

# **Director's Briefing for Chairs and Vice-Chairs**

**Wednesday 1 May 2019**

## **Welcome**



— with —



# Inspection of the LA's Children's Services

Chris Munday, Strategic Director  
Children and Young People



— with —



# Admissions Update

Alison Dawes, Assistant Director  
School Access and Corporate Services



— with —



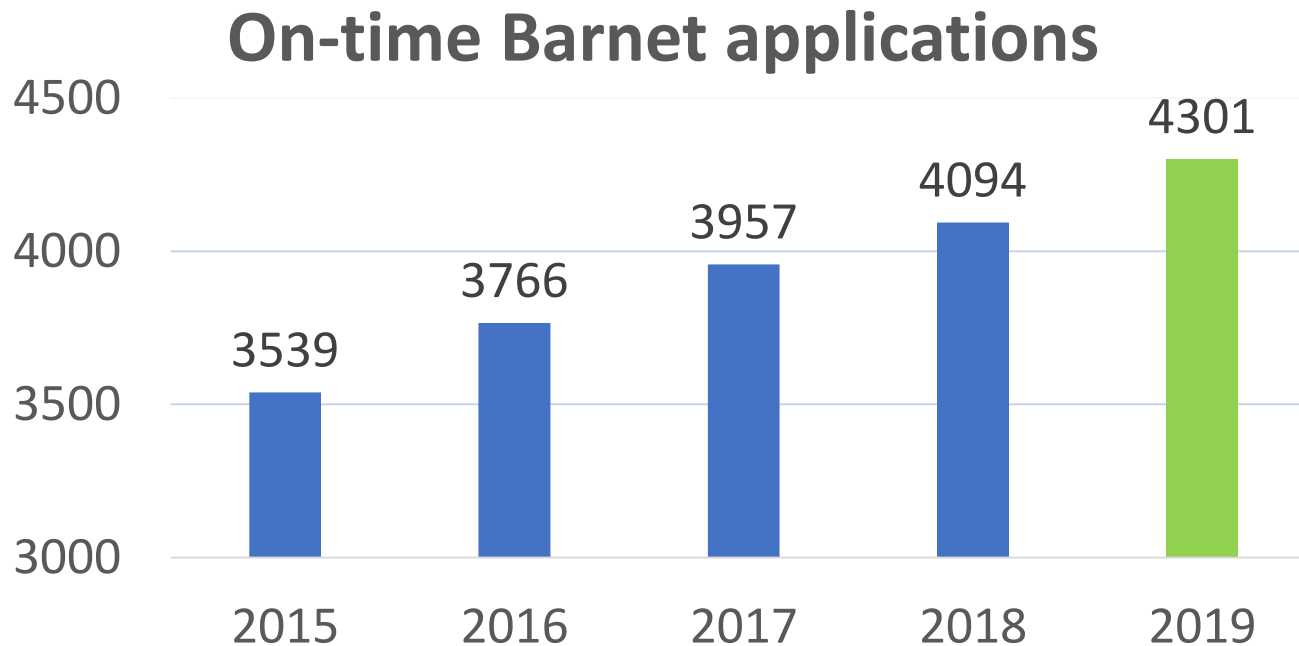
# School Place Planning and Admissions Update May 2019

**Alison Dawes**

**Assistant Director – School Access & Corporate Services**

## Increasing demand for secondary school places

The demand for secondary places has **risen significantly**, in line with GLA forecasts.



# Secondary provision 2019

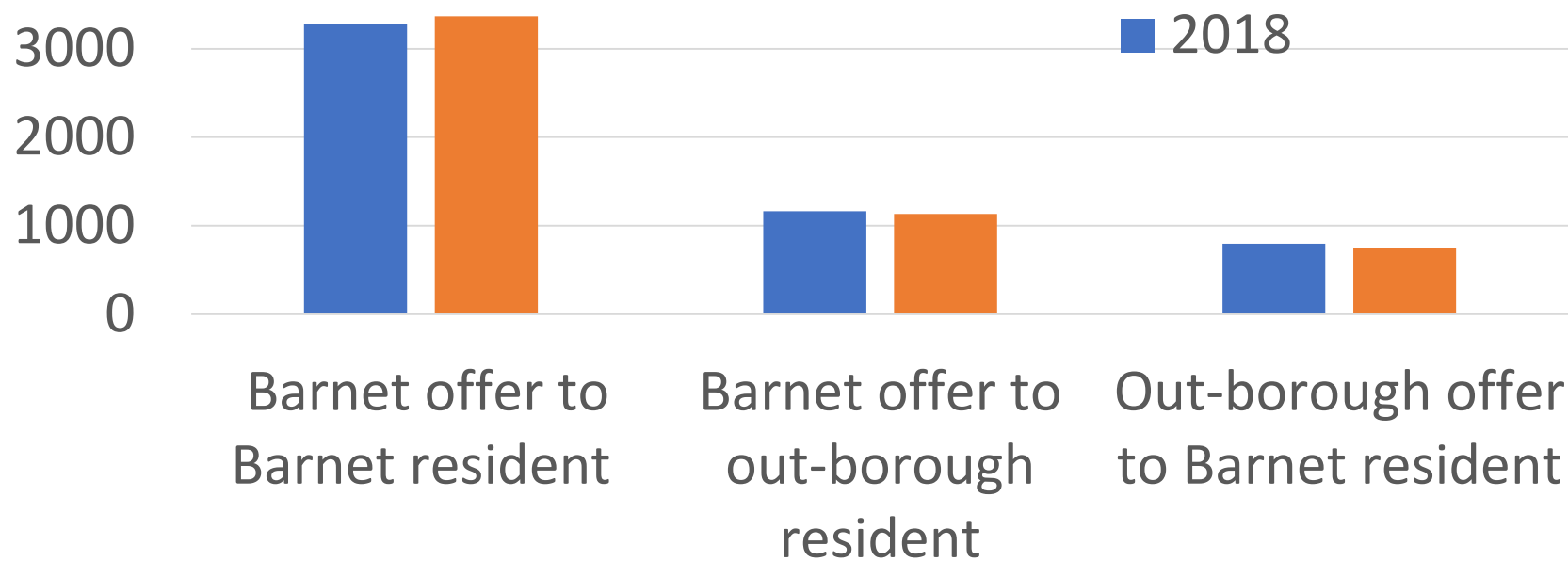
- Total places available: 4754

- New provision: 240

St James' Catholic High 2FE / Ark Pioneer Academy 6FE

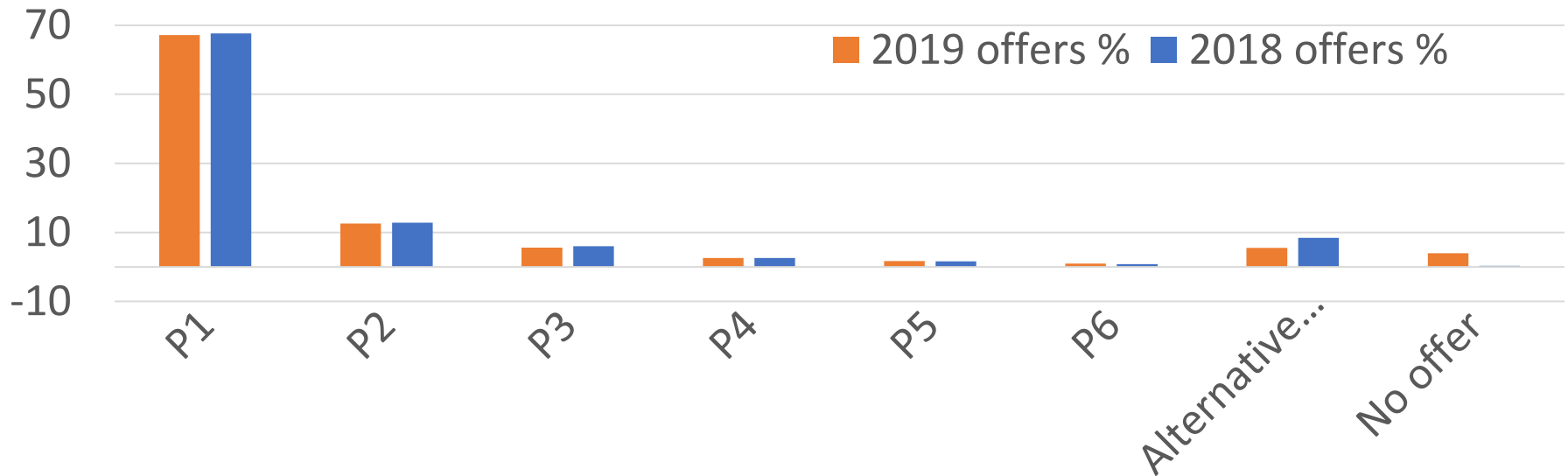
- Bulges: QEBS (12 places)

# How school places have been allocated



# Parental satisfaction rates – National Offer Day

## Allocation of places by parental preference





# Ark Pioneer Academy (Multiple Offers)

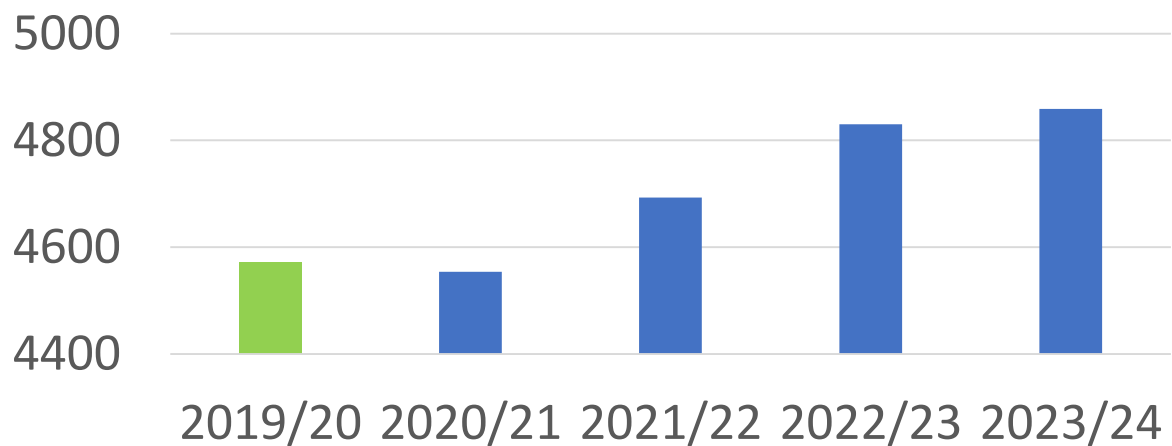
School	Ark Pioneer offered
Ashmole Academy	1
Christ's College Finchley	2
East Barnet School	15
Finchley Catholic High School	20
Friern Barnet School	6
JCoSS	3
Mill Hill High School	5
Queen Elizabeth's Girls' School	36
St Andrew the Apostle Greek Orthodox School	1
St Michael's Catholic Grammar School	1
Totteridge Academy (The)	47
Wren Academy Finchley	2
Grand Total	139

## Points to note:

- New secondary provision has been created in anticipation of the growing demand
- However, the 180 new Ark Pioneer places are not part of co-ordination, which means a number of double offers have been made
- On National offer Day, there were **170** Barnet children who had not been offered a secondary transfer place
- All on-time secondary applicants have now received an offer of a secondary school place.

## Forecast and future secondary place planning (2018 GLA forecast)

Current projections indicate a significant rise in secondary population across Barnet, over the next decade. The pressure is expected to rise significantly from 2022/23, when new housing developments start to yield additional secondary population and large primary cohorts continue to feed through to the secondary phase.



# Primary admissions – current position

- Reception 2019 - **4183** on-time applications received from home applicants (29 fewer than last year)
- Whilst Barnet has seen a fall in Reception and primary roll numbers in line with the London-wide trend, the majority of Barnet primary schools remain over-subscribed
- Currently around 20% of Barnet primary schools have a surplus of 5 places or more
- Claremont, Edgware primary, Underhill Primary and Queenswell Infant have capped by 1FE, in Reception Class 2018
- Permanent 1FE reductions have been proposed by, Frith Manor and Dollis Infant (as part of the recent amalgamation)

# SEND Strategy Update

Helen Phelan, Assistant Director  
SEND and Inclusion



— with —



# Director's Briefing: Chairs and Vice-Chairs of School Governing Bodies 1<sup>st</sup> May 2019 Helen Phelan, AD SEND & Inclusion

# SEND Strategic Priorities

Priority 1: Ensure that we are working in a Family Friendly way and co-production is central to our work;

Priority 2: Ensure sufficient and high-quality provision in-borough for children and young people with complex needs, including Autistic Spectrum Conditions;

Priority 3: Ensure effective joint commissioning and integration of services from early years through to adulthood;

Priority 4: In line with Resilient Schools, develop greater confidence, skills and competencies in mainstream schools and settings to meet the needs of children and young people with SEND;

Priority 5: Champion the educational progress and attainment of pupils with SEND;

Priority 6: Develop resilience in young people with SEND and promote independence.

# SEND Development Workstreams

Multiagency workstreams with parent carer representation and co-production as a core principle and way of working

Each workstream has two co-leads, often from different disciplines

Evidence based; drawing on good practice in and outside of Barnet

Governance is through the SEND Development Group

- Joint Commissioning
- Autism
- Social, Emotional, Mental Health
- SEN Support
- Post 16
- Early Years
- Transitions
- Education, Health and Care Plans



# SEND Sufficiency

- A new Needs analysis and SEND sufficiency exercise is currently being undertaken.
- This will ensure that any additional future provision or expansions or changes to existing provision in Barnet is in the right place and of the right type to meet existing and projected need.
- Reducing the need for out of borough and independent specialist provision by having sufficient high quality provision in Barnet.
- The further development of clear pathways, particularly for post 16 SEND, including supported internships, and traineeships.

# SEND Update: Toolkit, FAQs and Events

Joann Moore  
Inclusion Advisory Teacher



— with —



# Barnet SEND & Inclusion

Chairs and Vice Chairs 1<sup>st</sup> May 2019

**Joann Moore Advisory Teacher for Inclusion (IAT)**

# Topics

## New developments

- Ordinarily Available Document
- My Support Plan
- SENCO Toolkit

## Moderation

## Frequently asked questions document

## Events coming up



# **ORDINARILY AVAILABLE EDUCATIONAL PROVISION**

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



## Section 4: Inclusive Practice: Expectations for Settings

### Ordinarily Available Provision – Inclusive Practice: Expectations for Settings

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

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

## My Support Plan (MSP)

### My Support Plan (MSP)

[CLICK FOR GUIDANCE](#)



My preferred name is: Click or tap here to enter text.

I was born on: Click or tap to enter a date.

My school: Click or tap here to enter text.

My year group: Choose an item.

My class teacher/form tutor: Click or tap here to enter text.

Plan start date: Click or tap to enter a date.

Plan review date 1: Click or tap to enter a date.

Plan review date 2: Click or tap to enter a date.

Plan review date 3: Click or tap to enter a date.

Code of Practice Click or tap here to enter text.



[https://www.barnetlocaloffer.org.uk/blog\\_articles/1776-new-toolkit-for-sencos](https://www.barnetlocaloffer.org.uk/blog_articles/1776-new-toolkit-for-sencos)

# Barnet SENCo Toolkit

Mott MacDonald | Presentation



— with —

**CAMBRIDGE M**  
**EDUCATION M**



# Barnet SENCo Toolkit

The toolkit is made up of the following sections:

Section 1: Introduction

Section 2: Identification of Needs

Section 3: Assessment

Section 4: SEN Support

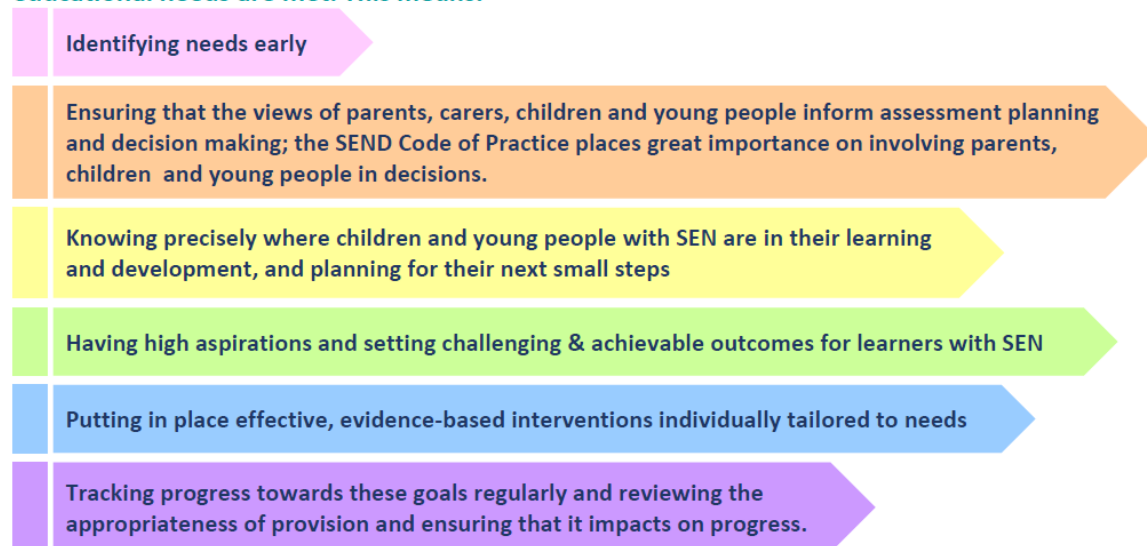
Section 5: Setting Outcomes

Section 6: Useful Links

# SEN Toolkit (identification, assessment and meeting needs)

## Responsibilities of Schools and Settings

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



# Handbook / Toolkit Identification

Y1 - Communication and Interaction
Y1 – Cognition and Learning
Y1 – Social, Emotional and Mental Health
Y1 – Sensory and Physical needs - Hearing
Y1 – Sensory and Physical needs - Visual
Y1 – Sensory and Physical needs - Physical
Y2 - Communication and Interaction
Y2 – Cognition and Learning
Y2 – Social, Emotional and Mental Health
Y2 – Sensory and Physical needs - Hearing
Y2 – Sensory and Physical needs - Visual
Y2 – Sensory and Physical needs - Physical
Y3 & 4 - Communication and Interaction
Y3 & 4 – Cognition and Learning
<b>Y3 &amp; 4 – Social, Emotional and Mental Health</b>
Y3 & 4 – Sensory and Physical needs - Hearing
Y3 & 4 – Sensory and Physical needs - Visual
Y3 & 4 – Sensory and Physical needs - Physical
Y5 & 6 - Communication and Interaction
Y5 & 6 – Cognition and Learning
Y5 & 6 – Social, Emotional and Mental Health
Y5 & 6 – Sensory and Physical needs - Hearing
Y5 & 6 – Sensory and Physical needs - Visual
Y5 & 6– Sensory and Physical needs - Physical

## Y3 & 4 – Social, Emotional and Mental Health

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
The child may:	frequently display inappropriate behaviour as a coping strategy			
	display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs			
	appear to significantly reject and/or be rejected by peers			
	have regression in his/her learning			
	frequently display immature emotional responses			
	display behaviour that is dangerous or damaging to him/herself, to others and to property.			
any need support for the following	managing frequent inappropriate behaviours that occur in more than one setting			
	managing particular behaviours that occur in only one setting			
	managing frequent behaviours that impact on the learning of others			
	listening to and follow instructions			
	settling and start a task			
	sustaining concentration			
	completing tasks successfully			
	to 'join in' in a group			
	controlling emotional and subsequent behavioural responses			
	building and sustaining positive relationships with peers and/or adults			

# Moderation and Peer Review – community of SENCOs

10 moderation sessions this academic year (7 primary and 3 secondary)

## Themes:

- All schools needed to review the Initial Concern information they gathered and what happened to it as part of the process. Proforma being developed as a result of the discussions.
- Some schools SEND data had captured vulnerable learners and low attainers as part of an additional needs profile (no evidence of SEND)
- All schools agreed to share the identification of need toolkit with class teachers to help them be consistent with identification
- Schools brought case studies of children the SENCOs were unsure about (whether to identify as SEND), utilising new SEND toolkit to support identification 78% of the cases had identified SEN. 'Under identification' was acknowledged as a theme.

# Moderation Sessions

<b>Moderation Workshop – moderation of the SEND Profile and use of the SENCO Toolkit</b>	<b>11<sup>th</sup> June 9:30 – 11:30am Colindale School No charge</b>	<b>Directly with <a href="mailto:Joann.moore@barnet.gov.uk">Joann.moore@barnet.gov.uk</a> Spaces limited to 8 per session</b>
<b>Moderation Workshop (Secondary) Moderation of the SEND Profile and use of the SENCO Toolkit</b>	13 <sup>th</sup> June 1:00-3:00pm Venue to be confirmed No Charge	Directly with <a href="mailto:Samantha.Rothwell@barnet.gov.uk">Samantha.Rothwell@barnet.gov.uk</a> Spaces limited to 6 per session
<b>Moderation Workshop – moderation of the SEND Profile and use of the SENCO Toolkit</b>	4 <sup>th</sup> July 1pm – 3pm Ashmole Primary School No charge	Directly with <a href="mailto:Joann.moore@barnet.gov.uk">Joann.moore@barnet.gov.uk</a> Spaces limited to 8 per session
<b>Moderation Workshop (Secondary) Moderation of the SEND Profile and use of the SENCO Toolkit</b>	9 <sup>th</sup> July 9.00-11.00am Venue to be confirmed No Charge	Directly with <a href="mailto:Samantha.Rothwell@barnet.gov.uk">Samantha.Rothwell@barnet.gov.uk</a> Spaces limited to 6 per session

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**Barnet  
Local Offer**

Search the site:

e.g. Autism, Support



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### Welcome to Barnet's new Local Offer

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

### Welcome to the Local Offer for Barnet

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

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

Find Out More



Young People's Zone



How to Get Help



Education, Health  
and Care Plans



Early Years





# **Barnet Special Educational Needs and Inclusion**

## **FAQs**

**Frequently Asked Questions**





# Barnet Special Educational Needs

## FAQs

January 2019



[https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/ckeditor/attachments/4425/0\\_0\\_SEND\\_FAQ\\_Feb\\_2019.pdf](https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/ckeditor/attachments/4425/0_0_SEND_FAQ_Feb_2019.pdf)

Mott MacDonald | Presentation

## Barnet - Special Educational Needs FAQs

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May 2019							month	week	day
Sun	Mon	Tue	Wed	Thu	Fri	Sat			
28	29	30	1	2	3	4			
			10:00 Stepping Stones - Triple P Parenting Programme	09:30 Autism Pre-School Parent/Carer Programme					
5	6	7	8	9	10	11			
			10:00 Stepping Stones - Triple P Parenting Programme	09:30 Autism Pre-School Parent/Carer Programme					
12	13	14	15	16	17	18			
		14:00 Secondary SENCO Challenge Workshop	09:15 'Leading on Good Autism Practice' Early Years 09:30 Kidz to Adultz South 10:00 Stepping Stones - Triple P Parenting Programme	09:30 Autism Pre-School Parent/Carer Programme					
19	20	21	22	23	24	25			
		10:00 Parent/Carer Coffee Morning	10:00 Stepping Stones - Triple P Parenting Programme	09:30 Autism Pre-School Parent/Carer Programme					
26	27	28	29	30	31	1			
			10:00 Stepping Stones - Triple P Parenting Programme						
2	3	4	5	6	7	8			

UPCOMING  
EVENTS

# Governor SEND Discussion Forum

17<sup>th</sup> June Hendon Town Hall

7pm – 9pm



**BARNET**  
LONDON BOROUGH

— with —

**CAMBRIDGE M  
EDUCATION M**

# SEND Annual Conference

Coproduced

June 20<sup>th</sup> will be our third SEND Conference

[Summary](#)



# Children's Integrated Therapies Update

Helen Phelan, Assistant Director  
SEND and Inclusion



— with —



# Early Help Update

Chris Kelly and Debra Davies

Early Help Services  
LBB Family Services



— with —



# Early Help

- **Child and Family Early Help 0-19 hubs – South (based at Parkfield CC), West (based at Barnet and Southgate College – Colindale) and East Central (Based at Newstead CC) – satellites across the hub area.**
- **Weekly multi-agency allocation panel where all EH cases from MASH that require an Early Help Assessment (formerly CAF) are discussed. Lead Practitioner and Team around is agreed at the panel so that help can be offered straight away**
- **Integrated co-located services The hubs bring the following council services together into integrated co-located teams**
- **Early Help Assessments (CAF)**
- **Family Resilience Workers**
- **Children's Centres**
- **Childcare:**
- **The Targeted Youth Service**
- **Child Wellbeing Team and CAMHS in schools**

# 0-19 EH Offer

- Undertaking Early Help Assessments and acting as the Lead Professional for a family
- Universal Plus Family Resilience Support
- Evidence-Based Parenting Group Programmes
- Evidence-Based Therapeutic Group Programmes for women and children
- Parent-child Mediation
- Families First (Troubled Families)
- Safer Spaces (Trusted Relationships)
- Children and Young People's Wellbeing Programme



# 0-19 EH Offer

- One to one, targeted parenting and family support interventions based on specific need
- Targeted outreach and positive activities
- Welfare Advice
- CAMHS in Schools
- Working in partnership with other professionals as part of a team around the family
- Build on 'what works' and increasing resilience with children young people and families as part of whole family working and an integrated partnership approach.

# Pathways

- A request for an Early Help Assessment or a safeguarding concern should be sent to the Multi-agency Safeguarding Hub. All contacts are then worked with and identified as requiring a service from CSC or EH – this includes advice and signposting. Any contacts that are identified for EH are sent to the appropriate 0-19 Hub team where a weekly multi-agency panel meets to agree all EH Assessments, who the lead practitioner and Team Around the Family will be and then allocates work to the team. MASH also send all Universal Plus work directly to the appropriate hub
- Universal plus requests for family resilience work where a multi-agency EH Assessment is not required can be made via the online Universal Plus Form directly to the 0-19 hubs, this includes requests for groups programmes, the Wellbeing Programme, CAMHS in schools and Welfare Advice.
- The hubs are available to provide advice and support to partners with regards to what help and support is available to families and on the continuum of need

# Families First (Troubled Families)

The troubled Families Programme identifies families who have two or more issues in the categories below

- Parents and children involved in crime or anti-social behaviour
- Children who have not been attending school regularly
- Children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan
- Adults out of work or at risk of financial exclusion or young people at risk of worklessness
- Families affected by domestic violence and abuse
- Parents and children with a range of health problems

The programme is embedded across 0-19, CSC and partners work so that an holistic approach is in place to meet the needs of the whole family so that outcomes for children are improved

# Trusted Relationships – Safer Spaces

- Delivered through Partners – Art Against Knives (AAK), Growing Against Violence (GAV), MACUK
- Developing safer spaces in local communities – building upon pop up nail bars, music studio work
- Working with schools to raise awareness and encourage safer spaces in school communities
- Changing culture so those working with vulnerable Young People
- Work with all vulnerable Young People with a targeted focus on year 6 and 7 around transition

# Parenting Programmes

We offer evidence-based parenting programmes. We have a rolling, termly programme and hold groups in local schools, community and children's centres across the borough.

**Family Links, 10 weeks** for parents of children aged 2-11 years. This course helps parents reflect on the experience they had as a child, of being parented and how this affects their parenting now. The focus is on looking after self and understanding their own and their child's emotional needs, and to help build good communication within the family. Areas covered: praise, rewards and penalties, family rules, discipline, behaviour management, choices and consequences, understanding and managing feelings, nurturing ourselves, child development, problem solving and negotiation.

**Triple P Teen, 6 weeks (incl. 1-week individual telephone support)** For parents of teens. This course focuses on managing behaviour and enabling young people to learn new skills that will teach independence and self-discipline. The course provides parents with a range of tools to teach and guide their children enabling them to make positive changes in attitude.

# Parenting Programmes

**Incredible Years**, 12 weeks for parents of children aged 2.5 -10 years. The focus is building up a pyramid of support with a strong emphasis on play and interaction with children, encouraging and supporting children's development and understanding children's needs. Strategies covered to support parents/carers and their children in managing behaviours: positive attention, praise, appropriate ignoring, clear communication, rewards, incentives, emotional regulation, limit setting, natural and logical consequences, problem solving and time out.

**Strengthening Families, Strengthening communities (SFSC)**, 12 weeks for parents of teens. This programme assists parents/carers to reflect on and support their children to develop strong ethnic, cultural, family and spiritual roots, a positive parent-child relationship, and the life skills necessary for functioning in today's society. Anger management and positive discipline approaches are integrated to enhance parents' ability to model and teach as a vehicle for fostering high self-esteem, self-discipline and social competence.

# Domestic Abuse – therapeutic groups

- Therapeutic Women's Support Group - 8 - 12 weeks A parenting course which will promote safer relationships, raise self-esteem, increase understanding of conflict and children's needs. Course covers different forms of abuse – e.g. emotional, psychological; safety planning; the dynamics of relationships; loss and grieving; the effects of domestic violence on children, the different feelings children experience and how to support them with this e.g. managing anger. Parenting techniques are covered in the context of when children have lived with abuse. A crèche is available
- Children's Therapeutic Group – 12 weeks A therapeutic group for children ages 4 to 6, and ages 7 to 11. Children are able to express their feelings and tell their story, through play. Confidence building, safety planning and giving children a space to meet other children and talk are offered through engaging activities and stories. Parents will stay on site for the duration of the group.

# Mediation

- The 0-19 Teams offer both emergency and non-emergency parent-child mediation. The focus of this service is to prevent family or placement breakdown. Practitioners will meet with the young person and parent/carer separately to explore their views. They will then facilitate a meeting between the young person and their parents/carers to help them explore whether a compromise or resolution can be reached. Emergency mediation is only offered where there is an imminent risk of the placement breaking down that day. In order for the service to be offered the same day, the request for this service must be made directly to the Hub Manager by the EH or Social Care Team prior to 2:30 pm. In order for mediation to take place the young person and parent/carer must be willing to take part fully in the process.



# Children and Young People's Wellbeing Programme

A team of Wellbeing Practitioners sit within the hub. The Wellbeing Practitioners provide early interventions in the form of guided self-help / CBT techniques to give children, young people and their families the skills, techniques and knowledge to deal with common difficulties facing children and young people such as anxiety, low mood and behavioural difficulties.

- Anxiety – For children and young people across the age range
- Low mood – For young people ages 12 to 18 years (sadness, low self-esteem, not enjoying life as much as you used to)
- Common Behavioural Difficulties – For children ages 3 to 8 (unable to follow instructions, aggression, difficulties at meal-times or bed-times)
- The Wellbeing Practitioners cannot see children who are already working with CAMHS (Child and Adolescent Mental Health Service) or those with very complex environmental / interpersonal factors.

# CAMHS in Schools

is part of Barnet's Early Help offer that provides services and interventions for children 0 –19 and their families at tier 2

## **Who we are**

We are a team of Mental Health Professionals including:

Clinical Psychologist

Art/Drama Therapists

Family & Systemic Psychotherapists

Cognitive Behaviour Therapists

# CAMHS in Schools

## Some reasons for referral

- low to moderate mood (thoughts and feelings which do not go away and impact on everyday life and activities)
- anxiety that impacts on everyday life.
- low self esteem
- eating and sleeping difficulties
- emotional difficulties at school impacting on peer relationships and academic achievement
- difficulties adapting to change in circumstances following separation/divorce or bereavement
- family difficulties

## How to refer to us

We accept referrals from schools. If you feel our service could be helpful for a child/young person/ family, please discuss the concerns with the parent, head/deputy teacher, special educational needs coordinator (SENCO) or Inclusion Manager who can then consult with us and make a referral.

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/forms/Barnet-CAMHS-in-Schools-Team-or-Children-and-Young-People-s-CYP-Wellbeing-Team-referral-form.html>

# Welfare Advice and Employment Advisors

The Welfare Rights Officers provide free confidential advice to Barnet families who have children aged 0-19 (including pregnant women) This includes Benefit Advice, In Work Benefit and Better Off Calculators. Officers will hold drop in sessions and appointments across the hub areas.

The Employment Advisors are part of DWP staff based in the hubs who work as part of the Troubled Families Programme, supporting unemployed members of families with children 0-19 to access training and employment opportunities.

# Supporting children and young people in Barnet

The 0-19 EH hubs provide targeted outreach, activities and programmes for Barnet's young people. The aim is to help young people resolve difficulties and re-engage with education, employment, or training. The hubs will work with schools, parenting support, families and local community organisations.

The hubs also offer a wide range of exciting and challenging activities throughout the year for young people across the borough, including:

- arts
- music
- sports
- educational workshops and trips
- adventurous activities
- Workshops on crime, anti-social behaviour and citizenship

# Supporting children and young people in Barnet

There are a number of centres across Barnet that offer after school services for children during term time and play schemes during holidays.

There is provision at the [Greentop Centre](#) for after school provision and holiday play schemes for children aged 4 and a half to 11 years old.

The 0-19 Service offers Detached Outreach across the borough, offering young people the opportunity to get involved in positive activities in their local community

Barnet Council's [Duke of Edinburgh Award \(DofE\)](#) programmes offer young people exciting opportunities to get involved in their communities, learn new skills, and take part in adventurous challenges. There is a range of groups and programmes aimed self-esteem and confidence building such as the girls group, which is a weekly session designed to educate, build and develop young girls to become positive young female adults.

# Targeted Work

The 0-19 EH hubs also provide a range of targeted work with young people including:

- housing
- relationships
- careers advice and guidance
- sexual health
- travel
- Gym
- drugs and alcohol
- accommodation
- access to counselling
- engagement in local community activities

# Targeted Outreach – Under 5s

- The 0-19 hub practitioners provide a range of activities and programmes for children under 5 and their families such as:
- Targeted stay and plays
- Targeted language groups
- Family resilience drop in sessions
- The practitioners work jointly with School led Children's Centre staff (who provide the Children's Centre Core Purpose) in delivering outreach activities where they can identify additional need and provide help agreed with a family
- It will be expected that 0-19 practitioners will work in an integrated way with partners so that family resilience work is available in activities run and managed by partners such as in Children's Centre's, Health Clinics, schools etc



# Partners delivering in the hubs

## Education Welfare Team (EWT)

- An Education Welfare Officer attends meetings in the 0-19 hubs to provide advice and information about children's school attendance. If going to school is affected by circumstances a family needs help with, the Education Welfare Officer can act as part of the process to resolve problems alongside children's schools.

## Health Visitors (HV)

- Health Visitors are Public Health nurses who deliver the Healthy Child Programme for the 0 – 5 population. Within their universal screening role, they are responsible for assessing the health and development of infants and children including early identification of children with developmental delay or suspected diagnosable syndromes which they do via routine health reviews at 10 – 14 days; 6 – 8 weeks; 9 – 12 months; 2 – 2 ½ years. In addition to this they will be holding health promotion groups and workshops with the children centre teams on popular topics e.g. introduction to solids; sleep advice; minor illness and behaviour.
- They also have a role in promoting good parental mental health and child attachment promoting healthy relationships and signposting to other services when required as well as offering increased support contacts for parents who have post -natal depression.

# Hub Contacts

## East Central Based at Newstead Children's Centre

- Service Manager – Michaela Carlowe ([michaela.carlowe@barnet.gov.uk](mailto:michaela.carlowe@barnet.gov.uk) )
- Team Managers – Sally Bye, ([sally.bye@barnet.gov.uk](mailto:sally.bye@barnet.gov.uk)) Sarah O'Donovan ([sarah.o'donovan@barnet.gov.uk](mailto:sarah.o'donovan@barnet.gov.uk))

## West based at Barnet and South Gate College – Colindale

- Service Manager (Vacant)
- Team Managers – Mark Vargeson, ([mark.vargeson@barnet.gov.uk](mailto:mark.vargeson@barnet.gov.uk)) Marisa Manco – Cox, ([marisa.manco-cox@barnet.gov.uk](mailto:marisa.manco-cox@barnet.gov.uk)) Andrea Mullings (Temp) ([Andrea.mullings@barnet.gov.uk](mailto:Andrea.mullings@barnet.gov.uk))

## South based at Parkfield Children's Centre

- Service Manager – Karen Ali ([karen.ali@barnet.gov.uk](mailto:karen.ali@barnet.gov.uk))
- Team Managers - Marianna Nicolaou ([Marianna.nicolaou@barnet.gov.uk](mailto:Marianna.nicolaou@barnet.gov.uk)) (acting) Shantha.Shanmuganathan ([shanta.shanmuganathan@barnet.gov.uk](mailto:shanta.shanmuganathan@barnet.gov.uk))

## Borough Wide

- Head of Service 0-19 - Karen Pearson ([karen.pearson@barnet.gov.uk](mailto:karen.pearson@barnet.gov.uk))
- Partnership and Engagment Lead – Chris Kelly ([chris.Kelly@barnet.gov.uk](mailto:chris.Kelly@barnet.gov.uk))
- Early Years and Primary strategic lead - Debra Davies ([debra.davies@barnet.gov.uk](mailto:debra.davies@barnet.gov.uk))
- Service Manager Traded Services - Faith Robertson([faith.Robertson@barnet.gov.uk](mailto:faith.Robertson@barnet.gov.uk) )



# Achievement in Barnet – 2018

Neil Marlow – Assistant Director /  
Head of School Improvement

## EYFS, Phonics and KS1 Attainment



— with —

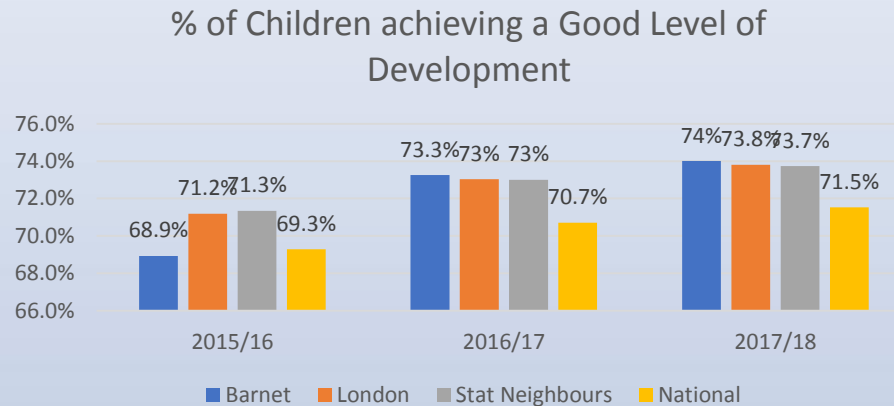


**EYFS 2018**



— with —





- The proportion of pupils achieving a good level development in Barnet shows an upward trend over the past three years. Barnet is now performing above the London, Statistical Neighbour and London averages for this measure.
- 2018 Rank 35<sup>th</sup> ↑ (88<sup>th</sup> 2016 and 39<sup>th</sup> 2017 )

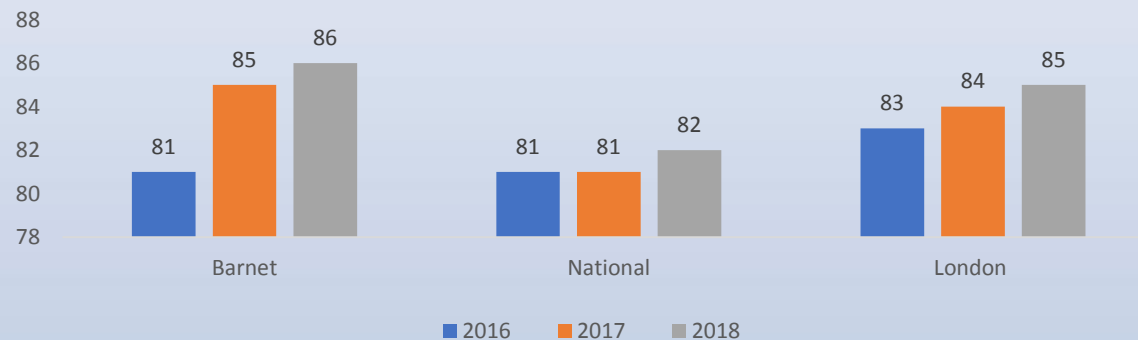
## Phonics in Barnet 2018

Percentage meeting the standard

	2017	2018	Increase
Barnet	84.8	86.2	+1.4
National	81.2	82.6	+1.4



% of Pupils Year 1 Pupils meeting the required standard in  
Phonics Decoding

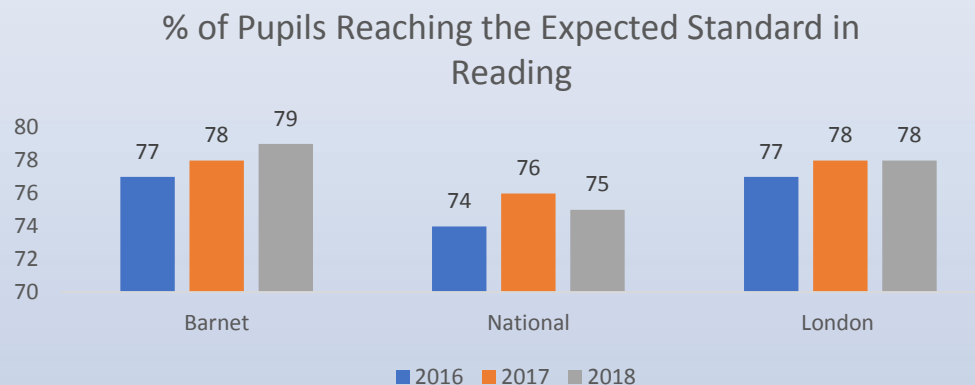


- The proportion of pupils meeting the required standard in Phonics decoding in Barnet is above the national and London averages.
- 2017 – Ranked 10<sup>th</sup> (in top 10% of LA's nationally)
- 2018 – Ranked 9<sup>th</sup> (in top 10% of LA's nationally)

## KS1 in Barnet 2018

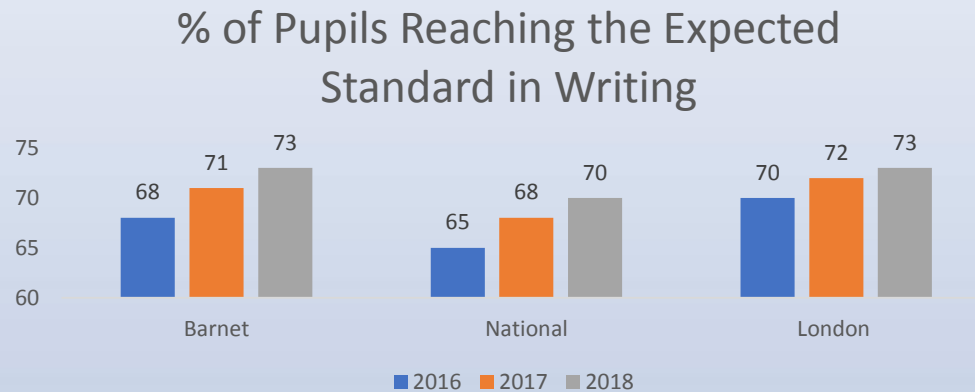
		% EXS+			% GDS		
		2017	2018	Change	2017	2018	Change
Reading	Barnet	78.1%	78.9%	+0.8%	27.2%	27.3%	+0.1%
	National	75.6%	75.5%	-0.1%	23.6%	25.2%	+1.7%
Writing	Barnet	70.7%	73.3%	+2.6%	16.3%	16.2%	-0.1%
	National	68.2%	70%	+1.8%	15.6%	15.9%	+0.3%
Maths	Barnet	76.9%	79.3%	+2.4%	20.0%	24.6%	+3.1%
	National	75.1%	76.1%	+1.0%	17.8%	21.8%	+2.6%
Science	Barnet	84.1%	84.4%	+0.3%	-	-	-
	National	82.6%	82.8%	+0.2%	-	-	-
RWM	Barnet	69%	73%	+2.3%	12.4%	12.4%	+0%
	National	63.7%	65.4%	+1.7%	11%	11.7%	+0.7%
RWMS	Barnet	66.6%	68.8%	+2.2%	-	-	-
	National	63.3%	65.1%	+1.8%	-	-	-

# Key Stage 1 Reading 2018



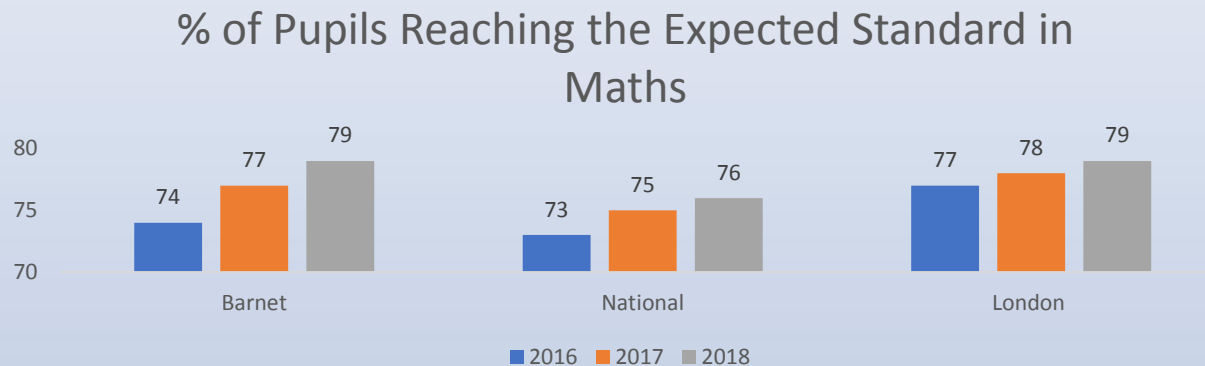
- The proportion of pupils reaching the expected standard in Reading at KS1 in Barnet is above the National and London averages
- Barnet's Rank in 2017 – 34<sup>th</sup>
- Barnet's Rank in 2018 – 17<sup>th</sup>

# Key Stage 1 Writing 2018



- The proportion of pupils reaching the expected standard in Writing at KS1 in Barnet is above the National Average.
- Barnet is also in line with the London Average
- Barnet's Rank in 2017 – 36<sup>th</sup>
- Barnet's Rank in 2018 – 25<sup>th</sup>

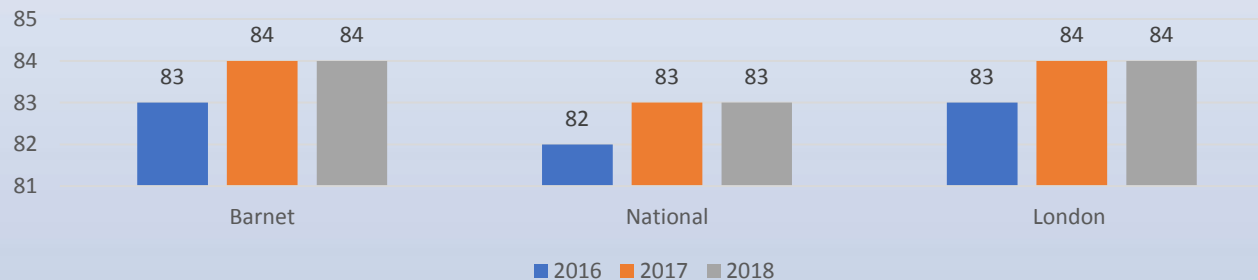
# Key Stage 1 Mathematics 2018



- The proportion of pupils reaching the expected standard in Maths at KS1 is above the National Average and in line with the London average.
- Barnet's Rank in 2017 – 44<sup>th</sup>
- Barnet's Rank in 2018 – 23<sup>rd</sup>

# Key Stage 1 Science 2018

% of Pupils Reaching the Expected Standard in Science



- The proportion of pupils reaching the expected standard in Science at KS1 is above the National Average and in line with the National Average
- Barnet's Rank in 2017 – 47<sup>th</sup>
- Barnet's Rank in 2018 – 51<sup>st</sup>

## KS2 Achievement in Barnet 2018



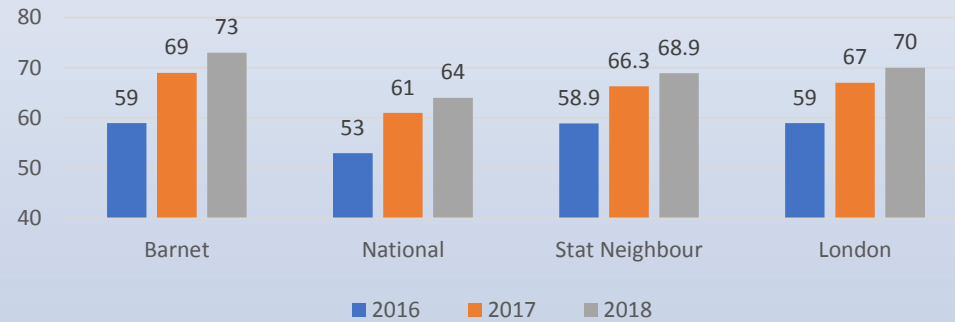
— with —



# Key Stage 2 RWM 2018



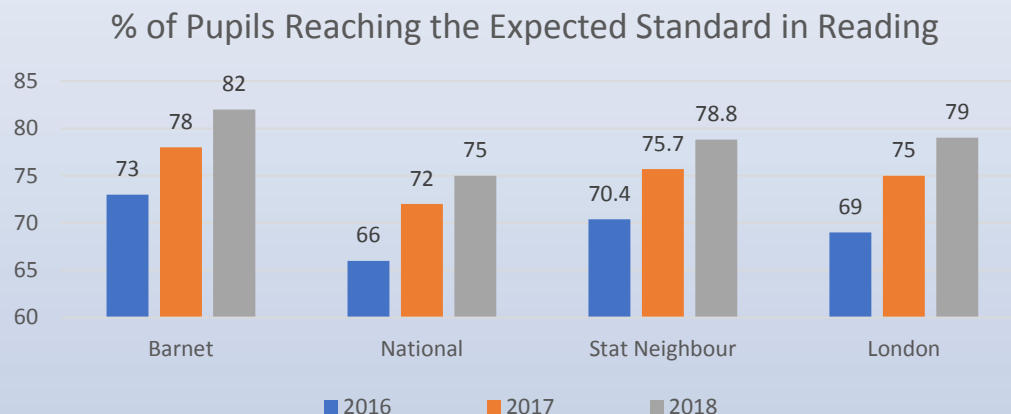
% of Pupils reaching the expected standard in  
Reading Writing and Maths



- The proportion of pupils reaching the expected standard in Reading Writing and Maths at KS2 in Barnet is above the National Average, London average and above Statistical Neighbours.
- Barnet's Rank in 2017 – 16<sup>th</sup> (narrowly outside the top 10% of LAs Nationally)
- Barnet's Rank in 2018 – 8<sup>th</sup> ( within the top 10% of LA's Nationally)

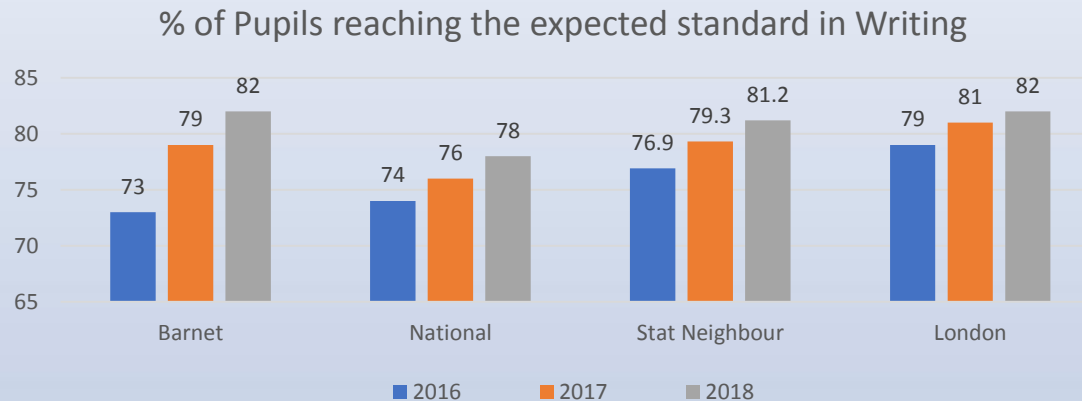


# Key Stage 2 Reading 2018



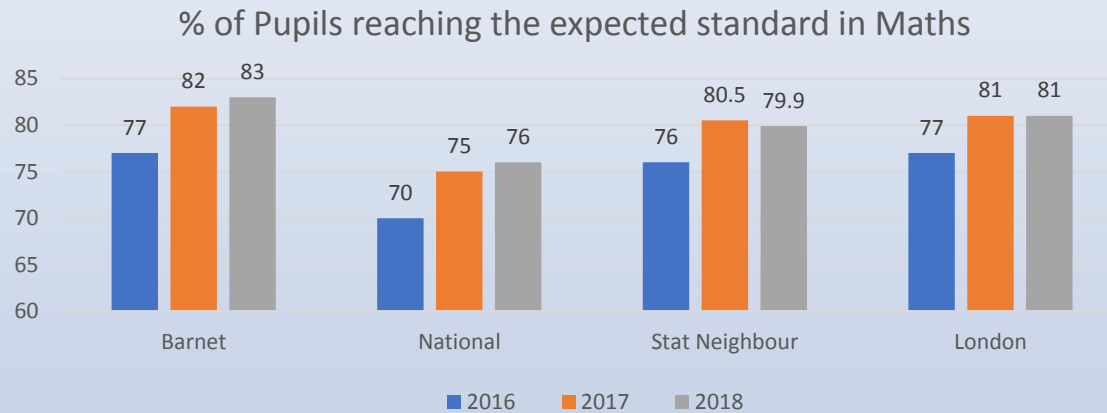
- The proportion of pupils reaching the expected standard in Reading at KS2 in Barnet is above the National Average, London average and above Statistical Neighbours.
- Barnet's Rank in 2017 – 13<sup>th</sup>
- Barnet's Rank in 2018 – 7<sup>th</sup> ( within the top 10% of LA's Nationally)

# Key Stage 2 Writing 2018



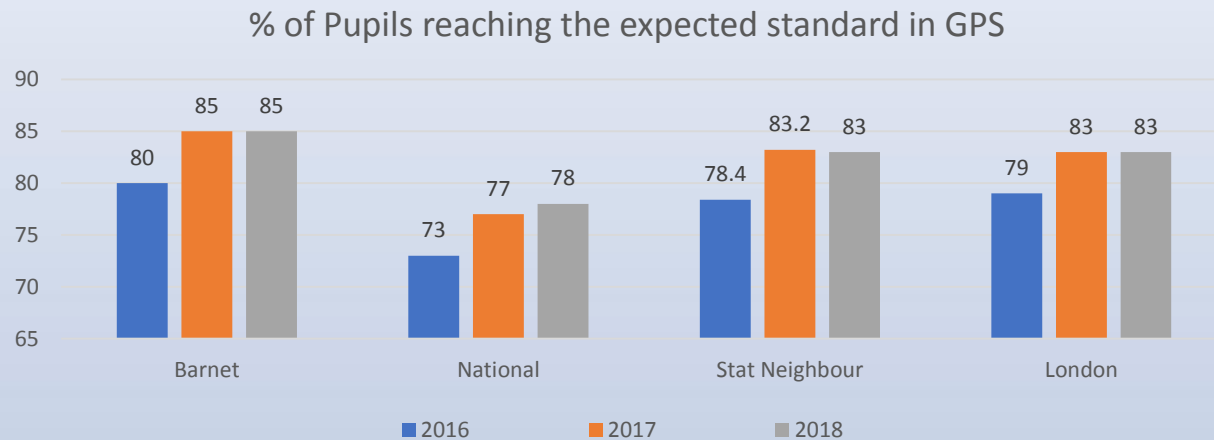
- The proportion of pupils reaching the expected standard in Writing at KS2 in Barnet is above the National Average and above Statistical Neighbours.
- Barnet is also in line with the London Average
- Barnet's Rank in 2017 – 37<sup>th</sup>
- Barnet's Rank in 2018 – 21<sup>st</sup>

# Key Stage 2 Mathematics 2018



- The proportion of pupils reaching the expected standard in Maths at KS2 is above the National Average, London average and above Statistical Neighbours.
- Barnet's Rank in 2017 – 16<sup>th</sup> (Narrowly outside of the top 10% of LA's Nationally)
- Barnet's Rank in 2018 – 8<sup>th</sup> (within the top 10% of LA's Nationally)

# Key Stage 2 GPS 2018



- The proportion of pupils reaching the expected standard in GPS at KS2 is above the National Average, London average and above Statistical Neighbours.
- Barnet's Rank in 2017 – 9th
- Barnet's Rank in 2018 – 10<sup>th</sup> ( within the top 10% of LA's Nationally)

# Key Stage 2 Progress

	Barnet	Significantly above national
Reading	+1.8	YES
Writing	+0.6	YES
Maths	+1.8	YES

Reading Rank: 2<sup>nd</sup> LA in the country – inside top 10%

Writing Rank: 42<sup>nd</sup> LA in the country

Maths Rank: 8<sup>th</sup> LA in the country – inside top 10%

## KS4 and KS5 in Barnet 2018



— with —



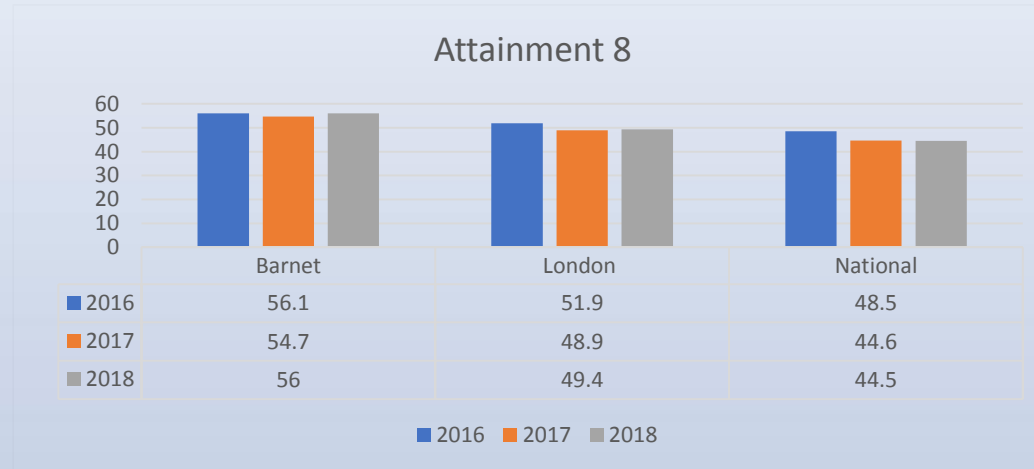
## GCSEs in Barnet 2018



— with —



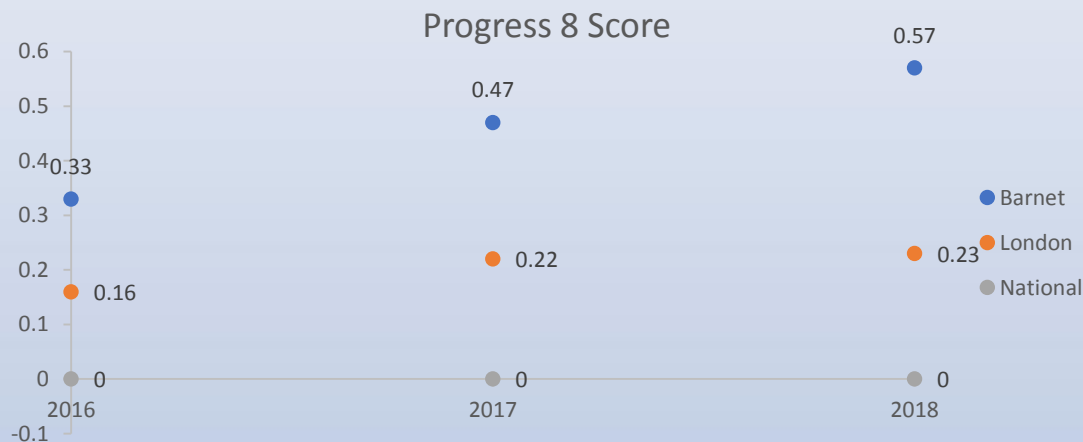
# Attainment 8 2018



- The Attainment 8 score in Barnet has remained quite stable over the past three years. Barnet is performing above London and the national for this measure.
- Barnet's Rank 2017 5<sup>th</sup> (inside the top 10% of LA's Nationally)
- Barnet's Rank 2018 5<sup>th</sup> (inside the top 10% of LA's Nationally)



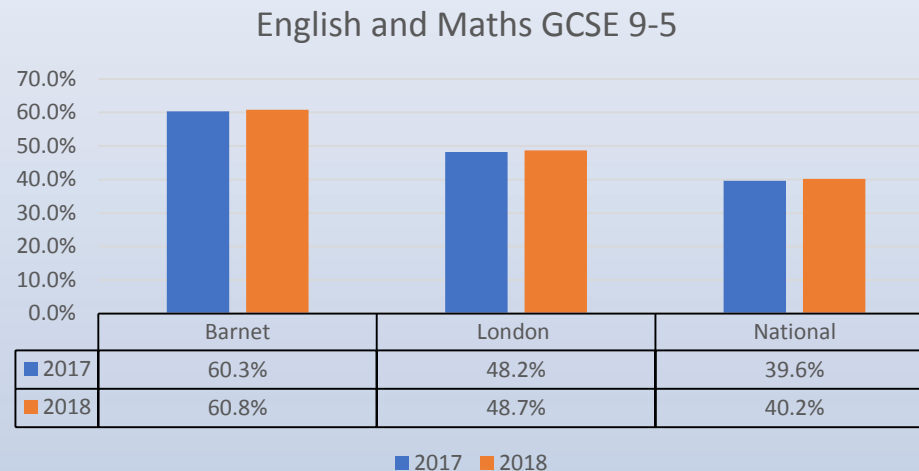
# Progress 8 2018



Barnet's Progress 8 score is above the national and London. There has been a steep incline with consistent increases in the score since 2016.

- Barnet's Rank 2017 – 3<sup>rd</sup> (inside the top 10% of LA's Nationally)
- Barnet's Rank 2018 – 2<sup>nd</sup> (inside the top 10% of LA's Nationally) – Note: Barnet only beaten by Isles of Scilly with only 14 students!

# English and Maths 5+



- Barnet is performing above the London and National averages for the percentage of pupils gaining a strong pass 5+ in English and Maths at GCSE.
- Barnet's Rank 2017 – 4<sup>th</sup> (inside the top 10% of LA's Nationally)
- Barnet's Rank 2018 – 5<sup>th</sup> (inside the top 10% of LA's Nationally)

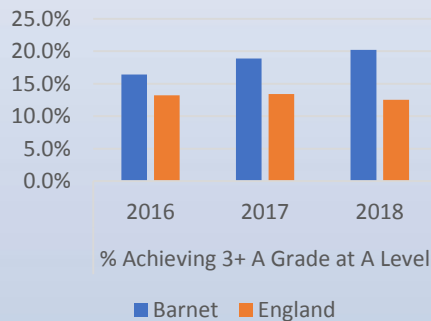
## KS5 Barnet 2018



— with —

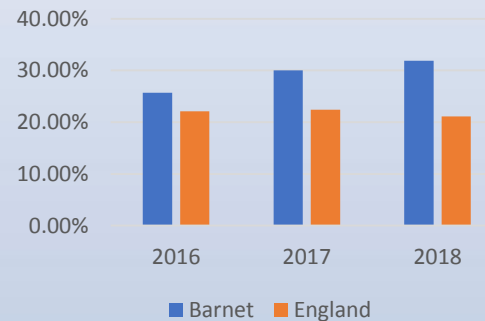


% Achieving 3+ A Grade at A Level



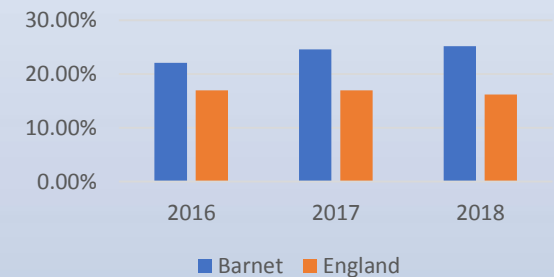
% Achieving 3+ A Grade at A Level  
 Ranked 6<sup>th</sup> in 2017  
 Ranked 6<sup>th</sup> in 2018

% Achieving AAB Grades or better at A Level



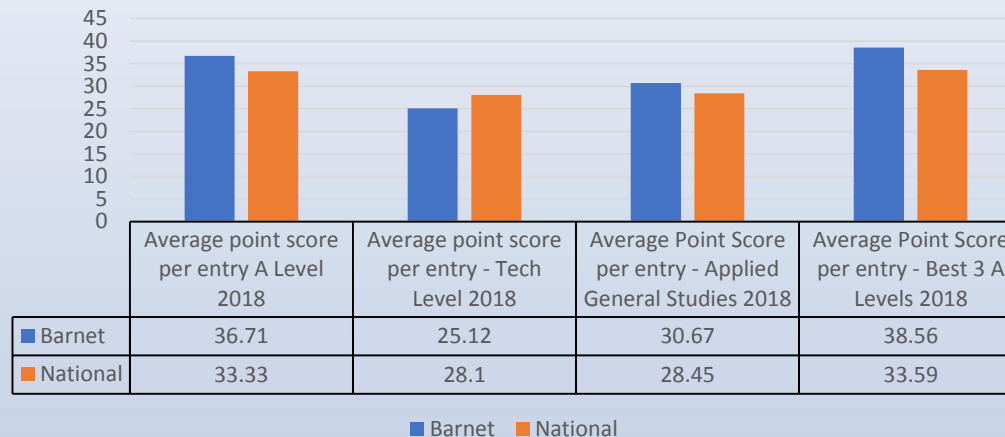
% Achieving AAB Grades or better at A Level  
 Ranked 7<sup>th</sup> in 2017  
 Ranked 6<sup>th</sup> in 2018

% Achieving AAB Grades or better at A Level with 2 in facilitating subjects



% Achieving AAB Grades or better at A Level with 2 in facilitating subjects  
 Ranked 6<sup>th</sup> 2017  
 Ranked 6<sup>th</sup> 2018

Average Point Score per Entry by Qualification  
Classification (inc FE Colleges)



A Level – Ranked 8<sup>th</sup> (2017 – 6<sup>th</sup>)

Tech Level – Ranked 111<sup>th</sup> (2017 – 127<sup>th</sup>)

Applied General – Ranked 21<sup>st</sup> (2017 – 90<sup>th</sup>)

3 Best A Levels – Ranked 5<sup>th</sup> (2017 – 6<sup>th</sup>)

# Ofsted Inspections in Barnet 2018-2019

	School	Type of Inspection	Ofsted Judgement	Previous Judgement
1	Wren Academy	S5	Outstanding	No previous inspection as an All Through Sch
2	Blessed Dominic	S8	Good+	Good
3	Archer Academy	S8	Good+	Good
4	All Saint's N20	S8	Good	Good
5	Moss Hall Junior	S5	Requiring Improvement	Good
6	St Agnes	S8	Good+	Good
7	Friern Barnet	S5	Good	Good
8	Northway	S8	Outstanding	Outstanding
9	Bishop Douglass	S8	Good+	Good
10	Holly Park	S8 to S5	Good	Outstanding
11	Rimon	S8	Good	Good
12	St Andrew the Apostle	S8 to S5	Good	Outstanding
13	Barnet and Southgate College	S5	Requiring Improvement	Good
14	Woodcroft	S8	Good	Good
15	Sacred Heart	S8	Good+	Good
16	Claremont	S5	Good	Requiring Improvement
17	JCoSS	S8	Good+	Good
18	Foulds	S8 to S5	Good	Outstanding
19	Hasmonean Primary	S8	Good	Good
20	Menorah High	S5	Good	No previous inspection as a state school
21	Chalgrove	S8	Good+	Good
22	St Theresa's	S8	Good	Good
23	Totteridge Academy	S5	Good	Requiring Improvement
24	Parkfield	S8	Good	Good
25	Beit Shvidler	S5	Good	Requiring Improvement
26	St Paul's N11	S5	Good	Good-
27	St Vincent's	S8 to S5	Report not published	Outstanding
28	Christ Church	S8	Good+	Good
29				
30				

**LONDON BOROUGH**

**Cambridge Education**

Currently (according to Watchsted) **95.6%** of schools in Barnet are Good or Outstanding (94.3% Primary, 100% Secondary) which ranks Barnet **9<sup>th</sup>** LA nationally, **9<sup>th</sup>** in London, **above** Inner London (93.1%), Outer London (90.9%) and National (84.8%). Barnet is ranked **24<sup>th</sup>** LA for Primary and **Joint 1<sup>st</sup>** LA for Secondary (with 9 other LAs)

Including Nursery and Special Schools **96%** of schools are Good or Outstanding (with 35.2% Outstanding).

93.2% of our primary pupils are in Good or Outstanding schools  
100% of our secondary pupils are in Good or Outstanding schools



— with —





# **Director's Briefing for Chairs and Vice-Chairs**

## **Safe journey home!**



— with —

