

BELS Director's Report to Governors

AUTUMN 2023

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***DEVELOPING
THE
EFFECTIVENESS
OF
YOUR
GOVERNING
BOARD***

1.	MESSAGE FROM BELS CHIEF EXECUTIVE AND DIRECTOR OF EDUCATION AND LEARNING
Summary	<p>Welcome to the 2023/24 Academic Year. I hope you all managed to find time to relax and enjoy the summer break. The start of this term was dominated by the potential issues of RAAC in schools. DfE's change of guidance on RAAC in the week before term started meant that some of our schools had to deal with this issue both before the start of term and in their first couple of weeks back. Certainly not the start of the year that these schools expected or wanted! We have only had one confirmed use of RAAC in any Barnet school and that school have made sure that the particular building affected has been made safe.</p> <p><u>New Headteachers</u></p> <p>We welcomed 13 new headteachers/principals/heads of school into Barnet schools this term. Their details are shown below:</p> <ul style="list-style-type: none"> • Jane Corkill – who is the new Headteacher at All Saint's CE Primary N20. Jane was previously the DHT at the school • Balbinder Dhinsa – who has become the Headteacher of Ashmole Secondary Academy. Balbinder was previously the DHT at the school. Tim Sullivan continues as Executive Headteacher of Ashmole Trust. • Catherine Goodwin - who is the new Headteacher at Barnfield Primary School. Kathryn is from out of Borough but was previously DHT at Goldbeaters School in Barnet • Leah Glick – who is the new Headteacher at Beit Shvidler Primary. Leah was previously the Head of Kodesh at the school • Jane Palmer – who is the new Headteacher at Colindale Primary. Jane is from out of Borough • Maria Winters – who is the new Headteacher at Copthall Secondary Academy. Maria is from out of Borough but previously was the DHT at Hendon Secondary School • Mandy Watts – who is the Interim Headteacher at The Henrietta Barnett Secondary Academy. Mandy is the DHT at the school • Liam Styles - who is the new Head of School at Holy Trinity CE Primary in Finchley • Yosh Radomsky – who is the new Headteacher at Independent Jewish Day School. Yosh is from out of Borough. • Holli Hunter – now substantive head of Menorah Foundation Primary School. Holli has been acting head and previously the DHT • Subpreet Deu – who is the new Headteacher at Moss Hall Nursery School. Subpreet was previously DHT at the school. • Johanna Levison – who is the new Headteacher at St. Paul's CE Primary N11. Johanna was previously the DHT at the school • Charlotte Trew – who is the new Headteacher at Summerside Primary Academy. Charlotte was previously the DHT at the school <p><u>New Schools</u></p> <p>In addition we welcomed two new schools to Barnet:</p> <ul style="list-style-type: none"> • Windmill Special School – After many years in the planning we were delighted that Windmill Special School, a new Special School in Barnet catering for children from 4-19 finally opened its doors at the start of September. It has started on a temporary site at Dollis Primary School until the permanent building in Moxon Street, High Barnet is ready to move into. The school is part of the Oak Lodge

Special School Trust (Barnet SEN Trust). Ginny D'Odorico, the headteacher, was previously deputy head at Oak Lodge Special School. We are so pleased that this school has finally opened and thank you to the governors at Oak Lodge for all their hard work in getting to this point. We would also like to thank the leadership team and governors at Dollis Primary School for allowing the school to open on their temporary site.

- **Imperial College London Maths School** – Another new school in Barnet is the [Imperial College London Mathematics School](#), a new Sixth Form School in Barnet (next to Woodhouse College, on the same site) which is a specialist mathematics institution with a wide catchment area of North London and its surrounds. Teaching began on 1 September for an initial cohort of 40 Year 12 students, with the School reaching a peak of 100 Year 12 and 100 Year 13 students in the coming years. The founding headteacher is David Lee.

It is really pleasing to see how many Deputy Headteachers in Barnet have now stepped up to be Headteachers, this demonstrates the strong support, development and training they have received both within their schools and through external training and coaching. A reminder that we run very successful Preparation for Headship Courses through BPSI and have a number of accredited coaches who are able to support your senior leaders.

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

<https://www.belstradedservices.uk/Services/6785>

We had a formal welcome meeting for new headteachers, deputy headteachers and assistant headteachers in the first week of term which gave these new leaders an opportunity to hear from, and meet, key Officers in BELS, the Council and beyond.

Achievement in Barnet

Before the end of last term we received information about the achievement of pupils in Barnet primary schools. It was really pleasing to see that the attainment at Early Years (Good Level of Development) was above national once again having been below national in 2022. There were also pleasing results in Phonics, Key Stage 1 and Key Stage 2. Well done to all the pupils, teachers and staff and governors involved in these impressive achievements. Thank you to the primary schools for giving the Year 6 pupils such a solid foundation, enabling them to successfully move on to secondary education this year.

Also congratulations to all the Barnet Year 11 and Year 13 students on their achievements over the summer. The early indications are that A Level results were well above national once again and there have been some improvements in vocational results. At GCSE, results in so far show that Barnet is well above national and above the results pre pandemic (2019). We wish those students every success in the next phase of their learning or employment.

Challenges

We hope that 2023/24 will bring more successes but recognise there are also significant challenges in education, one of these being budgets. 39% of LA maintained primary schools, special schools and PRUs set deficit budgets in 23/24. Running a school is hard enough but without the money to fund the necessary resources, both staffing wise and other resources, the challenges are even greater. We appreciate everything that you do as governors to try to ensure the limited funding you have is best utilised.

As ever, we will aim to give you the support and guidance that you need to help you through the year ahead. A final reminder that we are having to charge primary academies for school improvement support this year. With the de-delegated DSG money from LA Maintained schools now funding the large majority of the School Improvement Team costs it was decided that there needs to be an annual charge to primary academies in Barnet to recognise that academies also benefit from a lot of the support from the School Improvement Team. The cost is £3,500 per school and this entitles the school to school improvement support including attendance at the HT Network Meetings and DHT/AHT Meetings and someone at the end of a phone/e mail to give support to your leaders re; complaints, staffing issues, Ofsted, safeguarding, recruitment etc etc. To buy into this Traded Service please log onto the BELS portal www.BELSTradedServices.uk, select Store from the Main menu, then select Contracts. If you have any difficulties, please email TradedServices@barnet.gov.uk

Mayor's offer of Free School Meals for KS2 pupils

As you are aware, the Mayor of London's Office is funding free school meals for all eligible KS2 pupils this academic year. The funding is £2.65 per meal (£3.50 for kosher/kedassia meals) for 90% of all eligible KS2 pupils (those who already have FSM are not included as they already receive a FSM). To calculate how much you will receive per day you need to:

- Take away the number of KS2 pupils you already have who are entitled to FSM from the total number of KS2 pupils (taken from January '23 Census)
- Calculate 90% of this number
- Multiply the answer by £2.65 (or £3.50 if kosher/kedassia)

The Council have claimed the available funding and as soon as we receive it will be sending this out to you. It will be in tranches, the first tranche being in the first half of the Autumn Term with a further payment at Christmas and the final payment in April 2024.

If your take up is higher than 90% you are able to claim extra, the process for doing this hasn't been finalised yet. As mentioned previously, there is no clawback if your take up is less than 90%.

BELS Staffing Updates

- At start of this year we have some changes in the **Learning Network Inspector (LNI)** team. Replacing Geraldine Pears, Helen Cheung and Louise Yarwood this year, we have:
 - **Claire Syms** – a full time LNI. Claire was previously a headteacher in Hackney
 - **Jennifer Brodtkin** – a seconded part-time LNI. Jen is the headteacher at Osidge Primary School in Barnet. Thank you to the governors of Osidge for allowing her to do this secondment.
 - **Alison Poyiadjis** - a seconded part-time LNI. Alison is the headteacher at Fairway Primary School in Barnet. Thank you to the governors of Fairway for allowing her to do this secondment
 - The three of them join Katie Dawbarn and Helen Morrison (Co-Heads of School Improvement and LNIs) to form the new LNI team this term

	<ul style="list-style-type: none"> At the end of this term we sadly say goodbye to Katie Dawbarn who is taking the opportunity to retire. A huge number of you will have come across Katie over the last few years and been supported and advised by her in her LNI and Co-Head of School Improvement role. I'm sure you will agree, she has been hugely passionate about the importance of governance and the contribution that you make to the overall effectiveness of a school. She has carried out her work with enthusiasm, determination and always with a smile on her face. I'm sure many of you have been "coached" by her the night before you meet the Ofsted inspectors and that this support has been invaluable in giving you the confidence in that meeting. She has also run a lot of governor training over the years and she always gets incredibly positive feedback. Therefore I know, like us, you will miss her when she leaves at Christmas. However, we are keeping her on as a BPSI adviser, so schools (including governors) are able to still benefit from her experience and expertise via BPSI and the governor training programme. I am pleased to say that Helen Morrison, the other Co-Head of School Improvement (HOSI), will take over in January as the full time HOSI and we are in the process of recruiting a new full time LNI to add the necessary capacity to the team. I will give an update at the Director's Meeting with Chairs and Vice Chairs. <p><u>Support</u></p> <p>Thank you, once again, for the determination and unwavering focus you show, as governors and volunteers, to do the very best for your children, young people, staff and communities. The strong partnership between schools in Barnet and between the schools and the LA/BELS is very special and talked about by many other LAs both in London and nationally and by the DfE, Ofsted and the different Diocesan Boards. Therefore, I very much look forward to working with you again this year, visiting your schools and seeing you at Chairs and Vice Chairs Briefings and other meetings during the course of the year.</p> <p>Remember, we are here to support you so please get in contact with George Peradigou or your Learning Network Inspector or other members of the BELS Team if you have any concerns or want to seek advice.</p> <p>A reminder that the Director's Meeting with Chairs and Vice-Chairs is taking place on Thursday 5th October 6.00-8.00pm. Agenda items will include:</p> <ul style="list-style-type: none"> General BELS and schools updates Governance Effectiveness Audit Emerging Themes SEND Update School Places Update Ofsted Update Feedback about recent Ofsted Inspections <p>Please also diarise Thursday 8th February at 6pm for the Spring Term Director's Briefing.</p> <p>I hope you have an enjoyable and successful first term of the year.</p>
Governors' Role	To note the above information.
For action by	All Governors

Contact	Neil Marlow Chief Executive and Director of Education and Learning Barnet Education and Learning Service (BELS) Email: neil.marlow@barnet.gov.uk
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2.

SEND UPDATE: SEN DATA, HIGH NEEDS REVIEW AND CHANGE PROGRAMME

Summary

1. Summary

There are three main updates to this report:

- SEND Data Analysis – Appendix 1.
- Feedback on the findings of the High Needs Block Review.
- Barnet's role as the lead LA in the national SEND and AP Change Programme.

2. SEND Data Analysis – Headlines

See Appendix 1.

3. Feedback on the findings of the High Needs Block Review

3.1 Background:

- The [Children and Families Act](#) (CFA) was introduced in 2014. Hailed as the most significant reforms in 30 years the changes extended the age range that children and young people could be supported and also reduced the threshold for when an Education, Health, Care Needs Assessment (EHCNA) should take place.
- Unfortunately, despite the increase in eligibility for those who would meet the threshold for an EHCP there were no significant increases in the High Needs Block (HNB), despite the clearly predictable increase of pupils with SEND that these changes will bring.
- This led to many Councils having significant deficits in their HNB Budgets. As of May 2023, 54 Councils were part of the Safety valve programme.
- Historically Barent has managed its HNB very well despite having a relatively lower HNB allocation compared to similar Boroughs. This is because much of the HNB funding is based on historical numbers.
- Barnet moved from a deficit position of £2,076,689 in 2019/20, £1,556,664 in 2020/21, and £1,500,633 in 2021/2022 to a surplus of £1.4m in 2022/23.
- Whilst this is a positive, we need to be mindful that if as is expected, the HNB allocation does not continue to increase at the recent levels and, we continue to see the same increases in expenditure, including specialist places, we will be in a significant deficit within a very short period of time as can be seen by the illustrative table below.

Potential deficit should expenditure continue to increase at 10% and HNB allocation only increase by 5% each year.

High Needs Summary				
	2024-25	2025-26	2026-27	2027-28
Total High Needs Block (after deductions)	£72,407,237	£76,027,598	£79,828,978	£83,820,427
Total Predicted Spend	£75,855,200	£83,440,720	£ 91,784,792	£ 100,963,272
Variance (£)	-3,447,964	-7,413,122	-11,955,814	-17,142,844

- It is for these reasons that we commissioned an external consultant Peter Gray to conduct a review of our HNB Spend.

3.2 Scope of the Review, methodology and update/feedback sessions:

- The aims of the review will be to ensure that High Needs income is being used as cost-effectively as possible and, that deployment of resources is equitable and matched to need rather than demand or pressure, to help ensure best value and the greatest impact on outcomes for children, young people, schools and families.

• Areas of the review will include:

- The current approach to funding High Needs in mainstream.
- Funding of specialist provision.
- Early Years and Post 16.
- Alternative provision.
- Other expenditure.

Phase 1 – Scoping

- MS Teams meetings with key people such as Chair of School Forum, Parent/Carer representatives and staff from BELS, Social Care and Health.
- Scrutiny of HNB income and expenditure (including relevant data on use and costs and trends in expenditure on different types of provision).
- Comparison of spend against other similar LAs².

Phase 2 - Stakeholder interviews and visits (face to face)

- This will include HTs/Principals from across the phases (EYs - post 16), SENDCOs, Governors,
- Visits to all specialist schools, ARPs and FE.

Phase 3 - Analysis and write-up

Phase 4 - Feedback and dissemination

- In person feedback sessions to HTs (26 June 2023), SENDCOs (September 2023), LA Officers (September 2023).
- Parents/Carers (MS Teams) July and September 2023.
- Governor Chairs and Vice Chairs (MSTEAMS).
- Updates to Schools Forum including initial proposal and feedback (December 2022, March 2023, June 2023 and October 2023).
- Presentation to Heads and other stakeholders.
- Updates in the BELS schools circular (February, March, June, October 2023).

3.3 Key findings and next steps:

- Presentation by Peter Gray at Director's Meeting with Chairs and Vice Chairs (05/10/23)

4. Barnet's role as the lead LA in the national SEND and AP Change Programme

4.1 Context and Background:

- The Children and Families Act (CFA) was enacted in 2014. Part 3 of the Act relates to children and young people in England with Special Educational Need and/or Disabilities (SEND). The aims of the reforms were for children's needs to be identified earlier; children and young people and their families to be more involved in decisions affecting them; education, health and social care services to be better integrated; and the potential for support to remain in place up to the age of 25 where appropriate. Whilst the age range and statutory responsibilities were extended, there was no additional funding provided to Councils High Needs Block Budgets, which fund special educational provision and placements.
- The number of children and young people identified as requiring SEN support or with an Education, Health and Care Plan have increased year on year since the reforms. Despite this, there were no significant increases in council High Needs Block allocations until after 2019.
- Since the implementation of the reforms, there has been much criticism about the system - from families who feel let down that it has not delivered what it promised; Councils because of the unfunded additional costs and burdens which has led to a number of LAs High Needs Block budgets falling into significant deficits and or being unable to deliver what is needed; and wider professionals where there is a lack of funding to build the capacity needed to provide either direct support or upskill professionals so they are able to

better meet the needs of this cohort. This has included the [National Audit Office report](#) into SEND 2019 and the [Inquiry by the House of Commons Select Committee](#), also 2019.

- In the conclusion of the Select Committee report it notes “The Department for Education set local authorities up to fail by making serious errors both in how it administered money intended for change, and also, until recently, failing to provide extra money when it was needed”.

- Following these continued concerns at a national level, the DfE published a Green Paper in March 2022 ‘[SEND Review: Right Support, Right Place, Right Time](#)’

- A year later in March 2023 the DfE published its [SEND and Alternative Provision \(AP\) Improvement Plan](#).

- The Green Paper set out its vision with regard how to support children and young people with SEND and improve the system for families. The Improvement Plan sets out how and when it will achieve this. Key proposals include the introduction of:

- National standards to increase consistency at a national level:

These are wide ranging and include what provision should be in place for different need types, identification of need, casework, communication, complaints, what is ordinarily available for children and young people with SEND but who do not have Education, Health and Care Plans (EHCPs), Alternative Provision, transitions, co-production, as well as standards such as decision making, annual reviews and mediation which the DfE proposes to make mandatory.

- Establish SEND and Alternative Provision (AP) Partnerships.

To ensure the right people at the right level undertake a needs assessment of the local area and produce a Local Area Inclusion Plan which clearly sets out what is available and will be commissioned.

- Introduction of a standardised EHCP and Digitise the process:

A standardised template will make it easier for parents who move Boroughs, or where their child attends school in a different borough and for education providers. Concern remains about the digital divide for the digitisation of the Education Health and Care Needs assessment (EHCNA) processes, especially given the links between deprivation, Free School Meals and SEND.

- Provide tailored lists to parents of suitable placements:

This will mean that the LA has more control in terms of suggesting a school to be named in section I of a child or young person’s Education, Health and Care Plan (EHCP). There is considerable concern from parents about this proposal that it will reduce their statutory rights.

- Improve staff training:

Through the introduction of a new leadership level SENCo (Special Educational Needs Co-ordinator) NPQ (National Professional Qualification) for schools; review the Initial Teacher Training and Early Career Frameworks; fund up to 5,000 early years staff to gain an accredited Level 3 early years SENCo qualification to support the early years sector; increase the capacity of specialists, including educational psychologists.

- A three-tiered approach to AP:

Direct support in mainstream, short term intensive off-site placements in a Pupil Referral Unit (PRU), longer term placement in PRU with the focus on reintegration into mainstream or Further Education (FE).

- Introduction of Inclusion dashboards so parents and professionals can see how the SEND system is performing at local and national level:

These will be publicly available. It is not clear what will be reported on the dashboards but are likely to include data already being reported such as adherence to timescales for the issue of new EHCPs and annual reviews, and exclusion and attendance data for example.

- Introduce a new national framework of banding and tariffs for funding matched to levels of need and types of education provision set out in the national standards: Nationally, there is widespread disparity in the cost of provision and the amount of funded support available to schools at both mainstream, Additionally Resourced Provisions (ARPs) and Special. This aims to have set tariffs or bands for differing types of provision and the Special educational needs a child or young person may have.

4.2 DfE £70m SEND and AP 'Change Programme':

- In order to test and trial the proposals ahead of any national implementation, the DfE is investing £70m nationally, equating to £5.8m over 2 years in each of the DfE regions.
- High performing Local Authorities in each area were asked to submit an Expression of Interest (EOI).
- Following Barnet's EOI we have been selected to be the Lead Local Authority for the London Change Programme Partnership (CPP). Our other London partners are Enfield, Camden and Islington.

Table 1: the 9 DfE regions with lead LA, CPPs and ICB.

Region	Lead LA	Supporting LAs	ICB
North East	Hartlepool	Gateshead, Durham, Stockton on Tees	North East, North 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, Central Bedfordshire, Luton	Hertfordshire, West Essex
South East	Portsmouth	West Sussex, Brighton and Hove, East Sussex	Hampshire, Isle of Wight
South West	Swindon	Gloucestershire	Barnes, Swindon & Wiltshire
London	Barnet	Camden, Enfield, Islington	North Central London
East Midlands	Rutland	Leicester, Leicestershire	Leicester, Rutland, Leicestershire

- There was a DfE [press release](#) on 23 August 2023 and a national Launch event was held on the 19 September 2023.

4.3 What will the CPP entail?

- The set-up phase of the Change Programme Partnerships will begin in September 2023, with testing and delivery of the areas outlined above taking place in all local areas within the CPPs by end November 2023. Some of the reforms, such as national standards, will require further development before they can be tested in 2024. It is a 2-year programme.
- Each CPP will setup a steering group comprising key strategic personnel from across the partnership including parent representation. Pilot areas that are not part of the current legislative framework will be tested, however, these will be voluntary.
- One LA in each partnership will work collaboratively with the ICB to test the Early Language Support for Every Child (ELSEC) Pathfinders. This will be Barnet in the London region.

- The ELSEC Pathfinders will test new models of working to meet the speech and communication needs of children and young people in education settings, by giving them swifter access to support.
- Expectations of the Lead Local Authority (LA) role include:
 - Test and refine the package of reforms in their local area as set out in Policy Guidance which will be shared with LAs. This includes ensuring consistent testing across the CPP.
 - To provide leadership across the Change Programme Partnership (CPP).
 - Set up and lead the CPP, including a board comprising of key stakeholders.
 - Lead the production of a Strategic Delivery Plan.
 - Produce a Communication Plan in partnership with DfE and the Delivery Partner.
 - To drive change and share practice, including Facilitating CPP participation in a feedback loop with DfE. This means providing continuous insights on learning from testing.
 - Using expertise and strong practice to support other LAs in the CPP and in the Taskforce Phase, other LAs in the Region. The Taskforce Phase will include:
 - Identifying areas in need of support within the region: and developing a menu of support, this could include leadership support for example, but at a minimum will include support to develop a Strategic Partnership and Local Area Inclusion Plan.
 - To manage and disburse funding across the CPP.

4.4 DfE Support:

- The Lead LA and Partner LAs will have the support of an external Delivery Partner and work with them in the same capacity as DfE officials. This could include support around project implementation and change management; project monitoring; SEND and AP system transformation and capturing and sharing learning across the sector.
- The Lead LA and Partner LAs will also work collaboratively with the Evaluation Partner to support the aims of the programme evaluation and participate in evaluation activities such as interviews, focus groups, surveys, and quantitative data collection.
- Each CPP will be responsible for working with the DfE and will receive hands-on support and expertise from REACH (Reaching Excellence and Ambition for all Children), the Department's Delivery Partner. PA Consulting will lead the consortium, comprising of IMPOWER, Council for Disabled Children (CDC) and Olive Academies.

4.5 Funding:

- Grant payments will be made in three instalments in each financial year. ELSEC payments will be included in the first two instalments in each financial year.
- The ELSEC Pathfinder LA will be expected to pool the funding received from NHSE and DfE and work in partnership with the ICB to deliver the Pathfinder.
- The Lead LA will comply with the expectations regarding updating on progress on delivery, spend and evaluation.

Table 2: Funding per CPP from the DfE

Activity	Year 1	Year 2 Total	Total
CPP Testing of reforms and Taskforce activities.	£1,986,666.67	£3,909,833.33	£5,896,500.00
For ELSEC Pathfinder LA* (one LA only).	£251,653.11	£251,653.11	£503,306.22
Total	£2,238,319.78	£4,161,486.44	£6,399,806.22

*Please note that NHSE and the ICB will also contribute funding to the ELSEC programme.

	<p>4.6 ELSEC Pathway:</p> <p>4.6.1 The ELSEC Pathfinder aims to improve early identification and support of children and young people with Speech, Language and Communication Needs (SLCN) in early years settings and primary schools, so that support can be put in place and reduce exacerbation of need.</p> <p>4.6.2 It will also 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.</p> <p>4.6.3 The ELSEC programme will be co-funded and co-led by DfE and NHSE. The pathfinders will be funded by Integrated Care Boards (ICBs) and LAs who will pool money for pathfinders.</p> <p>4.7 Governance and Oversight.</p> <p>4.7.1 A steering group will be established to oversee and monitor the work. This will feed back to the SEND and AP strategic Board as well as the Childrens Partnership Board.</p> <p>4.7.2 An annual financial and progress report is required to the DfE.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>Karen Flanagan Director of SEND and Inclusion Barnet Education and Learning Service (BELS) karen.flanagan@barnet.gov.uk</p>

3.	GOVERNOR TRAINING PROGRAMME – NEW PLATFORM
Summary	<p>The Governor Training Programme has moved to a new platform - found HERE. Please see Appendix 2 (page 29) for help to create an account and begin registering for courses. If you require assistance, please contact BELS.Training@barnet.gov.uk.</p> <p>This term's Governor Training programme has been published and can be found at https://www.belstradedservices.uk/governorservices. Links to the flyers are listed below.</p> <p> Governors' Responsibilities for Online Safety and DfE Standards for Cyber Security Induction for Newish Governors Ofsted: Knowing Your Curriculum Discussion Forum for Chairs and Vice Chairs Safeguarding: Safer Working Practices and Reporting Concerns SEND Responsibilities for Governors Exclusion Independent Review Panels - Statutory Training for Governors sitting on IRPs Safeguarding: Safer Recruitment Ofsted Ready: Interview Prep New and Aspiring Chairs Safeguarding Overview for Governors </p> <p>Please circulate these links to your governors and continue to take advantage of the local intelligence on offer. The DfE's Governor Handbook emphasises the importance of Governor Training, listing failure to undertake training as one of the grounds for suspension of a governor. Furthermore, each governing board should have a code of conduct which highlights the boards expectations around training. It is important that new governors understand these expectations from their induction.</p>

	<p>Subscribing schools also have access our advice service, including procedural and constitutional compliance, termly governor updates, support with elections, governor recruitment, chair mentoring, etc.</p> <p>Please ensure we have the correct contact information for your Chair and Vice Chair to continue receiving updates.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk</p>

4.	SCHOOLS FORUM VACANCY
Summary	<p>The Barnet School's Forum currently has the following vacancy:</p> <p style="text-align: center;">- Maintained Primary School Governor</p> <p>We are inviting nominations until 25th October 2023. The role is elected by the sub-group of the relevant type of school, so this announcement is open to maintained primary school governors only. As vacancies arise for other sub-groups, we will announce them.</p> <p>The School's Forum is an important statutory consultative body which advises on and makes decisions regarding the schools funding formula and the Dedicated Schools Grant. It is made up of Headteachers and governors representing both the academy and maintained sector as well as some non-school representatives (non-school's members may number no more than a third of a school's forum's total membership, excluding observers).</p> <p>LA officers attend the Forum and prepare papers, but do not vote.</p> <p>Meetings are held termly during normal working hours (usually at 4-6pm). Meetings are held virtually via Microsoft Teams and there are 3/4 meetings per year. Recent agenda items have included:</p> <ul style="list-style-type: none"> - Review of the funding formula - Schools with deficits and large balances - Dedicated Schools Grant (DSG) Budget Monitoring - Changes to the Scheme for Financing Schools <p>If you are interested in joining, please send your expression of interest to George.Peradigou@barnet.gov.uk with your name and school by the closing date above.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services and Advice Officer Barnet Education and Learning Service (BELS)</p>

	Email: George.Peradigou@barnet.gov.uk
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5.	SCHOOL FOOD STANDARDS PROJECT
Summary	<p>The Barnet Public Health-led School Food Standards project aims to improve school food standards adherence, support schools to provide high-quality food provision and a school food environment that contributes towards a healthy weight culture as part of a whole systems approach. Initial local research was conducted (and summarised in the School Food Evidence Report) to gain a baseline understanding of the current local state of awareness and adherence to school food standards, identify gaps and barriers to school food provision and look at what support is already available to schools.</p> <p>The project is now entering into its next phase which is developing a School Food Support Plan. As part of the SF Standards project, a local school food audit has been commissioned and will take place between September and October 23. A two-pronged approach (i.e., desk-based research and school mealtime observations), will be used to audit Barnet state schools' food & and drink provision and secondary school food environments, in line with statutory school food standards and best practice recommendations. This includes a School Food Audit Survey. Everyone who has some responsibility for food and drink provision in their school is kindly invited to complete this survey (please click on this link): https://www.research.net/r/Barnet_SchoolFoodAudit_Autumn2023</p> <p>Additionally, a School Food Support Steering Group has been created to bring together stakeholders involved in school food and bring positive change to the local school food environment and provision. There are planned 1-hr termly online SF Support Steering meetings (i.e., 3 times a year) to maintain effective collaboration between stakeholders throughout the project. Governor representation has been secured for the SF Support Steering Group but further representation from interested Governors is welcome.</p> <p>Local research has highlighted challenges that schools face (especially secondary schools) when choosing and managing school food catering contracts. Considering this, as part of the SF Standards project, a school food contract management webinar (with accompanying resources) will be available to Barnet Schools. An in-depth case study at a secondary school is also underway and it is hoped that lessons learned can be applied across all Barnet secondary school food provision.</p> <p>Packed lunch management was also highlighted as a common challenge amongst Barnet schools and in response to this, a packed lunch campaign is being developed.</p> <p><i>For questions/queries please contact Michelle Leon <Michelle.Leon@Barnet.gov.uk>, Health Improvement Officer. If you would like to contribute anonymously as to what should be included in the support plan, please do so using this simple form link:</i> https://forms.office.com/e/uYHGpr1G72.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Michelle Leon Health Improvement Officer Public Health Directorate michelle.leon@barnet.gov.uk

6.	T-LEVELS UPDATE
Summary	<p>T Levels are an exciting qualification which will be available in the borough of Barnet from September 2023. T Levels have been introduced with the aim of simplifying and improving the technical and vocational qualifications landscape post-16 and ensure that qualifications have a distinct purpose, are high quality and support progression to positive outcomes. Furthermore, T Levels seek to address skills gaps.</p> <p>The Government's vision is that T Levels and A Levels will become the programmes of choice for 16–19-year-olds. Funding will be removed from qualifications, for example Applied General qualifications (BTECs/ CTECs), that overlap with T Levels. This defunding will start from September 2024.</p> <p>Students study one T Level which is worth three A Levels. In Barnet from September 2023, we have five different T Levels being delivered by two providers. It is forecast that the T Level offer in Barnet will grow again in September 2024. The full list of T Level subjects can be found here: T Level subjects T Levels The content for each T Level has been designed and developed in collaboration with employers and businesses, this means what students learn meets the needs of the industry. Most importantly a T Level prepares students for the working world because they offer students a mixture of classroom learning and “on the job” learning. 80% of the time is spent in school / college and the other 20% is spent in the workplace – known as the industry placement.</p> <p>BELS Post -16 Education and Skills team have a Senior Curriculum Adviser whose role is to support schools with T Level planning and implementation. The support available can be bespoke to meet the needs of the school; but could include curriculum development meetings or support with design and implementation of a T Level communication plan.</p>
Governors' Role	<p>To note the above information.</p>
For action by	<p>All Governors</p>
Contact	<p>Tracy Parrott Senior Curriculum Adviser Post-16 Education and Skills Email: tracy.parrott@barnet.gov.uk</p>

7.	UPDATED PREVENT DUTY GUIDANCE FOR SCHOOLS
Summary	<p>The Prevent duty guidance has been refreshed and updated to reflect several recommendations of the Independent Review of Prevent. It is an update to the existing Prevent duty guidance for schools and early years providers in England and Wales (last updated in April 2021).</p> <p>The updated guidance has been simplified into one document (found here) for all education settings - this helps to create greater consistency in the core expectations, whilst still acknowledging differences between education phases.</p> <p>There are no new legal requirements or additional responsibilities for schools and early years providers. Settings should continue to understand their Prevent duty requirements as part of their wider safeguarding responsibilities as outlined in Keeping Children Safe in Education (KCSIE). The autumn term will be transition period as we do</p>

	not anticipate the revised guidance will come into effect until 31st December at the earliest.
Governors' Role	To note the above information.
For action by	All Governors
Contact	Perryn Jasper Prevent Coordinator and Hate Crime Lead Assurance Group – Community Safety Team London Borough of Barnet Email: perryn.jasper@barnet.gov.uk

8.	SAFEGUARDING
Summary	<p>In a recent article I received regarding safeguarding, the following was noted about what governors should be asking their school. I thought I'd pass this on:</p> <p>How do we know pupils feel safe? What to look for in an answer:</p> <ul style="list-style-type: none"> • That people know how to complain, and understand the process for doing so • Pupils report that adults listen to them and take their concerns seriously • Where children are at risk, a trusted adult helps to keep them safe • (In primary schools and nurseries) A key person system helps babies and very young children to form strong attachments with adults <p>The designated safeguarding lead (DSL) might refer to evidence such as:</p> <ul style="list-style-type: none"> • Answers from a pupil questionnaire or discussions with pupils on whether they feel safe at school and know who to go to if they want to complain • Answers from a pupil questionnaire or discussions with pupils on who they can go to if they do not feel safe • Signage around the school that helps pupils understand who to speak to if they're worried <p>So staff receive training on keeping children safe? What to look for in an answer:</p> <ul style="list-style-type: none"> • Staff have appropriate child protection training, including about online safety, which is updated regularly • Staff also receive regular child protection updates (at least annually) • Staff receive regular supervision and support if they are working directly and regularly with at-risk children • Staff have the skills and knowledge: <ul style="list-style-type: none"> ○ To identify children who may benefit from early help assessment ○ To identify signs of abuse and neglect, including understanding that these may not be as readily apparent in pupils with SEND ○ To know what to do if a child makes a disclosure • Induction processes include child protection and Prevent training, and sharing of all relevant policies such as child protection and the staff code of conduct <p>The DSL might refer to evidence such as:</p> <ul style="list-style-type: none"> • Training records that show regularly updated child protection and Prevent training • Induction packs, which include the relevant information

	<p>We have several safeguarding courses available for governors this term, partitioned into various branches, to dive deeper into this important governor responsibility:</p> <p>Governors' Responsibilities for Online Safety and DfE Standards for Cyber Security Safeguarding: Safer Working Practices and Reporting Concerns Safeguarding: Safer Recruitment Safeguarding Overview for Governors</p> <p>Please note that the Online Safety course has been updated in response to the DfE's new technology standards which should be met in order for boards to fulfil their strategic responsibilities under Keeping children safe in education (KCSIE) and the Prevent duty.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk</p>

9.	NEW GOVERNANCE AUDIT
Summary	<p>Last term, we have launched the updated Governance Effectiveness Audit, which had been cut down from 45 questions to 8 RAG-rated themes.</p> <p>Thank you to those governing boards who submitted their audits by the deadline date. We are currently moderating audits and will provide brief feedback on each shortly.</p> <p>The audit should be used to self-evaluate the effectiveness of governance year-on-year and track improvements with clear evidence to support each judgement.</p> <p>As well as helping us understand the effectiveness of governance, emerging themes also help determine both, recruitment, and governor training requirements for your board.</p> <p>At this term's Director's Briefing to Chairs and Vice Chairs (6pm Thursday 5th October), we'll be summarising the emerging themes from this year's collective audits and offering some suggestions on how to overcome challenges. We have circulated the meeting link already but if you need it again, please get in touch.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk</p>

10.	GOVERNORS FOR INDEPENDENT REVIEW PANELS
Summary	The following is an extract from the DfE's Exclusions Guidance:

	<p><u><i>Holding an Independent Review Panel (IRP)</i></u></p> <p><i>The IRP will be formed of either three or five people, made up of headteachers (or former headteachers), governors and a lay person to chair the panel (someone who does not work at any school).</i></p> <p><i>The panel members must not be governors or employees from the original school. They must all have received training on how to run an independent review panel and the law around exclusions.</i></p> <p><i>Governors from the original school have the right to be represented, so the chair will usually attend to explain their decision and defend it.</i></p> <p>If you would like to receive the required training to enable you to sit on IRPs, please register via the course flyer, which can be found here. Once completed, you can join the pool of those governors who are able to sit on IRPs to fulfil this important function.</p> <p>Governor services can also help subscribing schools find independent governors to sit on their own IRPs.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk

Appendix 1

1. SEND Data Analysis – Headlines.

1.1 Total number of EHCPs and SEN Support.

- Nationally, since 2016, the total number of pupils with an EHC plan has increased by almost two-thirds (64%) and the numbers of pupils recoded as requiring SEN Support by 19%. Over the same period since 2015/16, the total pupil population in England increased by 6%, and in London by 3.4%.
- Barnet has lower numbers of pupils with EHCPs and at SEN Support compared to the London and National averages.

Table 1: Percentage of EHCPs and SEN Support trend data since 2016, England, London and Barnet.

		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
England	EHC plans	2.8	2.9	3.1	3.3	3.7	4	4.3
	% SEN support	11.6	11.7	11.9	12.1	12.2	12.6	13
London	EHC plans	2.9	3	3.2	3.5	3.8	4.1	4.5
	% SEN support	11.4	11.3	11.4	11.5	11.4	11.7	12.1
Barnet	EHC plans	2.7	2.8	3	3.1	3.4	3.6	4
	% SEN support	10.3	10.6	10.7	10.7	10.2	10.6	10.8

- The total number of EHCPs increased by 8% for 2022 – 2023 just under the London and national averages of 9% (Table 2).
- Since 2016 the number of EHCPs for Barnet has increased by 90%. The pupil population increase over the same period has been 11%. The increase in SEND numbers is significantly disproportionate to the growth in population.

Table 2: EHCPs trend data and change from 2022-2023

Total number of Plans									
	2015	2016	2017	2018	2019	2020	2021	2022	2023
England	240183	256315	287290	319819	353995	390109	430697	473255	517026
London	41104	43708	48554	53975	59672	65853	72193	78203	85601
Barnet	1731	1817	2088	2256	2372	2682	2899	3211	3459
									% +/-
									9.24%
									9.45%
									7.72%

- Barnet's EHCP cohort is disproportionately young, and the proportion of Barnet's state-funded mainstream primary school pupils with an EHCP is higher than average.

1.2 The percentage of new EHCPs issued each year since 2019 by age group.

- The largest cohort of new EHC plans issued in 2022 for Barnet was those in the 5 – 10 year old age group at 40.6%, followed by under 5's at 35.7%, then the 11 – 15 Cohort at 18.3%, the 16-19 year old cohort at 4.9% and the 20 – 25 year old cohort at 0.5%.
- Whilst London, England and Barnet all saw an increase in the percentage of under 5's being issued with a new EHC Plan, the percentage of new EHCPs issued for under 5's in Barnet in 2022 was significantly higher at 35.7%, compared to 24.7% for England and 28.1% for London (Table 3). For Barnet this represented a 66% increase from 2021 (Table 4).
- Further exploration is needed to establish whether this is good early identification, or whether better systems of early support in terms of what is ordinarily available, is required to address emerging needs without the need of an EHCP.
- The largest percentage of EHCPs issued in 2022 is in the 5 – 10 year old cohort. With England at 44.7%, London at 47.3% and Barnet at 40.6%.
- The 11 – 15 year old cohort shows a much higher percentage for England at 25.7%, compared to London at 19.9% and Barnet at 18.3%.
- The 16 – 19 age range is similar across all three comparators with England at 4.7%, London at 4.5% and Barnet at 4.9%.
- Barnet has a statistically higher number of plans in the 20-25 year old cohort at 0.5%, compared to England at 0.2% and London at 0.3%. These statistics should be treated with some caution as they can fluctuate quite significantly within year as **EHCPs are ceased**.

Table 3. Percentage of New EHCPs issued each year since 2019.

	England				London				Barnet			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
Under 5	23.00%	22.20%	23.20%	24.70%	26.50%	25.70%	26.20%	28.10%	43.50%	41.60%	25.50%	35.70%
Age 5 to 10	46.50%	46.60%	46.20%	44.70%	47.70%	48.60%	48.80%	47.30%	38.50%	40.80%	53.00%	40.60%
Age 11 to 15	25.10%	25.70%	25.50%	25.70%	20.90%	20.80%	20.50%	19.90%	12.60%	13.40%	15.70%	18.30%
Age 16 to 19	4.60%	5.10%	4.80%	4.70%	4.50%	4.60%	4.30%	4.50%	4.30%	4.10%	5.80%	4.90%
Age 20 to 25	0.80%	0.40%	0.30%	0.20%	0.50%	0.40%	0.30%	0.30%	1.00%	0.00%	0.00%	0.50%

Table 4. Percentage increase or decrease of new EHCPs issues by age range between 2021 and 2022.

New EHCPs issued by Age range	England					London					Barnet				
	2019	2020	2021	2022	change since 2021	2019	2020	2021	2022	change since 2021	2019	2020	2021	2022	change since 2021
Under 5	12,398	13,359	14,428	16,450	14.01	2,381	2,556	2,517	2,828	12.35%	131	152	93	154	65.59%
Age 5 to 10	25,074	27,999	28,751	29,617	3.01%	4,294	4,842	4,683	4,763	1.70%	116	149	193	175	9.32%
Age 11 to 15	13,526	15,473	15,845	17,048	7.59%	1,878	2,069	1,965	2,006	2.08%	38	49	57	79	38.59%
Age 16 to 19	2,462	3,045	2,977	3,107	4.36%	403	455	410	450	9.75%	13	15	21	21	same
Age 20 to 25	439	221	179	134	25.13%	44	41	29	27	6.89%	3	0	0	2	plus 2

1.3 Initial Requests for Education, Health Care Needs Assessments (EHCNA) and statutory timescales.

- Nationally, there were 114,500 initial requests for an EHC plan during 2022, up by 22.67% from 93,300 in 2021. Apart from a decrease in 2020, an atypical year with the pandemic disrupting both education and local authority services, initial requests have increased each year since EHCPs were introduced.
- Barnet saw a 26.41% increase; this is higher than the London (18.07%) and National (22.67%) rates.
- Despite this increase in requests and new EHCPs issued between 2021 and 2022, Barnet still managed to achieve an exceedingly high rate of completion within the statutory timescales at 98%, compared to 63% for London and 51% for England (Table 6). This was the 12th highest out of all local authorities in England.
- Ongoing increases will need to be carefully monitored to ensure no decrease in either statutory completion rates or the quality of new EHCPs issued, as well as annual review completion rates and ensuring EHCPs are ceased promptly when appropriate.

Table 5. number of Initial requests for EHCNA since 2017.

	2017	2018	2019	2020	2021	2022	% +
London	10868	11664	13336	12074	14342	16934	18.07
England	64555	72423	82329	75951	93302	114457	22.67
Barnet	444	490	493	523	617	780	26.41

Table 6. Adherence to statutory timescale of 20 weeks for new EHCPs issued.

Timeliness		2015	2016	2017	2018	2019	2020	2021	2022
Excluding exceptions	London	70.80%	60.60%	58.40%	58.10%	64.60%	61.80%	63.90%	63.10%
	England	59.20%	58.60%	64.90%	60.10%	60.40%	58.00%	59.90%	50.70%
	Barnet	26.20%	45.90%	99.00%	99.20%	97.10%	98.00%	98.30%	97.90%
Including exceptions	London	64.20%	52.70%	52.40%	54.60%	60.20%	57.30%	59.30%	59.90%
	England	54.60%	55.70%	61.30%	58.00%	58.70%	55.60%	57.90%	49.10%
	Barnet	25.00%	42.40%	90.90%	91.00%	93.00%	97.30%	84.90%	82.50%

1.4 Primary Need types (Source MIME report 2023).

- Bucking the England trend, the proportion of Barnet SEND pupils with speech, language and communication as their primary need has continued to fall, down to 22.8% in 2023. This is now below the England average of 23.7% and is the lowest proportion among statistical neighbours.
- In contrast, the proportion of all SEND pupils with autistic spectrum disorder (ASD) as their primary need has risen to 18.5% in 2023. This is higher than the statistical neighbour average of 16.2% and the England average of 14.3%, placing Barnet in the highest quartile of local authorities in England. Within the EHCP cohort specifically, the proportion of pupils with ASD is very high, at 47%, the 11th highest LA in England.
- Around 1 in every 5 (20.1%) SEND pupils in Barnet have social, emotional and mental health (SEMH) as their primary need. This has remained stable, in contrast to the England trend

which has seen this proportion consistently growing. This means that the proportion of SEND pupils with SEMH in Barnet is now only slightly higher than the England average of 19.2%.

1.5 Pupils placed in Pupil Referral Units (PRUs), also known as Alternative Provision (AP).

- The definition of alternative provision is as follows:
- *Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.*
- In Barnet we have two PRUs, [Northgate](#) and the [Pavilion](#), both have had Ofsted inspections over the last year and were graded Outstanding and Good respectively.
- Nationally, the number of pupils on SEN Support placed in a PRU since 2018/19 has been decreasing, with a corresponding increase in the number placed with an EHCP. This pattern can also be seen in London.
- Barnet, since 2019/20 has had a higher number of pupils placed in PRUs at SEN support and lower numbers of pupils with EHCPs against both the London and national averages. In 2022/23 the national % of pupils with EHCPs in PRUs was 25.1%, compared to the London rate of 22.9% and a Barnet rate of 11.4%.

Table 7. the Percentage of pupils placed in PRUS from 2015/6.

<i>Pupils in PRUs in Barnet, England and London between 2015/16 and 2022/23</i>									
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
England	EHC plans %	9.9	10.2	11.8	13.8	16.8	23.8	28	25.1
	SEN support %	67.7	67.7	69.6	69.3	66.1	60.5	57.6	60.6
London	EHC plans %	8	9.9	11	11	11	16.5	21.5	22.9
	SEN support %	63.9	61.7	63.3	63.8	68.7	63	61.7	60.1
Barnet	EHC plans %	6	8.2	7.1	9.6	8.5	10	5.9	11.4
	SEN support %	24.1	7.2	80	62.7	79.3	80	80.4	72.7

1.6 Placement in state maintained by school type.

- The percentage of children with EHCPs in Barnet's state-maintained nursery (1.9%) or primary (3.5%) in 2022/23 was higher in Barnet than London or England, both 1.8% for state funded nurseries and 2.5% for England Primaries and 3.3% for London Primaries.
- Conversely the numbers of pupils at SEN support in Barnet's state-maintained nursery and primary schools was lower than London and national. The difference at secondary was marked with 12.4% at SEN Support nationally, 11.1% for London and 8.6% for Barnet. Further exploration is needed to assess whether EHCPs are acting as a gateway to resources such as Speech and Language therapy, instead of this being ordinarily available for all pupils.

Table 8: Percentage of EHCPs and SEN Support in schools by type.

		England			London			Barnet		
		2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
Total	EHC plans %	3.7	4	4.3	3.8	4.1	4.5	3.4	3.6	4
	SEN support %	12.2	12.6	13	11.4	11.7	12.1	10.2	10.6	10.8
State-funded nursery	EHC plans %	1.4	1.4	1.8	1.4	1.8	1.7	0.2	1.6	1.9
	SEN support %	13.3	14.5	17	15.4	17	20.1	6.7	4.8	6.3
State-funded primary	EHC plans %	2.1	2.3	2.5	2.7	3	3.3	2.7	3	3.5
	SEN support %	12.6	13	13.5	11.8	12.2	12.6	11	11.7	12.1
State-funded secondary	EHC plans %	2	2.2	2.4	2.3	2.5	2.7	2.4	2.6	2.7
	SEN support %	11.5	11.9	12.4	10.7	10.8	11.1	8.4	8.5	8.6
State-funded special school	EHC plans %	98.6	98.7	98.9	97.2	97.2	97.4	93.7	92.5	95.4
	SEN support %	1.2	1.1	1	2.3	2.3	2.1	6.3	7.5	4.6
Independent school	EHC plans %	3.8	4.3	4.9	2.5	2.9	3.3	2	2.1	2.3
	SEN support %	14.1	14.7	15.2	12.2	13	13.8	13.4	14.6	14.8
State-funded AP school	EHC plans %	24	28.2	25.5	16.9	20.1	22.8	10	5.9	11.4
	SEN support %	58.7	54	57	60.3	59.6	58.2	80	80.4	72.7

1.7 Percentage of pupils in special schools and mainstream.

- In January 2023, the percentage of Barnet residents with an EHCP who were placed in state-funded mainstream schools (not resourced/unit) remained at 45.6%. This was the second highest proportion among statistical neighbours, and the 17th highest of all local authorities in England.
- The percentage of the EHCP cohort attending resourced provision or an SEN unit in a mainstream school was 6.9% in 2023. This is a slightly lower proportion than the statistical neighbour average of 7.2%, but well above the England average of 3.8%. A new 28 place ARP for 5-11 year olds (primary) pupils with cognition and learning needs opened at Queenswell school in September 2023 which will see a further increase in the number of ARP places in Barnet.
- Around a fifth (21%) of the EHCP cohort are placed in a state-funded special school, lower than the England average of 28% and the lowest proportion among Barnet's statistical neighbours.
- In January 2023, 7.7% of the resident EHCP cohort were in an independent or non-maintained placement, compared to the England average of 6.2%. When just considering the provision for the new EHCP cohort (whose plans were issued in the 2022 calendar year) the picture in Barnet looks even more different to the England and statistical neighbour averages - 6.3% of the new EHCP cohort were placed in independent provision in 2022, the highest rate among statistical neighbours and more than double the statistical neighbour average of 3%. Strikingly, a very large proportion of these were placed in mainstream independent schools.
- In September 2023 a new all age special school for children with Autism opened – the Windmill School which should alleviate some of the pressures for independent placement.
- There is concern about the cost of placing Barnet residents in independent Mainstream schools. The average cost for these pupils is around £21k per pupil, which is higher than the cost of placing them in Barnet mainstream schools. Whilst the individual placement cost is unlikely to reach the threshold during an appeal to the [Special Education Needs and Disability Tribunal](#) (SENDT), cumulatively this represents a significant proportion of the High

Needs Budget. Whilst we support parental choice, the cost of these pupils, whose needs could be met in maintained mainstream schools is unequitable. Further work is needed to evidence the cumulative cost going forward where it would also be appropriate to place these pupils in a Barnet Mainstream school, in the event of future or potential SENDT cases.

1.8 Gender.

- SEN continues to be more prevalent in boys than girls, nationally 72.4% of pupils with an EHC plan are boys, and 62.8% of pupils with SEN support are boys. These rates are slowly decreasing.
- There is remarkable similarity with these rates across London and in Barnet.

Table 9. EHCPs and SEN Support by Gender.

		EHC plans			SEN Support		
		<u>2020/21</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2020/21</u>	<u>2021/22</u>	<u>2022/23</u>
England	Boys (%)	73.1	72.8	72.4	64.2	63.5	62.8
	Girls (%)	26.9	27.2	27.6	35.8	36.5	37.2
	Headcount	303,668	330,447	360,342	1,002,442	1,044,298	1,093,234
London	Boys (%)	73.2	72.9	72.6	63.8	63.3	62.7
	Girls (%)	26.8	27.1	27.4	36.2	36.7	37.3
	Headcount	52,135	55,907	60,404	147,747	151,237	156,182
Barnet	Boys (%)	74	72.8	72.5	63.8	63.1	62
	Girls (%)	26	27.2	27.5	36.2	36.9	38
	Headcount	2,169	2,360	2,641	5,913	6,243	6,438

1.9 Ethnicity.

- The ethnic population of Barnet is wonderfully diverse, and this is reflected in both our EHCP and SEN Support population.
- With the exception of our Bangladeshi, Pakistani and Gypsy/Roma communities which are lower than both the London and national rates, Barnet has higher population of all other ethnic groups compared to England for our EHCP cohort.
- It is a similar picture at SEN Support where Barnet has a higher population of all ethnic groups compared to England with the exception of our Bangladeshis, Pakistani and Gypsy/Roma communities.

Table 10. EHCP and Ethnicity.

	EHCPs %		
	England	London	Barnet
Any other ethnic group	1.9	5.5	9.7
Asian - Bangladeshi	1.9	6.3	1.1
Asian - Chinese	0.3	0.6	1.2
Asian - Indian	2.1	4.2	3.2
Asian - Pakistani	4.2	4.3	2.2
Asian - any other Asian background	1.9	4.3	4.1
Black - Any other Black background	1	3.1	1.9
Black - Black African	4.6	14.8	11
Black - Black Caribbean	1.3	5.2	1.7
Mixed - Any other mixed background	2.7	5.7	6.2
White - Gypsy/Roma	0.4	0.2	0
White - Irish	0.3	0.4	0.7
White - White British	66.4	25.6	30

Table 11. SEN Support and Ethnicity.

	SEN Support %		
	England	London	Barnet
Any other ethnic group	1.8	5.7	10.5
Asian - Bangladeshi	1.4	5.2	0.6
Asian - Chinese	0.3	0.5	1.1
Asian - Indian	1.8	4.1	2.4
Asian - Pakistani	3.9	3.8	1.9
Asian - any other Asian background	1.3	3.4	3.8
Black - Any other Black background	0.8	2.5	1.4
Black - Black African	3.4	11.8	8.8
Black - Black Caribbean	1.2	5.3	2.2
Mixed - Any other mixed background	2.4	5.5	5.6
White - Gypsy/Roma	0.6	0.3	0.1
White - Irish	0.3	0.6	0.8
White - White British	69.7	29.5	31

1.10 Free School Meals

1.10.1 Pupils with SEN are more likely to be eligible for free school meals. Nationally, 41.1% of pupils with an EHC plan and 37.5% of pupils with SEN support are eligible for free school meals in 2023. This compares to 23.8% of all pupils in schools.

1.10.2 The percentage of Barnet pupils who are eligible for free school meals is lower across all categories – EHCP, SEN Support and No SEN than either the London or National rates.

Table 12. EHCP and SEN Support and Free School Meals.

	England	London	Barnet
EHC plans	41.1	42.5	33.2
SEN Support	37.5	37.5	31.7
No SEN	20.8	23.2	17.9

Please note that the Mayor of London's Office is funding free school meals for all eligible KS2 pupils this academic year (2023-2024).

1.11 Appeals to SENDT

- Parents or the young person if they are over the age of 16 and have left statutory education are able to appeal to SENDT about decisions made about them in relation to requests for an Education Health and Care Needs Assessment (EHCNA), this can include decisions about whether to assess, or issue an EHCP as well as or plans, contents B (description of needs) , F (Special educational provision required) and I (name of the education institution) of a plan and whether to maintain it. The tribunal can also make recommendations about the health and social care needs specified in a Plan as well as consider claims in relation to disability discrimination.
- Nationally, the [rates of appeal](#) have increased from 1.8% in 2018 to 2.3% in 2022. Rates of appeal for Barnet are significantly higher than the national average at 3.7%, which is the highest rate of all London Boroughs (excluding City of London). Whilst a significant number of appeals are resolved ahead of a formal hearing, more needs to be done to engage families before appeals are registered in order to resolve any disputes through informal disagreement resolution practices.

1.12 Educational Outcomes 2022. Source MIME report July 2023

- From EYFS through to KS5, EHCP pupils in Barnet schools had high levels of attainment with SEN Support pupils also performing well from KS2 to KS4. SEND pupils also tended to have low levels of absence and suspensions across mainstream schools.

Primary attainment (2022).

- At 7%, the rate of EHCP pupils achieving a **good level of development at EYFSP** was the **highest among statistical neighbours** and the 15th highest in England. However, at 22%, the proportion of SEN Support pupils with good level of development at EYFSP was below statistical neighbour and England averages, although recent data indicates this position has been reversed and attainment at Early Years (Good Level of Development) was above national once again in 2023.
- Around a third of EHCP pupils met the **year 1 phonics** standard in 2022, placing Barnet **fifth** out of all local authorities **in England**.
- Similarly, **larger than average proportions** of Barnet's EHCP pupils **achieved at least the expected standard across all three KS1 subjects**. For example, one in ten EHCP pupils reached the expected standard or higher in KS1 writing in Barnet, ranking second among statistical neighbours, and in the top quartile of England local authorities.
- The proportion of **SEN Support** pupils achieving the expected standard in **RWM** at KS2 was 31.4%, which placed Barnet **17th in England**, and **second** among **statistical neighbours**.
- **Reading** and **maths** were **particular strengths** for **SEN Support pupils** at **KS2**, with the percentages achieving the expected standard or higher in these subjects placing Barnet first among statistical neighbours and in the top ten local authorities in England.
- **EHCP** and **SEN Support** pupils also made **more progress** between KS1 and KS2 than their peers across England, consistently ranking in the top quartile of local authorities in England.

In particular, both EHCP and SEN Support pupils made better than average progress in maths, both ranking second among Barnet's statistical neighbours.

1.1.1 KS4 attainment (2022 revised).

- Barnet performed very well across headline KS4 measures for both EHCP and SEN Support pupils, consistently ranking in the top quartile of local authorities in England.
- EHCP pupils had an average Attainment 8 score of 21.6 in 2022, the sixth highest in England, and an average Progress 8 score of -0.84, the tenth highest in England.
- Similarly, the average Attainment 8 and Progress 8 scores for SEN Support pupils both ranked in the top 20 local authorities in England.
- Around 1 in 4 (24%) EHCP pupils achieved at least a grade 4 in English and maths in Barnet, which was 10% points above the England average, ranking Barnet sixth of all local authorities in England.
- Barnet's EHCP and SEN Support cohorts also performed well in the English Baccalaureate (EBacc) with both entry and attainment rates well above the England averages.

1.1.2 Post-16 attainment (2022).

- The average point score (APS) per Academic entry for EHCP students was high at 39.5, placing Barnet second among statistical neighbours.
- The APS per academic entry for SEN Support students was higher than both statistical neighbour and England averages. However, the APS per Applied General entry for SEN Support students was low, at 26.0. This ranked Barnet second lowest among statistical neighbours and in the bottom quartile of local authorities in England.
- Both EHCP and SEN Support students in Barnet continued to achieve very high rates of qualification to a full Level 2 and full Level 3 by age 19, ranking in the top quartile of local authorities in England. The Level 2 qualification rates partly reflect the historically very strong KS4 performance of Barnet's SEND cohort.
- In 2022, the proportion of EHCP students who achieved a full Level 2 including English and maths by age 19 was particularly high. At 28.2% this was the 11th highest proportion in England.

1.1.3 Pupil destinations (2021 revised).

- After KS4, the proportions of EHCP and SEN Support pupils remaining in education, employment or training were higher than the England averages, but lower than the statistical neighbour averages.
- Following the trend across London, Barnet had relatively large proportions of both EHCP and SEN Support pupils progressing to a school sixth form or sixth form college. For example, around a third (33.8%) of the EHCP cohort progressed to a sixth form or sixth form college after KS4, compared to the England average of just 11.9%. However, this rate of progression to a sixth form or sixth form college for EHCP pupils is also high compared to in other London local authorities – the regional average of 22.8% is more than 10% points lower than the rate in Barnet.

- The proportions of SEN and LLDD students remaining in education, employment or training after KS5 were above statistical neighbour averages. In particular, at 81.2%, the proportion of LLDD students remaining in education, employment or training after KS5 school was much higher than the statistical neighbour average of 74.8% and ranked second among statistical neighbours.
- Relatedly, the proportions of SEN and LLDD students with no known sustained destination after KS5 were lower than average, ranking lowest and second lowest among statistical neighbours for SEN and LLDD students respectively.

1.1.4 NEET and participation (2023).

- The percentages of 16 and 17 year olds with an EHCP or SEN Support who are in education and training are some of the highest in England, ranking fourth and second out of all local authorities in England respectively.
- The percentages of 16 and 17 year olds with an EHCP or SEN Support whose activity was NEET or unknown are very low. Only 1.3% of 16 and 17 year olds with an EHCP are NEET or have a not known activity in Barnet, ranking second in England, far lower than the England average of 9.3%.

1.1.5 Absence (2021/22)

- Caution should be taken when comparing this 2021/22 data to prior years as data from 2019/20 and 2020/21 was impacted by COVID-19 related school closures. Additionally, sessions that were missed due to self-isolation, shielding, quarantining after returning from abroad and class bubbles sent home were not counted as absences.
- Barnet continued to perform well, with a low overall absence rate across all phases for EHCP pupils (10.4%) and SEN Support pupils (8.8%), both ranking in the top quartile of local authorities in England.
- The proportion of pupils who were persistent absentees across all phases was also low for both SEN Support and EHCP pupils. At 31.3%, the proportion of EHCP pupils who were persistently absent in Barnet schools was the lowest among statistical neighbours and the 15th lowest of any England local authority.
- In contrast, the overall absence rate in Barnet's special schools, and the proportion of special school pupils who were persistent absentees were both higher than the England averages. The reason for this is not clear and further exploration will be needed to see how the LA can support attendance where appropriate.

1.13 Exclusions

- Barnet continues to have low exclusion rates for SEND pupils and there have been no permanent exclusions of EHCP pupils.
- Barnet has lower suspension and exclusion rates across all categories as compared to our statistical neighbours and England, with the exception of secondary 'at least one suspension/fixed term exclusion'. Barnet's rate is 10.7%, lower than the England rate of 13.2% and slightly above our statistical neighbour average of 10.6%.

Table 14. Exclusions.

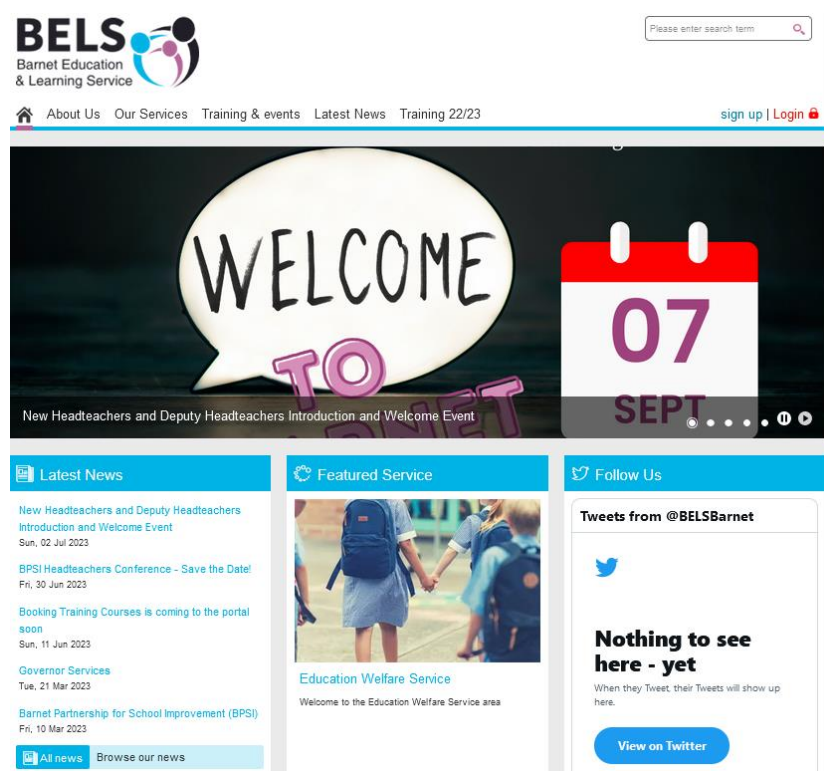
		Barnet					Statistical Neighbours			England						
		2019	2020^	2021^	2022	Trend	Latest Avg.	LA vs Stat. Neigh.	Latest Diff.	2019	2020^	2021^	2022	Rank	LA vs England	Trend
Exclusions	Overall	Suspension/fixed term exclusion rate - EHCP	13.8%	5.9%	7.5%	9.1%	15.0%	4th	5.9%	16.1%	11.7%	13.0%	17.6%	19th	5.5%	-----
		Suspension/fixed term exclusion rate - SEN Support	8.3%	5.7%	5.8%	9.7%	12.2%	4th	2.5%	15.6%	11.0%	11.9%	18.6%	15th	3.9%	-----
		At least one suspension/fixed term exclusion - EHCP	5.6%	3.5%	4.2%	4.9%	6.4%	5th	2.5%	6.5%	5.4%	5.9%	7.2%	23rd	2.3%	-----
		At least one suspension/fixed term exclusion - SEN Support	4.5%	3.4%	3.8%	5.1%	5.5%	5th	0.4%	6.2%	4.9%	5.4%	7.1%	20th	2.0%	-----
		Permanent exclusion rate - EHCP	0.00%	0.00%	0.00%	0.00%	0.10%	1st	-0.10%	0.15%	0.10%	0.08%	0.13%	1st	-0.13%	-----
		Permanent exclusion rate - SEN Support	0.13%	0.12%	0.07%	0.08%	0.16%	5th	-0.08%	0.32%	0.20%	0.15%	0.25%	26th	-0.17%	-----
	Primary	Suspension/fixed term exclusion rate - EHCP	9.2%	1.1%	4.3%	5.0%	8.5%	2nd	3.5%	13.6%	10.0%	11.0%	13.8%	21st	3.8%	-----
		Suspension/fixed term exclusion rate - SEN Support	2.1%	1.1%	1.3%	2.8%	4.7%	4th	3.9%	6.9%	4.8%	4.4%	6.3%	17th	3.5%	-----
		At least one suspension/fixed term exclusion - EHCP	2.6%	0.8%	2.6%	2.7%	4.1%	2nd	2.4%	5.6%	4.6%	5.1%	6.0%	17th	3.3%	-----
		At least one suspension/fixed term exclusion - SEN Support	0.9%	0.7%	0.9%	1.3%	2.1%	3rd	0.8%	2.9%	2.3%	2.2%	2.8%	13th	0.5%	-----
		Permanent exclusion rate - EHCP	0.00%	0.00%	0.00%	0.00%	0.06%	1st	-0.06%	0.18%	0.13%	0.08%	0.13%	1st	-0.13%	-----
		Permanent exclusion rate - SEN Support	0.00%	0.03%	0.00%	0.00%	0.04%	1st	-0.04%	0.12%	0.09%	0.04%	0.08%	1st	-0.08%	-----
	Secondary	Suspension/fixed term exclusion rate - EHCP	20.4%	12.7%	14.6%	16.7%	25.3%	2nd	3.6%	30.9%	22.7%	27.2%	38.0%	15th	23.3%	-----
		Suspension/fixed term exclusion rate - SEN Support	18.6%	12.7%	12.1%	19.7%	23.4%	5th	3.7%	29.9%	20.8%	22.8%	36.2%	20th	15.5%	-----
		At least one suspension/fixed term exclusion - EHCP	10.1%	7.6%	7.6%	8.7%	11.0%	2nd	2.3%	12.1%	9.9%	11.6%	14.0%	13th	5.3%	-----
		At least one suspension/fixed term exclusion - SEN Support	10.4%	7.5%	7.9%	10.7%	10.6%	5th	0.1%	11.6%	9.0%	10.1%	13.2%	31st	2.5%	-----
		Permanent exclusion rate - EHCP	0.00%	0.00%	0.00%	0.00%	0.28%	1st	-0.28%	0.33%	0.19%	0.17%	0.27%	1st	-0.27%	-----
		Permanent exclusion rate - SEN Support	0.35%	0.25%	0.17%	0.20%	0.33%	5th	-0.13%	0.65%	0.39%	0.31%	0.50%	29th	-0.30%	-----
	Special	Suspension/fixed term exclusion rate - All pupils	11.6%	4.8%	3.9%	5.5%	14.5%	5th	3.0%	11.3%	7.8%	7.3%	9.6%	59th	4.1%	-----
		At least one suspension/fixed term exclusion - All pupils	4.3%	2.6%	2.3%	3.2%	5.8%	5th	2.6%	4.6%	3.8%	3.7%	4.4%	57th	3.2%	-----
		Permanent exclusion rate - All pupils	0.00%	0.00%	0.00%	0.00%	0.04%	1st	-0.04%	0.06%	0.04%	0.03%	0.05%	1st	-0.05%	-----

Appendix 2

BELS Online Portal Guide

Logging on for the first time.

www.BELSTradedServices.uk



- Click on Login at the top right of the website.

The login button will take you to the login page with Username and Password fields. This is the same page that everyone uses to login to the SLA Online system and you are now within a secure area.

Logging in for the first time

An account has been set up with your email address but on your first visit to the portal, you will need to re-set your password.

- Click Forgotten Password?
- Enter your email address in the top box
- Click the Reset button

The system will forward a temporary password to the email address entered above (if this is a registered address).

Client Login

xxxx@xxx.xx

.....

☒ Remember my username

Login

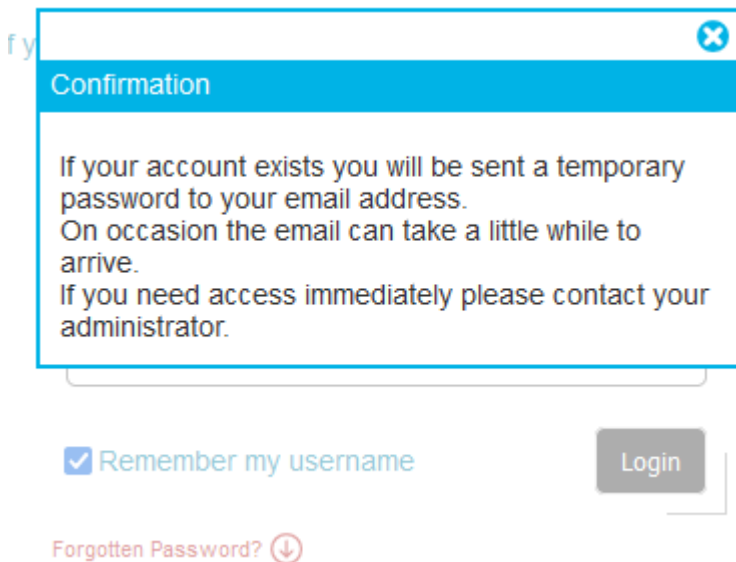
Forgotten Password? (↑)

Reset Password

Click the button below to have a new temporary password resent to your email address as entered above.

Reset

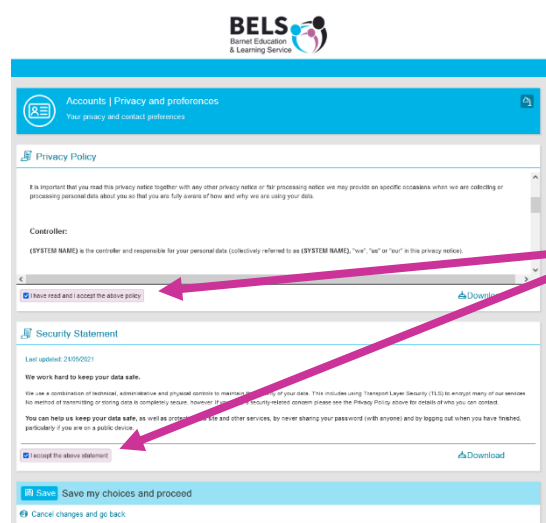
This will be delivered from **BELS | Barnet Education and Learning Service**
<support@frontlinedata.co.uk> so you may wish to save this as a contact to ensure the notifications don't go into your junk!



The image shows a confirmation dialog box with a blue header and a white body. The text inside the dialog box reads: "If your account exists you will be sent a temporary password to your email address. On occasion the email can take a little while to arrive. If you need access immediately please contact your administrator." Below the dialog box is a login form with a checkbox labeled "Remember my username" and a "Login" button. A link for "Forgotten Password?" with a downward arrow icon is also visible.

You will receive a confirmation message that you have been sent a temporary password.

- Please copy the temporary password and return to the website
- Paste the temporary password in the password box and hit Login
- You will be prompted to enter a new password and then Hit 'Save'



The image shows a screenshot of the "Privacy and Security Statement" form. The form has a blue header with the BELS logo and the text "Accounts | Privacy and preferences". The main content area is divided into two sections: "Privacy Policy" and "Security Statement". Each section has a "Download" link and a checkbox to "I have read and I accept the above policy". At the bottom of the form, there is a "Save" button labeled "Save my choices and proceed" and a "Cancel changes and go back" link.

Privacy and Security Statement

On your first log-in you will be asked to tick that you have read the Privacy and Security Policies. Both can be view and downloaded if you choose.

Welcome to the portal - you are now logged on!

If you have any issues with logging on, please contact BELS.Training@barnet.gov.uk

BELS
Barnet Education & Learning Service

Settings ? Logout

Sample Maintained Primary Sc...

Home Services Store Training Communication Resources Setup

Welcome | Carrie @ Sample Maintained Primary School

Enter your keywords here and then click enter to search

Barnet Partnership for School Improvement

2023 BPSI RESIDENTIAL HEADTEACHERS CONFERENCE

Speakers include Miranda Perry, Greg Bottrell and Clare Sealy

BPSI Headteachers Conference - Save the Date!

Quick options

- My profile Contact details and preferences
- Manage purchases
- View purchases report
- View billing statements
- Browse training and other events

Upcoming events

July 2023

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23

Traded Services 2023/24

Shop now through the Store

Annual order for 2023 / 24