

Director's Briefing for Chairs and Vice-Chairs

Wednesday 21 June 2017

Welcome



— with —



SEN Area Review – school involvement

**Simon James, Assistant Director –
SEND and Inclusion**



Directors Meeting

Simon James, Assistant Director, SEND & Inclusion



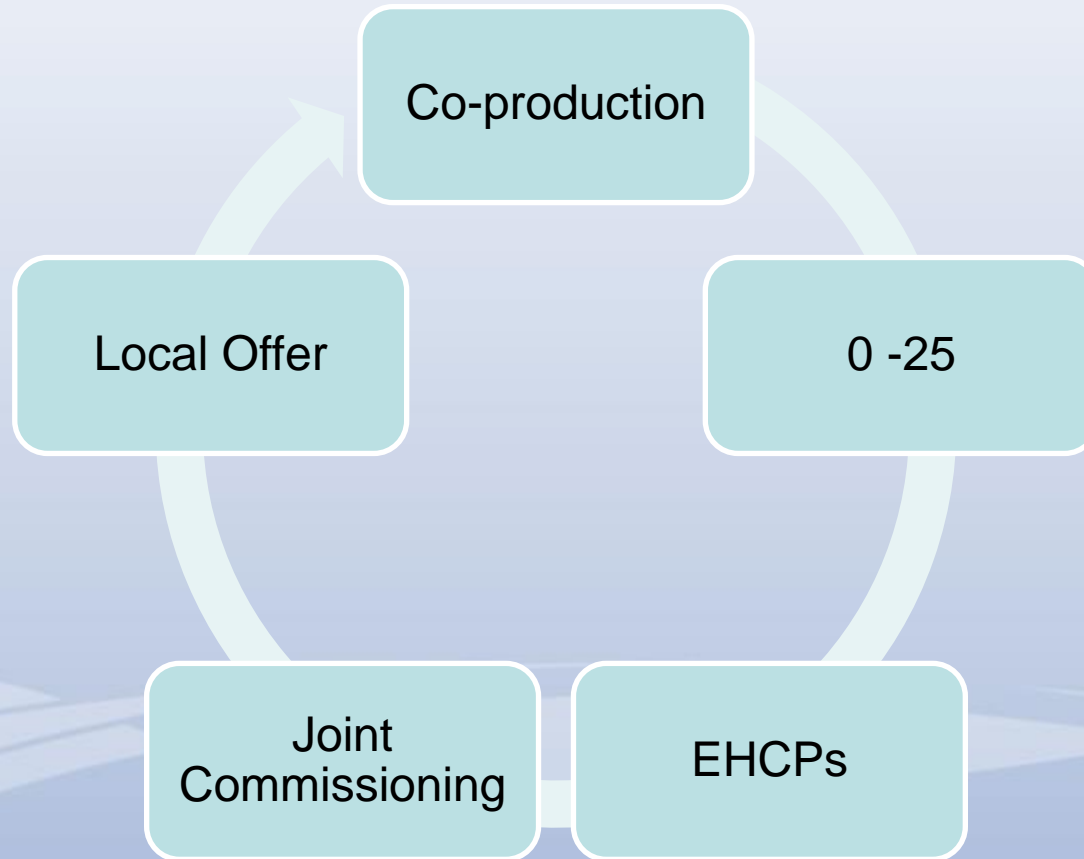
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Over half way down the road



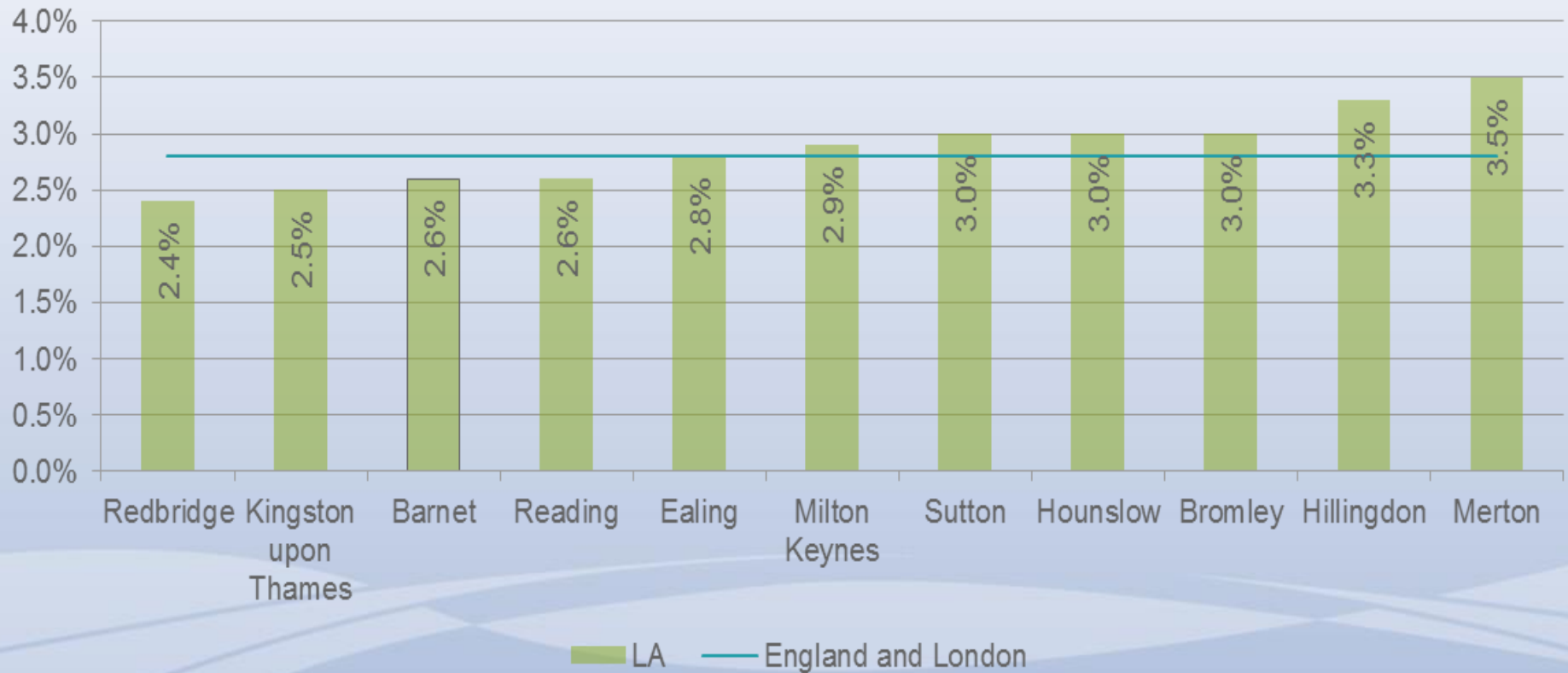
Headlines from the reforms



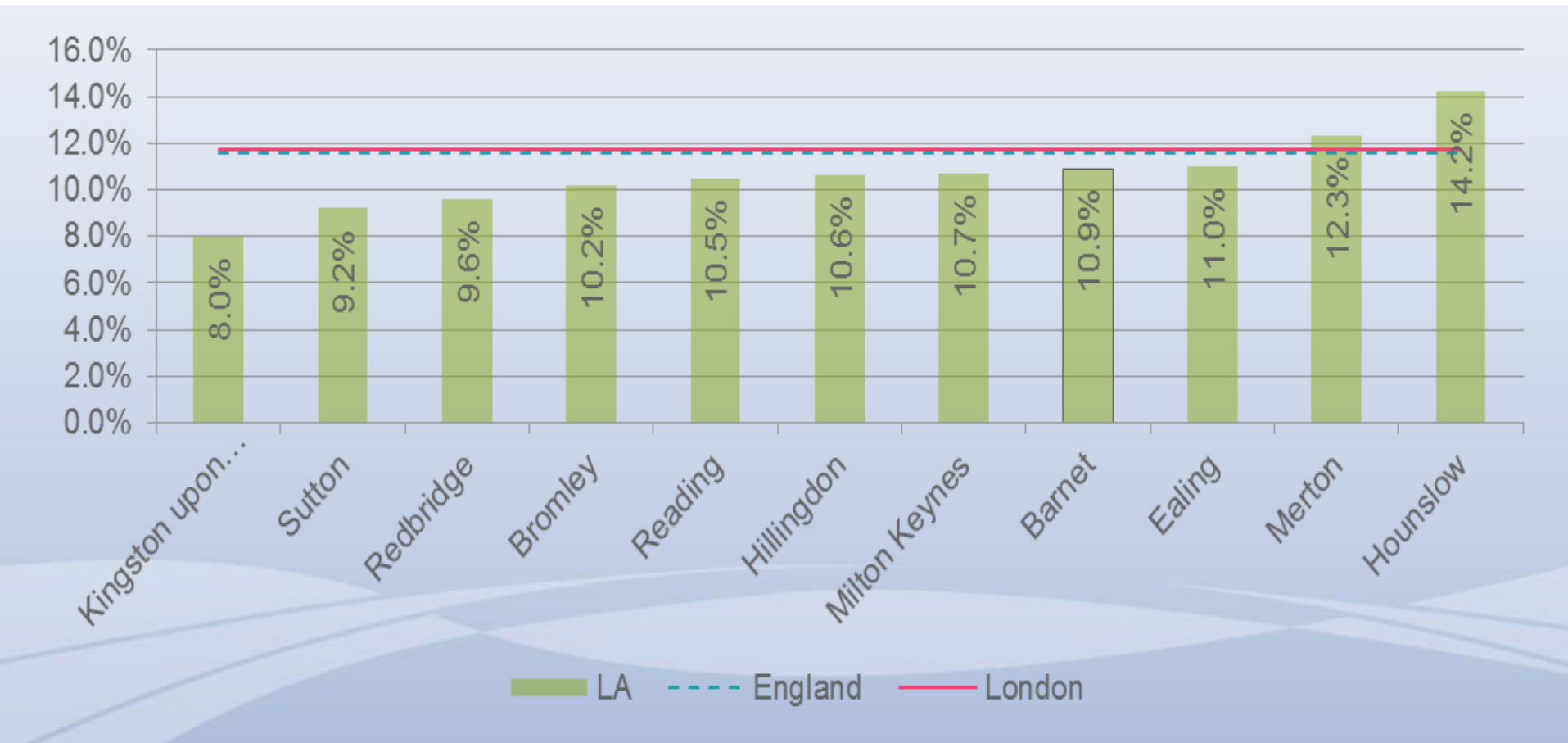


We all feel
like this
sometimes

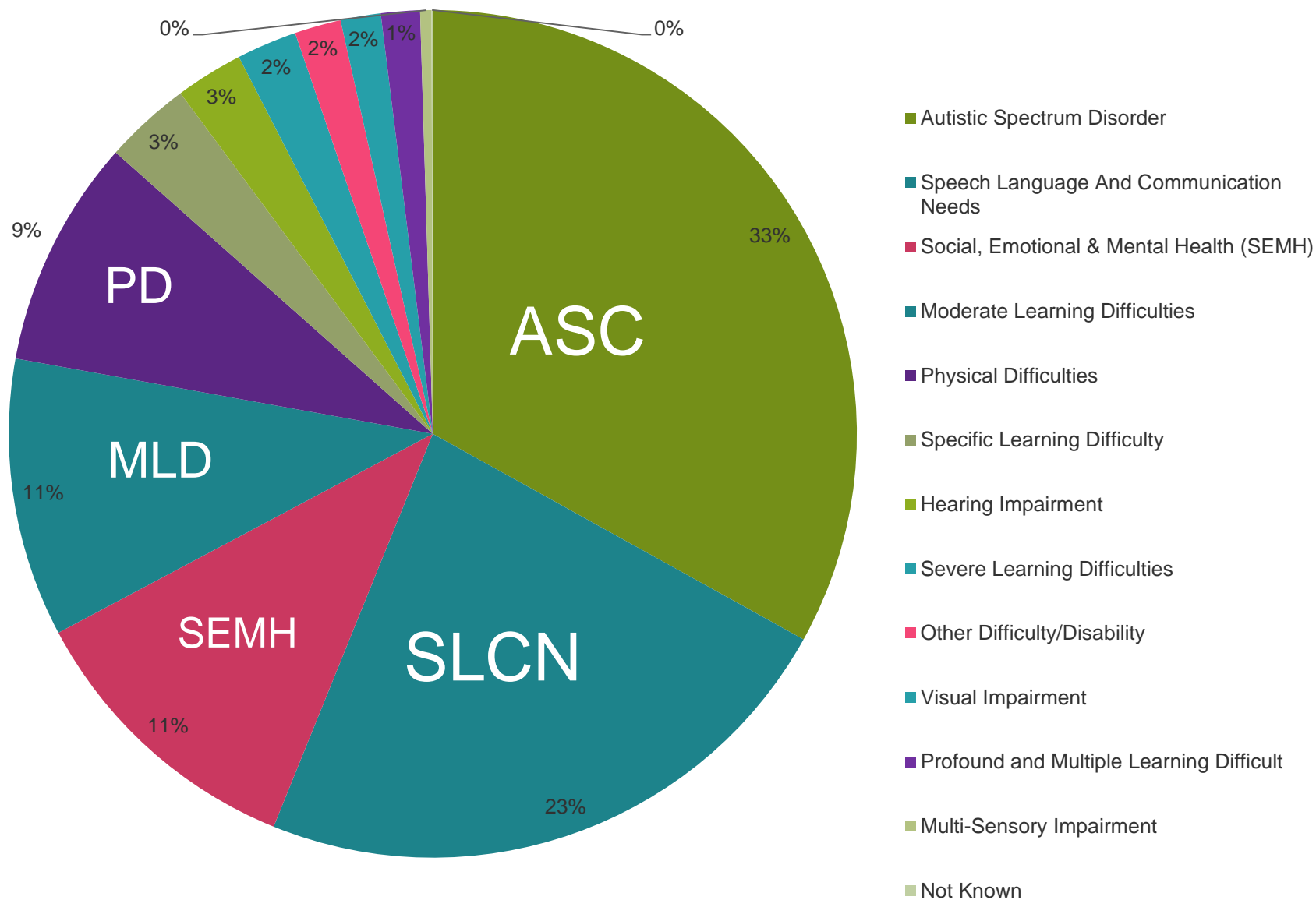
How many CYP in Barnet have an EHCP?

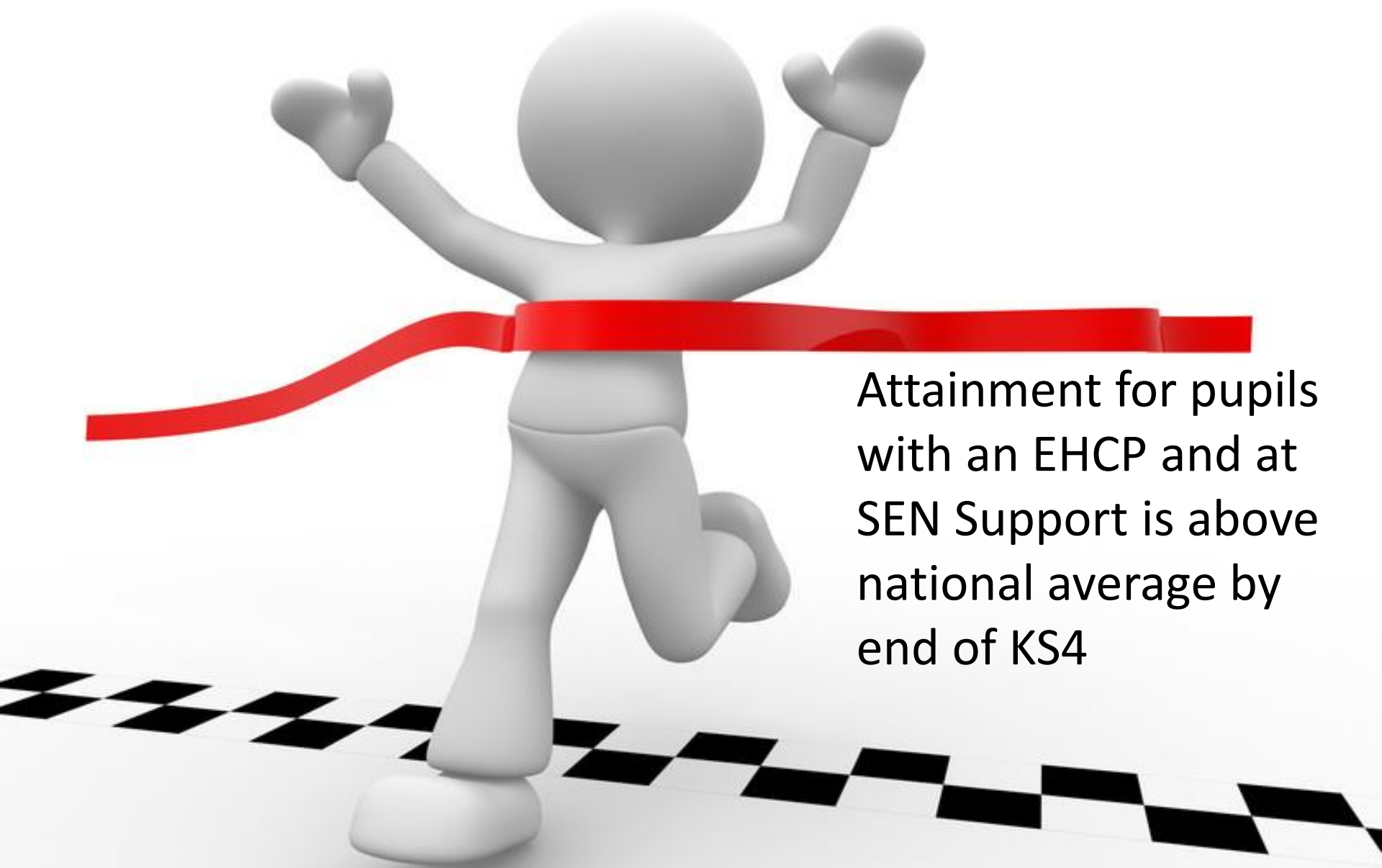


How many CYP in Barnet are at SEN Support?



What are the needs of CYP in Barnet?

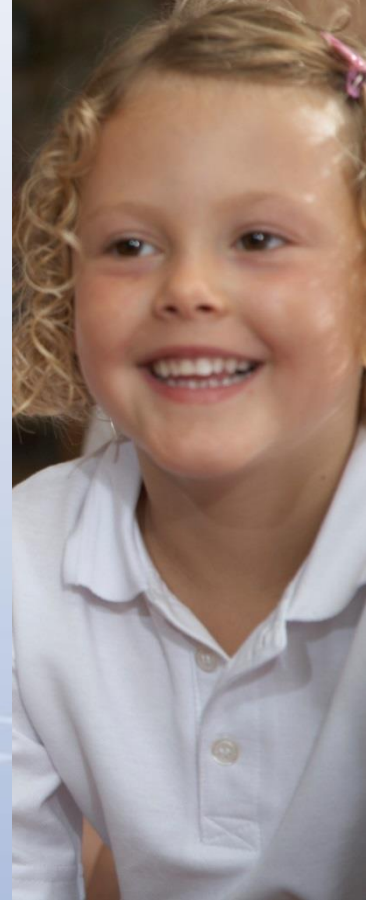




Attainment for pupils
with an EHCP and at
SEN Support is above
national average by
end of KS4

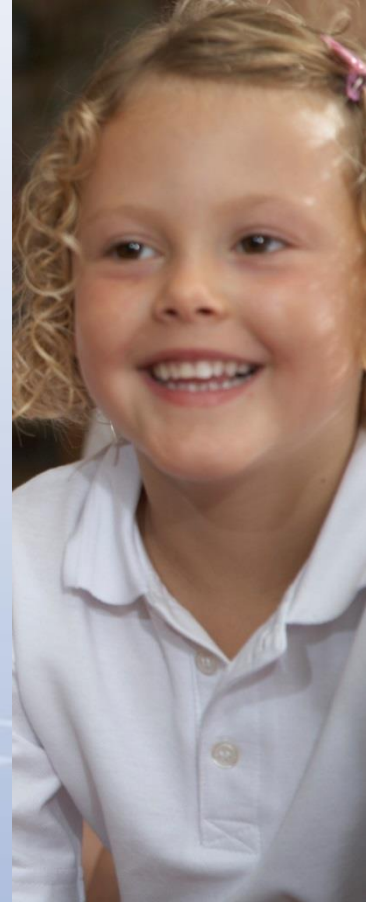
SEND Strategy 2017-2020: 4 Strategic Principles

1. Localism
2. Inclusivity
3. Independence
4. Co-production



Principle 1: Localism

- Children and young people with SEND will be educated in a **local school** wherever possible
- We will support children and young people with SEND through strengthening their **families** in their **local communities**



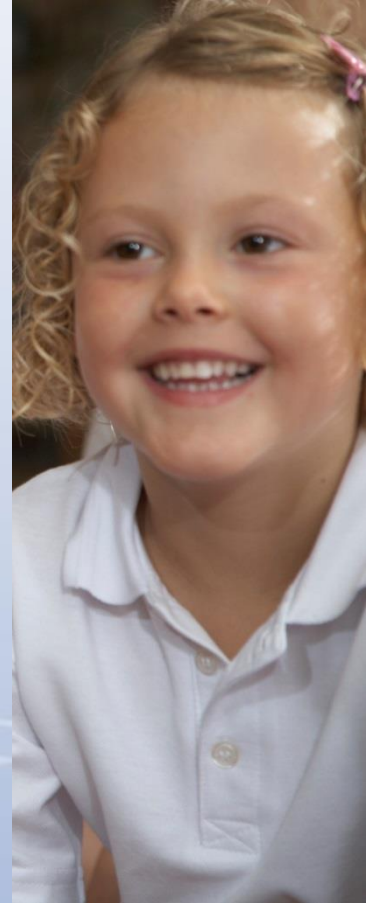
Rationale



- Quality and monitoring
- Value for money
- Social inclusion
- Transport

Principle 2: Inclusivity

- Work towards **equity and parity** across all schools in relation to school placement
- Continue to **close the gap** in attainment and progress between pupils with SEND and their peers
- Develop **more local provision** in mainstream and special schools



Rationale



- Fair share / tipping point
- The morale imperative
- Improving confidence and skill set
- Narrowing the gap:

KS2:

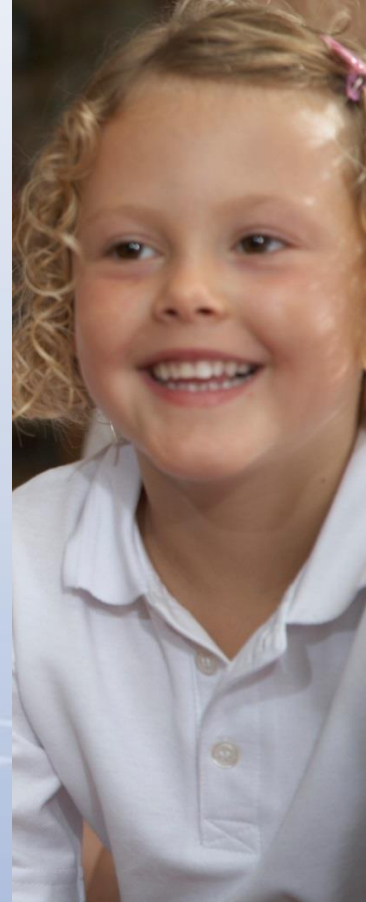
- SEN support: gap reduces
- EHCPs: gap widens

KS4:

- SEN support: gap widens
- EHCPs: gap widens

Principle 3: Independence

- Seamless transitions
- Preparing for adulthood
- Independent learning
- Independent / supported living
- Internships and employment



Rationale

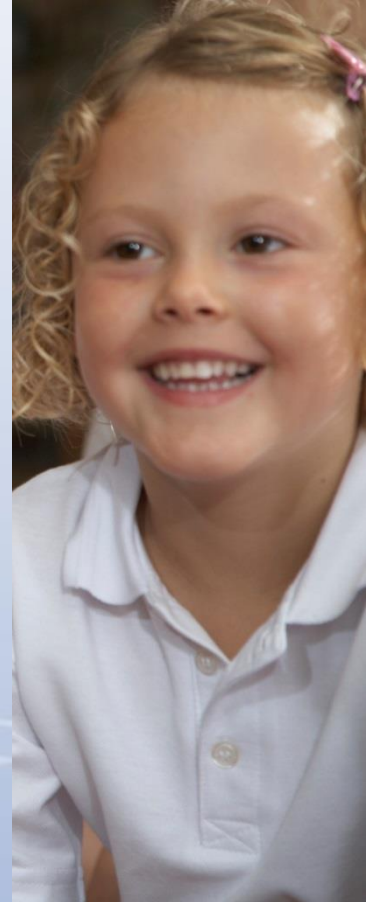


- Fair share / tipping point
- The morale imperative
- Improving confidence and skill set
- Narrowing the gap – Caylin

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Principle 4: Co-production

- “Tell us **once**”
- Focus on **quality**
- Children and their families **genuinely** at the heart of everything
- More **integration** with health and social care
- Youth group (contact Jenny)



Exclusions and part-time timetables for pupils with SEND

Simon James, Assistant Director –
SEND and Inclusion

SEND: Exclusions



- Pupils with SEN are over 7 times more likely to be permanently excluded than pupils without.
- Legally a child is either in school full-time or they are excluded from school
- Too many children and young people with SEN and disabilities are excluded illegally. This can occur when parents are asked to take or keep them at home from school without proper notification that it is an exclusion. This commonly includes picking them up from school early, at lunchtime, not coming in on certain days, or only being in school on a part-time timetable.

SEND: part time timetables / EHCPs



- Should only be used in very limited circumstances
- Not simply due to SEND
- Should often trigger an annual review / interim review
- If implemented, must be with parental consent
- Once implemented, should not be repeated

SEND: part time timetables / EHCPs



If a part time table is implemented, the following must be in place:

- SMART objectives
- An end date
- A transition plan into full time
- Agreed review dates
- Signed parental consent

Hope you behaved
nicely for OFSTED?



Yes miss, but we found the
inspectors inadequate with
few satisfactory features



SEND Local Area Inspection



1. How well do we identify CYP with SEND?
2. How well do we meet the needs of CYP with SEND?
3. How effective are the outcomes for CYP with SEND?

Inc. school information reports

Resilience Update: Resilient Children

**Natalia Clifford, Consultant in Public
Health**

**Eamann Devlin, CAMHS Joint
Commissioning Manager**



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VISION
Emotional
Wellbeing
Services for
Children and
Young People

BARNET



STEP 1

RESILIENT SCHOOLS



RESILIENCE
BUILDING

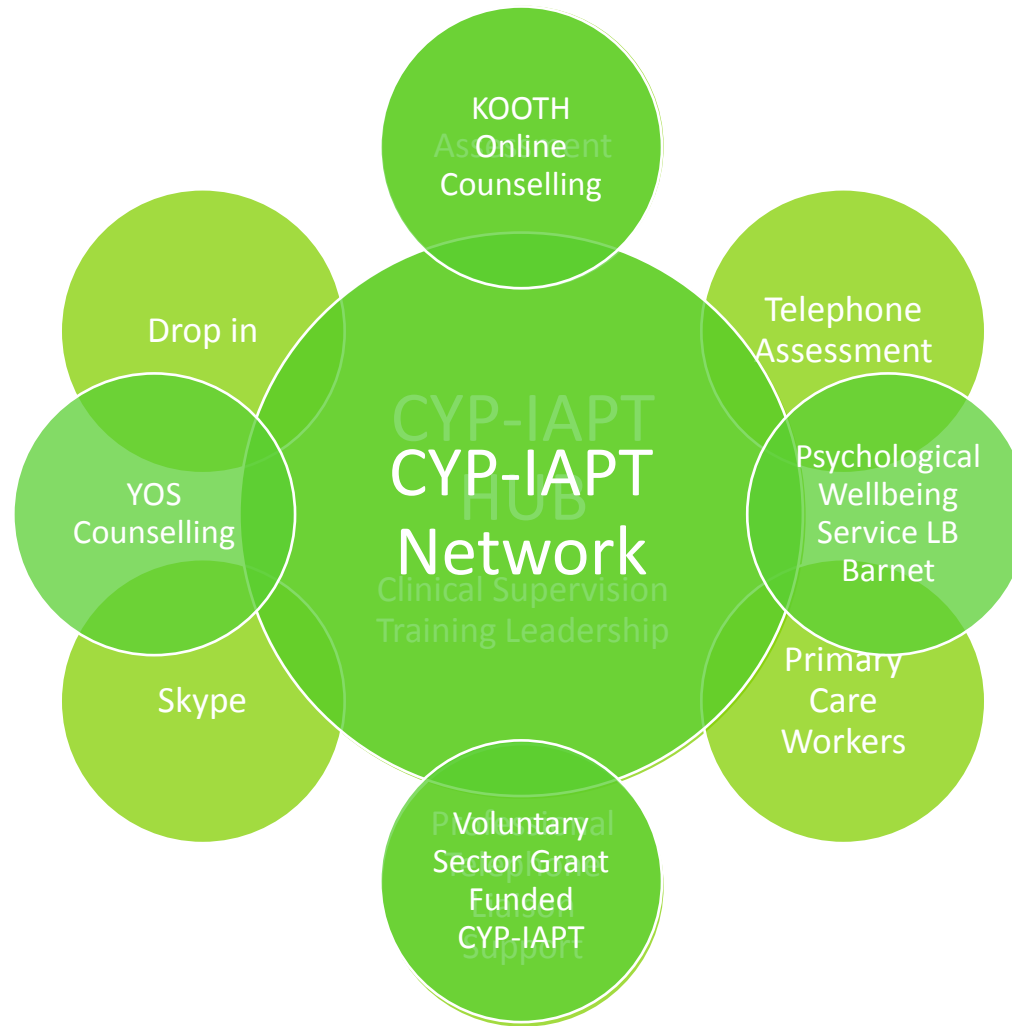
TRAINING FOR
SCHOOL STAFF

COUNSELLING AND
BRIEF THERAPIES



STEP 2

THRIVE IN THE COMMUNITY



STEP 3

THRIVE IN RECOVERY



Resilience in Schools

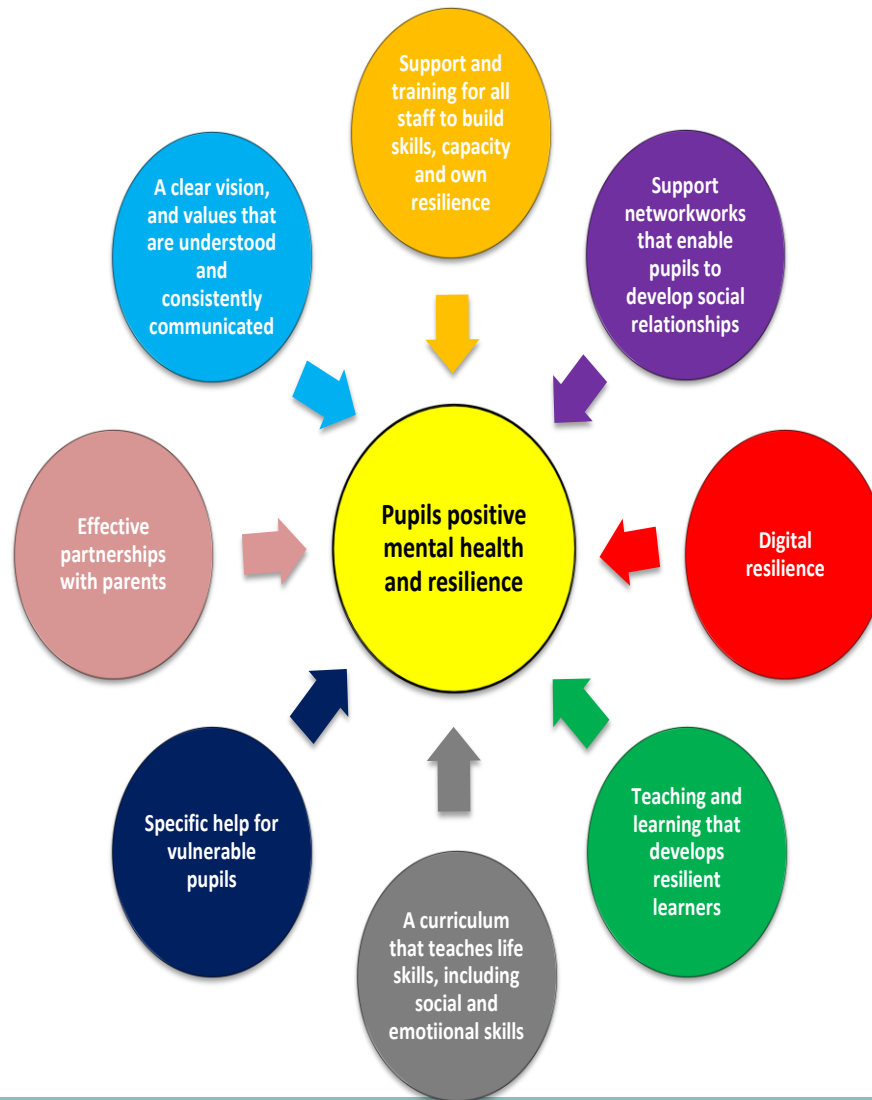
Natalia Clifford



What is Resilient Schools?

- To develop a ***whole school*** resilient approach to support prevention, early identification and early support for those with identified needs.
- 6 pilot schools in wave 1 to act as champions: Hendon (Secondary), Whitefield Secondary), Holly Park (Primary), Childs Hill (Primary), Oak Lodge (Special) and Pavilion Pupil Referral Unit (PRU)
- Undertake a self-evaluation and develop an action plan guided by Resilience Programme Manager
- Using Barnet Resilience Model – 8 components

Resilience Model for Schools



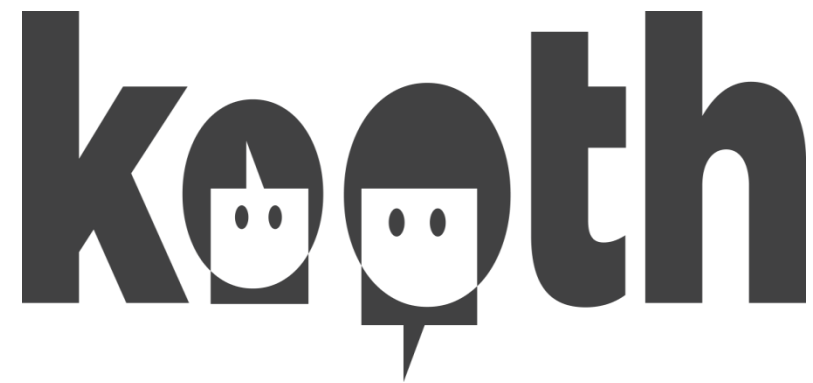
Resilient School Outcomes

- Resilient children and young people
- Resilient families and carers
- Resilient teachers and school staff
- Clearly navigable system for all agencies
- Co-production with children and young people
- Scalable across a range of schools



Next steps and Implementation

- Action plan developed which includes innovative approaches to building resilience E.g. Transition packages for parents and pupils and Mental Health First Aiders.
- Establish pupil, parent and teacher groups
- Explore engagement with faith schools
- Evaluate the outcomes and processes of the project using academic partner
- Roll out wave 2 of Resilient Schools Programme – July 2018



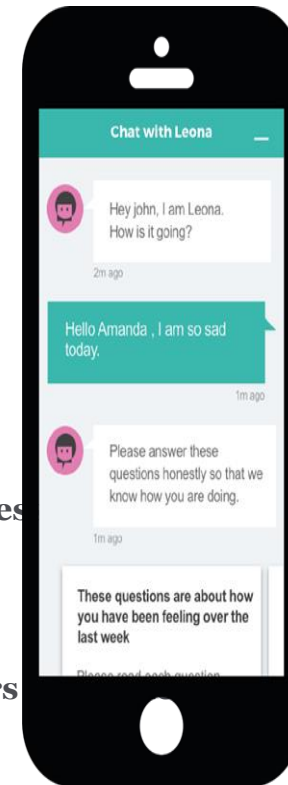
www.kooth.com

Kooth Online Counselling

www.kooth.com

Kooth Online Counselling is:

- **Free at the point of need.**
- **Text based – providing counselling, support and advice.**
- **Available through a smart phone, tablet or computer.**
- **Drop in sessions, out of hours use as well as structured sessions.**
- **Safe, confidential, anonymous.**
- **Engaging young people in their local area.**
- **Available 24 hours a day 365 days a year; with counsellors 12pm-10pm weekdays, 6pm-10pm weekends.**
- **Our team:**
 - **Kooth's team of BACP/UKCP accredited counsellors, therapists and support workers provide guided, outcome-focused help for each individual.**
 - **Kooth works with local authorities, CCGs, mental health trusts, charities and other organisations to provide early intervention support with clear escalation and de-escalation pathways.**
 - **We take safeguarding and clinical governance extremely seriously. The safety and well-being of our users is of our utmost priority.**



The Education Strategy 2017-20

**Ian Harrison, Education and Skills
Director**

**Val White, Programme Director,
Education and Learning**



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Draft Education Strategy 2017-2020

Val White and Ian Harrison

21 June 2017



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Our strategic vision

Resilient schools – resilient communities:

- We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.



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Our mission

A partnership approach (the council, Cambridge Education and schools) with a mission to ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted
- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is accelerating progress of the most disadvantaged and vulnerable pupils in order to **close the gap** between them and their peers.



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A strategic partnership that aims to:

- Ensure **sufficient school places** in the right places at the right time, including high quality **local specialist places** for children and young people with SEND
- Ensure that school organisation and governance arrangements are **financially sustainable**

A strategic partnership that aims to:

- Secure a **high quality educational offer** through a **pro-active approach** to school improvement that includes
 - **school partnerships and school to school support**
 - **choice and diversity over governance models and**
 - **an LNI team** offering differentiated support to maintained schools and academies

A strategic partnership that aims to:

- Achieve **high levels of attainment and progress in all phases**
-while maintaining a **relentless focus on meeting the needs of vulnerable pupils**, including those with SEND, children looked after, children in need and children eligible for free school meals.

Building Resilience

A strategic partnership that supports and complements a Borough-wide approach to children's services that aims to:

- Make Barnet the most **Family Friendly** Borough by 2020
- **Develop resilience** in children, young people and their families
- Build on the **key role that schools play** in this and the importance of partnership with other agencies



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Financial sustainability

- Cost pressures
- National Funding Formula
- ESG cuts and apprenticeship levy
- Opportunities for efficiencies e.g. through better procurement
- School partnerships – discussion with heads
- The Schools Forum

Questions and feedback

- Discussion in groups
- Any questions?
- Does this draft strategy capture the ambition and essence of the partnership you would like to see?
- What do you like and not like?
- Is there anything missing?

Governor Support and Development

New online booking system

Sarah Beaumont, Governor Services Manager
and

**George Peradigou, Governing Body Clerk and
Governor Support and Development Administrator**



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Date(s): Thursday 29 June 2017

Time(s): 18:30 - 21:30

Venue: The BEST Hub, Lanacre Avenue, Grahame Park, Colindale NW9 5FN

Format: This is an evening session

Provider: Governor Support & Development

Charges: Traded Services - No charge for subscribers to Governor Support & Development Programme. Non-Member schools and organisations: £90

I wish to nominate the following for this course (please print full name(s) and indicate Mr/Mrs/Ms/Miss:

	NAME	POSITION
1: *	<input type="text"/>	<input type="text"/>
2:	<input type="text"/>	<input type="text"/>
Email Address: *	<input type="text"/>	
	IMPORTANT! Check you've typed your email address correctly as booking confirmation is sent to this address.	
Email Address once more: *	<input type="text"/>	
	We ask for your email address again here to double check that you've entered it correctly	
Course Date(s): *	<input type="checkbox"/> 29 Jun 2017	
School: *	<input type="text"/>	
	Other: <input type="text"/>	
	NB only use this box if your school or organisation is NOT shown in the drop down list	
Authorised by: *	<input type="text"/>	
	(Name of person authorising this booking)	
Auth Position: *	<input type="text"/>	
	(Position of person authorising this booking, e.g. Headteacher, Manager)	
Dietary Requirements:	<input type="text"/>	
	(Any particular dietary requirements which you would like to request)	
Any Message:	<input type="text"/>	
	(Any other message/info you would like to submit with this booking)	

Required fields are marked with an asterisk *

Governor Support and Development

Link to online booking system:

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

OfSTED Experiences

Neil Marlow, Head of School
Improvement



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Ofsted Update June 2017



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Ofsted Inspections in Barnet 2016-2017

	School	Ofsted Judgement	Previous Judgement
1	Grasvenor Infants	Good	Requiring Improvement
2	Mill Hill County	Good	Good
3	St John's N20	Good	Good
4	Trent	Outstanding	Good
5	Summerside	Requiring Improvement	Good
6	Goldbeaters	Outstanding	Good
7	St Paul's NW7	Outstanding	Good
8	Sunnyfield	Good	Good
9	Church Hill	Good	Good
10	Danegrove	Good	Good
11	All Saint's NW2	Requiring Improvement	Good
12	Fairway	Good	Good
13	Beit Shvidler	Requiring Improvement	Good
14	St. Andrew's Primary	Good	Good
15	East Barnet Secondary	Good	Good
16	St. James' Secondary	Good	Good
17	Moss Hall Nursery	Outstanding	Good
18	Annunciation Jnr	Good	Requiring Improvement
19	Garden Suburb Jnr	Good	Good
20	Edgware Primary	Good	Not previously inspected as a primary
21	Queenswell Infant	Good	Good
22	Millbrook Park	Report not published yet	No previous inspection
23	Cromer Road	Report not published yet	Good
24	Monken Hadley	Report not published yet	Good

What Makes The Difference?

- Preparation
- Website compliance
- Pupil premium report
- Accurate in year assessment information
- Books
- The precision of marking and feedback
- Pre-empting the trails – sharing your weaknesses
- Strong governance
- Views of parents

Areas of Particular Focus

- Disadvantaged pupils outcomes
- The More Able
- Attendance – especially for groups
- The wider curriculum (assessment - inc. exam choices)
- Challenge at all levels – but especially the more able
- Safeguarding particularly gangs, CSE, knife crime, extremism

The Future...

- The Section 8 Consultation
- Section 5 instead of a Section 8?

OfSTED Experiences

Lessons learned

**Ruth Taylor, Chair of Governors
Trent Church of England Primary
School**



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Director's Briefing for Chairs and Vice-Chairs

Safe journey home!



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