

	<h2>Children, Education and Safeguarding Committee</h2> <h3>17 November 2022</h3>
<p style="text-align: center;"><b>Title</b></p>	<p>Education Strategies - for school and settings improvement, special educational needs and inclusion and special educational places planning</p>
<p style="text-align: center;"><b>Report of</b></p>	<p>Chair of the Committee, Councillor Pauline Coakley Webb</p>
<p style="text-align: center;"><b>Wards</b></p>	<p>All</p>
<p style="text-align: center;"><b>Status</b></p>	<p>Public</p>
<p style="text-align: center;"><b>Urgent</b></p>	<p>No</p>
<p style="text-align: center;"><b>Key</b></p>	<p>Yes</p>
<p style="text-align: center;"><b>Enclosures</b></p>	<p>Appendix A: School and Settings Improvement Strategy (updated October 2022)</p> <p>Appendix B: SEND and Inclusion Strategy Update (October 2022)</p> <p>Appendix C: Special Educational Places Plan Update (October 2022)</p>
<p style="text-align: center;"><b>Officer Contact Details</b></p>	<p>Chris Munday, Executive Director, Children and Family Services Chair of Barnet Education and Learning Service (BELS) Board <a href="mailto:chris.munday@Barnet.gov.uk">chris.munday@Barnet.gov.uk</a> Telephone: 0208 359 7099</p> <p>Neil Marlow, Chief Executive and Director of Education and Learning, Barnet Education and Learning Service (BELS) <a href="mailto:neil.marlow@Barnet.gov.uk">neil.marlow@Barnet.gov.uk</a> Telephone: 0208 359 7725</p>
<h2>Summary</h2>	
<p>This report seeks approval for the School and Settings Improvement Strategy for Barnet for the period 2022 to 2024 and updates to the SEND and Inclusion Strategy and the Special Educational Places Plan. The Report is an update of the Strategies that were approved by the Committee in November 2020 as part of the Education Strategy for Barnet for the period 2021 to 2024. The Special Educational Places Plan was approved by the Committee in November 2021.</p> <p>The School and Settings Improvement Strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer.</p>	

The SEND and Inclusion Strategy update sets out the priorities for ensuring that children and young people with special educational needs and disabilities continue to benefit from an excellent, high quality education offer.

The Special Educational Places Plan update outlines the delivery of specialist provision for children and young people with special educational needs and disabilities as set out in the draft Barnet Special Educational Places Plan – Consultation Document in 2021 which aimed to ensure sufficiency of SEND provision in Barnet over three years (2021-24).

## **Recommendation**

- 1. That the committee approve the updated School and Settings Improvement Strategy 2022-2024.**
- 2. That the committee note the update reports on the SEND and Inclusion Strategy and Special Educational Places Plan**

### **1 WHY THIS REPORT IS NEEDED**

- 1.1 In 2020, the Children, Education and Safeguarding Committee approved the Education Strategy 2021–2024 and the School and Settings Improvement Strategy and SEND and Inclusion Strategy for the same period. In 2021 the Committee approved the Special Educational Places Plan. With additional information and data it is now time to review and update these strategies and the priorities within them for the current year where appropriate. Following the publication of achievement data in 2022, the School and Settings Improvement Strategy has been updated to ensure both the priorities and the ways of working with schools are appropriate and relevant.
- 1.2 We are committed to ensuring that Barnet is the most family friendly borough in London. To assist us in achieving this we are focussed on building resilience in children, families and schools.
- 1.3 For some years, Barnet has been among the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. Barnet Council's aspiration is to be among the top 10% of local authorities in relation to the quality of provision in its schools.
- 1.4 Each year, in the Autumn Term, we analyse the achievement data from Barnet schools as well as the other information we hold e.g. Ofsted Reports, our School Effectiveness Visits etc and look to see whether the priorities within the Schools and Settings Improvement Strategy need to be updated. This year, we had our first set of achievement data for each key stage since 2019 and analysis of this data has led to some additional priorities:
  - Improving Phonics (Year 1)
  - Improving achievement at KS1

Achievement in 2022 in Barnet remained above national at all Key Stages and all subjects apart from at Early Years where the percentage achieving a Good Level of Development in the new Early Years Foundation Profile was 0.5% below national outcomes. Despite being above national in nearly all areas our ranking, compared to other Local Authorities, has dropped in some subjects in certain key stages. We aspire to being in the top 10% nationally for achievement so when our ranking drops below the 10<sup>th</sup> percentile it immediately becomes a priority for improvement. We are exploring with schools why we have seen a drop in percentile ranking in some areas.

We have removed the priorities relating to the impact of the covid19 pandemic on learning, attendance and exclusion.

## **2 REASONS FOR RECOMMENDATIONS**

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

## **3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 3.1 Whilst there is no legal requirement to have in place published strategies for all areas of education, having a published strategy ensures the Council sets out its strategic aims and how it is going to achieve these, alongside clear measures and action plans. Whilst the Council could choose not to update its strategies, this is not recommended when there is evidence to demonstrate that a change of focus is required. In addition it is good practice to regularly report to elected members on progress against published strategies to ensure effective member oversight

## **4 POST DECISION IMPLEMENTATION**

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

## **5 IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

- 5.1.1 The quality of the education offer in Barnet is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools.
- 5.1.2 Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to delivering the Council's strategic objectives set out in its Corporate Plan, Barnet 2024, based on the core principles of fairness, responsibility and opportunity to make sure Barnet is a

place:

- of opportunity, where people can further their quality of life
- where people are helped to help themselves, recognising that prevention is better than cure
- where responsibility is shared, fairly
- where services are delivered efficiently to get value for money for the taxpayer.

The current corporate plan (Barnet Plan 2021-2025) was adopted in March 2021. Following the May 2022 elections, the council now has a new administration and a new corporate plan, consistent with the new administration's priorities will be brought forward shortly." The current position with the Corporate Plan is as reported to P&R in September 2022.

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

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

5.2.2 The Special Educational Places Plan will continue to 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. This High Needs Block is being tightly managed and, unlike many other local authorities, does not have a deficit. 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.

5.2.3 In delivering the Special Educational Places Plan we ensure the recommendations within the DfE's Sustainability in High Needs Systems Guidance (June 2022) are adhered to:

- LAs should invest properly in SEND leadership
- LAs should review their joint commissioning arrangements
- LAs should ensure joint accountability for those with SEND and finance responsibilities
- LAs should review their capacity for SEND support
- LAs should review their current staffing levels and structures for SEND casework
- LAs should review and further develop their approaches to partnership with key stakeholders
- When creating new specialist provision, LAs should be clear about the expected range and levels of need that this will cater for.
- Investment should be targeted at strengthening inclusion in mainstream provision
- LAs should set out more clearly their expected pathways for young people
- LAs should learn from positive examples of innovative approaches to

mainstream funding

- 5.2.4 The capital funding identified in the council's medium term financial strategy will be partly funded by the government capital grant for the creation of specialist SEN places. This amounted to £3.0 million across 2018/19 to 2020/21 (£1.0m each year), which was then increased by a further £2.1 million in 2018 and increased by a further £2.9 million in 2021, The council has recently been advised of a further increase in the grant funding of £6.6 million for 2022/3 . 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.
- 5.2.5 Appendix C, the updated Barnet Special Educational Places Plan details the expenditure of the Special Provision Fund to date and the proposed spending for 2022/3 and 2023/4 . As the Special Provision Fund is capped at £14.6 million, any additional capital costs will need to be met by the council. The council has already agreed to allocate £1.0 million towards the cost of the new Windmill school and £1.0 million towards the cost of re-providing an ARP at Claremont School when the school is rebuilt as part of the Brent Cross redevelopment. Currently there are no further demands on the Council budget.

### **5.3 Legal and Constitutional References**

- 5.3.1 Article 7 - Committees, Forums, Working Groups and Partnerships of the council's constitution states that the committee has responsibility for all matters relating to children, schools, education and safeguarding.
- 5.3.2 The Council has duties under the Children and Families Act 2014 in relation to children with special educational needs and disabilities (SEND). It also has duties under that Act to consult parents, young people and other stakeholders on strategies and policies setting out how it will fulfil its duties (see 5.9 below on Consultation and Engagement)
- 5.3.3 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.
- 5.3.4 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:

- Children and young people with SEND and their parents;
- Maintained schools and nursery schools, academies, Post-16 institutions and non-maintained special schools in the local area;
- Children's centres and early years providers;
- Providers of education and youth offending teams that have responsibility for educating relevant children and young people.

## **5.4 Insight**

- 5.4.1 The special provision capital 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. The Department for Education Special Provision Capital Fund Guidance confirms that the fund is intended to be used for children and young people with education, health and care plans to improve the quality and range of provision. It can be used to create new places at existing good or outstanding provision, 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 with education, health and care plans between 0 and 25 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. It is expected that the fund is used in a way that helps local authorities to manage the cost pressure on the high needs block of the designated schools' budget. 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, revenue expenditure such as training or staff costs or maintenance works.
- 5.4.2 If prescribed alterations are proposed to be made to a maintained school, the school or Council will still follow the statutory process, including statutory consultation, on these changes. Guidance on this process is set out in the Department for Education guidance, 'Making significant changes ("prescribed alterations") to maintained schools – October 2018'. Academy schools will be expected to follow the process set out in their funding agreement. Guidance on this process is set out in the Department for Education guidance, 'Making significant changes to an open academy and closure by mutual agreement – November 2019'.
- 5.4.3 All education strategies are created and updated taking into account all performance information available at the time including achievement data.

## **5.5 Social Value**

**N/A**

## **5.6 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.

## **5.7 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).

The Special Educational Places Plan was intended to improve outcomes and choice for children and young people with SEN and will therefore positively impact on children and young adults, working age adults who are parents and children and young people with disabilities.

## **5.8 Corporate Parenting Principles**

- 5.8.1 The School and Settings Improvement Strategy includes details of progress in respect of the achievement of looked after children and includes this as a priority for the future.
- 5.8.2 A disproportionate number of looked after children have special educational needs. Ensuring appropriate arrangements are in place for children and young people with special educational needs and disabilities will thus be of clear benefit to significant numbers of looked after children

## **5.9 Consultation and Engagement**

- 5.9.1 A summary of the key changes from the previous School and Settings Improvement Strategy was presented for discussion to the Schools Review Group and the School and Settings Standards Partnership Board (SSSPB) in September 2022 and amendments made following those discussions.
- 5.9.2 Key priorities for the SEND and Inclusion strategy were considered by the SEND Partnership Board in September (which included the Parent-Carer Forum, health and social care services) and communicated to schools through relevant meetings.
- 5.9.3 The strategies and updates will be presented to the Children's Partnership Board at its meeting on 9<sup>th</sup> November 2022 and suggestions for amendments considered by the next SSSPB on 29<sup>th</sup> November 2022.
- 5.9.4 The original Special Educational Places Plan involved a full consultation with stakeholders in November and December 2021. As this is purely an update on the progress following that Plan there is no need to further consult.

## **6. BACKGROUND PAPERS**

1. Education Strategy 2021-24 - Agenda item

[Agenda for Children, Education & Safeguarding Committee on Monday 30th November, 2020, 6.00 pm \(moderngov.co.uk\)](#)

2. School Improvement Strategy 2021-2024 - Under Education plans and strategies:

[Agenda for Children, Education & Safeguarding Committee on Monday 30th November, 2020, 6.00 pm \(moderngov.co.uk\)](#)

3. SEND and Inclusion Strategy 2021-24 – Agenda item 12:

[Agenda for Children, Education & Safeguarding Committee on Monday 30th November, 2020, 6.00 pm \(moderngov.co.uk\)](#)

4. Special Educational Places Plan 2021-2024

[Agenda for Children, Education & Safeguarding Committee on Thursday 18th November, 2021, 7.00 pm \(moderngov.co.uk\)](#)

[Progress on the Implementation of Council's Priorities](#)