

SPECIAL EDUCATIONAL NEEDS INCLUSION STRATEGY 2004 – 2008



*Front Picture
Oak Lodge School*

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1. FOREWORD

The Council is most grateful for the contribution of headteachers, governors, parents, voluntary organisations and our partners in health to the development of this important strategy. The commitment of so many people and organisations to the discussions which underpin this strategy demonstrate a real strength in the Barnet community and provide the evidence that the ambitious action plan at the heart of this strategy will be achieved.

By working in the strong partnerships already existing and seeking to expand joint planning and delivery of services to pupils with special educational needs and their parents the Council will improve provision and opportunities for children and young people with a wide range of learning difficulties and ensure that their educational attainment and social skills development enable them to achieve their full potential.

The data on current provision in Barnet mainstream and special schools and early years settings demonstrates the growing confidence of teachers and parents that most children with special educational needs can be offered a first-class education locally. An important aim of the strategy over the next four years is to extend that opportunity to all children as they commence education and as they progress from pre-school to primary, secondary and post-16 education. This strategy seeks to strengthen the training and support to Barnet schools to enable further progress to occur.

The Council has a continued commitment to ensure funding is available to support pupils with special educational needs and will continue to ensure that funding to schools, based on full consultation, is both fair and transparent and is explained to governors, headteachers and school staff and parents. Wherever possible and practical, resources will be delegated to schools to enable those responsible for meeting needs to be able to plan the most effective use of resources. As resources are delegated then the bureaucracy associated with the statutory processes will continue to reduce and there will be an increase in the investment, both financial and by professional staff, in early intervention work with pupils.

This strategy recognises the importance of support being available at an early age to children and identifies further proposals to ensure this work is strengthened. New initiatives such as Children's Centres and the full service extended school will be important aspects of provision for children and young people with special educational needs during the course of this strategy.

The Council will expand work to identify successful work on inclusion and ensure that all children with special educational needs, including those with complex and severe needs, have clear educational targets which are monitored. The LEA school self-review and evaluation process will ensure that schools are supported, monitored and, where appropriate, challenged to improve the performance of all children including those with special educational needs.

The Council looks forward to an exciting period of change which will build on existing good practice in Barnet and will offer children and their families a partnership with professionals to ensure that Barnet acquires a national reputation for the quality of provision and attainment for children with special educational needs.

Councillor John Marshall
Cabinet Member for Education and Lifelong Learning
November 2004

2. CONTEXT

During Autumn Term 2003 a widespread consultation on future provision for children and young people with special educational needs took place in Barnet.

The results of this consultation were published in April 2004 and distributed to all respondents. The policy and rights and responsibilities statement were adopted by Barnet Council in March 2004.

The consultation endorsed the aims of the Special Educational Needs Inclusion Review which were:-

- a) to plan for increased inclusion of children with special educational needs in mainstream schools and ensure that appropriate structures and advice are in place to support schools in meeting the needs of children.
- b) to safeguard the interests of all children by ensuring that an appropriate education is available and that access to specialist teaching and other resources are provided in mainstream schools and all staff receive appropriate training.
- c) to provide a continuum of provision for pupils through the role of special schools which will be centres of excellence making provision for pupils in partnership with mainstream schools and providing a source of excellence and expertise to mainstream schools.
- d) to ensure that provision is developed in Barnet to enable pupils with special educational needs to be educated locally and to share good practice in raising attainment for pupils amongst Barnet schools.
- e) to ensure that spending on pupils with special educational needs is used effectively to benefit all pupils and that resourcing mechanisms are transparent and understood and strong monitoring and evaluation processes are agreed at school and LEA level.
- f) to involve all partners, including pupils and their parents in the review and future planning of provision.
- g) to promote early identification building on existing good practice in early years services to ensure support is provided as soon as possible to support inclusion.
- h) to support schools in removing physical, environmental and attitudinal barriers in overcoming disability.

During this process of consultation important national strategy and guidance has been published. This includes:-

Removing Barriers to Achievement – The Government’s Strategy for SEN (DfES February 2004)

The Management of SEN Expenditure – (DfES, May 2004)

National Framework for Children (DoH/DfES September 2004)

Together these guidance documents set out a series of action programmes which are reflected in this Barnet strategy. The effective management of SEN expenditure is an essential part of this strategy.



Summerside Primary

Progress towards successful inclusive practice in Barnet schools has been significant during the last two years and the confidence of parents in the ability of mainstream schools to meet the needs of a wider range of pupils was reflected in the consultation process. The increased delegation of resources to schools is enabling schools to develop staff expertise and to strengthen the process of inclusion.

Data for 2003 supports this emerging picture :

% of pupils in special schools

Barnet	Statistical Neighbours	All LEAs
0.9%	1.3%	1.2%

% of pupils with new statements placed in special schools

Barnet	Statistical Neighbours	All LEAs
8.7%	16.4%	18%

(National SEN Performance Data 2003 – DfES)

(Statistical Neighbours are ten Local Education Authorities that are similar to Barnet)

This development is consistent with the legal framework for special educational needs. As this process of change develops with mainstream schools receiving resources previously only available through pupils acquiring statements of special educational needs then the demand for use of the statutory procedure will continue to reduce.

In the external review of SEN Finance and Strategy in Barnet completed in 2002 the increased reliance on statements to secure funding for pupils was identified as a key concern.

The proportion of pupils with statements of special educational needs rose sharply from 1.7% in 1999 to 2.1% in 2001. The position has stabilised and the number of statements of special educational needs fell from 1,721 in June 2002 to 1,498 in September 2004.

The external review identified the potential implications of continuing the very high proportion of new assessments which reached 313 during 2000. By 2003 this number had reduced to 71. During the period 2004-08 the LEA expects the proportion of pupils with statements to reduce to 1.2% as schools are enabled to meet an increased range of need from delegated resources.

The external review identified the critical concern at the very large number of pupils with special educational needs who were educated outside Barnet and the need to invest in provision in Barnet to ensure parents had confidence in local provision. The numbers of pupils with statements of special educational needs educated outside Barnet has fallen from 421 in June 2002 to 300 to June 2004. The numbers of pupils with statements of special educational needs issued by Barnet in out-borough residential schools has fallen from 71 to 51 in the same period. (NB Barnet also has financial responsibility for other LEA assessments of any Barnet children and young people looked after by Barnet Council and placed out-borough.)



Livingstone Primary

This strategy sets out the key developments needed to continue these trends whilst continuing to assess each pupil individually and make individual placements based on pupil need and in partnership with parents.

The strategy is part of a wider range of change on ensuring children and young people who are potentially vulnerable to social exclusion are supported.

The Children Bill (2004) is likely to reach statute in November 2004. The Bill sets out many of the requirements of the reforms set out in Every Child Matters (2003) on joining up assessment procedures, setting up multi-disciplinary teams, improving information sharing between agencies, co-locating services, joint commissioning and establishing keyworkers for individual families.

This is a challenging agenda of change which will lead to improved outcomes for pupils through integrated services, monitoring of progress at school and increased opportunities to achieve alongside mainstream peers. The progress to date and action plan for development is set out in this strategy.

Throughout the process of development of this strategy the work of the Special Educational Needs Strategy Group has been critical. The membership is set out in Appendix F and all members are warmly thanked for their contribution. From September 2004 the group will merge with the Quality Protects Disabled Children's Group to form an Inclusion Strategy Group.

The Special Educational Needs Inclusion Strategy will be monitored by the Inclusion Strategy Group from September 2004 and progress against key targets reported to the Children and Young People's Strategic Partnership Board. An annual review may identify appropriate adjustments to the action plan which will be included as a support document to the strategy.

3. POLICY STATEMENT ON SPECIAL EDUCATIONAL NEEDS INCLUSION

Barnet Council will promote the effective learning of all children with special educational needs and ensure this learning is supported to achieve high standards for each pupil.

The Council will develop policies and practice based on a belief in equality of access and opportunity for all children, young people and adults involved in learning in Barnet. We believe in the inherent equality of all irrespective of emotional needs and physical or mental abilities. The Council recognises, however, that individuals are not always treated as equals and that people with disabilities and/or special educational needs may experience discrimination and disadvantage.

Educating children and young people in their local early years settings, schools and colleges alongside their peers is a major contributor to tackling discrimination. The Council is committed to support all Barnet schools and settings in developing inclusive education and to a reduction in the numbers educated in special schools particularly those educated outside Barnet.

Barnet will develop a continuum of provision for all children and young people with special educational needs from early years to adult education and lifelong learning. Barnet has excellent special schools and will continue to maintain a range of provision to ensure choice for parents and pupils. Special schools will develop their role as centres of excellence with an increasing focus on supporting inclusion in mainstream schools through practical support and training. A comprehensive and targeted training programme will be provided for all staff to promote inclusion.

This policy will seek to provide an opportunity for pupils without special educational needs to experience the full range of human diversity. All children should have the opportunity to learn at first hand about special educational needs and disability in preparation for life as citizens in a diverse society.



Childs Hill Primary

The Council will work in partnership with parents, schools and statutory and voluntary organisations to challenge and remove all physical, environmental and attitudinal barriers which exist in the education system and in society. By increased investment in local schools and clarity of funding early years settings and schools will be supported in meeting the needs of pupils with special educational needs.

4. RIGHTS AND RESPONSIBILITIES

Children and Young People have the right to:

- early support with any learning difficulties
- a broad choice of educational provision and to have their needs met in mainstream schools whenever possible
- expect any special school to have close links with mainstream
- play, learn and make friendships within their local community
- expect the Council, schools and others to remove physical, environmental and attitudinal barriers to learning
- be fully involved in problem solving and decision making about their education

have the responsibility to:

- engage with an appropriately designed curriculum
- to participate in decisions about their education.

Parents have the right to:

- recognition of their expertise about their children and genuine partnership in decision making
- integrated services developed and provided to their children
- involvement in strategic policy groups affecting children with special educational needs
- access to a Parent Partnership Team and independent parental advisers and dispute resolution.

have the responsibility to:

- work with teachers and other professionals in the interest of their child

Schools have the right to:

- clear funding information to enable them to make provision for children with special educational needs
- multi-agency professional support for inclusion including appropriate training programmes
- support from the LEA to achieve an inclusive school

have the responsibility to:

- ensure high standards of teaching and learning through monitoring and self-assessment
- include pupils with special educational needs in all aspects of school planning
- work closely with parents of children with special educational needs

The Council has the right to:

- expect participation by schools, parents and pupils in planning SEN inclusion
- support from all agencies in providing integrated services at the point of delivery

has the responsibility to:-

- promote educational inclusion through strategic planning and partnership working
- deliver high performance of statutory duties
- ensure good quality services and training to schools
- work in effective partnerships with parents and the voluntary sector
- monitor and evaluate SEN expenditure to ensure impact and value for money.



Hendon School

5. EARLY INTERVENTION

For young children with special educational needs at pre-school Barnet has a strong multi-disciplinary team the Pre-School Education Team (PET) which includes Education Psychologists, the Pre-School Inclusion Team (area Special Educational Needs Co-ordinators), specialist teachers for sensory impairment and physical disability and the Pre-School Teaching Team. All young children identified by health professionals are supported by the Pre-School Education Team and this provides an invaluable support service to parents and direct intervention with young children to enable them to access nursery or school at the appropriate age. The demand for this service (often referred to nationally as a portage service) has recently exceeded the capacity of the team.



Oakleigh School

Barnet has successfully implemented the co-ordination programme for deaf children and their families based on the Newborn Hearing Screening programme to ensure access to services and advice following diagnosis. This multi-agency approach underpins Together from the Start (DfES 2003) the guidance on ensuring the co-ordination of support to families of disabled children from birth to third birthday. Barnet will learn from the national Early Support Pilot Programme and will develop keyworker systems, family support plans and improved information systems to ensure that families are supported through a simplified contact route to access services for their child.

The Sure Start Programme is expanding opportunities for early education and childcare for children with special educational needs in Barnet and this increased availability is being promoted by the Children's Information Service.

In the Learning Networks alliances of early years providers will be supported by the Pre-School Inclusion Team now providing expert advice to voluntary and community nursery settings and these settings have full access to professional advice from the health and educational core staff deployed through the Learning Networks. To further support this work Barnet Council will:-

- 1. Increase the Pre-School Teaching Team to ensure that all young children and their parents receive support and guidance on key early skill developments ensuring a smooth link to nursery provision. An additional teacher will be allocated from Standards Fund Grant.**

- 2. Ensure that early years settings and nurseries use budgets to secure inclusive opportunities. In exceptional cases of need “top up” resources will be allocated from a panel of Headteachers and other providers.**

This latter scheme will operate on a trial basis in 2004/5 and will involve funds from the Sure Start Grant and Standards Fund grant. Total funding will be £50,000. The impact of this scheme will be evaluated and the local panel will ensure accountability.

In 2003/4 Barnet Council invested £100,000 in local speech and language therapy and this has enabled significant expansion of work in the mainstream team serving the Learning Networks of schools. As well as enabling early intervention to occur there has been significant development of training for teachers and classroom assistants. The reduction in statutory assessments has enabled a further range of professionals including Educational Psychologists and the Inclusive Education Advisory Team to focus on supporting whole school development for inclusion and on early intervention strategies rather than on the report writing required for the statutory process

The early intervention by co-ordinated teams to support inclusion will continue. Barnet will:-

- 3. Work with the Barnet Primary Care Trust to deliver all speech and language therapy, including additional support identified by statements of special educational needs, by therapists employed by Barnet PCT by September 2006. The relatively expensive use of private therapists will be phased out during this period. An option to deliver out- borough speech and language support to Barnet pupils in partnership with BINO, the special needs support service for the Jewish community will also be explored.**

The shortage of occupational therapists is a marked difficulty restricting the impact of early intervention and particularly for primary age children. Barnet Council will:-

- 4. Work with the Barnet Primary Care Trust to achieve a unified occupational therapy service and consider if additional services need commissioning**

In these positive steps Barnet Council will demonstrate commitment to the aims of Every Child Matters to support joint working and investment to promote access and achievement. Joint management arrangements to monitor the impact of this investment will be established in September 2004.

- 5. During 2004-05 the Children and Young People Strategic Board has identified the need for further investigation of joint commissioning for vulnerable children as a key priority. The Board will consider a commissioning strategy by April 2005 and will seek to achieve increased pooling of budgets to improve local support to children, young people and families.**

This investigation will include identification of further options for play and youth service provision and of respite care for children and young people.

As part of the inclusion of children and young people within Barnet two important developments will occur :

6. Extended Full Service School

Whitefield School will become an extended full service school from April 2005 and will provide childcare, parenting, adult learning, study support, ICT, arts and sports facilities and access to local health and social care services.

As the extended full service school model develops then the opportunity to locate support services for pupils with special educational needs and disabled children on school sites will increase.

7. Children's Centres

Barnet intends to develop a network of Sure Start Children's Centres to provide integrated education and day care, health services and parenting support. By March 2006 two centres will open at Parkfield and Wingfield.

Together these activities will ensure improvements in local services and provision and promote the use of keyworkers, joint assessments and improved information sharing. The Department of Health will be issuing the National Service Framework for Children later in 2004. This will set national standards for child healthcare and ensure, for example, a child and family service providing continuity across transitions in a child's life.

8. During 2005-06 Barnet Council and Barnet Primary Care Trust will develop the proposals in the Children Act 2004 and the National Service Framework to ensure continuity of service provision and support for children with special educational needs from diagnosis to attendance at school. This will include the development of services linked to a child development centre and accord with the best practice identified in the Early Support Pilot Programme.



Northway School

Funding to Support Early Intervention

Following extensive consultation with schools, Barnet Council introduced increased delegation to schools in April 2003. This included a Funding Formula to delegate resources for high incidence special educational needs, including some pupils with statements of special educational needs, to enable schools to direct funding towards planned early intervention at school level. The funding formula uses indicators of prior attainment, free school meals, mobility and English as an Additional Language as recommended by the DfES.

The Council also delegated to schools resources to support the hearing impaired units at Hendon School and Summerside Primary School. All mainstream schools resourced for an identified group of pupils with special educational needs are responsible for the financial and other management of that resource.

The Council has an established multi-agency panel, the Special Educational Needs Panel which includes representation from Headteachers, Special Educational Needs Co-ordinators and Barnet Primary Care Trust which considers requests for statutory assessments of special educational needs and monitors outcomes of annual reviews. Once the assessment is completed resources for pupils with complex needs are currently allocated by formula. The proportion of pupils with complex needs requiring a statement is reducing in Barnet as a result of increased delegation of funding to schools and to ensure that additional allocation for those pupils are consistent with the needs and objectives identified the existing formula allocation will be replaced by Panel decision.

- 9. By April 2005, the Council will ensure the existing multi-agency Special Educational Needs Panel is responsible for the allocation of all resources for pupils with complex needs which are based on the statutory assessment of special educational needs.**
- 10. From April 2005, the responsibility of schools and the Council in relation to funding provision for special educational needs will be set out in clear guidance. This will include details of how funding has been calculated for each school and identify, for example, appropriate use of resources from the Age Weight Pupil Unit [AWPU] to fund the work of Special Educational needs Co-ordinators [SENCOs].**
- 11. Information to parents on school and LEA funding arrangements will be published by Barnet Parent Partnership by April 2005.**

These measures will assist schools and parents in an improved understanding of the funding arrangements for special educational needs.

Barnet would like to build on existing delegation to enable schools to work in partnership to deploy resources to manage the needs of pupils with the most complex special educational needs. This will require further research and discussion to identify current and future patterns of need and the modelling of resource options to meet these needs.

- 12. By April 2006 Barnet will identify clear criteria for any additional top-up funding to meet complex special educational needs and consult with the Schools Forum and all schools on options for area based Panels to allocate resources based on a ringfenced and identified budget within the individual schools budgets (ISB).**

Barnet has worked closely with other London LEAs in the SEN Regional Partnership. In London this work has been effective in establishing improved procedures for effective school self-review. SEN Regional partnerships in other parts of England and Wales have produced useful guidance on a range of issues and, for example, Barnet is working with the East Midlands SEN Regional Partnership on establishing an LEA friendly approach to pupils with autistic spectrum disorders and their families

National reviews of special educational needs spending have identified the relatively high costs of some independent and residential schools. Although numbers of placements out-borough are declining this remains a high cost area for Barnet [see Appendix D]. Work by SEN Regional Partnerships, the Department for Education and Skills [DfES] and the National Association of Independent Schools and Non-Maintained Special Schools [NASS] has established a national contract for use by local authorities and independent schools. The contract seeks to limit increases in costs to the annual teacher pay award unless other negotiated increases are agreed.

- 13. From January 2005 Barnet will use the National Contract when placing children and young people in day and residential independent schools.**

6. DEVELOPING INCLUSION

The consultation highlighted the quality of training to schools and early years centres in Barnet and the need to further develop the range of training to whole school groups in support of whole school inclusion. The National Primary Strategy, currently in Wave 3, is focused on raising achievement of pupils who fall behind their classmates. The focus on expanding inclusive teaching skills and strategies and promoting the achievements of particular groups of pupils with special educational needs will support the development of inclusive schools. Similar developments in the Key Stage 3 strategy [Years 7-9] will lead to increased strategies for transition to and support in mainstream secondary schools. The Education ICT Strategy will identify how further training to teaching staff and Learning Support Assistants will occur to ensure Barnet schools and early years settings make best use of developments in ICT to support the curriculum and the management of special educational needs.

14. **By January 2005 an Inclusive Training Group will co-ordinate and evaluate all training on inclusive education for schools and early years centres. The emphasis will move to training at school level to promote whole school approaches and ensure skills are embedded in the practice of all Barnet schools.**

The consultation also demonstrated that many parents felt existing provision for a wide range of pupils with special educational needs was of a very high quality in Barnet. There was some concern that all schools needed to develop inclusive practice at a comparable rate to enable parents to choose local schools.



Oakleigh School

15. **By January 2005 Barnet will establish Leading Edge Inclusive Groups composed of teachers from mainstream and special schools and early years provision, parents, voluntary groups and LEA staff to identify and disseminate best practice in Barnet and in Britain and support the promotion of high standards for specific groups of pupils. Initially it is proposed that Leading Edge Inclusion Groups will focus on Autistic Spectrum Disorders, Speech, Language and Communication Needs, Downs Syndrome, Behaviour Disorders [eg Attention Deficit Hyperactivity Disorder], Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Moderate Learning Difficulties and Behaviour, Emotional and Social Difficulty.**

Each group will be co-ordinated by a member of the Educational Psychology Team or the Inclusive Education Advisory Team and will report on impact and best practice to the multi-agency Inclusion Strategy Group.

The trend to inclusion is well-established in Barnet and the proportion of pupils with statements of special educational needs in mainstream schools has increased to 68% (July 2004). As schools become more inclusive parents of pupils with special educational needs are choosing mainstream schools. For pupils with complex special educational needs the provision of mainstream schools resourced for particular types of special educational needs has proved an effective strategy. The term unit for some of this provision is no longer appropriate as in all cases pupils can move from a teaching base to a mainstream class although for some pupils provision in a teaching base is appropriate as a staged approach.

- 16. From April 2005, all additional provision at mainstream schools will cease to be described as units and schools will be described as [for example] additionally resourced for pupils with language and communication needs. Each of the ten mainstream schools currently resourced will have agreed descriptors of their role and admission criteria and following a current review a clear funding allocation based on planned numbers of pupils.**

The data on pupils with special educational needs [see appendix A] in Barnet schools (January 2004) and the needs of pupils with statements of special educational needs who live in Barnet [appendix B] have confirmed the significant increase in demand for places for pupils with autistic spectrum disorders [ASD] and for pupils with speech, language and communication difficulties. Whilst many pupils attend local mainstream schools the demand for places at the existing unit provision [appendix C] has exceeded the supply of places.

- 17. Barnet will identify additional resourced primary and secondary mainstream provision for pupils with autistic spectrum disorder [ASD] and work towards a commencement date of September 2005 if possible.**
- 18. Barnet will identify an additional resourced primary mainstream provision for pupils with language and communication needs and work towards a commencement date of September 2005 if possible.**



Hendon School

In establishing this new provision in mainstream schools Barnet will seek to ensure additional provision for primary mainstream is located to enable pupils to attend schools which are as close to home as possible.

Provision for pupils with Behavioural, Emotional and Social Difficulties [BESD] has improved during the recent period. The Primary Strategy, Key Stage 3 Strategy and Behaviour Improvement Programme are three national funding initiatives which provide additional staff to support pupils, teacher coaching and support materials. Arrangements for support to schools are set out in the Barnet Behaviour Support Plan 2004-6.

In the school year 2003/4 permanent exclusions in Barnet school fell by 17% to a new low of 42 pupils. In partnership with schools the early identification and preventative work with pupils is a feature of work in Barnet schools. During 2003-04 a new jointly commissioned service, the Primary Project, provided support to schools and families where pupils experienced mental health problems.

19. **The Council in partnership with the health provider, Child and Adolescent Mental Health Service [CAMHS], will continue to support the Primary Project and ensure an external evaluation of its work.**
20. **In supporting the development of the CAMHS Strategy 2004/6, the Council will work in partnership with secondary schools to invest in further support, at school level, to pupils experiencing mental health difficulties.**

The Council provides full-time education provision to children and young people attending two psychiatric units, Northgate and New Beginning, at Edgware Hospital.

21. **In Autumn Term 2004, the Council will review the status of the Northgate education unit at Edgware Hospital. The review will include a cost-benefit analysis of future options for the unit which is currently a Pupil Referral Unit.**

The Council, in partnership with the governors and Headteacher at Mill Hill High School, has reviewed the funding and role of the Oakhill Campus, a provision for 32 secondary pupils with statements of special educational needs. This unique and successful provision will continue to be managed by the governors of Mill Hill High School.

22. **The Council and Headteacher of Mill Hill High School will continue to operate a joint Admissions Panel for the Oakhill Campus. Additional senior Educational Psychologist support will continue to be provided to the campus by the Council and additional support will be considered as part of the CAMHS Strategy 2004-06.**

ed primary schools at The Orion and Tudor Schools. During 2002-04 the LEA has ceased placing pupils with statements of special educational needs at the Pavilion Study Centre.

- 23. By September 2005 the Council, in partnership with the governors and Headteachers of The Orion and Tudor primary schools, will consider and identify an outreach role for the schools to support primary pupils in neighbouring schools.**

The Council has four high quality special schools and will continue to support these schools. In particular the two schools for pupils with moderate learning difficulties, Northway [primary] and Oak Lodge [secondary], have experienced an intake of pupils with more complex needs in recent years including a large number of pupils with autistic spectrum disorders.

- 24. By April 2005, the Council will complete a review of funding and admission criteria for all special schools in partnership with the governors and Headteachers. This will include analysis of support from health professionals. Annual funding reviews based on predicted members of pupils will be established.**
- 25. As part of the Barnet primary capital strategy and any options emerging from the government Building Success for the future secondary programme the Council will consider options for significantly transforming the teaching and learning environments of our special schools including exploring opportunities for the co-location of special and mainstream schools**

placements of pupils at mainstream and special schools. The work in 2003/4 has been programmes and dual

- 26. The role of special schools to support inclusion in Barnet mainstream schools will be included in the funding of special schools from April 2005. A clear policy on temporary, part-time and dual registered placements between mainstream and special schools will be established as part of this funding review.**



Oak Lodge School

Barnet has a range of specialist support teams to provide expert advice and training to schools on specific aspects of special educational needs. The teams also attend annual review of pupils with statements and have a particular focus on monitoring pupils placed in independent schools including residential placements. It is proposed to retain within the Education Service existing levels of support from the three teams – Educational Psychology, Inclusive Education and Advisory Team [covering behaviour and conduct disorders, speech languages and communication, specific learning difficulties and moderate learning difficulties] and the Specialist Team [visual impairment and hearing impairment (sensory team) autistic spectrum disorders, physical disability and access and teaching provision for sick children].

27. By September 2005, the Council will self-evaluate the effectiveness of these support teams drawing on emerging national standards of quality, availability and cost effectiveness. The review will be used to ensure current provision is meeting the requirements of early years centres and schools.

The Barnet Schools Accessibility Strategy and Action Plan 2004-07 ensures that the Council complies with the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) to plan strategically over time the accessibility of all maintained schools. The Council has identified seven secondary schools and their feeder primary schools which are, or will become, fully accessible.

The Strategy also identifies best practice in identifying access to the curriculum for disabled pupils. Detailed guidance on the management of medical conditions and on individual health plans was issued to schools by the Council and Primary Care Trust in 2003.

School Improvement and Developing Inclusive Education



Mapledown School

The role of schools to raise standards for all pupils and develop inclusive practice is a major challenge for governing bodies and Headteachers. In Barnet the annual cycle of School Self-Review and Self Evaluation is the key tool for school improvement. The Council has a duty to support, monitor and challenge all schools to ensure that all pupils are making good progress and that strategies are being deployed effectively to tackle any areas of underachievement. In relation to pupils with special educational needs the Council will ensure from September 2004 and beyond that the School Self-Review and Self Evaluation includes:-

28. **Target setting and review for all pupils including pupils working below level 1 of the National Curriculum [the P scales]**
29. **Agreed outcome measures enabling the school to compare the effectiveness of provision with other schools and which measure pupil attainment, social and emotional development and social inclusion including achievement in the widest sense.**
30. **Use of a planning tool [provision mapping] to enable schools to evaluate use of delegated resources for pupils with special educational needs and assess the impact on attainment.**

The monitoring and challenge to the School Self-Review will occur as part of the annual cycle led by Learning Network Inspectors.



Whitefield School

The attainment of individual pupil groups will be benchmarked with data from the LEA statistical neighbours [ten similar Local Education Authorities] to the impact of support services and schools on individual pupils.

31. **The Council will complete a comparative exercise and analysis of attainment and progress of pupils with visual impairment, hearing impairment, autistic spectrum disorders and physical disabilities based on Summer 2004 results by December 2004. This will be used to plan improvements in service delivery 2005-06.**
32. **The Council will establish a performance system for all pupils with statements of special educational needs including performance at P levels by December 2004. Analysis of performance and progress will occur in 2005.**

7. WORKING IN PARTNERSHIP

Barnet has developed a range of partnership working which places the Council in a strong position to move forward with partners to promote inclusive practice.

The Council invested in further funding for a Parent Partnership Service in 2003-04 and this has enabled the establishment of a service with two caseworkers and has attracted additional funding from the Barnet Children's Fund. The expanded service has recruited twelve volunteer Independent Parental Supporters which provides a rich range of support and advice to parents. The Parent Partnership is managed through a partnership with the voluntary sector and has established an annual parents conference, regular drop-ins and newsletters. A number of Barnet mainstream schools have established support groups for

- 33. Barnet Parent Partnership will promote and assist the development of school parent groups for parents of pupils with special educational needs in Autumn Term 2004. The target will be to establish support groups in 80% of schools by April 2006. The Partnership will work with schools to ensure that all parents are clear on the targets, progress and attainment of their children at school.**

Barnet has a number of active voluntary groups for parents and others and the Barnet Voluntary Partnership, a regular meeting of voluntary groups and senior Council officers.

- 34. The Council will seek to expand the role of the Barnet Voluntary Partnership to enable regular dialogue with both Council and Health staff on a range of policy and best practice issues by January 2005.**

The Voluntary Partnership elects the membership of the steering group of the Parent Partnership and the parent members of the Inclusion Strategy Group.

As the Connexions Service and Youth Service are now jointly managed in the Education Service, progress made on planning transition for young people with special educational needs will continue.

- 35. The Council will establish a Transition Review Group involving Connexions, Community Care and the Special Educational Needs Performance Team as well as voluntary sector partners to ensure appropriate provision and effective liaison are in place.**

Barnet has a wide range of independent schools and support centres. The Council is in partnership with Kisharon School, a special school for pupils from the Jewish faith. Some independent schools in Barnet provide inclusive settings for Barnet pupils and there are also a wide range of support centres which work in partnership with the Council.

It is important to ensure the views of children and young people with special educational needs are carefully considered and included in the strategic and individual decision-making. Currently in Barnet the views of individual children are recorded either directly or through appropriate professionals such as educational psychologists.

36. The Council will establish a written policy by April 2006 on ensuring the views of children and young people with special educational needs are included in all decision processes.

Emerging national research is challenging the assumption that impairment prevents disabled children from expressing their views and in Barnet this work will be included in the policy.

The Best Value Review of Children and Young People completed in Barnet in 2004 has agreed a range of recommendations to improve consultation, participation and communication with young people. At a strategic level the Council will:

37. Establish a shadow children and young people's board to ensure that the voice of young people is considered in strategic decisions.

The review identified a range of draft recommendations for ensuring, for example, that the careful consideration of the impact of housing decisions on education, and the consistency of support to refugee and asylum seeking children are improved and these areas impact particularly on children and young people with special educational needs.

Across the range of partnership work the Council is committed to working to listen to those receiving services and will seek to build on existing work.

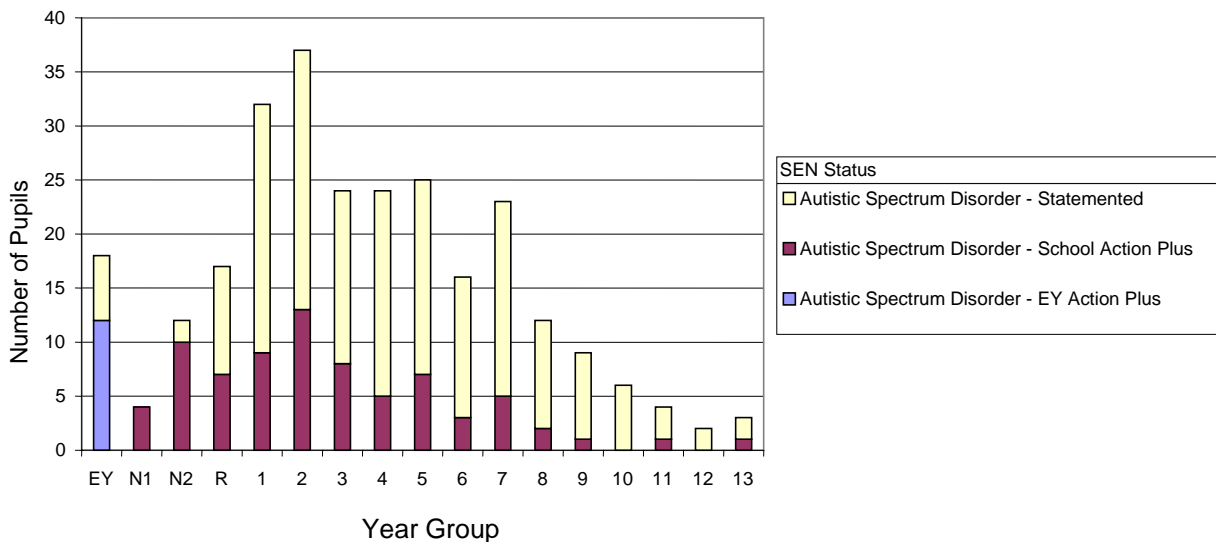


Coppetts Wood Primary

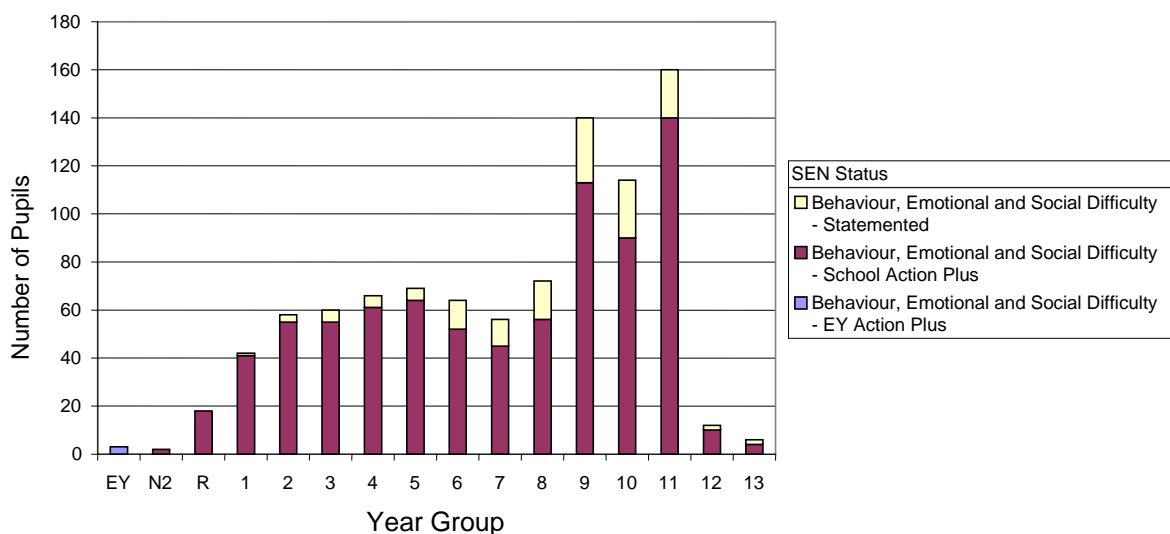
APPENDIX A

Pupils in Barnet Schools with a Statement of Special Educational Needs and Pupils at School Action Plus

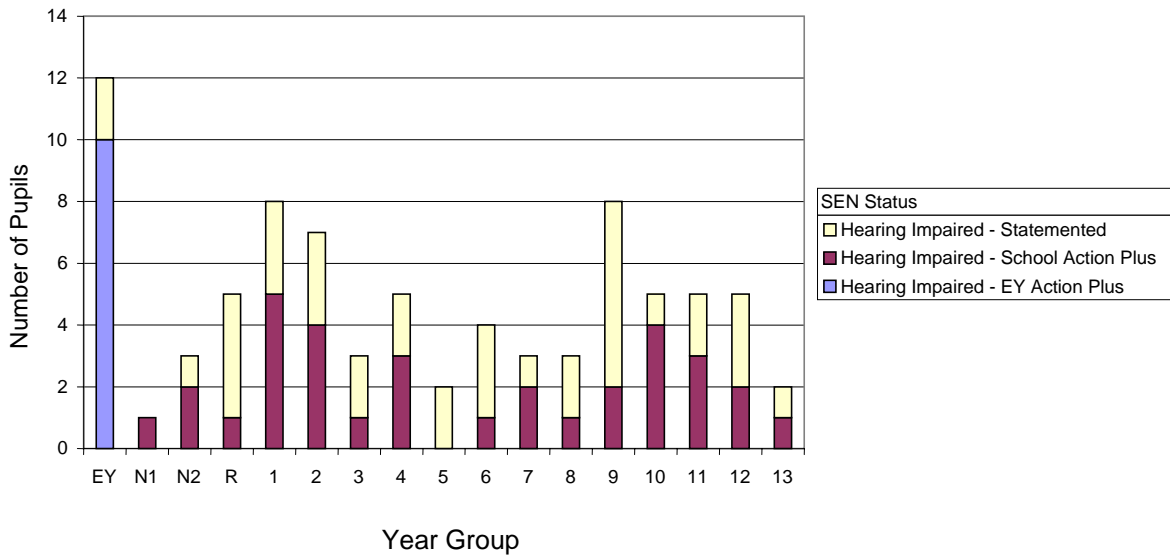
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Autistic Spectrum Disorder Need



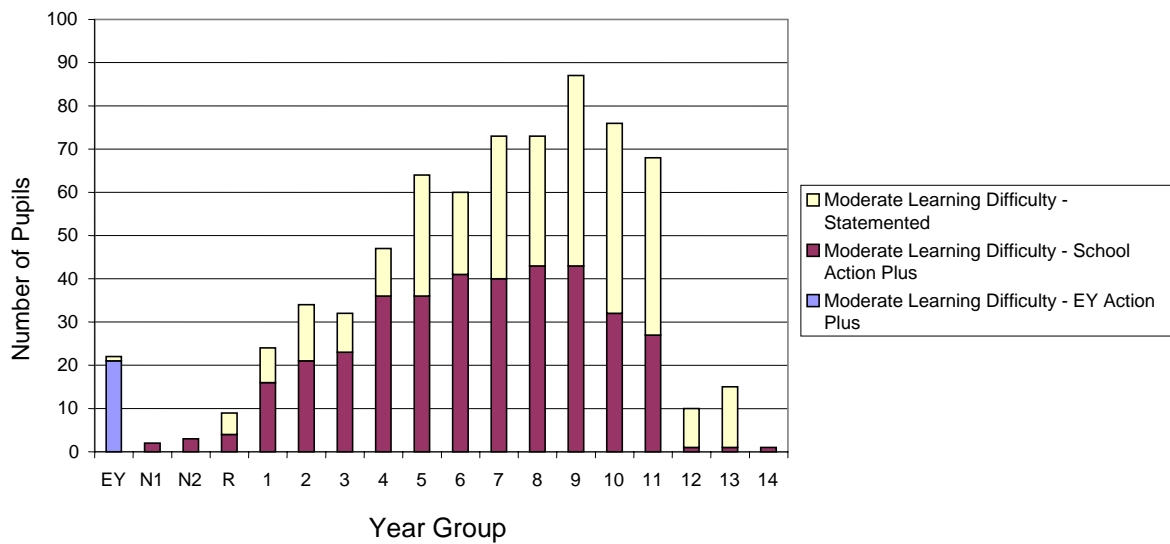
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Behaviour, Emotional and Social Difficulty Need



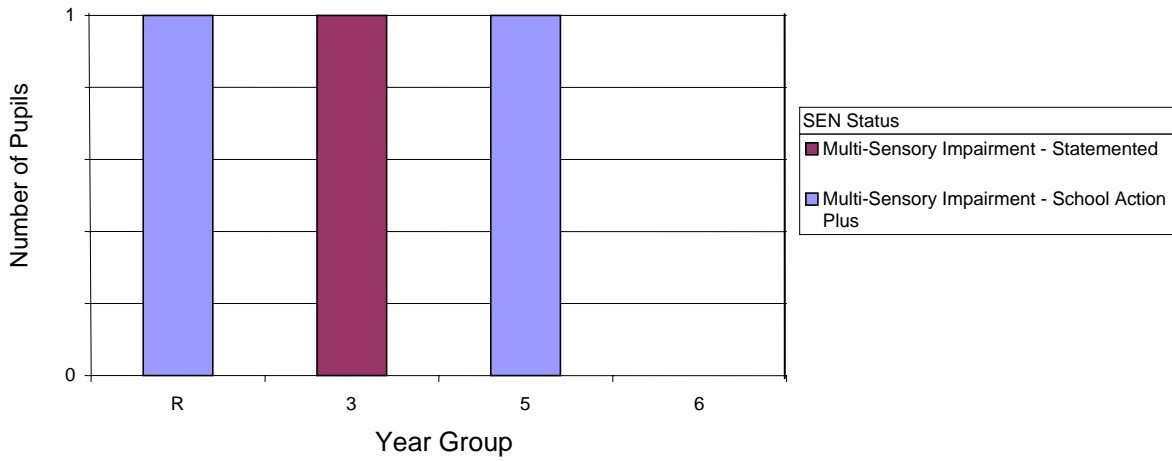
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Hearing Impairment Need



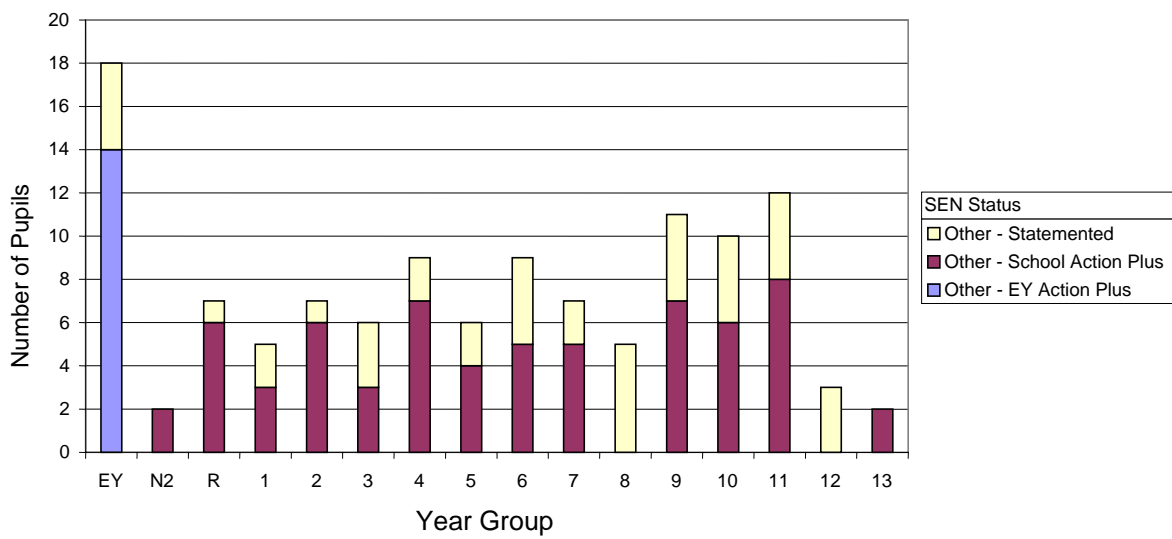
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Moderate Learning Difficulty Need



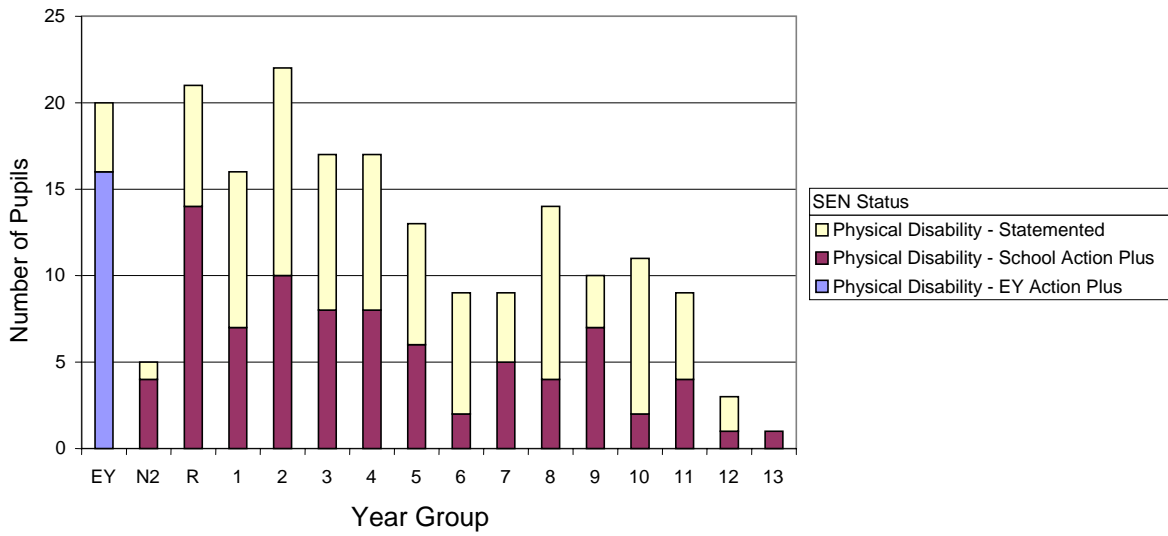
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Multi-Sensory Impairment Need



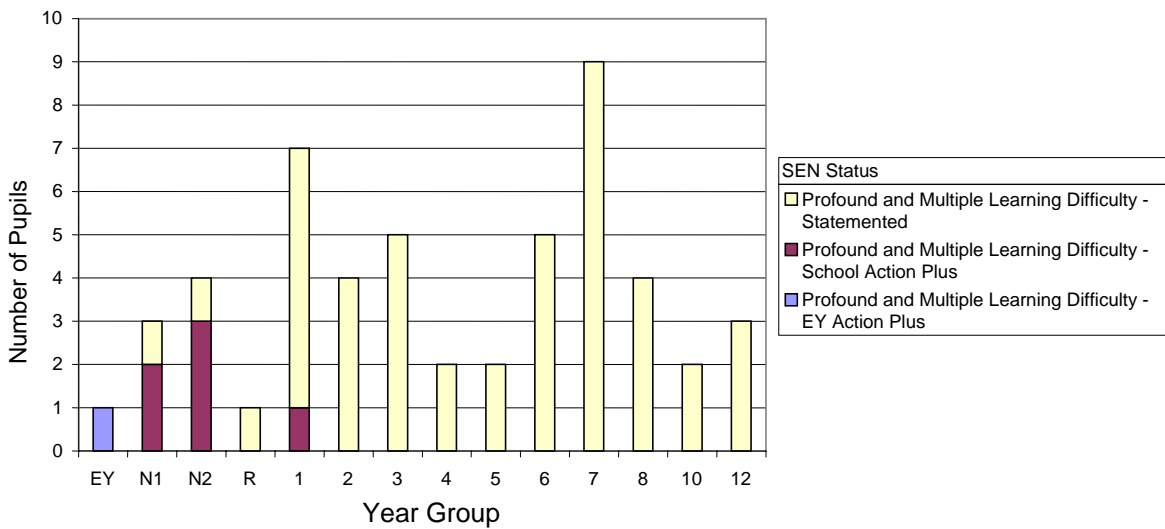
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with Other Primary Need



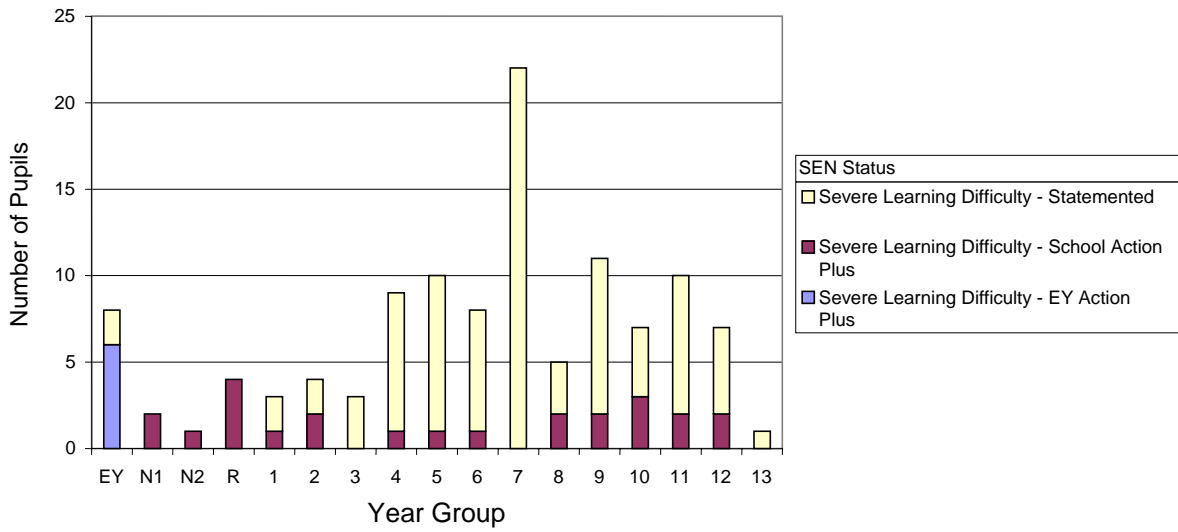
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Physical Disability Need



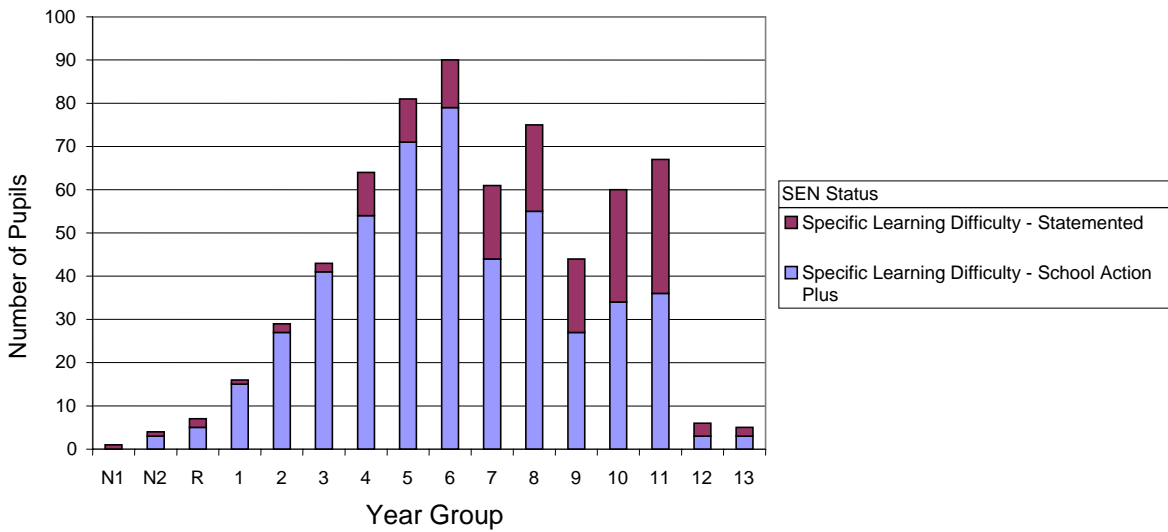
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Profound and Multiple Learning Difficulty Need



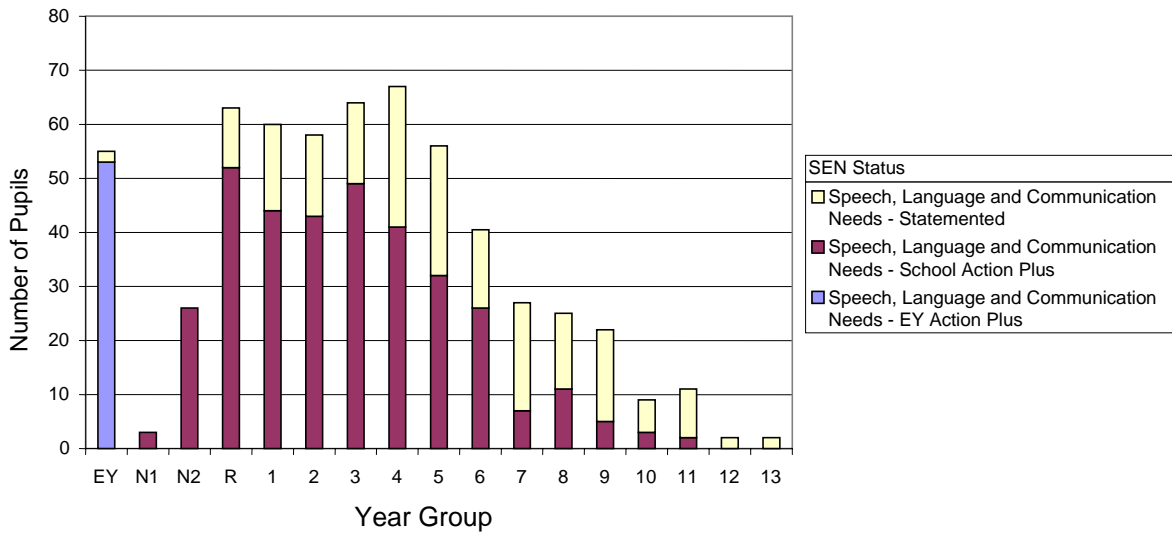
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Severe Learning Difficulty Need



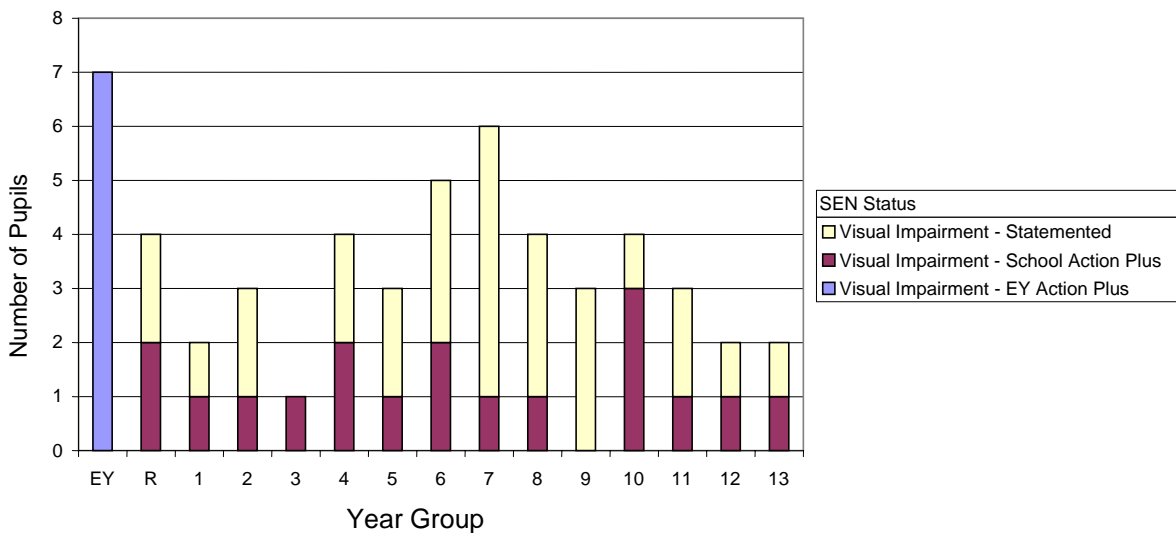
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Specific Learning Difficulty Need



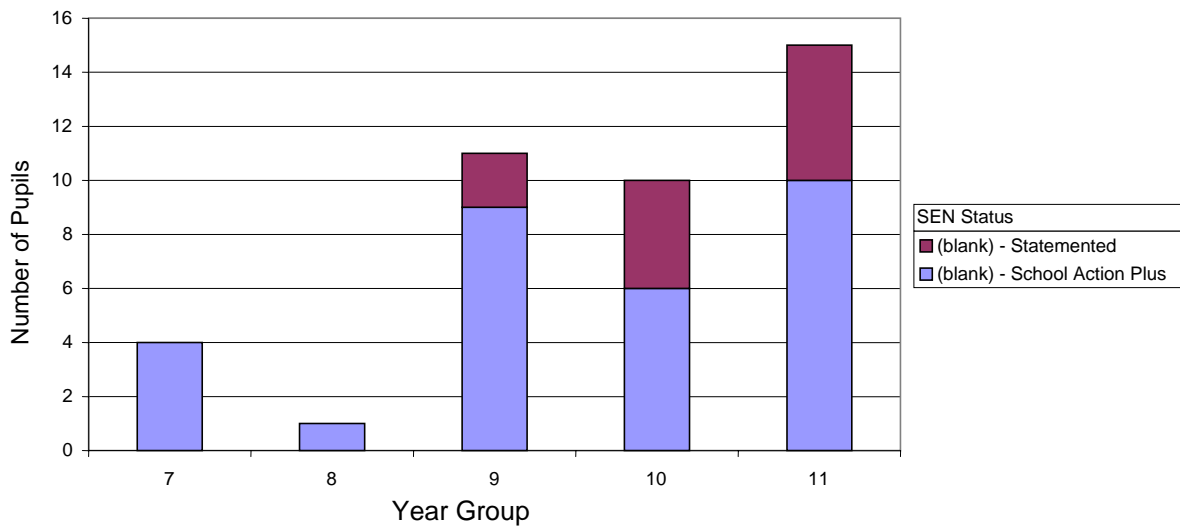
Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Speech, Language and Communication Need



Pupils with a Statement of Special Educational Needs and Pupils at School Action Plus with a Primary Visual Impairment Need



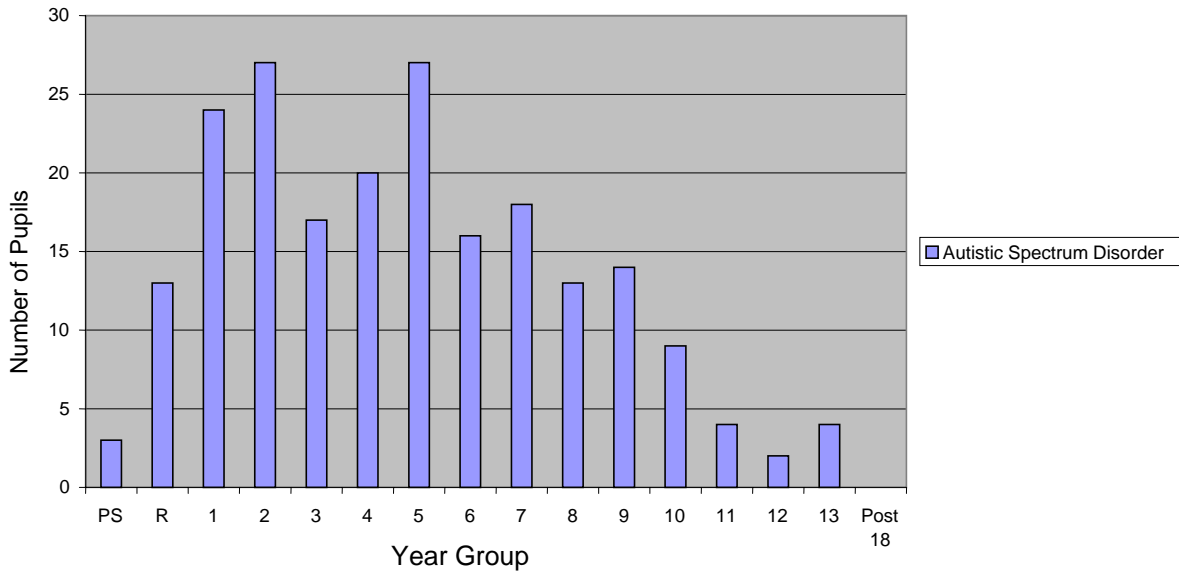
Statemented and Pupils at Action Plus with an Unspecified Primary Need



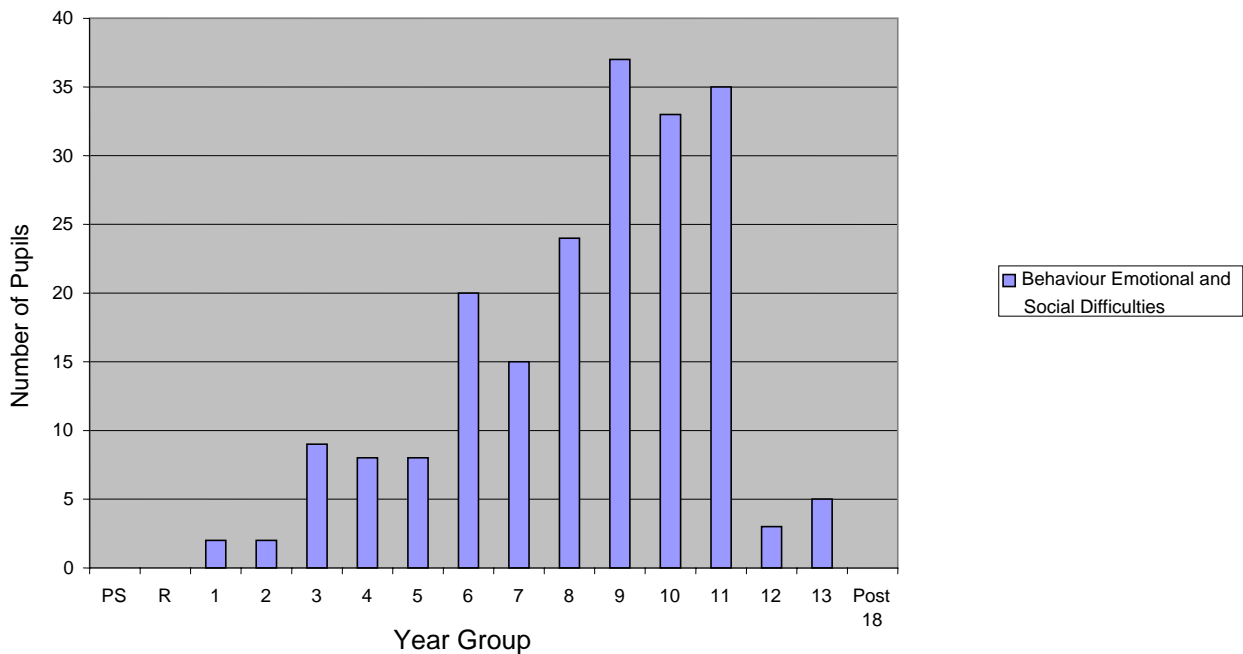
APPENDIX B

Pupils with Statements who are Barnet Residents

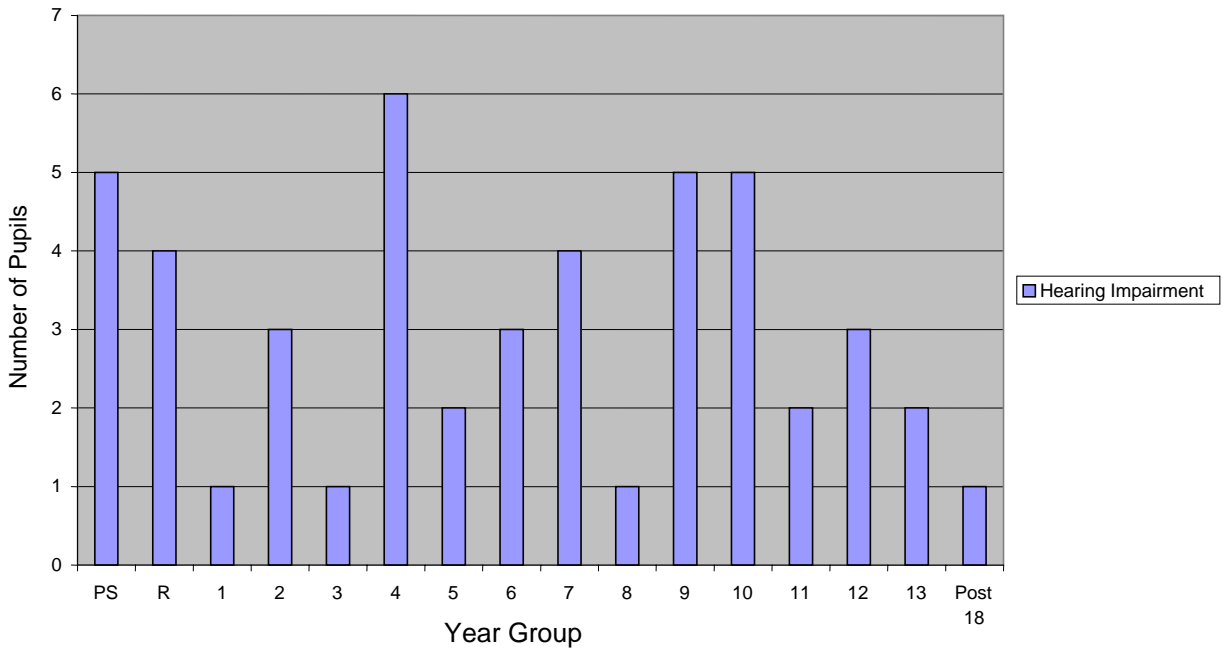
Pupils with Statements who are Barnet Residents with a Primary Autistic Spectrum Disorder Need



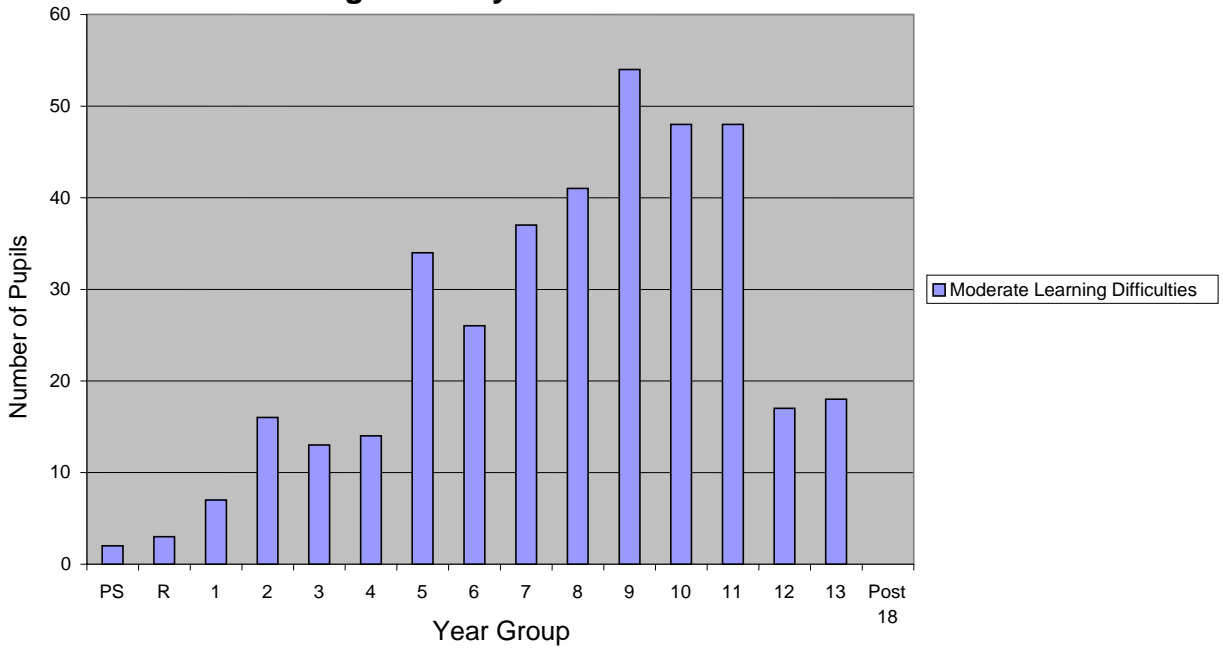
Pupils with Statements who are Barnet Residents with a Primary Behaviour, Emotional and Social Difficulty Need



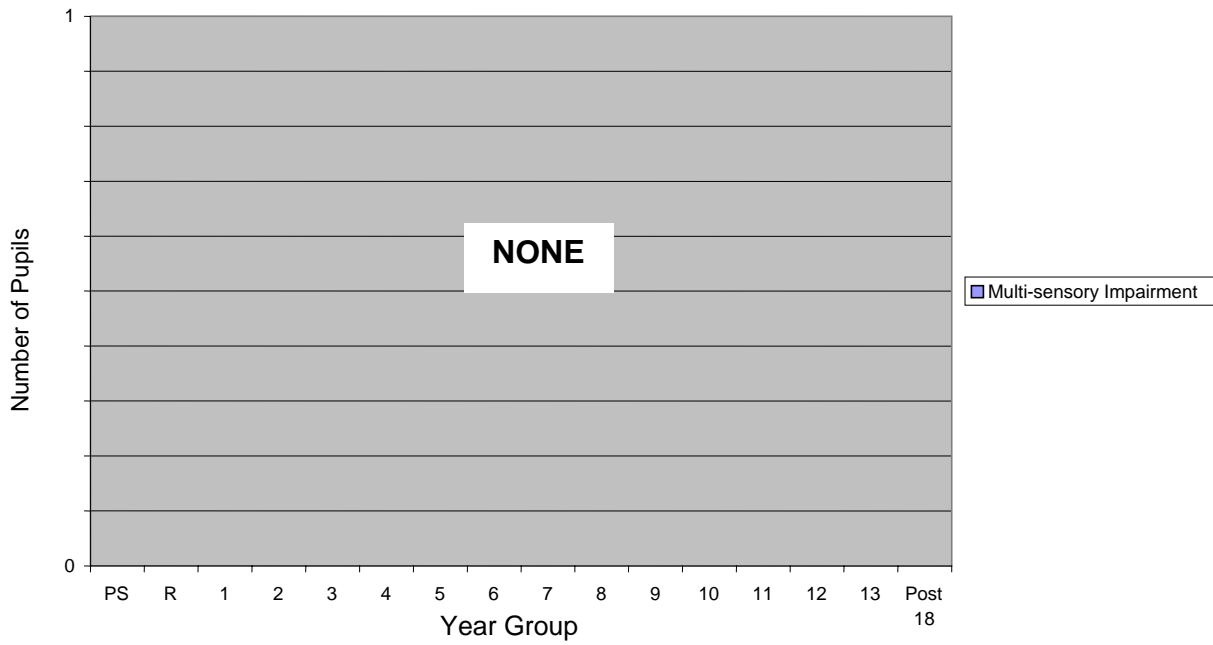
Pupils with Statements who are Barnet Residents with a Primary Hearing Impairment Need



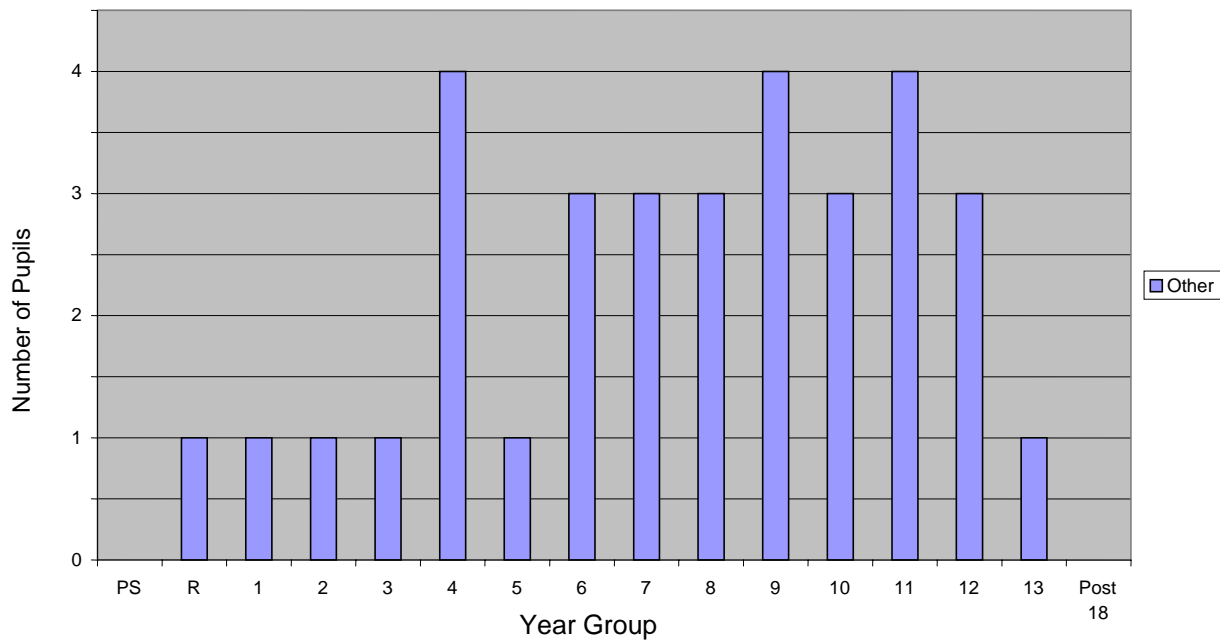
Pupils with Statements who are Barnet Residents with a Primary Moderate Learning Difficulty Need



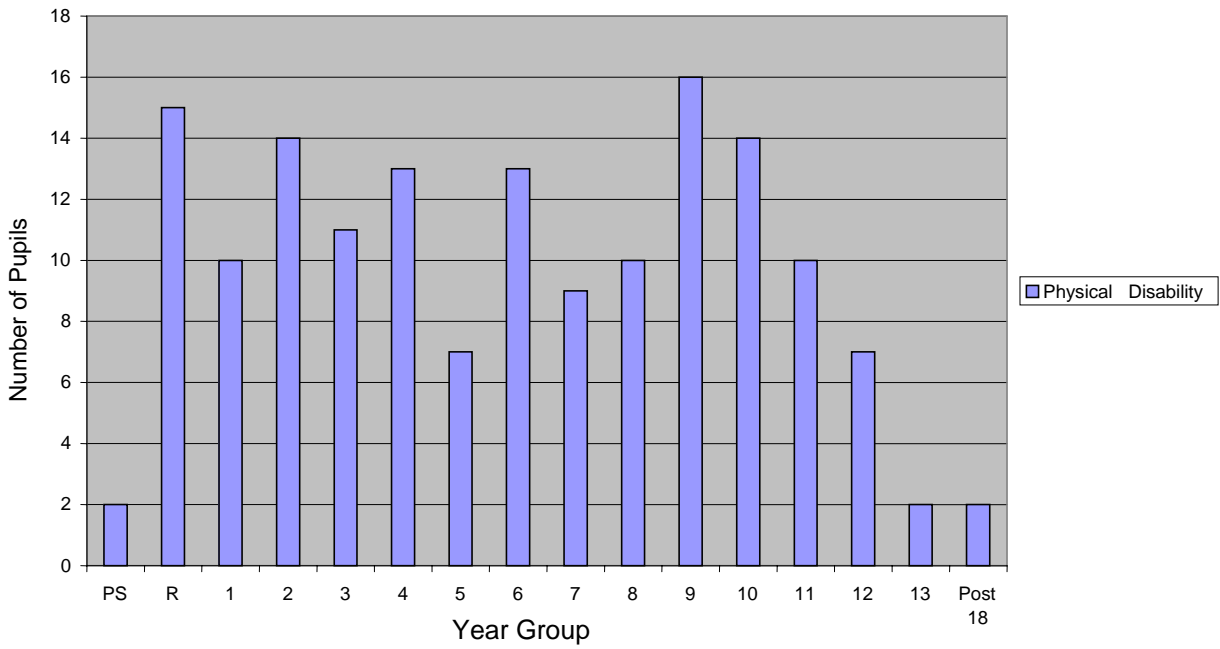
Pupils with Statements who are Barnet Residents with a Primary Multi-Sensory Impairment Need



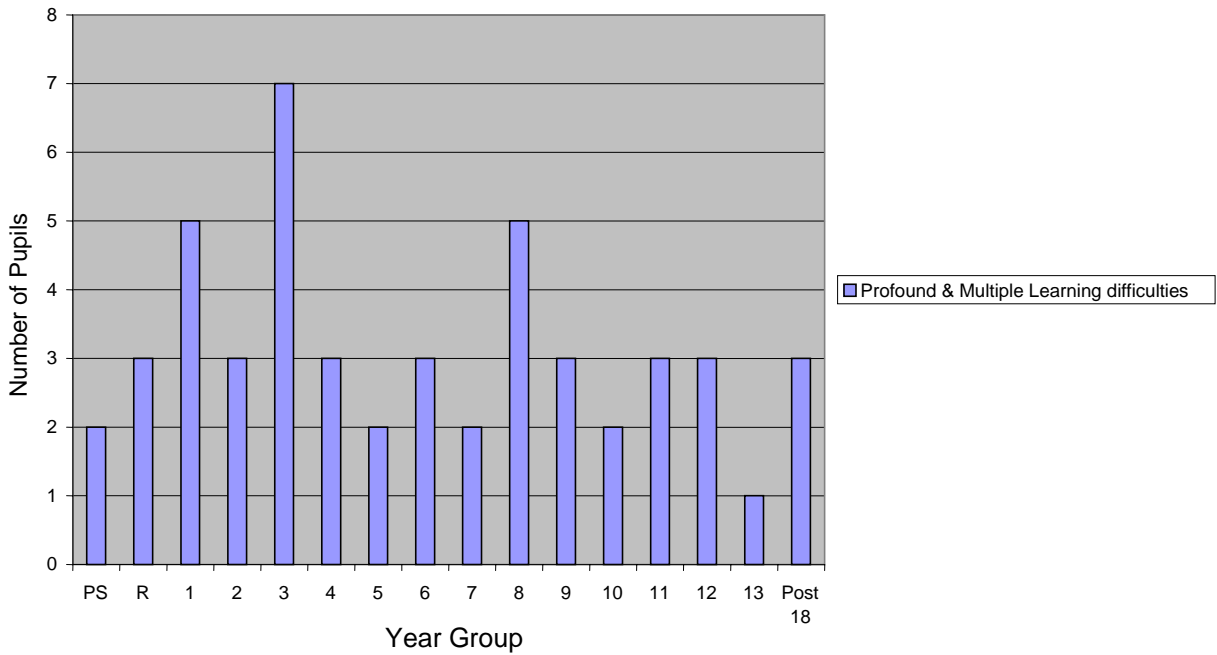
Pupils with Statements who are Barnet Residents with Other Primary Need



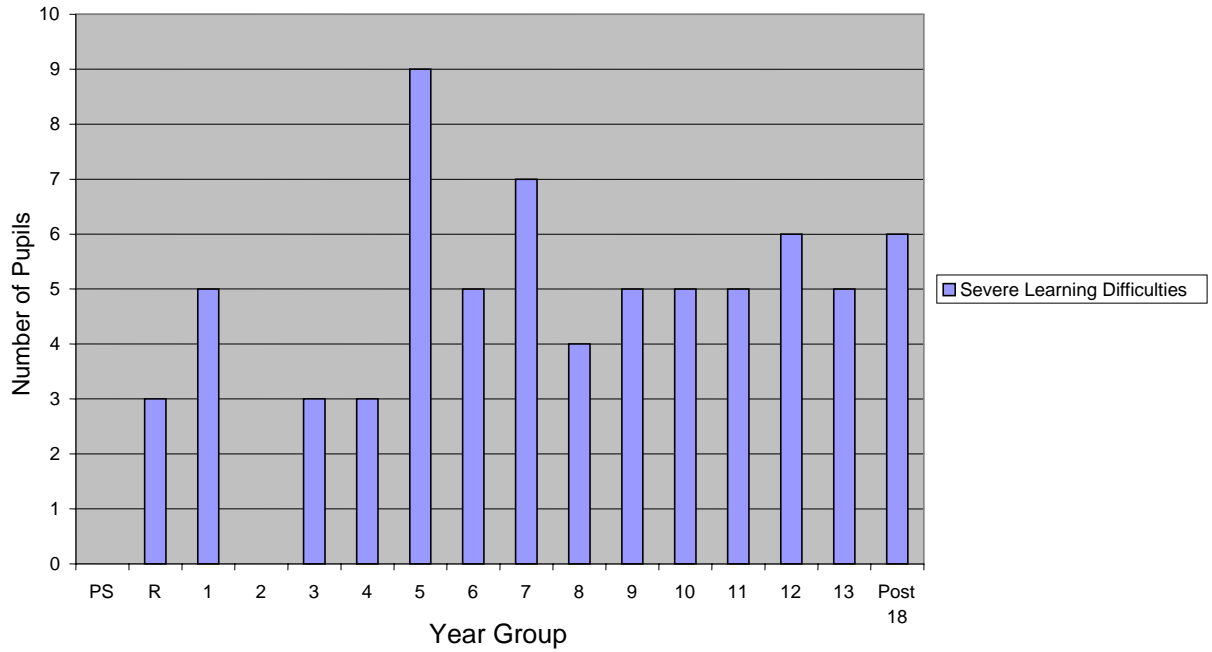
Pupils with Statements who are Barnet Residents with a Primary Physical Disability Need



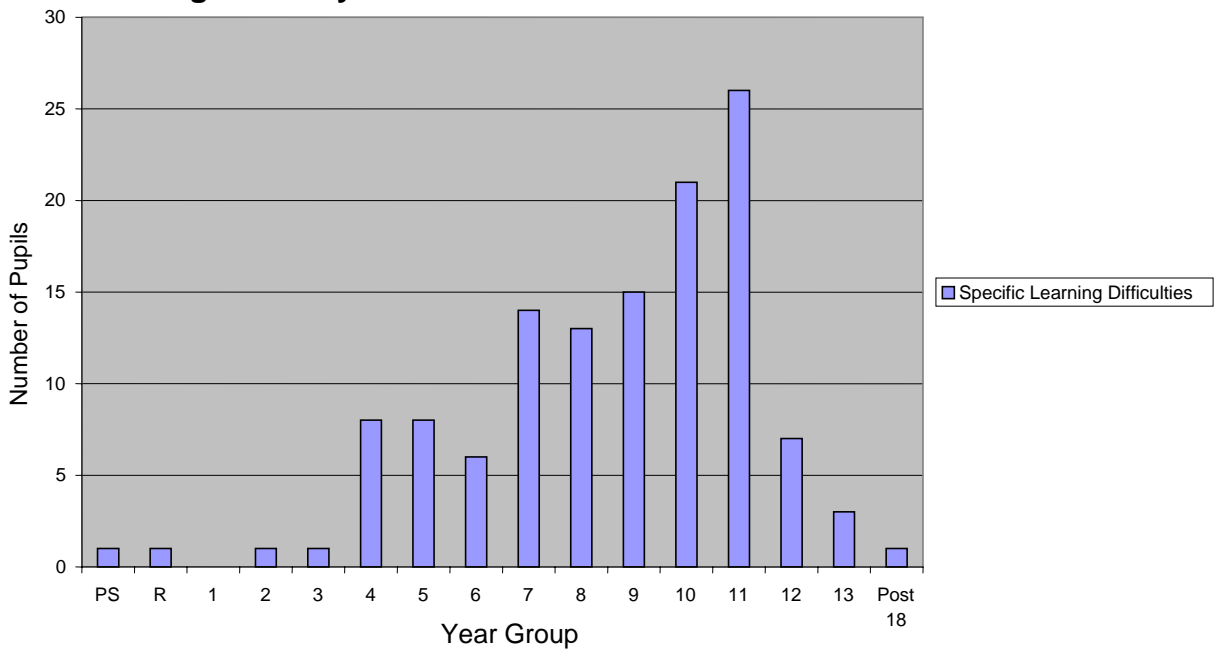
Pupils with Statements who are Barnet Residents with a Primary Profound and Multiple Learning Difficulty Need



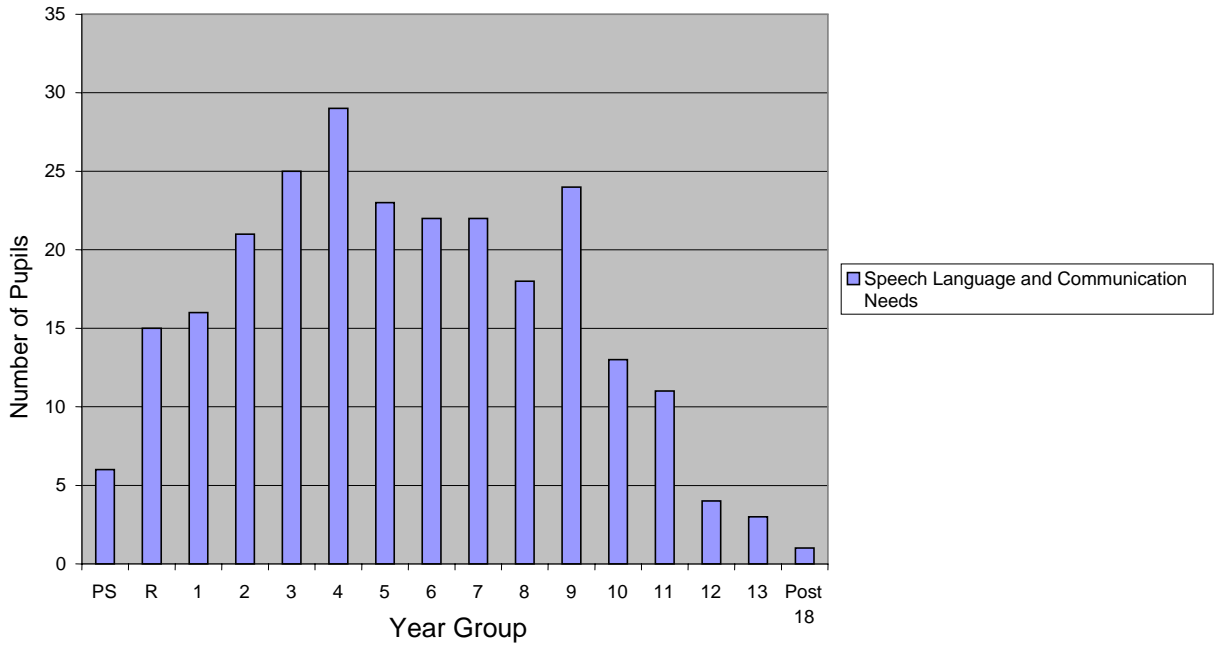
Pupils with Statements who are Barnet Residents with a Primary Severe Learning Difficulty Need



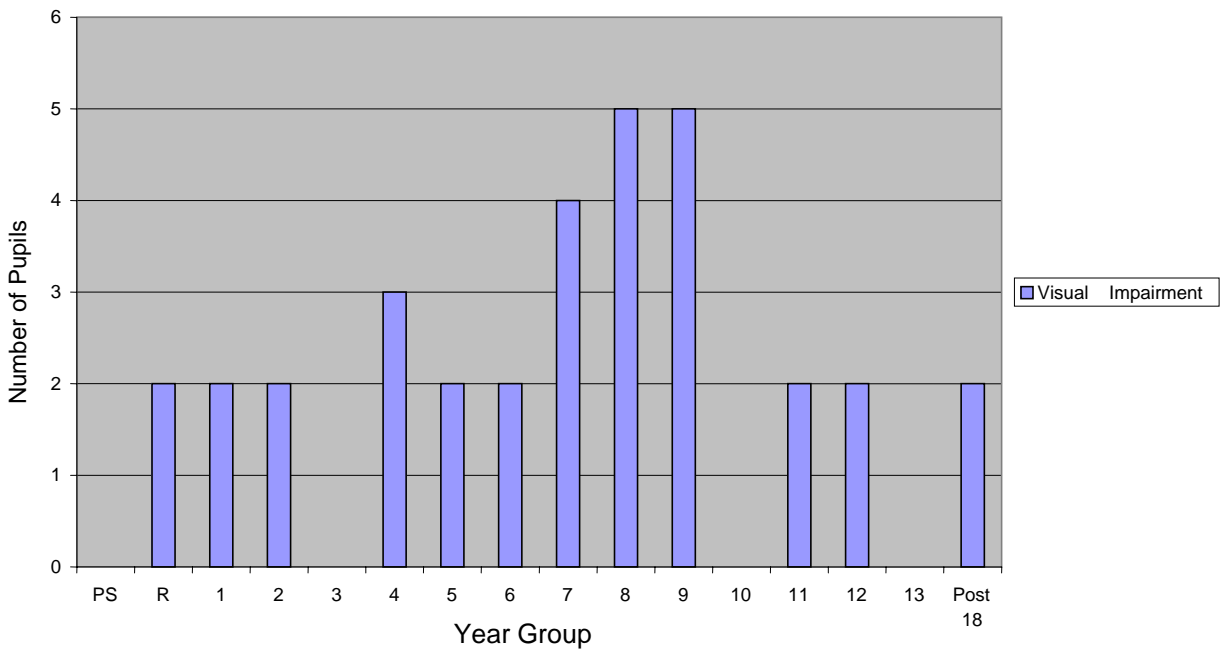
Pupils with Statements who are Barnet Residents with a Primary Specific Learning Difficulty Need



Pupils with Statements who are Barnet Residents with a Primary Speech, Language and Communication Need



Pupils with Statements who are Barnet Residents with a Primary Visual Impairment Need



APPENDIX C

Occupancy of Specialist Units and Special Schools

Occupancy rates of current specialist provision in mainstream schools. The figures for September 2004 reflect a consistent trend in 2003/4.

School	Provision	Maximum Occupancy	Number On Roll	Vacancies
PRIMARY				
Childs Hill	Language and Communication	12	12	0
Colindale	Physical Disability	11	11	0
Coppetts Wood	Speech and Language	18	16	0
Livingstone	Autistic Spectrum	15	15	0
Summerside	Hearing Impairment	20	19	1
SECONDARY				
Hendon	Hearing Impairment	15	15	0
London Academy	Speech and Language	8	8	0
Mill Hill High	Behavioural and Emotional	32	28	4
The Ravenscroft	Specific Learning Difficulties	15	6	9
Whitefield	Physical Disability	14	14	0
TOTAL		160	144	14

NB: A review of the support role of The Ravenscroft School in relation to pupils with specific learning difficulties will occur by April 2005.

OCCUPANCY RATES FOR SPECIAL SCHOOLS

The figure for June 2004 reflects a consistent trend in 2003/4.

School	Provision	Maximum Occupancy	Number On Roll	Vacancies
Oakleigh age 3 - 11	Primary Severe Learning Difficulties	79	64	15
Northway age 4 - 11	Primary Moderate Learning Difficulties	85	72	13
Mapledown age 11 - 19	Secondary Severe Learning Difficulties	62	62	-
Oak Lodge age 11 - 19	Secondary Moderate Learning Difficulties	160	152	8
TOTAL		386	350	36

APPENDIX D

Funding for Special Educational Needs

In 2004/5 expenditure on pupils with statements of special educational needs is:-

BARNET SCHOOLS

	£m
Barnet Special Schools	5.07
Mainstream Primary	2.71
Mainstream Secondary	1.79
Resourced Provision at Mainstream (primary)	1.05
Resourced Provision at Mainstream (secondary)	0.82
	<hr/>
	11.44
	<hr/>

OUT-BOROUGH AND OTHER

Residential Out-Borough	2.75
Day Special Out-Borough	2.68
Out-Borough Mainstream (Independent)	0.41
Out-Borough Mainstream (other LEA)	1.03
Barnet Independent Special Schools	0.16
Independent Pre-School	0.22
Barnet Looked After Children Placed Out-Borough	0.88
Tuition and Specialist Programmes	0.22
	<hr/>
	8.35
	<hr/>

OVERALL TOTAL	19.79	[Section 52] 2004/5
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2003/4 Comparative data with statistical neighbours indicates:

	Barnet	Statistical Neighbours	England
Special School Spend as % of Schools Block	3.62	4.38	4.86
Mainstream School SEN Spend as % of Schools Block	9.39	5.07	4.34
Total schools Block SEN spend as % of Schools Block	19.51	15.32	14.30

[CIPFA 2003/4]
[DfES benchmarking data 2003/4]

APPENDIX E

Performance Data – Special Educational Needs

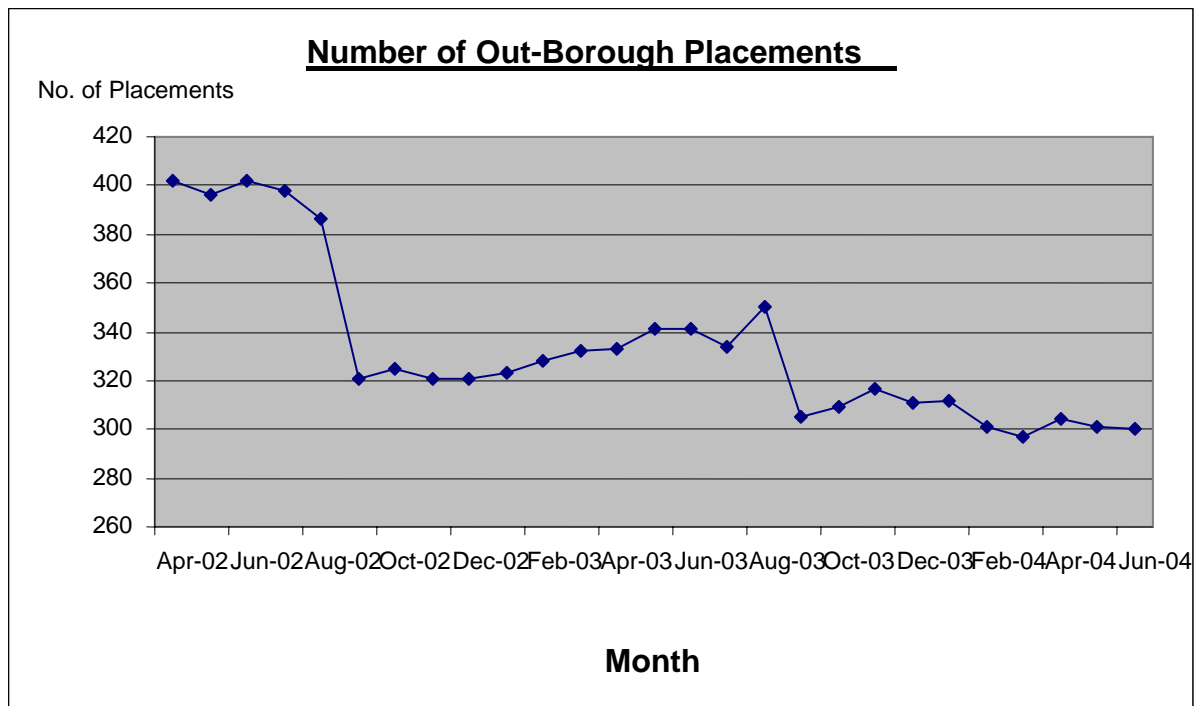
Summary of BVPI 43a and 43b

	BVPI 43a	BVPI 43b
Year	% of Proposed Statements issued within 18 weeks excluding exceptions	% of Proposed Statements issued within 18 weeks including exceptions
2002/2003	64.2 %	45.2 %
2003/2004	89.3 %	82.1 %

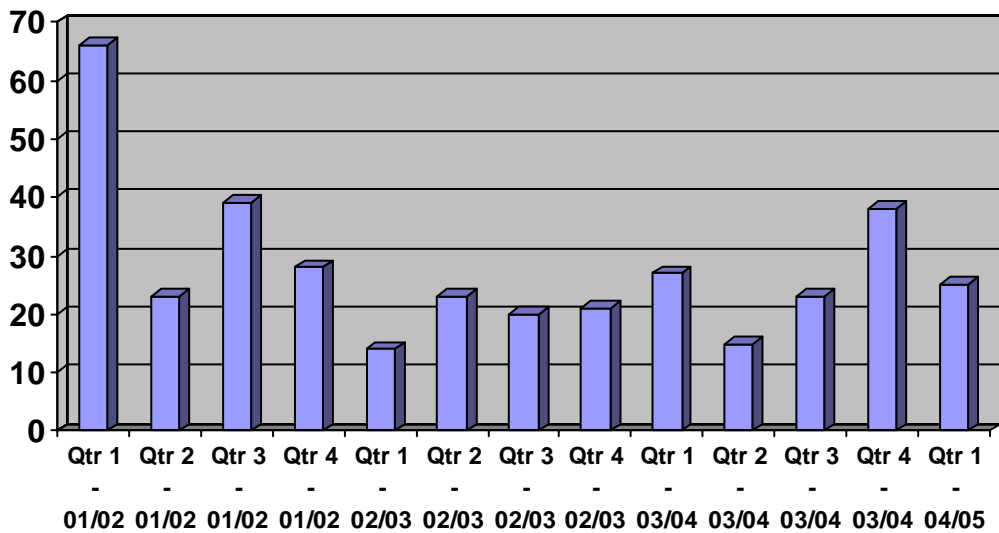
BVPI 43a and 43b (2004-05)

Month	BVPI 43a			BVPI 43b		
	Number of Proposed Statements issued excluding exceptions	Number of Proposed Statements issued within 18 weeks excluding exceptions	% of Proposed Statements issued within 18 weeks without exceptions	Number of Proposed Statements issued including exceptions	Number of Proposed Statements issued within 18 weeks including exceptions	% of Proposed Statements issued within 18 weeks with exceptions
April	7	7	100%	15	14	93%
May	4	4	100%	9	5	56%
June	10	10	100%	16	12	75%
Totals	21	21	100.0%	40	31	77.5%
	BVPI 43a Target 2004/5		95%	BVPI 43b Target 2004/5		85%
	BVPI 43a Target 2005/6		100%	BVPI 43b Target 2005/6		-----

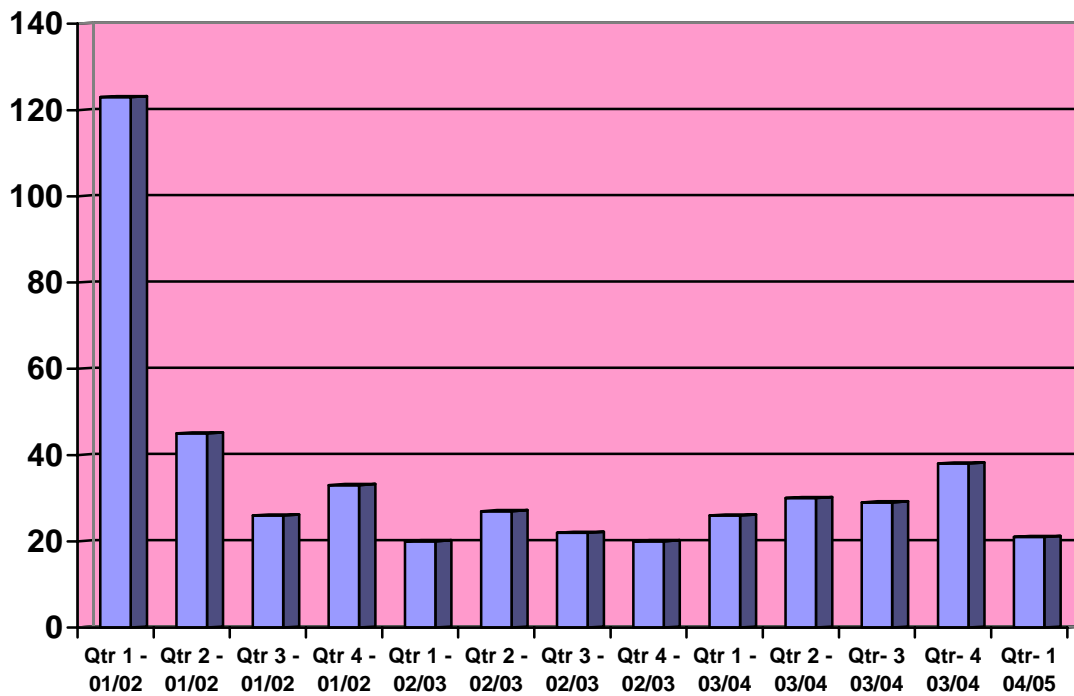
Number of children attending out-borough independent special schools



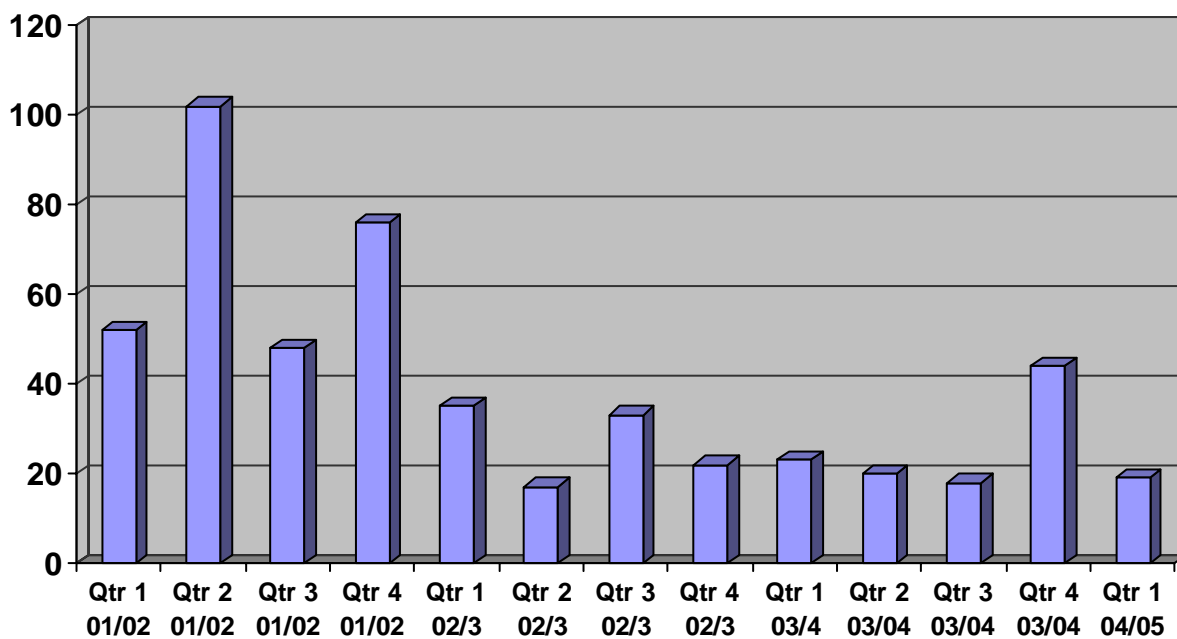
Parental requests for statutory assessment



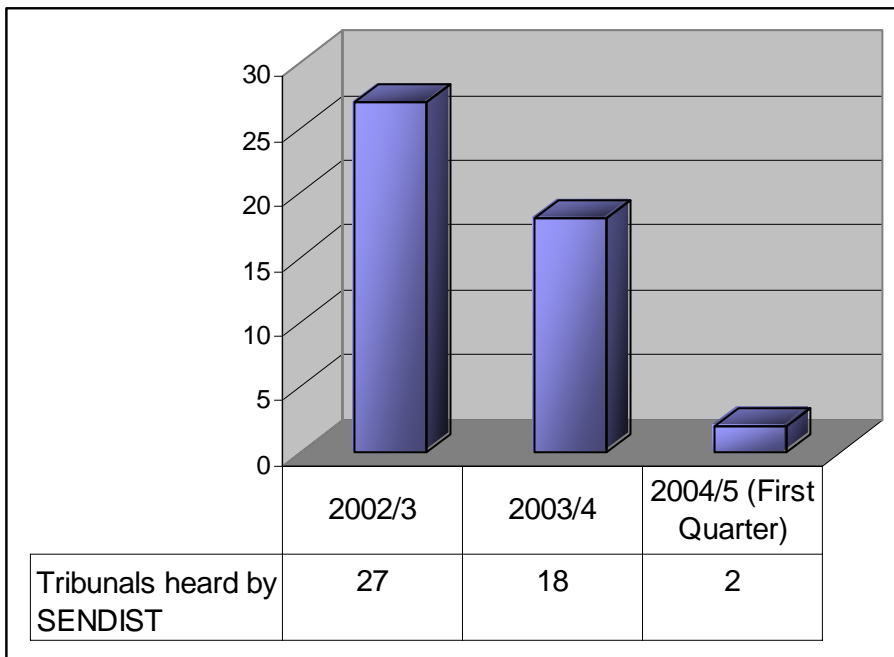
School and early years settings requests for statutory assessment



Statutory assessments initiated by Barnet LEA 2001 to Date



Tribunals Heard by SENDIST



APPENDIX F

Membership of Special Educational Needs Strategy Group 2002 - 4

Headteachers:

Sue Brown	Headteacher – Wessex Gardens School
Lesley Burgess	Headteacher – Northway School
Steve Carroll	Headteacher – Mapledown School
Helen Connor	Headteacher – Moss Hall Infant School
Shelley Dannell	Headteacher – Pavilion Study Centre
Maggie Driscoll	Headteacher – Martin Junior School
Jenny Gridley	Headteacher – Oakleigh School
Philip Hearne	Principal – The Edgware School (now London Academy)
Mary Karaolis	Headteacher – The Ravenscroft School
Suzanna Kushner	Headteacher – Mathilda Marks Kennedy
Pana McGee	Headteacher – The Martin Infant School
Brian McLoone	Headteacher – St Catherine’s RC School
Sue Mills	Headteacher – Woodcroft Junior School
Allyson Pascoe	Headteacher – Hampden Way Nursery
Helen Schmitz	Headteacher – Chalgrove School
Jude Stone	Headteacher – Tudor School
Suzy Stone	Headteacher – Bell Lane School
Teresa Tunnadine	Headteacher – The Compton School
Lynda Walker	Headteacher – Oak Lodge School

Parent Representatives:

Kate Harries	Parent
Gilbert Knight	Parent

Other Organisations:

Heather Henshaw	Barnet College
Denise Jacobson	Speech and Language Therapy Manager – Primary Care Trust
Jacqueline Sank	Kisharon

Barnet Council :

Flo Armstrong	Acting Head of Youth & Connexions Service
Elaine Crawford	Inclusive Education Advisory Team Manager
Graham Durham	Assistant Chief Education Officer (Chair)
Doug Elliott	Head of Asset Management
Alan Fuller	Principal Educational Psychologist
Carolyn Greenaway	Assistant Divisional Manager –Children and Families
Lesley Head	SEN Budget & Contact Manager
Maeve Kenny	Minorities Achievement Project (MAP) Manager
Laura Power	Development Manager –Early Years
Val Standen	Specialist Team Manager