

Meeting

Barnet CHILDREN'S PARTNERSHIP BOARD

Date and time

Thursday 16TH NOVEMBER, 2023

At 4.30 PM

Venue

Virtual MEETING - ONLINE

[Click here to join the meeting](#)

To: Members of Barnet CHILDREN'S PARTNERSHIP BOARD (quorum 5)

Chair: Chris Munday

Councillor Coakley Webb	J Baines-Holmes	E Waters
B Thomas	G Bradley	M Serrao
L Robinson	N Marlow	C Posen
C McCarthy	J Matthewson	L Longworth
R Morris	J Kelly	E Rosen
M Miah	T Howarth	S Sands
E Burton-Lee	C Spybey	Councillor Monasterio

Substitute Members

S Olusanya	D Bezalel	C Collier
J Osbourne	N Taylor	V Wicks

In line with the Constitution, 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 Monday 13 November 2023 at 10AM. Requests must be submitted to Scarlett Ryan Scarlett.Ryan@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: Scarlett Ryan Scarlett.Ryan@Barnet.gov.uk 02083594173

Media Relations Contact: Tristan Garrick 020 8359 2454 Tristan.Garrick@Barnet.gov.uk

Assurance Group

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Barnet Children's Partnership Board

MINUTES OF MEETING HELD ON 13 July 2023 AT Virtual meeting - Online

AGENDA ITEM 2

PRESENT:

Cllr Pauline Coakley Webb	Councillor Pauline Coakley Webb- Portfolio Holder - Family Friendly Barnet
Chris Munday (Chair)	Executive Director for Children's Services
Ben Thomas	Assistant Director Education, Strategy and Partnerships
Lee Robinson	Commissioning Strategy & Policy Advisor
Collette McCarthy	Assistant Director Commissioning
Graig Bradley	Inspector - Safer Schools and Youth Engagement, Metropolitan Police Barnet
Janet Matthewson	Chief Executive Officer, Young Barnet Foundation
Joanne Kelly	Community PRU Headteacher

ALSO PRESENT:

Daniel Hellier	Integrated Care Board
Cllr Monasterio	Chair of Childrens and Education Overview and Scrutiny Sub-Committee

Jade Kozloski	Governance Officer
Emma Powley	Graduate Governance Officer
Scarlett Ryan	Practice Standards Manager
Liz Shaw	
Dolyanna Mordochai	Director SEND and Inclusion
Karen Flanagan	Resilience Program Manager
Jayne Abbott	

1. WELCOME

The Chair welcomed everyone to the meeting and allowed everyone to introduce themselves.

2. MINUTES OF PREVIOUS MEETING

RESOLVED that the minutes of the meeting held on 27th April 2023 be agreed as a correct record.

3. ABSENCE OF MEMBERS

Apologies for absence were received from Neil Marlow (BELS), Rebecca Morris, 1 member of the Youth Parliament and 2 Youth Ambassadors.

4. LIST OF ABBREVIATIONS

The list of abbreviations was noted.

5. MY SAY MATTERS

Liz Shaw, Practice Standards Manager - Children's Services, updated the board on behalf of the Young People who were unable to attend and noted the progress of the young people's campaigns. It was noted that the past years achievements would be documented and presented in a video, in which both youth parliament members and Youth Ambassadors would be involved. It was reported to the board that one of the Young Persons had met with three police officers to discuss their campaign regarding knife crime in schools and would continue to explore ways to progress their campaign. It was noted that one of the young persons had focused their campaign on extracurricular activities, with particular focus being placed on girls in sport. This campaign topic has been debated with teachers and as a result headteachers had positively engaged and offered their support in working on the campaign. The success of several of the young people's campaigns was noted and were congratulated on their achievements.

The Practice Standards Manager - Children's Services was thanked for her update.

The Board noted that further information relating to the Children and Young People's participation was available at the link below:

<https://barnetyouth.uk/Children-and-Young-People-Participation-across-Barnet>

6. STATE OF BARNET VOLUNTARY SECTOR REPORT

Janet Matthewson, The Chief Executive Officer, Young Barnet Foundation, updated the board on the State of Barnet Voluntary Sector. It was noted that Barnet Together was a partnership established in 2018 between YBF, Volunteering Barnet, and Inclusion Barnet. Barnet Together that offered free capacity building support service for the borough's Voluntary, Community, Faith, and Social Enterprise (VCFSE) sector. It was outlined that Membership Renewal Data helped contribute to a better understanding of the sector, resulting in better cross-sector partnership working. Through strong partnerships, it was anticipated that they could attract the funding needed to sustain delivery. The Chief Executive Officer, Young Barnet Foundation explained that there are a diverse group of 22 supplementary schools that work with the voluntary sector, further noting that it is important to collate data so there can be a picture of the borough to view and evaluate. It was reported that, in terms of organisations, there are 68% growing, 31 surviving and 1% declining in terms of income. Therefore, support needs to be given to the 32% of organisations struggling.

The following information was noted:

- As of 27 June 2023, there were 203 Members
- Of those organisations
 - 68% are Growing (137)
 - 31% are Surviving (62)
 - 1% are Declining (2)
- Data from 189 members – reported their most recent annual turnover as being:

- Under £10k (25)
- £10k-£50k (35)
- £50k-£100k (27)
- £100k-£250k (34)
- £250k-£500k (25)
- £500k+ (42)

It was outlined to the board that the Young Barnet Foundation acted as a business development arm for the voluntary sector; 42% of organisations did not have full time employees and 22% of groups are of London Youth groups.

There were overall challenges across the board including staff wellbeing, which meant that extra support was needed to be given to staff to prevent the possibility of burn out and other associated issues. The overall aspirations were to acquire larger sums of funding.

In response to questions raised by the Board, it was explained that there was no dedicated Safeguarding Lead, but that members were signposted to the Barnet Safeguarding Partnership as the importance of this was well recognised. It was further explained that anybody in receipt of funding would be required to carry out due diligence with regards to safeguarding and joining members would be required to undertake training delivered by Barnet Partnership Board. In response to a further question asked relating to specialist cohorts, it was explained that a wrap-around service was provided although there was no specific focus on SEN or SEND provision.

The Chair thanked the representative from Young Barnet Foundation for the report and presentation.

7. AUTISM, CULTURE AND RACE

Dolyanna Mordochai presented the report of Autistic led research in Newham. It was an NHS funded report which looks at where autism and race meet, looking at autism through an intersectional lens. The aim of the report was to understand the barriers people face accessing services when they are from certain cultures as it was reported that families from ethnically diverse backgrounds experienced a high level of challenge following a diagnosis of autism of a family member. This included lack of understanding and support from the community, schools and peers with limited access to support structures and services in conjunction with increased financial pressures.

6 key research findings were evidenced as follows:

- 1) There is a widespread lack of awareness pre-diagnosis and lack of understanding post-diagnosis about autism in ethnically diverse communities.
- 2) Stigma and lack of acceptance can lead to a sense of isolation for a family with an autistic member, whether by their own family, friends or community.
- 3) Lack of support from cultural and religious leaders can reduce a family's participation in communal or religious activity and structures.
- 4) Connection with, and support from, professionals is challenging to obtain.

- 5) Language and communication barriers and a lack of understanding of the 'system' can influence support obtained for an autistic family member.
- 6) Assimilation into, or equal treatment from, the wider community can be impacted through having an autistic family member.

In response to a question raised by the Chair with regards to what Newham were doing with the findings of the report it was explained that some additional funding had been released to reduce inequalities with a multitude of work being undertaken both pre and post diagnosis. In response to a further question raised, it was confirmed that there was work being carried out with inter-faith groups to increase capacity and dialogue; positively, it was noted that a faith-related forum was already in place and attempts were being made to engage with them to increase awareness.

The Chair and thanked Dolyanna Mordochai for her report and presentation

8. REGIONAL EXPERT PARTNERSHIP

Karen Flanagan, Director SEND and Inclusion, explained that following widespread concerns at a national level, the DfE published a Green Paper in March 2022 'SEND Review: Right Support, Right Place, Right Time'. A year later in March 2023 the DfE published its SEND and Alternative Provision (AP) Improvement Plan. This included a set of key proposals which would be piloted on a national basis across the 9 DfE regions and within each region there would be a Regional Expert Partnership (REP) led by a lead Local Authority. High performing Local Authorities in each area were asked to submit an Expression of Interest (EOI) and following Barnet's EOI submission it was noted that they had been selected to be the Lead Local Authority for the London Regional Expert Partnership (REP)

Other London partners have been invited to be part of the London REP and they include Enfield, Camden and Islington with the national launch event being scheduled for the 19 September 2023.

It was reported that the DfE was investing £70m nationally for selected areas to test and trial the proposals for reform as set out in the SEND and AP Improvement Plan. As part of the pilot for this, it was explained that one of the main advantages was the opportunity to influence the outcome and the longer-term proposal by assisting in the development of longer-term proposals.

The Board were thanked for the involvement and specific thanks was given to those who had assisted in compiling the expression of interest submission document. The Chair thanked the Director SEND and Inclusion, for the report and asked the Board Members for their continued involvement and engagement.

9. MATERNITY HEALTH PROGRAMME UPDATE

Anna Stewart, Programme Director North Central London (NCL) delivered a presentation to the Board and noted the following:

Since November 2021, the partner organisations in NCL have been working together on the initial phase of Start Well: a long-term programme looking at children and young people, maternity, and neonatal services across NCL.

Partners from across the integrated care system have been working together to understand if we are:

- a) delivering the best services to meet the needs of children, young people, pregnant people, and babies.
- b) learning from, and responding to, national and international best practice, clinical standards, and guidelines
- c) reducing inequalities in provision and health outcomes.

It was noted that an integrated impact assessment would be undertaken and would provide information relating to the research undertaken which would highlight the potential impacts of proposed changes to services.

- Work is continuing on the options appraisal, and there are a number of assurance steps that need to be completed before the outcome of it will be shared.
- There is further work needed on the integrated impact assessment, which includes some workshops which will support with developing mitigations for any proposals.
- Depending on the outcome of the options appraisal there may be a need for further public engagement or a consultation. This will be subject to ICB approval.
- It is likely that any further engagement required would take place in Autumn 23 / Winter 24

The Chair supported the notion of board member involvement as well as any parents in the Borough who may also wish to be involved.

Collette McCarthy expressed concerns of discharge summaries which was having an impact on the quality of care that health visitors were able to deliver. In response the Programme Director (NCL) stated she would contact the heads of maternity and urge them to get in touch with the health visitors to resolve the matter.

The Chair thanked Anna Stewart, Programme Director (NCL) for the update and invited her team back to the board in 6 months' time.

10. THERAPIES UPDATE

The Chair gave a verbal update and noted that a full update would be provided at the next meeting. The Chair explained there is lots of collaborative work commencing in the background specifically on the provision of EHCP and waiting times with additional funding of £450k being injected into therapy serviced.

The chair further updated the board that there is an additional funding from Karen Flanagan, Director SEND and Inclusion, which have come from DSG reserves specifically for OT, speech, and language therapy. This will include more work with parents and carers, with a key focus on upskilling schools and staff. It was explained to the board that there is also a further 1.8M across the North Central London (NCL) Boroughs, which is held by Barnet. The Chair highlighted that all updates on work were a positive step in the right direction.

Jessany Wooding updated the board. It was explained that vacancy rates have dropped in line with the NHS, areas which have the longest waiting times have decreased, the wait is 32 weeks instead of 36 weeks for speech and language therapy and overall average wait times are lower.

The Executive Director for Children's Services, looking forward to seeing the developed final model and thanked Jessany Wooding for the update.

11. FORWARD WORK PROGRAMME - 2023-2024 BCPB

The Board were invited to send suggestions for inclusion in the Work Programme at any time to the Chair.

12. ANY OTHER BUSINESS

There was none.

The meeting finished at 18:06

SCHOOL STREETS PROGRAMME

16 NOVEMBER 2023



AGENDA ITEM 5

School Streets Programme



- A school street is a scheme where restrictions on roads outside of a school prohibit most vehicles from entering during school drop off and
- The scheme aims to create a safer environment for those travelling to and from school as well as helping to tackle air pollution and promote active travel. pick up times.
- LB Barnet have Community Infrastructure Levy funding to deliver School Streets throughout the borough.



Work to Date on School Streets



School pedestrian & cycle zone	Street or length of street	Days & Hours of operation
Wren Academy Primary and Secondary School	Hilton Avenue N12	Monday to Friday 8.00am to 9.00am 3.00pm to 4.15pm
St Agnes Roman Catholic Primary School	Thorverton Road N12	Monday to Friday 8.30am to 9.15am 2.30pm to 3.30pm
St Paul's Church of England Primary School	The Avenue N11 Carlisle Place N11	Monday to Friday 8.30am to 9.30am 3.00pm to 4.00pm
Colindale Primary School	Poolsford Road NW9 Clovelly Avenue NW9 Woodfield Avenue NW9 – between New Way Road and the entrance to Colindale Primary School	Monday to Friday 8.15am to 9.15am 2.45pm to 3.30pm
Summerside Primary School	Crossway N12 School Way N12 between Ingleway and Crossway	Monday to Friday 8.30am to 9.15am 3.00pm to 4.00pm
Garden Suburb Infant and Junior School	Childs Way NW11	Monday to Friday 8.30am to 9.30am 2.45pm to 3.45pm



Work to Date on School Streets



Tranche 1	Decision from Engagement	Times of Operation
Childs Hill Primary	To proceed	08:15-09:15 15:00-16:00
Goldbeaters Primary / Annunciation Infant School	To not proceed	N/A
Moss Hall Federation	To proceed	08:00-09:00 15:00-16:00
St Johns CofE / Friern Barnet School	To proceed	08:00-09:00 14:45-15:45
Holly Park Primary	To proceed	08:30-09.15 15:00-15:45
Blessed Dominics Primary / St James High School	Awaiting decision	08:15-09:15 14:45-15.45



Next Tranche of School Streets



Top ones to move forward with are (subject to support from schools):

1. The Hyde
2. Queenswell School
3. Danegrove Primary
4. Barnet Hill Academy
5. Mill Hill County High
6. Courtland School
7. Ashmole Academy *(consider Ashmole Primary)
8. Edgware Primary

Communication has gone out to these schools.



School Streets Permit and Exemption Policy



- There have been calls for a written policy on permits and exemptions
- Reviewed currently what is occurring/on our website/concerns from people/what other Local Authorities are doing regarding who can receive permits
- Draft Policy allows all permanent school staff (on school payroll) to receive permits. Approved at Cabinet in July 2023 to go to public consultation. Permits can be provided for:
 - Residents and Businesses resided in school street
 - Carers of residents who live in a school street
 - Vehicles used to transport pupils with SEN, Disabilities or Limited Mobility
 - Parents / Carers related to pupils who hold a blue badge
 - User of designated disabled bay located in school street



School Streets Permit and Exemption Policy



- Consultation finished on 30/10/2023
- Currently analysing results
- Decision to be made by Cllr Schneiderman by end of November / early December



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Barnet Children's Partnership Board Report

AGENDA ITEM 6

Title: SEND and AP Change Programme.

Meeting Date: 16th November 2023

Author: Karen Flanagan, Director SEND and Inclusion

Service/ Dept.: Barnet Education and Learning Service

Report to be Presented By: Karen Flanagan

The DfE SEND and AP Change Programme Pilot.

1. Background.

1.1 A report was provided to the Board on the 13 July with regard Barnet's selection to be the lead LA for the London Challenge Programme Partnership (CPP). Pilots are taking place across the 9 Department for Education's (DfE) regions (appendix 1) and are focused on delivering the improvements set out in the DfE's Special Education Needs and Disability (SEND) and Alternative Provision (AP) [Improvement plan](#).

1.2 Each of the CPPs will be taking a test and learn approach by trialling the following:

- national standards.
- Establishing SEND and AP partnerships.
- Trialling a standardised Education, Health and Care Plan (EHCP template.
- Provide tailored lists to parents of suitable placements.
- A three-tiered approach to AP.
- Introduction of Inclusion dashboards so parents and professionals can see how the SEND system is performing at local and national level.
- Provide data in terms of the CPPS system of funding EHCPs to explore the feasibility of national banding and tariffs.

1.3 As the Lead LA, Barnet received the first tranche of funding for the partnership at the end of September 2023.

2. Actions taken.

2.1 There have been regular meetings between the lead staff across our partner LAs which are Camden, Enfield and Islington, all of whom are part of the same Integrated Care Board (ICB). of North Central London (NCL) and we have also met with the DfE and its delivery partner REACH (this is a consortium made up of Impower, the Council for Disabled Children 9CDC), PA Consulting and Olvie Academies). The first steering group meeting is on the 6 November 2023.

- 2.2 Barnet has already established a SEND and AP strategic Partnership Board. The Board is responsible for leading the strategic approach to meeting the needs of Barnet's children and young people with SEND from 0-25 and learners who are educated in Alternative Provision (AP) settings. The SEND and AP Strategic Board is accountable to this board (BCPB) (Appendix 2 for ToR).
- The SEND and AP Strategic Board met on the 31 October 2023 and was updated in relation to this pilot.
- 2.3 The Partnership has provided written feedback to the DfE on the draft standardised EHCP template and accompanying guidance. Concerns have been raised as to the impact of standardising an EHCP in relation to the child or young person experiences and that of their families; that the quality of an EHCP is dependent on the quality of advice provided, a standardised template will not improve that in isolation. A standardised EHCP template will help schools who have pupils from a range of boroughs on roll or who move into the area and mobile families.
- 2.4 A draft high level strategic Plan will be coproduced and agreed across the partnership and submitted to the DfE by the 10 November 2023. This provides a high level overview of each of the partner LAs starting points and strengths. For example, one of the areas the DfE would like to develop across all the partner LAs is to ensure parts are part of decision making plans in relation to Education, Health Care Needs Assessments (EHCNAs) and decisions about the content and issue of EHCPs. Barnet are already doing this.
- 2.5 We are in the process of clarifying the staffing needed to support the pilot and interviews have taken place for a CPP programme director. That person will then be able to drive forward the recruitment needed to support the project in all areas across the partner LAs.

3. ELSEC.

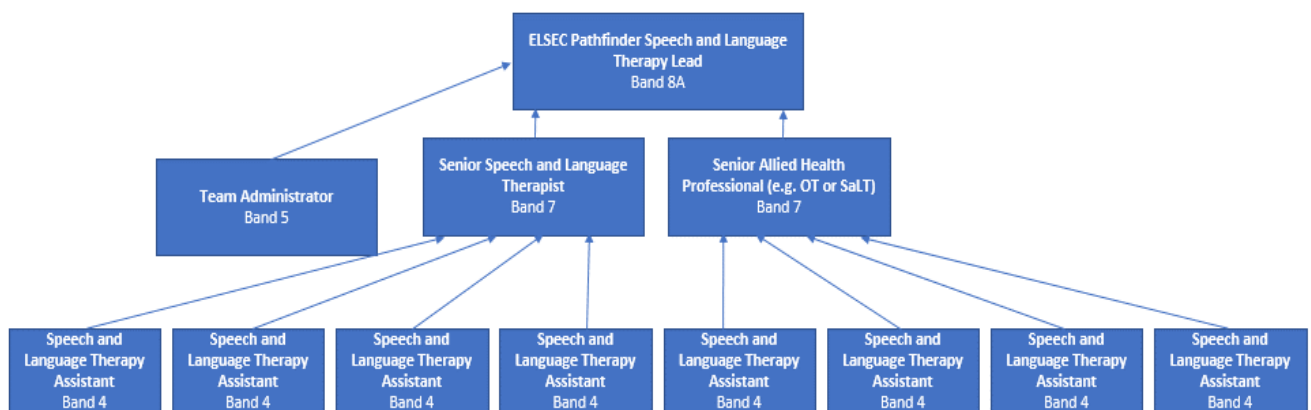
- 3.1 Language contributes to a child's ability to manage emotions and communicate feelings; to establish and maintain relationships; to think symbolically and to learn to read and write. There is strong evidence that without support, children with speech, language and communication needs (SLCN) are at increased risk of poor educational attainment, poor social emotional and mental health and poor employment outcomes.
- 3.2 SLCN are the most common type of need among pupils who require SEN support. It is estimated that upwards of 50% of children on school entry have more transient difficulties that - with timely and appropriate support - are likely to catch up. In 2022 the proportion of Barnet SEND pupils with speech, language and communication as their primary need was 22.8%. This is slightly below the England average of 23.7%.
- 3.3 One LA across each CPP will trial the Early Language Support for Every Child (ELSEC) and Barnet has been selected as the LA for the London CPP. The intention of this aspect of the pilot is to
- Improve early identification and support for CYP with SLCN and appropriate support (whether this is universal, targeted or specialist) is put in place at an early stage.
 - Reduce rate of specialist referrals. The ELSEC pathfinders will deliver universal and targeted support offers, reducing risk of exacerbation of need leading to specialist Speech and Language Therapy (SaLT) intervention.

- Increase workforce capacity with emphasis on utilisation of Speech and Language Therapy Assistants, to improve capacity and knowledge of workforce that support children with emerging/mild to moderate SLCN in early years and school settings. In addition, there will be creation of consensus level national training content for SaLT Assistants.
- Improve quality of data and evidence across health and education to evaluate impact of the ELSEC pathfinders, and to produce a body of evidence that can be used to support future policy and legislation.
 - *It will also be used as 'proof of concept' for early intervention and support for children and young people to be considered for wider roll out beyond the 2 year project timeframe.*

3.4 The LA and the NCL ICB will jointly oversee this aspect of the pilot and will commission Whittington to recruit to the Band 8 SaLT. In partnership they will be responsible for:

- Recruitment of appropriate workforce that make up the pathfinder's ELSEC team.
- Training of support worker teams to deliver assessments and interventions.
- Identification of Speech, Language and Communication Needs within the early years / primary school settings within ELSEC pathfinder.
- Supporting CYP with SLCN through delivering universal and targeted support offers.
- Data collection, participating in the independent evaluation and reporting on KPIs throughout the lifetime of the project.
- Participation in workshops / shared learning events with other ELSEC pathfinders where needed including in the collation of consensus around an approach to support worker training.

Example ELSEC Team Schematic:



4. Join up with existing services and ordinarily available offer.

4.1 The ELSEC Pathway will add to existing provision in Barnet that is Ordinarily Available (OA), that is, provision available to children and young people irrespective of whether they have an EHCP.

4.2 Following the Pandemic, the Council utilised recovery funding in a variety of ways to support children and young people's lost learning. One of these was the Language Enrichment

Programme (LEP). When the recovery funding ended LEP continued to be funded but from the High Needs Block of the Dedicate Schools Grant (DSG).

4.3 It is important that any existing service works closely with the ELSEC programme to ensure there is no duplication. For example, the ELSEC pathway focuses on children in reception and primary, this means the LEP programme can expand its reach across secondary and FE settings. It has also delivered training to one of our main partner FE colleges, Barnet and Southgate.

4.4 Improving our Therapy offer is a key priority for the Council. There have been significant improvements made since January 2022, this includes a change of contracted provider from NELFT to Whittington Health, who have worked tirelessly to bring down the vacancy rates (from 36% in February 2022 to 11% in April 2023 and waiting times.

First Contacts Completed - average weeks waiting	April 2022	July 2023
Weeks until First Contact - OT	17.0	13.1
Weeks until First Contact - PT	16.0	6.9
Weeks until First Contact - SLT	18.8	11.5

4.5 The Integrated Care Board and the Council have also increased their annual recurrent funding into the service and is set out in the table below.

	Baseline 2023/24	Additional Recurrent from 2023/24	Total Recurrent - Baseline moving forward
NCL ICB Funding	£2,817,696.06	£323,310.00	£3,141,006.06
LBB Funding	£583,905.00	£143,307.00	£727,212.00
Total	£3,401,601.06	£466,617	£3,868,218.06

4.6 Non recurrent funding has also been invested into the SEND health, care and education system to address gaps in provision and improve outcomes, including:

4.7 £1m from the Dedicated Schools Grant which will be used for several projects (appendix 3), including:

- Funding two additional Speech & Language therapists and two additional Occupational Therapists for two years in the Barnet CIT team.
- New assessments and review of provision for secondary and post 16 students.
- Provide training and support to all schools.

4.8 **£1.8m** from the Integrated Care Board (for all 5 NCL Boroughs) which will be used as one-off investment to sustainably deliver key outcomes. Although details of this are to be confirmed and are currently progressing through the ICB governance processes it is likely to include the following:

- Development of shared resources for families and professionals including a repository and the exploration of digital innovations
- Transformation across NCL to achieve equitable service provision across the 5 boroughs
- Demand management including how the system provides support without the need for an EHCP-this is part of a wider system reform through the SEND and Alternative Provision pathfinder.

4.9 It is important that the non-recurrent funding develops the whole system to ensure impact and legacy. The Council and ICB will continue to work together to find opportunities for recurrent funding to replace the non-recurrent funding as it comes to an end.

4.10 The Council and ICB are aware that demand for the Barnet Integrated Therapy Service continues to increase and are working together with parents and carers to make sure that available resource is targeted on the right things.

Appendix 1: the 9 DfE Regional challenge Programme Partnerships (CPPS).

Region	Lead LA	Supporting LAs	ICB
North East	Hartlepool	Gateshead, Durham, North East, North Stockton on Tees	Cumbria
North West	Manchester	Oldham, Rochdale, Trafford	Greater Manchester
Yorkshire & Humber	Wakefield	Bradford, Calderdale, Leeds	West Yorkshire
West Midlands	Telford & Wrekin	Shropshire, Herefordshire, Worcestershire	Shropshire, Telford & Wrekin
East England	TBC	Bedford, Bedfordshire, Luton	Central Hertfordshire, West Essex
South East	Portsmouth	West Sussex, Brighton and Hove, East Sussex	Hampshire, Isle of Wight
South West	Swindon	Gloucestershire	Banes, Swindon & Wiltshire

London	Barnet	Camden, Enfield, Islington	North Central London
East Midlands	Rutland	Leicester, Leicestershire	Leicester, Rutland, Leicestershire

Appendix 2: SEND and AP Strategic Board ToR.

1. Introduction.

The SEND and AP Strategic Partnership Board is responsible for leading the strategic approach to meeting the needs of Barnet's children and young people with SEND from 0-25 and learners who are educated in Alternative Provision (AP) settings.

2. Legal and other frameworks.

- The [Children and Families Act \(CFA\) 2014](#) and associated [Regulations](#) and [Code of Practice](#).
- [Local Area SEND joint CQC and Ofsted Inspections](#).
- [DfE SEND and AP Improvement Plan](#) or subsequent DfE policy.

3. Links to wider Policies and Plans

- [Education Strategy](#)
- [The Child and Family Early Help Strategy](#):
- [The Post-16 Education and Skills Strategy](#)
- [The Youth Justice Plan](#)
- [The Barnet SEND Strategy](#)
- [Our Plan for Barnet 2023 to 2026 | Barnet Council](#)
- [Barnet Joint Health and Wellbeing Strategy](#)
- [Barnet's Children and Young People Plan](#)

4. Purpose and Key Responsibilities.

The primary purpose of the SEND and AP Strategic Board is to

- Improve outcomes for CYP with SEND and improve their experiences and that of their families through:
 - Early identification of need.
 - Having the right support, at the right time.
 - Sufficiency of specialist and ordinarily available commissioned support and places.

The SEND and AP Partnership Board is responsible for

- The strategic oversight of planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND or who are in Alternative Provision settings for whom we are responsible both within and outside of

the local area. This incorporates S27 of the CFA 2024 – duty to keep education and care provision under review.

- Authentic co production at all levels.
- Listening to and working with all partners and stakeholders.
- Holding ourselves and each other to account.
- Compliance to statutory duties.
- Transparency.
- Making best use of funding.

5. General responsibilities and functions.

- Identify partnership priorities for meeting the needs of children and young people with SEND or who are educated in AP settings and ensure actions are followed up and assessed for impact (monitored via SEND and AP Strategic Board Action Plan, SEF, annual meetings and inspection and accountability to the Children’s Partnership Board).
- Co-produce
 - SEND and AP strategy.
 - Local Area Needs assessment, including:
 - Thorough and detailed data analysis to enable:
 - a clear understanding of the different types of need.
 - The prevalence of those needs.
 - The support required to meet those needs on a continuum from ordinarily available to specialist and targeted.
 - Forecasting changes in demand and analysis so the board can respond quickly to identify and address gaps.
 - The pathways and support available for children and young people with SEN or who are educated in AP settings so that there is a continuum of support available that children and young people may step up to or step down from, and that families and carers understand.
 - Local Area Inclusion Plan (informed by the above).
 - Self-Evaluation Form (SEF), updated annually and used to inform the annual engagement and Area SEND Inspection arrangements and improvement.
- Promote effective information sharing and joint working.
- Agree and monitor performance against Key Performance Indicators (KPIs) across Education, Health and Care and frequency and mode of reporting in line with national standards and/or local reporting expectations.

6. Governance and Membership of Board.

The SEND and AP Strategic Partnership Board is part of the wider governance structure for the Council. As such the SEND and AP Strategic Partnership Board has links with a range of strategic Boards such as [The Health and Well Being Board](#).

However, the SEND and AP strategic Partnership Board is accountable to:

- [The Children's Partnership Board](#).

As part of this accountability, the SEND and AP Strategic Board is expected to at least annually, and when requested provide:

- An annual report with regard activities, impact and improvement as well as any challenges or barriers.
- A copy of the SEF.
- A copy of the Local Inclusion Plan.
- Provide updates and information about Area SEND inspection arrangements including the annual engagement visit.

The Children's Partnership Board is expected to:

- Oversee the work and impact of the SEND and AP strategic Board, and
- Offer support and challenge to the SEND and AP strategic Board.

Chair

There will be a rotating chair between

- Barnet Parent, Carer Forum – admin supported by BELS and the Council.
- Director SEND and Inclusion.
- Director of Children Social Care.
- ICB.

The meeting will require a quorum of seven, of which there must be at least one representative for

- Parents and Carers.
- Education, including at least one person from
 - BELS.
 - School.
 - EYs.
 - Post 16.
- Health.
- Social Care.

Where a decision is needed and the Board is not quorate, the relevant Board member will be contacted so agreement can be made outside of meetings where needed to avoid delay.

Meetings

- 3 times per year, but additional meetings may be convened by agreement. Subgroups will also be established to work on specific tasks and feedback into the main group.
- The Board Administrator will support the meeting, arranging dates and minutes.
- Notice of the meeting with the agenda must be circulated no later than 5 working days prior to the meeting.

Roles and responsibilities of board members.

All members of the SEND Partnership Board are required to agree to undertake the following:

- Attend all meetings (or send a replacement representative) where possible.
- Champion the objectives of the Board.
- Share relevant data and information in appropriate reporting formats with colleagues within and outside of the Board where agreed.
- Feedback to relevant member groups and forums and follow up on any agreed key messages and actions.
- Hold each other and ourselves to account.

Data quality

- The Chief Executive and Director of Education and Skills has overall responsibility for the quality of data presented by BELS.
- In relation to data sourced from schools that relates to pupils at SEN Support, overview will be provided by the Data Services Manager
- Data relating to SEN performance and pupils with an Education, Health and Care Plan, will be provided by the Head of SEN and Placements.
- ICB will be responsible for provision of Health data.
- The Directors of Childrens Social Care will be responsible for the provision of data relating to Social Care.

Annual review

- The terms of reference and membership will be the subject of annual review to take account of local changes and developments.

Membership

Role	Name	Alternative
Barnet Parent Carer Forum Representatives	Tal Berman Howarth Lisa Coffman	
SENDIASS	Ablavi Dagbo	
LNI	Helen Morrison	
Young person representative		
Chief Executive BELS	Neil Marlow	
Director, SEND and Inclusion	Karen Flanagan	
Head of SEND Assessment and Placements	Feray Souleiman	
Head of Children's Joint Commissioning	Collette McCarthy	

Director of Children Social Care – Family Services	Brigitte Jordaan	
Special School HT Rep	Mrs Sandra Chaaya. Mapledown	
Mainstream Primary HT Rep	Mrs Liz Longworth. North Finchley	
Mainstream Secondary HT Rep	Mr Chris Hunt (Whitefield School)	
Mainstream Secondary HT Rep	Dr Matthew Stevens. Saracens High School	
School Governor	Simon Benson St May and St John's All through school	
School Governor	Chelsea Considine All Saints School NW2.	
Post 16	Jasmine West	
FE college (and Local Skills Improvement Plan)	Neil Coker	
Early Years	Maggie Hill	
Director Adult Services	James Mass	
Director Adults with Learning Disability	Andrew Maskell	
Early Help	Debra Davis Assistant Head of 0-19 Early Help	
AP: PRU Representative	Jo Kelly HT Pavilion	
ICB: Assistant Director Children and Young People's Commissioning	Victoria Wicks	
ICB: Director of Integrated Commissioning	Jess Baines-Holmes	
DCO		
Head of Specialist Services	Kim Miller	
Employer representative		
Youth Justice Service Manager (Help & Protection)	Cezar Tan	
Assistant Director- Education, Strategy and Partnerships	Ben Thomas	
Attendance, Exclusions, Capital Plans	Alison Dawes	
Director Children's Social Care (Help & Protection)	Tina McElligot	
Chief Executive Resources for Autism	Dolyanna Mordochai	
Board Administration		
Senior Business Support Officer	Tahmina Uddin	

Appendix 3. Communication, Sensory and Functional Skills School Project

The Specialist Inclusion Service (SIS) has partnered with Whittington Health to create a joint project. This project is funded by the dedicated school grant awarded by the school forum. The aim of the project is to provide 2 Speech and Language Therapists (S<) and 2 Occupational Therapists (OT) to fulfil the project's objectives. It is important to note that this project is separate from Whittington Health's current universal or targeted S< and OT offer.

The aims of this project are to:

- Improve communication, sensory and functional skills outcomes for SEND young people at Ordinarily Available and targeted support.
- Review and update EHCP advice and recommendations for OT and S< for KS3 and KS4 and those transitioning to post-16.
- Offer every school standardised training and support to develop skills from a speech and language therapist and an occupational therapist.
- Co-produce standardised communication, functional skills, and sensory support levels with an award program for all Barnet schools.
- Provide training to build knowledge and skills for Special Schools and ARPs with priority for newly opened provisions.

Currently, there are 3 task finish groups of professionals and school representatives working together to review the Ordinarily Available offer in Barnet and develop toolkits and training to support schools and colleges.

Schools and provisions will be contacted by speech and language and occupational therapists as the project rolls out. They will offer key elements of support for the project as it develops. All schools are encouraged to participate in the training, workshops, and support that will be provided.

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YOUNG BARNET

FOUNDATION



JOHN LYON'S CHARITY

Collaboration Fund

CONFIDENTIAL



WHAT IS THE COLLABORATION FUND?

- This is an invitation only John Lyon's Charity Fund set up to create a 'Home – School – Community'
- This is a Voluntary Sector Led project
- It will run across 3 – 5 years
- The project will bring together a cluster of 3 - 4 organisations who will collaborate to address identified needs that have been exposed as a result of the COVID-19 pandemic.
- Organisations will take a holistic approach to responding to the identified need and will include schools, local voluntary organisations and other stakeholders.
- Funding would be provided for costs associated with delivery and in making the clusters work such as staffing, room hire and equipment.
- Young Barnet Foundation will support the Partnership as the local lead
- **The project will attract approx. £430,000 over a 3 year period.**



ELIGIBILITY CRITERIA

- The majority of organisations in the cluster must have received a grant from John Lyon's Charity in the past. If an organisation has not received previous funding their expectations need to be managed as only a small amount of funding would be available to them compared to known organisations.
- Young people's views must be clearly demonstrated as part of the development of the cluster.
- Organisations within clusters must be best placed to address local needs.
- Organisations must commit to working collaboratively with other local organisations, have a desire to be transparent and work in a supportive way.
- Priority will be given to local organisations already known within the community unless a specialist provider has a specific contribution to make.
- Organisations should be active members of Young Barnet Foundation.
- Activities applied for must be within an organisation's regular remit to deliver. i.e. organisations cannot significantly change their way of working to fit within the Collaboration Fund parameters.

VOLUNTARY SECTOR

- There should be a max of 3 -4 Charities
- The majority of organisations in the cluster must have received a grant from John Lyon's Charity in the past.
- Organisations must commit to working collaboratively with other local organisations, have a desire to be transparent and work in a supportive way.

THEMES

Carers

Mental Health – whole schools approach with Parental Support

Mental Health – Individual/Group Counselling with Parental involvement

Crime – diversionary activities & whole school engagement

Crime – gender specific – DV, Healthy relationships, Physical activities

SEND – inclusion, outreach

Input was given by Barnet Council, Family Services BELS via a 1.5 hour online meeting

Schools: Are these the right schools? Experience of partnership/collaborative working? Suggestions of high need schools

Issues: Are these the key issues? Are there additional issues? Is there data to support this? What is current delivery by the council to address these?

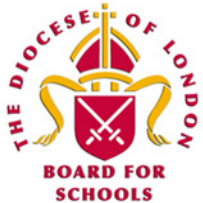
Geography: Suggested areas are Burnt Oak, East Barnet and Hendon – does data support the need here? Any other micro local issues?



Wisdom Service Hope

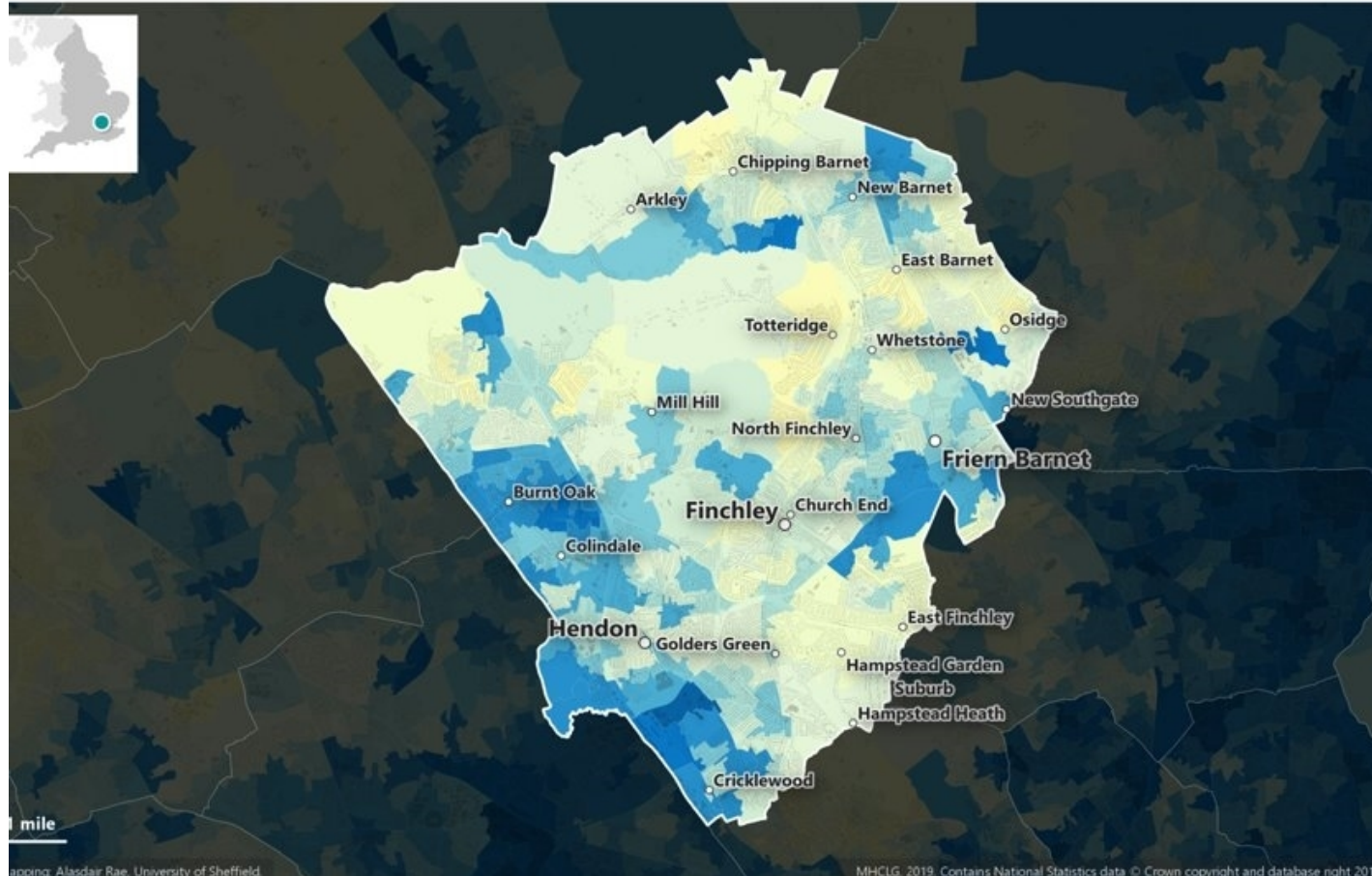
Laurence Fox

**Assistant Principal- Inclusion
St Mary's and St John's CE School**



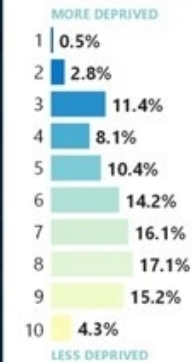
English Indices of Deprivation 2019

BARNET



Local deprivation profile

% of LSOAs in each national deprivation decile



What this map shows

This is a map of Indices of Deprivation 2019 data for **Barnet**. The colours on the map indicate the deprivation decile of each Lower Layer Super Output Area (LSOA) for England as a whole, and the coloured bars above indicate the proportion of LSOAs in each national deprivation decile. The most deprived areas (decile 1) are shown in blue. It is important to keep in mind that the Indices of Deprivation relate to small areas and do not tell us how deprived, or wealthy, individual people are. LSOAs have an average population of just under 1,700 (as of 2017).



Indices of Deprivation Affecting Children Index

Primary

IDACI Decile	Frequency	%
1	5	1%
2	74	12%
3	25	4%
4	164	27%
5	88	14%
6	48	8%
7	116	19%
8	12	2%
9	78	13%
10	4	1%

- 17% of primary phase families come from the poorest 30% nationally
- 57% of the primary phase intake are in the poorest 50% nationally

Secondary

IDACI Decile	Frequency	%
1	11	1%
2	137	14%
3	88	9%
4	239	24%
5	129	13%
6	99	10%
7	162	16%
8	31	3%
9	91	9%
10	18	2%

- 23% of secondary phase families come from the poorest 30% nationally
- 60% of the secondary phase intake are in the poorest 50% nationally

Pupil Premium

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
% PP	4.44%	26.97%	16.87%	28.09%	26.67%	26.67%	28.89%	34.27%	35.20%	35.20%	38.42%	31.49%	36.23%	25.00%

Deprivation factors for our cohort

The dimensions of deprivation used to classify households are indicators based on four selected household characteristics.

Education

A household is classified as deprived in the education dimension if no one has at least level 2 education and no one aged 16 to 18 years is a full-time student.

Employment

A household is classified as deprived in the employment dimension if any member, not a full-time student, is either unemployed or economically inactive due to long-term sickness or disability.

Health

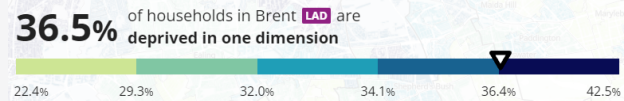
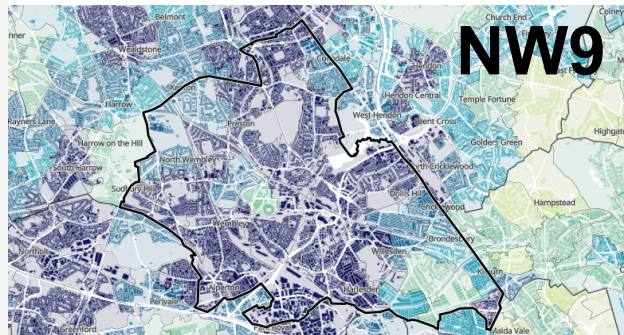
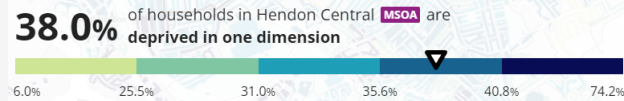
A household is classified as deprived in the health dimension if any person in the household has general health that is bad or very bad or is identified as disabled.

People who have assessed their day-to-day activities as limited by long-term physical or mental health conditions or illnesses are considered disabled. This definition of a disabled person meets the harmonised standard for measuring disability and is in line with the Equality Act (2010).

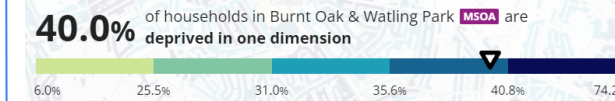
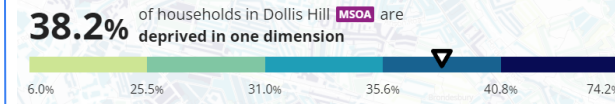
Housing

A household is classified as deprived in the housing dimension if the household's accommodation is either overcrowded, in a shared dwelling, or has no central heating.

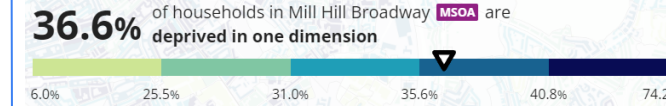
All-Through



Secondary



Primary



Cohorts by Postcode

All-Through

Postcode	AL10	E10	E17	HA1	HA7	HA8	HA9	HP1	N10	N11	N12	N18	N2	N20	N3	NW1	NW10	NW11	NW2	NW3	NW4	NW6	NW7	NW8	NW9	UB5	UB6	W7	W9	WD6	WD7	Total
Pupil Premium %	0%	0%	0%	0%	0%	40%	50%	0%	50%	40%	38%	0%	33%	33%	44%	100%	58%	37%	35%	25%	24%	8%	34%	0%	34%	0%	0%	100%	100%	33%	0%	29%
Count Total in Postcode	1	1	1	1	1	72	2	1	2	5	8	1	3	3	16	1	12	38	113	12	768	24	47	1	516	1	2	1	1	12	1	1668

All- Through Attendance by Post Code

HA8	NW4	NW9	HA9	N3	NW2	NW6	NW7	NW3	NW11	WD6	NW10	W9	N20	N12	N10	W7	HP1	UB5	N18	N11	E10	NW8	AL10	UB6	E17	N2	HA1	HA7	WD7	NW1
91.3	92.3	91.4	84.7	89.4	92.6	93.5	91.1	88.3	91.5	95.5	88.7	92.3	81.2	79.5	86.1	94.9	85	90	90	80.6	100	95.5	75.3	92	94.9	96.4	99.3	42.8	94.2	90.4

Secondary

Postcode	AL10	E10	HA1	HA7	HA8	HA9	N10	N11	N12	N2	N20	N3	NW1	NW10	NW11	NW2	NW3	NW4	NW6	NW7	NW8	NW9	UB5	W7	W9	WD6	WD7	Total
Pupil Premium %	0%	0%	0%	0%	48%	50%	50%	100%	43%	50%	0%	46%	100%	64%	33%	37%	25%	28%	4%	35%	0%	39%	0%	100%	100%	38%	0%	35%
Count Total in Postcode	1	1	1	1	50	2	2	2	7	2	1	13	1	11	27	95	12	377	23	37	1	331	1	1	1	8	1	1010

Primary

Postcode	E17	HA8	N11	N12	N18	N2	N20	N3	NW10	NW11	NW2	NW4	NW6	NW7	NW9	UB6	WD6	Grand Total
Pupil Premium %	0%	24%	0%	0%	0%	0%	50%	33%	0%	63%	28%	20%	100%	30%	26%	0%	33%	23%
Count Total in Postcode	1	21	3	1	1	1	2	3	1	8	18	370	1	10	174	2	3	620

Deprivation Average per Post Code Information

Index of Multiple Deprivation

- NW9 is within the most deprived 33% of areas nationally
- Students from NW10 are within the most deprived 20% of areas nationally
- HA8 and NW9 are above the averages for Index of multiple deprivation (Within 50% most deprived)

Income vs Employment

- Students in HA8, NW4 and NW9's families experience good levels of employment well above national averages but have incomes below the national average

Crime

- HA9, NW10 fall within the national 20% of areas most affected by crime with HA8, NW4 and NW9 being affected by crime above the National Average

Housing and Services

- HA8, NW4, NW9 and NW2 all fall within the national 20% most affected by housing and local services
- Living conditions are better compared to housing but on average students are within the national 30% of households most affected by poor access to housing and services

SMSJ and YBF

Timeline

- June 2022: SMSJ initial meeting with Tina Kaponi
- September 2023 work begins with YBF partners:



Youth Action Boxing
funded via SMSJ's
Mental Health Budget

Every Thursday



Primary Phase: Year 6 students
supported by their 6th form peers
through Maths Makers

Every Wednesday

CHICKENSHED

THEATRE CHANGING LIVES

February 2023, referred student at risk of exclusion to
Chicken shed. Student now attend every week and
attendance to school is vastly improved



Autumn 2022: Tag Rugby Enrichment across Primary
and Secondary Phases on Monday, Tuesday and
Wednesday

Summer 2023: Cheer Leading Enrichment delivered and
sessions provided on days on Industrial Action

SMSJ and YBF

Timeline

- April 2023, additional partners brought in:



Barnet Community
Projects

Every Tuesday



First Rung present @ SMSJ on GCSE results day supporting students with Apprenticeships

From September 2023 SMSJ is also collaborating with students at serious risk of permanent exclusion, using First Rungs alternative provision



July 2023: £2,600 towards Enrichment Week for Theatre trips for all Pupil Premium students



September 2023: Ball Out Basketball on a Wednesday after school

Hendon Collaboration Project

- Additional Enrichment for at least 30 PP students in Y8 and Y9: Saracens Sports Foundation (Rugby and Cheer Leading), Ball Out (Basketball from Julius Joseph, ex-GB Commonwealth Coach) & Youth Action Boxing
- Appointment of Community Engagement Lead as a Family Support Worker on £28,707 - £29,894 per year (Scale Point 24-26)

- The offer will result in 10 hours and 20 minutes of additional provision per week, for 30 students plus their peers (Approx 120 students)
- Art Against Knives will deliver co-created creative sessions once-a-week for 30 weeks school, plus 10 outreach sessions during holidays
- Terapia will see nearly 1000 students over the 3 years through: Group Therapy, 1-on-1 support, assemblies and sessions with students who have been excluded + their families. They will also hold reflective practice sessions with staff



Tuesday Enrichment 2023/2024

- Ensures every student attends enrichment
- Over 42 Enrichment opportunities available plus Y11 interventions
- Student Voice students completing Archbishop of York Young Leaders Award
- 6th Formers to lead Community Language Sessions

Science GCSE Intervention	Bugsy School Production	Politics Club
Debate Club	Textiles	Artificial Intelligence Club
Podcasting	Coding Club	Ultimate Frisbee
Science Club	Student Voice	Kevin Randall Football Academy
GCSE Maths Intervention	Y8 Art Club	Y11 Further Maths Qualification
Modern Foreign Languages Cultural Club	Y7 DT Club	Senior Choir
Geography Club	SMSJ Press Club: Spotlight Journalists	Model UN
History Mysteries	Y7 UKMT Club	Basketball
Y7 Science Club	Y7 Art Club	KS4 Netball
Latin	Graphic Design	Chess
Y7 Multisports	Business Studies Club	Mandarin and Chinese Club
Lego Club	Y7 Peer Mentoring	Touch American Football
KS3 Additional Maths	Inclusion Homework Club	Tennis @ Brampton Lawn Tennis Club
Art Against Knives	Book Club	Student Voice: Wisdom, Service and Hope

Impact

Attendance for HT1 2023/2024

- 92.5% SEND K vs 89.3% last year
- 94.5% EHCP vs 90.7% last year
- 92.3% PP vs 90.3% last year

Behaviour for 2022-2023

PP students achieved at least parity for reward points: 31.4% of Rewards being allocated to PP students who make 28.43% of the student population.

44% of consequence points were allocated to PP students which means they're receiving more sanctions than their peers as a population; however this is a reduction of 5% from last year

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Title: Working together to improve school attendance

Meeting Date: 16th November 2023.

Author: Lauren Jefferson, Education Welfare Team Manager

Service/ Dept.: Barnet Education and Learning Service

Report to be Presented By: Neil Marlow

1. Summary of Key Information.

- On 6th May 2022, the Department of Education published new guidance for Local Authorities and Schools, including special and Independent schools. The guidance is intended to be made statutory from September 2024 at the earliest.
- The Department of Education are currently in consultation about how Local Authorities and schools use and issue fixed penalty notices, with the intention of setting a national standard to unify the process and ensure equity across boroughs. The DfE intend for this to become statutory by September 2024.
- In response to the 'Working Together to Improve Attendance' guidance, BELS has recruited to the position of Attendance Support Team Officer as a move towards the responsibilities in the guidance.
- In response to the 'Promoting Education for Children with a Social Worker' guidance published in June 2022, the Education Welfare Team has co created the Children with a Social Worker (CWSW) Attendance Forum, which identifies and reduces barriers for those with severe absence who are subject to a child protection plan.

2. DfE Guidance and implementation

2.1 Working together to Improve Attendance Guidance

The Working Together to Improve Attendance guidance was first published in May 2022, with the intention of being made statutory from September 2024. The guidance placed additional burdens on the Local Authority to provide a free service to all schools, including Independent Schools to improve attendance through meetings with headteacher and families, developing training for schools with identified attendance concerns and forging close ties between Education and Family Services.

The guidance places more onus on schools to embed attendance at a senior level and look more creatively at supporting children with barriers to attendance, utilising Early Help Assessments as a way of supporting families with attendance.

The Department for Education have advised that all Local Authorities have an Attendance Support Team that is tasked with supporting all schools, identifying area wide barriers to attendance, and ensuring that all front-line council services include attendance in their practice.

Below are the additional responsibilities of the Local Authority in response to vulnerable pupils in Barnet:

Pupils at Risk of becoming Persistently Absent*	Persistently Absent Pupils	Severely Absent** Pupils	Pupils with SEND who have low attendance	Pupils with a Social Worker
<p>1. Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>2. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners.</p> <p>3. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners</p>	<p>1. Continued support as for pupils at risk of becoming persistently absent and:</p> <p>2. Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>3. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>4. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>	<p>1. Continued support as for persistently absent pupils and:</p> <p>2. All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>3. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>	<p>1. Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>2. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>	<p>1. Regularly monitor the attendance of children with a social worker in their area.</p> <p>2. Put in place personal education plans for looked-after children.</p> <p>3. Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after</p>

*Persistently Absent Pupils are those pupils whose attendance is less than 90%

** Severely Absent Pupils are those pupils whose attendance is less than 50%

Whilst this is new guidance, most of the responsibilities listed are already in place through established working partnerships between Education, Family Services, and schools. The area of new responsibility is the role of Attendance Support Team Officer and the offer of support to all schools in Barnet.

The role of Attendance Support Team Officer

From September 2023 BELS has appointed an Attendance Support Team Officer (ASTO) to deliver the free service to all schools in Barnet. Due to being a brand-new role we are able to shape and develop the service to best suit the needs of the families and schools in Barnet.

In a move towards the guidance, the ASTO is supporting all schools by offering advice and information as the named contact for BELS. The intention for the role is to:

- Identify schools with low attendance and provide training.
- Use good practice from schools with high attendance.
- Provide termly communication to all schools on their attendance data
- Be a named contact for all schools
- Monitor and identify vulnerable cohorts and support schools with their attendance
- Identify area wide barriers and trends across the borough

WONDE

WONDE is the attendance portal designed by the Department for Education to show attendance in real time, it links to schools' attendance systems and takes the data daily to reflect a weekly picture.

We currently have 103 schools signed up to WONDE and intend to have the remaining 30 schools signed up by the end of this academic year.

Below is a front page of all schools that have signed up to WONDE, it has a filter on the right-hand side to identify vulnerable groups and can show the attendance of every pupil on roll.

Insights dashboard | **Local authority** | School | Pupil | Guidance | Feedback

Last updated: 02/11/2023
Latest session available: 27/10/2023

Local authority attendance data

Get attendance and absence figures for the whole LA, school and pupil characteristic groups. Use the filter pane on the right hand side of the screen to select pupil characteristics. Data is updated weekly.

Select school

All

Number of schools	Number of pupils	Overall attendance	Persistently absent pupils	Severely absent pupils
103	48,700	94.5%	7,733	694

School Name	URN	UKPRN	Phase	School Type	Pupils	Attendance	Absent	Authorised	Unauthorised	Persistently Absent	Severely Absent
All Saints' CoFE Primary School N20	101329	10073987	Primary	Voluntary aided school	206	96.0%	4.0%	3.8%	0.2%	28	1
All Saints' CoFE Primary School NW2	101315	10074716	Primary	Voluntary aided school	165	94.2%	5.8%	3.1%	2.6%	30	0
Alma Primary	139562	10041642	Primary	Free schools	196	96.0%	4.0%	3.2%	0.9%	21	0
Ark Pioneer Academy	147061	10083729	Secondary	Free schools	908	95.2%	4.8%	3.7%	1.1%	113	7
Ashmole Primary School	142772	10056951	Primary	Free schools	423	96.7%	3.3%	3.0%	0.2%	41	0
Barnfield Primary School	101258	10071300	Primary	Community school	453	94.9%	5.1%	3.1%	2.0%	59	3
Blessed Dominic Catholic Primary School	101339	10071670	Primary	Voluntary aided school	464	96.2%	3.8%	2.2%	1.6%	58	3
Broadfields Primary School	140236	10043449	Primary	Academy converter	716	94.7%	5.3%	3.1%	2.2%	122	7

Filters: Search, Phase is (All), Sex is (All), Ethnicity is (All), Year group is (All), Persistently absent is (All), Severely absent is (All), Special educational ne... is (All), Free school meals (F... is (All), Education, health and ... is (All), Looked after child (L... is (All), Previously looked after... is (All), Child in need (CIN) is (All), Child protection plan (... is (All), Compulsory school age is (All)

We have been using WONDE in September/October 2023 to identify all pupils showing as 0% to investigate their whereabouts and reasons for non-attendance for safeguarding purposes.

2.2 Consultation on Fixed Penalty Notices (FPNs)

The Department for Education are in the final consultation stage of renewing the legislation for FPNs, this was in response to the difference in practice from Local Authorities and the imbalance of response from different schools and different boroughs for those families that live on a border of two boroughs or from families that live in different areas of England.

The proposal intends to increase the cost of fixed penalties for families from September 2024 from £60/£120 to £80/£160 in line with inflation.

When parents/carers receive a second fine within a 3-year period, they will not be able to pay the reduced rate and the fine will be payable at the higher rate only.

There will be a national limit of no more than two FPNs in a three-year period before moving onto the next step (e.g. Prosecution)

When the proposal becomes legislation BELS will update its code of practice to reflect the changes.

2.3 Promoting Education of Children with a Social Worker Guidance

The Promoting Education for Children with a Social Worker guidance has new responsibilities for Virtual School Heads giving them a strategic leadership role to champion the educational attendance, attainment, and progress of children with a social worker.

In response to this new guidance, the Education Welfare Team has co-created with Virtual School a monthly 'children with a social worker attendance forum'. This forum will identify those children with a social worker who are deemed persistently absent or severely absent and invite schools to discuss barriers to attendance with the panel members.

The forum is made up of key members who attend every meeting:

- Education Welfare Team Manager
- Head of Virtual School
- Parenting Intervention Lead, Barnet Integrated Clinical Services (BICS)
- Service Manager for Early Help
- Head of Intervention and Planning for Social Care
- Education Psychologists
- Designated Safeguarding Lead (DSL) for the Pavilion Meadway PRU and Outreach

An invitation is sent to schools for a member of SLT to attend, who can implement any plans agreed at the forum. It is hoped that the core members of the meeting represent service areas that have the resources and knowledge to unblock the barriers for children with a social worker to attend school.

As of 2nd October 2023, there are currently 36 Children on a Child Protection (CP) Plan with attendance under 90%, 16 of these are severely absent. The forum can discuss 4/5 cases per sitting and has started with the lowest attending children on a CP plan, the intention is to then move through the CP cohort before identifying those children who are Children In Need (CIN) with low attendance.

3. Attendance Data

The Department for Education are now using WONDE as their data collection portal, whilst this provides quicker and more accessible data – it only shows the schools that have signed up to the database therefore is only a close estimate.

The below is the information on the national picture of attendance:

Year to date summary 2023/24

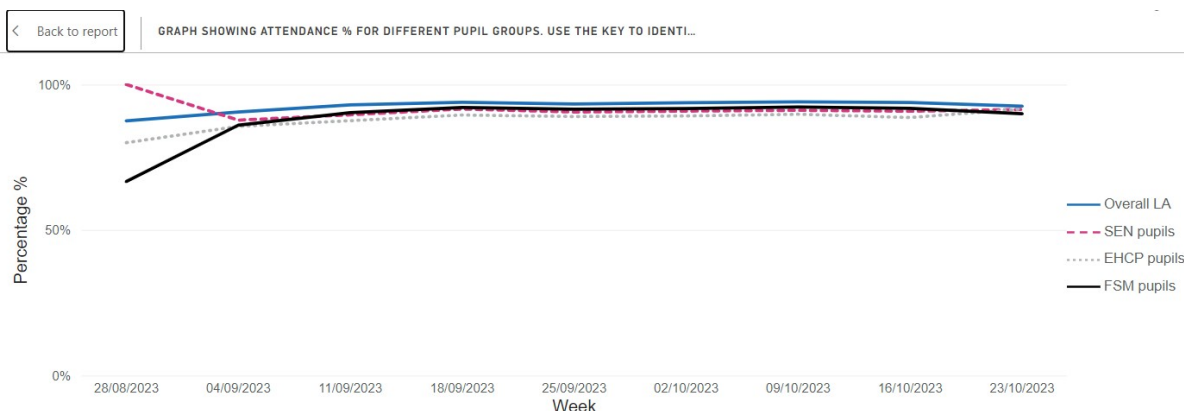
	Total	Primary	Secondary	Special
Attendance rate	93.9%	95.4%	92.1%	88.1%
Overall absence rate	6.1%	4.6%	7.9%	11.9%
Authorised absence rate	4.1%	3.2%	5.0%	9.0%
Unauthorised absence rate	2.1%	1.4%	2.9%	2.9%

Barnet:

	Total	Primary	Secondary	Special
Attendance rate	94.5%	95.5%	93.4%	87.6%
Overall absence rate	5.5%	4.5%	6.6%	12.4%
Authorised absence rate	3.8%	3.5%	4.2%	10.9%
Unauthorised absence rate	1.7%	1.0%	2.4%	1.5%

Barnet is achieving better than nationally overall, with primary schools achieving slightly higher and secondary schools doing considerably better than national average.

Special schools in Barnet are performing below national average with most absences being authorised, this is an identified area of work for the new Attendance Support Team Officer to support Barnet’s special schools to increase their attendance.



The graph above shows the first weeks back to school in September, tracking attendance of key groups of pupils. Whilst the overall school population and EHCP pupils are consistent, you can see that there was a sharp decline in the first weeks for children with SEN and an increase in attendance for those children who are eligible for free school meals.

The role of the ASTO will be to identify trends and patterns across different cohorts of pupils to seek an explanation into different data sets.

4. Elective Home Education (EHE)

The total number of children currently registered as EHE is 391, since the Pandemic we have tracked the number of registrations and de-registrations on a weekly basis.

Key information on the registration of children to EHE is:

Academic Year	September registration	Total new registrations	Number of children de-registered – not including Year 11 leavers	Cumulative total of children known to EHE in the year.
2018/2019	25	104		406
2019/2020	6	69		242
2020/2021	76	337	97	567
2021/2022	21	193	179	603
2022/2023	24	297	245	670

The EHE register is fluid with children registering and de-registering continuously, in the last two academic years the gap between children registering and de-registering has closed in comparison to the 2020/2021 year.

We have identified that, since the pandemic parents feel more empowered being able to deliver education at home, so when parents are dissatisfied with school or do not get their school preference they opt to home educate until a more suitable school is found.

We have not returned to pre-pandemic levels however, given the reason provided above and parents increasingly knowing their rights with withdrawing their children from school, we don't believe that pre-pandemic levels will be achieved.

For those parents who provided a reason to EHE on the current register:

265 Children are EHE due to a lifestyle choice.

48 Children are EHE due to disaffection at school.

27 Children are EHE due to COVID.

19 Children are EHE as didn't get preferred school place.

2 Children are EHE due to medical needs

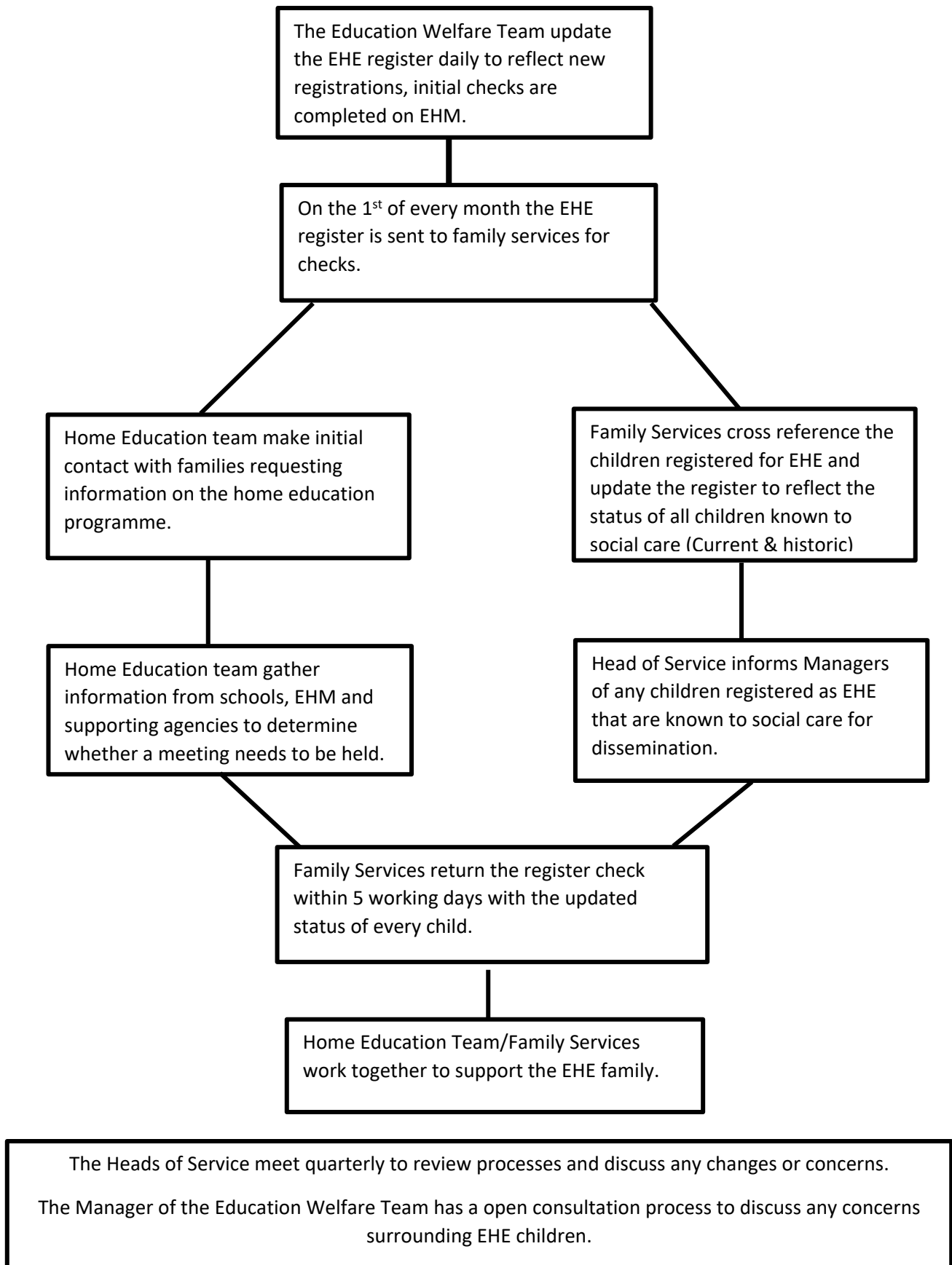
Currently we have 25 children registered as EHE who are subject to an Education Health Care Plan (EHCP): 15 secondary aged children, 9 primary aged children and 1 Early Years. We also have, 93 children registered, who have a reported SEND, this includes the children with an EHCP.

The EHE Advisory Teacher meets regularly with the SEND Lead for Barnet to share information on EHE and SEND children and to keep respective data and processes accurate and up to date.

The EHE grid is shared with Family Services to monitor and track those most vulnerable and safeguard children who are no longer in mainstream settings. The Grid is shared with Family Services monthly to identify children and their families known to Social Care & Early Help and this information is filtered to Social Workers to add to their case files. Any cases we identify with safeguarding concerns are discussed through an open-door policy between Social Care Leads and EWT Manager for responsive actioning as and when a concern is identified.

See below agreed processes between BELS and Family Services:

Elective Home Education & Family Services Flow Chart



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Summary Highlight Report: November 2023

Priority 1: Strengthening families and early years

- *Adult Learning is available across the three Early Help hubs. Many of the training programmes are delivered in partnership with Barnet & Southgate College. ESOL has been identified as a key area to support progression with two of the three hubs focusing on this. In addition, Children's Centres within hubs signpost families to specialist support such as BOOST. Citizen Advice and Welfare Advisors also support families in this area.*
Impact: *Evaluation demonstrates an increased level of confidence and skill set.*
Issue: *Funding changes have had an impact on creche availability. There is a need to develop tracking of students to measure outcomes of those accessing training. This will be progressed through the development of the Early Help Strategy KPI's.*
- *Currently working on the implementation of the new extended early years entitlement. As part of this process, will be canvassing families, schools and early years providers. Working parties have been developed and regular updates are provided to key partners.*
Impact: *More working families will be able to access the free entitlement once in place.*
Issue: *Still awaiting confirmation of some elements of the new offer. Recruitment and retention of early years staff could potentially impact on the delivery of the extended early years entitlement.*
- *Termly accredited parenting programmes are delivered across the three localities. Through workforce development staff have accessed training. EPEC has empowered parents to lead on parenting programmes.*
Impact: *42 parents completed a Parenting Programme last quarter. 15 women and 10 children completed the CODA programme. 42 parents completed a Parenting Programme last quarter. 15 women and 10 children completed the Children Overcoming Domestic Abuse (CODA) programme.*
Issue: *A recent conference identified the benefits of offering virtual sessions particularly for those working parents. This is to be considered moving forward.*
- *All of the hubs distribute food bank vouchers as well as Healthy Start vitamins. The household support Fund is also distributed to Early Years settings and schools for those families on low income or identified as being in need.*
Impact: *The Summer Household Support Fund, 18,217 children & young people and their families received financial support with the rise in cost of living. Over 4000 children attended our Summer BACE camps. As well as this, 600 food boxes and 900 snack bags were distributed.*

Issue: Where children are not in a school or setting, health colleagues have not been nominating families for Household Support Fund. We need to send out comms to ensure all families in need are reached.

- *Solutions4Health, who deliver the Healthy Children Programme (HCP) via Health Visitors (HV) have had the contract since April 2022. They continue to deliver the mandated reviews which includes targeted at A/N and 6 - 8 week and Universal for others.*
Impact: Performance within timescales for the mandated reviews is low. LBB are assured that the contacts are taking place especially for NBV but not in a timely way due to capacity of HV. Safeguarding and vulnerable families are being prioritised and their service is being delivered.
Issues: Challenges include the capacity and vacancy levels in HV remain an operational issue and S4H are actively and innovatively recruiting.
- *Childhood immunisations remains a priority for NCL ICB and Public Health. A parent carer and GP engagement survey was developed and results of the surveys have led to a focused delivery plan of 4 work areas: 1) Communications and engagement, 2) Workforce, training and development, 3) Operational processes, 4) Data and Digital.*
Impact: As a result of the collaborative efforts across all workstreams, vaccinations across 1 year, 2 years and 5 years increased 4%, 2.6% and 2% respectively from April 22 to April 23.
Issue - Risk - Vaccine fatigue (from parents, providers and supporters)
Impact and mitigation - Not hearing the message or registering the risk of not vaccinating. Piggyback on other wider health and wellbeing initiatives that are important.
- *Continued promotion of Healthy Start vouchers scheme to health professionals and early years staff who may come in to contact with eligible families. Also promotion of the extended vitamin scheme to the asylum seeker and refugee families across Barnet.*
Impact: Uptake figures for August 2023 were 52% this was an increase from July at 50%, but still below the London average for August at 57.9%. A healthy start toolkit has been developed by another borough and looking to adapt for Barnet professionals.
Issue: Problems with NHSBA systems and still not all applicants can apply online depending on benefit received. Pressure to increase the amount of money offered is still ongoing as not increased with inflation and COL since 2013.
- *The perinatal mental health pathway (PNMH) pathway is actively being used in the borough and also held as an exemplar for other councils via the family Hub networks. The Maple service has been expanded into Barnet from 2023 for Women who have had a child removed or lost a child.*
Impact: These services identified in the PNMH pathway help families and in particular women to identify and cope with PNMH / illness.
Issue: Capacity in the NHS and partners is difficult in 2023 and may lead to parents waiting for a service for longer than wished.
- *The Healthy Child Programme (HCP) service continues to offer face to face and virtual contacts to parents and students. All vulnerable families receive face to face with*

Universal being offered virtual. This is constantly being reviewed and evidence is being sought to inform this approach.

Impact: *It would be ideal if there was enough staff to see everyone face to face in their homes. Realistically this is not possible and it is therefore imperative to seek a balance based on sound clinical judgement about who should receive what from the service.*

Issue: *Virtual contacts are often seen as inadequate to completely service the service users requirements. More research is required before this debate can be concluded. In the meantime it is being used to help limit service capacity issues impact on service delivery.*

Priority 2: Developing resilience and improving education

- *126 of the 132 schools in Barnet (95.5%) are Good or Outstanding. 6 schools are Requiring Improvement and no schools are Inadequate. 4 schools await their first Ofsted inspection (Ark Pioneer, Hasmorean High Girls, Windmill Special School and Imperial College London Maths School)*
- *Attendance in Barnet schools in 2021/22 was 93.5%, not yet back to pre-pandemic levels but 1% above national. In 2018/19 primary attendance was 96.3% and secondary attendance 95.3%*

Issue: *National attendance rates not back to pre-pandemic levels due to a number of factors:*

 - 1. Hybrid working of parents means it is easier for children to stay home off school*
 - 2. Elective Home Education (EHE) rate went up dramatically in 2020/21 and has not yet returned to pre-pandemic numbers*
 - 3. SEMH needs have risen which has had an impact on attendance*
- *Barner Education & Learning Service (BELS) have worked closely with Family Services, Health and BICS to deliver support to children and young people with social, emotional and mental health (SEMH) difficulties through training and support to schools and settings.*

Impact: *Attendance, behaviour and achievement.*

Issue: *SEMH needs have risen during and post Ofsted*
- *BELS School Improvement Team offer support and challenge to all LA maintained schools and monitor achievement and quality of education.*

Impact: *Achievement in Barnet improved in 2023 (compared to 2022) with achievement now getting back to pre-pandemic levels.*
- *Strengthened Elective Home Education (EHE) processes and capacity during the pandemic. EHE Policy is working well.*

Impact: *Rates of EHE have reduced over the last year.*

Issue: *Parents who don't wish to engage*
- *Continuing to work with schools to identify young people at risk of NEET and to provide them with additional support to help ensure they progress to education, employment or training. Since 2021 we have engaged with 15 Secondary schools and 1 college. From 2021 to 2022 we engaged 130 students*

From 2022 to 2023 we engaged 140 students

From April 2023 to date engaged 133 students

Impact: *97% the young people who engaged on the programme remained in education or moved into employment, training or further education.*

The schools reported higher engagement levels for those who were struggling academically and improved behaviours.

An example - One student on the verge of dropping out of college (extremely poor attendance) went on not only to complete A 'Levels but is now studying Law at Cambridge.

Issues: *At the beginning of the mentoring journey, an assessment is conducted to capture the challenges/barriers presented by each young person.*

66% - poor attendance issues, low self-esteem, lacks motivation and low morale.

78% - academic issues, poor study habits and difficulty engaging

56% - behavioural issues

- *Continue to promote pathways into Further and Higher Education within Barnet and the wider region/sub-regions, working with Education partners to ensure that courses are both attractive to young people and that they respond to future skills needs.*
Impact: *The Association of Schools and College Leaders (ASCL) event was attended by 17 schools. The student and exhibitor evaluation forms were positive from the Barnet Options and Careers event, 96% of exhibitors found the event useful for their organisation. 23 schools from Barnet had students that attended the event.*
Issue: *Access to London Academy Sixth Form vocational staff to discuss curriculum development.*
- *School Improvement Team continuing to work with schools on delivering best support and provision for disadvantaged pupils.*
Impact: *Disadvantaged percentile ranking in 2023:*
EYFS - 17th
Yr 1 Phonics - 26th
KS1 RWM - 15th
KS2 RWM - 13th
KS4 Progress 8 - 10th
Issues: *- Capacity of School Improvement Team*
- *Virtual School extremely effective in working with schools and settings. We are awaiting the results from 2023.*
Issues: *Attendance of LAC (particularly persistent absence) a big challenge*
- *SEN Teams and School Improvement Team work extremely effectively to ensure provision for children with SEND is strong in schools.*
Impact: *SEN (EHCP and Support) percentile ranking in 2023:*
EYFS - 53rd
Yr 1 Phonics - 25th
KS1 RWM - 19th
KS2 RWM - 17th
KS4 Progress 8 - 11th

Issue: Funding for SEND pupils can present a challenge for schools

- The Library service continues to deliver a comprehensive programme of learning and cultural activities for children. 2023 has seen the extension to all libraries of the Library Service's cultural events programme 'Creative Communities'. The 2023 Summer Reading Challenge saw an increased level of participation.

Impact: 3,108 participants in the 2023 Summer Reading Challenge, a 37% increase on 2022. 612 events and 17,626 attendances through the Creative Communities and regular library events programme to date in 2023.

- 82 schools are on the Resilient Schools network with continuing promotion of the programme and a planned offer to independent schools in west locality in 2023. All schools have been offered Youth Mental Health First and there are 226 Youth mental health first aiders trained across the borough from education and the voluntary sector. 14 secondary schools have been trained in WISE (suicide prevention) and remaining secondary schools to be trained in Phase 2 (2023).

Impact: Mental Health is talked about in school communities, reducing stigma and enabling pupils, parents and staff to know how and where to seek help if needed. Trained mental health first aiders have additional confidence and expertise to support and signpost those seeking help.

Issue: Lack of capacity and time in schools for focus on the whole school approach for mental health awareness. Changes in roles and responsibilities for mental health leads.

Priority 3: Delivering equal access to opportunities

- We are in the process of setting up Autism Hub to support children and young people with autism before, during and post diagnosis. Working closely with Health, SEN and the Parent Carer forum.

Impact: Support will be provided to children and young people before during and post diagnosis. Children and young people will receive the right support at the right time and the right place. Support will be provided to young people discharged from acute mental hospital.

Issue: Need to find a venue for the overnight respite.

- Maintained the strong percentages for timeliness of Education, Health and Care Plans (EHCP) completed in statutory timescale. There is an established EHCP auditing process to assess the quality of Plans undertaken on quarterly. For 2022/23, 12% of all new EHCPs have been audited. 74% of audited plans were graded "good" or "outstanding".

Impact: Timeliness of EHCPs has been maintained. Barnet ranks in the top 10% nationally for completing EHCPs within the statutory 20 week timescale. For 2022/23, 98% of EHCPs have been completed within 20 weeks.

Issue: Barnet's numbers of new Education Health Care Needs Assessment (EHCNA) requests increased by 26.41% from 2021-2022 ; this is higher than the London (18.07%) and National (22.67%) rates and places increased pressure on the SEN team not only for compliance to the statutory timescales of newly issued EHCPs but also of annual reviews.

- *Delivery of the targeted healthy eating SMILE (School Meals for Learning Healthy Eating) project continues, alongside collaborating with the Healthy Weight Nurses. Signing up for school meals (including Free School Meals) are promoted as part of the project.*

Impact: *Schools that have taken part in the SMILE project have observed improvements in children's attitudes towards healthy food and increased uptake of fruit and vegetables and in some schools, school meals.*

Issues: *The understanding of the school food standards and the responsibility of schools in relation to delivery. The cost-of-living crisis putting pressure on food budgets and providing healthy food at school.*
- *In September 2022 we launched our traded service to schools to support children with SEND with work experience and work-related learning opportunities. In 2022/23 we delivered a work experience programme for 1 school with 2-year groups, and we supported two further schools with sourcing additional placements to bolster their range of employers. Since 2021, we have supported 377 young people with SEND or EHCP's in employment, apprenticeships, or Supported Internships.*

Impact: *Feedback from students and employers has been positive. All employers stated they strongly agreed / agreed they were prepared for the placement and were duly informed of all arrangements.*

Issues - Blockages to young people with SEND moving into employment/ apprenticeship or supported internships include:

 - *Parents concerned about Plans being ceased*
 - *Eligibility criteria – independent traveller*
 - *Eligibility Criteria – must have EHCP*
 - *Religious beliefs hinders work placement opportunities*
 - *Employment may affect benefits*
 - *Parents not wanting YP to work despite being informed at recruitment that wanting employment is a criteria and objective of the programme*
 - *Parents arranging holidays before the programme end making it difficult to arrange interviews*
- *The Open Space project has been running from May 2020 and offers families the chance to book a safe space where they can play together. This includes outdoor play areas and indoor space and has recently been extended to offer families free bookable sessions in an indoor swimming pool. All sessions are free and transport has been provided where needed. '*

Impact: *Over the last 12 months, 108 families have accessed the scheme. Feedback from families has been overwhelmingly positive, with regular text messages, emails and photos received as a “thank you” from those using the space.*
- *Gateway is a platform that enables the uploading of reports and sharing of information across agencies and with parent carers. All of the teams in SEND and Inclusion who will use Gateway (EP Team; IAT; Autism team; BEAM; HI team; VI team; SEN Assessments and Placements Team) have received the training and are using Gateway to upload reports. Not rolled out to parent/carers yet.*

Issue: In order to roll out Gateway to schools and to parent/carers, we need to create a dedicated postholder, within the Data Team in BELS (cost £45,000). Currently no funding in BELS to create this post

Priority 4: Targeting support

- We continue to work with Young Barnet Foundation (YBF) to deliver our Holiday activity and Food scheme (Known locally as BACE). The Summer delivery was a huge success and we are now in the process of planning for Winter provision.
Impact: Awaiting final numbers but we know that over 4000 children and young people accessed the summer provision.
Issue: Sharing of data is time consuming as we have different systems. Often some of the smaller VCS organisations struggle to have the capacity to send what we need to the DfE
- Provided specialist employment and training support for young people aged 18 plus who are NEET or are unknowns in Barnet, targeting males particularly from White British and Black heritage who are overrepresented as not in work or education.
Impact: Since 2022, over 70 young people have been placed in construction related employment through the Routes into Construction programme. Participants have undertaken CSCS training prior to employment. They have also received mentoring/coaching and job preparation.
Issue: This programme is no longer being funded.
- Continue to engage care leavers through the Care Leaver Programme. Delivered accredited and enrichment programmes, provided advice and guidance, assigned four members of staff to work closely with the team at Woodhouse Road and provided personalised support to the young people. Partnerships built with organisations such as Pret, John Lewis, M&S, Wates and Selfridges.
Impact: Since 2021 we have delivered the following courses:
 1. ESOL - delivered to the UASC cohort to enable them to adjust to a smoother transition in the UK
 2. ASDAN Moving On Programme - Money Management and Building a HomeTo date, of the 230 care leavers we engaged, 167 (73%) moved into employment, education or training.
Issues: The challenges/barriers identified are: poor mental health, being stuck on benefits, long term unemployed, unwillingness to engage with the services, poor money management skills, housing - temporary accommodation, unable to secure jobs (excluded from the workforce), UASC - language barriers
- The Homelessness and Rough Sleeper strategy was approved by Cabinet in July 2023. Working with partners across the Council on the implementation plan to take the strategy forwards over the next five years.
Impact: We are working with partners to reduce the risk of families from becoming homeless, and the harms which homelessness cause. In the first two quarters of 2023/24 633 households were prevented from being homeless against an annual target of 950.

- The Barnet Group's employment, benefit advice, skills, and wellbeing project - Boost - will continue to help homeless families with income maximisation support, employment advice, and money and debt advice.*

Impact: Focus on increasing the supply of accommodation through delivering new council housing and enabling the delivery of other social housing across the borough, working to provide a range of suitable accommodation for different needs, including private rented sector, shared accommodation, supported housing, and domestic abuse refuges. In the first two quarters of 2023/24, 97 homes were purchased for use as affordable housing and 177 households were housed directly in the private rented sector.
- Mental Health and Support Teams (MHST) service review took place at end of 2023 academic year to ensure appropriate distribution on MHST offer with new schools coming on board.*

Impact: MHST practitioners in all schools working with a clear and consistent approach, dedicated link workers, case consultations, and termly meetings with Mental Health Leads. Schools have already reported feeling listened to and supported and train the trainer sessions have been well-attended.

Issues: The main blockage is the uncertainty around the MHST funding moving forward.
- The library service continues to promote use of the Reading Well Scheme. Libraries continue to host BICs sessions with young people. The Library Service has developed drop-in mental health information support sessions at Colindale and Chipping Barnet.*

Impact: 117 BICS sessions in libraries since the beginning of April 2023. 943 items in the Shelf Help collection (Teenage Reading Well) promoting positive mental health for young people. 3774 loans since January 2023 to date.
- Moving Forward has established two properties which offer transitional accommodation to care experienced adults; 68A Meadow Close has been repurposed as an internal semi-independent provision for young people 16 - 19; 22 Woodhouse Road has been developed as a bespoke accommodation pathway for former UASC young people.*

Impact: Young people are provided with opportunities to develop their independent living skills with the option of outreach support prior to moving into their own tenanted property through Barnet Homes.
- Children and young people with SEND going through transition are discussed at the transition tracking panel. Preparation for Adulthood start from year 9 (14 years onwards). Children and young people's needs, their aspirations are discussed at the transition tracking panel and this includes looking at their employment and leisure activities.*

Impact: Children and young people with Disabilities will have a smooth transition. There is a clear pathway for young people transitioning to Adults with Learning Disabilities and also for adults with Mental Health.

Issue: There is a waiting list for young people transitioning to Adult Mental Health. This has been raised with the Head of Service for Adults with Mental Health.
- Continuing to build on strong parental engagement to formalise our outreach function for families of young children with SEND, including those most isolated. Every young*

person with an EHCP has a SEN caseworker - this person is the 'link' contact for families in relation to the EHCP.

Issue: *The increase in workload has meant that caseworkers are not able to engage families as well as we would like. In order to address this additional staffing is needed.*

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**London Borough of Barnet
Barnet Children’s Partnership Board
Forward Work Programme
2023 / 2024**

Contact: Scarlett Ryan (Governance) scarlett.ryan@barnet.gov.uk

Subject	Decision requested	Report Of	Contributing Officer(s)
13 July 2023			
Business items			
My Say Matters	The Board to receive verbal input from young people.		Practice & Learning Manager (Liz Shaw)
State of Barnet voluntary sector report	The Board to receive an update report.		Janet Matthewson
Autism, Culture and Race	The Board to receive an update report.		Dolyanna Mordochai
Regional Expert Partnership	The Board to receive an update report.		Karen Flanagan
Maternity health programme update	The Board to receive an update report.		Anna Stewart
Reference items			
List of abbreviations	The Board to note the list	Chair of the BCP Board	Governance Officer
Forward Work Programme	The Board to note the Programme	Chair of the BCP Board	Governance Officer
16 November 2023			
Business items			
My Say Matters	The Board to receive verbal input from young people.		Practice & Learning Manager (Liz Shaw)
School Street Consultations	The Board to receive an update report.		Alex Sexton
Early Language and Support for Every Child (ELSEC)	The Board to receive an update report		Karen Flanagan
Collaborate Project – Update on voluntary sector initiative	The Board to receive an update report		Janet Matthewson

Subject	Decision requested	Report Of	Contributing Officer(s)
Parent Champion Update	The Board to receive an update report		Debra Davies
Attendance at School	The Board to receive an update report		Neil Marlow
Life Chances update – (progress report on action plan	The Board to receive an update report and to note		Lee Robinson
Reference items			
List of abbreviations	The Board to note the list	Chair of the BCP Board	Governance Officer
Forward Work Programme	The Board to note the Programme	Chair of the BCP Board	Governance Officer
29 February 2024			
Business items			
My Say Matters	The Board to receive verbal input from young people.		Practice & Learning Manager (Liz Shaw)
Neighbourhood Model Programme'	The Board to receive an update report.	Neighbourhood Model Programme Lead NCL ICB	daniel.heller@nhs.net
Housing Strategies	The Board to receive an update report		Laura Giles
Send & Alternative Provision Action Plan – (update on detailed action plan, including timescales and accountability)			
Reference items			
List of abbreviations	The Board to note the list	Chair of the BCP Board	Governance Officer

Subject	Decision requested	Report Of	Contributing Officer(s)
Forward Work Programme	The Board to note the Programme	Chair of the BCP Board	Governance Officer
Maternity Health Programme	The Board to note the Programme	Anna Stewart	TBC
25 April 2024			
Business items			
My Say Matters	The Board to receive verbal input from young people.		Practice & Learning Manager (Liz Shaw)
Reference items			
List of abbreviations	The Board to note the list	Chair of the BCP Board	Governance Officer
Forward Work Programme	The Board to note the Programme	Chair of the BCP Board	Governance Officer
11 July 2024			
Business items			
My Say Matters	The Board to receive verbal input from young people.		Practice & Learning Manager (Liz Shaw)
Reference items			
List of abbreviations	The Board to note the list	Chair of the BCP Board	Governance Officer
Forward Work Programme	The Board to note the Programme	Chair of the BCP Board	Governance Officer

Action Tracker

Meeting	Item	Description	Status

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Acronym	Long title	Description
AVA		
BACE	Barnet Active, Creative Engaging	The council have worked with the Young Barnet Foundation to provide the Barnet Active, Creative Engaging (BACE) holidaying scheme which is DfE funded for all free school meal children and vulnerable children to access fun activities with a hot meal, activities include learning about healthy eating and exercise.
BCU	Borough Command Unit (Check)	Policing
BEA	Barnet Equalities Allies	
BECC	Borough Emergency Control Centre	
BEHMHT	Barnet Enfield and Haringey Mental Health Trust	
BELS	Barnet Education & Learning Service	Barnet Education & Learning Service (BELS) is a local authority controlled company which is responsible for providing the Council's Education & Skills service to Barnet schools.
BING	Barnet Inclusive Next Generation	Barnet Inclusive Next Generation (formerly Barnet Development Team Youth) is our SEND Youth Voice Forum.
BOOST	Burnt Oak Opportunity Support Team	Multiagency team with staff from Jobcentre Plus, Barnet Homes, Councils Benefit Service, Education and Skills Team. We are an employment, benefit advice, skills and wellbeing project helping Barnet residents.
BPSI	Barnet Partnership for School Improvement	BPSI is a school improvement traded service to pool funding for training, consultancy and support.
BSPP	Barnet Suicide Prevention Partnership	
BYOD	Bring Your Own Device	Use of personal devices for limited business use.
CAMHS	Children and Adolescent Mental Health Services	
CAW	Case Assistant Worker	Used in a health and wellbeing context.
CDOP	Child Death Overview Panels	Used in a health and wellbeing context.
CEAM	Child exploitation and missing tool	Used in a health and wellbeing context.
CESC	Children, Education & Safeguarding Committee	Barnet Committee
CETR	Care, Education and Treatment Reviews	Used in a health and wellbeing context.
CIL	Community Infrastructure Levy	Planning obligation to raise funds for local infrastructure. Also see S106
CSC		
CWFS	Covid Winter Fund Scheme	
CWP	Children's Wellbeing Practitioners	Used in a health and wellbeing context.
CYP	Children & Young People	
CYPP	Children & Young People's Plan	
DCT	Disabled Children's Team	Used in a health and wellbeing context.
DPR	Delegated Powers Report	Report on a decision made at Officer level.
EHCPs	Education, Health and Care Plans	Used for children with specific needs.
FPC	Financial Performance and Contracts Committee	Barnet Committee

Acronym	Long title	Description
HEP	Health Education Partnership	
HEYL	Healthy Early Years London award programme	Healthy Early Years London (HEYL) is an awards scheme funded by the Mayor of London which supports and recognises achievements in child health, wellbeing and development in early years settings.
HOSC	Health Overview & Scrutiny Committee	(Pronounced Hosk)
HSL	Healthy Schools London award programme	Taking part in Healthy Schools London (HSL), and working successfully through the tiered awards, will enable schools to directly support the health and wellbeing of their pupils and staff.
ICP	(Borough Based) Integrated Care Partnerships	Health reference to joined up services.
ICS	Integrated Care System	Health reference to joined up services delivered by an ICP.
IRIS	Identification and Referral to Improve Safety	
MARAC	Multi Agency Risk Assessment Conference	
MASH	Multi-Agency Safeguarding Hub	
MHFA	Mental Health First Aiders	
MHST	Mental Health Support Teams	
MOPAC	Mayors Office for Policing and Crime	
NCIL	Neighbourhood Community Infrastructure Levy	Planning obligation to raise funds for local infrastructure. Also see S106
NEET	Not in Education, Employment and Training	
NRPF	No Recourse to Public Funds	Asylum/refuge status
P&R	Policy & Resources Committee	Barnet Committee
PRU	Pupil Referral Unit	Specialist educational support unit supporting schools with pupils with additional needs.
PVIs		
RON	Risk of NEET	Educational at risk group.
RRR	Recovery, Reset and Renaissance Project	Recovery, Reset and Renaissance (RRR) Project - part of schools related COVID-19 recovery.
S106	Section 106	Legal agreement for planning obligations in a local area (also see CIL)
SARG	Safeguarding Adolescents at Risk Group	Used in a health and wellbeing context.
SCAN	Service for children and adolescents with neurodevelopmental difficulties	Used in a health and wellbeing context.
SEF	Self-Evaluation	"The Local Area Special Educational Needs and Disabilities (SEND inspection and Self-Evaluation (SEF))" Educational reference.
SEMH	Social, Emotional and Mental Health	Education related.
SENCO	Special Educational Needs Coordinator	Used in a health and wellbeing context.
SEND	Special Educational Needs & Disability	School and educational terms for those with additional support requirements
SEND	Special Educational Needs and Therapy	Used in a health and wellbeing context.
SFSC		
SMI		Health reference
STP	Sustainability and Transformation Plan	Health reference

Acronym	Long title	Description
UASC	Unaccompanied Asylum-Seeking Children and Young People	
UASC	Unaccompanied Asylum-Seeking Children and Young People	Used in a health and wellbeing context.
VARP	Vulnerable Adolescents at Risk Panel	Used in a health and wellbeing context.
VAWG	Violence Against Women and Girls	Used in a health and wellbeing context.
YOT	Youth Offending Team	Used in a health and wellbeing context.

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