

Special Educational Needs and disability strategy

London Borough of Barnet
2017 – 2020



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1. Introduction

Barnet’s, Special Educational Needs and Disabilities (SEND) Strategy 2017–2020 has been developed in partnership by the council, schools, health partners, voluntary sector partners and parents and carers.

The strategy sets out our vision and strategic priorities and describes how we propose to deliver against these, including how we are responding to the recent SEND reforms and changes in local demand in order to achieve the best possible outcomes for children and young people aged 0-25 with SEND.

The strategy is for everyone involved with special educational needs and disabilities including families, headteachers, governors, special educational needs coordinators in schools, health and social care professionals, partner agencies and the voluntary sector.

The strategy cannot capture the wide range of activity, support and service delivery that happens each day in Barnet by families, services, voluntary sector agencies and others to support and champion the needs of Barnet’s children and young people with SEND. Rather, it is intended to provide a framework for the work of the SEND partnership over the next few years, operating within the national and local context for SEND services.

2. Vision

Our vision for children and young people with SEND 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



This vision supports the ambition of Barnet to be the most Family Friendly Borough by 2020.

The strategy to achieve this, set out in Barnet's Children and Young People Plan, focuses on developing families' resilience, which evidence tells us is pivotal to providing inclusive services that support all children and young people to be as independent as possible. Resilience based practice sits at the heart of improving outcomes for children and young people. The role that schools play in the day to day life of children and their families, particularly for children with SEND, provides a unique opportunity to promote and embed resilience.

Our vision for SEND also supports Barnet's Education Strategy's vision for 'Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe

and happy and able to progress to become successful adults' – to be achieved through:

- every child attending a good or outstanding school, as judged by OfSTED
- the attainment and progress of children in Barnet schools being within the top 10% nationally
- accelerating the progress of the most disadvantaged and vulnerable pupils in order to close the gap between them and their peers.

The Education Strategy sets out a number of strategic goals to achieve this vision around the key themes of access, inclusion and achievement. This SEND strategy drives the work of the partnership to deliver these goals for children and young people with SEND.

3. Aim

Our aim is for all children with SEND to receive high quality, integrated and inclusive services through effective and timely decision-making across partner agencies and through listening and responding to the voices of children and young people, parents, families and professionals.

We want services to be delivered locally and as inclusive and close to home as possible to ensure children and young people with SEND can benefit from the support and services within Barnet, their families and their local community. We want to support children and young people with SEND to progress, to be the best they can be and to achieve successful transitions from early years through into adulthood and independence.

Nationally, support for children with Special Educational Needs and Disabilities (SEND) continues to undergo radical reform. The Children and Families Act 2014 extends the SEND system from birth to 25; replacing statements of special educational needs with a new birth-to-25 Education Health and Care plan (EHC); broadens the definition of SEND to include any disability including mental health; and offers personal budgets to those families with children affected by SEND. (The definition of SEND can be found in Appendix (i))

Working together, we, -local authority SEND services, headteachers, governors, special educational needs coordinators (SENCo's), early years, social care, health partners, parents and carers and the voluntary sector, have already made significant progress in responding to the new legislative requirements for SEND services.

The strategic priorities set out in section 5 have been developed by our local partnership to drive forward our work to deliver our vision and aim.

4. Local need and context

The strategic priorities have been shaped by the locally commissioned Barnet SEND Joint Strategic Needs Analysis (JSNA).

Developing this JSNA has been a multi-agency project led by Barnet's Public Health Consultant working with schools, social care, education and health professionals. The SEND JSNA outlines the needs of children and young adults up to 2025 and key headlines include:

- Barnet is the largest borough in London by population and is continuing to grow. The population of 93,590 children and young people (age 0 to 19) is expected to grow by about 6% between 2015 and 2020 when it will reach about 98,900.
- 2.6% of Barnet's school population have an Education, Health and Care Plan (2.8% nationally) and 10.9% receive SEN Support (11.9% nationally). The largest groups of needs are Autistic Spectrum Conditions and Speech, Language and Communication Needs; between them they account for the majority of children and young people with an Education, Health and Care Plan.
- The overall number of children and young people with SEN statements or Education, Health and Care Plans has risen by 21% since 2014 and is expected to rise by a further 20% between 2017 and 2025. A significant proportion of the growth is due to the extension of SEND eligibility from 0–18 to 0–25 whilst also reflecting the overall increase in Barnet's population of children and young people. The number of children and young people with Autistic Spectrum Conditions is growing significantly faster than for other types of need.
- Barnet's population is diverse and is projected to become increasingly diverse.

SEND is disproportionately prevalent within the Black and Black British community (4.5% of Black children and young people will have an Education, Health and Care Plan, compared to 2.6% across the entire population of children and young people).

Overall in Barnet, the offer for children with SEND is provided through an inclusive approach by our local schools partnership; an approach we want to promote and maintain. In 2016, around 60.6% of children and young people with Education, Health and Care Plans or Statements of SEN were educated in state-funded mainstream schools compared to 46.7% nationally, 53.8% in London and 49% across statistical neighbours (average).

Within the local partnership, there are four long-established special schools (two primary and two secondary) all rated good or outstanding and twelve mainstream schools with specialist SEND provision (Additionally Resourced Provision). A fifth special school, a new special Academy, has recently been established through the conversion of a previously designated Additional Resourced Provision. This new special Academy has not yet been inspected by Ofsted.

There is a relatively low level of 'out-of-borough' residential placements at 1.23% of placements overall, although a key priority for this strategy is to further reduce this percentage, despite the overall growth in demand.

In relation to the educational outcomes, children and young people with SEND perform well in Barnet schools:

- early years pupils with SEN with a Statement or an EHC Plan are performing better than the national average
- early years pupils with SEN without a Statement or an EHC Plan are achieving the national average (and below the London and Statistical neighbour average)
- pupils in Key Stage 1 both with and without a Statement or a Plan are performing better than the national average
- pupils in Key Stage 2 both with and without a Statement or a Plan are performing better than the national average in Reading and Maths
- pupils in Key Stage 4 both with and without a Statement or a Plan are performing better than the national average.

5. Strategic priorities

In this section, we set out six strategic priorities to shape the work of the SEND partnership over the next 3 years.

In April 2016 the London Borough of Barnet entered into a seven-year strategic partnership with Cambridge Education for the provision of its education services, including SEND, an arrangement that is governed in partnership with schools. This partnership has produced the Education Strategy for Barnet referred to above (<http://barnet.moderngov.co.uk/documents/s41004/Cover%20Education%20Strategy%20v3%20FINAL.pdf>) and the priorities set out in the SEND strategy contribute to its delivery.

As well as the contractual strategic partnership with Cambridge Education, the council and the Barnet Clinical Commissioning Group (CCG) have formal joint commissioning arrangements in place underpinned by a Memorandum of Understanding and S.75 agreement. This joint approach has enabled a shared approach to meeting the health, social care and education needs for children and young people with SEND.

The Barnet with Cambridge Education SEND Partnership Board is responsible for leading the strategic approach to meeting the needs of Barnet's children and young people with SEND. The Board acts as a forum to identify activities, to oversee action to deliver the council's statutory requirements in relation to the Children and Families Act 2014 and to monitor SEND performance. This strategic board is attended by the council, Cambridge Education and schools and is informed and supported by a wider SEND Development Group that brings together the council, schools, parent and carer representatives, health commissioners and other service providers.

The work of the SEND Development Group has been delivered through five multi agency working

groups with education, health, social care, parent carer and voluntary sector representation.

These governance arrangements and working groups have shaped the priorities set out below and will oversee their delivery, as described in section 6.

Priority 1: To ensure effective, timely and robust decision-making for children, young people and their families

As part of delivering the government's SEND reforms, we have made significant progress in improving the timeliness of new assessments and in transferring SEN statements to Education, Health and Care Plans. However, there is more to be done to ensure that children's needs are consistently assessed in a timely way and that the plans prepared are of the highest quality. We have also identified that more focus is required in formalising processes and planning for pupils with SEN support, a cohort that represents 11 per cent of the community.

Identifying opportunities for personal budgets from an early stage can be helpful in enabling children and families to shape the services that best meet their needs, but, as in many local areas, the uptake of personal budgets in Barnet has been relatively low. Families are in receipt of personal budgets for some short breaks, educational support, health provision and SEN transport but more work is required to widen the remit of personal budgets, promote and increase access so that the families have more choice in relation to the care and support of their children.

What success looks like:

- the timely completion and reviews of Education, Health and Care Plans
- Education, Health and Care Plans are good quality with clear evidence of effective contributions by education, health and social care, co-produced with children, young people and their families
- consistency across schools in meeting the needs of children with SEN support
- personal budgets for families to choose are promoted and supported at an early stage.

Key next steps include:

- embedding a quality assurance process for EHC assessments and planning and ensuring that all EHCP plans meet the expected standards
- ensuring that the improved performance in the timeliness of the completion of EHCP plans is sustained
- improving the integration of processes and planning across education, social care and health to ensure that services are joined up to deliver positive outcomes for children and young people. Ensuring effective engagement with children, young people and their families in SEN processes and decision making
- enhancing and increasing the consistency of the SEN support offer across schools
- identify and promote opportunities for personal budgets from an early stage.

Priority 2: To improve participation of, and co-production with, key partners, parents, families, children and young people in decision-making

A key part of our drive to improve the experiences of children with SEND and their families is to ensure that a child's and their family's voice is at the centre of decision-making and that Education, Health and Care Plans are developed and produced in consultation and collaboration with families and other services supporting the child. Barnet's Parent and Carers Forum is represented on the SEND Development Group, helping to shape and drive strategic developments. The voice of the child is getting stronger through the work of the Barnet Development Team Youth, a group of young people with SEND. However, we need to provide better evidence that children and families have been engaged in a genuine co-production process and that plans reflect agreed joint outcomes across agencies so that families only need to tell us once.

A key tool to support co-production is Barnet's Local Offer and parents have been actively involved in its creation and development. It is increasingly well used and is becoming an established initial point of information for families. However, further work is required on the offer to ensure that the information is kept current and attractive to users. During 2018/19 it will be reviewed as part of the Council's website design programme, providing an important opportunity for further co-design with families.

What success looks like:

- The local area partnership understands the views of parents, carers, children and young people and is responsive to feedback

- families feel they are able to participate in shaping service developments (as well as the plans for their own children highlighted under priority 1 above) and have a sense of co-ownership
- parents and carers understand and are satisfied with the support their children receive
- The local offer is easy to use and is well known and used by parents, carers and practitioners.

Key next steps include:

- more effectively and consistently capture the voice of the child and young person during assessments and reviews and demonstrate impact on outcomes
Develop communication materials and channels targeted at children and young people to support their involvement in decision making
- increase the engagement of children, young people and families in strategic decision making processes, for example, commissioning services and senior officer recruitment
- strengthening the young people's representative group, Barnet Development Team-Youth, by increasing its membership and its representation of different types of SEND
- regularly review, refresh and promote the Local Offer to ensure it is current and well-used and involves children and families in its re-design during 2018
- develop the 'You Said – We Did' approach where SEND services / agencies share information on how feedback from children, young people and families has impacted on service delivery

Priority 3: To ensure effective joint commissioning and integration of services from early years through to adulthood

Local areas are required to jointly commission services for young people with SEND. The council and the Clinical Commissioning Group's (CCG) Joint Commissioning Unit work to deliver the joint commissioning for a range of services including occupational therapy, speech and language therapy, services for Looked After Children and the Children and Adolescent Mental Health Services. The JCU also commissions a Designated Medical Officer for SEND which is a critical role in improving outcomes for children and young people. In September 2016 the CCG and LA (social care and education) agreed to a tripartite approach to funding placements and packages of care for children and young people with the most complex needs. This progress in ensuring a jointly commissioned and co-ordinated delivery of services needs to be maintained and developed to ensure that services meet the needs of children and families from early years through to the transition into adulthood.

What success looks like:

- joint commissioning and co-design arrangements are informed by a clear assessment of local need and provide high quality services for children and young people age 0-25 with SEND, both with and without EHC plans
- joint commissioning and co-design arrangements enable the local area to make best use of all available resources to improve outcomes for children and young people in the most efficient, effective, equitable and sustainable way

- an increased proportion of families use personal budgets in respect of jointly commissioned services.

Key next steps include:

- jointly commission/re-commission, through a co-produced approach, an integrated 0-25 therapy service across education, health and social care, child and adult mental health services and services to build and support capacity of the third sector
- develop and promote personal health budgets
- establish a joint social communication clinic for under 5's following a pilot project involving paediatricians, speech therapy and the pre-school Teaching Team to speed up assessments and to reduce the number of appointments families require in order to access appropriate services
- trial an integrated assessment process for 2 year olds in a locality
- establish an early years 'advice hotline' for parents/carers who are concerned about their child's development in response to feedback from parents that they didn't know who to talk to when they were first worried about their child.

Priority 4: To champion the educational progress and attainment of pupils with SEND

Barnet's Education Strategy sets out to improve the educational progress and outcomes for all children and young people, including those with SEND, across all phases and types of institution from early years to post-16, including progress into Higher Education, Apprenticeships or employment. It also seeks to close the gap in attainment and progress between the most disadvantaged and vulnerable pupils

and their peers by accelerating their progress and building resilience. Overall, children and young people with Education, Health and Care Plans, and those in receipt of SEN support, achieve high educational outcomes when compared with statistical neighbours and the national average but maintaining this performance requires a relentless focus across the partnership.

What success looks like:

- the attainment gap between pupils with and without SEND continues to narrow and all children make the best progress they can
- SEN support is consistently outcome-focused, purposeful and regularly reviewed, and parents, carers, children and young people are consistently involved at every stage
- the rate of exclusion for pupils with SEND continues at the current low level
- children and young people with high needs progress towards further independence.

Key next steps include:

- support School Improvement Partnerships to explore opportunities to jointly commission support services for children with SEND and/or pool expertise, such as educational psychology
- promote the use of high quality data analysis to track progress of SEND pupils
- ensure that the progress and attainment of children with SEND are informing the School Improvement Service's termly school review process to identify schools causing concern
- encourage schools to commission an external review of SEND to evaluate the effectiveness of their practice

Priority 5: To ensure sufficient and appropriate local and inclusive provision

The number of children and young people with Education, Health and Care Plans and with SEN support is growing as a result of both demographic growth and the government SEND reforms. The need for additional local provision at primary, secondary and post-16 phases also arises from our aim to reduce the number of pupils placed in out-borough provision both to maximise the proportion of children and young people that are educated close to their family and community support networks and to ensure that resources are appropriately deployed to meet the needs of all pupils with SEND.

In addition, whilst the proportion of children educated within a mainstream setting is high in comparison to others, we have identified a need to respond to the increasing numbers of pupils in mainstream primary schools that are requiring more specialist provision as they reach the secondary phase.

To meet the need for more provision, particularly more local places, our aim is to ensure that there is sufficient growth in capacity within special schools, mainstream schools, within ARP provision and in Further Education. A new all-through free school for children with Autistic Spectrum Conditions has been approved by the DfE to open in Barnet, subject to the identification of an appropriate site. In addition a current independent special school is in the process of opening as a free school and offering additional places.

Whilst significant additional provision at Oak Lodge special school has recently been delivered, as well as additional post-16 places at Barnet and Southgate College, our projections indicate that still more provision will be required at primary, secondary and post 16. A detailed assessment of the future need

for places and the plans emerging to meet this need can be found in Appendix (ii).

What success looks like:

- there are sufficient numbers of high quality local SEN school places from early years through to post-16 to meet current and future needs
- children with SEND can access education as close as possible to home
- the number of Barnet pupils attending schools outside of Barnet is reduced
- mainstream schools are inclusive, welcoming and meet the needs of all children in their school.

Key next steps include:

- a proposal to commission primary and secondary
- Additional Resourced Provision to meet current and future projected need (Appendix (ii))
- Support the creation of additional post-16 provision at schools and colleges Work closely with the Department for Education to establish
- The Windmill free school Work with the AP Multi Academy Trust to develop a spectrum of services to support
- schools to be as inclusive as possible.

Priority 6: To promote independence and prepare children and young people for adulthood

Supporting children and young people with SEND to achieve a successful transition into adulthood through building resilience and independence needs to drive and shape services from early years onwards. The council has established a 0-25 service for children and young people with the most complex

needs. We need to establish clear pathways for the transition into adulthood and ensure young people are well prepared. We need to strengthen our planning and tracking of post-16 provision to ensure that there are appropriate opportunities including tailored work based opportunities for young people with SEND.

What success looks like:

- EHCP reviews are effective in helping young people prepare for adulthood and independent living
- there is a broad range of post-16 opportunities for young people with SEND available within the local area, including work-based opportunities
- young people with SEND are travelling as independently as possible
- young adults with SEND are as healthy as possible
- young adults with SEND report they have choice and control over their lives and the support they receive.

Key next steps include:

- establish clear pathways for the transition of young people with an EHCP into adulthood and develop a 'preparation for adulthood' protocol
- improve multi-agency tracking of young people post-16 with SEND
- improve the offer and take-up of health checks for young people post-16 with SEND
- increase the opportunities for independent travel training and increase the use of personal travel budgets among young people with SEND

- develop more work based opportunities through supported internships and similar initiatives for young adults with EHCP
- work with schools to review and develop high quality careers guidance for young people with SEND.

6. Delivering the priorities

Delivering the priorities in this strategy requires close collaboration and planning across statutory services, partner agencies, schools, and parents and carers:

The strategy is supported by a detailed action plan that is a ‘live’ document, regularly reviewed.

The governance arrangements that will oversee the delivery of our priorities are:

The Barnet with Cambridge Education (BCE) SEND Partnership Board is responsible for leading the strategic approach of the partnership of the council, Cambridge Education and schools, to meeting the needs of Barnet’s children and young people with SEND.

The Board acts as a strategic forum to identify priorities and to oversee the delivery of the council’s statutory requirements in relation to the Children and Families Act 2014. The Board also monitors the performance of the contract with Cambridge Education in relation to its delivery of SEND services on behalf of the council.

The strategy is supported by a detailed improvement plan that is a ‘live’ document, developed and co-ordinated by BCE SEND Development Group. This is a multi-agency group co-chaired by leaders across education, health, social care and the Barnet Parent Carer Forum and is the primary forum for co-ordinating the operational SEND developments in Barnet. It is also responsible for driving the implementation of the national SEND reforms.

The SEND Development Group is supported by five working groups with representation from the SEND service, schools, health, social care, parent and carers, and the voluntary sector.

The working groups lead on:

- Education, Health and Care Plans and SEN Support

- Co-production
- Local Offer
- Early Years
- Preparing for Adulthood.

The BCE School Organisation and Place Planning Partnership Board (SOPP) is responsible for the strategic approach to meeting the need for sufficient education provision from Reception through to aged 19 (to 25 for young people with Learning Difficulties and Disabilities).

This Board is informed by the SEND Strategy. It is responsible, jointly with the BCE SEND Partnership Board, for meeting the following strategic objectives:

- to ensure sufficient specialist places provided locally to meet current and future needs
- to ensure that pupils with SEND can access education as close as possible to home.

Plans for achieving these objectives are included in the council’s School Places Strategy, which is kept under review by the SOPP Board and updated each year in consultation with the SEND Partnership Board. An annual report is made on the strategy and plans for the next three years to the council’s Children, Education, Libraries and Safeguarding Committee.

The BCE School Standards Partnership Board (SSPB) is responsible for the strategic approach to promote the continuous improvement of school standards in Barnet. Its remit includes keeping under review those aspects of the Barnet education strategy that relate to:

- school standards

- pupil attainment, attendance and progress
- narrowing gaps between disadvantaged pupils and their peer
- the authority's monitoring, challenge and support of maintained schools
- other relevant statutory functions.

It is responsible, jointly with the BCE SEND Partnership Board, for meeting the following strategic objective:

- to narrow the gap between pupils with and without SEND.

Plans for achieving these objectives are included in the council's School Improvement Strategy, which is kept under review by the SSPB and updated each year in consultation with the SEND Partnership Board. An annual report is made on the strategy and plans for the next year to the council's Children, Education, Libraries and Safeguarding Committee.

7. Performance measures

This section contains a number of performance measures to monitor the progress towards achieving our priorities for children and young people with SEND:

These performance measures will be monitored through the governance arrangements set out in section 6 and reported annually to the Children, Education, Libraries and Safeguarding Committee.

Performance indicator	2016-17 baseline (School year 2015/16)	Target for 2017-18 (School year 2016/17)	Target for 2018-19 (School year 2017/18)	Target for 2019-20 (School year 2018/19)
Percentage of final EHC plans issued within 20 weeks	53.5%	90%	90%	100%
Percentage of SEN statements transferred to EHC Plans in accordance with the council's Transition Plan	Target of 553 transfers in 2016/17. Total transferred was 615.	100% of transfers complete by 31.03.2018	N/A	N/A
Percentage of all EHC plans issued in the year that are judged as good or better through the internal quality assurance process	N/A	80% of new EHCPs quality assured and at least 60% are good	90% of new EHCPs quality assured and at least 70% are good	90% of new EHCPs quality assured and at least 80% are good
Percentage of special primary schools rated as 'good' or better	100%	100%	100%	100%
Percentage of special secondary schools rated as 'good' or better	100%	100%	100%	100%
The percentage of SEND pupils with a statement or EHCP:				
a) Attaining the 'expected standard' in Reading at the end of Key Stage 2	a) 18%	Top 10% in England	Top 10% in England	Top 10% in England
b) Making expected progress in Reading at the end of Key Stage 2	b) -3.4	Top 10% in England	Top 10% in England	Top 10% in England
c) Attaining the 'expected standard' in Maths at the end of Key Stage 2	c) 19%	Top 10% in England	Top 10% in England	Top 10% in England
d) Making expected progress in Maths at the end of Key Stage 2	d) -3.5	Top 10% in England	Top 10% in England	Top 10% in England
e) Average Attainment 8 score for pupils with a statement of SEN or EHCP	e) 23.2%	Top 10% in England	Top 10% in England	Top 10% in England
f) Average Progress 8 score pupils with a statement of SEN or EHCP	f) -0.7	Top 10% in England	Top 10% in England	Top 10% in England

Appendix (i) Future need for specialist places

i) Definition of SEND

Under Section 20 of the Children and Families Act 2014 and Section 312 of the 1996 Education Act, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions or
- are under compulsory school age and fall within one of the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- for children of 2 years or over, educational provision additional to, or different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area or
- for children under 2, educational provision of any kind.

In addition, the SEND Code of Practice (2015) sets out four broad areas of need and support which may be helpful when reviewing and managing special educational provision.

These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

Further information can be found within Section 6.28 – 6.35 of the SEND Code of Practice (2015).

ii) SEND reforms

The Children and Families Act 2014 represents the biggest reform to the special educational needs system for 30 years. The key changes to the SEND system cover the following areas:

- the introduction of a single assessment process that is coordinated across education, health and care that involves children, young people, carers and their families throughout the whole assessment process
- the statutory assessment system, that resulted in statements and learning difficulty assessments, is now replaced by a 0-25 education, health and care plan
- a responsibility on the local authority to publish and keep under review a local offer of services that has been developed with parents, carers and young people so that they can understand what services and support are available locally

- the option of a personal budget for families and young people with an EHCP, with the aim of extending choice and control over their support
- a stronger process for preparing for adulthood with a focus on achieving desired outcomes
- families (parents, young people, children and carers) are not only involved in our processes but are, and must be, fundamentally central to, and the focus of, the services offered.

The SEND code of practice: 0 – 25 years (2015) is a set of statutory guidelines for organisations which work with, and support, children and young people who have special educational needs or disabilities. It builds on the legislative changes of 2014 and provides compulsory guidance on how they are to be implemented.

Appendix (ii) Future need for specialist places

In planning future provision to meet the needs of children and young people with SEND, projections for the number of new places required takes account of the following factors:

- demographic and housing changes, e.g. birth rate, migration patterns, new build housing
- the requirement to maintain more Education, Health and Care Plans for young people between the ages of 16 and 25 as required by legislation
- the local ambition to reduce the numbers of pupils placed in out-borough provision both to reduce unnecessary costs and to improve the experience of the pupils
- the increasing numbers of pupils in mainstream schools that require more specialist provision at the secondary phase
- the need to accommodate the current bulge in the primary phase moving into the secondary phase.

In June 2016, the Council's Children, Education, Libraries and Safeguarding Committee considered the outcome of consultation and engagement with schools, parents and key partner organisations on a series of options to meet the future need for school places for children and young people with SEND. A full report of the assessment of need and the consultation can be found at: <http://barnet.moderngov.co.uk/documents/s32465/The%20future%20provision%20of%20specialist%20places%20for%20children%20and%20young%20people%20with%20Special%20Educational%20Needs.pdf>

As a result of this consultation, a proposal to open a new all-through free school for 90

children and young people with an autism spectrum condition (ASC) was submitted to the Department for Education by Oak Lodge special school (which converted to an Academy on 1 January 2017), with the full support of the council. This new free school – known as The Windmill, was approved for opening and the Council is working with the DfE to identify a site for the new free school.

In the meantime, recent other SEND developments include:

- the expansion of Oak Lodge Special School was completed in July 2017 providing additional capacity for up to an additional 40 children with special educational needs and/or disabilities
- in February 2017, Kisharon School, an independent all-through special school with a Jewish ethos, was granted planning consent to proceed with the construction of a new school on its current site. This will enable the school to expand its provision
- for September 2017, new provision was commissioned from Oak Lodge school and located on its current site for children with ASC working at a higher level than the majority of pupils at the main school therefore requiring a specialist and tailored curriculum
- Coppetts Wood additional resourced provision (ARP) which is currently designated to cater for children with speech and language needs is being re-commissioned to focus on the needs of children with ASC
- Oak Hill Additional Resourced Provision separated from Mill Hill County High School Academy Trust to become Oak

Hill Special Academy under the new AP Barnet Multi-Academy Trust (MAT), which has been established by a partnership of Barnet Academies to provide a range of alternative provision and school places for pupils with Social, Emotional and Health Difficulties. The Pavilion Pupil Referral Unit and Northgate School are expected to convert to Academies and join the MAT once building issues have been resolved at their existing sites.

- 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.

The need through to 2025

The Windmill Free School will provide 90 places. In addition, current projections indicate a need for around 125 additional specialist places by 2025 across the primary, secondary and post-16 phases of education.

The government is making a one-off pot of capital investment funding available to local authorities in recognition of the need to provide more school places for children with SEND. Barnet's allocation is about £3m across 2018/19 to 2020/21 (£1m each year). This provides an opportunity for us to devise a further investment programme to meet the shortfall.

To deliver the aim of our strategy for services to be delivered locally and as inclusive and close to home as possible, our approach for commissioning future provision is to aim for children and young people to be able to go to a suitable local school. Meeting SEND needs in Barnet schools can be met in mainstream classes in mainstream schools or in ARPs in mainstream schools or in special schools.

The Windmill special free school (see above) will provide a brand new special school resource for the borough. In order to maintain a mix of provision across special schools and mainstream schools and colleges, and thus to meet different types of need and to offer some choice to parents, it is proposed to meet the remaining need through:

- approximately 15 places through 1 additional
- additional Resourced Provision (ARP) in the primary phase
- approximately 50 places through 2 additional Additional Resourced Provisions (ARPs) in the secondary phase
- approximately 60 additional specialist places in school sixth forms and local colleges.

For more information:

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