

MINUTES OF THE SCHOOLS FORUM MEETING

Held on Wednesday, 3 March 2021 12 May 2021 on Microsoft Teams

Schools' Members		
Governors:	<i>Mr J Ellis *</i>	Primary
	Mr T Hellings	Primary
	Ms H Kacouris	Primary
	Ms C Davies	Special
	Mr J Donnelly	Secondary
Headteachers	Ms T Day	Secondary
	<i>Ms K Baptiste *</i>	Primary
	Ms C Fay	Pupil Referral Unit
	Ms N Husband	Primary
	Ms M O'Keefe	Secondary
	Mr D Smart	Primary
	Ms G Taylor	Special
Academies:	Ms H Thomas (Chair)	
	Ms S Ellingham	
	Mr M Lewis	
	<i>Ms A Nicou *</i>	
	Ms Z Thompson	
	Ms K Turnpenney	
Non-School Members		
	Mr K Hintz	16-19 Partnership
	<i>Ms A Palmer *</i>	Early Years Provider
	Mr T Cuffaro	Teachers' Committee
	Mr A Johnson	Education Professional
	Ms J Fear	Head of Admissions
	Cllr S Erbil *	Overview & Scrutiny Committee
Observers		
	Cllr R Jewell *	Cabinet Member
	Ms S Mahesh	School Business Manager
	Ms E Campbell *	
	Mr G Nicolini *	Education & Skills Funding Agency

Also present:

Mr P Nathan, Director of Education
 Mr N Goddard, Head of Budget Challenge
 Mrs L McNamara, Finance Manager
 Sangeeta Brown, Education Resources Manager
 Ms B Thurogood, Head of SEN
 Ms J Cordiner, Consultant
 Dr R Walker, Enfield Advisory Service for Autism
 Mr N Best, Head of Education Strategic Resourcing and Partnerships

Suzu Francis, Head of Educational Psychology
 Alice McLellan – Clerk

Clerk's Notes:

Ms Turnpenney left the meeting at 6.10pm
 Cllr Jewell left the meeting at 6.30pm
 Mr Donnelly left the meeting at 6.45pm
 Ms Fay left the meeting at 6.55pm
 Ms Campbell left the meeting at 7.00pm

** italics denotes absence*

1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

- (a) Apologies for absence had been received from Mr Ellis, Ms Baptiste, Ms Nicou, Mr Johnson and Cllr Jewell.

Noted the absence of Ms O'Keefe and Ms Palmer.

- (b) **NOTED** that pupil numbers from the January Census had been assessed and the maintained primary membership had to reduce by one. Once a vacancy becomes available, the maintained primary member would be replaced with an academy member.
- RESOLVED** that the Forum agreed for the proposed membership changes to take place when possible.

2. **DECLARATION OF INTEREST**

An opportunity was provided for Members to declare an interest whether pecuniary or otherwise regarding any of the items on the agenda. No declarations were made.

3. **ITEM FOR DECISION**

RESOLVED that;

- (a) Ms Thomas was elected Chair of Schools Forum for the current municipal year (2021/22).
- (b) Ms Nicou was elected Vice Chair of Schools Forum for the current municipal year (2021/22).

NOTED that;

- (a) There was some confusion regarding the regulatory changes relating to Schools Forum meetings. The Forum meetings were able to continue virtually, but Council meetings had to be held face to face. This issue was being discussed with legal. The presumption was that the Forum could agree whether to hold meetings virtually or face to face.
- (b) Ms Thomas was unable to take the Chair for this meeting.
- The Forum agreed for Mr Donnelly to chair the meeting.

4. **MINUTES AND MATTERS ARISING FROM THE MINUTES**

RECEIVED and agreed the Minutes of the Meeting held on 3 March 2021.

NOTED that a meeting had been held to discuss the response to the consultation on high needs funding, and a response was submitted.

5. **ITEMS FOR DISCUSSION/DECISION**

- (a) Peter Nathan introduced the items for discussion.
- (b) SEN Service and position updates on Education, Health & Care Plans (EHCPs), Calculator for Mainstream Schools, Speech & Language Hub, Nurture Groups and Additionally Resourced Provision and Specialist Units.

RECEIVED a presentation by Ms Barbara Thurogood.

REPORTED that the current Code of Practice was expected to be reviewed in the Summer. The potential change could include a new EHCP national template. Current information indicated that there were 60 written statements of action created from weaknesses within the service found during inspections of 117 Local Authorities (LAs).

Joint commissioning was difficult for many LAs with transitions from Children to Adult Services not being seamless. Recent information showed that there were vast differences in the support received by LAs from CAMHS Data showed Enfield receiving lower level of support compared to other local LAs.

There had been significant investment of SEN in Enfield. To support the increase, the Service had restructured and now was split into three teams: Primary/Secondary, Post 16 and Looked After Children (LAC) and Vulnerable Team. Future plans being considered were to retain the LAC and Vulnerable Team and to introduce a Statutory (EHCP) Assessment Team, Annual Review Team and Post-16 Team. School Place Planning was a multi-agency decision.

The Additional Resource Provision (ARPs) in mainstream schools had attracted some pupils with high level of complex / ASD needs. The Authority was looking at setting up discrete specialist units in mainstream schools for pupils with high level of complex / ASD needs. The proposal was for the mainstream school to be provided with outreach support from a special school. This proposal would alleviate pressure to create places in special schools by utilising space in mainstream schools. It was viewed that the new provision may positively affect fixed term exclusions rates and reduce cost of placing pupils in independent provision. The proposal would support the inclusion strategy and enable pupils to remain in a mainstream setting.

NOTED this proposal should lead to a reduction in out borough placements.

RESOLVED that the Forum agreed to progress with the proposal.

(c) Other Updates on High Needs Developments

(i) Special school Review

RECEIVED a presentation by Ms Julie Cordiner.

REPORTED that the DfE SEND review was expected this year. The aim of this local review was to understand how special schools used their funding to meet the needs of pupils at their schools and explore options for allocating top up funding. With the rapid rate of growth to support pupils with high needs, the review considered and define the provision available. The underline principles for any funding system was that it must be transparent and fair with a potential for the values to be updated. An average cost system in Enfield could continue because the individual schools had their own specialisms. An alternative option of banding system may focus on pupils' needs but was an administrative burden introducing and maintaining. The cost model provided in the report shows how a change in places can affect the costs incurred and may help to identify the most cost-effective size of the school and avoid extra pressure on schools and the high needs budget.

In response to **QUESTIONS** regarding:

- the variance or pay ranges of TLRs between 15-73% of the staff. It was stated that giving more allowances to staff must be justified, if staff were paid at higher rates then lower numbers of staff should be necessary. The associated responsibilities for TLRs must be clear as well as the structure and lines of management.
- using banding system it could be possible for children with similar needs to receive different funding as this related to how the school organises its provision rather than the individual needs of the school.
- the matrix system was a relative funding system. Banding focused on the needs per child which were not relative to other children's needs. Whether a mainstream or special school, there was always flexibility to accommodate exceptional requests.

(ii) Advisory Service for Autism Annual Report and Early Intervention to support pupils with autism.

RECEIVED a presentation from Dr Rachel Walker with reference to the Funding Bid document.

REPORTED that the Advisory Service for Autism (ASA) gave a substantial offer for parents and schools across the LA despite the pandemic. There was an online offer with virtual training and consultancy via telephone; the support was well received. There were however countless families with children with ASD that did not access the service. The service relied on schools approaching the service and seeking support. With increased funding, the service planned to be more proactive from September

2021. The service was working on engagement with settings and increasing the Early Years and Post 16 offers as part of their funded support across the borough. A focus was to help at transition points. Monitoring the impact of the service would involve working with AET tools, progression framework, and competencies for staff. Changes to the staffing structure for September were planned with the addition of new roles and increasing the range of expertise for other roles. The planned multi-disciplinary team would include a speech and language therapist and an educational psychologist.

(iii) New place provision

RECEIVED a presentation by Mr Neil Best.

REPORTED that there had been a continuing decline in pupil numbers in recent years. Formal consultation had begun on reducing the planned admission numbers for some schools to try and address the problem. The picture was similar for both primary and secondary with the recent addition of One Degree Academy and Wren having a further impact.

In response to a **QUESTION**, formal consultation had taken place in four schools, there may be other schools with lower pupil numbers. Across London there was a 7% reduction in pupil numbers; the reduction was larger than this in Enfield.

There had been an increase in number of pupils with EHCPs who required high level of support. The possibility of utilising the spaces in mainstream schools for SEN provision was being considered. For September 2021, 190 new SEN places were planned. The strategy was to increase ARP and Satellite Provision.

Separately, the Inclusion Charter was being developed to support inclusion and CYP remaining in mainstream where possible. As the Forum was aware the strategy being pursued was early intervention which aimed to enable children and young people to remain within their local communities. As highlighted earlier in the meeting, a new strand to support this strategy was to develop at least four special units for CYP with high complex needs across the borough within mainstream schools. It was considered this would be in the best interest of CYP.

A speech and language hub was agreed and recruitment process had begun. The hub would support schools to become communication friendly and help CYP to make early progress. Work was taking place to look at how provision can be effectively increased by identifying and reviewing current sites.

In response to **QUESTIONS** regarding:

- Chesterfield Primary was part of ELT and two onsite ARPs were being considered.
- Alternative Provision (AP) currently available in Enfield and whether other models, such as respite placements or partnership agreements when planning expansions could be explored and so avoid permanent exclusions. It was stated that AP was provided in a number of ways and there was some good work being done in this area. It was required further information on how many Enfield's CYP were being supported in AP, reasons for being AP and the associated costs.

Agreed the LA would discuss with secondary Headteacher and other partner to review the current provisions.

ACTION: MR NATHAN & MRS BROWN

(d) New Developments

(i) Early Years Communication and Language Programme

RECEIVED a presentation and report from Ms Christiana Kromidas.

REPORTED it was planned for the I CAN programme to be introduced across the borough in September 2022. Early Talk Boost (ETB) was an I CAN intervention aimed at 3-4-year olds with delayed language and supported children's progress in language and communication. The aim was for 100% of the workforce to be upskilled and trained to provide the intervention. The training involved three modules. It was noted that the programme would not replace speech and language interventions. Children were selected for ETB and sessions were linked to the new Development Matters. The training programme worked in collaboration with parents to support communication.

In response to a **QUESTION**, when EYFS progress data was received from schools, children were tracked back to the settings they came from to identify low attainment.

(ii) Social, Emotional and Mental Health / Trauma Informed Practice in Schools.

RECEIVED a presentation and report from Ms Suzy Francis.

REPORTED in September 2020 Trauma Informed Practice (TIPs) was introduced to partnerships and some schools. TIPs taught CYP to learn to regulate their emotions and for adults to support children to get better outcomes. The approach was to support every action that was taken, and the aim was for all members of staff to be trained. The partnership model had focused on how services could work together consistently. Services that helped with social, emotional and mental health have already been introduced into schools and a steering group had been formed. The programme had been well received in other Boroughs. The aim was for the programme to be rolled out over several years in a sustained way, starting with 10-15 schools. 7 Schools had expressed an interest so far and training would begin in June for three schools. The annual cost of £92,006 would provide the project, leadership and support.

In response to **QUESTIONS**:

- there was a lot of evidence that TIPs had a significant impact. It was noted that the project would increase spending, but this should lead to savings in the longer term.
- regarding fixed term exclusions across the Borough; it was stated that the project would aim to change the culture and ethos in schools, and team members will be upskilled to help reduce the number of exclusions.

RESOLVED that the Forum agreed to support to fund the project from the high needs block and noted this would add to projected overspend.

(e) General Discussion

NOTED that the Forum had received several presentations on supporting high needs. Forum members were invited to comment on the information provided and identify any other areas that could be considered to support the rising demand for SEN support.

There were many projects planned for Autumn 2021 including new buildings and initiatives. There will be opportunities for open discussion and debate about progressing projects during the year with the Forum, SEND Partnership Board and Parent Voice.

6. WORKPLAN

RECEIVED and **NOTED** the workplan.

7. ANY OTHER BUSINESS

No matters were raised.

8. FUTURE MEETINGS

The final meeting of the Forum for the current academic year would be held on 14 July 2021 at 5:30pm. This meeting would be held virtually.

9. CONFIDENTIALITY

No item discussed within this agenda was felt to be confidential.