

	Children, Education and Safeguarding Committee 13 March 2019
Title	Special Educational Needs and Disabilities Strategy - update
Report of	Chairman of the Committee, Councillor David Longstaff
Wards	All
Status	Public
Urgent	No
Key	No
Enclosures	None
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Summary

This report seeks approval from the Children, Education and Safeguarding Committee to refine and update the Strategic Priorities of the SEND Strategy 2017–2020 in the light of an internal Local Area SEN Review which took place in December 2018. The report also provides an update on specialist SEND provision and plans to ensure sufficiency of SEND provision in Barnet over the next three to five years.

Recommendations

- 1. That the Children, Education and Safeguarding Committee approve the draft changes to the Strategic Priorities in the Special Educational Needs and Disabilities Strategy, to allow for consultation on the Strategic Priorities.**
- 2. That the Children, Education and Safeguarding Committee agree the initial proposals to commission additional specialist places for children and young people set out in the report and the plans to complete a needs analysis, leading to the production of an updated Special Provision Plan and proposals for the use of the council's Special Places Fund allocation.**
- 3. That the Children, Education and Safeguarding Committee delegate authority to the Strategic Director for Children and Young People, following consultation with the Chairman of the Committee, to:**
 - Consult on the Strategic Priorities and, following consultation, finalise these and update the Special Educational Needs and Disabilities Strategy;**
 - Finalise a draft Special Places Plan and proposals for use of the remaining Special Places Fund allocation;**
 - Consult on the draft Special Places Plan and allocation proposals and, following consultation, agree the Special Places Plan and use of the Special Places Fund.**

1 WHY THIS REPORT IS NEEDED

- 1.1 On 15th November 2017 the Children, Education, Libraries and Safeguarding Committee approved the Special Educational Needs and Disabilities Strategy 2017-2020 for consultation with stakeholders. Following consultation, the strategy was approved by the Strategic Director for Children and Young People and was published on the council's Local Offer website.
- 1.2 This report proposes changes to the Strategic Priorities in the Special Educational Needs and Disabilities Strategy 2017-2020, in the light of the findings of the recent internal SEN Local Area Review, which took place in December 2018. The proposed priorities are a refinement of the previous six priorities, and build on the progress made in the implementation of the SEND Strategy 2017–2020.
- 1.3 The report also provides an update on specialist provision in Barnet, and the proposed use of capital funding.

Context

- 1.4 In Barnet 2.7% of the school population has an Education, Health and Care Plan (EHCP) compared with 2.9% nationally. In the academic year 2018, there were 277 new EHC Plans issued, with 41% of these for children under the age of 5 years. The overall number of children and young people with SEN statements or an

Education Health and Care Plan has risen by 30% since 2014. The majority of children with SEN in Barnet are in mainstream schools.

- 1.5 Barnet has made good progress with the implementation of the SEND Reforms. In preparation for the Local Area SEND Inspection, an internal Review was undertaken in November 2017. The findings from this informed the Self-Evaluation Framework and the SEND Improvement Plan for 2018.
- 1.6 Following the appointment of a new Assistant Director for SEND and Inclusion, who came into post in October 2018, it was decided to undertake another internal Local Area SEND Review in December 2018. This consisted of 17 focus groups using the Local Area SEND Inspection Framework. Parent carers and young people took part in the focus groups, together with representatives from Education, Health and Social Care, including schools and settings, over a two-week period.

Key findings of the internal SEN Local Area Review

- 1.7 The Early Years offer is very strong and there is an established multi-agency approach across Health, Education and Social Care which works well. Transition arrangements into school for children with complex needs is well planned and effective. There is a clear Autism pathway for pre-school children. This is not the case with school aged children, and post-16.
- 1.8 Accurate and timely identification of needs is improving for school-aged children. There are very good materials to support children and young people whose needs can be met at SEN Support*, including the SEN Toolkit and SENCo Conferences. The SEN Toolkit and details of the SENCo Conference are on the Local Offer website. (*SEN Support is the category of pupils who have special educational needs but do not have an Education, Health and Care Plan).
- 1.9 There continue to be inconsistencies across schools, with parent carers not knowing what to expect for their child, particularly at SEN Support.
- 1.10 The Local Offer has improved in the last 12 months, and content has been co-constructed with parent carers, young people and other partners. Generally, co-production of strategic work is good. The use of the Local Offer needs to be further embedded in day to day working of practitioners who support children and young people with SEN.
- 1.11 Barnet is an inclusive borough, with high-performing schools. At Key Stage 2, Barnet is ranked as the top Local Authority in the country for the proportion of pupils at SEN Support reaching the expected standards in Reading, Writing and Maths combined. On all measures at Key Stage 4, Barnet pupils on SEN Support are among the top 10% nationally. Pupils with an EHC Plan in Barnet perform above their peers nationally, in London and above statistical neighbours for Progress 8, Attainment 8 and the proportion obtaining 4 or higher for GCSE English and Maths.
- 1.12 There needs to be clear information for all about who does what, and what services offer, and how to contact teams and services.

- 1.13 There have been improvements in the quality of EHC Plans in the last 12 months and the timeliness and quality of EHCPs is good. The focus now needs to be on the quality and timeliness of Annual Reviews.
- 1.14 Barnet has a good range of provision for SEND, including ASC (Autistic Spectrum Condition) provision in the Additional Resource Provisions. A consistent approach to ASC has been implemented across the ARPs.
- 1.15 The new approach to Integrated Therapies is not yet embedded and full mobilisation of the new contract has been delayed.
- 1.16 There is lots of evidence of co-production, especially with parents/ carers. There is a group of young people with SEN who meet regularly to discuss key items/issues and contribute to strategic decision-making.
- 1.17 Pathways for school-aged children and post-16 need further clarification and development.

Strategic Priorities

- 1.18 The six strategic priorities in the SEND Strategy 2017-20 are currently:

Priority 1: To ensure effective, timely and robust decision-making for children, young people and their families;

Priority 2: To improve participation of, and co-production with, key partners, parents, families, children and young people in decision making;

Priority 3: To ensure effective joint commissioning and integration of services from early years through to adulthood;

Priority 4: To champion the educational progress and attainment of pupils with SEND;

Priority 5: To ensure sufficient and appropriate local and inclusive provision;

Priority 6: To promote independence and prepare children and young people for adulthood.

Progress against the strategic priorities

Priority 1 - To ensure effective, timely and robust decision-making for children, young people and their families

Developments over the past 12 months have led to changes in processes and decision-making for children and young people who either require an Education, Health and Care Plan (EHCP), or where there is a Plan but a problem with Placement. There is an established Complex Needs Panel, with representation

from partners, including schools, Health and Social Care who meet weekly to look at initial requests for an EHC Plan and any cases requiring further support for placement. There is an efficient process for the initiation of requests, and for completing Plans within the statutory timescales. For those cases requiring significant specialist input from Health, Social Care and Education, there is a multiagency Tripartite meeting which takes place every 6 weeks. These meetings are jointly chaired by Assistant Directors of Social Care and Education, and Head of Children and Young People Commissioning in Health. A more recent development has been the regular attendance of SEN colleagues at the Early Help meetings. These provide a multiagency approach, with representation from Housing, Police, schools, and a range of other partners to ensure a holistic and co-ordinated approach for vulnerable children and their families.

Recent changes to the process for placement of children and young people in specialist provision means that in future these decisions will take account of all places in borough, three times a year, involving special schools and Additional Resource Provisions (ARPs). This should enable a more transparent, fair and quicker system of allocation than the process previously in place.

Priority 2 – To improve participation of, and co-production with, key partners, parents, families, children and young people in decision-making

Since the SEND Reforms in 2014, the publication of the SEND Code of Practice (2015), and the development of the Local Offer, there has been a lot of work with key partners, including parents and carers and children and young people. There is an active and well established Local Offer group made up of parent carers, young people, specialist staff and schools. The group meets regularly to review the content of the Local Offer and co-ordinate the development of the website. Parent carers and schools have been involved in many key developments, including Short Breaks, the CAMHS Transformation Plan, the SEN Toolkit and the 'Ordinary Available' information for schools and settings. Given that co-production and participation are at the heart of the SEND Reforms and the SEND Code of Practice, both need to be incorporated into the design, delivery and evaluation of services, as 'business as usual'.

Priority 3 - To ensure effective joint commissioning and integration of services from early years through to adulthood

It is not proposed to change this strategic priority. Much work has been undertaken and progress made, particularly in relation to the CAMH Transformation plan and Short Breaks. There are, however, a number of areas that either need to embed, or need to be developed. These include the full mobilisation of the Children's Integrated Therapies, for speech and language therapy and occupational therapy in particular. Further work is needed for the Special Educational Needs area of Social, Emotional and Mental Health (SEMH), ensuring that the 'offer' for children and young people with these needs is aligned to the CAMH Transformation plan and there is a clear pathway of support for SEMH from for children and young people aged from 0 to 25 years. Another development under this priority is a clear pathway for children and young people (0 to 25 years old) with an Autistic Spectrum Condition (ASC). There is a lot of excellent support available for children and young people with autism in Barnet, but with increasing demand it is essential to ensure that there

is a clear commissioning strategy and sufficient high-quality provision across the borough to meet needs.

Priority 4 - To champion the educational progress and attainment of pupils with SEND

This also remains a strategic priority. Children and young people with SEND do well in comparison to statistical neighbours and national averages and achievement in the top 10% nationally. Pupils supported at SEN Support do exceptionally well. It is important to ensure that there is regular monitoring and reviews of progress of pupils at SEN Support and for those with an EHC Plan, and processes are in place for this. The attainment of children and young people with SEND is incorporated into the work of partners and specialist teams who drive this agenda forward.

Priority 5 - To ensure sufficient and appropriate local and inclusive provision

This priority remains, with a renewed focus on provision for Autistic Spectrum Conditions (ASC). This is because ASC continues to be the primary need of SEND in Barnet, not unlike the national picture. There have been a number of new developments in the last year, including the opening of Additional Resource Provisions (ARPs) for Autism at Coppetts Wood and Chalgrove schools and an increase in the number of places post-16. There is support for 10 new post-19 places at Kisharon from September 2020, additional special school places and a new ARP for autism at Whitefield School from September 2019, and a new special school for ASC opening in September 2021. The developments of provision form part of a graduated model of provision currently being developed. This will give greater clarity on needs in Barnet for the next 3 to 5 years and a clear specialist placement strategy.

Priority 6 - To promote independence and prepare children and young people for adulthood

Work on preparing young people for adulthood has included Preparing for Adulthood (PfA) outcomes being incorporated into new EHC Plans. Another area of work has been by the Transport Brokerage Team who have focused on their work practices and decision-making to help ensure that transport is part of a package of support, with the aim of developing independent travel skills for young people with SEND. There is close working between SEN Teams and the Social Care 0 to 25 team and links with Adults Services are developing, with representation from SEN on the Children and Adults Disability Steering Group.

- 1.19 In light of the findings from the internal Local Area Review in December 2018, and following consultation with the SEND Partnership Board, it is proposed to change some of the strategic priorities. The change to Priority 1 is to encompass co-production taking account of the whole family and not the child with SEN in isolation. This is in keeping with the key aspect of the child and their family being central to the SEN Code of Practice. Priority 2 and Priority 3 remain the same, with a necessary renewed focus on Autism provision in Priority 2. Priority 4 links to consistent feedback from parent carers and partners about the need for clarity about the 'offer' for children and young people with SEN, including those who have an EHC Plan and those whose needs can be met at SEN Support. The Resilient

Schools is part of this 'offer'. Many of the children and young people supported through Resilient Schools also have special educational needs. Priority 5 remains the same. Although children and young people with SEND do well academically, this needs to continue to be reviewed regularly to ensure that all age groups attain well and make good progress. Priority 6 builds on the focus of preparing for adulthood, also incorporating the work needed to further develop the CAMH Transformation Plan for children and young people with SEND.

The proposed new strategic priorities are thus:

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

Priority 2: Ensure sufficient and high-quality provision in-borough for children and young people with complex needs, including Autistic Spectrum Conditions;

Priority 3: Ensure effective joint commissioning and integration of services from early years through to adulthood;

Priority 4: In line with Resilient Schools, develop greater confidence, skills and competencies in mainstream schools and settings to meet the needs of children and young people with SEND;

Priority 5: Champion the educational progress and attainment of pupils with SEND;

Priority 6: Develop resilience in young people with SEND and promote independence.

Governance

- 1.20 Governance in relation to the SEND Strategy involves strategic oversight of the strategy by the SEND Partnership Board, which includes representatives of the SEND and Inclusion service, social care and health, schools and the Parent-Carer Forum. Operational delivery is co-ordinated through the SEND Development Group, which includes the same range of stakeholder representation. Multi-agency workstreams for the priority areas report to the SEND Development Group on a six-weekly basis. Progress on the delivery of the SEND Strategy is reported to the SEND Partnership Board on a termly basis.

Update on specialist provision and the Special Places Fund

- 1.21 The SEND Strategy 2017-20 included the following specific proposals for the development of specialist places:
- The re-commissioning of the additional resourced provision (ARP) at Coppetts Wood Primary School to focus on the needs of children with ASC instead of the previous specialism, which was for children with speech and language needs.

- The development by 2025 of one additional ARP in the primary phase (15 places) and two additional ARPs in the secondary phase (50 places).
- An increase in specialist post-16 provision (60 places) in school sixth forms and local colleges.

1.22 In 2017 the government announced the establishment of a one-off pot of capital investment funding – the Special Provision Fund - available to local authorities in recognition of the need to provide more specialist school places for children with SEND. Barnet’s initial allocation was £3m across 2018/19 to 2020/21 (£1m each year), but further announcements by the DfE in May and December 2018 increased this to a total of £5.1m

1.23 Local authorities are expected to plan how to invest their Special Provision Fund allocation and other funding to achieve the best outcomes for children and young people with SEN and disabilities. They are required to update and republish (on their Local Offer) their planned use of their Special Provision Fund allocations announced in 2017, as well as their plans to use the additional allocation announced in 2018 by March each year. They must also publish details of how they have planned or are planning to consult stakeholders on the use of the funding.

1.24 The special provision capital fund is intended to enable local authorities to invest in improving the quality and range of provision for children and young people with SEN and disabilities aged 0-25. It is intended for children and young people with education, health and care plans for whom the local authority is responsible.

1.25 Local authorities are required to consult with parents’ and carers’ children with SEN and disabilities and young people with SEN and disabilities. It is also expected that they will consult schools, Further Education colleges and other institutions which offer special educational provision.

1.26 Following consultation on the SEND Strategy between November 2017 and January 2018, the council published its plans for developing specialist provision and for the use of its Special Provision Fund allocation on the Local Offer website, as follows:

School	Category	Planned use of the Special Provision fund	Other investment planned	Additional places
Coppetts Wood Primary School	Resourced provision (ASD)	£67,200		10
Chalgrove Primary School	Resourced provision (ASD)	£560,000		14
Whitefield Secondary Academy	Resourced provision (ASD)	£702,135	£641,865	28
Oakleigh Special School	Special provision (SLD)	£1,680,000		0
Totals		£3,009,335	£641,865	52

The investments at Coppetts Wood, Chalgrove and Whitefield are for additional places for children with ASC to meet forecast demand and increase parental choice. The investment in Oakleigh School is intended to support improved facilities in the school, which caters for primary-age children with Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Developments since March 2018

- 1.27 The Council has invested significantly in specialist SEND provision in recent years, including delivery of new units at The Orion and Broadfields Schools as well the expansion of Oakleigh Special School and Oak Lodge Special School. In accordance with the SEND Strategy 2017-20 and the Special Provision Plan published in March 2018, the council has also now taken steps to meet the growing need for additional ASC places, by investing nearly £1m over the last 12 months in the development of new Additional Resource Provision facilities at Coppetts Wood and Chalgrove Primary schools and Whitefield Secondary School.
- 1.28 Investment in Oakleigh School has not yet taken place but is expected to commence in Spring 2019 with the development of an extension to accommodate 6 additional placements from September 2019. £1 million of the Special Provision Fund will contribute to the development of a new hydrotherapy pool.
- 1.29 An additional 45 post-16 places were commissioned in 2018. 29 of these are at Barnet and Southgate College, and 16 at Oakbridge (a separate Specialist Post-16 Institution managed by Oak Lodge Special School).

The growing need for ASC specialist provision

- 1.30 The number of children and young people with an Autistic Spectrum Condition (ASC) continues to increase at a faster rate than other types of need, and accounts for 35.06% of all EHC Plans in Barnet (compared with 34.35% at the same time the previous year). There is a similar picture nationally, with Autistic Spectrum Conditions being the highest area of SEN.
- 1.31 The council has continued to support the plans by the DfE and Oak Lodge Special Academy Trust to establish a new all-through special school for children and young people with ASC – the Windmill Special Free School. It is currently assumed that the new school will be built and opened by September 2021. This is subject to the completion by the Education and Skills Funding Agency of negotiations over the provision of a site for the school.
- 1.32 Even with the additional places provided by the new ARPs and the Windmill Special Free School, a further additional 125 specialist places will be required in Barnet by 2025.

Plans to develop specialist places

- 1.33 A new 'Needs Analysis and SEND Sufficiency' exercise is currently being undertaken to ensure that any additional future provision or expansions or changes to existing provision is in the right place and of the right type to meet existing and

projected need. The proposals in section 1.34 below will be reviewed as part of this analysis and will be incorporated into a new Special Provision Plan, which will be published by the end of March. The plan will also consider options and make proposals for the future use of the Special Provision Fund.

1.34 Pending the needs analysis and the consultation that follows it, the following is planned and is being pursued in order to ensure sufficient specialist places are available from September 2019 and 2020:

1.34.1 Additional ASC specialist provision is needed on an interim basis, whilst plans for the Windmill School progress. There is a need to expand on existing provision in special schools, where possible, with 12 extra places being available by September 2019. Barnet Special Schools will be consulted on this.

1.34.2 There is also a need to increase Additional Resource Provision for Key Stage 1 and Key Stage 2 pupils by 10 additional places by September 2019. These are for primary aged children who have not yet had a confirmed placement for September 2019 due to the pressure on places. Discussions are taking place with Claremont school about the possibility of a KS1 and KS2 ARP for ASC.

1.34.3 In September 2018, Kisharon School, an independent Special School, became a Special Free School under the Kisharon Academy Trust, providing 72 special school places. It is planned to expand this provision by an additional 35 places from September 2020 for pupils with ASC and moderate learning needs. 10 places have also been commissioned for post-19 placements at Kisharon from 2020.

1.34.4 As part of the development of post-16 pathways, there will be 10 supported internships with Mencap in September 2019.

1.35 It is proposed to consult on plans for specialist places and use of the Special Provision Fund during April and May. The consultation will be with parent carers, children and young people, schools and other settings including Barnet and Southgate College and other stakeholders. The consultation will aim to:

- Describe and consult on gaps in local provision
- Propose and consult on the nature and location of additional provision
- Propose and consult on the use of the remaining capital allocation from the Special Provision Fund.

1.36 It is proposed that the committee delegate authority to approve the Special Provision Plan and arrangements for consultation, and decision-making in relation to the location of new specialist places and use of the Special Places Fund, following the consultation, to the Strategic Director for Children and Young People.

2 REASONS FOR RECOMMENDATIONS

2.1 The SEND Strategy provides a framework to drive the work of the SEND partnership in Barnet through to 2020 to deliver the best possible outcomes for children and young people with SEND and their families.

- 2.2 The report addresses the need to review strategic priorities in light of service developments since the Strategy was published and the requirement to review and consult on the council's Special Places Plan and use of its Special Places Fund allocation on an annual basis.
- 2.3 The recommendations to delegate decision making to the Commissioning Director for Children and Young People are to enable efficient and timely decision making.

3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 The revised strategic priorities were developed in partnership with the SEND Partnership Board, in the light of the internal SEN Local Area Review.
- 3.2 In relation to the future provision of, and investment in, specialist places, the proposed approach is in line with SEND Strategy 2017-2020 approved by the Children, Education, Libraries and Safeguarding Committee in 2017 for consultation, and, subsequently, by the Strategic Director for Children and Young People, following consultation.

4 POST DECISION IMPLEMENTATION

- 4.1 Action to deliver the strategic priorities will be overseen by the governance arrangements set out in the report.
- 4.2 Following the production of a draft Special Places Plan and proposals for the use of the Special Places Fund, consultation with stakeholders will take place in April and May. The Strategic Director for Children and Young People will approve final plans in the light of the consultation.

5 IMPLICATIONS OF DECISIONS

5.1 Corporate Priorities and Performance

The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet family friendly, with many families attracted to the area by the good reputation of Barnet's schools. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to deliver the Council's vision set out in its Corporate Plan 2015-20 for:

- Barnet's schools to be amongst the best in the country, with enough places for all, and with all children achieving the best they can
- Barnet's children and young people to receive a great start in life and
- For there to be a broad offer of skills and employment programmes for all ages.

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

The strategy will be delivered within existing revenue resources. The revenue costs of any additional places will be funded from the High Needs Block of the Dedicated Schools Grant. The revenue costs would be greater if the council has to rely on

independent, non-maintained and out of borough places to meet the additional demand for specialist places instead of investing in extra provision locally. In relation to capital funding, the council's medium term financial strategy contains provision for new school places, including for those children and young people with SEND. The capital funding identified in the council's medium term financial strategy will be partly funded by the one-off government capital grant of £3m across 2018/19 to 2020/21 (£1m each year), which was increased by a further £2m in 2018. This provides the council an opportunity to devise plans to meet an anticipated shortfall in the provision of local specialist places for children and young people with SEND.

5.3 Legal and Constitutional References

- 5.3.1 Article 7 - Committees, Forums, Working Groups and Partnerships of the council's constitution states that the committee has responsibility for all matters relating to children, schools, education and safeguarding.
- 5.3.2 Section 13 of the Education Act 1996 place a duty on local authorities to secure efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their functions are exercised with a view of promoting high standards, ensuring fair access to opportunity for education and training and promoting fulfilment of learning potential for children and young people in its area. Section 14 requires local authorities to secure sufficient schools and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, as well as ensuring diversity of provision. These duties are overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.
- 5.3.3 Section 27 of the Children and Families Act requires local authorities to keep under review their educational, training and social care provision for children and young people with SEND to ensure it is sufficient to meet the educational, training and social care needs of the children and young people concerned. Subsection (3) requires the local authority to consult the following persons on such a review:
- 5.3.3.1 Children and young people with SEND and their parents;
 - 5.3.3.2 Maintained schools and nursery schools, academies, Post-16 institutions and non-maintained special schools in the local area;
 - 5.3.3.3 Children's centres and early years providers;
 - 5.3.3.4 Providers of education and youth offending teams that have responsibility for educating relevant children and young people.
- 5.3.4 The special provision fund has been provided by central Government for the purpose of improving the quality and range of provision for children and young people with SEND aged 0-25 years. Government guidance confirms that the fund is not ring-fenced and can be used to create new places at good or outstanding provision or improve or develop new facilities. The funds can be pooled with other funding or with other local authorities and can be spent on provision outside the local authority's area if this will help meet need for children and young people within its area. The funds can be used for maintained schools, academies, early years institutions, Post-16 institutions and independent schools providing provision for children and young people with SEND. The provision is not intended for higher education, provision for those aged over 25, creating additional places for pupils

who do not have an EHC plan, reasonable adjustments to increase accessibility (this being the responsibility of the school), mobility equipment or maintenance works.

5.4 Risk Management

All pupil place planning is based on pupil projections and there is a risk that the projections are inaccurate. There is a risk that the needs of groups of children change over time. Future provision will be developed to promote flexibility to respond to changing needs

5.5 Equalities and Diversity

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

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

The protected characteristics are:

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

The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services. School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational needs and disabilities and disadvantaged children (those in receipt of free school meals and children looked after). Barnet's Children and Young People Plan and the Education Strategy 2017-2020 both have a strong focus on improving outcomes for disadvantaged groups of children and young people.

Following consultation on the Strategic Priorities and the Special Places Plan and proposals for allocating capital, an equalities impact assessment will be carried out and will inform decision-making.

5.6 Corporate Parenting Principles

A disproportionate number of looked after children have special educational needs. Ensuring appropriate strategic priorities in the SEND Strategy and the development

of specialist places where they are most needed will thus be of clear benefit to significant numbers of looked after children,

5.7 **Consultation and Engagement**

The SEND Strategy 2017-2020 was developed by the strategic partnership between the council, Cambridge Education and schools. It was subject to extensive consultation with parent carers, schools and other stakeholders. The report proposes consultation on the revised strategic priorities and on the Special Places Plan and use of the Special Places Fund allocation.

6 **BACKGROUND PAPERS**

Children, Education, Libraries and Safeguarding Committee, 18th July 2017 – Item 8: Education Strategy 2017-2020

<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=8692&Ver=4>

Children, Education, Libraries and Safeguarding Committee, 15th November 2017 – Item 12: SEND Strategy 2017-2020

<http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=8694&Ver=4>

Local Offer introduction to the SEND Strategy:

<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/local-area-decision-making/barnet-send-strategy>

SEND Strategy published on the Local Offer:

<https://www.barnetlocaloffer.org.uk/documents/655-barnet-send-strategy-2017-2020.pdf>

Special Provision Fund: Engagement Plan and Special Provision Plan

https://www.barnetlocaloffer.org.uk/blog_articles/1802-special-provision-fund-engagement-plan?term=special+provision+fund