

# Barnet's SEND Local Area (Health, Education and Social Care) Summary Self-Evaluation Framework



Our vision in Barnet is that:

"all children and young people with special educational needs and disabilities reach their full potential. We are committed to ensuring that clear and realistic outcomes are achieved and that young people have the opportunity to become as healthy, independent and resilient as possible".





# Barnet's SEND Local Area (Health, Education and Social Care) Summary Self-Evaluation Framework

The purpose of this document is to provide a summary of the self-evaluation of the current provision in Barnet local area around education, health and care services to support children and young people (CYP) aged 0 to 25 years with special educational needs and disabilities, and their families, considering:

- How effectively are children and young people aged 0-25 with special educational needs and disabilities in Barnet identified,
- How effectively are the needs of children and young people aged 0-25 with special educational needs and disabilities in Barnet met, and
- How effectively are the outcomes improving for children and young people aged 0-25 with special educational needs and disabilities in Barnet.

This document is intended as a summary, pulling together the key points, summarised from a range of documents and other sources of evidence. The evidence on which this self-evaluation is based is included within the Barnet Local Area SEF (Self Evaluation Framework). The Priorities are from Barnet's SEND Strategy 2017-2020.





## Priority 1: Ensure that we are working in a Family Friendly way and co-production is central to our work.

Progress	Impact	Next Steps
<b>Timeliness and quality of EHC Needs Assessments</b>		
Our SEND dashboard, reviewed by the SEND Development Group on a 6-weekly basis, monitors the timeliness of Education, Health and Care plans and waiting times for services.	In 2018 we delivered 99% of all EHCPs within statutory time frames (excluding exceptions), which is above the national, statistical neighbours and London average. To date in 2019, we are exceeding our target of 95%.	Continue with our current approach, building in new learning from quality assurance and raising risks through the SEND Development Group as they arise in order to take mitigating actions.
There is a rigorous, multi-agency quality assurance process for new EHCPs undertaken on a quarterly basis with recommendations produced and reviewed by the SEND Partnership Board which has representation from schools, parents, Health, Education services and Social Care. In Quarter 1 2019-20, a new co-produced guidance document was used which significantly improved the contribution from Family Services to the process.	The quality of EHC Plans is improving over time, as shown in quarterly EHCP QA reports. Data shows that the quality still varies by section and service, and this is being addressed.	To ensure the high quality of new EHCPs is maintained by developing effective annual review processes. Embed new guidance and expectations with Family Services through ongoing collaboration and engagement. Senior managers meet following each draft audit report to agree on recommendations.
We collect feedback on the views of parents and carers on the EHC needs assessment process.	Feedback from parents and carers showed that, in Q3 2018-19: <ul style="list-style-type: none"> <li>• 100% of parents and carers surveyed agreed their views were included in their child's EHCP,</li> <li>• 100% agreed they had sufficient opportunities to comment on their child's EHCP and</li> <li>• 93% agreed their child's views were included in their EHCP</li> </ul> Schools are surveyed on an annual basis and there is	We will be further developing ways to elicit and record the views of children and young people, building on the work of the 0-25 Service in Family Services and the Autism Team in the use of visual approaches.



a high level of satisfaction in the process and quality of EHCPs.

We have developed an approach to record the outcomes of annual reviews, but this process is not yet embedded.

We have received feedback that EHCPs decline in quality over time, and there is a risk that plans do not effectively contribute to improving outcomes if their quality and progress towards outcomes is centrally reviewed.

We have commissioned additional resource to address the backlog of annual reviews which need to be processed; and have commissioned consultants to improve the associated data processes used to record and monitor annual review delivery and outcomes.

**Collaborative accountability across systems**

The Complex Needs Panel is an established multiagency panel, including school representation that makes decisions about assessments for an Education, Health and Care Plan (EHCP). We also have a multiagency panel for decision making around placements, including out of borough and independent provision. Schools are active partners in decision making, along with Health, Education services and Social Care.

We have transparent and consistent decision-making processes and joint accountability for decision making. This is demonstrated through the Complex Needs Panel minutes and policy. Parents and carers report they have less knowledge of the decision-making process than partner organisations.

To improve the transparency of this process for parents and carers.

We have reviewed our previous SEND dashboard and have developed a new multi-agency SEND dashboard which draws together information on outcomes for SEND pupils across education, health and social care, including information on health waiting times.

There is a shared focus and shared accountability across the SEND system, demonstrated by attendance, minutes and actions of the SEND Development Group and SEND Partnership Board. As a system, we are clear about the areas of strength and areas for development.

We will continue to develop the multi-agency performance dashboard to ensure that our new approach of sharing health waiting times is embedded and expand the dashboard to include user feedback. We will also further develop our feedback system so that SEND performance is shared more widely.



## Co-production with children, young people, parents and carers

Barnet has embraced the principles of co-production and worked with families to explore and establish opportunities for co-production across the Local Area.

This drive for co-production cuts across all levels of decision making at the Council and the wider partnership, and includes:

- Barnet's Children and Young People's plan
- Barnet's SEND Strategy
- Person-centred planning
- The development of the Local Offer website, including the recent Youth Zone
- SEND Development Group and Partnership Board
- SEND workstreams
- The Children and Adolescent's Mental Health Service (CAMHS) Transformation Plan, which was developed with input from Barnet Young Commissioners

The overarching ambition for the borough to be recognised by UNICEF UK as a UNICEF Child Friendly Community (CFC) in 2022. Participation of children and young people is essential to the partnership and that is why the UNICEF work is critical.

There is a system-wide focus on co-production and a high level of support is given to involving parents, carers and CYP in local decision making, such as local funding to the Barnet Parent Carer Forum being increased.

'Barnet Development Team - Youth' (BDTY) is active, well supported and is influencing (or has influenced) the design of the local offer and the redesigns of CAMHS, therapies, transitions and the youth service.

Continue to embed the co-production approach by ensuring the workforce is equipped to understand how to implement this way of planning. Further training on co-production for services with parent carers has taken place in October 2019 as part of a rolling programme.

We will undertake a review of the SEND Strategy, consulting with all partners in the Autumn 2019 and publish in January 2020.

Co-production takes place at service-level as well as Barnet-wide, such as:

- The Educational psychology team lead five Leading Edge Groups. Health, social care, education, parents and carers are part of these

Co-production is embedded across all aspects of the organisation and now forms part of 'business as usual'. Parents, carers and CYP can influence services.

We will proactively develop insight from the experiences of CYP through appointing a CYP Voice Coordinator as part of the SEND service.



- strategic groups, taking decisions about borough wide processes relating to SEND.
- In February 2018, Barnet Clinical Commissioning Group's (CCG), Designated Medical Officer, the Young People's Joint Commissioner and the Parent/Carer forum coproduced training for 40 parents on health provision and pathways, now an annual event.

However, our work with parents is more extensive than the work we do with young people. We need to strengthen co-production with children and young people with SEND at all levels, i.e. strategic, operational and individual planning.

We develop the Local Offer website in response to feedback and publish 'You said, We did' updates on our Local Offer website so families can see the impact their feedback has on service delivery. For example, we recently redrafted the 'Leisure' section drawing on insight from local parents and carers.

Parents, carers and children and young people feel listened to, and empowered to shape their local services.

However, the Local Offer website needs to be updated more regularly to ensure its usefulness and relevance.

The local offer steering group will develop a plan to continually review the information on the local offer website to ensure it remains relevant, accessible and useful.

## Early identification of SEND

We use evidence to inform our approach to identification of SEND. In response to a lower than average proportion of SEN Support children on the school census, our SEND team worked in partnership with schools and SENCOs to identify how schools identify children and young people at SEN Support and established that there was inconsistency in SEND identification across schools.

The SEND team have collaborated with schools to develop a SENCO and early identification toolkit, which is available on the Local offer website, with associated training and moderation sessions.

Schools have access to a range of evidence-based tools to identify children who may have SEND.

The proportion of children identified as being at SEN support has increased.

There is a robust process for identifying needs in Early Years.

We have yet had time to undertake a detailed evaluation of the impact of this programme.

We will measure the impact of this project over the 2019-20 academic year.

A range of early assessment and healthcare

There is a transparent single point of access for CYP

The waiting lists are being addressed



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<p>providers (e.g. health visitors, pediatricians, audiology etc.) are available through the Barnet child development service - a multi-agency collaboration between local teams with expertise in child development (i.e. medical, nursing, therapy, education, social services) who screen for access to therapies based on identified child development concerns. We ensure that partners organisations are aware of these referral routes through training sessions.</p>	<p>who may have SEND to access services, reducing duplication of work, offering a “tell your story once” to parents/carers, and ensures services can contribute in the event they feel they need to be involved in a case. However, despite the breadth and specialist knowledge and services available across the Local Area, waiting lists are long for the pre-school teaching team, Barnet Early Autism Model (BEAM), speech therapy, and pediatricians.</p>	<p>in a variety of different ways, including through the Autism and Social Emotional and Mental Health (SEMH) workstreams to improve existing pathways.</p> <p>The Pre-school Teaching Team have reviewed their pathway to provide a quick response to families.</p>
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<p>Identification can take place through the 0-19 Early Help Hubs: a member of the SEND team attends the weekly panel meetings which take a multi-agency approach to evaluating early help referrals and proactively identifying the lead professional for that child and family and the team around the child. The Hubs are also starting to undertake role in evaluating what Early Help services are available in local communities. Information on the Early Help hubs is now available on the Local Offer website.</p>	<p>Although joined up ways of working have taken place to share awareness of the Early Help Hub Model, such as joint training sessions to Health Visitors with representation from Health, Education and Social Care, and work with the voluntary sector organisations, not all partners are aware of the role of Early Help hubs.</p>	<p>We will continue to embed the 0-19 early help hubs across the SEND system by raising awareness in the SEND newsletter, inviting the 0-19 Early Help hubs to the next SEND conference, and delivering ongoing briefing sessions for different teams involved in SEND.</p>
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<p>Schools can refer to the Barnet Child Development service, or access traded services to support in the identification of SEND. There is a clear policy available on the Local Offer website which provides information on how applications for statutory assessment can be made to the Complex Needs Panel.</p>	<p>Schools feel confident that there are specialists they can contact if they have concerns about a child who has, or may have SEND. Schools value the support provided through these routes evidence by surveys.</p>	<p>We will continue to develop our core and traded services offer in response to feedback from schools. This will involve, for example ensuring good support for pre-school children with SEND transitioning in to school.</p>
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## Priority 2: Ensure sufficient and high-quality provision in borough for children and young people with complex needs, including Autism.

Progress	Impact	Next Steps
<b>Waiting times for ASD/ADHD assessments</b>		
<p>The Children and Young People’s Mental Health Transformation Programme implementation aims to embed and strengthen a reduction in waiting times for assessment and follow-up.</p> <p>In the last year we have targeted improvements in the waiting time for over 7-year olds for an ASD/ADHD assessment.</p>	<p>Initial appointments have reduced from 17 to 7 weeks wait times and follow up appointments from 20 to 11 weeks wait times.</p>	<p>We are working closely with colleagues from the Royal Free Trust to deliver further improvements, particularly for CYP under 7 years, in 2019/20.</p> <p>We will develop an Autism strategy 0-25 years that reports to the Children and Young People’s Board and the Health and Wellbeing Board.</p>
<b>Provision for CYP with SEMH and autism</b>		
<p>There are a range of services available for CYP with SEMH or ASD, including:</p> <ul style="list-style-type: none"> <li>• The CAMHS service which has been brought in house and is delivered by the local authority.</li> <li>• We have developed ‘assessment places’ for primary pupils at risk of exclusion. These children are educated at a local centre of excellence to identify if they can be reintegrated into mainstream provision.</li> <li>• Our Alternative Provision Academy offers outreach services to local schools.</li> <li>• We have a traded services function within the SEND team which delivers bespoke training and support to schools.</li> <li>• The short breaks service has recently been recommissioned to provide more flexible offers for parents/carers and CYP.</li> </ul>	<p>Feedback from parents/carers and young people tells us that we still have further work to do with regards to the offer of support for children and young people with Autism and those with SEMH needs.</p> <p>Schools do not always feel confident that they know all services available and how to access relevant services.</p>	<p>The SEMH workstream will develop an SEMH pathway initially focused on options closely related to the ‘education’ remit, and will be extended to health and social care to ensure a transparent and coherent pathway for CYP 0-25 years who have SEMH needs.</p> <p>This work will be co-produced with parent carers, schools, settings and partner agencies.</p>



## Sufficiency of specialist educational provision in Barnet's local area

<p>Ongoing place planning work has led to the funding of capital projects to need local need and work collaboratively to identify opportunities to improve the quality and sufficiency of provision.</p>	<p>The primary Alternative Resourced Provision (ARP) at Coppetts Wood has been re-designated to meet the needs of children with ASD; and one additional ARP (Whitefields) at secondary level has been commissioned and opened in September 2019. Additional special school and ARP places are commissioned on an ongoing basis (e.g. Oak Lodge, Oakleigh and Claremont).</p>	<p>We will continue to monitor the sufficiency of existing places and ensure we have provision in borough to meet existing and future needs.</p>
<p>We continue to be mindful about meeting future need and in May 2019 we have undertaken a Needs Analysis and a consultation on the SEN Places Plan, to ensure we have sufficient provision in the borough. We have worked in collaboration with Oak Lodge to identify the need for a new ASD free school.</p>	<p>We have published a consultation to increase provision in ARPs and special schools so that more children and young people with SEN can access education locally. A DfE free school application for a new ASD provision (the Windmill) has been approved and the Academy trust are looking for a suitable site.</p>	<p>We will work with the DfE and other teams to access the national capital funding and deliver the increased provision. We will continue to support the development of the Windmill School (specialist ASC provision) so that more young people can have their needs met locally.</p>
<p>Additional places for young people with learning difficulties (LDD) and/or disabilities are being created at Barnet and Southgate College in their LDD provision at the Southgate campus helping to meet the rise in this cohort of young people.</p>	<p>Young people with SEND can access provision that is adapted to their needs and receive a local education offer. However, we are aware that this provision is not always the young people's provision of choice and does not always meet the wide variety of needs within the SEND cohort.</p>	<p>The post-16 workstream is developing a broader range of options for post-16 provision to meet the varied needs of this cohort.</p>
<p>There are two schools designated as primary assessment places (The Orion and Oak Hill) centres of excellence to support in the identification of whether children may need an EHC needs assessment.</p>	<p>Schools and pupils are provided with appropriate expertise to identify how best to support a child. However, they report they are not always clear how to access this service.</p>	<p>The SEMH workstream will incorporate this service into the SEMH pathway. This work will clarify the provision, access routes, and may recommend improvements to meeting the needs of CYP with SEND.</p>



## Priority 3: Ensure effective joint commissioning and integration of services from early years through to adulthood.

### Progress

### Impact

### Next Steps

#### Joint commissioning arrangements

Five senior commissioners cover both Local authority and CCG commissioned services including a commissioner lead for SEND. The commissioners actively participate in the work of the SEND Development Group, and the SEND Partnership Board and were members of the core group that developed Barnet's SEND Joint Strategic Needs Assessment (JSNA).

The 2018/19 commissioning priorities were defined in relation to the SEND Strategy, Children and Young People's Plan, associated contextual challenges, local intelligence and Barnet's vision of 'resilient families: resilient children'. In the main these priorities have been achieved.

Key achievements of effective joint commissioning include:

- The joint development of tripartite arrangements (Health, Education and Social Care) for the most complex children and young people.
- Redesign and joint commissioning of an Integrated Therapies service with additional investment from the Council and CCG.
- Increased capacity into mental health and wellbeing services including the introduction of KOOH and QWELL, Terapia and the resilience schools service.
- Transformation of the Public Health Nursing Service including the establishment of the 2.5-year-old check and a named health visitor for all children with SEND.
- Increased investment into the LAC nurse team and the introduction of a pediatrician completing all Initial Health Assessments for under 5-year-olds and up to 9 for children with SEND.
- Recruitment to key roles such as the Designated Clinical Officer (DCO) and Designated Nurse for Looked After Children (LAC).

As part of the Joint Commissioning workstream to produce a joint document setting out commissioning intentions to 2023.

This will be based on many sources, including the work of the nine newly established SEND Workstreams:

- Early Years
- SEN Support
- Local Offer
- Transitions
- EHCPs
- Autism
- Social, Emotional, Mental Health (SEMH)
- Post 16
- Joint Commissioning

We will develop a 0-25 years Autism strategy for statutory and voluntary agencies. This will give a clear pathway for children and young people with autism, and support available to them across services.



## Priority 4: In line with Resilient Schools, develop greater confidence, skills and competencies in mainstream schools and settings to meet the needs of children and young people with SEND.

Progress	Impact	Next Steps
A clear SEND offer delivered as part of a graduated approach in all mainstream Barnet schools		
<p>We have developed an updated “Ordinarily Available” document which is available on the Local Offer, and Barnet SENCOs and Barnet with Cambridge Education worked together to develop a SEND toolkit for SENCOs so that all Barnet schools have access to detailed guidance to help them identify the needs of children and young people with SEND accurately and are accountable for the provision they offer.</p> <p>There is a popular schools’ traded service offer for SEND. The SEN team also offer a diverse SENCO training programme for schools, and the pre-school teaching team offers professional development opportunities and Area SENCOs for early years settings.</p>	<p>Schools are clear about the expectations relating to SEND and can access information on strategies to effectively support pupils across the 4 broad areas of need.</p> <p>Schools have access to evidence-based approaches to identify SEND.</p> <p>Outcomes for children with SEND are above the national average for children with SEND across all key stages.</p>	<p>We will evaluate the impact of the “Ordinarily Available” document and SENCO toolkit over the 2019-20 academic year.</p>
‘Resilient schools’ programme		
<p>Barnet has delivers a ‘resilient schools intervention programme’, in primary, secondary and special schools. This takes a whole school approach to promote and build resilience and address mental health concerns early on. This project was delivered to 16 pilot schools over 2017/18 and 2018/19 and will be rolled out across Barnet in 2019/20.</p>	<p>Schools report the process enables more positive relationships between staff and pupils and an improved developed of the ‘whole child’, including having a positive impact on academic and wellbeing outcomes.</p>	<p>We will support the delivery of the Resilient Schools programme across the borough to promote greater confidence, skills and confidence for staff, CYP and their parents/carers.</p>



## High quality early years services supporting the identification of need

Barnet support early years settings to identify children with SEND at the earliest opportunity, through:

- A well-established and high quality early years SEND training programme
- Promoting schools offering Free Early Education places to 2 year olds (FEE2), which enables them to support children and families and identify possible needs earlier in a child's life
- All early years PVI settings, Children's centres with childcare and Childcare on Domestic Premises (CoDP) have a named Area SENCo who is proactive in helping to identify children at risk of SEND and offers a core SEND training package and INSET development sessions for staff.
- Barnet Early Years Alliance (BEYA) is a federation of three 'Outstanding' nursery schools and a children's centre; BEYA uses the Early Excellence Assessment Tracker which is effective in identifying children who may have additional needs at the earliest point.

Outcomes and provision across Barnet is strong in early years:

- The % of 2 year olds benefitting from funded early education in a good/outstanding provider is above the national average (96% compared to national 95% (2018)).
- The % of 3 and 4 year olds benefitting from funded early education in a good/outstanding provider is above the national average (95% compared to national 93% (2018)).
- The proportion of children achieving a good level of development (SEN Support) is above the national average (ranked 31st nationally) and has improved year on year since 2016 because of targeted intervention across the LA.
- The 2017 survey of all private, voluntary and independent pre-school settings found that the clear majority of settings report feeling much more confident in working with children with SEND because of input from the pre-school inclusion team.

Transition support for children with an EHCP is very strong, however this can be less strong for children with less complex SEN.

There is an early years transitions protocol for transition from PVI settings to maintained nursery schools, however, further awareness needs to be raised with schools and particularly children with SEND at SEN support. This will form a part of the SEND Early Years Workstream.



## Priority 5: Champion the educational progress and attainment of pupils with SEND.

### Progress

### Impact

### Next Steps

#### Ensuring the highest quality standards in education for children and young people with SEND

Schools use a variety of tools and receive support to ensure they are outcomes focused for children with SEND, these include:

- Person centred “My support plan”
- Detailed guidance on what should be ‘Ordinarily Available’
- An outcomes section in the SENCO toolkit
- An outcomes meeting facilitated by a member of the SEN Service for each new EHC needs assessment - this ensures SMART targets are set

2018 attainment data has been extensively analysed and shared with individual schools/clusters. School Learning Network Inspectors (LNIs) meet with Head teachers where there are concerns around the achievement of pupils with SEND and plans are in place to improve performance within those schools.

Children attending Barnet’s Special Schools are ‘baselined’ on entry and reviewed against assessment targets every term.

As at September 2019, nearly half of all Barnet’s specialist provision (including special schools, ARP and PRUs) are rated by Ofsted as outstanding, and the remainder, bar one, are graded ‘good’.

- In 2017/18, attainment and progress for pupils at both Key Stage 2 and Key Stage 4 with SEN Support as well as pupils with an EHCP were in the top 10% of all schools nationally.
- At every Key Stage and in every measure Barnet pupils with SEND (both SEN Support and with an EHC Plan) performed above national averages in 2018.
- Outcomes data at 19 is above national average for level 2 and level 3
- % of SEND children with an EHCP going to university is below the national average (48% compared to 50%, although we have a high proportion not captured in our data, many of whom we know attend higher education abroad). Of children with SEND who attend higher education, a very high proportion attend the top third selective HEIs - 24% compared to 15% nationally, with 18% attending a Russell Group university compared to 11% nationally.
- The % of SEND pupils on an apprenticeship is slightly below the national average (5% compared to 6% but is in line with the London average).
- The percentage of children with SEND in a sustained employment destination is below national (13% compared to 17%) but in line with the London average.
- Since the proportion of pupils with a non-sustained destination is lower than the national and London average (7% compared to 9% and 10%), our focus

Schools have reported that they need advice and guidance on how to measure and review the progress of children at SEN support. This forms part of the SEN Support workstream.

The data suggests that the higher ability pupils with SEND are supported to achieve very well, but that there may be gaps and lack of opportunity for children with more complex SEND. The post-16 workstream will interrogate this information in more detail to ensure that ambitious and accessible pathways exist for all children and young people with SEND.



Early indication for the 2018-19 academic year show educational outcomes for pupils with SEND (EHC Plan and SEN Support) are above the National average in the majority of measures from EYFS to KS4.

is on ensuring the quality of pathways

### Setting high local expectations for educational quality

All schools, including academies and free schools, receive an annual Achievement Review or Keeping in Touch visit from our School Improvement team, and are challenged and supported during visits to ensure that they have high expectations of SEND pupils.

A senior SEND officer attends the half-termly school review group meetings which quality assures and risk assesses the provision being delivered in Barnet schools.

There is a shared set of accountability and responsibility for promoting outcomes for SEND pupils across the school improvement, traded services and SEN and inclusion teams.

All of our specialist provision is Ofsted graded “Good” or “Outstanding” and we are ranked in the top 10% of LAs nationally for the proportion of schools graded “good” or “outstanding” by Ofsted across all schools.

We will ensure continued sharing of knowledge across the SEND and inclusion and school improvement teams through continued senior SEND attendance at the School Review Group meeting



## Priority 6: Develop resilience in young people with SEND to promote independence.

Progress

Impact

Next Steps

### Preparation for adulthood

Barnet's Multi-Agency Preparation for Adulthood (PfA) Protocol 2018-2021 details the responsibilities of the agencies involved in transition planning for young people with complex learning difficulties, disabilities, additional needs and/or mental health needs. It was co-designed with parents and its implementation is overseen by the transitions tracking group. The group cascades actions relating to specific cases of transition and wider best practice and learning to their service areas.

There are effective information sharing processes in place to support CYP's transition to adulthood. However, this group did not meet regularly during the 2018-19 academic year and processes are no longer being used regularly to ensure the transition needs of all pupils with SEND are being met.

The SEND Transitions workstream will reinvigorate this process during the 2019-20 academic year, reviewing processes and ensuring effective systems are in place with all key services engaged.

For CYP with an EHCP in Year 9 and above, their EHCP details the preparation for adulthood outcomes.

Outcomes in EHCPs are SMART and determined by what is most important for the child in their preparation for adulthood. These often include communication skills and skills for leading an independent life (e.g. getting dressed independently).

More work needs to be developed on ensuring that preparation for adulthood is embedded from the earliest point in annual reviews. This will form part of the SEND Transitions and EHCP Workstreams.

Within the Adult Clinical team, there is a Learning Disability Community Matron with responsibility to support the 18-25 service specifically on transitions at age 18.

This post is realising significant benefits, particularly in relation to collaborative, early transition planning.

This post will be integrated into the transitions tracking group in the 2019-20 academic year.

The CCG commissions a continuing care service through Central London Community Healthcare (CLCH) for children and young people with complex physical needs.

Children with complex needs have continuous access to the healthcare they need.

For outcomes for CYP accessing the continuing healthcare service to be reviewed regularly.



## Post-16 education, employment and training pathways

In 2013, the local authority led a rigorous process of mapping post-16 provision and pathways. As a result of the review, Barnet and Southgate college developed a new post-16 SEND offer. The local authority and Barnet and Southgate College formed a partnership to develop a new post-16 SEND offer, creating a greater breadth and depth of local provision, increasing the post 16 options available to young people with SEND. Historically we have commissioned additional places for young people to meet the rise in the cohort.

The development of local community-based provision has given greater choice to young people. Additional places for young people with learning difficulties (LDD) and/or disabilities are being created at Barnet and Southgate College in their LDD provision at the Southgate campus helping to meet the rise in this cohort of young people.

To continue to assess the sufficiency of these places in line with our ambition to provide high quality local places for Barnet CYP, while recognising that CYP with SEND may need a broader offer to achieve their ambitions. This will be addressed through the SEND Transitions and Post-16 Workstreams.

The Post 16 offer now includes a variety of work based pathways that will support young people in sustained employment.

- In Barnet, we have several supported internship programmes - public health England, transport for London, Mencap's supported internship and newly established Work Path Unlimited - these are designed to give greater choice to young people.
- From September 2019, the local authority is piloting a DfE programme that supports post 16 SEND providers to offer work placements and work experience to young people.

Future opportunities are also in the pipeline as the local authority is working with the Council contractors, RE and large employers to embed opportunities for SEND learners as part of the S106 obligations.

Young people have greater independence. The DfE Work Experience programme is working with three Special school sixth forms and Barnet and Soughate College to develop work placements for young people with SEND.

We are aiming to develop further pathways for post 16 young people with complex needs, including those with a learning disability.

To Increase further employment opportunities and paid work for learners with SEN, including through working with large employers to embed opportunities for young people with SEND.

To monitor the processes and communication around supported Internship programmes to ensure that parents and young people are informed of opportunities and have a good quality experience with good outcomes.



Since 2018 the LA have established a range of forums and steering groups to increase the breadth and depth of local provision for post-16 pupils, particularly the most vulnerable. There are some knowledge gaps for post-16 settings about SEND.

The SEND development group has initiated a Post-16 Workstream to review the provision and pathways and we will facilitate relationships between colleges and other post-16 providers to share best practice, with representation from the SEND team where relevant.

### Raising participation of CYP with SEND

There is an established process to identify and track children at risk of Not in Education Employment or Trainign (NEET) from year 11 onwards; this leads to targeted interventions that are effective in reducing risk. This 'Risk of NEET' screening is carried out by all non- selective mainstream secondary schools and including Oakhill and the Pupil Referral Unit (PRU).

NEET figures are very low for pupils with SEND. We have received feedback, however, that the extent and breadth of employment and education options is limited for some young people with SEND.

We will evaluate the impact of the careers adviser post during the 2019-20 academic year.

We are aiming to develop further pathways for post 16 young people with complex needs, including those with a learning disability.

We are developing clear pathways for supporting young people with SEND into employment and preparing them for work through specialist provision and the internships on offer. In 2019-20, we have appointed a specialist post-16 careers adviser to support pupils with SEND. As part of social care, the Resilient, Engaged, Achieving Children Hub (REACH) project delivers employment support for vulnerable CYP aged 11-17.