

# **Barnet Education and Learning Service Business Plan**

**2020-21**

13<sup>th</sup> August 2020 – approved by the BELS Board

Commercial – in confidence



## Executive summary

This Business Plan sets out the key plans for Barnet Education and Learning Service for the period September 2020 to March 2021. It includes the business's vision, outcomes and objectives, as well as its strategies for both service development and business development.

This plan for the Barnet Education and Learning Service business sits alongside the council's Education Strategy 2017 to 2020 and the updated strategy that will be developed in the autumn term 2020. It has been developed to ensure that Barnet Education and Learning Service is able to play a full part in helping to deliver the education strategy and the council's aim of making Barnet the most Family Friendly Borough.

The plan draws on the Barnet with Cambridge Education draft business plan for 2020-21, which was reported to the LBB-CE Contract Monitoring Board in January 2020. Much of that plan was necessarily put on hold as a result of the covid19 pandemic.

This plan includes an extended context section, which sets out the key developments and activities of the Education and Skills service through the covid19 crisis from the closure of schools on 20<sup>th</sup> March to the planned re-opening of schools in September 2020. It also includes as an appendix the service's plan for continuing support for the full re-opening of schools from September.

The plan summarises the key developments in the first part-year of the contract between Barnet Education and Learning Service and the council. The plan will be kept under review by the education and learning service between September 2020 and March 2021, while a new Annual Plan for 2021-22 is developed for discussion with the council in February/March 2021.

# 1 Background

In September 2020, Barnet Council entered into a new strategic partnership with Barnet Education and Learning Service (BELS), a company wholly-owned by the council, to provide the council's education services. The partnership was established in consultation with Barnet schools and the steering group of the Parent-Carer Forum.

The aim of establishing the partnership is to

- Maintain Barnet's excellent education offer;
- Maintain an excellent relationship between the Council and schools
- Achieve further budget savings if required.

The partnership is governed by a series of boards on which schools, settings and other stakeholders are represented that steer the strategic direction of the partnership in delivering school improvement, services for children with special educational needs and school place planning.

## 2 Vision, Objectives, and Outcomes

### 2.1 Vision

Our vision is that together we will maintain and, where possible, improve upon the high quality of education support services, of which the education community is justly proud, and we will continue to build a successful education business that sets support to schools, children, and families in Barnet on a long-term, sustainable footing while providing a return to the Council, Barnet Education and Learning Service (BELS) and schools themselves.

This vision for the Barnet Education and Learning Service business sits alongside the strategic vision for education in Barnet, which is set out in the Education Strategy 2017 to 2020, which will be updated this year. The vision and objectives for the business are intended to ensure that Barnet Education and Learning Service is able to play a full part in helping to deliver the education strategy and the council's aim of making Barnet the most Family Friendly Borough.

### 2.2 Outcomes

We will seek to ensure:

- Excellent provision of education and skills services, in order to establish Barnet's position as a top 10% local authority on key measures of pupil achievement and school performance.
- Sustained improvement of those services requiring additional focus and support.
- Strengthening of existing and development of new, supportive relationships, between the Council and schools.
- Achievement further budget savings if required.

### 2.3 Objectives

We are committed to working with a clear and well-defined performance monitoring regime, where we will be judged both on our ability to deliver services effectively through Operational Key Performance Indicators, but also on our ability to work with a wide range of stakeholders to achieve the outcome focussed Strategic Performance Indicators.

### 3 Operational Environment

This business plan is set against the following background:

- The Inspection of Local Authority Children's Service in Barnet took place in May and the inspection report was published in July 2019. The service was graded as Good by OFSTED, a substantial achievement, given the judgement of inadequate just two years earlier. The report included positive comments on the Virtual School and our work on home education, children missing education and prevention of NEET for children in care and care-leavers.
- The council continues to face severe financial constraints and has had to continue to make significant additional savings.
- Schools have continued to face financial constraints. The National Audit Office estimated that schools faced an 8% increase in cost pressures between 2014-15 and 2019-20. Maintained Schools faced additional budget pressures in 2019-20 as a result of the charging of £1m of the cost of services previously funded through the ESG to the budget shares of maintained primary and secondary schools. School funding improved in 2020-21 as a result of the Minimum Funding Guarantee (+1.84%) and the arrangements for teacher pay and pension grants. Some schools have seen reductions in funding but this relates to falling pupil numbers. Most secondaries are receiving more funding in real and actual terms whilst a number of primaries are getting less in total due to falling rolls.
- In the meantime the council's High Needs budget has continued to face significant pressures due to the growing number and complexity of children and young people with SEND, and due to the additional demands arising from the SEN Reforms. The position was made more manageable in 2020-21 as a result of the 8% increase in the High Needs block allocation to the council.
- Local authorities are expected to continue to have a key role in the planning and provision of school places, co-ordination of admissions, school attendance, funding and support for pupils with special educational needs, maintaining participation in education for 16- and 17-year olds, the education of looked after children and a range of other services. The Local Authority continues to have a key role in school improvement support for maintained schools.
- The government continues to encourage schools to consider becoming Academies but the pressure to do so now tends to be limited to schools that have been placed into an OfSTED category (special measures or serious weaknesses). The council supports schools wishing to convert and will encourage schools to do so if that seems appropriate (e.g. to strengthen school to school support for schools that are struggling to be successful or for budgetary reasons as part of a group of schools with shared leadership). It seems likely that small numbers of maintained schools will convert over the next few years but most primary schools are likely to opt to remain in the maintained sector.
- The council, through the Barnet Education and Learning Service will encourage all Barnet schools to work together in school partnerships in order to optimise the amount of

school to school support and to reduce dependency on the local authority, whilst continuing to maintain and improve standards.

## **Covid19**

### **March to May 2020**

Schools were closed on 20<sup>th</sup> March 2020 as a result of the covid19 pandemic. The Education and Skills service supported schools and settings before closure on managing reduced numbers of staff and dealing with pupils and staff showing symptoms and then made sure schools and settings closed appropriately from 23<sup>rd</sup> March

The service supported schools and early years providers that remained open for vulnerable and key workers' children, including supporting the pairing of schools where appropriate and it kept the Barnet website updated on which schools were open and closed.

The Education and Skills service also supported schools with on-line/home learning – placing content for school staff on the BPSI website and working with schools on information and materials for parents via school websites. The service surveyed schools on their support for home learning and it organised training/sharing practice events on IT platforms e.g. Google Classrooms, MS Teams etc.

E&S staff liaised with families of vulnerable children to encourage them to attend schools/settings e.g. the education welfare team linked with schools and social workers.

Officers also worked with our catering provider, ISS, to maintain provision of school meals for pupils attending and meals or food parcels for FSM pupils working from home.

Education staff ordered computers for vulnerable children via the DfE scheme.

Between April and July the Barnet Partnership for School Improvement (BPSI) ran virtual training, on a pay as you go basis, which was well attended by schools. The training focused on the schools' response to the situation e.g. revisions to the curriculum, supporting pupils effectively when they return etc.

Officers have also run free training for school staff on loss, bereavement, anxiety etc. and have supported schools that suffer bereavements in their communities e.g. death of pupils, staff and parents

Frequently Asked Questions on SEN issues were produced with schools and settings and available on the Local Offer (SENDCovid19).

An SEN home learning survey was undertaken with Barnet schools, including special schools, to inform development and sharing of home learning materials/resources, which were made available on the Local Offer. Differentiated home learning materials for pupils with SEN were developed and made available on the Local Offer;

Virtual training was provided to schools and settings on dealing with anxiety of pupils with SEND and staff; on transitions; and on changes to SEN legislation.

Families of early years children with SEN supported virtually by the BEAM team and families of school age children with Autism were supported virtually, and accessed training from the Autism team.

There was close liaison between SEN teams and special schools to support their offer to families and plans to re-open.

Between March and July the Transition Hub continued to support Looked After Children between the ages of 11 and 14 to make successful transitions into either a new school or the same school but as a child new to care. This support successfully switched to a virtual delivery model when schools closed.

### **June to September 2020**

On average 9,000 students attended Barnet schools in the second half of the Summer Term. At the same time the Education and Skills service continued to support schools with online/home learning and to update the Home Learning and Well Being Hub and promote this regularly to schools and PVI's. The school improvement team created Google Classroom and MS Team forums for secondary schools as a support network for home learning.

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

The service also produced a 'Handbook for Governors', to support the work of school governors during the covid19 pandemic. The handbook included information on the essential work for governing bodies during the pandemic and advice on virtual governance, safeguarding, the well-being of staff and other matters.

The Education and Skills service has worked with five other London Boroughs on a "Lost Learning Project" which will result in a report with recommendations that will be fed back to all schools. The traded school improvement service, BPSI, has developed a Covid19 Learning Recovery Project for primary schools to sign up to from September. So far over 30 schools have signed up.

The Education and Skills service has also produced a Transition Strategy for Year 11, 12 and 13 students and encouraged all secondary schools to sign up to this strategy, The strategy includes a 'Transition Entitlement' for each student e.g. support from school; mentor provided if school not able to provide (from our Post-16 Team or volunteers); dedicated helpline for students; transition events for Year11 transitioning to Y12 and for Y13, across the borough; and signposting students to available courses etc.

The Education and Skills service has also produced additional materials for key points of transition into and from primary schools, specifically into the foundation stage and from the end of Key Stage 2 into Key Stage 3 (i.e. primary to secondary).

The modification to the Regulation for statutory timescales for EHC Needs assessments and plans remains in place until 25th September. Despite this, the Education and Skills service has continued 'business as usual' with the EHC Plans – all plans have been completed within the statutory timescale (with no exceptions) from the beginning of 'lockdown'.

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

The SEN team held its first SEND conference for Teaching Assistants in July, with over 100 TAs taking part. Places were heavily over-subscribed. Feedback was very positive and more training specifically for TAs will be delivered in future.

Cygnets training has continued for parents of children with Autism.

The 'Open Spaces' initiative for families is running over the summer – providing access to outdoor spaces for families of children with SEND.

All SEND Workstreams have been reviewed: Key themes for all the workstreams include: Transitions; voice of the child/young person; BAME and Covid 19 recovery; and restoration.

Modifications to Section 42 of the 2014 Children and Families Act will not be renewed after July. What this means is that the full range of provision in Education, Health and Care (EHC) Plans will need to be secured. Since May, services have been able to provide a different "offer" for children and young people with an EHC Plan, but they will not be able to do so from August.

Regular meetings have been held between Education and Skills officers and special schools, including a recent multiagency meeting with Health, Education and Social Care and special schools to support full opening of special schools in September.

Strategic SEND Planning workshops for schools will take place in early September.

The SEN service is celebrating difference through the "It's Okay to be Different" competition. It is open to Barnet schools, and children and young people in Barnet. Entries can take many forms, e.g. poem, song, short film, picture, letter, etc. The competition closes on 11th September 2020. Prizes for the top 3 entries of an Amazon voucher will be presented at the autumn SENCo conference.

The Transition Hub ran a summer programme with Looked After Children who met the criteria for support from the Hub. This support was a blend of both virtual and face to face.

### **Plans for the full opening of schools from September**

The Education and Skills service, in collaboration with Barnet Public Health and the Health, Safety and Wellbeing team, developed an updated Risk Assessment template for schools to use for the full reopening in September. The large majority of schools have adopted this format. As in previous phases of the covid19 lockdown, Education and Skills staff have offered support and advice to schools in completing their risk assessments and have been in regular liaison with the trade unions. The service has been collecting the Risk Assessments from schools and has been forwarding them to Barnet Public Health and Health, Safety and Wellbeing teams for comment/approval.

The service has also developed a plan for 'Recovery Planning support for schools' for full reopening of schools in September. The plan is shown as an appendix to this business plan. The plan will be adopted by Barnet Education and Learning Service and will be implemented by the Education and Skills staff transferring from Cambridge Education to BELS on 1<sup>st</sup> September.



## 4 Service Development

### 4.1 Service Developments in 2019-20

This section of the plan is lifted from the Barnet with Cambridge Education draft Business Plan for 2020-21 and describes key business developments in the Education and Skills service in 2019-20.

#### 4.1.1 Children's Services Inspection and Safeguarding

Officers and headteacher representatives attended the Improvement Board, the Executive Committee of the BCSB and other key groups and continued to provide support for the council's improvement plan. The Inspection of Local Authority Children's Service in Barnet took place in May 2019 and the inspection report was published in July. The service was graded as Good by OFSTED, a substantial achievement, given the judgement of inadequate just two years earlier.

The report included positive comments on the Virtual School and our work on home education, children missing education and prevention of NEET for children in care and care-leavers.

The Education Safeguarding Action Plan 2018-19 was implemented and a plan for the 2019-20 school year is now in place and being implemented.

#### 4.1.2 Development of Strategic Plans for the education service

All four strategies have been reviewed or are scheduled for a review by the end of the financial year:

- School Improvement Strategy – reviewed at SSSPB in October 2019 and SPB in November.
- SEND Strategy – reviewed at SEND Board in October 2019 – plans to consult on changes and to produce revised strategy early in 2020.
- School Places Strategy – update reported to SPB in November.
- Education Strategy – updated strategy agreed at SPB in March 2019. A further update will be provided in March 2020.

#### 4.1.3 Organisational development

A review of the structure of the Education and Skills service took place between July and August 2019. This was designed to achieve efficiency savings and to reduce the cost base for some traded services, taking advantage of some staff retiring or leaving for other jobs.

The review brought all business support officers across the service under a single line-management structure and moved specialist finance functions to the finance team.

The changes will result in efficiency savings of over £200,000 in a full year, with no adverse effect on services.

Since that restructure, there has also been a restructure of the leadership of the Virtual School and a new Virtual School headteacher has been recruited.

#### 4.1.4 Accommodation and 'The Way We Work'.

Education and Skills managers worked closely with the council in ensuring a smooth move of the Education and Skills service to Colindale in June. Education and Skills managers also helped to deliver The Way We Work programme, rolling out Office 365 and Skype to all staff and ensuring staff were trained in their use. In addition staff have made extensive use of MS Teams.

#### 4.1.5 Development of IT systems

**SEN Gateway software for Synergy:** Initial scoping has been completed. A detailed plan for introducing the new module is being developed with a view to phasing in the new module between January and August 2020.

#### 4.1.6 Efficiency savings

**Transport:** Our internal review of developments since the review of passenger transport and of the operation of the SLA is scheduled for completion in January 2020 and we will then discuss any issues with the council. In the meantime there has been continuous liaison and good co-operation between the transport brokering team (CE) and the Passenger Transport Service in Street Scene (LBB).

The Dynamic Purchasing System has been used to procure external transport services.

**Management of the High Needs block of the DSG:** The financial recovery plan has been implemented, though savings have been partly offset by continuing pressures from the growth in the number and complexity of EHCPs.

#### 4.1.7 Special Projects

CE has continued to deliver a range of projects commissioned by the council – actual projects and funding as below:

The post-16 team has also continued to deliver the BOOST project, with £80,000 of funding being paid via Barnet Homes.

Projects	Actual funding in 2019-20
EP Support for REACH	£40,628
Interim Leadership of Virtual School	£90,438
EP Support for Youth Offending Service	£51,500
Care leavers participation project	£78,720
Education Welfare officer and troubled families project team	£54,887
Skills Escalator	£37,500
Risk of NEET Project	£32,922
Section 106 - Access for All - Routes to Construction	£70,546
EY Data Collection – <i>all-year</i>	£21,602
<i>Family Services taxi review and transport brokerage</i>	£22,032

#### 4.1.8 Early Years standards

There was a smooth transfer of this service from the council to Barnet Education and Skills Service on 1 April and the team has continued to operate as normal since then. We commissioned the Early Years lead from Hackney Learning Trust to help us carry out a review of the EY standards function in December, reporting in January. We shared the findings with council colleagues and communicated any changes affecting settings to relevant stakeholders.

#### 4.1.9 Catering

Meal numbers have increased to date and year on year, excluding schools that exited the contract from April 2019. The current uptake is 72% in Primary, which is growth of about 1.5% year on year. This is well above the national average for school meals.

A small number of schools have exited the contract as a result of getting a better price with other caterers. This now has an overall impact on the cost of the contract as exiting schools supported the losses from Kosher meals and loss-making schools within the contract.

ISS has delivered a programme of themed activities this year, from Green Fingers Gardening Week to international, friendship and space themed events.

At the end of July ISS ran a back to basics workshop for all kitchen managers. This was aimed at ensuring the teams understood what the minimum basics standards are, management training, staff development and school engagement. They also ran a session at The Healthy Schools Forum:

Over the past year ISS has done extensive training with all the kitchen teams. Training carried out includes:

- Kitchen Mangers Food Safety Training – this is a one-day course above the basic level 2 training.
- Safeguarding
- Allergens and special diets,
- Toolbox talks around health and safety
- Data protection
- Menu planning

From September, ISS have been rolling out contract specific awards, such as Best serve displays, Extra attention to detail, Engagement with pupils and Going the extra mile.

Several school-based teams received outstanding achievement awards for external health and safety and food safety audits, scoring over 95%, with no red flags.

With the agreement of CMB, a mid-term review of the contract will take place in January and February 2020, involving CE, ISS and school representatives. This will focus on pricing, discounts and the offer for both the main school meals service and for Kosher meals.

## 4.2 Service Developments planned for 2020-21

This section of the plan is lifted from the Barnet with Cambridge Education draft Business Plan for 2020-21. BELS will continue to implement these plans during the remainder of the financial year 2020-21.

### 4.2.1 Review of Strategic Plans for the education service

The Education and Skills service will keep the following strategic plans under review, reporting on progress to the relevant partnership governance bodies:

- Barnet School Improvement Strategy
- Barnet Special Educational Needs and Disabilities Strategy
- Barnet School Places Strategy
- Barnet Education Strategy 2017-20

An Education Strategy for 2020-2023 will be developed in discussion with the council and headteacher representatives, ahead of wider consultation. This will take account of any new education policies or legislative, regulatory or funding changes announced by the government since the General Election on 12<sup>th</sup> December 2019.

### 4.2.2 Organisational development - Structural Changes

No major structural changes are planned at this stage for 2020-21 but there will be a review of SEND and Inclusion services, which may lead to proposals for structural change.

Consideration will be given to implementing some staff changes to achieve the efficiency savings envisaged in the structural review in 2019. Staffing for traded services and projects will be reviewed in the light of school decisions on buy-back of services for 2020-21 and the availability of funding for projects.

Changes may also be needed in response to new education policies or legislative, regulatory or funding changes announced by the government following the General Election on 12<sup>th</sup> December 2019.

### 4.2.3 Accommodation

#### **Colindale**

In order to facilitate and enable Family Services to occupy the whole of the second floor when they move from NLBP to Colindale (originally expected in March) officers liaised with council officers to plan the relocation of the Education Service from its current footprint on the second floor to a similar/corresponding footprint on the third floor. We have worked to ensure there is minimum disruption and that the quality of accommodation is as good as it was before for staff. Lockdown occurred just as E&S staff were due to move to the third floor.

#### **Professional Development Centre**

As the redevelopment of Claremont School has now been scheduled for early in the Brent Cross redevelopment programme, we may have to vacate the current PDC (PDC@Claremont) as early as 2021. We will therefore begin to explore alternative options for a future PDC.

#### 4.2.4 IT systems

**SEN Gateway software for Synergy:** The new module will be phased in between now and August 2020. Full implementation, including staff training, will take longer.

#### 4.2.5 Efficiency savings

The main developments will be:

##### Transport

We will begin discussions with the council shortly over possible ways to achieve efficiency savings by changing the way in which passenger assistants are managed.

At the same time, we will continue to review routes and passenger assistant allocations and make use of the Dynamic Purchasing System to ensure we maximise efficiency in brokering and contracting out transport services on behalf of the council.

##### Management of the High Needs block of the DSG

We will continue to implement the High Needs Block Recovery Plan and to seek other ways of balancing the growing demand pressures with the budget available.

#### 4.2.6 Special Projects

Barnet Education and Learning Service will continue to deliver special projects commissioned by and agreed with the council. Additional projects will be discussed and agreed as the need arises. Currently the following projects are planned for 2020-21.

Projects	Estimated funding in 2020-21	Comment
EP Support for REACH	tbc	checking
EP Support for Youth Offending Service	tbc	checking
Care leavers participation project	£80,689	CESP agreed
Education Welfare officer and troubled families project team	£54,887	CESP agreed
Skills Escalator	£37,500	Funding to July
Risk of NEET Project	£28,762	Funding to July
Section 106 - Access for All- Routes to Construction	£47,192	Funding to August
EY Data Collection	tbc	Checking
<i>Family Services transport brokerage</i>	£30,600	CESP agreed

The post-16 team has also continued to deliver the BOOST project in 19-20, with £80,000 of funding being paid via Barnet Homes.

#### 4.2.7 Catering

Note that the BCE draft plan indicated that this section would be reviewed in light of the mid-term review of school meals provision, beginning in January 2020. That review was interrupted by the covid19 crisis and will need to resume and be completed. This section of the plan will then be updated in liaison with ISS.

ISS aims to increase income for the Barnet Contract by x% (subject to the review) in the financial year (2020-21) and this will be achieved through:

- Increasing the meal uptake in Barnet primary and Special schools where uptake is low
- Increasing uptake at mid-morning break in Barnet secondary schools
- More Barnet schools buying back into the service in later years
- Additional out of borough schools buying into the service in later years
- Sustainable growth in external and internal hospitality catering services

#### Uptake

ISS will continue to bring the following approaches and initiatives to Barnet to develop the service, to increase uptake and underpin consistent meal number growth:

- Maintaining our recently confirmed - repeat accreditation for silver food for life – offering comfort to our customers around our offer and the products used every day.
- Attending school council meetings to explore opportunities to develop external kiosks and cashless vending machines in secondary schools.
- Deliver Parent Taster session for new parents offering example menus and nutritional information
- Engage with Jewish schools to continue develop the Kosher menu and manage costs
- Embedding the improved special dietary needs process at each site following strict guidelines that keep our customers safe.
- Continuing to market and promote the food service through a published plan, focusing on food education and fun with initiatives such as:
  - Great British Bake Off
  - Holding our popular FEED days (Food Education Event Day)
  - Nutritional Assemblies
  - Ensuring that our secondary marketing concepts are reflective of current food trends on the High Street – keeping secondary students engaged
- Continual investment into school facilities, equipment, and projects to support sustainable growth in meal uptake
- Providing craft skills and customer care training through our SWAHT, 'I Can' and Food for Life training, the first to be certified by the Soil Association
- Delivering our communication plan that ensures that we are effectively reaching all stakeholder groups.
- Sharing best practice from across the whole estate and supported and underpinned with the wider business.

## 5. Services & Pricing

This section is lifted from the draft BCE plan – to be reviewed and updated by BELS.

Note that most traded services were diverted towards providing support for the council's covid19 strategy during the period from mid-March to August. The service has taken the opportunity, in discussion with headteachers, to move a number of services onto a school-year delivery cycle with effect from September 2020. That includes BPSI, Governor Services, the Inclusion Advisory Team, the Educational Psychology Services, the Education Welfare Service and the Careers, Information and Guidance Service.

### 5.1 Pricing of traded services

For 2020-21 we tried to keep changes to pricing levels to a minimum, in recognition of the budget pressures schools are facing. Most traded service prices have been subject to an inflation-only increase of 2.5% increase. The exceptions are:

- BPSI – no increase for inflation, due to the potential impact of any increase on take-up and because it makes more sense financially to seek to retain subscribers and win more.
- Connect - There will be a standard membership charge and separate arrangements for consultancy (see below). The standard membership charge will rise by 2.5% for all schools.
- Modern Language Assistants – increase of 2% to reflect expected increases in salaries (set by the British Council).
- Governor Services – the offer was restructured, removing the separate GAO offer. Those schools that had bought the combined GAO and training service will now pay less but those purchasing training only will pay more, with GAO advice added to the training offer.
- Data Services – Whilst the FSM eligibility service will have a 2.5% increase; the separate charge for FFT will increase at a higher rate to ensure we recoup the increased charges levied by the Fischer Family Trust. Other services will be offered as a package (see below).
- Education Welfare Service – a 2.5% increase on day rates but above inflation increases for advice only service and charges for Court sessions for non-subscribing schools to reflect actual costs.
- Information, Advice and Guidance – daily rates to rise from £190 to £210 to ensure full cost recovery.
- Educational Psychology Service – averages out at no increase, in order to keep the offer competitive, but restructuring of charges - a sliding scale of EP charges instead of steps.
- Inclusion Advisory Service (previously called the HIST Team) – works out at more or less the same rate as in 19-20 but with charging restructured to include preparation time, report-writing, travel etc. to align with the BPSI offer.

### 5.2 Barnet Partnership for School Improvement (BPSI)

- Subscription rates frozen and improved/extended offer (Connect, bespoke governor training, data training, link to IAT hours) – all designed to maximise take-up.

### 5.3 Connect

- Connect - Consultancy now offered through BPSI. BPSI subscribers may use BPSI hours to purchase Connect consultancy if they are subscribers to the standard Connect service (emails, newsletter, webinars). Non-BPSI members will pay a higher rate for consultancy hours. After some years of being in deficit, the service is now expected to break even.

#### 5.4 Modern Foreign Languages

- Service to continue as now, with charges for MLA increasing by 2%. Subscribers to Connect will be offered a slightly discounted rate compared with non-subscribers.

#### 5.5 NQT support

- Charges to increase by 2.5% for NQT Appropriate Body fees and for training.

#### 5.6 Governor Services

- Offer restructured, removing the separate GAO offer. Training and advice being offered at £1200. Modern Governor and NGA removed from the package and offered separately at £229 and £92 respectively.

#### 5.7 Data Services

- 'FSM eligibility checking' charges to rise by 2.5% but we will refund the subscription at the end of the financial year if our checks have not identified any extra pupils eligible for PPG. That means no school buying the service will do so without securing extra pupil premium funding (which for one child will cover the subscription cost).
- FFT – We will charge schools separately for FFT and increase the price due to the FFT increase of 7.5% and expectation of lower buyback than current year (schools were surveyed over subscriptions for FFT).
- Nexus – We will charge schools separately for Nexus – between £250 and £350 per school (depending on size of school) to cover our subscription costs and staff time.
- RouteMAP to be charged separately (£349).
- We will also offer a Combined Data Package (FFT, Nexus and RouteMAP) at a discounted price compared to purchasing the services separately.

#### 5.8 Education Welfare Service

- Option 1 (single half-day) to be deleted – as no take-up.
- Increase rates by 2.5%
- Advice only service up to £400 for primary, £500 for secondary.
- Court sessions for non-subscribing schools to be charged at £200.

#### 5.9 Information, Advice and Guidance

- Daily rates to rise from £190 to £210 to ensure full cost recovery.
- New consultancy offer re Gatsby Benchmarks
- Considering sales to schools in other LAs – checking sensitivity issues and pricing/cost issues first.

#### 5.10 Educational Psychology Service

- Averages out at no increase, in order to keep the offer competitive, but restructuring of charges - a sliding scale of EP charges instead of steps.
- Subject to commissioning decisions and budgets, the EP service will continue to offer commissioned services in relation to:
  - Schools and other providers, including the Virtual School for LAC.
  - YOT and REACH
  - Universities offering doctoral training courses for EP training.



### 5.11 Inclusion Advisory Team (IAT)

- Rates for specialist teachers working with schools will be comparable to those charged in 19-20. Hourly charges will decrease from £100 an hour to £70 an hour, but settings will be charged for more of the preparation time, report-writing, travel etc. to align with the BPSI offer, making the rates equivalent. Schools that buy into both BPSI and the Inclusion Advisory Service will be able to transfer up to 5 hours of consultancy per year between the services.

### 5.12 Specialist Teams

- Subject to commissioning decisions and budgets, the Autism Advisory Team will continue to offer commissioned services in relation to the Barnet Autism Diagnostic pathway, including training for parent carers whose child has a diagnosis of Autism.
- In addition to services currently offered free to schools and settings, all parts of the specialist inclusion service will now offer commissioned services. Therefore schools or settings will be able to commission additional services for HI, VI, PD etc.
- Proposals being developed for an expanded offer relating to the autism strategy and to address any shortage areas (VI, Downs, SEMH etc.). Would require extra DSG or CCG funding, or a mixture.

### 5.13 Post-16 Education and Skills projects

In addition to the IAG traded service, the Post 16 team are delivering a number of projects during 2019-20, all of which help to maintain the current capacity of the service to support the skills agenda and to keep NEETs to a minimum

Current projects are listed below:

- The BOOST Project in Burnt Oak and Childs Hill - Supports NEET young people in these areas into EET (funded through Barnet Homes)
- The CLA Project - Works with Care Leavers to ensure that they are engaged in EET
- The Skills Escalator Project - Supporting adults on Housing benefit to upskill into better paid employment
- The RONI Project - Identifies school aged YP who are at risk of becoming NEET and works with the school to engage appropriate interventions
- Section 106 - Access for All - Routes to Construction - Working with schools and construction companies to support progression into training, apprenticeships and employment.

There are challenges in maintaining the current offer due to uncertainties over future funding, much of which derives from sources external to the council. Continued funding of the BOOST project has yet to be confirmed and funding for the last 3 projects listed ends in July/August 2020.

### 5.14 School Meal prices

[Subject to mid-contract review of school meals price, offer, discounts, etc, including the separate Kosher offer].

**Education and Skills service 'Recovery Planning support for schools' for full re-opening of schools in September**

<b>Issues / Areas</b>	<b>Action</b>	<b>By whom*</b>	<b>When</b>
<b>Opening buildings</b>		*see key below table	
1. Ensuring schools have adequate and comprehensive risk assessments for full reopening.	Produce risk assessment templates for schools to use for whole school and for individual Staff. Organise meetings with HTs and DSLs to discuss Ras. Collect in Risk assessments from schools and share with Barnet PH and H&S. Schools receive feedback on risk assessments if necessary.	LNIs/MK  NM  LNIs Barnet PH/SHaW	July '20  July '20  July '20 August '20
2. Ensuring schools have sufficient resources to support them in keeping staff and pupils safe: e.g. hand sanitiser hand wash, PPE if required, thermometers etc.	Support schools to procure appropriate safety equipment, as advised by the Public Health team. Ensure schools have up to date guidance on use of PPE including face masks and are provided with links to videos demonstrating safe removal.	AD/PH team	August '20
3. Challenge of schools opening and closing, if staff or students are confirmed to have Covid-19 and have been attending school.	Liaise with Barnet PH team to provide guidance Schools to contact their LNIs for guidance (e.g. redeployment of pupils etc.).	LNIs	Ongoing from 1 <sup>st</sup> September '20
4. Ensuring staff are safe to work if they have symptoms.	Provide advice on testing and test and trace from DfE guidance.	PH Team	July '20
5. Ensure all building compliance checks are up to date: PAT testing, water testing etc.	Buildings team to offer advice if required.	AD	Ongoing
6. Support schools in finding cover if site/premises staff and/or DSLs/First-Aiders are unable to work.	LNI team to broker support from other schools Maintain list of cover DSLs and first aiders.	LNIs	Ongoing

<b>Issues / Areas</b>	<b>Action</b>	<b>By whom*</b>	<b>When</b>
7. Support schools with the maximising distance message by installing signage outside schools.	NM to liaise with Transport, Travel Plan and Street Scene Team to install markings and signage outside schools.	NM/ Transport/ Travel Plan / Street Scene Teams	August '20
<b>Budgets and procurement</b>			
8. Schools may need advice on the budgetary implications of the closure and in helping them to find alternatives to companies and organisations that they were using that have gone into liquidation e.g. supply agencies, after school sports clubs etc	Budget advice by school finance business partners. Budget planning advice from former headteachers brokered through BPSI. LNI to share information and recommendations from schools.	Traded service NM/ BPSI/LNIs  LNIs	Ongoing
9. Support with budget and licensed deficit applications for schools still in financial difficulty	Budget advice by school finance business partners. Licensed deficit information from school funding team. NM and LNI to meet with HTs and CoG if necessary	Traded service SFT  NM/LNIs	Ongoing
10. Information on available grants and other funding for schools	Ensure schools are advised on any grants or funding they can apply for	LNIs/ School Funding Team	Ongoing
<b>People</b>			
11. Challenge of dealing with the loss and trauma that the school communities will have faced and continue to face i.e. deaths of parents, staff and even pupils; continuing fears.	Part of EPS non-traded offer. Offer Critical Incident Support. BICS support and training offer.	NM/BB EPS and LNIs	Ongoing
12. Recognising that staff will need support in coming back to work, re-establishing routines etc.	Offer CPD (BPSI) and management advice (LNIs).	NM/BB LNIs and EPS BPSI team	August and Sept '20

Issues / Areas	Action	By whom*	When
13. Recognising that when schools re-open there will still be staffing shortages with some staff self-isolating, vulnerable category or having the virus: e.g. reallocating staff to different year groups, prioritising particular year groups, pupil attendance rotas (considering families with siblings).	Offer CPD (BPSI) and management advice (LNIs).	NM/BPSI/LNIs	Ongoing
14. Difficulties of social distancing in early years.	Produce additional advice documents for Nursery, Reception and Year 1.	HC/LNIs	July '20
15. Continuing fear among staff about health risks.	Meet regularly with unions.	IH/NM/HT Forums	July '20 and ongoing from then
16. Continuing fear among parents about health risks and reluctance to send children into school	Develop a communication strategy to assure parents of arrangements being made that will keep children and staff safe. Weekly surgery for DSLs.	NM/TMc/Comms Team/LNIs	August '20 Sept 20
17. Welcome and induct new headteachers, deputy headteachers and assistant headteachers.	<ul style="list-style-type: none"> <li>• Update Handover Checklist for new HTs.</li> <li>• Run Welcome Event for new HTs, DHTs and AHTs virtually.</li> </ul>	KD/HM NM/CW	July '20 10 <sup>th</sup> Sept '20
<b>Teaching and Learning/School Effectiveness</b>			
18. The challenge of a full re-opening and maintaining Home Education support for those cohort pupils at home.	Provide advice to schools, drawing on DfE guidance and continue to develop the Virtual Home Education Hub.	NM and LNIs	Ongoing

Issues / Areas	Action	By whom*	When
19. Supporting schools with the recovery curriculum and making up for lost learning.	<ul style="list-style-type: none"> <li>• Summer Provision Survey.</li> <li>• Ensure summer provision available across borough.</li> <li>• Hold initial meeting for headteachers.</li> <li>• Launch BPSI Recovery Action Plan and Covid Learning Recovery Programme (CLRP) – see attached.</li> <li>• Run CLRP.</li> <li>• Hold further meetings with HTs, DHT/AHTs, SENCos, DSLs.</li> <li>• Run training through BPSI for subject leaders, teachers and support staff.</li> <li>• Ensure learning from Lost Learning Project communicated to schools</li> </ul>	NM NM/Fam Ser NM/LNIs LNIs  LNIs/BPSI LNIs/SEN Team  BPSI  KD/MS	7 <sup>th</sup> July '20 21 <sup>st</sup> July '20 July/Sept '20 14 <sup>th</sup> July '20  Sept-Dec '20 Ongoing from Sept '20 From Sept '20  August '20
20. Appropriate and effective monitoring and challenge of, and support to, schools.	<ul style="list-style-type: none"> <li>• Update School Improvement Strategy.</li> <li>• Review Network composition, creating an additional primary network to ensure even greater and more focused support, monitoring and challenge to schools.</li> <li>• LNIs to focus Autumn Term School Effectiveness Visits on recovery curriculum in line with the Ofsted "visits" to schools.</li> </ul>	NM/LNIs NM/LNIs  LNIs	Aug '20 Aug '20  Sept-Dec '20
21. Transition support for Year 11, 12 and 13 students.	<ul style="list-style-type: none"> <li>• Create Yr 11,12,13 Transition Strategy and get schools to sign up to it.</li> <li>• Follow up call to each school to discuss their responsibilities.</li> <li>• Helpline set up for students and each student has mentoring provided either by school, Post-16 Team or trained volunteers.</li> <li>• Run Yr 11/12 and Yr 13 Events to support pathway choices.</li> </ul>	NM/MS/Post-16 Team MS  Post-16 Team/Barnet volunteers Post-16 Team	July '20 July '20  August '20 August '20

<b>Issues / Areas</b>	<b>Action</b>	<b>By whom*</b>	<b>When</b>
22. Arrangements for Nursery and reception transitions – do extended settling arrangements need to be in place?	Review in discussion with heads and develop advice and share good practice.	NM/LNIs	August '20
23. Schools may need advice/support with EYFS /KS1 / KS2 teacher assessments.	Issue advice and support to nursery and primary schools.	SM	August '20
24. School staff require quality training/CPD.	<ul style="list-style-type: none"> <li>BPSI to continue to run training virtually and record the sessions to enable staff to access when convenient.</li> <li>NQT Programme to run training virtually.</li> </ul>	BPSI	Sept '20
		SM	Sept '20
<b>Early Years Settings</b>			
25. In addition to the above, ensure PVI's and childminders have the necessary specific advice and guidance to fully open in September.	EY Standards Team to provide advice and run network meetings for settings managers and childminders.	BP/EY Team	Ongoing
26. Settings staff require quality training/CPD.	EY Standards Team to continue to run training virtually and record the sessions to enable staff to access when convenient.	BP / EY Standards	Ongoing
<b>Governors</b>			
27. Ensure governors are kept updated about DfE and Ofsted guidance and requirements for schools.	Information and advice distributed to governors through emails, Director's Report to Governors and virtual meeting for Chairs and Vice Chairs in Autumn.	GP/IH/KD	Ongoing
28. Governors require quality training and support.	Governor Services Team to run training virtually and record the sessions to enable governors to access when convenient.	GP	Ongoing
<b>SEND</b>			
29. Ensure that schools are kept up to date with changes to service 'offers' (including Health) in light of temporary changes to legislation, (Section 42, CF Act re provision and extension to the 20 week timescale for new EHCPs).	Circulate information via Schools Circular, Local Offer Newsletter, SENCo Zone on the Local Offer, SENCo meetings, communication with Heads of Special schools and ARPs.	HP	Ongoing

Issues / Areas	Action	By whom*	When
30. Fear among many parents/carers of health risks to children with special educational needs, especially those with extreme clinical needs.	Develop a communication strategy with parents/carers. Special Schools and ARPs to assure parents/carers of arrangements being made that will keep children safe. Regularly update the Parent Carer Zone on the Local Offer with this information.	HP	August/September
31. Ensure that children and young people with SEND in receipt of SEN transport, have access to their transport from September (as some companies, e.g. taxi firms, may no longer be operating).	Operational planning by the SEN Transport Brokering Team.	RR	August/September
32. Ensure sufficient appropriately trained Passenger Assistants to support CYP on SEN Transport, as necessary.	Operational planning by the SEN Transport Brokering Team.	RR	August/September
33. Possible problems with provision in EHCPs being met particularly if they involve Health, once 'reasonable endeavours' is lifted. Health may not be able to deliver due to being involved in Covid-19 response if there are local 'lockdowns'.	Check DfE advice and provide guidance to SEN team, partner agencies, schools and settings.	HP	Ongoing
34. Schools and settings may need support to interpret and apply any changes in SEND legislation.	Provide guidance to schools and settings on how to interpret and apply any changes in SEND legislation.	HP	September
35. Schools may need further guidance and advice on how to meet the requirements of provision in EHC Plans.	Provide guidance and advice to schools on how to meet the requirements of provision in EHC Plans.	HP/LO	September
36. Ongoing review of arrangements for Annual Reviews, including what new professional information/advice (including Health) will be needed and how this will be obtained.	Provide further advice on arrangements for Annual Reviews, including what new professional information/advice (including Health) will be needed and how this will be obtained.	HP/LO	September
37. Difficulties in social distancing for many pupils with SEND, implications of this, access and use of PPE, as appropriate and necessary.	Follow DfE Guidance and provide advice to schools as necessary.	HP	September

Issues / Areas	Action	By whom*	When
38. Schools may need support and advice to maintain continuity and consistency of support for pupils with SEND (as far as possible), including those in receipt of SEN Support, and who do not have an EHC Plan.	Provide further 'virtual' support to schools through challenge workshops and SENCo forums to maintain continuity and consistency of support for pupils with SEND, including those pupils who do not have an EHCP.	HP/BB/LO	September
39. Schools may need further support and training on the identification of SEND, as there will be less assessment over time.	Provide guidance and training to schools on the identification of SEND.	HP/BB/LO	September
<b>Other Vulnerable pupils</b>			
40. Looked After Children require support from the Transition Hub during the summer holidays.	Transition Hub to continue with remote in-reach and outreach support during summer plus some face to face sessions with students at Unitas.	TH staff/Unitas	August '20
41. Challenge of increasing numbers of vulnerable children e.g. new into care or with a named social worker, due to pressures at home during the lockdown.	Discuss what additional guidance and support schools may need with social care, schools and others and develop advice and arrange support.	NM/Family Services	August '20
42. Schools may need advice on supporting pupils without EHCPs but who are extremely clinically vulnerable e.g. challenge of providing home schooling support and schools being open for other pupils.	Continue to provide advice and support on home education, as many pupils may still be at home. Maintain home education hub. Share good practice.	NM/LNIs	Ongoing
<b>Other</b>			
43. Transport for students to school – some mainstream students travel long distances to get to school on public transport.	Liaise with Barnet PH team and provide advice on children's use of public transport. If necessary, transport brokering team to look at offering other forms of transport.	AD AD/RR	September
44. Schools will need advice/guidance re: <ul style="list-style-type: none"> <li>• absence coding where pupils are receiving education at home due to isolation.</li> </ul>	EWS to review, check DfE guidance and issue advice	AD/EWT	September



Issues / Areas	Action	By whom*	When
<ul style="list-style-type: none"> <li>challenging parents where there is no reason for a pupil to be at home.</li> </ul>			
45. Guidance around home visits and alternative arrangements.	Liaise with Barnet PH team over guidance on home visits; develop guidance for staff, in liaison with social care, including arrangements for PPE if required and risk assessments.	AD (with HP)	August '20
0. Schools will need advice/guidance about resuming the in-year school admission process and rolling over admission waiting lists.	Guidance to be circulated to all schools.	LF/FA	July and September
1. Schools may need advice on the dates for the resumption of statutory data return to the DfE.	List of dates to be circulated to all schools.	KD	September

AD – Alison Dawes NM – Neil Marlow HP – Helen Phelan LNIs – Katie Dawbarn, Helen Morrison, Paul Whitcombe, Louise Yarwood, Helen Cheung, Jane Morris EY Standards – Beth Patrick, Eileen Heron, Maggie Hill, Susie Edwards, Jenny Boyce	PH – Public Health BB – Barley Birney LO – Linda Orr JW – Jasmine West EWT – Education Welfare Team RR – Ricky Rebello SM – Steve Marshall	TMc – Tina McElligott EPS – Educational Psychology Service SHaW – Safety, Health and Wellbeing Team LF – Liz Ferrie FA – Ferzana Arif KD – Karanjit Dhami
---	---	--