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THE SCHOOLS FORUM

Wednesday, 9th March, 2022 at 5.30 pm
Microsoft Teams Meeting - See link on front page of the agenda

1. **APOLOGIES FOR ABSENCE AND MEMBERSHIP** (Pages 1 - 4)
2. **DECLARATION OF INTEREST**
3. **MINUTES AND MATTERS ARISING FROM THE MINUTES** (Pages 5 - 12)
4. **ITEMS FOR PRESENTATION & DISCUSSION** (Pages 13 - 120)
5. **WORKPLAN** (Pages 121 - 122)

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SCHOOLS FORUM

Meeting to be held from **17:30** on **Wednesday 9 March 2022**

Microsoft Teams Virtual Meeting

Schools Members:

Governors: Mr J Ellis (Primary), Mr T Hellings (Primary), Ms C Davies (Special), Mr J Donnelly (Secondary),
 Headteachers: Ms K Baptiste (Primary), Ms J Gumbrell (Secondary), Ms N Husband (Primary), Mr D Smart (Primary), Ms T Day (Secondary), Ms G Taylor (Special), Ms C Fay (Pupil Referral Unit)
 Academies: Ms H Thomas (Chair), Ms S Ellingham, Mr M Lewis, Ms A Nicou, Ms Z Thompson, Ms K Turnpenney, Vacancy

Non-Schools Members:

16 - 19 Partnership	Mr K Hintz
Early Years Provider	Ms A Palmer
Teachers' Committee	Mr T Cuffaro
Education Professional	Mr A Johnson
Head of Admissions	Ms J Fear
Overview and Scrutiny Committee	Cllr S Erbil

Observers:

Cabinet Member	Cllr M Uddin
School Business Manager	Ms S Mahesh/Ms E Campbell
Education & Skills Funding Agency	Mr G Nicolini

MEMBERS ARE ASKED TO TRY AND JOIN THE MEETING FROM 17:20.

THIS WILL ALLOW TIME TO RESOLVE ANY CONNECTION DIFFICULTIES THAT MAY ARISE IN JOINING THIS MEETING AND ENABLE A PROMPT START AT 17:30

AGENDA

(Target time)

(17:30)

1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

(a) Apologies for absence: Ms Gumbrell

(b) Membership:

To note:

- Ms Jenny Gumbrell has joined the Forum as a maintained secondary school representative;
- No further nominations had been received for the academy representative vacancy. The Forum is asked to confirm their support for the nomination of Mr Stephen Way, ELT to join the Forum.
- Member Governor Forum has nominated Ms Adelaide Amofo for the vacancy created when Mr Ellis steps down from the Schools Forum at the end of March 2022.

2. DECLARATION OF INTEREST

Members are invited to identify any personal or prejudicial interests relevant to items on the agenda. A definition of personal and prejudicial interests has been attached for members' information.

(17:35)

3. MINUTES AND MATTERS ARISING FROM THE MINUTES

- (a) School Forum meetings held on 19 January 2022 (*attached*)
- (b) Matters arising from these minutes.

(17:45)

4. ITEMS FOR PRESENTATION

High Needs Presentations

- (a) Attendance Support Unit, Home Tuition and Hospital Tuition Report 2020 - 2021 (*attached*): Ms Catherine Goodwin to present

(17:55)

- (b) Nurture Groups: Ms Julia Hide to present

(18:05)

- (c) Enfield Advisory Service for Autism (*attached*): Dr Rachel Walker to present

(18:15)

- (d) Enfield Primary Behaviour Support Service (SWERRL Team) (*attached*): Mr Ellerby-Jones to present

(18:25)

- (e) Secondary Behaviour Support Service (*attached*): Mr Mervyn Cato to present

(18:35)

- (f) Orchardside School (*attached*): Ms Celeste Fay to present

(18:45)

5. ITEMS FOR DISCUSSION

- (a) Special School and Pupil Referral Unit Place Funding Review Mr Rik Boxer to present this item
- (b) DSG Budget 2021/22 – Monitoring Update (*attached*)
- (c) DSG Budget 2022/23 - Update (*attached*)
- (d) High Needs Place Funding - Update

(19:25)

6. WORKPLAN (*attached*)

7. ANY OTHER BUSINESS

8. FUTURE MEETINGS

- (a) Date of next meeting is Wednesday 11 May 2022 at 5.30pm.

The Forum are asked to confirm if this meeting should be held virtually or in person.

- (b) Dates of future meetings are detailed below.

Date	Time	Venue
06/07/2022	5:30 - 7:30 PM	TBC
05/10/2022	5:30 - 7:30 PM	TBC
07/12/2022	5:30 - 7:30 PM	TBC

9. CONFIDENTIALITY

To consider which items should be treated as confidential.

Schools Forum Membership List

Name		Sector	Organisation	Member / Sub Since	End of Term
Mr J Ellis	G	P	George Spicer	Autumn 2019	Summer 2023
Mr T Hellings	G	P	Tottenham Infant	Spring 2020	Summer 2024
Ms C Davies	G	Sp	Russet House	Spring 2021	Autumn 2024
Mr J Donnelly	G	S	St Ignatius	Spring 2019	Summer 2023
Ms C Fay	H	PRU	Orchardside	Required	
Mr D Smart	G	P	De Bohun	Autumn 2019	Summer 2023
Ms N Husband	G	P	Firs Farm	Autumn 2019	Summer 2023
Ms K Baptiste	H	P	St Monica's	Spring 2022	Autumn 2026
Ms T Day	H	S	Bishop Stopford's	Spring 2021	Autumn 2024
Ms M O'Keeffe	H	S	St Ignatius	Spring 2021	Autumn 2024
Ms G Taylor	H	Sp	Russet House	Autumn 2020	Summer 2024
Ms H Thomas	H	A	Alma - Attigo	Autumn 2018	Summer 2022
Ms K Turnpenney	H	A	Wilbury - Children First	Spring 2021	Autumn 2024
Ms A Nicou	CFO	A	Enfield Learning Trust	Autumn 2019	Summer 2023
Ms Z Thompson	H	A	Oasis Hadley	Summer 2020	Summer 2024
Ms S Ellingham	CFO	A	North Star Academy Trust	Spring 2021	Autumn 2024
Mr M Lewis	CFO	A	Wren Academy	Spring 2021	Autumn 2024
VACANCY					
Ms A Palmer		EY	Right Start Montessori	Autumn 2017	Summer 2021
Mr K Hintz		P16	CONEL	Autumn 2015	Summer 2019
Mr T Cuffaro		All	Union	Summer 2017	Spring 2024
Ms J Fear		All	Local Authority	By Appointment	
Ms A Johnson		All	Local Authority	By Appointment	
Cllr S Erbil		All	Chair of Overview & Scrutiny	By Appointment	
Cllr Uddin	O	All	Cabinet Member	By Appointment	
Ms S Mahesh	O	All	School Business Manager	Nominated	
Mr G Nicolini	O	All	EFSA	By Appointment	

Key

G – Governor
 H – Headteacher
 O - Observer
 P – Primary
 S – Secondary
 Sp – Special
 Ac – Academy
 EY – Early Years
 P16 – Post 16

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MINUTES OF THE SCHOOLS FORUM MEETING
Held on Wednesday, 19 January 2022 at 17:30 on Microsoft Teams

Governors:

Mr J Ellis
*Mr T Hellings**
*Ms C Davies **
*Mr J Donnelly**

Headteachers

Ms T Day
 Ms K Baptiste
 Ms C Fay
 Ms N Husband
 Ms M O'Keeffe
 Mr D Smart
 Ms G Taylor

Academies:

Ms H Thomas (Chair)
 Ms S Ellingham
 Mr M Lewis
 Ms A Nicou
 Ms Z Thompson
*Ms K Turnpenney **

*Mr K Hintz**

*Ms A Palmer**

Mr T Cuffaro

Mr A Johnson

Ms J Fear

*Cllr S Erbil **

Schools' Members

Primary
 Primary
 Special
 Secondary

 Secondary
 Primary
 Pupil Referral Unit
 Primary
 Secondary
 Primary
 Special

Non-School Members

16-19 Partnership
 Early Years Provider
 Teachers' Committee
 Education Professional
 Head of Admissions
 Overview & Scrutiny
 Committee

Observers

Cllr M Uddin
 Ms S Mahesh
 Ms J Gumbrell

Cabinet Member
 School Business Manager
 Secondary Headteacher

**Indicates Absence*

Others present:

Mr P Nathan, Director of Education
 Mrs L McNamara, Finance Manager
 Mrs S Brown, Education Resources Manager
 Mr N Best, Head of Strategic Resourcing & Partnerships - Education
 Mrs P Swain, Clerk

Clerk's notes

Mr Nathan joined the meeting 5.48pm
 Ms Ellingham and Ms Thompson joined the meeting 5.51pm
 Cllr Uddin left the meeting at 18.59pm
 Mr Ellis left the meeting at 18>44pm

1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

Apologies for absence were received from Mr Donnelly, Mr Hellings and Mr Hintz.

NOTED:

- (a) the absence of Ms Davies.
- (b) This was Ms O'Keeffe's last meeting as a secondary headteacher representative. Members thanked Ms O'Keeffe for her support and contribution to the Forum. The Forum extended a welcome to Ms Gumbrell, who was attending as an Observer and would be taking over from Ms O'Keeffe from the next meeting.

REPORTED that a letter had been sent to all academies at the start of this term requesting nominations for the current vacancy for an academy representative. A nomination had been received for Mr Stephen Way, ELT Partnership to join the Forum.

The Chair noted Mr Way's nomination. She advised that there was already a member from ELT on the Forum and as the letter seeking nomination had been circulated at the beginning of term that it was prudent to allow some time for any other nominations to be submitted before considering Mr Way's nomination. Furthermore, the Forum was informed that Mr Ellis was standing down as a governor representative at the next Forum meeting. If further nominations were received, they could be considered alongside Mr Way's nomination as there was an opportunity for Mr Stephen Way was Chair of Governors at Prince of Wales Primary School.

RESOLVED to confirm the position on the academy vacancy and Mr Way's nomination at the next meeting.

ACTION: MRS BROWN

2. DECLARATION OF INTEREST

Members were invited to identify any personal or prejudicial interest relevant to items on the agenda.

No declarations were received.

3. MINUTES AND MATTERS ARISING FROM THE MINUTES

RECEIVED the minutes of the Schools Forum meeting held on 8n December 2021.

NOTED that:

- (a) The Minutes were a correct record of the meeting
- (b) There were no matters arising from the Minutes which were not addressed in items on the Agenda.

4. ITEMS FOR PRESENTATION & DISCUSSION

(a) DSG Budget 2022/23

This item was presented by Ms McNamara.

RECEIVED and reported the report provided details of the initial 2022/23 Dedicated Schools Grant (DSG) allocation, announced on 16 December 2021, together with the October 2021 dataset used to calculate formula budget shares for primary and secondary schools.

The Forum was advised that the December 2021 Budget Settlement confirmed the DSG allocation was £378.48m, an overall increase of £5.5m compared to 2021/22 and was, as expected, based on the indicative information circulated to members in July 2021. The ESFA also circulated the October 2021 dataset and Authority Pro Forma Tool (APT) to use for the 2022/23 formula allocations.

The dataset used for the Schools Block confirmed a fall in mainstream pupil numbers of 960 (-1.9%), which had impacted the budget settlement. The draft budget for the Schools Block had been formulated using the recommendations from the last meeting of transferring 0.5% from the Schools to High Needs block and applying the national funding formula unit rates. This had resulted in a budget gap because although there had been a fall in mainstream pupil numbers eligibility for other formula factors, in particular FSM and Ever6 FSM, had increased between Oct20 and Oct21. Some of the budget gap had been addressed by adjusting the minimum funding guarantee (MFG) to the lowest permitted level of 0.5% but a £300k budget gap remained and options to address this had been discussed with the Education Resources Group. The Group had advised to maintain the 0.5% transfer to the high needs block as they felt this supported schools with the highest levels of SEND and address the budget gap by reducing the per pupil (AWPU) unit rate. They felt this would impact on all schools equitably. The unit rates and formula allocations detailed in the appendices had been formed on this basis. As part of the formula funding exercise and associated analysis, it was noted that Wren Academy had received a MFG in 2020/21 and would continue to receive additional MFG

protection unless a request with the Forum’s approval was submitted to the Secretary of State (via ESFA) to disapply this MFG protection.

The report also included some information on the other blocks within the DSG and the central services requiring approval for de-delegation deferred from the last meeting.

NOTED

- (i) When the Wren Academy opened in September 2020, the data for the proxy factors used to inform the 2020/21 funding formula was based on data from two neighbouring secondary schools. The data used for the 2021/22 formula was based on actual data recorded on the October 2020 Census, which reflected much lower factor eligibility than the estimated data in 20/21, but the MFG was based on the higher eligibility used in the previous year’s formula allocation, which resulted in the Academy receiving an erroneous MFG protection. To correct this position for 2022/23 and future years, a disapplication request must be submitted to the ESFA. The paper circulated outlined three possible courses of action.

In response to comments, it was stated that the disapplication process requires the Authority to consult with the affected school and their views would be considered by the ESFA. Following a discussion, the ensuing points arose:

- Forum members were advised that the Academy and the Authority considered Option 3, a phased removal 2021/22 of MFG would enable the Academy to incorporate the change into their future planning. The modelling for the draft Budget presented to members assumed agreement of Option 3.
- If no action was taken, the 2021/22 MFG would continue to be protected and would amount to £240k of in 2022/23 but applying a phased removal suggested in Option 3 would reduce this amount to £115K
- It was confirmed that this MFG protection would be funded from the Schools Block and would have an adverse impact on the funding available for other schools in the borough, on average £2,000 for a primary school. Members considered this was a significant amount of money for ~~some~~ schools. ~~Exact figures were not available.~~
- The Forum sought the Member from the Wren Academy the Academy CFO) to comment on this request. The Member commented that the Academy had made financial plans based on the information provided by the ESFA and the Authority. The reduction would result in the Academy facing financial difficulties and potentially a deficit. The Academy had not been given advance warning of the proposed MFG disapplication but recognised the need to fund all schools accurately and sought a phased approach to get to this point.
- The Forum acknowledged that some valid points had been made and the difficulties ~~in accurately financing the opening of the Academy~~ faced when new schools opened. There were concerns that the Academy had not raised a query when an additional £210k MFG had been received in 2021/22 because all schools were required to make decisions year on year based on increases and decreases in pupil numbers and contextual data used for schools. Members felt strongly that the Academy should have realised they had been over funded last year, and therefore should not have set a budget on the basis and assumed that they would continue to receive this excess funding; It was difficult for the Forum to understand how a budget had already been planned based on over funding rather than expected funding for the actual pupils on roll.

The Member from the Academy commented that they Academy had been surprised to receive the additional funding but had not queried this. ~~as assumed that the allocations from the ESFA and Authority were correct.~~ The Academy considered it unfair to completely remove and disapply the MFG protection from the 2022/23 budget.

The Forum was advised that the Authority were not expecting the Academy to pay back the additional funding received last year;

- Members were advised that the Wren Academy Trust had over £1million in reserve and the view of Forum members was that Trusts were expected to manage any

shortfalls in funding for individual academies from the overall reserves.

Member from the Academy remarked that reserves were ~~held~~ earmarked for the other school in the Trust for planned 6th form expansion. Whilst accepting the principle of funding, the Academy did not consider there had been sufficient consultation on this matter. If the MFG was removed in full, this would leave the school in deficit.

The Forum was advised that the Authority needed to complete a template for the MFG disapplication request for Wren Academy and asked that a formal vote by School Members only be taken on this request. The Forum was reminded of the three available options:

- 1) Do nothing – Retain the current protection and use the higher per pupil levels rather than levels that reflect the context of the academy's current cohort
- 2) Submit disapplication to remove 2021/22 of MFG in full – this will release the maximum funding (£240k) to be used in formula applications but result in significant year on year funding reduction for the academy
- 3) Submit disapplication for phased removal 2021/22 of MFG – protect the new cohort of pupils to the 2021/22 per pupil rate but remove the MFG protection for earlier cohorts to enable the Authority to set unit rates in line with those presented to the Forum while providing the Academy with a phased removal of protection.

Whichever option the Forum chose, in the Autumn 2022 term, following receipt of budget information for 2023/24 indicative budgets will be prepared and if required an MFG disapplication will be submitted to the ESFA to remove any remaining protection.

The outcome of voting for the three options presented was confirmed as:

Option 1 – Do Nothing – No Votes

Option 2 - Submit disapplication to remove 2021/22 of MFG in full – 8 Votes

Option 3 - Submit disapplication for phased removal 2021/22 of MFG - 2 Votes

There were two abstentions. **Do we need to say that one of these was the Chair who wished to abstain to avoid accusations of not remaining impartial??**

RESOLVED the disapplication would be submitted to the ESFA based on the above result and decision by the Forum.

ACTION: MRS MCNAMARA

- (ii) The Forum were informed that there may be some minor changes to the unit rates circulated due to some final adjustments to the formula allocations and outcome of the disapplication request. They confirmed that they would accept the rates in principle on the proviso that the adjustments led to a positive change.
- (iii) In addition to the basic DSG allocations, additional grants have been made available to support the Schools and High Needs Blocks in 2022/23. Enfield's indicative allocation for the separate supplementary grant was £8.23m, and confirmation of the final allocation from the ESFA was expected later in the Spring term. The additional funding aimed to support the cost pressures being faced by schools including the 1.25% national insurance increase and pay awards.
- (iv) The initial increase for the High Needs Block was £5.03, 8.3%, but this had increased to £7.5m, 12.45%, due to the announcement of the additional supplementary grant.
- (v) The increase in the hourly rate used to fund the Early Years block remained as previously reported. The final allocation would change to reflect pupil numbers recorded in the January 2022 Census. This update was expected in July 2022.
- (vi) The Central Services Schools Block (CSSB) had decreased by £50k, the net of a 20% reduction for the historical commitments element offset by an increase in funding for ongoing functions.
- (i) Members were reminded that the chosen formula factors, unit rates and formula allocations would need to be submitted to the ESFA by their prescribed deadline of 21st January 2022. The disapplication could not be included until it had been agreed by the

ESFA so the initial submission made would exclude this. A revised version would be submitted when the outcome was received.

RESOLVED the Schools Forum noted the 2022/23 DSG settlement and draft budget and:

Agreed to:

- The continuation of the 0.5% transfer from the Schools to High Needs block;
- The unit rates and formula allocations as detailed in Appendices B and C
- If the unit rates were adjusted to ensure funding was utilised following the outcome of the disapplication request, then the revised unit rates used to be circulated to all Forum members.

ACTION: MRS MCNAMARA

- A request to disapply in full the MFG protection for Wren Academy to be submitted to the ESFA for the Secretary of States approval.

ACTION: MRS MCNAMARA

(b) De-delegation of Central Services for Maintained Schools

REPORTED at the previous meeting, maintained schools members were provided information about the services for which de-delegation was sought for 2022/23. To allow for a further briefing session and to enable schools to have more time to consider the options, it had been agreed that decision on de-delegation be deferred to this meeting.

Maintained school representatives were now asked to vote and confirm which services they agree to de-delegate for 2022/23. Any de-delegation confirmed would cease at the start of the 2022/23 academic year.

NOTED since the last meeting, both sectors had met with headteacher colleagues to confirm the views of their sector.

In response to comments, it was stated that the proposal to cut the School Improvement and Brokerage Grant would have a significant impact on supporting maintained schools. Without support through this de-delegation it would be difficult for the Authority to support maintained schools. The changes had not considered how the funding has been used to prevent the need to issue warning notices. The decision to cut the grant had been made even through the majority of the responses to the consultation sought the grant to be retained.

An urgent motion in the name of Councillor Mahtab Uddin, Cabinet Member for Children's Services, would be raised at the Council meeting on 26 January. The motion sought the Council to oppose the Department for Education's decision to remove the School Improvement and Brokerage Grant which paid for local authority school improvement services across England. This was a cut to education of over £41 million nationally and £240,000 annually to Enfield which threatens support to our schools most in need of support. Enfield Council would be asking the Leader of the Council to write to the Secretary of State for Education to ask that the proposed cut to local authority services does not go ahead and support to local authority schools is not taken away.

Maintained school representatives were guided to an online form.

RESOLVED following voting the position on de-delegation of Central Services is as follows:

Services	Primary	Secondary
Licenses & Subs – CLEAPSS	Yes	Yes
Free School Meals Eligibility	Yes	Yes
NQT Recruitment Support & Applicant Tracking System	No	Yes
Union Duties	Yes	Yes
School Improvement Service: Statutory	No	No
School Improvement Service: Non-statutory	No	Yes
Support for Schools in Difficulties	No	Yes
General Data Protection Regulation	Yes	Yes
Long Service Awards	Yes	Yes

(c) High Needs Strategy - Update

This item was presented by Sangeeta Brown

RECEIVED a report providing an update on the budget, high level data on the rising demand for SEND support, progress on the agreed strategies and the first working draft of the Dedicated Schools (DSG) Management Plan.

NOTED

- (i) This was a regular update provided to the Forum on the financial position with regards the High Needs block and the provision and interventions being developed to support the continuing rising demand for supporting pupils with SEND. The report also included an extract from the DSG Management Plan which all LAs posting a DSG overspend were required to complete.

Following discussion, the ensuing points arose and brought to members attention:

- The Forum was advised that increase highlighted in the budget report in the High Needs block funding was welcomed. However, if the demand remained at the same level, then it was unlikely to address the in-year deficit and the structural deficit of £3m per annum would continue to grow.
- The Section 251 Budget Statement 2021/22 was recently published. The published data indicated as Enfield approximately two thirds of English LAs had planned to bring forward into 2021/22 a DSG deficit and others a balance of zero or above. Enfield's deficit of 1% of the total national deficit held by all LAs is 43rd highest of all LA's, this was a concern for the LA.
- The 2021 data shows that Enfield's total pupil population had 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 SEND support. There was a greater level of need but a reduction in number of pupils
- Officers would look to see if the DSG Management Plan could be shared on Google Drive for ease of accessibility.
- It was confirmed that high needs benchmarking data was used by the Authority to inform and forward plan provision and support the DSG Management Plan.

RESOLVED:

- Information on pupil numbers would be presented at the next Primary Headteachers' Briefing.

ACTION: MR BEST

- The Forum found the current reporting arrangements to inform the Forum as being sufficient and did not consider there was no need for the High Needs Working Group to meet again to monitor progress.

5 WORKPLAN

RECEIVED the Schools Forum Workplan 2021-22.

Members were asked to **note** and **agree** the Workplan.

RESOLVED to **agree** the Workplan for the remainder of the School Academic Year 2021/22.

6 ANY OTHER BUSINESS

There were no other items to consider.

7 FUTURE MEETINGS

- (a) The date of the next meeting of the Forum will be 9 March 2022. This would be a virtual meeting.

(b) **NOTED** dates of future meetings as detailed:

Date	Time	Venue
11/05/2022	5:30 - 7:30 PM	TBC
06/07/2022	5:30 - 7:30 PM	TBC
05/10/2022	5:30 - 7:30 PM	TBC
07/12/2022	5:30 - 7:30 PM	TBC

8 CONFIDENTIALITY

No items discussed within the agenda were to be treated as confidential.

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Attendance Support Unit, Home Tuition and Hospital Tuition Report 2020 - 2021

West Lea School is commissioned to provide the Homes and Hospitals outreach service until 31st March 2023.

The Homes and Hospital Outreach provision comprises the following:

- Attendance Support Unit
- Home Tuition
- Hospital Tuition at North Middlesex Hospital

The Attendance Support Unit (ASU), currently based at West Lea's St Mary's site offers short term placements for young people with Social, Emotional and Mental Health issues, impacting on their ability to attend school. The ASU works collaboratively with students' home schools and other agencies, including CAMHS, SEN Department and Social Care, to re-establish engagement with learning and support re-integration.

The Tuition Service provides tuition for children unable to attend school due to complex illnesses, recovery from injury or surgery or other complex reasons. Tuition usually takes place in the home but has previously moved to a local library as part of a transition plan back to school. Tutors are also able to tutor onsite at a child's school to reintegrate them back into learning at school. Supporting medical evidence of need is required for a referral for tuition.

Hospital Tuition at the North Middlesex Hospital offers learning whilst young people are receiving in-patient treatment, and also acts as a point of liaison between medical and education professionals to address safeguarding and wellbeing concerns.

The School Room is usually based on Rainbow Ward at North Middlesex Hospital, one of two paediatric wards at the Hospital and is staffed by a teacher with visits and external support from West Lea staff.

The majority of young people who access this service are only inpatients for a couple of days, but there are some students with complex health issues and significant mental health problems who are readmitted on a number of occasions. The hospital teacher is able to provide ongoing liaison with the home school for children who are inpatients for more lengthy hospital stays.

Referral Process

Referrals from schools to the ASU are discussed at a Local Authority multi-agency panel once a month, where feedback is also given on students accessing home tuition.

Outreach Support to schools

Some of the referrals received from school do not meet the criteria for admission to the ASU but advice is offered on other support pathways.

Attendance Support Unit and Home Tuition Totals

Date	ASU	Home Tuition
2019/20	13	18
2020/21	9	18
2021 - to date	6	10
	6 Applegate Students *	

*Applegate is a pilot provision supporting students in the borough experiencing ESBA.

Overview and outcomes

ASU

9 students attended the ASU during the year 2020/21 which was in the middle of the Covid pandemic. 7 students who attended the ASU were from Key Stage 4 with one Year 12 student being supported. 3 of the students were undergoing an ASD assessment, resulting in 2 students being diagnosed with ASD. 5 of the students attending had an EHCP, with one of these student's EHCP being finalised while in the ASU.

While most ASU placements in the ASU are for short periods of time with a successful return to school, there are occasions when a return to the home school is not possible and the ASU staff work with the home school to support the student for a longer period of time, gain qualifications and identify post 16 progression pathways for Year 11 students. This is illustrated in the case studies below:

Student 1

Year: 11

Started ASU 4.3.19.

Need: Undergoing ASD assessment.

Qualifications: GCSE Maths, GCSE English, GCSE Art and BTEC Level 1.

Results: Maths GCSE Grade 4, English language GCSE Grade 4, Art GCSE Grade 4 and BTEC Level 1 Award in Personal and social Development.

Progression: This student was accepted on an apprenticeship at The London Hairdressing Apprenticeship Academy(LHAA).

Student 2

Year:11

Started ASU 1.10.19.

Need: ASD diagnosis from GOSH and EHCP finalised while at the ASU.

Qualifications: GCSE Maths, GCSE Art, and Functional Skills Maths and English.

Results: Maths GCSE Grade 4, Art GCSE Grade 2, Functional Skills Level 1 in Maths and English

Progression: This student was accepted at Barnet and Southgate college to study Art and Design (Level up course)

Student 3

Year: 10

Started ASU 24.4.19

Need: Ongoing SEMH/attendance concerns.

Qualifications: Functional Skills Level 1 Maths, Functional Skills Level 1 English, Level 1 Hairdressing.

Placement: Weekly college placement at Herts Regional College

Progression: Remaining in ASU for 2 days a week, 2 day placement on Hair and Beauty Course at Herts Regional College, 1 day work experience,

Student 4

Year: 11

Started ASU 16.11.20

Need: On CAMHS waiting list; counselling being offered via West Lea School.

Progression: Attended the ASU for 6 weeks and was supported with identifying a post 16 progression pathway before returning to home school

Trends

Case study analysis of the needs of students attending the ASU has highlighted the following trends:

- Emotional School Based Avoidance (EBSA)
- Students struggling with academic demands of Key Stage 4
- Awaiting an ASD Diagnosis
- Gender Identity issues
- Mental health issues including self-harm and suicidal ideation
- Increasing number of students requiring specialist support after discharge from inpatient adolescent units

Home Tuition

During the Academic Year 2020/21, 18 students from Reception to Year 11 were offered L.A home tuition in response to referrals from schools accompanied by supporting medical evidence. Tutors and the West Lea team maintained contact with their schools to ensure they were able to work in tandem with classmates, did not fall too far behind and so were less anxious about returning.

The main reason for tuition referrals included recovery from surgery and receiving or recovering from treatment for leukaemia.

The majority of students returned to their home school after the tuition ended, often assisted by their tutor as part of a reintegration plan.

School Provision North Middlesex Hospital

Jane Claxton who ran the provision at North Middlesex Hospital retired at the end of the Autumn term 2020 after a number of years in post. Nicola Poulter was appointed as her successor and started in June 2021.

From the start of the Pandemic both Rainbow and Starlight wards were closed. Rainbow ward and the classroom still remain closed. Starlight ward reopened in June and we are able to offer bedside teaching on the ward and in the Paediatric Assessment Unit on the ground floor where regular transfusion patients can request educational activities.

There are 16 beds on Starlight ward. On an average day there are 8 school age pupils including foundation stage children on Starlight Ward and 1- 2 students on the Paediatric Assessment Unit.

During 2020/21 we purchased 12 Surface Go 2s tablets to support learning on the ward and to enable patients to access online learning with their home schools.

C.Goodwin January 2022

ENFIELD ADVISORY SERVICE FOR AUTISM

Annual Report: February 2021 – January 2022

Contents

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2. Summary of Key Developments in EASA during Feb 2021 - Jan 2022
3. Parent Support Services
 - a. *Help understanding autism (ATLAS and Cygnet Courses)*
 - b. *Opportunities to meet other parents (Cuppa and Chat Session)*
 - c. *Help with meeting their child/young person's needs (Presentations, workshops and bespoke advice)*
 - d. *Support to work with their child/young person's educational setting (Community building, TAF and TAC work, EHCP support)*
 - e. *Signposting to sources of support (including work with partnership organisations)*
4. Work with Educational Settings
 - a. *School or Setting Development (AET Standards audits and action planning)*
 - b. *Staff Development (Training, workshops and mentoring)*
 - c. *Supporting children and young people (Surgeries and telephone consultations)*
5. Direct Work with Children and Young People
 - a. *Understanding a diagnosis of autism (the All About Me Programme and raising awareness amongst peers)*
 - b. *Therapeutic support (individual cases)*
 - c. *Sibling Support (online group)*
6. Local Authority Work
 - a. *Tribunal and mediation support*
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7. Finance
 - a. *Income and expenditure*
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9. Appendix
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1. Introduction

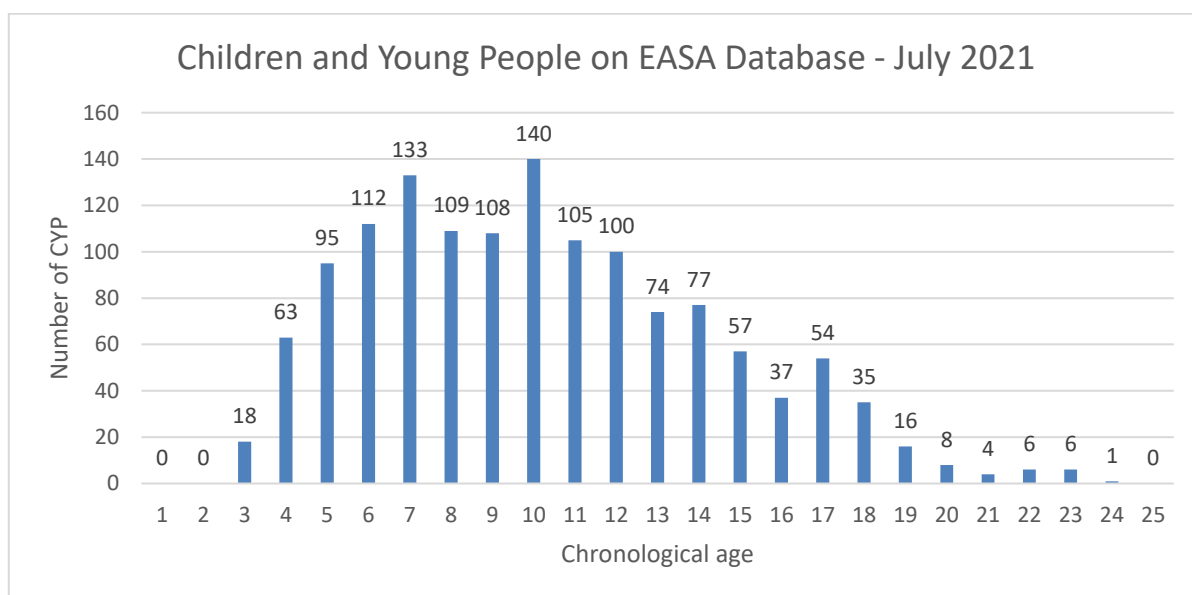
This report outlines the work done by Enfield Advisory Service for Autism (EASA) from February 2021 to January 2022. This period has seen **significant changes within EASA** to prepare for, and begin, an expansion project with additional funding from Enfield Council's High Needs Block provided from September 2021. The additional funding agreement was an outcome of Enfield's SEND review. It was revealed that Enfield has high numbers of EHCP applications compared to other similar boroughs and that there were several hundred children and young people with SEND being educated out-of-borough. It was known that many Enfield schools were struggling to meet needs, particularly of autistic children and young people. The expansion of EASA is part of a 'spend to save' initiative to improve understanding and acceptance of autism and to implement appropriate support strategies in educational settings, with families and with autistic children and young people, so that needs can be met early on and children and young people have a better chance of success in Enfield settings. The additional funding granted to EASA would be for at least 3 years to enable this development.

From February to August 2021, the EASA Team worked in partnership with the Autism Education Trust to develop a **new EASA Vision and Strategy** that would align closely with the national Autism Strategy and incorporate evidence-

informed Good Autism Practice (see the AET's 8 Good Practice Principles, 2021, and the [Good Autism Practice Guidance | Autism Education Trust](#) (link embedded), whilst also recognising the views and wishes of local stakeholders. Interviews and surveys were carried out by an independent consultant with stakeholders in all local partner services (education, health, social care and the voluntary sector) to ascertain views on what EASA was doing well, what they would like to see improve locally and their ideas for EASA's development. The outcomes of the stakeholder consultation are outlined in EASA's Vision and Strategy document, available on the website: [Enfield Advisory Service for Autism - EASA's Vision and Strategy \(enfieldasa.org.uk\)](#)

2. Summary of Key Developments in EASA during Feb 2021 - Jan 2022

As well as writing our new Vision and Strategy, we also sought to establish our baseline data. It was clear that the majority of parents who came to EASA for support had children in the primary school and lower secondary school age bands.



We also knew that the majority of schools who sought EASA support were primary schools. We anticipate that with the roll-out of our new strategy, numbers of families who seek support prior to and during diagnosis of their young children will increase. We also hope to increase the support delivered to the families of young people in upper secondary and in post-16 education, through targeted interventions aimed at the needs of autistic adolescents and young adults.

A key factor in improving delivery and uptake of support at each end of our age-spectrum would be to **improve our publicity**. This was started with a complete **refresh of our website** during Autumn 2021. Our offer is now clearly communicated with easy-to-use referral and request forms for parents and educational setting staff. Family members and staff can also register for training and events via registration links that are easily accessible on the website.

From September 2021, we began to welcome **new colleagues to the team**, particularly a wider group of Educational Psychologists and Assistant EP, new Advisory Teaching Assistants and two Advisory Teachers from the Early Intervention Support Service. We divided our team into **Age-phase Teams** to focus on development of our offer and services for Early Years, School-age and the Post-16 sector. It has been a period of adjustment for everyone, getting to know each other's skills and strengths and how we can work together to provide a comprehensive service.

3. Parent Support Services

The EASA Parent Support offer is published on the EASA website and a flyer is sent to parents, Enfield schools and nurseries, local services, Children Services and Enfield NHS multidisciplinary partners. This year we saw a **67% rise in parent referrals** from 170 in 2020-21 to 285 in 2021-22.

2% of parents required an interpreter. The following languages were used: Spanish, Albanian, Lingala, Polish, Somalian, Romanian, Greek, Turkish and Mandarin.

3a) Help understanding autism

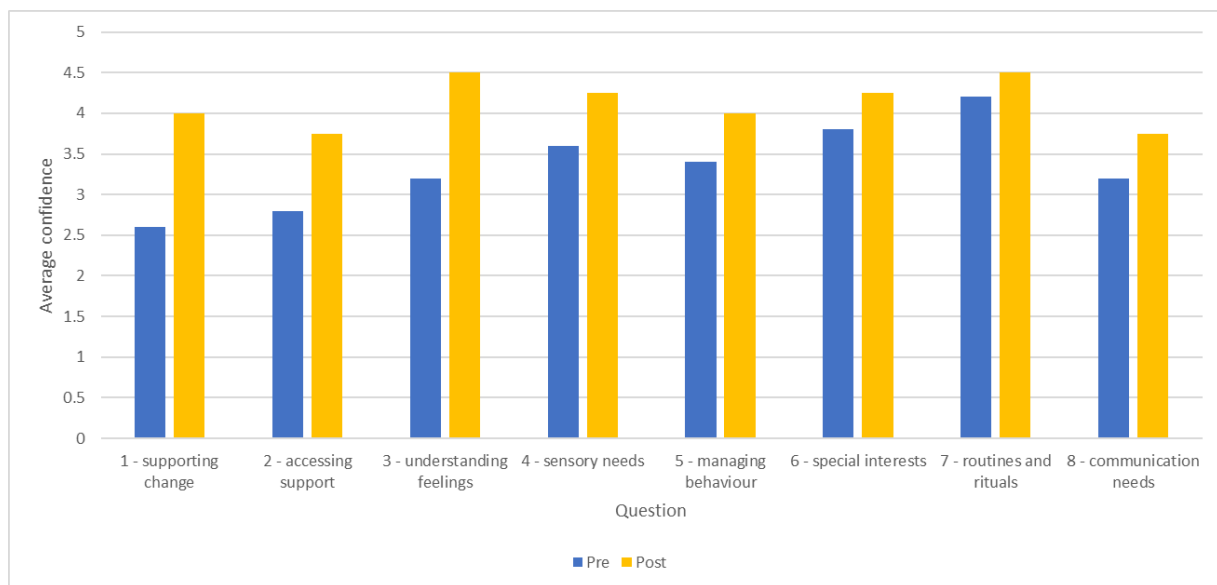
The **ATLAS (Autism Training Links And Support) Course** is especially for parents of newly diagnosed young children up to 6 years. The course comprises 5 sessions. It is held online and runs 5 times per year. Each session is led by a different professional from health, education, and the voluntary sector.

"I have been on this autism journey with my son for over two years but the workshop had new information for me to learn and refreshed what I already knew".

The **Cygnets Course** is for parents of autistic children 6 years to 18 years, to help them learn more autism and how to support their children better. This 6 session course ran 4 times this year with 31 attendees in all.

There are pre- and post- course evaluations for parents to complete. The average responses can be seen here:

Average parent confidence by area of learning, pre- and post-intervention



Key: 0 = No confidence, 1 = Little confidence, 2 = Some confidence, 3 = Average confidence, 4 = Mostly confident, 5 = Completely confident

This shows that the average **confidence of parents increased** across all areas following the Cygnets programme. Overall average parental confidence across all areas increased from 3.35 to 4.13 over the course of the Cygnets programme, representing an increase from being 'average confidence' to 'mostly confident'. The biggest increase in confidence was seen for parents' confidence in supporting their child when they are distressed by change and understanding why their child may find it difficult to understand the feelings of others.

Following the Autumn Term Cygnets Course, one mother and her daughter benefitted from follow up work which was done with the school to support the daughter with complex mental health needs. Details can be found in the appendix case studies.

3b) Opportunities to meet other parents

7 Cuppa and Chat sessions were held at Russet House School, attended by 111 parents overall. These give parents the opportunity to form a network with others in similar situations, to share experiences and support each other. Top themes that have come up from parents during discussions are that **newly diagnosed families need advice and guidance**. Many **struggle with their own mental health** and emotional well-being and need a chance to chat with others in a non-judgemental space. Some have practical concerns such as how to get their young children toilet trained. There has also been lots of **concern about children on reduced timetables in schools** and parents have raised their frustrations with schools and the local authority. The parent Support advisors have been able to feedback these

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concerns to members of the team who work with schools and the local authority so that we can work to remedy these issues.

3c) Help with meeting their child/young person's needs

Drop-ins are held fortnightly and are often the quickest way to access advice and support for parents. Dates of upcoming Drop-in sessions can be found on our website. 9 parents made use of drop-in sessions for advice this year.

Online Parent Presentations have continued to run regularly on a variety of themes which have previously been requested or raised by parents as **topics of concern** (e.g. toileting, behaviour, independence, sleep and adolescence). This year we were unable to run any face-to-face workshops because of covid restrictions. Although we get good numbers of parents interested in the presentations (evidenced in the registration data), the actual attendance numbers are much lower (see chart in section 8 on Challenges). We are currently exploring ways to improve attendance and increase access to advice for parents.

3d) Support to work with my child/young person's educational setting

In several cases, a Parent Support Advisor or another member of the team has accompanied a parent to a meeting with staff at the child's educational setting. This has helped the parent to clarify their thoughts and wishes, and for the school's perspective to be noted and understood. This forms a good basis for the **parent and school to problem-solve issues together**.

We have begun to work on training programmes that can be accessed by schools and parents together so that they can work in partnership on common issues such as toilet-training and homework.

3e) Signposting to sources of support

Lots of parents come to EASA to find out more about the support they can find in Enfield.

"I wish I had known more about EASA and the sessions such as ATLAS when my son was younger as we would have been more aware of his behaviour from then."

With the expansion of our team, we are aiming to be a **'one-stop-shop'** for parents so that they are not referred on to different services for different kinds of support. However, we have a good partnership with the Enfield branch of the National Autistic Society (ENAS) and often refer to them for further community support.

4. Educational Settings

EASA's offer for Educational Settings is published on the EASA website and is sent to Enfield schools and nurseries, children services and NHS multidisciplinary partners. Schools can access services freely and easily using the new online form and registration links on our website. Staff who do not work in Enfield schools are able to access courses and services at a charge, details of which are on the website. During this reporting period, **74 of Enfield's 97 schools accessed EASA's services (77%). This is consistent with the previous year.** For some schools, the engagement was minimal (e.g. several staff attending a workshop; a single telephone consultation with the SENDCo). Other schools used a range of EASA services on multiple occasions throughout the year. Information on schools' engagement and use of the service is kept for analysis and future planning and is available at the Local Authority's request.

Type of work undertaken	Number of schools
Advice and Support on Provision set up	16
AET Standards and Action Planning	13
Referral from Parent or SEN (not from school)	8
Telephone Consultation about 1 pupil	43
All About Me Programme and/or Individual Support	30
Surgery	18
Engagement with the Professional Learning offer	51
Bespoke Training Delivered	5

4a) School or Setting Development

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We use the **Autism Education Trust Standards** to audit educational settings and help them understand **what they are doing well and areas they would like to improve**. We then support them to write an action plan for their setting which highlights other aspects of the EASA offer they will need to access in the coming year. Regardless of the type of support request coming from a school, we signpost them to the AET Standards if they are not already familiar with these. If we give advice about an individual child or several children, we will always follow it up with work on the whole school standards. This year, 13 schools were supported to work through the AET standards and create action plans. This has been very productive as these quotes from SENCOs testify:

“Thank you so much for all of your help in completing our school standards and Next Steps action plan. You have been really helpful and supportive and I appreciate all of your time and efforts to date.

I will review the next steps at the end of Spring and Summer term to ensure that we are implementing the actions suggested on the plan” SENCO at Houndsfield School

“I have recently worked through the AET standards with Vaneessa and have some clear, manageable actions to put in place during the next few months. I found this a really positive process, having the time to reflect on what we do well and what we can do better.”

SENCO at St James’ Primary School

We are developing a system for **monitoring the impact of implementing the AET Standards and Action Plans** in setting and will be reviewing with each setting at 6-monthly intervals.

Our Parent Support Advisors supported **community building** work in settings by attending 2 coffee mornings (one pre-school and one primary school). This has been more limited than usual because of covid restrictions on group gatherings.

4b) Staff Development

Again, we have offered a variety of staff training options, including all the Autism Education Trust modules for Early Years, Schools and Post 16 staff. We have also hosted online workshops on a variety of themes. The following quotes give a flavour of the feedback we received from delegates:

“I came in not knowing anything and now feel more confident in helping and teaching an autistic child.”

“It’s opened up discussions and highlighted areas that we need to develop or develop further. Will meet with our SENDCo to begin devising an action plan to begin addressing these.”

“I have learnt that there is not a ‘one size fits all’ approach to teaching autistic individuals and that it is vital to develop a pupil profile in order to be successful in meeting their needs.”

“It will enrich my everyday teaching. I have learnt a lot, most importantly I now can understand more the core of autism.”

“ [Trainer] shared valuable strategies about engaging children with Autism. From this training I will get to know the different children with Autism across the year group, their likes and dislikes and what their triggers may be if they had any. I will refer to the visual timetable in class more, focus on the message behind the behaviour. “

Delegate figures for AET courses are shown in the chart below.

AET Courses		EY's Virt MSA	EY's F2F GAP	EY's Virt GAP	EY's Virt GAP E+E	EY's Virt LGAP	Sch F2F MSA	Sch Virt MSA	Sch F2F GAP	Sch Virt LGAP	Sch Virt CNP	Sch Virt PF	P16 Virt RA
2021	February			20	7								
	March									10			
	April					10				5			
	May												
	June							19			14		
	July												
	August												
	September		14				18			40			
	October								70				
	November	21	6					33	5			20	
	December												
2022	January	24	16					4					30
Total		45	36	20	7	10	18	56	75	55	14	20	30

Course titles: MSA – Making Sense of Autism (90 mins); GAP – Good Autism Practice (1 day); E+E – Extending and Enhancing (half day); LGAP – Leading Good Autism Practice (1 day); PF – Progression Framework (half day); RA – Raising Awareness (90 mins)

Attendance figures for EASA Professional Learning Programme online workshops are shown here:

Workshop/Presentation Title	Attendees
Intro to Cognitive Behavioural Therapy	25
Intro to Solution Focused Thinking	15
Girls with Autism, a Communication Perspective	51
Dealing with Complexity in Autism	25
Homework and Home Learning for children with autism	10
Supporting Independence through Prompting	31
Toilet Training and Autism	28
Supporting teenagers with autism	17
Independent Living: Preparing for Adulthood	8
Supporting Transitions into new classes/settings - Transition from Year 6 to Year 7	7
Enfield OT NHS Provision	7
What is Psychoeducation & why is it helpful?	11
Older children and Mental Health	8
Psychoeducation for siblings	5
Food and Autism	27
Zones of Regulation	26
Positive behaviour support and autism	11
Social stories and comic strip conversations	19
Visuals without a laminator	16
Setting up an autism friendly classroom	13

Our **Advisory TA team has increased** by 2 more staff and we are now able to offer up to 4 support sessions per week compared to only one per week last year. Schools are recommended for this support through the AET Standards audit work they undertake with one of our Advisory Teachers. A programme of 4 – 6 support sessions is then planned. The **Autism Education Trust Competency Framework** is used with individual staff in the setting to help them identify their training needs and demonstrate their professional development.

So far we have carried out support **TA/LSA Mentoring Support Programmes in 2 nurseries and 4 schools**. We will be conducting evaluation visits 3 months after each programme to gauge lasting impact.

4c) Supporting children and young people

Surgeries are usually a half-day session with a school. They give staff the chance to discuss up to 6 children or young people with one of our Advisory Teachers. This can be done in-person or online. Surgeries also inform whole setting development and the training needs of staff. If a school has a single concern or situation they wish to discuss, they can also request a telephone consultation with a member of the team. **123 individual pupils/students were discussed and supported through telephone consultations and surgeries with staff.**

We have been supporting PVI nursery settings to embed the **AET's Progression Framework**, a free assessment tool for non-academic areas of development and a **useful tool to monitor progress** in learning. We did this by introducing the tool to the Area SENCos and providing a pre-recorded training session which settings could watch and for the Area SENCos to follow up with implementation support. Suzanne Goddard, our Early Years lead, will be seeking feedback from Area SENCos at meetings with the Early Years SEND Partnership Team.

The AET Progression Framework is particularly helpful if children are working below Age Related Expectations and need something more bespoke to demonstrate small-steps of progress. We will continue working to ensure that all autistic children and young people in Enfield are assessed using measures appropriate to their learning needs and rates of progress.

There are no official local authority figures about numbers of children on part-time timetables, excluded or at risk of exclusion at the current time. EASA is keen to support gathering of this data so that we understand the true picture of how school attendance patterns affect our autistic children and young people.

5. Direct Work with Children and Young People

5a) Understanding a diagnosis of autism

Our Educational Psychologists can support school staff to work through the **'All About Me'** programme with a child or young person, **helping them learn about their own autism in a positive and constructive way**. If school staff are unable to do the programme with their pupil/student, the child or young person can register for this programme directly with EASA and attend sessions with their parent or carer. This year, **30 children and young people were supported with this**; 21 primary school pupils and 9 secondary school pupils.

5b) Therapeutic support

Some of our Educational Psychologist colleagues attended intensive training to be able to lead the PEERS programme. This is a programme of group sessions aimed at helping children and young people to develop interaction and friendship skills. There is **some concern in the autistic community about social skills programmes which are aimed at masking autistic differences so that autistic people 'fit in'** with their neuro-typical peers. In EASA we wish to address these concerns by adapting the programme slightly to ensure that it is **positive about autism and social differences** and that young people will choose to take part in the programme with informed consent. Our programme, the Enfield Abridged PEERS Programme, will pilot in the summer term with students at one of our secondary schools.

5c) Sibling support

For the first time, two Educational Psychologists ran a 7 week **Online Siblings Group**. 5 young people took part, ranging in age from 7 to 13 years. A **'Tree of Life' narrative therapy** model was used to structure the groups. Parents facilitated their children's access to the Zoom sessions. Following the sessions, parents sent feedback as follows:

"I would like to send a huge thank you to [Educational Psychologists] for the tree of life course. [My son] got so much from it and I think he would be interested in another course if one was available, especially in person. I was also thinking that it might benefit XX to have a similar group course with like-minded kids with ASD/ADHD. I think it would be helpful for him to meet and talk to other children who face similar struggles. In the same way that it has been useful for him to meet other siblings"

"I just wanted to say and please pass this on to [Educational Psychologists], that the sessions were so well thought out and both did such a wonderful job at being sensitive, calm and patient, getting the children/young people to open up about something perhaps that isn't very much talked about but it very much front of mind and a daily challenge. However, love and compassion is at the centre of it all."

"Even though at times [my daughter] was quiet she was very much thinking and reflecting on what the other members were saying and I think found great comfort in that knowledge. When listening to the sessions, I found it very useful and actually moving and emotional (in a good way) as we have such busy lives sitting down and thinking is not a luxury but something. I know I need to do more of with my family. Anyway, thanks so much [daughter] was able to express herself to others who understood and did not judge her so found it very useful and will miss her Tuesday Zoom meetings (when they worked!) and she would be interested in whatever is planned next."

It was thought that subsequent groups would benefit from being bigger and being held in person rather than online.

6. Additional Local Authority Support

6a) Tribunal/Placement Support

This year, EASA has supported the Enfield SEN team with two cases of pupils in Haringey schools where parents have disputed EHCP provision. In one case, an observation was carried out jointly with an advisory teacher from the Haringey Autism Team and a report was written to support the tribunal. In the other case, an observation was carried out and a report written to support a mediation process. We have yet to hear the outcomes of these.

6b) Supporting the LA SEND Strategy and Initiatives

EASA has supported other local authority initiatives and projects this year as follows:

- Writing the Autism section of the Ordinarily Available Provision document
- Working with the SEN team to write an Autism Position Statement
- Working with NHS Speech and Language service to collaborate on training and advice to settings
- Collaboration with CAMHS and other clinical teams on the mapping and pathways projects and to support with wait times for CYP and families
- Collaboration with OurVoice to facilitate the Autism in Schools London pilot project
- Supporting the EBSA panel with advice for autistic CYP who are out of school
- Collaborating with the ECASS team

The Head of Service has regularly attended and contributed to several wider strategic groups for the development of local and national autism policy and practice, including:

- Enfield Autism Partnership Group
- Enfield Early Years Partnership Board
- Enfield High Needs Working Group
- AET Strategic Partnership Board
- Pan London Autism Schools Network (PLASN) Research Group

7. Finance

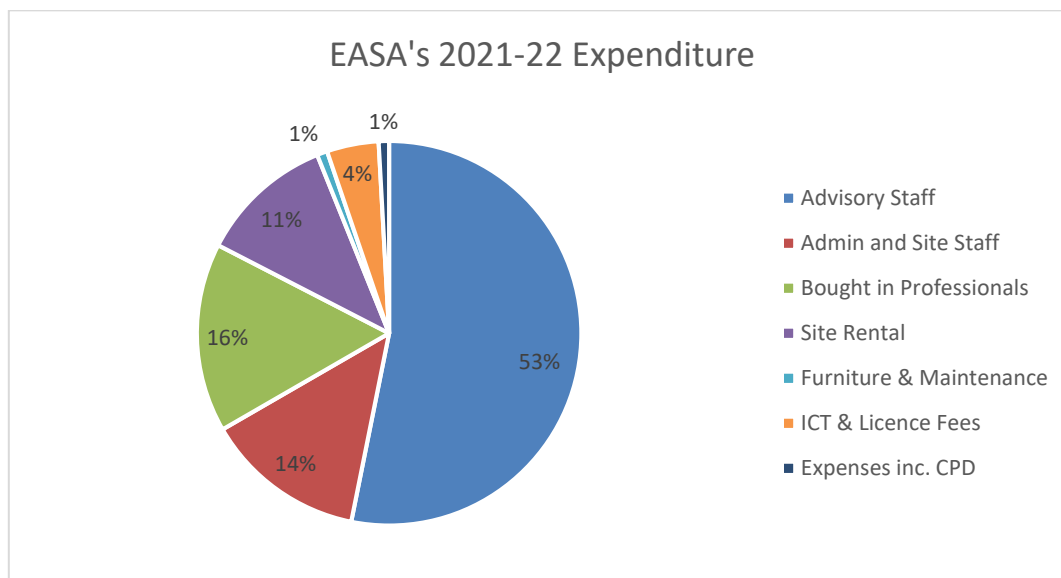
7a) Income and expenditure

The EASA's income for 2021-22 was as follows:

Income type	Amount
LA income (Standard plus additional project funding)	£ 457,000.00
Carry forward from 2020-21 (contingency)	£ 84,000.00
Income from services provided	£ 8,800.00
Total:	£ 549,800.00

The expenditure is outlined in the following charts:

Category of Expenditure	Cost
Advisory Staff	£ 244,000.00
Admin and Site Staff	£ 62,000.00
Bought in Professionals	£ 73,000.00
Site Rental	£ 52,000.00
Furniture & Maintenance	£ 4,000.00
ICT & Licence Fees	£ 20,000.00
Expenses inc. CPD	£ 4,000.00
Total:	£ 459,000.00



It can be seen that the **expenditure is closely in line with the funding from the local authority**. We did not spend the carry forward from the previous year, partly because covid restrictions continued, limiting face to face services, and we also took a cautious approach to spending because of delays in receiving the signed service level agreement from the local authority, without which we were not guaranteed ongoing finance.

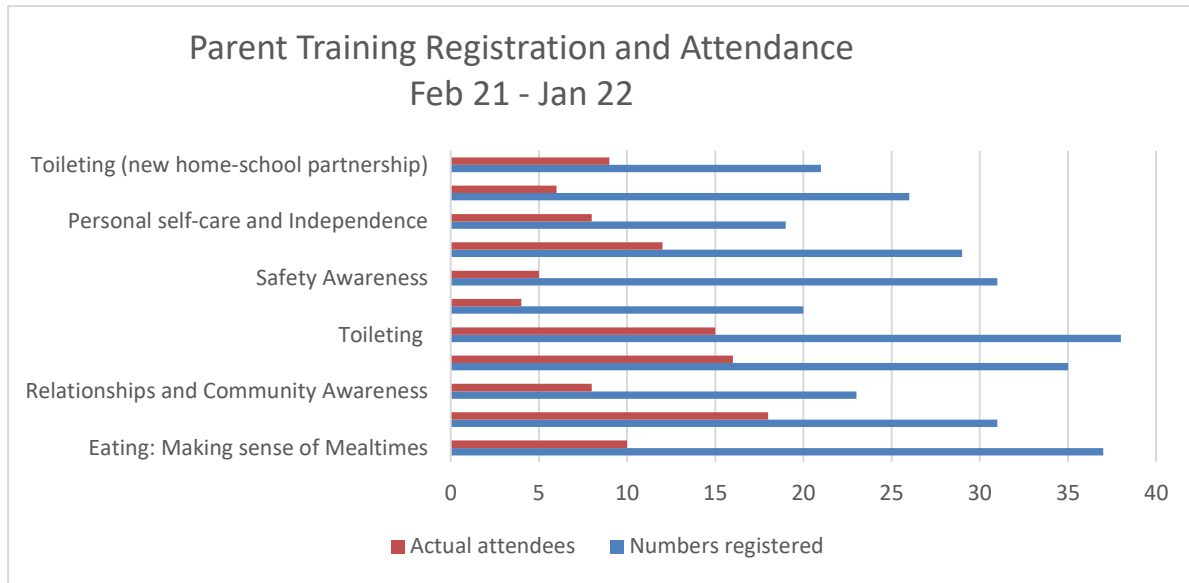
7b) Carry Forward

We are now in receipt of a 3 year SLA with the local authority and as a result we are more stable as a service. We thus requested to keep this years' proposed carry forward (approx. £92,000) to spend on further service development, including additional administration to support data collection and management. This request was not granted, although we were given permission to retain £30,000 of the underspend which we will be able to use for additional equipment or agency support.

8. Challenges and Future Development

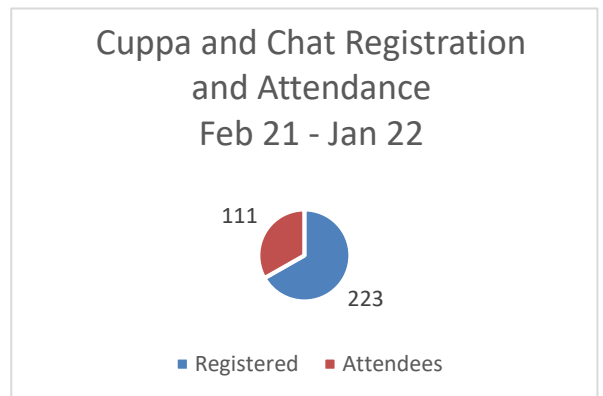
8a) Uptake of services and attendance

It has been a concern that numbers of parents attending some of our parent events have been far fewer than those registered, as can be seen from training and cuppa and chat session data:



We will be looking at ways to **increase the attendance of parents**, including sending text reminders and producing more targeted publicity.

We have also seen **a drop in numbers of staff attending face-to-face training since the pandemic**. We are aware that some staff will be anxious about attending group events outside of their workplace because of ongoing covid risks and that also schools are suffering staffing shortages because of covid isolation. Although we have a good online training offer, this cannot entirely replace the quality of work and learning done when staff from different settings meet, discuss issues and complete activities together. We will continue to **explore ways to improve online interactivity and face-to-face attendance**.



8b) Impact data

We currently collect quantitative and qualitative data in relation to all services we provide so it is possible to state how many of different types of interventions we have provided and how many individual recipients have benefitted, as well as their feedback on what we did. We do not have data on **longer term outputs and wider impact**, though we are in the process of designing these systems. We are particularly looking at the impact of implementing the AET Autism Standards, where we hope to see a **reduction in the numbers of CYP being excluded or on part-time timetables** as a result of schools and settings becoming more autism aware and implementing more reasonable adjustments to the environment. As Enfield schools become better at meeting the needs of autistic learners, we also hope to see a **reduction in out-of-borough placements and parent requests for alternative provision**. We will need to work in partnership with the local authority to gather and monitor appropriate data to measure these impacts.

8c) Autism In Schools (AIS) London Pilot Project

This project is an NHS England and Parent Carer Forums initiative, aimed at reducing the numbers of autistic adults who become inpatients as a result of serious mental health conditions, including severe anxiety, depression and suicidal ideation. It is known that these problems are often the result of a negative spiral which starts from school exclusion. This project is being managed in London by the Autism Education Trust and Enfield will be part of the project, selection 2 secondary schools in which to run the pilot. EASA will work in partnership with the OurVoice parent carer forum and local NHS colleagues to deliver the project in the two chosen schools in the summer term of 2022.

Dr Rachel Walker, Head of Service, February 2022

Enfield Advisory Service for Autism, Bell Lane, Enfield, Middlesex, EN3 5PA

9. Appendices

9a) Settings that have used EASA services this year

The following settings received support from EASA during February 2021 to January 2022. Details of how each setting was supported and their engagement with EASA services are available on request.

Nurseries:

Dreams Nursery, Craig Park
 Park Avenue Pre-School, Bush Hill Park
 St John's Nursery, Bourne Hill
 St Thomas' Nursery, Oakwood

Enfield Schools:

Alma Primary School
 ARK John Keats Academy
 Aylward Academy
 Bowes Primary School
 Brimsdown Primary School
 Broomfield Secondary School
 Bush Hill Park Primary School
 Capel Manor Primary School
 Carterhatch Infant School
 Carterhatch Junior School
 Chase Side Primary School
 Chesterfield Primary School
 Churchfield Primary School
 De Bohun Primary School
 Eastfield Primary School
 Eldon Primary School
 (Infant & Junior School)
 Enfield County School for Girls
 Enfield Grammar
 Eversley Primary School
 Firs Farm Primary School
 Fleecefield Primary School
 Freezywater St Georges C of E Primary School
 Galliard Primary School
 Garfield Primary School
 George Spicer Primary School
 Grange Park Primary School
 Hadley Wood Primary School
 Hazelbury Primary School
 Hazelwood Infant & Junior School
 Heron Hall Academy
 Highfield Primary School
 Highlands Secondary School
 Houndsfield Primary School
 Keys Meadow Primary School
 Kingfisher Hall Primary Academy
 Kingsmead School and Sixth Form
 Latymer Secondary School
 Lavender Primary School
 Meridian Angel Primary School
 Merryhills Primary School

Oakthorpe Primary School
 Oasis Academy Hadley
 One Degree Academy
 Orchardside School
 Our Lady of Lourdes Catholic Primary School
 Prince of Wales Primary School
 Raglan Infant School
 Raglan Junior School
 Raynham Primary School
 Russet House School
 Southbury Primary School
 St Andrew's C of E Primary School (Enfield)
 St Andrew's Southgate Primary School (C of E)
 St Anne's Catholic High School for Girls
 St Edmund's Catholic Primary School
 St George's Catholic Primary School
 St Ignatius College
 St James' C of E Primary School
 St John & St James' C of E Primary School
 St John's C of E Primary School
 St Mary's Catholic Primary School
 St Matthew's C of E Primary School
 St Michael's C of E Primary School
 St Monica's Roman Catholic Primary School
 St Paul's C of E Primary School
 Starks Field Primary School
 Suffolks Primary School
 Tottenham Infant School
 Walker Primary School
 Waverley Pre-School
 Waverley School
 West Lea School
 Wilbury Primary School
 Winchmore Secondary School
 Wolfson Hillel Primary School
 Woodpecker Hall Primary Academy
 Worcesters Primary School
 Wren Academy

Out of Borough Schools:

Lordship Lane Primary, Haringey
 Noel Park Primary, Haringey
 Millbrook Primary, Herts

Post 16:

CONEL College

9b) Case Studies

The following is an excerpt from a **mother's email** regarding support the EASA team provided **following her attendance at the Cygnet Course**, which included liaison with CAMHS and the daughter's school:

"I would like to take the opportunity to thank Claire Collins and Marsha Walton for the immense efforts to support me and my daughter [secondary school student]. I am very grateful for all the help and advice and also the time that Claire and Marsha have given me throughout the duration of the Cygnet course and after the course. The contact with the school and CAMHS has helped things to start move a bit better in future hopefully and I really thank you for that as at times it can be quite a challenge to achieve much on your own, I could not have done it without your advice and guidance and intervention which is so important for all parents at the most difficult times in our lives so Thank you so much for everything and for truly caring."

The following notes are typical of **parent support cases** that are dealt with by the service:

Toileting concerns

Met with both parents, needed to use translation service- discussed concerns (main concern child not going into bathroom) gave advice (use motivators, change in toilet etc.) showed and then prepared bespoke resources (visual schedule, now/next)

Followed up one month later over the phone and parent reported that things were going well. Child now happy to enter toilet for approx. 2 mins, responding well to visuals. Discussed toileting workshop on 20th January and parent going to attend.

Further PSA support to continue after workshop.

Going out in the Community

Phone consultation with parent (main concern safety/activities) gave advice, prepared bespoke resources (safety visuals, activities to access, social story etc.)

Followed up one month later over the phone. Parent reported that she was using resources and child was responding well. Parent adapted resources into a keyring for convenience. PSA support ongoing.

Pre-diagnosis

Referral made by SALT. Phone consultation with parent. Discussed Parent Support offer and finding a setting. EASA Information emailed on 'Finding a School'

Parent called again very distressed. She had received a diagnosis and was really upset. We spoke at length and I felt at this time it would be good for her to also speak with ENAS. Provided emotional support.

PSA called parent to review support. Parent was feeling better than when we last spoke. She had applied to schools and was going to start accessing some activities with her son to encourage his social interactions. Gave details of the local offer to help and said she can call anytime if she wants to chat or discuss support. Also told her about drop ins etc.

The **TA/LSA Mentoring support** has had a significant impact on practice in some schools. The photo below shows the adaptations made to visual supports that a mainstream Learning Support Assistant was using with her 1-1 pupil to suit his individual needs. These adaptations include the pupil's own writing on the symbols, giving him some ownership, enabling him to understand staff expectations, and resulting in him feeling much calmer and ready to learn. The LSA learnt skills and ideas she could adapt for other pupils too.

Creating individualised resources in a mainstream school to support inclusion



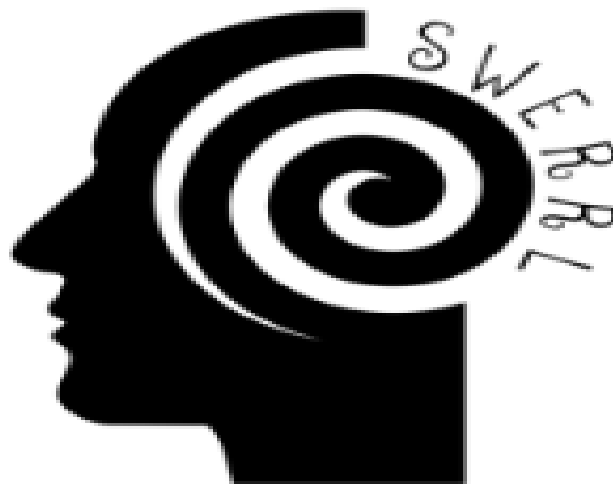
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Enfield Primary Behaviour Support Service

SWERRL Team

Strengthening **W**ellbeing, **E**mootional health, **R**elationships, and **R**eadiness for **L**earning



Annual Report 2020-2021

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“The service provided by SWERRL is an excellent, high quality service delivered by staff who know their subject and have “walked the walk” themselves. They do not say there are easy solutions but give down to earth advice which, if followed consistently works in the school. They do not judge any failings we might have had in school but offer advice and strategies which can be implemented successfully.”

Enfield Inclusion Manager

INTRODUCTION

Adversity Impact Statement

- The work of the Service was impacted by the COVID Pandemic during 2020-2021, in particular by the part closure of schools for significant periods during this academic year. Although the Service adapted its ways of working i.e. incorporating remote ways of delivering intervention, increasing consultation offers and converting to online meetings. The reduced operational circumstances in schools impacted upon numbers and inhibited the full nature of delivery.
- The work of the Service was further impacted when it was informed it had to be ready to vacate Addison House, as the Service was being re-located. The Service has been resident in Addison House for 24 years and has established resources and ways of working that has needed much organisational preparation for the re-location. Initial information suggested we needed to leave by the end of that academic year, which involved allocating strategic time in the Summer term 2021 to pack and organise. Unfortunately, circumstances have been such that the move has been several times delayed and the new date we have been given is Spring half-term 2022. This has particularly affected our capacity to offer onsite interventions.

OVERVIEW



○ Enfield's Primary Behaviour Support Service SWERRL Team

(Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning)

- We are a multi-disciplinary team offering specialist social, emotional and mental health (SEMH) perspectives to support Enfield's 70+ primary schools.
- We respond to calls and requests for involvement from Enfield primary schools, in order to offer preventative intervention to minimise permanent exclusion and its detrimental impact for primary-aged pupils
- We work in partnership with schools to better enable them to understand and include pupils presenting with SEMH difficulties, who may present with challenging and disruptive behaviours. These pupils can better be identified as vulnerable, struggling to engage with learning, failing to integrate, and at significant risk of social exclusion.
- The practical 'hands-on' and consultative support of the Service offered directly to schools, informs their mental health understandings and practices towards pupils, their families, and staff. As such, we are a key contributor to Enfield's wider wellbeing and THRIVE strategy
- We have long incorporated a **trauma-informed perspective**, which we have continued to develop to underpin all aspects of our work. We are a key contributor to the Enfield Trauma Informed Practice in Schools (ETIPS) initiative, and the Council's strategic ambitions to become a trauma-informed Borough. SWERRL staff are ETIPS champions supporting schools in their own journey to becoming trauma-informed.
- Our work is 'therapeutically-informed', but focuses on practical, 'on the ground' approaches that better enable school's to provide the supportive **relationships** that are critically needed to offer ongoing 'healing' experiences for vulnerable pupils. This goes beyond merely 'managing' the pupil's misbehaviour. We do not subscribe to 'quick fixes', but rather recognise the typically profound complexities of need underpinning children's challenging behaviour.
- Request for Involvement to the Service can target individual case needs, or a broader school-based strategic need. We provide pre-statutory input and our work can contribute to specialist assessment of pupil's SEMH needs which may inform the assessment stage of an EHCP process. Schools can request staff consultation to support their approaches to pupils with SEMH-based EHCPs Our direct work, consultation and professional development contributions thus enables us to have a broad impact across the primary school community.

In addition to school-based case work, arising via

- [School Requests for Individual Pupil Involvement](#) and
- [Requests for School Based Strategic Involvement](#)

the Service is also committed to:

- Borough-wide school staff Professional Learning
- **COSIE (Creating Optimally Safer and Inclusive Environments)**
is an 'umbrella' term for a raft of training, which supports schools in Enfield's intentions to promote 'restraint reduction' ambitions.
The SWERRL Team lead on the development, delivery and support for restraint reduction-based Physical Intervention Training for mainstream schools. SWERRL Team members of staff have trained and qualified as PRICE Training Instructors (PRICE are a national 'Restrain Reduction Network' certified training organisation)
- **ETIPS**
Members of the SWERRL Team support the delivery of ETIPS (Enfield Trauma-Informed Practice in Schools) training and developmental support to schools
- Incredible Years Parenting Programme (10 -14 week programme for Parents of pupils aged 5 -11)
 - The SWERRL link EP and SWERRL Specialist Family Practitioner, are both post-graduate IAPT trained and qualified to deliver this well-established parenting programme offer. It is offered Borough-wide to parents who can be referred (with parent consent) by CAMHS, EPs and schools. Parents can also self-refer via their schools.
- Therapeutic Interventions
 - The SWERRL Team has an experienced Family Psychotherapist who is able to offer systemic-based therapeutic intervention and EMDR therapy where appropriate.
 - The SWERRL Team has two Creative Arts - Sandplay Therapists who can offer time-limited therapeutic intervention to a small number of pupils

SERVICE VALUES

SWERRL Team KEY VALUES + UNDERPINNING ATTITUDES	
COMPASSION	EQUALITY
POSITIVITY	CONNECTION
OPENNESS	GROWTH

SERVICE AIMS

The SWERRL Team aim to help all those supported to become the **best they can be**: by being enabled to stay within, or expand their 'window of tolerance'; to achieve emotional regulation, and to maximise their capacity for engagement in learning and in positive social interaction.

Window of Tolerance
The optimal zone of arousal in which a person is able to take in information and process it, make decisions and generally handle activity

[The Window of Tolerance Animation by Beacon House - Bing video](#)

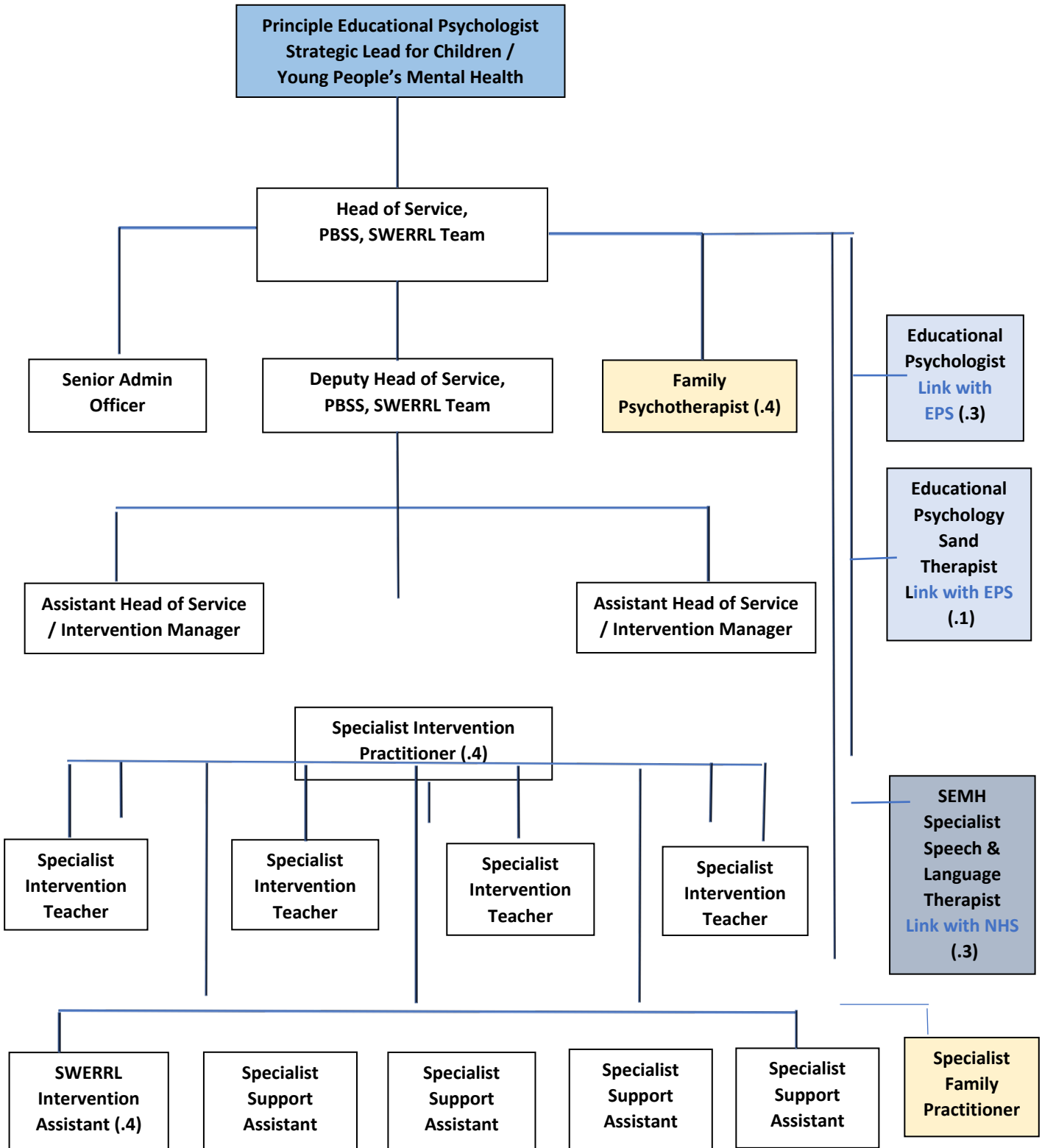
The work of the SWERRL Team seeks to achieve this by modelling a trauma-informed approach, and:

- promoting learning environments in which people can experience a sense of 'felt-safety'
- promoting relationships which offer security and trustworthiness
- promoting attitudes of open-mindedness and acceptance to replace positions of judgement and condemnation
- providing regulatory opportunities which acknowledge the importance of the 'mind-body' connection, and neuro-sequential intervention approaches
- providing opportunities for repair and restoration when things go wrong, and to recognise the learning that is available when mistakes are made
- providing opportunities for psycho-educational learning that helps us to deepen our self-awareness and increase our reflectivity.

Enfield Primary Behaviour Support Service

SWERRL Team Staffing Structure

Strengthening **W**ellbeing, **E**mootional health, **R**elationships, and **R**eadiness for **L**earning



Highlights for 2020-2021

Despite these set-backs, during the academic year 2020-2021

- ✓ Enfield's **ZERO** permanent exclusion rate at Primary level, is below the national average [the lowest rate possible], for a **third year in a row**
- ✓ . In 2020-2021 all individual pupil 'Requests for Involvement' made to the SWERRL Team, were steered away from permanent exclusion as a result of our intervention. This has been the case for over ten years in succession. Historically, primary permanent exclusions have been from Enfield resident pupils attending Out-of-Borough schools, or did not have Primary Behaviour Support Service involvement prior to exclusion.

Despite challenges and barriers resulting from the pandemic and associated guidance, and with some adaptations to our way of working, the Service have continued to deliver:

- ✓ Preventative onsite programme
- ✓ Preventative outreach support with increased opportunities for online staff consultation and strategic meetings
- ✓ Preventative parent support via telephone and Microsoft Teams calls
- ✓ Incredible Years Parenting Programme (offered online)
- ✓ Staff Professional Learning sessions as part of:
 - The Borough-wide Recovery and Resilience package of support
 - The mental health network meetings
 - Bespoke school training
- ✓ The Service continued to participate in wider strategic developmental groups and Activities including:
 - Enfield Restraint Reduction Network
 - Schools Mental Health Network
 - Mental Health Support Teams Steering Group
 - Enfield Trauma Informed Practice in Schools Steering group
 - Multi-agency Consultation Meetings (MAC Mtgs)
 - Primary Fair Access Panel
- ✓ SWERRL Team staff participated in an intensive package of training mixing external-online and in-house delivery to support their **trauma-informed** understandings, practices and applications to Service policy.

Individual Request For Involvement (RFI)

Schools requesting our involvement for an individual pupil must initially complete a 'Request for Involvement' form [**Appendix 1**] with parent consent/signature. Schools are also required to complete a Pre-BRAQ (Baseline Review and Assessment Questionnaire)[**Appendix 2**], that gives rise to evaluative data.

All 'Requests' are discussed in fortnightly 'Requests for Involvement' (RFI) meetings, where the issues are considered and an initial response determined. The support offered is bespoke and varies depending on the circumstance and needs identified. The aim of our intervention is always to improve school staff's understanding of the child's SEMH needs and promote a trauma informed approach to their response. Interventions outcomes seek to support school staff to feel better able to include and support the child's needs, and where individual planning can continue to work towards development of the child's personal and self-regulatory skills.

The SWERRL Team are responsive to need and demand, and the number of schools making Requests and the number of Requests being made by each school varies from year to year.

In total, the number of 'Requests for Involvement' for Individual Pupils in 2020-2021 was 69. This reflects an impact of COVID related partial school-lockdown during this period

This is compared to 64 RFI's in 2019-20 (also impacted by COVID-19 lock-downs), and 95 RFI's in 2018-19, which is a more typically average figure outside of a COVID-19 impact.

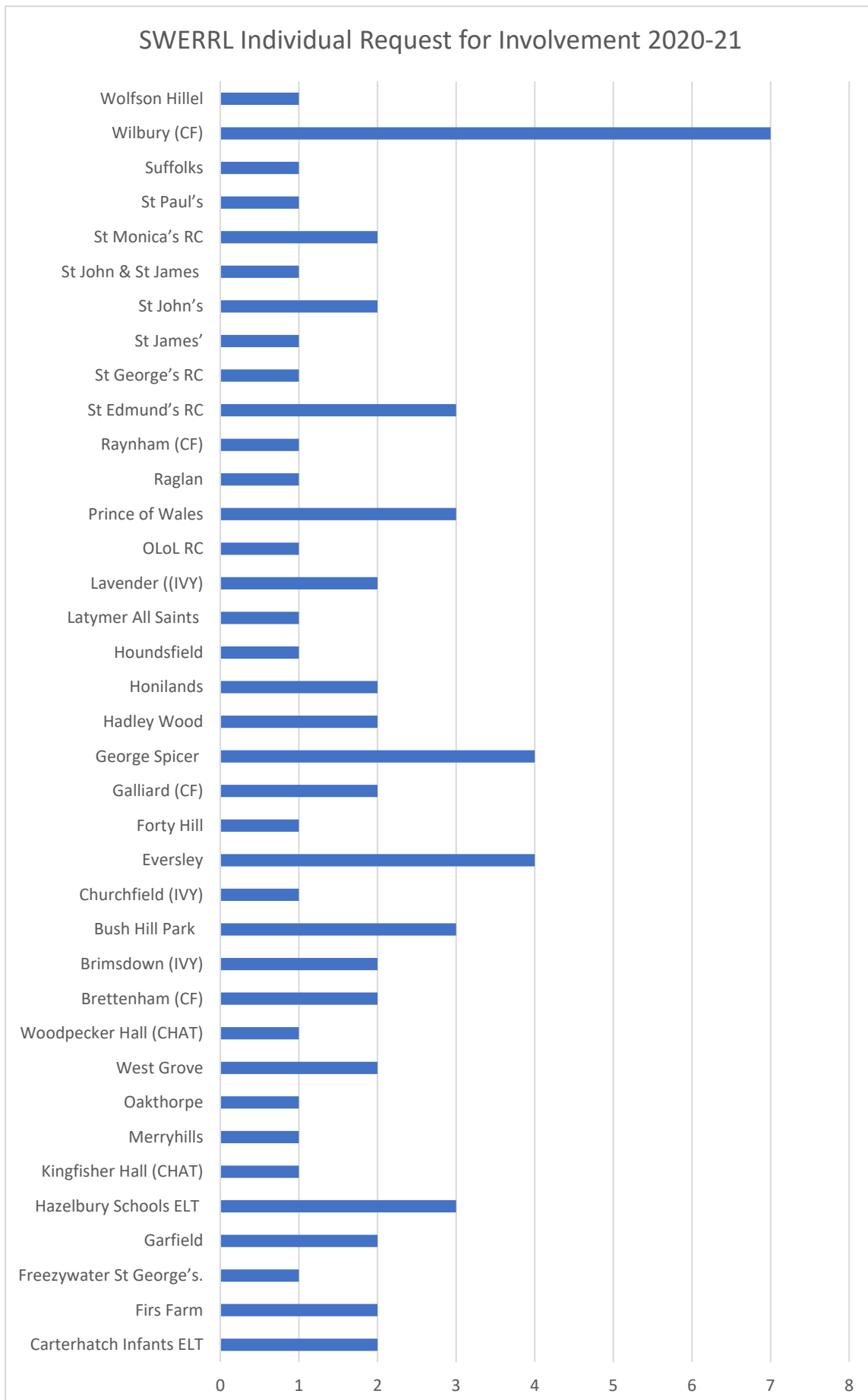
The chart below demonstrates which schools requested SWERRL involvement as well as how many requests each school made.

Out of 70 primary schools 37 schools requested SWERRL involvement.

- 18 schools made 1 RFI
- 12 schools made 2 RFI's
- 4 schools made 3 RFI's
- 2 schools made 5 RFI's
- 1 school made 7 RFI's

All pupils requested were at some level of risk of permanent exclusion. All pupils referred to the SWERRL Team avoided permanent exclusion.

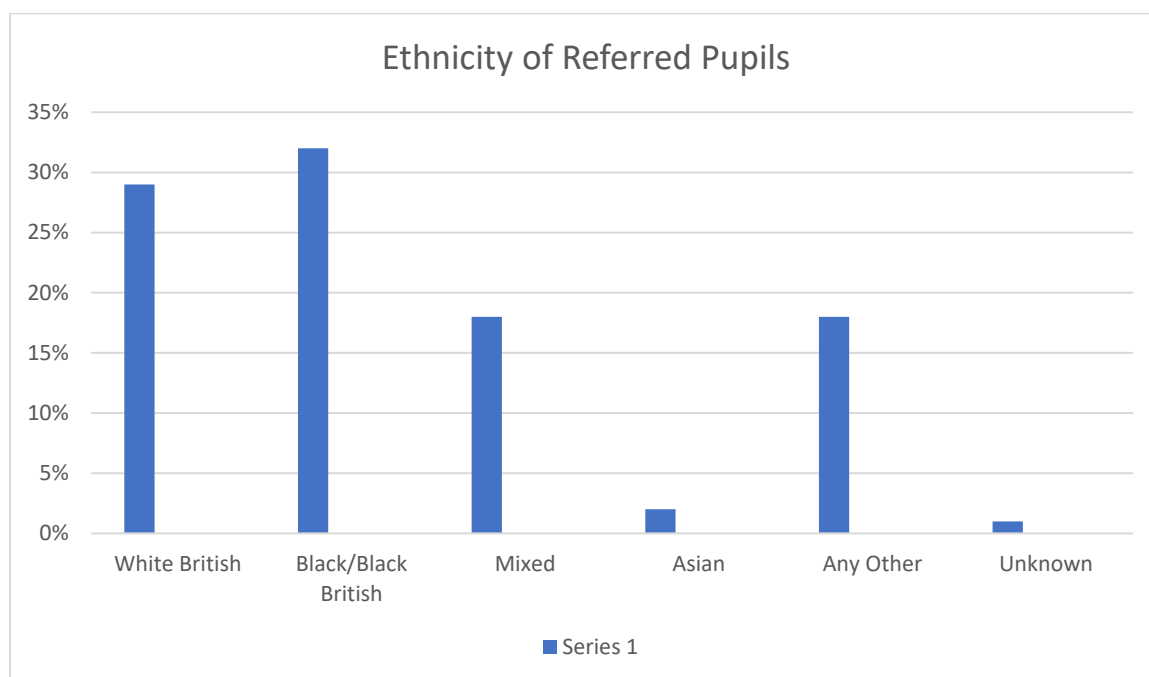
There were zero permanent exclusions made in the three academic years quoted.



Requests by Ethnicity

Using the key below, the ethnicity data for requests is shown in the following graph:

White British	White British
Black/Black British	African, Caribbean, any other Black background or those identified as Black British
Mixed ethnic background or dual identity	As described
Asian/Asian British	Indian, Pakistani, Bangladeshi, Chinese and any other Asian background
Any other ethnic group	European, Middle Eastern and Arab, or any identified as White other background, and any other background
Unknown	No ethnicity data was received

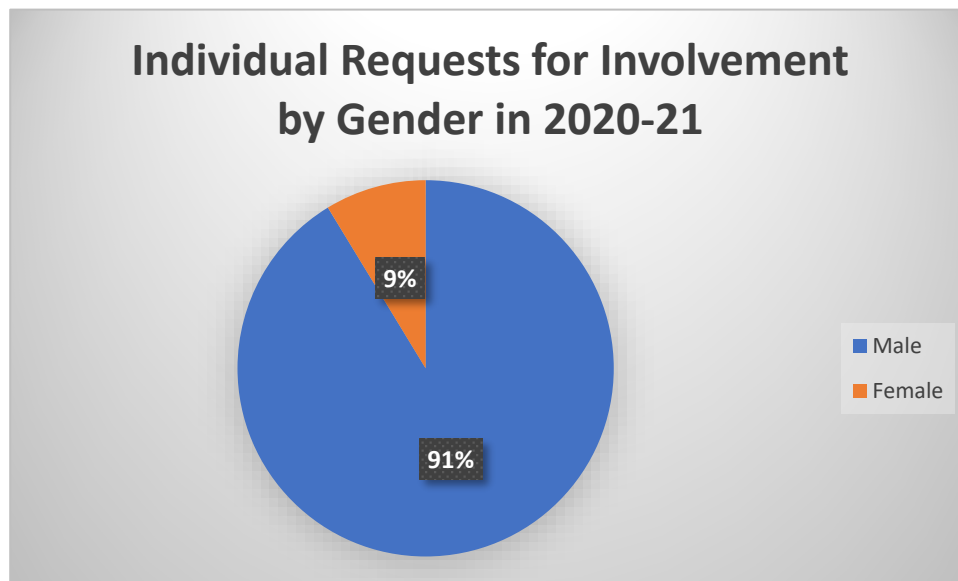


When those of Black and mixed ethnicity are combined, they constitute approximately 50% of individual RFIs.

The SWERRL Team will carry forward an ambition to raise awareness of inequality and unconscious bias in school approaches. This links with the Council's and Education department's priority for providing staff Professional Learning related to this area.

The trauma-informed practice training gives particular attention to the potential of significant adverse effects on children and families resulting from acts of racism and continuous micro-aggressions.

Requests by Gender

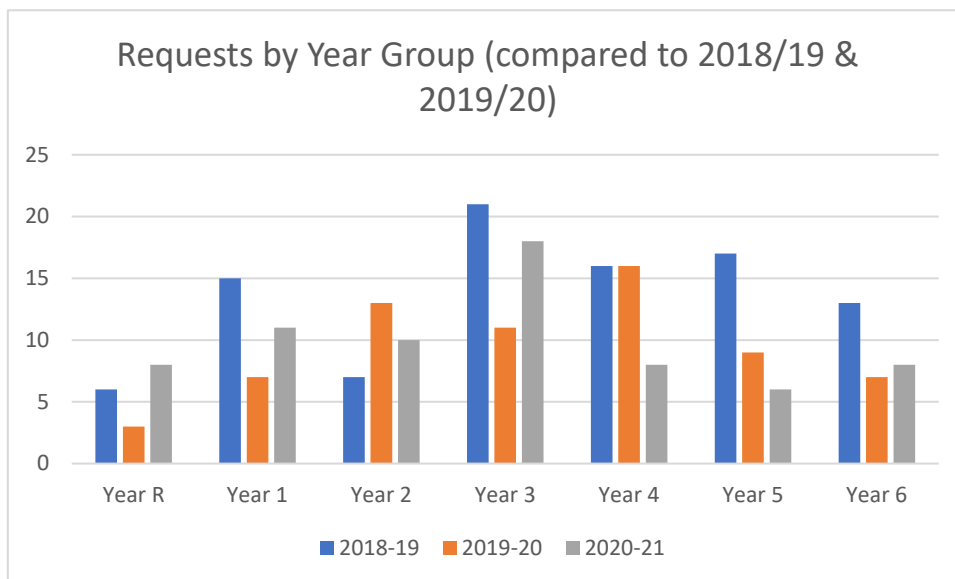


Boys continue to constitute the vast majority of Requests. This most likely reflects that typically boys are more usually presenting with 'acting out' [hyper-arousal] type responses to stress. The more aggressive and disruptive nature of this behaviour creates a more immediate challenge.

This raises two fundamental issues of concern and consideration:

- a. Are the detrimental impact of more 'internalised' [hypo-arousal] type responses to stress being overlooked ?
- b. Are boys, generally, more vulnerable to activated-stress, subsequent dysregulation and less sympathetic responses in the school-environment, and why might this be?

Requests by Year Group



Analysis of this data is as follows;

The data for 2018-19 is a more accurate representation of the quantity of requests we would normally receive.

2019-20 had significantly lower numbers except in Year 2. This was due to the COVID-19 lockdown. Year 2 requests were high due to schools being concerned the pupils they had referred would struggle to transition into Year 3 due to the lack of schooling they had had in this academic year.

2020-21 was also lower than average, however there was an increase in requests in Year R & 1, as well as Year 3 and 6. Discussions with schools would suggest that Year R & 1 struggled due to a lack of schooling and peer interactions the previous year, meaning they were not ready for school. Year 3 struggled with the transition into KS2 and the additional academic expectations due to a lack of schooling the previous year. Year 6 requests were made due to concern in respect of their readiness to integrate into secondary school.

The evidence suggests that most of the Requests for Individual pupil's made improvement in lowering their risk of exclusion, as well as demonstrating improvements in their presentation and circumstances otherwise resulting from their presenting negative behaviours. In most cases school's felt that their understanding and ability to respond to the pupil's underlying trauma and SEMH needs had benefitted from SWERRL involvement.

"SWERRL always respond in a timely manner in times of high concern. This response with understanding is much appreciated and respected by all school staff. It is so helpful to have "fresh eyes" unpick a situation and offer strategies to move forward."

Enfield School SENCO

“Child on point of being excluded made immense progress with behaviour following involvement with the SWERRL team.”

Enfield School Inclusion Manager

More detailed analysis of school evaluation and evidence of improvements are being developed, alongside a longstanding delay in the development of an integrated digital case management system across education departments.

Requests for School-Based Strategic Involvement (SBSI)

These requests do not involve named pupils, and as such do not require parental permission. Schools complete a single page ‘Request for School-Based Strategic Involvement’ [see Appendix 3], outlining the bespoke nature of the request being made.

SWERRL Intervention Managers will arrange further discussion with school leadership members, to negotiate a shared understanding of the request and further confirm some details of the steps to be taken.

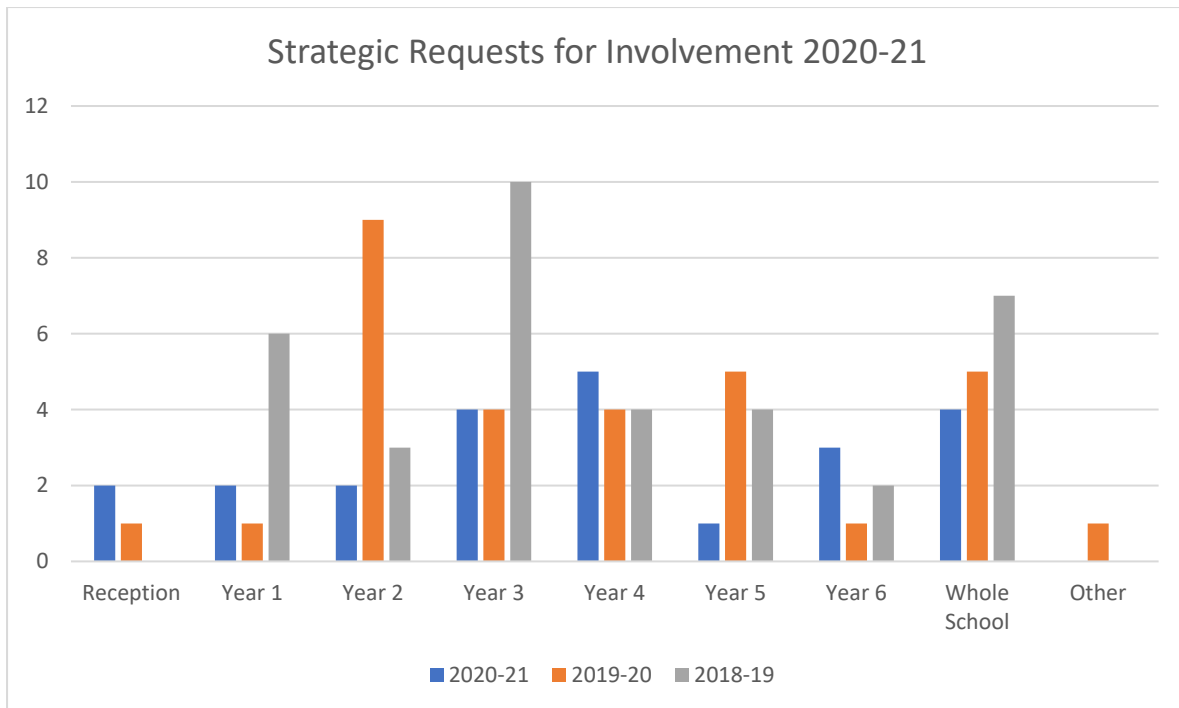
SBSI Requests are generally bespoke and range from whole school Professional Learning days, to individual teacher consultations or ‘solution-focused surgeries’

In 2020-2021 there were **23 Strategic requests** which is lower than normal due to the COVID impact on schools.

In a non-COVID year, 2018-2019, there were 35 SBSI Requests and this reduced to 30 SBSI Requests in 2019-2020. The year in which we had the first lockdowns and when the pandemic impact started.

The interventions for the requests that were made were severely disrupted due to schools being closed, in bubbles or not allowing external visitors. This has meant that a higher number of requests than usual will be carried over to the next academic year.

The chart below shows the distribution of SBSI Requests across year groups:



CONSULTATIVE SUPPORT

As well as strategic requests for involvement for specific year groups or whole school, SWERRL receives a number of requests for consultative support. We attend and contribute to the following forums for consultative support:

- **Consultative Meetings /Discussions (Cons)** – SWERRL attend various consultative meetings, sometimes alongside other agencies and colleagues, to provide a specialist SEMH perspective, in order to support the school in its strategic thinking and planning.
- **Sandwell Chartermark Meetings** – SWERRL have contributed to the action planning discussions, alongside EPS colleagues. Planning arises from the school's audit process and can help address issues of wellbeing across the whole school. SWERRL staff have contributed to actions plans and their implementation.
- **Team around the Child** meetings (TAC) – SWERRL staff attend school-based TAC meetings where they have involvement, and in order to bring a specialist SEMH perspective. These are sometimes initiated by other agencies involved with the family of a pupil known to the SWERRL Team.
- **Outside Agency Meetings (O/S)** – SWERRL staff attend various multi-agency meetings initiated by the school or in some cases by Social Services.
- **STAR meetings** – These are regular, structured 'strategic' meetings, instigated by the SWERRL Intervention Manager, which seek to support schools who seem to have higher levels of Requests, or higher level of need. They can help a school maintain a strategic perspective

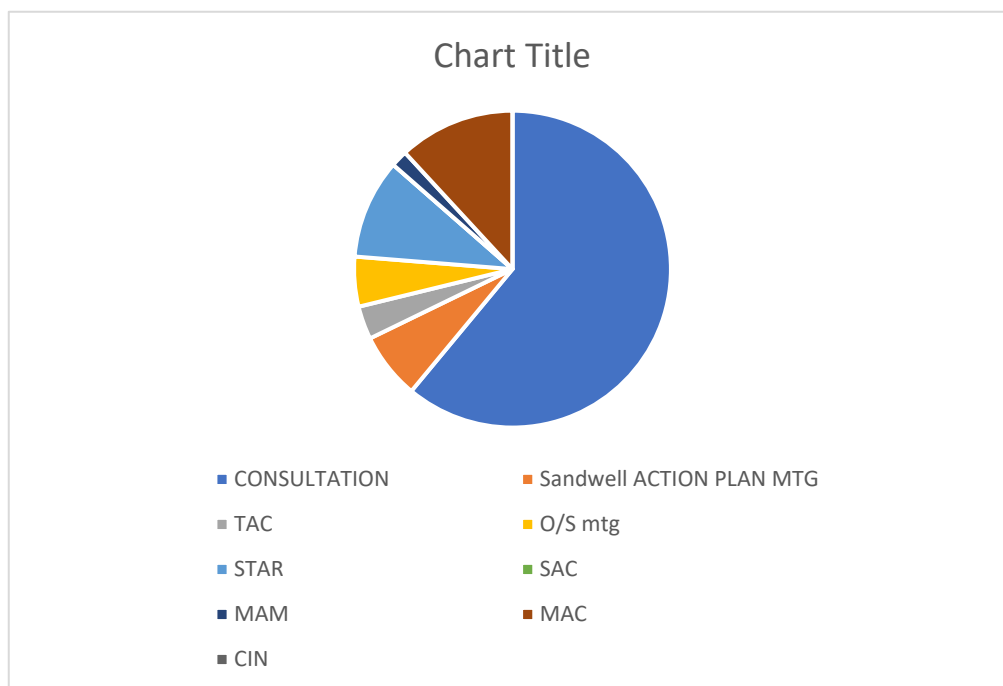
on their SEMH cases, and can help manage priorities when SWERRL availability is more limited than the demand.

- **Support Analysis Consultation Meetings (SAC)** – These are ‘strategic’ discussions with school staff around a particular pupil; when a fresh, solution-focused perspective is needed. SWERRL leadership staff facilitate the meetings and use the school-staff input to review current understandings, planning and intervention approaches.
- **Multi-agency Consultation Meetings (MAC Meetings)** – Schools are encouraged to formally request these meetings, via a ‘MAC Request form’ [See Appendix 4] when a decision to permanent exclude is imminent. The Head of SWERRL helps the school to instigate an urgent multi-agency meeting, other involved agencies are invited where possible and where applicable, otherwise the SWERRL link EP will be invited as a minimum. The meeting is with Senior school staff and seeks to support an immediate re-appraisal of the situation and to consider an alternative pathway to permanent exclusion.

In 2020-2021 x7 MAC meetings were requested and permanent exclusion has been avoided in 100% of cases.

“Child on point of being excluded made immense progress with behaviour following involvement with the SWERRL team.” Enfield Headteache

The data below outlines the number of requests for this academic year.



Using strategic and consultative approaches has become extremely relevant and useful in the pandemic era. The ability to have structured, online conversations, using Microsoft Teams meetings has become invaluable when live, face-to-face meetings or interventions have been unavailable. This digital approach, has on occasions, proven particularly useful to include and engage parents who might otherwise have struggled to attend a live meeting within the school. Some parents, feeling more secure in their home setting, have felt more able to participate and feel heard.

“Recently the school have had some excellent support staff training on pupil and staff wellbeing. The feedback from all staff who took part was very positive and the work around appreciation of each other has really helped staff in the current Covid-19 crisis. “

Enfield Deputy Headteacher

On-Site Interventions

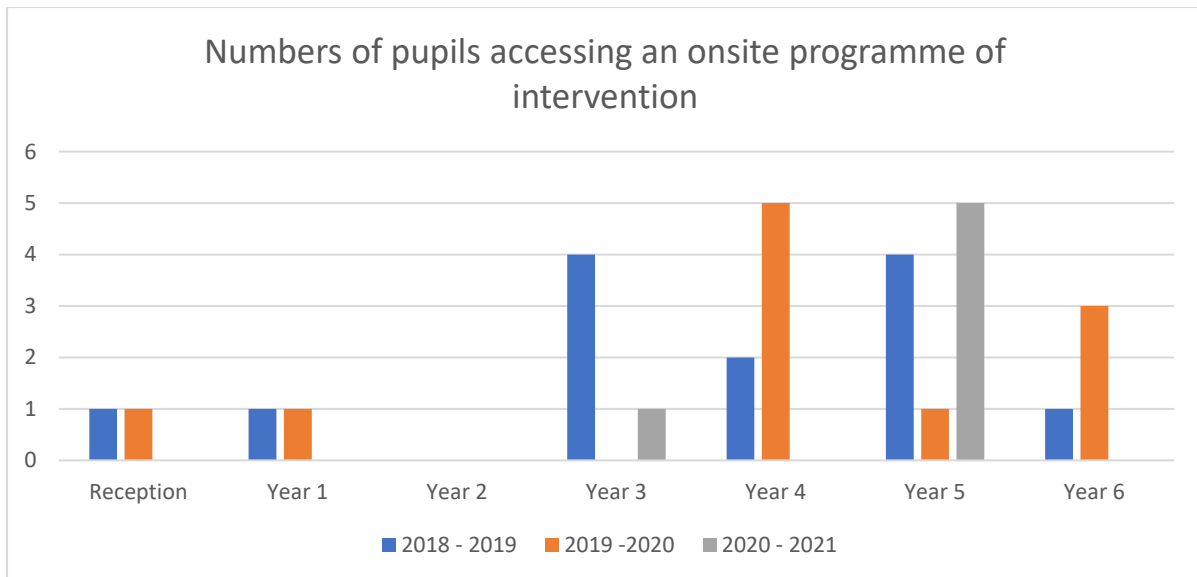
For the academic year of 2020-21 SWERRL provided intense on-site intervention for **6 pupils**.

In previous years the average on-site intake is around 12-15 pupils. The low numbers for this academic year was due to the COVID-19 lockdown which meant that pupils were either at home or being supported in school in much smaller groups.

Onsite activity was also interrupted by the Service being informed it was to be re-located at the beginning of the new academic year. This turned out to be delayed, but preparation had to be made to pack resources and furniture ready for the removal.

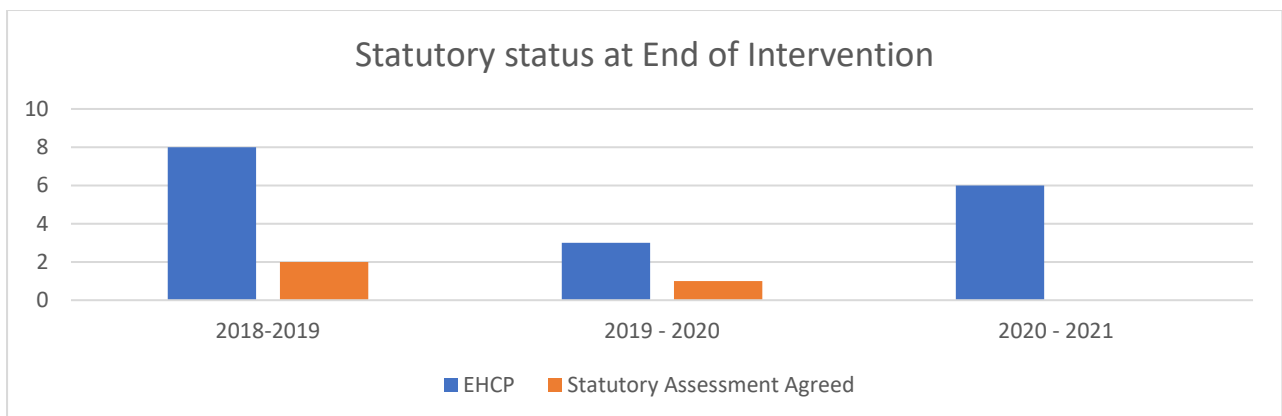
As attendance was more limited during COVID restrictions anyway i.e. due to social distancing requirements and intermittent absence due to COVID concerns or isolation requirements, particular attention was given to supporting re-integration opportunities within their mainstream environment. Attention was given to working alongside an identified key school support staff member. This provided an intensive and practical Professional Learning opportunity for those school to staff to gain understandings about the nature of our work and how that applied to supporting their identified pupil. This went hand-in hand with practical experience of working alongside SWERRL staff and their onsite attending pupil.

The pupils were supported in their developing emotional-regulation skills via a psycho-educational programme and various motivational activities. Most of the pupils were also able to access a weekly session of therapeutic support whilst attending onsite.



As a pre-statutory service all 6 pupils that attended the on-site intervention did not have an Education Health Care Plan (EHCP) at the start of the intervention. The graph below demonstrates their status at the end of the intervention.

In all of these complex SEMH cases SWERRL have supported schools and submitted advice to support the EHCP process.



100% of the pupils attending onsite have successfully re-integrated or have been placed in more suitable specialist setting via their EHC plan.

75% remain in mainstream and

25 % have gone on to specialist provision in Enfield

Multi-Disciplinary Involvement

Multi-disciplinary involvement is an integrated element of both outreach and on-site intervention work

In the academic year of 2020-21 SWERRL consisted of the following multi-disciplinary staff

1 x Systemic Family Psychotherapist (0.3)

1 x Specialist Family Practitioner (IAPT qualified) (1.0)

1 x Speech & Language (Sp&L) (0.2)

1x Art Therapist (0.4)

1 x Educational Psychologist (0.1)

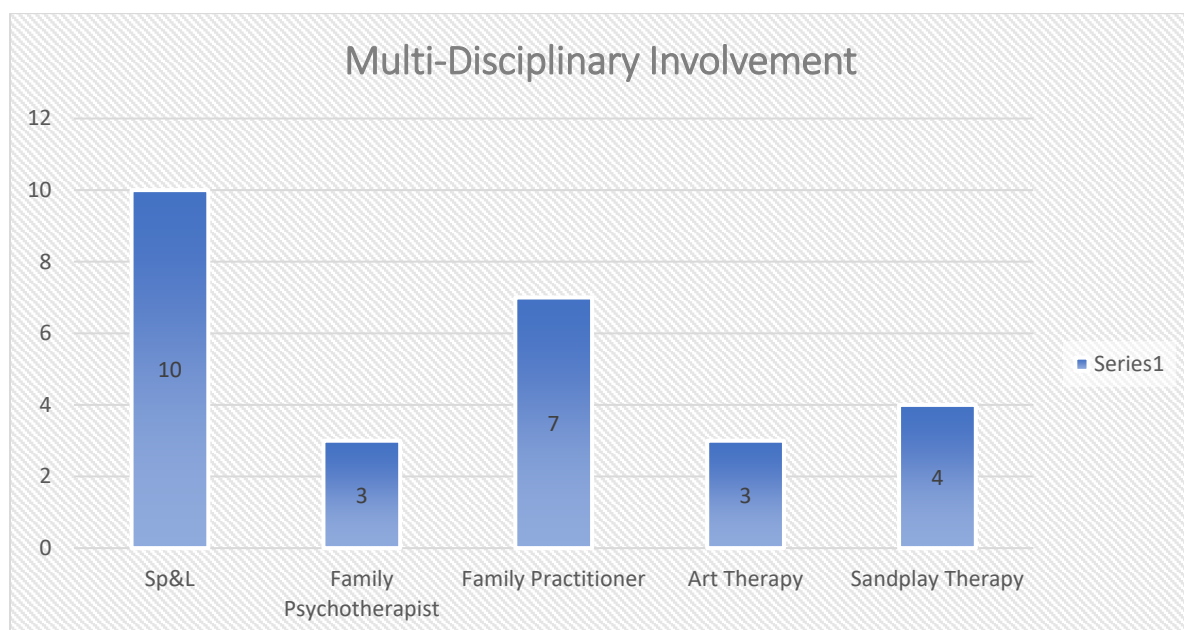
2 x Sandplay Therapist (0.2)

The following graph displays the number of pupils the multi-disciplinary team were involved with.

The COVID pandemic was particularly restrictive to the normal 'face-to-face' basis of therapeutic practice.

In some cases the individual practitioners were able to off-set this by creating over-the-phone or Microsoft Teams online engagement, but this was not always satisfactory or possible.

Whilst sometimes the 'therapeutic work' can be particularly instrumental in supporting the individual pupil or family to engage with a process of change, it is invariably intensive and typically requires sustained intervention over time.



Incredible Years

The Incredible Years Parenting programme is an extensively researched, 12-14 week evidenced-based programme recommended within the NICE guidelines and co-led by CYP-IAPT trained leaders. The course is based on well-established psychological principals including attachment and social learning theories.

Due to the COVID restrictions the IY programme was delivered online between October '20-February '21

Referrals	
Source of referrals	CAMHS, EPS, SWERRL AND Schools
No. of children reached	21
No. of families reached	12

The data below shows the impact outcomes from parents who took part in the Incredible Year's Programme.

Pre-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **15/25**. Post-intervention score for the Brief Parental Self-Efficacy Scale (BPSES) was an average of **23/25**

Average progression of 8 points

Pre-intervention score for the Goal Progress Chart was an average of **4/10**. Post-intervention score for the Goal Progress Chart was an average of **6/10**.

Pre-intervention score for the Family Star was an average **50/80**.

Post-intervention score for the Family Star was an average **58/80**.

There have been improvement and progress in all areas



Below is an example of some of the responses from parents when asked 'What were the main benefits of the Incredible Years Programme?'

"Knowing you are not alone..I will miss the group"

"Gave us all someone else to talk to...we are all in a similar boat"

"Remembering not to dwell on negatives"

"Facilitators have been calm and came with in-depth knowledge"

"Massively helped me to regulate and know what I need to do"

"I am praising myself more"

"We are not alone"

"Thank you for reaching out to us"

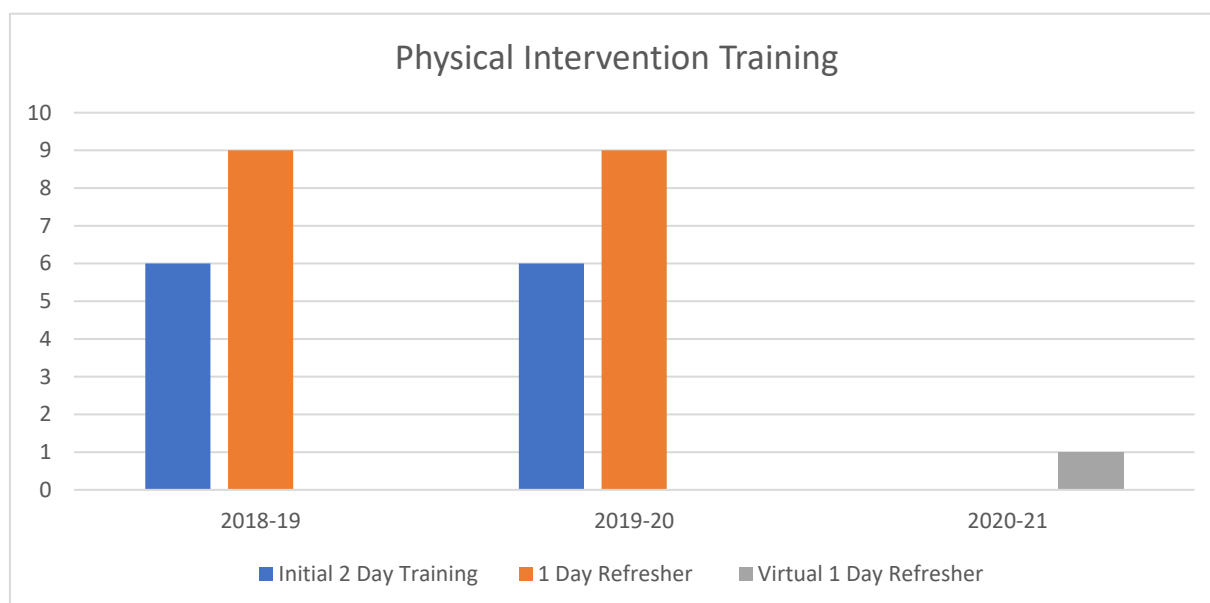
"Thank you for the amazing work you and your team do"

100% of parents would "strongly recommend" the IY Programme to their friends and relatives

Physical Intervention Training and Restraint Reduction

Historically SWERRL Team has delivered physical intervention training (BILD Accredited Approach Training) for the last twelve years. Initially on behalf of School Improvement Service (SIS) until they withdrew this from their CPD programme. SWERRL took the decision to continue the delivery of this training due to its high importance and high demand

The following data demonstrates the number of people borough wide that accessed physical intervention training over the past 3 years.



Each of the previous 'live' training sessions had between 20 -30 school staff participants. The online refresher permitted 48 school staff to access the training session.

In September of 2020 the director of Approach Training surprisingly announced his retirement and the closure of Approach Training as an organisation. This meant that our accreditation as Enfield Approach Training Instructors would ultimately lapse, as it would be reliant upon an annual Instructors Refresher coming from Approach Training and its Director.

The social distancing restrictions arising from the COVID pandemic also made training untenable for most of 2020-2021.

The SWERRL Team offered a 1 Day online Refresher for any previously qualified school staff, in order that they could maintain their competency and accreditation to deliver Approach Training interventions.

The SWERRL Team have attended discussions with Special Schools and Specialist Services who had previously used Approach Training to being to formulate a strategic plan to determine an adequate alternative to Approach Training that could be supported across the Borough and suitably used in mainstream and special schools, and provisions.

This created a timely opportunity to address Restrain Reduction ambitions and the particular Restraint Reduction Network requirements currently applied to physical intervention use in Specialist care and special school provisions.

Over the year members of the SWERRL Team have researched, trained and revised the training available so that the team now has 'PRICE Training' qualified Instructors in-line with other Enfield Special Schools. Additionally, they have worked with PRICE Training to ensure they have a suitably adapted training for mainstream schools that is also commensurate with the promotion of Trauma-Informed practices.

The SWERRL Team have devised a new 2 day initial certificating training and 1 Day annual refresher to match schools' previous experience and expectations. This will be ready to roll out for delivery in the new academic year 2021-2022 (COVID measures permitting). This will be delivered under the umbrella heading of COSIE (Creating Optimally Safer

School Evaluations

As a service, we are always seeking to improve our offer to schools and ensure we are providing a service that is effectively bespoke and impacting. Our aim is to increase staff confidence and competence in supporting pupils' SEMH needs, as well as to strengthen pupils' wellbeing, emotional health, relationships and readiness for learning.

In 2020-2021, given the impact of COVID restrictions on both the work of the SWERRL Team, as well as on school's general capacity, we chose to minimise evaluative demands on school. Evaluations, did however remain in place for school staff involved in joint SWERRL interventions. At the end of their involvement they were asked to rate in three areas, and the data below demonstrates the results:

- When asked *'How helpful was this intervention in supporting your confidence in managing challenging situations with pupils?'*

100% of surveys returned stated they felt 'very confident'
- When asked *'How helpful was this intervention in supporting your confidence in facilitating group work with pupils?'*

100% of surveys returned stated they felt 'very confident.'
- When asked *'Have you achieved the benefits you hoped for in co-facilitating this intervention and how confident do you feel in using the strategies modelled/discussed in supporting pupils in the future?'*

100% of surveys returned stated they felt 'very confident.'

"Thank you for all of your support. We value your service very much and, with the increasing number of children with SEMH needs that are coming into school, you are an essential service."

Enfield SENCo

"As a school we have benefited hugely from the knowledge and strategic problem solving approach by the SWERRL Team. Many children over the years have been enabled to stay in school/class with a reduced risk of exclusion and increased self-esteem and ability to regulate behaviour."

Enfield SENCo

FUTURE CONSIDERATIONS

- At some point in 2021-2022 the SWERRL Team will be re-located to a smaller accommodation - The Park Suit, within Houndsfield Primary School. The Service will need to adapt to the new situation and change of circumstance. The preparation for re-location in 2020-2021, has been stressful, disruptive and time-consuming, and the finalisation of the move will be welcomed.
- As school's return to full-operation, whilst still needing to manage the continued pressures that COVID brings, we anticipate increasing demand going forward. The impact of lock-down and the pandemic experience, on staff and pupil's mental wellbeing has yet to be fully realised. The outlook is that for some their will be increased anxiety, higher levels of stress-related symptoms and diminished resilience. This will inevitably be manifest in pupil's dysregulated behaviours and potentially in school staff's heightened reactions.
- It is also anticipated that there will be growing demand for the SWERRL Team time allocated to both:

 - COSIE Training (Creating Optimally Safer and Inclusive Environments)**, assuming that restrictions will reduce to allow the essential face-to-face nature of the training when introducing 'safe' physical intervention techniques.
The regulations for physical intervention training are such that a minimum of two qualified members of staff are required to deliver to a group of 30 staff, which increases the demand in SWERRL staff time.
 - ETIPS (Enfield Trauma Informed Practice in Schools)** delivery. Member of the SWERRL Team who are ETIPS Champions for the LA , will be in increased demand to support training delivery to schools, provide consultative support as they develop their practices, as well as supporting school ETIPS champion's network meetings.

As specialist staff the Service has finite staffing resource and attention will need to be given to the management of capacity.
- The SWERRL Team will continue to give attention to how successfully the impact of its work can be measured, in ways that capture the nuances and complexities of social and emotional development and progress. As pupil's with SEMH needs are subject to varying degrees of stress, dependent upon context, we will continue to emphasise the importance of stable and supportive school-environmental factors as being key to progress. Pupil's experience of 'trauma' is not quickly integrated, and the 'repair' process requires the ongoing presence of supportive and 'attuned' adult -relationship. The importance of school staff having the capacity of understanding, skills and attitude to provide this, remains paramount to overall outcomes and success.

In other respects, we look forward to the establishment of an effective Local-Authority case-management system to enhance and support our record-keeping and data analysis.

School Request for Individual Pupil Involvement

The specialist multi-disciplinary SWERRL Team supports schools in relation to pupils' Social, Emotional and Mental Health (SEMH) needs prior to statutory assessment.

A school request for SWERRL Team involvement in the case of an individual pupil, requires:

- A completed Request for Involvement form
- A completed SWERRL BRAQ
(Baseline Review and Assessment Questionnaire)
- Parental permission and signature

The nature of SWERRL Team involvement will be individually tailored to each case...

- following a review by the service of the request made ✓
- after gathering further insights, where necessary ✓
- in discussion with the school ✓

On receipt of a completed Request form and BRAQ (via email to the address below) your request will be discussed at the next

Request for Involvement meeting, to consider next steps.

The school will then be further contacted by their allocated SWERRL Intervention Manager

CONTACT DETAILS

SWERRL Team
Primary Behaviour Support Service
Addison House
Addison Avenue
London N14 4AL

Telephone: 020 8441 6448
E-mail: office.BSS@enfield.gov.uk
Head of Service: Nigel Ellerby-Jones

Pupil Details			
Name	Surname	Gender	DOB
Primary Address			
Ethnicity	Religion	Language Spoken	UPN
Please indicate LAC, Special Guardianship Order or Adopted status where known			

Educational History		
Current School	Current Year Group:	Date Started School:
Details of previous schools, with dates and reason for change in school		

SEN Status		
Not identified previously / School Support (please delete)	Date	Main area of need
Has EHC needs assessment been requested	Date	Agreed / Not Agreed
Yes / No (please delete)		
Does the pupil have an EHCP or a Statement of SEN?	Date	Main area of need
Yes / No (please delete)		

Attendance			
Please include current and previous term			
	Overall attendance	Authorised absence	Referral to EWS
Current term			
Previous term			

Exclusions			
Please include current and previous term			
Type: Internal/FTE	Date	No of Days	Reason

Pupil's Core Academic Attainment		
	Last Assessment	Current Functioning
Reading		
Writing		
Maths		

Summary of Pupil's Learning Profile	
Strengths	
Difficulties/needs	
Impact on everyday life	

Form 59

Agencies Involved, Contact Information and Consent Sheet

Service(s) already working with the child and/or family			
Name	Role	Organisation	Contact Details (tel. / email)

Check List for Attachment – Please tick Information Included	
Details of school interventions and their impact	
Last academic report	
Copies of other relevant professional reports – please specify	
<i>Where applicable please provide details of any Developmental or Mental Health assessments, and/or summary outcomes from Therapeutic Interventions</i>	

Named School-Contact Details		
Name and Role	Email	Number
Date Completed		

Parent(s) Name(s)	Address	Contact Number

PARENTAL PERMISSION		
<p>I/We are in agreement with this request for involvement of the Primary Behaviour Support Service SWERRL Team, and for them to have direct involvement, with my/our child as appropriate.</p> <p><input type="checkbox"/></p> <p>I give my consent for PBSS SWERRL Team to share relevant information with other involved services as necessary.</p> <p><input type="checkbox"/></p>	<p>Signed:</p> <p>Name:</p>	

N.B. Please ensure your email includes a scanned copy of the original signed form as proof of parental consent.

For completion by Behaviour Support Service SWERRL Team

Date Received	Referral Meeting Discussion Date



LONDON BOROUGH OF ENFIELD
 SWERRL Team
 (Primary Behaviour Support Service)

Baseline and Review Assessment Questionnaire (BRAQ) for Individual Pupil Involvement Requests

PUPIL:	
SCHOOL:	
Section 1 & 2- completed by:	Name and designation:
Section 3- completed by class teacher:	Name:
Section 4- completed by Headteacher:	Name:

BASELINES	Date Completed:
------------------	------------------------

SECTION 1: Presentation Concerns

Indicate your reasons for making this Request for Involvement.

Would you describe the pupil's behaviour as: (tick any that are appropriate)

- A risk to themselves** e.g. running out of school, putting themselves in danger...
- Physically hurtful to others**
- Aggressive** e.g. threatening, verbally or intimidating of others...
- Destructive** e.g. destroying property...
- Disorderly during unstructured times:** e.g. interrupting others' play, running around inappropriately...
- Disruptive during learning** e.g. calling out, talking over...
- Unco-operative** e.g. refusing to follow instructions...
- Verbally disrespectful** e.g. swearing, saying hurtful things...
- Resulting in them going missing** e.g. leaving the classroom, hiding...
- Withdrawn or withholding** e.g. not engaging, emotionally vacant, refusing to speak...

Identify up to 3 specific behaviours that give rise to most concern. Be as specific as you can about the observed behaviour.

Priority presenting behaviour 1: Name it here, e.g. Unco-operative											
Rate your level of concern	0	1	2	3	4	5	6	7	8	9	10
	Lowest concern						Highest concern				
Describe the behaviour that concerns you and who is affected by it.											
When and where does it typically occur? How frequently and to what severity?											
What strategy are the staff currently using in response and describe the pupil's reaction											

Priority presenting behaviour 2: Name it here, e.g. Unco-operative	
Rate your level of concern	0 1 2 3 4 5 6 7 8 9 10 Lowest concern Highest concern
Describe the behaviour that concerns you and who is affected by it.	
When and where does it typically occur? How frequently and to what severity?	
What strategy are the staff currently using in response and describe the pupil's reaction	

Priority presenting behaviour 3: Name it here, e.g. Unco-operative	
Rate your level of concern	0 1 2 3 4 5 6 7 8 9 10 Lowest concern Highest concern
Describe the behaviour that concerns you and who is affected by it.	
When and where does it typically occur? How frequently and to what severity?	
What strategy are the staff currently using in response and describe the pupil's reaction	

READINESS FOR LEARNING

Negative Indicators	Positive Indicators
Pupil lacks engagement and shows limited interest	Pupil is motivated and open minded with a growth mindset
Pupil is easily distracted and can demonstrate disruptive, attention seeking behaviour	Pupil listens well and responds to instructions
Pupil is anxious about succeeding and is reluctant to attempt unfamiliar material	Pupil sustains concentration and can persevere

0
Worst

1

2

3

4

5

6

7

8

9

10
Best

Please describe any strengths and concerns that have informed your rating choice:

Describe any additional concerns you might have about this pupil
e.g. general health concerns, lack of sleep, etc...

SECTION 3: STAFF MANAGEMENT OF PUPIL

As staff play a key role in helping pupils learn and implement skills in self-regulation, this section should be completed by the pupil's class teacher with input from any other support staff involved.

1. Is there a current Risk Assessment for this pupil?	Y	N	2. Is there a current Management Plan for this pupil?	Y	N
3. How positive is your relationship with this pupil, currently?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Absolutely negative Perfectly positive</p> <p>Your comments: (+ please identify who in school you believe has the best relationship with the pupil)</p>				
4. To what extent does this pupil's presentation impact on your own sense of wellbeing?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Not at all Completely</p> <p>In what ways particularly?</p>				
5. How well do you feel you have been able to understand this pupil's social and emotional needs?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Not at all Perfectly</p> <p>Your comments:</p>				
6. How well have you been able to make adaptations to reduce triggering this pupil's challenging behaviour?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Not at all Totally</p> <p>Your comments:</p>				
7. How successfully have school staff been able to calm the pupil if their behaviour escalates?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Not at all Consistently</p> <p>Your comments: (Please identify any successful strategies that have been used)</p>				
8. How successfully are you able to support this pupil's engagement in learning?	<p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Not at all With consistent frequency</p> <p>Your comments: (Please specify what positive reinforcement you use and what achievements are reinforced)</p>				
9. In what ways have you been able to help this pupil feel included in your class?	<p>Your comments:</p>				
10. What small step of change would you need to see to feel this pupil could be more successfully included in your classroom?	<p>Your comments:</p>				

SECTION 4: RISK OF EXCLUSION:

This Section of the form must be completed with input from the Headteacher with the necessary overview of the school position:

How far from permanent exclusion would you rate this pupil currently?

RISK OF EXCLUSION RATING

***Please note the particular nature of this scale i.e. 0 = most at risk 10 = least at risk**

0	1	2	3	4	5	6	7	8	9	10
Extreme risk of PEx				Moderate risk of PEx						Minimal risk of PEx

Please describe any strengths and concerns that have informed your rating choice:

How do you hope that the SWERRL team could contribute to your management of this challenging situation?

Enfield Primary Behaviour Support Service SWERRL Team

Strengthening **W**ellbeing, **E**motional health, **R**elationships and **R**eadiness for **L**earning

Request for School-based Strategic Involvement

This form can be completed to request SWERRL Team input for areas of strategic SEMH focused development within your school.

NB These referrals do not identify named individual pupils

On receipt of a completed Request form (via email to the address below), your request will be discussed at the next

Request for Involvement meeting to consider next steps.

The school will then be further contacted by their allocated SWERRL Intervention Manager

Please indicate the general nature of request by ticking the appropriate box(es) below, or adding a description

- **Staff SEMH CPL / Training**
- **Consultation-based Support**
- **Whole Class / Year Group Interventions**
- **Strategic Parent Groups / Initiatives**
- **Other** _____

CONTACT DETAILS

SWERRL Team
Primary Behaviour Support Service
Addison House
Addison Avenue
London N14 4AL

Telephone: 020 8441 6448
[E-mail: office.bss@enfield.gov.uk](mailto:office.bss@enfield.gov.uk)
Head of Service: Nigel Ellerby-Jones

SCHOOL _____

SCHOOL CONTACT _____ POSITION _____

TELEPHONE No. _____

NAME OF CLASS TEACHER(s) _____
(If appropriate)CLASS NAMES / YEAR GROUP _____
(If appropriate)**OUTLINE OF REQUEST**

Please detail previous work / strategies that have been used to address the above request or attach relevant documentation as appropriate.

Date initiated and duration	Previous Work / Strategies	Outcome

School Staff
Signature _____ Date _____

Name _____ Position _____

For completion by Primary Behaviour Support Service SWERRL Team

Date Received	Request for Involvement Meeting Discussion Date

School request for urgent Multi-Agency Consultation

This form should be used to identify a primary-aged pupil at extreme risk of permanent exclusion, where the school's preventative action would benefit from multi-agency consultation

What has prompted this request?

(i) Describe factually why this case is at such high risk

What has prompted this request?

(ii) What outcomes are you hoping for, and how would you imagine that MA Consultation could support that?

Pupil Details

Initials	Gender	DOB	Ethnicity	Religion	Language Spoken

Pupil's Learning Profile

Strengths	
Difficulties/needs	
Impact on everyday life	

SEN Status/Assessment

Not previously identified / School Action (please delete)	Date	Main area of need
Has EHC needs assessment been requested? Yes / No (please delete)	Date	Agreed / Not Agreed
Does the pupil have an EHCP ? Yes / No (please delete)	Date	Main area of need
Please identify any other 'assessments' this pupil has undergone or is undergoing e.g. ADHD, Autism, Sp&Lang, etc. State when, by whom and outcome if known		

Family and Environmental Factors

Please highlight **(with the agreement of the parent/carer)**

- any significant family events, past or current, of loss or trauma
- any distressing circumstances, past or current, related to housing or family break-up
- any issues, past or current, which might have impacted upon the pupil's wellbeing or developmental progress

NB This privileged information will be treated respectfully

--

Service(s) already working with the family

Name	Role	Organisation	Contact Details

Intervention History

What help has been offered so far from school or other agencies

--	--	--	--

Named School-Contact Details

Name and Role	Email	Number

This completed form should be emailed to:

Office.BSS@enfield.gov.uk

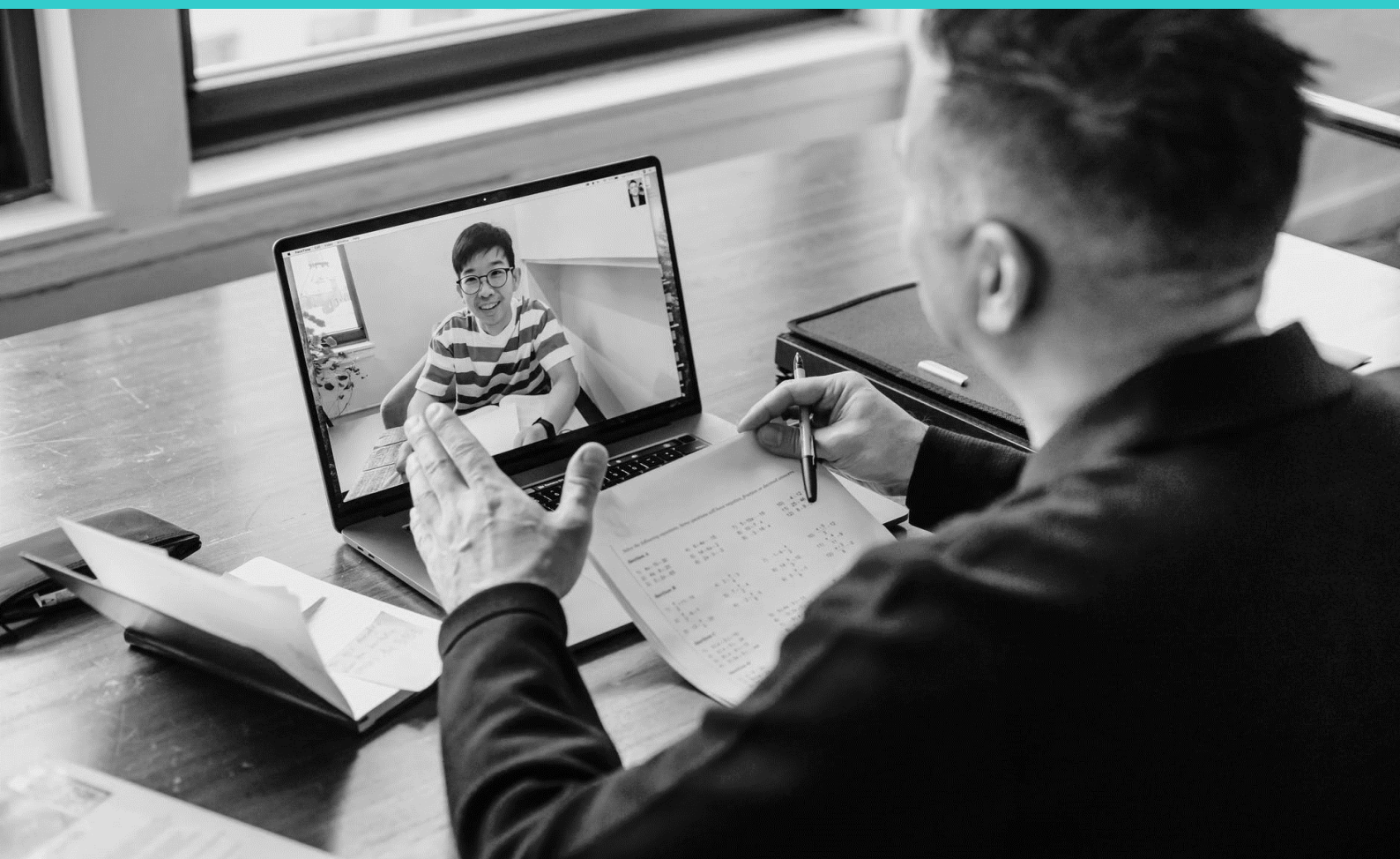
Nigel Ellerby-Jones (Head of Primary Behaviour Support Service) will forward this information to EPS colleagues, and will contact you further when he has established a mutually convenient date for joint attendance at a school-based Multi-Agency Consultation (MAC) meeting.

If you require any further discussion please contact

Nigel Ellerby-Jones (PBSS) Tel. 020 8441 6448

Secondary Behaviour Support Service

Annual Report 2020-21



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Overview

The Enfield Secondary Behaviour Support Service (SBSS) works collaboratively with schools and children's services to improve pupils' behaviour, promote inclusion and support students that are educated in alternative provisions. It can be challenging for schools to address poor behaviour and work with disaffected pupils, particularly when cases are complex and require specialist knowledge. In these cases, SBSS provides robust and intensive support.

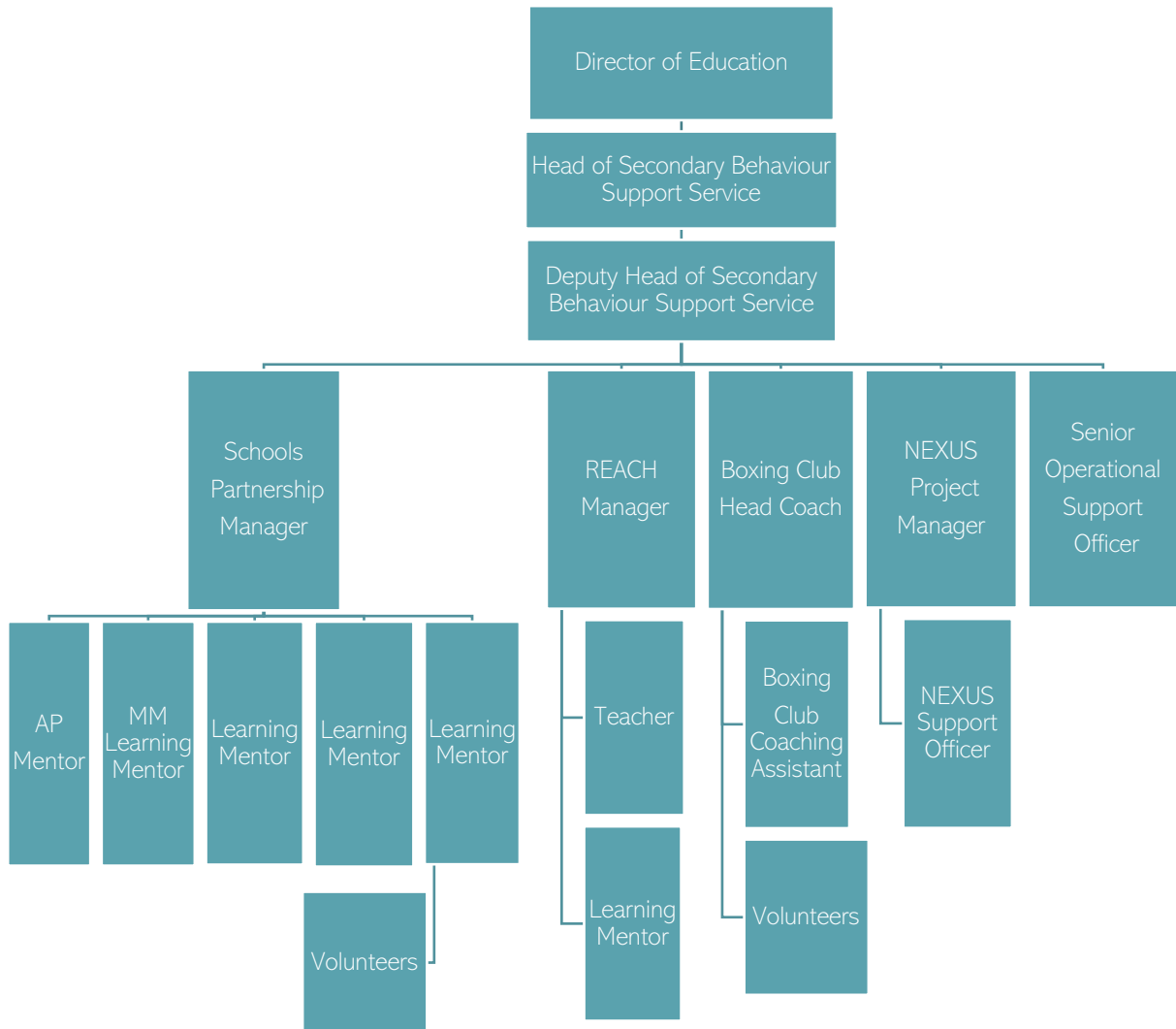
Within SBSS, there are 3 teams – Outreach & Alternative Provision, REACH and NEXUS. REACH is based at the Newbury site, whereas the latter teams are based at the Swan site.

The service is funded by the Dedicated Schools Grant, but NEXUS is funded by the council.

Due to the COVID-19 pandemic, our service delivery was affected in 2020-21 and we have revised our processes to continue supporting schools through this pandemic.



Staffing Structure



Highlights

Outreach

- Enfield's permanent exclusion rates were below the national average for a second year in a row.
- 0 of the learners the Outreach team worked with were permanently excluded for the second year in a row.
- Referrals made to Outreach totalled 177 which is the highest total received in several years.

Alternative Provision

- The overall retention rate for places of students in Alternative Provision by SBSS during 2020/21 was 100% - no students were issued with a permanent exclusion for the second year in a row
- 93% of Year 11 learners achieved an English qualification and 86% of Year 11 learners achieved a Maths qualification in either GCSEs or functional skills

REACH

- REACH received referrals from Aylward, Broomfield, Chace Community, Enfield County, Ark John Keats, Lea Valley Academy, Oasis Academy: Enfield, Oasis Academy: Hadley, St Anne's, St. Ignatius, Southgate and Winchmore.
- Out of the 22 referrals made this academic year, 15 of the learners have returned to their original schools. 4 learners have been placed on a Managed Move and 3 have moved out of the borough.
- REACH has had another successful year with 69% of the learners returning to their original school after leaving REACH. This is positive considering the changes made to the REACH program due to the COVID-19 pandemic where REACH accommodated learners that had come from Fair Access Panels where the only outcome was to be a Managed Move.

Behaviour Panels

- 4 Behaviour Panels were carried out and a total of 16 students were seen from 3 Enfield secondary schools. Due to the COVID-19 pandemic, school visits were greatly limited, and this affected the delivery of behaviour panels.

NEXUS

- All 23 secondary schools in Enfield have received at least one intervention or accessed a project through NEXUS Enfield.
- 5,312 children and young people have now participated in mentoring programmes or workshops in Enfield secondary schools run by both NEXUS and our partners.

- 1,903 members of staff have received training that has been commissioned by NEXUS. This training includes Pivotal Education/positive behaviour management, anti-racist teaching and unconscious bias, restorative practices and Fearless Crimestoppers
- The NEXUS project's Family Liaison Officer has supported 60 families using solution-focused therapy.

Outreach

1:1 Referrals

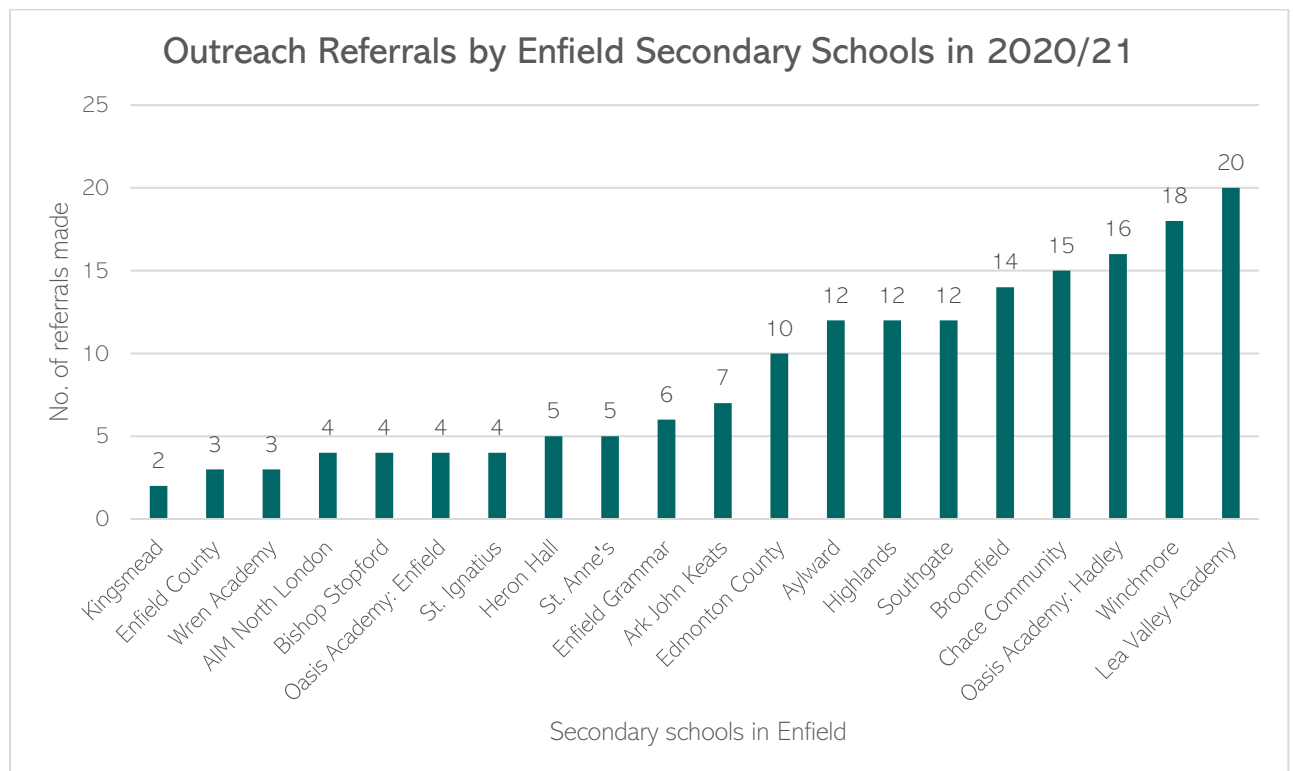
The referral form is used to refer a student for 1:1 mentoring. Using the information from these referral forms, this report has been produced as well as allowed the identification of any patterns and areas of concern.

177 1:1 referrals were received for SBSS mentoring support during this academic year. Comparatively, this increase in referrals is substantial considering the number of referrals received in 2019/2020 which was 112. However, it must be noted that the COVID-19 pandemic greatly impacted the number of referrals received due to the repeated shut down of schools.

Adapting to the needs of schools due to the COVID-19 pandemic, Outreach delivered drop-in sessions for schools. Schools were able to refer children without a form for a soft mentoring approach, and any concerns identified, such as feelings of anxiety surrounding returning to school, were reported to school links. Drop-ins were delivered from September 2020 to December 2020, and then again after lockdown from March 2021 to April 2021. Over 1,000 students were seen over these periods.

Of the 177 referrals made in 2020-2021 alongside the students that the BSS Outreach team worked with, 0 students were permanently excluded. As well as this, every secondary school in Enfield has referred to SBSS.

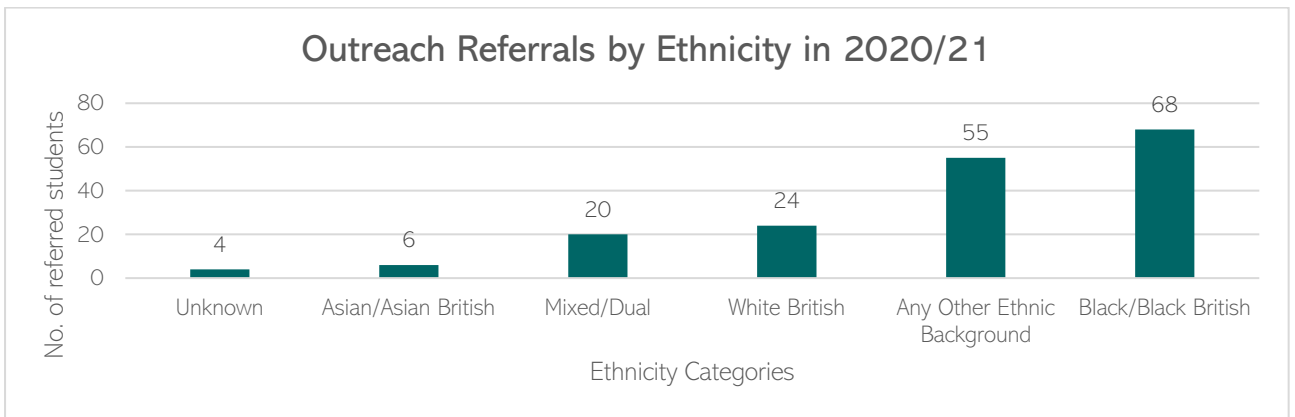
The graph below shows the data for the referrals made by secondary schools in Enfield. One referral was made by The Compton in Barnet as well.



Outreach Ethnicity Data

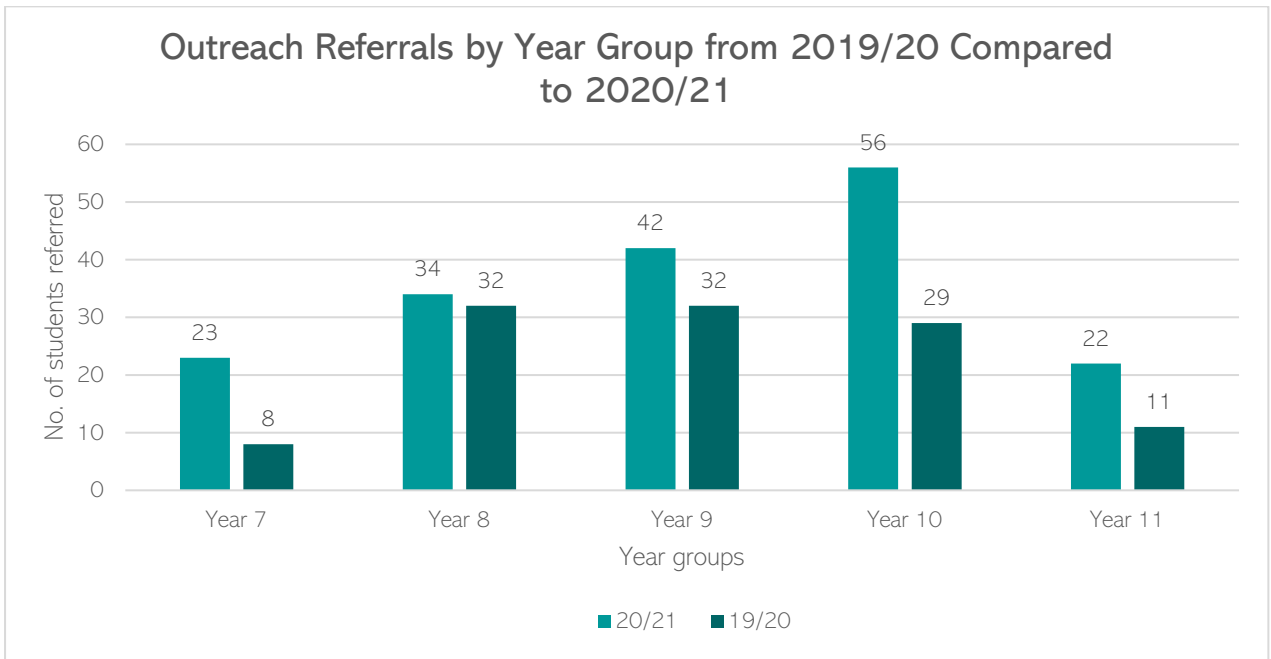
Using the key below, the ethnicity data for referrals is shown in the following graph:

White British	White British
Black/Black British	African, Caribbean, any other Black background or those identified as Black British
Mixed ethnic background or dual-identity	As described
Asian/Asian British	Indian, Pakistani, Bangladeshi, Chinese and any other Asian background
Any other ethnic group	European, Middle Eastern and Arab, or any identified as White other background, and any other background
Unknown	No ethnicity data was received



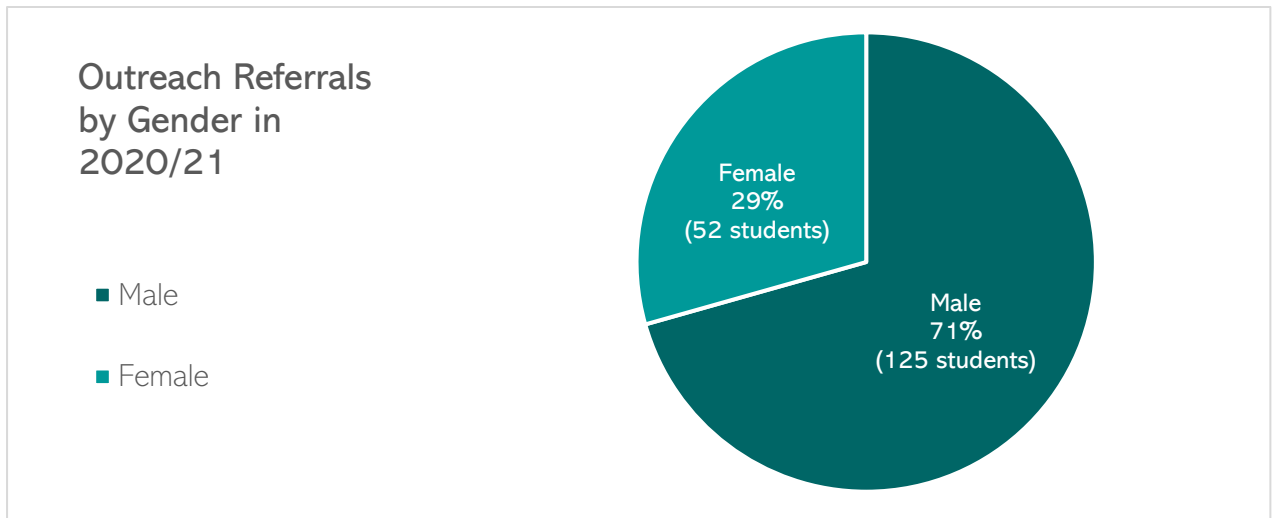
Outreach Year Group Data

The data for the student year groups is shown below with data from the previous year for comparative purposes:



Outreach Gender Data

The data for the student genders is show below:



Outreach Group Work Data

Due to the COVID-19 pandemic, group work was not delivered in the same format as years prior. One online session for vulnerable girls in St. Anne's school was provided. This was well received.

Alternative Provision

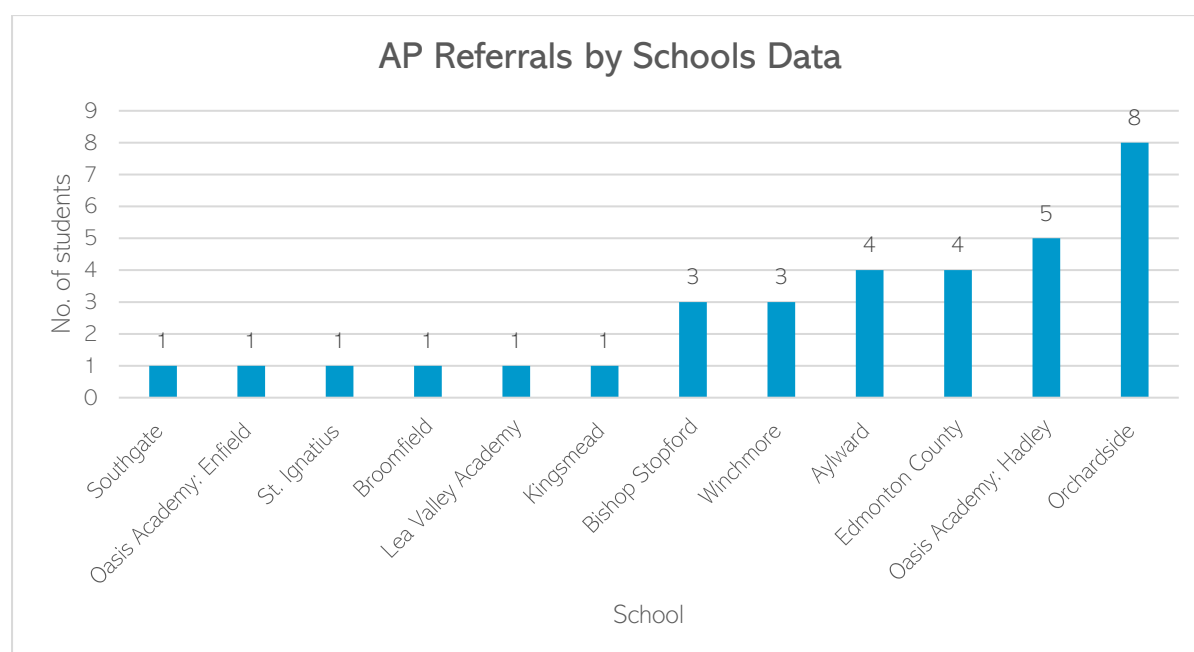
In total, Alternative Provision (AP) worked with 59 students during 2020/21. These pupils attended alternative provisions within the boroughs of Enfield, Walthamstow, Hackney and Haringey. AP worked alongside other boroughs, these include Buckinghamshire, Greenwich, Suffolk, Ealing, Harrow and Hertfordshire.

Student data for AP is provided below:

- 9 students were Looked After Children (LAC)
- 6 students met the threshold for Education and Health Care Plans

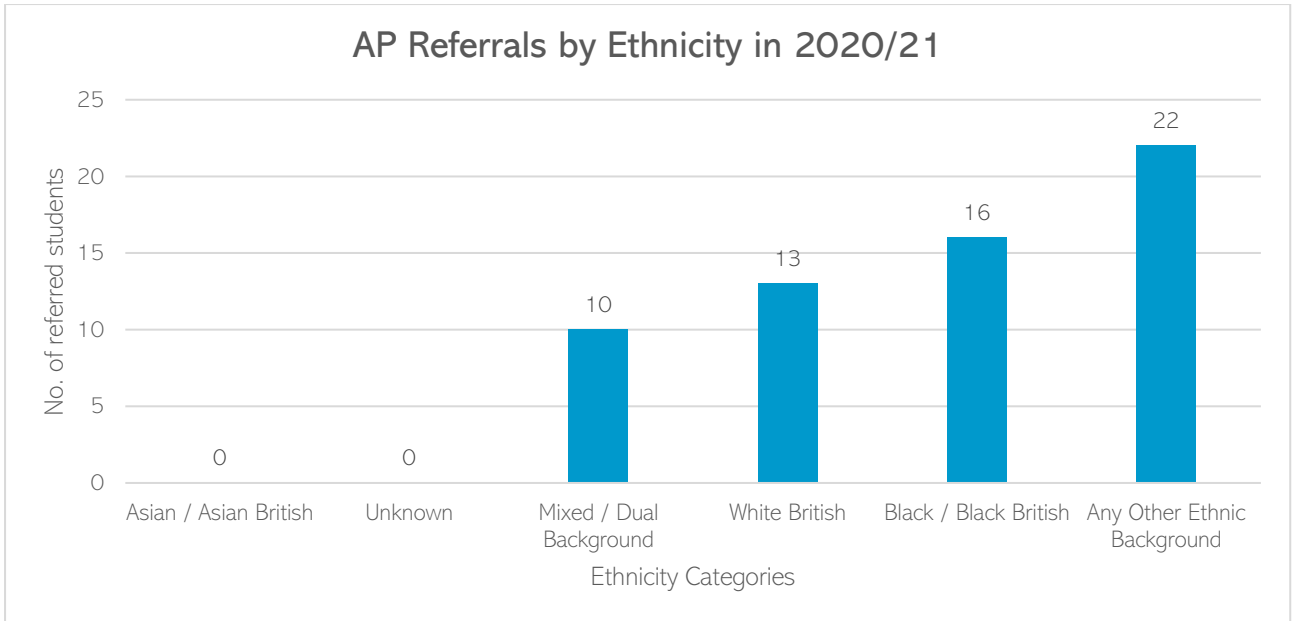
AP Referrals by Schools Data

33 of these referrals were dual-registered with schools and 26 were direct from admissions

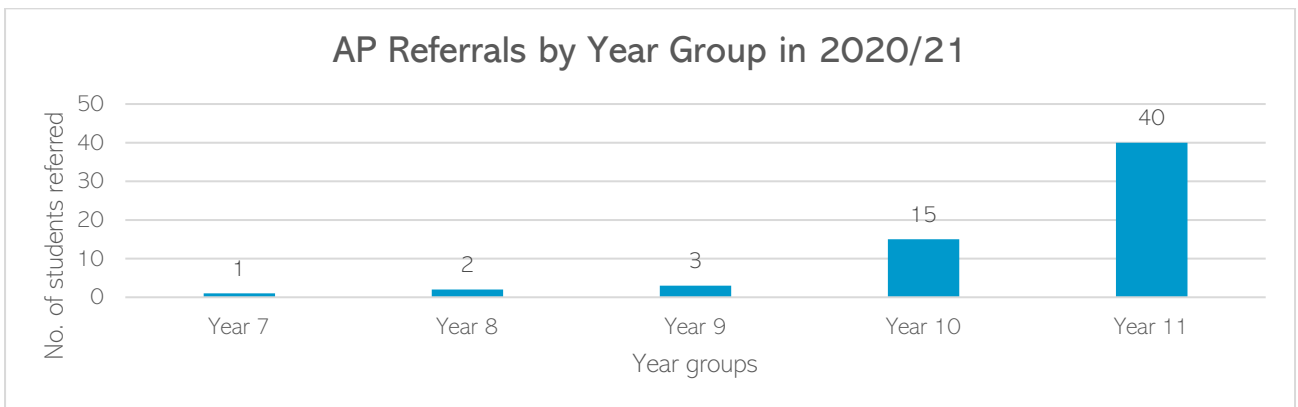


AP Ethnicity Data

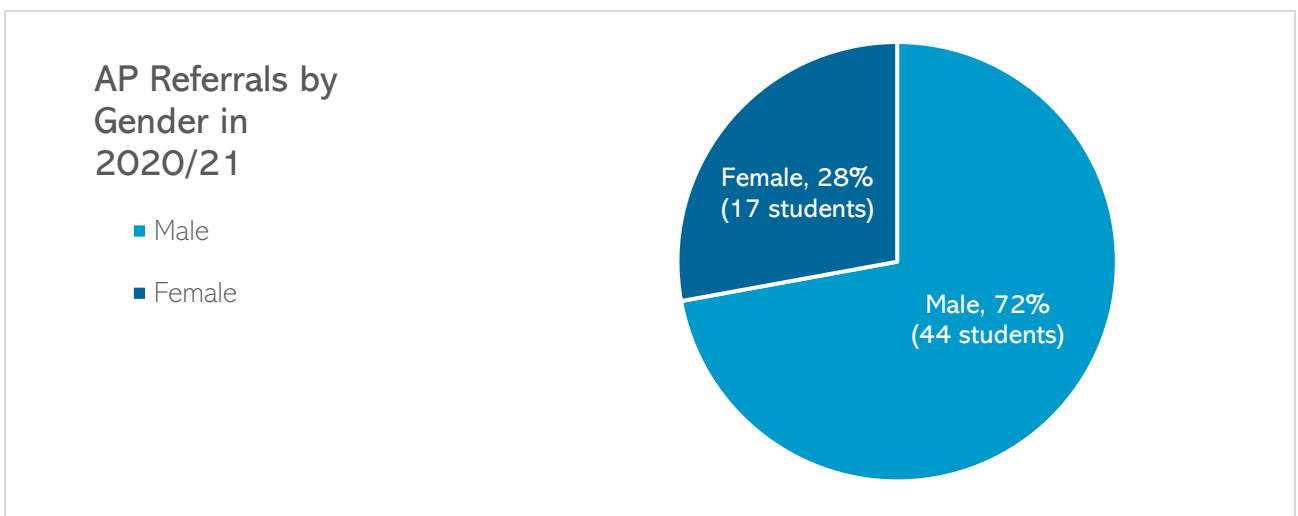
White British	White British
Black/Black British	African, Caribbean, any other Black background or those identified as Black British
Mixed ethnic background or dual-identity	As described
Asian/Asian British	Indian, Pakistani, Bangladeshi, Chinese and any other Asian background
Any other ethnic group	European, Middle Eastern and Arab, or any identified as White other background, and any other background
Unknown	No ethnicity data was received



AP Year Group Data



AP Gender Data



AP Retention Rate

The overall retention rate for 2020/21 was 100% as no pupils within AP were issued with a permanent exclusion for the second year in a row.

AP Achievements

In the Summer Term, 32 students in Year 11 were still within AP. Throughout the year, several students moved out of the borough. 27 were entered for exams which were online due to the ongoing COVID-19 pandemic.

AP Attainment

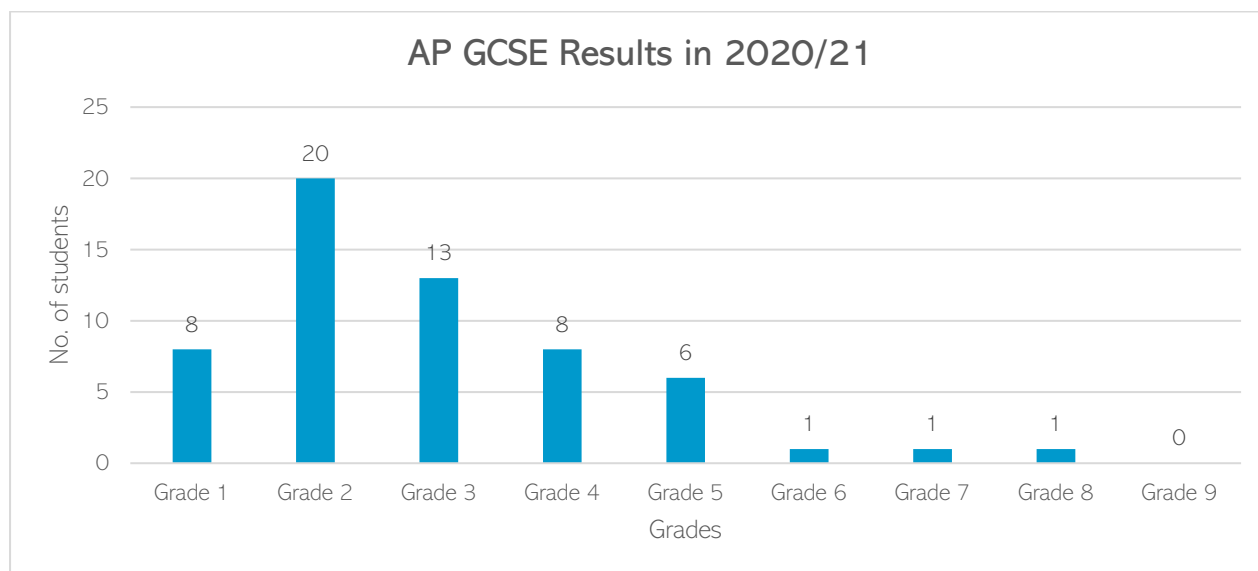
96% of learners achieved an English qualification and 89% of learners achieved a Maths qualification in either GCSEs or functional skills.

AP Attendance

The overall attendance for our learners within AP was 55% for 2020/21, this is a 10% increase in comparison to 2019/20. The COVID-19 pandemic continued to have an impact on attendance this year. We also had learners who were placed on reduced timetables or received weekly private tuition which significantly impacted the overall attendance figure. Authorised absences across all provisions was 17%.

AP Exam Results

The following graph displays the GCSE attainment in AP:



SBSS Funded Placements for Schools

There were 2 referrals from Fair Access Panels, SBSS funded the placements below:

Name	Year Group	Provision	Cost
AL	7	Fresh Steps	£33,000
QG	8	AES	£9,280

REACH

Background

REACH originally was an 8-week programme designed for 8 -10 learners in Year 9. It is based at the Newbury site and is focused on impacting behaviour and developing essential skills. Due to the COVID-19 pandemic, REACH has had to change their programme delivery for this academic year. However, the aim of reintegrating all learners into school after the programme remains.

Instead, REACH offered a "Roll In, Roll Out" service. This meant that the learners had different start and finish dates. REACH also took on learners from Year 8 - 10 as well as those put forward for a Managed Move to provide a fresh start. Students attended for 6 weeks instead of the typical 8 weeks, and this is reflected in the number of referrals.

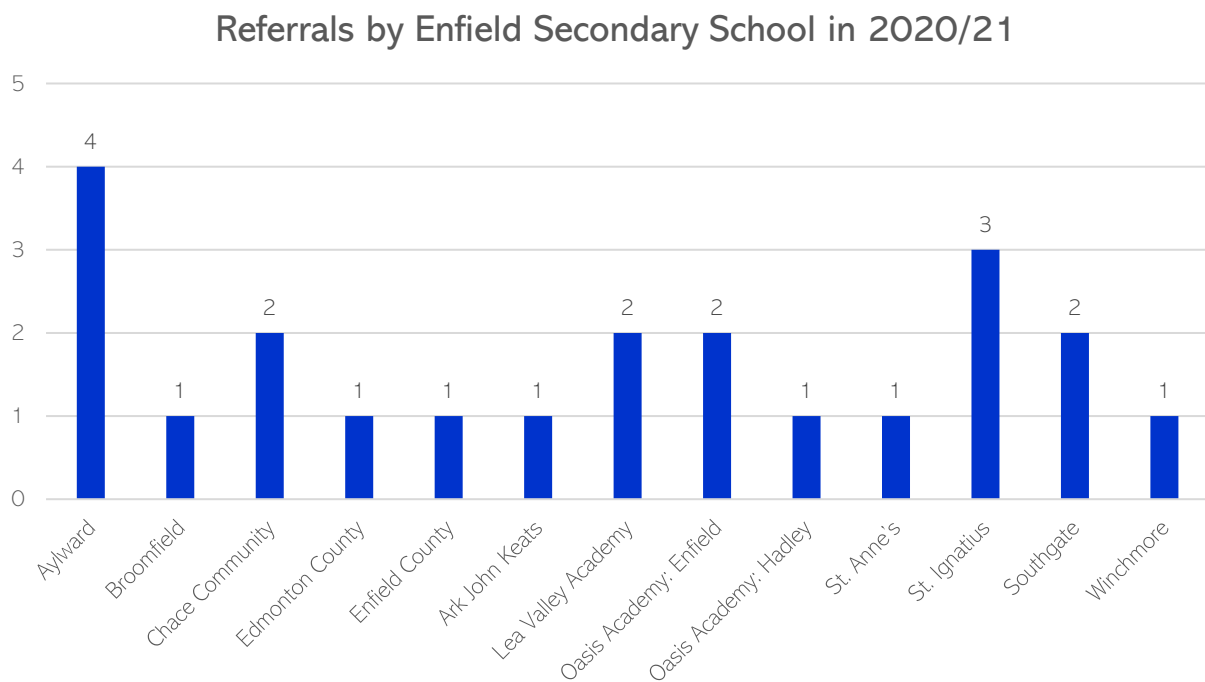
Referrals

The REACH referral form is used to refer an individual to attend the REACH program. This consists of 8 weeks on-site and 3 weeks of transitioning back into school. This is done with the support of their key worker or mentor from REACH. Using the information from the referral and evaluation forms, this report has been produced as well as allowed the identification of any patterns and areas of concern.

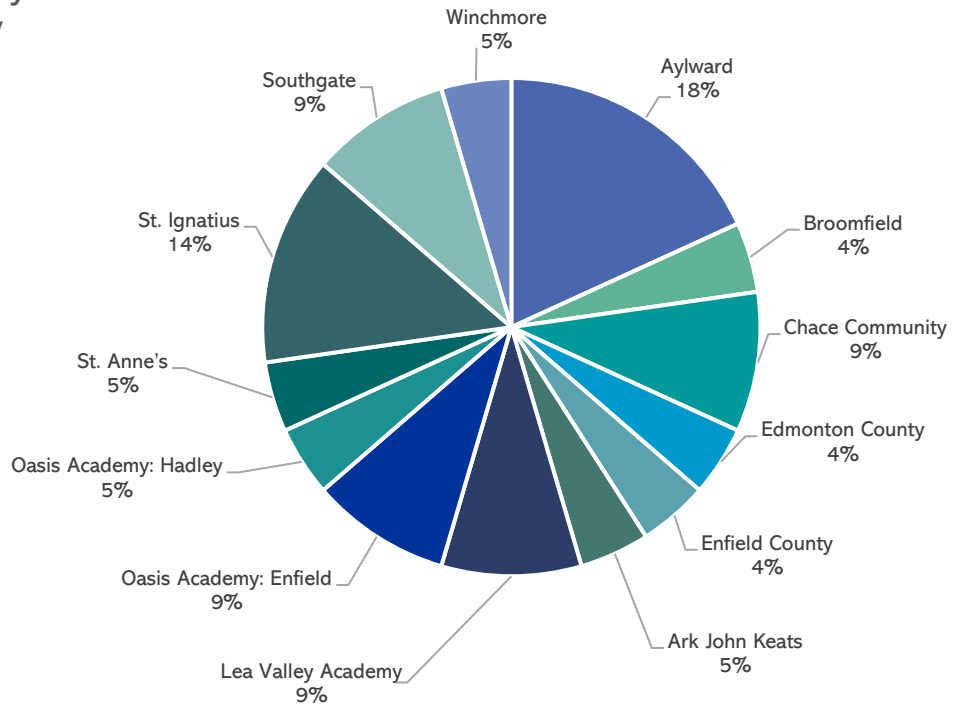
REACH Referrals Data

21 referrals were received through the REACH referral form and Fair Access Panels this academic year.

Referrals were made by 13 secondary schools. The following graph displays this information.

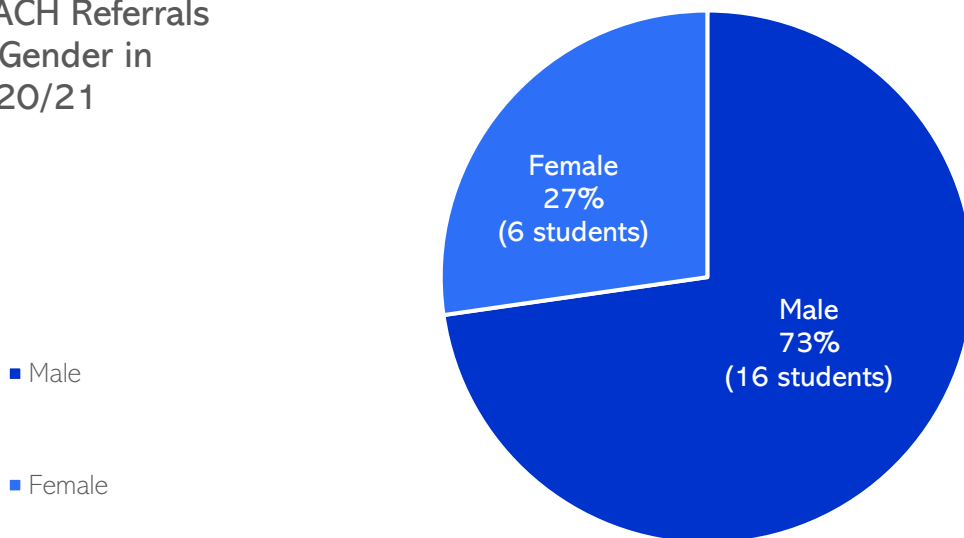


Referrals of Students by Secondary School in 2020/21



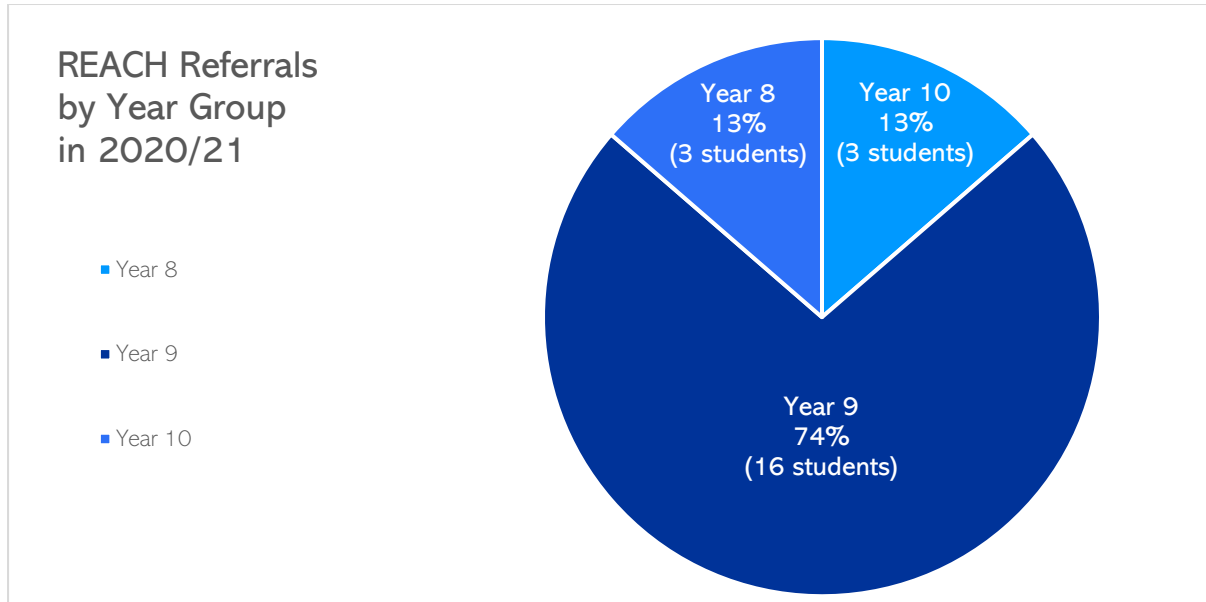
REACH Gender Data

REACH Referrals by Gender in 2020/21

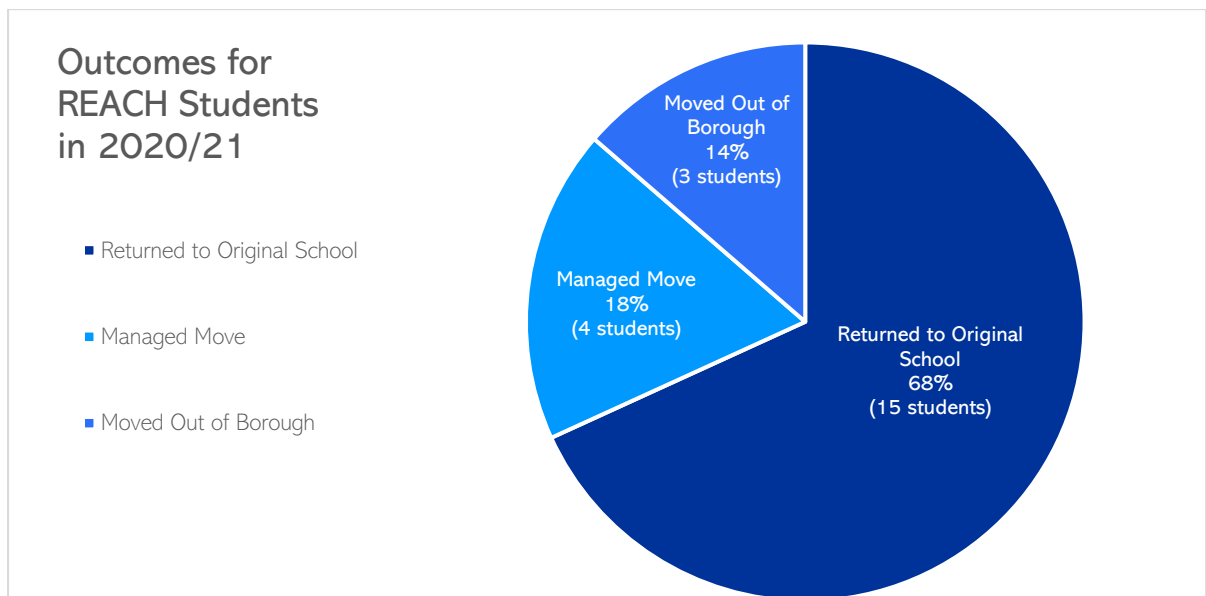


REACH Year Group Data

Due to the changes REACH made for the 2020-21 academic year, the year groups that were accepted changed from only Year 9 to include Year 8 and Year 10 as well.



REACH Outcomes Data



Out of the 22 referrals made this academic year, 15 of the learners have returned to their original schools. 4 learners have been placed on a managed move and 3 have moved out of the borough.

Reports have been written and recommendations for the learner and teaching staff have been made to help the learner have an effective reintegration into school.

REACH will continue to follow these students and support them as needed.

Evaluation

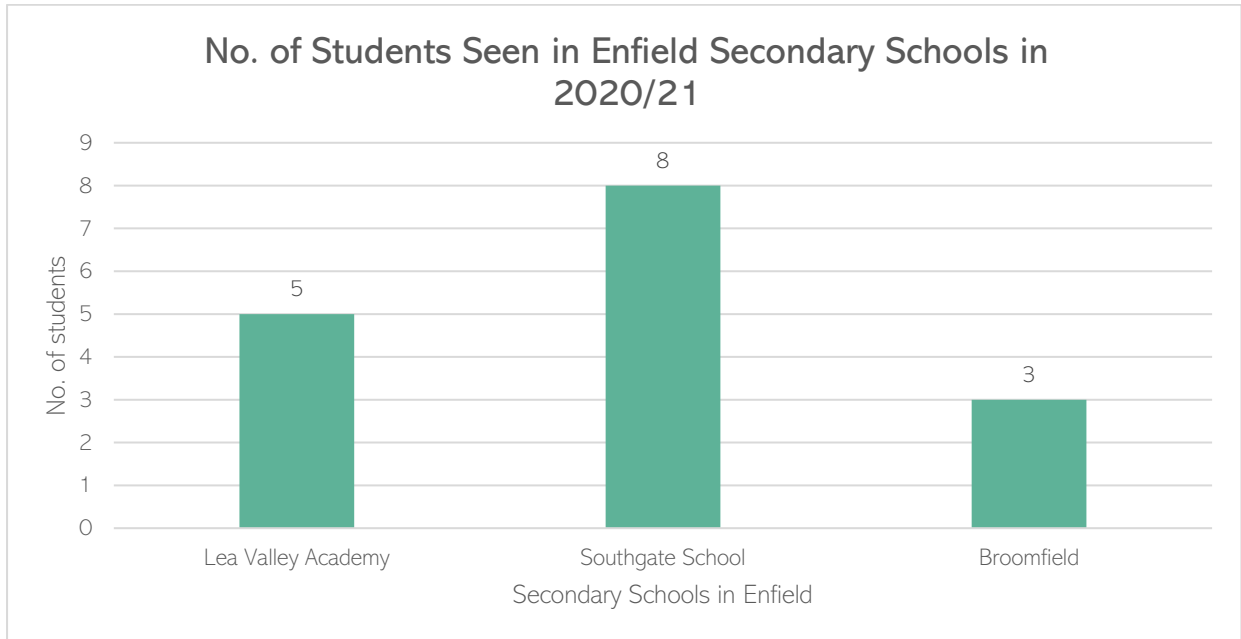
As mentioned, REACH made many changes to its programme delivery this academic year to ensure the best possible support was given to schools.

The REACH intervention was shown to positively impact on pupil progress in engagement, self-esteem and self-regulation which are monitored in their evaluation forms. Overall, pupils were positive about their experience. Pupils found their involvement in the REACH programme and the mentoring sessions/groups empowering, and were able to self-reflect, identify their strengths and challenges, and discuss ways forward.

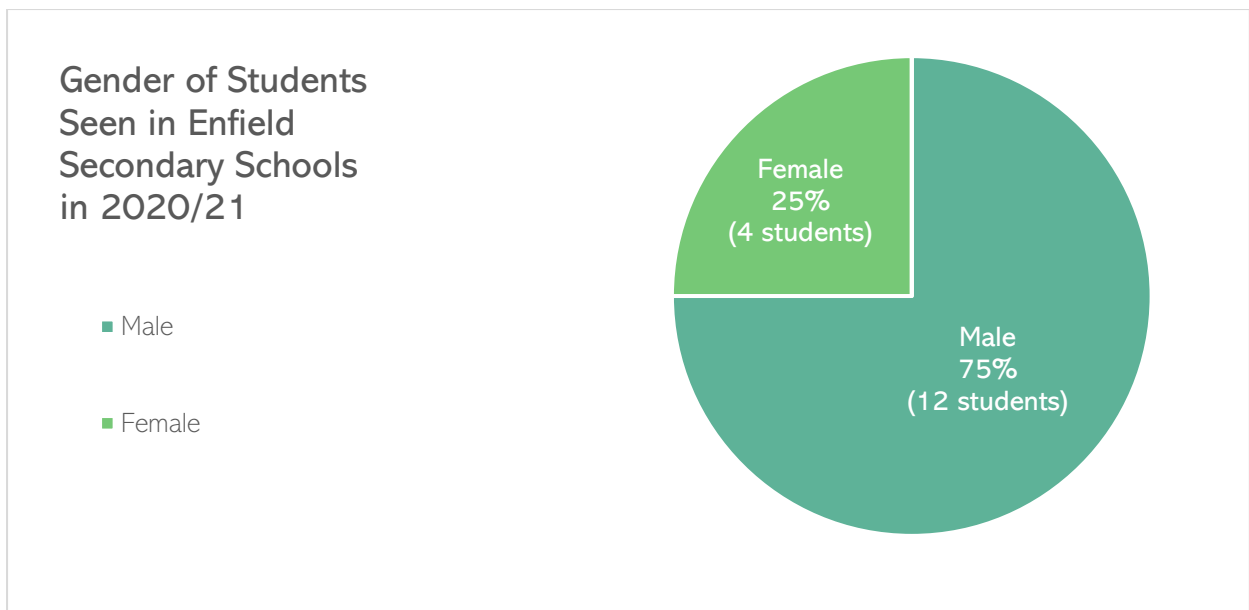
REACH has had another successful year with 69% of the learners returning to their original school after leaving REACH and only 4 being placed on a Managed Move. This is positive considering that REACH accommodated learners that had come from Fair Access Panels where the only outcome was to be a Managed Move.

Behaviour Panels

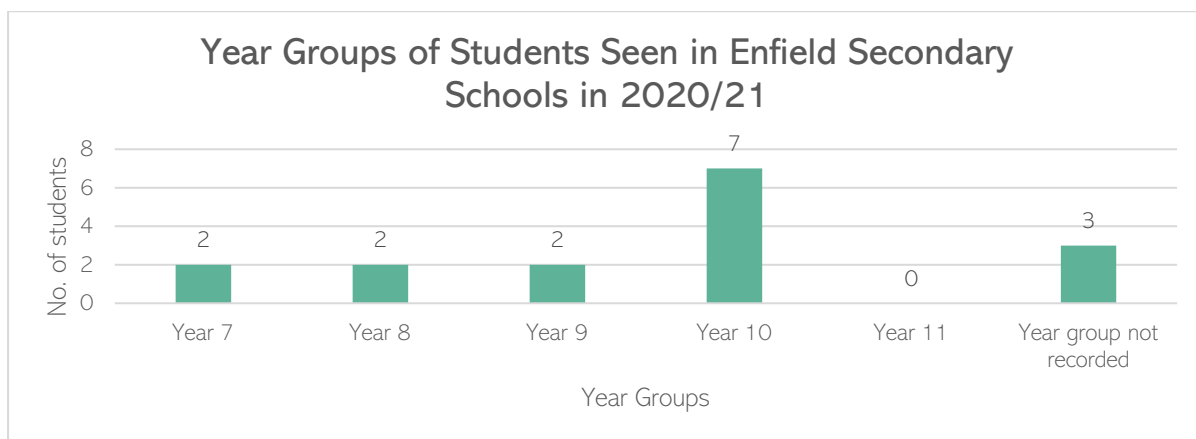
Due to the COVID-19 pandemic, visiting schools was limited. This is reflected in the behaviour panels (BP) data. There were 4 behaviour panel meetings organised for this year in 3 secondary schools. The total number of students seen were 16. Only 1 emergency behaviour panel took place this academic year and no students seen were permanently excluded. Family Based Solutions offered parental support in behaviour panels – 5 families considered this.



BP Gender Data



BP Year Group Data



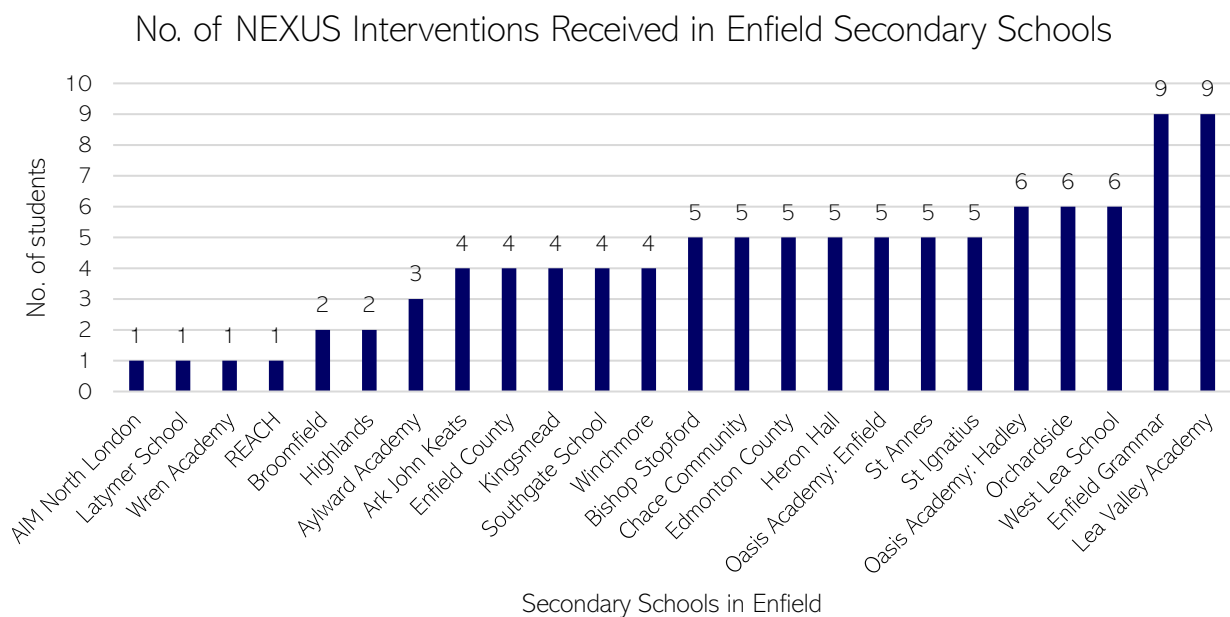
NEXUS

Given the increase in youth crime, violence, and exploitation in previous years in the borough, Enfield Council has provided funding to create and/or commission a range of interventions and diversionary activities to tackle these issues. NEXUS Enfield is at the core of this offer as a community project led by Enfield's Secondary Behaviour Support Service.

The aim of NEXUS is to connect with young people, parents, schools, the voluntary and community sector, faith groups, local businesses, professionals and the police. This is not only to make Enfield a safer borough to live in, but to empower our community to unite together and stay connected by cultivating positive relationships.

As NEXUS engages the community and aims to increase safety, there is a presumption that there will be a decline in youth crime. However, it must be noted that it is difficult to measure this as it is unknown what proportion of young people who are involved in NEXUS would have become enmeshed in criminal activities without it. There is clear evidence that young people respond well to diversionary activities and that pupils who are in school are less likely to become involved in criminality.

In the last academic year, all 23 secondary schools have received some form of NEXUS intervention. A total of 4,529 students participated in NEXUS programmes or workshops across Enfield in secondary schools last year, bringing the total number of children engaged to 5,312.



Supporting Children and Young People in Schools

Butterfly Project

The Butterfly Project empowers girls and young women. It aims to build self-esteem, confidence and resilience of girls and young women through coaching and mentoring. They provide a specialist work programme that cover subjects such as body image, strengths, relationships, decision-making, goals and the challenges that girls and young women face.

The Butterfly Project has mentored a total of 286 students across 12 secondary schools, including Orchardside Pupil Referral Unit.

BTEG – Routes 2 Success

Routes2Success is a positive ethnic minority role-models workshop run by the Black Training and Enterprise Group. It supports children and young people who have a Black or ethnic minority background with careers advice, entrepreneurial skills, making positive choices and guidance to overcome obstacles.

Routes2Success workshops have been delivered to 289 children and young people across 6 secondary schools and 2 primary schools.

Platinum Performing Arts – Power 2 Make a Change

Power 2 Make a Change is a programme that uses the creative arts as a tool to deliver a platform for young people to have a voice. They support young people and build their confidence along with the ability to choose the right path.

Traditionally, Power 2 Make a Change is turned into a staged production which explores the lives of young people through performing arts. However, due to the COVID-19 pandemic, they developed this project into a short film, involving young people within our community. The film follows the lives of four teenagers and explores social issues that our young people face today.

The Power 2 Make a Change programme has been delivered to 330 children and young people from 8 secondary schools, using performing arts and giving children the opportunity to tell their story. The film has received over 1,500 views.

Family Liaison Officer – Family Based Solutions

NEXUS has commissioned a Family Liaison Officer from Family Based Solutions who uses solution-focused therapy to provide mediation to families. Since 2019, Jason has closed a total of 60 cases and is currently supporting 7 families with another 30 on the waiting list. He has also provided single sessions of solution-focused therapy to 72 young people at risk of exclusion in Enfield Secondary schools.

Holler

Holler is a project that has created a network of likeminded people to inspire the next generation by delivering inspiring school assemblies. These accomplished people (Holler Inspirers) share their story in a bid to raise the aspirations of children and young people.

Despite COVID-19 and the restrictions on school assemblies, Holler Inspirers have delivered assemblies to a total of 2,515 students in 55% of Secondary schools in Enfield since the project started. The target is for Holler to work with 5,000 pupils across 75% of schools by March 2022.

The Safety Box

The Safety Box has been delivering the Aspire Higher programme and Peace Weeks which are both high-impact violence reduction and holistic personal development programs designed to change behaviour

traits and negative mindsets. All the programs run by the enterprise are accredited through AQA and are a refined system of training and development to help young people and young adults develop important skills such as leadership, communication, team working, presentation, high-risk conflict resolution, violence reduction, personal development and problem-solving.

This year approximately 600 children from 5 secondary schools, including the Orchardside Pupil Referral Unit, have engaged with this project.

The JOE Morris Legacy

The JOE Morris Legacy is a boxing club based in Ponders End Youth Centre that has been delivering an emotional wellbeing programme called 'Above The Belt' to children and young people since 2019. The programme has engaged a total of 196 young people since it has launched, and these young people were referred from 9 secondary schools, 4 APs and the Youth Offending Service. The Boxing gym was successfully launched on 19th July 2021 at Ponders End Youth Club.

Boost Plus

This project is an ESF funded programme aimed at 15-19-year olds at risk of NEET and involves resilience-based interventions. These include one-to-one mentoring, family engagement and holiday/evening activities.

125 young people were enrolled onto Boost Plus, with a further 53 enrolments expected in September from Ark John Keats and Bishops Stopford. 15 of these young people have been enrolled via the SBSS AP team with the remaining 110 pupils enrolled from 3 secondary schools. In addition to receiving resilience-based mentoring, the following support has been offered to young people who are enrolled in the programme:

- Revision Techniques: 34 students participated in this activity
- Mock Reflection: 15 students participated in this activity
- How to deal with anxiety: Signposted 6 students
- Prospects Career Quiz (Job Match Beta): 4 students took part in this activity

All students enrolled on the programme have also been offered to take part in the Boost Summer Programme. Students that were in Year 11 and Year 12 in 2020/21 were also given the option of taking part in the NCS challenge for free this year as part of the Boost Summer programme.

Fearless Crimestoppers

Fearless is a crime specific project that launched in 2010. Fearless focuses on raising awareness about county lines drug trafficking and the criminal exploitation of young people. The project aims to educate and empower young people between the ages of 11-16 to use our anonymous reporting service and make informed decisions about crime.

Fearless Knife Crime Workshops have been delivered to approximately 815 children and young people from 1 secondary school and 1 independent school in Enfield. These workshops included knife crime workshops, Crimestoppers' 100% anonymous reporting service, the A-Z crime types, why young people under report, reasons why young people might carry weapons, the consequences of carrying a knife, legalities e.g. joint enterprise and victim support services.

No Privilege Just Words

'No Privilege, Just Words' is a reading campaign created by Alfie Egembah in response to global events and the Black Lives Matter movement. It aims to educate the next generation and inform them on matters regarding race and racism by providing secondary schools in Enfield with a bundle of 21 books written by authors who are Black or with an ethnic minority background.

These bundles have been delivered to 6 Secondary schools within Enfield and we hope that these books will help empower the next generation to think about race relations empathetically and in an informed manner.

Nurture UK

Nurture UK is working with the Violence Reduction Unit (VRU) on the Nurturing London project. Nurture UK partners with schools and educational professionals to support the development of more nurturing schools across London. This is to reduce pupil exclusions and allow young Londoners to thrive. The Nurturing London Project provides the opportunity to take schools on a two-year journey with the aim of becoming a more nurturing, inclusive environment for all.

The VRU has provided Enfield with the opportunity for two of its secondary schools to take part in this project. Both schools have been identified and have been allocated a lead consultant that has already supported them in completing an initial evaluation. Using this information, along with the school's self-evaluation, baseline attendance, attainment, and exclusions data, both schools have been given a bespoke consultancy package tailored to their specific needs and goals. The package includes 10 days', time-flexible, virtual or in-school consultancy covering the principles of nurture, the whole-school framework and specific interventions to address specific needs. They will also receive a "game plan" of nurturing solutions, produced by the consultant which clearly sets out the support, strategies and in-school training available to the nurturing team within the schools. This is typically a member of the SLT, the pastoral lead, and an additional member of staff who will co-ordinate the ongoing work in the school between consultancy visits.

Additional Targeted Support for PRU Pupils

NEXUS has also funded additional, targeted support for pupils at Orchardside school. This academic year, NEXUS commissioned 1:1 mentoring for 25 students in Orchardside who were supported throughout the academic year.

12 students were also given the opportunity to take part in a school trip to Jamie's farm, a unique residential experience and rigorous follow-up programme, combining farming, family and therapy.

Additional support was also provided to Year 11 students at Orchardside as the NEXUS funding allowed staff to create attainment packs for 18 students to support them with their revision and exams.

Professional Learning (formerly known as Upskilling Teachers)

NEXUS have commissioned the Enfield Professional Learning Team to lead on organising training for secondary schools in Enfield. The team have developed training packages on Anti-Racist Teaching and Unconscious Bias, Restorative Practice and Relationships Management (formerly known as Positive Behaviour Management).

NEXUS have also partnered with Fearless Crimestoppers who will be delivering training sessions on Knife Crime, County Lines and Child Sexual and Criminal Exploitation.

Our target was for 100 key staff to be trained and approximately 1,902 members of staff have received training that has been commissioned by NEXUS. This is shown below:

- Pivotal Education (Positive Behaviour Management): 450 delegates
- Anti-racist Teaching & Unconscious Bias: 1,322 delegates (including some whole school sessions)
- Restorative practice: 100 delegates
- Fearless Crimestoppers: 30 members of staff in West Lea School

NEXUS have also partnered with the Enfield Professional Learning team to deliver a series of no-cost online learning to upskill Teaching Assistants and Support Staff in Enfield primary and secondary schools during lockdown. This training was very well received by schools in across the borough.

Hannah Hall – Behaviour and Inclusion

Hannah is an associate of Optimus Education as an Adviser and Verifier for the SEND & Inclusion Award & Leading Parent Partnership Award. She also delivers training & consultancy for AC Education on Attachment, Trauma & Therapeutic provision. Hannah's school improvement expertise and bespoke support are further enhanced by being an emotion coach licensee, thrive practitioner, MITA/MPTA licensee, mental health first aider & qualified life coach. NEXUS have commissioned Hannah to complete behaviour and inclusion reviews of schools in Enfield. Hannah has completed a full review of one secondary school.

Community and Outreach

Joe Morris Legacy - Summer Boxing Sessions

Throughout the summer holidays, Joe Morris legacy ran a series of boxing sessions for children and young people as part of the Youth Enfield summer university offer. During weekdays, the boxing club delivered three sessions a day and engaged with a total of 29 young people.

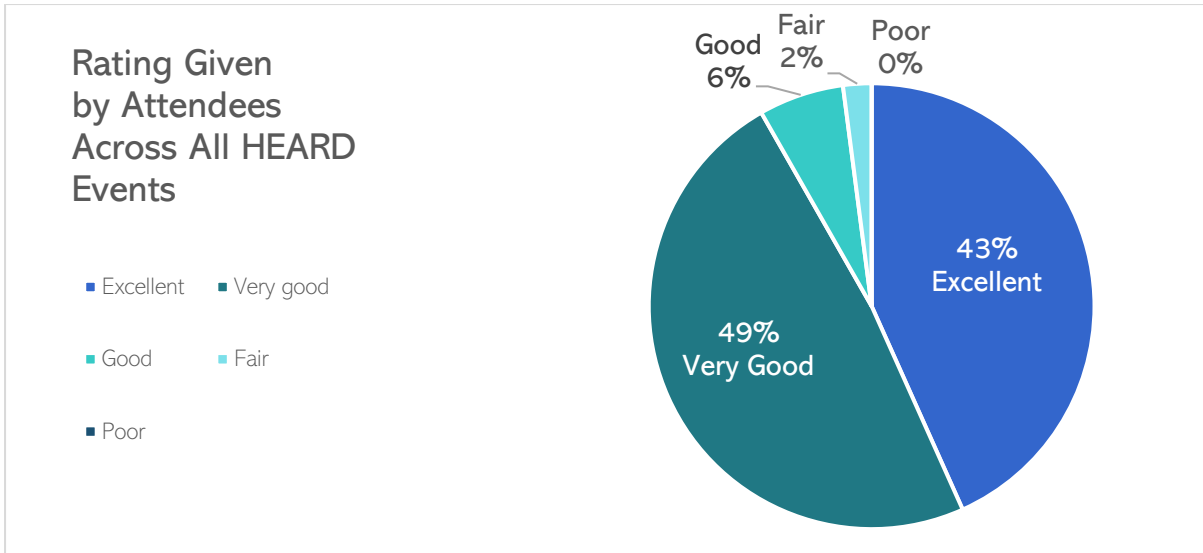
HEARD

HEARD is a parenting forum created by NEXUS that aims to connect parents to connected children by empowering parents from all walks of life with the skills to navigate through this new technological parenting landscape. Our events aim to provide a safe space which allows parents to share their concerns, ask questions and seek advice from a panel of experts in a range of different fields.

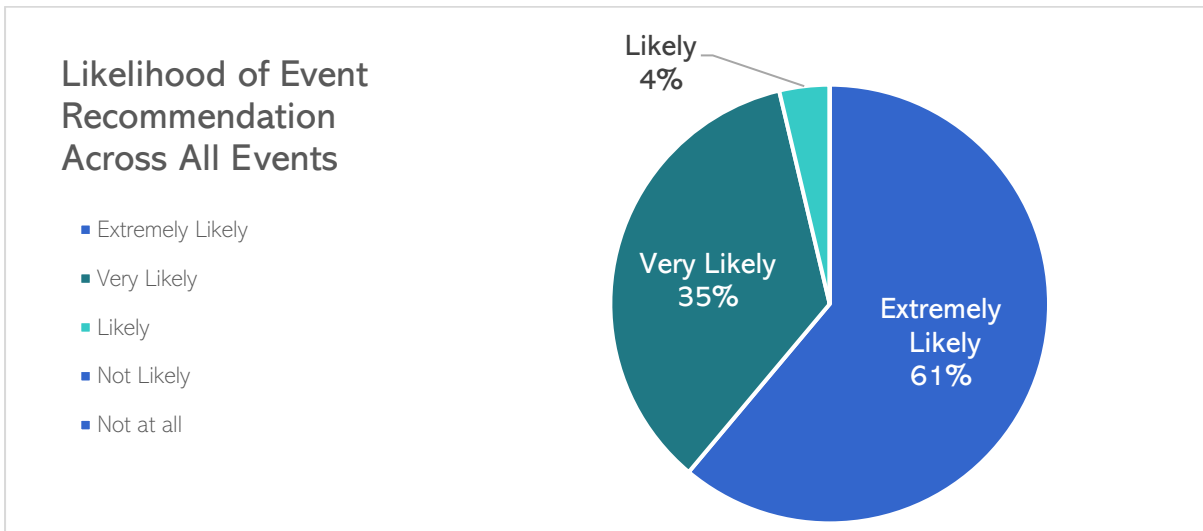
NEXUS has hosted 4 HEARD events to support parents in Enfield. Our events have engaged a total of 237 people. Creating a social media platform has also supported HEARD in gaining 142 followers on Twitter and 71 followers on Facebook.

HEARD has also created a podcast 'HEARD it through the grapevine'. The pilot episode launched on 26th May and fortnightly episodes are released onto Anchor FM.

Our feedback has been highly positive. When attendees were asked how they would rate the event, across all 4 events, 97.94% gave it good and above. No attendees said the event was poor.



When asked “How likely is it that you would recommend the event to a friend or colleague?” all attendees said it was likely they would recommend HEARD to a friend or colleague.



Walk This Way

Every local authority has a responsibility to nurture and develop the diverse talent of today and to create the most inclusive and representative leadership possible. As a result, NEXUS has partnered with Father 2 Father to run a project called Walk This Way. This project is an online event that aims to create a platform that will inspire those within the local community to take up influential positions and drive positive change so that they can represent the communities they serve.

Walk This Way have delivered two events so far. The first event took place on Zoom and engaged a total of 103 individuals. The second show was broadcast on the Father 2 Father Facebook page and YouTube channel where viewers could comment and ask their own questions. The show is still available to be viewed on both channels and currently has 395 views on YouTube and 546 views on Facebook.

CHiPs

CHiPs were launched by ECYPS in 2006 as a network of 'safe havens' across the Borough of Enfield where young & vulnerable people who are lost, at risk or feeling vulnerable can safely go into any CHiPS-marked establishments for help from the community. We have around 200 CHiPS points across the borough, and our CHiPS points are growing rapidly – these establishments include schools, leisure centres, libraries and a network of shops as well as other street-front businesses.

During lockdown, ECYPS continued to work with its partners in raising awareness of the CHiPS scheme. CHiPS were spotlighted in a half page article in Enfield Dispatch, a free community newspaper with a distribution of 10,000 copies and My Local magazine with a distribution of 5,000 copies. The CHiPS logo now forms a permanent inclusion in the Safer Neighbourhood Teams monthly newsletter that is distributed to over 5,000 residents across Enfield. A successful partnership between CHiPS and the local Safer Schools Police teams has also been established which has resulted in CHiPS points' being included onto the police's 'Safer School Route' maps.

In addition to this, ECYPS has been promoting the CHiPS scheme at their workshops and training and have engaged over 250 participants. They have also promoted CHiPS to over 300 young people during at Team Scheme, Summer Scheme and their 'I Feel Good' sessions.

The team have also conducted a post COVID-19 lockdown audit of the shops, businesses and schools and below is a summary of the key points are listed below:

- 32% of the CHiPS points have closed permanently - particularly charity shops and coffee shops. The ward most affected by closure is Southgate.
- The closure of the non-essential shops forced many CHiPS points to close prematurely and others who could have remained open chose to close due the lack of footfall/business and for other similar reasons.
- Over 50% of the shops/businesses had to adapt the way they operated to comply with the COVID-19 regulations. This in turn disrupted the support available as a CHiPs point.
- Where a business/shop moved online with limited physical opening hours, this resulted in restricted CHiPS point access.
- 66% of the businesses/shops indicated that they used Twitter and/or Instagram more than they used Facebook to communicate. Also, only 27% of the businesses/shops had an active website.
- 63% of the businesses/shops told us that they would welcome regular ward related crime updates.
- 80% said that they were happy to continue as a CHiPS point.
- 95% said that they would recommend becoming a CHiPS point.
- Three CHiPS points had to support young people during the lockdown and two of the shops were in Southgate, a location with increasing street crime.
- The key area of concern related to CHiPS shared by the businesses/shops included the future viability of businesses on the high street, resulting in the local businesses being unable to support the community.
- Over 80% of the businesses/shops received training in the past. However, they felt a refresher would be of benefit to them. Training on responding to vulnerable people with dementia and mental health challenges were frequently requested as a training gap.

Jubilee Park Regeneration Project

NEXUS is working with The Learning for Life Charity with 2 volunteer architects working on a plan to regenerate the Henry Barrass Stadium. The Henry Barrass Stadium was built in 1927 and its opening

match with Tottenham Hotspur attracted around one thousand spectators. The stadium originally had a running track surrounding it and was used to host events over the years. It has in more recent years become notorious for multiple high-profile crimes that have occurred there, which has overshadowed its rich heritage.

NEXUS have commissioned an external company who are in the process of liaising with the local authority officers and organisations attached to Jubilee park to get information for a pre-feasibility study.

The team are also trying to get feedback from the community via a local survey to gather their interest and see what ideas people have regarding this project. An event was held on 4th June in the park to meet with residents and the community to get their feedback, supported by Councillor Chinelo Anyanwu.

YoungneXus

This is a youth-led project created by NEXUS that inspires, empowers and develops children and young people in Enfield. Young people are given opportunities to gain work experience skills in leadership, management and the performing arts industry, such as editing, producing, project management, directing and hosting.

Part of the project involves having a YouTube channel which is being used to signpost, educate and inspire individuals in a fun and engaging way – giving them content that is useful and relevant to them. Young people have their say in the content that is created. Six videos have been uploaded onto the YoungneXus YouTube channel and there are also videos due to be edited and uploaded. The YouTube channel now has 51 subscribers, and 174 followers on Instagram.

Freshsteps Independent School have also become part of the youngneXus team and will be producing content for the channel. Students from Freshsteps will also be YoungneXus influencers on camera as well as ambassadors to promote and share content amongst young people.

Feedback

Feedback from our partners

One of our partners said “NEXUS have been a pleasure to work with and have been incredibly supportive of our work from the outset. They have played an instrumental part in Spark2Life building strong relationships with various schools in Enfield and Spark2Life have benefitted massively because of how proactive and effective NEXUS are. Olivia Wittich has been a joy to work with and has proven to be very helpful especially when we have come up against challenges with schools.”

Another partner shared: “Our organisation is proud to be supporting HEARD and the NEXUS team behind HEARD events. It is a wonderful platform for parents and professionals to come together to discuss strengths and concerns of parenting in these pressing times. HEARD gives parents a voice in our community, a voice that is so very important if we are to all work together as a community to support children and young people in the best possible way. In my ‘professional’ capacity, it is useful for me to hear what we could do to further support families. In my ‘parenting’ capacity it is wonderful to hear other parents and professionals giving useful top tips and building bridges within the community. HEARD promotes unity within our diverse community in the most respectful way.”

Feedback from parents

Saying thank you to Jason (Our Family Liaison Officer) doesn't even cover how much we appreciate all he has done not just for James* but the whole family.

Before coming to see him, I was very sceptical as we had been looking for help for many years and not getting anywhere. It was either help for James* or help being a better mother which made me feel very degraded and low, but he took us both on and made me feel I wasn't alone or doing anything wrong. He taught me autism wasn't the end of the world.

He made James* feel safe and as a result James* trusted him and spoke to him about whatever he wanted. He saw Jason as more of a friend which warmed my heart so much. We weren't being judged but we were finally being supported and listened to.

Jason has taught us so many different techniques that could use at home that the whole family could get on board with which was great because I wasn't doing it all by myself and James* didn't feel as though it was all on his shoulders because we were doing it as a family and not separately.

Not only was Jason there in person with the meetings, he would phone us every other week to not only talk to me but also James* which was amazing as he didn't feel as though I was talking about him and it gave him a chance to open about what I was doing that was affecting him.

Jason, you have been there for us whenever we needed you and words can't even cover how thankful we are. You're a very polite, welcoming kind gentlemen and I would recommend you to everyone. We are finally a happy, calm family with a lot of coping mechanisms and that's all because of you and the hard work and dedication you have put into your work.

Feedback from young people

"Before I felt as if I couldn't do anything and tradition will control my life but meeting these role models and seeing how they have changed stereotypes to be somebody great has inspired me"
(Routes2Success)

"I found the speaker inspiring today because she talked about how after she spoke to someone she felt better so now I feel like I should talk to someone" (Holler)

"The inspirer showed me that no matter what comes your way, your future can always be bright" (Holler)

"I am so happy with how things have changed at home since I started working with Jason. I help mum out more and I'm studying more. I have given up the PS4 and I'm concentrating on my school work. My mum is really happy with me now and is less stressed out." (Family Based Solutions)

To find out more and keep up to date with NEXUS, please visit our website and follow our social media profiles below:

<https://www.nexusenfield.com/>

Twitter: @NEXUSEnfield / @HEARDEnfield

Facebook: @NexusEnfield / @HEARD Enfield

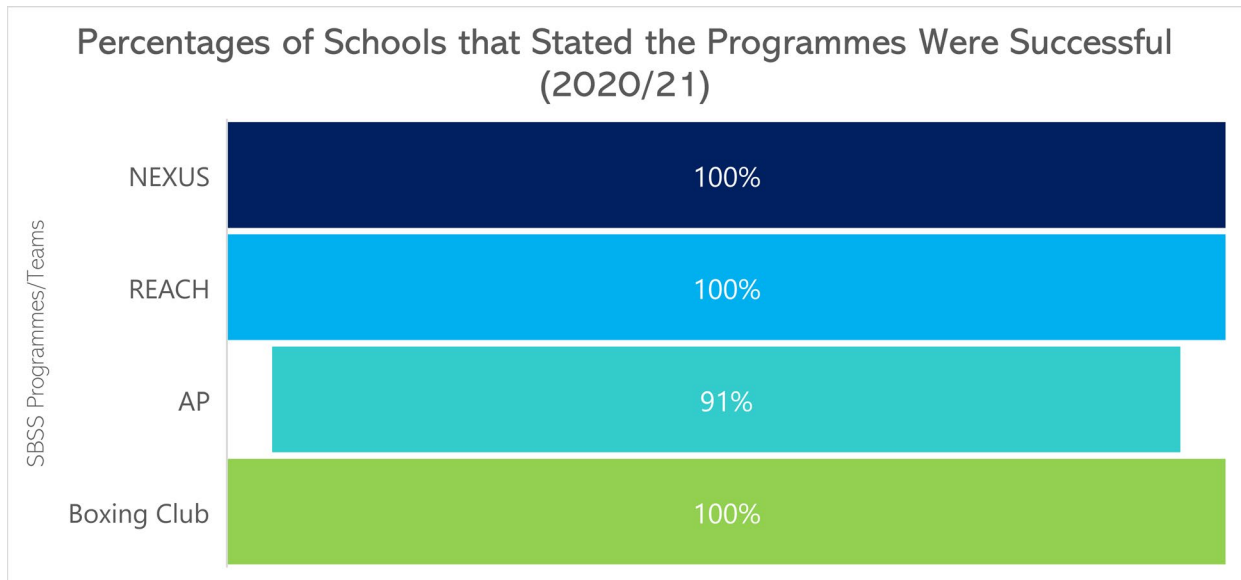
YouTube: Young Nexus

Instagram: @youngnexusenfield

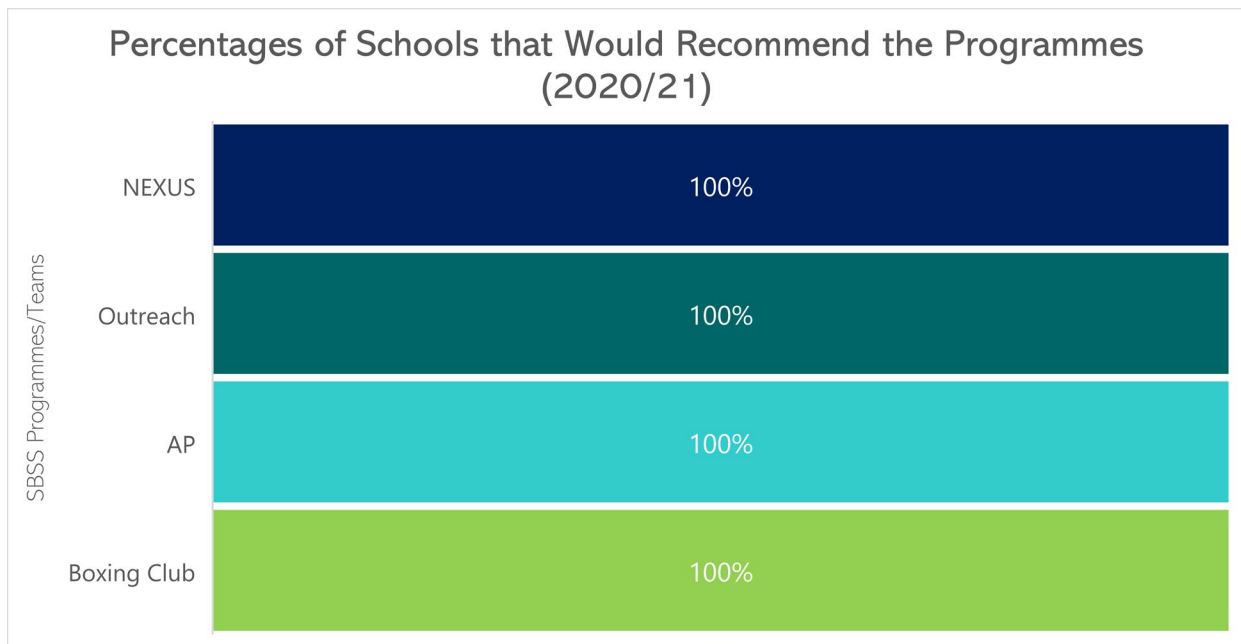
School Surveys

As a service, we are always seeking to improve and cooperate effectively with our schools to ensure we are providing the best service possible. Below are some results from our school surveys, for more information, please contact Mervin.Cato@enfield.gov.uk.

All teams were given feedback on their level of success with their learners and schools:



Teams were given feedback on whether they would be recommended:

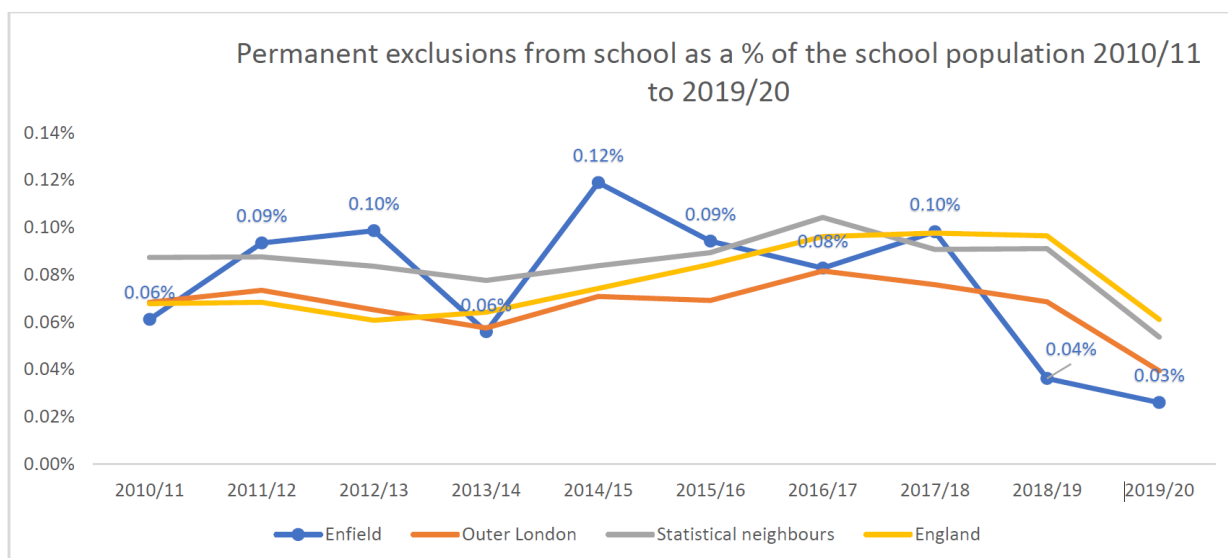


Exclusion Data

Enfield has the 9th lowest permanent exclusion rate in London and 23rd lowest permanent exclusion rate in England.

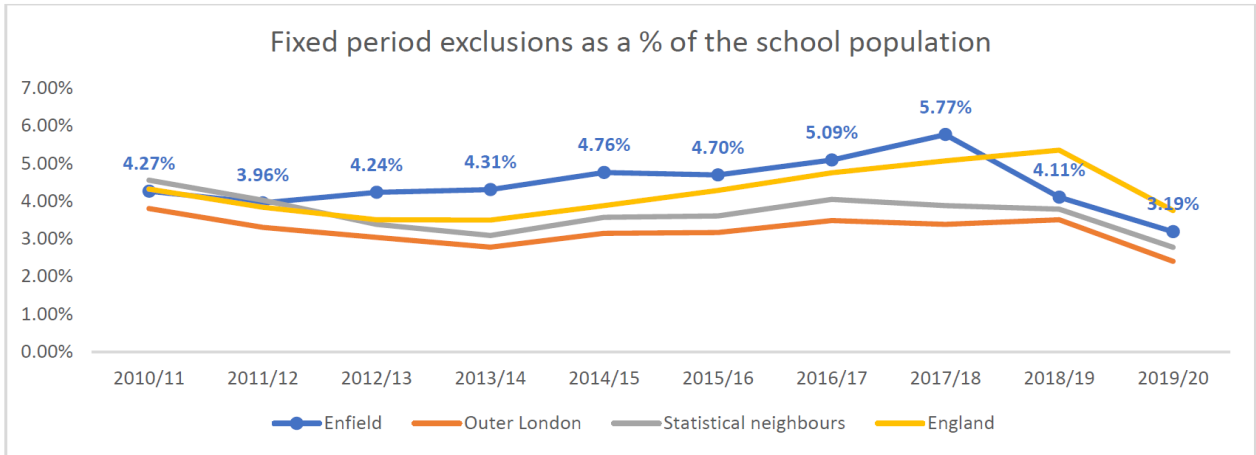
Local Authority	Permanent Exclusions	Pupil population	Permanent exclusion rate
Tower Hamlets	1	44938	0.00%
Havering	4	40011	0.01%
Wandsworth	4	34229	0.01%
Lambeth	5	37182	0.01%
Merton	5	28535	0.02%
Greenwich	9	43764	0.02%
Kingston upon Thames	6	26477	0.02%
Southwark	10	42850	0.02%
Enfield	15	57650	0.03%
Brent	13	48012	0.03%

The graph below shows the permanent exclusion rate from 2010/11 to 2019/20:



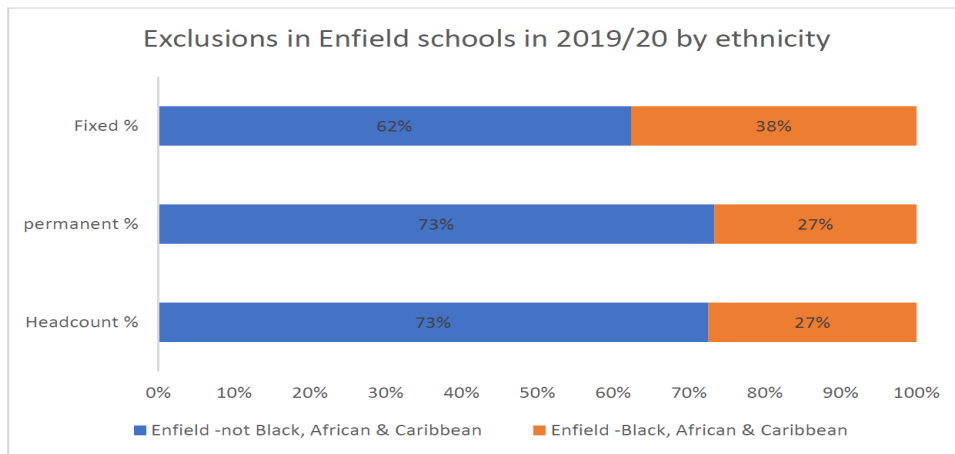
Fixed-term Exclusions

The graph below shows the fixed-term exclusion rate from 2010/11 to 2019/20:

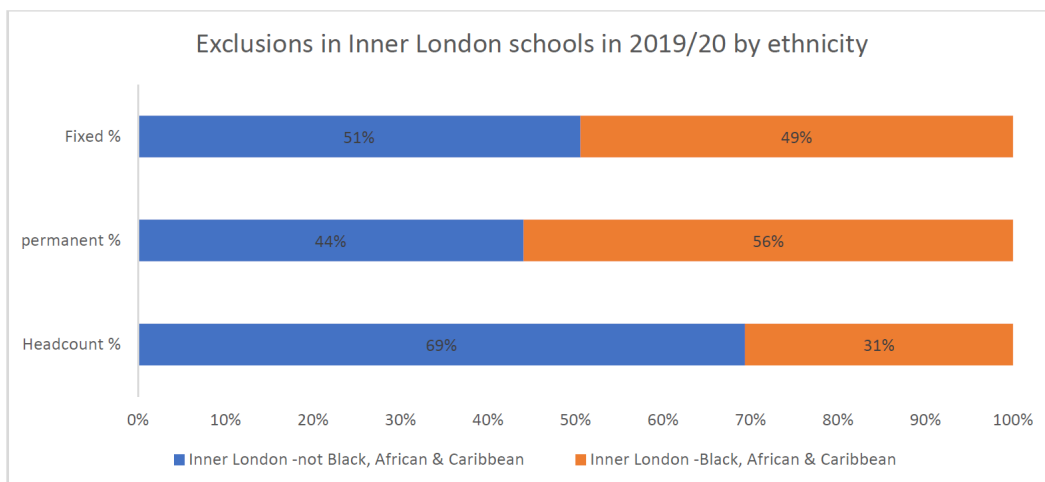


Exclusions by ethnicity data

The graph below displays the exclusions data in Enfield by ethnicity:



In comparison to the graph below for all inner London schools where a higher proportion of Black, African and Caribbean students were suspended compared to the headcount:



2021-22

Orchardside School



Celeste Fay
Headteacher

Orchardside School is the Pupil Referral Unit for Enfield. Previously ESTC, we moved onto the Bullsmoor Lane site in January 2018 which was an amalgamation of the SWANN (KS3) and Eldon (KS4) sites in Edmonton.

At present there are 4 referrals routes into Orchardside.

1. Permanent Exclusion

(Years 7 to 11) any child who resides in Enfield and is subject to PEX or any child who transfers into the borough having been a PEX elsewhere. Some students who come through this route may need a referral to another **Alternative Provision (AP)** for H&S reasons if they can't attend the Orchardside site. At present we use Secondary BSS to support with this.

2. At-Risk Panel

The At-Risk Panel is a 1-year pilot project which started in April 2021, where local schools can refer children who are "At-Risk" of PEX. Students are dually registered for the first 6 weeks, at the review point it is decided whether the students can return to the home school or stay at Orchardside. The referral is collaborative, and parents must agree to the initial trial period. The panel consists of LA representatives and three Deputies from local secondary schools. A review of the Pilot is planned for next term to establish if we continue the process into next year. This panel has significantly contributed to the reduction of PEX's in Enfield.

3. Turnaround

The Turnaround project is a 6-week programme for year 7 & 8 students from the local Enfield schools who are at risk of exclusion. There is a set number of students in each cohort, and they access a normal curriculum. Additionally, they have lessons to help prepare them to go back to school.

The purpose of this project is three-fold.

- We carry out tests including a speech and language assessment to help identify if the student has any learning, SEMH or social care needs. We carry out literacy & cognitive ability tests (Cats & Lucid), PASS (wellbeing assessment – identifies how students perceive their school experience).
- The placement is respite where the student can have a fresh start and break any negative cycles of behaviour. We have a mentor and therapist who work with the students and support their needs.
- It's an opportunity for the student to see what a PRU is like to help encourage them to improve their behaviour, so they don't end up permanently excluded from school.

At the end of the 6 weeks, the professionals who worked with the student meet to discuss what support the student requires to succeed in mainstream school. We hold a meeting with the student's school and explain our findings and offer strategies to help the student succeed in school. Once the students have gone back to their school, our mentor visits the student to help their transition back to school.

Headlines from Turnaround starting from June 2019

- Only 1 student ended up being a PEX having attended Turnaround in Year 7
- The Speech and Language assessment proves invaluable to schools – several students over time have been identified as having Development Language Disorder
- The holistic report support school going forward if a statutory assessment is required

4. Assessment Centre

The Assessment Centre is a new initiative in place to support the local complex in year admissions. Those students who are deemed "complex" go through an assessment period before starting at their named mainstream. This process helps schools to plan on how they can support the new admissions.

Current Roll

Table 1

Year 11	26
Year 10	16
Year 9	11
Year 8	8
Year 7	4
TOTAL	64
Dual registered	3
Alternative Provision	9
Ever on roll this year	93
Assessment Centre	1

Table 2

Referrals in and out	September to present
PEX's	10 (Enfield) (1 PRU to PRU) (7 Out of Borough PEX's)
At-Risk TOTAL	38
At-Risk that stayed	27
Turnaround TOTAL	15

Reintegration back to mainstream via FAP overtime KS3 & 4

Table 3

	2017-18	2018-19	2019-20	2020-21	2021-22
Referrals	14	24	11	10	10
Signed off	10	15	2	8	2 to date

**2019/20 to date – COVID has slowed reintegration's*

Students who are ready to go back to school are referred via FAP this is an opportunity every two weeks. Students who are in school regularly, following instructions, and have a positive attitude to school and their learning can re-integrate. Initially students are on a 12-week trial and then can be signed off by the receiving school. All secondary schools in the Borough and one out of Borough have worked with us on re integrations, mentors visit weekly during the 12-week period to support students to be successful.

This year to date: Year 10 –6 students, Year 9 – 2 students, Year 8 – 2 students - 2 successful students signed off so far and two students unfortunately returned (one was a complex case the other was due to him being a victim and mum making the request to return to Orchardside)

Curriculum Offer

The curriculum has been designed to deliver a set of learning experiences that meet the needs of our students. Courses across Key Stage 3 and 4 have been selected that will best prepare our students for life beyond school as well as being able to reintegrate them back into mainstream school. We strive to provide a curriculum that meets the needs of all students as well as one that encourages young people to seek continuous development and improvement. By offering a broad and balanced curriculum, students will be able to meet their full potential. Through this curriculum, students will receive a high-quality education and enable them to aspire through the skills and knowledge they will learn at every stage.

Our aim, through our curriculum, is to develop young people:

- who are confident, prepared to take calculated risks, can cope with change and view failure as part of the learning process, they will learn to become more resilient.

- who have high expectations of themselves and an ambitious vision for their future.
- who have a passionate work ethic that results in them achieving, and exceeding, their academic potential.
- who are respectful, tolerant and empathetic towards the values and beliefs of others.
- who are self-aware and know their own strengths through reviewing and evaluating their progress.
- who have a range of transferrable skills for learning life and work including communication, collaboration and critical thinking.
- who can make informed decisions.

At **Key Stage 3**, the curriculum has been designed to mirror, to an extent, that of a national curriculum at mainstream school. This has been done so as students are not disadvantaged should they return to mainstream education. Students will study the following subjects:

1. Maths
2. English Language and Literature
3. Science
4. Art
5. Performing Arts
6. Physical Education (PE)
7. Home Cooking Skills
8. Princes Trust
9. Geography
10. Religious Studies
11. Enrichment/Relationship Sex and Health Education (RSHE)
12. Students will attend Essex Outdoor one day per week

Key Stage 4

- | | |
|------------------------------------|---------------------------------------------------|
| 1. Maths | 14. Home Cooking |
| 2. Functional Skills Maths | 15. Construction |
| 3. Entry Level Maths | 16. Health & Social Care |
| 4. English Language and Literature | 17. Enrichment/Relationship Sex, Health Education |
| 5. Functional Skills English | 18. Career Planning |
| 6. Science | |
| 7. Art | |
| 8. Arts Award | |
| 9. Physical Education (PE) | |
| 10. Business | |
| 11. History | |
| 12. Religious Studies | |
| 13. Princes Trust | |

At Key stage 4 a student will leave with no less than 5 GCSE's or equivalents. The most KS4 student can leave with is 8-10 GCSE or equivalents.

Staffing

Leadership – 5 including Business Manager & SENDCo

Subject Teachers – 11 (including x 2 on [The Difference](#) Leadership Programme)

Teaching Support staff and Mentors – 15

Support Staff – 4 including site manager

[DfE Specialist Taskforce](#) (2-year pilot) – 1 fulltime social worker , 3 days SPL Therapist, 1 day EP

The Taskforce has been operating since September 2022 the data and outcomes have been remarkable. A separate report will be compiled in collaboration with DfE at the end of the first year can be shared with interested colleagues.

Year 11 outcomes - Exam Results 2020 – 2021**Table 4**

Number of Y11 students	18
Number of students attending HRC college:	7
Number of Passes GCSE:	80
Number of Passes BTEC or equivalent:	56
Number of Passes on HRC College courses:	7
Number on Alternative Provision	3

Table 5

	2020 – 2021	
	Total number	Total%
Percentage achieving 4 or above in English	16	72%
Percentage achieving 4 or above in Maths	10	59%
Percentage achieving 4 or above in English and Maths	10	23% (1% national)
At least 1 GCSE / Vocational (1 - 9) or equivalent	18	100% (58% national)
5 or more GCSE's (1 - 9) or their equivalent	18	89% (12% national)

Table 6

Subject	2020 / 2021		2019 / 2018	
	% 1 – 9	% 4 – 9	% 1 – 9	% 4 – 9
English Literature	100%	92%	100%	45%
English Language	100%	72%	100%	57%
Maths	100%	59%	100%	43%
PE GCSE	100%	67%	100%	50%
Art	100%	100%	100%	83%
Science	100%	80%	86%	43%
Religious Studies	100%	58%	100%	0%
Eng & Maths Combined	100%	23%	100%	18%
Functional Skills English	Level 1 Pass – 100%			
Entry Level Maths	Entry Level 3 – 100%			

**100% of students passed vocational courses (Business, Arts Award, Princes Trust, Home Cooking, Hair & Beauty, Construction)

Table 7

Headlines overtime

	2020 – 2021	2019 – 2020	2018-2019
GCSE Overall grade 1 – 9:	100%	93%	82%
GCSE overall grade 4 – 9:	71%	51%	20%
NEETS	2	5	9

Destination surveys are completed at 3 intervals post 16 , we have now started to track students after 12 months of leaving so we can offer support services.

Table 8

Percentage achieving 4 or above in English and Maths	National Average is 1%
At least 1 GCSE / Vocational (1 - 9) or equivalent	National Average is 58%
5 or more GCSE's (1 - 9) or their equivalent	National Average 12%

Data for AP and PRU's is limited this is the most recent **national data** for comparison from 2019/20

London Borough of Enfield



Schools Forum

Meeting Date 9 March 2022

Subject: DSG Budget Monitoring Report 2021/22 – Update**Cabinet Member: Cllr Uddin****Report Number: 34****Item: 5c****Purpose of Report**

This report provides details of the latest DSG budget monitoring position for 2021/22 including confirmation of the latest DSG allocation from the EFA as at January 2022.

Proposal

To note the contents of the report and the projected DSG cumulative deficit position for 31 March 2022.

Relevance to the Council's Council Plan

The Dedicated Schools Grant (DSG) is a ringfenced grant which funds schools and some central education functions. Updates on the DSG position are provided on a quarterly basis to EMT and Cabinet as part of the council's overall financial monitoring reports.

Main Considerations for ERG and Schools Forum**1. Cumulative DSG Deficit Position**

Table 1 sets out the cumulative DSG deficit position as at 31 March 2021 as presented at the last meeting.

Table 1 – Accumulated DSG Carry Forward 2020/21

	£'000s
Balance brought forward 1 April 2020	(4.482)
Net Overspend 2020/21	(3.567)
Cumulative Deficit Balance 31 March 2021	(8.049)
Outstanding Adjustments 2020/21	0.950
Net 2020/21 Carry Forward	(8.999)

The outstanding adjustments largely relates to the clawback of Early Years funding and this is still to be confirmed by the ESFA. This would normally be confirmed as part of the July DSG update but has been delayed for 2021/22 due to additional data collections requested by the ESFA to identify trends in pupil numbers in early years settings.

2. DSG Allocation 2021/22

The original estimate of gross DSG resources for 2021/22 amounted to £373.187m. Of this amount £2.1m would be provided direct by the Education and Skills Funding Agency (ESFA) to fund places in mainstream academy units and academy special schools. Budget allocations for 2021/22 were agreed within this level of resources.

In March, July, and November 2021, revised DSG allocations for 2021/22 were published.

These allocations reflected updated academy and college recoupment for the Schools Block and High Needs. In January 2022 a further revised DSG allocation was received which updated the Early Years allocation. The latest DSG position for 2021/22 is summarised in Table 2.

Table 2 – DSG Allocation 2021/22

DSG Summary 2021/22	ORIG 2021/22	Academy Recoup	Import/Export Adj 21/22	Early Years Adj 21/22	REVISED 2021/221
	£000	£000	£000	£000	£000
SCHOOLS BLOCK	283.399	-145.835			137.564
CENTRAL SERVICES	2.537				2.537
EARLY YEARS BLOCK	26.554			-2.071	24.483
HIGH NEEDS BLOCK	60.697		-0.234		60.463
GROSS DSG	373.187	-145.835	-0.234	-2.071	225.047
High Needs Recoupment	-2.100	-0.069			-2.169
NET TOTAL DSG	371.087	-145.904	-0.234	-2.071	222.878

The reduced Early Years Block allocation reflects numbers recorded on the January 2021 census and termly returns for the Summer and Autumn terms. This arrangement was applied for 2021/22 only due to the fluctuation in early years numbers during the Covid pandemic. For 2022/23, allocations will return to the previous methodology and will initially be based on January 2021 numbers and then updated to reflect January 2022 census.

There are not expected to be any further DSG updates for 2021/22.

3. DSG Monitoring Update 2021/22

The DSG budget is monitored on a quarterly basis and any variances are shared with DMT. The table below shows the monitoring position to the end of December 2021.

Table 3 – DSG Monitor 2021/22 as at 31/12/2021

DSG Monitor 2021/22	b/f	Q1	Q2	Q3	Q3-Q2
	£000	£000	£000	£000	£001
DSG Deficit b/f 01/04/2021	8,048				
Schools Block					
Funds moved to Rolling Credit		-450	-450	-450	0
Growth Fund		0	0	-150	-150
Schools Block Total		-450	-450	-600	-150
Central Schools Services Block					
Appeals Service vacancy		-38	-16	-10	6
Early Years Block					0
Backdated Funding Adj 20/21		1,330	1,330	585	-746
High Needs Block					
Variance from initial 21/22		3,108	3,108	3,108	0
Adjusted HN Block 21/22		0	0	234	234
ARPs & Special Units		0	-13	-21	-8
Special Schools		0	116	-592	-708
Nurture Groups		0	-226	-226	0
New Early Interventions		0	-113	-213	-100
Exceptional Needs		0	0	200	200
Outborough Placements		-18	1,369	2,216	846
SEN Team		0	333	333	0
Behaviour Support Service		0	0	-55	-55

Therapies		0	161	256	95
Home & Hosp 20/21 underspend		-56	-56	-56	0
Parenting Support		63	66	66	0
High Needs Block Total		3,097	4,745	5,250	505
DSG Monitoring Position 21/22		3,939	5,610	5,225	-385
Cumulative DSG TOTAL 21/22	8,048	11,987	13,657	13,272	

The main changes in the monitoring position between Q3 and Q2 are as follows

- Growth Fund – release of funding as not expected to be required this financial year
- Early Years Block 20/21 – confirmation of clawback for 2020/21 financial year. Maximum clawback had been projected but actual lower due to new methodology to allow for number fluctuations during the pandemic
- Adjusted HNB Allocation 21/22 – to reflect latest import/export adj
- Special Schools – reduction on projected expenditure as increase in places lower than expected
- Early Interventions – year 1 expenditure lower than projected due to delays in recruitment
- Outborough Placements – ongoing increase in overspend due to increased placements. Analysis requested to show detail of new placements to identify trends/needs to inform actions going forward to minimise any further increase in expenditure in this area.
- Exceptional Needs - £500k contingency utilised for autumn and summer term adjustments. Estimate £200k for spring term adjustments.
- Therapies – increased costs for speech and language provision in special schools
Further updates will be provided at each meeting.

Conclusions

The DSG budget remains under considerable pressure due to ongoing high needs overspends. As part of an ongoing programme, additional in borough places have been made available from September 2021, providing the most cost effective way of meeting pupil needs. New early intervention programmes have also been introduced from September 2021 to identify and pupils with special needs as early as possible and provide them with support with the aim of reducing the longer term financial impact. Updates on the monitoring position will be provided at future meetings.

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Date of report Feb 2022

Appendices

None

Background Papers

DSG Updates to ERG/Schools Forum during Summer term 2021/22.

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Schools Forum

Meeting Date 9 March 2022

Subject: DSG Budget 2022/23 – Update
Cabinet Member: Cllr Uddin
Report Number: 35

Item: 5d

Purpose of Report

In December 2021 the DfE announced the initial 2022/23 Dedicated Schools Grant (DSG) and issued the October 2021 data set to be used to calculate 2022/23 Individual Budget Shares for primary and secondary schools. At the January 2022 meeting, the Schools Forum noted and agreed the formula factors and unit rates used in the Schools Block funding formula and these were submitted to the DfE by their deadline of 21st January 2022.

The draft Schools Budget 2022/23 was considered and approved by full Council at their meeting on 24th February 2022, as part of the overall council budget for 2022/23.

This report provides an update on the individual budget shares position for schools and seeks the support of Schools Forum to the recommended application of the DSG in 2022/23, based on the initial DSG allocation.

Further updates on the DSG funding and application for 2022/23 will be presented at future meetings during the financial year when there are any changes to report. Regular budget monitoring reports will also be provided.

Proposal

The Schools Forum is asked to note and support the latest proposals for allocating the DSG for 2022/23 within the Schools, Early Years and High Needs blocks.

Relevance to the Council's Council Plan

The Dedicated Schools Grant (DSG) is a ringfenced grant which funds schools and some central education functions. Updates on the DSG position are provided on a quarterly basis to EMT and Cabinet as part of the council's overall financial monitoring reports.

Main Considerations for ERG and Schools Forum

1. Dedicated Schools Grant (DSG) Settlement 2022/23

At the January meeting it was reported that the initial DSG allocation for 2022/23 had been announced in December 2021 and that Enfield had received an allocation of £378.480m.

An updated DSG allocation for 2022/23 will be confirmed in July 2022 when the Early Years Block calculations revert to pre-pandemic methodology and will be adjusted to reflect the January 2022 Census. At this stage we have assumed that funding will remain at 2021/22 levels and early indications of January 2022 census data suggests that numbers have remained broadly at January 2021 levels in school nurseries and early years settings.

The latest budget monitoring for 2021/22, to Q3, indicates a projected overspend of £5.225m which comprises a £5.250m High Needs Block overspend offset by a small net underspend in the other blocks. The projected cumulative DSG overspend at 31 March 2022 is £13.3m.

Draft Budget requirements and funding are summarised in Appendix A. The following paragraphs provide some background detail to the budget allocations.

2. Schools Block

The formula factors and unit rates were approved by Schools Forum in January 2022 and were included in the APT Proforma submitted to the Education and Skills and Funding Agency (ESFA) by their required deadline of 21st January 2022. At that meeting, the Forum discussed a disapplication request in respect of Wren Academy to prevent their funding allocations being protected at the estimated factor eligibility used for their initial formula allocation. Following a vote, members supported a full disapplication and the request was submitted to the ESFA on this basis, with School Forum minutes and supporting information. The response from the Secretary of State was received in mid-February with the outcome that a phased removal of this protection was approved and we therefore need to proceed on this basis. A further disapplication will be submitted in the autumn term to remove the remaining protection in 2023/24 and we would expect this to be approved.

This outcome of the disapplication request has had a minor impact on the AWPU unit rates as shown in Table 1 below and formula allocations were recalculated on this basis and submitted to the ESFA. The final unit rates are detailed in **Appendix A**.

Table 1: Final AWPU Rate 2022/23

Factor	Forum 19/1/22	Final
Prim AWPU	3,479.93	3,480.44
KS3 AWPU	4,907.06	4,908.06
KS4 AWPU	5,530.07	5,531.03

Following some minor validation queries from the ESFA the formula allocations were approved and were circulated to all schools and academies on 22nd February to assist with their budget planning. The full budget notifications for maintained schools, including Early Years and High Needs allocations, will be issued as usual in early March.

At this stage, the formula allocations for 2022/23 include estimated rates budgets but schools will no longer be responsible for paying these bills as they will be paid centrally by the ESFA to the local authority. There may, however, still be a requirement for schools to 'notionally' include income and expenditure for rates in their CFR returns and we are awaiting further guidance from the ESFA in respect of this. An update will be circulated to schools in due course.

Pupil Premium allocations for 2022/23 will be based on the October 2021 census and are expected to be published by the ESFA in June 2022. The funding rate for each element of the grant will increase by 3% wef April 2022 as shown in Table 2 below.

Table 2: Pupil Premium Rates 2022/23

Pupil Premium	21/22	22/23	Increase	%
Prim Ever6 FSM	1,345	1,385	40	3%
Sec Ever6 FSM	955	985	30	3%
LAC	2,345	2,410	65	3%
Post LAC	2,345	2,410	65	3%
Service Children	310	320	10	3%

Schools Supplementary Grant Allocations are due to be published by the ESFA later in the Spring term. The allocations will be based on October 2021 census data and funding rates are as shown in Table 3 below with and without the Area Cost Adjustment.

Table 3: School Supplementary Grant Funding Rates 2022/23

School Supplementary Grant 22/23			
			1.0841
Factor	Sector	Unit Rate	Rate incl ACA
Pupil Nos	Prim	97.00	105.16
Pupil Nos	KS3	137.00	148.52
Pupil Nos	KS4	155.00	168.04
Ever6FSM	Prim	85.00	92.15
Ever6FSM	Sec	124.00	134.43
Lump Sum	All	3,680.00	3,989.49

Indicative allocations will be circulated to schools with their full budget notifications based on the published rates and methodology.

3. Early Years Block

In 2022/23, all providers of the free nursery entitlement will continue to be funded through the Early Year's National Funding Formula (EYNFF), which has been in place since April 2017. In 2022/23, as in 2021/22, a minimum of 95% of the funding received for both the 15 and 30 hours entitlement must be passed to providers. The hourly DSG funding rate for 2022/23 has been increased by £0.17 from £5.76 to £5.93 and £0.16 of this increase will be passed to providers, increasing the basic hourly rate from £5.24 to £5.40 per hour. Each provider will be funded based on participation.

There are no planned changes to the funding arrangements for 2-year olds. The hourly rate for this provision has increased by £0.21 for 2022/23 and this will be fully passported to providers, increasing the hourly rate from £5.82 to £6.03.

For 2022/23 the authority has received an allocation of £0.220m for the Early Years Pupil Premium (EYPP). This funding is allocated to providers at a rate of £342 per eligible pupil who are taking up the 15 hours free entitlement. This is an increase of £40 per annum.

With effect from April 2022, funding for all early years pupils in schools will be calculated by the Early Years team based on data submitted to the portal. This will ensure that all pupils are funded in a timely manner and bring consistency to the funding arrangements for all providers. Allocations will be passed to the Schools Finance Team for inclusion in the monthly advances.

Appendix B details how the initial Early Years Block allocation totalling £24.958m is expected to be delegated to maintained schools, academies and PVI providers in 2022/23.

4. Central Schools Services Block

As reported at the January meeting, the CSSB has decreased by £0.051m which reflects the 20% year on year reduction in funding for ongoing commitments offset by an increase in the funding for ongoing commitments.

5. High Needs Block

The initial 2022/23 High Needs Block allocation of £67.990m is an increase of £7.527m on the initial 2021/22 allocation which equates to a significant increase of 12.45%. This allocation is net of import/export adjustments and subject to in year adjustments.

Of the High Needs Block allocation, £2.2m will be recouped from the authority and provided direct by the ESFA to fund places in Fern House Special Academy, post 16 places in FE provision and places in mainstream academy units. This amount will be adjusted during the year to reflect any change in pupil numbers or new academy high needs places.

Allocations from the High Needs Block have been grouped into 4 broad areas and any budget increases or changes in methodology are detailed in the relevant section below. It should be noted that some elements of the HNB allocations are still being finalised and the position should be considered as a draft estimate at this stage. The budget projections include planned additional places in Enfield special schools with effect from September 2022 including Salmons Brook, new ARPs, an expected increase in pupils with EHCPs in mainstream schools and the full year effect of the early intervention projects introduced in Sept 2021.

The Special Schools and PRU funding reviews are still being finalised and potential variations in costs arising from these have not been included at this stage.

At this stage of the budget build up, the projected in year position for the HNB is an overspend of £0.8m.

The draft allocations are summarised in **Appendix B**.

Delegated Funding

The High Needs Block includes provision for delegated budgets to Special Schools, the Pupil Referral Unit, ARPs and Nurture Units and Exceptional Needs funding for pupils with Education, Health and Care Plans (EHCPs) in mainstream schools.

Table 4 below summarises the initial 2022/23 budget allocations for Delegated Funding.

Table 4: Summary of Delegated Funding

Delegated Funding 2022/23	Budget Allocation
	£000
Special Schools incl Outreach	23.970
Autism Early Intervention Project	0.276
ARPs & Satellite Provision	3.847
Exceptional Needs	9.492
Nurture Groups	0.866
PRUs	2.362
TOTAL DELEGATED	40.813

Special Schools

The funding methodology for Special Schools is being reviewed and updates have been shared with Schools Forum during this process. Initial budgets for special schools for 2022/23 will be based on previous methodology with any changes resulting from the review being implemented with effect from September 2022 at the earliest. Where additional places or provisions are still in negotiation, funding has been included within the overall budget and individual school budgets will be adjusted in year when arrangements have been confirmed.

The per place amounts for each school will initially remain the same for 2022/23, as used for 2021/22 including the pay and pensions uplift.

Special school outreach is being recommissioned for the 2022/23 academic year and schools who currently receive this funding, £112k annually, will receive a part year allocation in 22/23 pending the outcome of the review.

Delegated funding now includes the full years funding Advisory Service for Autism early intervention project which has been shown separately but will in future be included in the general Special Schools budget and allocated to Russet House who deliver this provision. If the ASA has an underspend the funding will be repaid to the local authority.

ARPs (including Speech & Language Units) and Special Units

The funding methodology for ARPs in 2022/23 remains as 2021/22. Schools with an ARP or Special Unit will receive the first £4k of their place funding through the funding formula. The £6k

balance of place funding plus the Top Up will be allocated from the High Needs Block. For any places that were vacant on October 21 census day the full £10k place funding will be allocated from the High Needs Block.

The budget includes the full year effect of new ARPs and expansions during 2021/22 and funding for new ARPs and special units planned for 2022/23.

Nurture Groups

Nurture Groups are funded as a commissioned service. As detailed in previous reports, the allocation of funding for Nurture Groups changed with effect from September 2021 so that the funding is spread more widely across a larger number of schools. Schools with existing units will receive an allocation of £29,860 for 2022/23. There is some funding available within this budget which will be held as contingency and allocated when new groups open.

SEN Exceptional Needs

Following the outcome of the 2022/23 Consultation in the autumn term, there is confirmation that funding arrangements for exceptional needs will continue on the same basis as 2021/22. The local arrangements are summarised as follows:

- All schools will receive Top Up funding for all pupils with EHCPs, the amount above the first £6k. This will be adjusted on a termly basis
- The funding for the additional £6ks for schools with a higher than average number of SEND pupils will now be ringfenced to the 0.5% transferred from the Schools Block to the High Needs Block. In 2022/23 this is £1.43m. This equates to funding for 238 allocations of £6k and to achieve this the expected average has been reduced from 1:36.75 to 1:30.5
- There has been an increase of 200 pupils, 15%, with EHCPs between Feb 21 and Feb 22. The average hours per plan has reduced slightly from 23.3 to 22.9 hours.
- The budget for exceptional needs reflects the full year effect of new plans issued in 2021/22 and a contingency of £500k to allow for an increase in plans during 2022/23.

Pupil Referral Unit (PRU)

Funding for 2022/23 has initially been based on 100 places at the same rate as 2021/22. Funding for the PRU is being reviewed and any change in funding arrangements will be implemented with effect from September 2022.

Placement Funding

The High Needs Block funds placements for SEN pupils in out of borough schools and FE Colleges and those being supported by the Home and Hospital Service.

Table 3 below summarises the budget allocations for Placement Funding.

Table 3: Placement Funding

Budget Area 2022/23	Budget Allocation
	£000
Post 16 SEN Support	2.890
Home & Hospital	0.309
Other LA - Special Schools	2.455
Other LA – Mainstream Tuition	1.532
SEN - Other	1.084
Independent Residential	2.492
Independent Day	9.009
TOTAL PLACEMENT	19.771

Post 16 SEN

Local Authorities are responsible for funding Post 16 high needs pupils in FE establishments from the High Needs element of the DSG. The estimated full year cost of funding this provision in 2022/23 is £2.89m, the same as 2021/22. The authority continues to work with students and providers to ensure that the offer of provision for post 16 pupils is consistent and aims keep costs within budget.

Home and Hospital Provision

The Home and Hospital Tuition Service is managed by West Lea School and provides tuition for pupils in hospital and those who cannot access school due to illness. Revised strategies introduced by the school have enabled the service to operate within budget provision but demand for the service is increasing and it is becoming more challenging to operate within existing budget provision. The budget allocation for this provision for 2022/23 will remain at £309k but the position will continue to be monitored.

Outborough Placements

As reported over the last 3 financial years, the Authority has experienced significant pressures in relation to the provision of high needs places which have resulted from an increased number of SEN pupils and an increase in the complexity of their needs. The authority has seen an increase in the placement of pupils in other local authority schools and independent day and residential schools due to in borough provision being at full capacity or not being able to meet their needs.

The High Needs report presented at this meeting, details the various strategies and initiatives that have been introduced to create more SEN provision within borough, which has enabled more pupils to be placed in borough and will, over time, enable the number of outborough placements to level off and then reduce.

The budget provision for 2022/23 has been based on the projected 2021/22 outturn costs reported in the Quarter 3 monitoring exercise. These budgets will be closely monitored each month and updates will be presented to the Forum on a regular basis.

Central and Commissioned Services

For the majority of central and commissioned services the funding allocated from the High Needs Block in 2022/23 is at the same level as 2021/22. The total funding allocated for these services is £9.655m

The services where funding has changed are as follows

- Education Psychology Service – includes £92k to deliver the Trauma Informed Practice programme
- ECASS (Enfield Communication and Speech Support) - £305k full year effect

Both of these are funded from the £1m of funding from the High Needs Block agreed to support early intervention projects.

- Speech and Language Therapy – increased budget provision based on 2021/22 monitoring projections.

High Needs Net Position

As indicated in **Appendix B**, projected high needs costs for 2022/23 exceed budget provision by £0.821m and combined with the expected deficit carry forward from 2021/22, could result in an overall deficit of £14m. The HNB budget only reflects known expenditure so any increased in provision/cost will add to the overall deficit position.

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Date of report February 2022

Appendices

Appendix A - Unit Rates

Appendix B – Schools Budget 2022/23

Background Papers

DSG Updates to ERG/Schools Forum during Autumn/Spring Terms 2020/21.

UNIT RATES 2022-23 - for Formula Allocations

NB: Rates have been rounded to 2 dec place
0.0007

UNIT RATES	ACTUAL RATES 2021/22 FORMULA							
	NFF Rates 2021/22		2021/22 Unit Rates % Increase		NFF Rate incl ACA 2021/22		2021/22 Unit Rates incl ACA % Increase	
	PRIM	SEC	PRIM	SEC	PRIM	SEC	PRIM	SEC
Prim AWPU	3,123.00	-	9.3%		3,381.40	-	9.3%	
KS3 AWPU	-	4,404.00		9.6%	-	4,768.39		9.6%
KS4 AWPU	-	4,963.00		8.8%	-	5,373.64		8.8%
FSM	460.00	460.00	2.2%	2.2%	498.06	498.06	2.2%	2.2%
FSM Ever 6	575.00	840.00	2.7%	3.1%	622.58	909.50	2.7%	3.1%
IDACI A	620.00	865.00	3.3%	3.0%	671.30	936.57	3.3%	3.0%
IDACI B	475.00	680.00	9.2%	8.8%	514.30	736.26	9.2%	8.8%
IDACI C	445.00	630.00	9.9%	8.6%	481.82	682.13	9.9%	8.6%
IDACI D	410.00	580.00	9.3%	8.4%	443.92	627.99	9.3%	8.4%
IDACI E	260.00	415.00	4.0%	2.5%	281.51	449.34	4.0%	2.5%
IDACI F	215.00	310.00	2.4%	3.3%	232.79	335.65	2.4%	3.3%
Low Prior Attainm	1,095.00	1,660.00	2.8%	3.1%	1,185.60	1,797.35	2.8%	3.1%
EAL	550.00	1,485.00	2.8%	3.1%	595.51	1,607.87	2.8%	3.1%
Mobility	900.00	1,290.00	2.9%	3.2%	974.47	1,396.73	2.9%	3.2%
LAC	-	-			-	-		
Split Site	-	-			55,000.00	164,086.00		
Lump Sum	117,800.00	117,800.00	3.0%	3.0%	127,547.00	127,547.00	3.0%	3.0%

5

								ACTUAL RATES 2022/23 FORMULA			
								1.08410	ACA		
NFF Rates 2022/23		2022/23 Unit Rates % Increase		NFF Rate incl ACA 2022/23		2022/23 Unit Rates incl ACA % Increase					
PRIM	SEC	PRIM	SEC	PRIM	SEC	PRIM	SEC				
3,217.00	-	3.0%		3,480.44		2.93%					
-	4,536.00		3.0%		4,908.06		2.93%				
-	5,112.00		3.0%		5,531.03		2.93%				
470.00	470.00	2.2%	2.2%	509.53	509.53	2.3%	2.3%				
590.00	865.00	2.6%	3.0%	639.62	937.75	2.7%	3.1%				
640.00	890.00	3.2%	2.9%	693.82	964.85	3.4%	3.0%				
490.00	700.00	3.2%	2.9%	531.21	758.87	3.3%	3.1%				
460.00	650.00	3.4%	3.2%	498.69	704.67	3.5%	3.3%				
420.00	595.00	2.4%	2.6%	455.32	645.04	2.6%	2.7%				
270.00	425.00	3.8%	2.4%	292.71	460.74	4.0%	2.5%				
220.00	320.00	2.3%	3.2%	238.50	346.91	2.5%	3.4%				
1,130.00	1,710.00	3.2%	3.0%	1,225.03	1,853.81	3.3%	3.1%				
565.00	1,530.00	2.7%	3.0%	612.52	1,658.67	2.9%	3.2%				
925.00	1,330.00	2.8%	3.1%	1,002.79	1,441.85	2.9%	3.2%				
-	-										
-	-			55,000.00	164,086.00						
121,300.00	121,300.00	3.0%	3.0%	131,501.00	131,501.00	3.1%	3.1%				

Appendix B	Jan-22	Mar-22
SCHOOLS BUDGET 2022/23 (initial DSG Alloc Dec21)	£	£
INCOME	£m	£m
Schools Block - 5-16 year olds	285.544	285.544
Central Services Schools Block	2.486	2.486
Early Years Block	24.958	24.958
High Needs Block	65.493	65.493
TOTAL DSG	378.480	378.480
High Needs Block Additional Funding	2.498	2.498
TOTAL RESOURCES	380.978	380.978
EXPENDITURE		
SCHOOLS BLOCK		
Total Funding	285.544	285.544
0.5% Trf to High Needs Block	-1.428	1.428
Net Funding	284.116	284.116
Schools Delegated Formula Funding	284.116	284.116
Growth Fund	-	-
TOTAL SCHOOLS BLOCK EXPENDITURE	284.116	284.116
CENTRAL SERVICES SCHOOLS BLOCK (CSSB)		
Total Funding	2.486	2.486
Statutory Functions	2.019	2.019
Historic Commitments	0.467	0.467
TOTAL CSSB	2.486	2.486
EARLY YEARS BLOCK		
Total Funding	24.958	24.958
3 & 4 Year Allocations - PVI & Maintained	15.958	15.958
3 & 4 Year Allocations - PVI & Maintained - 30 Hours	4.169	4.169
2 Year Old Allocations - PVI & Maintained	3.433	3.433
Early Years Central Functions	1.059	1.059
Early Years Pupil Premium	0.220	0.220
Disability Access Fund	0.118	0.118
TOTAL EARLY YEARS BLOCK	24.958	24.958
HIGH NEEDS BLOCK		
Gross High Needs Block (pre recoupment)	65.493	65.493
High Needs Block Additional Funding	2.498	2.498
	67.990	67.990
0.5% transfer from Schools Block	1.428	1.428
Total Funding	137.408	137.408
Delegated Funding - special schools & units, excep needs in mainstream		40.813
Placement Funding		19.771
Commissioned and Central Services		8.300
FE Recoupment		1.356
Update to be provided at next meeting	137.408	0.000
TOTAL HIGH NEEDS BLOCK	137.408	70.239
TOTAL PLANNED EXPENDITURE	448.968	381.799
TOTAL DSG INCOME	380.978	380.978
NET POSITION 2022/23	67.990	0.821

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London Borough of Enfield

Schools Forum

Meeting Date 9 March 2022

Subject: Workplan
Cabinet Member: Cllr Uddin
Report Number: 36

Item: 6

Recommendation

To note the workplan.

<u>Meetings</u>		<u>Officer</u>
May 2021	High Needs	PN
July 2021	Schools Budget – Outturn (2020/21) School Balances (2020/21) & Budget Review (2020/21) School Funding Arrangements (2022/23) De-delegation of Central Services Annual Audit – Update	LM SB SB SB LB
October 2021	Schools Budget: 2021/22 – Monitoring School Funding Arrangements (2022/23)	LM SB
December 2021	Schools Budget: 2021/22 – Monitoring Schools Budget: 2022/23: Update School Funding (2022/23) Consultation - Responses Central Schools Services Block and De-delegation	LM LM SB SB
January 2022	Schools Budget: 2022/23: Update High Needs Strategy – Update	LM SB
March 2022	Schools Budget: 2021/22 – Monitoring Schools Budget: 2022/23: Update ASU & Home and Hospital, West Lea Annual Report 2021-22 BSS & SWIRREL Annual Reports 2021-22 Advisory Service for Autism Nurture Groups Orchardside - PRU High Needs Places & Review	LM LM WL MC / NE-J RW JH CF SB
May 2022	Single item agenda	
July 2022	Schools Budget – Outturn (2021/22) School Balances (2020/21) & Budget Review (2021/22) High Needs Review Annual Audit – Update	LM SB SB LB

Dates of Meetings

Date	Time	Venue	Comment
20 January 2021	5:30 - 7:30 PM	Virtual meeting	
3 March 2021	5:30 - 7:30 PM	Virtual meeting	
12 May 2021	5:30 - 7:30 PM	Virtual meeting	
14 July 2021	5:30 - 7:30 PM	Virtual meeting	
06 October 2021	5:30 - 7:30 PM	Virtual meeting	
08 December 2021	5:30 - 7:30 PM	Virtual meeting	
19 January 2022	5:30 - 7:30 PM		
09 March 2022	5:30 - 7:30 PM		
11 May 2022	5:30 - 7:30 PM		
06 July 2022	5:30 - 7:30 PM		
05 October 2022	5:30 - 7:30 PM		
07 December 2022	5:30 - 7:30 PM		

Report Author: Sangeeta Brown, Education Resources Manager
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Date of report 5 July 2021

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