

Chief Executive and Director of Education and Learning - Report to Governors

SUMMER 2021

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***DEVELOPING THE
EFFECTIVENESS OF
YOUR GOVERNING
BODY***

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| 1. | Ofsted Update |
| Summary | <p>Ofsted have updated their information about their summer term inspection activities including monitoring inspections for Inadequate and some RI schools, full inspections of Good schools outside of the 5 year window and inspections of Outstanding schools if requested. Full details can be found at Ofsted: coronavirus (COVID-19) rolling update - GOV.UK (www.gov.uk). Headlines are as follows:</p> <ul style="list-style-type: none"> • From 4th May Ofsted will restart inspections and will return to onsite visits. • They will prioritise those schools causing significant concern • They will carry out section 8 monitoring inspections for schools who have been judged inadequate or requiring improvement twice already • Ofsted may convert a section 8 to a section 5 if deemed appropriate • They will start to inspect good schools that due to the pandemic have fallen outside of the 5 year window • Outstanding schools can request an inspection if they wish • Unless significant concerns are raised, Ofsted will not inspect secondary schools in the first half of the summer term. Secondary schools will be included in inspection schedules from 21 June. • Under these plans, most schools will not receive an inspection until the programme of routine inspections restarts in September. <p>School Inspection Framework A new school inspection framework was released on 19th April 2021 and can be found here: https://www.gov.uk/government/publications/education-inspection-framework Headline changes are as follows:</p> <ul style="list-style-type: none"> • Ofsted will agree safety protocols to ensure the inspection is completed in a COVID-secure way. • The handbooks have been updated to reflect the COVID-19 context that education providers are operating in and the disruption the pandemic has caused to them. <p>Governors can attend training on 9th June 2021 to find out more. Register here.</p> |
| Governors' Role | To note the above information. |
| For action by | All Governors |
| Contact | <p>Helen Morrison Learning Network Inspector Barnet Education and Learning Service (BELS) Email: helen.morrison@barnet.gov.uk</p> |

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| 2. | Curriculum Update |
| Summary | <p>A strong and robust curriculum is at the heart of high-quality education in all schools. The curriculum should also reflect a school's unique context and the needs of the pupils who attend, as well as the communities they serve. Ofsted recognised this in their latest framework, which came into force in September 2019, where the quality of a school's curriculum offer is key to a successful Ofsted outcome.</p> <p>During the pandemic, schools have endeavoured to maintain the delivery of a high-quality curriculum. Obviously, there have been real challenges to this; uncertainty and 'bubble' closures in the autumn term, full blown school closures in January and February and the 're-set' of March and now the summer term. Schools have had to develop rigorous online/remote learning to deliver the curriculum, audit pupils' ever-changing needs and make necessary adaptations to the curriculum on an ongoing basis.</p> <p>From May 4th, Ofsted have started a limited number of inspections, with the aim to move to their full tariff in September 2021 (as outlined in the Ofsted Update in this report). We already know that the curriculum will again be central to any inspection. As some of you will have already experienced, it is important that governors know about the rationale for their own school's curriculum, fully understand the expectations of school leaders in leading a broad and ambitious education offer and have mechanisms and processes to be able to monitor and challenge the information shared by leaders in school.</p> <p>If you want to know more about:</p> <ul style="list-style-type: none"> • Curriculum intent, implementation and impact • Deep Dives • Current updates because of the pandemic • Expectations around blended learning • How to have a top line view of your school's curriculum • Reflect on the rationale for your school's own unique curriculum (what does broad and ambitious mean in your school?) <p>Then Paul Whitcombe and Katie Dawbarn are running training on the curriculum for governors on 9th June 2021. Click here to register.</p> |
| Governors' Role | To note the above information. |
| For action by | All Governors |
| Contact | Katie Dawbarn Learning Network Inspector Barnet Education and Learning Service (BELS) Email: katie.dawbarn@barnet.gov.uk |

3. Return to School

Summary

From January to 8th March

At the start of the Spring Term primary and secondary schools were only open for children of critical workers or vulnerable children. **Attendance in schools between start of term and 8th March was:**

- Overall 12%
- Primary 22%
- Secondary 4%
- Critical Worker Children 75%
- Vulnerable Children 50%

Schools have a duty to provide an effective remote education provision for those not in school. Special schools, Alternative Provision and Nursery Settings remained open throughout this period for all pupils.

From 8th March

On the 8th March all Barnet primary schools opened and the secondary schools began to phase the full re-opening over the next two to three weeks. Control measures that were put in place, in addition to previous control measures were:

- Face Coverings for staff in all schools
- Lateral Flow Device Testing for staff in all schools (at home)
- Lateral Flow Device Testing for secondary pupils at 3 to 5 day intervals (the first 3 in school then at home)
- Lateral Flow Device Testing for households (at home)

School Risk Assessments were updated.

Attendance during this period compared with national

The DfE released attendance figures for one day in March and one day in April. The below table shows Barnet’s attendance on those days compared to national (green highlight shows above national, red below)

| Date | Overall | | Primary | | Secondary | | Special | | Pupils with EHCP | | Pupils with a social worker | | FSM pupils | |
|------|----------|-------|----------|-------|-----------|-------|----------|-------|------------------|-------|-----------------------------|-------|------------|-------|
| | Barnet % | Nat % | Barnet % | Nat % | Barnet % | Nat % | Barnet % | Nat % | Barnet % | Nat % | Barnet % | Nat % | Barnet % | Nat % |
| 25.3 | 95 | 90 | 95 | 92 | 95 | 87 | 82 | 82 | 89 | 84 | 88 | 82 | 91 | 86 |
| 22.4 | 95 | 94 | 96 | 96 | 94 | 91 | 89 | 88 | 87 | 89 | 88 | 86 | 93 | 90 |

On 25th March attendance in Barnet was above National at every indicator apart from Special Schools which was in line with national.

On 22nd April attendance in Barnet was above National at every indicator apart from Primary Schools which was in line with national and pupils with an EHCP below national.

Governors’ Role

To note the above information.

For action by

All Governors

Contact

Neil Marlow
Director, School Improvement and Traded Services
Barnet Education and Learning Service (BELS)
Email: neil.marlow@barnet.gov.uk

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| 4. | <h2 style="text-align: center;">UK Reading Road Map 2021/22</h2> |
| <p>Summary</p> | <p>The Reading Road Map is a highly successful reading scheme that was created by the Islington Schools Libraries Service in 2016/17. It is designed to both encourage children to read for pleasure and as a resource for children, carers and educators to become familiar with a wide range of newly published authors and genres. The School Libraries Resources Service is delighted to offer the 2021/22 Reading Road Map to all primary schools in Barnet this Autumn.</p> <p>Aim of the UK Reading Road Map:</p> <ul style="list-style-type: none"> • to promote reading for pleasure across schools nationally • to raise SATs levels across schools • to engage reluctant readers • to challenge more able readers • to support teachers, children, and carers by signposting them to new authors. <p>Four Reading Road Maps will be available to Barnet schools from the School Libraries Resources Service this Autumn:</p> <ul style="list-style-type: none"> • <i>The Adventure Reading Map</i> (this map targets parents and carers reading to their children in Years 1 & 2) (30 titles) • <i>The UK Reading Road Map</i> for years 3 & 4 (40 titles) • <i>The Barnet Reading Road Map</i> for years 5 & 6 (60 titles) • <i>The UK Reading Road Map</i> for years 7 & 8 (35 titles) as a result of discussions with English leads in a number of authorities we have agreed to offer three different maps for mixed schools, all boys and all girls. <p>How does the Reading Road Map work? The resources are delivered directly to schools in October. Some run the scheme from within classrooms; others set aside space during lunchtimes; other schools use their libraries to manage the challenge.</p> <p>How long does the scheme last? Children have from October/November to the end of June/July to read as many of the books as they would like. They are rewarded with stickers and certificates to encourage them to continue on their reading journey.</p> <p>For more information and for copies of the Open University's Evaluation of the Reading Road Map, please email lucy.merritt@barnet.gov.uk</p> |
| <p>Governors' Role</p> | <p>To note the above information.</p> |
| <p>For action by</p> | <p>All Governors</p> |
| <p>Contact</p> | <p>Lucy Merritt Schools Libraries Resources Service Barnet Education and Learning Service (BELS) Email: lucy.merritt@barnet.gov.uk</p> |

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| 5. | School Governors and Conflicts of Interest |
| Summary | <p>It has come to our attention that some schools may need some guidance in this area. According to school governance regulations, where there may be a conflict between the interests of a governor, and the interest of the governing body, or there is reasonable doubt about a particular governor’s ability to act impartially, or a governor has a pecuniary interest, they must disclose their conflict of interest, withdraw from the meeting and not vote on the matter in question.</p> <p>Of course, this is open to interpretation depending on the matter in question, which is where some grey areas have emerged. However, the regulations also leave room for Governing Boards to interpret and apply the above to their scenario. The regulations state that, where there is any dispute as to whether a governor is required to withdraw, this is to be determined by the other governors present at the meeting.</p> <p>What we would like to advise is that when governors are interpreting and applying the above, confidentiality should be kept separate from conflicts of interest. These are two separate issues. Particular governors should not be excluded from discussions based on a lack of trust in them keeping information confidential (e.g.: excluding a staff governor from discussions around a proposed restructure for fear that they would breach confidentiality and inform colleagues). When Governors are appointed and sign up to a code of conduct, they should be trusted to keep to this until proven otherwise. If a breach in confidentiality occurs to show that this trust was misplaced, the Governing Board would then hold that governor to account. However, Governing Boards should not preemptively exclude a governor from a discussion due to lack of trust in their ability to retain confidentiality.</p> <p>Continuing with the example of a staffing restructure proposal, this should not be an automatic exclusion of staff governors. It’s for the Governing Board to decide if the staff governor can be impartial in their participation. If the proposal directly affects the staff governor’s post in the school, this could understandably create reasonable doubt among the Governing Board in the staff governor’s ability to remain impartial during the discussion. In this example, it is clear that the staff governor would have an interest greater than the generality of all staff.</p> <p>While governors should declare whether they have a conflict of interest, if the Governing Board agrees that there is reasonable doubt in their ability to remain impartial, it may decide whether the particular governor should withdraw.</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 |

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| 6. | LA Governor Nominations Process |
| Summary | <p>It has come to our attention that some school governors are still unaware of the process for nominating and appointing the LA Governor.</p> <p>In summary, according to the current regulations, while governing boards make the final appointment via a governing board resolution, nominations must first be assessed and approved by the Local Authority. This is done by the LA Governor Nominations Panel which has been appointed by the council's Children, Education and Safeguarding Committee and usually meets towards the end of each term.</p> <p>When it meets, the panel considers nominations received. First preference is given to Ward Members who have put themselves forward. If no Ward Members or other Councillors put themselves forward or the Ward Member/other Councillor does not have the requested skills, other candidates, who have applied independently to Governor Services, are assessed for suitability.</p> <p>When LA Governor vacancies arise, this panel must be informed in order to consider nominations. This can be done by emailing the details to George.Peradigou@barnet.gov.uk. Once approved, the Chair of Governors will be informed, and the Governing Board can then make the appointment at its next Governing Board meeting.</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> |

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| 7. | Governance Audit |
| Summary | <p>The annual Governance Audit is now available. It is used by Governing Boards to self-evaluate the effectiveness of governance and can be used to drive improvement in the quality and impact of governance.</p> <p>Of the Governing Boards that submitted their audit to the local authority in previous years, those that received the most positive feedback were those which used the audit to track improvement and compare judgements year-on-year, and listed clear evidence to support each judgment.</p> <p>Audits should be undertaken as a collective exercise by the whole Governing Board or a sub-set of Governors appointed to the task, rather than being undertaken solely by the Chair of Governors or Headteacher. They refer to an Action Plan, either separate from, or as part of, the School Improvement Plan to support improvements in identified areas.</p> <p>We recommend carrying out the audit in real time based on the current state of the governing board as opposed to retrospectively analysing the previous year.</p> <p>Over the past three years, the Audit tool has been used by the local authority understand the effectiveness of governance and identify themes, trends and training requirements.</p> <p>The audit can be found here. We ask all governing boards of maintained schools to complete and return the audit to george.peradigou@barnet.gov.uk by Friday 16 July 2021. We would also welcome responses from academies and free schools.</p> <p>If submitted on time, the usual written feedback will be offered to you. Next term, we will also run an enhanced feedback and knowledge sharing session to discuss emerging trends.</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> |

Renaissance Project

Summary

Support for Schools with the Recovery, Reset and Renaissance Project

During the pandemic all schools received timely support from the Learning Network Inspection (LNI) team and our Director, with regular advice and an accessible summary of the DFE directives in daily updates. Additionally, schools were supported in creating rigorous risk assessments; attendance for vulnerable pupils was closely monitored and communication with individual schools was frequent and effective.

The LNI team continued to offer support and challenge to schools to meet the fast-changing expectations of their work to support pupils and their families through the pandemic and beyond.

During the Autumn term 2020, when all children first returned to full time school, **the Covid Learning Recovery Project (CLRP)** focussed on rapid identification of pupil needs, their emotional resilience, their readiness for learning and the identification of learning gaps. This complemented the support from LA wide teams on social and emotional needs. It encompassed leadership support for positive, whole community communication, curriculum development and promoted high quality teaching strategies to settle pupils and 'kick start' their learning stamina again.

By the Spring term 2021, securing high quality first teaching, whether remotely from home or in-school, became a common school priority. In response, **the Blended Learning Research Project (BLRP)** was focussed on the challenge of an unpredictable, changing context. New skills were needed from everyone, at home and in school. So, checklists were provided for leaders at all levels to make sure we had a common standard and level of expectation across Barnet; policies and strategies were created for schools to personalise, each to their own community and needs; specific training supported remote learning for the youngest pupils and shared the very best practise supporting parents; 'expert' sessions were led by teachers in schools confident to use and share their new skills and talents. To culminate a term committed to tackling this new situation as a borough-wide, generous community, the most effective subject leaders in primary schools collaborated in Action Research Groups to redefine learning in their curriculum areas. We included Music alongside those core subjects of Maths and Writing, and we learned how to [remotely] travel the globe honing our skills in geography and history. Across Barnet, the LNI team recognised the quality of remote learning in all schools as highly effective: creative, engaging and robust.

So now, at the start of the Summer term 2021, schools recognise the need to re-group their thoughts and reset aspirations with a clear strategy to move forward. **The Renaissance Conference** on the 11th May is for Heads and Senior leadership teams to reflect on the past year and to set the priorities for the year ahead. In two parts, the morning will be led by a world-renowned speaker on leadership (Floyd Woodrow) to inspire us to set ambitious, relevant goals for success. In the afternoon, Sir Kevan Collins (the Government's Education Recovery Commissioner) and Sir Alan Wood (Government advisor on stakeholders and implementation of recovery programme) will set out expectations for all schools to meet. The Conference will launch a raft of support for schools in Recovery, Reset and Renaissance. Paced over this term and into the Autumn 2021, schools will be encouraged and supported to:

- Review and re-establish their school vision and values.
- Re-evaluate their plans and curriculum maps to create a futures-looking curriculum that takes account of what, during the pandemic, was taught well, less well, what was taught wrongly (eg Maths misconceptions) and what may not have been taught at all.

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| | <ul style="list-style-type: none"> • Re-organise their curriculum to support teachers to teach 'prior' learning as knowledge gaps 'appear'. • Revise the way children and parents are involved with learning. • Replace old systems and practices with efficient online systems across school and new approaches to professional development and appraisal through coaching. <p>The wider Recovery, Reset and Renaissance project incorporates a multi-agency approach to secure pupil outcomes and well-being, bespoke to each school.</p> |
| Governors' Role | To note the above information. |
| For action by | All Governors |
| Contact | <p>Paul Whitcombe and Louise Yarwood Learning Network Inspectors Barnet Education and Learning Service (BELS) Email: paul.whitcombe@barnet.gov.uk / louise.yarwood@barnet.gov.uk</p> |

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| 9. | Revised Early Years Foundation Stage (EYFS) |
| Summary | <p>From September 2021 there have been changes made to the statutory duty for the Early Years Foundation Stage (EYFS) which sets the standards for the learning and care of children from birth to five. The intention of these changes is to improve outcomes for children, particularly in early language and literacy and reduce unnecessary paperwork in order that practitioners can spend more time working with the children in their care. In practice this will reduce the number of written observations kept on a child, reduce the amount of tracking data and encourage schools to look holistically at children's needs to enable that no child gets left behind. Schools' early years curriculums will come into sharper focus as these will drive progress and should reflect the unique needs of the children in your school. Good early years pedagogy remains unchanged and is characterised by play based practice.</p> <p>There are also changes to the end of foundation assessment – known as the EYFS Profile, which include the removal of the exceeding judgement and a change in arrangements for moderation so that local authorities no longer have a statutory duty to externally moderate this data. Schools will be wholly responsible for the accuracy of this data prior to submission.</p> <p>In addition, the statutory Reception Baseline Assessment (RBA) comes into place in September 2021 and will provide a progress measure for that cohort on completing primary education in 2028. Schools will need to continue to make their own on entry assessments in order to design an appropriate curriculum and meet the needs of the children in Nursery and Reception.</p> |
| Governors' Role | To note the above information. |
| For action by | All Governors |
| Contact | <p>Helen Cheung Strategic Lead for Early Years in Schools Barnet Education and Learning Service (BELS) Email: Helen.Cheung@barnet.gov.uk</p> |

Exclusions Update

Summary

Over the past 5 years the overall level of fixed term and permanent exclusions in Barnet have both been under the National and London averages. In 2018/19 Barnet was ranked joint top for the lowest percentage of primary permanent exclusions and in the top 5% for primary fixed term exclusion (note: high ranking means lower exclusions). At secondary Barnet was ranked in the top 20% for the lowest percentage of secondary permanent exclusions and fixed term exclusions and top 30% for one or more fixed term exclusions.

However, these statistics are masking a disproportionality between the exclusion of black pupils compared to the exclusion of white pupils. Black pupils living in Barnet are:

- 2.12 times more likely to have a fixed term exclusion than White pupils. In North London only Haringey has higher comparative rate than Barnet.
- Twice as likely to have more than one fixed-term exclusion than a White pupil. Barnet have the highest rate in this category in North London
- 2.3 times more likely to be permanently excluded than White pupils. Only two other LAs in North London (Camden and Haringey) have a higher comparative rate than Barnet.
- 5.4 times more likely to receive a youth caution or court sentence than White children.

Between 2014 and 2019 Black Caribbean pupils made up 5.4% of permanent exclusions in Barnet despite only making up 2.5% of the Barnet population. Mixed White and Black Caribbean pupils accounted for 4% of exclusions and Black African pupils 21% despite only making up 2% and 10.1% of the Barnet population respectively.

In addition, within Barnet in 2019:

- Black pupils generally have a higher proportion classified as disadvantaged.
- Black Caribbean and Mixed White and Black Caribbean have the lowest Attainment 8 scores.
- Black Caribbean pupils achieved the lowest percentage of all ethnic groups attaining a 4+ in English and maths at KS4 (59.4%).
- Mixed White and Black Caribbean pupils had the 2nd lowest percentage attaining a 4+ in English and maths (63.2%).
- White British 'disadvantaged' pupils performed worse than many of their disadvantaged peers, with only Black Caribbean and Mixed White and Black Caribbean pupils with worse average Attainment 8 scores.
- Disadvantaged Mixed White and Black Caribbean pupils had the lowest Progress 8 scores amongst all disadvantaged cohorts.
- There is also an indication within the data that Black pupils are generally coming from a lower starting point i.e.: lower KS2 grades.

A Multi Agency Working Group was set up recently to look at this issue and includes eight Headteachers (2 primary, 4 secondary, 1 Alternative Provision and the Headteacher of the Virtual School). A support programme for schools is being set up with the ultimate aim of reducing the number of exclusions for Black Caribbean, Mixed White and Black Caribbean, Black African students and also White Disadvantaged students particularly girls.

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| | An Exclusions Conference is being held on the afternoon of 22nd September 2021 for primary, secondary and special schools which governors are very welcome to attend. |
| Governors' Role | To note the above information. |
| For action by | All Governors |
| Contact | Jane Morris School Exclusions And Safeguarding Lead Barnet Education and Learning Service (BELS) Email: Jane.Morris@barnet.gov.uk |

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| 11. | New Autism Pathway |
| Summary | <p>To complement Barnet's all age Autism Strategy, we are developing an Autism Pathway. The Pathway describes the route an autistic child or young person, and their family can expect to follow from when concerns are first noticed (at whatever age these become apparent from 0 to 25 years of age), and covers assessment, diagnosis, pre- and post-diagnostic support and transition to adulthood.</p> <p>It includes services and support available to children and families from health, social care, education, including schools and settings, and the voluntary sector. It describes how professionals should work together with the child and the family at the centre of planning and decision making.</p> <p>It will contain information for families and professionals on what is meant by the term 'Autism', referral routes for diagnosis, education provision in mainstream and special schools, information on SEN Support and Education, Health and Care Plans (EHCPs), training available to schools and settings, parent carer support, independent living and housing, and information on local support networks.</p> <p>The Pathway will include information from across the SEND partnership in Barnet and will be co-produced with parent carers and autistic young people. The timescale for the Pathway is summer 2021. The Autism Pathway will be on the Local Offer and is intended to be a very useful document for families of autistic children, as well as schools and other professionals.</p> |
| Governors' Role | To note the above information. |
| For action by | All Governors |
| Contact | Helen Phelan Director, Education & Inclusion Barnet Education and Learning Service (BELS) Email: helen.phelan@barnet.gov.uk |

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| 12. | <h2>Combined Care Pathway for Children and Young People with Down Syndrome</h2> |
| <p>Summary</p> | <p>In December 2020 the Barnet Down Syndrome Leading Edge Group launched the Combined Care Pathway for children and young people with Down syndrome. The combined care pathway is the first single resource to document and capture clear details about Antenatal and Neonatal pathways, Transition to community and Children’s services, Managing ongoing health and developmental needs, Pre-school and School Age Medical reviews and Transitioning to adult services and Adult Pathways.</p> <p>The scope of the Combined Care Pathway: There are many factors that impinge on the life opportunities of children and young people with Down syndrome. The combined care pathway aims to deliver:</p> <ul style="list-style-type: none"> • The right people • In the right order • In the right place • Doing the right thing • In the right time • With the right outcomes • All with attention to the patient experience. <p>In Barnet there are approximately 6 live births each year of babies who are diagnosed with Down Syndrome. The Combined Care Pathway for children and young people with Down Syndrome was developed in partnership with parent carers, education, social care and health professionals and those living with Down Syndrome.</p> <p>Feedback from families has identified the need for a clarity and consistency in the care of children with Down Syndrome. Close collaboration has taken place with families, and multidisciplinary representatives from Community Services, Barnet Hospital, BELS staff, Therapy Services, Community Paediatricians, Royal Free Hospital Trust to devise a combined care pathway that is based on national guidelines and applicable to Barnet’s local services and community. In addition there is recognition that transition to adult services can be a worrying time for many families and this has been incorporated within the pathway to allow transparency and reassurance that appropriate care and support continues into adulthood.</p> <p>This pathway will enable people to navigate their way through the relevant health, and integrated services to ensure no one who has Down Syndrome gets ‘left behind’, effectively putting all the health and therapies information pertinent for people with Down Syndrome in one place emphasising the need for combined care.</p> <p>The pathway does not replace universal services that all children and adults have access to. It seeks to clarify additional services that may need to be involved in the care of a person with Down Syndrome because of some common health difficulties experienced by some people who have Down Syndrome. The pathway also signposts education and social care services.</p> <p>Governance of the pathway is through the SEND Development Group.</p> |
| <p>Governors’ Role</p> | <p>To note the above information.</p> |
| <p>For action by</p> | <p>All Governors</p> |
| <p>Contact</p> | <p>Helen Phelan</p> |

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| 13. | SEND Support for Schools – ongoing support during pandemic |
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| Summary | <p>In response to the ongoing needs of SENCOs in schools since September 2020, Inclusion Advisory Teachers in BELS have continued to run a wide range of training on Special Educational Needs and Disability. In the autumn term 2020, the training was divided into key themes, including:</p> <ul style="list-style-type: none"> • Strategic Planning for SEND, • Identification and Assessment of Emerging Needs, • SMART EHCPs in a Pandemic, • Provision Mapping & APDR Cycle during the pandemic. <p>The sessions have been very well attended and there has been very positive feedback from SENCOs.</p> <p>During the Spring term 2021, both our Primary and Secondary SENCO Challenge Workshops have been offered virtually to schools on a weekly basis. These have been in addition to the SENCO forums. The Challenge Workshops have proved to be very popular during the last year and described as a “life-line” by one of the SENCOs.</p> <p>The SENCO Forums continue to be an invaluable opportunity for SENCOs to hear local and national updates in relation to SEND as well as an opportunity to share good practice and build networks with other school communities. Each Forum has a specific focus on an aspect of SEND, shaped by the SENCOs and tailored to the areas they would like further input and support with. The SENCO Forums form part of the Inclusion Advisory Team’s traded offer to schools.</p> <p><u>A date for the diary</u></p> <p>We look forward to our next termly Barnet SENCo Conference which will take place on Thursday 29th June 2021. This will focus on the theme of ‘National into Local’ with the opportunity to share our Barnet SEND Strategy 2021 - 2024.</p> |
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| For action by | All Governors |
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| Contact | Helen Phelan Director, Education & Inclusion Barnet Education and Learning Service (BELS) Email: helen.phelan@barnet.gov.uk |
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| 14. | Barnet Community Paediatrics Team: Going Virtual |
| Summary | <p>Like many others, the Barnet Community Paediatric Service has battled to get to grips with remote working and virtual assessments to support children and families. Since March 2020 they have been busy developing a new way of assessing younger children (under age 7 years) for autism. This has been led by the Barnet team of Royal Free London Community Paediatricians together with the pre-school teachers and with engagement and support from the Barnet Parent Carer Forum.</p> <p>In the USA, a virtual model for the remote assessment of autism had been developed by the Vanderbilt Treatment and Research Institute for Autism Spectrum Disorders. It had been developed to meet the needs of dispersed rural communities, where travel to a child development centre many miles away was not practical. Barnet's Community Paediatric Service created a team of skilled and experienced professionals to develop and adapt the model for use in Barnet. The team have developed processes and protocols to carry out virtual clinics.</p> <p>Following a successful pilot study with young children, the model has been developed further to include older children and again this has proved very effective.</p> <p>The team have identified the following advantages of the model:</p> <ul style="list-style-type: none"> • Parents report that they prefer their child being observed in a familiar home context • Parents feel that there is a committed network of professionals around them • Clinicians gain greater understanding by observing parent-child interaction, not possible in a face-to-face ADOS assessment • Other professionals can more easily join a remote clinic • Clinicians are able to give extra support in follow-up sessions e.g. with extended families. <p>The Community Paediatric Service recognise that a remote assessment will not work for every case either because of IT issues, a child's reluctance to interact with someone on screen or for some other reason. The Service is therefore also developing a COVID safe face- to-face assessment using PPE to support equal access for all. However, given the advantages and benefits of the virtual assessment it is likely they this will remain part of the standard way of assessing for autism after Lockdown restrictions lift.</p> <p>The Service is currently working hard to clear the backlog of assessments that has built up since March 2020 and hope to have done that by mid-summer this year, whilst still seeing new cases within three months of referral. The first step in the pathway is a Child Development Clinic assessment with a Community Paediatrician. Details of how to access this can be found on The Local Offer.</p> |
| Governors' Role | To note the above information. |
| For action by | All Governors |
| Contact | <p>Helen Phelan Director, Education & Inclusion Barnet Education and Learning Service (BELS) Email: helen.phelan@barnet.gov.uk</p> |

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| 15. | Mental Health and Wellbeing Zone |
| Summary | <p>We are delighted to share that we are developing an area on our Barnet Local Offer that will be a dedicated space for thinking about emotional wellbeing and mental health. Given the findings that are coming out on the impact of the pandemic on children and young people, including those with SEND, emotional wellbeing and mental health are key areas of focus for us.</p> <p>The Mental Health and Wellbeing Zone will contain valuable information to support the wellbeing of our children and young people, and their families. There will be resources from useful articles and websites as well as what research and guidance tells us.</p> <p>There will also be resources on what can be done when wellbeing and mental health are becoming an area of concern; what to do and where to get help. This will include information about local services that are available and how to access them.</p> <p>It is hoped this dedicated space will be a helpful resource for all those who care for and support children and young people including parents/carers, and staff in schools and settings. It is also hoped that for those young people who are wanting to find out information for themselves, this will be a useful place where they can start.</p> <p>Our Mental Health and Wellbeing Zone will be launched later in the summer term so do look out for further information on our Local Offer website.</p> <p>Local Offer mini-series of virtual workshops</p> <p>During the Spring term, 2021 we ran our first mini-series of Local Offer virtual workshops for parents and carers. This involved two different workshops offered at varying dates and times:</p> <ul style="list-style-type: none"> • A Guided Virtual Tour of the Local Offer • Using Technology to support Home Learning <p>Our guided tour of the Local Offer website was an opportunity to share key information and top tips on how to find what people were looking for. It was also an opportunity for our parents and carers to share their experience of using the Local Offer website and tell us what information is helpful to them.</p> <p>There are plans to run a further mini-series of virtual workshops later in the year. These will be available to school staff as well as to parent-carers. The content of the workshops for schools will be informed by the views of SENCOs on what would be most useful.</p> |
| Governors' Role | To note the above information. |
| For action by | All Governors |
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