**BELS Director’s Report to Governors**

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| SPRING 2025***DEVELOPING THE EFFECTIVENESS OF*** ***YOUR GOVERNING BOARD*** | CONTENTS 1. **MESSAGE FROM BELS CHIEF EXECUTIVE AND DIRECTOR OF EDUCATION AND LEARNING**
2. **GOVERNOR TRAINING**
3. **SEND AND AP UPDATE**
4. **REVIEW OF POST-16 QUALIFICATION REFORM AT LEVEL 3**
5. **DESIGNATED GOVERNORS**
6. **GOVERNOR HUB UPDATE**
7. **DIVERSITY OF THE GOVERNING BOARD**
8. **SCHOOL WEBSITE**
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| **1.** | **MESSAGE FROM BELS CHIEF EXECUTIVE AND DIRECTOR OF EDUCATION AND LEARNING** |
| **Summary** |  Welcome back, I hope 2025 has started positively for you. Our thoughts go out to those of you who have suffered bereavements in your school community at the start of the year. Very sadly we have lost both Barnet pupils and members of staff at the start of the year. Our Educational Psychology Team and the Council’s Integrated Clinical Services Team (BICS) co-ordinate support for schools that have suffered a critical incident in their school. Please do let me know if you don’t feel that you’ve had the support that you need.Two schools had an extremely cold start to the year when they had no heating, caused by the water leak into the gas pipes in the N10 area. This affected Coppetts Wood Primary School and Hollickwood Primary School for over a week. Credit to the leaders of those two schools who worked tirelessly to try to, not only keep their schools open, but offer their spaces as “warm hubs” for local residents. Leaders in Barnet schools always rise to any challenge!**Interim Executive Director for Children and Families (Director of Children’s Services)**This term we were delighted to welcome **Chris Spencer** to the post of Executive Director for Children and Families (DCS) in the Council. Following the departure of Chris Munday in December the Council have appointed Chris, as an interim until June at the latest, to give them time to recruit a permanent replacement. Unusually for a DCS, Chris has an education rather than a social care background, starting his career as a teacher. He is a very experienced DCS, starting as a DCS in 2004 when he was appointed to Hillingdon where he stayed for seven years before moving on to a role as an adviser to the Home Office on matters relating to UASC (Unaccompanied asylum seeking children and leaving care). The work he did there was enshrined in the 2014 Immigration Act. Following a three-year spell working with the Home Office, Chris returned to the DCS role in Harrow for four years where he had responsibility for Children’s Services, Adult Services and Public Health. His last permanent appointment was as DCS in Gloucestershire between 2018 -2023 where he spent just over five years helping the Service out of intervention to a much stronger position today. After moving on from Gloucestershire Chris completed successful interim assignments as DCS in Cornwall and Waltham Forest before joining Barnet at Christmas. Chris knows Barnet well as a resident having lived in Barnet for several years earlier in his career. As DCS Chris joins our BELS Board of Directors.**BELS Senior Staff Changes**I am sad to report that **Karen Flanagan**, BELS Director of SEND and Inclusion, will be leaving us in March ’25. You will have seen and heard from Karen at Director’s Briefings for Chairs and Vice Chairs. Karen has accepted a role in Haringey Council and is moving to take up the SEN and Inclusion Lead in that authority. SEND and Inclusion has continued to improve in Barnet and BELS since Karen started in September 2022. Karen was successful in our bid to the DfE to be the Lead Local Authority in London on the Change Partnership Programme (CPP) and has been creative and innovative regarding the way we work and the use of available funding. She has led the BELS SEN directorate really effectively and will be greatly missed. We are putting in place interim arrangements to cover the role of Director of SEND and Inclusion, for a period of six months from 1st April 2025 (or earlier if possible to ensure a smooth handover). This is to ensure consistency and continuity especially as we are coming to the end of the CP Programme in August (unless the decision is taken by the government to extend it). Once we have an interim in place we will start the process of recruiting to the permanent role. As before, we will involve schools fully in that process.It is a busy time for recruitment in BELS as we are also losing our Director of Finance, **Darren Turnpenney** who has made the decision to retire. Darren has been with BELS from the start and was previously leading on finance as part of the Cambridge Education commissioned contract from 2016. Darren has been instrumental in ensuring that BELS meets all of the financial requirements of a company as well as having an oversight of all budgets within BELS. He has led the BELS finance directorate really well and will be greatly missed. He will be retiring at the end of March ’25. We are beginning the process of recruiting his replacement.If you know of anyone who may be interested in either of the above posts, please get in touch with me.**School Budgets**This is always a very important term for governors with the setting of the school budgets for 2025-26. During January and February, the Schools Forum and the Cabinet of Barnet Council received reports on school funding for 2025/26. The Dedicated Schools Grant (DSG) is paid in support of the LBB schools’ budget and is the main source of income for the schools budget. Local authorities are responsible for determining the split of the grant between central expenditure and the individual schools budget (ISB) in conjunction with local schools forums. Local authorities are responsible for allocating the ISB through the ESFA Authority Proforma Tool (APT) to individual schools in accordance with the local schools’ funding formula. The London Borough of Barnet mirrors the National Formula Funding values in its local funding formula and will continue to do so in 2025-26.The DSG is made up of four blocks:* Schools Block (SB)
* Early Years Block (EYB)
* High Needs Block (HNB)
* Central School Services Block (CSSB)

The Schools Block (SB) allocates funding for pupils in Reception to Year 11 instate-funded mainstream schools and academies. The Early Years block (EYB) funds early education entitlements for 2-, 3- and 4- year-olds in private, voluntary, and independent settings, maintained nursery schools and school nursery classes. The High Needs Block (HNB) supports provision for vulnerable children and young people, mainly those with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014. In 2018-19, the DfE created a Central School Services Block (CSSB) using the baseline of the schools block in 2017-18. The CSSB covers funding for historic commitments and funding for ongoing and statutory responsibilities.On 18 December 2024, the DfE published details of 2025-26 DSG allocations, confirming the amounts for the Schools Block and the Central School Services Block. However, the amounts for the High Needs Block and the Early Years Block are indicative at this time and likely to be revised during 2025. Before deductions, the DSG allocation to the local authority shows that there is growth across all four blocks as follows:* Schools Block - £23.660m (7.10%) (c.4.20% after adjusting for rolled up grants)
* High Needs Block - £4.986m (6.38%)
* Early Years Block - £14.356m (31.75%)
* Central School Services Block - £0.046m (1.84%)

**Allocations by block****Schools Block** is based on the following rates**:** * £5,865 Primary unit of funding based on 28.959 primary pupils (October 2024 census)
* £7,732 Secondary unit of funding based on 23,562 secondary pupils (October 2024 census)

Funding for Pupil Growth and Premises factors totals £4.751m.TOTAL (Gross funding – subject to deductions for recoupment and NNDR) = £356.789m**Central School Services Block** includes the following:* £2.446m – allocation for ongoing responsibilities (includes retained duties, admissions, licensing and Schools Forum administration)
* £0.121m – Historic commitments allocation, a 20% reduction from 2024-25.

TOTAL = £2.567mThe **Early Years Block (EYB)** is estimated using early years numbers taken from the Early Years and Schools census in January 2024. An update to the 2025-26 EYB allocation will be made once the January 2025 Early Years and Schools census numbers are finalised. The allocation will be updated in July 2025 based on the January 2025 census numbers. For 2025 to 2026, the 95% pass-through requirement will apply separately to the entitlements for:* 9-months-old children up to 2-year-olds of working parents
* 2-year-old children of working parents
* 2-year-old children from disadvantaged families
* 3 and 4-year-olds (universal and additional hours)

For 3 and 4-year-olds, there is no change, and the pass-through requirement will apply to the universal and additional hours in combination. However, for 2-year-olds and under, the requirement will apply to each of the entitlements individually.It has been confirmed that the hourly rate received by Barnet for 3- and 4-year-olds has increased from £6.74 to £7.00.The DfE funding rate for 2-year-olds disadvantage entitlement has been increased by £0.40 from £9.59 to £9.99. In 2024-25, early years funding was extended to 2-year-olds of working parents and children under 2-year-olds. This continues into the financial year 2025-26 with an increase of £8.226m over the 2024-25 allocation. These children will also attract early years pupil premium and disability access fund. TOTAL = £59.568mA proposal on how these changes will impact Barnet’s current early years funding formula will be presented to Schools Forum in March 2025 for approval. The provisional **High Needs Block (HNB)** income for Barnet has been calculated as follows:* £75.573m - High Needs National Funding Formula allocation
* £4.850m - based on a £5,193 per pupil Area Cost Adjustment (ACA) weighted base rate \* 934 (pupils in special schools/special academies based on the October 2024 census)
* £1.392m - Import/export adjustment for net 208 imported pupils
* £0.992m – hospital education and teachers’ pay and pension

TOTAL = £83.133m (Gross funding – subject to deductions for high needs place funding)The final import/export adjustment data will be amended based on January 2025 School and FE providers’ High Needs pupil census data. **Indicative school budget shares for 2024-25**As in the previous year, Barnet continues to mirror the national funding formula rates. For 2025-26 financial year the mainstream schools elements of TPAG, TPECG and CSBG are being rolled into the schools DSG for 2025-26. To ensure schools do not lose funding as a result of this change, additional funding has been added to each school’s MFG baseline. The amount added reflects the number of pupils included in the school’s MFG baseline.The allocation for the Schools Block is based on October 2024 school census data. The funding floor will continue to protect schools from sudden drops in their funding. The 2025 to 2026 NFF funding floor is set at 0%. This ensures that no school will see a drop in the amount of pupil-led per pupil funding they attract, compared to the 2024 to 2025 baseline. In addition, each primary school is guaranteed a minimum of at least £4,995 per pupil and each secondary school is guaranteed to receive at least £6,465 per pupil in 2025-26. Further information including the indicative school budget shares for 2025-26 for both maintained and academy schools can be found in the School Forum papers at [Agenda for Schools Forum on Thursday 16th January, 2025, 4.00 pm](https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=745&MId=11986&Ver=4). These are subject to data corrections and will be verified by the DfE before final confirmation to schools. The figures do not include Growth, Post-16, Early Years, or SEN funding.I would like to take this opportunity to thank those governors who volunteer to be on the Schools Forum. We have to ensure that Schools Forum has representatives from both school staff and governors/trustees, from all types of school. We are currently looking for a Governor from a primary academy to join. If interested, please express your interest to geroge.peradigou@barnet.gov.uk. **Ofsted Inspections**As you are aware this is the last year of the current Ofsted Framework before a new Framework, including planned School Report Cards, comes into effect in September 2025. A live consultation about the proposed new framework is due to begin shortly and will last 12 weeks. We would encourage all schools to engage in this consultation, giving their views. Ofsted are looking for schools to pilot the new proposed framework. The pilot inspections will not result in a report, but they will be seeking views from the schools and inspectors involved about how the proposed framework works in practice. If you would like your school to be put forward as a possible pilot please let me know. Ofsted are clear that they need to select their pilot schools from across the country ensuring a full mix of type of schools (i.e. just because you volunteer that doesn’t mean you will necessarily be a part of these pilots)So far this academic year we have had 10 Ofsted inspections of Barnet schools (6 primary; 3 secondary and 1 special). When Gaynor Roberts (Senior HMI for London) came to speak with Barnet headteachers recently she was clear that Ofsted are focussing on **inspecting all schools this year that have not been inspected since the Covid lockdowns**. This was their agreement with the DfE. Therefore, if you had your last inspection in 2019 or 2020 (or before) your school will definitely be inspected this academic year. In addition they will be re-inspecting as many Requiring Improvement and Inadequate schools as possible, clearly prioritising those that had their inspection longest ago. As usual, at our next **Director’s Briefing with Chairs and Vice Chairs, 6.00pm on Thursday 6th February**, we will be hearing from some governors who have recently been through an Ofsted Inspection at their school.**Children’s Wellbeing and Schools Bill**The [Children’s Wellbeing and Schools Bill 2024-25](https://bills.parliament.uk/bills/3909) was introduced on 17 December 2024. The bill had its [second reading](https://hansard.parliament.uk/commons/2025-01-08/debates/656F7D15-EA9D-46EA-8D8A-795738402CE9/Children%E2%80%99SWellbeingAndSchoolsBill) on 8 January 2025.* [Bills before Parliament: Children’s Wellbeing and Schools Bill](https://publications.parliament.uk/pa/bills/cbill/59-01/0151/240151.pdf)
* [Read Explanatory Notes: Children’s Wellbeing and Schools Bill](https://publications.parliament.uk/pa/bills/cbill/59-01/0151/en/240151en.pdf)
* [House of Commons Library Briefing Paper](https://commonslibrary.parliament.uk/research-briefings/cbp-10165/)

The Children’s Wellbeing and Schools Bill has two parts: part one on children’s social care and part two on schools. I have summarised the relevant educational points from each part:**Part one: Children’s social care**Part one of the bill would:*Kinship care and family networks** Extend the role of Virtual School Heads to cover children in need and all children in kinship care

*Child protection** Allow for the creation of a single unique identifier for children and introduce new duties around data sharing

**Part two: Schools**Part two of the bill would:*Breakfast clubs and school food standards** Require state-funded primary schools to provide free breakfast clubs
* Clarify the law on the application of school food standards to academies, including at breakfast

*School uniforms** Place statutory limits on the number of branded items of uniform statefunded schools can require

*Children not in school** Introduce a local authority consent mechanism for the withdrawal of certain children from school, including those at special schools
* Introduce a requirement for local authorities to maintain a register of children not in school, with duties for parents and related requirements for school attendance orders to be issued in some cases

*Independent educational institutions** Expand the regulation of independent educational institutions that provide all or most of a child’s education
* Strengthen Ofsted’s powers to investigate unregistered, and therefore illegal, independent schools
* Amend Ofsted’s requirements to report on independent school inspectorates, and clarify information sharing powers

*Teacher misconduct** Broaden the teacher misconduct and prohibition regime to include teachers in more settings, regardless of their current teaching status or when the alleged misconduct or offence occurred

*Changes relating to academies** Require new teachers in academies and free schools to have or be in the process of achieving, qualitied teacher status (QTS), and to go through statutory induction processes
* Require academies to teach a revised national curriculum
* Allow the Education Secretary to direct an academy trust to do (or not do) something if it isn’t discharging its powers or meeting its duties properly
* Remove the existing duty of the Education Secretary to make an academy order (beginning the process of converting a maintained school to an academy) if a maintained school is in special measures or has serious weaknesses
* Bring teachers in academies within the statutory national framework for pay and conditions, which currently only applies directly to maintained schools

*School admission arrangements** Require schools and local authorities to cooperate to manage school admissions, and the supply of local school places; give local authorities powers to direct academy schools to admit pupils; and give an independent body (the Schools Adjudicator) new powers around maximum admission numbers

*Opening new schools** Remove the requirement for most new schools to be academies, and restore local authorities’ and other bodies’ powers to propose opening new maintained schools and pupil referral units (PRUs)

Schools Week provided a very useful summary[Children’s Wellbeing and Schools Bill: The 15 Key Policies](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fschoolsweek.co.uk%2Fchildrens-wellbeing-and-schools-bill-the-15-key-policies%2F%3Fmc_cid%3D9103b08bef%26mc_eid%3D28d3d62999&data=05%7C02%7Cneil.marlow%40barnet.gov.uk%7Cbd8da81ffc9942af7d5c08dd2e2cec82%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638717492968576809%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=UvBcA5CTHx3yMlrIdOrva1RljVeW3xlFiCx2wdbmqN8%3D&reserved=0)I hope you have a successful and enjoyable 2025. |
| **Governors’ Role** | To note the above information.  |
| **For action by** | All Governors |
| **Contact** | Neil MarlowChief Executive and Director of Education and LearningBarnet Education and Learning Service (BELS) Email: neil.marlow@barnet.gov.uk |

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| **2.** | **GOVERNOR TRAINING** |
| **Summary** |  The Governor Training Programme can be found [HERE](https://www.belstradedservices.uk/governorservices). Governors should have created a login for the training portal by now. If you require assistance with this, please contact BELS.Training@barnet.gov.uk.Courses this term: [Director’s Briefing to Chairs and Vice Chairs](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F246943&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767279652%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=AOT1v5xNeWaDLQ9sjFMMmHZ2h4jd6qRUF3Mz8KoIhag%3D&reserved=0) - Thu, 06 Feb 2025, 18:00-19:30[High Quality EYFS and Governor Oversight](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F234677&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767301151%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=FJxTO%2BkJO%2B4gpOdgZZtzinQDkA84qWZSWt%2FI8TShjkg%3D&reserved=0) - Mon, 10 Feb 2025, 18:00-19:30[The Ofsted Framework](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F246952&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767322594%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=%2FWZLt9wroq5zhwThKPNUh2pGodbkiklMJuT46xT0ZSw%3D&reserved=0) - Wed, 12 Feb 2025, 18:00-19:30[Induction for Newish Governors – Part 1 and 2](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F246959&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767342142%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=xf3WuOZmG1Ook%2B%2Bv7LHJWk3kazagvpCFmrTqlc6TC1Y%3D&reserved=0) - 24 Feb & 3 March 2025, 18:00-19:30[The Role of the Parent Governor](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F246968&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767362682%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=SNQT1uZDryHVbyJjSSCQhoVdY%2F%2BY4DEkimsIfjEeqx8%3D&reserved=0) - Tue, 25 Feb 2025, 18:00-19:30[Financial Management for Maintained Schools](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F254209&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767383603%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=Z2EwF9e9ZnOKOiHMQoXZ0OyLaAEDrWAqzUVTL0PGQms%3D&reserved=0) – 26 Feb 1800-1930[Discussion Forum for Chairs and Vice Chairs](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F246963&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767407630%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=hxrVo%2FzkacPqKVwNbZFYkXmmVp3SU%2B6C8fjfdDjx%2F4I%3D&reserved=0) - Thu, 06 Mar 2025, 18:00-19:30 [Raising Achievement for SEND Pupils](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F250398&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767431430%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=v0qWOyfqnbGeXDYEF1agxDLbB1LKc0BBIGSy1hZoaEk%3D&reserved=0) - Mon, 10 Mar 2025, 18:00-19:30[Website Compliance for Governors](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F232369&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767453996%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=OOQhu5TaGBsP0rIEjho0SlamVH%2FwprXZ4tx0i30InDo%3D&reserved=0) - Mon, 17 Mar 2025, 18:30-19:30[Safeguarding for all Governors](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F246965&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767475302%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=2VHE6w4mQaNzmK%2FMYmdHq7j3B2Gy0gDueh6yJ32cuLs%3D&reserved=0) - Tue, 18 Mar 2025, 18:00-20:00[Ofsted Ready: Interview Prep](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F246954&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767497781%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=beLdC8p8rToGhBhBzj%2Bm2%2FLhBaexX1o6LJCzPD4mBH0%3D&reserved=0) - Wed, 26 Mar 2025, 18:00-19:00[Complaints Handling, Panel Hearings and Appeals](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F246966&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767520549%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=v4M0eXw9am6Dn%2BwVyGxL3jGEr6DoB0kO3X1foggt7WA%3D&reserved=0) - Thu, 27 Mar 2025, 18:00-19:00[Exclusions and Suspensions: The role of the Governor](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.belstradedservices.uk%2FEvent%2F247389&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C08703d337a544251d72108dd33db0d14%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638723739767543472%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=0ANLrSs6pJ5ia40Ar4dmFjDoGjiazkxBKT5tt%2FXnIoM%3D&reserved=0) - Tue, 01 Apr 2025, 18:00-19:30*Note: Any price shown on the portal will reduce to zero upon checkout for subscribing schools.* According to the DfE Governance Guides, governing boards should be “providing an **induction** for new governors”, and all school governors and academy trustees must have **safeguarding** training, including **online safety** training to fulfil the requirements of Keeping Children Safe in Education (KCSIE). We recommend that new governors enrol onto these sessions **within 6 months of their start date**. The guidance suggests updating this training regularly. We recommend this be done, at least, every two years. This will ensure that governors are able to oversee safeguarding policies and procedures.    Following Induction and Safeguarding Training, **further training** will depend on the governor’s designated area of responsibility and the committees they have been assigned to. The **DfE lists a lack of training as grounds for suspension** of a governor. This reflects the importance of ensuring governors are upskilling. Your code of conduct should highlight this expectation. We recommend that boards **appoint a designated governor for training** and that a training log is updated to record courses undertaken. By keeping governors informed of training and keeping a log of training undertaken, the Designated Governor for Training can help the Chair ensure governors are upskilling. This builds an effective board, from which future leaders can emerge, thus also helping with chair **succession planning**. Chair-specific training should also be undertaken to develop existing and future Chairs/Vice Chairs (eg: Newish and Aspiring Chairs, Chair & Vice Chair Forum, Chairs & Vice Chairs Briefings, Action Planning and Evaluation for Governing Boards, etc.). The annual Governance Audit / skills audits can also be used to evaluate skills gaps and training needs. Appointing a Designated Governor for Training to keep track of this is advised.Subscribing schools also have access to our advice service, including procedural and constitutional advice, termly governor updates, support with elections, governor recruitment, chair mentoring, etc. |
| **Governors’ Role** | To note the above information.  |
| **For action by** | All Governors |
| **Contact** | George PeradigouGovernor Services Barnet Education and Learning Service (BELS) Email: George.Peradigou@barnet.gov.uk  |

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| **3.** | **SEND AND AP UPDATE** |
| **Summary** |  There are three main updates to this report:1. [Schools Forum Report January 2025](#_SEND_and_AP)
2. [SEND and AP Change Programme Partnership (CPP) Updates.](#_SEND_and_AP_1)
3. [Wider Updates.](#_Wider_updates:)

Schools Forum report January 2025 * 1. **Purpose of Schools Forum.**

Schools Forums are advisory bodies established by local authorities to provide a platform for discussing and consulting on matters related to school funding and financial arrangements. Their main purposes include:* + Advising on School Funding: They provide recommendations on the distribution of funding to schools, including the local funding formula and any changes to it.
	+ Consultation: Local authorities must consult the schools forum on various financial issues, such as arrangements for pupils with special educational needs, early years provision, and the use of pupil referral units.
	+ Decision-Making: schools forums have decision-making powers in some areas, such as approving proposals for the movement of funds between different funding blocks.
	+ Monitoring and Oversight: They help ensure transparency and accountability in the allocation and use of school funds.

Information about School Forum Powers and responsibilities can be found [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971711/2021_Schools_forums_powers_and_responsibilities.pdf). * 1. **Summary.**
		1. Following the Budget on 30 October 2024, an increase of £1billion was announced. The allocations were issued on 18 December 2024. The HNB will increase by 6.9% to **£76,544,917 *after*** deductions – an additional £4,944,118.9m for the year 2025-2026.
		2. The HNB will be circa £3.36m in deficit by the end of this financial year (31 March 2025). Although the DSG has reserves it is anticipated that if all things remain the same, these will be exhausted during 2026-2027 and the DSG will go into a deficit from 2027-28. The increased allocation for 2025-2026 is not sufficient to reverse the deficit over time, but it will slow the rate of increase.
		3. As has previously been reported previously to the Schools Forum, the [DSG: conditions of grant 2024 to 2025 paragraph 5.2](https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2024-to-2025/dsg-conditions-of-grant-2024-to-2025), require that any local authority with an overall deficit on its DSG account at the end of the financial year, or whose DSG surplus has substantially reduced during the year, must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend. Failure to effectively manage the DSG will lead to government intervention.
		4. The actions already taken within the Borough will serve as a backdrop to inform any future interventions as part of a DSG management plan.
		5. The deficit that Barnet is facing, is not a result of poor management. There will of course always be things we can do differently; however, the deficit, is quite simply a result of national funding not matching demand. This has been well evidenced in the government’s own National Audit Office (NAO) reports of [2019](https://www.nao.org.uk/reports/support-for-pupils-with-special-educational-needs-and-disabilities/)and  [2024](https://www.nao.org.uk/wp-content/uploads/2024/10/support-for-children-and-young-people-with-special-educational-needs.pdf#:~:text=Based%20on%20an%20NAO%20estimate%2C%20around%201.9%20million,in%20January%202024%2C%20with%201.7%20million%20at%20school.), the [ISOS report 2024](https://static1.squarespace.com/static/5ce55a5ad4c5c500016855ee/t/669fcedacd1a1f608546f52b/1721749338168/SEND%2Breport.pdf) the December 2024 [Institute for Fiscal Studies](https://ifs.org.uk/sites/default/files/2024-12/Spending-on-special-educational-needs-in-England.pdf) report and most recently in January 2025 the [Public Accounts Committee report](https://committees.parliament.uk/publications/46238/documents/231788/default/).

*“The system to support children and young people with special educational needs (SEN) in England is reaching, or, arguably, has already reached, crisis point. Despite a 58% increase in the Department for Education’s (the Department) high needs funding over the last decade, funding has not kept pace with demand following a 140% increase in the number of children with education, health and care (EHC) plans. Outcomes for children have not improved which inevitably undermines parents’ confidence in the system. Too many families struggle to get the help their children desperately need, with long waiting times for assessments and support, and tribunal cases Rising”.*[*PAC report : SEND.*](https://committees.parliament.uk/publications/46238/documents/231788/default/)* + 1. There are generally two approaches to reducing spend:
* **Cuts:**
	+ These can provide a ‘quick fix’ in terms of immediate savings, especially if there is wastage in a system. Where there is no wastage, cuts invariably have a detrimental impact on services for our children and young people with SEND and we are acutely aware of the impact that year on year austerity has had on education providers across maintained, academy and free schools, as well as nurseries and FE colleges.
	+ They can also lead to increases in future financial deficits as they are often implemented with no strategic understanding of the longer term impact.
* **Investing in Early Prevention and local support:**
	+ Investing in preventive measures can reduce the need for more expensive and or intensive interventions at a later stage in a child/young person’s educational journey and improve outcomes. For example, we know that earlier intervention for children who are experiencing anxiety in school can decrease the likelihood of more entrenched Emotional Based School Avoidance (EBSA) later on and the increased cost of Alternative Provision, targeted or critical Mental Health services as well as the long term impact on the child in terms of their economic activity and life chances.
	+ Enhancing capacity for local support in our specialist inclusion teams will develop skill and confidence in all areas of the system and either reduce the need for specialist provision or promote better ‘waiting’.
		1. To this end we are:
* reviewing areas of increasing/highest spend to ascertain whether by doing things differently we can either make better use of existing funds and or, slow the rate of the increase in HNB deficit which will ultimately lead to an overall DSG deficit when the reserves are exhausted.
* Investing in early prevention and support to reduce **avoidable** escalation of need and thus costs where it is possible.
	1. **Areas of most significant increases in HNB spend.**
		1. The largest areas of increased spend from 2019/20 to 2024-2025 were:
* **“EK outreach” and “ASEND” tuition providers -** up from £222,661 in 2019/20 to £1,900,000 in 2024/25 an increase of 753 %. *One of the aims of the AP review is to explore different approaches to meeting our duties to pupils who are unable to attend school under section 19 of the 1996 Education Act through reasons of exclusion, illness or otherwise. This could include developing our own AP tuition and online education offer.*
* **Mainstream top ups** - up from £9,953,967 in 2019/20 to £18,376,033 in 2024/25, an increase of 85%.
* **Special School Top ups** - up from £8,372,353 in 2019/20 to £14,373,134 in 2024/25, an increase of 72%.
* **ARP Top ups** - up from £3,122,850 in 2019/20 to £5,082,821 in 2024/25, an increase of 63%.
* **Special Educational Needs Inclusion Fund (SENIF) – Early Years**. The costs of SENIF increased by 169% rising from £446k in 20/21 to £1.2m in 23/24. See table 2a for a further analysis on spend, the funding is shared between High Needs and Early Years.
* **Independent school costs** - up from £7,703, 953 in 2019/20 to £11,796, 967 in 2024/25 an increase of 53%.

In terms of the independent sector, when you exclude residential placement costs, the total for independent day places is £8,428,000 (Table 1) an increase of 29.7% since 2021/2022.**Table 1. Independent day costs** **Table 2: Forecast expenditure for 2024-2025.****Table 2a: SENIF expenditure 2020/21 to 2024/25*** 1. **The following funding increases were agreed by Schools Forum in January ’25 with effect from 1 April 2025:**
* Increase all levels of Barnet **mainstream top up funding by 5% at a cost of £897k** per annum.
* Increase **special school top up bandings by 5% at a cost of £590k and ARPs by 5% at a cost of £257k** per annum.
* Provide an **additional £1,000 per pupil per annum** who are placed in **special school satellite provisions** in recognition of the additional costs of meeting the needs of children with the most complex needs away from the main school site at a cost of £93k per annum.
	1. **The following staffing were agreed who will be part of the BELS Specialist Inclusion Service.**
* **Two Occupational Therapists (OTs) and 2 OT assistants and three Speech and Language Therapists (SLTs) and 4 SLT assistants** at a cost of c.**£546k** per annum.
* An additional **2 FTE specialist teachers and 6 facilitators** to support mainstream inclusion for neurodivergent children and those with SEMH at primary, secondary and FE at a cost of c. **£411k** per annum.
* An additional **2 FTE EYS advisor specialist teachers and 2 facilitators** to upskill staff and support inclusion in all mainstream nursery settings, as opposed to very limited places at specialist provision at a cost of circa £228k per annum. This will also ensure sufficient staffing to accommodate expected increases in the free early years entitlement offer. This makes no changes to the commissioned Early Years service delivered by Oakleigh.
* **Continue to fund in-reach** support to primary schools for pupils who are at risk of **exclusion** and **expand the role** to cover secondary. This will increase from three days per week to 5 at a cost of £20,000 per annum.
* Recruit to a **full time EBSA / Mental Health / nurture provision lead** at a cost of £50k per annum.
	+ 1. BELS will follow up with the necessary actions in terms of recruitment.

All School Forum agendas, reports and minutes can be found [here](https://barnet.moderngov.co.uk/ieListMeetings.aspx?CId=745&Year=0).1. [SEND and AP Change Programme Partnership (CPP) update.](#_SEND_and_AP_1)
	1. The SEND Change Programme Partnership is a national programme to test some the reforms as set out in the [SEND and Alternative Provision Improvement Plan](https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf).
		1. Barnet were selected to be the Lead LA for the London region, are partner Boroughs are Camden, Enfield and Islington.
		2. Phase 1 included:
* Developing national standards for SEND provision and a national inclusion dashboard.
* Developing local inclusion partnerships and local area inclusion plans (LAIPS).
* Developing advisory “tailored lists” of education placements for children and young people with an EHC plan, from which parents/carers will be invited to choose.
* Changing the mediation process, with the aim of increasing the number of families who opt for mediation rather than pursuing an appeal to the SEND Tribunal.
* Testing of a new national template for EHC plans and advice templates.
	1. Phase 2.
* Phase 2 is focused on the new administration’s agenda of mainstream inclusion. We know that as with the London picture, Barnet is a very inclusive Borough and still retains specialist staff.
* Alongside our partner boroughs we are identifying what works well in mainstream inclusion locally, so we can trial some of this good practice in each other’s boroughs.
	1. **Alternative Provision (AP) Review**
* As part of this work, we are reviewing our Alternative Provision (AP) offer which is currently delivered via our two Pupil Referral Units (PRUs), Northgate and the Pavilion. A key part of the objective is to ensure our offer aligns to that of the three tier model as outlined in the DfE SEND and Improvement Plan.
* The intention is to have a single offer with a variety of clearly articulated pathways to meet the needs of these pupils.

**Image 1: DfE Three Tier Model for AP.** A diagram of a tier-based program  Description automatically generated with medium confidence* Financial sustainability was also a key aspect of the review so we could identify opportunities for savings and or how we could do things differently to both meet need and reinvest savings to meet the needs of a greater number of pupils earlier.
* This includes the development over time of an online school to support the education of children who for reasons of exclusion, illness or otherwise cannot attend school, and the establishment of an approved AP provider list. Anticipated savings from current cost of independent tuition providers will be reinvested into the service. Schools will also be able to access a list of AP providers who have undergone a basic quality assurance process to commission in school or off school offsite provision to improve behaviour for pupils or enhance their own curriculum offer.
* Phase 1 (scoping and stakeholder engagement for co production of vision) is completed, and we are now in phase 2 - developing the operational detail ready for implementation.

**Image 2. Stakeholder agreed Vision for AP.** * 1. **Early Language Support for Every Child (ELSEC).**
* Barnet is one of 9 LAs that is testing out the ELSEC programme. The programme has worked with
* 40 Barnet schools and school nurseries and 6 Private Voluntary or Independent nurseries
* Since the start of the ELSEC Programme in June 2024 the programme has supported:

* It offers:
* Communication environment support.​
* Training staff to screen their whole class’s speech & language skills​.
* Adult child interaction video coaching sessions.​
* Training teaching staff to run intervention groups​.
* Supporting teachers with vocabulary teaching in the classroom.​
* Supporting teachers to encourage children’s active listening in the classroom​.
* Parent support sessions​.
* Makaton training​.
* The programme has received very positive feedback from schools and nurseries who have been involved, the screening is identifying children at an earlier phase so we can put early intervention in place.
* Case Study - Four children at a nursery in Barnet were screened in June 2024 and scored in the amber range (mild to moderate difficulties). The staff in their class were supported to develop their environment to make it more communication friendly and to develop the quality of their interactions with children in their class. The children were also included in a concept vocabulary group.
* The four children were rescreened in October 2024 and scored within the green range (age-appropriate).
	1. **Access to devolved cluster funding for high needs pupils in mainstream without recourse to an EHCP.**
		1. In 2023, an external consultant (Dr Peter Gray) was commissioned to conduct a review of Barnet’s High Need Spend. This was part of our proactive approach to identify areas in which we could reduce the anticipated deficit in the High Needs Block.
		2. A Key recommendation of that report was:

*“Exploring the possibility of funding schools additionally without the requirement for an EHC needs assessment. A number of other London Boroughs have moved/are moving to a greater level of devolution to schools or clusters of schools, ensuring that this is matched by a corresponding level of accountability. This enables a greater level of peer moderation and challenge between schools and helps support good practice and more consistent thresholds for funding requests”.* * + 1. The advantages of this approach are:
* Ensure faster access to funding for children who require Special Educational provision that is above that of the ordinarily available offer in Barnet
* Increase the ‘reach’ of the same cash envelope due to the flexibility of the system and the ceasing of funding when it is no longer needed.
* Reduce bureaucracy for SENDCOs.
* Ensure schools have faster access to funding to support children.
* Enhance transparency of decision making through peer moderation.
* Supports mainstream inclusion.
* Build on a ‘team around the cluster’ approach.
* Upskill wider staff in terms of thresholds and good practice.
* As part of the change programme partnership and in recognition of this good practice in other boroughs will be trialling a pilot in one cluster area and expand this to increase wider areas during the academic year 2025-2026 with a full role out of the pilot in the academic year 2026- 2027.
1. **Wider Updates.**
	1. **SEN notional budgets and Fair Share (Mainstream schools).**
* SEN funding comprises:

**Element 1 funding** – Age Weighted Pupil Unit (AWPU) commonly known as ‘bums on seats’ money. Funding for 2025/26* + For Key stage 1 and 2 children this is £4,233.08
	+ for Key Stage 3 this is £5,966.15 and
	+ for Key Stage 4 this is £6,726.50

**Element 2 –** *notional* SEN Budget - £6,000 per pupil. **Element 3** – HNB top up funding – according to a banded level agreed at point of issue or review of an EHC Plan.* **The Notional Budget** [**The notional SEN budget for mainstream schools: operational guidance 2025 to 2026 - GOV.UK**](https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2025-to-2026/the-notional-sen-budget-for-mainstream-schools-operational-guidance-2025-to-2026)
	+ - * Local authorities are required to identify a *notional* budget for their mainstream schools which helps them comply with their duty to use their ‘best endeavours’ to meet the special educational needs (SEN) of their pupils. The notional SEN budget is not a separate budget but is identified within a maintained school’s delegated budget share, or an academy’s general annual grant and is calculated by local authorities using their local mainstream schools funding formula factors.
			* It is important to note that the notional SEN budget is not intended to provide £6,000 for every pupil with SEN, nor is intended to provide a specific amount per pupil with lower additional support costs.
			* In meeting their SEND responsibilities, schools are expected to meet any short fall in notional SEND budget from the rest of the school’s budgets.
			* The notional SEN budget is not a budget that is separate from a school’s overall budget. It is an identified amount within a maintained school’s delegated budget share or an academy’s general annual grant. It is intended as a guide for a school’s spending decisions, and is neither a target nor a constraint on a school’s duty to use its ‘best endeavours’ to secure special provision for its pupils with SEN.
			* The DfE expects local authorities to review this calculation alongside their local formula.
* **Calculating the notional SEN budget**
	+ - Most local authorities calculate their schools’ notional SEN budget using a combination of funding from the basic entitlement factor, the deprivation factors and the low prior attainment factors in the local funding formula. Depending on how the local formula is constructed and the overall weighting of the different formula factors, we would expect the calculation of the notional SEN budget to include:
		- a small part of the basic entitlement funding.
		- a larger part of deprivation funding, reflecting the higher prevalence of lower-level SEN amongst disadvantaged pupils.
		- the majority or whole of the low prior attainment factor funding, as this is the best proxy we currently have for pupils with low-cost, high-incidence SEN.
	+ The table below summarises the factors and the percentages using in calculating Barnet’s notional SEN budget.

**Barnet’s formula for notional SEN budget.**

|  |  |
| --- | --- |
| National Funding Formula Factors | Notional SEN % |
| 1) Basic Entitlement (AWPU) | 4.5% |
| 2.a) Deprivation -Free School Meals | 20.0% |
| 2.b) Deprivation - IDACI | 20.0% |
| 3. English as an Additional Language (EAL) | 100.0% |
| 4) Mobility | 100.0% |
| 5) Low prior attainment | 20.0% |

**Next steps.*** We will be reviewing the formula for the SEN notional budget before the end of this academic year.

**Fair share in Barnet*** + The Department of Education recognises that current formulaic calculation of schools’ notional SEN budgets is unlikely to be a precise match for the costs of support provided by teachers and other professionals for the pupils they identify as having SEN.
	+ Therefore, the Department has a provision in the High Needs Operational guide for Local authorities to allocate targeted additional funding from the high needs budget where there is a significant mismatch between the notional SEN budget and actual costs of SEN support. This funding would supplement the school’s notional SEN budget as calculated under the local funding formula.
	+ In Barnet, this funding is called the “Fair Share” funding.
	+ Fair share funding was introduced following a working party review into SEN funding in 2022. As a result of the working party a number of recommendations were coproduced and subsequently agreed at Schools Forum. The methodology has been kept under review and following feedback from schools was updated in 2024 to include all pupils with an EHCP on roll, as opposed to just Barnet pupils with an EHCP as well as schools going into an in year deficit as opposed to having to be in a deficit.

**The fair share funding formula in Barnet** * + Where the funding for all EHCPs in a mainstream school is 60% or more of the SEN Notional funding and the school has a deficit budget or is moving to an in-year budget deficit, the school will be given additional funding.  The amount of funding will be determined by the number of EHCPs and the banded funding rates for the EHCPs, taking account of the school’s SEN Notional funding and deficit budget.

*Please contact Siobhan Stacey (BELS Finance)* *siobhan.stacey@barnet.gov.uk* *or Feray Souleiman* *Feray.Souleiman@Barnet.gov.uk* *(Head of Service SEN) if you believe your school should be allocated additional funding via fair share.* * 1. **SEND and AP Strategy**
* Thank you to all who contributed to the development of our new SEND and AP Strategy. It is currently at the design phase and will be issued before half term.
	1. **SEND Transport Policies**

Our statutory aged and adult (19-25) SEND policies have been through formal consultation and are now live. The 6thform (16-19) policy is currently going through the formal consultation which closes on the 31 January 2025. The consultation document can be found [here](https://www.engage.barnet.gov.uk/16-19-send-travel-assistance-policy).  |
| **Governors’ Role** | To note the above information.  |
| **For action by** | All Governors |
| **Contact** | Karen FlanaganDirector of SEND and InclusionBarnet Education and Learning Service (BELS) Email: Karen.Flanagan@barnet.gov.uk  |

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| **4.** | **REVIEW OF POST-16 QUALIFICATION REFORM AT LEVEL 3** |
| **Summary** |  **Review of post-16 qualification reform at Level 3**In December the DfE published outcomes of the review of post-16 qualification reform at Level 3. The review found that both students and employers need a simpler range of high-quality qualifications, which provide them with the skills they need. This review confirms decisions up **2027** and the Curriculum and Assessment Review will focus on qualifications in the longer term, the commitment remains to considering how young people are prepared for life and work.Key findings of the review include:* The government will move away from blanket restrictions and rules, such as defunding qualifications which overlap with T Levels.
* The government will not tell providers and students which types of qualifications can and cannot be mixed together.Colleges and sixth forms will still be able to work with students to determine the most appropriate curriculum.

The full outcomes of the review can be accessed via the hyperlink below:[The outcomes of the Review of Qualifications Reform at Level 3 in England – T Levels support for schools and colleges](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.tlevels.gov.uk%2Fhc%2Fen-gb%2Farticles%2F20323058751634-The-outcomes-of-the-Review-of-Qualifications-Reform-at-Level-3-in-England&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7Cf0439187b1ad445efc5b08dd3ba421b7%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638732298309878991%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=YOMvJyQgp7ESlQxIjdYoykybVohXA6P0quWQCTguic8%3D&reserved=0) |
| **Governors’ Role** | To note the above information.  |
| **For action by** | All Governors |
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| **5.** | **DESIGNATED GOVERNORS** |
| **Summary** |  Section 2.3 of the DfE’s Maintained School Governance Guides has specified responsibilities the DfE recommends assigning to designated governors. The governing board is accountable for all strategic decisions made but can delegate governance functions to committees or designated governors appointed to focus on certain areas to support strategic decision making. As the legal entity, the governing body remains responsible and retains overall control of all decisions made.At the very least, governing boards should appoint designated governors to take specific strategic lead responsibility for its:* safeguarding arrangements, including the [Prevent duty](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fprotecting-children-from-radicalisation-the-prevent-duty&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7Cd221f993a1264639a8be08dd34eaa67f%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638724904592252555%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=IRYxLFNMo7dfyX69OCkitWeu9NBjqmXQb7Yssrl%2FjA8%3D&reserved=0)
* SEND arrangements
* [careers education](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcareers-guidance-provision-for-young-people-in-schools&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7Cd221f993a1264639a8be08dd34eaa67f%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638724904592269584%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=ki9BWAJgEx2bdvAoqPFG1wvwZSeW7TRwqGfPvq3zup8%3D&reserved=0), in secondary schools or federations that contain secondary schools

Additional guidance on these roles is available from other organisations, including:* [5 great tips for meetings with SEND coordinators](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2F9000lives.org%2Fsend-governor-question-framework%2F&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7Cd221f993a1264639a8be08dd34eaa67f%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638724904592281994%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=s7qpEtbW%2FtLED54QoEgvGYotmC%2FXQniHKmWTJOatttc%3D&reserved=0) (SENCOs) by 9000 Lives
* [safeguarding for governors](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.childprotectioncompany.com%2Fofsted%2Fsafeguarding-for-governors%2F&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7Cd221f993a1264639a8be08dd34eaa67f%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638724904592294115%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=%2BMiZ7zGQZQduomUaK5b9MoVg%2BxBGrwOWFEyItbRpX90%3D&reserved=0) by Child Protection
* [link governor for careers and work-related learning (secondary schools)](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgovernorsforschools.org.uk%2Fnews%2Flink-governor-for-careers-and-work-related-learning-secondary-role-description%2F&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7Cd221f993a1264639a8be08dd34eaa67f%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638724904592307775%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=c2UMXU4Iytvi3dHOL%2FomCzmk%2Bn0paABGETz1dhsiCaY%3D&reserved=0) by Governors for Schools
* [Resources for Governors](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fresources.careersandenterprise.co.uk%2Fresources-governors&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7Cd221f993a1264639a8be08dd34eaa67f%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638724904592320990%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=JYKYoaQ%2FDdhDtqMOp0awqAyQKoAll%2FaPa7PXu1xTZZs%3D&reserved=0) by The Careers and Enterprise Company
 |
| **Governors’ Role** | To note the above information.  |
| **For action by** | All Governors |
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| **6.** | **GOVERNOR HUB UPDATE** |
| **Summary** |  Governor Hub have announced that they are no longer offering the Governor Hub database as a standalone subscription. They will now offer a single subscription, including their Knowledge element, which puts out various templates and guidance. For schools to buy this directly, the price would range from £525-900 depending on the size of the school. For our subscribers, we’ve negotiated a lower price and will be selling it as a bolt-on for £400. For schools subscribed through Governor Services, this change will commence from September 2025. For non-subscribing schools, this is likely to come into play from April 2025 but do check with them directly.  |
| **Governors’ Role** | To note the above information.  |
| **For action by** | All Governors |
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| **7.** | **DIVERSITY OF THE GOVERNING BOARD** |
| **Summary** |  The Department for Education (DfE) recognises the importance of diversity and wants governing boards to be increasingly reflective of the communities they serve. The DfE now encourages schools and trusts to collect and publish diversity data about the board and any local academy committees.We previously ran a series of courses on the benefits of diversifying your board and how to go about this. Since then, studies and reports have been published by the DfE, NGA, etc., related to diversity so we wanted to summarise findings from these. The DfE highlights the importance of diversity and wants governing boards to be reflective of the communities they serve. Monitoring and evaluating the diversity of your board will help in this endeavour. Adding new governors or trustees to the governing board who are reflective of (but not representatives of) the community the school serves can help it make better decisions in the interest of all pupils.There are several benefits to creating a diverse governing board:* When the people around the table come from different places and think different things there is sufficient challenge which helps to ensure robust decision making.
* By committing to diversifying itself, the governing board will set an example about inclusion from the top down.
* Seeing governors and trustees from ethnic minorities provides role models for young people and can give them confidence in what they can achieve. As an important part of the leadership of the school, a governing board is also an important role model for parents, staff and the wider community.
* Having a diverse governing board provides a connectedness between the school and its community, and ensures all stakeholders feel valued. It can increase the confidence of the community in the school because those making decisions understand the lives, context and aspirations of the community it serves.

Governing boards should reflect – not represent – the community. While bringing a range of perspectives makes for better decision-making, governors must understand that they are not on the board to represent anyone or a particular group but to use their own judgment to act in the best interests of all pupils at the school.When monitoring the diversity of your board, we recommend that you: * Make use of available data (such as local area reports provided by the Office for National Statistics) to understand the demographic of your community.
* Reflect on how your board’s membership represents the demographic of your community.
* Explore opportunities to increase board diversity – consider the opportunities and challenges facing your pupils and your community now and in the near future; could new volunteers help to fill gaps in understanding?

The purpose of diversity monitoring is not to promote token diversity. Finding prospective governors with the required skills/experience remains the most important factor when recruiting. Members of the governing board should not be recruited solely on the basis of their protected characteristics or lived experience.The NGA have produced a ‘diversity indicators form’, which subscribers can download from their website. This can be used to gather diversity data on board membership and use this as a basis for discussion and action. The process should help to highlight issues, put forward solutions, and engage stakeholders. There is no prescriptive way to collect diversity data from volunteers; this needs to be done on a voluntary basis. |
| **Governors’ Role** | To note the above information.  |
| **For action by** | All Governors |
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| **8.** | **SCHOOL WEBSITE** |
| **Summary** |  Governors should have regular oversight of the schools website. This item is a reminder to governors about what their schools should be publishing online to ensure the school website is fully compliant. This information has been published by the DfE, as follows: What maintained schools must publish online: [What maintained schools must or should publish online - GOV.UK](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fwhat-maintained-schools-must-publish-online&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C3217e608f5834a074d5c08dd34e0daa9%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638724862530305523%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=FBAEpo7%2F%2FwbOyuAjE7UrTYhX3fbuCBAmiNBzMQsBUnM%3D&reserved=0)What academies must publish online: [What academies and further education colleges must or should publish online - GOV.UK](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fwhat-academies-free-schools-and-colleges-should-publish-online&data=05%7C02%7CGeorge.Peradigou%40Barnet.gov.uk%7C3217e608f5834a074d5c08dd34e0daa9%7C1ba468b914144675be4f53c478ad47bb%7C0%7C0%7C638724862530324952%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=V1aQVxfh3k5CEODDMcOeP0Nh1Z%2FiX83dTrfMDor2NAQ%3D&reserved=0)It is expected that the following be easy to find: Vision and Values Statement Curriculum OverviewSafeguarding information StaffingGoverning Board information The school website is often the first port of call for many stakeholders, including Ofsted. Ensuring it is organised and compliant will speak volumes! Please get in touch if you want to arrange a website review through BPSI.  |
| **Governors’ Role** | To note the above information.  |
| **For action by** | All Governors |
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