

Barnet Children's Partnership Board Report

Title: SEND and AP Change Programme.

Meeting Date: 16th November 2023

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Service/ Dept.: Barnet Education and Learning Service

Report to be Presented By: Karen Flanagan

The DfE SEND and AP Change Programme Pilot.

1. Background.

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

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

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

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

2. Actions taken.

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

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

3. ELSEC.

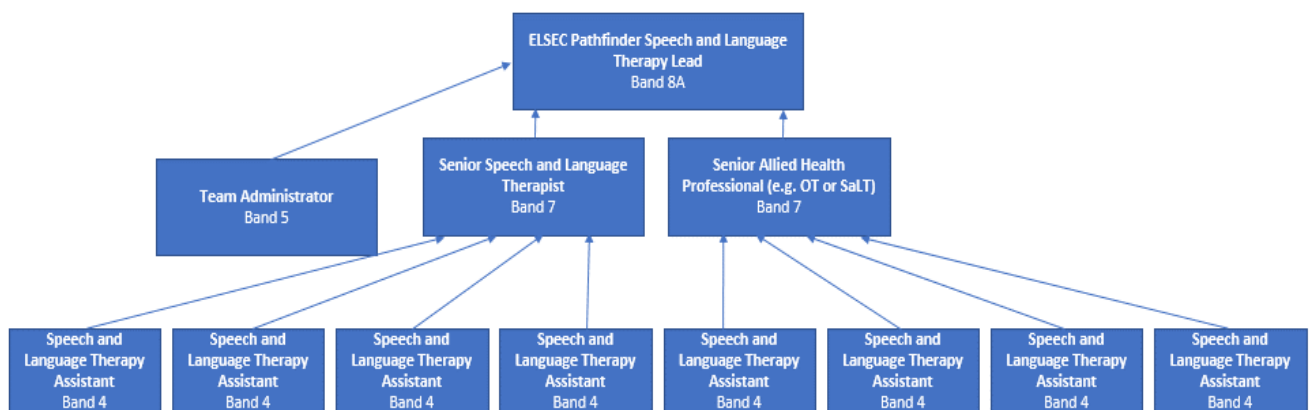
- 3.1 Language contributes to a child's ability to manage emotions and communicate feelings; to establish and maintain relationships; to think symbolically and to learn to read and write. There is strong evidence that without support, children with speech, language and communication needs (SLCN) are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

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

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

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

Example ELSEC Team Schematic:



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 2: SEND and AP Strategic Board ToR.

1. Introduction.

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

2. Legal and other frameworks.

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

3. Links to wider Policies and Plans

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

4. Purpose and Key Responsibilities.

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

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

The SEND and AP Partnership Board is responsible for

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

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

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

5. General responsibilities and functions.

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

6. Governance and Membership of Board.

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

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

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

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

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

The Children's Partnership Board is expected to:

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

Chair

There will be a rotating chair between

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

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

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

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

Meetings

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

Roles and responsibilities of board members.

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

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

Data quality

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

Annual review

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

Membership

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

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

Appendix 3. Communication, Sensory and Functional Skills School Project

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

The aims of this project are to:

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

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

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