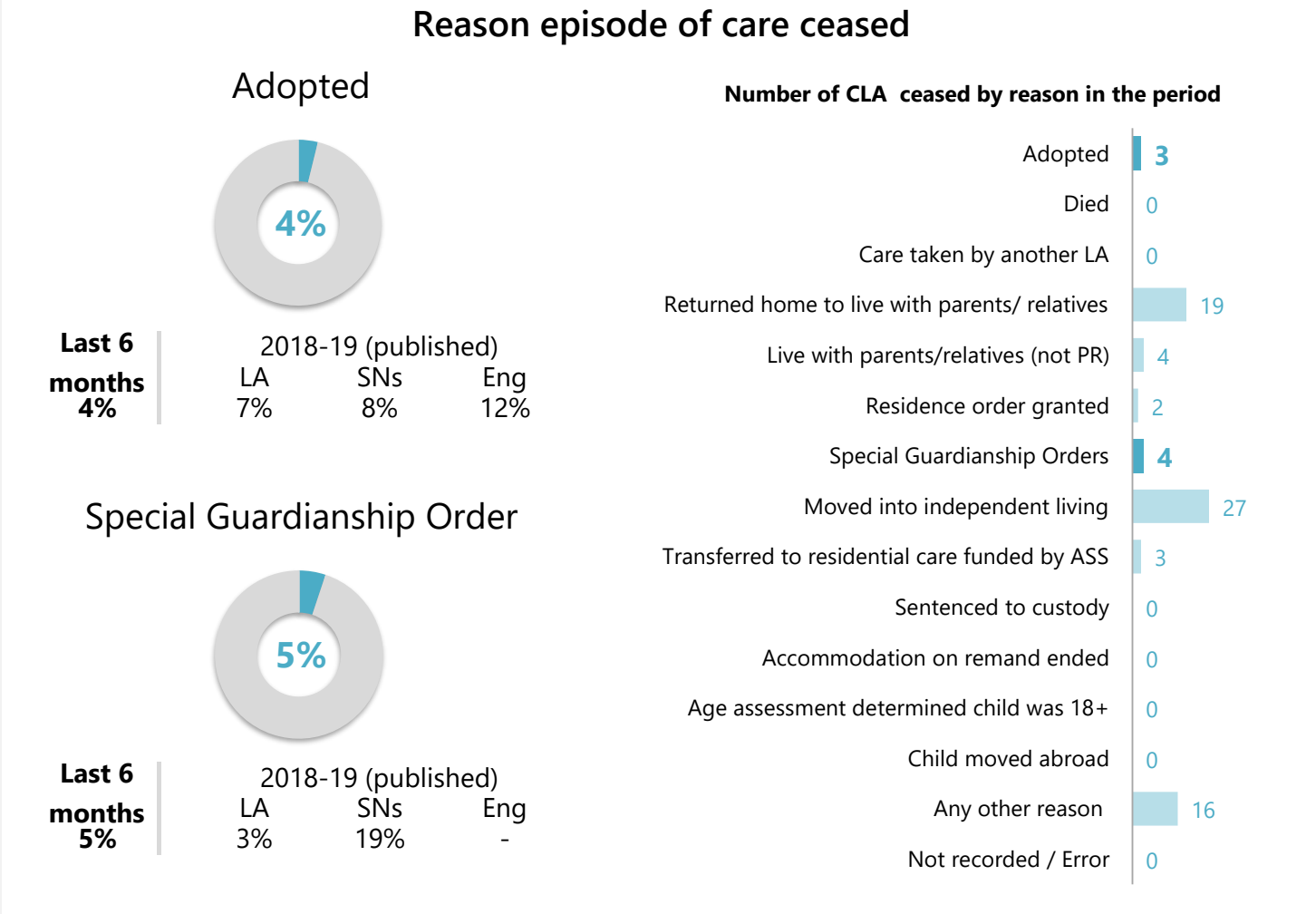
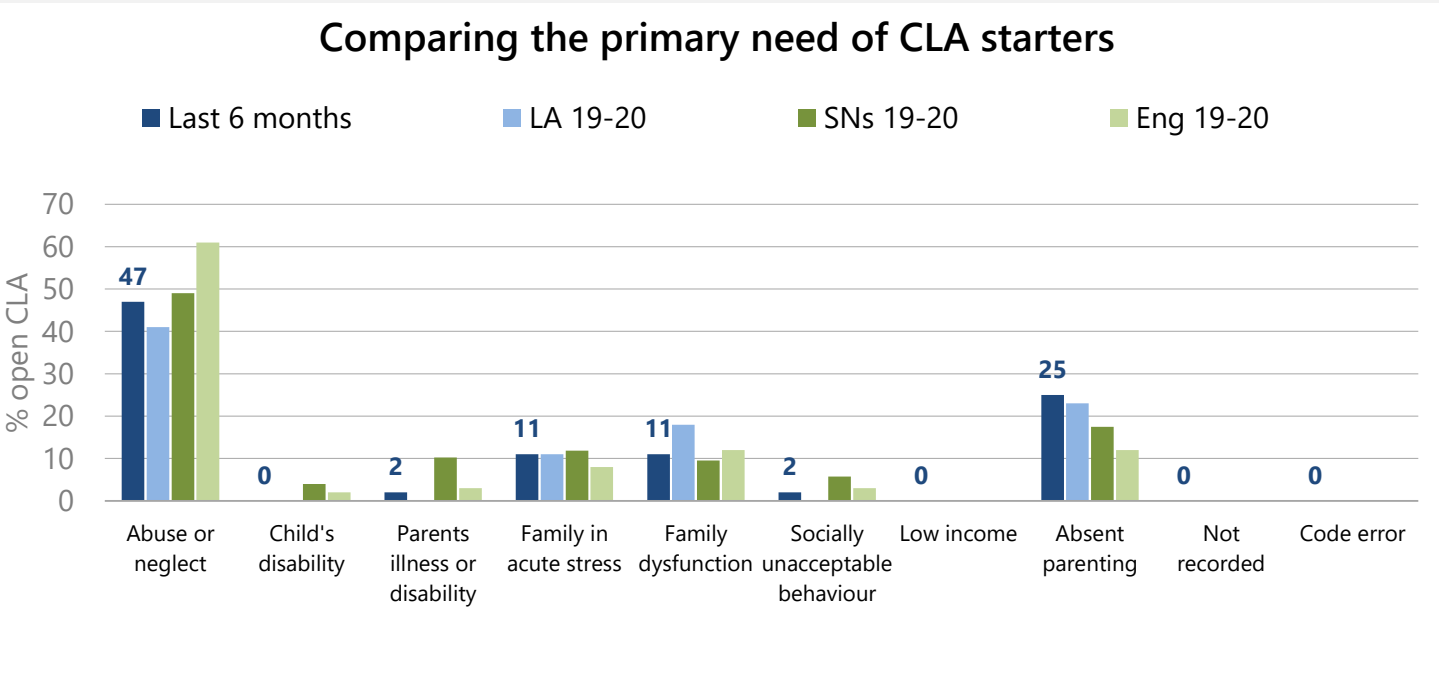


26%

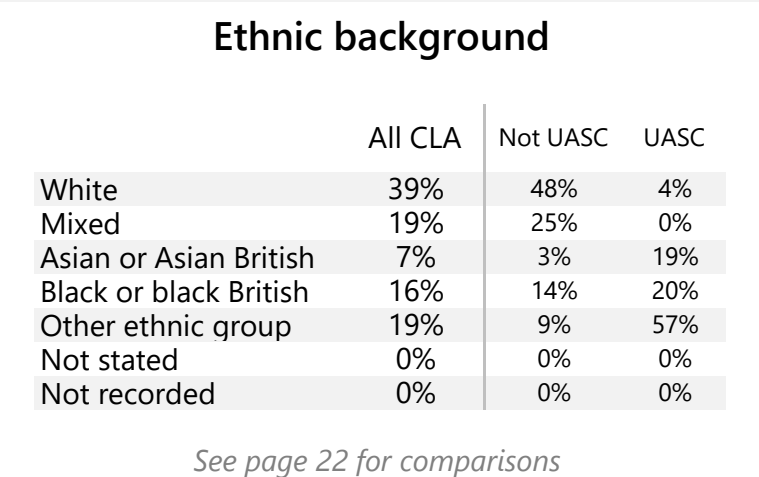
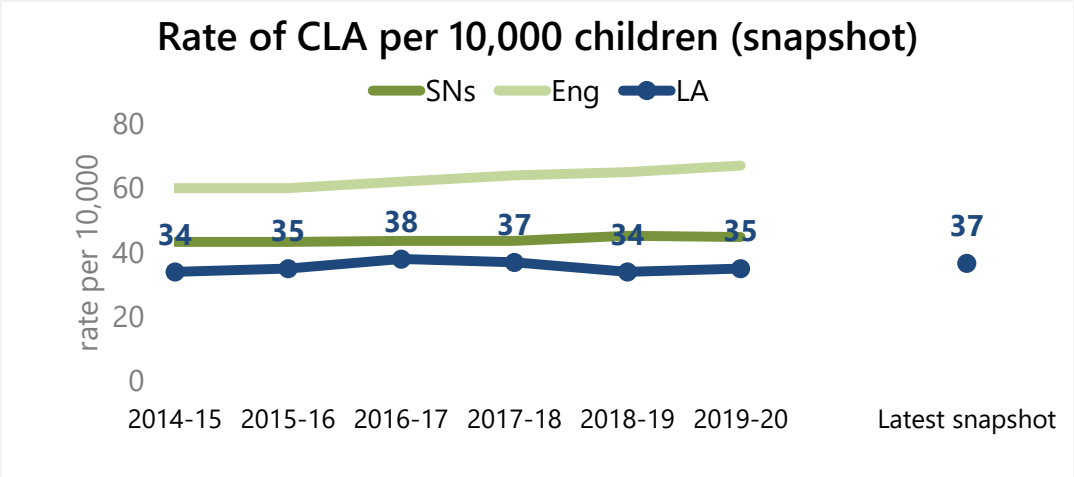
25 of the 98 CLA starters were unaccompanied asylum seeking children (UASC)

5%

5 of the 98 CLA starters have previously been looked after



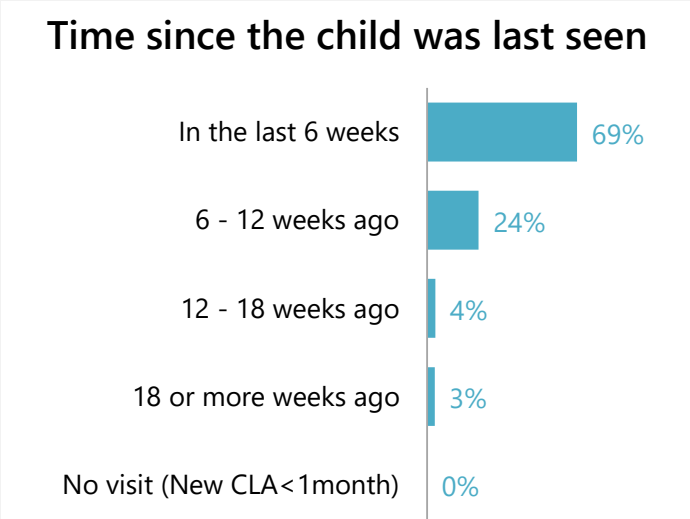
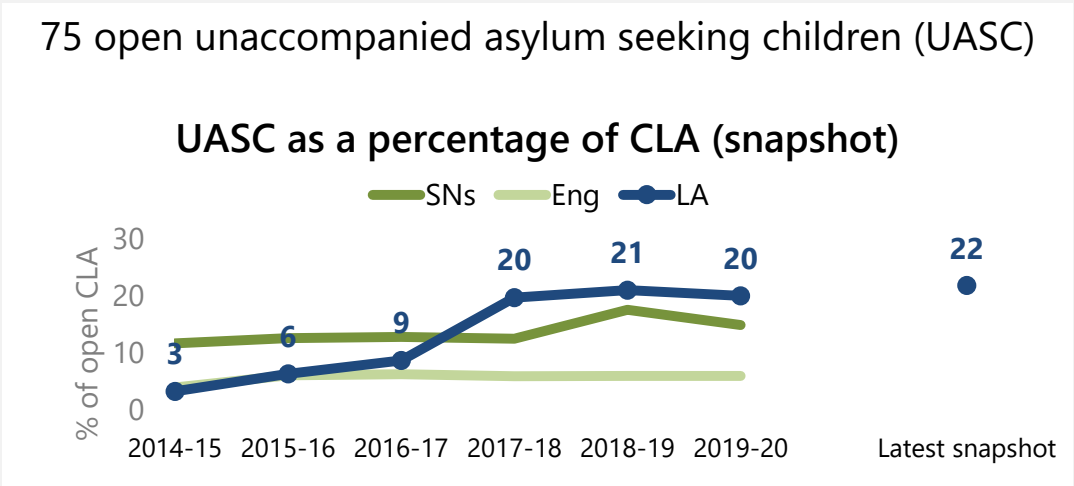
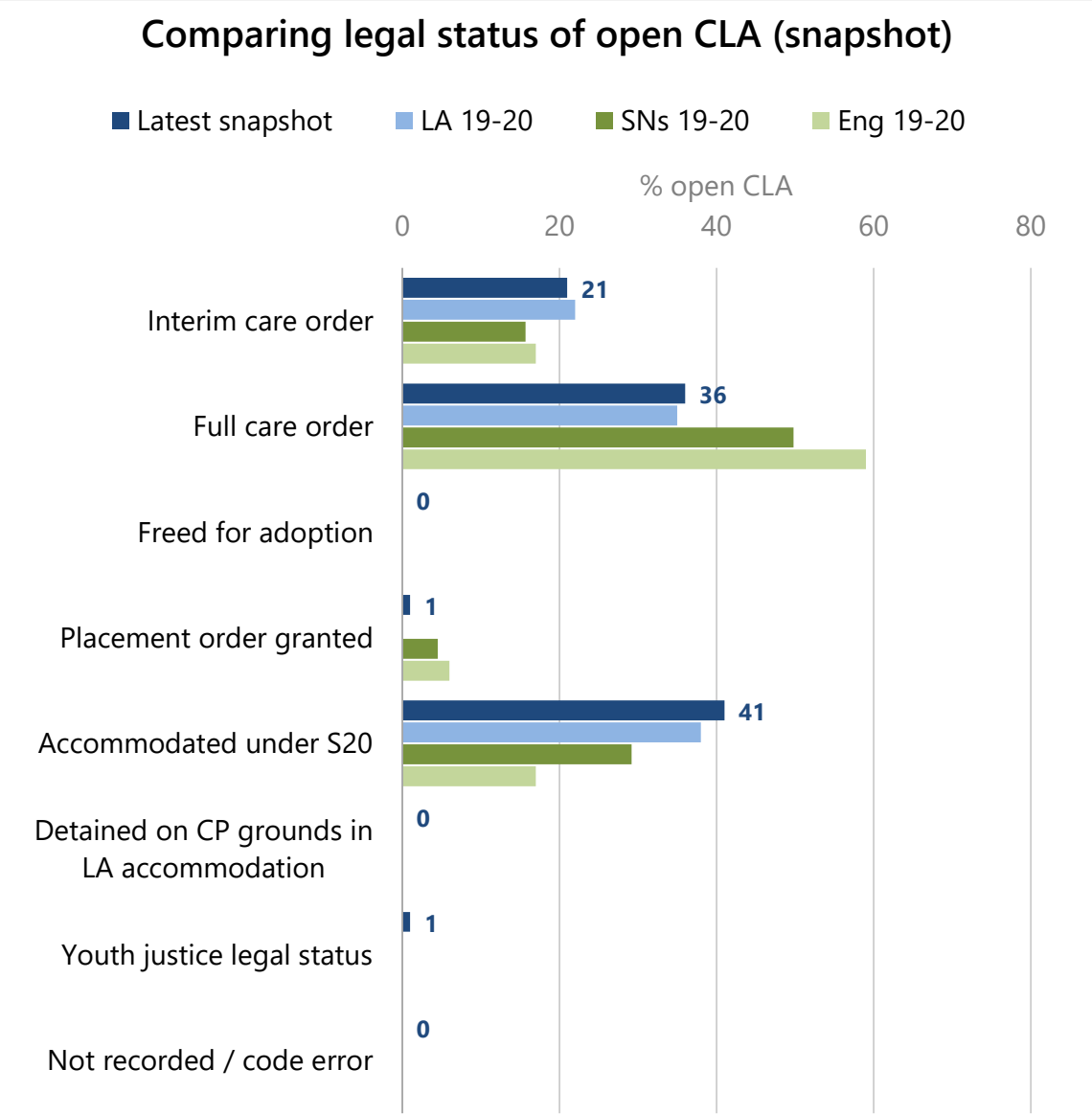
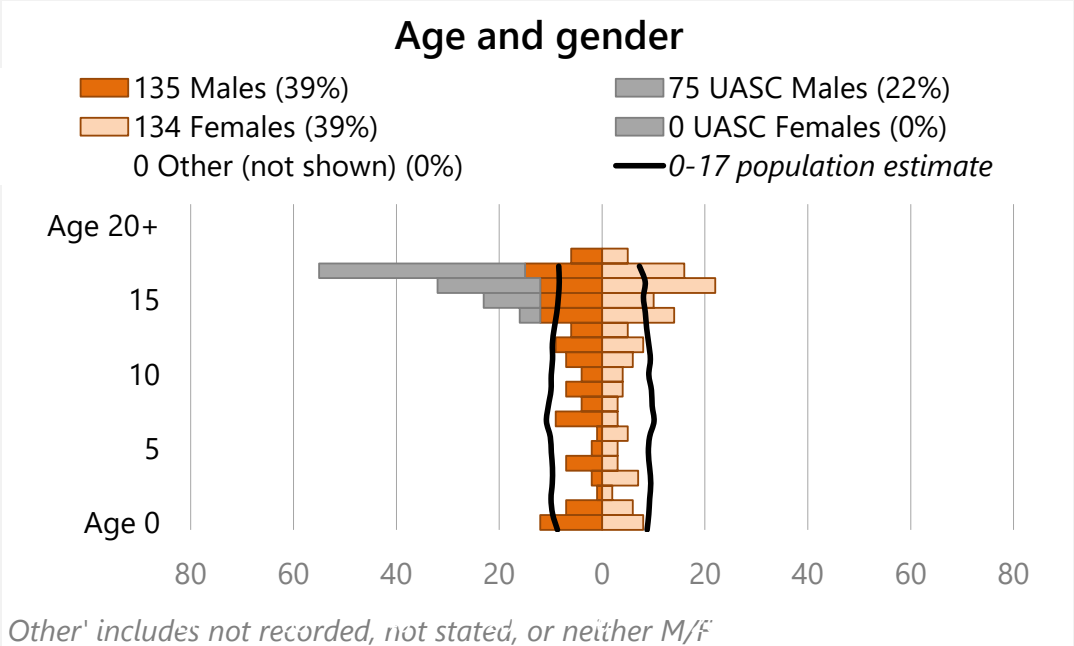
344 Children Looked After (CLA) with an open episode of care



28 children
(8%) with a
disability

Permanence plan

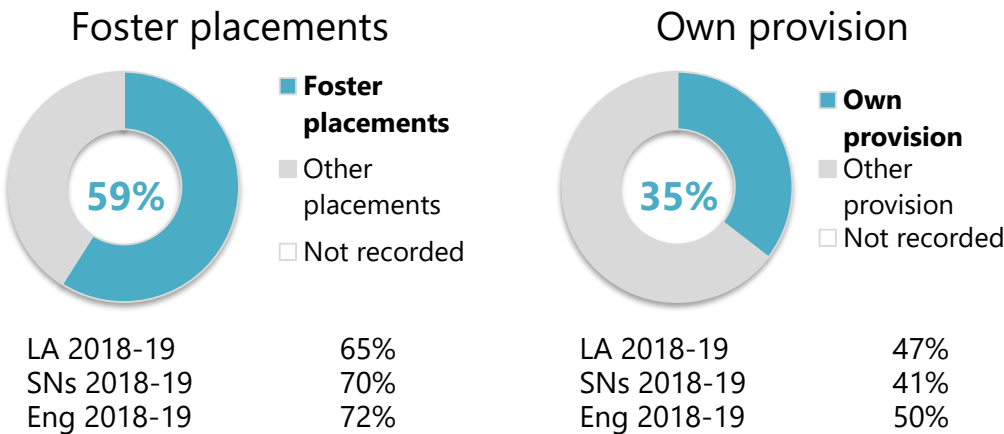
| | Number | % |
|------------------|--------|----|
| Return to family | 0 | 0% |
| Adoption | 0 | 0% |
| SGO/CAO | 0 | 0% |
| Supported living | 0 | 0% |
| L/T residential | 0 | 0% |
| L/T fostering | 0 | 0% |
| Other | 0 | 0% |
| Not recorded | 0 | 0% |



Children Looked After (CLA) placements

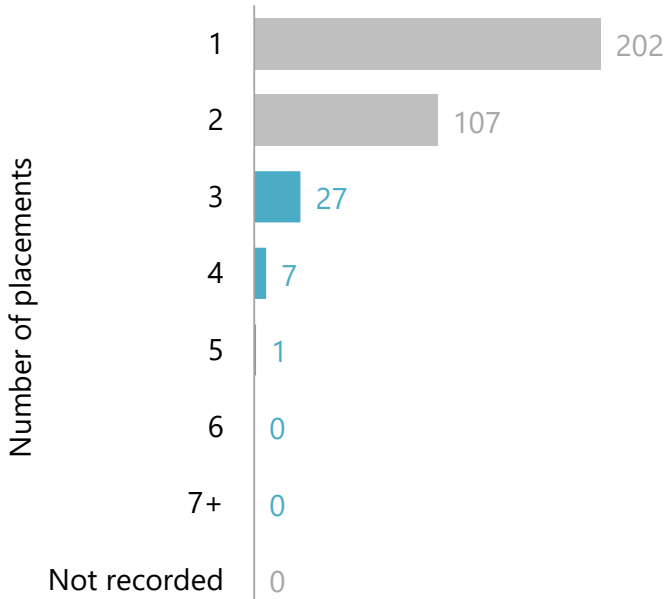
Snapshot 07/12/2021

CLA placements by type and provision

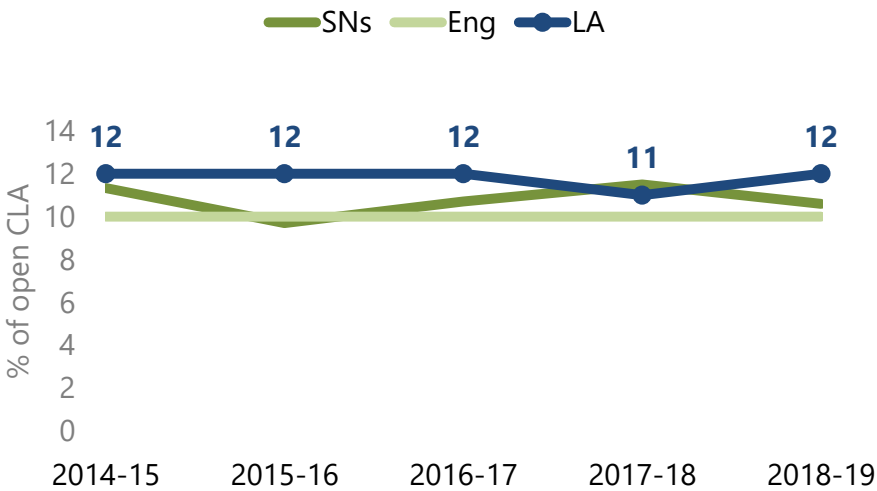


| Placement type (open CLA) | Own LA | Private | Other | Total |
|----------------------------|--------|---------|-------|-------|
| Foster placement | 106 | 94 | 3 | 203 |
| Placed for adoption | 1 | 0 | 7 | 8 |
| Placed with parents | 0 | 0 | 12 | 12 |
| Independent living | 0 | 0 | 0 | 0 |
| Residential employment | 0 | 0 | 0 | 0 |
| Residential accommodation | 3 | 64 | 1 | 68 |
| Secure Children's Homes | 0 | 1 | 0 | 1 |
| Children's Homes | 12 | 26 | 1 | 39 |
| Residential Care Home | 0 | 0 | 0 | 0 |
| NHS/Health Trust | 0 | 0 | 4 | 4 |
| Family Centre | 0 | 6 | 0 | 6 |
| Young Offender Institution | 0 | 0 | 1 | 1 |
| Residential school | 0 | 2 | 0 | 2 |
| Other placements | 0 | 0 | 0 | 0 |
| Temporary placement | 0 | 0 | 0 | 0 |
| Total placements | 122 | 193 | 29 | 344 |

Number of placements in the last 12 months

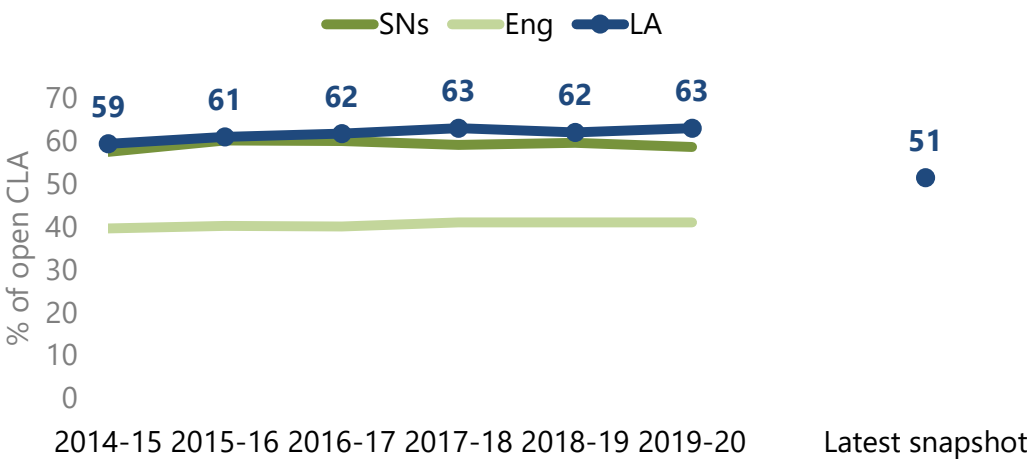


Comparing short term placement stability



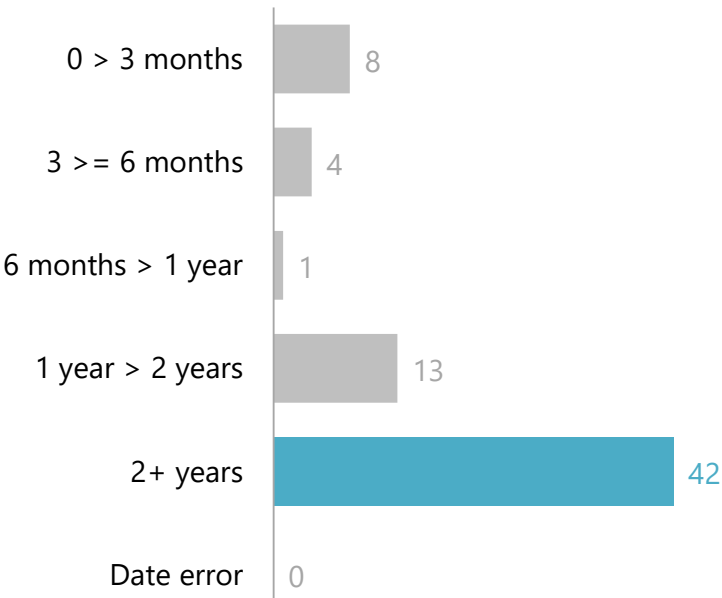
Due to limited data in the Annex A dataset, ChAT does not present short-term stability alongside published statistics

CLA placements out of borough

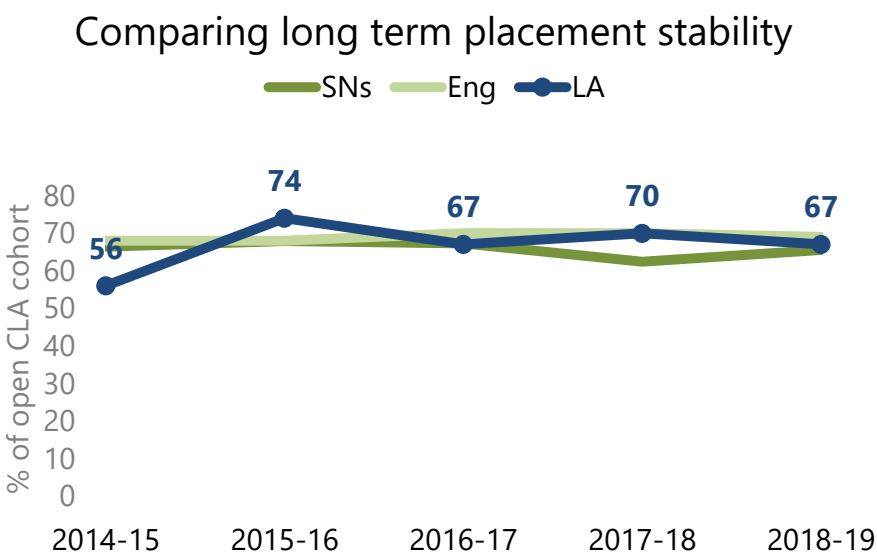


Duration of placements

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

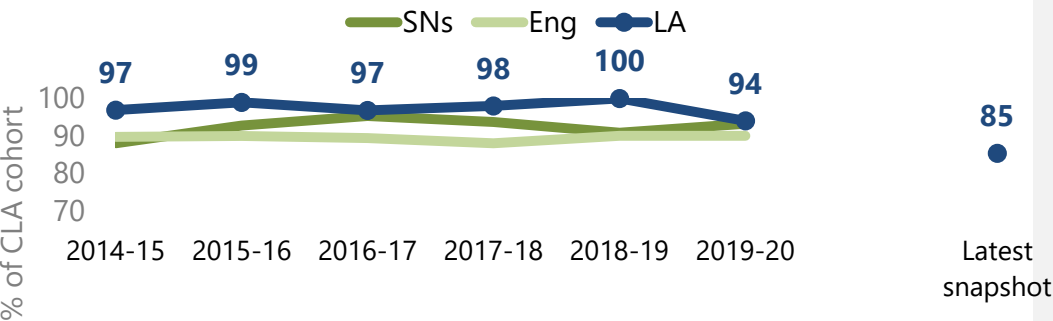
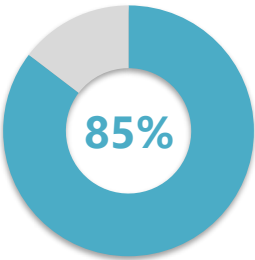
Snapshot 07/12/2021

Health

205 current open CLA looked after for at least 12 months

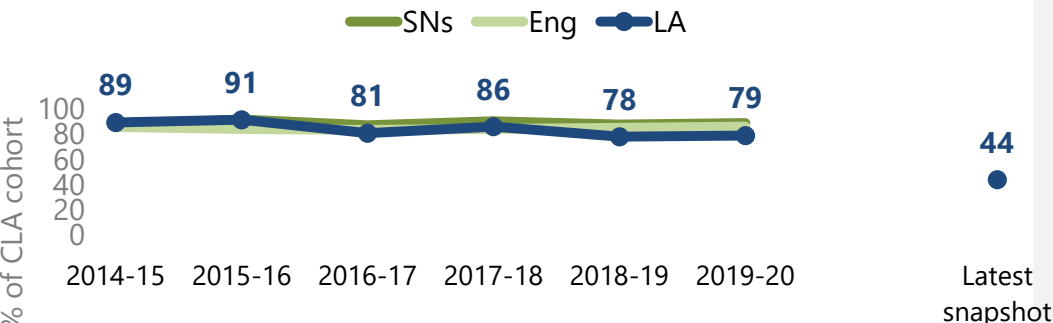
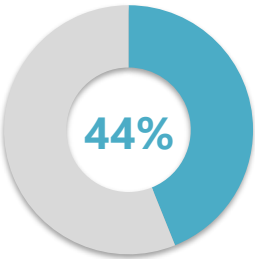
Health assessments

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)



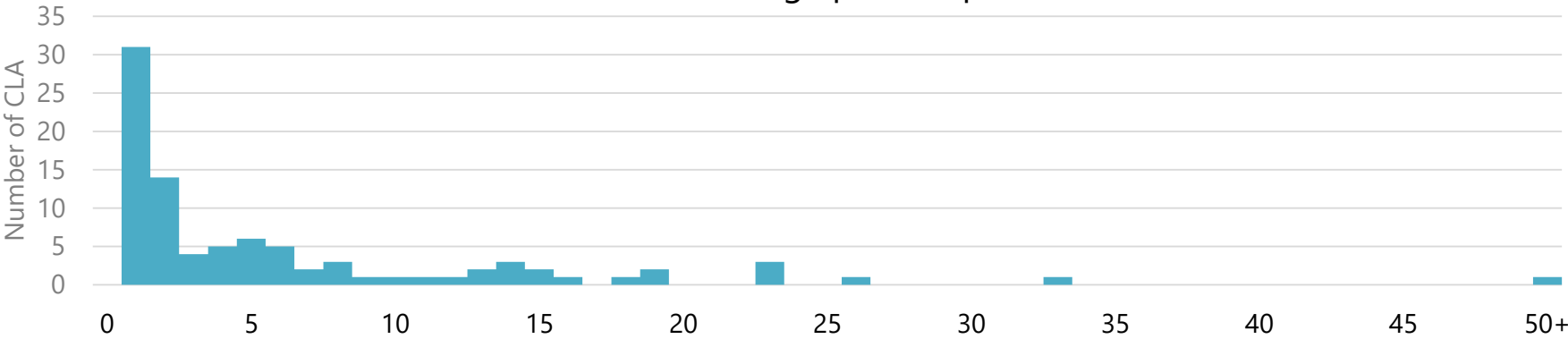
Dental checks

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



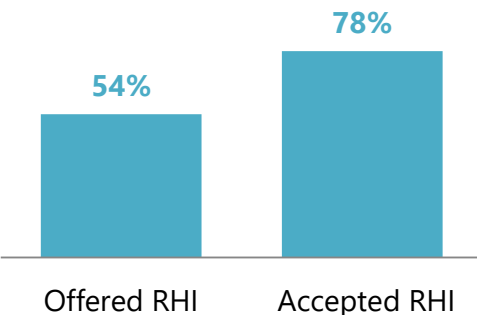
91 of 424 looked after children had a missing incident in the last 12 months

| | Latest data | LA 19-20 | SNs 19-20 | Eng 19-20 |
|--|-------------|----------|-----------|-----------|
| Number of all CLA with a missing incident | 91 of 424 | 81 | | |
| Percentage of all CLA with a missing incident | 21% | 16% | 13% | 11% |
| Total number of missing incidents for all CLA | 585 | 542 | | |
| Average number of incidents per CLA who went missing | 6.4 | 6.7 | 6.4 | 6.5 |

Missing incidents - return home interviews

| | Latest data | |
|--|-------------|-----|
| Missing children offered return interview | 49 of 91 | 54% |
| Missing children not offered return interview | 29 of 91 | 32% |
| Missing children return interview offer not recorded | 0 of 91 | 0% |
| Missing children where return interview was n/a | 13 of 91 | 14% |

| | Latest data | |
|---|-------------|-----|
| Missing children accepted return interview | 38 of 49 | 78% |
| Missing children not accepted return interview | 11 of 49 | 22% |
| Missing children return interview acceptance not recorded | 0 of 49 | 0% |

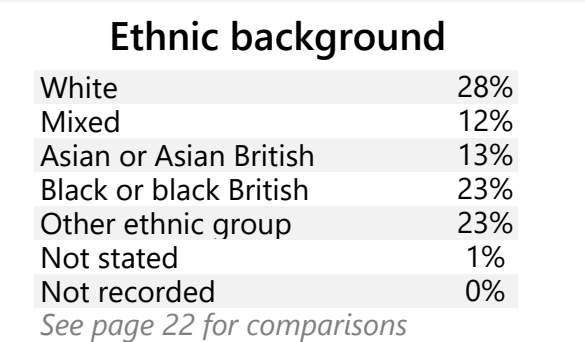
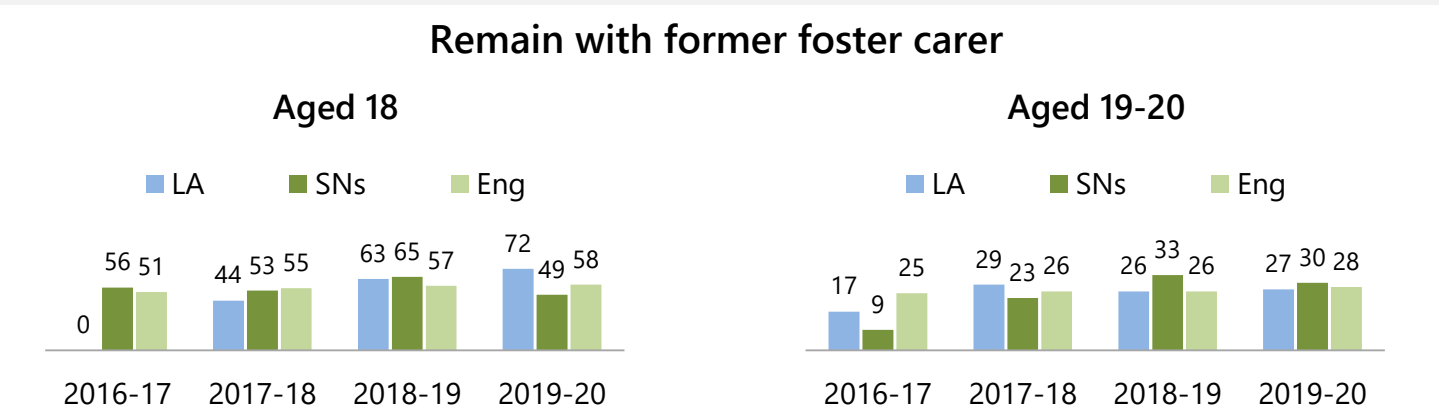
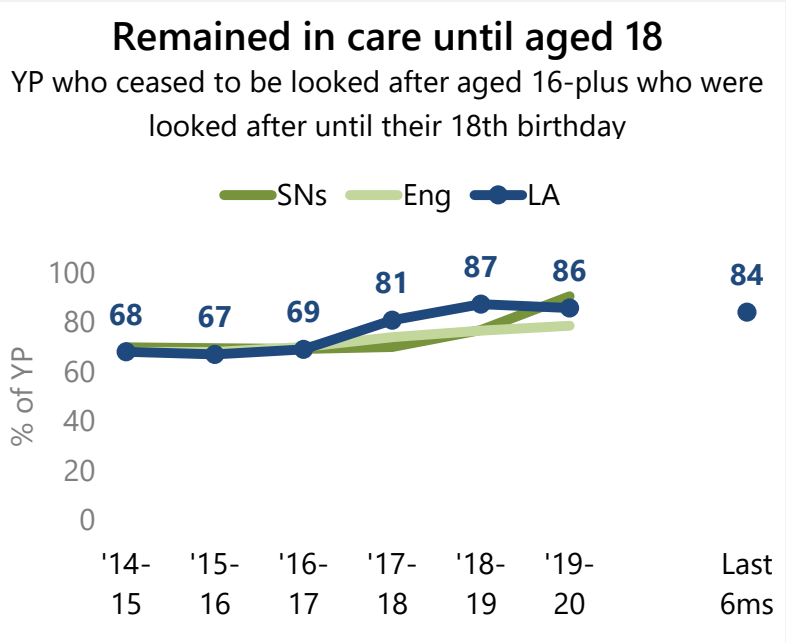
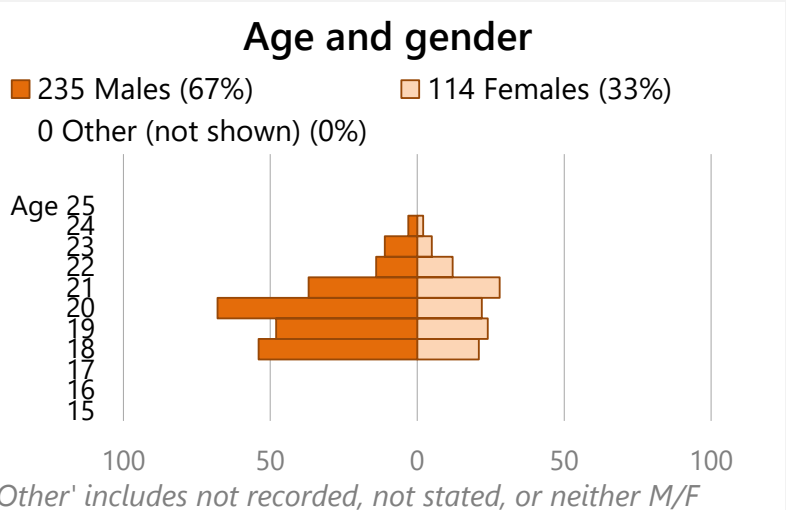


Absent from placement

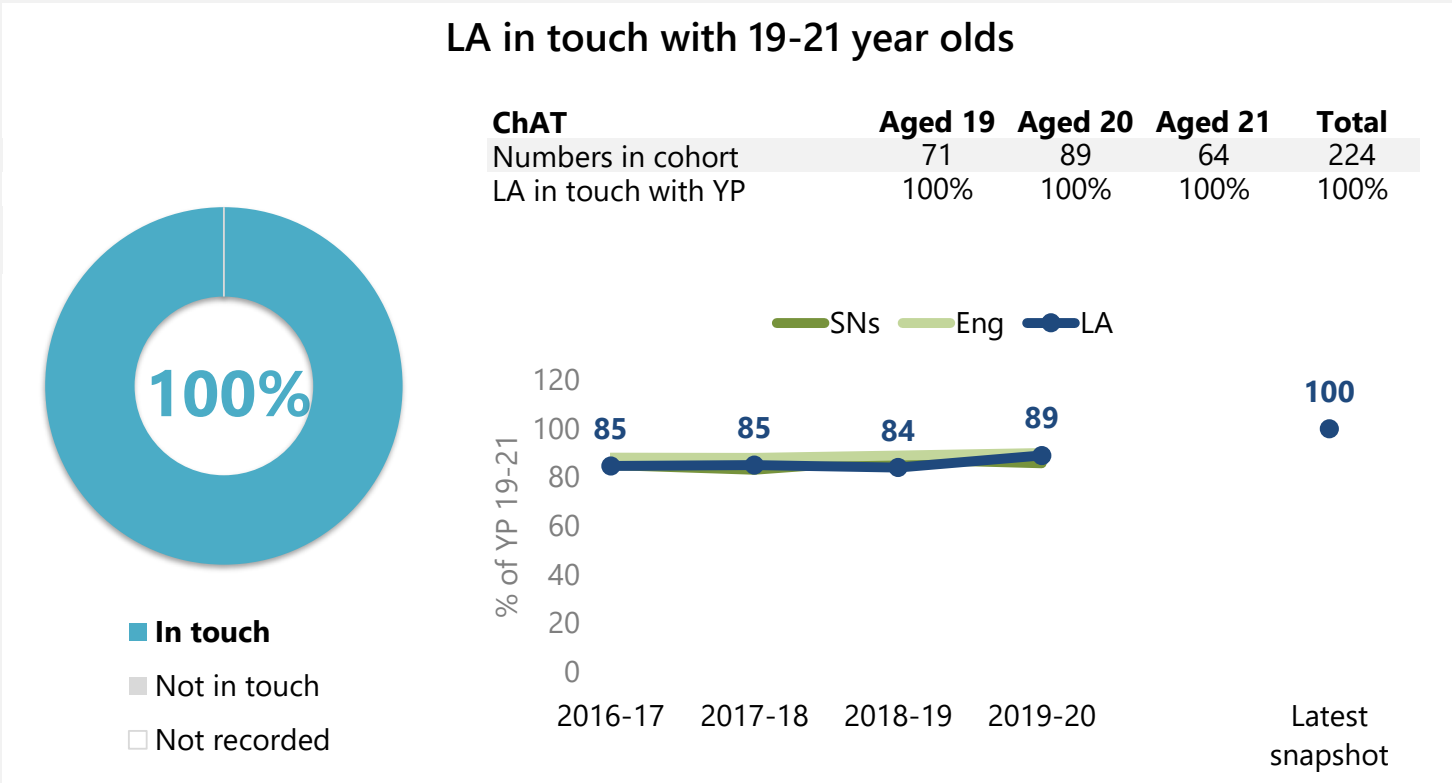
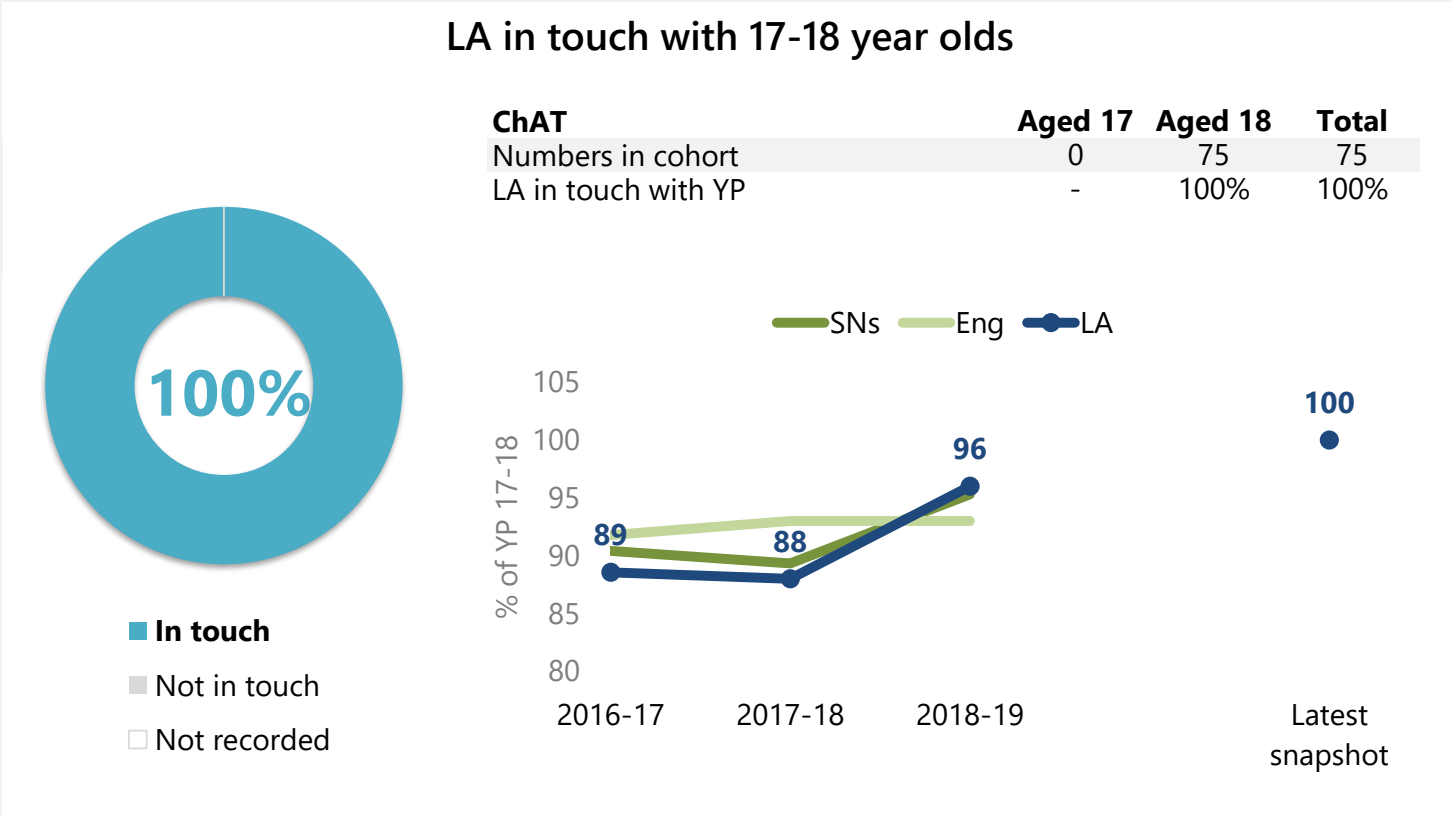
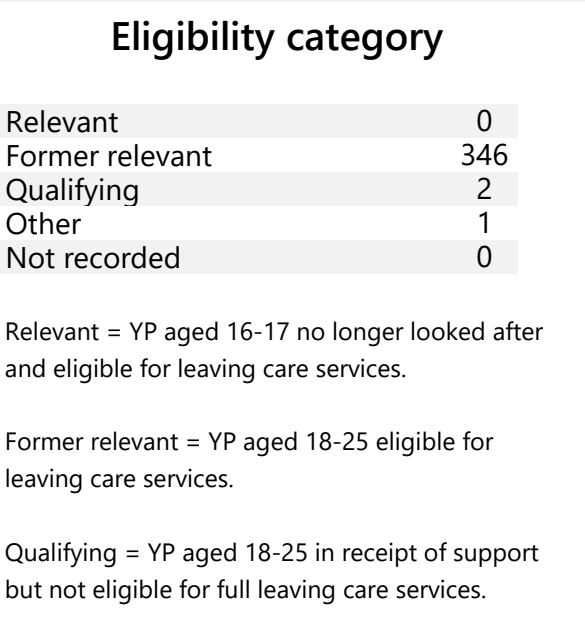
7 of 424 looked after children had an absent incident in the last 12 months

| | Latest data | LA 19-20 | SNs 19-20 | Eng 19-20 |
|---|-------------|----------|-----------|-----------|
| Number of all CLA with an absent incident | 7 of 424 | 51 | | |
| Percentage of all CLA with an absent incident | 2% | 10% | 7% | 3% |
| Total number of absent incidents for all CLA | 27 | 240 | | |
| Average number of incidents per CLA who were absent | 3.9 | 4.7 | 4.0 | 4.0 |

349 care leavers



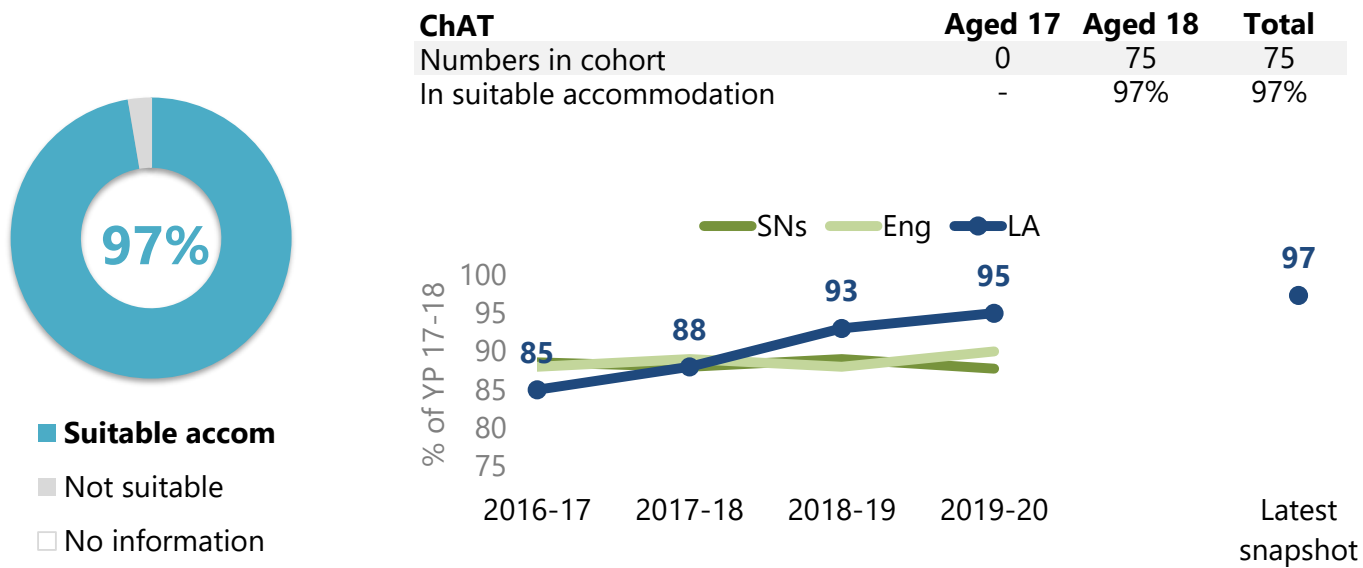
34 (10%) care leavers with a disability



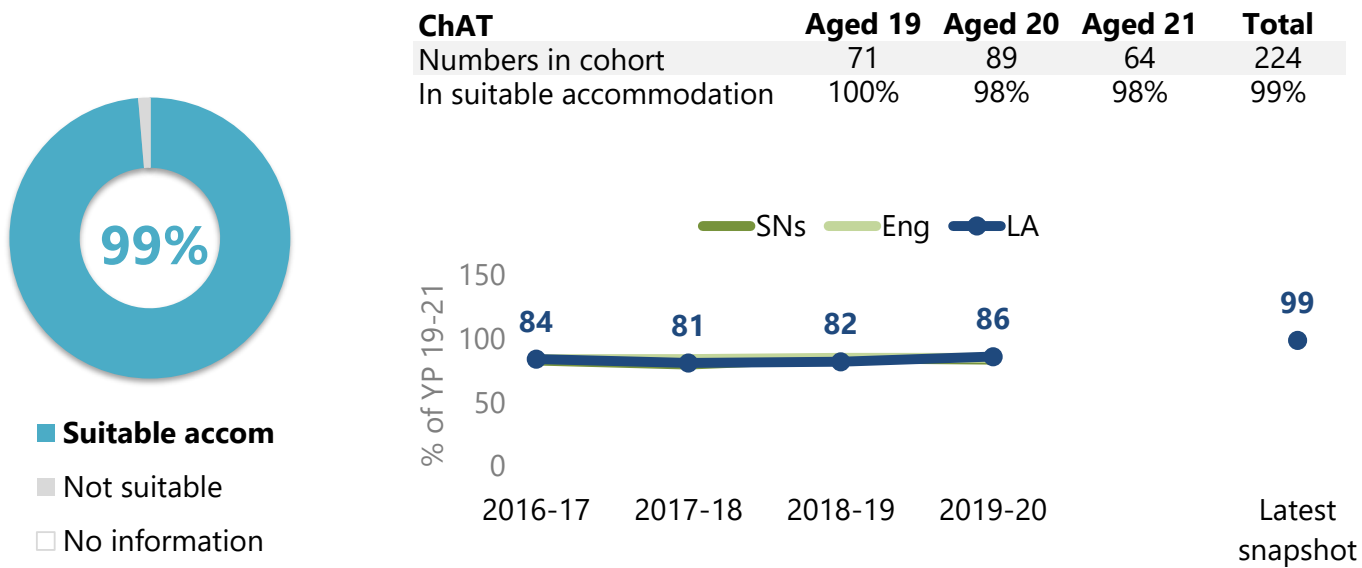
Care leavers accommodation suitability and type

Snapshot 07/12/2021

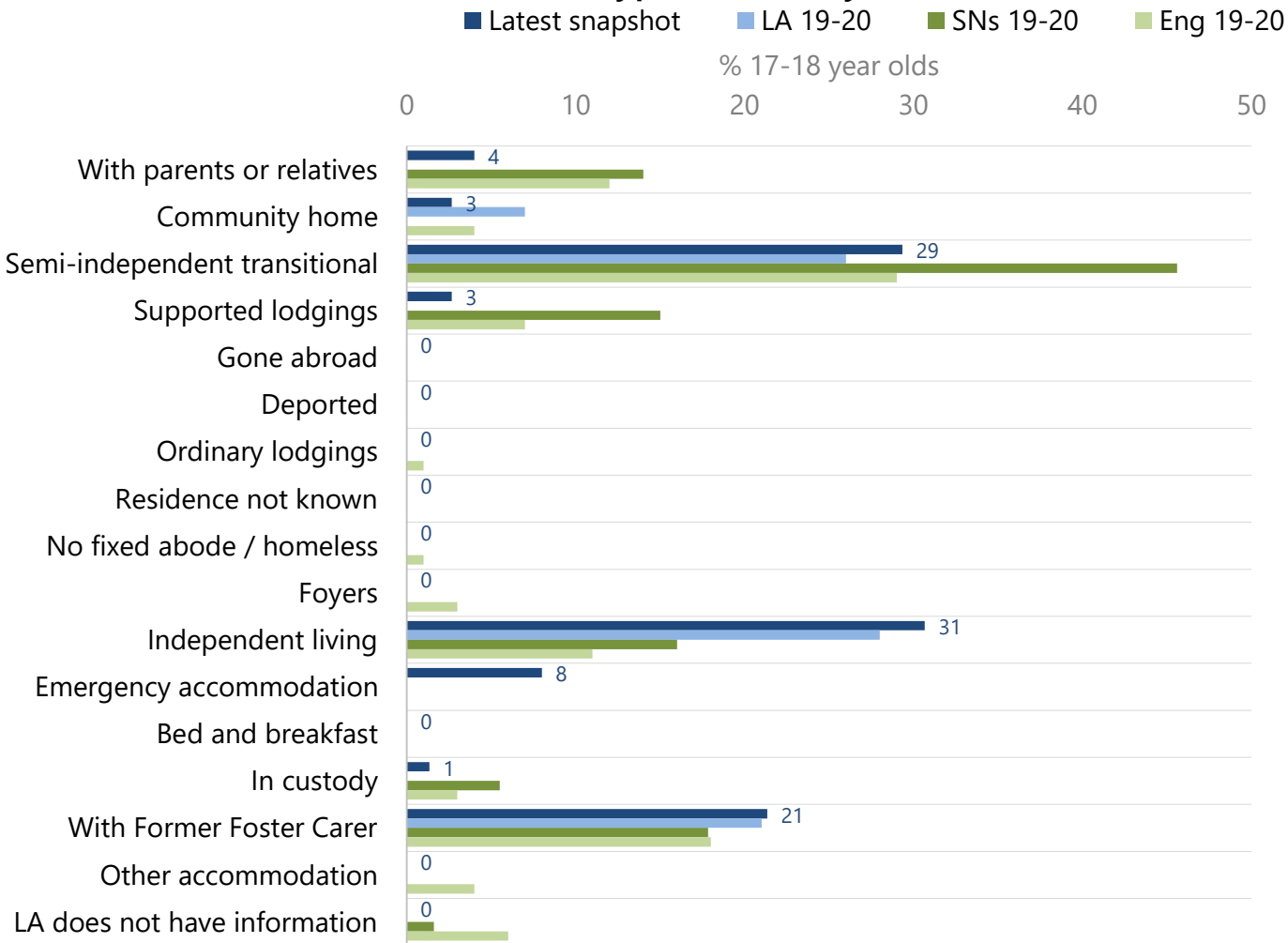
Accommodation suitability of 17-18 year olds



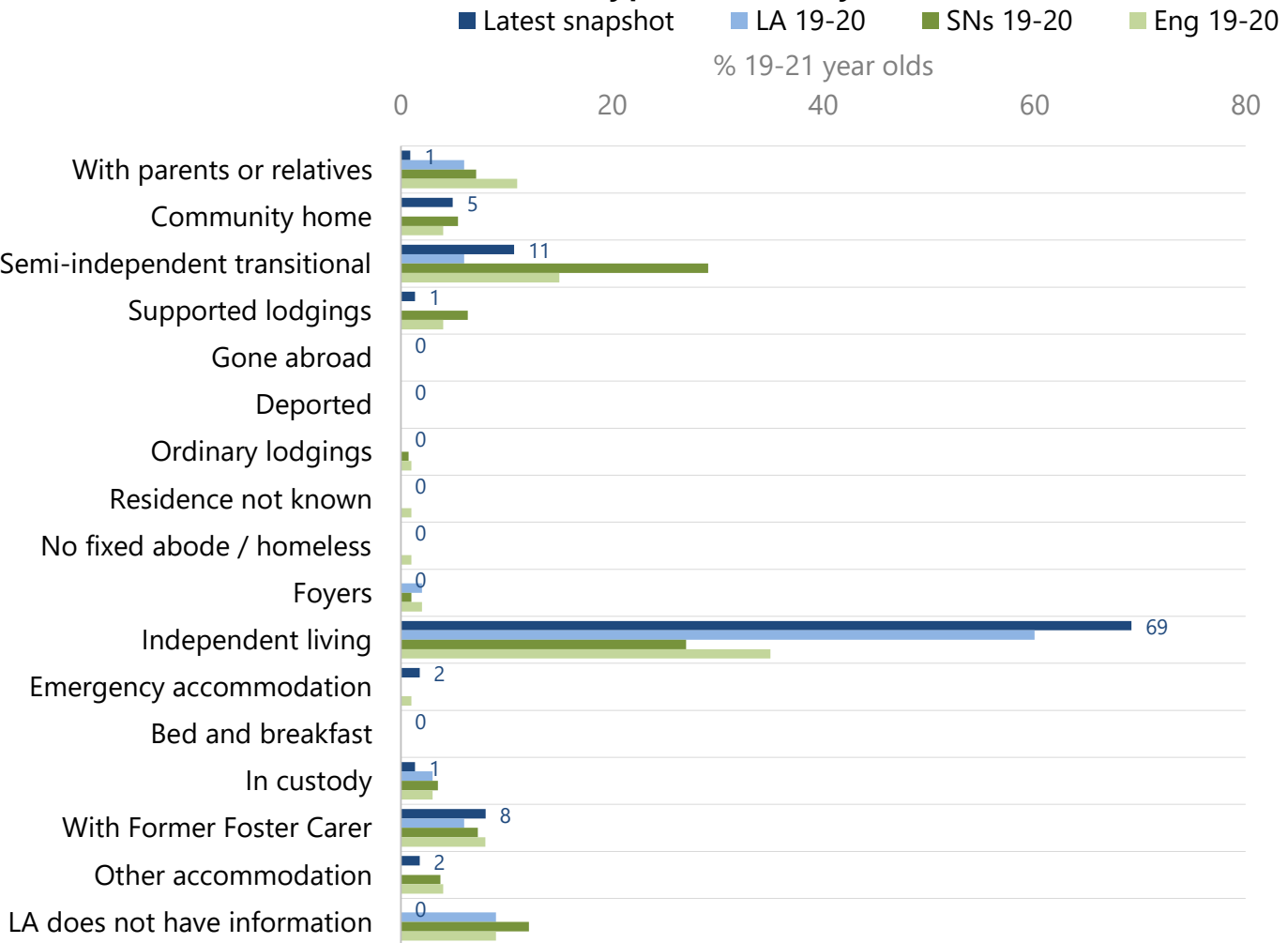
Accommodation suitability of 19-21 year olds



Accommodation types of 17-18 year olds

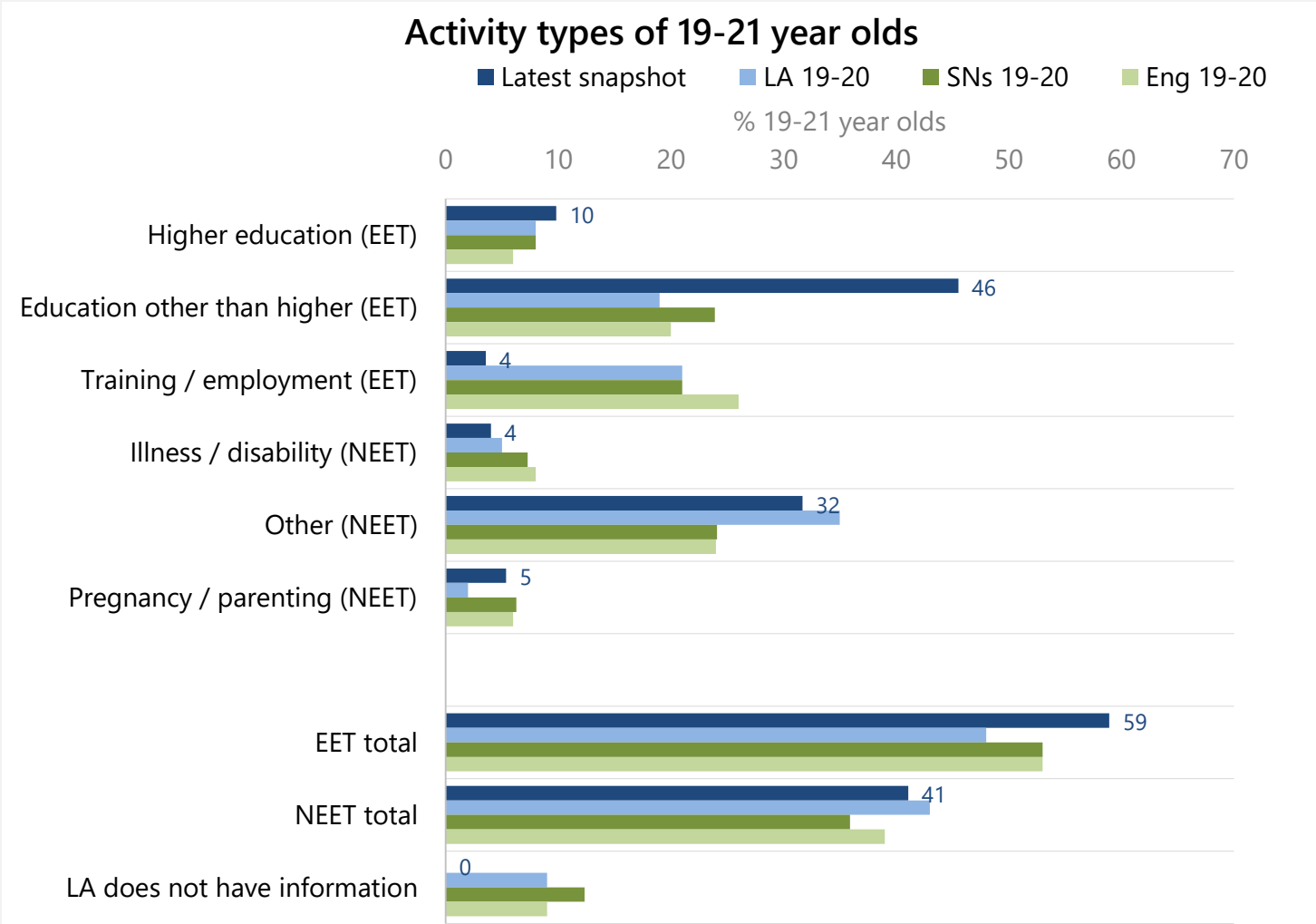
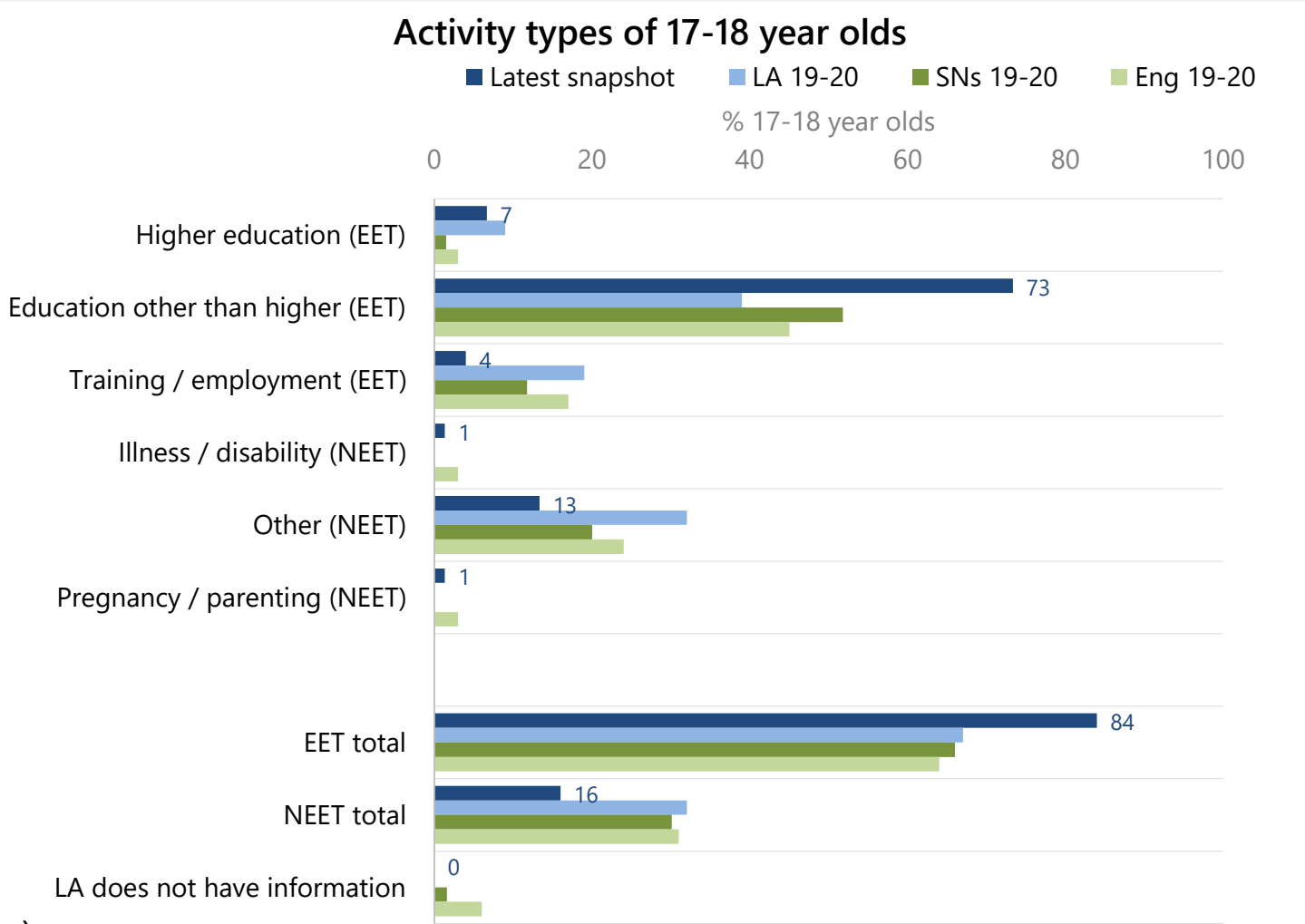
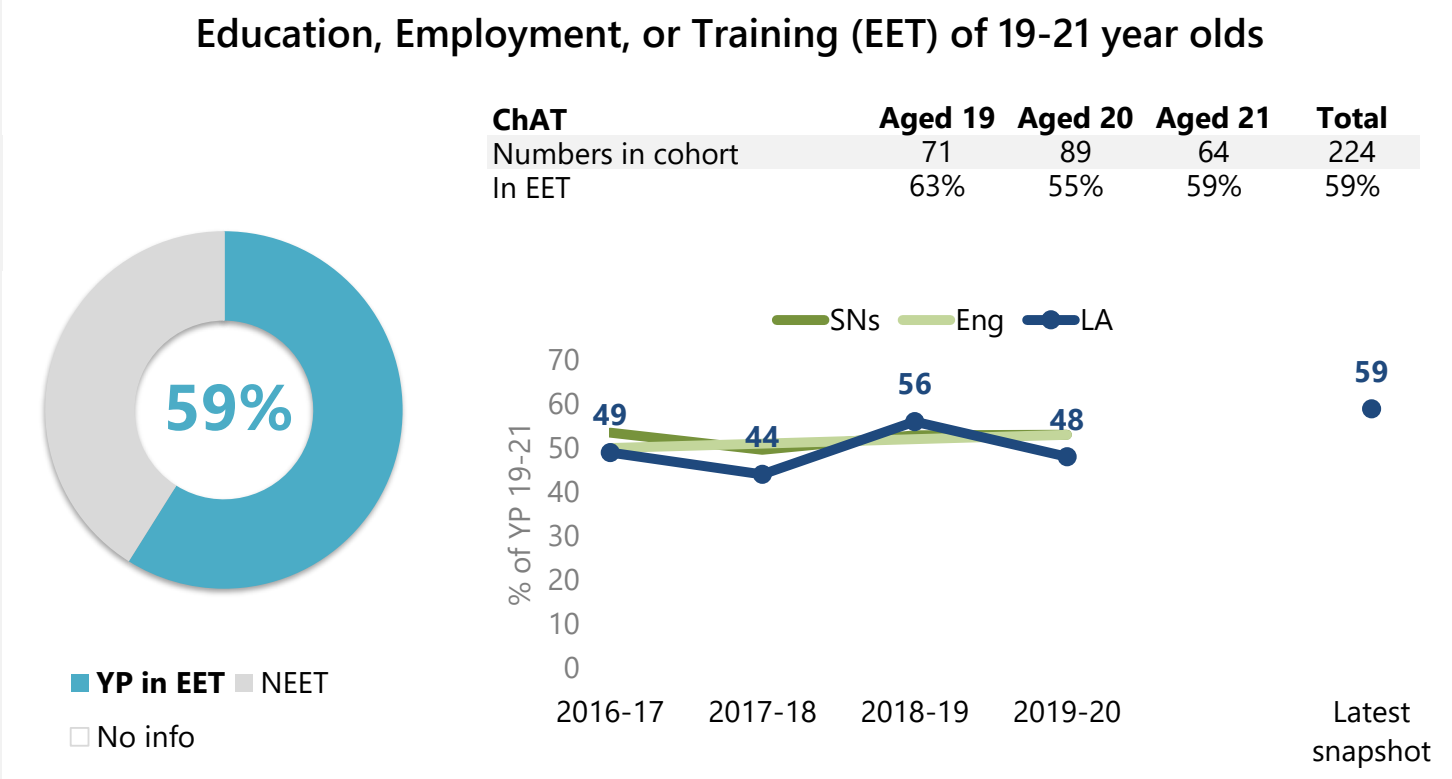
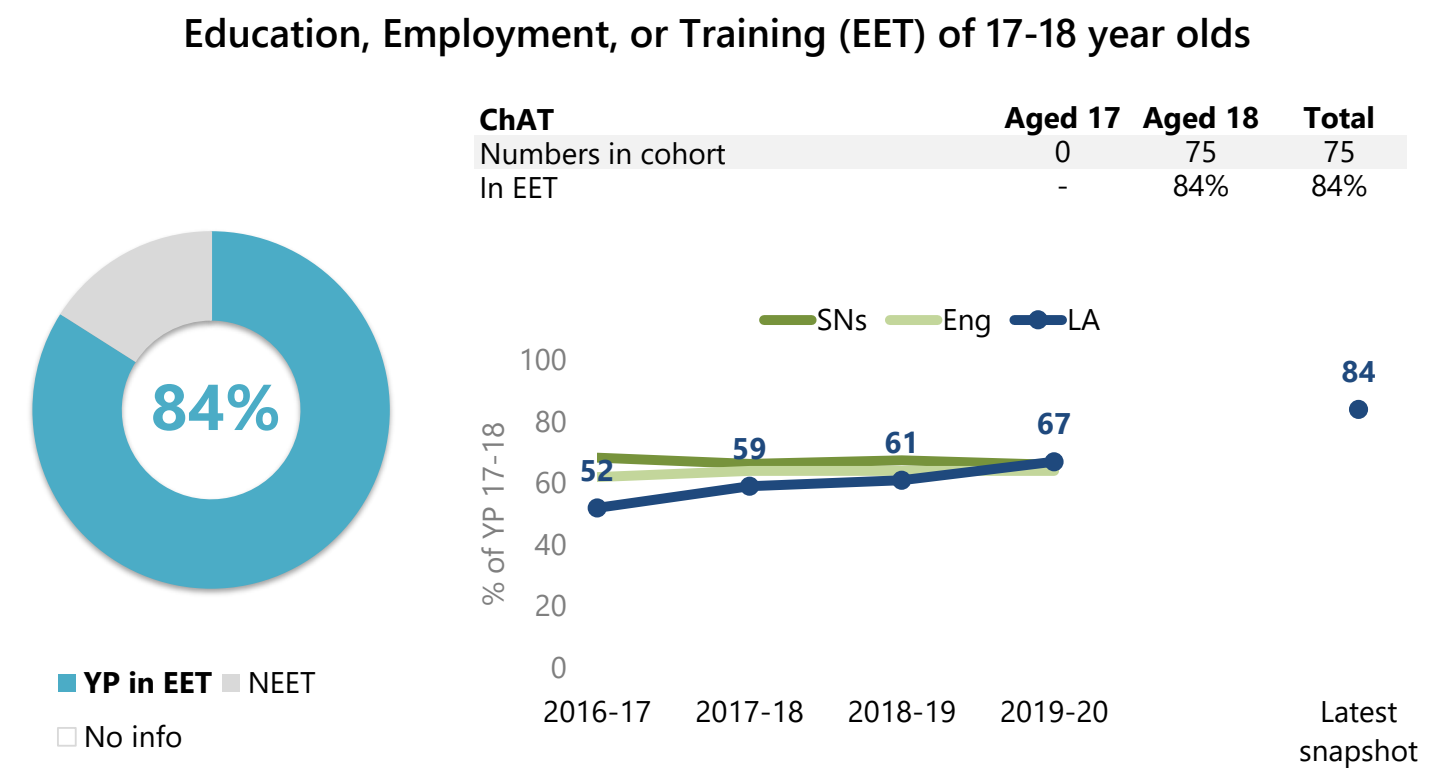


Accommodation types of 19-21 year olds



Care leavers activity (Education, Employment, or Training)

Snapshot 07/12/2021



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

from 08/12/2020
to 07/12/2021

41 children

4 Child/ren adopted last 12 months

21 Child/ren waiting to be adopted

(16 Child/ren waiting with placement order)

9 Child/ren with decision reversed

Ethnic background

| | |
|------------------------|-----|
| White | 44% |
| Mixed | 46% |
| Asian or Asian British | 2% |
| Black or black British | 7% |
| Other ethnic group | 0% |
| Not stated | 0% |
| Not recorded | 0% |

See page 22 for comparisons

Age and gender

21 Males (51%)

20 Females (49%)

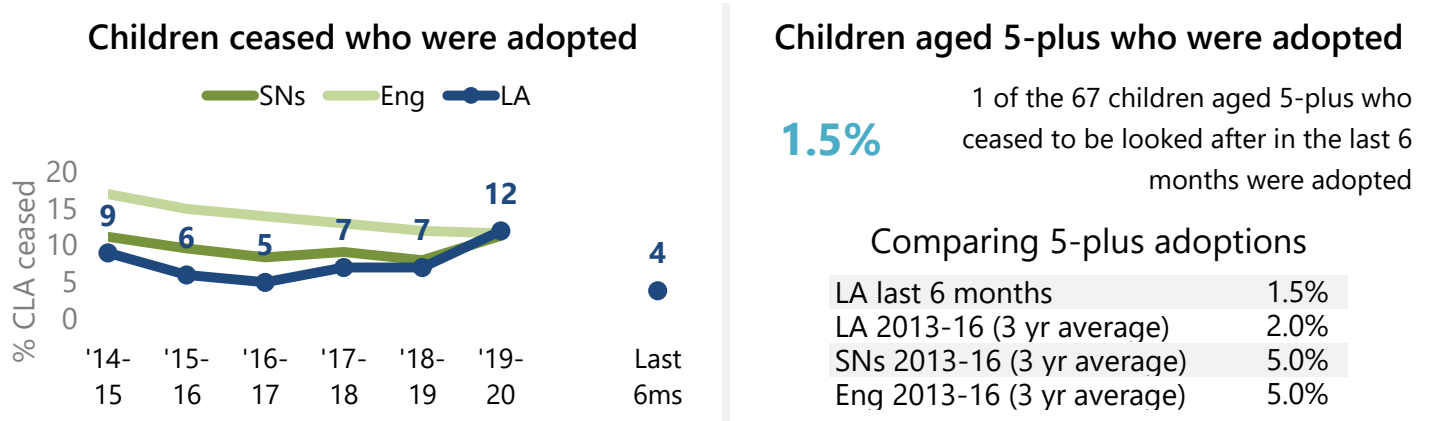
0 Other (not shown) (0%)

Age 20+

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

1 children (2%) with a disability

Of the 78 children who ceased to be looked after in the last 6 months, 3 was/were adopted (4%)



Timeliness of each stage of the adoption process

- Stage 1

Child entered care
- Stage 2

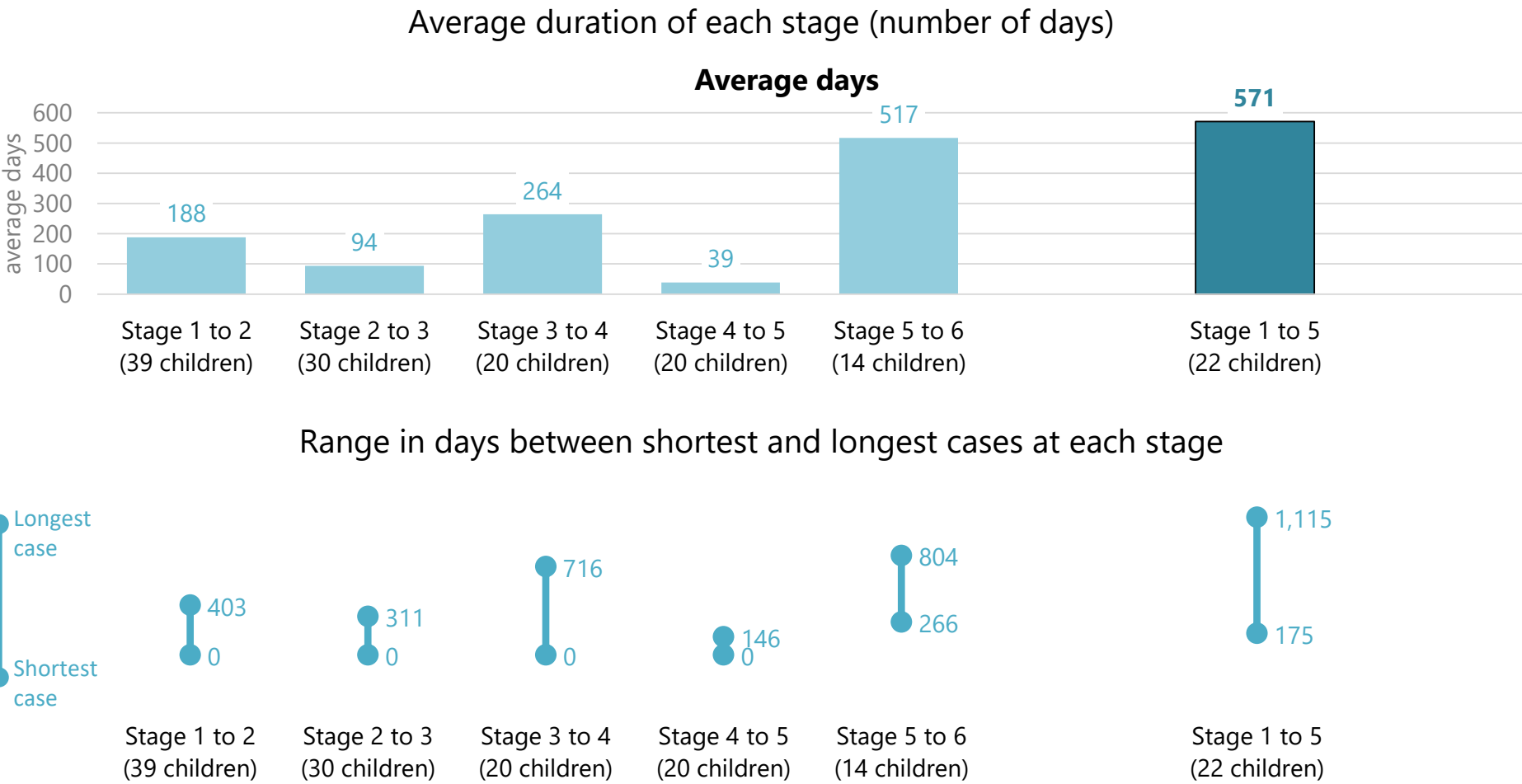
Decision that child should be placed for adoption
- Stage 3

Placement order granted
- Stage 4

Matching child and prospective adopters
- Stage 5

Placed for adoption
- Stage 6

Adoption order granted

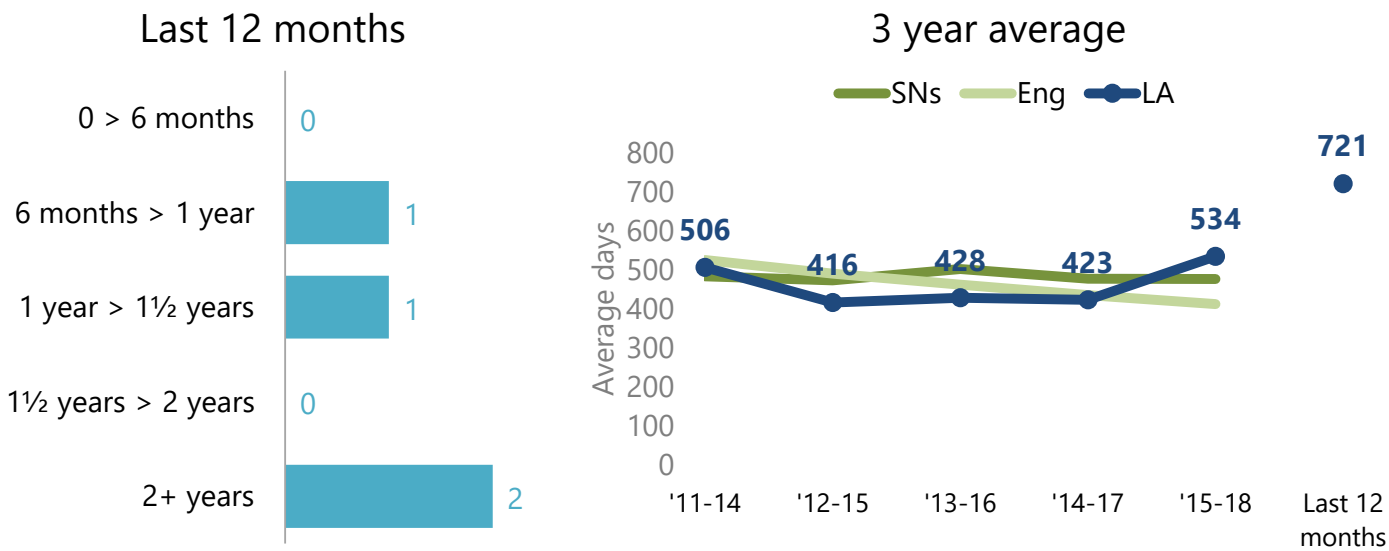


Adoption benchmarking

from 08/12/2020
to 07/12/2021

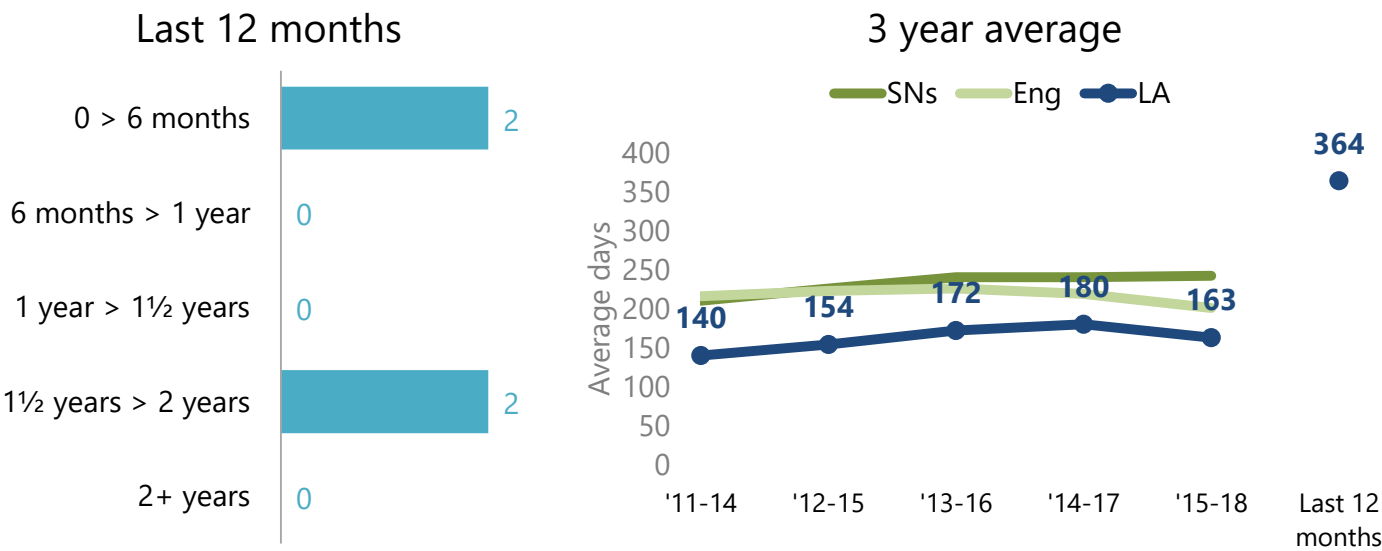
(A10) Time between entering care and placed with family for adopted children

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



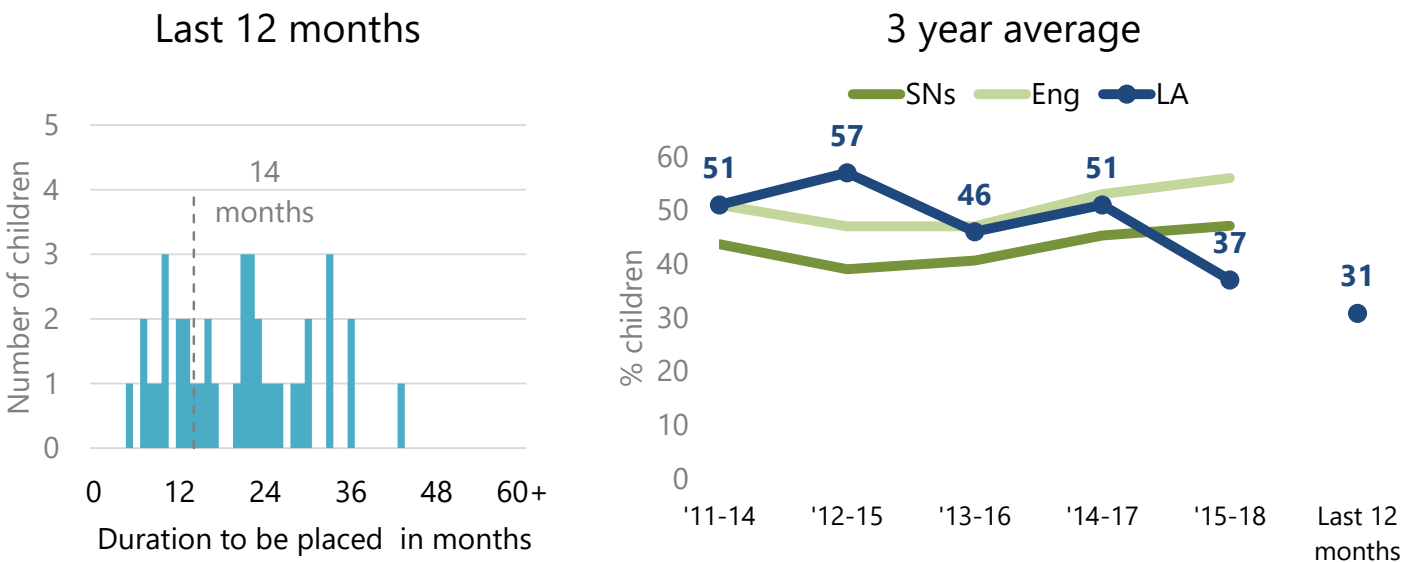
(A2) Time between placement order and deciding on a match

364 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



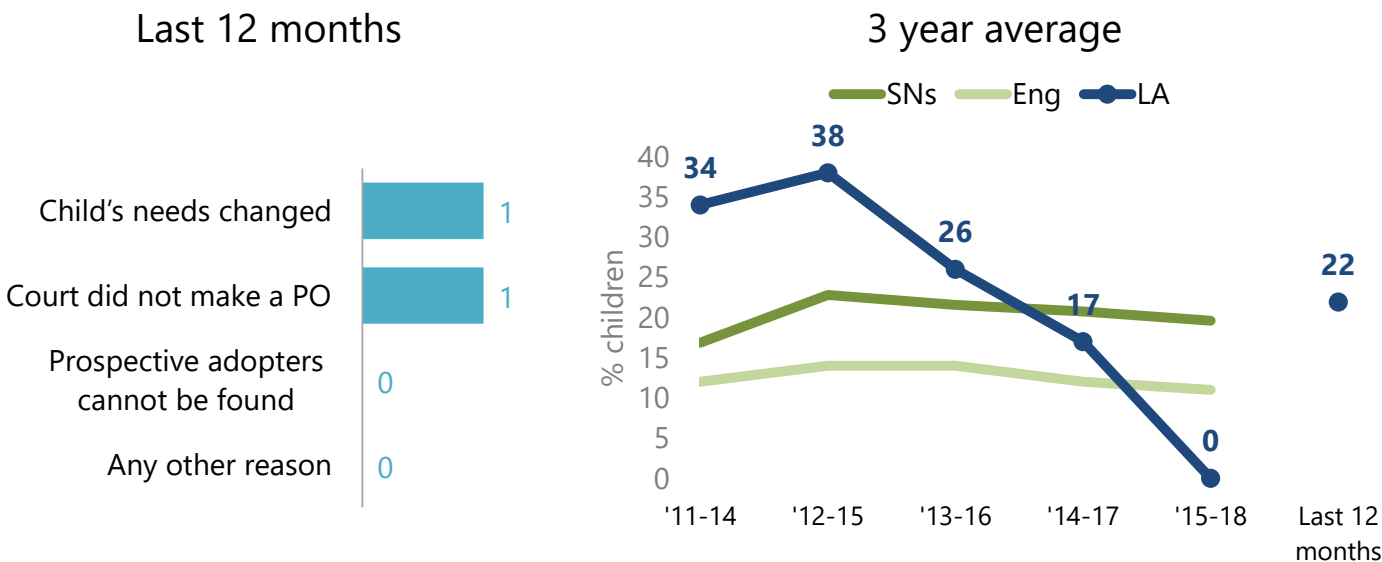
(A3) Time between entering care and placed for adoption

31% Children placed who waited less than the threshold between entering care and being placed for adoption (threshold: 14 months for 2013-16)
12/39 children



(A5) Permanence decision changed away from adoption

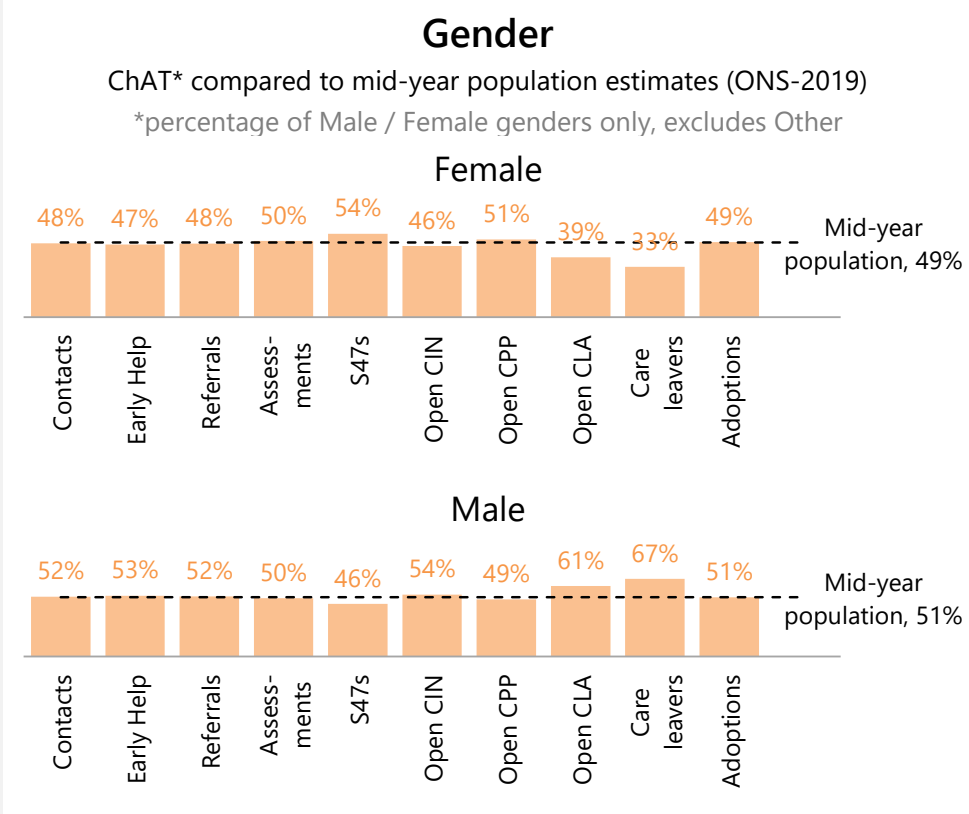
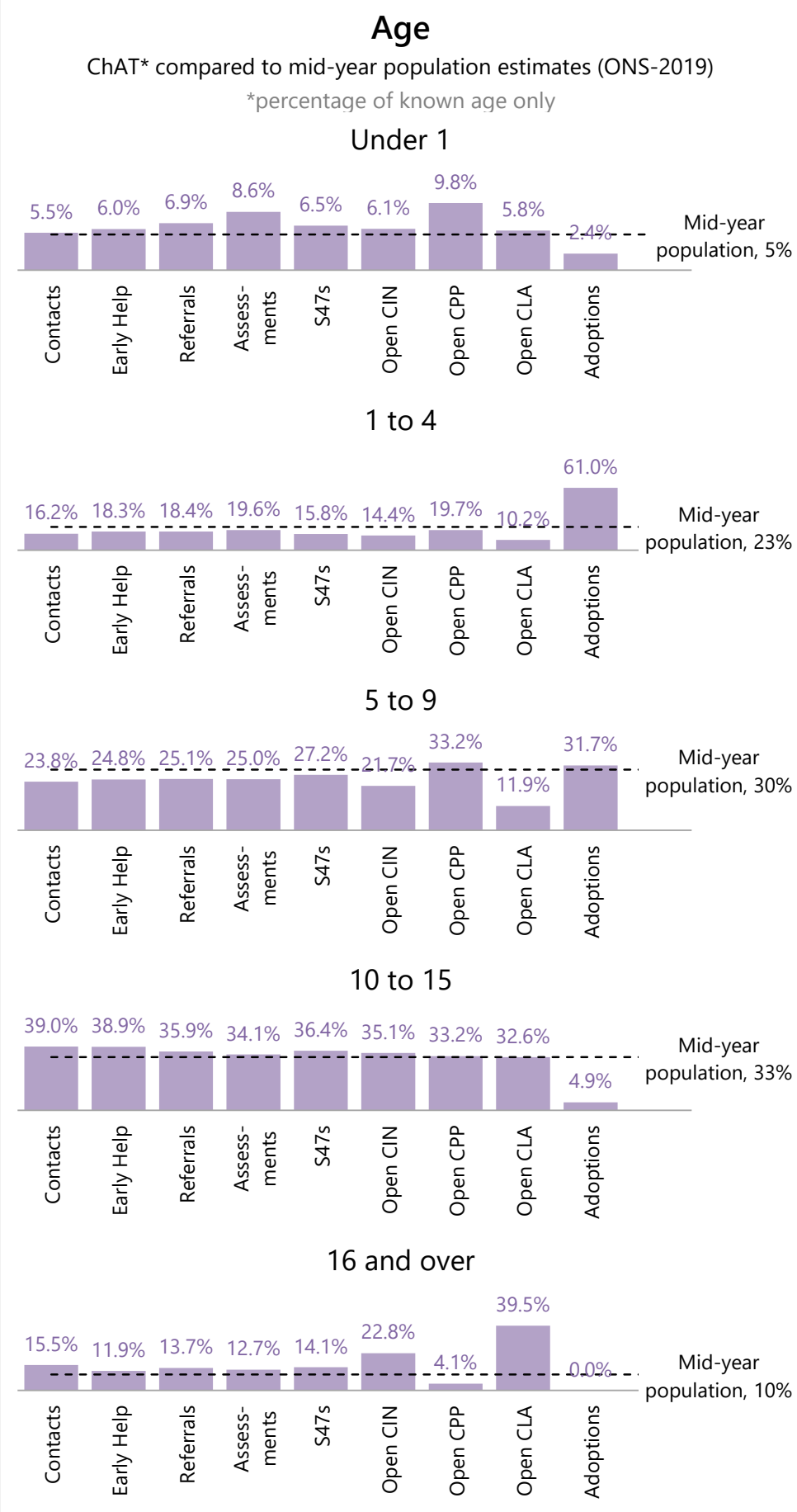
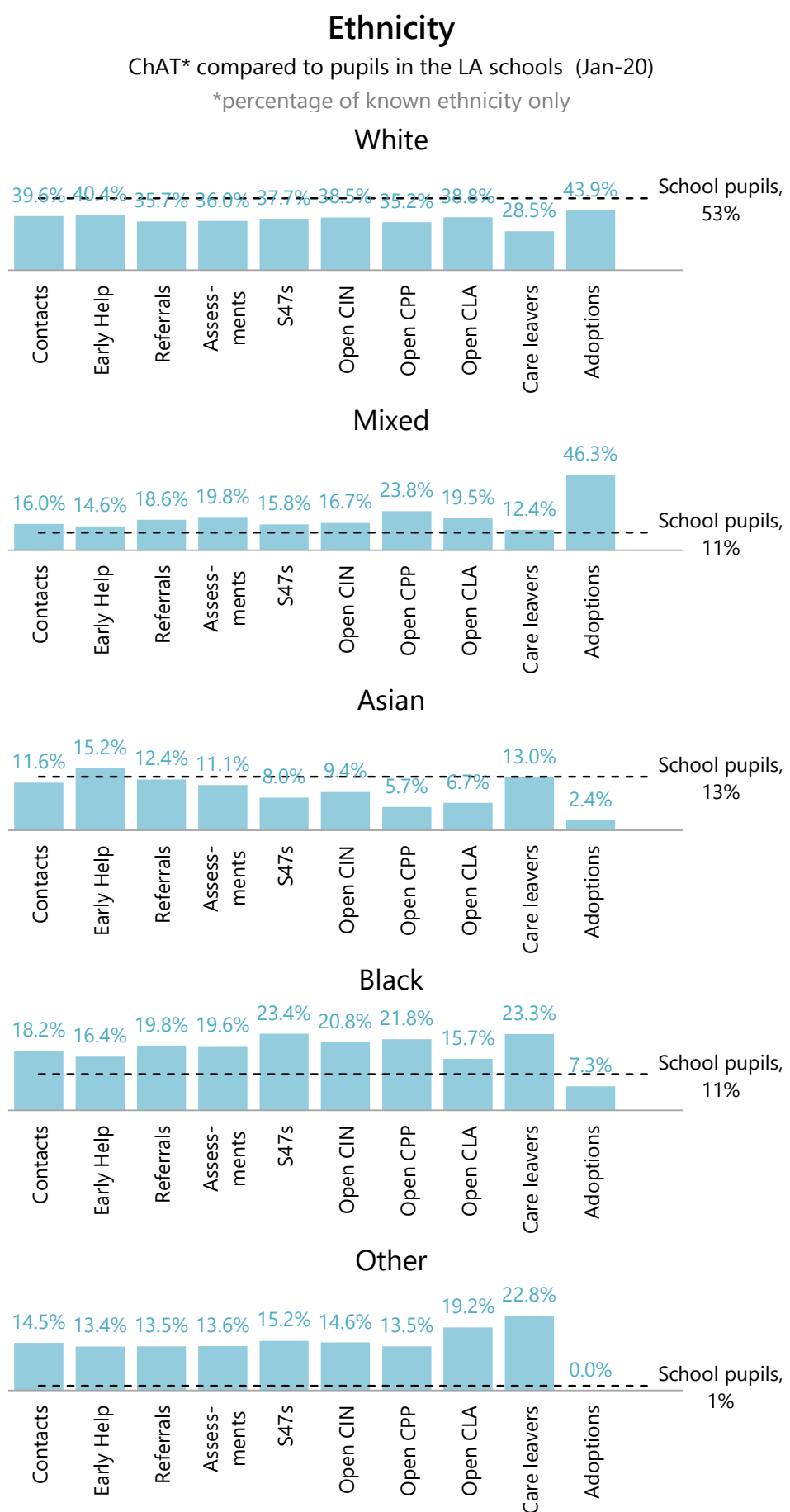
22% Children where there was a decision that the child should no longer be placed for adoption
9/41 children



DATA NOW HELD BY THE REGIONAL ADOPTION AGENCY

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

Snapshot 07/12/2021



Comparing CLA demographics

CLA figures compared to published population statistics

Ethnicity

Age

Gender

| | LA Latest snapshot | | | LA 2020 | | | Eng 2020 | | |
|-------|--------------------|-----|--------------|---------|-----|--------------|----------|-----|--------------|
| | CLA | Pop | % difference | CLA | Pop | % difference | CLA | Pop | % difference |
| White | 39 | 53 | lower -27% | 39 | 53 | lower -26% | 74 | 74 | no dif 0% |
| Mixed | 20 | 11 | higher 80% | 22 | 11 | higher 104% | 10 | 6 | higher 59% |
| Asian | 7 | 13 | lower -49% | 6 | 13 | lower -54% | 4 | 12 | lower -65% |
| Black | 16 | 11 | higher 42% | 15 | 11 | higher 36% | 7 | 6 | higher 21% |
| Other | 19 | 1 | higher 1277% | 16 | 1 | higher 1048% | 4 | 0 | higher 769% |

| | LA Latest snapshot | | | LA 2020 | | | Eng 2020 | | |
|----------|--------------------|-----|--------------|---------|-----|--------------|----------|-----|--------------|
| | CLA | Pop | % difference | CLA | Pop | % difference | CLA | Pop | % difference |
| Under 1 | 6 | 5 | higher 11% | 5 | 5 | lower -4% | 5 | 5 | lower -3% |
| 1 to 4 | 10 | 23 | lower -55% | 10 | 23 | lower -56% | 14 | 22 | lower -37% |
| 5 to 9 | 12 | 30 | lower -60% | 13 | 30 | lower -56% | 18 | 29 | lower -39% |
| 10 to 15 | 33 | 33 | no dif 0% | 35 | 33 | higher 7% | 39 | 33 | higher 18% |
| 16-plus | 40 | 10 | higher 306% | 36 | 10 | higher 270% | 24 | 10 | higher 139% |

| | LA Latest snapshot | | | LA 2020 | | | Eng 2020 | | |
|--------|--------------------|-----|--------------|---------|-----|--------------|----------|-----|--------------|
| | CLA | Pop | % difference | CLA | Pop | % difference | CLA | Pop | % difference |
| Male | 61 | 51 | higher 19% | 59 | 51 | higher 15% | 56 | 51 | higher 9% |
| Female | 39 | 49 | lower -20% | 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 | | | | | |
|---|--------------------|---------------------|-----|---|-----|-----|---|---|---------|
| | LA | Direction of travel | | LA | SNs | Eng | LA compared to mid-50% range of all LAs | | Date |
| Referrals received (annual rate per 10,000 of children) | 320 | Increase | ▶ | 300 | 531 | 535 | Lower | ○ | 2019-20 |
| Referrals to social care that were within 12 months of a previous referral (%) | 16 | Decrease | ◀ | 16 | 19 | 21 | Lower | ○ | 2019-20 |
| Assessments completed (annual rate per 10,000 of children) | 234 | Decrease | ◀ | 328 | 537 | 554 | Lower | ○ | 2019-20 |
| Assessments completed within 45 working days (%) | 77 | Decrease | ◀ | 84 | 84 | 84 | In range | ○ | 2019-20 |
| Children subject to section 47 enquiries (annual rate per 10,000 of children) | 101 | Increase | ▶ | 80 | 157 | 167 | Lower | ○ | 2019-20 |
| Children subject of an initial child protection conference (annual rate per 10,000 of children) | 22 | Decrease | ◀ | 27 | 55 | 64 | Lower | ○ | 2019-20 |
| Initial Child Protection Conferences held within 15 working days of the start of the section 47 enquiry (%) | 93 | Increase | ▶ | 80 | 83 | 78 | In range | ○ | 2019-20 |
| Children in need (snapshot rate per 10,000 children) | 153 | Decrease | ◀ | 198 | 317 | 324 | Lower | ○ | 2019-20 |
| Children who are the subject of a child protection plan (snapshot rate per 10,000 children) | 21 | Increase | ▶ | 17 | 37 | 43 | Lower | ○ | 2019-20 |
| Children who became the subject of a CP plan for a second or subsequent time (%) | 15 | Increase | ▶ | 12 | 20 | 22 | Lower | ○ | 2019-20 |
| Children who ceased to be on a CP plan whose plan lasted 2 years or more (%) | 6 | - | ↑ ↑ | c | 5 | 4 | Higher | ○ | 2019-20 |
| Children who are looked after (snapshot rate per 10,000 children) | 37 | Increase | ▶ | 35 | 45 | 67 | Lower | ○ | 2019-20 |
| Children looked after who had a missing incident in the period (%) | 21 | Increase | ▶ | 16 | 13 | 11 | Higher | ○ | 2019-20 |
| Children looked after who were away without authorisation in the period (%) | 2 | Decrease | ◀ | 10 | 7 | 3 | Higher | ○ | 2019-20 |
| Children looked after who had their teeth checked by a dentist in the last 12 months (%) | 44 | Decrease | ◀ | 79 | 89 | 86 | Lower | ○ | 2019-20 |
| Children looked after who had their annual health assessment (%) | 85 | Decrease | ◀ | 94 | 93 | 90 | In range | ○ | 2019-20 |
| Children who ceased to be looked after in the period who were adopted (%) | 4 | Decrease | ◀ | 12 | 11 | 12 | In range | ○ | 2019-20 |
| Children who ceased to be looked after in the period due to a Special Guardianship Order (%) | 5 | - | ↑ ↑ | - | - | - | Higher | ○ | 2019-20 |
| Children leaving care over the age of 16 who remained looked after until their 18th birthday (%) | 84 | Decrease | ◀ | 86 | 90 | 79 | In range | ○ | 2019-20 |
| Care leavers aged 19-21 in suitable accommodation (%) | 99 | Increase | ▶ | 86 | 84 | 85 | In range | ○ | 2019-20 |
| Care leavers aged 19-21 in education, employment, or training (%) | 59 | Increase | ▶ | 48 | 53 | 53 | In range | ○ | 2019-20 |
| A1 - Average time between entering care and moving in with family for children who were adopted (days) | 721 | Increase | ▶ | 576 | 577 | 486 | Higher | ○ | 2015-18 |
| A2 - Average time between LA receiving placement order and LA deciding on a match with family (days) | 364 | Increase | ▶ | 163 | 242 | 201 | In range | ○ | 2015-18 |

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By virtue of paragraph(s) 1 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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24 December 2021

Chris Munday
Executive Director, Children's and Family Services
London Borough of Barnet
Chris.munday@barnet.gov.uk

Dear Chris

Social care annual engagement meeting on 18 November 2021 via Teams

Attendees

Chris Munday, Executive Director, Children's and Family Services, Barnet
Tina McElligott, Director of Children's Social Care (Early help and children's social care)
Brigitte Jordaan, Director of Children's Social Care (Children in care, placements and disabilities)
Grace Walker, Inspection and Improvement Lead
Carolyn Adcock, Senior HMI, Ofsted

Apologies

Andy Whippey, HMI, Ofsted

Thank you for sharing your self-evaluation and performance data with us, and for the informative discussion about current performance and the actions that you are taking to develop the service further.

The self-evaluation

The self-evaluation is clearly presented. It's helpful to see the itemised progress against the actions noted last year, plus the focus for the year ahead. You said that you are still dealing with the pandemic and its longer-term consequences e.g. regarding education and mental ill-health. The local authority has put in much support across the board. You have opened a new children's home, and yesterday members agreed funding for 30 new flats for care leavers. The Home Office-commissioned hotels in the borough continue to create additional demands on resources. Contextual safeguarding is still an area of concern, with a greater proportion of online activity.

Tina said that demand for some services reduced during the pandemic but it's now almost back to 2019 levels. Early help continued to function, with a very large increase in delivery. The demand is beginning to come down, but she noted that early help services have been a real strength, and there is much more cross-cutting work happening now. Your work with the voluntary sector, which you value, is enabling you to have greater reach. On the downside, you have seen an increase in domestic abuse and mental health presentations. Two additional welfare advisers have been employed to support with advice on benefits, and mental health services are growing in the council. There are 70 staff in the mental health team, delivering support in a variety of ways. This has also enabled you to engage with children and parents in different ways.

There have been opportunities for innovation. For example you have launched the parenting hub which aligns to the early help model. It serves the whole borough, delivering intensive mentalisation work with an attachment focus for under-fives, but also for families on the edge of care. This is all local authority funded, with evaluation of impact at some point in the future.

You have completed a multi-agency audit on thresholds - you think that you lowered thresholds in the early stages of the pandemic. You also carried out a multi-agency audit on the impact of COVID-19, which showed that social care and education were working well together, but some agencies e.g. regarding domestic abuse and drug and alcohol services were less engaged in face-to-face delivery. Domestic abuse commissioning has now moved to family services. Tina has taken on operational delivery for domestic abuse services and violence against women and girls. This is enabling a wider reach. You said that you are trying to get Saracens and other public facing organisations to support this year's White Ribbon event.

Brigitte noted that it has been a very challenging time for families of disabled children, and you have had to adjust the provision available. The voluntary sector is beginning to recover, but it is not back to where it was. Seven hundred families were asking for short breaks and personal budgets. You are currently looking at the short break offer, and you are working creatively with the voluntary sector. You have continued with the early help project regarding resources for autism, which has a preventative focus. You are planning a multi-agency respite and autism centre and you have got input from health and education. You are hoping that this will help to coordinate care and support more effectively. You have also been working on transition planning regarding supported living, delivering a new commissioning framework with adults. You are about to agree a bespoke contract with five young people aged 18 to 35. Providers are keen on helping with a flexible approach.

You expanded your Open Spaces project and carried out a number of short surveys, that showed that services were valued by families, e.g. the children centre and swimming pools.

The new children's home has opened, with four young people placed so far and more expected in the New Year. You have onsite clinicians and part of the home is the interventions centre, which is being used regularly.

You have two semi-independent provisions which are helpful for unaccompanied asylum-seeking children, but the majority of children in care are adolescents. You have places for them from the age of 16 so that you prepare them for independence. You have involved care leavers and young people in planning. You have refreshed the corporate parenting strategy and included young people in that. You have a working group looking at the independent training offer which includes young people. You have set up Onwards and Upwards for care experienced young people, to take the lead on feedback for young people. You're creating a space for them to do independence training such as cooking and DIY, as they are saying that they need skills to learn to live on their own.

You are developing a focus on care leavers who are parents. You want to build an earlier intervention programme to help personal advisers think about care leavers who are parenting, and attachment issues.

You noted that placement stability for children in care is satisfactory, although you have seen a number of placement changes since September, and you are looking at these in more detail. You have some very resilient foster carers, but some placements have become more fragile. You are providing early stabilisation meetings to try to avoid placement disruption. You have also had a number of final hearings and some of these have resulted in moves for children. There are challenges in placement sufficiency, especially regarding children with complex needs and where needs have escalated. You are not planning to open any further children's homes of your own, and you want to keep the recruitment of foster carers central to the system. You are hoping to have 15 new foster carers by the end of March. Recruitment is slowly picking up. You now have 12 supported lodgings for 16-year-olds and are looking to increase this. Brigitte said that you also have seven foster carers who are only registered for respite, so you are looking at how you can use them in an emergency. You never use bed and breakfast accommodation.

I asked for your views about the proportion of assessments that you have judged as requiring improvement (37%), and whether there were any common themes. Tina said that things were slowing down at the front door and there was some turnover of agency staff, so this can be quickly remedied. Also, about 78% of section 47s did not result in initial child protection conferences. These cases were mostly to do with

physical chastisement with an implement. You are content that decision-making is appropriate and have tested it.

Any broader issues that affect the delivery of children's social care services, for example, schools and early years provision

You noted that overall attendance at schools is good and better than national averages. You are investigating some lower attendance levels for special schools, and especially in pupil referral units. Some students are unable to do the lateral flow test so have to self-isolate for 10 days. You have seen a huge increase in demand for home-to-school transport and also for therapeutic services. You have a new therapy provider. The NHS did close services down and has not fully opened up again in relation to face to face work, so you have dealt with a lot of gaps.

You have had two learning reviews published (in July and October) following cases regarding elective home education and you have consolidated the action plans. Some of the learning is about professional curiosity, and agencies not recognising the indicators of concern. Sometimes GPs may be the only external contact with a family. Also school transitions between boroughs meant that information was not passed on. You have been working with the DfE on elective home education and you are also working with a smaller group of local authorities who have completed local safeguarding practice reviews on this issue.

The safeguarding partnership held a series of webinars on the learning and there was reasonable attendance. You said that there is now a new website for elective home education funded by the DfE, and you have an increased resource for EHE. Tina said that a lot of children who are being electively home educated have additional needs, but there has been no surge in safeguarding concerns. On 7 October you knew of 423 children being electively home educated in Barnet.

Unregulated/unregistered services and sufficiency of placements

Brigitte said that there is one young person currently in an unregistered service who is moving on Monday to a registered home. The previous home had given 72 hours' notice and the young person has been in unregistered accommodation for a week. You have no young people placed on Deprivation of Liberty orders, and you have made sure that everyone who makes decisions regarding placements has the guidance on unregistered services.

You said that there is a shortfall of 225 places across London as a whole, plus some vacancies. London predominantly has small providers rather than larger chain providers, and you believe that smaller providers may be more risk averse. You have

developed a good understanding of the market and have invested heavily in placements e.g. the new children's home and the accommodation for care leavers.

Unaccompanied asylum-seeking children

The Home Office continues to commission four hotels in Barnet. Over 900 people are placed in the hotels, and you have received over 50 referrals from them. You said that you accommodate more unaccompanied asylum-seeking children than the 0.07% threshold. About 25% of children in care are unaccompanied asylum-seeking children (72 children), and 33% of care leavers. You have providers who assist with carrying out age assessments – most assessments confirm that the person is under 18. You said that you have provided resources to schools near the hotels, and you have appointed a psychologist specifically to provide support to unaccompanied asylum-seeking children. For the unaccompanied asylum-seeking children, you have received extra resource from the government, but you note that it is not sufficient.

Barnet's current financial and political context

You noted the London local elections that take place in May next year. You have had a consistent lead member who is committed and knowledgeable.

The budget has been agreed - it is challenging but sufficient. You will have some spending limits in 2022/23, as is the case this year, but that is only for one year. You have more money for placements and transport in the coming year

Safeguarding partnership arrangements

You said that Red Quadrant assessed the arrangements last year and were satisfied with what they found. They are coming back next week and will speak to practitioners and senior leaders. The commissioning of the annual visit was mentioned in the recent Wood Review, and you said that you have made progress on implementing the recommendations from the last annual review. On Monday you are launching the draft child participation strategy for public consultation. You noted that there is a sound action plan regarding the learning from practice reviews.

You said that it is still not an equal partnership regarding resource. The police will only fund £5000 per year, while the local authority puts in over £100k.

Tina said that partnership and chairing relationships are working well but it can be hard to understand how effective the partnership is. The audit process works well but getting localised data, e.g. from the police or probation, can be a challenge and may be more of an issue with health as services transform.

Updates on any serious case reviews that are in progress or any learning reviews

You said that you have one local child safeguarding practice review in progress regarding a 3-year-old whose parents had been in care. You are not undertaking any others at the moment.

Regional adoption agency arrangements

The regional adoption agency has recently presented its annual report, which generated robust discussion. You are concerned that the number of Barnet children placed for adoption, and adopter recruitment, has decreased and you are meeting with the lead authority (Islington) to discuss this. You knew that there would be some disruption in 2019, but you now want to know how they are going to step up. You are also planning to discuss adoption support, as you have high numbers of adopter families in the borough. Brigitte has already raised some queries with Islington and is seeking a bespoke report for Barnet. There is an RAA board meeting next week.

Discussion around future visits by Ofsted

I said that, as a result of the pandemic, Ofsted is at least a year behind in its inspection programme, although you will be scheduled for an inspection at some point. Should we carry out a focused visit in the meantime, you said that you would like inspectors to look at the care leaving service, although you would expect an inspection rather than a focused visit. You disagreed with the suggestion of a possible second focused visit to a good authority and said that you would raise this with leaders in Ofsted, should it happen.

The approximate timing of the next social care annual engagement meeting, and education-focused meeting

You said that the current timings work well for you.

Thank you for a very constructive meeting.

Yours sincerely

Carolyn Adcock
Senior HMI

Please note: This letter is not published by Ofsted and the comments made have not been evaluated as part of an inspection.

**London Borough of Barnet
Children, Education and
Safeguarding Committee
Forward Work Plan
2021 - 2022**

Contact: Pakeezah Rahman 020 8359 6452 pakeezah.rahman@barnet.gov.uk

| Title of Report | Overview of decision | Chief/Lead Officer(s) | Issue Type (Non key/Key/Urgent) |
|--|---|--|---------------------------------|
| Monday 13 September 2021 [deadline for cleared reports Wednesday 1 September] | | | |
| Family Friendly Update | The Committee to note the report. | 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 |
| 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 |
| Family Services Quarterly Update | The Committee to note the report. | Executive Director for Children and Young People | Non-key |
| Thursday 18 November 2021 [deadline for cleared reports Tuesday 9 November] | | | |
| Business planning 2021-25 | To agree the committee's business planning proposals for the medium term financial strategy period of 2021-25 and recommend the proposals to Policy and Resources Committee | Executive Director for Children and Young People | Key |
| Special Places Plan | To approve the Barnet Special Educational Places Plan Consultation Document & proposed use of the Special Places Fund. | Chief Executive and Director of Education and Learning | Key |

| Title of Report | Overview of decision | Chief/Lead Officer(s) | Issue Type (Non key/Key/Urgent) |
|---|---|--|---------------------------------|
| Family Services Quarterly Update | The Committee to note the report. | Executive Director for Children and Young People | Non-key |
| 19 January 2022 [deadline for cleared reports Monday 10 June] | | | |
| 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 |
| School Standards and School and Settings Improvement update | To note the 2021 standards, progress on Education Recovery and an annual progress report on the School and Settings Improvement strategy including priorities for 2022. | Chief Executive and Director of Education and Learning | Key |
| SEND Strategy update | To note progress over the last year, priorities and next steps | Director, SEND & Inclusion | Key |
| Family Services Quarterly Update | The Committee to note the report. | Executive Director for Children and Young People | Non-key |
| Annual Report on School Funding | To note and approve the recommendations. | Executive Director for Children and Young People | Non-key |
| 21 March 2022 [deadline for cleared reports Thursday 10 March] | | | |
| Family Services Quarterly Update | The Committee to note the report. | Executive Director for Children and Young People | Non-key |

| Title of Report | Overview of decision | Chief/Lead Officer(s) | Issue Type (Non key/Key/Urgent) |
|-----------------|----------------------|-----------------------|---------------------------------|
| | | | |