

Barnet Special Educational Needs and Inclusion

FAQs

Frequently Asked Questions

February 2019



**Barnet
Local Offer**



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Barnet - Special Educational Needs FAQs

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Barnet - Special Educational Needs FAQs

Q1. What is the Complex Needs Panel?

A: The Complex Needs Panel meets every Thursday morning. The Membership of the Panel reflects the key agencies currently involved in the placement of, and planning for, children with complex, health and social care needs. Panel considers request for assessment, Early Years Special Needs Inclusion Funding, Exceptional Circumstances Funding and other complex cases that require a multi-agency view.

All attendees are provided with an agenda and panel packs to read in advance of panel sitting. Each individual case is discussed by the panel. All request to assessments require a decision within 6 weeks. All decisions are recorded in the form of official minutes which are then circulated to relevant professionals. When a request to assess is agreed the next stage of the statutory process will be triggered.

The agreed outcome is communicated to the parent/carer once the panel minutes are circulated. If the panel did not agree to proceed with an assessment, a letter is sent to the parent/carer explaining the panel decision and their rights in relation to appeal and support. In addition, they will receive a telephone call from the SEN Caseworker to discuss the decision. If the parent/carer requests a meeting with the SEN team this can be arranged.

If a school has questions in relation to the panel decision, they should contact the SEN Caseworker who will liaise with the SENCO or relevant member of school staff.

More information about an Education, Health and Care Plan (EHCP), how to make a request for an assessment and the assessment process can be found at:

<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/education-health-and-care>

If a professional would like to be put on the rota to attend panel, they should express their interest by email to: senadmin@barnet.gov.uk

Q2. What is Early Years Special Educational Needs Inclusion Funding?

A: Barnet funded private, voluntary, independent early years settings (including registered childminders) and maintained school nurseries can apply for Early Years Special Educational Needs Inclusion Funding (EY SENIF). This funding is available to support individual children with complex special educational needs. Funding is related to the free entitlement accessed by the child at 2, 3 or 4 years old. This funding is **not** available once a child has started reception.

Decisions are based on the information provided by the setting, which panel members will have read in advance. All decisions are recorded in the form of official minutes which are then circulated. There is not a statutory route of appeal, although the Borough would always liaise with settings where they had concerns if the decision was not to agree to the funding.

More information about the criteria and how to apply for EY SENIF can be found at: <https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/early-years/funding>

Q3. What is SEN Funding for Exceptional Circumstances?

A: From January 2019, the Exceptional Needs funding is replaced with top up funding for children and young people with SEN moving into the borough, who have complex needs, but do not have an EHCP. The funding amount will be dependent on the needs of the pupil and will be for a maximum of a term. The school can include the pupil in their High Need top-up return for the census. For existing cases in receipt of Exceptional Needs funding, these will continue to be funded at the agreed rate to the end of March 2019.

The Complex Needs Panel considers requests for such Funding and requests will need to detail the child's / young person's needs and suggested provision to meet need. All decisions are recorded in the form of official minutes which are then circulated.

There is not a statutory route of appeal, although the Borough would always liaise with schools where they had concerns if the decision was not to agree to the funding.

Q4. Can schools access medical needs funding?

A: Historically medical pathway funding could be accessed via an application to the SEN Team. This funding is no longer available via SEND and Inclusion and ceased in March 2018. The decision to cease this funding pathway was agreed at the relevant Barnet Schools Forum meeting, was communicated to schools in March 2018 and the message was shared again at the Autumn 2018 SENCO conference.

Due to increasing SEND demand and the increasing pressures on the high needs funding block, health needs without significant special educational needs can no longer be funded via this route.

There continues to be funding available through an Education Health and Care Plan for children / young people with identified special educational needs and who meet the threshold for a statutory assessment.

Key points:

- Where a pupil has an assessed need that relates primarily to health, schools will be expected to support these children / young people from their own ordinarily available resources.
- For those medical needs pathway funding cases that do have identified special educational needs and the school perceives there is a complexity of need that requires an EHCP (beyond ordinarily available resources), an application for a statutory assessment should be made to Barnet's weekly complex needs panel.

Q5. Do you need Educational Psychology (EP) involvement or assessment before a request for an EHC Needs assessment is made?

A: EP involvement is not essential before making a request for assessment; however, working with external advisory professionals can help provide a strong evidence base. This will assist you to put in place purposeful and relevant interventions (provision) for the child or young person which will need to be incorporated into the Assess-Plan-Do-Review cycle.

When requesting an EHC Needs Assessment, it is helpful for the school/setting to demonstrate (evidence) how they have used their funding from their delegated budget. They need to provide evidence giving information that shows the planning and provision required to support the child or young person is at a level that is greater than can be reasonably met within the delegated funding (ordinarily available provision).

Further information on [Barnet EP Team](#) can be found [here](#)

Q6. How do Barnet decide on which schools to consult when trying to establish a school placement for a child with an EHCP?

A: Barnet will consult settings requested by the parent/carer or young person. Barnet will also consult with local mainstream or a special school, if appropriate.

Process

Requests for a school placement can come at any time but generally this can happen:

- Following a new assessment for an EHC Needs Assessment
- At phase transition (Nursery to Primary, Primary to Secondary, etc.)

Following the EHC Needs Assessment, the Complex Needs Panel will decide whether to issue an EHC Plan. If they agree to issue a Plan, they will also decide the type of provision that would be appropriate to meet the needs of the child or young person. This will be based on the parent/carer and young person's views and the information gathered throughout the assessment. The Local Authority will then issue a draft plan and ask where they would like the child/young person to be educated.

Consultation period

The Local Authority has a legal duty to consult with the setting identified by the SEN Team or requested by parent/carer. If the setting is outside of Barnet, the Local Authority has a duty to consult with that Local Authority as well as the setting. All parties should respond to a consultation within 15 days.

If a parent would like a non-maintained school or an independent school named on their child's EHCP, they may suggest this to the local authority. The Local Authority are not obligated to name the school, although they will consult the setting.

Parental preference

When we issue a draft plan to parents/carers or the young person, we ask them to tell us where they would like the child or young person to be educated. The Local Authority must comply with the preference for a mainstream setting unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or,
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Communicating decisions

Once a school responds to say that they can meet a child or young person's needs, the Local Authority will name that school in Section I of the EHCP.

If a school responds that they are unable to meet a child or young person’s needs, the Local Authority will consider their reasons for refusal. The Local Authority will also contact the parent and discuss further.

After consideration of all the information available, the Local Authority will name the school requested by parents, name an alternative local school or seek alternative suitable provision.

The school will receive a copy of the Education Health Care Plan naming their setting in Section I.

Q7. What support exists for school SENCOs?

A: The following support exists for school SENCOs:

Group	Description	Booking Information/access
Barnet SENCO SEND Toolkit	An online resource to support key areas of Inclusion. The toolkit looks at <ul style="list-style-type: none"> ▪ Whole school Inclusion ▪ Identification of SEND Primary, Secondary (from February 2019) ▪ Assessment Toolkit – this has been developed by SENCOs for SENCOs ▪ SEN Support plan – a link to the SEN Support Plan documentation ▪ Outcomes Planning ▪ Other useful links 	Local Offer
SENCO Conferences	These are held termly. There is always a key theme to explore as well as local and national updates	Traded Book through BPSI Advertised on BPSI website and Local Offer: https://www.barnet.gov.uk/wc-home/information-for-schools.html
SEND Training	Training is offered by Specialist Advisory Teachers around a variety of topics. Dates vary	Traded Book through BPSI Advertised on BPSI website and Local Offer: SEND.events@barnet.gov.uk
SEND Training	There is training offered each term on Smart EHCP applications and meeting SEND Outcomes	Free Book directly with the Advisory Teacher for Inclusion Advertised on the Local Offer and in the School Circular: http://cpd10g.schoolcircular.co.uk/pls/dad_cpd/gen_bystrand_fr_pub
‘New to SENCO’ Group	This group meets termly at different host schools. The session is led by the Advisory Teacher with the agenda set by the group. It is an informal support group.	Advertised in the Barnet School Circular and on the Local Offer. No need to book

Challenge Workshops	This group meets termly at different host schools. The session is led by the Advisory Teacher. The topic is linked to an area of SEND Development. There is a secondary and a primary group.	Advertised in the Barnet School Circular and on the Local Offer. No need to book
Moderation Sessions	These are held twice termly. The school is asked to bring information about their SEND Profile, 2 case studies. The group looks at the Identification toolkit and quizzes the SENCOs about procedures around identification. There would be an agreed recommendation after the session.	Dates on Local Offer and advertised in the School Circular Book directly with the Advisory Teacher
Outcomes Workshops	These are the opportunity to bring a case to a small group of SENCOs and discuss ways you can meet outcomes of the young person. The group is solution focused. The sessions are hosted at different schools each half term. (Starting in January 2019)	Advertised in the Barnet School Circular and on the Local Offer. Book directly with the Inclusion Advisory Teacher
SEND Reviews	These are commissioned pieces of work which are aimed at supporting the school to self-evaluate their practice and then carry out a school review with the Advisory Teacher and SENCOs from other schools. It is an opportunity to think about SEND and look for easy wins as well as more strategic options	Traded Book through BPSI or Inclusion Advisory Teacher
Peer Network meetings	These are organised by the schools and involve SENCOs meeting in networks	Networks will organise
SENCO mentoring and Consultancy	This is the opportunity for SENCOs to request bespoke support around areas of Inclusion. The Inclusion Advisory Teachers will support or sign post depending on needs.	Traded Book directly with the Inclusion Advisory Teachers
MITA Challenge Group	The opportunity to work with 5 other schools on TA deployment and effective intervention. It is a group that runs across 3 terms and meets to develop school based action plans to support the work around the impact of TAs.	Traded Advertised in the Barnet School Circular – book directly with Inclusion Advisory Teacher

Q8. Who are the Barnet Specialist Inclusion Services (SIS) and Educational Psychology Team and what support do they provide?

The SIS are made up of a number of support services for children and young people with SEND. Below are the links to find more information on each of these teams.

- [High Incidence Support Team \(HIST\)](#) (now named Inclusion Advisory Team – IAT)
- [Autism Advisory Team](#)
- [Barnet Early Autism Model \(BEAM\) Team](#)
- [Hearing Impairment Team](#)
- [Visual Impairment Team](#)

- [Physical Difficulties and Complex Medical Needs Team](#)
- Multi-sensory impairment advisory teacher
- [Educational Psychology Team](#)

Q9. What early years support exists in Barnet?

A: The following early years support exists in Barnet:

Pre-school Teaching Team

Barnet Pre-school Teaching Team is an early intervention service for children with complex Special Educational Needs and Disabilities. We offer mainly home-based teaching intervention to children under the age of 5 who live in the London Borough of Barnet and who meet our referral criteria. The Pre-school Teaching Team is a registered Portage Service.

The Pre-school Teaching Team do not accept referrals for children who are attending a maintained nursery class, school or reception class.

More information can be found on the Local Offer at: <https://www.barnet-localoffer.org.uk/pages/home/information-and-advice/early-years/pre-school-inclusion-team>

Pre-school Inclusion Team

Area SENCOs in The Pre-school Inclusion Team promote inclusive learning environments within each of Barnet's private, voluntary and independent early years settings. The team empower and support Special Educational Needs Co-ordinators (SENCOs) and other staff in early years settings to include children who are vulnerable and children who have special educational needs and disabilities.

The team helps early years settings (including child-minding settings) to identify children's needs, work with their parents/carers and intervene early in order to enable children and their families to succeed. Area SENCOs regularly visit all of Barnet's early years settings to work directly with setting staff, offering bespoke INSET and an annual central training programme.

More information can be found on the Local Offer at: <https://www.barnetlocaloffer.org.uk/organisations/27221-pre-school-inclusion-team>

Barnet Early Autism Model (BEAM)

BEAM's service is part of Barnet's specialist Autism services and has been designed for families of pre-school children under 5 (with a confirmed diagnosis of autism). BEAM acts as an early intervention service based in the home where families receive home visits from a trained autism specialist facilitator, who will teach and model strategies through structured activities that are based on the needs of the individual child.

The criteria for accessing BEAM are as follows:

- Pre-school age
- Diagnosis of Autism
- Address located in the London Borough of Barnet
- NOT accessing an SEN specialist nursery (Acorn or Livingstone)

More information can be found on the Local Offer at: <https://www.barnet-localoffer.org.uk/pages/home/information-and-advice/early-years/barnet-early-autism-model-beam>

Pathways

The Child Development Service is a multi-agency collaboration between local teams with expertise in child development (i.e. medical, nursing, therapy, education, social services).

Referrals are made to the Child Development Service by professionals or parents for any concern relating to a child's development. Each referral is discussed at a weekly multi-agency intake meeting. This meeting is attended by senior practitioners from Speech and Language Therapy, Physiotherapy, Occupational Therapy, Pre-School Teaching Service, Specialist Advisory Teaching Service, Neurodevelopmental Paediatrics, Community Nursing and the 0 - 25 Social Work Team. They make a decision based on the information included on the referral form.

More information can be found on the Local Offer at:

<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/barnet-child-development-service>

Specialist Nursery Settings

Barnet has a number of specialist nurseries for pre-school aged children with complex needs, including autism, significant developmental delay/medical needs, significant speech, language and communication needs and hearing impairment.

The nurseries are:

- Acorn Assessment Centre (on 2 sites- Oakleigh School and Colindale School)
- Kingfisher ASC resourced nursery –Livingstone School
- Summerside Hearing Impairment Nursery

More information can be found on the Local Offer at: <https://www.barnet-localoffer.org.uk/pages/home/information-and-advice/early-years/childcare>

Q10. What is the Barnet Child Development Intake Panel?

A: The Barnet Child Development Service Intake Panel is a meeting held weekly to discuss and share referrals for Barnet children with any 'child development' concern.

This meeting usually includes representatives from Neurodevelopmental Paediatrics, Speech & Language Therapy, Physiotherapy, Occupational Therapy, Pre-School Teaching, Specialist Advisory Teachers, and Community Nursing.

Each referral is discussed briefly, and a decision is made (based on the available information), whether it can be accepted, and if so to which service(s).

Where it is clear from the initial referral that a child is going to need input from several services, the referral will be fielded and they will not have to wait until they have seen one service in order to get on the waiting list for another. Families will receive an outcome letter regarding decisions made at the meeting and this will also be copied to the referrer and/or GP.

Families will also be signposted to relevant drop in sessions/ professionals at local Children's Centres and /or other services outside of the Child Development Service such as CAMHS, if it is felt appropriate

For the referrer, this means you will only have to complete one referral form, even if the child needs to access several of the above services. Further referral information, age criteria and a copy of the referral form can be found on our Barnet Child Development Service webpage on the Barnet Local

Offer at: <https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/barnet-child-development-service>

More referral information on the Barnet working with children site for practitioners can also be found at: <https://www.barnet.gov.uk/wwc-home/practitioner-guidance/child-development-service/child-development-service-referral-information.html>

Please also see individual service/team pages for detailed referral criteria.

Q11. What are Leading Edge Groups and how can we contribute and/or be part of this?

A: There are currently four Barnet Leading Edge Groups (LEGs), each group having a specific area of SEND focus. The current LEGs each focus on the one of the following specific SEND areas:

- Down's Syndrome
- Autism
- Social Emotional Mental Health
- Physical Disabilities

A Leading Edge Group (LEG) is a multi-disciplinary group that is facilitated by education and includes representation from parents and professionals from education, social care and health. They support Barnet to take a strategic lead to help early years settings, schools and further education colleges and provision to improve outcomes for our children, young people and their families.

LEGs study best practice, explore latest research and also use the expertise of the parents and professionals in the group. They facilitate a coproduced approach that can inform Local Authority SEND guidelines and practice to further support children, young people and their families. Where possible, research is carried out to try and find out the best ways to help our children and young people to make progress and to have successful placements.

LEG meetings are generally held termly and work effectively together to influence practice in educational settings. Actions and working parties develop from these meetings across services.

LEGs aim to include parents as well as young people with these needs in the group to ensure that pupil/parent voice is heard. If you are interested in becoming part of a LEG please email specialist.team@barnet.gov.uk

Q12. What are the new Children's Integrated Therapy Services?

A: The Children's Integrated Therapy Services (CIT) include Speech and Language Therapy, Occupational Therapy and Physiotherapy. The CIT will offer universal services in the form of groups in Children's Centres and training in schools, targeted services offering early intervention, consultation, modelling and setting up groups for therapeutic interventions and Specialist services for children requiring assessment, advice and direct intervention where required including trans-disciplinary interventions.

The long-term vision for the service is that children and their families will experience a seamless, single and easy to navigate service, regardless of whether they need to access one, two or three different therapies, and that their needs are considered holistically.

Access:

- Children and young people at SEN Support and with an EHCP will have access to the service. During this transition period, all children will have access to universal and targeted support as well as specialist assessment and advice. Children with EHCPs will access the provision indicated in their Plan.
- Any child or young person with an identified need who is a Barnet resident and attends a Barnet school or has a Barnet GP.
- All children and young people attending an early years or mainstream school setting within the boundaries of The London Borough of Barnet are able to access universal level services.
- Any child or young person **who lives** in Barnet **and attends** a Barnet education setting including maintained, free, independent and special schools, or are educated at home can access **Targeted level services and Specialist level services for assessment and advice.**
- Age range: 0 - 18years and up to 19 years if in a special school; Age range: 19 - 25 years with an EHCP and therapy provision included, supported with access to further education, higher education, social participation and equipment needs. The provision for therapy is currently supplied in FE College and other settings outside of the CIT contract.

Referrals:

- Schools need to speak to their named speech and language therapist and discuss the available support. Once parent/carer consent has been given, a referral can be made to the service.
- Referrals to Occupational Therapy requires evidence of a functional need to therapeutic input. Where this is not clearly outlined further information may be requested.
- Children referred to the CIT will be triaged by senior therapists through the Single Point of Access (SPA).

Further information and the referral form can be found at: <https://www.barnet.gov.uk/www-home/practitioner-guidance/child-development-service/child-development-service-referral-information.html>

Note: Before a request for an EHC needs assessment that includes Speech and Language Therapy, Occupational Therapy and/or Physiotherapy is submitted, ensure that the child or young person has already been referred to the service.

Q13. What key changes will schools experience as a result of Children's Integrated Therapies Services?

- There is a Single Point of Access (SPA) for Speech and Language Therapy, Occupational Therapy and Physiotherapy with a single contact number 0300 300 1821 and single email address nem-tr.barnetcit@nhs.net
- The services will be provided in such a way as to deliver The Balanced System®. This is an outcomes-based approach to delivering integrated therapy services for children and young people which has been developed in line with both national policy and legislation. This will ensure a smooth journey for children, and is in alignment with key strategic objectives in the children and young people's plan and Barnet.
- The CIT service will offer universal services in the form of groups in Children's Centres and training in school, targeted services offering early intervention, consultation, modelling and setting up groups for therapeutic interventions and Specialist services for children requiring assessment and direct intervention including trans-disciplinary interventions

Q14. What is the new CAMHS in schools?

A: CAMHS In Schools (CIS) is part of the Integrated Clinical Services (ICS) offering Child and Adolescent Mental Health Services in London Borough of Barnet. ICS includes CIS, Children and Wellbeing, and Social Care Clinicians.

CIS comprises a team of Primary Mental Health Workers (Psychotherapists, Psychologists and Counsellors) offering early intervention to children and young people (CYP) from 0-19 years who are experiencing difficulties with their emotional wellbeing and mental health.

The aim is to identify mental health needs and emotional difficulties at an early stage to try and prevent problems becoming more serious and deeply entrenched.

CIS offers a range of services including:

- Short term individual therapeutic interventions (up to 6 session) to children and young people.
- Information, support and advice about mental health to parents, school staff and professionals.
- Advice to schools following a critical incident.
- Direct consultations to schools and potential referrers.
- Psychoeducation (presentations, group workshops) to schools and families.
- Information and advice about mental health to parents, schools and families and including presentations, group workshops, etc.
- CIS also offers consultations to partners, colleagues and community agencies to facilitate finding the right help at the right time for children and young people.

The Primary Mental Health Workers are linked to 20 to 30 schools each within East/Central (largest locality), South and West Locality Hubs.

Each School has a named clinician linked to the School within their locality hub. They are available for consultations and these should be accessed prior to making referral.

The online referral form can be found at: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/forms>

Q15. What is 'Critical Incident' support for schools and Headteachers?

A: Educational psychologists offer critical incident support for school leadership to help them manage their response and support the school community. Our support is flexible and is negotiated with the Head teacher. The work focuses on psychological first aid.

It may consist of:

- **Support for school leadership to plan their school response**, for example staff briefing, letters and information for parents, discussing assembly content etc.
- **Consultation** to school staff and other professional colleagues working with children and young people, which may lead to joining school staff to support their work with staff groups or pupil groups.
- **Individual consultation** with staff or professional colleagues who work directly with the child or young people.

The immediate aim for EP involvement is to provide 'emotional first aid' to help people come to terms with the initial and sometimes overwhelming feeling of shock, distress, disbelief and grief and to support school responses. A longer-term objective is to reduce secondary trauma and support a recovery environment.

We can work with schools to help them plan so they are prepared in advance of a critical incident.

Further information on [Barnet EP Team](#) can be found [here](#)

Q16. When do Family Services/Social Care work with Children and Young People with SEND and their families?

A: The 0-25 Disability Service offers social care support to children from birth to 25 who have a profound, severe or multiple disability or a complex and long-term health condition. Additionally, we offer a service to young people aged 18-25 who have a diagnosed learning disability. For children 0-18, families can self-refer or be referred by another agency via the MASH. The child and family may have support needs or there may be safeguarding concerns. The MASH will determine if the child's needs, arising from their disability, meet the criteria for an assessment undertaken by a 0-25 disabilities team social worker.

Children with less severe and profound disabilities are not excluded from a social care response. In general, where there are safeguarding concerns, the MASH will allocate to a Duty and Assessment team social worker. Where there are no safeguarding concerns but the family are experiencing difficulties in meeting their child's needs they can be referred to the Early Help service. For those families who do not need an assessment but would like some additional support for their child with SEND they may be eligible to access the short-break service. Details, including the eligibility criteria is available via the Barnet Local Offer website.

Q17: What Family Services/Social Care support exists?

A: If a child meets the criteria for the 0-25 disability service an assessment of need will be undertaken. Where there are no safeguarding concerns a plan will be formulated and a 'care package' of support will be recommended. One example might be that a carer comes to the family home to assist in

meeting a child's personal care and feeding needs before and/or after they travel to school. Another is that a carer may take the child into the community to access an activity allowing a parent time to focus on the competing needs of their disabled child's sibling. This will then be reviewed annually.

Where a family may be feeling unable to cope with the stress of caring, or where there are safeguarding concerns, then the procedures followed by any social work team will be followed. The result following assessment may be a Child in Need Plan, a Child Protection Plan or a child becoming looked after. Where this may differ from mainstream social work teams is that a 'care package' may be incorporated into the plan. The team also has a children's and a young person's Family Support Worker to offer additional assistance where this is assessed as needed.

The recruitment of a carer can pose additional stress for a family. We have a Direct Payments worker who will come to the family home to explain and assist in making this process as smooth as possible.

The 0-25 Disability Service works closely with other teams who may be responding to the needs of children with SEND. A worker from 0-25 DS will do joint visits with the allocated SW and provide on-going advice and support in the completion of the assessment. All social workers are able to access specialist advice from the team and often this can be useful in explaining the role of partner agencies and how to access this support. The Complex Care Needs Panel takes place twice a month and social workers are able to access advice and support from the multi-disciplinary team which can be in relation to disability or mental health.

The short-break service is focused on supporting access to play and leisure activities for disabled children living in Barnet. There are a number of provisions offering weekend, after school and holiday activities.

Q18. What support can we direct parents to?

A: Regular parent training on a range of SEND issues are offered in Barnet and can be found at our [Local Offer events](#) page. Training events are publicised via the local offer and we also have a 'parent email distribution' for those parents who are happy to share their contact details and would value regular SEND updates. An example of Barnet SEND parent training and the presentation slides can be found [here](#)

Barnet offer 'parent and professional 1:1' sessions (previously called 'parent drop-ins') every six weeks. Teams who provide this support include: EP Team, Autism Advisory Team, CAMHS, Inclusion Advisory Team, Speech and Language Therapy Team, Social Care and Family Services. Parents can book a free place via the [local offer events page](#)

Barnet Special Educational Needs and Disability Information and Support Service ([SENDIASS](#)) provide parents and carers of children and young people aged 0-25 with SEND free, confidential and impartial information and advice. They also signpost and facilitate parent support groups. Further information can be found [here](#)

The Barnet Parent Carer Forum (BPCF) are a voluntary group of parents and family carers in the London Borough of Barnet who offer a supportive community, fantastic support and an opportunity for parents / carers to drive change in Barnet's SEND approach (see section below): www.barnetpcf.org.uk

Q19. Who are the Barnet Parent Carer Forum and what support do they provide to parents?

A: The Barnet Parent Carer Forum (BPCF) are a voluntary group of parents and family carers in the London Borough of Barnet working with the local authority to ensure that the voices of our children young people with SEND and their families are heard. Barnet Parent Carer Forum is part of the National Network of Parent Carer Forums (NNPCF). BPCF are actively seeking more Barnet parents and carers to join their organisation to help improve services and outcomes for children and young people with SEND.

Members receive regular information about issues that are important to their family, have an opportunity to meet other parent carers and are invited to participate in events where parents/carers have direct discussions with local services and decision makers. All members receive BPCF updates by email and more information can be found at www.barnetpcf.org.uk

Q20. What support can I access for a child or young person with identified special educational needs and is presenting with very challenging behaviour?

A: The following options exist for a child or young person identified with very challenging behaviour:

- *Support Services* – [The Educational Psychology Team](#) and the [Inclusion Advisory Team](#) (formerly HIST) offer support, advice and training for schools. Utilise the links above to access their respective webpage on the Barnet Local Offer.
- A very useful and informative [document](#) that outlines the Universal, targeted and specialist support for SEMH is available on Barnet Local Offer ([click here](#)). This should be utilised as a reference point by schools to consider provision and interventions.
- CAMHS in Schools Team (Q14 in this document for more information) support Barnet pupils identified with SEMH and their online referral form can be found at: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/forms>
- The Barnet '[My SEND Support Plan](#)' is a useful tool to coordinate wrap around support linked to clear outcomes via an A-P-D-R process.
- *Assessment Places* – 6 Assessment placements are available for primary pupils who are presenting with complex SEMH needs, challenging behaviour and are at risk of exclusion despite a high level of support being in place. There are 3 places at The Orion and 3 in the Primary provision of The Pavilion. The assessment placements are for a maximum of 2 terms during which time the pupils remain on their school's roll. Placements are allocated following a request being submitted and agreed by Complex Needs Panel. Applications need to have an evidence base of an Assess-Plan-Do-Review process, demonstrating schools have exhausted existing resources and monitored progress overtime against clear outcomes (i.e. cycle of reviewed SEN Support Plans).

Q21. What makes an effective SEND Support Plan?

A: An SEND Support Plan is a holistic plan for children and young people with identified special educational needs (SEN) that require provision that is *different from* or *additional to* that normally available to pupils of the same age (SEND Code of Practice, 2015).

An effective SEN Support Plan needs to reflect the four-stage cycle of **Assess – Plan – Do – Review** and involve parents and the child or young person at the earliest stage. A graduated approach should ensure that earlier decisions and actions are revisited, refined and revised with a growing understanding of needs and what supports the child or young person to make good progress and secure good outcomes.

The purpose of a plan is to help children or young people to achieve outcomes set for them by the school or setting with parents/carers and child/young people involvement, where appropriate.

The provision made for children or young people with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of **pupil progress and attainment over time**, a focus on **outcomes** and a rigorous approach to the **monitoring and evaluation of SEN provision**.

The Barnet My Support Plan template is part of an exemplar framework and can be found on the Barnet Local Offer: https://www.barnetlocaloffer.org.uk/blog_articles/1869-barnet-my-support-plan

Q22. What is Barnet’s position regarding part-time timetables for a child with SEND?

A: Part-time timetables should be used in rare or **exceptional circumstances** and only when all other options have been explored and exhausted. They should not be viewed as a strategy and or implemented simply because a child or young person has identified SEND.

Children and young people with SEND are over seven times more likely to be permanently excluded than other pupils. Legally a child is either in school full-time or they are excluded from school. A number of children and young people with SEND are excluded illegally. This can occur when parents are asked to take or keep them at home from school, without proper notification that it is an exclusion. This commonly includes picking them up from school early, at lunchtime, not coming in on certain days, or only being in school on a part-time timetable.

If a part-time timetable is implemented, the following must be in place:

- Annual or interim Review should be triggered
- SMART outcomes agreed
- Clear transition plan and focus on re-integration into full time
- Clear timeframes with start and end date
- Agreed review dates
- Informed and signed parental consent
- Not repeated

Q23. What is Barnet’s position regarding children and young people who are educated out of their chronological year group?

Barnet Local Authority aligns with research that indicates that it is a disadvantage to keep children out of year group. Schools are advised that children should be educated with their chronological year group, and to educate them out of year group is harmful to their well-being and educational success.

Evidence provided by the Educational Endowment Fund: indicates that in the majority of cases, repeating a year is harmful to a student's chances of academic success. In addition, studies consistently show greater negative effects for students from disadvantaged backgrounds, indicating that the practice is likely to increase educational inequality.

Repeating a year is also likely to lead to greater negative effects when used in the early years of primary school, for students from ethnic minorities, or for pupils who are relatively young in their year group, often referred to as 'Summer born' pupils.

Pupils who repeat a year make an average of four months' *less* academic progress over the course of a year than pupils who 'move on'. In addition, studies suggest that students who repeat a year are unlikely to catch up with peers of a similar level even after completing an additional year's schooling. Research indicates that students who repeat a year are more likely to 'drop out' of school prior to completion.

Although the overall impact of this practice is negative, there are studies that suggest that in some cases a student can benefit, particularly in the short term. However, it does not appear to be easy to identify which pupils will benefit, and on balance the evidence suggests that repeating a year is a significant risk. Negative effects are rare for educational interventions, and so the finding that pupils who repeat a year make less progress is unusual and striking.

The research suggests that children who start school a year late tend to show the same difficulties that they had in the first place, and those who have been held back a year often feel anxious about their status with peers. They tend to see it as a negative and confusing experience. Over time, many children who remain in a younger class show poorer emotional health and some report being bullied because of the decision. Problems with attention are not improved by having a child or young person repeat a year.

Our education system allows for a differentiated curriculum that can be delivered at a specific level to individuals in any year group. Schools can use their notional budget for special educational needs to support such differentiation within the child or young person's chronological age group.

Placement outside the child's chronological year group should be *highly exceptional*. If the child or young person has an Education and Health Care Plan, the decision to place a child outside their chronological year group requires discussion with, and the agreement of the Local Authority.

More information can be found at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/repeating-a-year/>