

Barnet SEND & Inclusion

Brief overview

Feb 2019



PD Team



Autism Team



BEAM Team

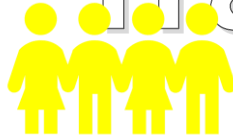


HI Team



VI Team

Traded



EP Team



IAT / HIST



Barnet Local Offer Page:

<https://www.barnetlocaloffer.org.uk>



— with —



Type of Support provided

High performing teams - Robust quality assurance measures - Demonstrate impact

- Critical Incident support
- Statutory support
- Parent training / drop-ins
- PD / VI / HI / Autism Team
 - Referrals that meets criteria
- Whole school SEND reviews (action plans)
- Leading moderation groups - between schools on SEN practice
- Staff training / INSET / Twilight sessions
- Develop interventions and systems for schools to demonstrate progress / impact
- Supervision & coaching for leadership teams
- Assessments of C/YP, advice on strategies and outcomes

Specialist inclusion Services (SIS) – Impact Data

April to August 2018 (Summer Term)

- Impact data based on a scale of 1 to 5

No Outcomes reviewed	CYP
144	68
Variance 'Baseline' to 'Achieved'	Variance 'Achieved' compared to 'Expected'
+2.7	+0.8



ORDINARILY AVAILABLE EDUCATIONAL PROVISION

**for children and young people with
Special Educational Needs and
Disabilities (SEND) in and across
Barnet maintained mainstream
schools, academies, early education
settings, sixth forms and colleges of
further education.**



Section 4: Inclusive Practice: Expectations for Settings

Ordinarily Available Provision – Inclusive Practice: Expectations for Settings

These descriptors set out what can be reasonably expected of schools, early education settings, colleges and sixth forms as they make provision for children and young people with SEN from within the ordinarily available provision.

	Expectations for settings	Possible Strategies	Comments
Assessment	Formative assessment and feedback are a feature of lessons and evident in marking and assessment policy	<p>Marking policies are adapted to take account of individual pupil need.</p> <p>Class and subject teachers make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • is slower than that of peers from the same baseline • where the attainment gap is not closing and may be widening <p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of pupils.</p> <p>Data systems enable easy access by staff to information about pupils' learning and additional needs.</p> <p>Pupils have regular opportunities to evaluate their own performance.</p> <p>The impact of interventions is evaluated and different approaches are explored to ensure best outcomes for pupils.</p>	
	Arrangements are in place to manage reasonable access arrangements for tests, national tests and public examinations	<p>Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the pupils' normal way of working.</p> <p>Arrangements could include:</p> <ul style="list-style-type: none"> • Additional time • Use of a reader / scribe / laptop • Rest breaks <p>Please refer to relevant examination board guidelines.</p> <p>Adapted resources are used in class and assessments to support normal way of working.</p>	

SEN Toolkit (identification, assessment and meeting needs)

Responsibilities of Schools and Settings

All early years and education providers are responsible for doing their best to ensure that special educational needs are met. *This means:*

Identifying needs early

Ensuring that the views of parents, carers, children and young people inform assessment planning and decision making; the SEND Code of Practice places great importance on involving parents, children and young people in decisions.

Knowing precisely where children and young people with SEN are in their learning and development, and planning for their next small steps

Having high aspirations and setting challenging & achievable outcomes for learners with SEN

Putting in place effective, evidence-based interventions individually tailored to needs

Tracking progress towards these goals regularly and reviewing the appropriateness of provision and ensuring that it impacts on progress.

Barnet Special Educational Needs

FAQs

January 2019



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Barnet SEND Newsletter



Issue 02

Autumn 2018

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Barnet SEND Newsletter

Upcoming SEND Events

19 November
[Down Syndrome – An Introduction](#)

22 November
[Autism Workshop - What is it like to be autistic? Personal experience of autism](#)

Young Person's Voice – BDTY – Rachel Gibson

The Barnet Development Team Youth (BDTY) group is about children and young people with disabilities having their say to make sure society makes changes to make a difference to young people's lives. The group invites important people in Barnet Council and the Health Service to listen to young people's experiences and make changes for young people.

There are about 7 of us who attend every session. These are some of the things we have done.

An educational psychologist called Amy came to ask us about our experiences in

going to make a booklet to help young people with their transitions.

We helped the Health Commissioner with the process of employing a new therapy service.

The meetings are monthly and held at North London Business from 5 until 7 o'clock.

Not only are we helping the council make better decisions we are also helping ourselves by gaining experience of talking in public and adding to our CVs.

Experience of a Barnet Parent

Shaping Barnet SEND Services through the Barnet Parent Carer Forum (BPCF)

Being the parent of a child with SEND can be a lonely, exhausting and frustrating experience. Trying to secure the best outcome for your child and your family isn't easy and the learning curve is steep.

We may be facing different struggles but the knowledge we gain along the way is invaluable in helping develop the services available for all SEND families. It is for this reason that I joined the BPCF a year ago.

I felt strongly that the voices of parents and carers needed to be heard to ensure the services available

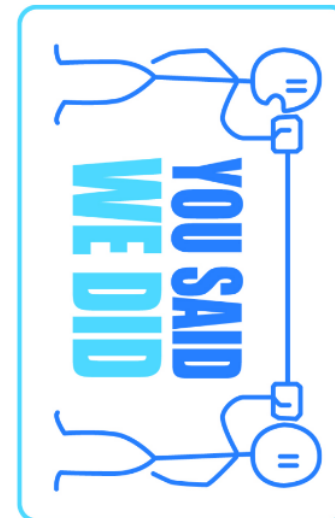
I have gained a huge amount from my involvement with the BPCF.

The difficulties we have encountered in seeking help for our family have shaped my views on how services can be improved and I'm grateful for the opportunity to use my experience to help create a better system.

Although the BPCF is not a support group we share similar struggles and it is reassuring to be around others who understand and feel passionate about using



SENCO Conferences



July SENCO feedback - response

Barnet Educational Psychology Team

Date: 29th November 2018 9.30am-12.30pm

**Venue: Committee Room 1, Hendon Town Hall, The Burroughs,
London NW4 4BG**

Supporting Social, Emotional and Mental Health in Schools: Anxiety



This is a **free** training session for Barnet schools organised by the Educational Psychology Team.

The training is an opportunity for the Barnet school community to learn more about how we support the Social, Emotional and Mental Health of our children and young people, with a particular focus on managing anxiety within the school context.

Educational Health and Care Plans

Timeliness – Barnet’s compliance with the statutory timeframes has improved significantly with regards to producing EHCPs within 20 weeks. Our data demonstrates we are consistently over 95% (National average is 65%)

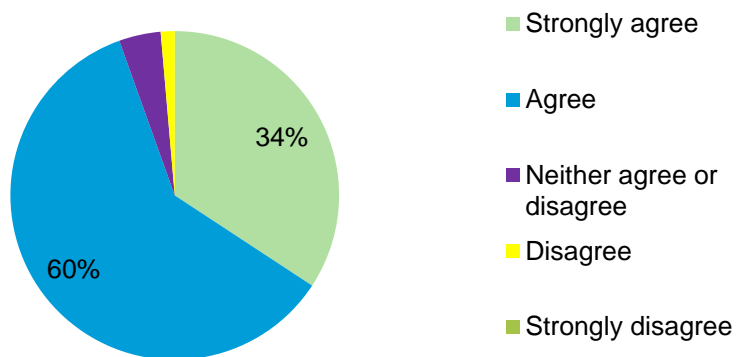
% of new EHCPs completed in 20 week statutory timeframe (excluding exceptions)			
	2015	2016	2017
England	59.2%	58.6%	64.9%
London	70.8%	60.6%	58.4%
Barnet	26.2%	45.9%	99.0%

Quality– Barnet has introduced a quality assurance measure to ensure that timeliness and quality of EHCPs is monitored (quarterly) and standards remain high. Each quarter we audit 70% of all new EHCPs and over 70% are assessed as ‘good’ or ‘outstanding’.

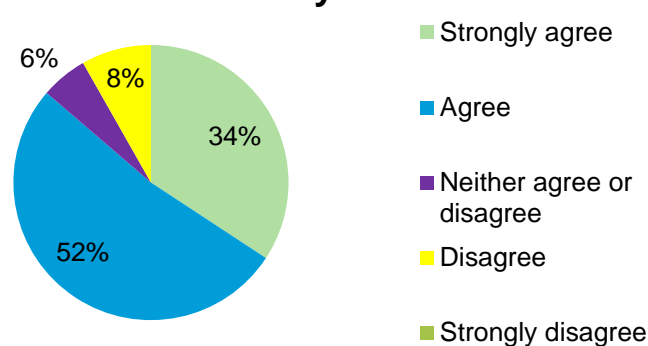
EHCPs Parent / Carer feedback

Since April 2018, 73 parents have completed a feedback / evaluation questionnaire after their child was issued an Education Health and Care Plan (EHCP) in Barnet

My views are included in my child's EHCP



I have had sufficient opportunity to comment on my child's EHCP



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Barnet Local Offer

Search the site:

e.g. Autism, Support



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Welcome to Barnet's new Local Offer

Isn't it looking great! Thanks to all the parents who helped create this fantastic new local resource.

Welcome to the Local Offer for Barnet

This website helps children and young people with Special Educational Needs and/or Disabilities and their families find the information and support they are looking for, from across the Barnet local area.

We aim to update the website regularly and welcome your feedback and suggestions.

Find Out More



Young People's Zone



How to Get Help



Education, Health and Care Plans



Early Years

School SEN information report



Medical Needs Funding

- Information was sent out by Simon James (Assistant Director for SEND & Inclusion) in March 2018 to inform schools that the medical needs funding pathway would cease.
- The high needs block is under increasing pressure (increasing numbers 0 -25)and we have had to make some difficult decisions regarding how the allocated funding can meet our SEND community's needs.
- Health needs without special educational needs can no longer be funded via a medical needs funding route
- These options were agreed via the Schools Forum meeting.
- There continues to be funding available through an **Education Health and Care Plan** for children / young people with identified special educational needs and who meet the threshold for a statutory assessment.
- There are teams / professionals who can offer advisory support to schools
- Additional funding related to SEND are made via a statutory assessment request for **EHCP**

Examples of guidance – Diabetes:

Recent guidance:

The Healthy London Partnership, Diabetes UK and South East Coast and London Diabetes Partnership Board (commissioned through the NHS) produced the '*A London Guide for teachers and parents of children and young people with diabetes: pre-school, early years, primary and secondary schools*' (December 2015) The guide highlights that support for children with diabetes at primary and secondary school should be provided by the school in line with the Children and Families Act (2014) and funded from the schools existing budgets.

The link is below:

http://www.healthyschools.london.gov.uk/sites/default/files/2CYP%20diabetes%20guide_proofed.pdf

Diabetes UK highlight that some children / young people with diabetes and additional special educational needs that will meet the threshold for an EHCP, however they also indicate that EHCPs do not apply where there are only health needs, no matter how severe.

Medical Needs Funding

Child or young person's involvement	Care required	Funding
The primary school aged child is unable to manage independently. The care is such that a child requires adult support to manage their diabetes in school.	A child will need: <ul style="list-style-type: none">■ An adult to administer insulin (via a pen or pump).■ An adult to monitor record and	This level of support should be provided by the school, in line with the Children and Families Act 2014, and funded from the schools existing budgets.

Ofsted Inspections in Barnet Update

Thursday 7th February 2019

Ofsted Inspections in Barnet 2018-2019

	School	Type of Inspection	Ofsted Judgement	Previous Judgement
1	Wren Academy	S5	Outstanding	No previous inspection as an All Through School
2	Blessed Dominic	S8	Good+	Good
3	Archer Academy	S8	Good+	Good
4	All Saint's N20	S8	Good	Good
5	Moss Hall Junior	S5	Requiring Improvement	Good
6	St Agnes	S8	Good+	Good
7	Friern Barnet	S5	Good	Good
8	Northway	S8	Outstanding	Outstanding
9	Bishop Douglass	S8	Good+	Good
10	Holly Park	S8 to S5	Good	Outstanding
11	Rimon	S8	Good	Good
12	St Andrew the Apostle	S8 to S5	Good	Outstanding
13	Barnet and Southgate College	S5	Requiring Improvement	Good
14	Woodcroft	S8	Good	Good
15	Sacred Heart	S8	Good+	Good
16	Claremont	S5	Report not published yet	Requiring Improvement
17	JCoSS	S8	Report not published yet	Good
18	Foulds	S8 to S5	Good	Outstanding
19	Hasmonean Primary	S8	Report not published yet	Good

Definite Ofsted Inspections in 2018-2019

School	Previous Judgement
Ashmole Primary	No previous inspection
All Saint's NW2	Requiring Improvement
Beit Shvidler	Requiring Improvement
Sachs Morasha	Good
St. Paul's N11	Good
Menorah High	No previous inspection as a state school
The Totteridge Academy	No previous inspection as a sponsored academy
Oak Lodge	Outstanding

Probable Ofsted Inspections in 2018-2019

School	Previous Judgement
Frith Manor	Good
Chalgrove	Good
Beis Yaakov	Good
Parkfield	Good
Broadfields	Good
Menorah Foundation	Good
Alma	Good
Christ Church	Good
St. Theresa's	Good
Deansbrook Junior	Good
Oakleigh	Outstanding

St Agnes Ofsted Inspection Letter – October 2018

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection will be a section 5 inspection.

Governors have a very good understanding of areas of improvement for the school. They are committed to their clearly defined roles. This is particularly demonstrated in their systematic visits to monitor aspects of the school's work.

Shared experiences of inspection

Gill Abbott
Chair of Governors

St Agnes Catholic Primary School



— with —



Holly Park Ofsted Inspection Report – November 2018

Governance of the school

- Governors bring a range of skills, which they use to good effect in carrying out their roles.
- Governors demonstrate their diligent commitment to school improvement and play an effective role in contributing to school development planning. They are aware of the school's strengths and the areas to develop further.
- Governors scrutinise the detailed information about pupils' progress that they receive from the headteacher. This enables them to question senior staff carefully, effectively hold the school to account and fully support senior leaders in securing pupils' good achievement.
- Governors ensure that the school's finances are managed efficiently. For example, they have taken determined actions to monitor and ensure that additional funds are used well to support pupils who qualify for pupil premium funding.
- Governor committees focus on pupils' progress and curriculum provision. Governors visit the school regularly and complete reports on their areas of focus. In addition to providing challenge, they also support the school through regular attendance at key events, including special assemblies, performances and other school events.



OFSTED @ HOLLY PARK

... a governor's perspective

Fiona Quinton, Tim Graveney

TWO MINUTE SUMMARY

- Inspection: 20/21 November 2018
- Previously inspection: 2011 (Outstanding)
- The first four hours
- Day One: Governor preparation – Helen Morrison, Paul Whitcombe (Learning Network Inspectors, LNI)
- Day Two: The Meeting!
- Result/Purdah
- Reflections

Governor training – Spring 2019

Governors working with Stakeholders - Wednesday 13 February 2019 ****New**

SEND Governor Discussion Forum - Monday 25 February 2019

Child Protection: Keeping Children Safe in Education, Safeguarding Level 3 -
Wednesday 27 February 2019

Induction for Newish Governors of Maintained Schools and Academies - Friday
1 March 2019

Risk Management for schools – Monday 11 March 2019 ****New**

Safeguarding Discussion Forum - Tuesday 19 March 2019

The Broader Curriculum - Tuesday 26 March 2019 ****New**



— with —



Governor Support and Development

Link to online booking system:

http://cpd10g.schoolcircular.co.uk/pls/dad_cpd/gen_bystrand_fr_pub



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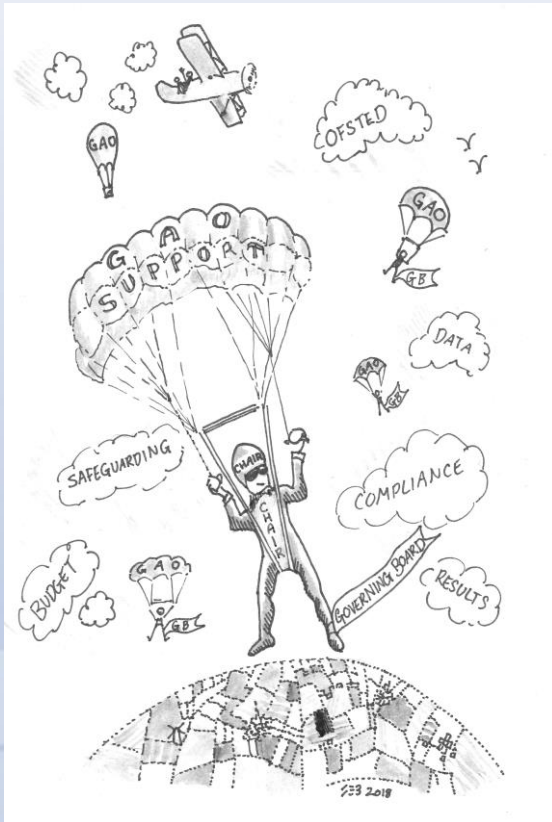
Suggestions of topics for Governor training that have arisen during the evening



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Governance Advice Officer Briefing



Safe Journey Home!