



ENFIELD
EDUCATION
SERVICE

Monday 29th March

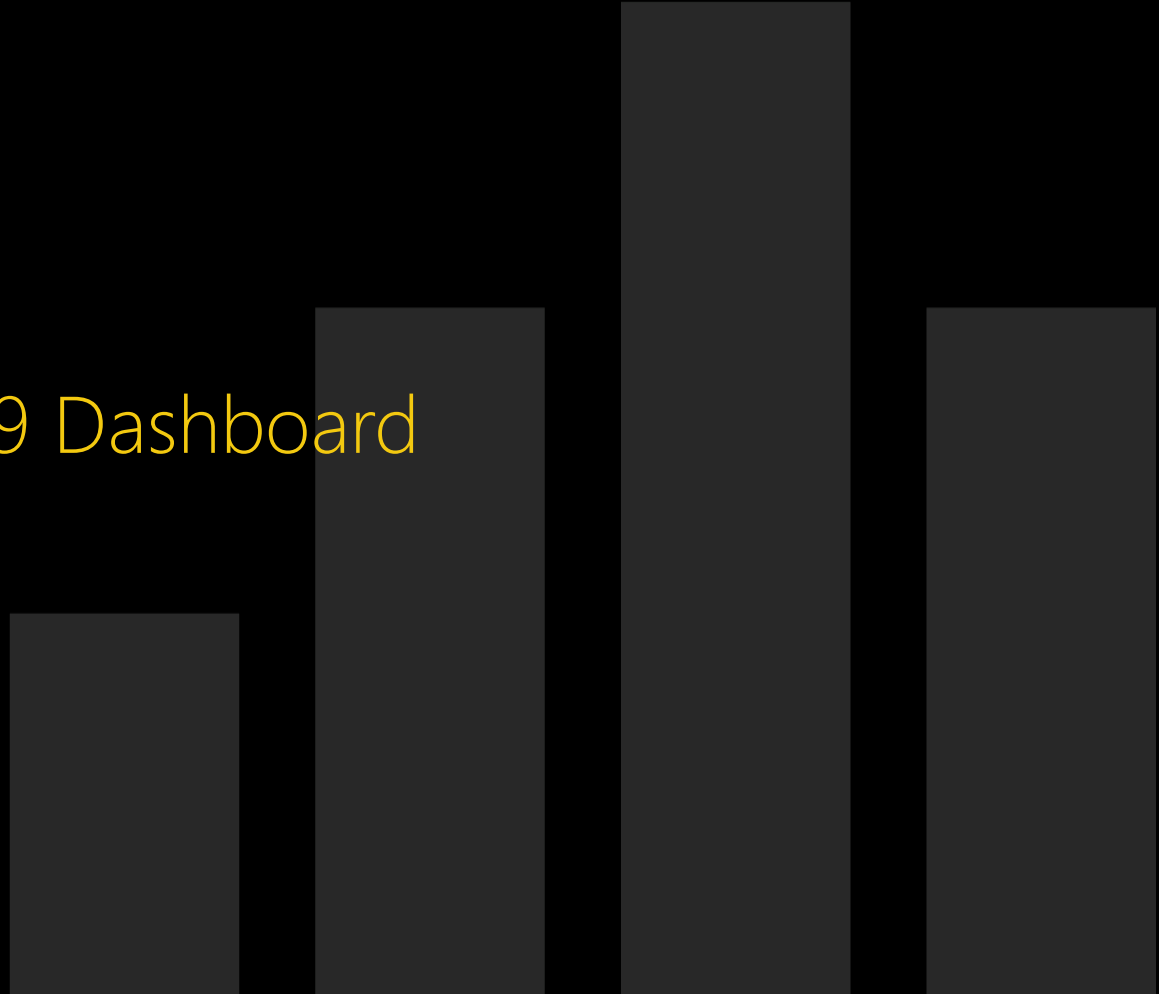
AGENDA

1. Welcome
2. Public Health update – COVID data update: testing: vaccinations. (Gayan, Dudu, Laura)
3. Enfield Supply Pool (Sarah)
4. School Watch Alert: Perspective Lite (Lucy)
5. DPO (GDPR) (Gemma)
6. Recent inspection – Meridian Angel
7. Professional Learning (Anna)
8. TIPS & ELSA (Suzy)
9. Music curriculum update (Wendy/Cheryl)
10. SEND update (Barbara & Peter)
11. Transitions – Phil Armstrong from Early Excellence
12. AOB

Enfield COVID19 Dashboard

[View in Power BI](#) ↗

Last data refresh:
24/03/2021 13:20:09 GMT Standard
Time
Downloaded at:
24/03/2021 13:22:28 GMT Standard
Time



ENFIELD COVID-19 DATA

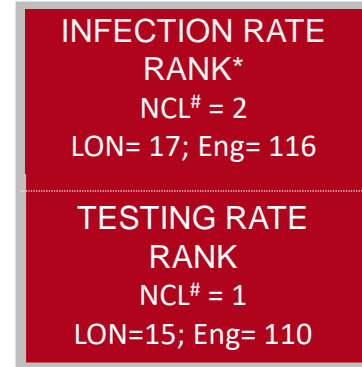
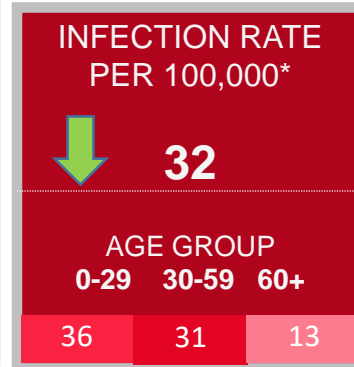


TOTALS

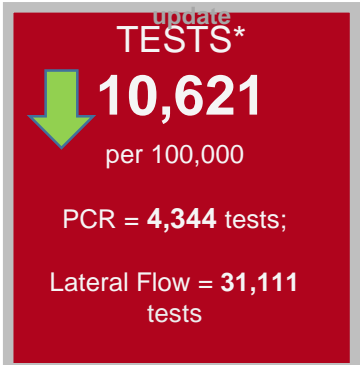
Cases = 30 Jan 20 – 26 March 21
Deaths = 06 Mar 20 – 12 March 21

(20 March – 26 March 21)

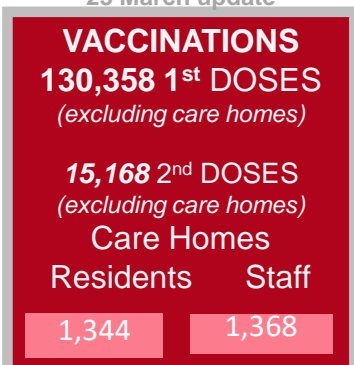
9 March – 15 March



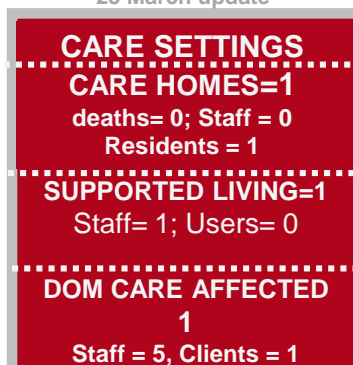
21 March – 27 March



25 March update



25 March update



29 March update

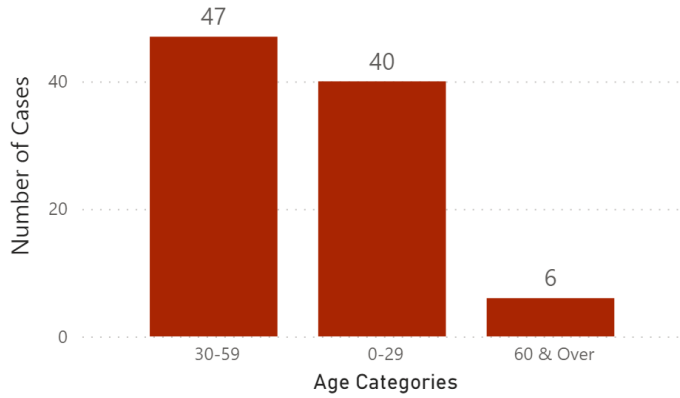


*ONS weekly mortality records compared with 2015- 19 deaths.

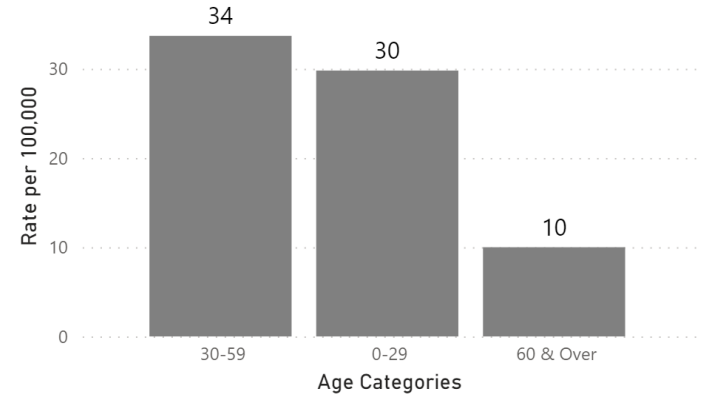
#North Central London include Camden, Barnet, Enfield, Haringey & Islington

Change since last week of data

Number of COVID-19 Cases by Broad Age Categories



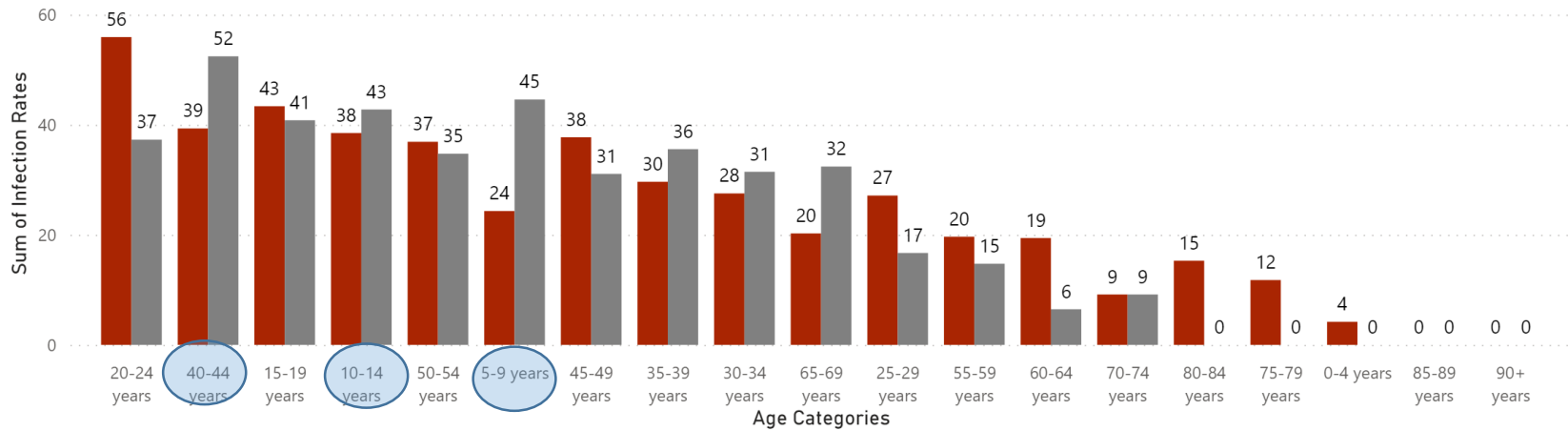
Infection Rate per 100,00 by Broad Age Categories



Time Period
 ■ 7-Days
 □ 28-Days
 □ 14-Days

Infection Rate per 100,000 by 5-Year Age Brackets

Time Period ● 14-Days ● 7-Days

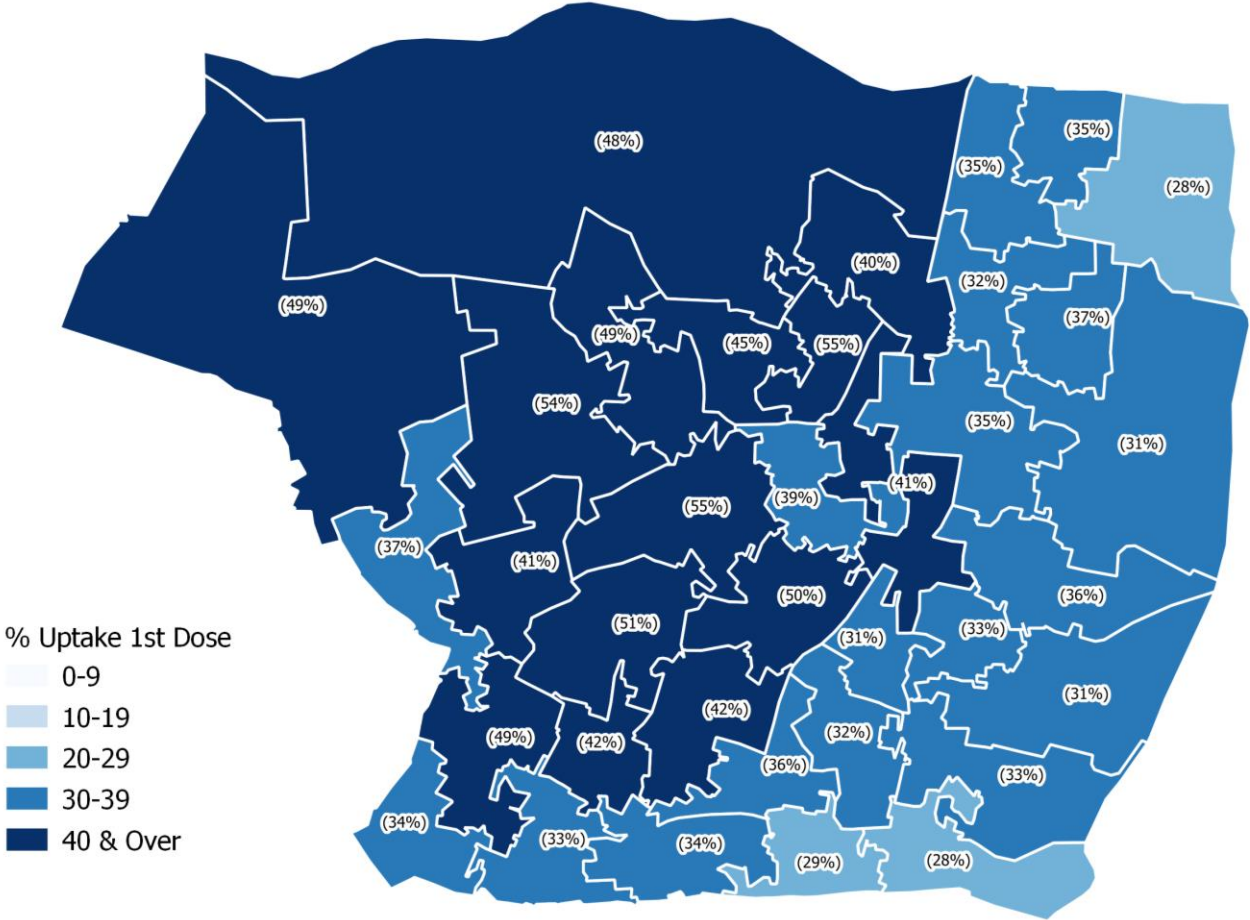


% COVID-19 Vaccine Uptake by Cohort (updated 23rd March 2021)

| <i>Eligible Cohort</i> | <i>2019 ONS Population Estimates</i> | <i>Dose 1</i> | <i>Dose 2</i> | <i>% Uptake 1st Dose</i> | <i>% Uptake 2nd Dose</i> |
|----------------------------|--------------------------------------|----------------|---------------|--------------------------|--------------------------|
| Latest* (age not assigned) | - | 1,943 | 517 | - | - |
| 18- 49 | 127,765 | 36,120 | 1,498 | 28 | 1 |
| 50-54 | 23,032 | 16,390 | 726 | 71 | 3 |
| 55-59 | 20,350 | 16,867 | 748 | 83 | 4 |
| 60-64 | 15,451 | 14,418 | 567 | 93 | 4 |
| 65-69 | 12,344 | 11,306 | 393 | 92 | 3 |
| 70-74 | 10,921 | 10,106 | 332 | 93 | 3 |
| 75-79 | 8,490 | 7,428 | 1,120 | 87 | 13 |
| 80+ years | 12,809 | 11,634 | 5,987 | 91 | 47 |
| Care Home 65+ years | 1,478 | 1,344 | 581 | 91 | 39 |
| Total | 232,640 | 127,556 | 12,469 | 55 | 5 |

*Age is not assigned to latest data received on 23rd March 2021

% 1st Dose Uptake by MSAOA



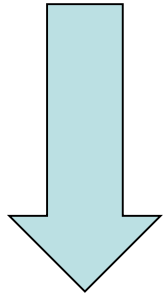
Lateral Flow Testing

Update – 29.03.21



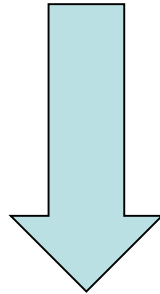
Lateral Flow Testing Offer

(Currently until 30th June)



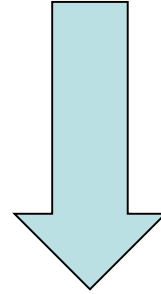
Community sites

- 10 sites
- Includes 1 business & 1 LA staff site
- Piloting early and late opening hours at Southgate site (Monday-Friday)



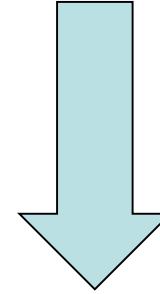
Collection points

- Available at all sites
- Criteria – if at least 1 member of your household, childcare bubble or support bubble is; a school, nursery or college pupil **or** works in one **or** works in an occupation related to one
- Collect 2 test kits (7 tests per kit)



On-line ordering

- Criteria – if at least 1 member of your household, childcare bubble or support bubble is; a school, nursery or college pupil **or** works in one **or** works in an occupation related to one
- You can order 1 test kit (7 tests) per household each day



Secondary Schools

- Moved to providing test kits directly to students and staff
- Encouraging families to utilise all other options

Primary School Supply Pool

www.enfield.gov.uk

Striving for excellence



Primary School Supply Pool

- You will be aware that we have been consulting on the future of the Primary School Supply Pool.
- The feedback that we have received is that whilst the pool is very highly regarded the daily rates for teachers (but not support staff) can be significantly higher than agencies.
- We have listened to this and have put a proposal to teachers that their rate would be capped at M6, which would bring the daily cost to schools to £211+ on costs.
- We recognise that for these staff this may still be marginally higher than agencies but
 - We only deploy experienced staff
 - We do not charge large fees such as agencies do for schools to take staff on permanently
 - The staff have made clear in their comments to us that they prefer to work via the LA rather than agencies
- Whilst there remains the SLA charge, this is kept to a minimum and only goes to cover the staffing costs for the PSSP co-ordinator
- Hopefully you will feel you can support this and we will be writing to schools to canvas their views on this new proposal

COMPARISON OF FEES: PRIVATE AGENCIES Vs ENFIELD SUPPLY POOL

| Private Agencies | | | Long term charges/Introduction Fees | Buy-Back Fees | Enfield Supply Pool | Longer Term charges/ introduction Fees | Buy-Back Fees | |
|--------------------|-------------------|--------------|---|---------------|---|---|---|--|
| Agency | Teachers (£+ VAT) | TAs (£+ VAT) | <p>The Transfer Fee referred to in clause 8 shall be calculated as follows: 20% of the Remuneration payable to the Agency Worker during the first 12 months of the Engagement or, if the actual amount of the Remuneration is not known, the Charges multiplied by 175.</p> <p>Most agencies will charge between 10%-20% of the starting salary which could equate to as much as £8000</p> | £0.00 | Teachers (£ + NI & Pension contributions) | TAs (£+NI & Pension contributions) | <p>£0.00</p> <p>Over the years schools have benefitted by using the Pool to recruit staff to their schools without having to pay any fees!</p> <p>Heads (who have not used the Pool) have approached Christiana asking her to recruit an individual to the Pool (on their behalf) as it would be much cheaper to pay the buy-back fee than to pay the Agency fees!</p> | <p>Under 50 staff = £870</p> <p>51-74 staff = £1406</p> <p>75+ staff = £2110</p> |
| Steps | £190-£249 | £119 - £125 | | | M2 - £162 | Level 3 TA = £13.09 per hour (Approx £83 per day) | | |
| Protocol | | £122 | | | M3 = £171 | Level 4 NN = £13.57 per hour (Approx £85 per day) | | |
| Sanza Teaching | | £135 | | | M4 = £181 | | | |
| CER | £185 | | | | M5 = £195 | | | |
| ZEN Educate | £169 | £105 | | | M6 = £211 | | | |
| Achieve Education | £205 | | | | | | | |
| Teaching Personnel | £221 | £125-£140 | | | | | | |
| Uniform Teaching | £185 | £120 | | | | | | |
| Bumblebee | £189 - £198 | £109.65-£115 | | | | | | |
| Inspiring Teachers | £150 | £110-£115 | | | | | | |
| Prospero Teaching | £175.60 | £110 | | | | | | |

From the rates given above, some teachers have advised that they only receive approx. £120 per day from some agencies.

POINTS TO REMEMBER:

- The Enfield Supply Pool has been the main competitor for these private agencies which could be the reasons that they keep their prices low. This could change were the pool to close.
- You will see by the comments on the following pages that the Pool has always been run with honesty and integrity and this has been echoed over and over by supply staff. Unfortunately there was a recent case (and not isolated) where a supply teacher had contacted Christiana to find out if there was a placement at one of the Enfield schools as she had been approached by an agency asking her to sign up with them so they can put her forward. After making some discreet enquiries with the school, Christiana was told that that placement had been filled months ago.
- Supply staff registered with the Pool feel supported and valued so in return they give 100% commitment to our schools.
- We are the only Borough to have a supply Pool of qualified teachers and support staff fully checked and vetted for our schools.

COMMENTS FROM SUPPLY STAFF

“Thank you for your email giving information about the viability of the Supply Pool’s continuation. Thank you also for all the work, effort and time you have put into this subject. It is much appreciated. I would definitely be interested in continuing to work with the Enfield Supply Pool were an agreement made about the capping of daily rates”

Susan (Teacher)

“Many thanks for this very open and honest appraisal of the situation.

I would be happy, given the situation, to carry on working for the pool as long as pay rates bear a reasonable comparison with agency rates. At least teachers still have reasonable pensions in the state sector, far superior to anything offered by schemes linked to agencies.

Thank you for the hard work you and your colleagues have put in over the years and the work you have put my way. I wish you well”.

Geraldine (Teacher)

“Thanks for the email and your continuing support for teachers who enjoy working in Enfield schools part time or flexibly.

I would love for the service to continue and would be prepared to be paid at a scale of M2 (or M3 M4 M5 M6) if I cannot be paid at UPS1.

For me to be paid less, IF it saves the public purse, is preferable to our taxpayer funds ending up in private hands.

(There is a swamp of agencies out there flooding the market and taking advantage of cash- strapped schools. They view teachers simply as a commodity to hire, rent out or sell.)

I do hope the pool can carry on”.

Sara (Teacher)



COMMENTS FROM SUPPLY STAFF

“I would be very sad to see the Enfield Supply Pool discontinued as it has served me so well since I joined The Pool.

As a Teacher Assistant you have been absolutely brilliant in placing me in schools which fit my specification exactly, unlike agencies who would send me any where just to fill the position and receive their payment. I would always feel uncomfortable and disappointed when this kept happening. However, the personal service received by you assured me I was always placed in a suitable position. I am sure that schools were also frustrated having someone sent to them which did not fit the role requirements. Something perhaps they should they think about seriously before it is too late.

In addition, your knowledge and experience over the years working with schools in comparison to agencies is obvious and invaluable.

I am definitely not alone with this view. I have spoken to many other supply staff who were with agencies and are now with Enfield Supply Pool and they share exactly the same opinion

You are a trusted service for many of us and I sincerely hope this will not be the end of the Enfield Supply Pool”

Anastasia (TA)

“I just want to say that I truly value the work that you do at the supply pool and all the support you have provided me over the years, therefore even if my pay had to revert from ups3 to m6 I would still remain part of the Enfield supply pool for now”.

Lucy (Teacher)

Enfield Trauma Informed Practice in Schools

E-TIPS

Suzy Francis (EPS)
Lucy Nutt (SEYIS)
Anna Vaughan (PL)



Local Drivers



Trauma Informed Practice in Schools (TIPS)

Trauma Informed Practice in Schools is a whole system approach aimed at promoting the emotional wellbeing of every child and young person. The approach helps us recognise the signs and symptoms of trauma in children, young people, families, staff and others working across the system and address mental health problems.

It is essentially a training and implementation programme designed based on evidence-based knowledge and practice. It will help schools and the wider education settings to integrate this approach into their policies and everyday practices. It will help empower and enable key staff in schools to be able to respond effectively to mild to moderate mental health problems and actively prevent re-traumatisation.

Once implemented, this programme will help inform every interaction, every action and every decision relating to every child/young person in every schools in Enfield.

Links with Ofsted



Teacher and pupil wellbeing’ personal development (resilience, confidence, independence) is separated from behaviour

Inspectors will use a range of evidence to evaluate personal development, including:

- how **curriculum subjects** such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils’ personal development.

To achieve ‘**Good**’ status pupils must ‘enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships.’

To be ‘**Outstanding**’, schools must enable students to be able to make ‘informed choices about health eating fitness and their emotional and mental wellbeing.’



Once implemented, this programme will help inform every interaction, every action and every decision relating to every child/young person in every schools in Enfield.



What are we doing about this?

- Enfield has teamed up with **Kati Taunt**, a licenced trainer delivering the ARC model.
- The **ARC (Attachment, Regulation and Competency) framework** originates from the Boston Trauma Centre, MA.
- The training is based on the **framework to help schools**:
 - create a **psychologically safe** environment drawing on **attachment theory**.
 - enable pupils to learn how to **regulate their reactions** to situations.
 - enable pupils to **begin to develop competencies** they need to function successfully in both school and wider society.
- For more information about the ARC training and about Kati at <https://arcframework.org/what-is-arc/about-us/arc-trainers/>.



Introducing E-TIPS - What to expect?

- **Training** for whole school staff and related professionals (including youth workers, safer school police officer, family support staff, EP, MHST etc).
- **Follow up support** to embed the learning and support changes to practice across the whole school community – increased confidence in meeting the needs of those children/young people for whom adverse experiences in their lives is having a negative impact on their wellbeing and their learning.
- **School – Led Whole School Wellbeing Audit** – supported by external professionals - will help you determine what areas are working well and what areas you want to change / develop / introduce (*will align with the audit already in progress for some schools*).
- Each school would establish its own **TIPS Working Group** to support the trauma-informed work in the school.
- **There will be no charge** for the training or follow up support.
- **Governance** will be provided by an **E-TIPS Steering Group**.

How does your school get involved?


- We are looking for schools to be involved in **E-TIPS Pilot this year - full Implementation programme.**
- **Criteria for initial selection** may be used to help us prioritise schools for the full programme.
- If schools are not able to take part in the full roll out, we are planning to offer **bite-sized twilight training sessions** for school staff to access.
- **Training provided by other services across Enfield will adopt the same ARC framework**, e.g. The EPS, SWERRL, MHST, and The Virtual School, 'Annual Attachment & Trauma Training' for Designated Teachers for LAC.
- If you wish to be involved in E-TIPS in the coming year in a limited or fuller extent, please complete the **Expression of Interest via this link**


[LINK TO Form](#)

Emotional Literacy Support Assistants in Enfield



**Emma Gore-Langton
(Senior EP for SEMH)**

EMOTIONAL LITERACY SUPPORT ASSISTANTS (ELSAs) IN ENFIELD




ENFIELD Educational Psychology Service

**Early Intervention for Social, Emotional and
Mental Health needs:
Training & Supporting Emotional Literacy
Support Assistants (ELSAs) in Enfield**

What is an ELSA?

- Redeploying your existing support staff for part of the week to work as Emotional Literacy Support Assistants.
- Training and supervision from Educational Psychologists (who are aligned with E-TIPS)
- ELSAs plan and deliver individual (and small group) support programmes.
- Early intervention for children with SEMH needs.



ELSA NETWORK REGISTERED TRAINING PROVIDER

**REGISTERED EMOTIONAL LITERACY SUPPORT ASSISTANTS (ELSAs)
support the well-being, social, and emotional needs of children at our school**

[NAME OF SCHOOL]

23rd February 2021

SUZY FRANCIS

Principal Educational Psychologist &
Strategic Lead for Children and Young
People's Mental Health



ENFIELD
PROFESSIONAL
LEARNING



Enfield Professional Learning Update for Heads Briefing

29.3.21

Anna.Vaughan@enfield.gov.uk





Early Years

Getting Ready For The New EYFS

You are invited to Enfield's First Online Early Years Conference

Wednesday 5th May 2021
9.15 - 12.30

With a facilitated recorded version on Saturday 15th May 2021

GUEST SPEAKERS & AGENDA

- 9.15 Welcome & Introduction - Lucy Nall, School and Early Years Improvement Service
- 9.25 Opening Keynote: **Development Matters** - Dr Julian Grenier, Co-author of Development Matters 2020
- 10.25 - 10.30 Break
- 10.30 **The Neuroscience of Play** - Ben Kingston-Hughes, Inspired Children
- 11.00 **Achieving Self-regulation in the Early Years. One Practitioner at a Time** - Dr Mine Corikbayir, independent EY consultant
- 11.30 - 11.40 Break
- 11.40 **Ofsted and the new Early Years Framework** - Phil Minnis, HMI Specialist Advisor for Early Years and Primary
- 12.10 Closing Keynote: **Next Steps: Navigating a way forward with the revised EYFS** - Phil Armstrong, Early Excellence

Places on a First Come First Served Basis
£35
Register your interest:
cara.murray@enfield.gov.uk
(subject: EY Conference)

Next years EY Professional Learning Package

- Approx. 20 sessions
- CLPE
- Early Excellence
- Literacy & numeracy
- Language & communication
- School based expertise



Enfield Professional Learning 2021 - 2022

March 2021



The main professional learning programs will for the academic year 2021-2022 be offered on a pay as you go only option for schools. This is to support flexibility for schools in terms of responding to their particular needs e.g. being able to be part of the Unconscious Bias & Anti-Racism program.

The following menus are defined as the main professional learning programs:

Leadership; Teaching & Learning; Educator Wellbeing; Pastoral & Student Wellbeing; Safeguarding; Research & Innovation.

NQTs/ECF:

- The Appropriate Body (AB) remains a separate service and can be purchased through the hub (£300 per NQT)
- Professional learning to support the Early Career Framework (ECF) will continue to be offered; this package will be available with in the summer term following DfE clarification

The pay as you go model will help to provide greater transparency to schools and ensure that as a service, we cover costs.

- Where the provider/presenter is from the LA or an Enfield School, the cost to schools will be the same.
{1 hour £30; 1 ½ hours £40; 2 hours £60; 2 ½ hours £80; 3 hours / ½ day £100; 3 ½ hours £120; 4 hours £140; 6 hours / 1 day}
- Where the provider/presenter is external, costs will be calculated on an individual basis based on the provider/presenter's individual charges.

Ongoing dialogue with schools is essential to us bringing high quality professional learning into Enfield. When the local authority commissions, there is opportunity for economies of scale to benefit all schools

The following menus will be offering their professional learning programs as an annual buyback package September 2021 – July 2022 This is based on calculating the most cost-effective option for a school and covering costs as a service. Note: sessions within the packages will also be available on a pay as you go basis. Details of these buyback packages will be on our platform which launches on April 19th 2021.

SEND; Teaching Assistants & Support Staff; Early Years; SBMs; Governors

Details of all professional learning 2021 – 2022 will be available on our new website which we will launch at the start of the Summer term. will have the functionality for schools to 'Pay Now' using a school payment card or to be invoiced.

Purchasing
Finances - Info sheet sent to all SBMs
Platform - Training for SBMs



The screenshot shows the homepage of the Enfield Professional Learning website. At the top left is the logo. To the right are "Sign In" and "Book" buttons. Below is a navigation bar with "Professional Learning", "Resources", "LLAs", and "All Services". The main content area features a grid of ten puzzle-piece icons representing different services: Leadership, Teaching & Learning, Educator Wellbeing, Pastoral & Student Wellbeing, Safeguarding, Research & Innovation, Early Years, SEND, Teaching Assistants & Support Staff, and Careers. Below this is a "Welcome to Enfield's Professional Learning website" section with a blue background and white text. The "Upcoming Courses" section displays three course cards: "Performance management for teachers", "Information protection awareness in schools", and "Performance management for teachers". At the bottom, there is a "From Our Community" section with a grid of links for "Enfield Schools", "Professional Learning Videos", and "UK & International". The footer features a row of colorful human figures holding hands.





From Our Community

Find out more about us, professional learning partners and the schools in Enfield and beyond!

| Enfield Schools | Professional Learning Voices | UK & International |
|-----------------|------------------------------|--------------------|
| News Bites | Professional Learning Team | Find out! |
| Sharing success | External Providers | |



2021-2022 Professional Learning Program

Innovative programs:

- Royal Shakespeare Company – Shakespeare & Race (primary & secondary)
- Voice workshops (teachers & SLT)

Co-design of programs:

- UCL IOE – Inclusive Pedagogies
- EEF – Training & Retaining Great Teachers



10 MINUTE TEASER

23rd April 2021 - 1 p.m.



@Markfinnis



Website:
[RelationalSystems](https://www.relationalsystems.org.uk)

Hear from **Mark Finnis** of **Relational Systems** with our 10 minute Q&A on Zoom

Mark will be delivering the 4 session program on Restorative Practice in Autumn 2021

Placing relationships with children & young people at the heart of education, Mark will lead educators through the implementation of a restorative practice culture



Sign up at no-cost for this session: ...

All 10 Minute Teasers will be recorded and hosted on the related page on ...



@EnfieldEdUK



@Annapedagogy

New Model Music Curriculum

Supporting curriculum music for KS1, 2 and 3

Designed to ensure a universal provision of music education and smooth transition

Key headlines:

- KS1 & 2 should receive a minimum of 1 hour of teaching per week
- KS1 & 2 should have access to rhythmic and melodic instruments
- KS3 music should have a minimum of one weekly period throughout and not be part of a carousel system

Effective delivery expected to come from a combination of schools, teachers, practitioners, professional ensembles, venues, and other Music Education Hub partners working collaboratively.

Ensemble music-making is expected, particularly through KS3



- Practical framework to deliver the statutory requirements of the curriculum
- Designed to support non-specialist teachers at primary level as well as specialists
- Sets out sequences of learning to ensure steady development of skills in:
 - Singing
 - Listening
 - Composing
 - Performing
- Banks of listening resources from a wide range of cultures and traditions
- Outlines of expected learning and vocabulary for each year group
- Examples of resources appropriate for the development of skills for each year group
- Glossary of musical terms and brief notes on each repertoire suggestion
- Case study for each year group on how to combine knowledge, skills & understanding



What EMS are doing

- Refreshing our current primary curriculum guidance to refer/link to the MMC
- Producing KS3 curriculum guidance related to the MMC
- Creating a resource with links/info on where suggested MMC repertoire/listening examples can be accessed
- Designing professional learning for primary music leads on how to use/embed the MMC and link with extra-curricular provision

We are also

- Facilitating professional learning for Secondary specialists
- Working with Hub partners to support curriculum delivery through provision of additional performance/workshop opportunities
- Continuing to offer the Music Grant to schools to support tailored provision
- Reinstating our school visits programme



Head Teachers Briefing

SEN Service



Introduction

- Staffing update
- Future structure changes to the service
- Changes to date
- HNB savings to date
- Future plans
- Statutory timescales
- Questions

Staffing

- 13 SEN Advisory Officers
- 4 Senior Officers
- 6 Business Support Officers
- Finance Officer
- Data Officer
- SEN Manager

Future Plans – Redesign

Retain:

- Looked After and Vulnerable team

Introduce:

- Statutory (EHC) Assessment Team
- Annual Review Team (name to be confirmed)
- Post-16 team
- Tracking & High Needs Manager

Future Plans – School Place Planning

- Developed new application process for ARPs;
 - SEND Board will now make decisions on applications
- Identified Sites to meet SEND need;
 - Addison House
 - Visited Schools who have space to grow provision
 - Received 9 requests to develop provision and ARPs
 - CEO agreed to prioritise school placements
- Developing proposal to take to CEO on Caretakers houses and developing local provision.

Changes to date

- Looked After Child and Vulnerable team
- Established Operational and Strategic Partnership Group
- Tackled historically overdue plans; 150 now reduced to 78
- EHCP Template developed in partnership with stakeholders
- QA Process/Dip Sampling (HOS)
- All staff trained on legislation and SEND processes – weekly updates
- Developed Post 16 process
- Established SEND data dashboard
- Introduced SENCO Coffee mornings
- Regular performance meetings with staff
- Piloting HNB Funding Calculator & strategy

Savings To Date

| <u>SEN Savings, July 2020 onwards</u> | Saving of: | Proposed annual uplift | Reduced to |
|--|-------------------|------------------------|------------|
| Kestrel House School | 15,150.00 | 2.90% | 1% |
| Horizon Care - Trinity College placement LAC with SEN | 1,462.50 | 5% | 2.50% |
| 6 OOB independent special school moves to Durant's, Sept 2020 | 141,993.00 | | |
| Belmont Park - refund for 1 term of MT's fees after children's services asked school to keep placement open. | 11,750.00 | | |
| Leaways - DD 25% discount following SB's meeting about poor attendance | 9,817.98 | | |
| Additional historical support removed | 12,046.00 | | |
| TOTAL | 192,219.48 | | |

Data Update

- 3,369 EHCPs held by LA 11.26% over last year (national increase is 10%)
- Average monthly requests for EHCNA 43 (based on 7 months of data)
- 79% of decisions made to assess within 6 weeks
- From 1st January 69.0% of EHCPs issued within 20 weeks
- SEN2 Reported figure 62.18 (2% above 2019/2020 years national average)
- 104 pupils moved out of borough; 8 moved abroad
- 58 moved in
- 168 EHCPs ceased (mainly post 16)

SEN Places Update

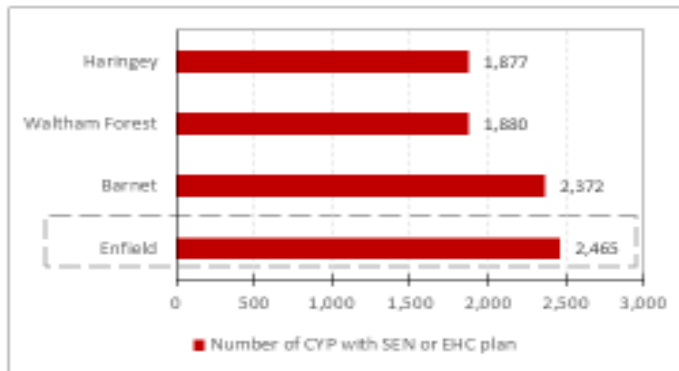


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EDUCATION
SERVICE

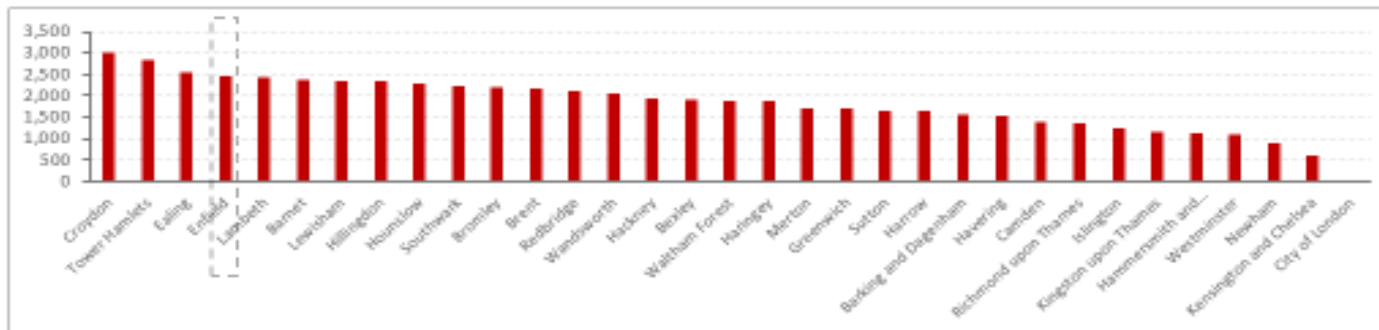
February 2021

Rising Demand

The demand for EHCPs continues to rise and benchmarking data demonstrates that Enfield is managing the 4th highest cohort of children with SEN in London

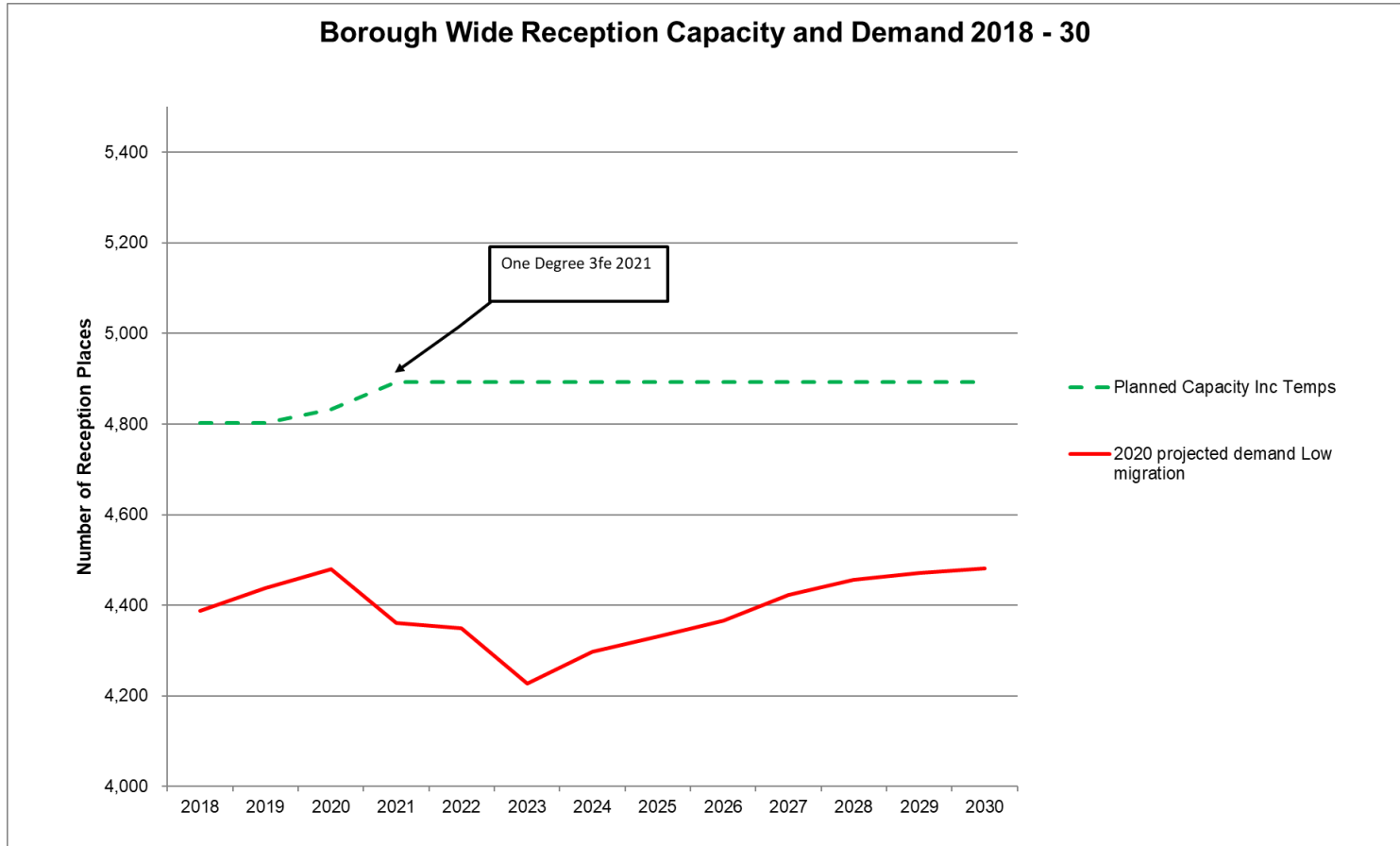


The number of children with SEN in Enfield has grown significantly in the last three years and benchmarking data demonstrates that Enfield is managing a much higher number of children with EHCPs than its neighbouring authorities, and than most authorities in London. This high level of demand is contributing to the budget pressures.

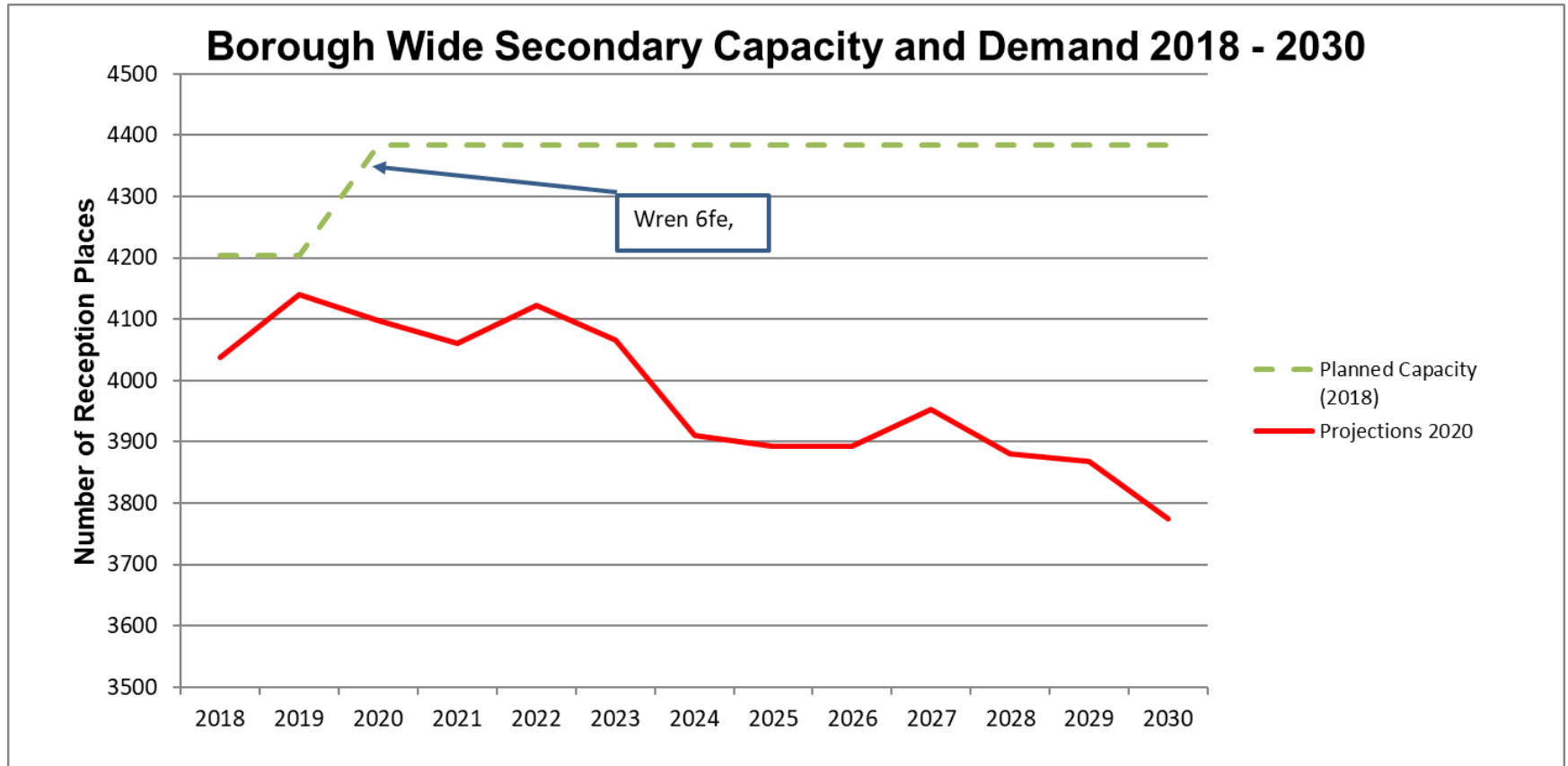


Benchmarking data demonstrates that Enfield is managing the 4th highest cohort of children requiring SEN support across London. This suggest that demand management options should be considered as a key lever for managing the High Needs Block overspend

Primary Projections



Secondary Projection Projections



Additional Places Provided for September 2020

| SCHOOL | Provision | SEND Category | Estimated no. of additional places |
|--------------------------------|-----------|------------------------|------------------------------------|
| DURANTS LOWER SCHOOL | Main | ASD | 105 |
| WAVERLEY @ HONILANDS SCHOOL | Satellite | PMLD | 23 |
| OAKTREE | Main | MLD | 9 |
| RUSSET HOUSE @ SUFFOLKS SCHOOL | Satellite | ASD | 14 |
| RUSSET HOUSE @ CARTERHATCH | Satellite | ASD | 5 |
| ELDON PRIMARY | ARP | Complex Needs inc. ASD | 8 – 10 |
| CHESTERFIELD | ARP | Complex Needs inc. ASD | 8 – 10 |
| WAVERLEY@ BELL LANE | Satellite | Complex Needs inc. ASD | 14 |

Developing More SEN Places

- Increasing ARP and Satellite provision
- Encouraging greater inclusion in mainstream schools
- Application process has been drafted for schools to express interest in establishing additional SEN provision within mainstream schools. To be discussed at SEND Board
- Numerous site visits have taken place and prospective projects have been identified
- Feasibility studies have been commissioned to assess these sites for condition and scope of works required
- Business Case(s) to be worked up to ascertain viability of schemes and to assess potential costs vs number of places that can provided.
- Assessment of school rolls and available classroom space currently underway



Pipeline Projects

- **Salmons Brook** – Secondary 70 place SEMH has received preliminary planning approval. Current Programme scheduled for early 2022.
- **Fern House** - Primary 72 place SEMH school. Demolition of existing site to take place in the next few months. It is hoped the school will be ready for September 2022
- **Chesterfield** – Fern House Pupils are currently relocated to Chesterfield School. ELT have indicated that the facilities used at the school will remain available for SEN pupils. Currently the school accommodates 48 pupils.
- **Oaktree** – Expansion to provide 4 additional classrooms to accommodate additional 27 pupil is being reviewed to assessed the feasibility of providing post-19 facilities.
- **Former Eldon STC Building** – Proposals to demolish the site have been produced. The future use of the site is yet to be determined
- **Silverways School** - DfE have now approved an application to register an independent SEN school for pupils with autism and associated learning needs. The school will accommodate up to 50 pupils aged between 7-16 years old .





Early Excellence
Inspirational Learning

Head Teachers Briefing

Enfield
March 29th

Early Excellence





Delivering Excellence





Aims of today's session:

- Considering Transition into Key Stage 1



Reboot?

Reclaim?

Reset?

Rethink?

Redesign?



A reminder that we need to hang on to...

What is that we want for our children?

**Vision
and
values**



- Independent
- Confident
- Critical
- Responsible
- Reflective
- Self - regulators
- Risk takers
- Able to make connections
- Creative
- Communicators
- Tenacious



Skilled and Knowledgeable



Characteristics of Effective Learning

Playing & Exploring – Engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning – Motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

Having their own ideas
Making links
Choosing ways to do things

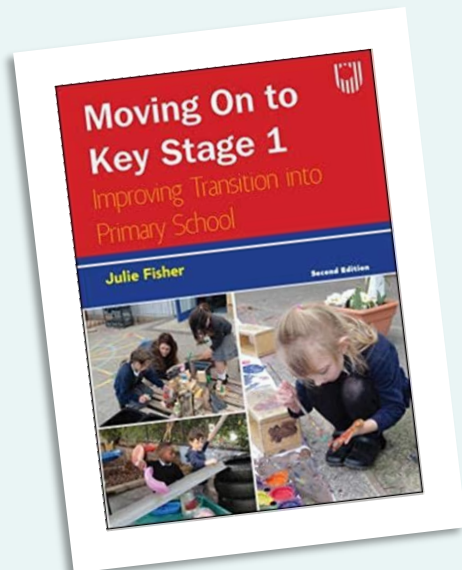


The characteristics of 5-7 year olds



“Developmentally there is very little difference between a Reception child and a Year 1 child. Key changes come around the age of 7.”

Julie Fisher, *Moving onto Key Stage 1*





KS1 children

- Are active learners
- Enjoy sensory experiences and exploration
- Need first hand experiences
- Are creative in the ways they represent their world
- Are independent learners
- Use play to find out about and explore the world
- Learn through social interactions
- Need time to develop their ideas in depth



**We need to
think about
how young
children learn
best?**



Length Name: _____

Using everyday language to describe length - tall and short.

Glue all the tall things onto a piece of paper.
Glue all the short things onto a second piece of paper.

tall

short

The worksheet contains 14 line drawings of various animals and people. The giraffe and ostrich are tall, while the boy, monkey, elephant, turtle, pig, girl, dog, sheep, and horse are short.

Activity





Key questions to ask yourself:

- Whose requirements feature most highly - the inclinations and interests of the child or the needs of the adult?
- Does your environment allow for active learning and play?
- Are there opportunities for first hand exploration and creativity?
- Does it allow the children to make independent choices – what, how and who they will work with?





Thinking about transitions...

- Recognise and value the recent lived experiences of everyone
- Create the space for children and adults to share their thoughts and feelings
- From this carefully plan bespoke support for children and those who care for them to move forward confidently into a place where **learning can continue successfully**

Coventry Improvement and
Standards Team July 2020



EYFS to Year One



Things to consider

- Staff knowledge – Year One Teachers & Support Staff
- Curriculum Flexibility
- Key Priorities –Prime Areas
- Key Children
- Well-Being & Involvement
- Characteristics of Effective Learning



Possible Next Steps ...

1. Consider range of approaches that can be used to meet the demands of the KS1 curriculum (**How and Where?**)
2. Explore how to develop provision that securely embeds learning (**Use & Apply**)
3. Identify opportunities for revisiting taught experiences (**What can they do already?**)
4. Examine ways of 'challenging' children as they learn (**Building on Learning**)





Unique Child, Unique Experiences, Unique Times...



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