



Susan O'Connell
Governance & Scrutiny Officer
Direct : 020 8132 1399

Textphone: 020 8379 4419 (in Civic Centre)
e-mail: susan.o'connell@enfield.gov.uk

CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL

Wednesday, 3rd February, 2021 at 6.00 pm
Virtual Meeting/ Remote - Please use links on the Agenda Front Sheet to join the virtual meeting

Please click [Here](#) to view the meeting or copy and paste the link below into your web browser.

<https://bit.ly/3p5J7nY>

Membership:

Councillors : Achilleas Georgiou (Chair), Birsen Demirel, Ergun Eren, James Hockney, Bernadette Lappage, Derek Levy, Ahmet Oykener and Glynis Vince

AGENDA – PART 1

- 1. WELCOME & APOLOGIES**
- 2. DECLARATIONS OF INTEREST**

Members of the Committee are invited to identify any disclosable pecuniary, other pecuniary or non-pecuniary interests relevant to the items on the agenda.

- 3. ASSOCIATE CABINET MEMBER UPDATE (Pages 1 - 6)**

Cllr Ergin Erbil, Associate Cabinet Member Non-Geographical covering young people to provide an update on his new role and a briefing note

provided by Cllr Erbil.

4. MENTAL HEALTH (Pages 7 - 22)

To receive a report from Peter Nathan, Director of Education.

5. SUPPORTING SCHOOLS AND THE HEADS OF SCHOOLS (Pages 23 - 28)

To receive a report from Peter Nathan, Director of Education

6. SPECIAL EDUCATIONAL NEEDS (Pages 29 - 54)

To receive a report and a presentation.

7. CHILDREN YOUNG PEOPLE & EDUCATION SCRUTINY PANEL WORK PROGRAMME 2020/21 (Pages 55 - 56)

To note the Panel's agreed work programme for 2020/21.

8. DATES OF FUTURE MEETINGS

To note that the next meeting is scheduled to take place on:

Tuesday 9 March 2021, 6:00pm

Briefing for Cllr Erbil, Associate Cabinet Member**Date** 11 January 2020

Subject **Serious Youth Violence and Youth Safety: Update on Enfield Council Strategies and Initiatives**

Contact Details Sophie.Illife@enfield.gov.uk

Executive Summary

This briefing provides an update on Enfield Council corporate strategies and initiatives for addressing serious youth violence and keeping children and young people in Enfield safe. These strategies and initiatives are also benchmarked against the new Islington Youth Safety Strategy.

Background

Enfield Council has produced a number of key strategies in recent years which provide a vision and approach for how we keep our young residents safe. These strategies outline how we deliver services for young people which keep them safe and healthy, from safeguarding, to education, to youth offending. Enfield despite a 23% reduction in the last 12 months still has the highest number of SYV victims. It is important to recognise that we have the 4th highest number of young people resident on the borough also.

Enfield Council Strategies*The Safer and Stronger Communities (SSCB) Plan*

The strategy refresh was approved in November 2020 and has retained the priority of “keeping young people safe and reducing their risks from crime” for a further 2 years. (see attached)

A number of recommendations are included, which reflect the breadth of the work being delivered.

Safeguarding Adolescents from Exploitation Strategy 2019 – 2022

The Safeguarding Adolescents from Exploitation Strategy was approved by the Enfield Safeguarding Children Board in 2019. The strategy sets out how the Council will prevent and tackle all forms of exploitation including child sexual exploitation, children and young people exposed to exploitation through gang involvement, county lines, trafficking and serious youth violence, radicalisation and the prevent agenda and finally children missing from home or education.

Enfield Poverty and Inequality Commission Report and Action Plans

The report makes a serious of recommendations which provide local solutions for the causes of poverty and inequality in Enfield. There is a clear link between poverty and serious youth violence and therefore addressing the causes of poverty and inequality is integral to tackling serious youth violence. The report makes a variety of recommendations which seek to address the causes of serious youth violence. Progress on these recommendations are being monitored through the Action Plans.

Draft Empowering Young Enfield Plan 2021 – 2025

Empowering Young Enfield is a four-year plan and is anticipated to start in early 2021, subject to approval by Full Council in January 2021. It provides an overarching strategic direction for how the Council will work with and support children and young people, families, local services and our wider partnerships to achieve the very best outcomes for children and young people, as they transition to adulthood. Empowering Young Enfield will go to Full Council in January 2021.

Draft Enfield Early Help For All Strategy 2020 – 2024

Early help is one of the cross-cutting themes of the refreshed Council Plan 2020-22. The Early Help For All Strategy sets out how we will join up services across the Council and work with our partners to enhance resident's access to a range of co-ordinated prevention-based services. This will provide people with the support they need to build on their strengths and become more resilient, by ensuring that they have access to the help and support they need as early as possible. The strategy will go to Full Council in February 2021.

Draft Enfield Serious Youth Violence Plan

The Public Health team drafting new Serious Youth Violence Plan for the borough. A public health approach to youth violence means looking at violence not as isolated incidents or solely a police enforcement problem. Instead, this approach looks at violence as a preventable consequence of a range of factors, such as adverse early-life experiences, or harmful social or community experiences and influences. The plan will be considered by the Safer and Stronger Communities Board in 2021.

Benchmarking with Islington Council Initiatives

Islington Council have produced a Youth Safety Strategy which takes a 'whole system' approach, requiring joined working between agencies to promote youth safety. The objectives of the strategy are:

- Protect children and young people from violence, abuse and exploitation
- Foster stronger and safer communities, public spaces and schools
- Safeguard children and young people and support families, parents and carers
- Build the resilience of Islington's children and young people
- Secure school inclusion and maximise academic and vocational achievement
- Addressing inequality and disproportionality within the youth and criminal justice system
- Reduce re-offending for those children and young people who have become more persistent in their offending behaviours
- Empower communities to create a safer environment for all, but especially for children

Islington has adopted a number of initiatives (in blue) to achieve these objectives. These are bench marked against Enfield initiatives:

1. Using information to identify families who may need more support, and targeting robust support at individuals who are likely to re-offend, before they start doing so.

Enfield Council's Early Help Family Hub is made up of the Change and Challenge Service, Parenting Support Service and Children's Centres. We ensure that the needs of the families are responded to collaboratively with professionals working as part of a Team Around the Family (TAF). Between 01 April 2019 and 31 March 2020, a total of 1,652 referral assessments were accepted by the Early Help Family Hub. This represents a 33% increase on the previous year. The percentage of families making an improvement because of Early Help interventions remains high, with 100% seeing some improvement and an average improvement in more than half of the areas supported.

A targeted community outreach programme has been implemented in youth violence hotspot areas, engaging with 389 young people from September 2019 to March 2020. One of the tangible outcomes of this engagement has been a reduction in the number of anti-social behaviour incidents in and around local shops. We are also engaging with schools leads and outreach workers who are working in the community on after school patrols, helping to reduce incidents after school.

What other support is available to prevent re-offending and how are we targeting those likely to re-offend?

2. Establishing a Youth Safety Delivery Group, co-chaired by a young person, to keep track of progress and drive improvements, hand-in-hand with community partners and statutory organisations

Which group or board within the Council is responsible for tracking progress with addressing serious youth violence?

The Council continues to work together with the police as part of the North Area Violence Reduction Group to share plans on tackling youth violence and Public Health are supporting Children's Services to develop our public health approach to tackling youth violence.

3. Working with the London Violence Reduction Unit to help parents and carers keep their children safe and improve their peer support networks

The London Violence Reduction Unit is chaired by the Mayor and meets every six weeks. It is made up of representatives from community groups and specialists in health, education, police, probation and local government. Islington Council and Greenwich Council are the two London borough representatives in the Unit.

We are supporting community consortia bids to the new Violence Reduction Unit Fund to further enhance youth provision to reduce serious youth violence.

4. Extending social, emotional and mental health support services up to 25-year-olds, so appropriate support is available in the transition to adulthood;

The Early Help For All Strategy sets out a commitment to increase access to mental health support both online and face to face for those in schools.

In October 2019 we launched a new Mental Health Support Team in Schools, funded by NHS England and Health Education England. This pilot project is under the Trailblazer Programme, linked to the 2017 Green Paper to transform children and young people's mental health support in England. The team delivers three core functions:

- Evidence-based interventions for mild to moderate mental health and emotional wellbeing concerns
- Support to senior mental health leads in schools to develop a whole-school approach to mental health and wellbeing
- Timely advice and signposting to schools.

This project will be implemented across 40 schools in the spring term and a business case is being developed to continue the service beyond September 2021.

Implementation of 'Inspiring Young Enfield' (£1.3m Young Londoners Fund project) is progressing, with a tailored programme of community-based and inter-connected support, coordinated by the local authority, that can help address four areas of priority to help young people make the best life choices. These centre on:

- Education, Training and Employment and Creativity
- Physical health and wellbeing
- Emotional and Mental Health Support
- Family Support Work.

Providers have adapted their provision during restrictions resulting from the pandemic, with support and activities taking place online where it cannot safely take place face to face. Over 500 young people have already engaged in activities provided through this fund, despite the challenge of the pandemic.

5. Working to keep children and young people in school and maximising academic and vocational achievement

Our Behaviour Support Services' (BSS) provides holistic support to prevent students from becoming subject to permanent exclusions. This includes ongoing support to schools to identify early signs of vulnerability and work closely with the pupil, parents and teachers to provide bespoke support. BSS helps the identified students to receive one to one mentoring and support both. They have managed to continually reduce the number of permanent exclusions which is 33 for academic year 2019/20 (pre-COVID-19) a 23% reduction from 58 exclusions the previous year.

Youth services are also responding to the impact of the pandemic on children and young people and working to address the mental health needs which could lead to increased risk of exclusion. KOOTH was launched across Enfield on 1st April 2020 to provide online mental health and wellbeing support to young people via any internet accessible device.

The Council has launched its Youth Bubble, providing array of free activities over the months of November to April. Young people aged 11–19 (up to 25 with a learning difficulty or disability) who live, work or study in Enfield can choose from dozens of free courses that will be held all over the borough. Children and young people can sign up themselves or a professional can refer a young person.

6. Screening a powerful and educational knife crime prevention film in secondary schools, produced by the Love and Loss group of bereaved families

Enfield Council has previously funded the showing of films and performances in schools as a way of engaging with young people on issues affecting young people such as knife crime and child sexual exploitation.

7. Addressing inequality and disproportionality within the youth and criminal justice system and beyond.

How does the Council address identified inequalities within the youth and criminal justice system? Is the work which the Youth Offending Unit undertakes?

Further Enfield Council Initiatives to Address Serious Youth Violence

Are there any other live initiatives to include which aren't covered above?

Next Steps

What are our next steps to monitor the success of our initiatives in Enfield and how will we identify future actions that are required to address youth violence in Enfield?

This page is intentionally left blank

Children, Young People and Education Scrutiny Panel Briefing

Date of meeting	<u>3rd February 2021</u>
To	<u>Children, Young People and Education Scrutiny Panel</u>
Title	<u>Emotional Wellbeing and Mental Health</u>
Project Sponsor	<u>Peter Nathan, Director of Education</u>
From	<u>Suzy Francis (Principal Educational Psychologist/Strategic Lead for SEMH) Emma Gore-Langton (Senior Specialist Educational Psychologist for SEMH)</u>
Contact Details	<u>suzy.francis@enfield.gov.uk emma.gore-langton@enfield.gov.uk</u>
Purpose of briefing	<p>To provide information, where available, in relation to the key lines of enquiry raised by Cllr Georgiou:</p> <ol style="list-style-type: none"> 1. Understanding of how young people's mental health has been affected during Covid-19, covering school closures, working from home, re-opening of schools and then closure because of the outbreak of Covid 19 in a school bubble 2. Is there a difference and any data to show if there is a difference for: <ol style="list-style-type: none"> a. primary/secondary young people? b. girls and boys? c. social groupings? 3. How have mental health issues manifested themselves? 4. How are school staff managing their own mental health? 5. What has the local authority and schools learnt? 6. What measures have been put into place? 7. What support has there been from government or national bodies?

Background to the Report

Enfield Council provides a wide range of support to schools. Some of the support provided is statutory meeting legal requirements whilst other services are traded.

Emotional Wellbeing and Mental Health support is mostly provided through traded or additionally commissioned services or through specified grants.

This report will provide information, where available, in relation to Emotional Wellbeing & Mental Health with particular reference to the period of the COVID-19 pandemic.

1. Understanding of how young people's mental health has been affected during Covid-19, covering school closures, working from home, re-opening of schools and then closure because of the outbreak of Covid 19 in a school bubble.

At the start of the pandemic, Professor Barry Carpenter outlined the five losses which all children and young people have experienced as a result of the pandemic:

- Routine
- Structure
- Friendship
- Opportunity
- Freedom

Many of our young people's life trajectories have been delayed or altered, particularly those who were due to take exams in 2020 or 2021, and those who had planned to move on to university or the workplace. Children and young people have lost the 'good goodbyes' with which transition points are usually marked.

Differences in how our children and young people (CYP) have experienced the pandemic is widely acknowledged and dependent on:

- The quality of their housing, including access to outdoor space;
- Their family's financial situation, including access to food, heating;
- The quality of their family relationships (including conflict, abuse and domestic abuse);
- Their access to digital devices and WiFi, to access home learning and keep in touch with friends and family;
- Their wellbeing and mental health before the pandemic;
- The availability of their parents to support them with home learning and spend time with them (which varies with parents' work commitments);
- The health of their family members (whether affected by Covid or other health difficulties).

However, it is the importance of community spirit and response over the course of the pandemic that needs to be recognised. This extends from friends and neighbours checking up on each other to community groups putting together an organised response. Enfield Council staff have worked closely with schools, parents/carers and voluntary sector colleagues to offer a community effort in a variety of ways such as through Enfield Stands Together and Enfield Thrives Together.

- 2. Is there a difference and any data to show if there is a difference for:**
- a. primary/secondary young people?**
 - b. girls and boys?**
 - c. social groupings?**

This is covered in the section below

3. How have mental health issues manifested themselves?

The State of the Nation: Children and Young People's Wellbeing ([October 2020](#)) report published by the DfE.

Key findings: CYP's own sense of their wellbeing¹:

- CYP subjective wellbeing may have decreased slightly compared to previous years particularly relating to life satisfaction. Feeling anxious amongst young people has increased with girls feeling more anxious than boys aged 11 to 16 years. This trend is not consistent in the 16 to 24 age group.
- Overall, and on average and in the context of the pre-pandemic reducing trends, CYP have had quite stable personal wellbeing during the pandemic.
- Some groups of CYP may have had lower personal wellbeing than others, i.e. anxiousness higher in children with SEND, CYP with disadvantaged family backgrounds and children from BAME communities.
- Disabled young people reported lower happiness and life satisfaction than non-disabled young people in April to early May 2020. By July to early September 2020, there was no significant difference in either measure between the two groups. This trend was the same when comparing young people who were economically disadvantaged with those financially better off.

Key findings: Mental and Physical Health

- CYP are worried about the coronavirus and the potential that friends/families can catch the virus. Common are worries about catching the disease and missing school.
- One in every 15 children have low happiness with their health.
- Access to NHS mental health services has been maintained for many CYP. Referrals were low in April and May 2020, with increases seen in June 2020 as restrictions eased.
- Indications that during lockdown, some CYP had increased difficulty with behaviour, restlessness or attention. Reported by parents to be more prevalent with CYP with SEND across all domains.
- There is mixed evidence on the experience of (non-pandemic related) anxiety in CYP. ImpactEd sample of school aged children scored their symptoms of anxiety as very mild in July 2020. The COVID-19 Psychological Research Consortium (C19PRC) study reported very high levels of anxiety amongst responding adolescents in April 2020. Different methodologies cited as possible cause in difference in reporting. Therefore, not possible to reach a conclusion.

¹ CYP personal wellbeing can be categories as 'subjective' (day to day feelings) and 'psychological' (objective and longer term validated self-reported measures of feeling/ways of thinking)

For infants and babies (from [Babies in Lockdown, 2020](#)):

- Almost 7 in 10 new parents report that their ability to cope with their new baby has been impacted by Covid.
- One third of parents feel that their baby's interaction with them changed during lockdown.
- One quarter of parents reported concern about their relationship with their baby.
- Many parents felt that their baby had become more clinging and was crying more than usual.

For secondary aged young people – Themes drawn from Kooth National Data and Local Data provided by Kooth (Appendix A) and the Royal Free Hospital Eating Disorder Service:

- Anxiety, sadness/depression (Kooth).
- Relationship issues – mainly family relationships and friendships reported as a main concerns (Kooth).
- Self-harm/suicidal thoughts (Kooth).
- Sleep disturbance (linked to loss of routine and reduced activity levels).
- Eating disorder referrals have increased by 20% since the first lockdown began (Royal Free Hospital) and young people are being identified when they are much more unwell (perhaps because school staff are crucial in early identification).
- Low motivation to engage with learning at school and home, particularly since their educational paths may be in question with the cancellation of exams.

Enfield CAHMS

- Through the pandemic, Enfield CAMHS has reported higher acuity and increased risk concerns in referrals. The necessary prioritisation of these referrals has unfortunately led to longer secondary waiting times for less urgent cases.
- Other areas of high pressure and demand in CAMHS services are urgent risk assessment and crisis response (including cover to acute hospitals), and high demand for diagnostic assessments for neurodevelopmental conditions such as ADHD and Autism.
- Enfield CAMHS are planning to provide the Overview and Scrutiny Panel with referral data to provide more detail in relation to social groupings.

Our Voice – Children and Young People with SEND

In the middle of the summer term of 2020, Our Voice Parent/Carer Forum developed a survey with support from the Educational Psychology Service to learn about concerns relating to the wellbeing of children [with SEND] and wellbeing of parents/carers in the context of the first lockdown.

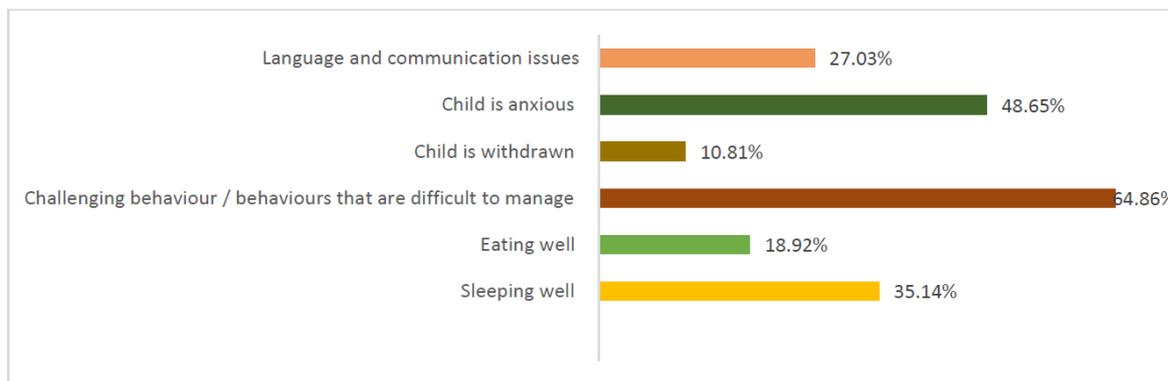
As indicated in the graphs below, parents/carers were mostly concerned about their child's anxiety, behaviour, sleep and language and communication skills. There were several issues that parents were concerned about in relation to their own wellbeing, *with 'feeling unable to support my child as effectively as I would like'* and *'feeling stressed, anxious or worrying'* being the highest responses.

As a result of this findings of this survey, members from Our Voice, Educational Psychology Service, CAMHS, Joint Service for Disabled Children and Durants Special School worked together to plan and offer virtual workshops for parents covering managing behaviour, home

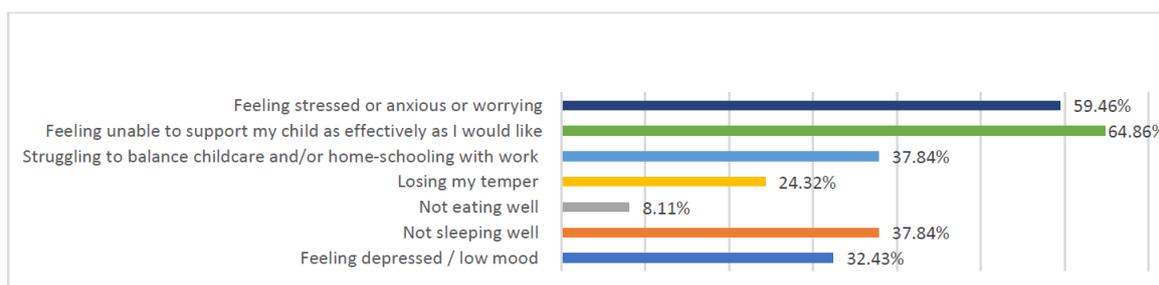
learning and wellbeing. In addition, EPS & CAMHS developed 6 films in collaboration with Our Voice so that parents could watch these at a time which suited them. Transcripts of the films were produced in English, Turkish and Somali.

Link to films can be accessed via this [link](#)

Q1. What are your biggest current concerns regarding your child/children at the moment (whilst lockdown continues)? Please tick all that are serious concerns for you at the moment?



Q2 – What are your biggest concerns regarding yourself at the moment, whilst lock-down continues?



4. How are school staff managing their own mental health?

The wellbeing of school staff was a concern even prior to the pandemic. National data ([Education Support, 2019](#)) show that:

- 75% of school staff were stressed, linked to long working hours and pupils' challenging behaviour.
- Fewer than half felt that their school or organisation did well supporting staff with mental health needs.

The pandemic has placed particular stress on school staff. National data ([Education Support, 2020](#)) show that:

- 50% of all education professionals feel that their mental health and wellbeing has declined.
- Only 15% felt appreciated by the government.
- Only 25% felt appreciated by the general public, including parents.

School leaders and staff have high resilience as a group and tend to rely on their own individual and group resources. It has been particularly hard for school staff to cope with the

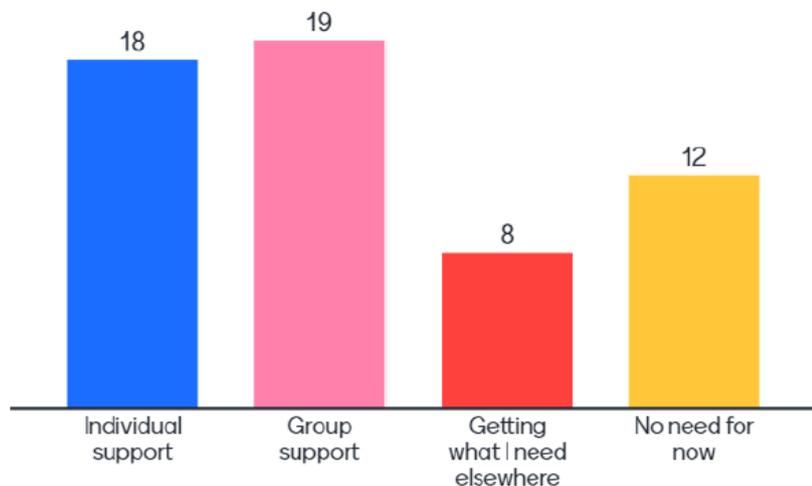
high volume of guidance from central government, the late release of and frequent changes to the guidance which schools have had to swiftly implement.

In the summer, Headteachers came together and offered a programme of peer support, which Enfield Council officers were invited to.

Enfield Council's local approach has focused on supporting school leaders, who can feel isolated within their school communities and who feel a strong need to demonstrate strength as a leader (which makes it difficult for them to feel or show vulnerability). If we support school leaders well, they will be a better position to cascade good support through their school.

We asked all Enfield Head Teachers on 19/10/20 what they needed at this time. Approximately 40% of Heads reported that they would like more individual or group support.

What do you need?



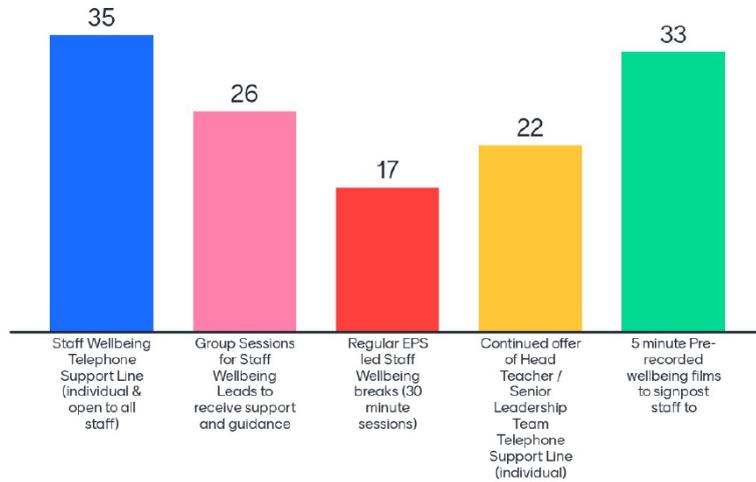
This has been offered in a variety of ways to the school leaders, i.e.

- Weekly Headteacher representative meeting with Directors in Enfield Council;
- Regular Director and Head of Service led Headteacher & Special Headteacher briefings;
- HR drop in sessions for Headteachers;
- Educational Psychology Service led group and individually based support for Headteachers and Senior School Leaders;
- Educational Psychology Service offer a Critical Incident Response offer following a sad or tragic event.

The Educational Psychology Service carried out further consultation with the Enfield Headteachers on 19/1/21 regarding school staff wellbeing.

Based on 107 responses, Headteachers responded the following provided a whole Enfield perspective of staff school staff wellbeing. The results showed a wide emotional range, with the predominant emotional state of their school staff being *anxious, worried, tired and overwhelmed*.

Which of the following support would be helpful?



As a result of this consultation, the Educational Psychology Service immediately set up and publicised the **Staff Wellbeing Telephone Support Line**, continue to provide the **Headteacher Individual Telephone Support** and plans to swiftly introduce the other offers for schools. This support is resourced through the Wellbeing for Education Return Grant (further detail is provided on page 9 of this report).

5. What has the local authority and schools learnt?

- Enfield Council volunteered to be part of the Ofsted/CQC SEND Covid Review in October 2020. The provided an opportunity for a swift system level review which included mental health needs of children, young people and their families. The Ofsted/CQC letter (dated 15 October 20) included the following headlines:

<p>Strong Child Focus</p>	<p>Remote working procedures set up swiftly / blended remote and face to face interaction effectively</p> <p>Partners and schools worked together like a well oiled machine</p>	<p>CYP with SEND and families received regular phone calls to check on their wellbeing</p>	<p>Risk Assessments completed for all CYP with EHCP to work out how to safely meet needs</p>
<p>Parents/carers involved in decision making how to support their children. Parents/carers said they felt communication was regular and timely</p>	<p>Professionals worked closely with schools to provide support for CYP receiving SEN Support without a plan</p> <p>Schools were pivotal in co-ordinating this work</p>	<p>Tackling inequalities by arranging access to high-quality remote communication facilities (Looked After Children)</p>	<p>Distance learning resources for CYP with SEND remained high priority for area leaders</p>

Leaders told inspectors that their emerging priorities for supporting children and young people with SEND include the following:

- To work closely with children and young people with SEND and their families to identify and meet their emotional health and well-being needs in a timely and effective way.
- To identify children and young people's changing care needs and provide greater levels of support for children and young people who are anxious and isolated.
- To set up systems to improve remote communication and access to high-quality learning resources and to ensure continuity of multi-agency support for children and young people with SEND who do not have an EHC plan.

There is an ongoing process of review and a workstream has been established under the SEND Partnership Group to continue to ensure any impact of the pandemic is considered by the partnership.

- Schools are the centres of their communities and have supported families with everything from dropping off food vouchers and parcels, to delivering tablets and laptops, to now acting as medical testing centres for staff and pupils.
- As such, effectively supporting school staff (especially Headteachers and Senior Leaders in Schools) so that they can support their communities is crucial.
- Schools have learnt a great deal from the first lockdown, and report that their on-line and remote learning offer has developed.
- Families' needs are diverse, and their resilience in the face of the pandemic varies significantly with their pre-pandemic resources.
- There are elements of post-traumatic growth emerging at the individual, school and community level; despite the difficulties.

6. What measures have been put into place?

Bronze

The Educational Psychology Service is represented at the twice weekly Bronze meeting ensuring any mental health updates are fed in. A fuller mental health briefing is provided on a monthly basis with updates from CAMHS, Kooth and the Educational Psychology Service. Examples from Bronze mental health updates on 25/1/21 are here:



Bronze update 25
01 21.ppt



Enfield Bronze
January 2021.pptx



WER & ETT for
Bronze 25 Jan 21.pp

Enfield Thrives Together

Enfield Thrives Together Network meeting was convened at the start of the pandemic in March 2020. It has a membership of over 70 partners from the NHS, Enfield Council, Voluntary Sector, schools and parent/carer representatives. Initially, a fortnightly meeting and since September a monthly virtual meeting, Enfield Thrives Together continues to provide a platform:

- For services to communicate their usual and adapted offer to support emotional wellbeing and mental health;
- For parents/carers and educational settings to share their experiences and needs of their communities;
- To share updates, relevant information and resources;
- Provide a link to the Healthy London Partnership events and national developments.

The format is the same for each meeting:

- Two presentations from partners;
- Updates from our educational settings, our parent representatives and members.

By listening to the communities needs, partners have worked together to develop information and resources, plan and deliver workshops for school staff, governors, parents/carers on relevant topics.

An **Enfield Thrives Together bulletin** is shared on a termly basis with schools and partners to outline key updates from services who are part of this network.



Enfield Thrives
Together 'Wellbeing

Wellbeing for Education Return programme (Led by the Educational Psychology Service):

- **14 Resilience & Recovery Professional Learning Sessions** delivered virtually for school staff, with 26 speakers (from the Local Mental Health network) covering a variety of topics including eating disorders, emotionally base school avoidance, staff wellbeing and domestic abuse. Full brochure is here:



Resilience Recovery
Professional Learnin

- **A Telephone Support Line for Parents/Carers** to speak to an Educational Psychologist about any aspect of their children's wellbeing or development.



Parent Carer
Telephone Support.

- **A Telephone Support Line for Headteachers** and members of School Leadership Teams, to receive confidential and individualised support for their professional and personal wellbeing.



Telephone support
line for Heads & SLT

- **A Weekly Virtual Group for Headteachers** and School Leadership Teams to promote staff wellbeing.

- Update and review of service information on the SEMH section of the Local Offer.

Educational Psychology and Schools Emotional Wellbeing Service

Continues to support schools to meet the social, emotional and mental health needs of their pupils, offering:

- Leadership and co-ordination of the **Enfield Thrives Together Network**, bringing together partner agencies across Education, Health and Social Care to learn from schools and families in order to adapt and develop our services, and improve signposting across services.
- Leadership and project management for the **'Wellbeing for Education' Return** programme
- **Leadership, co-ordination and presenting sessions on the 'Resilience and Recovery' Professional Learning Programme** covering topics such as Emotion Coaching, How to have Difficult Conversations with CYP, Solution Focussed Approaches, Managing Anxiety in the Classroom etc.
- **Consultations, assessments and therapeutic interventions** for individual children and families, in schools and remotely.
- Initially piloting and now delivering training school staff to **become Emotional Literacy Support Assistants**, offering individual and small group wellbeing interventions.
- **A whole-school wellbeing audit and action planning** process, supporting schools to develop a wellbeing plan based on the views of pupils, parents and staff (this now linked to the Mental Health Support Teams)
- **Children's Wellbeing Practitioners (CWPs)** providing outcomes-based interventions for challenging behaviour, anxiety and low mood to young people and parents, in schools and remotely. This has included provision of **Individual and group therapeutic** and **webinars and online workshops** for young people and parents/carers.
- The development of a borough wide **Trauma Informed Practice in Schools programme**, in collaboration with Health and Social care.
- Creation of a **wide range of written and video pandemic-related resources** for parents/carers and schools & settings.
- Close collaboration with Our Voice Parent/Carer Form and schools to ensure that the offer matches need.

Primary Behaviour Support Service (SWERRL)

Trauma informed responses has long underpinned the practice of SWERRL. The service has continued to support schools to meet the social, emotional and mental health needs of their primary pupils who are at risk of permanent exclusion offering:

- Outreach Intervention Work;
- 'School Strategic Involvement';
- Whole Class/Group work modelling Interventions;
- SEMH-related CPD Training;
- Consultations, assessments and therapeutic interventions for individual children and families, in schools and remotely;
- Provision for intensive onsite interventions.

SWERRL has supported the network and schools through offering:

- Borough-wide Training;
- Updates through the Enfield Thrives Together network;
- A session on the 'Resilience and Recovery' Professional Learning Programme covering Circle Time.

Child and Adolescent Mental Health Service (Barnet, Enfield & Haringey Mental Health NHS Trust)

Offering children and young people and their families:

- A mixed offer of face-to-face, phone and video, including online groups;
- A **duty line for professionals** to raise urgent crisis concerns;
- A **24/7 crisis line** for children/young people and their families;
- An NCL-wide crisis pathway involving diversion from acute hospitals to community crisis hubs;
- Early Years Speech and Language Therapy and CAMHS Clinical Psychology; conducted a successful pilot on autism assessments via video call, for children under 6 years;
- Virtual meetings of the YP participation group.

CAMHS has supported the network and schools through offering:

- Regular updates to Bronze, Enfield Thrives Together network;
- Sessions on the 'Resilience and Recovery' Professional Learning Programme on the CAMHS offer and Emotionally Based School Avoidance.

Mental Health Support Teams is a collaboration between CAMHS and the Educational Psychology Service. The service is in its pilot phase, offering:

- **Individual and group interventions for young people and parents/carers**, for challenging behaviour, anxiety and low mood;
- **Online workshops** for CYP;
- **Support for staff** in schools;
- **Resources** to support young people to navigate the pandemic;
- A **whole-school wellbeing** audit for schools;
- **Regular cluster/network meetings**, bringing schools together to learn and share good practice;
- Presented on the '**Resilience and Recovery**' Professional Learning Programme covering topics such as staff wellbeing and mindfulness.

Kooth

A digital support platform commissioned by NCL CCG Enfield from April 2020 at the start of the pandemic. In their implementation phase Kooth has offered:

- **Individual on-line support** from trained counsellors via messages and live chat;
- **Discussion boards** for young people to connect with one another;
- The opportunity to maintain a **daily online journal** and contribute articles, poetry and art work to the Kooth magazine;
- Regular updates at the Enfield Thrives Together network;

- Session on 'Promoting Resilience & Recovery' Professional Learning Programme on on-line wellbeing support through the curriculum;
- Ongoing partnership work with Enfield schools.

Kooth provided a report for Overview & Scrutiny which is included in Appendix A.

Trauma Informed Practice in Schools

- Attachment Aware and Trauma Informed Practice has been promoted in Enfield by a variety of services over many years such as through Nurture Groups, Primary Behaviour Support Service, Virtual School for Looked After Children and the Educational Psychology Service.
- To follow up on a key recommendation in the Enfield Poverty and Inequality Commission Report (2020) and the emerging needs arising from the pandemic, an interest group was formed across the partnership. One of the initial outcomes of this partnership was to offer an introduction to Trauma Informed Practice delivered by an independent trainer. Over 180 partners (including school and parent/carer reps) attended this training with overwhelmingly positive feedback.
- The aim is to implement Enfield Trauma Informed Practice in Schools – a whole system training and implementation programme that has cross partner involvement with a school focus.
- Plans are underway to seek funding for this.

7. What support has there been from government or national bodies?

In August, the Department for Education provided each LA with funding via the Wellbeing for Education Return Grant, to equip schools to support the mental health and wellbeing of pupils and families. In Enfield this was £37,356 and was used to fund a co-ordinator of the programme and the services as detailed on page 9 of this report.

There is a wide range of national and regional organisations/consortiums that have developed resources that have been shared through the Enfield Thrives Together network – examples below:

- Grief Encounter
- Winstons Wish
- Place 2 Be
- Mind
- Young Minds
- Anna Freud
- Healthy London Partnerships

Authors:

Dr Emma Gore Langton, Senior Specialist Educational Psychologist for SEMH, Educational Psychology Service
Suzy Francis, Principal Educational Psychologist and Strategic Lead for Children and Young People's Mental Health

Additional information provided by:

Nick Clarke, Clinical Lead, CAMHS
Gray Panton, Area Manager, Kooth
Nigel Ellerby-Jones, Primary Behaviour Support Service

Appendix A

Kooth (Enfield) www.kooth.com

2nd Floor The Junction, Merchants Quay, Salford Quays, M50 3SG.
www.kooth.com

Enfield COVID-19 Data

15th January 2021

Children and Young people's infographics have been released over the COVID-19 lockdown period, 2020 depicting trends seen in the access of Kooth online nationally.

The interactive graphics can be found at www.kooth.com and clicking on the COVID-19 dropdown menu.

This report provides local insight on the presenting factors of Kooth users in Enfield observed during the lockdown period from week 15 (April 2020) to week 52 (December 2020). This report is due to exceptional circumstances and will not replace the Quarterly reporting or become a standard within the contract. We hope this can support in preparing for your scrutiny meeting, allowing you to best meet the needs of the young people within the area.

1. Methodology and Terminology

The Logins are based on distinct individual users logging into the Kooth online service.

Children & Young people are classed as individual users who are up to 18 years old accessing Kooth

The Presenting Issues are assigned to a service user through any interaction that presents the issue. This would mainly be through counselling, but could be other interactions, such as forum comments in the Kooth & Qwell platforms. Given there is some overlap with the issues, the clinical team have grouped them into key themes for ease of reference.

The presenting issues under the 2020 columns show counts of unique users presenting with a particular issue. A unique user can present with multiple issues over the period.

The user percentage is the proportion of unique users presenting that issue of total unique users that presented, within the given time period.

2. Enfield Data Comparison

The following is a breakdown of the presenting issues recorded from Enfield young people accessing Kooth online, aged up to the age of 18. The data is taken from the final 3 Quarters of 2020 as the contract was not live during this period in 2019.

Presenting Issue		2020	User %
Anger	Total	1	1.4
Anxiety/Stress	Total	24	33.3
Aspirations/ Motivation	Total	5	6.9
Bereavement/ Loss	Total	4	5.6
Body Image/ Weight Issues	Total	4	5.6
Confidence	Total	6	8.3
Eating Difficulties	Total	4	5.6
Exam stress	Total	1	1.4
Growing Up/Independence	Total	3	4.2
Health/Illness (Own/Other)	Total	2	2.8
Home Environment	Absent Parents	1	
	Alcohol (parent/other)		
	Child Abuse	2	
	CSE	1	
	Domestic Abuse	4	
	Emotional Abuse	1	
	Neglect		
	Physical Abuse	2	
	Safe & Healthy Environment	1	
	Sexual Abuse		
	Total	9	12.5

Gender Identity / Sexuality	Total	6	8.3
Loneliness/ Isolation	Total	9	12.5
Mental Health	Autism/Aspergers		
	Borderline Process		
	Psychotic Episodes		
	Trauma	3	
	Total	3	4.2
Relationship issues	Boyfriend/ Girlfriend	6	
	Family Relationships	20	
	Friendships	12	
	Parental Breakdown	2	
	Total	30	41.7
Sadness/ Depression	Total	21	29.2
Self-Harm/ Suicidal Thoughts	Total	21	29.2
Sleep Difficulties	Total	7	9.7
Victimisation (Bullying/Discrimination/ VoC)	Total	3	4.2
Other	Mood Swings	1	
	Online Safety		
	Problems at Work		
	School/college issues	10	
	Sexual Behaviour	1	
	Trust Issues	3	
	Other	8	
	Total	19	26.4
Total Unique Users		72	100%

Children, Young People and Education Scrutiny Panel Briefing

Date of meeting	<u>3rd February 2021</u>
To	<u>Children, Young People and Education Scrutiny Panel</u>
Title	<u>Supporting Schools</u>
Project Sponsor	<u>Peter Nathan, Director of Education</u>
From	<u>Lucy Nutt, Head of School and Early Years Improvement Service Cheryl Headon, Head of Schools Traded Services Sarah Fryer, Head of Schools' Personnel Service</u>
Contact Details	<u>lucy.nutt@enfield.gov.uk, cheryl.headon@enfield.gov.uk</u>
Purpose of briefing	This briefing provides an update on support provided to schools in Enfield by the Education Department and other council departments. Some services are at no cost to schools and some are traded.

Introduction

Enfield Council provides a wide range of support to schools. Some of the support provided is statutory meeting legal requirements (the nature of these requirements varies between maintained schools and academy schools) whilst other services are traded. The most recent traded services brochure is attached to this report. This report will provide an update on the support provided to schools with particular reference to the period of the COVID19 pandemic.

Support to Schools

- i) A wide range of support is provided to schools covering all aspects of education. This ranges from the admissions process, attendance and exclusions, SEND, behaviour support, school improvement as well as support with school governance, personnel and legal services. Some services such as the support provided by the education psychology service (EPS) in term of the assessment process for Education, Health & Care plans are statutory. Other services such as that provided by schools' personnel are traded successfully with the majority of schools buying back the service. Maintained schools are entitled to receive support from the borough's school improvement service whereas academies can buy into this service or make their own arrangements.
- ii) COVID19 has had an inevitable impact on some of the services provided to schools. In the first stage of the pandemic from March through to the end of the summer term, schools limited external visitors to school sites. This meant that the EPS, Behaviour support and school improvement advisers could not visit schools. Services like school swimming and PE support could not take place. In the autumn term after a staggered start to the school year, school visits by services began again especially those supporting vulnerable children and those with special needs. Specific visit protocols have been put in place to enable visits to take place although some school adviser meetings with senior staff have taken place on line. All schools have their own protocols which all Enfield staff follow when visiting schools.
- iii) Because of the pandemic, many meetings moved online as did training events. For training and briefings this has meant a change in the nature of delivery but overall, there have been considerable advantages (despite some initial IT glitches). For example, in some training events held attendance levels reached a record high with hundreds of staff attending. Headteacher meetings have been very well attended too – it has been much easier for senior staff to attend as they do not have to leave school and there have been cost savings as venues do not have to be hired. Sourcing external speakers has become easier. For example, for some courses international speakers have provided some sessions without having to travel.
- iv) The Enfield Education service has responded in a range of different ways to support schools during the pandemic. These have included the following:

- Ensuring a quick and effective communication flow of relevant information. This has taken place through the online platform “The Hub” which continues to provide updated COVID19 information including key documentation as a resource for schools. There have been weekly meetings between headteacher representatives and senior local authority officers since March and fortnightly meetings with education trade unions. Monthly headteacher briefings are being held and the Director of Education has been writing to schools once or twice a week with regular updates.
- The school improvement service developed “Enfield Learns Together” in the Summer term providing a range of learning activities for schools to use with pupils. In terms of professional development, three new long term courses have been developed and delivered online (Autumn 2020 and Spring 2021) focusing on “Recovery & Resilience”, “Digital Transformation” & “Unconscious Bias and Anti-Racism” (in response to Black Lives Matter). As noted earlier, attendance at these sessions has been high.
- The EPS has led an initiative called Enfield Thrives Together which has brought together a wide range of organisations providing mental health support to schools. This has included bringing KOOTH to borough schools which provides online mental health support to young people. The EPS was able to provide specific counselling support to the whole school community (staff, parents, young people) as requested as well as critical incident support when needed.
- For many other services such as in the special needs team, school place planning, admissions and behaviour support, business as usual support has continued particularly since September. Many processes have had to continue despite the pandemic and for example, some of the relaxation of rules regarding SEND have ended meaning a return to previous working patterns.

v) Schools have faced considerable pressures over the period of the pandemic, and this will continue over this spring term. There has been a high level of stress caused by the number of cases in schools and the need to react to them (acting as track and trace agents), the need to develop new ways of working and abide by safe COVID practices and the changing nature of guidance (often at late notice). Headteachers and their senior teams have had to work most weekends and evenings particularly as COVID19 does not work a 9 to 5 day. The local authority has been able to respond to this with a team of senior staff from education, schools’ personnel and public health being available to respond to queries and provide advice. The Health & Safety team provided a considerable amount of support and guidance with the development of detailed template risk assessments and individual staff risk assessments which have been essential in ensuring school safety. The regular dialogue with headteacher representatives and individual headteachers has meant that any issues raised by schools can be responded to and/or taken forward to weekly meetings with the DfE.

vi) Schools have received no additional funding through the DSG to cover COVID19 costs. They have, however, been able to claim some costs through the DfE such as for additional cleaning for the summer term and it is likely the same will be available for the autumn term. In some specific cases, schools will be able to claim staffing costs. Catch up funding has also been provided to support pupils who have missed large chunks of schooling. Secondary schools will be provided with some funding to pay for the mass testing scheme this term. There is no doubt that schools have had a range of additional costs and also many have lost a considerable amount of lettings income. This is likely to contribute to more schools moving close to or into deficit this year.

vii) Since September, schools have had to become used to bubbles of pupils and staff switching to home or remote learning. Support has been provided to schools on a national level providing Chrome books and dongles to those that need them, locally from the Education Services ICT team and also through schools working together to ensure that the best learning platforms are in place. A number of reports such as from the Education Endowment Foundation and from Ofsted have shown that there is a variation in provision and also in the engagement of pupils, particularly those from disadvantaged backgrounds. School staff consistently monitor pupils work when they are remote learning providing support as needed but feedback from headteachers indicates that some children do find this challenging. This is particularly true for younger children, vulnerable pupils and those with special educational needs.

viii) As mentioned in vii) above, the government commissioned an organisation called Computercentre to provide laptops/chrome books and dongles to schools via local authorities in the summer term. Each local authority received a formula allocation which was to provide for vulnerable pupils and for disadvantaged pupils in exam year groups. There were some delays and logistical issues with this process although the equipment was eventually delivered to schools. This scheme was expanded in the autumn term to cover schools when bubbles were sent home or if a school had to close. Schools could order the laptops/chrome books directly but there have been logistical issues again with the supply of laptops and also schools receiving only a proportion of equipment requested. A further issue has been pupils actually being able to access the internet to learn (broadband width can also be a difficulty).

Update – January 2021

As committee members will be aware, this term has started in a unique way. Primary school pupils will not be in school for at least two weeks and will be learning remotely (apart from vulnerable pupils and the children of key workers). Secondary pupils will not be in school for the first week of term (apart from vulnerable pupils and the children of key workers). In the second week of term, pupils taking exams will return to school and then in the third week of term, it is expected all other pupils will return. Secondary schools will be setting up testing centres in their schools during the first week of term to test staff on a regular basis as well as pupils when this is needed. All

special schools and alternative provision are expected to be back in school as normal from the first day of term, Most of these schools, however, will have a staggered start to term due to staff shortages, the need to set up testing facilities (secondary) or due to the vulnerabilities of pupils and their families.

A meeting was held with headteacher representatives before the start of term and a headteacher briefing was held on January 6th to discuss key questions and to ensure all headteachers were up to speed with new developments and the local situation with regard to testing and vaccinations.

This page is intentionally left blank

Children's Scrutiny Panel

SEND Update

Page 29

Agenda Item 6

www.enfield.gov.uk

Striving for excellence

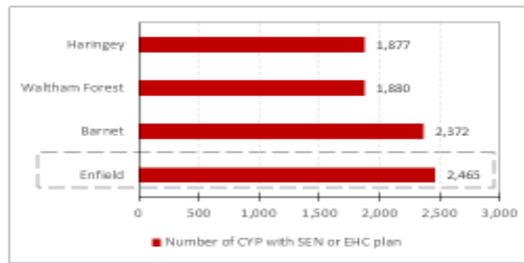


Questions

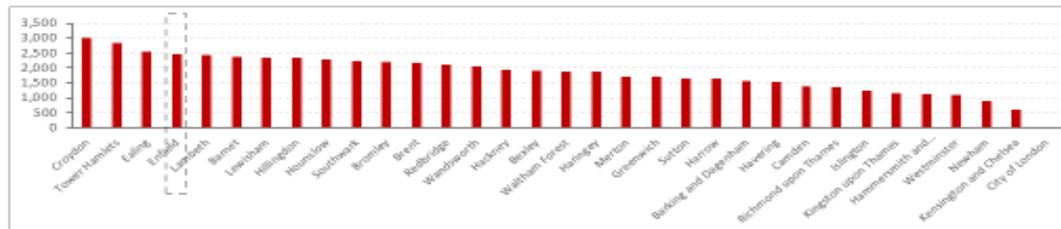
- The number of children with SEN and how the number has changed over the years. Projections for future years.
- How provision is provided and decided upon (Education, Health & Social Care).
- Ofsted and SEND in the borough.
- The costs for SEN in mainstream, school based units, special schools, Out of Borough provision.
- Funding from DSG High Needs Budget: Council core funding including transport costs.
- Plans for increasing in-borough provision
- Support for families with SEN children and working with Our Voice

Rising demand

The demand for EHCPs continues to rise and benchmarking data demonstrates that Enfield is managing the 4th highest cohort of children with SEN in London



The number of children with SEN in Enfield has grown significantly in the last three years and benchmarking data demonstrates that Enfield is managing a much higher number of children with EHCPs than its neighbouring authorities, and than most authorities in London. This high level of demand is contributing to the budget pressures.



Benchmarking data demonstrates that Enfield is managing the 4th highest cohort of children requiring SEN support across London. This suggest that demand management options should be considered as a key lever for managing the High Needs Block overspend

Rising Demand

Current Projection of EHCP's based on growth rate

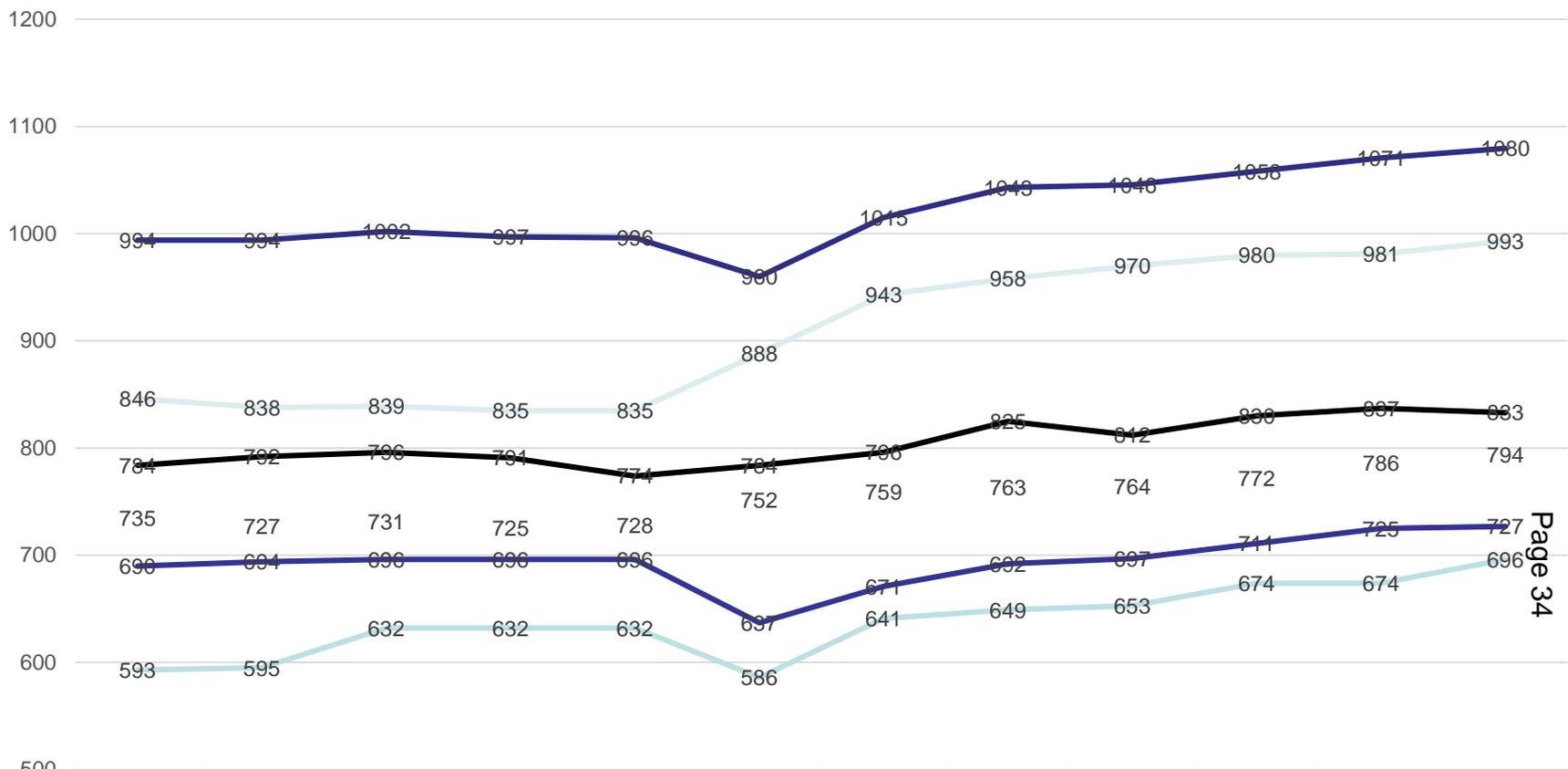
Year	No. EHCPs (based on predicted 10% year-on year increase)	Total additional annual cost based on 10% increase	No. EHCPs (based on 8% year-on year increase)	Total additional annual cost based on 8% increase
2020	3200		3200	
1	3520	£6,592,000	3456	£5,273,600
2	3872	£7,251,200	3732	£5,695,488
3	4259	£7,972,200	4031	£6,151,127
4	4685	£8,775,600	4354	£6,643,217
5	5153	£9,640,800	4702	£7,174,675
		£40,231,800		£30,938,107

Update on progress

- ❑ Assessment of Need to give a baseline of provision required in borough
- ❑ Increasing Additional Resource Provision
- ❑ Increasing Satellite provision of special schools
- ❑ Additional provision created

Type of Provision	2016/17		2017/18		2018/19		2019/20		2020/21	
	Pupils Nos	Actual Expenditure £	Pupils Nos	ESTIMATED 2020/21 Expenditure £						
Special Schools	625	13,618,589	639	14,993,489	753	16,074,717	780	17,401,255	865	19,630,762
ARPs	134	1,932,286	139	2,006,286	120	1,754,570	165	2,268,965	204	3,138,691
Mainstream Schools	571	6,331,564	710	5,215,181	892	5,809,334	1092	7,356,516	1158	8,076,223

Home To School Transport Pupil Numbers (Buses, Taxis and Personal Travel Budgets) In Borough & Out of Borough

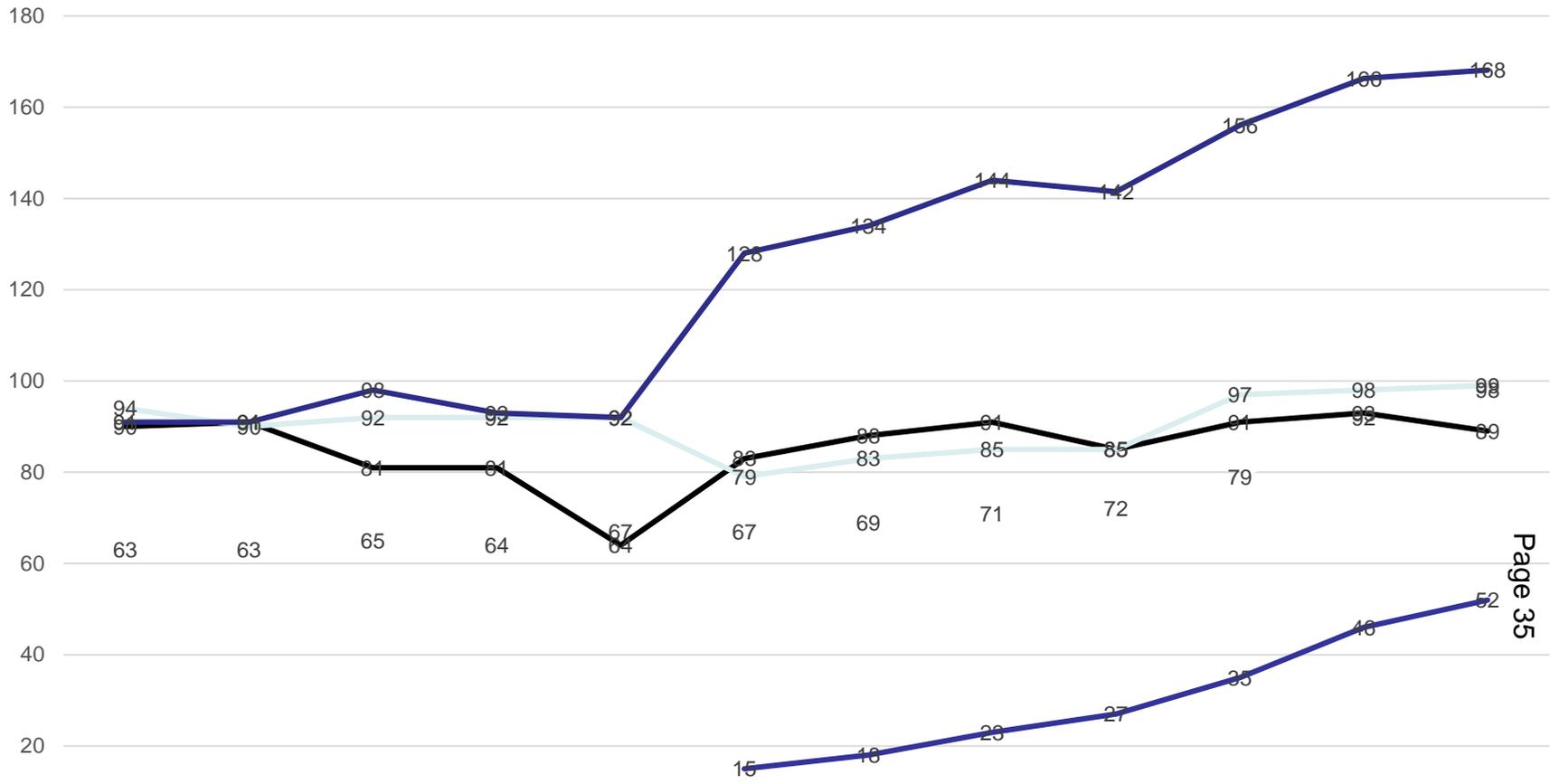


	April	May	June	July	August	September	October	November	December	January	February	March
Total 2015/16	593	595	632	632	632	586	641	649	653	674	674	696
Total 2016/17	690	694	696	696	696	637	671	692	697	711	725	727
Total 2017/18	735	727	731	725	728	752	759	763	764	772	786	794
Total 2018/19	784	792	796	791	774	784	796	825	812	830	837	833
Total 2019/20	846	838	839	835	835	888	943	958	970	980	981	993
Total 2020/21	994	994	1002	997	996	960	1015	1043	1046	1058	1071	1080

— Total 2015/16
 — Total 2016/17
 — Total 2017/18
 — Total 2018/19
 — Total 2019/20
 — Total 2020/21



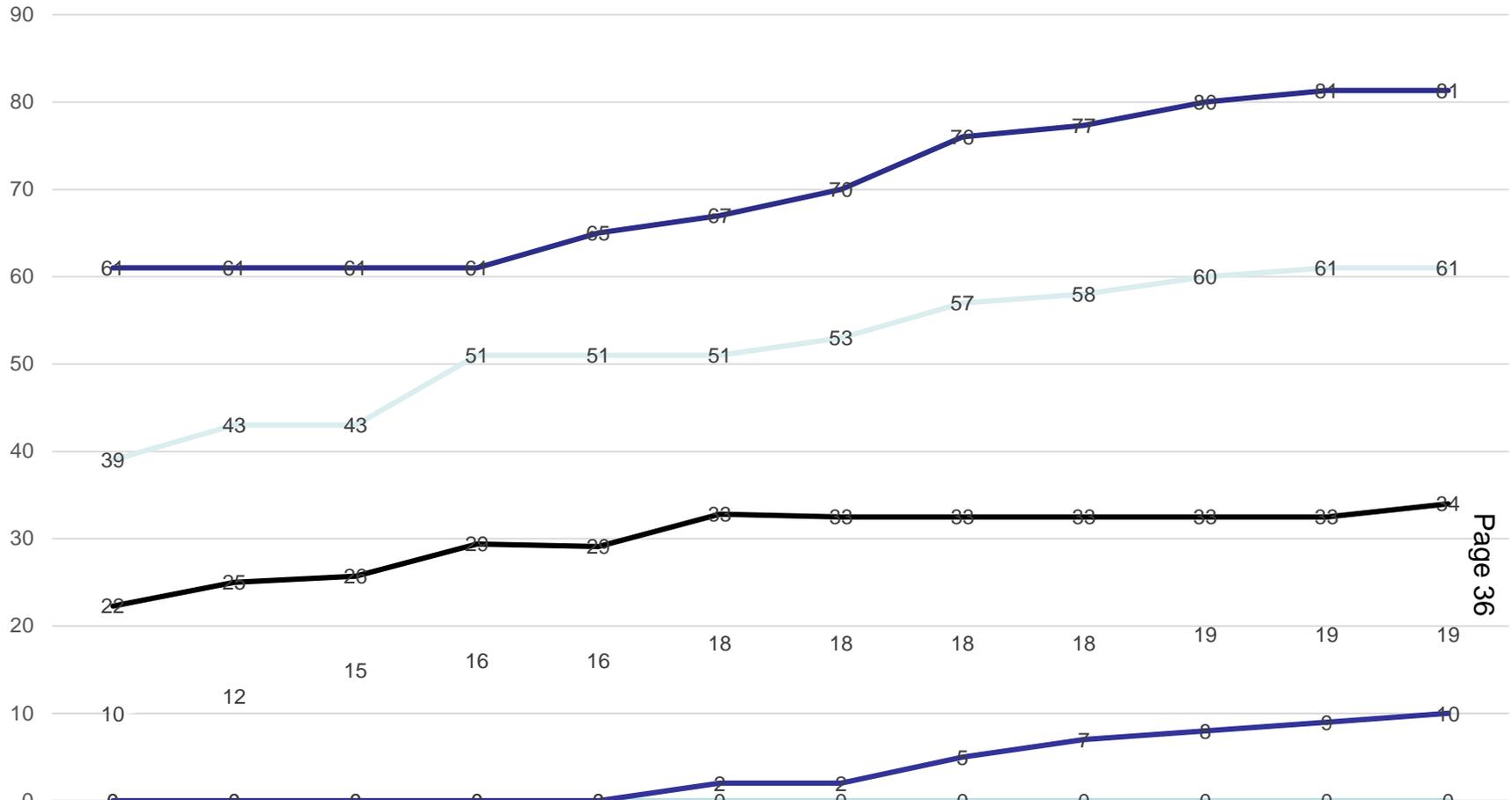
Personal Travel Budgets - In Borough + Out of Borough



	April	May	June	July	August	September	October	November	December	January	February	March
PTB 2015/16	0	0	0	0	0	0	0	0	0	0	0	0
PTB 2016/17						15	18	23	27	35	46	52
PTB 2017/18	63	63	65	64	67	67	69	71	72	79	92	98
PTB 2018/19	90	91	81	81	64	83	88	91	85	91	93	89
PTB 2019/20	94	90	92	92	92	79	83	85	85	97	98	99
PTB 2020/21	91	91	98	93	92	128	134	144	142	156	166	168



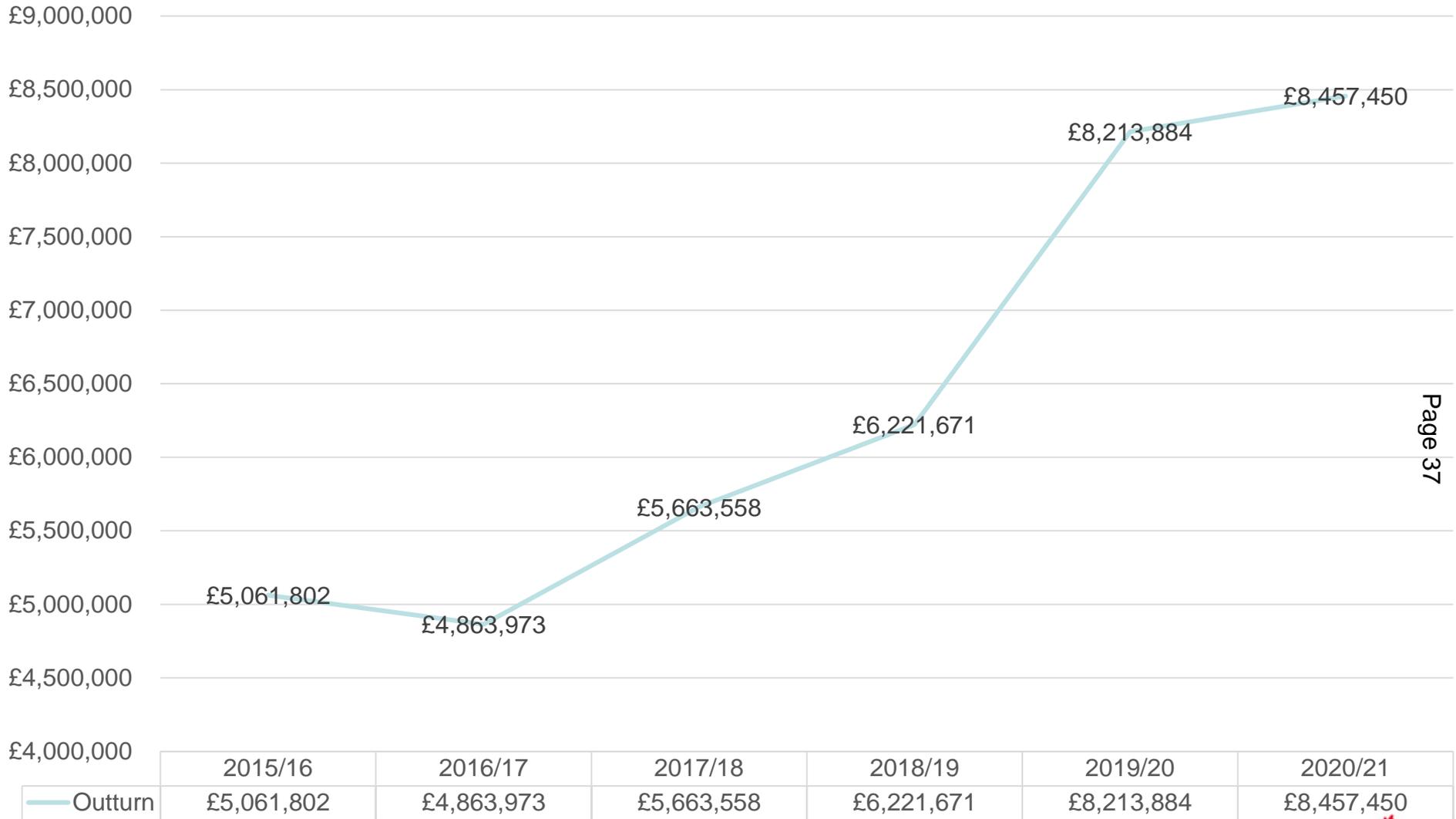
Pupil Numbers - Independent Travel Training



	April	May	June	July	August	September	October	November	December	January	February	March
ITT 2015/16	0	0	0	0	0	0	0	0	0	0	0	0
ITT 2016/17	0	0	0	0	0	2	2	5	7	8	9	10
ITT 2017/18	10	12	15	16	16	18	18	18	18	19	19	19
ITT 2018/19	22	25	26	29	29	33	33	33	33	33	33	34
ITT 2019/20	39	43	43	51	51	51	53	57	58	60	61	61
ITT 2020/21	61	61	61	61	65	67	70	76	77	80	81	81



Home To School Transport Costs In Borough + Out of Borough + PTB + ITT



How Provision is decided on and provided

The Children and Families Act, SEN Regulations and the SEN Code of Practice states the following when identifying provision:

- Consult with Parental Preference
- Identify the closest school that meets the needs of the CYP
- Identify a school based on the specific needs of the child
- Consider the views, wishes and feelings of the CYP
- Post 16 consider the views of the young person or their advocate

OFSTED and SEND in the Borough

The SEND Service is inspected by OFSTED to determine how the local area, including, schools and health meet the needs of CYP

- ❑ First Inspection was in 2016 and Enfield was judged to be good
- ❑ COVID Inspection 2020 –Enfield was considered to be a “well oiled machine”.
- ❑ There are 45 Local Authorities still to be inspected for SEND
- ❑ 54 have received a written statement of action
- ❑ 52 have not received a written statement of action
- ❑ New inspection Framework once the 45 Local Authorities have been inspected.
- ❑ The New Framework will have move emphasis on Social Care and Case Studies.
- ❑ SEND is inspected as part of school inspections

Plans for Increasing Provision in the borough

- Assessment of Need to give a baseline of provision required in borough
- Increasing Additional Resource Provision
- Increasing Satellite provision of special schools
- New SEMH School –Salmons Brook
- Fern House Rebuild
- Scoping and reviewing existing school places for expansion
- Reviewing Schools that have decreasing numbers of pupils
- Relocating staff to make more effective use of buildings

Support for Families with SEN Children

Families have support through:

- Parent forum group -“Our Voice”
- Young Carers
- SENDIASS – Legal Support
- Early Help – Family support
- Social Care
- Health Provision – Speech and Language Groups
- EP Service -
- SENIF Funding for Early Years children
- Outreach Programme
- SEN Service

This page is intentionally left blank

London Borough of Enfield

Education Resources Group
Schools Forum

Meeting Date 12 January 2021
Meeting Date 20 January 2021

Subject: High Needs Strategy
Cabinet Member: Cllr Jewell
Report Number: 27

Item: 4c(ii)

Purpose of Report

1. This report provides:
 - A summary of the change in the number of pupils with Special Education Needs & Disability (SEN) and / or Education Health and Care Plans (EHCPs) being supported.
 - Information on the DSG overspend and progress on options being pursued to reduce the financial pressure created by the overspend.

Recommendations

2. The Schools Forum are asked to note the update and provide comment.

Relevance to the Council's Corporate Plan

3. The Council has oversight of the Dedicated Schools Grant (DSG) and is responsible for ensuring appropriate support is in place for pupils with additional needs and SEN. The Council has been working for a number of years to address the rising demand to support pupils with SEN. This work has included capital investment to develop local provision to support pupils with SEN. To confirm the appropriateness and effectiveness of this strategy and identify other options, the Council commissioned EY to carry out an independent review of the High Needs budget.

As a result of the review, as well as the development of local provision, other options such as early intervention and a review of top up rates for mainstream schools were identified by the review. These options support the Council's aim to move, as far as possible, to a position whereby Enfield children and young people (CYP) can remain in Enfield and be educated at their local school.

Main Consideration for the Schools Forum

BACKGROUND

4. Following recent changes in the regulations, the Forum is advised that local authorities are required to develop a DSG Management Plan if there is a DSG overspend. The aim is for a strategic plan to be in place which outlines a strategy for managing and monitoring an overspend or pressure on the DSG. For the last few years, this strategy document has been brought to the Forum to highlight the actions being taken to address the rising demand to support pupils with SEN and / or EHCPs and now the strategy will also need to include how these actions will assist in managing the DSG overspend.

During the last year, the Forum has received briefings, presentations and reports on the High Needs Budget review carried out by EY and the proposed recommendations from the options arising from High Needs Budget review.

This report aims to provide:

- A summary of the national position on supporting pupils with SEN;
- An overview of the income and projected expenditure for the HNB;
- Strategies being deployed to manage the overspend;

HIGH NEEDS BLOCK

5. The Government has confirmed there are no changes to the High Needs block (HNB) or the national funding formula used to allocate funding. It is confirmed for 2021/22, the funding will increase by approximately 8% with a gain cap of 12% per head for underfunded local authorities.

As reported at the last meeting, Enfield's funding will increase by just over 10% and the allocation is based 50% on proxy indicators and 50% on planned spend in 2020/21. Within this increase is the transfer of the teachers' pay and pension grants into the HNB.

The increase is welcomed but it does not address the ongoing rising demand being experienced in meeting the needs of pupils with SEN nor the financial pressure the additional demand is creating. Table 1 details the change in funding and expenditure since the SEND Reforms were introduced in 2015/16.

Table 1: Summary of Funding and Expenditure

Blocks	Original Allocation £m	Actual / Forecast Expenditure £m	Variance £m	HNB Variance %	DSG Variance %
2015/16	31.454	41.779	-10.325	-33%	
2016/17	32.120	46.296	-14.176	-47%	-1.45%
2017/18	41.515	46.239	-4.724	-11%	-0.15%
2018/19	45.817	46.255	-0.438	-1%	-0.56%
2019/20	46.843	53.796	-6.955	-15%	-1.46%
2020/21	54.900	59.874 *	-4.974	-9%	-0.92%

* Indicative

NB: It should be noted that prior to 2018/19 the DSG blocks were not ringfenced and budgets were set within the overall funding available. From 2018/19, with the Schools Forum's agreement 0.5% was transferred from the Schools block to the High Needs block to fund the first £6,000 for schools with above average number of pupils with EHCPs. The figures above exclude the Schools block transfer both income and expenditure.

Table 1 highlights the budget has increased by 175% between 2015 and 2020, however there still remains a gap between the budget and spend, so adding to the deficit position.

The rest of this report includes data on the rising demand, the consequent financial impact and an update on actions being taken to support the strategic plan to ameliorate the deficit.

SEND DATA ANALYSIS

6. Pupil Numbers – Overview

The data for this analysis is taken from the Office of National Statistics release (ONSR) on statements and EHCP for state funded schools.

(a) Total Pupil Population

National

The latest ONSR indicates a continued increase in number of EHCPs for the academic year 2019-20. The percentage of pupils with:

- an EHCP has risen to 3.3% of the total pupil population from 3.1% in 2019 and after remaining constant at 2.8% between 2007 to 2017.
- SEN support has increased to 12.1% compared with 11.9% with the previous year.

The data collected highlighted the most common primary needs for pupils with:

- EHCPs: Autistic Spectrum Disorder (ASD) at 30%: an increase from 28% in January 2019, followed by Speech, Language and Communication Communications Needs (SLCN) at 15% the same as 2019;

- SEN support: SLCN at 24%, followed by moderate learning difficulty (MLD) at 21% down from 22% in 2019 and social emotional mental health (SEMH) at 19%.

Enfield

The 2020 data shows that Enfield's total pupil population decreased while at the same time there was a significant increase in the number of pupils with EHCPs but a slight reduction in pupils identified as SEN support. Table 2 provides a summary.

Table 2: Number of Pupils with EHCPs

ENFIELD	2015/16	2016/17	2017/18	2018/19	2019/20	Three Year Change (2017/18-2019/20)
Total Pupils	58929	59648	59750	59621	59260	-0.8%
Pupils with SEN Support	6483	6538	6210	6133	6040	-2.7%
% SEN Support	11.0%	11.0%	10.4%	10.3%	10.2%	
Pupils with EHCP/Statements	1350	1444	1659	1800	2230	34.4%
% EHCP/Statements	2.3%	2.4%	2.8%	3.0%	3.8%	

The data collected highlighted the most common primary needs for pupils with:

- EHCPs: ASD at 30.3%: a slight decrease from 31.2% in 2019, followed by SLCN at 26.9% increasing from 25.6% in 2019;
- SEN support was similar to 2019 with SLCN at 29.7% followed by SEMH at 23% and MLD at 19.1% up from 16.4% in January 2019.

Further analysis of the data showed that Enfield's increase in the percentage of EHCPs across all phases and sectors was in line with the national trend. However, the percentage of pupils receiving SEND support in Enfield was slightly higher than the national average.

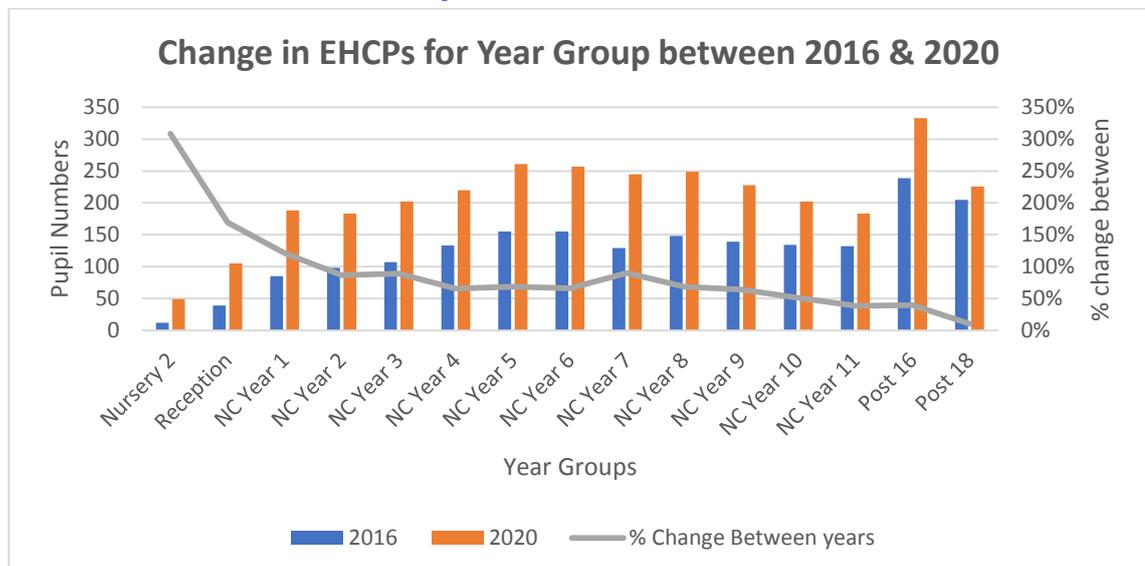
(b) Year Groups

With the implementation of the SEND Reforms and requirement to support children and young people from birth to 25 years old the data shows between 2016 and 2020 that:

- the highest percentage rise has been for nursery and foundation stage pupils;
- a significant increase has occurred during transition from one key stage to the next.

Table 3 shows the number of EHCPs in 2016 and 2020 and the percentage change between the two years.

Table 3: Number of Pupils with EHCPs between 2016 and 2020

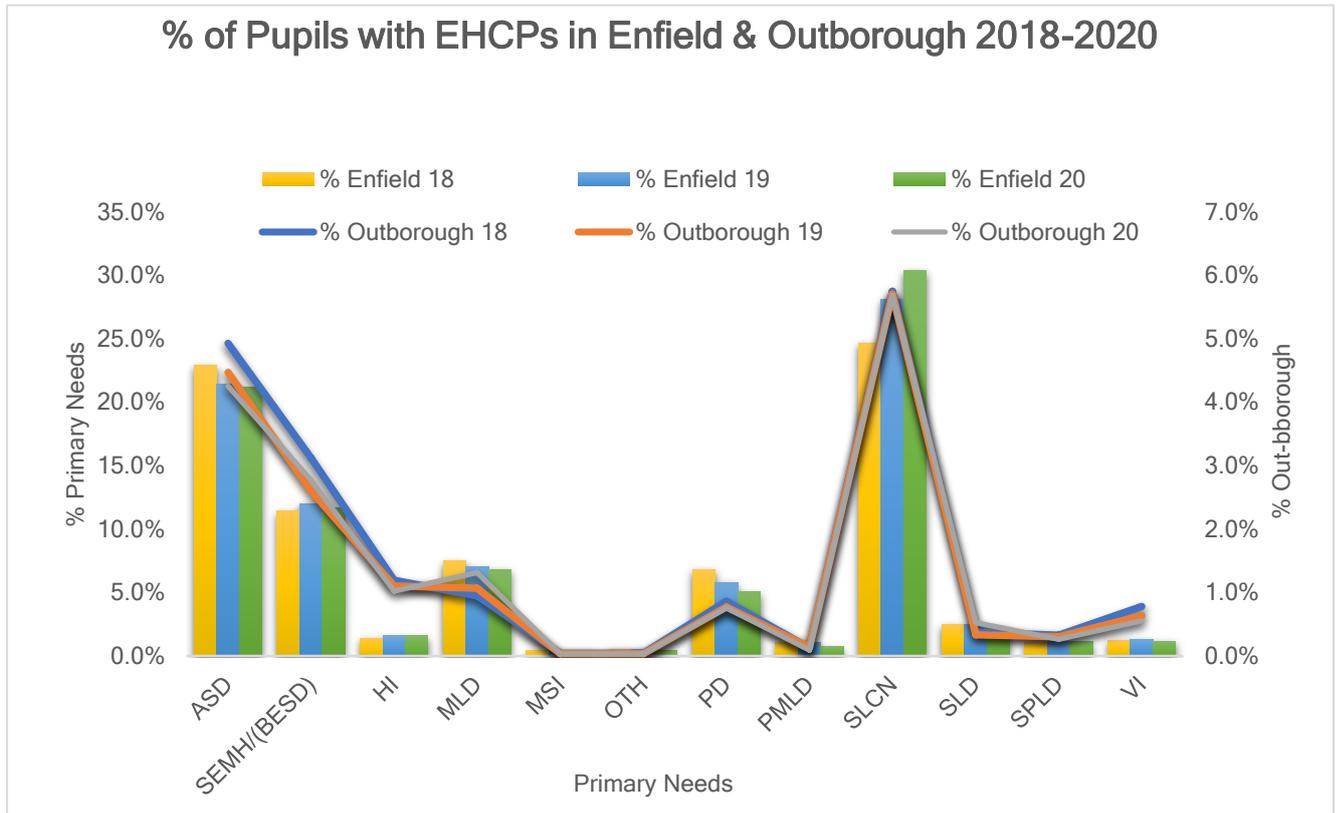


(c) Out Borough Independent Placements

An analysis of the % of pupils placed in out-borough provisions was carried out. This showed there was an increase compared to 2019.

Graph 1 provides information on the percentage of pupils support across all primary needs and the percentage placed in and out borough. It is noted that the prevalence of SLCN, ASD and SEMH have remained the most common primary needs.

Graph 1



Full details of the other findings from the ONSR can be found on the DfE website.

(d) Assessment of total spend related to various placements

An assessment of spend was carried out. Table 5 below summarises an assessment of the number and cost of Enfield pupils with EHCPs in all provision.

As anticipated the spend and the analysis of the pupils data shows:

- An increase in maintained special school costs and ARPs due to the additional places that have been created;
- An increase in mainstream school costs that reflect the rise in number of pupils with EHCPs being supported with significant change in the year preceding transition from one key stage to the next;
- A small reduction in independent costs due to a small number of pupils returning and able to take one of the new places created and some others able to stay in an Enfield school;
- Post 16: shows the trend of increasing continuing. The rate of increase had remained stabilise for a few years, but since last year there has been a rise in spend and number of pupils supported.

Table 4: Types of Provision used to support Pupils with EHCPs

Type of Establishment	Where located	2016/17		2017/18		2018/19		2019/20		2020/21		Notes on cost
		Pupils Nos	Actual Expenditure £	Pupils Nos	ESTIMATED 2020/21 Expenditure £							
Special Schools	Enfield	625	13,618,589	639	14,993,489	753	16,074,717	780	17,401,255	865	19,630,762	
ARPs	Enfield	134	1,932,286	139	2,006,286	120	1,754,570	165	2,268,965	204	3,138,691	
Mainstream Schools	Enfield	571	6,331,564	710	5,215,181	892	5,809,334	1092	7,356,516	1158	8,076,223	
Pupil Referral Unit	Enfield	100	2,141,433	100	2,141,433	100	2,241,433	100	2,289,433	100	2,289,433	
Out of School	Enfield	15		-								
Post 16 FE	Enfield	170	1,599,268	201	1,459,817	205	1,842,644	210	1,578,636	236	2,000,000	Increase in support costs at B&SC & other FE has been in region of 17%
Special Schools	OB	88	1,082,390	119	1,761,850	139	2,500,117	116	2,614,362	112	2,312,257	
Mainstream with Support	OB	4		4		6		8		8		
Mainstream Schools	OB	136	562,220	145	731,335	154	752,264	179	1,190,615	172	1,175,924	
Pupil Referral Unit	OB	1		1						0		
Education Otherwise	Enfield	23	86,864	13	6,029,238		6,418,863		7,986,772		7,572,238	
Independent	Enfield	20	209,989	13		55		46		22		
Independent Special	Enfield	5	75,663	19		9		7		6		
Independent DAY	OB	37	5,770,011	126		147		154		146		
Alternative Provision	Enfield	6		8								
Post 16 FE	OB	16	384,923	20	459,538	40	820,195	54	826,472	53	740,000	
Independent RES	OB	19	2,821,990	18	2,538,402	28	2,327,281	23	2,536,286	21	2,047,162	Number of jointly funded placements is higher than last year where SEN was funding several residential schools without shared input from social care or health.
TOTAL		1,970	36,617,190	2,275	32,121,388	2,608	40,541,418	2,934	46,049,312	3,103	48,982,690	

STRATEGIC PLAN

7. High Needs block

The Forum has been provided with regular updates on the financial position of the High Needs block since the introduction of the SEN Reforms because of how the Reforms have led to a significant change in how pupils requiring SEN support are assessed and their needs met and the general rising demand for support. In response, the Authority identified the need to review all aspects of the High Needs block.

7.1 Phase 1 – From 2016

As indicated by the statistical data in paragraph 6, the most common primary needs are ASD, SLCN and MLD. However, this first phase focussed on the impact of the SEND Reforms in relation to the assessment process and the requirement to support CYP from birth to 25 years old and other areas identified by the Schools Forum through regular monitoring. This resulted in the first phase covering the following areas:

- Mainstream ARPs and Specialist Units,
- Mainstream Nurture Group,
- Provision used to support Post 16 students,
- Reducing use of out borough independent day provision by expanding provision in-borough.

Appendix A provides an update.

7.2 Phase 2 – From 2020

In the Spring 2020 term, the LA commissioned EY to carry out a review of the High Needs budget and provide options that addressed the financial pressure and enabled support to be provided to pupils with SEN to meet their needs. The options from the EY report were as follows:

- Expand in-borough provision to reduce reliance on out-borough;
- Increase support for early intervention;
- Review the methodology used for funding the top up rates for pupils with EHCPs;
- Develop a charter mark for schools for supporting pupils with SEN.

7.2.1 Response to Phase 2 Review

1. Reducing reliance on use of outborough independent provision

At the start of the current academic year (2020/21) there was a slight decrease in outborough placements. The change was brought about following a restructure of the SEN Service that resulted in recruiting a Head of Service and an Operational Manager. The SEN Service has reviewed and introduced changes to systems and processes for reviewing students placed in outborough provision. The aim is to either bring the pupils back into in-borough provision or seek alternative placements that would better meet their needs. To enable pupils to return in-borough has been managed by the additional places created at Durrants School's refurbished Pitfield Way site.

The current data shows that there are 592 pupils in out borough provision and of these 100 are in independent provision. Of the 100 pupils in independent provision the common primary needs continue to be ASD (43%), SLCN (22%) and SEMH (24%).

There is always a need to place some pupils in independent provision either due to parental preference or the specialist provision required is not available within the borough. Officers will need to review and assess those pupils with the most common primary needs in independent provision to ascertain if they are in the right provision due to the reasons stated. Where this is not the case, officers will need to work with families to ascertain if there is a possibility of their child returning to an in-borough provision. This will provide some indication of movement for existing pupils and then further analysis needs to be carried out on whether the trend for support has peaked or will continue to rise. This will enable for a programme to be developed to assess whether

there is sufficient provision in borough and the number of additional places required as pupils progress in their schooling.

2. Increase Support for early intervention

To increase early intervention, three elements were identified:

- Speech and language support;
- Expanding the Advisory Service for Autism;
- Early Years support

In order to develop the additional support, it was proposed that £1m invest to save strategy be implemented. Officers are now working on developing the three elements for if not all then some to be implemented from September 2021.

3. Top Rates for Pupils in Mainstream schools

Officers have developed a new methodology and this will be assessed by Strategic group and then piloted by some schools for implementation from September 2021.

4. Charter Mark

The SEN Development Group is currently drafting the protocols and these will then be discussed with key stakeholders and finalised seeking views of the Schools Forum. The aim would be to implement the Charter from September 2021.

Appendix B provides further information and update on the strands in Phase 2.

7.3 Phase 3 – From 2021

Some of the special schools have requested that their place funding be reviewed. Some initial work was carried out, but it was considered more appropriate to commission an independent consultant to carry out this review. Officers are currently identifying a consultant.

NEXT STEPS

8. **Assess Impact of Strategic Plan**

The LA is required to develop a management plan that aims to manage and where possible develop strategies to reduce the overspend.

In developing the management plan, each of the options outlined in the Strategic Plan will need to be assessed for the financial impact over the next three years. The key risks in assessing the impact are:

- Assessing accurately the trends in number of pupils with SEN requiring support;
- Implementation of each option as planned both in terms of costs and timeline;
- National changes to the regulations governing school funding;
- Other local requirements to change current funding arrangements.

Bearing in mind the risks outlined above, officers will work on assess the impact of the options outlined first to inform the budget for 2021/22 and then on trends to inform future years.

Report Author:

Date of report 6 January 2021

Appendices:

Appendix 1 – Phase 1: High Needs – Update on Areas Identified to Support the Financial pressure

Appendix 2 – **Phase 2: Recommendations Arising from the EY Review**

Background Papers

EY High Needs Review

Schools Forum Reports

School Funding regulations and DfE publications and guidance documents

Phase 1: High Needs – Update on Areas Identified to Support the Financial pressure

Areas of Review	Rationale	Outcomes		Update	
Mainstream Additionally Resourced Provision (ARPs) & Specialist Unit	Following discussions with the Forum, in March 2018 a review was carried out aimed to assess if ARPs : <ul style="list-style-type: none"> Supported school self-evaluation of the quality of the provision in school settings and across the Borough Supported and inform the decisions of the LA including Schools Forum Influenced future provision and funding decisions Established a baseline for future monitoring of Enfield’s ARPs 	Areas of Improvement	Authority’s Comments	The Local Authority has reviewed the commissioning process for ARPs and the criteria for hosting an ARP has been amended to encompass some of the points arising from this review. The changed criteria will be embedded into the service level agreement with all schools hosting an ARP. Other schools will be invited to submit an expression of interest to host an ARP.	
		1	Annual review of the work carried out by the ARPs. <ul style="list-style-type: none"> There were two aspects aiming to ensure: <ul style="list-style-type: none"> delivery of curriculum and raising of standards for pupils in ARPs an agreed criteria for the running an APR. It is suggested: <ul style="list-style-type: none"> 1st aspect - Is included as part of the annual school improvement review process carried out by the named SIA; 2nd aspect: Options to be considered include: <ul style="list-style-type: none"> Peer review by Headteachers of schools operating an ARP with SEND Strategy Group representatives & officers in attendance; Peer review by Special school Headteachers with SEND Strategy Group representatives & officers in attendance; review by the SEND Consultants. All these options have advantages and disadvantages as well as resourcing implications &any developments would need to be discussed with the SEND Strategy Group. 		
		2	Regular review of places in each ARP		Done on an annual basis by Officers and the outcomes included in the report provided to the Schools Forum.
		3	Transparent criteria for admission		Transparent criteria will be made available to all.
		4	Schools include information on the ARP in all published material pertaining to the work of the School.		This will be incorporated into the criteria and conditions for ARPs.
		5	Increase opportunities for developing pupil voice		There is a high level of speech and language therapy input in all ARPs and

Areas of Review	Rationale	Outcomes		Update
			should be used to develop ways to capture pupil voice. Good practice in this sphere to be shared and further developed via the Enfield ARP Network.	
		6	Increase opportunities for ARP staff to network	
		7	LA adopt a transparent & accurate commissioning, monitoring & review framework.	
Mainstream Nurture Group	An initial of Nurture Groups was carried out in March 2018 to assess the impact and value for money provided by the commissioned Nurture Groups	Nurture Groups provided a valuable provision that catered for the vulnerabilities of pupils with SEMH difficulties. The funding for Nurture Groups should be maintained along with the funding for annual monitoring that is an essential feature of the success of these groups.		<p>Since this review, in discussion with the Schools Forum the model used to fund Nurture Groups was reviewed in March 2019. The aim of the review was to consider how the reach of the Nurture Groups could be extended to more pupils within the overall funding currently available. A number of options were identified.</p> <p>In October 20, all schools were consulted on the preferred option of moving from commissioning full to part time Nurture Groups with all schools having access to outreach support.</p> <p>Following a favourable response to the consultation, officers will begin working on implementing the part time model from September 21.</p>
Post 16 Pupils	Review pathways to adulthood to highlight options for more suitable provision to enable young people to access independent / life skills to support their	<p>A Steering Group set up to consider how to build capacity within the borough to support SEND learners preparing for and undertaking supported employment opportunities identified the development of:</p> <ul style="list-style-type: none"> • A supported internship programme with West Lea and other partners; • Job coaching training delivered to local schools, training providers, LBE service areas and FE providers. 		<ul style="list-style-type: none"> • Internship programme continues to generate demand from learners and parents Despite challenges in 2020 26 learners undertaking SI programmes at West Lea and approximately 25-30 learners at other providers. • Job Coaching training delivered across provider base in Enfield to promote SI programme capacity.

Areas of Review	Rationale	Outcomes	Update
	preparing for adulthood outcomes.		<ul style="list-style-type: none"> Continue to work in partnership with LBE ASC and local providers to develop provision aimed at developing skills needed for supported living and lifeskills training. Aim would be to look at reducing pressures on the post 16 high needs budget from over-reliance on FE provision.
Reduce reliance on out-borough provision by developing in-borough provision	The rapid rise in demand for support has led to increased reliance on placements in independent provision because of insufficient places in in-borough provision.	<p>Since 2015, there has been over 300% increase in the number of pupils placed in independent provision. The reason this is a concern is that the CYP are not able to attend a local school and having to travel a greater distance to a more expensive school.</p> <p>To address the financial pressure created by the increase, the local strategy has been to firstly maintain and prevent CYP being placed in outborough provision and then to reduce the number of out borough placements by creating additional provision in-borough.</p> <p>Since 2015, the Council has invested and created additional places from 625 in 2016/17 to 917 currently.</p> <p>The LA is continuing to invest in the creation of additional places by expanding existing schools and developing a new SEMH secondary school.</p> <p>Work is still required to evaluate the place numbers needed going forward within the context of an overall decrease in the pupil population between 5 -15 and the pressure to support CYP up to 25 years of age.</p>	<p>The start of the current academic year (2020/21) indicated a slight decrease in out-borough placements. The changes was brought about following a restructure of the SEN Services resulting in the recruitment of Head of Service and an Operational Manager. The new management team has reviewed and introduced changes to systems and processes for reviewing students placed in out-borough provision to either bringing them back into in-borough or seek alternative placements that would better meet their needs. The additional places at Durrants at the newly refurbished Pitfield Way site have assisted in bringing pupils back into in-borough provision.</p> <p>The current data shows that there are still 592 pupils in out borough provision and of these 100 are in independent provision. There is always a need to place some pupils in independent provision. Officers will be working to assess the percentage and number of pupils required to be retained in outborough provision to enable their needs of the pupils to be met.</p>

Phase 2: Recommendations Arising from the EY Review

Options	Action	Update
Expand in-borough provision	1. This was part of the strategy in phase and update included as part of phase 1 (appendix A)	
Early Intervention	<p>The recommendations presented to the Forum were:</p> <ol style="list-style-type: none"> 1. Expand and develop speech and language support for pupils in mainstream schools; 2. Expansion of the Advisory Service for Autism ((ASA); 3. Develop early years support for pupils with SEN from 0 to 4 year olds. 	<p>The Forum acknowledged and agreed in principle to £1m as part of an invest to save model to support the development of early intervention. The agreement required the development of a business plan to support these initiatives.</p> <ol style="list-style-type: none"> 2. An initial proposal costing £450k for developing speech and language was presented and supported by the Forum. Officers are now working on a business and implementation plan. 3. An initial proposal has been developed for the expansion of the ASA. This is being discussed with the Schools Forum. 4. Officers will be working on options in relation to this proposal.
Mainstream Top-up rates	LA developing a new methodology for calculating top up rates for pupils with EHCPs.	The new methodology should be ready to be reviewed by a stakeholder group during the Spring term and then be piloted by some schools. The final methodology should be ready for implementation from September 21.
Inclusion Charter		An officer developing a draft Charter to discuss with the High Needs Working Group before being presented to the Forum.

This page is intentionally left blank

CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY WORK PROGRAMME 2020/21

WORK	Thursday 10 September(Work Planning)	Tuesday 1 December	Thursday 10 December 2020	Monday 18 January 2021	Wednesday 3 February 2021	Tuesday 9 March 2021
Panel Work Programme 2020/21– To consider the Panel work programme	Agree work programme					
Local Priorities 2020-21	Verbal Update					
Specific Topics:						
Draft Children & Young People’s Plan		Report				
Early Years Help Strategy		Report				
Fostering			Report			
Mental Health					Report	
Exclusions				Report		
Covid 19 (opening of schools and working in a Covid 19 environment)			Report			
Supporting schools and the Heads of schools					Report	
Poverty & Inequality Commission						Report
Special Educational Needs					Report	
Vulnerable Children & Young People youth provision and environment						Report

CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY WORK PROGRAMME 2020/21

School Finances and wider education budget				Report		
--	--	--	--	---------------	--	--